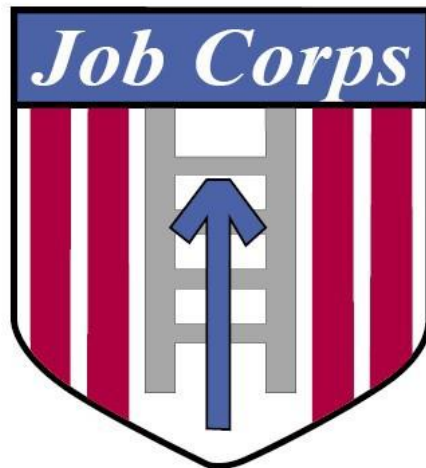


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# **POLICY AND REQUIREMENTS HANDBOOK**

**(Chapters 1 - 6)**

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**U.S. Department of Labor  
Office of Job Corps**

**January 29, 2025**

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# **POLICY AND REQUIREMENTS HANDBOOK**

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JANUARY 29, 2025

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## **1.0 INTRODUCTION**

Chapter 1, Enrollment Services, provides requirements in the following areas: outreach, recruitment, eligibility screening, career planning and center assignment. Prospective applicants and applicants must be provided enrollment services consistent with the Workforce Innovation and Opportunity Act and Job Corps requirements contained herein. Admissions Services providers receive and respond to prospective applicants, inform them about Job Corps training and education programs and center life, and work with applicants to complete the application process.



## **1.1 OUTREACH & RECRUITMENT**

### **REQUIREMENTS**

#### ***R1. Center Information***

Centers must:

- a. Provide Admissions Services and One-Stop Career Centers/American Job Centers and other partners with current information about Job Corps. See Chapter 1, Section 1.1, R5 Marketing Materials and Strategies.
- b. Ensure Admissions Services staff complete and maintain all required training as directed by the National Office of Job Corps (NOJC). This includes training for conducting the Job Corps eligibility and admissions process.
- c. Provide Admissions Services staff with expectations for participation and completion of career technical training, certifications, credentialing, and licensure opportunities that are offered.
- d. Offer center tours to prospective applicants, parents, school counselors, employers, and others whenever possible.
- e. Assign staff and students to participate in outreach activities as needed.

#### ***R2. Partnerships and Linkages***

Admissions Services providers and centers must, as applicable:

- a. Work cooperatively within the workforce development system and apprenticeship programs, schools, National Training Contractors (NTC), and social services agencies, including those that serve foster care and homeless youth to promote referral of prospective applicants to Job Corps. See Chapter 5, Section 5.1, R5.c.4.
- b. Establish working relationships and partnerships, including memberships when appropriate, with One-Stop Career Centers/American Job Centers, state and local workforce development boards, youth standing committees that are appointed by local boards, and other local employment and training programs for youth.
- c. Work cooperatively with One-Stop Career Centers/American Job Centers to include the Job Corps program within their menu of services by providing nationally approved marketing materials.

#### ***R3. Information on Center Life***

Admissions Services must provide prospective applicants and applicants with accurate

information about:

- a. Residential living, distance learning, and non-residential training.
- b. Student conduct standards and expectations, including Job Corps' zero tolerance and drug testing policies.
- c. Student participation in career planning and regular evaluation of student progress.
- d. Center life, including options for community service learning activities, recreational activities, Student Government Association (SGA), and other center-supported activities.
- e. Child care allotments, as applicable (see Exhibit 6-2, Student Allowance and Allotment System (SAAS))

#### ***R4. Outreach/Public Education Plan***

Contractors providing enrollment and placement services must develop and implement outreach/public education plans. The plan must demonstrate collaboration and consultation between contractors and centers, and must comply with the outreach requirements of the Workforce Innovation and Opportunity Act (WIOA), Section 188, Nondiscrimination, and nondiscrimination requirements at 29 CFR 38.42. 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 and capacity.
- b. Strategies to ensure coordination of efforts between contractors and centers, including the establishment and maintenance of relationships with community organizations that serve specific targeted groups referred to in Chapter 1, Section 1.1, R4 c.4.
- 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 Chapter 1, Section 1.1, R4 c.4.
  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:
    - (a) Gender
    - (b) Race and ethnicity, including status as Limited English Proficient (LEP)
    - (c) Disability status

5. Publicize the Job Corps program and the center in media that specifically target various populations referred to in Chapter 1, Section 1.1, R4 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, American Job Centers; youth standing committees, if established; schools; social service agencies including those that serve youth, foster care, and homeless youth; youth programs; organizations; communities; the general public; employers; other employment and training programs; vocational rehabilitation agencies; and other organizations or entities that serve specific targeted populations referred to in Chapter 1, Section 1.1, R4 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 must 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 equal opportunity notice in 29 CFR 38.35, as required by 29 CFR 38.34 and 38.36.
  5. Provide phone numbers for Text Telephone (TTY)/Telecommunication Device for the Deaf (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 American Job Centers.
- h. Have a LEP Language Assistance Plan that outlines the steps that will be taken to meet the needs of LEP applicants. Guidance for recipients is set forth in the Appendix to 29 CFR 38.9.

#### ***R5. Marketing Materials and Strategies***

- a. All providers and operators, including centers, admissions, and transition services providers, must use nationally approved marketing materials and the national websites in communication with prospective students, stakeholders, and the public.
- b. Approved materials are located at the Job Corps Materials Marketplace ([www.jcmarketplace.com](http://www.jcmarketplace.com)) and may also be obtained from the NOJC.
- c. Any other media, for general or specific audiences, which is intended to promote or inform about the Job Corps program and have not been developed by the NOJC must be approved by the Regional Office, if center specific, and in all cases, by the NOJC prior to circulation. This includes (but is not limited to) all printed or digital fliers, handouts, posters, commercials, postcards, billboards, brochures, marketing pieces, advertisements, and videos. Items that have not been reviewed and approved in accordance with this policy are not permitted for use.
- d. Admissions Services providers must ensure that Job Corps outreach materials, including printed and electronic materials, are current and accessible to all interested parties and workforce development system stakeholders.

#### ***R6. Social Media***

- a. No provider is permitted to create or manage a social media account on behalf of a Job Corps center, project, or program without expressed approval of the NOJC and the Office of Public Affairs at the U.S. Department of Labor.
- b. Requests for approval of social media must be forwarded to the NOJC Point of Contact (POC) by the appropriate Regional Director.
- c. Any and all social media accounts that have not been approved by the NOJC and the Office of Public Affairs at the U.S. Department of Labor will be considered a violation of Job Corps policy and instructed to be shut down.

#### ***R7. Websites, Including Center-Specific Webpages***

- a. No provider is permitted to create or manage a website on behalf of a Job Corps center, project, or program without approval of the NOJC and the Office of Public

Affairs at the U.S. Department of Labor.

- b. Websites that provide approved information about Job Corps programs or services, including center operations, outreach, admissions, career transition services, and Job Corps-related print or electronic materials, and/or conduct official Job Corps business, are hosted by the NOJC.

Each Center Director is responsible for conducting at a minimum, a quarterly review each year of the information on the center's webpage, and reporting inaccurate information to the appropriate Regional Office for referral to the NOJC.

#### ***R8. News Media Communications***

All center and placement service providers must request approval from the appropriate Regional Office and the Office of Public Affairs before sharing news or press releases or responding to media inquiries. See Chapter 5, Section 5.11 Media for detailed requirements.

#### ***R9. Advertising Media***

- a. No provider is permitted to execute a purchase of advertising media (digital, print, or video) regarding Job Corps without the approval of the appropriate Regional Office and NOJC. Such expenditures will be made within the provider's existing budget, unless otherwise expressly approved by the Regional Office and NOJC.
- b. Media buys and advertising copy and content must be consistent with approved marketing materials and messaging and must be supplied by the national marketing and communications contractor. This includes any free advertising, including press releases.

## 1.2 ELIGIBILITY

### REQUIREMENTS

#### *R1. Interacting with the Applicant*

- a. Admissions Services staff must:
  1. Direct all applicants to complete the Job Corps Express Interest Tool.
  2. Contact all prospects within 1 business day of receipt of prospect information.
  3. Attempt first to reach prospects using the individual prospect's preferred communication method. If unsuccessful, use other methods based on information provided by prospect.
  4. Promptly respond and track resolution of reported customer issues, including those forwarded by Regional Office, National Office, or other sources.
  5. Not use personal devices, personal e-mail addresses, or personal social media when communicating with Job Corps prospects, applicants, or students.
- b. Admissions Services staff must interview each applicant to discern pertinent data to make a determination of eligibility based on the Workforce Innovation and Opportunity Act (WIOA) <https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf> and Job Corps eligibility requirements referenced in Exhibit 1-1, Job Corps Eligibility Requirements. Admissions Services must recruit and interview applicants to maintain the designated Job Corps center(s) at an average on-board strength of 100 percent design capacity regardless of monthly arrival or annual arrival schedule.
- c. Admissions Services must take appropriate steps to ensure 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 obligation to provide reasonable accommodation, reasonable modification in policies, programs or procedures, and auxiliary aids and services (RA/RM/AAS) for qualified individuals with disabilities, is described in detail in Appendix 201 (Communicating with Individuals with Disabilities). Even before taking the actions described in that appendix, Admissions Services needs 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
  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 services is being requested

- d. A qualified applicant with a disability is entitled to request and receive reasonable accommodation, reasonable modification in policies, programs or procedures, and auxiliary aids and services (RA/RM/AAS) at any time during the admissions process. This request is different from establishing communication as in Chapter 1, Section 1.2, R.1.c. If the applicant is requesting RA/RM/AAS to participate in the admissions process, Admissions Services:
  1. Must address the applicant's RA/RM/AAS needs immediately.
  2. Must not begin, or continue with, any part of the admissions process for which the applicant has requested RA/RM/AAS until the RA/RM/AAS 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 they do not need RA/RM/AAS for those parts.

Requirements for providing RA/RM/AAS to participate in the admissions process, including the circumstances under which Admissions Services may ask for documentation of the need for the RA/RM/AAS, are explained in Form 1-05 (Job Corps Reasonable Accommodation, Reasonable Modification in Policies, Practices, or Procedures and Auxiliary Aids and Services (RA/RM/AAS) Request Form - Admissions).

Even if the applicant requests RA/RM/AAS for the admissions process, Admissions Services:

1. Must not ask whether the applicant will need RA/RM/AAS to actually participate in Job Corps
2. Must not assume that the applicant will need RA/RM/AAS 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 they meet the eligibility requirements or other factors for enrollment in Job Corps, except as described in Chapter 1, Section 1.2, R3.b.
5. Must document the request for RA/RM/AAS in accordance with Job Corps disability accommodation guidelines as described in Form 1-05, Job Corps Reasonable Accommodation, Reasonable Modification in Policies, Practices or Procedures and Auxiliary Aids and Services - Admissions.

Admissions Services will inform each applicant of the right to request and receive

RA/RM/AASs at any time during the admissions process and then review Form 1-05, Job Corps Reasonable Accommodation, Reasonable Modification in Policies, Practices, or Procedures, and Auxiliary Aids and Services (RA/RM/AAS) Request Form-Admissions with the applicant. If the applicant wants to request RA/RM/AAS to participate in the admissions process, although the request may be communicated in any form, the request must be documented on the Job Corps Reasonable Accommodation, Reasonable Modification in Policies, Practices or Procedures and Auxiliary Aids and Services (RA/RM/AAS) Request Form-Admissions. Admissions Services may assist with the completion of the form, as necessary.

- e. Admissions Services 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 Limited English Proficient (LEP). The steps that must be taken should be described in the Admissions Services provider's LEP Language Assistance Plan, as described in Chapter 5, Section 5.1, R6. Admissions Services must document within the application platform if the applicant is learning English. One of the following criteria should be used to determine if a student is considered LEP:
  1. English is not the applicant's primary language and they cannot communicate clearly in English.
  2. The initial interview requires an interpreter.
  3. The applicant will need language support in order to fully participate in the program.
  4. The applicant self-identifies as needing language assistance or instruction.

## ***R2. Provision of Accurate Information about Enrollment Process and Rights***

Admissions Services must provide every applicant with accurate information about the Job Corps enrollment process, and their rights in that process. That information must include, at a minimum:

- a. The process for admissions determination and assignment to a center 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 RA/RM/AASs for persons with disabilities (see Appendices 601-Students Rights to Privacy and Disclosure of Information, 602-Civil Rights and Nondiscrimination, Form 2-03-Procedures for Providing Reasonable Accommodation, Reasonable Modification in Policies, Practices, or Procedures and Auxiliary Aids and Services for Participation in the Job Corps Program, and Appendix 201-Communicating with Individuals with Disabilities)
  - (b) Information and services in languages other than English for LEP individuals as described in the Admissions Services provider's LEP Language Assistance Plan referred to in Chapter 5, Section 5.1, R6
  - (c) Religious accommodation
- c. Admissions Services staff will familiarize themselves with the established center SOP for center file review and will inform applicants of these procedures (see Chapter 1, Section 1.5, R2).
- d. A copy of the "Equal Opportunity is the Law" notice that contains accurate information about where the applicant may file a discrimination complaint (see Form 1-07, Equal Opportunity Notice)

The notice must be:

- 1. Signed and dated by the applicant, and a copy uploaded to the applicant's electronic record.
  - 2. Provided in alternate formats to applicants with visual impairments and other disabilities (see Appendix 201, Communicating with Individuals with Disabilities). Where notice has been provided in an alternate format, a note that an alternate-format notice has been given must also be a part of the applicant's electronic record. This note should indicate the format in which the notice was provided.
  - 3. Provided in appropriate languages for LEP individuals, as described in the Admissions Services provider's LEP Language Assistance Plan referred to in Chapter 5, Section 5.1, R6.
  - 4. Posted prominently, in reasonable numbers and places, in the Admissions Services provider's facilities.
- e. That enrollment in Job Corps is voluntary for each individual.

### ***R3. Eligibility Requirements***

To determine if each Job Corps applicant meets the eligibility requirements necessary to provide a conditional offer of enrollment, refer to Exhibit 1-1, Job Corps Eligibility Requirements, which contains a detailed explanation of how to make these

determinations.

- a. Before beginning the eligibility requirements process, Admissions Services must explain to *every* applicant, and their parent, guardian if a minor, or other representative, that two of the eligibility requirements questions (those related to age and low-income status) may result in answers disclosing that the applicant has a disability. The Admissions Services staff must also explain the four principles that apply to all medical and disability-related questions in Job Corps. See Section 1.2, R3.b.

- b. Asking About Disability

In general, Admissions Services 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 Admissions Services determines that the applicant has met the eligibility requirements of Exhibit 1-1.) At two points in the process of determining eligibility; however, Admissions Services may invite an applicant to disclose whether they have a disability:

1. If the applicant is or will be older than 24 years old on the date of enrollment, the maximum age limit may be waived if the applicant 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 a disability.

Admissions Services should explain to the applicant that under the law, they may be considered a “person with a disability” if:

- (a) They have a physical or mental impairment.
- (b) The impairment affects one or more of their 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, learning, and working; and operation of a major bodily function such as the immune system, respiratory, circulatory, and other systems); and
- (c) The effect of the impairment is substantial.

Before inviting the applicant to disclose whether they fall into this category, the Admissions Services staff must explain to the applicant that:

- (a) Providing disability-related information is voluntary – in other words, the applicant is not required to disclose whether they have a disability.
- (b) The information will be kept confidential as required by law.
- (c) Declining to disclose whether they have 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 they will not be found to meet the age requirements and/or qualify as low income).
- (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 may lead to disclosure of a disability.

The Admissions Services staff should explain to the applicant that when they are asked whether they fall into the category of an individual with a disability, the applicant should select only one of three possible answers: yes, no, or do not wish to answer. If the applicant's response is yes, the Admissions Services staff:

- (a) Must not use this information to determine the applicant's eligibility under any factors other than age or low-income status
- (b) 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 they have been determined eligible and selected for enrollment in Job Corps or unless the applicant asks for RA/RM/AAS for the admissions process

After the applicant is notified that they have been determined eligible and selected for enrollment in Job Corps, the Admissions Services staff will secure any corresponding supporting medical and/or educational documentation. The Admissions Services staff must not review the contents of this information and must upload all medical documents and/or all special education and/or disability documentation to the Wellness and Accommodation E-Folders (see Appendix 202, Transmission, Storage, and Confidentiality of Medical, Health, and Disability-Related Information). The health and wellness center shall maintain hard copies of the medical records for the student health record; medical documents should be printed from the applicant's electronic record for this purpose.

As part of the E-Folder review process, the center will verify that the applicant has a disability, and therefore meets the applicability of waivers for age and/or income eligibility. If the center determines that the applicant does not have a disability, the center File Review Team will recommend denial of enrollment to the Regional Office for final disposition (see Chapter 1, Form 1-06, Applicant File Review Center Recommendation of Denial Form for Age or Income Due to Disability Status).

- c. If there are any eligibility requirements that the applicant does not meet, stop the application process at that point because the applicant is not eligible for admission to Job Corps. Admissions Services must provide a written explanation of the denial to the applicant (see Appendix 103, Denial Letter Template for Admissions Services staff). This explanation must inform the applicant about their right to file an appeal with the Admissions Services provider 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 38.4, such as the Admissions Services provider 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 they were discriminated against during the application process.

- d. The list of the eligibility requirements for Job Corps is located in Exhibit 1-1.
- e. Once the eligibility requirements process is completed, if Admissions Services makes a decision that the applicant meets the eligibility requirements, a conditional offer of enrollment will be made and the applicant will be assigned to a center. Admissions Services will then:

Ask the applicant to complete the Job Corps Health Questionnaire (ETA Form 653) with Admissions Services staff in an interview format, making sure to clarify that the disclosure of medical history is voluntary and the applicant is not required to answer the questions. Parent/guardians or other representatives may also assist the applicant as needed. If the applicant is a minor, parent/guardians or other representatives must participate. RA/RM/AAS must be provided for applicants with a disability if needed to complete the Job Corps Health Questionnaire (ETA Form 653).

1. Inform each applicant of their right to request RA/RM/AAS and review the RA/RM/AAS Request Form with the applicant (see Form 2-03, Procedures for Providing Reasonable Accommodation, Reasonable Modification in Policies, Practices or Procedures and Auxiliary Aids and Services for Participation in the Job Corps Program). If the applicant wants to request RA/RM/AAS, the request form should be completed. Admissions Services may assist with the completion of the request form, as necessary.
2. Secure any corresponding supporting relevant medical and/or educational documentation. Admissions Services must not review the contents of this information and must upload all medical documents and/or all special education and/or disability documentation to the applicant's Wellness and Accommodation E-Folder (see Appendix 202, Transmission, Storage and Confidentiality of Medical, Health and Disability-Related Information). The center's health and wellness center staff will maintain hard copies of the medical records for the student health record; and for this purpose, such medical documents, should be printed from the applicant's electronic record.

#### ***R4. Establishment of Child Care Arrangements***

- a. Prior to enrollment, a program applicant with dependent children who provides primary or custodial care must certify that suitable arrangements for child care have been established for the proposed period of enrollment.
- b. Job Corps centers are responsible for coordinating with Admissions Services providers to assist applicants, whenever feasible, with making arrangements for child care.

#### ***R5. Expedited Enrollment***

Expedited enrollment accelerates the application and eligibility criteria review prior to

arrival on center for certain categories of applicants who are experiencing hardships and barriers to obtaining the documentation ordinarily required prior to enrollment. Certain aspects of the program's eligibility criteria may be temporarily satisfied through an individual applicant's self-attestation until verified by an admissions staff. As a result, an individual applicant may be enrolled within 10 business days of passing a background check.

An applicant who is homeless, a victim of a severe forms of trafficking in persons, or a victim of natural and/or man-made disasters, and who meets all eligibility requirements listed in Chapter 1, Section 1.2 R3 and Exhibit 1-3 will have their application expedited for enrollment at Job Corps centers.

As directed, Admissions Services providers should follow the procedures outlined in Exhibit 1-3, Office of Job Corps Expedited Applicant Enrollment.

### ***R6. Priority Enrollment***

An applicant who meets all of the eligibility requirements listed in Chapter 1, Section 1.2 R3, and who is a veteran of the armed forces of the United States or an eligible spouse of a veteran (as specified in Exhibit 1-2, Factors for Priority Enrollment), will receive priority in enrollment at Job Corps centers. Those applicants who qualify for priority enrollment who meet eligibility requirements listed in Chapter 1, Section 1.2 R3 will be offered the immediate opportunity to enroll in the program at a center where the applicant's desired trade is available.

### ***R7. Readmission Criteria***

Admissions Services staff must assess, determine, and verify that applicants for readmission:

- a. Meet all eligibility requirements (see Chapter 1, Section 1.2 R3 and R5, Exhibit 1-1, Eligibility Requirements, Exhibit 1-2, Priority Enrollment, and Exhibit 1-3, Expedited Enrollment). The applicant applying for readmission will complete the full application process as if they were a new Job Corps applicant.
- b. Have not been readmitted before, unless the most recent separation was the result of a medical separation or was precipitated as a result of a natural or man-made disaster; and the student is able to meet the eligibility requirements of the program with or without RA/RM/AAS.
- c. Are 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 disability accommodation or to complete advanced career training.
- d. Have been out of Job Corps a minimum of 1 year. This may be waived at the discretion of the Regional Director, and may be waived as part of a disability accommodation.

- e. Have not previously received mandatory separations for Level I disciplinary reasons (refer to Exhibit 2-1, Infraction Levels, Definitions, and Appropriate Center Actions) except for applicants previously separated for Level I drug use or Level I alcohol-related infractions (possession, consumption, or distribution of alcohol while on center or under center supervision; or abuse of alcohol). Such applicants are eligible to reapply after 1 year. If applicants separated for a Level 1 drug use infraction test positive for drug use upon readmission, they will be separated immediately and not allowed to reapply to Job Corps.

### ***R8. Application Procedures for Readmission***

Admissions Services staff must:

- a. Help the applicant applying 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 the applicant not be readmitted to the previous center the applicant 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. Such applicants must provide Admissions Services with documentation of how they have made positive improvements since leaving the program (e.g., letter attesting to participation in volunteer activities, certificate of completion of vocational/educational classes). Documentation must be included in the applicant E-Folder.
- d. Where applicable, original centers must provide student files to the receiving center in the case of readmitted students.

## 1.3 CAREER PLANNING

### REQUIREMENTS

#### ***R1. Career Development Information***

Admissions Services must inform applicants about career development planning describing:

- a. Personalized career planning assistance
- b. Preparation for career development
- c. Career development combining academic, career technical training, social, and essential employability skills training in both center-based and work-based settings to meet each student's individual needs
- d. Career transition readiness
- e. Placement services

#### ***R2. Career Development Planning***

Admissions Services must assist applicants in initiating career planning by:

- a. Discussing available career technical training offerings and requirements
- b. Identifying certification, accreditation, and licensure opportunities; and associated training and experience requirements, or other prerequisites
- c. Explaining the use of a personal career pathway plan as a personalized blueprint to be used throughout enrollment and career transition
- d. Using labor-market information to advise applicants regarding the career outlook for their expressed industry sectors and career technical training interests, and to assist applicants in selecting career technical training preferences

## 1.4 ENROLLEE SELECTION

### REQUIREMENTS

#### *R1. Admissions Notification*

- a. Admissions Services must advise all applicants of the results of the admissions determination.
  1. If the applicant is eligible for enrollment, offer conditional enrollment to the applicant and advise the applicant that they will be assigned to a Job Corps center based on the applicant's career training selection, availability of training slots, and applicant's geographic proximity to a center.
  2. Admissions Services must attempt to collect related available medical information about the applicant after voluntary disclosure of medical conditions and upload it to the respective Wellness and Accommodation E-Folder. Admissions Services must assign the applicant file to "Pending Center Review" status. See Chapter 2, Appendix 202, Transmission, Storage and Confidentiality of Medical, Health, and Disability-Related Information.
  3. If the applicant offered enrollment has an apparent or known disability, the Admissions Services staff may ask whether they will need a RA/RM/AAS to participate in Job Corps. Before the applicant responds, Admissions Services must explain that:
    - (a) Providing disability-related information is voluntary – in other words, the applicant is not required to disclose whether they have a disability.
    - (b) Choosing not to disclose a disability, or to ask for a RA/RM/AAS at this point, does not preclude them from asking for RA/RM/AAS at any point later in the enrollment process or during their participation in Job Corps.
    - (c) Disability-related information will be kept confidential as required by law.
    - (d) Disclosing whether they have a disability will not cause the applicant to receive unfavorable treatment.
    - (e) The information will be used only in accordance with the law.
- b. A RA/RM/AAS request can be communicated in any form (e.g., oral, written, sign language). However, the request must be documented on the Job Corps RA/RM/AAS Request Form (see Form 2-03, Procedures for Providing Reasonable Accommodation, Reasonable Modification in Policies, Practices or Procedures and Auxiliary Aids and Services for Participation in the Job Corps Program). Responses to questions on the form must be provided by the applicant offered enrollment and/or their parent, guardian, or other representative, although Admissions Services may help in filling out the form. Admissions Services must upload the completed form to the Disability E-Folder. This information must be stored as explained in Appendix 202, Transmission, Storage and Confidentiality of Medical, Health and Disability-Related Information.



- c. If the applicant is not eligible for enrollment, take the following steps:
1. Inform the applicant that they have been determined not to meet the specific eligibility requirement(s). Provide the applicant with a clear, documented, written explanation for the determination (see Appendix 103, Denial Letter Template for Admissions Services).
  2. Inform the applicant of their rights, as follows:
    - (a) If the applicant believes that they have been denied admission as a result of discrimination on a protected basis (race, color, religion, sex (including pregnancy and gender identity), national origin, age, disability (physical or mental), genetic information, parental status, sexual orientation, marital status, political affiliation or belief, or any other prohibited factor), they may file a written complaint within 180 days, either with the recipient of the funds as defined in 29 CFR 38.4, such as the Admissions Services provider 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 CFR 38.4 and is dissatisfied with the result, they have 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 they have been wrongfully found unqualified for reasons unrelated to discrimination, they may file an appeal with the Admissions Services provider or the Job Corps center within 60 days of the determination. Provide the applicant with the name and address of the Admissions Services provider 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 Admissions Services provider must establish procedures for the review of appeals. The procedures must include the following steps:

- (1) Designate the Admissions Services provider Point of Contact.
- (2) Create an appeal review panel consisting of at least one corporate staff member and one contract staff member.
- (3) Conduct a verification call with the applicant.
- (4) Review final determination with the Admissions Services Quality Assurance Manager.
- (5) Submit written decision to the applicant and send a copy to the Regional Office.

The Admissions Services provider or Job Corps center must issue a decision on the appeal within 60 days of when the appeal was filed. If the Admissions Services provider 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 Admissions Services provider 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 60 days from the date the center operator or service provider should have issued the decision.

Also notify the applicant that if, upon review of the appeal, the Admissions Services provider, Job Corps center, or Regional Office denies the appeal, and the applicant believes that the Admissions Services provider, center, or Regional Office denied their appeal for reasons of discrimination, they have 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 Career Center/American Job Center, or other training/educational resource in their 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 enrolled, copies of their 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 Innovation and Opportunity Act (WIOA) <https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf>, 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.

***R2. Readmission Denials***

Admissions Services must:

- a. Refer readmission applicants determined not to meet the eligibility requirements to an appropriate One-Stop Career Center/American Job Center or other training/educational resource in their home community.
- b. Ensure the applicant's electronic record reflects the steps that were taken to inform, counsel, and refer the readmission applicant who was determined not to meet the eligibility requirements.

## 1.5 CENTER APPLICANT FILE REVIEW OF COMPLETED APPLICATION

### REQUIREMENTS

This section outlines the center file review process from Admissions Services notification of an applicant file “pending center review” until there is a final disposition of the application, including expedited application procedures and appeals of applicant file dispositions. In cases of medical separations for students, see Chapter 6, Section 6.2, R5, Form 2-04, and Form 2-05.

#### ***R1. Center Applicant File Review Policy Requirements***

##### **a. Eligibility Review**

A center’s File Review Team (FRT) is not permitted to revisit an Admissions Services’ determination that an applicant meets the eligibility requirements and is eligible for Job Corps, even if the center disagrees with the Admissions Services determination of the applicant’s eligibility qualification(s), unless the center receives new information that:

1. Was not reasonably available to Admissions Services at the time the applicant’s eligibility qualifications were established.
2. Indicates that the applicant offered enrollment may no longer meet one of the eligibility requirements as outlined in Exhibit 1-1, Job Corps Eligibility Requirements and/or Appendix 102, Guide for Evaluating Group Participation and the Maintenance of Sound Discipline (Exhibit 1-1, Criterion 8).

##### **b. Health and Disability Review**

The center may review the information in the applicant’s file, such as on the Job Corps Health Questionnaire (ETA 653), the accompanying documentation that is medically related to the information on the questionnaire, or that the applicant has otherwise voluntarily disclosed, to determine the health needs of the applicant and/or to determine whether 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 others that cannot be eliminated or sufficiently reduced by Reasonable Accommodation, Reasonable Modification in Policies, Practices or Procedures and Auxiliary Aids and Services (RA/RM/AAS).

The Health and Wellness Director (HWD) must complete the Center Applicant File Review Form in Form 1-06 for each application reviewed unless they have a reasonable belief, based on objective evidence, that an individual applicant or student has a medical condition or disability that may pose a significant risk of substantial harm to the health or safety of others. In such cases, the HWD must complete the Center Applicant/Student File Review Form - Health and Wellness Director’s Initial Review of Applicant Files or Review of Student Documentation for Assignment of Possible Direct

Threat Assessment in Form 2-04.

Only the categories of persons identified in Appendix 202, Transmission, Storage and Confidentiality of Medical, Health and Disability-Related Information, may be permitted to review, or have access to the applicant's medical, health, or disability-related information.

## ***R2. Standard Operating Procedure (SOP)***

To ensure equal opportunity for all applicants, including those with disabilities, all centers are required to follow the same applicant file review (AFR) process in accordance with the PRH and as described in Applicant File Review SOP and/or the Expedited Applicant File Review SOP, as applicable (see Exhibit 5-1).

This procedure must describe in detail how an applicant file is processed, from the time it arrives electronically from the OA provider until there is a final disposition (see Chapter 1, Section 1.5, R4). Centers must comply with the SOP and at a minimum, include the following requirements:

- a. Procedures for uploading required documents into E-Folder and notifying the Regional Office and the Regional File Review Coordinator (RFRC) that an applicant file is being recommended for denial.
- b. Procedure for logging and tracking center file reviews upon notification that an applicant file is pending review, including identification of expedited applicant reviews (see Chapter 1, Section 1.5, R3). This should include an explanation of the center's final disposition of the file (see Chapter 1, Section 1.5, R3). The center Records Department, led by the Records Manager, is responsible for maintaining the center File Review Tracking Log, which includes logging all applicant files pending review, or pending submission based on self-attestation for expedited enrollment, and all file status changes. Reviews of the applicant file (i.e., HWD, Non-health Disability Coordinator for education related disability information and in rare instances, the Center Standards Officer (or their position equivalent)) must be recorded in the center File Review Tracking Log. Specific qualified health professionals (i.e., the Center Physician, Center Mental Health Consultant (CMHC), Trainee Employment Assistance Program (TEAP) Specialist, or other qualified health professionals) must *not* be listed on the center File Review Tracking Log by title for confidentiality reasons. Wellness must maintain its own internal tracking log.
- c. Responsibilities and roles of the center FRT members to include the HWD, the qualified health professionals, and the center's Disability Coordinator(s)(DCs), which usually will include the center's HWD. The HWD serves as the center File Review Coordinator and completes an initial review of the Job Corps Health Questionnaire (ETA Form 653) and supporting documentation to determine which qualified health professionals are needed to conduct a review of each applicant's file. Staff selected to review applicant files as part of the FRT must have a need to know as outlined in

Appendix 202, Transmission, Storage, and Confidentiality of Medical, Health, and Disability-Related Information. The center FRT must include the HWD, the DC if the applicant is a person with a disability, and may include qualified health professionals (i.e., the center physician/nurse practitioner/physician assistant for medically-related conditions, the CMHC if the applicant has mental health-related conditions, the TEAP specialist for substance-related conditions, other qualified health professionals as needed), and the Academic Manager and/or DC for educationally-related disability information. Other staff may be invited to attend by the HWD on a limited “need to know” case-by-case basis.

- d. Procedures for reviewing an applicant file contained within this section (Chapter 1, Section 1.5) including eligibility reviews based upon new information (Chapter 1, Section 1.5, R1.a and R7) and acceptable reasons for recommending denial of an enrollment or eligibility reviews that occur during the first 90 days of enrollment for students whose applications were expedited. See R10, Expedited Enrollment.
- e. Procedures for reviewing and making determinations on requests for RA/RM/AAS.
- f. Procedures for processing application withdrawals and incomplete application process files both before and after submitting a file for regional review, including the specific circumstances delineated in Chapter 1, Section 1.5, R5.
- g. Detailed procedures for AFR completion within the following timelines: 30 calendar days for non-expedited enrollments, 21 calendar days for expedited enrollments, 15 calendar days for recommendations of denial (including referrals to other centers), and 30 days for any resulting AFR-related appeals.

Centers may request extensions of these timelines for non-expedited enrollments or denial recommendations but must do so at least 5 days prior to the initial AFR due date (i.e. within 25 or 10 days of receipt of the applicant file, respectively).

Extensions may not be requested for expedited enrollments. See Table 1.5 -R2(g): *Applicant File Review (AFR) Timeframe Details* below for additional details.

<b><i>Table 1.5-R2(g): Applicant File Review (AFR) Timeframe Details</i></b>		
Category	Time allowed from receipt to disposition	Request for extension permissible?
<b>AFR– Non-expedited</b>	30 calendar days	Yes
<ul style="list-style-type: none"> <li>Recommendation of Denial with a Referral to an Alternate Center – Non-expedited</li> </ul>	15 calendar days per referring center and 15 calendar days per the potential alternate center (see R6)	Yes

<b>Table 1.5-R2(g): Applicant File Review (AFR) Timeframe Details</b>		
Category	Time allowed from receipt to disposition	Request for extension permissible?
<b>AFR – Expedited</b>	21 calendar days (maximum)	No
<ul style="list-style-type: none"> <li>Recommendation of Denial with a Referral to an Alternate Center – Expedited</li> </ul>	11 calendar days per referring center and 10 calendar days per the potential alternate center (see R6)	No
Appeal of Denial of Enrollment – Non-expedited	30 calendar days	Yes
Appeal of Denial of Enrollment – Expedited	30 calendar days	No

- h. Storage, transmission, and maintenance of the applicant file information (see Appendix 202, Transmission, Storage and Confidentiality of Medical, Health and Disability - Related Information).
- i. Procedures for processing applicant appeals of denial recommendations.

### ***R3. Center File Review Tracking Log***

The center's Records Department must maintain a single ongoing center file review tracking log which documents all applicant files received for review. Log entries should not be deleted; instead, a new log should be started each Program Year. The log must track at least the following information:

- a. File receipt date – the calendar date that Admissions Services placed file into “pending center review” status.
- b. File review due date (i.e., 30 days after file placed into “pending center review”)
- c. Applicant ID #
- d. Applicant last and first name
- e. Application urgency identification – standard, priority, expedited
- f. Health and Wellness Director Reviewer/review completed
- g. Other Reviewer/Department/review completed

- h. Extension Requested, as allowed (See R2(f), Standard Operating Procedure)
- i. Final Disposition (Approved, Returned to Admissions Services, Recommendation for Denial)
- j. Disposition Date
- k. Days File in Review (File Receipt Date to Disposition Date)
- l. Date of Assignment
- m. Date of Enrollment
- n. Comments (e.g., detailed explanations of any actions taken related to the applicant file)

Centers are encouraged to use the Sample Applicant File Review Tracking Log, available at <https://supportservices.jobcorps.gov/DISABILITY>.

#### ***R4. Application Outcomes***

##### **Review of Health Information**

Center File Review Teams may only review applicant files to determine the following application outcomes:

- a. If the applicant's health care needs exceed those of basic care (see Exhibit 2-4, Form 2-05).
- b. If the applicant's health care needs could potentially be met (with or without a RA/RM/AAS) if the applicant were enrolled in a center closer to needed and available healthcare needs resources.
- c. If the applicant with a disability poses a direct threat to others (see Form 2-04).
- d. If there is new information only under the specific circumstances described in Chapter 1, Section 1.5, R1.a, Eligibility Review (see R7, Eligibility Review Due to New Information and R8, Determination of Ineligibility or Failure to Meet Other Eligibility Requirements After Enrollment).
- e. If the applicant withdraws their application (see R5.a, Withdrawal of Application) or the center File Review Team is unable to complete the application review because the applicant cannot be reached to complete either the clinical interview or the disability accommodation interactive process even with the assistance of Admissions Services (see R5.b, Incomplete Application Process).
- f. If there is a potential error in the initial eligibility determination (i.e., there is a determination that there was an error in the original eligibility certification process, see



R5.c, Error in Initial Eligibility Process).

- g. If the applicant is cleared for enrollment.

### ***R5. Movement of Application Files***

Once Admissions Services places the application into “center pending review status” and the center has received the completed applicant file (i.e., contains all the required documents related to eligibility in Exhibit 1-1, Job Corps Eligibility Requirements and any secured information related to the affirmative responses on the ETA Form 653, Health Questionnaire), the center may only return an applicant file back to Admissions Services as outlined below.

Admissions Services and Center File Review Teams are encouraged to work collaboratively to ensure completion of all pending applications.

#### **a. Withdrawal of Application**

If an applicant is no longer interested in attending Job Corps and withdraws their application, the application should be electronically returned to Admissions Services. If the withdrawal request was made in writing, hard copy or electronically, copies of the withdrawal request must be maintained.

#### **b. Incomplete Application Process**

If the center FRT, with the assistance of Admissions Services staff, is unable to reach the applicant to complete the clinical review interview or the interactive RA/RM/AAS process when the applicant has previously disclosed medical and/or disability-related information, the center must:

1. Have attempted to contact the applicant at least twice and verified that Admissions Services staff also cannot reach the applicant;
2. Have attempted, in the case of an expedited applicant, to contact the applicant at least twice, attempted to contact at least twice any applicable case managers or community agency partners, and verified that Admissions Services staff also cannot reach the expedited applicant;
3. Document each attempted contact in an applicant contact log, including the date of the contact, the medium used, and the outcome of the contact;
4. Maintain a copy of the applicant contact log; and
5. Provide the log information to the center Records Department to include in the center File Review Tracking Log.

If the center is unable to contact the applicant, the applicant file is returned electronically to Admissions Services. If the application is in regional review, the center must notify the Regional File Review Coordinator (RFRC) via email and upload any supporting documentation including the applicant contact log into the Wellness and Accommodation E-Folder labeled “Other.” The Regional Office will review the documentation of the withdrawal and make the final determination. Files must be maintained for a minimum of 3 years from the end of the applicable program year. See Chapter 1, Section 1.5.R5.a, Withdrawal of Application.

c. Error in Initial Eligibility Process

If the center FRT identifies a potential eligibility concern (i.e., acceptable legal status, for example) that occurred as a potential error in the initial eligibility review process, then the center should contact the Program Manager for guidance. If the initial eligibility determination was made in error as determined by the respective Regional Office, then the file may be returned to Admissions Services.

d. Applicants in Residential Settings or Currently Hospitalized

If an applicant is in a treatment facility, residential program, or is currently hospitalized, the center File Review Team and/or Disability Accommodation Committee must make at least two attempts to contact the applicant using contact information provided in the applicant file in order to complete the applicant file review process and either make a determination of enrollment or recommend denial (see R4, Application Outcomes). If the center is unable to reach the applicant at the contact number provided after at least two attempts, then the center must document the attempts to contact and then may electronically return the file to Admissions Services due to the inability to complete the application process (see R5.b, Incomplete Application Process). If the center is able to reach the applicant, the center may not return the applicant file to Admissions Services but must process the recommendation of enrollment or denial unless the applicant states that they wish to withdraw their application (see R5, Movement of Application files).

An applicant in a treatment facility or hospitalized at the time of application or during the application process has no bearing on the application process itself, and the applicant may not be treated any differently than any other applicant to the Job Corps program unless the applicant has requested a RA/RM/AAS.

e. Other

Centers may not arbitrarily return a file to Admissions Services if outside the scope of or in conflict with Job Corps policy. Reasons for returning an application to Admissions Services must be clearly documented in the center’s applicant file review tracking log.

All documents disclosed by the applicant, other file documentation, assessments, or contact logs during the applicant file review process must be uploaded to Wellness and

Accommodation E-Folders (e.g., Health and Disability) if any type of withdrawal of application occurs.

***R6. Center Completion of Health Care Needs and Direct Threat Assessments***

**a. Health Care Needs Assessment (Form 2-05)**

A Health Care Needs Assessment is conducted for an applicant if the qualified health professional on the FRT determines that:

1. Applicants (including expedited): The health care needs may not be manageable through the basic healthcare services provided for in Exhibit 2-4, Job Corps Basic Health Responsibilities; or
2. Applicants (including expedited): The health care needs may be manageable but may require community support services that are not available near the center of assignment, in which case the applicant should be considered for assignment to a center where those needs can be met.

**(a) Referral to an Alternate Center**

A center FRT has 15 calendar days (11 calendar days for expedited) to determine if an applicant should be recommended for denial at the present center due to health care needs that exceed basic care; however, the applicant's health care needs may be met at an alternate center. Where a center FRT has recommended that an alternate center can meet the applicant's health care needs, the applicant's file must be routed through the regional review process with the following additional steps:

- (1) If the original center's recommendation is supported by the Regional Health Specialist (RHS) and approved by the Regional Director or their designee, then the Regional Office returns the file (including the completed Health Care Needs Assessment from the initial center and Referral for Alternate Center Recommendations; see Form 1-06, Center File Review Forms) so that Admissions Services can contact the applicant and assist in identifying an alternate center.
- (2) If the RHS and the Regional Office do not concur with the initial center's recommendation of denial, the center will either be directed to enroll the applicant or redo the Health Care Needs Assessment to reflect a recommendation of denial without a referral to an alternate location, as appropriate.

**b. Alternate Center Review**

The alternate center FRT must complete a full application review (i.e., clinical interview and RA/RM/AAS interactive process if an applicant with a disability) within 15 calendar days (10 calendar days for expedited) of receipt of the applicant file. Possible outcomes of the alternate center FRT review process are:

1. If the alternate center's recommendation is to accept the applicant, the center notifies Admissions Services and the Regional Office and schedules the individual for arrival.
2. If the center determines that the applicant's health care needs continue to exceed those of basic care, then the center must complete a new Health Care Needs Assessment, upload the new Health Care Needs Assessment and any other medical documentation to the respective Health and Disability E-Folder within Wellness and Accommodation E-Folder and notify the Regional Office via CIS (i.e., Flag for Regional Review) of the recommendation of denial.

The applicant file will be processed through the standard regional review process to include both an administrative and a health review by the same Regional Health Specialist (RHS) who completed the original recommendation of denial. If the RHS recommends overturning the alternate center's recommendation of denial and the Regional Director or their designee concurs, then the alternate center is notified that the applicant must be scheduled for enrollment. If the RHS concurs with the center's recommendation and the Regional Director or designee concurs, then the applicant is notified of the disposition of their application, the file is electronically returned to Admissions Services, and the center is notified of the Region's decision.

See Form 2-05, Health Care Needs Assessment, for specific guidance on conducting a health care needs assessment.

c. Direct Threat Assessment

The process for conducting a direct threat assessment (including for expedited enrollment) is outlined in Form 2-04, Individualized Assessment of Possible Direct Threat.

***R7. Eligibility Review Due to New Information***

a. Revisiting Eligibility

Admissions Services determines an applicant's initial eligibility (i.e., meets the eligibility requirements) to enroll in the Job Corps program. The files of eligible applicants are uploaded into the respective Health and/or Disability E-Folders within Wellness and Accommodation E-Folder for the center in which the applicants have been conditionally assigned so that the center may complete the required file review process. The center FRT or its individual members only may revisit the determination that an applicant is qualified for admission (i.e., an applicant's eligibility status) if:

1. There is new information presented that Admissions Services staff could not have reasonably known at the time the applicant's qualification for admission

was established; and

2. The new information indicates that the applicant offered enrollment may no longer meet an eligibility requirement as outlined in Exhibit 1-1, Job Corps Eligibility Requirements, and/or Appendix 102, Guide for Evaluating Group Participation and Maintenance of Sound Discipline, as previously certified by Admissions Services staff.

b. New Information

If the new information described above indicates that an applicant may no longer be eligible to enroll in Job Corps, the center FRT must complete the following steps:

1. Identify the specific eligibility requirements that the applicant no longer is believed to meet as per the criteria listed in Exhibit 1-1, Job Corps Eligibility Requirements.
2. Re-apply the listed criteria for each of the specific eligibility requirements in question. Ask the applicant any questions outlined within the guidance information in Exhibit 1-1, Job Corps Eligibility Requirements, for the specific eligibility requirement. The questions must be stated in the same way they are written in Exhibit 1-1, Job Corps Eligibility Requirements and as they were originally asked by Admissions Services.
3. If the applicant provides a negative (e.g., “no”) response to the specific questions previously asked by Admissions Services staff from Exhibit 1-1, Job Corps Eligibility Requirements, then the applicant is no longer eligible, and the application process is stopped. If the applicant responds with a “yes” response, then the application process continues.
4. If the applicant is determined to no longer be eligible, then the center must complete the Center Recommendation of Denial Form – Eligibility Review/New Information in Chapter 1, Form 1-06, and upload it to the Wellness and Accommodation E-Folder container along with any health and disability-related documentation and notify the Regional Office via CIS (i.e., Flag for Regional Review) of the recommendation of denial.

***R8. Eligibility Due to Disability Status - Age (Eligibility Requirement or Criterion 2) and Income (Eligibility Requirement or Criterion 3)***

Admissions Services staff must notify the center File Review Coordinator (e.g., Health and Wellness Director) that a specific applicant requires a disability determination review to assess eligibility under the age or income criteria.

a. Determining Disability

Once the center is alerted that a disability status determination is needed, the center reviews the documentation of disability or verifies that the applicant is a person with a disability if the disability is obvious.

1. If the documentation supports that the applicant is a person with a disability or the disability is obvious, the center applicant file review process continues.
2. If the center determines that the applicant or the expedited student within the first 90 days of enrollment (Refer to Exhibit 1-3) is not a person with a disability based on Exhibit 1-1, Criterion 2 (waiver of the upper age limit due to disability), then the center completes and uploads Attachment B, Center Recommendation of Denial Form for Age or Low Income Due to Disability Status in Form 1-06, Center File Review Forms, along with the applicant's file documentation to the Wellness and Accommodation E-Folders and notifies the Regional Office via CIS (i.e., Flag for Regional Review) of the recommendation of denial.

***R9. Determination of Ineligibility or Failure to Meet Other Eligibility 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 eligibility criteria for the program as outlined in Exhibit 1-1, Job Corps Eligibility Requirements, appropriate members of the File Review Team will review the new information and determine, based solely on that information, whether the individual remains eligible for the program. If the team determines that the individual has become ineligible and recommends that the individual be removed, the file, Center Recommendation of Denial Form – Eligibility Review/New Information in Form 1-06, Center File Review Forms, and supporting documentation must be uploaded to the Wellness and Accommodation E-Folder in CIS and the Regional Office notified via CIS (i.e., Flag for Regional Review). The individual should remain on center until the Regional Office notifies the center of the need to separate the student unless they pose a risk to others or would interfere with the delivery of services to other students.

***R10. Expedited Enrollment***

- a. Applicants meeting the criteria set forth in PRH Exhibit 1-3 are eligible for expedited enrollment and must be processed within the identified timelines in Chapter 1, Section 1.5, R2(f); expedited applicants should be prioritized for review and once cleared for enrollment, scheduled for arrival with the next scheduled student input.
- b. Expedited applicants who initially self-attest to eligibility within Exhibit 1-3 and/or Appendix 102, Guide for Evaluating Group Participation and the Maintenance of Sound Discipline (Exhibit 1-1, Criterion 8) may be found ineligible by Admissions Services staff either during the center applicant file review process or within the first 90 days of enrollment if information is received that the individual was ineligible at the time of enrollment. See also PRH Chapter 1, 1.4, R1(c)(1).

- c. If health records received during the first 90 days of enrollment indicate that the expedited individual's health care needs may exceed those of basic health care or that the individual poses a direct threat to others, the center must follow the medical separation procedures as outlined in Chapter 6, Section 6.2, R5.

### ***R11. Appeals Process within Center Applicant File Review***

Applicants, including expedited enrollment applicants, may submit an appeal of a denial of enrollment decision in writing to the Regional Office. The appeal request must include updated and/or new medical or health documentation to be considered.

#### **a. Center Review of Applicant Appeal**

Upon receipt of the applicant's appeal of their enrollment decision and corresponding documentation, a second review of the applicant's application will commence as follows:

1. The center must review the updated or new medical or health information provided by the applicant and then conduct a new clinical interview and contact the treating provider if they provided the updated or new supporting documentation, if possible.
2. For applicants with disabilities, the center must review and consider RA/RM/AAS.

#### **b. Appeal Outcomes**

1. If the center decides to accept the applicant, the center must notify the Regional Office via email of the decision to enroll so that the Regional Office may issue a formal notice of the outcome of the appeal. The center should expedite the applicant's arrival, concluding the appeal process.
2. If the center continues to find that the applicant's health care needs exceed those of basic care or that the applicant with a disability continues to pose a direct threat, even with RA/RM/AAS, then the center will upload the new assessment and all supporting documentation to the Wellness and Accommodation E-Folder (e.g., respective Health and Disability E-Folders) and notify the Regional Office and the Regional File Review Coordinator via CIS (i.e., Flag for Regional Review) that an appeal review is needed.

### ***R12. Reapplication Requirements***

#### **After Regional Office Denial of Application**

Applicants who have been denied admission by a Regional Office due to health care needs exceeding those of basic health care (see Exhibit 2-4) or because the individual poses a direct threat may reapply if they provide new or updated health- and/or behavior-related

documentation.

#### After Medical Separation

Applicants that were medically separated may apply for readmission if they provide new or updated health- and/or behavior related documentation.

All new or updated health- and/or behavior-related information must be uploaded to Wellness and Accommodation E-Folder (i.e., respective Health and/or Disability E-Folders) and reviewed as part of the center's applicant file review process. If new or updated information has not been provided, center Wellness staff must inform the applicant of the need for the new or updated documentation and afford them an opportunity to provide it. If the individual is not able to provide the documentation in 14 calendar days, the center may return the file to Admissions Services as an incomplete application. If the center is going to exceed the 30-day timeframe for reviewing an applicant file and making a decision on enrollment, the center must request an extension of time from the respective Regional Office.

#### ***R13. Accessibility***

Under 29 CFR 38.13, no qualified individual with a disability may be excluded from participation in or be denied the benefits of Job Corps because facilities are inaccessible or unusable by individuals with disabilities (i.e., decisions on enrollment must not be based upon accessibility needs). If the center File Review Team or Disability Accommodation Committee identify potential accessibility concerns during the completion of the applicant file review process for a person with a disability, the team must contact the Regional Disability Coordinator for assistance.

#### ***R14. Disability Accommodation Process when Enrolling***

If an applicant who has been approved for enrollment has either requested RA/RM/AAS or disclosed disability status via documentation of the disability, then the center must engage the applicant in an interactive disability accommodation process to determine RA/RM/AAS needs prior to assigning the applicant a start date.

See Form 2-03, Procedures for Providing Reasonable Accommodation, Reasonable Modification in Policies, Practices or Procedures, and Auxiliary Aids and Services for Participation in the Program, for detailed information about disability accommodation process requirements.



## 1.6 ASSIGNMENT & DEPARTURE

### REQUIREMENTS

#### *R1. Assignment and Scheduling Procedures*

Admissions Services providers must adhere to the following assignment and scheduling procedures:

##### Center Assignment

- a. Assign enrollees to a center offering the type of career technical training selected by the individual, and, among the centers that offer such training, is closest to the enrollee's home, unless:
  1. The enrollee would be unduly delayed in participating in the Job Corps program because the closest center is operating at full capacity.
  2. The parent or guardian of an enrollee requests assignment to another Job Corps center due to circumstances in the home community of the enrollee that would impair prospects for their successful participation in the Job Corps program. Such a request must be documented in the applicant's electronic record.
  3. The parent or guardian of the enrollee objects to the assignment of an enrollee under the age of 18 to a center other than the center closest to home that offers the desired career technical training, such an assignment must not be made. The objection of the parent or guardian must be documented in the applicant's electronic record.

##### Accessibility and RA/RM/AAS

All Job Corps centers must 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. Although the law may not require a specific center to comply with federal architectural accessibility guidelines, the center may be required to provide RA/RM/AAS for the needs of a particular individual's disabilities if the RA/RM/AAS 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 they use a wheelchair), and Admissions Services has concerns about the accessibility of the most suitable center, Admissions Services may raise those concerns with the applicant and/or their parent, guardian, or other representative. In these cases, three points must be kept in mind:

- a. Admissions Services must inform the applicant and/or their parent, guardian, or other representative that the applicant is entitled to ask for a RA/RM/AAS, which

may include a request for modifications to the center at issue.

- b. The center's Disability Accommodation Committee (DAC) is required to consult with the applicant to identify possible RA/RM/AAS and must give consideration to the applicant's choice of RA/RM/AAS that would impose an undue hardship.
- c. The final decision about accepting a RA/RM/AAS must be left up to the applicant and/or their parent, guardian, or other representative.

## ***R2. Arrival Scheduling***

Centers must:

- a. Accurately project arrival needs and issue arrival requests to Admissions Services in accordance with the National Enrollee Assignment Plan and in order to maintain at least 100 percent OBS.
- b. Schedule timely arrival of new students in consideration of training selection, available dormitory space, and other factors.
- c. Where RA/RM/AASs will be provided, ensure that the RA/RM/AAS are in place before arrival. However, failure to provide timely RA/RM/AAS will not excuse undue delay of arrival and may be the basis for a discrimination complaint.
- d. Provide timely travel information to Admissions Services and incoming new students, including a list of center personnel to contact in case of travel delay or other issue.
- e. Meet and greet arrivals at the designated time on the center or at the determined travel termination point.

## ***R3. Pre-Departure Activity***

Admissions Services must:

- a. Ensure that an arrival date and travel information have been coordinated between the center and the incoming new student, including the 800-733-JOBS telephone number in case of emergencies experienced during travel to the center.
- b. Verify with the applicant that there has been no change to the applicant's status that would alter any of their answers to the eligibility requirements since the completion of the original application. This verification must also occur in instances of delayed arrival.
- c. Job Corps' zero tolerance and other behavioral policies, items that can be brought to center, and physical security procedures including physical screening.

***R4. Pre-Departure Center Contact***

Centers will contact incoming new students prior to scheduled arrival to welcome them, and provide information about the center, reiterating items that can be brought to center, and physical security procedures including physical screening.

***R5. Changed Arrival Dates******a. Travel Delay***

If an incoming new student asks for a delay in the assigned day for travel to the center of assignment, Admissions Services 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, Admissions Services must contact the center and ask that the appropriate center staff persons determine whether the delay is a RA/RM/AAS for the disability, as explained in Form 2-03, Procedures for Providing Reasonable Accommodation, Reasonable Modification in Policies, Practices or Procedures, and Auxiliary Aids and Services for Participation in the Job Corps Program.

2. If the reason is unrelated to a disability, and Admissions Services 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. Arrival Delay***

Under the following circumstances, Admissions Services may ask the center for a delayed assignment for incoming new students who fail to depart as originally scheduled and who did not request a travel delay:

1. Admissions Services determines that the reason for the failure to depart is valid and reasonable. If the failure to depart is related to a disability, Admissions Services should contact the center and ask that the appropriate staff persons determine whether the delay is RA/RM/AAS for the disability, as explained in Form 2-03, Procedures for Providing Reasonable Accommodation, Reasonable Modification in Policies, Practices or Procedures, and Auxiliary Aids and Services for Participation in the Job Corps Program.
2. The incoming new student requests a delayed arrival date within 120 days from the original arrival date. If the newly requested arrival date is after the 120-day period, a new background check is required. All other eligibility documentation remains valid for 6 months (180 days) from the date on the original application documents.

Subsequent background checks must comply with the same requirements as original background checks (see Exhibit 1-1, Eligibility Criterion 4).

c. Special Circumstances

In instances when the incoming new student must arrive on a day other than their assigned arrival date, Admissions Services must obtain advanced approval from the center and/or Regional Office.

***R6. No-Shows***

A no-show may be established when the incoming new student fails to arrive on center and has not communicated with Admissions Services or the center within 24 hours of their scheduled arrival time.

In the event of a no-show:

- a. Admissions Services and the center must coordinate to contact the assigned applicant promptly to determine the reason they did not arrive at the assigned center.
- b. If appropriate, request a delayed arrival and reschedule the incoming new student in accordance with Chapter 1, Section 1.6, R5.b.
- c. Notify the center of assignment of any delay.

## EXHIBIT 1-1 JOB CORPS ELIGIBILITY REQUIREMENTS

### ELIGIBILITY REQUIREMENTS

#### INSTRUCTIONS

Exhibit 1-1 outlines the criteria that Admissions Services must use to determine if an applicant is eligible to enroll in the Job Corps program. The criteria must be assessed in numerical order. If at any point in the process Admissions Services determines an applicant does not meet one of the criteria, the interview stops and Admissions Services does not continue with the remaining requirements. In addition to meeting the eligibility criteria, an integral part of the screening process is determining the applicant's readiness to participate in the program. Observations of Readiness (OR) questions must be asked throughout this process and are correlated with Criterion 8(A). An applicant response that raises concern resulting in a denial must be documented within the application processing platform for Criterion 8, 8(A), 8(B), or 8(C).

Observations of Readiness	Documentation Requirements
<ol style="list-style-type: none"> <li>1. Why do you want to enroll in Job Corps at this time?</li> <li>2. Who referred you to Job Corps? How did you find out about it?</li> <li>3. Do you have any questions about the Job Corps program at this time?</li> <li>4. What have you been doing since you left school?</li> <li>5. Where do you see yourself in a year, in three years, in five years?</li> <li>6. How do you feel about taking direction from others – like teachers, administrators, and other adults that hold authority?</li> </ol>	Documentation for this section must be entered in the applicant's electronic file as a case note by Admissions Services if the applicant's answers raise concern.

#### CRITERION 1. U.S. CITIZEN/LEGAL RESIDENT/DEFERRED ACTION STATUS

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 Department of Homeland Security to work in the United States; or (3) resident of a U.S. territory. Applicants must remain in legal status or retain employment eligibility throughout the length of their stay in Job Corps, as well as during the period allotted for the receipt of graduate services.

Guidance provided by the Employment and Training Administration provides that Deferred Action for Childhood Arrivals (DACA) participants, who meet program eligibility requirements, qualify for Job Corps if they have employment authorization.

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.

Eligibility Requirement Details	Documentation Requirements
<b>Applicant must be:</b> <ol style="list-style-type: none"><li><b>a U.S. citizen; or</b></li><li><b>a lawfully admitted permanent resident alien, refugee, asylee or parolee, or other alien who has been authorized by the Department of Homeland Security to work in the United States; or</b></li><li><b>a resident of a U.S. territory.</b></li></ol>	<ol style="list-style-type: none"><li>Citizens or residents of U.S. territories: Acceptable source documents include:<ul style="list-style-type: none"><li>Birth certificate</li><li>U.S. passport</li><li>Social Security Card</li></ul></li><li>Non-Citizens: Acceptable source documents include:<ul style="list-style-type: none"><li>I-551, Permanent Resident Card (Green Card)</li><li>Valid foreign passport with Form I-94</li><li>I-766, Employment Authorization Document</li></ul></li><li>Individuals admitted under Deferred Action for Childhood Arrivals (DACA) status: Acceptable source document:<ul style="list-style-type: none"><li>I-151, Permanent Resident Card (Green Card)</li><li>Social Security Card</li></ul></li></ol>

## ELIGIBILITY REQUIREMENTS

### CRITERION 2. 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 must 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.

Admissions Services staff must invite an applicant older than 24 to disclose whether they have a disability. Follow process described in Chapter 1, Section 1.2, R3 and Appendix 201, Communicating with Individuals with Disabilities.

Applicants must have parental/legal guardian consent to participate when the applicant is an unemancipated minor. Exceptions to this requirement occur when an applicant:

- Is considered to be emancipated according to applicable laws of the state; or
- Is younger than 18 years of age and married; or
- Is an “unaccompanied youth” under the McKinney-Vento Homeless Assistance Act (42 USC 11434a(6), which “includes a homeless child or youth not in the physical custody of a parent or guardian.”

Eligibility Requirement Details	Documentation Requirements
Applicant is between the age of 16 and 24.	Acceptable source documents must state the applicant's name and date of birth, and include: <ul style="list-style-type: none"> <li>• Birth certificate, with place of birth and documentation registration number; or</li> <li>• Driver's license/state identification card; or</li> <li>• U.S. passport with date of issuance and document registration number; or</li> <li>• Department of Homeland Security (DHS) documents must verify age, date of issuance, Alien Registration Number, country of citizenship, and expiration date. Acceptable documents include:               <ul style="list-style-type: none"> <li>○ Document I-551 Permanent Resident Card</li> <li>○ Form I-94 Arrival/Departure Record;</li> <li>○ Form I-766 Employment Authorization Document</li> </ul> </li> <li>• Other official forms or documents from other government agencies that identify the applicant's name and date of birth, must include: agency issuing form, title of form and form identification number, date completed, and purpose of form, such as school records, welfare documents, military records, and employment records.</li> </ul>
Applicant is age 16 or 17, and an unemancipated minor. In this case, the parent/legal guardian must sign the consent to participate in Job Corps.  Only signatures of parents or legal guardians must be obtained. If only one parent has legal custody for the	Acceptable source documents include: <ul style="list-style-type: none"> <li>• Parent/guardian signature on appropriate Job Corps forms, such as the ETA Form 652, ETA Form 653, and other appropriate forms; or</li> <li>• Emancipation papers for all applicants claiming to be emancipated; or</li> </ul>

<p>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, then consent must be received by a court appointed custodian or guardian.</p> <p>If minor applicant lives with other family members who have not obtained legal guardianship status, such as grandparents, siblings, uncles, or aunts, they are not able to consent to the applicant's enrollment in Job Corps until legal custodianship or guardianship has been obtained.</p> <p>If the applicant is an "unaccompanied youth" under the McKinney-Vento Homeless Assistance Act, then parent/guardian consent is not required.</p>	<ul style="list-style-type: none"><li>• Marriage license for married applicants under 18 years of age.</li><li>• If an "unaccompanied youth" under the McKinney-Vento Homeless Assistance Act: A letter from caseworker, school district homeless liaison, local educational agency, third parties such as private or publicly funded homeless shelters and service providers, social worker, counselor, or support provider</li></ul>
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## ELIGIBILITY REQUIREMENTS

### CRITERION 3. 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 is receiving, or in the past 6 months has received, assistance through:

- The Supplemental Nutrition Assistance Program (SNAP) established under the Food and Nutrition Act of 2008;
- The program of block grants to States for Temporary Assistance for Needy Families program (TANF) under party A of Title IV of the Social Security Act; or
- The Supplemental Security Income program (SSI) established under Title XVI of the Social Security Act
- Medicaid and Children’s Health Insurance Program (CHIP) recipient; or
- State or local income-based public assistance (e.g., GA/RCA).

**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).

**Special Rule for Veterans of the Armed Forces:** In determining if a veteran meets the low-income definition, Admissions Services must disregard military income earned by the individual within the 6-month period prior to the individual’s application, if such income prevents the individual from meeting the income requirements.

**Exception for victims of severe forms of trafficking in persons:** The income requirement is disregarded for any victim of a severe form of trafficking in persons. See Criterion 4.

**Homeless** (as defined in the Violence Against Women Act of 1994 (Section 42 U.S.C. 14043e-2[6]) or the McKinney-Vento Homeless Assistance Act [42 U.S.C. 11434a(2)]): applicants who fit the definition of “homeless” as described below automatically qualify as low income.

An individual who lacks a fixed, regular, and adequate nighttime residence, and includes:

- a. An individual who is
  1. sharing the housing of another person due to the loss of housing, economic hardship, or a similar reason;
  2. living in a motel, hotel, trailer park, or campground due to the lack of alternative adequate accommodations;
  3. living in an emergency or transitional shelter;
  4. abandoned in a hospital;
  5. living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or

- train stations, or similar settings; or
- 6. awaiting foster care placement.
- b. An individual who has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; or
- c. Migratory children who qualify as homeless under this section because the children are living in circumstances described in this paragraph.

According to 20 U.S.C. 6399, a “migratory child” means a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain or accompany such a parent or spouse, in order to obtain temporary or seasonal employment in agricultural or fishing work:

- a. Has moved from one school district to another;
- b. In a State that is comprised of a single school district, has moved from one administrative area to another within such district; or
- c. Resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

**Free or Reduced Price Lunch:** Receives or is eligible to receive a free or reduced price lunch under the Richard B. Russell National School Lunch Act.

**Foster Child:** A child on behalf of whom state or local government payments are made.

**Individual with a Disability whose own Income Meets the Low-Income Requirement above,** but who is a member of a family whose income does not meet this requirement, then Admissions Services staff must invite the applicant to disclose whether they are a person with a disability who would meet the requirement under the disability waiver. Follow process described in Chapter 1, Section 1.2, R3; Appendix 201, Communicating with Individuals with Disabilities; and Appendix 202, Transmission, Storage and Confidentiality of Medical, Health and Disability-Related Information.

Documentation used in the assessment/verification process to demonstrate eligibility under this criterion must be collected from all applicants to verify that the applicant meets the low-income criterion.

Eligibility Requirement Details	Documentation Requirements
<b>Public Assistance</b>	Acceptable source documents include: <ul style="list-style-type: none"> <li>• A letter or printout from appropriate government agency acknowledging family receipt of cash payments from income-based public assistance</li> <li>• Public assistance voucher or payment stub;</li> <li>• Documented phone contact with case worker; or</li> <li>• Public assistance voucher or payment stub.</li> </ul>
<b>Earned Income</b> <ul style="list-style-type: none"> <li>• When determining income eligibility for a person who applies to Job Corps as an</li> </ul>	Acceptable source documents for earned income during the 6-month period prior to application include:

Eligibility Requirement Details	Documentation Requirements
<p>individual, Admissions Services staff 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 (<a href="http://www.doleta.gov/llsil/">http://www.doleta.gov/llsil/</a>), the Admissions Services staff must use the “Family of One” column.</p> <ul style="list-style-type: none"> <li>• Veteran: The Admissions Services staff must review and verify documentation of the applicant’s excludable military income for the 6-month period preceding the application, as specified above under Earned Income.</li> <li>• Victim of severe form of trafficking in persons need not meet this requirement.</li> </ul>	<ul style="list-style-type: none"> <li>• Letters of employment verification;</li> <li>• Income verification statements from, or documented phone calls with employers;</li> <li>• Paycheck stubs, tax returns, or W-2s;</li> <li>• Unemployment insurance quarterly wage records; or</li> <li>• 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.)</li> </ul> <p>Applicants must be required to complete a Statement of Support form categorized under Homeless when</p> <ol style="list-style-type: none"> <li>(1) the applicant has zero or minimal income,</li> <li>(2) the claimed income appears unrealistic relative to family size, or</li> <li>(3) no income documentation is available.</li> </ol>
<b>Homelessness (including Migratory Children)</b>	<p>Acceptable source documents include:</p> <ul style="list-style-type: none"> <li>• A letter from caseworker or support provider; or</li> <li>• If the above is unavailable, documented attempts to obtain such information accompanied by a completed 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 Form 1-03.</li> </ul>
<b>Free or Reduced Price Lunch</b>	<p>Acceptable source documents include:</p> <ul style="list-style-type: none"> <li>• A letter or other documentation from the U.S. Department of Agriculture verifying the applicant’s eligibility; or</li> <li>• Written documentation from the last school attended by the applicant verifying the applicant’s eligibility.</li> </ul>
<b>Foster Child</b>	<p>Acceptable source documents include:</p> <ul style="list-style-type: none"> <li>• Letter from a caseworker or public agency personnel attesting to the status of the applicant; or</li> <li>• Documented phone contact with a caseworker or public agency personnel attesting to the status of the applicant.</li> </ul>
<b>Individual with a Disability whose own Income meets the Low-Income Requirement</b>	See low-income documentation requirements above.

## ELIGIBILITY REQUIREMENTS

### CRITERION 4. CRIMINAL HISTORY

Admissions Services will submit a background check request through the application processing platform after verifying Criterion 1-3. Admissions Services will also begin a conversation with applicants at the first encounter, encourage honest and timely disclosure of any criminal history, provide education about meeting eligibility requirements if there is criminal history, and notify applicants of the need to submit supporting documentation. Admissions Services will receive an email that states if the student is eligible to continue with the enrollment process based on results of the criminal background check.

*No individual shall be denied enrollment in Job Corps solely on the basis of contact with the criminal justice system, except for the disqualifying felony convictions of murder (as described in section 1111 of Title 18, United States Code), child abuse, or a crime involving rape or sexual assault. Other felony convictions alone do not disqualify an individual for enrollment in Job Corps but are considered as a part of Criterion 8/Appendix 102.*

Admissions Services staff will have ongoing conversations with applicants about their criminal history. Admissions Services staff shall inform applicants that, should they be offered enrollment in Job Corps and new information regarding criminal history is discovered, such information may render the individual ineligible for Job Corps.

If Admissions Services staff learn of additional criminal history during the admissions process, Admissions Services must notify the Job Corps National Office and consider the information disclosed while evaluating Criterion 8/Appendix 102.

A copy of each document used in the review/verification process to demonstrate eligibility under this criterion must be uploaded and retained in the applicant's electronic file.

Eligibility Requirement Details	Documentation Requirements
<p>Background Check: A criminal background check must be conducted on every applicant using the National Crime Information Center. Admissions Services will request this check through the application processing platform.</p> <p>If during the admissions process, Admissions Services staff becomes aware of additional convictions or criminal history, Admissions Services must submit the information to the Job Corps National Office.</p>	Results of the criminal background check must be reviewed and uploaded to the applicant's electronic record.
<b>Eligible:</b> Applicants with <u>no criminal convictions</u> present in their background information.	Admissions Services staff will enter results within the application processing platform and upload the email into the applicant's electronic record.
<b>Eligible:</b> Applicants with non-disqualifying criminal convictions, no pending court proceedings, not currently on probation/parole/supervision or released from probation/parole/supervision.	Admissions Services staff will enter results within the application processing platform and upload the email and any other supporting documentation into the applicant's electronic record.

<b>Not Eligible:</b> <ul style="list-style-type: none"><li>• Applicants with pending criminal charges, including (1) active warrants (2) upcoming court dates, or (3) current probation, parole, or agency supervision or court-ordered treatment.</li><li>• Applicants with fines or court-ordered restitution <u>in excess of \$500</u></li></ul>	The applicant is not eligible for Job Corps at this time. The applicant may become eligible once all court requirements are met/resolved. Admissions Services staff will enter results in the application platform and upload the email into the applicant's electronic record.
<b>Not Eligible:</b> Applicants with a <u>disqualifying felony conviction of:</u> <ul style="list-style-type: none"><li>• Murder, as described in section 1111 of Title 18, United States Code;</li><li>• Child abuse; or</li><li>• A crime involving rape or sexual assault</li></ul>	The applicant is not eligible for Job Corps. Admissions Services staff will enter results within the application processing platform and upload the email into the applicant's electronic record

### ELIGIBILITY REQUIREMENTS

Observations of Readiness	Documentation Requirements
<ol style="list-style-type: none"> <li>1. Why did you leave school?</li> <li>2. What subjects did you like?</li> <li>3. What didn't you like about school?</li> <li>4. Why do you want to come back to a school setting now?</li> <li>5. Tell me about what you would do to gain respect as a new student on center.</li> </ol>	Documentation for this section must be entered in the applicant's electronic file as a case note by Admissions Services if the applicant's answers raise concern.

#### CRITERION 5. BARRIERS TO EDUCATION AND EMPLOYMENT

The applicant must be one or more of the following:

**Basic skills deficient:**

- A youth with English, reading, writing, or computer skills at or below the 8<sup>th</sup> grade level on a generally accepted standardized test; or
- An individual unable to compute or solve problems, or read, write or speak English, at a level necessary to function on the job, in the individual's family, or in society.

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

**Homeless** (as defined in the Violence Against Women Act of 1994 (Section 42 U.S.C. 14043e- 2[6]) or the McKinney-Vento Homeless Assistance Act [42 U.S.C. 11434a{2}]): <https://www.hudexchange.info/resources/documents/HomelessAssistanceActAmendedbyHEARTH.pdf>:

An individual who lacks a fixed, regular, and adequate nighttime residence, and includes:

- a. An individual who is
  1. sharing the housing of another person due to the loss of housing, economic hardship, or a similar reason;
  2. living in a motel, hotel, trailer park, or campground due to the lack of alternative adequate accommodations;
  3. living in an emergency or transitional shelter;
  4. abandoned in a hospital;
  5. living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, or
  6. awaiting foster care placement.
- b. An individual who has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; or
- c. Migratory children who qualify as homeless under this section because the children are living in circumstances described in this paragraph.

According to 20 U.S.C. 6399, a "migratory child" means a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain or accompany such a parent or spouse, in order to obtain temporary or seasonal employment in

agricultural or fishing work has moved from one residence to another residence and:

1. Has moved from one school district to another;
2. In a state that is comprised of a single school district, has moved from one administrative area to another within such district; or
3. Resides in a school district of more than 15,000 square miles has moved a distance of 20 miles or more to a temporary residence.

**A runaway, an individual in foster care or an individual who was in foster care and has aged out of the foster care system.** An individual for whom state or local government payments are or were made, or a ward of the state or court.

**Parent:** Father or mother or as otherwise defined by statute, such as through adoption or same sex relationships, or an individual who, by 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.

**Requires additional education:** The individual requires additional education, career and technical training, or workforce preparation skills to be able to obtain and retain employment that leads to economic self-sufficiency.

**A victim of a severe form of trafficking in persons** (as defined by section 103 of the Victims of Trafficking and Violence Protection Act of 2000 (22 U.S.C. 7102)):  
<https://www.govinfo.gov/content/pkg/BILLS-106hr3244enr/pdf/BILLS-106hr3244enr.pdf>:

- a. Sex trafficking in which a commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such act has not yet attained 18 years of age; or
- b. The recruiting, harboring, transportation, provision, or obtaining of a person for labor or service, through the use of force, fraud, or coercion for the purpose of subjecting to involuntary servitude, peonage, debt, bondage, or slavery.

Individuals meeting this definition need not meet the low-income requirement in Criterion 3.

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.

Eligibility Requirement Details	Documentation Requirements
<b>Basic Skills Deficient</b>	One of the following is necessary to assess basic skills deficiency: <ul style="list-style-type: none"> <li>• School records;</li> <li>• Standardized test results;</li> <li>• Criterion-referenced test scores; or</li> <li>• Documented efforts to obtain school records or standardized test results.</li> </ul>
<b>School Dropout</b>	One of the following is necessary to document that the applicant is a school dropout: <ul style="list-style-type: none"> <li>• Written verification from the records office or guidance counselor from the last school attended</li> </ul>

Eligibility Requirement Details	Documentation Requirements
	by the applicant that they are a school dropout; or <ul style="list-style-type: none"> <li>Documentation in the case notes that the Admissions Services contacted the last school attended by the applicant via telephone and received confirmation that the applicant is a school dropout.</li> </ul>
<b>Homeless (including Migratory Children)</b>	Acceptable source documents include: <ul style="list-style-type: none"> <li>A letter from caseworker or support provider; or</li> <li>If the above is unavailable, documented attempts to obtain such information accompanied by a completed 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 Form 1-03.</li> </ul>
<b>Runaway, in foster care or aged out of foster care system</b>	Acceptable source documents include: <ul style="list-style-type: none"> <li>Letter from a caseworker, former caseworker, or public agency personnel attesting to the status of the applicant; or</li> <li>Documented phone contact with a caseworker, former caseworker or public agency personnel attesting to the status of the applicant.</li> </ul>
<b>Parent</b>  ETA 652 indicates one or more dependent children.	Acceptable source documents include: <ul style="list-style-type: none"> <li>Birth certificate indicating applicant as parent;</li> <li>Court decree indicating child support; or</li> <li>Any official government/school form indicating dependent children</li> </ul>
<b>Victims of severe forms of trafficking in persons</b>	Acceptable source documents include: <ul style="list-style-type: none"> <li>Letter from a caseworker, former caseworker, or clinical professional attesting to the status of the applicant; or</li> <li>Documented phone contact with a caseworker, former caseworker, or clinical professional attesting to the status of the applicant.</li> </ul>
<b>Requires additional education</b>	Admissions Services must document that the applicant requires additional education, career and technical training, or workforce preparation skills.



**ELIGIBILITY REQUIREMENTS****CRITERION 6. 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.

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.

<b>Eligibility Requirement Details</b>	<b>Documentation Requirements</b>
<p>All male applicants sign the consent form containing authorization for Selective Service Registration.</p> <p>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.</p>	<ul style="list-style-type: none"><li>• A copy of the consent form containing the Selective Service Authorization must be completed, signed, and retained in each male applicant's file.</li><li>• For female applicants, the notation "NA/F" must be placed in the Selective Service authorization space on the consent form.</li></ul>

**ELIGIBILITY REQUIREMENTS**

<b>Observations of Readiness</b>	<b>Documentation Requirements</b>
<ol style="list-style-type: none"> <li>1. What educational opportunities do you want to get through coming to Job Corps?</li> <li>2. Do you help out at home? Please describe.</li> <li>3. What time did you go to bed last night?</li> <li>4. When was the last time you got up at 6:30 or 7:00 a.m. to arrive some place by 8:00 a.m.?</li> <li>5. How do you handle stress or what do you do when things are not going your way?</li> </ol>	Documentation for this section must be entered in the applicant's electronic file as a case note by Admissions Services if the applicant's answers raise concern.

**CRITERION 7. EDUCATIONAL AND TRAINING NEEDS**

The applicant's educational and training needs may best be met through the Job Corps. Level of educational attainment is not an eligibility requirement.

<b>Eligibility Requirement Details</b>	<b>Documentation Requirements</b>
<p>The applicant's educational and training needs may best be met through the Job Corps program.</p> <p>If the applicant has not graduated from high school, the applicant must indicate a desire to:</p> <ul style="list-style-type: none"> <li>• Earn a high school diploma or HSE; and</li> <li>• Participate in career technical training.</li> </ul> <p>If the applicant is a high school graduate, the applicant must document the High School Diploma attainment or HSE attainment and indicate a desire to obtain career technical training.</p> <p>After graduation from Job Corps, all applicants must intend to:**</p> <ul style="list-style-type: none"> <li>• Obtain employment; or</li> <li>• Enter apprenticeship; or</li> <li>• Enter the military; or</li> <li>• Continue his or her education.</li> </ul>	<p>Admissions Services must document that applicants that have not graduated from high school have a desire to earn a HSD or a HSE, and want to participate in career technical training.</p> <p>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.</p> <p>Admissions Services must document that applicants with a high school diploma wish to obtain career technical training. If the applicant has a high school diploma or HSE, Admissions Services must obtain a copy of:</p> <ol style="list-style-type: none"> <li>1. The HSE certificate or official HSE test scores. A copy of the HSE certificate or transcripts can be requested from the HSE administrator of the state in which the HSE was received. A complete list of HSE administrators can be found on <a href="http://www.acenet.edu">http://www.acenet.edu</a>; or</li> <li>2. An HSD or official transcripts indicating graduation from a school that meets the guidelines set in PRH Appendix 302; or</li> <li>3. 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 <a href="http://www.nafsa.org">http://www.nafsa.org</a>, or the National Collegiate Athletic Association (NCAA Guide to International Academic Standards for Athletics Eligibility) <a href="http://www.ncaapublications.com/p-4532-international-standards-2019-20-guide-to-international-academic-standards-for-athletics-eligibility.aspx">http://www.ncaapublications.com/p-4532-international-standards-2019-20-guide-to-international-academic-standards-for-athletics-eligibility.aspx</a></li> <li>4. If school records are unavailable, Admissions</li> </ol>

Eligibility Requirement Details	Documentation Requirements
	<p>Services must document attempts to obtain educational history.</p> <p>Admissions Services must document for all applicants that after graduation from Job Corps, the individual plans to obtain employment, enter the military, or continue their education.</p>

\*\* If the applicant expresses concern about their existing benefits (e.g., Social Security Disability), then Admissions Services staff should encourage the applicant to work with their case managers to determine the impact that participation in Job Corps and eventually employment will have on benefits.

Applicants with disabilities receiving Social Security Administration (SSA) benefits may be referred to their local SSA Work Incentives Planning and Assistance (WIPA) programs or One-Stop Career Centers/American Job Centers have Disability Navigators who provide assistance with benefits counseling.

### ELIGIBILITY REQUIREMENTS

Observations of Readiness	Documentation Requirements
<ol style="list-style-type: none"> <li>1. Do you like working alone or with other people?</li> <li>2. Have you ever worked as part of a team or group?</li> <li>3. How well do you get along with people?</li> <li>4. How would you feel about working with people of another sex or race?</li> <li>5. How would you feel about sharing a dorm room with roommates?</li> <li>6. How would you feel about sharing a dorm room with people of other races?</li> </ol>	Documentation for this section must be entered in the applicant's electronic file as a case note by Admissions Services if the applicant's answers raise concern.

#### CRITERION 8. GROUP PARTICIPATION

It can be reasonably expected that the applicant can participate successfully in group situations and activities.

If Admissions Services staff learn of additional criminal history during the admissions process, Admissions Services must notify the Job Corps National Office and consider the information disclosed while evaluating Criterion 8/Appendix 102.

Eligibility Requirement Details	Documentation Requirement
Applicant appears willing to function as a part of a group and can successfully participate in group situations and activities.	Admissions Services must document in the applicant's electronic file the questions asked and the responses that indicate that the applicant appears willing to function as part of a group.
<p>Applicant confirms willingness to live in a multi-cultural environment.</p> <p>Admissions Services staff provide the applicant with an example of a multicultural environment.</p>	Admissions Services must document in the applicant's electronic file that applicant either expresses a willingness or does not express active hostility to or dislike of living in a multicultural environment.

**ELIGIBILITY REQUIREMENTS**

Observations of Readiness	Documentation Requirements
<ul style="list-style-type: none"> <li>• How do you react to other people's challenges? For example, if a person is having a bad attitude day, doesn't do their part on a project, or is having trouble getting along with others.</li> <li>• Do you have a tendency to help others when they are in need, and if so, give me a good example.</li> <li>• Tell me about a time when you got angry with a friend. How did you handle it?</li> </ul>	<p>Documentation for this section must be entered in the applicant's electronic file as a case note by Admissions Services if the applicant's answers raise concern.</p>

**CRITERION 8(A). NON-INTERFERENCE WITH OTHER STUDENTS' PARTICIPATION**

It can be reasonably expected that the applicant will not engage in actions that would prevent other students from benefiting from the Job Corps program.

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.

Eligibility Requirement Details	Documentation Requirements
<p>Applicant can participate successfully in group situations and activities and is not likely to engage in actions that would potentially prevent other students from receiving benefits from the program.</p>	<p>Any behavior observed by the Admissions Services that would indicate an applicant is likely to prevent other students from receiving the benefits of the Job Corps program must be documented in detail in the applicant's electronic file.</p> <p>A signed Applicant Commitment Statement (Form 652) must be included in the applicant's file.</p>

### ELIGIBILITY REQUIREMENTS

Observations of Readiness	Documentation Requirements
<ul style="list-style-type: none"> <li>• How do you feel about following rules and requirements?</li> <li>• Do you see yourself as someone who challenges the rules, and if so, give me an example of when you challenged a rule, either at school, at home, at work, in the community, or with the law.</li> <li>• What did you think of the Job Corps video? Do you have any questions about it?</li> <li>• Do you understand that following rules is required when you are in Job Corps and that not following them could result in separation from the program?</li> <li>• When you are worried, mad, or sad what do you do to make yourself feel better?</li> <li>• Now that you have a better understanding about the Job Corps program and what is required of students, do you see any roadblocks that might affect your participation in Job Corps?</li> </ul>	Documentation for this section must be entered in the applicant's electronic file by Admissions Services if the applicant's answers raise concern.

#### CRITERION 8(B). MAINTENANCE OF SOUND DISCIPLINE AND POSITIVE CENTER CULTURE

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

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.

Eligibility Requirement Details	Documentation Requirements
Applicant is made aware of the center rules, what the potential consequences are for not following those rules, and they agree to comply with such rules.	Applicant has read, understands, and has signed the Applicant Commitment Statement (ETA Form 652).
<p>Applicant can participate successfully in group situations and activities and is not likely to engage in actions that would potentially be incompatible with the maintenance of sound discipline and positive center culture.</p> <p>Ask the applicant:</p> <ul style="list-style-type: none"> <li>• Do you understand that violence, bullying, and harassment are not tolerated in Job Corps?</li> <li>• 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?</li> <li>• Do you understand that when you arrive on center, you will be tested for illegal use of drugs?</li> <li>• Do you understand that if you test positive for illegal use of drugs on entry, you will be offered supports within a specified period of time prior to a follow-up test?</li> </ul>	Applicant has read, understands, and has signed Zero Tolerance for Violence Certification on the ETA Form 652.

Eligibility Requirement Details	Documentation Requirements
<ul style="list-style-type: none"> <li>• Do you understand that Zero Tolerance policy means that you can be automatically dismissed from the Job Corps program?</li> <li>• Do you understand that every Job Corps uses a student code of conduct with additional rules that you will be expected to follow?</li> <li>• Do you understand that you must abide by Job Corps rules and policies to stay in the program?</li> </ul>	
<p>The applicant is willing to refrain from gang representation or activity while in Job Corps (see Exhibit 2-1).</p> <p>Ask the applicant:</p> <ul style="list-style-type: none"> <li>• Do you agree that you will not participate in any gang activity while you are in the Job Corps program?</li> <li>• Do you agree that you will not display gang representation or participate in gang activity while in Job Corps?</li> </ul> <p>If Admissions Services observes the use or display of any gang activity or representation, say to the applicant:</p> <ul style="list-style-type: none"> <li>• 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.)?</li> </ul> <p>If Admissions Services 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:</p> <ul style="list-style-type: none"> <li>• 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?</li> </ul>	<p>Admissions Services must document in the applicant's electronic file the applicant acknowledges to refrain from gang representation or activity while enrolled in Job Corps.</p>

**ELIGIBILITY REQUIREMENTS****CRITERION 8(C). 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.

Eligibility Requirement Details	Documentation Requirements
Applicant can participate successfully in group situations and activities, including in the community, and is not likely to engage in actions that would potentially impede satisfactory relationships between the Job Corps center to which the individual might be assigned and its surrounding communities.	Admissions Services must document in the applicant's electronic file that the applicant expresses a willingness to behave in a manner that reflects positively on Job Corps when participating in activities such as: <ul style="list-style-type: none"><li>• Community services</li><li>• Recreation activities</li><li>• Off-duty leisure time</li><li>• Job shadowing activities</li><li>• Work-based learning activities</li><li>• Field trips</li></ul>



**ELIGIBILITY REQUIREMENTS****CRITERION 9. CHILD CARE**

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 would include confirmation from any approved on-center child care services.

<b>Eligibility Requirement Details</b>	<b>Documentation Requirements</b>
Applicant must make suitable arrangements for the care of any dependent children for the proposed period of enrollment.	Applicant must attest that they have child care and their statement is documented in the applicant's electronic file.

**ELIGIBILITY REQUIREMENTS****CRITERION 10. 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.” (Form 6-02)

Admissions Services should encourage, but not require, all applicants to provide the following voluntary information for use by center staff in assessing the applicant’s health needs:

- ETA Form 653, Job Corps Health Questionnaire
- Physician/institution report describing injuries, illnesses, and conditions noted on the ETA Form 653, including comments about medications taken

<b>Eligibility Requirement Details</b>	<b>Documentation Requirements</b>
All applicants, or their parent/legal guardian if an unemancipated minor, and McKinney-Vento liaison or case worker if an unaccompanied youth (or the unaccompanied youth on behalf of themselves if there is no McKinney-Vento liaison or case worker) must sign the “Authorization for Use and Disclosure of Your Health Information.”	A signed “Authorization for Use and Disclosure of Your Health Information” must be received at the assigned center prior to the applicant’s arrival.

## EXHIBIT 1-2

### FACTORS FOR PRIORITY ENROLLMENT

Factors for Priority Enrollment	Assessment/Verification Requirements (All Applicants)	Documentation Requirements (All Applicants)
<p><b>A: VETERANS' PRIORITY</b></p> <p>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.</p> <p>Spouses of veterans also receive priority if they are married to:</p> <ul style="list-style-type: none"> <li>Any veteran who died of a service-connected disability;</li> <li>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 thereunder, 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;</li> <li>Any veteran who has a total disability resulting from a service-connected disability; or</li> <li>Any veteran who died while a disability so evaluated was in existence.</li> </ul>	<p>Admissions Services assesses documentation of veteran status.</p>	<p>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.</p> <p>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.</p> <p>At the time of application to Job Corps, spouses must provide their:</p> <ul style="list-style-type: none"> <li>Marriage license</li> <li>Spouse's form DD 214, Report of Separation</li> <li>Spouse's military identification</li> <li>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.</li> </ul>

## **EXHIBIT 1-3**

### **OFFICE OF JOB CORPS EXPEDITED APPLICANT ENROLLMENT**

An expedited enrollment process for applicants who are experiencing homelessness as defined in the Violence Against Women Act of 1994 (Section 42 U.S.C. 14043e- 2[6]) or the McKinney-Vento Homeless Assistance Act [42 U.S.C. 11434a(2)], victims of severe forms of trafficking in persons, and victims of natural and man-made disasters allows for temporary self-certification of eligibility criteria for applicants who may have difficulty accessing required documentation. This process may allow for expedited admission, but it does not exempt individuals from any eligibility criteria. Any individual who is later found to have been ineligible at the time of screening, or enrolled due to a screening error, must be separated from the program.

Admissions Services and center staff will coordinate to collect documentation as it becomes available to complete the applicant/student's electronic record and verify eligibility. Documentation must be collected within 90 days of enrollment. If unavailable, efforts to acquire documents must be recorded in the student's electronic record.

Verification completed by speaking with representatives of authorized agencies must be collected and recorded in the student's electronic record within 90 days of enrollment. Documentation must include the name, title, organization name, contact information of the representative from the authorized agency.

Admissions Services staff must inform all potential applicants that, as a result of admission into the Job Corps program, they will be individually ineligible for unemployment insurance, SNAP, and possibly other forms of government aid while enrolled in Job Corps.

Applicants will be flagged as expedited enrollment.

Limited medical information may be available on these applicants from their health care providers. Admissions Services 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.

In the event such applicant is denied enrollment, Job Corps will provide the contact information for the local One-Stop Career Center/American Job Center and other education and training programs, as appropriate.

## INSTRUCTIONS

Exhibit 1-3 outlines the criteria that Admissions Services must use to expedite the enrollment of applicants who are experiencing homelessness, victims of a severe form of trafficking, or are victims of natural or man-made disasters. The criteria must be assessed in numerical order. If at any point in the process Admissions Services determines an applicant does not meet one of the criteria, the interview stops and Admissions Services does not continue with the remaining requirements. In addition to meeting the eligibility criteria, an integral part of the screening process is determining the applicant's readiness to participate in the program. Observations of Readiness (OR) questions must be asked throughout this process and are correlated with Criterion 8(A). An applicant response that raises concern resulting in a denial must be documented within the application processing platform for Criterion 8, 8(A), 8(B), or 8(C).

Observations of Readiness	Documentation Requirements
<ol style="list-style-type: none"> <li>1. Why do you want to enroll in Job Corps at this time?</li> <li>2. Who referred you to Job Corps? How did you find out about it?</li> <li>3. Do you have any questions about the Job Corps program at this time?</li> <li>4. What have you been doing since you left school?</li> <li>5. Where do you see yourself in a year, in three years, in five years?</li> <li>6. How do you feel about taking direction from others – like teachers, administrators, and other adults that hold authority?</li> </ol>	<p>Documentation must be entered in the applicant's electronic file as a case note by Admissions Services only if the applicant's response(s) raise a significant concern about the applicant's motivation to positively participate in Job Corps and be successful.</p>

### CRITERION 1. U.S. CITIZEN/LEGAL RESIDENT/DEFERRED ACTION STATUS

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 Department of Homeland Security to work in the United States; or (3) resident of a U.S. territory. Applicants must remain in legal status or retain employment eligibility throughout the length of their stay in Job Corps, as well as during the period allotted for the receipt of graduate services.

Guidance provided by the Employment and Training Administration provides that Deferred Action for Childhood Arrivals (DACA) participants, who meet program eligibility requirements, qualify for Job Corps if they have employment authorization.

Self-Attestation and/or 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.

Eligibility Requirement Details	Assessment Type	Documentation Requirements
<p><b>Applicant must be:</b></p> <ol style="list-style-type: none"> <li>1. <b>a U.S. citizen; or</b></li> <li>2. <b>a lawfully admitted permanent resident alien, refugee, asylee or parolee, or other alien who has been authorized by the Department of Homeland Security to work in the United States; or</b></li> <li>3. <b>a resident of a U.S. territory.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Self-Attestation <ul style="list-style-type: none"> <li>• Recorded in Job Corps' admissions system of record with applicant signature on ETA Form 652.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Citizens or residents of U.S. territories: Acceptable source documents include: <ul style="list-style-type: none"> <li>• Birth certificate</li> <li>• U.S. passport</li> <li>• Social Security Card</li> </ul> </li> <li>2. Non-Citizens: Acceptable source documents include: <ul style="list-style-type: none"> <li>• I-551, Permanent Resident Card (Green Card)</li> <li>• Valid foreign passport with Form I-94</li> <li>• I-766, Employment Authorization Document</li> </ul> </li> <li>3. Individuals admitted under Deferred Action for Childhood Arrivals (DACA) status: Acceptable source document: <ul style="list-style-type: none"> <li>• I-151, Permanent Resident Card (Green Card)</li> <li>• Social Security Card</li> </ul> </li> </ol>

## ELIGIBILITY REQUIREMENTS

### CRITERION 2. 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 must 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.

Admissions Services staff must invite an applicant older than 24 to disclose whether they have a disability. Follow process described in Chapter 1, Section 1.2, R3 and Appendix 201, Communicating with Individuals with Disabilities.

Applicants must have parental/legal guardian consent to participate when the applicant is an unemancipated minor. Exceptions to this requirement occur when an applicant:

- Is considered to be emancipated according to applicable laws of the state; or
- Is younger than 18 years of age and married; or
- Is an “unaccompanied youth” under the McKinney-Vento Homeless Assistance Act (42 USC 11434a(6), which “includes a homeless child or youth not in the physical custody of a parent or guardian.”

Eligibility Requirement Details	Assessment Type	Documentation Requirements
Applicant is between the age of 16 and 24.	1. Self-Attestation a. Recorded in Job Corps' admissions system of record with applicant signature on ETA Form 652.	Acceptable source documents must state the applicant's name and date of birth, and include: <ul style="list-style-type: none"> <li>• Birth certificate, with place of birth and documentation registration number; or</li> <li>• Driver's license/state identification card; or</li> <li>• U.S. passport with date of issuance and document registration number; or</li> <li>• Department of Homeland Security (DHS) documents must verify age, date of issuance, Alien Registration Number, country of citizenship, and expiration date. Acceptable documents include:               <ul style="list-style-type: none"> <li>o Document I-551 Permanent Resident Card</li> <li>o Form I-94 Arrival/Departure Record;</li> <li>o Form I-766 Employment Authorization Document</li> </ul> </li> <li>• Other official forms or</li> </ul>

		documents from other government agencies that identify the applicant's name and date of birth, must include: agency issuing form, title of form and form identification number, date completed, and purpose of form, such as school records, welfare documents, military records, and employment records.
<p>Applicant is age 16 or 17, and an unemancipated minor. In this case, the parent/legal guardian or court-appointed case manager must sign the consent to participate in Job Corps.</p> <p>Only signatures of Parent/guardian/case manager must be obtained.</p> <p>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, then consent must be received by a court appointed custodian or guardian.</p> <p>If minor applicant lives with other family members who have not obtained legal guardianship status, such as grandparents, siblings, uncles, or aunts, they are not able to consent to the applicant's enrollment in Job Corps until legal custodianship or guardianship has been obtained.</p> <p>If the applicant is an "unaccompanied youth" under the McKinney-Vento Homeless Assistance Act, then parent/guardian consent is not required.</p>	<p>1. Self-Attestation</p> <p>a. Recorded in Job Corps' admissions system of record with applicant signature on ETA Form 652.</p>	<p>Acceptable source documents include:</p> <ul style="list-style-type: none"> <li>• Parent/guardian/case manager or other approved supervisor signature on appropriate Job Corps forms, such as the ETA Form 652, ETA Form 653, and other appropriate forms; or</li> <li>• Emancipation papers for all applicants claiming to be emancipated; or</li> <li>• Marriage license for married applicants under 18 years of age.</li> <li>• If an "unaccompanied youth" under the McKinney-Vento Homeless Assistance Act: A letter from caseworker, school district homeless liaison, local educational agency, third parties such as private or publicly funded homeless shelters and service providers, social worker, counselor, or support provider.</li> </ul>



## ELIGIBILITY REQUIREMENTS

### CRITERION 3. LOW INCOME

The applicant considered for expedited enrollment qualifies as low income, if one or more of these conditions exist:

**Homeless** (as defined in the Violence Against Women Act of 1994 (Section 42 U.S.C. 14043e- 2[6]) or the McKinney-Vento Homeless Assistance Act [42 U.S.C. 11434a(2)]): applicants who fit the definition of “homeless” as described below automatically qualify as low income.

An individual who lacks a fixed, regular, and adequate nighttime residence, and includes:

- a. An individual who is
  1. sharing the housing of another person due to the loss of housing, economic hardship, or a similar reason;
  2. living in a motel, hotel, trailer park, or campground due to the lack of alternative adequate accommodations;
  3. living in an emergency or transitional shelter;
  4. abandoned in a hospital;
  5. living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; or
  6. awaiting foster care placement.
- b. An individual who has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; or
- c. Migratory children who qualify as homeless under this section because the children are living in circumstances described in this paragraph.

According to 20 U.S.C. 6399, a “migratory child” means a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain or accompany such a parent or spouse, in order to obtain temporary or seasonal employment in agricultural or fishing work:

- a. Has moved from one school district to another;
- b. In a State that is comprised of a single school district, has moved from one administrative area to another within such district; or
- c. Resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

**Victims of severe forms of trafficking in persons:** Applicants who are victims of severe forms of trafficking in persons, as defined below by section 103 of the Victims of Trafficking and Violence Protection Act of 2000 (22 U.S.C. 7102), automatically qualify as low income:

The term “severe forms of trafficking in persons” means:

- a. Sex trafficking in which a commercial sex act is induced by force, fraud, or coercion, or

- in which the person induced to perform such act has not yet attained 18 years of age; or
- b. The recruiting, harboring, transportation, provision, or obtaining of a person for labor or service, through the use of force, fraud, or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery.

**Victims of Natural and Man-Made Disasters:** Applicants who are victims of natural or man-made disasters are automatically considered low income if they are “homeless” as described above, including being housed in temporary residences. Applicants who have a permanent residence may self-attest as otherwise meeting the low income criterion per the criterion 3 description in Exhibit 1-1. These applicants will be informed of the low income threshold for their geographic area and required to provide documentation after enrollment; when such documents become available.

Self-attestation or documentation used in the assessment/verification process to demonstrate eligibility under this criterion must be collected from all applicants to verify that the applicant meets the low-income criterion.

Eligibility Requirement Details	Assessment Type	Documentation Requirements
<b>Homelessness (including Migratory Children)</b>	1. Self-Attestation of homelessness a. Recorded in Job Corps’ admissions system of record with applicant signature on ETA Form 652.	Acceptable source documents include: <ul style="list-style-type: none"> <li>• A letter from caseworker or support provider; or</li> <li>• If the above is unavailable, documented attempts to obtain such information accompanied by a completed 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 Form 1-03.</li> </ul>
<b>Victims of severe forms of trafficking in persons</b>	1. Self-Attestation of status as victim of severe forms of trafficking in persons a. Recorded in Job Corps’ admissions system of record with applicant signature on ETA Form 652.	Acceptable source documents include: <ul style="list-style-type: none"> <li>• Letter from a caseworker, former caseworker, or clinical professional attesting to the status of the applicant; or</li> <li>• Documented phone contact with a caseworker, former caseworker, or clinical professional attesting to the status of the applicant.</li> </ul>
<b>Victims of natural and man-made disasters</b>	1. Self-Attestation of status as victim of natural and man-made disasters 2. If not “homeless,” including residing in temporary housing, self-attestation of being low income. a. Recorded in Job Corps’ admissions system of record with	Acceptable source documents if homeless include: <ul style="list-style-type: none"> <li>• A letter from caseworker or support provider; or</li> <li>• Documentation from FEMA or other state/local disaster relief agencies</li> </ul> Acceptable source documents if not homeless include: <ul style="list-style-type: none"> <li>• See Exhibit 1-1 Criterion 3 Eligibility Requirement</li> </ul>

Eligibility Requirement Details	Assessment Type	Documentation Requirements
	applicant signature on ETA Form 652.	<p>Details/Documentation Requirements Chart</p> <ul style="list-style-type: none"><li>• If the above is unavailable, documented attempts to obtain such information accompanied by a completed 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 Form 1-03.</li></ul>

## ELIGIBILITY REQUIREMENTS

### CRITERION 4. CRIMINAL HISTORY

Admissions Services will submit a background check request through the application processing platform after verifying Criterion 1-3. Admissions Services will also begin a conversation with applicants at the first encounter, encourage honest and timely disclosure of any criminal history, provide education about meeting eligibility requirements if there is criminal history, and notify applicants of the need to submit supporting documentation. Admissions Services will receive an email that states if the student is eligible to continue with the enrollment process based on results of the criminal background check. Job Corps requires a criminal background check be completed for all applicants before an offer of conditional enrollment is given.

*No individual shall be denied enrollment in Job Corps solely on the basis of contact with the criminal justice system, except for the disqualifying felony convictions of murder (as described in section 1111 of Title 18, United States Code), child abuse, or a crime involving rape or sexual assault. Other felony convictions alone do not disqualify an individual for enrollment in Job Corps but are considered as a part of Criterion 8/Appendix 102.*

Admissions Services staff will have ongoing conversations with applicants about their criminal history. Admissions Services staff shall inform applicants that, should they be offered enrollment in Job Corps and new information regarding criminal history is discovered, such information may render the individual ineligible for Job Corps.

If Admissions Services staff learn of additional criminal history during the admissions process, Admissions Services must notify the Job Corps National Office and consider the information disclosed while evaluating Criterion 8/Appendix 102.

A copy of each document used in the review/verification process to demonstrate eligibility under this criterion must be uploaded and retained in the applicant's electronic file.

Eligibility Requirement Details	Documentation Requirements
<p>Background Check: A criminal background check must be conducted on every applicant using the National Crime Information Center. Admissions Services will request this check through the application processing platform.</p> <p>If during the admissions process, Admissions Services staff becomes aware of additional convictions or criminal history, Admissions Services must submit the information to the Job Corps National Office.</p>	<p>Results of the criminal background check must be reviewed and uploaded to the applicant's electronic record.</p>
<p><b>Eligible:</b> Applicants with <u>no criminal convictions</u> present in their background information.</p>	<p>Admissions Services staff will enter results within the application processing platform and upload the email into the applicant's electronic record.</p>

<b>Eligible:</b> Applicants with non-disqualifying criminal convictions, no pending court proceedings, not currently on probation/parole/supervision or released from probation/parole/supervision.	Admissions Services staff will enter results within the application processing platform and upload the email and any other supporting documentation into the applicant's electronic record.
<b>Not Eligible:</b> <ul style="list-style-type: none"><li>• Applicants with pending criminal charges, including (1) active warrants (2) upcoming court dates, or (3) current probation, parole, or agency supervision or court-ordered treatment.</li><li>• Applicants with fines or court-ordered restitution <u>in excess of \$500</u>.</li></ul>	The applicant is not eligible for Job Corps at this time. The applicant may become eligible once all court requirements are met/resolved. Admissions Services staff will enter results in the application platform and upload the email into the applicant's electronic record.
<b>Not Eligible:</b> Applicants with a <u>disqualifying felony conviction of:</u> <ul style="list-style-type: none"><li>• Murder, as described in section 1111 of Title 18, United States Code;</li><li>• Child abuse; or</li><li>• A crime involving rape or sexual assault</li></ul>	The applicant is not eligible for Job Corps. Admissions Services staff will enter results within the application processing platform and upload the email into the applicant's electronic record

### ELIGIBILITY REQUIREMENTS

Observations of Readiness	Documentation Requirements
<ol style="list-style-type: none"> <li>1. Why did you leave school?</li> <li>2. What subjects did you like?</li> <li>3. What didn't you like about school?</li> <li>4. Why do you want to come back to a school setting now?</li> <li>5. Tell me about what you would do to gain respect as a new student on center.</li> </ol>	Documentation for this section must be entered in the applicant's electronic file as a case note by Admissions Services if the applicant's answers raise concern.

#### CRITERION 5. BARRIERS TO EDUCATION AND EMPLOYMENT

The applicant considered for expedited enrollment qualifies under this criterion, if one or more of these conditions exist:

**Homeless** (as defined in the Violence Against Women Act of 1994 (Section 42 U.S.C. 14043e- 2[6]) or the McKinney-Vento Homeless Assistance Act [42 U.S.C. 11434a{2}]): applicants who fit the definition of "homeless" as described in criterion 3 automatically qualify under this criterion.

**Victims of severe forms of trafficking in persons:** Applicants who are victims of severe forms of trafficking in persons, as described in criterion 3, automatically qualify under this criterion.

**Victims of natural and man-made disasters:** Applicants who are victims of natural or man-made disasters automatically qualify under this criterion if they are "homeless" as described in Criterion 3 above, including being housed in temporary residences. Applicants who have a permanent residence may self-attest as otherwise meeting this criterion per the Criterion 5 description in Exhibit 1-1.

Self-attestation and/or a copy of each document used in the assessment/verification process must be used to demonstrate eligibility. If documentation is used in the assessment/verification process to demonstrate eligibility under this criterion, the documentation must be retained in the applicant's file in all cases.

Eligibility Requirement Details	Assessment Type	Documentation Requirements
<b>Homeless (including Migratory Children)</b>	<ol style="list-style-type: none"> <li>1. Self-Attestation of homelessness               <ol style="list-style-type: none"> <li>a. Recorded in Job Corps' admissions system of record with applicant signature on ETA Form 652.</li> </ol> </li> </ol>	Acceptable source documents include: <ul style="list-style-type: none"> <li>• A letter from caseworker or support provider</li> </ul>
<b>Victims of severe forms of trafficking in persons</b>	<ol style="list-style-type: none"> <li>1. Self-Attestation of status as victim of severe forms of trafficking in persons               <ol style="list-style-type: none"> <li>a. Recorded in Job Corps' admissions system of record with</li> </ol> </li> </ol>	Acceptable source documents include: <ul style="list-style-type: none"> <li>• Letter from a caseworker, former caseworker, or clinical professional attesting to the status of the applicant; or</li> <li>• Documented phone contact with a</li> </ul>

Eligibility Requirement Details	Assessment Type	Documentation Requirements
	applicant signature on ETA Form 652.	caseworker, former caseworker, or clinical professional attesting to the status of the applicant.
<b>Victims of natural and man-made disasters</b>	<ol style="list-style-type: none"> <li>1. Self-Attestation of status as victim of natural and man-made disasters</li> <li>2. If not “homeless,” including residing in temporary housing, self-attestation of facing barriers to education and employment per Exhibit 1-1.               <ol style="list-style-type: none"> <li>a. Recorded in Job Corps’ admissions system of record with applicant signature on ETA Form 652.</li> </ol> </li> </ol>	<p>Acceptable source documents if homeless include:</p> <ul style="list-style-type: none"> <li>• A letter from caseworker or support provider; or</li> <li>• Documentation from FEMA or other state/local disaster relief agencies</li> </ul> <p>Acceptable source documents if not homeless include:</p> <p>See Exhibit 1-1 Criterion 5 Eligibility Requirement Details/Documentation Requirements Chart</p>

**ELIGIBILITY REQUIREMENTS****CRITERION 6. 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.

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. If a male applicant age 18 and older has not complied with Section 3 of the Military Selective Service Act (50 USC App. 45), then the Admissions Services staff will complete the form with the applicant.

Eligibility Requirement Details	Documentation Requirements
<p>All male applicants sign the consent form containing authorization for Selective Service Registration.</p> <p>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.</p>	<ul style="list-style-type: none"><li>• A copy of the consent form containing the Selective Service Authorization must be completed, signed, and retained in each male applicant's file.</li><li>• For female applicants, the notation "NA/F" must be placed in the Selective Service authorization space on the consent form.</li></ul>



**ELIGIBILITY REQUIREMENTS**

<b>Observations of Readiness</b>	<b>Documentation Requirements</b>
<ol style="list-style-type: none"> <li>1. What educational opportunities do you want to get through coming to Job Corps?</li> <li>2. Do you help out at home? Please describe.</li> <li>3. What time did you go to bed last night?</li> <li>4. When was the last time you got up at 6:30 or 7:00 a.m. to arrive some place by 8:00 a.m.?</li> <li>5. How do you handle stress or what do you do when things are not going your way?</li> </ol>	Documentation for this section must be entered in the applicant's electronic file as a case note by Admissions Services only if the applicant's answers raise concern about the applicant's motivation to positively participate in Job Corps and be successful.

**CRITERION 7. EDUCATIONAL AND TRAINING NEEDS**

The applicant's educational and training needs may best be met through the Job Corps. Level of educational attainment is not an eligibility requirement.

<b>Eligibility Requirement Details</b>		<b>Documentation Requirements</b>
<p>The applicant's educational and training needs may best be met through the Job Corps program.</p> <p>If the applicant has not graduated from high school, the applicant must indicate a desire to:</p> <ul style="list-style-type: none"> <li>• Earn a high school diploma or HSE; and</li> <li>• Participate in career technical training.</li> </ul> <p>If the applicant is a high school graduate, the applicant must document the High School Diploma attainment or HSE attainment and indicate a desire to obtain career technical training.</p> <p>After graduation from Job Corps, all applicants must intend to:**</p> <ul style="list-style-type: none"> <li>• Obtain employment; or</li> <li>• Enter apprenticeship; or</li> <li>• Enter the military; or</li> <li>• Continue his or her education.</li> </ul>	<ol style="list-style-type: none"> <li>1. Self- Attestation               <ol style="list-style-type: none"> <li>a. Recorded in Job Corps' admissions system of record with applicant signature on ETA Form 652.</li> </ol> </li> </ol>	<p>Admissions Services must document that applicants that have not graduated from high school, have a desire to earn a HSD or a HSE, and want to participate in career technical training.</p> <p>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.</p> <p>Admissions Services must document that applicants with a high school diploma wish to obtain career technical training. If the applicant has a high school diploma or HSE, Admissions Services must obtain a copy of:</p> <ol style="list-style-type: none"> <li>1. The HSE certificate or official HSE test scores. A copy of the HSE certificate or transcripts can be requested from the HSE administrator of the state in which the HSE was received. A complete list of HSE administrators can be found on <a href="http://www.acenet.edu">http://www.acenet.edu</a>; or</li> <li>2. An HSD or official transcripts indicating graduation from a school that meets the guidelines set in PRH Appendix 302; or</li> <li>3. A foreign diploma. For information on acceptable foreign diplomas, refer to: NAFFSA: Association of International Educators (A Guide to Educational Systems Around the World by Shelley Feagles) at <a href="http://www.naffsa.org">http://www.naffsa.org</a>, or the National Collegiate Athletic Association (NCAA Guide to International Academic Standards for Athletics Eligibility) <a href="http://www.ncaapublications.com/p-">http://www.ncaapublications.com/p-</a></li> </ol>

Eligibility Requirement Details		Documentation Requirements
		<p data-bbox="980 222 1422 310"><a href="#">4532-international-standards-2019-20-guide-to-international-academic-standards-for-athletics-eligibility.aspx</a></p> <p data-bbox="932 310 1422 399">4. If school records are unavailable, Admissions Services must document attempts to obtain educational history.</p> <p data-bbox="883 432 1422 554">Admissions Services must document for all applicants that after graduation from Job Corps, the individual plans to obtain employment, enter the military, or continue their education.</p>

\*\* If the applicant expresses concern about their existing benefits (e.g., Social Security Disability), then Admissions Services staff should encourage the applicant to work with their case managers to determine the impact that participation in Job Corps and eventually employment will have on benefits.

Applicants with disabilities receiving Social Security Administration (SSA) benefits may be referred to their local SSA Work Incentives Planning and Assistance (WIPA) programs or One-Stop Career Centers/American Job Centers have Disability Navigators who provide assistance with benefits counseling.

### ELIGIBILITY REQUIREMENTS

Observations of Readiness	Documentation Requirements
<ol style="list-style-type: none"> <li>1. Do you like working alone or with other people?</li> <li>2. Have you ever worked as part of a team or group?</li> <li>3. How well do you get along with people?</li> <li>4. How would you feel about working with people of another sex or race?</li> <li>5. How would you feel about sharing a dorm room with roommates?</li> <li>6. How would you feel about sharing a dorm room with people of other races?</li> </ol>	Documentation for this section must be entered in the applicant's electronic file as a case note by Admissions Services only if the applicant's answers raise concern about the applicant's motivation to positively participate in Job Corps and be successful.

#### CRITERION 8. GROUP PARTICIPATION

It can be reasonably expected that the applicant can participate successfully in group situations and activities.

If Admissions Services staff learn of additional criminal history during the admissions process, Admissions Services must notify the Job Corps National Office and consider the information disclosed while evaluating Criterion 8/Appendix 102.

Eligibility Requirement Details	Documentation Requirement
Applicant appears willing to function as a part of a group and can successfully participate in group situations and activities.	Admissions Services must document in the applicant's electronic file the questions asked and the responses that indicate that the applicant appears willing to function as part of a group.
<p>Applicant confirms willingness to live in a multi-cultural environment.</p> <p>Admissions Services staff provide the applicant with an example of a multicultural environment.</p>	Admissions Services must document in the applicant's electronic file that applicant either expresses a willingness or does not express active hostility to or dislike of living in a multicultural environment.

**ELIGIBILITY REQUIREMENTS**

Observations of Readiness	Documentation Requirements
<ul style="list-style-type: none"> <li>• How do you react to other people's challenges? For example, if a person is having a bad attitude day, doesn't do their part on a project, or is having trouble getting along with others.</li> <li>• Do you have a tendency to help others when they are in need, and if so, give me a good example.</li> <li>• Tell me about a time when you got angry with a friend. How did you handle it?</li> </ul>	<p>Documentation for this section must be entered in the applicant's electronic file as a case note by Admissions Services if the applicant's answers raise concern.</p>

**CRITERION 8(A). NON-INTERFERENCE WITH OTHER STUDENTS' PARTICIPATION**

It can be reasonably expected that the applicant will not engage in actions that would prevent other students from benefiting from the Job Corps program.

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.

Eligibility Requirement Details	Documentation Requirements
<p>Applicant can participate successfully in group situations and activities and is not likely to engage in actions that would potentially prevent other students from receiving benefits from the program.</p>	<p>Any behavior observed by the Admissions Services that would indicate an applicant is likely to prevent other students from receiving the benefits of the Job Corps program must be documented in detail in the applicant's electronic file.</p> <p>A signed Applicant Commitment Statement (Form 652) must be included in the applicant's file.</p>

**ELIGIBILITY REQUIREMENTS**

Observations of Readiness	Documentation Requirements
<ul style="list-style-type: none"> <li>• How do you feel about following rules and requirements?</li> <li>• Do you see yourself as someone who challenges the rules, and if so, give me an example of when you challenged a rule, either at school, at home, at work, in the community, or with the law.</li> <li>• What did you think of the Job Corps video? Do you have any questions about it?</li> <li>• Do you understand that following rules is required when you are in Job Corps and that not following them could result in separation from the program?</li> <li>• When you are worried, mad, or sad what do you do to make yourself feel better?</li> <li>• Now that you have a better understanding about the Job Corps program and what is required of students, do you see any roadblocks that might affect your participation in Job Corps?</li> </ul>	<p>Documentation for this section must be entered in the applicant's electronic file by Admissions Services only if the applicant's answers raise concern about the applicant's motivation to positively participate in Job Corps and be successful.</p>

**CRITERION 8(B). MAINTENANCE OF SOUND DISCIPLINE AND POSITIVE CENTER CULTURE**

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

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.

Eligibility Requirement Details	Documentation Requirements
<p>Applicant is made aware of the center rules, what the potential consequences are for not following those rules, and they agree to comply with such rules.</p>	<p>Applicant has read, understands, and has signed the Applicant Commitment Statement (ETA Form 652).</p>
<p>Applicant can participate successfully in group situations and activities and is not likely to engage in actions that would potentially be incompatible with the maintenance of sound discipline and positive center culture.</p> <p>Ask the applicant:</p> <ul style="list-style-type: none"> <li>• Do you understand that violence, bullying, and harassment are not tolerated in Job Corps?</li> <li>• 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?</li> <li>• Do you understand that when you arrive on center, you will be tested for illegal use of drugs?</li> <li>• Do you understand that if you test positive for illegal use of drugs on entry, you will be</li> </ul>	<p>Applicant has read, understands, and has signed Zero Tolerance for Violence Certification on the ETA Form 652.</p>

Eligibility Requirement Details	Documentation Requirements
<p>offered supports within a specified period of time prior to a follow-up test?</p> <ul style="list-style-type: none"> <li>• Do you understand that Zero Tolerance policy means that you can be automatically dismissed from the Job Corps program?</li> <li>• Do you understand that every Job Corps uses a student code of conduct with additional rules that you will be expected to follow?</li> </ul> <p>Do you understand that you must abide by Job Corps rules and policies to stay in the program?</p>	
<p>The applicant is willing to refrain from gang representation or activity while in Job Corps (see Exhibit 2-1).</p> <p>Ask the applicant:</p> <ul style="list-style-type: none"> <li>• Do you agree that you will not participate in any gang activity while you are in the Job Corps program?</li> <li>• Do you agree that you will not display gang representation or participate in gang activity while in Job Corps?</li> </ul> <p>If Admissions Services observes the use or display of any gang activity or representation, say to the applicant:</p> <ul style="list-style-type: none"> <li>• 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.)?</li> </ul> <p>If Admissions Services 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:</p> <ul style="list-style-type: none"> <li>• 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?</li> </ul>	<p>Admissions Services must document in the applicant's electronic file the applicant acknowledges to refrain from gang representation or activity while enrolled in Job Corps.</p>

**ELIGIBILITY REQUIREMENTS****CRITERION 8(C). 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.

Eligibility Requirement Details	Documentation Requirements
Applicant can participate successfully in group situations and activities, including in the community, and is not likely to engage in actions that would potentially impede satisfactory relationships between the Job Corps center to which the individual might be assigned and its surrounding communities.	Admissions Services must document in the applicant's electronic file that the applicant expresses a willingness to behave in a manner that reflects positively on Job Corps when participating in activities such as: <ul style="list-style-type: none"><li>• Community services</li><li>• Recreation activities</li><li>• Off-duty leisure time</li><li>• Job shadowing activities</li><li>• Work-based learning activities</li><li>• Field trips</li></ul>

**ELIGIBILITY REQUIREMENTS****CRITERION 9. CHILD CARE**

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 would include confirmation from any approved on-center child care services.

<b>Eligibility Requirement Details</b>	<b>Documentation Requirements</b>
Applicant must make suitable arrangements for the care of any dependent children for the proposed period of enrollment.	Applicant must attest that they have child care and their statement is documented in the applicant's electronic file.



**ELIGIBILITY REQUIREMENTS****CRITERION 10. 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.” (Form 6-02)

Admissions Services should encourage, but not require, all applicants to provide the following voluntary information for use by center staff in assessing the applicant’s health needs:

- ETA Form 653, Job Corps Health Questionnaire
- Physician/institution report describing injuries, illnesses, and conditions noted on the ETA Form 653, including comments about medications taken

<b>Eligibility Requirement Details</b>	<b>Documentation Requirements</b>
All applicants, or their parent/legal guardian if an unemancipated minor, and McKinney Vento liaison or case worker if an unaccompanied youth (or the unaccompanied youth on behalf of themselves if there is no McKinney-Vento liaison or case worker) must sign the “Authorization for Use and Disclosure of Your Health Information.”	A signed “Authorization for Use and Disclosure of Your Health Information” must be received at the assigned center prior to the applicant’s arrival.

## 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 must be considered an “individual” if they:
    - (a) Live alone; or
    - (b) Live with unrelated individuals; or
    - (c) Live in a single residence where no family member claims them as a dependent.
  3. A person with disabilities may apply and be 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 them through adoption, blood, or marriage.
- c. **Family income** means all income actually received from all sources by all members of the family for the 6-month period prior to application. **Family size** is the maximum number of family members during the 6-month period prior to application. When computing family income, income of a spouse and other family members is counted for the portion of the 6-month (annualized) period prior to application that the person was actually a part of the family unit.
  1. For the purpose of determining an individual’s eligibility for participation in the Job Corps program, family income includes:
    - (a) Gross wages, including wages from community service employment (CSE), work experience, and On-the-Job training (OJT) paid from Workforce Innovation and Opportunity 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 supplemental nutrition assistance program (SNAP) 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**

### **GUIDE FOR EVALUATING GROUP PARTICIPATION AND MAINTENANCE OF SOUND DISCIPLINE (CRITERION 8)**

#### **Purpose**

This tool is intended to be used in conjunction with PRH Chapter 1, Exhibit 1-1, Criterion 8 (Group Participation). Before using this tool, Admissions Services staff must read and become familiar with the details of these criteria.

To be eligible for Job Corps the law requires a determination that there is a reasonable expectation that the applicant can participate successfully in group situations and activities and is not likely to engage in behavior that would prevent other participants from receiving the benefit of the Job Corps program or be incompatible with the maintenance of sound discipline. These eligibility criteria are reflected in Exhibit 1-1, Job Corps Eligibility Requirements. Specifically, each applicant must demonstrate that:

- They are willing to live in a group setting and in a multicultural environment (Criterion 8);
- They will not interfere with other students' participation (Criteria 8(a) and 8(b));
- They understand the rules and expectations pertaining to Job Corps (Criterion 8(b));
- They are not likely to engage in behavior that would impede satisfactory relationships between the Job Corps Center to which the applicant might be assigned and its surrounding communities (Criterion 8(c)).

#### **Documents**

Admissions Services staff must collect and review all relevant documents, including:

1. Any documentation detailing behavior from institutions, agencies, or schools, including school discipline records;
2. Criminal or behavioral history provided to Admissions Services by the applicant; and
3. Any letters of recommendation that address the applicant's ability to successfully participate in a group setting.

#### **Factors to Consider**

Admissions Services may deny enrollment to an applicant who has displayed disruptive and/or threatening behavior during the application process, and/or has a history of such behavior as evidenced by other documentation.

In assessing whether such documented behavior would result in disqualifying an applicant for enrollment into the Job Corps program, Admissions Services must engage in an individualized assessment and consider the following three factors:

1. Whether the behavior and/or action(s), if committed again while at Job Corps, would

interfere with other participants' receiving the benefit of the Job Corps program or the maintenance of sound discipline;

2. The nature and gravity of the behavior; and
3. The time that has passed since the action(s)

### **How will Admissions Services analyze the three factors?**

Admissions Services staff should use the three factors above to analyze whether the applicant would successfully participate in group situations and activities, not interfere with other students' participation in the Job Corps program, and otherwise not disrupt the maintenance of sound discipline. Admissions Services staff will use the contents of information contained in supporting documents (see Documents section above) to complete this analysis. That content will be summarized and recorded in the Summary of Findings table.

Admissions Services must be mindful that:

- No specific number of actions automatically disqualifies an applicant from enrollment in Job Corps. Rather, Admissions Services must determine for each applicant whether the nature and gravity of their past action(s) were severe enough to cause concern, including whether the applicant exhibits a pattern and practice of such behavior; whether the specific action(s) occurred relatively recently or happened several years ago; and whether the action(s) is one that if committed while enrolled in Job Corps would interfere with the maintenance of sound discipline.
- Admissions Services must not exclude applicants because of their race, color, religion, sex, national origin, age, disability, political affiliation or belief, or citizenship status.

Review of an applicant's prior misconduct should include the following considerations by Admissions Services staff. Such considerations are not intended to result in staff asking these direct questions to the applicant.

#### ***1. The facts surrounding each instance of threatening and/or disruptive behavior.***

- Does the instance of threatening and/or disruptive behavior indicate that there were aggravating factors, such as the applicant's making threats against the victim, or engaging in multiple instances of aggressive behavior?
- Was the instance of threatening and/or disruptive behavior a first?
- Was the applicant a "ringleader" for the instance of threatening and/or disruptive behavior, or was the applicant following the lead of another person?
- Did misconduct involve significant planning, or did it appear to be an unplanned response to an opportunity?

Document Findings: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

#### ***2. The number and timing of disruptive and/or threatening behavior.***

- Does the applicant have a pattern and practice of engaging in disruptive and/or threatening behavior/misconduct?
- Are there a larger number of instances of misconduct during an earlier time period, and then fewer or none more recently, indicating the applicant has made an effort to reform?
- How long ago did the instance(s) of disruptive and/or threatening behavior take place?

Document Findings: \_\_\_\_\_

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**3. *The relevance of each documented disruptive and/or threatening behavior to the requirements of Job Corps.***

- Does the applicant's verified institutional record indicate that they have demonstrated inappropriate or disruptive behaviors in school or other structured or residential 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?
- In light of the analysis above, is it more likely than not that the applicant, if admitted, will be a successful participant in the Job Corps program, not interfere with others' participation, and otherwise conduct themselves in a manner consistent with the maintenance of sound discipline?

Document Findings: \_\_\_\_\_

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**4. *The applicant's other efforts at rehabilitation.***

- Is the applicant active in finding ways to rehabilitate themselves, such as counseling, drug and alcohol treatment, or involvement in sports, cultural activities, or community service?
- Does the applicant acknowledge personal responsibility for their verified serious behaviors?

Document Findings: \_\_\_\_\_

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**5. *Additional opportunity for explanation by the applicant.***

- If Admissions Services determination is that the applicant fails to meet the eligibility criteria related to behavior and the maintenance of sound discipline (Exhibit 1 -1 Criterion 8), provide the applicant with this initial determination of ineligibility.
- Admissions Services must then give the applicant, who may otherwise be screened out because they fail to meet the Eligibility Criterion 8, an opportunity to provide any additional information and/or an explanation as to why they should not be excluded from the Job Corps program. Additional relevant information may include, for example:
  - The facts or circumstances surrounding the conduct;
  - Evidence that the applicant was successfully enrolled in school, post-misconduct, with no further incidents of misconduct;
  - Rehabilitation efforts; and
  - Employment or character references and any other information regarding readiness for Job Corps.
- Applicant may provide oral or written explanation. If applicant provides an oral explanation, Admissions Services must include written notes of the explanation in the applicant's electronic file. If the applicant does not provide additional information about their prior misconduct, Admissions Services may make their determination of ineligibility without the information.

Document Findings: \_\_\_\_\_

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**Summary of Findings Regarding Eligibility:**

Please copy this form if additional space is needed.

<b>Nature or Gravity of the Conduct:</b> (Include only misconduct)		<b>Timing:</b> Specify when the misconduct occurred			<b>Pattern or Practice:</b> (Defined as two or more incidents within the last 3 years)	<b>Relevance:</b> Whether the misconduct is one that if committed while enrolled in Job Corps would interfere with the maintenance of sound discipline.
Include a brief description of the conduct	Note the most relevant facts	Less than 1 yr.	1-2 yrs.	2 or more yrs.	Indicate whether a pattern exists or whether the conduct is so serious that one incident causes alarm (for example, recent acts of violence, severe acts of violence, recent incidents of possession of a weapon, etc.)	Refer to Job Corps student conduct expectations (Exhibit 2-1) to connect the relevance of the misconduct to the acts prohibited on center
1 <sup>st</sup> Incident:						
2 <sup>nd</sup> Incident:						
3 <sup>rd</sup> Incident:						
4 <sup>th</sup> Incident:						



Admissions Services' determination (check one):

- ☐ Meets Eligibility Criteria
- ☐ Does NOT meet eligibility criteria

Provide rationale for determination, including consideration of any noted concerns in response to readiness questions/observations: \_\_\_\_\_

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## APPENDIX 103

### DENIAL LETTER TEMPLATE FOR ADMISSIONS SERVICES

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 eligibility requirements. Your application has been denied because (insert explanation from box below).

Reason	Explanation
Eligibility Requirement – Criterion 1	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.
Eligibility Requirement – Criterion 2	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.  You are a minor and your parent/legal guardian did not consent for your participation in Job Corps.
Eligibility Requirement – Criterion 3	You did not meet the low income eligibility criterion.
Eligibility Requirement – Criterion 4	You are under probation, parole, under a suspended sentence or under the supervision of an agency that will not release you from its supervision, or you have a disqualifying conviction.
Eligibility Requirement – Criterion 5	You did not meet the barriers to education and employment requirement which states that an applicant must be one or more of the following: <ul style="list-style-type: none"> <li>• Basic skills deficient;</li> <li>• A school dropout;</li> <li>• Homeless;</li> <li>• An individual in foster care or an individual who was in foster care and has aged out of the foster care system;</li> <li>• A runaway</li> <li>• A parent; or</li> <li>• An individual that requires additional education, career and technical training, or workforce preparation skills to be able to obtain and retain employment that leads to economic self-sufficiency.</li> </ul>
Eligibility Requirement – Criterion 6	You refused to sign a copy of the consent form containing authorization for Selective Service Registration.
Eligibility Requirement – Criterion 7	Your educational and training needs cannot be best met through the Job Corps program.
Eligibility Requirement – Criterion 8 – Group Participation	You did not demonstrate that you are reasonably expected to participate successfully in group situations.
Eligibility Requirement – Criterion 8(a) – Non-Interference with other students' participation	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.

Eligibility Requirement – Criterion 8(b) – Maintenance of Sound Discipline and Positive Center Culture	You did not demonstrate that your behavior is compatible with the maintenance of sound discipline and positive center culture on a Job Corps center.
Eligibility Requirement – Criterion 8(c) – Community Relations	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.
Eligibility Requirement – Criterion 9	You did not demonstrate that you had made suitable arrangements for child care.
Eligibility Requirement – Criterion 10	You or your parent/legal guardian did not sign the “Authorization for Use and Disclosure of Your Health Information” form.
Documentation Requirements	There was insufficient documentation.

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 Admissions Services Provider

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 Admissions Services Provider 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 60 days of the date that the Admissions Services Provider should have issued its decision.

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 Workforce Innovation and Opportunity Act (WIOA) 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](mailto: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:  
<https://www.dol.gov/agencies/oasam/centers-offices/civil-rights-center/external/how-to-file-complaint>.

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 Services

**FORM 1-01**  
**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/Student

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, monitoring of medications, and other methods and services as deemed necessary by the wellness staff.

The services may be provided in-person or via telemental health, which in the context of this consent form refers to clinical services that are provided remotely using Health Insurance Portability and Accountability Act (HIPAA)-compliant video conferencing technology, telephone, text, or email. The mental health personnel and I will discuss and select the best modality to use.

I have the option to withhold or withdraw consent at any time without affecting my right to future care or treatment or risking the loss or withdrawal of any program benefits to which I would otherwise be entitled.

I understand the privacy laws that protect the confidentiality of my protected health information (PHI) apply to both in-person and telemental health unless an exception to confidentiality applies.

The Job Corps center operates its mental health and telemental health services using a team-based approach and I understand that all treatment will be treated as confidential in compliance with 29 C.F.R. § 38.41, except in the following special circumstances:

- If the mental health personnel believes it is in the best interest of my treatment to share information with other center staff, they will do so only on a need-to-know basis as allowed by the authorization for disclosure under HIPAA that I have signed, and to the extent applicable, by 29 C.F.R. § 38.41.
- If I become a danger to others, center staff will take measures to maintain the safety of others. This may include a medical separation, if applicable, in accordance with direct threat policy PRH Form 2-04 based on an evaluation by the health and wellness staff.
- If I become a danger to myself, center staff will take measures to maintain my safety. This may include a medical separation if applicable, in accordance with PRH Form 2-05 based on an evaluation by the health and wellness staff.
- 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.

- 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.

Specifically, I understand the following with respect to telemental health:

- 1) I understand that one of the benefits of telemental health is that I can meet with mental health personnel without being in the same physical location. This can be helpful in providing continuous service on center and when Job Corps is in virtual operating status.
- 2) I understand there are risks and consequences associated with telemental health, including but not limited to, disruption of services by technology failures. I understand that delays in mental health evaluation and treatment could occur due to deficiencies or failures of the equipment or technology used for the provision of telemental health services.
- 3) I understand that security protocols could fail, causing a breach of privacy of protected health information by unauthorized persons.
- 4) I understand that the use of telemental health services may not be appropriate for emergency communications or urgent requests.
- 5) I understand that mental health personnel will take reasonable steps to ensure my privacy. Specifically, except as outlined above, they will be in a private room during telemental health sessions, with no other individuals present unless I provide consent.
- 6) I understand as a participant in the Job Corps program I may have access to computer, telecommunication equipment and internet access for telehealth sessions either on campus or as a participant in Job Corps' distance learning program. To the extent possible, I will find a private place for sessions where other people are not present and cannot overhear the conversation.
- 7) I understand that there will be no recording of any of the sessions by either party. All information disclosed within sessions and written records pertaining to those sessions are confidential and may not be disclosed to anyone without written authorization, except where the disclosure is permitted and/or required by law. All existing laws regarding access to and copies of my medical records apply.
- 8) I understand that during my first telemental health session, plans will be developed for (a) back-up communications in case of technology failures, and (b) responding to emergencies and mental health crises. This will include identification of nearest hospital, an emergency contact person, contact information for appropriate authorities in case of an emergency, and if I am a minor, my guardian's contact information.
- 9) I understand that if mental health personnel determine telemental health is no longer appropriate, we will discuss other options for receiving mental health services, such as in-person counseling or referrals to another professional in my location who can provide appropriate services.

10) I understand that Job Corps will provide adjustments, modifications, auxiliary aids and services, and other RA/RM/AASs needed by me to take full advantage of telehealth services, unless doing so would impose an undue burden on Job Corps.

I have read and understand the above information concerning mental health and wellness assistance, telemental health, my privilege of confidentiality, and the limitations to it. This consent is effective for the duration of my enrollment in Job Corps.

	/
Job Corps Applicant/Student Signature	Date

	/
Parent Signature (Required if Applicant/Student is a Minor)	Date

	/
Admissions Services/Wellness Staff Signature	Date

**FORM 1-02**  
**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		High School Equivalency (HSE) Transcript	
Copy of High School Diploma		Copy of HSE Certificate	
504 Plan and Eligibility Evaluation Reports		Individual Education Plan (IEP), Psycho-educational Evaluations, Eligibility and Triennial Evaluation Reports, and IEP Progress Notes	

**MAIL TO:**

**Admissions Services/Center Name:** \_\_\_\_\_

**Number, Street:** \_\_\_\_\_

**City, State, Zip Code:** \_\_\_\_\_

If you have any questions 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/YYYY):** \_\_\_\_\_

**Mother's Maiden Name:** \_\_\_\_\_

**NON-HEALTH 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:** \_\_\_\_\_

**City:** \_\_\_\_\_ **State:** \_\_\_\_\_ **Zip Code:** \_\_\_\_\_ **Phone #:** \_\_\_\_\_



**Specified Health Records/Protected Health Information (PHI) Records Release Authorization**

<b>To:</b>	<b>From:</b>
	<b>Date of Request:</b>
	<b>Date of Receipt:</b>

**Please complete the specific medical/health/dental records that are being requested if applicable. If no health records are requested, leave blank and do not sign signature section.**

Specified Health Records/Protected Health Information (PHI):
Record:
Health Provider Information:
Date of Request:
Purpose of Request:
Record:
Health Provider Information:
Date of Request:
Purpose of Request:
Record:
Health Provider Information:
Date of Request:
Purpose of Request:

**The information is subject to redisclosure by recipient and no longer protected by the Privacy Rule (see Form 2-01). You have the right to revoke the authorization at any time. Please reach out to:**

**Admissions Services/Center Name:**

**Number, Street:**

**City, State, Zip Code:**

If you have any questions regarding this request, please call (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_.

**HEALTH INFORMATION RELEASE AUTHORIZATION IF APPLICABLE:**

My signature below authorizes the release of the requested health information above. This authorization remains in effect for a period of \_\_\_\_\_ from the date of this request.

Student Signature<sup>1</sup>: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Parent or Guardian<sup>2</sup> (if applicant is under 18 years of age): \_\_\_\_\_ Date: \_\_\_\_\_

<sup>1</sup> Only provide signature if specific health records are requested. If none are requested, please leave signature lines blank.

<sup>2</sup> Only provide signature if specific health records are requested. If none are requested, please leave signature lines blank.

**Records Release Authorization – Instructions**

Admissions Services 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 Admissions Services office is requesting information (verify correct and current address)

**From:** Name of the Admissions Services staff requesting the information

**Date of Request:** Date when the request is sent

**Date of Receipt:** Date when the Admissions Services 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 Admissions Services 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**)

**HSE Transcript or Copy of Certificate:** Send to the HSE testing site where the applicant took their HSE 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 Admissions Services staff/office contact number

**Name, Signature, and Date:** To be completed by the person responding to the request

**Student Information:** To be completed by the Admissions Services 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 Admissions Services

**Health Release**

**Authorization:**

In order to be compliance with Health Insurance Portability and Accountability Act (HIPAA) regarding release of medical information, a release of medical information form must:

- Specifically identify the Protected Health Information (PHI) to be used or disclosed;
- Provide the names of persons or organizations, or classes of persons or organizations, who will receive, use, or disclose the PHI;
- State the purpose for each request;
- Be signed and dated by the individual or the individual's personal representative;
- Be written in plain language;
- Include an expiration date or event;
- Notify the individual in writing of the right to revoke authorization at any time, how to exercise that right, and any applicable exceptions to that right under the privacy rule; and
- Explain the potential for the information to be subject to redisclosure by recipient and no longer protected by the Privacy Rule.

**FORM 1-03**  
**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. \_\_\_\_\_ is not charging me for room and board.  
(Supporter's Name)

Applicant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supporter's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_ Phone #: \_\_\_\_\_

Admissions Services Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## FORM 1-04

### INFORMATION FOR CAREER DEVELOPMENT PLANNING

Admissions Services must use this form ***only*** to collect information for the applicant's career development planning and to help Job Corps provide services to the applicant if they enroll in Job Corps. The information collected must not be used to determine whether the applicant meets eligibility requirements.

Responses should be recorded within the application processing platform.

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.*)

c. **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. If no, list choices. 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.

**FORM 1-05**  
**PROCEDURES FOR PROVIDING REASONABLE ACCOMMODATION,**  
**REASONABLE MODIFICATION IN POLICIES, PRACTICES, OR**  
**PROCEDURES AND AUXILIARY AIDS AND SERVICES**  
**DURING ADMISSIONS**

*If an applicant wishes to **request reasonable accommodation, reasonable modification in policies, programs or procedures and auxiliary aids and services to participate in the Job Corps program**, the process described in Section 1.2, R3 and the Reasonable Accommodation, Reasonable Modification in Policies, Practices or Procedures, and Auxiliary Aids and Services (RA/RM/AAS) Request and Disability Coordinator Contact Form in Chapter 2, Form 2-03 must be used.*

## **BACKGROUND**

Reasonable accommodation, reasonable modification in policies, practices, or procedures and auxiliary aids and services (RA/RM/AAS) 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. RA/RM/AAS may involve providing an appropriate service or product; modifying or adjusting a job, work/academic environment, policy, program, and procedure, providing auxiliary aids and services, or any other action that removes those barriers for the person with a disability.

**For additional background information on RA/RM/AAS, please see Form 2-03, Procedures for Providing Reasonable Accommodation, Reasonable Modification in Policies, Practices, or Procedures and Auxiliary Aids and Services for Participation in the Program.**

## **POLICY**

A qualified applicant with a disability is entitled to request and receive RA/RM/AAS at any time during the admissions process. If an applicant with a disability is requesting RA/RM/AAS to participate in the admissions process, the Admissions Services provider must engage the applicant in an interactive process to determine the limitations resulting from their disability, and the potential RA/RM/AAS that would allow them to participate in the admissions process.

Keep in mind that the applicant is the best source of information about their disability, and what assistance is needed to participate in the admissions process. No RA/RM/AAS should be implemented without the applicant's consent.

## PROCESS

### *Requests*

A RA/RM/AAS 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, Reasonable Modification in Policies, Practices, or Procedures and Auxiliary Aids and Services Request Form-Admissions (included in this form). 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 disability accommodation process. Admissions Services staff must go through the form with the applicant, and may assist with its completion, as necessary.

If the applicant is requesting RA/RM/AAS to participate in the admissions process, the Admissions Services staff:

- a. Must address the applicant's RA/RM/AAS needs immediately.
- b. Must not begin or continue with any part of the admissions process for which the applicant has requested RA/RM/AAS until the RA/RM/AAS 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 they do not need RA/RM/AAS for those parts.

**See Chapter 2, Form 2-03, Procedures for Providing Reasonable Accommodation, Reasonable Modification in Policies, Practices, or Procedures, and Auxiliary Aids and Services for Participation in the Program if an applicant requests RA/RM/AAS to participate in the Job Corps program.**

### *Documentation*

Under federal disability nondiscrimination law, Admissions Services cannot ask for documentation when (1) both the disability and the need for RA/RM/AAS are obvious; or (2) the person has already provided Admissions Services with sufficient information to substantiate that they have an actual, current disability, and need the RA/RM/AAS requested.

When the disability and/or the need for RA/RM/AAS is not obvious, Admissions Services may ask the applicant for reasonable documentation about their disability and functional limitations. Admissions Services is entitled to know that the person actually has a covered disability for which they need a RA/RM/AAS.

Reasonable documentation means that the Admissions Services may require only the documentation that is needed to establish that a person has an actual, current disability, and that the disability necessitates a RA/RM/AAS. Thus, Admissions Services, in response to a request for RA/RM/AAS, cannot ask for documentation that is unrelated to determining the existence of a disability and the necessity for a RA/RM/AAS.

Admissions Services 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 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.

Admissions Services must maintain the confidentiality of all medical information collected during this process, regardless of where the information comes. If a person provides insufficient documentation of a disability in response to the Admissions Services' initial request, Admissions Services should explain why the documentation is insufficient and allow the person an opportunity to provide the missing information in a timely manner.

### ***Applicant without Documentation***

If an applicant's disability or need for RA/RM/AAS is not obvious, and they refuse to provide the reasonable documentation requested by Admissions Services, then they may not be entitled to RA/RM/AAS. If an applicant suspects that they may have a disability that has not been diagnosed, and is unable to pay for an evaluation, Admissions Services should provide appropriate referral information.

### ***Reviewing a Request***

Since each request must be evaluated individually and a determination made regarding whether it is reasonable; Job Corps has no specific list of RA/RM/AAS that will or will not be provided.

If the applicant requests a RA/RM/AAS, the Admissions Services provider cannot provide, or is unsure how to provide, the Admissions Services provider should request assistance from the National Office.

### ***Undue Hardship and Fundamental Alteration***

If granting a requested RA/RM/AAS would pose an undue hardship or fundamental alteration to the program, Job Corps is not obligated to provide it. Undue hardship means a significant difficulty or expense, considering the resources available and relevant circumstances. Fundamental alteration means that providing the RA/RM/AAS would alter the nature or operation of the program.

In cases where the Admissions Services provider determines that providing the RA/RM/AAS would be an undue hardship or fundamental alteration, the Admissions Services provider 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 RA/RM/AAS.



***Reasonableness Reviews***

The Admissions Services provider must complete and document a reasonableness review if there is a concern that an RA/RM/AAS may either pose an undue hardship or fundamental alteration to the program. See *Undue Hardship* and *Fundamental Alteration* in Form 2-03 for the factors that must be considered. See also *Reasonableness Review Form – Admissions, Undue Hardship or Fundamental Alteration* below for the process for documenting the decision.

- If the National Office determines that the RA/RM/AAS is reasonable, the RA/RM/AAS must be provided.
- If the National Office determines that the RA/RM/AAS request is unreasonable, the applicant must be provided a written statement from the National Office that includes the reason for the denial.

***Record Keeping***

Medical or disability-related documentation relating to the RA/RM/AAS request must be uploaded to the center of assignment's Wellness and Accommodation E-Folder (i.e., medical information uploaded to the Health E-Folder and non-medical documentation uploaded to the Disability E-Folder). All 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 202, Transmission, Storage and Confidentiality of Medical, Health and Disability-Related Information. Admissions Services must upload the request form to the Disability E-Folder along with any non-medical or disability notes/documents related to the RA/RM/AAS process.

**CONFIDENTIALITY**

Information regarding the applicant's disability and prior RA/RM/AAS will be discussed during the disability 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 RA/RM/AAS will be informed of the RA/RM/AAS, and the reasons for it, only to the extent necessary to ensure effective implementation of the RA/RM/AAS. See Appendix 202, Transmission, Storage, and Confidentiality of Medical, Health, and Disability-related Information.

**FUNDING**

Often, an individual with a disability can be accommodated with little or no financial expenditure. For example, the individual may already have the RA/RM/AAS they require, or they can be accommodated using existing Admissions Services resources. Sometimes the RA/RM/AAS merely requires a modification to a policy, program, or procedure (e.g., oral provision of application information). Admissions Services is responsible for any costs associated with providing RA/RM/AAS during the admissions process. If Admissions Services cannot fund the request, the National Office should be contacted.

**REASONABLE ACCOMMODATION, REASONABLE MODIFICATION IN POLICIES,  
PRACTICES OR PROCEDURES, AND AUXILIARY AIDS AND SERVICES  
(RA/RM/AAS) REQUEST FORM-ADMISSIONS**

*This form should **only be completed** when an applicant wishes to request RA/RM/AAS to participate in the admissions process.*

Individuals with disabilities may request RA/RM/AASs (changes in the way things are done, or other types of help) to assist them in participating in the Job Corps admissions process. This form is divided into two parts:

- **Part 1** is to be completed by the applicant if requesting RA/RM/AAS.
- **Part 2** is to be completed by Admissions Services staff to document the contact with the applicant.

**Part 1: RA/RM/AAS Request (completed by applicant)**

**Applicant** - Complete Part 1 of this form if you would like to request RA/RM/AAS to participate in the Job Corps admissions process.

Applicant Name: \_\_\_\_\_ ID#: \_\_\_\_\_

**Select the appropriate box.**

I would like to request RA/RM/AAS. *Please list each specific RA/RM/AAS you are requesting. Do not use general statements such as "See IEP." Admissions Services will contact you to discuss the request.*

- 
- 
- 

I think that I may need RA/RM/AAS to participate in the Job Corps admissions process, but I am not sure what I will need.

Depending on your disability and the type of RA/RM/AAS you are asking for, Job Corps may ask you to provide documentation about your disability and how it affects you.

---

**Applicant/Student Signature**

**Date**

---

**Parent/Guardian Signature**

**Date**

*Admissions Services staff must upload this form and related documentation to the respective Wellness and Accommodation E-Folders in CIS.*

**RA/RM/AAS FORM-ADMISSIONS (cont.)****Part 2: Admissions Services Contact (completed by Admissions Services staff)*****RA/RM/AAS Requests***

Job Corps policy requires that Admissions Services staff contact an applicant to discuss potential RA/RM/AAS if the applicant requests a disability accommodation. This section of the form should be used to document that contact.

- ☐ I have met with the applicant to discuss their disability accommodation.
- ☐ The applicant and Admissions Services have agreed to the following RA/RM/AAS to participate in the admissions process.
  - 
  - 
  - 
  -
- ☐ The applicant does not wish to receive any RA/RM/AAS. The applicant has been informed that they may request RA/RM/AAS to participate in the admissions process at any time.
- ☐ The applicant and Admissions Services cannot agree on RA/RM/AAS. Admissions Services has offered reasonable alternative RA/RM/AAS and completed a Reasonableness Review Form – Admissions for National Office review.

	/	
Admissions Services Staff Signature		Date

	/	
Applicant Signature		Date

	/	
Parent/Guardian Signature		Date

## REASONABLENESS REVIEW FORM – ADMISSIONS UNDUE HARDSHIP OR FUNDAMENTAL ALTERATION

**Instructions:** If there is a concern that a RA/RM/AAS request may be unreasonable<sup>3</sup> (i.e., undue hardship or fundamental alteration to the program), then the Admissions Services provider **must** complete a reasonableness review. The individual completing the form must have authority to make financial decisions for the Admissions Services provider.

<b>Applicant Name:</b>		<b>Date:</b>	
<b>Admissions Services Provider:</b>		<b>ID#:</b>	

List the RA/RM/AAS requested that are under review:

1.		<input type="checkbox"/>	Undue Hardship	<input type="checkbox"/>	Fundamental Alteration
2.		<input type="checkbox"/>	Undue Hardship	<input type="checkbox"/>	Fundamental Alteration
3.		<input type="checkbox"/>	Undue Hardship	<input type="checkbox"/>	Fundamental Alteration

### Background

1. Why is the RA/RM/AAS needed? List the specific functional limitations and/or reasons the RA/RM/AAS is needed for the individual to participate in the admissions process?

2. Did the individual with a disability provide documentation of the disability (if the disability is not obvious)? If so, what documentation was provided?

3. Does the documentation support the functional limitations that require the requested RA/RM/AAS? Provide a brief explanation.

4. Were any alternative RA/RM/AAS offered to the applicant that would be equally effective in providing access to participation in the admissions process? If so, please complete the table below.

<sup>3</sup> See definitions of undue hardship and fundamental alteration in Form 2-03 of the PRH.

Reasonable Alternative RA/RM/AAS	Applicant's Response			
	<input type="checkbox"/>	Declined	<input type="checkbox"/>	Accepted
	<input type="checkbox"/>	Declined	<input type="checkbox"/>	Accepted
	<input type="checkbox"/>	Declined	<input type="checkbox"/>	Accepted
	<input type="checkbox"/>	Declined	<input type="checkbox"/>	Accepted
	<input type="checkbox"/>	Declined	<input type="checkbox"/>	Accepted
	<input type="checkbox"/>	Declined	<input type="checkbox"/>	Accepted
	<input type="checkbox"/>	Declined	<input type="checkbox"/>	Accepted
	<input type="checkbox"/>	Declined	<input type="checkbox"/>	Accepted

*Instructions:*

*If the individual with a disability has accepted the alternate RA/RM/AAS and is no longer requesting the RA/RM/AAS under reasonableness review, then **STOP** here as there is no need to complete the remainder of the form. Upload this document to the Wellness (e.g., Disability) E-Folder under OTHER.*

**Admissions Services Analysis**

5. Is there a cost associated in providing the RA/RM/AAS? If so, explain the associated costs.

6. Are there any community resources (i.e., Vocational Rehabilitation, etc.) that could assist in providing the RA/RM/AAS? If so, please list and how each could assist.

7. Is the Admissions Services provider eligible for certain tax credits or deductions to offset the cost of the RA/RM/AAS? If so, which ones?

8. What is the impact to the resources of the Admissions Services provider if the RA/RM/AAS were to be provided? (i.e., *The impact on the ability of other applicants to receive aid, benefits, services, or training, or of other staff to perform their duties; and the impact on the Admissions Services provider's ability to carry out its mission.*)

9. If the RA/RM/AAS would fundamentally alter the operation of the Admissions Services provider, please explain why. Be as specific as possible.

*Instructions:*

*If the Admissions Services provider has determined that the RA/RM/AAS requested is unreasonable, please do the following:*

- 1. Upload the signed Reasonableness Review Form and all supporting documentation to the Wellness E-Folders (e.g., health/disability) in CIS.*
- 2. Email the National Office that a Reasonableness Review has been uploaded for review.*

---

Admissions Services Provider's Signature

Date

## REASONABLENESS REVIEW FORM

### UNDUE HARDSHIP OR FUNDAMENTAL ALTERATION (cont.)

#### National Office Analysis/Decision *(National Office Use Only)*

**Step 1:** Using the information provided by Admissions Services in items 1-9 and using **ALL** of the factors listed in the Fundamental Alteration/Undue Hardship sections in Form 2-03, complete an analysis of the reasonableness of the applicant's reasonable accommodation, reasonable modification in policies, practices or procedures and auxiliary aids and services (RA/RM/AAS) request to include the following:

**Step 2:** For each RA/RM/AAS request, complete the following table:

RA/RM/AAS Under Review		Approve Request	UH	FA
1.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### **Step 3:**

- a. If the request(s) is **approved**, then the National Office informs Admissions Services of the approved RA/RM/AAS so that the applicant\* may be informed. No further action is required.
- b. If the determination of a request is that it results in **undue hardship or poses a fundamental alteration** to the program, then the following must occur:

1. Summarize why the RA/RM/AAS request was an UH or a FA.

2. Identify actions Job Corps can take that would not result in UH/FA (i.e., what alternate RA/RM/AAS can be provided, or other actions can be taken, if any).

	Alternate RA/RM/AAS or Other Actions
1.	
2.	
3.	
4.	
5.	

3. The National Office informs Admissions Services that they have determined that the RA/RM/AAS requested are unreasonable so that Admissions Services may inform the applicant.\*

\*An applicant may choose to continue with the admissions process without the benefit of the alternative RA/RM/AAS.



## FORM 1-06 CENTER FILE REVIEW FORMS

### Center Applicant File Review

*This form is used to document the Health and Wellness Director's initial review of applicant files for medical or behavioral health care needs. **This form is NOT for referrals of possible direct threat assessments (See Form 2-04\*).***

**Applicant Name:** \_\_\_\_\_ **ID#:** \_\_\_\_\_

**Center:** \_\_\_\_\_ **Date of Review:** \_\_\_\_\_

### Center Applicant File Review and Student Documentation

<input type="checkbox"/>	A. Non-health Disability Coordinator (DC) has been notified of non-health documents (i.e., IEPs, 504 plans, Vocational Rehabilitation records, etc.) that require review.
<input type="checkbox"/>	• DC feedback received from review of non-health documents.
<input type="checkbox"/>	B. As part of the review of the applicant file or applicant interaction(s), the applicant potentially has medical or behavioral health care needs that require review or clarification by a qualified health professional. If so, complete the section for <b><i>Referral to Qualified Health Professional</i></b> .
<input type="checkbox"/>	C. There are no medical or behavioral health care needs that require review or clarification by a qualified health professional. The applicant is being scheduled for enrollment.

### Referral to Qualified Health Professional (QHP)

Reason for Referral	Medical Professionals/Qualified Health Professionals (List all who need to review.)
Inform the following QHPs that they must review this applicant file and/or conduct a clinical interview, if necessary, to determine medical or behavioral health care management needs which may include a health care needs assessment.	

### Comments

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**Printed or Typed Name of Health and Wellness Director**

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**Signature of Health and Wellness Director**

---

**Date**

*Upload this form to the "Other" folder within the Wellness and Accommodation E-Folder (i.e., Health E-Folder) in CIS. A copy may be maintained within the Student Health Record (SHR) if enrolled.*

\*See Form 2-04 for Referral for Possible Direct Threat Assessment

**Center Applicant File Review**  
**Center Recommendation of Denial Form – Eligibility Review/New Information**  
*(For Center Use)*

*(To be completed by the center's File Review Coordinator, i.e., Health & Wellness Director or designee.)*

**Applicant Name:** \_\_\_\_\_ **ID#:** \_\_\_\_\_  
**Center:** \_\_\_\_\_ **Regional Office:** \_\_\_\_\_  
**Date File Received** \_\_\_\_\_ **Date Sent to** \_\_\_\_\_  
**from Admissions Services (required):** \_\_\_\_\_ **Regional Office (required):** \_\_\_\_\_

File Review Team Participants:			
Name:		Position:	
Name:		Position:	
Name:		Position:	

Reason for Recommendation of Denial:					
<p>The applicant is ineligible for Job Corps due to the review of new information that Admissions Services could not have reasonably known at the time the applicant was deemed eligible. Please refer to PRH Chapter 1, Exhibit 1-1 and identify the specific eligibility requirement(s) that you believe the applicant no longer meets.</p> <p><i><b>Note:</b> If you believe the applicant is no longer eligible because of disability status related to Eligibility Requirement Criterion 2 (age) or Eligibility Requirement Criterion 3 (low income), then please complete the Center Recommendation of Denial Form – Health-Care Needs, Direct Threat, or Disability Status <b>instead</b> of this form.</i></p>					
<input type="checkbox"/>	Criterion 1	U.S. Citizen/Legal Resident/Deferred Action Status	<input type="checkbox"/>	Criterion 8	Group Participation
<input type="checkbox"/>	Criterion 4	Reviewing Criminal Background	<input type="checkbox"/>	Criterion 8a	Interference with Other Students' Participation
<input type="checkbox"/>	Criterion 5	Barriers to Education and Employment	<input type="checkbox"/>	Criterion 8b	Maintenance of Sound Discipline and Positive Center Culture
<input type="checkbox"/>	Criterion 6	Selective Service Registration	<input type="checkbox"/>	Criterion 9	Child Care
<input type="checkbox"/>	Criterion 7	Education and Training Needs	<input type="checkbox"/>	Criterion 10	Authorization for Use and Disclosure of Health Information

**IMPORTANT:** 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 Admissions Services 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 no longer meet one or more of the Eligibility Requirements.

Section 1: Please list the specific question or criterion from Exhibit 1-1 for the eligibility requirements checked above that the applicant no longer meets.

Section 2: What is the applicant's response to the specific question(s) asked from Section 1 above and/or how does the applicant no longer meet the specific criterion for the checked eligibility requirement(s)?

Section 3: Identify the specific new information that Admissions Services could not have reasonably known that provided the basis for revisiting eligibility (i.e., document name and where the document was located, applicant stated the following during a specific interview, etc.).

Section 4: Summarize your findings.

Signature *(of Person Completing the Form)*:

Date:

Title:

*Upload to the Health E-Folder under OTHER and notify the respective Regional Office by selecting the Flag for Regional Review within CIS.*

**Center Applicant File Review**  
**Center Recommendation of Denial Form for Age or Low Income Due to Disability Status**  
(For Center Use)

*(To be completed by the center's File Review Coordinator, i.e., Health and Wellness Director or designee)*

**Applicant Name:** \_\_\_\_\_ **ID#:** \_\_\_\_\_  
**Center:** \_\_\_\_\_ **Regional Office:** \_\_\_\_\_

<b>Eligibility Re-evaluation due to Eligibility Requirement Criterion 2 (age) or Eligibility Requirement Criterion 3 (low income) from Exhibit 1-1 related to Disability Status (i.e., the applicant is older than age of 24 and/or considered a family of one for low-income consideration because of being a person with a disability).</b>					
<input type="checkbox"/>	A.	Age	<input type="checkbox"/>	D.	Low Income
Summarize why the center does not believe this applicant to be a person with a disability.					

Signature (of Person Completing the Form):

Date:

Title:

*Upload to the Wellness and Accommodation E-Folder (i.e., Health E-Folder under "OTHER.") and select the Flag for Regional Review within CIS.*

## REFERRAL FOR ALTERNATE CENTER FORM RECOMMENDATIONS TO BE SHARED WITH ADMISSIONS SERVICES

**Regional Office:** As per PRH Chapter 1, Section 1.5, R6.a.1, if the center's recommendation is supported by the Regional Health Specialist (RHS) and approved by the Regional Director or their designee, then the Regional Office notifies Admissions Services that the applicant's file needs to be submitted to an alternate center for review. The notification should include this form so that Admissions Services may contact the applicant and assist in identifying the new center.

<b>Applicant Name:</b>	<b>ID#:</b>
<b>Original Center:</b>	<b>RHS:</b>
<b>Reason for Recommendation of Alternate Center</b>	
<p>The Regional Health Specialist (RHS) concurs with the recommendation from the center that health care needs are manageable at Job Corps as defined by basic health care services in PRH Chapter 2, Exhibit 2-4, but require community support services which are not available near center. Applicant should be considered for center with specific health support as checked below:</p> <p><input type="checkbox"/> 1. Access to current treatment providers/specialists in home state.</p> <p><input type="checkbox"/> 2. Access to medical or mental health agency offering services within reasonable distance from center.</p> <p><input type="checkbox"/> 3. Access to health specialist (specify type): ____.</p> <p><input type="checkbox"/> 4. Other: ____.</p>	

### Admissions Services Guidance

Contact applicant and discuss needs identified above on this form. Once an appropriate alternate center is identified, submit the complete file along with a copy of this form to that center. The Health E-Folder should already contain the Health Care Needs Assessment that was completed and uploaded to E-Folder from the previous center.

### Alternate Center Guidance

The alternate center completes the file review process within 15 calendar days to determine if the center can meet the applicant's health care needs and the applicant's current stability.

- If the alternate center finds that it can meet the health care needs of the applicant at their location, the applicant is scheduled for enrollment.
- If the alternate center believes that the applicant's health care needs exceed those of basic care even with the access to local supports and services, then the alternate center must complete its own Health Care Needs Assessment and resubmit the file to the Regional Office for review.

*See PRH Chapter 1, Section 1.5, R6.a, for more detail.*

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<i>Regional Health Specialist's Signature</i>	<i>Title</i>	<i>Date</i>
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*Email form to the regional office along with other corresponding Recommendation of Denial Information.*

## **FORM 1-07**

### **EQUAL OPPORTUNITY NOTICE**

#### **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, (including pregnancy, childbirth, and related medical conditions, sex stereotyping, transgender status, and gender identity), national origin (including limited English proficiency), age, disability, political affiliation or belief; and
- Against any beneficiary of, applicant to, or participant in programs financially assisted under Title I of the Workforce Innovation and Opportunity Act (WIOA), on the basis of the individual's citizenship status or participation in any WIOA 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 WIOA 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.

Recipients of federal financial assistance must take reasonable steps to ensure that communications with individuals with disabilities are as effective as communications with others. This means that, upon request and at no cost to the individual, recipients are required to provide appropriate auxiliary aids and services to qualified individuals with disabilities.

#### **WHAT TO DO IF YOU BELIEVE YOU HAVE EXPERIENCED DISCRIMINATION**

If you think that you have been subjected to discrimination under a WIOA 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 person whom the recipient has designated for this purpose); 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 Civil Rights Center (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 may file a complaint with CRC before receiving that Notice. 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 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

Place a copy of the signed form in student's electronic file.



# **POLICY AND REQUIREMENTS HANDBOOK**

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## **CHAPTER 2: STUDENT SUPPORT SERVICES**

JANUARY 29, 2025



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## 2.0 INTRODUCTION

Chapter 2, Student Support Services which in addition to Chapter 3, covers career preparation period and career development period activities, provides a framework of requirements for center contractors in areas such as counseling, personal and career assessment, community living, leisure time employment, student benefit fund, health and wellness program, healthy lifestyle, disability accommodations and processes, student conduct, student sanctions, investigations, appeals, evaluation of student progress, and transition to the career development period among others. Requirements are detailed in the following sections within the chapter: Counseling; Community Living (Residential); Health Services; Disabilities; Student Conduct; and Evaluation of Student Progress. Job Corps enrollees must be provided services consistent with the Workforce Innovation and Opportunity Act and Job Corps requirements contained herein. Center staff are tasked with all areas of personal and career counseling and assessment of students, collaborating with students to create a My Pathway to Achieving Career Excellence Career Plan, overseeing residential community living and developing activities and events, providing welcome kits and basic living services, health services, trainee employee assistance program services, disability services, student conduct rewards and sanctions, and ongoing, frequent evaluations of student progress.

## 2.1 COUNSELING

### REQUIREMENTS

#### ***R1. Organization***

Centers must 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 Assessment and Counseling Services***

Centers must provide intensive ongoing personal assessment and counseling services early within the first 60 days of the student's stay on center. These services will continue as needed throughout the student's enrollment to identify, assess, and assist students to address personal barriers to progress in academic and career technical training programs, with the following features:

- a. An intake assessment, including student history, conducted during the first 48 hours of enrollment (see Chapter 3, Section 3.4, R7 and R8). A copy of this assessment must be submitted to the Health and Wellness center for review and inclusion in the student's 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 challenges for those who are Limited English Proficient (LEP)
- f. Support services, to include assisting with Unauthorized Absence (UA) retrieval; conferring with parents, Admissions Counselors, Career Transition Specialists, and social service agencies; and providing referrals to community resources, as appropriate
- g. Availability of counseling services on weekends and in the event of emergencies

**R3. Career Assessment and Counseling**

Centers must provide career assessment and counseling services throughout the student's enrollment 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 collaboration among the student, counselor, and interdepartmental Career Management Team (CMT) to assist the student in:
  1. Setting and updating incremental short-term, mid-term, and long-term personal and career goals by ensuring Pathway Achievement Record (PAR) completion progress is current
  2. Developing strategies and identifying actions necessary for students to prepare for and attain academic credentials and industry-recognized certifications
  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 remain current on industry certifications offered and requirements for attainment
- d. 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
- e. A review and confirmation of the student's initial My Pathway to Achieving Career Excellence (MyPACE) Career Plan and mid-term career pathway goals, within 30 days of entry into the Career Development Period
- f. Trained staff who can assist students, for whom a change of mid-term career (placement) goal is determined appropriate to:
  1. Modify the MyPACE Career Plan and reassign the student to a revised PAR.

2. Submit the revised Career Plan to the Center Director or senior management designee for review and approval.
3. Retain a copy of the approved revised Career Plan and revised Pathway Achievement Record in the student's permanent personnel file. (See Chapter 6, Section 6.4, R17, Student Personnel File.)
- g. Regular assessments and evaluations of student progress in meeting career goals in academic and career technical education and training programs, reviewing, and updating the student's MyPACE Career Plan and the PAR in accordance with Chapter 2, Section 2.6, R1 and R2

***R4. My Pathway to Achieving Career Excellence Career Plan***

- a. Centers must collaborate with each student to initiate a MyPACE Career Plan that must document the student's personal career goals, training needs, challenges, progress and accomplishments throughout enrollment and the post-center Career Transition Period.

At a minimum, the MyPACE Career Plan must include:

1. Student long-term career goal (the ultimate career that the student will progress toward)
2. Mid-term career pathway placement goals (immediate next steps upon Job Corps completion to support career progression), including one of the following:
  - (a) Entry-level job placement in an in-demand industry sector on the pathway to the student's ultimate career
  - (b) Entry into an apprenticeship program
  - (c) Participation in one of Job Corps' Advanced Training (AT) programs
  - (d) Enlistment in the armed services to pursue a career in the military
  - (e) Enrollment in post-secondary education
3. Student short-term specific, measurable, attainable, recorded, and time-bound (SMART) goals
4. Desired geographic residence/work location
5. Student interests, aptitudes, values, work styles, and career technical training preferences and choices
6. Details regarding a student's prior employment, including:
  - (a) employer
  - (b) location
  - (c) job title
  - (d) ending wageCenters must verify the accuracy of this information.

7. 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
  - (f) Driver's education and license
8. Progress/accomplishments/achievements
9. 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
  - (k) Application for federal funding for advanced education, as appropriate
- b. Students must update their MyPACE Career Plan by completing the accompanying curriculum. Once the MyPACE Career Plan is complete, students must be assigned the appropriate Pathway Achievement Record (PAR) that matches their mid-term goal. Students must update their PARs on an ongoing basis, in cooperation with appropriate staff, no less frequently than at each student's regularly scheduled evaluation of student progress.
- c. Each student's completed MyPACE Career Plan and PAR must be uploaded to the appropriate section of the Center Information System (CIS) e-Folder. Students must be provided copies of their MyPACE Career Plan and PARs whenever changes are made to the plan and at separation.

#### ***R5. Placement Readiness***

To ensure that each student is fully prepared to effectively access resources and services that assist them in making a successful transition to his/her mid-term goal the interdepartmental Career Management Team (CMT) must:

- a. Collaborate with the Career Transition Service Provider and each student to:
  1. Update and finalize the student's My Pathway to Achieving Career Excellence (MyPACE) Career Plan and Pathway Achievement Records (PAR);



2. Review and verify the student's mid-term career goal to:
  - (a) Ensure the student has completed all assigned mid-term goal PAR tasks and activities and has proper supporting documentation of completed tasks;
  - (b) Verify the student's understanding of the next steps needed to transition to the chosen mid-term career goal; and career pathway remains appropriate;
  - (c) Confirm the student's transitional support needs and strategies to address them.
- b. Facilitate the student's connection with his/her assigned Career Transition Specialist.
- c. Submit each student's final MyPACE Career Plan and PAR to the Center Director or senior management designee for review and approval.
- d. Retain a copy of the approved final MyPACE Career Plan and PAR in the student's permanent personnel file. (See Chapter 6, Section 6.4, R17, Student Personnel File.)
- e. Upload a copy of the final MyPACE Career Plan and PAR in the Center Information System (CIS) e-Folder for the student's assigned Career Transition Specialist to access.
- f. Ensure student has access to his/her final MyPACE Career Plan and PAR.

## **2.2 COMMUNITY LIVING (RESIDENTIAL)**

### **REQUIREMENTS**

#### ***R1. Student Self-Management Skills Development***

Centers must develop systems that involve students in the management of their living areas, which must 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 and feedback from, and disseminate information to students
- c. Student responsibility for maintaining cleanliness within their living areas
- d. Progressive opportunities to learn, practice, demonstrate personal responsibility and self-management skills, and to complete career pathway planning activities and Pathway Achievement Records (PAR)

#### ***R2. Supervision of Student Living Areas***

Centers must:

- a. Provide staff supervision in all student living areas at levels that assure visibility, 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. Recreational Planning***

Centers must:

- a. Develop and implement a Recreation Program Plan. The plan must be submitted for Regional Office approval in accordance with Chapter 5, Section 5.1, R11, Recreation Program.
- b. Develop and maintain a calendar of recreational activities and events, and distribute the schedule to students in advance of the activities listed.
- c. Develop and maintain a staffing plan to provide adequate staff supervision of events, activities, facilities, and equipment to ensure participant safety.
- d. Involve students in selecting and planning recreational activities.

- e. Conduct periodic surveys of student recreational interests and participation, and use the information gathered in planning recreational activities.
- f. Coordinate with career technical, academic, counseling staff, and social development staff to ensure integration of student training, including completion of My Pathway to Achieving Career Excellence (MyPACE) PARs, with leisure time activities.
- g. Consider cost effective options in planning off-center recreational activities.
- h. Consider identifying and establishing partnerships with off-center organizations or clubs to offer the widest variety of opportunities to students.

#### ***R4. Recreational Activities***

Centers must provide a wide variety of activities open to all students. Activities should reinforce and provide time to practice communication skills, to demonstrate positive attitudes and behaviors, and to work and participate in groups.

- a. Activities must include but are not limited to:
  - 1. Group fitness classes
  - 2. Individual fitness activities
  - 3. Organized sports
  - 4. Exercise groups or clubs
  - 5. Group sessions with employers or career professionals
  - 6. Entrepreneurship classes
  - 7. Evening resume writing and interview techniques
  - 8. Volunteering, mentoring or tutoring
- b. May include:
  - 1. Cultural events
  - 2. Dancing and theater
  - 3. Radio and/or television mockups
  - 4. Playwright, rap and poetry seminars

5. Physical education and conditioning (yoga, spinning, etc.)
6. Arts and crafts
7. Reading and computer resource facilities
8. Entrepreneurship classes

***R5. Recreation Supervision***

Centers must provide adequate staff supervision of events, activities, facilities, and equipment to ensure participant safety.

***R6. Community Service Projects***

Centers must provide opportunities for staff and students to participate in community service activities.

***R7. Water Safety Training***

Centers must:

- a. Provide students with instruction in water safety as follows:
  1. All centers must provide a video-taped presentation on water safety.
  2. Centers sponsoring recreation trips that involve swimming, in-water activities, or access to pools/other bodies of water must provide water safety instruction and swimming proficiency tests for all students.
  3. Centers with pools or ready access to pools/other bodies of water must provide water safety instruction and swimming proficiency tests for all students.
- b. Prohibit students from participating in swimming or other water-related activities until they have received water safety instruction and demonstrated swimming proficiency.
- c. Ensure that all water-related activities are supervised by certified lifeguards.
- d. Require the use of the buddy system in all swimming activities, and the use of personal flotation devices in all boating activities.

***R8. Use of Movies***

Centers showing movies of commercial motion pictures to students on center must be licensed to do so under a license procured by DOL. Centers are only permitted to show movies consistent with such license.

Center Operators will assume liability for showing any movie(s) that are not licensed under this agreement.

***R9. 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 generally not considered federal employees for Federal Employees' Compensation ACT (FECA) purposes while engaged in leisure time employment, except when the employment occurs on center.
- c. Students engaged in leisure time employment must be placed into the Free Time Leave category during the time that the student is away from center.

***R10. Student Benefit Fund***

Centers must establish a student benefit fund to be managed by the Student Government Association (SGA) with the assistance of center staff. The purpose of the fund will be to provide the SGA with the ability to purchase items and services for the benefit of all students. The fund must have the following features:

- a. Be self-supporting and must 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 vending machines
  3. Student fines
  4. Student fund-raising activities
- b. A staff member designated to assist the SGA officers in overseeing the operation of the fund.
- c. May not be used to pay for goods or services that are normally part of center operating costs.
- d. A simple accounting system for the student benefit fund and involve SGA officers in the management of the accounting system. The accounting system must include, at a minimum, the following:
  1. A written accounting and audit plan

The accounting plan must ensure the integrity of the fund by establishing an appropriate set of checks and balances, to include, at a minimum 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)

#### ***R11. Welcome Kit***

Upon arrival, centers must 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

#### ***R12. Laundry Services***

Centers must 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.

#### ***R13. Mail Services***

Centers must 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.

#### ***R14. Linen and Bedding***

Centers must provide adequate linen and bedding for all residential students.

#### ***R15. Inventory***

Centers must:

- 
- 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.

## 2.3 HEALTH SERVICES

### REQUIREMENTS

#### ***R1. Student Introduction to Health Services***

Centers must provide an overview of health services to new students by a member of the health services staff during the Career Preparation Period (CPP). This must include an explanation of procedures/tests that are performed as part of the medical and oral exam, information on Human Immunodeficiency Virus (HIV) and other sexually transmitted diseases, safe sex practices, family planning services, Trainee Employee Assistance Program (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.

#### ***R2. Health and Wellness Program (See Exhibit 2-4, Job Corps Basic Health-Care Responsibilities.)***

Centers must provide basic<sup>1</sup> medical services to students. The Health and Wellness Program must include the following components:

- a. A cursory health evaluation<sup>2</sup>, laboratory testing, and a medical history within 48 hours of arrival on center. The medical history must be documented on the Job Corps Health History Form. The cursory health evaluation and medical history must be conducted by a qualified health professional designated by the Center Physician.
- b. A complete entrance physical examination<sup>3</sup> 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 a qualified<sup>4</sup> health professional and documented on the Job Corps Physical Examination Form.
  1. When indicated, the center must furnish one pair of glasses that meet American National Standards Institute (ANSI) standards.
  2. Contact lenses must be provided if clinically indicated. Students who lose or damage glasses provided by Job Corps must replace them at their own expense.
  3. Students identified as having chronic health problems during the cursory or entrance physical must be monitored as directed by the Center Physician or other appropriate center health-care provider.

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<sup>1</sup> For a description of basic services, refer to Exhibit 2-4 (Job Corps Basic Health Care Responsibilities).

<sup>2</sup> Reinstated and transfer students are exempt from the cursory health evaluation/physical examinations.

<sup>3</sup> Near and distant vision screening, color vision screening, and hearing screening shall be part of the entrance physical examination.

<sup>4</sup> As determined by the center physician who authorizes the activity by a written personal authorization.



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 2.3, R15)
Syphilis Serology	Optional <sup>5</sup>
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
<b>(Males Only)</b>	
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
<b>(Females Only)</b>	
Pregnancy Test (urine)	Within 48 hours after arrival
Pap Smear	Females age $\geq 21$ years (unless documented pap smear results within 24 months before arrival on center)
	Within 14 days after arrival
	Students younger than 21 years only require pelvic/speculum exam for clinical indications such as pelvic pain, vaginitis, menstrual disorders, pregnancy, etc.
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 $\geq 21$ 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 $\geq 21$ years)

d. Immunizations

All applicants are required to provide Admissions Counselors with current immunization records at the time of application. Records will be reviewed by center health staff on entry to determine currency of immunizations. Centers must immunize students for the following as directed by the Office of Job Corps:

1. Immunizations or boosters if the following immunization series are incomplete or if current immunization records cannot be produced:
  - (a) Tetanus and diphtheria toxoid (Td) or Tetanus-diphtheria-acellular pertussis (Tdap)
  - (b) Inactivated polio vaccine (IPV) for students younger than 18 years
  - (c) Measles, mumps, and rubella vaccine

<sup>5</sup> Center physician may choose to continue screening for syphilis on entry if there is a significant prevalence in the center population.

## 2. Hepatitis B vaccine series

At a minimum, Hepatitis B vaccine must 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 the Immunizations and Communicable Disease Control Technical Assistance Guide (TAG) for optional immunizations (e.g., influenza vaccine) that may be recommended but not required by the center physician, based upon availability.

Centers should utilize the Vaccines for Children program to provide immunizations for eligible students according to the latest Centers for Disease Control and Prevention (CDC) guidelines.

- 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 must receive a Mantoux test 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 the Health-Care Guidelines TAG, 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 inpatient unit (during office hours) for minor conditions, such as respiratory infections or flu symptoms.
- h. An appointment system for follow-up during the training day for treatment of chronic, urgent, and other conditions within the capabilities of center health professionals. Treatment guidelines for health must be used to manage common acute and chronic conditions.
- i. Access to prescription medications.
- j. An off-center specialist referral system.
- k. A 24-hour emergency-care system, to include on-center Cardio Pulmonary

Resuscitation (CPR) and first aid and written referral plan or agreement for off-center medical, oral health, mental health, substance use, and inpatient care.

- l. 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 Form 2-01, Notice of Medical Information Use, Disclosure, and Access).

***R3. Oral Health and Wellness Program (See Exhibit 2-4, Job Corps Basic Health Care Responsibilities.)***

Centers must provide basic dental services, as described below:

- a. The general emphasis of the Oral Health and Wellness Program must 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 dental readiness inspection must be completed within 14 days after arrival by the center dentist or designee as determined by the center dentist who authorizes the activity by a written personal authorization. The dental readiness inspection must be documented in the appropriate section on the Job Corps Physical Examination Form.
- c. An elective oral examination, including bitewing X-rays, priority classification, and treatment plan, must be completed and recorded on the Job Corps approved oral examination form by the center dentist upon student request as a follow up to the dental readiness inspection. The X-ray images should be securely stored as part of the student's health record.
- d. Dental procedures to treat oral disease and correct oral health conditions that may represent employability barriers, to include: restorations, extraction of pathological teeth, root canal therapy on anterior/other strategic teeth, replacement of missing upper anterior teeth with a removable prosthesis, and dental hygiene treatment for periodontal disease.
- e. Written referral plan or agreement with community facilities for emergent or urgent conditions treatable beyond the expertise of a general dentist.
- f. 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.

***R4. Mental-Health and Wellness Program (See Exhibit 2-4, Job Corps Basic Health-Care Responsibilities.)***

Centers must provide basic mental-health services as described below:

- a. The general emphasis of the Mental-Health and Wellness Program must be on the early identification and diagnosis of mental-health problems, basic mental-health care, and mental-health promotion, prevention, and education designed to help students overcome barriers to employability. The program uses an employee assistance program approach that includes short-term counseling with an employability focus, referral to center support groups, and crisis intervention.
- b. Assessment and possible diagnosis, to include:
  1. Assessments and recommendations for Job Corps applicants;
  2. 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 one week of arrival;
  3. Mental-health assessments and recommendations for referred students. Students who are assessed as a safety risk to self or others must be continuously supervised, until their case is resolved. Disposition should occur as soon as possible;
  4. Determination when a Medical Separation with Reinstatement Rights (MSWR) or medical separation is appropriate and recommended for students with mental health conditions and/or substance use co-occurring conditions.
- c. Mental health promotion and education, to include:
  1. Minimum of a one-hour presentation on mental-health promotion for all new students during the Career Preparation Period with an emphasis on employability:
    - (a) Presentations must explain the Mental-Health and Wellness Program, what services are available, and how to make a self-referral.
    - (b) Students will learn basic skills in identifying and responding to a mental health crisis.

2. At least one annual center-wide mental-health promotion and education activity
  3. Clinical consultation with Center Director, management staff, and Health and Wellness Director regarding mental health-related promotion and education efforts for students and staff
  4. Coordination with other departments/programs on center, including, but not limited, to residential, recreation, student government association, and Healthy Eating and Active Lifestyles (HEALS), to develop integrated promotion and education services
- d. Treatment, to include:
1. Short-term counseling with mental-health checks as needed. The focus of these sessions should be on retention and behaviors that represent employability barriers;
  2. Collaboration with TEAP specialist for short-term counseling of students with co-occurring conditions of mental-health issues and substance use;
  3. Collaboration with center physician and Health-and-Wellness staff on psychotropic medication monitoring of stable students, with the advice of consulting psychiatrist, if appropriate;
  4. Collaboration with counseling staff in developing and/or leading psycho-educational skill-building groups to promote wellness (e.g., relaxation training, anger management, mood regulation, assertiveness skills, handling relationships, sleep hygiene, etc.);
  5. Information exchange through regular case conferences between the Center Mental Health Consultant, counselors, and other appropriate staff based on individual student needs;
  6. Crisis intervention, as needed. In the event of a mental health emergency, the Center Mental-Health Consultant or the Center Physician must 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 must 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;
  7. Referral to off-center mental-health professionals or agencies for ongoing treatment and/or specialized services;
  8. A written referral/feedback system must be established and documented in the student-health record.

***R5. Trainee Employee Assistance Program (TEAP) (See Exhibit 2-4, Job Corps Basic Health-Care Responsibilities.)***

Centers and TEAP Specialists must provide basic TEAP services, as described below:

- a. The general emphasis of TEAP must be on prevention, education, identification of substance use problems, relapse prevention, and supportive services to enhance students' health, well-being, and access to quality employment.
- b. Substance use prevention and education, to include:
  1. Minimum of a one-hour presentation on substance use prevention for all new students during the Career Preparation Period. This presentation must explain (1) TEAP prevention, education, and intervention services, (2) Job Corps' drug and alcohol testing requirements and procedures, (3) the consequences of testing positive for drug or alcohol use while in Job Corps, and (4) data on national trends regarding substance use.
  2. Presentation(s) on managing substance misuse, abuse, and dependency symptoms and issues in the workplace for students during the Career Development and Transition Periods.
  3. At least three annual center-wide substance use prevention and education activities.
  4. Clinical consultation with Center Director, management staff, Center Mental Health Consultant (CMHC), and Health and Wellness Director regarding substance use prevention and education efforts for students and staff.
  5. Coordination with other departments/programs on center, to include, but not be limited to, residential, recreation, student government association, and HEALs, to develop integrated prevention and education services.
- c. Assessment for identification of students at risk for substance use problems to include:
  1. Review of the Social Intake Form (SIF) (see [Chapter 3, Section 3.4, R7 and R8](#)) or intake assessment for each student within one week of the student's arrival on center.
  2. Administering a formalized assessment (e.g., the current version of SASSI, MAST, DAST) if the student is at an increased risk for substance use based on the responses on the SIF or review of other medical records.
- d. Intervention period (occurs between student's first day on center and the 37<sup>th</sup> to 40<sup>th</sup> day) to include:
  1. Mandatory intervention services must be provided for any student who: 1) tests

positive on the initial urine drug test, or 2) is assessed to be at-risk for substance use problems or has a high probability of substance use disorder based on the formalized assessment described in (c) above.

2. A mandatory minimum of seven sessions of intervention services, including two individual sessions, must be provided. All sessions must be interactive, evidence-based, and include motivational interviewing. Topics must include but are not limited to:
    - (a) Basic information regarding current drugs of use and misuse (e.g., marijuana, alcohol, tobacco/nicotine, fentanyl, abuse of prescription drugs, and drug use trends);
    - (b) Short-term and long-term effects and consequences of drug use on health and employability;
    - (c) Identification of triggers for substance use;
    - (d) Relapse prevention to include development of coping and resistance skills;
    - (e) Development of alternative activities in order to remain abstinent from drugs or alcohol in social situations, and;
    - (f) Availability of referrals and community resources.
  3. Minimum of 15 hours of recreation activity.
  4. Regular student case management meetings between the TEAP Specialist, CMHC, counselors, and other appropriate staff with a need-to-know based on individual student needs. Clinically relevant information exchanged, and follow-up plan(s) must be documented in the student health record.
  5. Referral to off-center substance use professionals/agencies for ongoing treatment, and/or specialized services, as needed.
- e. Relapse Prevention services to include:
1. Group(s), support services, and activities available to all students at any time during enrollment.
  2. Utilization of support services (e.g., AA/NA local meetings, online self-help meetings) available to all students at any time during enrollment.
  3. An additional minimum of five mandatory sessions provided by the TEAP Specialist for those students who tested positive for marijuana [THC] on the follow-up drug test, but who were retained on center because the Job Corps Center determined that the follow-up positive test was due to residual use (see Chapter 2, Section 2.3 R5, g.3(c)).
- f. If center operations are disrupted in the event of natural or man-made disaster or other emergency, the center must seek guidance from the National Office regarding drug testing and the intervention period.

g. Drug and alcohol testing

1. Drug testing procedures:

- (a) Students in the following categories must be tested for drug use:
  - (1) New and readmitted students must be tested within 48 hours of arrival on center.
  - (2) Students who tested positive on entrance must be retested between the 37th and 40th day after arrival on center (with exceptions noted below).
  - (3) Students who are reasonably suspected of using drugs at any point after arrival on center must be tested; this testing must take place as soon as possible after staff suspects use. (NOTE: Reasonable suspicion is context specific, supported by specific and articulable facts, and may include (1) direct observation of drug use or behavioral signs or symptoms suggestive of drug use, or (2) specific reliable information that a student recently used drugs.)
- (b) Biochemical testing is never permissible on a random basis, with the exception of designated licensed student drivers who are subject to [49 CFR Part 382 DOT](#) Federal Motor Carriers Safety Administration. In addition, biochemical testing requested by work experience sites, union trades, or potential employers may only be performed by the requesting entity.
- (c) If a student refuses to provide a specimen or has an unexcused absence from his or her follow-up drug test, he or she shall be presumed guilty of the Level I infraction *Drugs: Use of drugs as evidenced by a positive drug test*. Students who state they are unable to produce a specimen must be referred to the Center Physician or designee for follow up.
- (d) Collection of urine for drug testing must be in accord with chain-of-custody principles and conducted by health and wellness staff or a staff member trained in urine collection procedures.
- (e) The Job Corps nationally contracted laboratory must be used for all required drug testing. Drug testing at the Job Corps center is prohibited.
- (f) The Center Physician must determine whether a positive confirmed drug test is due to valid prescription use (e.g., the student has prescribed medication for an amphetamine for ADHD or an opioid for an oral health procedure). Under Federal law, no valid prescription can be provided for drugs that are classified as Schedule I of the Controlled Substances Act even if they are obtained by prescription under state law. If so, the Center Physician will document the positive drug test as “due to legitimate medical use.” In this instance, the student is not referred to intervention services, and the follow-up retesting (if applicable) would not occur. The justification for the decision must be documented in the student health record.



- (g) Both reinstated and transfer students shall be subject to testing for drugs only upon reasonable suspicion of use (as defined above).
2. Alcohol testing procedures:
- (a) Students who are reasonably suspected of being intoxicated or consuming alcohol on center or under center supervision must be tested; this testing must take place immediately after staff suspects use. (NOTE: Reasonable suspicion is context specific, supported by specific and articulable facts, and may include (1) direct observation of alcohol use or behavioral signs or symptoms suggestive of alcohol use, or (2) specific reliable information that a student recently used alcohol.)
  - (b) Centers must use devices that measure alcohol in the breath or saliva (e.g., breathalyzers or alcohol test strips/tubes/swabs). Alcohol testing must only be administered by a staff member trained in the use of these testing devices. All testing must be documented, and the results submitted to the health and wellness center.
  - (c) If a student refuses to submit to a breathalyzer or provide a sample for alcohol testing, the student shall be presumed guilty of the Level I infraction *Alcohol: Possession, consumption, or distribution while on center or under center supervision*.
3. Students testing positive for drug or alcohol use:
- (a) New students and readmitted students not previously separated for drug use (Zero Tolerance (ZT) separation code 5.2a); possession, use or distribution of drugs on center or under center supervision (ZT separation code 5.2b); possession, consumption, or distribution of alcohol while on center or under center supervision (ZT separation code 5.1b); or abuse of alcohol (ZT separation code 5.1b) who test positive for drugs on entry must receive intervention services as described in PRH Chapter 2, Section 2.3 R5.d.
  - (b) Students who test positive for drugs on entry must take a follow-up drug test between their 37<sup>th</sup> and 40<sup>th</sup> day on center except when a Center Physician has determined that legitimate medical use accounts for the positive drug test result on entry (see PRH Chapter 2, Section 2.3 R5 g.1(f) above). The results of the follow-up drug test must be received on center prior to the end of the intervention period, and no later than the student's 45<sup>th</sup> day on center.

If an intervention period takes place during a center vacation period (i.e., winter break), the intervention 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 their intervention period at the time of the center vacation, the day count will be suspended at 30 days, and resume as day #31 the day they are due back on center). If a student does not report to the center on the day they are expected to

return, the intervention period still resumes, and the student is coded as an Unauthorized Absence.

Students who are coded as an Unauthorized Absence on the day of their scheduled follow-up drug test shall be presumed guilty of the Level I infraction *Drugs: Use of drugs as evidenced by a positive drug test*.

- (c) When a student's entry and follow-up drug tests are both positive for THC, a determination must be made as to whether the positive follow-up test is due to current/active drug use or due to residual THC metabolites from use prior to Job Corps enrollment. The following actions must be taken:
  - (1) The TEAP Specialist (or other licensed/credentialed individual in the absence of a TEAP Specialist) completes and signs the "Determination of Current/Active Use versus Residual Use for THC on a Follow-Up Drug Test (PRH Form 2-07)" form.
  - (2) The Health and Wellness Director (or designee) reviews and cosigns Form 2-07.
  - (3) Based on the determination:
    - The student's THC concentration (ng/mL) decreased by 50% or more between the entry toxicology and follow-up test (prior to their 45th day in Job Corps). A positive THC result is most likely due to residual concentrations of THC resulting from drug use prior to entering Job Corps. There is no disciplinary consequence. The student should continue to receive TEAP services, including mandatory relapse prevention, per PRH Chapter 2, Section 2.3 R5 e.3 above.
    - The student's THC concentration (ng/mL) decreased by less than 50%, increased, or remained the same between the entry toxicology and follow-up test (prior to their 45th day in Job Corps). A positive THC result is most likely due to current/active drug use since arrival at Job Corps. Referral to the Fact-Finding Board per PRH Chapter 2, Section 2.3 R5, g.3(d) and PRH Exhibit 2-1.
  - (4) File Form 2-07 in the Student Health Record.
- (d) For students who test positive on the follow-up drug test for any drug other than marijuana (THC) or who are determined to have current/active marijuana (THC) use during the relevant enrollment period, the center must follow PRH Chapter 2, Section 2.5, R3, Investigation and Disposition of Incidents. A copy of Form 2-07 must be submitted to the Fact-Finding Board. Evidence must be provided to the Fact-Finding Board in a manner that protects student's privacy in accordance with 45 CFR 160, 162, and 164, 42 CFR Part 2, and [PRH Appendix 202 Transmission, Storage, and Confidentiality of Medical, Health, and Disability-Related Information](#).
- (e) Readmitted students previously separated for drug use (ZT separation code 05.2a) that test positive on entry or any time during their second enrollment at Job Corps must be separated immediately without an intervention period. Such

students shall not be allowed to reapply to Job Corps.

- (f) Students who test positive for drug use by an off-center facility must be retested on center using the Job Corps nationally contracted laboratory as soon as possible, to include:
  - (1) Work-based learning students who tested positive on a drug test administered by experience sites, union trades, or potential employers;
  - (2) Students who tested positive on a drug test administered at a referral health facility (e.g., hospital emergency department, urgent care facility).

This retest by the Job Corps nationally contracted laboratory must be classified as a suspicion-of-drug-use test. For students who test positive for drug use on this retest, centers must follow fact-finding board procedures outlined at Exhibits 2-1 and 2-2.

- (g) Student drivers who test positive for drug use under [49 CFR Part 382 DOT](#) Federal Motor Carriers Safety Administration must follow the same procedures outlined as for positive suspicion tests. In addition, during the intervention period, student drivers who fall under DOT regulations are not permitted to drive.
- (h) Students who test positive for alcohol use on suspicion must be referred to the TEAP Specialist for assistance and the center's student conduct system for disciplinary action.

4. Student notification of drug or alcohol test results:

- (a) Students who test positive for drug use must be informed of their results by the TEAP Specialist, 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 must be notified of positive test results as required by applicable state laws for the state in which the center is located.
- (b) Alcohol test results must be provided to the student by the person administering the test.
- (c) Drug and alcohol test results must be shared only with center personnel who have a need to know for purposes of discipline, counseling, administration, and delivery of services (in accordance with [42 CFR, Part 2](#)).
- (d) If a student questions the validity of a confirmed positive drug test, he or she must be referred to the Center Physician or designee for counseling.

5. Medical Separations with Reinstatement Rights (MSWR) for substance use conditions:

- (a) Students may be given a MSWR for a diagnosed substance use condition, allowing the student to return to Job Corps to complete their training within 180

days.

- (b) A MSWR for substance use conditions must only be given if there is a documented assessment of the student's diagnosed substance use condition by the TEAP Specialist or qualified health professional. The diagnosis code and the assessment measure must be documented in the student health record.
- (c) Students must be provided written referral services. For additional requirements, see [PRH Chapter 6, Section 6.2 R5, Medical Separations](#).
- (d) A MSWR cannot be granted in lieu of ZT separation when a positive follow-up test is reported. A MSWR may be granted during the intervention period but must be granted prior to conducting the follow-up test.
- (e) If a student is placed on a MSWR during the intervention period, the intervention period is suspended, and the day count resumes the day the student returns to the center.
- (f) To return to Job Corps, proof of required treatment completion from a qualified provider must be received.

#### ***R6. 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 must be appointed (he or she need not be a health services staff member). At a minimum, this program must 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 must be referred to the TUPP
- g. All services provided should be documented in the student health record

***R7. Family Planning Program***

- a. A family planning program must be provided to all students on a voluntary basis. At a minimum, this program must include counseling, health promotion activities, and medical services, including birth control. The Center Director must appoint a staff member to implement and monitor this program.
- b. Students who are pregnant and/or experiencing pregnancy-related medical conditions must be afforded the same access to medical services, leave and medical separation as any other student experiencing a medical condition, unless otherwise provided by law.
- c. Once a center learns that a student is pregnant, pregnancy-related services must include:
  1. Prenatal services on center and/or in the community until separation, to include a comprehensive gestational record.
  2. The Center Physician, in conjunction with an obstetrical/gynecological provider and the student, will agree upon a care-management and separation plan that takes into account the health and safety of the pregnant student before and after childbirth.
  3. The center must identify available community health/social resources and services, and will make arrangements for transportation for the purpose of obtaining such resources and services consistent with Chapter 6, Section 6.7, R9.d. In lieu of the center providing transportation, the center may approve a student's request to be transported by a friend, partner or family member.
  4. The center cannot pay for an abortion unless the pregnancy is the result of rape or incest or unless a physician has certified that the student suffers from a physical disorder, injury, illness, or condition that places her in danger of death unless an abortion is performed.<sup>6</sup>
  5. A student that is experiencing a pregnancy-related medical condition may be placed on paid administrative leave in accordance with Exhibit 6-1 (see Pay status: Paid, Duty status: Not Present for Duty-Administrative Leave with Pay).
- d. Pregnancy-related services must include information on the options of continuing or terminating the pregnancy.
- e. If required by applicable state laws in which the center is located, the center must notify the student's parent/guardian of her pregnancy if she is a minor, and if required by applicable state law, inform the student of this requirement prior to the disclosure.

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<sup>6</sup> The Departments of Labor, Health and Human Services, and Education, and Related Agencies Appropriations Act of 2014, Title 5, Sec. 507(a) (P.L. 113-76) provides that the prohibition on the use of Federal funds for abortions described in Section 506 "shall not apply to an abortion (1) if the pregnancy is the result of an act of rape or incest; or (2) in the case where a woman suffers from a physical disorder, physical injury, or physical illness, including a life-endangering physical condition caused by or arising from the pregnancy itself, that would, as certified by a physician, place the woman in danger of death unless an abortion is performed."

**R8. HIV/AIDS**

Centers must:

- a. Test students for HIV infection under the following circumstances:
  1. As part of the cursory medical examination (see Chapter 2, Section 2.3, R2.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. 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 Form 2-02
  2. Student refusal (see Chapter 2, Section 2.3, R15)
  3. Testing waiver (see Chapter 2, Section 2.3, R15, 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 must 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 6 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 5 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 must 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., Unauthorized Absence, Missing Minor Student, 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 must 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 Chapter 3, Section 3.4, R21, and Chapter 2, Section 2.3, R1).

### ***R9. Healthy Eating and Active Lifestyles***

Centers must 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 must 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 must include the Health and Wellness Director, Food Services Manager/Supervisor, Recreation Supervisor or Specialist, TEAP Specialist, Residential Manager/Counseling 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 Chapter 2, Section 2.2, R4.
  - 2. Provide healthy eating selections and limit non-nutritious eating selections, as outlined in Chapter 5, Section 5.10, R3.
- 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 Chapter 3, Section 3.4, R21.
  - 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.

***R10. Health Aspects of Sports***

- a. All students participating in organized contact or rigorous sports (e.g., football, basketball, boxing, and running) must 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.

***R11. Basic Health Services Provided by Job Corps Centers***

- a. Center operators are responsible for providing and paying for basic health care as detailed in Exhibit 2-4 (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.

***R12. 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 (Chapter 6, Chapter 6, Section 6.2, R5, and Chapter 6, Section 6.2, R4.c.5) and determine whether referral to the Office of Workers' Compensation Programs (OWCP) is required (Chapter 5, Section 5.1, R40).

***R13. Professional Standards of Care***

All center health staff and providers must 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, Drug Enforcement Agency (DEA) registration, and proof of liability insurance, if applicable, 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.

***R14. Medication Management (See Appendix 203, Medication Management Guidelines.)***

- a. Centers must comply with all state and federal regulations regarding prescribed non-controlled medications, prescribed controlled substances, and over-the-counter

medications.

- b. Centers must follow medication management guidelines as specified in Appendix 203.

#### ***R15. Waiver of Medical Care***

- a. The Center Physician/Nurse Practitioner (NP)/Physician Assistant (PA) may waive any portion of the medical examination and laboratory testing except for the entrance drug testing if in his or her opinion there is sufficient justification or if a student refuses. Such a waiver must be clearly documented by the Center Physician/NP/PA in the student's health record and include an explanation as to why the decision was made.
- b. The Center Physician/NP/PA may grant waivers of immunization requirements for valid **medical and/or religious reasons**. Such a waiver must be clearly documented by the center physician in the student's health record and include an explanation as to why the decision was made.

#### ***R16. Health Care Guidelines***

- a. All health-care guidelines must 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 must be kept in the Health and Wellness Center.
- c. Annually, each center must 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 must be sent to the Regional Office for approval. (Refer to Exhibit 5-2, Plan and Report Submission Requirements, for reporting deadlines.)

#### ***R17. Communicable Disease and Infection Control***

The center must:

- a. Report cases of disease to state and local health departments in accordance with state and local laws.
- 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.

***R18. Inventory Records***

Maintain records on the dispensing, inventory, and disposal of medical and dental supplies and pharmaceuticals.

***R19. Continuous Quality Improvement***

Center health staff must seek feedback from students, employ mechanisms to document quality of care provided, and document quality improvement activities.

## **2.4 DISABILITIES**

### **REQUIREMENTS**

#### ***R1. Disability Coordinators***

- a. The Health and Wellness Director (HWD) (or a health staff designee) and Academic Manager (or an academic staff designee) will function as Disability Coordinators (DC) to oversee the program. Additional DCs may be appointed. Centers may choose to hire a full or part time DC to oversee the program rather than or in addition to appointing an academic and health DC.

#### ***R2. Disability Accommodation Process***

- a. An applicant or student with a disability may request and receive reasonable accommodation, reasonable modification in policies, practices, or procedures and auxiliary aids and services (RA/RM/AAS) to participate in the Job Corps program at any time during the admissions process or enrollment. Each center must have a process for ensuring applicants/students with disabilities who request accommodation, indicate they may need accommodation, and/or provide documentation of a disability 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. An SOP describing this process is required (see Exhibit 5-1) and the center's disability accommodation process must include all the components outlined in Form 2-03, Procedures for Providing Reasonable Accommodation, Reasonable Modification in Policies, Practices, or Procedures, and Auxiliary Aids and Services for Participation in the Job Corps Program.
- b. During Career Transition Readiness all students must receive information about workers' rights and responsibilities including RA/RM/AAS in the workplace (see Chapter 3, Section 3.4, R23, k).

#### ***R3. CIS Disability Data Collection and Accommodation Plans***

- a. A DC must accurately enter the required data in the disability data collection and accommodation plan icons in CIS prior to or on the day of arrival for new students or soon after disclosure of disability whether the disclosure occurs via disability documentation, completion of a RA/RM/AAS Request Form, or verbally for existing students.
- b. For students who disclose their disability prior to arrival and require TABE testing accommodations, this data must be entered prior to the administration of the first TABE test. If a student discloses a disability and requests testing accommodations after the administration of the first TABE test, the accommodation plan must be entered into CIS as soon as possible after disclosure of disability (see R3.a) and must be entered prior to the next TABE test administration.

- c. Only the DCs will have access to the disability data collection entry screen, disability data report and the accommodation plan report with notes report in CIS.
- d. Generally, only the DCs will have access to the accommodation plan entry screen; however, if a designee is appointed to enter accommodation plans, this staff person can have access.
- e. All center staff responsible for providing accommodations will have access to the accommodation plan (without notes) report in CIS.
- f. Accommodation plans must not contain any medical or diagnostic information.

## **2.5 STUDENT CONDUCT**

### ***R1. Incentives***

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

### ***R2. Rules and Sanctions***

Centers must:

- a. Develop standards of conduct, including rules and sanctions. Conduct standards must:
  1. Parallel workplace expectations to the extent possible.
  2. Include, at a minimum, those infractions and corresponding actions in Job Corps' Zero Tolerance Policy, as detailed in Exhibit 2-1 (Infraction Levels, Definitions, and Appropriate Center Actions).
- b. Implement progressive disciplinary measures for behaviors identified as Minor Infractions, as defined in Exhibit 2-3 (Menu of Progressive Discipline Interventions and Sanctions for Minor Infractions).
- c. Prohibit the use of the following sanctions:
  1. Corporal punishment and measures designed to humiliate or degrade the student
  2. 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.)
  3. Dorm cleanup, kitchen duty, or other regular housekeeping chores used as a punishment
  4. Suspension of privileges for the dining hall, canteen, voting, religious services, or pay and allowances
  5. Restrictions to center in excess of 30 days
  6. Fines in excess of \$5 per offense or per pay period
  7. Restitution in excess of \$500 per enrollment
  8. Forced resignation from the program

***R3. Investigation and Disposition of Incidents***

- a. Centers must conduct investigations and Fact-Finding Boards (FFB) as follows:
  1. Convene Fact-Finding Boards in accordance with the requirements in Exhibit 2-2 (Requirements for the Conduct of Fact-Finding Boards).
  2. Provide Fact-Finding Boards with a written investigative report of the incident under consideration. Boards may only consider evidence relevant to the infraction.
  3. Recommend appropriate sanctions in keeping with the level of infraction as shown in Exhibit 2-1 (Infraction Levels, Definitions, and Appropriate Center Actions).
  4. Report the outcomes of Fact-Finding Boards on the “Summary of Review Board Hearing” form and document the date and disposition of the Fact-Finding Board in Center Information System (CIS) within 48 hours of its completion.
- b. The National Director may suspend the timeframes for the Fact-Finding Board to issue its decision, if the student subject to the Fact-Finding Board is also the subject of an active police investigation.

***R4. Appeal Process***

Centers must develop a process for the appeal of disciplinary decisions, consistent with Exhibit 2-2. The appeal process must, have the following features at a minimum:

- a. Students must be allowed to appeal disciplinary decisions from lower organizational levels to higher ones.
- b. Students must be notified in writing of their right to appeal a decision of the Center Director, resulting in dismissal from the program, to the Regional Appeals Board (RAB). Student appeals must be made within 30 calendar days of their separation.

***R5. Regional Appeals Board***

In an effort to ensure due process, each Regional Office will establish a Regional Appeals Board (RAB) to review student appeals of disciplinary discharge from the Job Corps program. The RAB must operate as follows:

- a. The Regional Director will determine the composition of the RAB.
- b. In reviewing cases, the RAB must utilize only written documentation to include, at a minimum, the student’s appeal letter intended to preserve the student’s due process, and the record of the student’s hearing at the center. The RAB will not hear oral testimony from interested parties.

- c. The RAB must rule on student appeals within 30 calendar 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 delay the RAB meeting to a later date. Notify the center and student if the decision will be extended beyond the 30 calendar days for appeal resolution.
- 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.
  - 2. The procedural requirements of the law and Job Corps policies were adequately met.
  - 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.
  - 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 delay the RAB meeting to another date and request additional written information from the center, the student, or any other source. The



RAB must provide all interested parties an opportunity to respond to the additional information before the RAB makes its final decision. The RAB must notify the center and student if the delay will extend beyond the 30 calendar day resolution period.

- i. If the RAB overturns the decision of a Center Director to discharge a student from the program, the Regional Office must reestablish the student as follows:
  1. If the student is allowed to resume training at the same center, the center must reestablish the student in the Center Information System (CIS) and arrange for the student's immediate return to the center.
  2. If the student is transferred to another center, the sending center must take the following actions:
    - (a) Re-establish the student in CIS
    - (b) Initiate the transfer in CIS
    - (c) Provide the student with transportation and an itinerary to the receiving center
    - (d) Provide a complete copy of the student's personnel record (including medical records) to the receiving center
- j. Manage an automatic appeal of felonies/misdemeanors (dropped charges/not guilty) as follows:
  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) Re-established at the same center
    - (b) Re-established and transferred to another center
    - (c) Re-entered into CIS with a different code
  3. The center must complete appropriate CIS entries as advised by the RAB.
- k. Regional Offices must maintain a log of all cases reviewed by the RAB and the disposition of the cases.
- l. RAB decisions must 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. Bullying and Sexual Harassment Training***

Centers must provide students regular proactive education on bullying, sexual harassment, appropriate behavior, appropriate staff/student boundaries, and consequences.

## 2.6 EVALUATION OF STUDENT PROGRESS

### REQUIREMENTS

#### *R1. Evaluation of Student Progress*

Centers must:

- a. 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.
- b. Ensure that each student participates in ongoing evaluations, with appropriate staff, at least every 60 days.
- c. Arrange for each student's interdepartmental Career Management Team (CMT) to conduct a formal evaluation prior to the student's entry into the Career Development Period (CDP) and the Career Transition Period (CTP), at a minimum.
- d. Schedule special evaluations as needed, at any time during a student's enrollment.

#### *R2. Content of Evaluations*

Centers must:

- a. Assess each student's progress in all major career development areas: academics, career technical training, industry certification attainment, work-based learning, career pathway preparation, social development, and recreation using the Evaluation module in CIS, including documentation of student progress in the My Pathway to Achieving Career Excellence (MyPACE) Career Plan and Pathway Achievement Record (PAR) tasks.
- b. Evaluate student performance on all eight Career Success Standards as well as any additional expectations the center wishes to evaluate.
- c. Provide each student 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. Collaborate with students in setting, affirming, and/or revising short-term, mid-term, and long-term personal, training, and career goals using the student's MyPACE Career Plan and Pathway Achievement Record (PAR):
  1. Review the student's mid-term career (placement) goal, PAR, and supporting documentation of completed tasks.
  2. Confirm the student's career pathway remains appropriate (Review Exhibit 2-5

Placement Pathway Prerequisites for Entry).

3. If the student requests a change in their mid-term pathway goal, the center must take the following action steps:
  - (a) Student must submit a justification statement for mid-term career pathway change.
  - (b) Interdepartmental CMT must review and agree with career pathway change; assist student in revising MyPACE Career Plan, and assign new PAR.
  - (c) Center Director or designated senior manager must approve the revised MyPACE Career Plan and assignment of new PAR.
4. At a minimum, update the student's MyPACE Career Plan and PAR as a result of each evaluation, to reflect accomplishments and goal revisions.
- e. Ensure students are evaluated by career development staff who are in and have direct contact with the students, such as counselors, instructors, residential advisors/residential counselors, and work site supervisors. Require evaluators to discuss their evaluations with students privately and in person.
- f. Provide each student with an updated copy of his or her MyPACE Career Plan and PAR following each evaluation or whenever the plan or career pathway is changed, and upload revisions into the Center Information System (CIS) e-Folder.

***R3. Transition to Career Development Period***

Centers must:

- a. Ensure that each student receives ongoing evaluations, conducted by an interdepartmental Career Management Team (CMT).
- b. Ensure each student's interdepartmental (CMT) conducts a formal evaluation prior to the student's entry into Career Development, which assesses the student's progress, determine readiness to participate, and identifies any needs for support services.
- c. Collaborate with the student to review, verify, and finalize his or her initial My Pathway to Achieving Career Excellence (MyPACE) Career Plan, including:
  1. Short-term training goals (career technical training program selection and academic goal)
  2. Mid-term career goal (job placement, apprenticeship, advanced training, military enlistment, or post-secondary education). An assessment to determine if the career pathway is appropriate for the student (Refer to Exhibit 2-5 Placement Pathway Prerequisites for Entry)

3. Long-term career goal (ultimate career that the student will progress toward)
  4. Tasks associated with career development and transitional needs as identified in Chapter 2, Section 2.1, R4 My Pathway to Achieving Career Excellence Career Plan
- d. Collaborate with each student to identify Career Success Standards that support their MyPACE Career Plan.
  - e. Schedule support services for each student, as needed, to address barriers to full participation in Career Development.
  - f. Assign each student to Career Development activities based on their individual progress and readiness to participate.
  - g. Assign student a Pathway Achievement Record (PAR) based on his/her mid-term placement goal (direct job placement, apprenticeship, advanced training, military enlistment, or postsecondary education). The interdepartmental CMT will assign staff during the Career Development Period (CDP) to:
    1. Monitor, assist, and support the student in the completion of PAR tasks and activities, including transitional needs.
    2. Identify completion timelines and follow up.
  - h. Ensure career plans include signatures from representatives for each department identified on the career plan.
  - i. Submit each student's initial MyPACE Career Plan to the Center Director or senior management designee for review and approval. (Reference Form 2-06 MyPACE Career Plan Checklist and Exhibit 2-5 Placement Pathway Prerequisites for Entry)
  - j. Retain a copy of approved MyPACE Career Plan and PAR in each student's permanent personnel file and upload any updated versions in the student's e-Folder.

## EXHIBIT 2-1

### INFRACTION LEVELS, DEFINITIONS, AND APPROPRIATE CENTER ACTIONS

LEVEL I – ZERO TOLERANCE INFRACTIONS					
INFRACTION	DEFINITION	CENTER ACTION	READMIT ELIGIBLE	SEPARATION CODE	Significant Incident Report (SIR) Required?
<b>Possession of a weapon on center or under center supervision</b>	<p>Knowingly possessing an instrument whose primary use is to inflict bodily harm, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Firearms and ammunition</li> <li>• Explosives and incendiaries</li> <li>• Knives</li> <li>• Homemade weapons</li> </ul> <p><u>Example:</u> A knife is found in a student's locker. The Fact-Finding Board determines the knife belonged to the student.</p> <p><u>Example:</u> A knife is found in a student's locker. The Fact-Finding Board determines the knife was placed there by another student for the purpose of getting the student kicked out of the program, and the student did not know it was there. In that case, the Fact-Finding Board would determine that the student did not knowingly possess the weapon and would not be found responsible for the infraction.</p>	Fact-Finding Board, automatic discharge if deemed responsible	Not Eligible	5.1a	Yes
<b>Assault</b>	<p>Taking a physical action with the intent to cause immediate bodily harm to another person unless taken in immediate response to another person taking such an action with the intent to prevent its continuation.</p> <p><u>Example:</u> A student (aggressor) strikes another student (victim). The victim defends him or herself by tackling the aggressor in an attempt to stop further assault. Upon investigation, the aggressor is charged with assault, but the victim is not. However, if the victim had become a secondary aggressor and proceeded to pummel the initial aggressor, then both would be charged with assault.</p> <p><u>Example:</u> A student (aggressor) attempts to strike another student (victim) and misses. The aggressor is charged with an assault because the aggressor intended to cause bodily harm.</p>	Fact-Finding Board, automatic discharge if deemed responsible	Not Eligible	5.1a	Yes

LEVEL I – ZERO TOLERANCE INFRACTIONS					
INFRACTION	DEFINITION	CENTER ACTION	READMIT ELIGIBLE	SEPARATION CODE	Significant Incident Report (SIR) Required?
<b>Threat of assault</b>	<p>Taking any action that intentionally causes another person to fear imminent bodily harm.</p> <p><u>Example:</u> One student raises a tray in the cafeteria as if to strike another student to intentionally cause fear.</p>	Fact-Finding Board, automatic discharge if deemed responsible	Not Eligible	5.1a	Yes
<b>Threat to safety</b>	<p>Taking any action that causes another person to reasonably fear bodily harm, including threats expressed verbally or via email, text, blog or social media.</p> <p><u>Example:</u> A student uses social media to invite members of the community to come fight another student on center.</p> <p><u>Example:</u> A student makes a terroristic threat to bomb a dormitory.</p>	Fact-Finding Board, automatic discharge if deemed responsible	Not Eligible	5.1a	Yes
<b>Sexual assault</b>	<p>Causing or engaging in sexual contact, or inappropriate touching of a sexual nature of another, without the voluntary, affirmative consent of all individuals involved.</p> <p><u>Example:</u></p> <ul style="list-style-type: none"> <li>• Forced sexual intercourse or sodomy</li> <li>• Attempted rape</li> <li>• Child molestation</li> <li>• Fondling/groping</li> </ul>	Fact-Finding Board, automatic discharge if deemed responsible	Not Eligible	5.1a	Yes

LEVEL I – ZERO TOLERANCE INFRACTIONS					
INFRACTION	DEFINITION	CENTER ACTION	READMIT ELIGIBLE	SEPARATION CODE	Significant Incident Report (SIR) Required?
<b>Drugs: Possession or distribution of drugs on center or under center supervision</b>	<p>Knowingly possessing, using, or distributing any of the following:</p> <ul style="list-style-type: none"> <li>• Illegal drugs, as defined by Federal law (the Controlled Substances Act) including seeds and residue, except when the drug is possessed and/or used in accordance with a valid prescription</li> </ul> <p><u>Note:</u> Under Federal law, no valid prescription can be provided for drugs that are classified as Schedule I of the Controlled Substances Act even if they are obtained by prescription under state law.</p> <ul style="list-style-type: none"> <li>• Synthetic drugs</li> <li>• Legalized marijuana</li> <li>• Prescription drugs not prescribed for the individual</li> <li>• Substances used for the purpose of intoxication</li> <li>• Over-the-counter medications for the purpose of intoxication</li> <li>• Drug paraphernalia</li> <li>• Drug sale ledger or distribution list</li> </ul>	Fact-Finding Board, automatic discharge if deemed responsible	Not Eligible	5.2b	Yes



<b>LEVEL I – ZERO TOLERANCE INFRACTIONS</b>					
<b>INFRACTION</b>	<b>DEFINITION</b>	<b>CENTER ACTION</b>	<b>READMIT ELIGIBLE</b>	<b>SEPARATION CODE</b>	<b>Significant Incident Report (SIR) Required?</b>
<b>Drugs: Use of drugs as evidenced by a positive follow-up drug test</b>	<ul style="list-style-type: none"> <li>Testing positive on a follow-up to an initial positive drug test, including testing positive due to current/active marijuana (THC) use. The follow-up test is administered between the 37<sup>th</sup> and 40<sup>th</sup> day after arrival on center.</li> </ul> <p>NOTE: Job Corps has a policy of Zero Tolerance for current/active drug use once the student is enrolled in the program. However, students with a history of drug use are not automatically disqualified from enrolling in Job Corps. As described in Chapter 2, Section 2.3, R5, students will be tested within 48 hours of initial arrival to the center. An initial positive drug test is considered to reflect drug use prior to the student's enrollment. Students who test positive are provided intervention services and retested between the 37th and 40th day after arrival on center, at which point a positive test is a Level I infraction.</p> <p>NOTE: For cases involving a positive marijuana [THC] test result on the 37th and 40th day, a determination must be made as to whether the positive follow-up test is due to current/active drug use or due to residual THC metabolites from use prior to Job Corps enrollment. Follow the policy outlined in PRH 2.3 R5.</p> <p>NOTE: Students who refuse to provide a specimen or have an unexcused absence from a follow-up drug test shall be presumed guilty of this infraction.</p>	Fact-Finding Board, automatic discharge if deemed responsible	Eligible after one year, but if individual tests positive for drug use upon readmission, they will be separated immediately and not allowed to reapply	5.2a	Yes

<b>LEVEL I – ZERO TOLERANCE INFRACTIONS</b>					
<b>INFRACTION</b>	<b>DEFINITION</b>	<b>CENTER ACTION</b>	<b>READMIT ELIGIBLE</b>	<b>SEPARATION CODE</b>	<b>Significant Incident Report (SIR) Required?</b>
<b>Drugs: Use of drugs as evidenced by a positive suspicion drug test</b>	<p>Testing positive on a drug test administered on reasonable suspicion at any time during the program (after the initial drug screen testing time period).</p> <p>NOTE: Job Corps has a policy of Zero Tolerance for current/active drug use once the student is enrolled in the program. Students are tested for drugs when there is a reasonable suspicion of drug use, and a positive result for a drug test administered on suspicion is a Level I infraction.</p> <p>NOTE: Students who refuse to provide a specimen or have an unexcused absence from a suspicion drug test shall be presumed guilty of this infraction.</p>	Fact-Finding Board, automatic discharge if deemed responsible	Eligible after one year, but if individual tests positive for drug use upon readmission, they will be separated immediately and not allowed to reapply	5.2a	Yes
<b>Alcohol: Possession, consumption, or distribution while on center or under center supervision</b>	<p>While on center or while off center but on a center-supervised activity, knowingly:</p> <ul style="list-style-type: none"> <li>• Possessing alcohol</li> <li>• Consuming alcohol</li> <li>• Distributing alcohol to others</li> </ul> <p>NOTE: Students who are aged 21 or older may drink alcohol when off center and not under center supervision; however, they cannot bring alcohol onto the center.</p> <p>In addition, if students of any age return to the center intoxicated, it is categorized as a Level II “intoxication” infraction described below.</p> <p>NOTE: Students who refuse to submit to a breathalyzer or provide a sample for alcohol testing shall be presumed guilty of this infraction.</p>	Fact-Finding Board, automatic discharge if deemed responsible	Eligible after one year	5.3c	Yes
<b>Abuse of Alcohol</b>	<p>A pattern of alcohol consumption-related incidents demonstrated by receiving more than two Level II “Intoxication on center or under center supervision” infractions where the intoxication is the result of alcohol while enrolled in the program. The 3<sup>rd</sup> infraction elevates the behavior to Level I Abuse of Alcohol.</p>	Fact-Finding Board, automatic discharge if deemed responsible	Eligible after one year	5.3c	Yes

<b>LEVEL I – ZERO TOLERANCE INFRACTIONS</b>					
<b>INFRACTION</b>	<b>DEFINITION</b>	<b>CENTER ACTION</b>	<b>READMIT ELIGIBLE</b>	<b>SEPARATION CODE</b>	<b>Significant Incident Report (SIR) Required?</b>
<b>Arrest for a felony or violent misdemeanor on or off center</b>	<ul style="list-style-type: none"> <li>Being arrested by law enforcement for a felony.</li> <li>Being arrested by law enforcement for a misdemeanor involving the use, attempted use, or threatened use of physical force against the person or property of another.</li> </ul> <p>NOTE: If the student is subsequently found guilty of only a non-violent misdemeanor, as defined below, he/she shall instead be charged with committing the Level II infraction “Arrest for a non-violent misdemeanor on or off center”.</p> <p>If the charges are dropped or if the student is found not guilty, he/she will be exonerated.</p>	Fact-Finding Board, automatic discharge if deemed responsible	Not Eligible	5.1a	Yes
<b>Illegal Activity</b>	Being convicted of a felony or misdemeanor as defined by Federal or state law, where the crime occurred while the student was enrolled in Job Corps.	Fact-Finding Board, automatic discharge if deemed responsible	Not Eligible	5.1a	Yes
<b>Robbery or extortion</b>	Taking money or possessions of another from his/her person by force or intimidation.	Fact-Finding Board, automatic discharge if deemed responsible	Not Eligible	5.1a	Yes
<b>Arson</b>	The malicious setting of fire to a structure or personal property belonging to another person or entity.	Fact-Finding Board, Automatic Discharge if deemed responsible	Not Eligible	5.1a	Yes
<b>Cruelty to animals</b>	The torture, ill-treatment, abandonment, willful infliction of injury or pain, beating, maiming, mutilating, or killing of any animal, whether belonging to the individual or another.	Fact-Finding Board, Automatic discharge if deemed responsible	Not Eligible	5.1a	Yes

<b>LEVEL I – ZERO TOLERANCE INFRACTIONS</b>					
<b>INFRACTION</b>	<b>DEFINITION</b>	<b>CENTER ACTION</b>	<b>READMIT ELIGIBLE</b>	<b>SEPARATION CODE</b>	<b>Significant Incident Report (SIR) Required?</b>
<b>Inciting a disturbance or creating disorder</b>	Persuading, encouraging, instigating, taunting, pressuring or threatening persons to disrupt a peaceful situation. Causing disorder or disrupting a peaceful situation.	Fact-Finding Board, Automatic discharge if deemed responsible	Not Eligible	5.1a	Yes

<b>LEVEL II INFRACTIONS</b>					
<b>INFRACTION</b>	<b>DEFINITION</b>	<b>CENTER ACTION</b>	<b>READMIT ELIGIBLE</b>	<b>SEPARATION CODE</b>	<b>Significant Incident Report (SIR) Required?</b>
<b>Possession of a potentially dangerous item</b>	Knowingly possessing, without authorization or legitimate purpose, an instrument or substance that could readily be used to inflict bodily harm.  <u>Example:</u> Box cutter, scissors, trade tools, drain cleaner.	Fact-Finding Board	Eligible after 1 year	5.1b	Yes
<b>Theft/stealing</b>	Taking the property of another person or entity, with the intent of permanently depriving the owner.	Fact-Finding Board	Eligible after 1 year	5.1b	Yes
<b>Intoxication on center or under center supervision</b>	While on center or while off center but on a center-supervised activity, exhibiting a state in which one's capacity to act or reason normally has been inhibited by the ingestion of a substance with the intent to cause such a state.  NOTE: Suspected intoxication from use of alcohol may be confirmed by a breathalyzer test if alcohol is found in the breath or saliva. However, this definition includes intoxication as a result of substances other than alcohol, so a negative breathalyzer does not preclude a student from being charged with an intoxication infraction.  NOTE: Possessing, consuming, or distributing alcohol while on center or while off center but on a center-supervised activity is categorized as a Level I infraction, as described above.	Fact-Finding Board	Eligible after 1 year	5.3b	Yes
<b>Possession of stolen goods</b>	Possessing items that one knows, or reasonably should know, are stolen.	Fact-Finding Board	Eligible after 1 year	5.1b	Yes

LEVEL II INFRACTIONS					
INFRACTION	DEFINITION	CENTER ACTION	READMIT ELIGIBLE	SEPARATION CODE	Significant Incident Report (SIR) Required?
<b>Bullying or harassment</b>	<ul style="list-style-type: none"> <li>Making repeated (2 or more instances) communications with the intent to threaten or hurt another person mentally or emotionally, including statements made orally, in writing or via email, blog, text or other social media.</li> <li>Making discriminatory remarks or ethnic slurs.</li> <li>Performance of curses, hexes, or other rituals or actions intended to harm others.</li> </ul>	Fact-Finding Board	Eligible after 1 year	5.1b	Yes
<b>Sexual harassment</b>	<p>Making an unwelcome sexual advance(s), request(s) for sexual favors, sexually offensive remark(s), a sexual gesture(s) or other communication(s) of a sexual nature that contribute to an intimidating, hostile or offensive environment. Depending on its severity, a single incident may constitute sexual harassment. Harassment does not have to be of a sexual nature, however, and can include offensive remarks about a person's gender including behavior, comments, jokes, slurs, email messages, pictures or other conduct that contributes to an intimidating or offensive environment. Sexual harassment may occur between males and females or between members of the same sex.</p> <p><u>Example:</u> A student tells an offensive joke, warranting on-the-spot intervention and counseling that the joke is inappropriate. The student continues to tell offensive jokes, which is then deemed sexual harassment.</p> <p><u>Example:</u> An overly explicit unwanted sexual advance.</p>	Fact-Finding Board	Eligible after 1 year	5.1b	Yes
<b>False accusation</b>	Making a false accusation against another individual that could have resulted in a Level I infraction or staff disciplinary action, without any credible supporting evidence.	Fact-Finding Board	Eligible after 1 year	5.1b	No
<b>Unfair money lending</b>	Lending money and either demanding repayment with interest or using intimidating methods to obtain repayment.	Fact-Finding Board	Eligible after 1 year	5.1b	No

LEVEL II INFRACTIONS					
INFRACTION	DEFINITION	CENTER ACTION	READMIT ELIGIBLE	SEPARATION CODE	Significant Incident Report (SIR) Required?
<b>Hazing or initiation</b>	Participating in any ritual, ceremony, ordeal or other activity that involves humiliating or verbally or emotionally abusing someone as a way of admitting him/her into a group or of granting him/her status. It shall not constitute a defense to the charge of hazing or initiation that the participant(s) took part voluntarily, that they voluntarily assumed the risks or hardship of the activity, or that no physical or mental injury was suffered. All participants engaged in a hazing or initiation activity are subject to disciplinary action.	Fact-Finding Board	Eligible after 1 year	5.1b	Yes
<b>Gang representation or activity</b>	Wearing of gang clothing, colors; using signs or handshakes associated with known gangs identified by law enforcement; using gang names or displaying gang symbols or slogans.	Fact-Finding Board	Eligible after 1 year	5.1b	Yes
<b>Vandalism</b>	Intentionally damaging or destroying equipment or property belonging to another person or entity, including tagging.	Fact-Finding Board	Eligible after 1 year	5.1b	Yes
<b>Plagiarism</b>	Passing off the ideas or words of another as one's own without crediting the source.  <u>Example:</u> Copying a report from the internet and submitting as one's own work.	Fact-Finding Board	Eligible after 1 year	5.1b	No
<b>Cheating</b>	Representing someone else's work as one's own or helping someone else to do so.  <u>Examples:</u> <ul style="list-style-type: none"><li>• Providing questions/answers to another student during a test.</li><li>• Receiving questions/answers from another student during a test.</li><li>• Using online resources during a test.</li></ul>	Fact-Finding Board  Follow Chapter 3, Section 3.2 R9 if the student is retained.	Eligible after 1 year	5.1b	No

LEVEL II INFRACTIONS					
INFRACTION	DEFINITION	CENTER ACTION	READMIT ELIGIBLE	SEPARATION CODE	Significant Incident Report (SIR) Required?
<b>Arrest for a non-violent misdemeanor on or off center</b>	<p>Being arrested by law enforcement for a misdemeanor that does not involve the use, attempted use, or threatened use of physical force against the person or property of another.</p> <p>NOTE: Violent misdemeanors are categorized as Level I infractions and defined above.</p> <p>If the charges are dropped or if the student is found not guilty, he/she will be exonerated.</p>	Fact-Finding Board	Eligible after 1 year	5.3b	Yes
<b>Bringing disrepute to the program</b>	<p>Behaving in a manner that is likely to cause others to have a diminished or lower opinion of the center or the Job Corps program.</p> <p><u>Example:</u> While off center, creating some kind of disturbance in the community that did not result in an arrest (rowdy behavior which bothered citizens or merchants).</p> <p><u>Example:</u> Video recording occurrences of Level I, II, or III Infractions (such as videos of fights) and posting the footage on the internet.</p>	Fact-Finding Board	Eligible after 1 year	5.1b	Yes
<b>Pattern of minor infractions</b>	<p>Receiving more than 4 minor infractions within a 60 calendar day timeframe.</p> <p>The 5<sup>th</sup> infraction elevates the behavior to Level II, Pattern of Minor Infractions.</p>	Fact-Finding Board	Eligible after 1 year	5.3a	No
<b>Unauthorized Exit</b>	<p>Leaving the Job Corps center campus or a center-supervised activity without approval from a staff member authorized to approve student leave and passes.</p> <p><u>Example:</u> A student leaves campus for any reason such as meeting a friend, conducting personal business, etc. without first securing appropriate approval.</p>	Fact-Finding Board	Eligible after 1 year	5.3d	Yes

MINOR INFRACTIONS			
INFRACTION	DEFINITION	CENTER ACTION	Significant Incident Report (SIR) Required?
<b>Failure to follow center rules impacting the rights or ability of others to benefit from the program</b>	<p>Exhibiting a pattern of behavior infractions that impacts the rights of other enrollees or their ability to benefit from the program, including:</p> <ul style="list-style-type: none"> <li>• Using profanity, or abusive or obscene language</li> <li>• Interfering with the learning of others through disruptive behavior</li> <li>• Smoking in unauthorized areas</li> <li>• Cutting lines</li> <li>• Maintaining or operating a private vehicle on center</li> <li>• Gambling</li> <li>• Failing to follow safety rules</li> </ul> <p><u>Example:</u> Failure to use safety equipment and protective gear; horseplay; misuse of tools.</p>	<p>Progressive interventions: More than 4 occurrences during a 60 calendar day period results in automatic Level II infraction and Fact-Finding Board</p>	No
<b>Failure to follow center rules impacting the individual's participation or progress in the program</b>	<p>Exhibiting a pattern of behavior infractions that demonstrates the individual's lack of commitment to program participation or implicates self-endangerment including:</p> <ul style="list-style-type: none"> <li>• Refusing to perform assignments</li> <li>• Failing to follow instructions</li> <li>• Being absent or excessively tardy without permission from assigned activity including work, classes, and scheduled health appointments</li> <li>• Engaging in overt sexual behavior</li> <li>• Violating center dress code</li> </ul>	<p>Progressive interventions: More than 4 occurrences during a 60 calendar day period results in automatic Level II infraction and Fact-Finding Board.</p>	No



## EXHIBIT 2-2

### REQUIREMENTS FOR THE CONDUCT OF FACT-FINDING BOARDS

Conduct of Fact-Finding Boards		
	Level I	Level II
<b>TIMEFRAME</b>	Decision within 3 training days	Decision within 5 training days
<b>COMPOSITION</b> (Does not include Center Director (CD), Center Standards Officer (CSO), Counselor, or Security)	One senior staff member	Two staff, one student
<b>STUDENT PARTICIPATION</b>	Student removed from center immediately and placed on Fact-Finding Board Leave.	Student removed from center immediately and placed on Fact-Finding Board Leave if determined to be a threat to self or others, in accordance with the PRH
<b>STUDENT RIGHTS</b>	May provide written input for consideration	<ul style="list-style-type: none"> <li>• If on center, appear before Board</li> <li>• May make written input to Board</li> </ul>
<b>CONSIDERATIONS</b>	Fact finding only	<ul style="list-style-type: none"> <li>• Fact finding</li> <li>• Seriousness of infraction</li> <li>• Mitigating circumstances</li> </ul>
<b>BOARD DETERMINATION</b>	<p>Confirm documentation is present (incident report, witness and staff statements and/or other paperwork relevant to the specific charge(s))</p> <p>If documentation supports charges, confirm responsibility, sign summary and forward packet to CD</p> <p>If documentation is inadequate to support charges, request additional information or reduce charges and forward packet to CD</p>	<p>Consider documentation (incident report, summary, witness and staff statements and or other paperwork relevant to the exact charge)</p> <p>Boards may not use, review, or consider Evaluations of Student Progress, or non-supporting statements at Board unless directly related to charge(s)</p> <p>Vote, without the charged student present, to determine responsibility and make a recommendation to CD for retention or separation</p> <p>Forward packet with recommendation to CD for decision</p>
<b>DISPOSITION OF RESPONSIBILITY</b>	Automatic discharge/separation Level I Zero Tolerance	Presumption of discharge
<b>DOCUMENTATION</b>	<p>Form: Summary of Fact-Finding Board Determination signed by Board member</p> <p>CIS: Enter the exact date the Fact-Finding Board was held and its final disposition.</p>	<p>Form: Summary of Fact-Finding Board Hearing signed by Board members</p> <p>CIS: Enter the exact date the Fact-Finding Board was held and its final disposition. Provide rationale if Board recommendation is not upheld.</p>
<b>CENTER DIRECTOR'S ROLE</b>	If paperwork supports charges, sign summary and initiate separation processing	<p>Review the Board's recommendation</p> <p>Determine if recommendation is to be upheld, overturned, or if charges are to be reduced; sign decision and provide rationale if Board recommendation is not upheld</p>
<b>STUDENT NOTIFICATION</b>	In writing	Verbally (if present on center), and in writing
<b>APPEALS</b>	May appeal to Regional Appeal Board (RAB) within 30 days	May appeal Board decision to CD, and CD's decision to Regional Appeal Board within 30 days

## EXHIBIT 2-3

### MENU OF PROGRESSIVE DISCIPLINE INTERVENTIONS AND SANCTIONS FOR MINOR INFRACTIONS

Minor Infractions: Menu of Progressive Discipline Interventions and Sanctions				
Select a minimum of one intervention and one sanction from the lists below for Minor Infractions.				
1st Offense	2nd Offense	3rd Offense	4th Offense	5th Offense in 60 Calendar Day Period
<b><u>Interventions:</u></b> <ul style="list-style-type: none"><li>• Counseling referral</li><li>• Verbal apology</li><li>• Peer counseling</li></ul>	<b><u>Interventions:</u></b> <ul style="list-style-type: none"><li>• Counseling referral</li><li>• Wellness referral (if applicable)</li><li>• Written and verbal apology</li><li>• CSS essay or assignment related to CSS skill deficiency</li><li>• Community service (4 hours)</li></ul>	<b><u>Interventions:</u></b> <ul style="list-style-type: none"><li>• Individual or group counseling referral</li><li>• Community service (6-8 hours)</li><li>• Assignment to and meetings with adult mentor</li><li>• Intervention with relevant staff member<ul style="list-style-type: none"><li>◦ Equal Employment Opportunity (EEO) Officer for discriminatory behavior</li><li>◦ Safety Officer for safety violations</li></ul></li></ul>	<b><u>Interventions:</u></b> <ul style="list-style-type: none"><li>• Referral to Center Standards Officer</li><li>• Community service (8- 10 hours)</li></ul>	Elevate to Level II, Pattern of Minor Infractions and refer to Fact-Finding Board for Adjudication
<b><u>Sanctions:</u></b> <ul style="list-style-type: none"><li>• \$1 fine</li><li>• Verbal or written reprimand</li></ul>	<b><u>Sanctions:</u></b> <ul style="list-style-type: none"><li>• \$2 fine</li><li>• Letter of caution</li><li>• Weekend restriction</li></ul>	<b><u>Sanctions:</u></b> <ul style="list-style-type: none"><li>• \$3 fine</li><li>• Behavior contract</li><li>• 7-day restriction</li></ul>	<b><u>Sanctions:</u></b> <ul style="list-style-type: none"><li>• \$5 fine</li><li>• Behavior contract</li><li>• 7-day restriction</li></ul>	
Notes: <ul style="list-style-type: none"><li>• As reflected in the Center’s Behavior Management Plan, Peer Court may be incorporated into the Progressive Discipline process to recommend the appropriate interventions and sanctions.</li><li>• Interventions must be tailored to address specific skill deficiencies identified in the infraction report.</li><li>• CSS refers to Career Success Standards.</li></ul>				

## **EXHIBIT 2-4**

### **JOB CORPS BASIC HEALTH CARE RESPONSIBILITIES**

#### **A. Medical**

1. Assessment and diagnosis of illness and injury, to include:
  - Cursory medical evaluation by a qualified health professional; must be completed within 48 hours after the student's entry.
  - Entrance physical examination by a qualified health professional within 14 days after entry using Job Corps approved history and physical forms.
  - Required entry laboratory studies
    - Hemoglobin or hematocrit
    - Pregnancy test (all females)
    - Pap smear (all females  $\geq 21$  years of age)
    - Chlamydia and gonorrhea testing
    - HIV testing
    - Urine drug screen
  - Immunizations, to include boosters for incomplete immunization series, and hepatitis B vaccine for health occupations training students.
  - 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 visits for minor conditions, such as respiratory infections, or flu symptoms.
2. Treatment, as highlighted below, will be provided when necessary. Third-party payer 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 and that are within the capabilities of qualified health professionals on staff.
  - Management of chronic health conditions as directed by qualified health professionals.
  - Referral to off-center physicians for detailed specialized assessment.
  - Access to prescription medications.

If a student sustains an on-the-job injury that requires extensive or specialized treatment, he or she will be medically separated as a Medical Separation with Reinstatement Rights (MSWR) and a referral will be sent to the Office of Workers' Compensation Programs (OWCP).

## B. Oral Health

1. Assessment and diagnosis, to include:
  - Dental readiness inspection within 14 days after entry to identify urgent care need for oral conditions that if not treated are expected to result in dental emergencies in the near future.
  - Elective oral examination upon student request, including x-rays to precede dental treatment.
2. Treatment, to include:
  - Dental procedures to treat oral disease and correct oral health conditions that may represent employability barriers. Specific procedures include:
    - Restorations
    - Extraction of pathological teeth
    - Root canal therapy on anterior and other strategic teeth
    - Replacement of missing upper anterior teeth with a removable prosthesis
    - Dental hygiene treatment that involves nonsurgical periodontal care to treat periodontal disease
  - Referral to off-center facilities as necessary for emergent or urgent conditions treatable beyond the expertise of a general dentist.
3. Oral disease prevention education and management, to include:
  - Oral strategies, such as oral hygiene instruction, risk assessments, and group education.
  - Oral-health promotion activities with an emphasis on overall wellness and employability.

## C. Mental Health

1. Assessment and possible diagnosis, to include:
  - Assessments and recommendations for Job Corps applicants.
  - 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 assessments with recommendations for referred students.
2. Mental-health promotion and education, to include:
  - Minimum of a 1-hour presentation on mental health promotion for all new students during the Career Preparation Period with an emphasis on employability.
  - At least one annual center-wide mental-health promotion and education activity.
  - Clinical consultation with Center Director, management staff, and Health and Wellness Director regarding mental health related promotion and education efforts for students and staff.
  - Coordination with other departments/programs on center to develop integrated

promotion and education services.

3. Treatment, to include:
  - Short-term counseling with mental health checks as needed. The focus of these sessions should be on retention and behaviors that represent employability barriers.
  - Collaboration with Trainee Employee Assistance Program (TEAP) Specialists in the short-term counseling of students with co-occurring conditions of mental health and substance use.
  - Collaboration with center physician and Health and Wellness staff on psychotropic medication monitoring of stable students, with the advice of consulting psychiatrist, if appropriate.
  - Collaboration with counseling staff in developing and/or leading psycho-educational skill building groups to promote (e.g., relaxation training, anger management, mood regulation, assertiveness skills, handling relationships, sleep hygiene, etc.).
  - Information exchange through regular case conferences between the Center Mental Health Consultant, counselors, and other appropriate staff members based on individual student needs.
  - Crisis intervention, as needed.
  - Referral to off-center mental-health professionals or agencies.

D. Trainee Employee Assistance Program (TEAP)

1. Substance use prevention and education, to include:
  - Minimum of a 1-hour interactive presentation on substance use prevention for all new students during the Career Preparation Period.
  - Presentation(s) on managing substance misuse, abuse and dependency conditions in the workplace students during the Career Development and Transition Periods.
  - At least three annual center-wide substance use prevention and education activities.
  - Clinical consultation with Center Director, management staff, Center Mental Health Consultant, and Health and Wellness Director regarding substance use related prevention and education efforts for students and staff.
  - Coordination with other departments/programs on center to develop integrated prevention and education services.
2. Assessment for identification of students at risk for substance use problems to include:
  - Review of Social Intake Form (SIF) or intake assessment of all students performed by counseling staff within 1 week of arrival.
  - Formalized assessment measures (e.g., SASSI3 or SASSIA2) and clinical judgment to determine students' risk levels for substance use.
  - Collaboration with the Center Mental Health Consultant to determine when a MSWR or medical separation is appropriate and should be recommended for a student with substance use conditions.
3. Intervention services for students identified at an elevated risk for substance use, to

include:

- Individual and group intervention services with a focus on behaviors that represent employability barriers.
- Collaboration with the Center Mental Health Consultant for students with co-occurring conditions of mental health and substance use.
- Referral to off-center substance abuse professionals or agencies for ongoing treatment and/or specialized services.

4. Drug and alcohol testing, to include:

- Drug and alcohol testing procedures
- Policies related to positive drug or alcohol tests
- Notification of drug or alcohol test results

## **EXHIBIT 2-5**

### **PLACEMENT PATHWAY PREREQUISITES FOR ENTRY**



### **PLACEMENT PATHWAY PREREQUISITES FOR ENTRY**

#### **Advanced Training pathway prerequisites for entry include:**

- Minimum appropriate TABE scores in both Reading & Math (may vary by AT)
- 100% TAR completion
- Minimum age 17 ½ for program entry with parental consent
- Driver's License
- Good to excellent center behavioral record
- Each AT will have its own requirements for background check (e.g., home state and state the JC center is located, or nation-wide)
- No physical issues that impact performance
- No mental health issues that impact performance
- Ability to have phone interview(s)
- (Varies by AT program) Certifications
- (May be required by AT) Enrollment in Community College as well as AT program
- (May be required by AT) Sending center provides trade related tools and clothing
- (May be required by AT) Must have positive impact on center
- Other criteria as required by specific AT

#### **Military pathway prerequisites for entry include:**

- Each military branch has its own minimum ASVAB score (lowest score is 31) and varies based on demand
- Complete national background check
- No prescribed medications, major mental health issue, or legal charges. Some waivers can be applied for but very difficult to obtain
- No debts exceeding more than \$500
- Maintain satisfactory behavior on center
- Student can't be receiving federal payments (e.g., social security payments)

- Some restrictions on tattoos (if visible and what content)
- If under 18, need parental consent to enlist
- Meet physical requirements based on height and weight measurement formula
- Minimum completion of 675 hours actual CTT training and attainment of either a Tier 1 HSD or a Hi-Set/GED (the exception is the marine branch which requires a Tier 1 diploma)
- CTT Certifications
- Other criteria as determined by specific military branch

### **Apprenticeship pathway prerequisites for entry include:**

- 100% CTT and e-TAR completion
- HSD or HSE/GED
- (Varies by apprenticeship program) CTT Certifications
- Required hours of pre-apprenticeship varies per CTT (e.g., NTC requires 1000 hours)
- (If required) Meet physical requirements
- (If required) Driver's License
- Most apprenticeship programs require minimum age of 18 years to be covered by Workmen's Compensation
- Other specific criteria as required by Apprenticeship program

### **Post-secondary education pathway (ACT/College) prerequisites for entry include:**

- HSD or HSE/GED
- (For college) Apply for FAFSA. Requires parental income documentation until the age of 25
- (For college) Requires SAT, ACT or other placement assessment by institution
- (For college) Maintain a 2.5 GPA or lose FAFSA funding
- (Varies with institution) Background check
- Other specific criteria as determined by post-secondary institution



**Entry-Level Job pathway prerequisites include:**

- 100% CTT and e-TAR completion
- HSD or HSE/GED
- Driver's license
- Certifications
- (If required) Physical requirements
- (If required) Background check
- Other specific criteria as determined by employer
- Verification of job placement

## APPENDIX 201

### COMMUNICATING WITH INDIVIDUALS WITH DISABILITIES

Section 188 of the Workforce Innovation and Opportunity Act (WIOA) and its implementing regulations at 29 C.F.R. § 38.15 require Job Corps<sup>7</sup> to take appropriate steps to ensure that communications with individuals with disabilities are as effective as communications with others. This requirement applies at all stages of the Job Corps process, including providing information about the program to members of the public who have disabilities. The obligation to communicate effectively with people with disabilities is separate from the obligation to provide reasonable accommodation or reasonable modification in policies, practices, or procedures for qualified individuals with disabilities.

The WIOA Section 188 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 an individual with a disability and a program from which they are seeking services, such as Job Corps, will be meaningless.

#### 1. Effective communication

- A. Job Corps must take appropriate steps to ensure communications with individuals with disabilities, such as applicants, students, applicants for employment, employees, members of the public, and their companions<sup>8</sup> are as effective as communications with others.
- B. Under the law, it is Job Corps' obligation to provide appropriate auxiliary aids and services<sup>9</sup> where necessary to afford individuals with disabilities an equal opportunity to participate in, and enjoy the benefits of the Job Corps program. This means Job Corps cannot and must not require an individual with a disability to supply, or pay for, the auxiliary aids and services necessary for effective communication between them and Job Corps.
- C. In deciding what type of auxiliary aid or service is appropriate and necessary for Job Corps to communicate effectively with a particular individual with a disability, Job Corps must give primary consideration to the requests of that individual. Why? Because:
  - They are the best source of information about how they can most effectively communicate.

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<sup>7</sup> Job Corps is a general term that includes the national Job Corps program; Job Corps contractors and center operators; Job Corps national training contractors; and Outreach and Admissions and Placement agencies, including Job Corps contractors that perform these functions.

<sup>8</sup> "Companion" in this context means a family member, friend, or associate of an individual seeking access to an aid, benefit, service, training, program, or activity of Job Corps who, along with such individual, is an appropriate individual with whom Job Corps should communicate.

<sup>9</sup> "Auxiliary aids and services" include effective means of making aurally delivered materials available to individuals with hearing impairments; effective methods of making visually delivered materials available to individuals who are blind or have low vision; acquisition or modification of equipment or devices; and other similar services, devices, and actions. For examples, see 29 C.F.R. § 38.4(h).

- Not everyone who appears to have the same type of disability is able to use and understand the same communication method. For example, while some individuals with hearing impairments understand American Sign Language, others communicate in Signed English, while still others need a different communication method, such as Communication Access Realtime Translation (CART) transcription.

Job Corps is not required to provide the precise communication aid requested by an individual with a disability if an equally effective, less costly alternative is available. Job Corps must have a good-faith discussion with the individual with a disability (or their companion) to determine the communication aid Job Corps will provide. This process requires Job Corps to communicate effectively with the individual with a disability.

## **2. Ways to Communicate Effectively: Auxiliary Aids and Services**

Job Corps must furnish appropriate auxiliary aids and services where necessary to afford individuals with disabilities an equal opportunity to participate in, and enjoy the benefits of, Job Corps.

Specific factors that will determine the type of auxiliary aid or service necessary to ensure effective communication include:

- The method of communication used by the individual.
- The nature, length, and complexity of the communication involved.
- The context in which the communication is taking place.

For example, for a student with a hearing impairment, a safety training in career technical training is a longer and more significant and complex communication than a simple conversation about the center's bell schedule. The safety training is more likely to require a method of communication such as a qualified sign language interpreter, whereas the bell schedule conversation may require only written materials or an exchange of written notes with the student.

Because Job Corps must give primary consideration to the requests of individuals with disabilities in determining what types of auxiliary aids and services are necessary and effective, auxiliary aids and services must be provided:

- in accessible formats,
- in a timely manner, and
- in such a way as to protect the privacy and independence of the individual with a disability.

## A. Qualified Interpreters

In this context, a qualified interpreter means an interpreter who can sign or otherwise communicate effectively, accurately, and impartially, both receptively and expressively, using any necessary specialized vocabulary.

### 1. On-site

- a. Job Corps must not require an individual with a disability to bring another individual to interpret for them.
- b. Job Corps must not rely on an adult accompanying an individual with a disability to interpret or facilitate communication except—
  - (a) In an emergency involving an imminent threat to the safety or welfare of an individual or the public where there is no interpreter available; or
  - (b) Where the individual with a disability specifically requests an accompanying adult interpret or facilitate communication, the accompanying adult agrees to provide such assistance, and reliance on that adult for such assistance is appropriate under the circumstances.
- c. Job Corps must not rely on a minor child to interpret or facilitate communication, except in an emergency involving an imminent threat to the safety or welfare of an individual or the public where there is no interpreter available.

### 2. Video remote interpreting (VRI) services

If qualified interpreters are provided via VRI services, the following must be provided:

- a. Real-time, full-motion video and audio over a dedicated high-speed, wide-bandwidth video connection or wireless connection that delivers high quality video images that do not produce lags, choppy, blurry, or grainy images, or irregular pauses in communication;
- b. A sharply delineated image that is large enough to display the interpreter's face, arms, hands, and fingers, and the participating individual's face, arms, hands, and fingers, regardless of the individual's body position;
- c. A clear, audible transmission of voices; and
- d. Adequate training to users of the technology and other involved individuals so that they may quickly and efficiently set up and operate the VRI.

## B. Electronic and information technology

When developing, procuring, maintaining, or using electronic and information technology, Job Corps must utilize electronic and information technologies, applications, or adaptations

which:

1. Incorporate accessibility features for individuals with disabilities;
2. Are consistent with modern accessibility standards, such as Section 508 Standards (36 CFR part 1194) and W3C's Web Content Accessibility Guidelines (WCAG) 2.1 AA or subsequent releases; and
3. Provide individuals with disabilities access to, and use of, information, resources, programs, and activities that are fully accessible, or ensure that the opportunities and benefits provided by the electronic and information technologies are provided to individuals with disabilities in an equally effective and equally integrated manner.

#### C. Telecommunications

1. Where Job Corps communicates by telephone with applicants, students, applicants for employment, employees, and/or members of the public, text telephones (TTYs) or equally effective telecommunications systems must be used to communicate with individuals who are deaf or hard of hearing or have speech impairments.
2. When Job Corps uses an automated-attendant system, including, but not limited to, voicemail and messaging, or an interactive voice response system, for receiving and directing incoming telephone calls, that system must provide effective real-time communication with individuals using auxiliary aids and services, including TTYs and all forms of FCC-approved telecommunications relay systems, including internet-based relay systems.
3. Job Corps must respond to telephone calls from a telecommunications relay service established under title IV of the Americans with Disabilities Act in the same manner that it responds to other telephone calls.

#### D. Information and signage

1. Job Corps must ensure that interested individuals, including individuals with visual or hearing impairments, can obtain information as to the existence and location of accessible Job Corps services, activities, and facilities.
2. Job Corps must provide signage at the public entrances to each of its inaccessible facilities, directing users to a location at which they can obtain information about accessible facilities. The signage provided must meet the Standards for Accessible Design under the Americans with Disabilities Act. Alternative standards for the signage may be adopted when it is evident that such alternative standards provide equivalent or greater access to the information. See 36 CFR Part 1191, Appendix B, Section 103.
3. The international symbol for accessibility must be used at each primary entrance of an accessible facility.

### **3. Fundamental Alteration**

Job Corps is not required to take any action that it can demonstrate would result in a [fundamental alteration](#) in the nature of the program. See Determining Reasonableness in Form 2-03, Procedures for Providing Reasonable Accommodation, Reasonable Modification in Policies, Practices, or Procedures, and Auxiliary Aids and Services for Participation in the Job Corps Program.

## APPENDIX 202

### 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<sup>10</sup>.

#### **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 they have a 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 they have 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 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):

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<sup>10</sup> Job Corps is a general term that includes the national Job Corps program; Job Corps contractors and center operators; Job Corps national training contractors; and Outreach and Admissions and Placement agencies, including Job Corps contractors that perform these functions.

- *Admissions Counselors* who:
  - Need to know whether they will need to provide accommodations, modifications, and auxiliary aids and services (i.e., such as communication aids) for an applicant and/or their parent or guardian during the admissions process
- *Instructors, residential staff, other center staff* – **only** those who **need to know** about:
  - An accommodation, modification, and auxiliary aids and services (i.e., such as communication aids) 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, reasonable modification in policies, practices or procedures, and auxiliary aids and services (RA/RM/AAS) should be granted may need to review documentation submitted in support of the request. In these cases, however, you should remove any personally identifiable information not related to the request from the documents. This approach has the advantage not only of protecting confidentiality, but also of helping ensure 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/modifications for, a particular person will rarely, if ever, need to see the person's medical records or other documents that demonstrate that they have a disability.

### **Storage of Records Containing 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 must be collected on separate forms and placed in the files reserved for medical and disability-related information. If an Outreach and Admissions operator or staff member, center, center operator, or staff member needs a document containing some medical or disability-related information to be kept in an applicant's or student's general file or an employee's personnel file, the medical or disability-related information must 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 Admissions/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.

### **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, double seal the protected medical, health and disability information. 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 and then place the sealed envelope into another envelope and label accordingly for transmission. 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 provider, for example, the sealed envelopes should be sent to the Health and Wellness Director.

When recommending denial of enrollment for any applicant, all medical, health and disability documents must be uploaded to the Wellness and Accommodation E-Folders in CIS. The same applies when there is an applicant appeal of an enrollment decision.

### **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 203

### MEDICATION MANAGEMENT GUIDELINES

Job Corps centers must comply with all state and Federal regulations regarding prescribed non-controlled medications, prescribed controlled substances, and over-the-counter medications, and follow medication management guidelines as specified below.

**Over-the-Counter (OTC) Medications:** OTC medications are drugs that have been found to be safe and appropriate for use without the supervision of a health care professional, such as a physician or nurse, and can be purchased without a prescription. Centers must comply with all state and Federal regulations regarding OTC medications and shall:

1. Make available OTC medications in the Health and Wellness Center (HWC). Document OTC medication use in the Student Health Record (SHR). If state law permits, stock bottles of OTC medications may be used in HWC.
2. Train and authorize non-health staff members to access OTC medications in first aid lockboxes for student use in compliance with state law. Eligibility, training, and authorizations will vary by state.
3. Outside of the HWC, store OTC medications in first aid lockboxes and make available, similar to a medicine cabinet, in education, trades, security, recreation, cafeteria, and residential areas for students use. OTC medications must be provided in individually packaged single doses in a properly sealed and properly labeled container.
4. Document OTC medication use outside of the HWC on a sign-out sheet kept with the OTC medication box. The sign-out sheet should include: the student's name, the medication taken, the signature of the student, and signature of the observing staff member. Each OTC lockbox and sign-out sheet must be returned the HWC at least weekly to restock and document. Information from the sign-out sheet must be recorded in the Student Health Record (SHR).
5. Report suspected inappropriate OTC medication use by a student to the HWC staff as soon as possible.
6. Center specific policies that comply with Federal and state laws must be outlined in a Standard Operating Procedure (SOP) for OTC medications (see Chapter 5, Exhibit 5-1).

**Prescribed Non-controlled Medications:** Prescription medications are drugs that can only be acquired or purchased through a prescription order written by a physician or other prescribing practitioner. Prescribed non-controlled medications are prescriptions that not classified as controlled substances. Centers must comply with all state and Federal regulations regarding prescribed non-controlled medications and shall:

1. Determine which center health practitioners are legally authorized to prescribe, dispense, or administer prescribed non-controlled medications according to state and Federal laws.
2. Confirm the rationale for long-term prescribed non-controlled medications at least monthly with case conference between the Health and Wellness Director (HWD) (or designee who is authorized under his/her state license to administer drugs) and the prescribing health professional. Medication rationale and review includes student adherence, side effects, and whether or not the medication is leading to the desired effect.
3. Document prescription orders and the administration of doses. Monthly Medication Administration Records (MAR) must be filed in the SHR. Prescription orders should be transcribed to a MAR exactly as the order reads.
4. Review and approve prescriptions by the center physician/nurse practitioner/physician assistant generated for students by health practitioners in the community or at the student's place of residence by the center physician/nurse practitioner.
5. Ensure that all prescribed non-controlled medications are given to the correct student in the right dose and by the proper route. In cases of a medication error, the center medical provider/center dentist/center psychiatrist (if applicable), HWD, and center director must be notified. Document in the SHR. All medication errors will be immediately reported to the Regional Office and the regional nurse specialist.
6. Provide the student with required consumer medicine information in accordance with state pharmacy laws each time a prescription is filled.
7. Handle, package, store, and observe prescribed non-controlled medications when the HWC is closed in compliance with Federal and state pharmacy laws. Center specific policies that comply with state laws must be outlined in a SOP for prescribed non- controlled medicines (see Chapter 5, Exhibit 5-1).
  - a. If applicable according to state law where the center is located, the HWD will identify and train/certify unlicensed, non-health staff to be legally authorized to observe self-administration of doses when the HWC is closed. Non-health staff observing medication self-administration must meet state laws, be trained, and have a personal authorization on file for this task.
  - b. Any medication dose observed after hours must be documented on a Medication Observation Record (MOR), and a HWC staff member should file the MOR in the SHR at least weekly.

8. Four types of prescribed non-controlled medication should always be classified for self-management. These include: asthma inhalers, insulin (including vials or pens, syringes, and needles), Epi Pens, and oral contraceptives.
9. Dispose of surplus or expired prescribed non-controlled medications in compliance with state and Federal laws.
10. Send prescribed non-controlled medication(s) home with a student when he/she leaves the center. If a student leaves center when the HWC is closed, medications must be promptly sent to the student in compliance with the sending and receiving state laws.

**Prescribed Controlled Substances:** Controlled substances are highly regulated prescription medications that are classified in five categories by safety and potential for abuse. There are additional requirements for this classification of prescribed medications. Centers must comply with Federal and state regulations regarding prescribed controlled substances (or medications) and shall:

1. 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 DEA registration or use the center clinician's DEA registration number when ordering controlled substances.
2. 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 with a DEA registration. Documentation must be maintained showing that controlled medications in stock were prescribed by one of these individuals.
3. Not stock Schedule II medications on center except when prescribed for a specific student. In such a case, the center shall order not more than enough controlled substance for a month's treatment for the student.
4. Confirm the rationale for long-term controlled substances at least monthly with case conference between the Health and Wellness Director (HWD) (or designee who is authorized under his/her state license to administer controlled substances) and the prescribing health professional. Medication rationale and review includes student adherence, side effects, and whether or not the medication is leading to the desired effect.
5. Review and approve prescriptions for controlled substances by the center physician/nurse practitioner/physician assistant generated for students by health practitioners in the community or at the student's place of residence by the center physician/nurse practitioner.
6. Store all Schedule II, Schedule III, and Schedule IV medications under a double-

lock system in a secured area of the HWC. 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.

7. Ensure that two staff members (one must be staff authorized under their state license to dispense or administer controlled substances) receive and sign for medications received, noting the name(s) of the medications, dosage, amount, and date on a controlled substances log.
8. Maintain a log of all Schedule II, Schedule III, and Schedule IV medications. When dispensing or administering these medications by order of the clinician, the date, time, medication, and dosage must be noted on the log and the nurse dispensing or administering the medication must sign his or her full name or initial in accordance with state prescribing regulations. The log must be maintained in the locked area designated for controlled medications.
9. Document prescription orders and the administration of doses. Monthly Medication Administration Records (MAR) must be filed in the SHR. Prescription orders should be transcribed to a MAR exactly as the order reads.
10. Provide the student with required consumer medicine information in accordance with pharmacy laws each time a prescription is filled.
11. Ensure that all controlled substances are given to the correct student in the right dose and by the proper route. In cases of a medication error, the center medical provider/center dentist/center psychiatrist (if applicable), HWD, and center director must be notified. Document in the SHR. All medication errors will be immediately reported to the Regional Office and the regional nurse specialist.
12. Inventory and reconcile controlled medications at least once a week. Two authorized staff members must note the results on the controlled medications log. Any miscounts or missing medications identified during the inventory must be immediately reported to the Regional Office and regional nurse specialist by the Center Director.
13. Handle, package, store, and observe controlled substances when the HWC is closed in compliance with Federal and state pharmacy laws. Center specific policies that comply with Federal and state laws must be outlined in a SOP for prescribed controlled substances (see Chapter 5, Exhibit 5-1).
  - a. If applicable according to state law where the center is located, the HWD will identify and train/certify unlicensed, non-health staff to be legally authorized to observe self-administration of doses when the HWC is closed. Unlicensed staff observing medication self-administration must meet state laws, be trained, and have a personal authorization on file for this task.

- b. Any medication dose observed after hours must be documented on a Controlled Substance Medication Observation Record (CMOR), and a HWC staff member should file the CMOR in the SHR at least weekly.
- 14. Send prescribed controlled substances home with a student when he/she leaves the center. If a student leaves center when the HWC is closed, medications must be promptly sent to the student in compliance with the sending and receiving state laws.
- 15. Properly dispose of controlled substances that need to be destroyed because of expiration dates, contamination, or wastage, and document such actions on the controlled substances log. The log must be signed by two staff members (one must be staff authorized under their state license to dispense or administer controlled substances).

## **FORM 2-01**

### **NOTICE OF MEDICAL INFORMATION USE, DISCLOSURE, AND ACCESS**

**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  
Public Ledger Building  
150 S. Independence Mall West, Suite 372  
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 Avenue, 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](mailto:OCRComplaint@hhs.gov) or go to <https://ocrportal.hhs.gov/ocr/smartscreen/main.jsf>.

For more information, please contact the 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:

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  
E-mail Address: [CRCexternalcomplaints@dol.gov](mailto:CRCexternalcomplaints@dol.gov)

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.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## FORM 2-02

### 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:

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Student Signature

Date



**FORM 2-03**  
**PROCEDURES FOR PROVIDING REASONABLE ACCOMMODATION,  
REASONABLE MODIFICATIONS IN POLICIES, PRACTICES, OR  
PROCEDURES, AND AUXILIARY AIDS AND SERVICES FOR  
PARTICIPATION IN THE JOB CORPS<sup>11</sup> PROGRAM**

**DEFINITIONS****What is the definition of disability?<sup>12</sup>**

Disability” means, with respect to an individual:

- A physical or mental impairment that substantially limits one or more of the major life activities of such individual;
- A record of such an impairment; or
- Being regarded as having such an impairment.<sup>13</sup>

The definition of “disability” shall be construed broadly in favor of expansive coverage, to the maximum extent permitted by federal disability nondiscrimination law.

**What is a physical or mental impairment?**

A physical impairment is any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems such as: Neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, circulatory, hemic, lymphatic, skin, and endocrine.

A mental impairment is any mental or psychological disorder such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

“Physical or mental impairment” includes, but is not limited to, contagious and noncontagious diseases and conditions such as the following: Orthopedic, visual, speech and hearing impairments, and cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, intellectual disability, emotional illness, pregnancy-related medical conditions, dyslexia and other specific learning disabilities, Attention Deficit Hyperactivity Disorder, Human Immunodeficiency Virus infection (whether symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism.

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<sup>11</sup> Job Corps is a general term that includes the national Job Corps program; Job Corps contractors and center operators; Job Corps national training contractors; and Outreach and Admissions and Placement agencies, including Job Corps contractors that perform these functions.

<sup>12</sup> As defined in 29 CFR 38.4(q)

<sup>13</sup> Under federal law, only a person who meets one or both of the first two prongs of the disability definition (i.e., actual disability or record of a disability) is entitled to reasonable accommodation.

**Are there certain impairments that will virtually always be found to impose a substantial limitation on a major life activity?**

The following impairments should be easily found to substantially limit a major life activity (and may substantially limit additional major life activities not explicitly listed):

- Deafness substantially limits hearing;
- Blindness substantially limits seeing;
- Intellectual disability substantially limits brain function;
- Partially or completely missing limbs or mobility impairments requiring the use of a wheelchair substantially limit musculoskeletal function;
- Autism substantially limits brain function;
- Cancer substantially limits normal cell growth;
- Cerebral palsy substantially limits brain function;
- Diabetes substantially limits endocrine function;
- Epilepsy, muscular dystrophy, and multiple sclerosis each substantially limits neurological function;
- Human Immunodeficiency Virus (HIV) infection substantially limits immune function; and
- Major depressive disorder, bipolar disorder, post-traumatic stress disorder, obsessive compulsive disorder, and schizophrenia each substantially limits brain function.

**Are there conditions, situations, or orientations that are not considered physical or mental impairments?**

“Physical or mental impairment” does not include homosexuality or bisexuality.

*The term “individual with a disability” does not include an individual on the basis of*

- Transvestism, transsexualism, or gender identity disorders not resulting from physical impairments;
- Pedophilia, exhibitionism, voyeurism, or other sexual behavior disorders;
- Compulsive gambling, kleptomania, or pyromania; or

- Psychoactive substance-use disorders resulting from current illegal use of drugs.

### Drug addiction

As noted above, drug addiction is a physical or mental impairment.<sup>14</sup> However, *the term “individual with a disability” does not include an individual who is currently engaging in the illegal use of drugs, when Job Corps acts on the basis of such use.* This exclusion means that it is generally not against the law for Job Corps to take adverse action against an individual – to separate him or her from Job Corps, or otherwise give him or her less favorable treatment than others – because of current illegal drug use.

*This limitation **does not exclude** as an individual with a disability an individual who:*

- Has successfully completed a supervised drug rehabilitation program (an in-patient, out-patient, or employee assistance program) and is no longer engaging in the illegal use of drugs, or has otherwise been rehabilitated successfully (e.g., recognized self-help programs such as Narcotics Anonymous) and is no longer engaging in the illegal use of drugs;
- Is participating in a supervised rehabilitation program and is no longer engaging in the illegal use of drugs; or
- Is erroneously regarded as engaging in illegal use of drugs, but is not engaging in such use, except that it is not a violation of the nondiscrimination and equal opportunity provisions of the Workforce Innovation and Opportunity Act or implementing regulations for Job Corps to adopt or administer reasonable policies or procedures, including but not limited to drug testing, designed to ensure that an individual is no longer engaging in the illegal use of drugs.

If an applicant/student is requesting to be considered a person with a drug addiction disability (for example, so they can request reasonable accommodation, reasonable modification in policies, practices, or procedures, and auxiliary aids and services (RA/RM/AAS)), a center may request documentation that the 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 engaging in the illegal use of drugs.

### Alcoholism

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<sup>14</sup> 29 CFR 38.4(q)(3)(ii). A person who casually uses (or used) drugs illegally but is not addicted is not considered an individual with a disability on that basis, and therefore is not protected from discrimination on that basis.

As noted above, alcoholism is a physical or mental impairment.<sup>15</sup> Individuals who are currently using alcohol are protected by federal disability nondiscrimination laws from adverse actions taken because of the alcoholism itself.

**What are major life activities?<sup>16</sup>**

Major life activities include, but are not limited to: caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working; and the operation of a “major bodily function,” such as the functions of the immune system, special sense organs and skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive systems. The operation of a major bodily function includes the operation of an individual organ within a body system.

In determining whether an impairment substantially limits a major life activity, the term “major” shall not be interpreted strictly to create a demanding standard.

Whether an activity is a “major life activity” is not determined by reference to whether it is of central importance to daily life.

**What does “substantially limits mean”?**

The term “substantially limits” shall be construed broadly in favor of expansive coverage, to the maximum extent permitted by the federal disability nondiscrimination law. “Substantially limits” is not meant to be a demanding standard.

When making a determination as to whether an impairment substantially limits the ability of an individual to perform a major life activity:

- The determination requires an individualized assessment.
- The determination should not require extensive analysis.
- An impairment that substantially limits one major life activity does not need to limit other major life activities to be considered a substantially limiting impairment.
- An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active.
- An impairment is a disability within the meaning of federal disability nondiscrimination law if it substantially limits the ability of an individual to perform a major life activity as compared to most people in the general population. An impairment need not prevent, or significantly or severely restrict, the individual from performing a major life activity in

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<sup>15</sup> 29 CFR 38.4(q)(3)(ii).

<sup>16</sup> This list is not exhaustive but contains examples of some activities that can be considered major life activities.

order to be considered substantially limiting. Nonetheless, not every impairment will constitute a disability within the meaning of this section.

- The comparison of an individual's performance of a major life activity to the performance of the same major life activity by most people in the general population usually will not require scientific, medical, or statistical evidence.
- The determination of whether an impairment substantially limits a major life activity shall be made without regard to the ameliorative effects of mitigating measures. However, the ameliorative effects of ordinary eyeglasses or contact lenses shall be considered in determining whether an impairment substantially limits a major life activity.
- Mitigating measures include, but are not limited to:
  - Medication, medical supplies, equipment, or appliances, low-vision devices, prosthetics including limbs and devices, hearing aid(s) and cochlear implant(s) or other implantable hearing devices, mobility devices, and oxygen therapy equipment and supplies;
  - Use of assistive technology;
  - Reasonable modifications in policies, practices, or procedures, and auxiliary aids and services;
  - Learned behavioral or adaptive neurological modifications; or
  - Psychotherapy, behavioral therapy, or physical therapy.

Evidence showing that an impairment would be substantially limiting without mitigating measures could include evidence of limitations that a person experienced prior to using a mitigating measure, evidence concerning the expected course of a particular disorder absent mitigating measures, or readily available and reliable information of other types.

While the determination of whether an impairment substantially limits a major life activity must be made without regard to the ameliorative effects of mitigating measures, if the mitigating measure itself has non-ameliorative effects (such as negative side effects of medications), those effects may be considered. The use of a mitigating measure cannot be required.

An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when it is active. This means that chronic impairments with symptoms or effects that are episodic rather than present all the time are disabilities even if the symptoms or effects substantially limit a major life activity only when the impairment is active. Examples of impairments that may be episodic include epilepsy, hypertension, asthma, diabetes, major depressive disorder, bipolar disorder, and schizophrenia.

The effects of an impairment lasting or expected to last less than 6 months can be substantially limiting for purposes of establishing an actual disability or record of a disability.

**May the condition, manner, or duration under which a major life activity can be performed be considered in determining whether an impairment is a disability?**

For conditions that are not easily found to impose a substantial limitation on a major life activity, the regulations state that in determining whether an individual is substantially limited in a major life activity, it may be useful in appropriate cases to consider, as compared to most people in the general population:

- The conditions under which the individual performs the major life activity;
- The manner in which the individual performs the major life activity; or
- The duration of time it takes the individual to perform the major life activity, or the duration of time for which the individual can perform the major life activity.

**What are reasonable accommodations/modifications for individuals with disabilities?**

The term “reasonable accommodation” means<sup>17</sup>:

- Modifications or adjustments to the application process that enable a qualified applicant with a disability to be considered for the aid, benefits, services, training, or employment that the qualified applicant desires; or
- Modifications or adjustments that enable a qualified individual with a disability to perform the essential functions of a job, or to receive aid, benefits, services, or training equal to that provided to qualified individuals without disabilities. These modifications or adjustments may be made to: (A) The environment where work is performed or aid, benefits, services, or training are given; or (B) The customary manner in which, or circumstances under which, a job is performed or aid, benefits, services, or training are given; or
- Modifications or adjustments that enable a qualified individual with a disability to enjoy the same benefits and privileges of the aid, benefits, services, training, or employment as are enjoyed by other similarly situated individuals without disabilities.

“Reasonable accommodation” includes, but is not limited to:

- Making existing facilities used by applicants, students, applicants for employment, and employees readily accessible to and usable by individuals with disabilities; and

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<sup>17</sup> As defined in 29 CFR § 38.4(yy).

- Restructuring of a job or a service, or of the way in which aid, benefits, services, or training is/are provided; part-time or modified work or training schedules; acquisition or modification of equipment or devices; appropriate adjustment or modifications of examinations, training materials, or policies; the provision of readers or interpreters; and other similar accommodations for individuals with disabilities.

Job Corps may, but is not required to, provide any of the following to individuals with disabilities:

- Personal devices, such as wheelchairs;
- Individually prescribed devices, such as prescription eyeglasses or hearing aids;
- Readers for personal use or study; or
- Services of a personal nature, including assistance in eating, toileting, or dressing.

**When is Job Corps not obligated to provide RA/RM/AAS for individuals with disabilities?**

If Job Corps can prove that a proposed accommodation would cause undue hardship or that a proposed modification would fundamentally alter the program, Job Corps is not obligated to provide the RA/RM/AAS.

**Undue Hardship**

With regard to reasonable accommodation of individuals with disabilities, “undue hardship” means significant difficulty or expense incurred by Job Corps, when considered in light of the factors below:

1. The nature and net cost of the accommodation needed, taking into consideration the availability of tax credits and deductions, and/or outside funding, for the accommodation;
2. The overall financial resources of the Job Corps program involved in the provision of the reasonable accommodation, including:
  - The number of persons aided, benefited, served, or trained by, or employed at, the Job Corps program; and
  - The effect the accommodation would have on the expenses and resources of the Job Corps program;
3. The overall financial resources of Job Corps, including:
  - The overall size of Job Corps;

- The number of persons aided, benefited, served, trained, or employed by Job Corps; and
  - The number, type, and location of Job Corps' facilities;
4. The type of operation or operations of Job Corps, including:
- The geographic separateness and administrative or fiscal relationship of the Job Corps program in question to Job Corps; and
  - Where the individual is seeking an employment-related accommodation, the composition, structure, and functions of Job Corps' workforce; and
5. The impact of the accommodation upon the operation of the Job Corps program, including:
- The impact on the ability of other students to receive aid, benefits, services, or training, or of other employees to perform their duties; and
  - The impact on the Job Corps program's ability to carry out its mission.

In those circumstances where Job Corps believes that a proposed accommodation would cause undue hardship, Job Corps has the burden of proving that the accommodation would result in such hardship.

Job Corps may conclude that the accommodation would cause such hardship only after considering all factors listed in the definition of "undue hardship" above. The decision must be accompanied by a written statement of the reasons for reaching that conclusion (see Reasonableness Review Form, Undue Hardship or Fundamental Alteration, National Office Analysis/Decision below). A copy of the statement of reasons must be provided to the individual or individuals who requested the accommodation.

If a requested accommodation would result in undue hardship, Job Corps must, after consultation with the individual with a disability, take any other action that would not result in such hardship but would nevertheless ensure that, to the maximum extent possible, individuals with disabilities receive the aid, benefit, service, training, or employment provided by Job Corps.

### **Fundamental Alteration**

"Fundamental alteration" means:

- A change in the essential nature of a Job Corps program or activity as defined in 29 CFR 38.4(z), including but not limited to an aid, service, benefit, or training; or
- A cost that Job Corps can demonstrate would result in an undue burden.



Factors to be considered in making the determination whether the cost of a modification would result in such a burden include:

1. The nature and net cost of the modification needed, taking into consideration the availability of tax credits and deductions, and/or outside financial assistance, for the modification;
2. The overall financial resources of the Job Corps program involved in the provision of the modification, including:
  - The number of persons aided, benefited, served, or trained by, or employed at, the Job Corps program; and
  - The effect the modification would have on the expenses and resources of the Job Corps program;
3. The overall financial resources of the Job Corps program, including:
  - The overall size of Job Corps;
  - The number of persons aided, benefited, served, trained, or employed by Job Corps; and
  - The number, type, and location of Job Corps' facilities;
4. The type of operation or operations of Job Corps, including:
  - The geographic separateness and administrative or fiscal relationship of the Job Corps program in question to Job Corps; and
  - Where the modification sought is employment-related, the composition, structure, and functions of Job Corps' workforce; and
5. The impact of the modification upon the operation of the Job Corps program, including:
  - The impact on the ability of other students to receive aid, benefit, service, or training, or of other employees to perform their duties; and
  - The impact on the Job Corps program's ability to carry out its mission.

In those circumstances where Job Corps believes that a proposed modification would fundamentally alter the program, activity, or service, Job Corps has the burden of proving that the modification would result in such an alteration.

Job Corps may conclude that a modification would result in such an alteration only after considering all factors listed in the definition of "fundamental alteration" above. The decision

must be accompanied by a written statement of the reasons for reaching that conclusion. A copy of the statement of reasons must be provided to the individual or individuals who requested the modification.

If a modification would result in a fundamental alteration, Job Corps must take any other action that would not result in such an alteration but would nevertheless ensure that, to the maximum extent possible, individuals with disabilities receive the aid, benefits, services, training, or employment provided by Job Corps.

### **What is a service animal?**

A service animal is any **dog** that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual's disability.

Job Corps generally permits the use of a service animal by an individual with a disability. Center staff should contact their Regional Disability Coordinator (RDC) to ensure proper access is provided to an applicant/student with a service animal.

### **What kind of documentation can be requested related to a service animal?**

Job Corps must not ask about the nature or extent of a person's disability. If an animal's service tasks are not obvious, Job Corps may make two inquiries to determine whether it qualifies as a service animal:

- Is the animal required because of a disability?
- What work or task has the animal been trained to perform?

Job Corps cannot require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal.

### **What are assistance animals?**

"Assistance animals" is a term that includes "emotional support" or "comfort" animals. Assistance animals provide companionship, relieve loneliness, and sometimes help with depression and certain phobias, but do not have training to perform specific tasks that assist people with disabilities. Consequently, these animals do not meet the definition of service animal.

### **Are assistance animals permitted on Job Corps centers?**

Job Corps will consider requests for accompaniment by assistance animals as reasonable accommodation requests on a case-by-case basis. Consideration will be given to the specific

needs and request of the individual with the disability, the type of animal, and the type of assistance it provides.

**Who is a qualified interpreter for an individual with a disability?**

A qualified interpreter for an individual with a disability includes, for example, a sign language interpreter, an oral transliterator, and a cued-language transliterator. When an interpreter is provided to a person with a disability, the qualified interpreter must be able to sign or otherwise communicate effectively, accurately, and impartially, both receptively and expressively, using any necessary specialized vocabulary, either in-person, through a telephone, a video remote interpreting (VRI) service, or via internet, video, or other technological methods.

**What are Job Corps' obligations to communicate with an individual with a disability?**

Centers must take appropriate steps (e.g., provide relevant communication-related accommodations, auxiliary aids and services) to ensure that communications with applicants/students (and/or applicants'/students' parents, guardians, or other representatives) who have disabilities are as effective as communication with others. This obligation, which is separate from the reasonable accommodation obligation, is described in detail in Appendix 201, Communicating with Individuals with Disabilities.

**POLICY/SOP**

An applicant or student with a disability is entitled to request and receive reasonable accommodation, reasonable modification in policies, practices, or procedures, and auxiliary aids and services (RA/RM/AAS) to apply to and/or participate in the Job Corps program at any time during the admissions process or enrollment.<sup>18</sup> Each center is required to have a Disability Accommodation Process Standard Operating Procedure (SOP) to carry out these requirements (see Exhibit 5-1, Standard Operating Procedures). The SOP must include all components outlined in the process section below. The center's Disability Coordinators (DCs) must ensure that a Disability Accommodation Process SOP is in place and must coordinate the center's disability accommodation process.

**PROCESS**

To maintain confidentiality, disability documentation is made available on a need-to-know basis only, and participants in the RA/RM/AAS process must not discuss information about the request outside of the process. See also Appendix 202, Transmission, Storage, and Confidentiality of Medical, Health, and Disability-Related Information.

The center's RA/RM/AAS process must include the following components:

- Documenting the Disability Accommodation Process
- Determining the Need for RA/RM/AAS

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<sup>18</sup> For Job Corps policy on providing RA/RM/AAS to applicants to participate in the admissions process, see Form 1-05.

- Gathering Documentation
- Engaging in the Interactive Process
- Determining Reasonableness
- Entering the Accommodation Plan in CIS
- Notifying Staff of the Accommodation Plan
- Accessing/Implementing/Monitoring the Accommodation Plan
- Maintaining/Storing Files
- Initiating a Disability/Accommodation Referral

### **Documenting the Disability Accommodation Process**

Documentation of actions and decisions is required by federal disability nondiscrimination law and can be very important if an applicant/student alleges discrimination. All interactions related to the provision or denial of RA/RM/AAS must be documented in the CIS Accommodation Notes tab.

### **Determining the Need for RA/RM/AAS**

#### **Applicant**

At the center of assignment, there must be contact (phone or in person) between a Disability Coordinator (DC) and applicant (and parent/guardian, when appropriate) to determine if the applicant wishes to receive RA/RM/AAS when the applicant (or others on the applicant's behalf):

- Makes an RA/RM/AAS request verbally, in writing, or via the 653, Job Corps Health Questionnaire;
- Indicates they would like to discuss the need for RA/RM/AAS with a DC; or
- Discloses a disability and/or provides documentation that indicates they may be an individual with a disability who may need RA/RM/AAS to participate in Job Corps.

The contact must be made prior to assigning the applicant a start date. If a DC is unable to reach the applicant to conduct the RA/RM/AAS process, then the center, in collaboration with Outreach and Admissions, must document the attempts to contact the applicant and, if unable to do so, process the file as a withdrawal of application. The individual may reapply at any time.

#### **Student**

There must be contact (phone or in person) between a DC and student (and parent/guardian, when appropriate) to determine if the student wishes to receive RA/RM/AAS when the student (or others on the student's behalf):

- Makes a RA/RM/AAS request verbally, in writing, or via the 653, Job Corps Health Questionnaire.

- Indicates they would like to discuss the need for RA/RM/AAS with a DC; or
- Discloses a disability and/or provides documentation that indicates they may be an individual with a disability who may need RA/RM/AAS.

### Documenting Contact

Whenever an applicant/student requests RA/RM/AAS, it must be documented on the Reasonable Accommodation, Reasonable Modification in Policies, Practices, or Procedures, and Auxiliary Aids and Services Request and Disability Coordinator Contact Form and then the DC must engage the applicant/student in the interactive RA/RM/AAS process. If the applicant/student agrees to an accommodation plan, the form is stored in an Accommodation File (AF) once the student is enrolled.

### Applicant/Student Declines Accommodations

- If the applicant/student declines accommodation, this information is documented on the Reasonable Accommodation, Reasonable Modification in Policies, Practices, or Procedures, and Auxiliary Aids and Services Request and Disability Coordinator Contact Form and the applicant/student is instructed to contact the DC(s) if they decide accommodation is necessary at a later date.
- The form documenting the declination of RA/RM/AAS is stored in a Disability, No Accommodation File (DNAF) once the student is enrolled.

## Gathering Documentation

### During the Application Process

Outreach and Admissions will secure supporting medical and/or educational documentation, must not review the contents of these documents, and must upload all medical and special education/disability documentation to the Wellness and Accommodation E-Folder. See PRH Chapter 1, Section 1.2, R3.e.3; Section 1.4, R1.a.2 and Appendix 202, Transmission, Storage and Confidentiality of Medical, Health and Disability-Related Information.

### After Enrollment

The DC can ask the student for reasonable documentation of their disability and functional limitations unless both the disability and need for RA/RM/AAS are obvious. Only the documentation that is needed to establish that (1) the student has a disability, and (2) the disability necessitates a RA/RM/AAS may be requested. It is important to obtain this type of information since the RA/RM/AAS needs of an individual with a disability will depend on the individual's functional capacities and limitations rather than their diagnosis. The applicant/student may be provided assistance to obtain documentation.

## Documentation Sources

The documentation of the disability and the functional limitations must come from an appropriate health-care or rehabilitation professional (e.g., physicians, psychiatrists, psychologists, nurses, physical therapists, occupational therapists, speech therapists, vocational rehabilitation specialists) or from educational institutions such as public schools (e.g., special education records, 504 plans and supporting documentation, school medical plans and supporting documentation, etc.). In some cases, qualified center licensed health professionals may be able to diagnose certain conditions/provide documentation of a disability. See also Testing by the Center Mental Health Consultant (CMHC) section below.

## No Documentation of Disability

If an applicant's or student's disability or need for RA/RM/AAS is not obvious, and they do not provide documentation to support a request for accommodation, then they may not be entitled to RA/RM/AAS. If an applicant/student suspects that they may have a disability that has not been diagnosed and is unable to pay for an evaluation, the AC or a DC should provide the applicant/student with referral information.

## Documentation to Support Accommodations for Standardized Testing

Types of accommodations that are allowable in a standardized testing situation such as the Test of Adult Basic Education (TABE) or high school curriculum competency assessments usually are more limited than in other environments such as the academic and career technical training classrooms because certain accommodations may significantly alter what the test is intended to measure. Accommodations for standardized testing generally fall into the following categories:

- changes to the methods of presentation of the test (e.g., oral reading of test directions);
- changes to the methods of response to the test (e.g., use of paper/pencil test and answer sheet);
- test setting (e.g., taking the test in small rather than large groups); and
- test timing (e.g., extension of time to take a test).

Testing accommodations should be provided only after documentation of the disability containing information that supports the need for the testing accommodations has been provided, unless the disability is obvious (for example, a student is blind and needs either an oral administration or a Braille administration of the TABE, as appropriate). See Gathering Documentation to determine appropriate sources of accommodation documentation. See Appendix 301 and the TABE 11/12 Student Testing System Administrator's Guide regarding the use of paper/pencil versions of the tests as an accommodation, extending time between the follow-up TABE tests for students, and other testing accommodation considerations.

*Testing by the Center Mental Health Consultant (CMHC)*

Providing educational and psychological testing is NOT considered part of the routine tasks of the CMHC and is NOT accounted for in the allotted hours per 100 students. Students who need educational and psychological testing to document suspected Learning or Cognitive Disorders or Attention Deficit Hyperactivity Disorder (ADHD) should be referred to vocational rehabilitation or other appropriate resources. For centers that have public school or charter school partners, the center may be able to access appropriately trained and qualified staff (e.g., school psychologists) to assist with the assessments. Appropriately licensed and trained CMHCs (or practicum students under their supervision) who elect to be involved in the assessment of educational and/or psychological conditions must use evaluations that meet community standards for diagnosis of the particular condition and all documentation related to the assessment must be included in the Student Health Record (SHR). CMHCs should contact their Regional Mental Health Specialists for more information on conducting assessments.

**Engaging in the Interactive Process****Disability Accommodation Committee**

To determine the appropriate RA/RM/AAS, the center's Disability Accommodation Committee (DAC), led by the center DC(s), must initiate an informal, interactive process with the individual with a disability in need of RA/RM/AAS.

The DAC must meet when:

- A center has recommended denial of an application of an individual with a disability (see Accommodation Request or Documentation of Disability within Applicant File Review section below).
- An applicant who is an individual with a disability has appealed their denial from the Job Corps program (see Accommodation Request or Documentation of Disability within the Appeals Process section below).
- An applicant or student requests RA/RM/AAS in order to participate in the Job Corps program.
- An applicant or student provides documentation that indicates they may be an individual with a disability who may need RA/RM/AAS to participate in the Job Corps program.
- Concerns are identified during the RA/RM/AAS effectiveness review process (See Monitoring Accommodations).
- Referrals are made to the DCs that indicate an accommodation plan may be needed or the review of a current accommodation plan may be needed.

- Students enter work-based learning or Career Transition Readiness. The DAC meets to review and discuss any RA/RM/AAS the student may need to access and/or participate in the specific work environment or program they are entering.
- Students need assistance in securing RA/RM/AAS for the High School Equivalency and certification examinations administered on center, by partnering program and/or certification organization providers and for these examinations.
- A TABE waiver request (See Appendix 303, 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) is being submitted.
- A maximum benefit separation is being considered (See Form 6-01, Maximum Benefits Separation).

### *Members of DAC*

Participants of the DAC vary depending on the nature of the request but must always include a DC (chairperson) and applicant/student and their parents (if the applicant/student is a minor or requests their parents attend the meeting). Other possible members may include:

- Academic Manager and the Health and Wellness Director (HWD), if the center has a dedicated position for a DC; otherwise, it is presumed that the Academic Manager and the HWD are DCs, see PRH Chapter 2, Section 2.4.
- CMHC, physician, dentist, or TEAP Specialist
- Career Technical Manager
- Student's counselor
- Representatives of center departments directly impacted by the accommodation request
- Community agency or other program partner and/or resource if the applicant/student is receiving benefits or services in the community
- Advocate or authorized representative of the applicant/student

### *DAC Considerations*

If the RA/RM/AAS request is straightforward and does not involve significant expense, the interactive process can be a DAC meeting (phone or face-to-face) between a DC and the applicant/student (and parents, service providers, if applicable). Agreed upon RA/RM/AAS can be determined at this meeting and approved by a DC.

If the RA/RM/AAS request is complex and/or may involve significant expense, a DAC meeting



involving additional participants may be required.

Additionally, the DAC must:

- Review documentation that was provided.
- Review any specific RA/RM/AAS requested by the applicant/student or by others on the applicant/student's behalf and review whether the documentation supports the need for the types of RA/RM/AAS requested.
- Consider RA/RM/AAS needs of applicants/students who disclose their disability via documentation but who have made no specific RA/RM/AAS request. The DAC will assist in identifying RA/RM/AAS for consideration.
- Identify all the functional limitations resulting from the applicant's/student's disability and the potential RA/RM/AAS that could overcome those limitations.
  - Consider RA/RM/AAS for all areas of the center, not just academics and testing (e.g., career technical, residential, common areas, transportation, etc.), in which the functional limitations of the applicant/student may impact access and participation.
  - RA/RM/AAS afforded to an applicant or student must be relevant to that individual's impairment and functional limitations resulting from the impairment. For example, a student who has diabetes and who has been granted RA/RM/AAS that include schedule adjustments and frequent breaks would not be entitled to the use of a calculator on the TABE unless there was also a corresponding disability in math calculations.
- Document any declinations (e.g. decline or refusal of RA/RM/AAS) of RA/RM/AAS (including alternative but equally effective RA/RM/AAS) by the applicant/student in the CIS Accommodation Notes tab.
- Identify the center staff responsible for ensuring approved RA/RM/AAS are provided and the date by which the RA/RM/AAS will be in place. Approved RA/RM/AAS for applicants must be in place by the scheduled arrival date of the applicant.
- Determine if there is a cost associated with providing the RA/RM/AAS. If there is a cost, determine the amount and type of contribution to be obtained from other sources toward the purchase or acquisition of the RA/RM/AAS. If the cost will be greater than \$5,000, see the Funding High-Cost Accommodations section.
- Develop an accommodation plan.

If it is determined that Job Corps cannot provide the requested RA/RM/AAS or an alternate RA/RM/AAS that the applicant/student agrees is equally effective, see Determining Reasonableness section.

## RA/RM/AAS Request or Documentation of Disability within Recommendations of Denial of Enrollment and/or the Appeal of Recommendations of Denial

RA/RM/AAS considerations within the health care needs and/or the direct threat assessment process will include only those related to the limitations that are presenting barriers to enrollment. For more information, see PRH Chapter 1, Section 1.5.R6, Forms 2-04, Direct Threat Assessment and 2-05, Health Care Needs Assessment.

Applicants who submit an appeal of a denial of enrollment decision to a Regional Office, along with the appropriate supporting health or medical documentation (see PRH Chapter 1, Section 1.5.R10), must receive a new review of their application, including a new review and consideration of RA/RM/AAS.

### Funding High-Cost Accommodations

Generally, centers are responsible for any costs associated with providing RA/RM/AAS to students with disabilities. In rare cases, a high-cost RA/RM/AAS (e.g., sign language interpreter) may be needed. If RA/RM/AAS costs are more than \$5,000, contact the center's RDC for assistance requesting National Office funding.

### Determining Reasonableness

There is no specific list of RA/RM/AASs that will or will not be provided. Each request for RA/RM/AAS must be evaluated individually, and a determination made regarding whether it is reasonable.

#### Reasonableness Reviews

The Center Director must complete and document a reasonableness review (see Reasonableness Review Form, Undue Hardship or Fundamental Alteration below) if there is a concern that a request may either pose an undue hardship or result in a fundamental alteration to the program. See also Undue Hardship and Fundamental Alteration for the factors that must be considered and the process for documenting the decision.

- If the National Office determines that the request is reasonable, the accommodation must be provided.
- If the National Office determines that the request is unreasonable (meaning that it would either pose an undue hardship or result in a fundamental alteration to the program), the applicant/student must be provided a written statement from the National Office that includes the reason for the denial of the requested accommodation.
  - If the applicant's health care needs are within what the Job Corps health and wellness program can provide (i.e., defined as basic health care in Exhibit 2-4, Job Corps Basic Health Care Responsibilities), and either there is no need for a direct threat assessment or a direct threat assessment has been conducted with the

conclusion that the individual does not pose a direct threat to others, the applicant may still elect to enroll in the program or the student may elect to remain in the program. The individual may request other accommodations at any time during their participation in the Job Corps program. See Determining the Need for RA/RM/AAS.

### **Entering the Accommodation Plan in CIS**

#### **Applicant Request for Accommodation to Participate in the Program during Admissions**

- If an applicant discloses a disability and/or requests RA/RM/AAS to participate in the Job Corps program during the admissions process, the accommodation plan must be entered in CIS using the accommodation plan icon prior to or on the day of the student's arrival.

#### **Student Request for Accommodation**

- If a student discloses a disability and/or requests RA/RM/AAS after enrollment and arrival on center, the accommodation plan must be entered in CIS using the accommodation plan icon soon after disclosure of disability whether the disclosure occurs from disability documentation, completion of a RA/RM/AAS Request Form, or verbally.

#### **TABE Accommodations**

- For students who disclose their disability prior to arrival and require TABE testing accommodations, this data must be entered prior to the administration of the first TABE test. If a student discloses a disability and requests testing accommodations after the administration of the first TABE test, the accommodation plan should be entered into CIS as soon as possible after disclosure of disability (see Chapter 2, Section 2.4, R3.a) and must be entered prior to the next TABE test administration.

#### **Administrative Considerations**

Accommodation plans must not include information about an individual student's diagnosis, medication needs, or other health-related history or information unless necessary to comply with the accommodation plan and in accordance with Appendix 202.

A DC and student must sign the plan (soon after the student's arrival if the disclosure occurred during the admissions process or after the DAC meeting if the disclosure occurred after arrival).

A copy of the plan must be provided to the student, and the original must be maintained in the student's AF.

#### **Accommodation Plans/Files for Transfer/Readmit/Advanced Training Students with Existing Accommodation Plans**

If a student with an accommodation plan already in CIS transfers to another center, re-enrolls in the program, or is admitted to an advanced training program, the center must engage the individual in the interactive accommodation process. See Engaging in the Interactive Process.

#### *Previous Documentation*

The DC must determine if the student's existing documentation has been uploaded in E-Folder and/or provided to the center (i.e., received an AF) or documentation is contained within the SHR. If not, request that the sending center upload the existing documentation. If the documentation cannot be obtained, then document in the Accommodation Plan notes within CIS that the student previously had an accommodation plan documented in CIS and the center's efforts to obtain the documentation. Then continue to provide the previously agreed upon accommodations.

#### **Notifying Staff of the Accommodation Plan**

As necessary (i.e., when accommodation plans are added or updated in CIS), but at least biweekly, a DC must e-mail staff members who interact with students a list of all students with accommodation plans available in the CIS. The list must specifically indicate any plans that are new or updated. Copies of these e-mails must be maintained by a DC in a secured location.

#### **Accessing/Implementing/Monitoring the Accommodation Plan**

All center staff responsible for providing accommodations must have access to the accommodation plan report in CIS (see Chapter 2, Section 2.4 R3.e) and must access plans by using the CIS accommodation plan icon. Staff are responsible for providing accommodations as indicated in the accommodation plan. Managers are responsible for ensuring that accommodation plans are implemented in their areas of supervision. See also Notifying Staff of Accommodation Plan. 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 plan must be evaluated with the student at least every 60 days throughout the student's enrollment in Job Corps. Documentation of monitoring must be noted in the CIS Accommodation Notes tab.

#### **Maintaining/Storing the Accommodation File or Disability No Accommodation File**

Each student with a disability must have either an AF (if the student has an accommodation plan) or a DNAF (if the student has a disability but declined accommodation).

All AFs must contain:

- Documentation of disability (medical records must remain in SHR with a note in the AF indicating that the documentation is stored in the SHR)
- RA/RM/AAS Request and Disability Coordinator Contact Form as appropriate

- Signed Accommodation Plan(s)
- CIS Accommodation Notes tab printout (added at separation)
- AFs may also contain: Accommodation Monitoring Forms (optional, monitoring must be documented in CIS Accommodation Notes tab)
- Referral Form (if applicable)

All DNAFs must contain:

- Documentation of Disability (medical records should remain in SHR with a note in DNAF indicating that the documentation is stored in the SHR).
- RA/RM/AAS Request and Disability Coordinator Contact Form as appropriate. Completion of the form appropriately serves as documentation of contact with the applicant; however, DCs can store additional notes documenting contact in the DNAF.

When the student separates, the AF or DNAF must be sealed and sent to records. See Appendix 202, Transmission, Storage, and Confidentiality of Medical, Health, and Disability-Related Information for more information on access to and storage of disability-related information.

### **Initiating a Disability/Accommodation Referral**

A written referral/feedback system must be established to document a referral to the DCs when a student discloses a disability and may want RA/RM/AAS or staff suspects a student may have a disability that is impacting their success in the program and should meet with the DCs to consider RA/RM/AAS. All documentation related to the referral/feedback must be stored in the student's AF or in the SHR if no AF exists.

**REASONABLE ACCOMMODATION, REASONABLE MODIFICATION IN POLICIES,  
PRACTICES OR PROCEDURES, AND AUXILIARY AIDS AND SERVICES  
(RA/RM/AAS) REQUEST AND DISABILITY COORDINATOR CONTACT FORM**

Individuals with disabilities may request RA/RM/AAS (changes in the way things are done, or other types of help) to assist them in participating in the Job Corps program. This form is divided into three parts:

- **Part 1** is to be completed by the applicant or student if requesting RA/RM/AAS or if the applicant or student would like to speak with a center Disability Coordinator.
- **Part 2A or 2B** is to be completed by the Disability Coordinator to document the contact with the applicant or student.

**Part 1: RA/RM/AAS Request (completed by applicant/student)**

**Applicant/Student** - Complete Part 1 of this form if you would like to request RA/RM/AAS or if you would like to discuss RA/RM/AAS with a Center Disability Coordinator.

Applicant/Student Name: \_\_\_\_\_ ID#: \_\_\_\_\_

Select the appropriate box.

- ☐ I would like to request RA/RM/AAS. *Please list each specific RA/RM/AAS you are requesting. For example, if you are requesting extended time for tests and extended time for assignments, then be sure to include both below. Do not use general statements such as "See IEP." A Center Disability Coordinator will contact you to discuss the request.*
- - 
  -
- ☐ I think I may need RA/RM/AAS, but I am not sure what I will need. I would like to talk directly with a Center Disability Coordinator about my RA/RM/AAS needs. *A Center Disability Coordinator will contact you.*

Depending on your disability and the type of RA/RM/AAS you are asking for, Job Corps may ask you to provide documentation about your disability and how it affects you.

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**Applicant/Student Signature**

**Date**

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**Parent/Guardian Signature**

**Date**

*Outreach and Admissions staff or the Center Disability Coordinator must upload this form and related documentation to the respective Wellness and Accommodation E-Folders in CIS.*

**REASONABLE ACCOMMODATION, REASONABLE MODIFICATION IN POLICIES,  
PRACTICES OR PROCEDURES, AND AUXILIARY AIDS AND SERVICES  
(RA/RM/AAS) REQUEST AND DISABILITY COORDINATOR CONTACT FORM  
(cont.)**

**Part 2: Disability Coordinator Contact (completed by Disability Coordinator)**

Job Corps policy requires that a Center Disability Coordinator contact an applicant/student to discuss potential RA/RM/AAS needs if the applicant discloses a disability and/or requests RA/RM/AAS. Disability Coordinators must use this section of the form to document that contact.

***Part 2A: Accommodation Requests***

Job Corps policy requires that a Center Disability Coordinator contact an applicant/student to discuss potential RA/RM/AAS needs if the applicant requests RA/RM/AAS. Disability Coordinators must use this section of the form to document that contact.

*Skip to Part 2B, Disclosure of Disability, to discuss potential RA/RM/AAS needs **if the applicant/student did not make a formal RA/RM/AAS request but instead disclosed their disability via the 653, documentation of disability, or via any other communication method.** Disability Coordinators must use this section of the form to document that contact.*

**Step 1:** Check each box that applies.

- ☐ Requested RA/RM/AAS prior to arrival
- ☐ Requested RA/RM/AAS after enrollment

**Step 2:** Ensure that PART 1 has been completed in its entirety. If the first box was checked without listing specific accommodations (i.e., says “See IEP,” for example), then contact the applicant to define the specific RA/RM/AAS(s) being requested and document in Part 1 above. If a student declines accommodation initially but then decides that they do wish to have accommodations, then have the individual complete Part 1.

**Step 3:** Document the outcome(s) of the interactive RA/RM/AAS process by completing the section below. Check all that apply.

- ☐ I have met with the applicant/student by telephone or in person to discuss their RA/RM/AAS needs.
- ☐ The applicant/student would like RA/RM/AAS. An accommodation plan was developed and entered in CIS. Store this form in the AF.
- ☐ The applicant/student does not wish to receive RA/RM/AAS. The applicant/student has been informed that they may request RA/RM/AAS at any time. Store this form in the Disability No Accommodation File (DNAF).
- ☐ The applicant/student and the center cannot agree to an accommodation plan. The center has offered reasonable alternative accommodations and completed a Reasonableness

Review and submitted the Reasonableness Review Form for National Office review. Upload this form to the Wellness and Accommodation E-Folder, Disability E-Folder and may put a copy in the DNAF or the AF as determined by the outcome of the review.

*Update the notes in the Accommodation Plan Notes section of CIS.*



**REASONABLE ACCOMMODATION, REASONABLE MODIFICATION IN POLICIES,  
PRACTICES OR PROCEDURES, AND AUXILIARY AIDS AND SERVICES  
(RA/RM/AAS) REQUEST AND DISABILITY COORDINATOR CONTACT FORM  
(cont.)**

***Part 2B: Disclosure of Disability***

Job Corps policy requires that a Center Disability Coordinator contact an applicant/student to discuss potential RA/RM/AAS needs if the applicant discloses a disability via the 653, documentation of disability, or via any other communication method but made no formal RA/RM/AAS request. Disability Coordinators must use this section of the form to document that contact.

**Step 1:** Check each box that applies.

- ☐ Disclosed/provided documentation indicating disability is likely prior to arrival (no request made) (i.e., documentation source(s) such as IEP, Chronic Care Management Plan, health documentation, etc.)
- ☐ Disclosed/provided documentation indicating disability is likely after enrollment (no request made) (i.e., documentation source(s) such as IEP, Chronic Care Management Plan, health documentation, etc.)
- ☐ Diagnosed with a disability by a qualified center licensed health professional or program partner after enrollment

**Step 2:** Document the outcome(s) of the contact by completing the section below.

- ☐ I have met with the applicant/student by telephone or in person to discuss their RA/RM/AAS needs.
- ☐ The applicant/student would like RA/RM/AAS. An accommodation plan was developed and entered in CIS. Ensure that Part 1 of the form is completed. Store this form in the AF.
- ☐ The applicant/student does not wish to receive RA/RM/AAS. The applicant/student has been informed that they may request RA/RM/AAS at any time. Store this form in the DNAF.
- ☐ The applicant/student and the center cannot agree to an accommodation plan. The center has offered reasonable alternative accommodations and completed a Reasonableness Review and submitted the Reasonableness Review Form for National Office review. Upload this form to the Wellness and Accommodation E-Folder, Disability E-Folder and may put a copy in the DNAF or the AF as determined by the outcome of the review.

*Update the notes in the Accommodation Plan Notes section of CIS.*

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**Applicant/Student Signature**

**Date**

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**Parent/Guardian Signature**

**Date**

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**Disability Coordinator Signature**

**Date**

## REASONABLENESS REVIEW FORM UNDUE HARDSHIP OR FUNDAMENTAL ALTERATION

**Instructions:** If there is a concern that a reasonable accommodation, reasonable modification in policies, practices or procedures, and auxiliary aids and services (RA/RM/AAS) request may cause undue hardship or fundamental alteration to the program,<sup>19</sup> then the Center Director (CD) **must** complete a reasonableness review. The center Disability Coordinator (DC) may assist with the completion of this form, but it must be signed by the CD.

<b>Name:</b>		<b>Date:</b>	
<b>Center:</b>		<b>ID#:</b>	

☐ **Applicant**
☐ **Student**

List the RA/RM/AAS requested that are under review:

1.		<input type="checkbox"/>	Undue Hardship	<input type="checkbox"/>	Fundamental Alteration
2.		<input type="checkbox"/>	Undue Hardship	<input type="checkbox"/>	Fundamental Alteration
3.		<input type="checkbox"/>	Undue Hardship	<input type="checkbox"/>	Fundamental Alteration

### Background

- Why is the RA/RM/AAS needed? List the specific functional limitations and/or reasons the RA/RM/AAS is needed for the individual to participate in the Job Corps program.

- Did the individual with a disability provide documentation of the disability (if the disability is not obvious)? If so, what documentation was provided?

- Does the documentation support the functional limitations that require the requested RA/RM/AAS? Provide a brief explanation.

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<sup>19</sup> See PRH Form 2-03.

4. Were any alternative RA/RM/AAS/modifications offered to the applicant/student that would be equally effective in providing access to participation in the Job Corps program? If so, please complete the table below.

Alternative Accommodations/Modifications	Applicant's/Student's Response			
	<input type="checkbox"/>	Declined	<input type="checkbox"/>	Accepted
	<input type="checkbox"/>	Declined	<input type="checkbox"/>	Accepted
	<input type="checkbox"/>	Declined	<input type="checkbox"/>	Accepted
	<input type="checkbox"/>	Declined	<input type="checkbox"/>	Accepted
	<input type="checkbox"/>	Declined	<input type="checkbox"/>	Accepted
	<input type="checkbox"/>	Declined	<input type="checkbox"/>	Accepted
	<input type="checkbox"/>	Declined	<input type="checkbox"/>	Accepted
	<input type="checkbox"/>	Declined	<input type="checkbox"/>	Accepted

*Instructions:*

*If the individual with a disability has accepted the alternative RA/RM/AAS and is no longer requesting the RA/RM/AAS under reasonableness review, then **STOP** here as there is no need to complete the remainder of the form. Maintain this documentation in the Accommodation File (AF).*

**Center Analysis**

Contracted OBS:		Current OBS:	
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5. Is there a cost associated with providing the RA/RM/AAS? If so, explain the associated costs.

6. Are there any community resources (e.g., Vocational Rehabilitation) that could assist in providing the RA/RM/AAS? If so, please list and briefly describe how they could assist.

7. Is the center eligible for certain tax credits or deductions to offset the cost of the RA/RM/AAS? If so, which ones?

8. What is the impact on the center's operations if the RA/RM/AAS were to be provided? (*i.e., the impact on the ability of other students to receive aid, benefits, services, or training, or of other staff to perform their duties; and the impact on the center's ability to carry out its mission.*)

9. If the modification would change the essential nature of the program or activity, please explain why. Be as specific as possible.

*Instructions:*

*If the center has determined that the requested RA/RM/AAS would post an undue hardship and/or the that the requested modification(s) would result in a fundamental alteration, please do the following:*

- 1. Upload the signed Reasonableness Review Form and all supporting documentation to the Wellness and Accommodation E-Folders (e.g., health/disability) in CIS.*
- 2. Email your Regional Disability Coordinator that a Reasonableness Review has been uploaded for review.*

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Center Director's Signature

Date

**REASONABLENESS REVIEW FORM**  
**UNDUE HARDSHIP OR FUNDAMENTAL ALTERATION (cont.)**

**National Office Analysis/Decision** (*National Office Use Only*)

**Step 1:** Using the information provided by the center in items 1-9 and using **ALL** of the factors listed in the Fundamental Alteration/Undue Hardship sections in Form 2-03, complete an analysis of the reasonableness of the applicant's/student's RA/RM/AAS request to include the following:

**Step 2:** For each RA/RM/AAS request, complete the following table:

RA/RM/AAS Under Review		Approve Request	UH	FA
1.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Step 3:**

- a. If the request(s) is **approved**, then the Disability Support Contractor informs the center of the approved RA/RM/AAS so that the applicant/student\* may be informed. No further action is required.
- b. If the determination of a request is that the RA/RM/AAS would pose an **undue hardship** or the modification would result in a **fundamental alteration** to the program, then the following must occur:

1. Summarize why the RA/RM/AAS request was an UH or a FA.

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2. Identify actions Job Corps can take that would not result in UH/FA (i.e., what alternate RA/RM/AAS can be provided or other actions can be taken, if any).

	Alternate RA/RM/AAS or Other Actions
1.	
2.	
3.	
4.	
5.	

3. The Disability Support Contractor informs the center that the National Office determined that the RA/RM/AAS requested were determined to be UH/FA so that the center may inform the applicant/student.\*

\*An applicant approved for enrollment may choose to enroll without the benefit of the alternative RA/RM/AAS or a student may choose to continue enrollment without the benefit of the RA/RM/AAS.

## **FORM 2-04**

### **INDIVIDUALIZED ASSESSMENT OF POSSIBLE DIRECT THREAT**

#### **Purpose**

To provide additional information and guidance on the direct-threat assessment process currently outlined in Chapter 1, Section 1.5, R6 and Chapter 6, Section, 6.2 R5.

#### **Background**

Job Corps requires, as a qualification standard, that an applicant or student not pose a direct threat to the health or safety of 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 medical condition or disability (a physical or mental impairment that substantially limits one or more of the individual's major life activities),<sup>20</sup> the qualified health professional conducting the assessment must determine whether reasonable accommodation, reasonable modification in policies, practices or procedures and auxiliary aids and services (RA/RM/AAS) would either eliminate the risk or reduce it to an acceptable level.

This document provides Job Corps health services qualified health professionals, including Trainee Employee and Assistance Program (TEAP) specialists, with guidance designed to help them understand the process of properly and lawfully assessing an individual applicant's or student's ability to safely participate in the Job Corps program.

If the qualified health professional determines that the individual poses a direct threat (using specified criteria discussed below; see also 29 CFR §38.4(p)), and the threat results from a medical condition or disability, the qualified health professional must consider whether any RA/RM/AAS would reduce the risk. Identification of RA/RM/AAS must be made in collaboration with the Disability Coordinator and take into consideration relevant requested RA/RM/AAS. Please note that the qualified health professional must not consider whether, in their view, a particular accommodation would impose an undue hardship; or whether a particular modification of policies, practices and/or procedures, or provision of auxiliary aids or services, would fundamentally alter the program. That determination must be made by the Center Director or their designee, on the basis of a number of specific factors that are required by law. Any documents, information, or notes utilized during this process must be retained in the event of further review.

#### **Overview**

The attached form may be used to conduct an individualized assessment of an applicant's or a student's possible direct threat to others. This assessment should be conducted if the Health and Wellness Director (HWD) has a reasonable belief, based on objective evidence, that an individual applicant or student has a medical condition or disability that may pose a significant risk of

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<sup>20</sup> For the complete definition of the term "disability," see 29 CFR 38.4(q).

substantial harm to the health or safety of others. An assessment must not be conducted based solely on information that an individual has a particular disability or medical condition. For example, federal disability nondiscrimination laws make clear that individuals do not pose a direct threat simply because they have a history of psychiatric disability or are currently receiving treatment for a psychiatric disability. Rather, an assessment should be conducted when there is *objective* evidence regarding a possible risk to others posed by the specific applicant or student. The assessment process is described in detail below.

Federal disability nondiscrimination laws define a “direct threat” as **a significant risk of substantial harm to the health and safety of others that cannot be eliminated or reduced by RA/RM/AAS**. 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 the health or safety of others that cannot be eliminated or reduced (in a manner consistent with the previous paragraph) must be done on a case-by-case basis, by qualified health professionals who have current, documented expertise in the medical condition(s) or disability or disabilities involved in a particular case, as described below. The fact that an individual has been referred for a direct threat assessment should not be interpreted as suggesting that the individual will be determined to be a direct threat.

## Procedures

When evaluating whether an individual with a disability or medical condition poses a direct threat, please keep in mind that there are legal requirements:

- a) restricting disability-related inquiries, i.e., questions which are likely to elicit information about a disability, and
- b) strictly limiting who may be informed about an individual’s disability status or medical condition and who may have access to medical and disability-related information in an individual’s file.

Because of these requirements, Job Corps has developed the procedures below, to ensure that the evaluation process complies with the law.

- In the context of evaluating an *applicant* for Job Corps, a direct-threat assessment may be done when the HWD reasonably believes, based on objective evidence, that the applicant’s disability, disabilities, or medical condition(s) may pose a direct threat to the health or safety of others. Such assessments may occur only when all three criteria below are met:
  - a) the applicant has received conditional assignment to a Job Corps center and has completed the questions on the “Job Corps Health Questionnaire (ETA 653)”; *and*
  - b) specific, objective, factual, information about that particular conditionally enrolled

applicant has been gathered that is medically related to any “yes” responses given to the questions of the ETA 653. The HWD reviews relevant disclosed health information, and if applicable, requests additional information on disclosed medical conditions or disability and/or makes effort to contact current treating providers with applicant’s and/or guardian’s permission; *and*

- c) 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 others, i.e., direct threat. See file review timeframes, Chapter 1, Section 1.5.R2.g.

If all of these criteria are satisfied, the HWD will forward the applicant’s information to a qualified health professional who has current, documented expertise in the medical condition(s) or disability or disabilities involved in the individual case for a detailed direct-threat assessment, as described below.

- In the case of a *current student*, a direct threat assessment may be conducted if the HWD has a reasonable belief, based on objective evidence, that the student has a disability, disabilities, or medical condition that may pose a “direct threat” to others as defined above and requires a medical separation with reinstatement rights (MSWR). The HWD reviews relevant disclosed health information, and if applicable, requests additional information on disclosed medical conditions or disability and/or makes effort to contact current treating providers with applicant’s and/or guardian’s permission. If as a result, the HWD concludes that the individual is a potential direct threat to others, the HWD will forward the objective evidence to a qualified health professional who has current, documented expertise in the medical condition(s) or disability or disabilities involved in the individual case for a detailed direct threat assessment, as described below.

Any current student medically separated for direct threat, must have a direct threat assessment conducted by the qualified health professional. The signed assessment must be present in the student health record.

### **Who May Conduct the Assessment?**

The clinical assessment of whether an individual’s medical condition or disability poses a significant risk to others and, if so, the degree of potential harm that may be caused by the individual’s specific medical condition or disability, can only be completed after taking into consideration any relevant health information, interviews with the individual, information from current treating providers, if received, and RA/RM/AAS, and ultimately, is a medical decision properly determined only by qualified health professionals who have *current, documented* expertise in the medical condition(s) or disability or disabilities involved in a particular case. General medical expertise, without expertise in the specific medical condition(s) or disabilities at issue in a given case, is insufficient.

The staff of a particular Center may not include a professional who has the current expertise necessary to conduct a direct threat assessment for a specific applicant or student. Therefore, a



Center may need to consult with the applicant's or student's individual treating provider or may need to retain an outside provider with the necessary current expertise in the particular medical condition or disability and its effects, to conduct an assessment in a given case.

The Center must document in writing why the particular health professional(s) chosen to conduct the assessment is/are considered to have the required documented, current expertise in the medical condition(s) or disability(ies) involved in a given case. This written documentation, including documentation of the medical professional's current expertise, must be retained in the applicant's or student's medical file, pursuant to the requirements of 29 CFR 38.41(b) and 38.43.

### **Basis for the Assessment**

The determination whether an individual has a disability or medical condition that poses a "direct threat" to others 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 based on a reasonable medical judgment that relies on the most current medical knowledge and/or the best available objective evidence. In making such a determination, the qualified health professional must identify the specific medical condition or disability that is considered to potentially pose a significant risk of substantial harm, and consider:

- a) The duration of the risk;
- b) The nature and severity of the potential harm;
- c) The likelihood that the potential harm will occur; and
- d) The imminence of the potential harm.

The harm to others must be serious and likely to occur, not remote and speculative. Reliance on stereotypes about specific disabilities or medical conditions is inappropriate in the assessment process. The determination cannot be based on generalizations about the medical condition or disability; the qualified health professional must identify any specific risk to others that is posed by the medical condition or disability of the named individual in the applicable Job Corps context. Subjective perceptions, irrational fears, and patronizing attitudes have no place in the assessment process.

If the qualified health professional concludes that the individual has a disability (see discussion below) that poses a significant risk of substantial harm to others, a determination must be made whether the risk may be eliminated or reduced by RA/RM/AAS. A discussion of how to make this determination appears below.

### **Factors to Be Considered**

As mentioned above, to determine whether a specific individual with a medical condition or disability poses a direct threat, the qualified health professional must consider four specific factors: the duration of the risk; the nature and severity of the potential harm; the likelihood that

the potential harm will occur; and the imminence of the potential harm.

If the qualified health professional considers these four factors and determines that the individual has a disability (a physical or mental impairment that substantially limits one or more major life activities) that poses a significant risk of substantial harm to others, they must consider whether the risk can be eliminated or reduced to an acceptable level by RA/RM/AAS.

Relevant information to be considered in making the direct threat assessment (including the consideration of whether the risk may be lessened or eliminated) may include, but is not necessarily limited to:

- Input from the individual with the medical condition or disability;
- The medical history of the individual, including their experience in previous situations similar to those they would encounter in the program; and
- Opinions of medical doctors, rehabilitation counselors, and/or therapists who have 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 to others. This means that if the objective, factual evidence is equivocal (not clear), or is insufficient to prove that the participation of that specific individual would pose a direct threat, the qualified health professional must determine that no direct threat exists.

The four factors for assessing potential direct threat are described in more detail below.

1. **Nature and severity of the potential harm.** In the professional judgment of the qualified health professional:
  - a. What *kind of harm to others* is potentially posed by this individual's medical condition or disability? **List the specific symptoms or behaviors** and the 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 qualified health professional, how long will the risk to others 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 qualified health professional, is the likelihood that potential harm to others 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 qualified health professional, how soon is the harm to others likely to occur? List the specific information on which the judgment is based.

Taking all four of these factors into consideration, the qualified health professional should determine whether the applicant's or student's disability or medical condition poses a significant risk of substantial harm to others.

The qualified health professional must document in writing the assessment of each of the above factors and include copies of any background information that has been considered, including individual medical information about the applicant or student. This written documentation must be retained in the applicant's or student's medical file, pursuant to the requirements of 29 CFR 38.41(b) and 38.43.

#### **Post-Direct Threat Assessment Review of Reasonable Accommodations, Reasonable Modifications in Policies, Practices or Procedures, and Auxiliary Aids and Services (RA/RM/AAS)**

If the qualified health professional has determined that the individual poses a direct threat to others, and the individual is a person with a disability, as defined in the law (in other words, they have a physical or mental impairment that substantially limits one or more of their major life activities), the qualified health professional must next consider whether RA/RM/AAS may eliminate or reduce the risk sufficiently to allow for enrollment. Identification of RA/RM/AAS must be made in collaboration with the Disability Coordinator and take into consideration relevant requested RA/RM/AAS.

Every effort should be made to identify appropriate RA/RM/AAS that may eliminate or reduce the risk in a given case. Qualified health professionals are encouraged to be flexible and creative in working with applicants and students to come up with possible solutions. It is recommended that qualified health professionals use appropriate resources (e.g., collaborate with the individual's own health care provider(s) and/or review resources such as the Job Accommodation Network) to assist them in the identification process, as appropriate.

Examples of Potential Reasonable Accommodations or Reasonable Modifications in Policies, Practices, or Procedures to Reduce Risk:

- Schedule adjustments to allow the applicant or student to attend necessary off-center appointments
- Shortened training day or later start to the training day to adjust for medication side effects
- Passes during the training day to allow an applicant or student to leave class and meet with a counselor to de-escalate behaviors as needed

For each risk identified in the assessment, the qualified health professional must make a specific determination of whether any RA/RM/AAS that may eliminate or reduce the risk have been

identified. This determination must be included in the written report of the assessment. If any RA/RM/AAS that could eliminate or reduce the risk have been identified, each potential accommodation, modification, or auxiliary aid and service must be listed in the assessment report. Any background information that has been considered must also be documented in writing, and copies of the information must be included with the assessment report.

If the qualified health professional has identified one or more RA/RM/AAS that will eliminate or sufficiently reduce the risk, then the applicant will be enrolled, or the student will be retained.

If the qualified health professional determines that the potential RA/RM/AAS identified would not eliminate or sufficiently reduce the risk, then the qualified health professional must explain in the written report why the accommodations, modification, or auxiliary aids and services would be insufficient. Copies of all documentation that has been considered must be included with the report. A copy of the report and all written documentation must be retained in the applicant's or student's medical file, pursuant to the requirements of 29 CFR 38.41(b) and 38.43.

In the rare circumstances in which RA/RM/AAS are identified that the qualified health professional determines would eliminate or reduce the risk to others posed by an individual with a disability, but the qualified health professional is concerned that a particular accommodation would impose an undue hardship, or a particular modification or auxiliary aid or service would result in a fundamental alteration to the Job Corps program, the qualified health professional or the Disability Coordinator will forward the assessment report to the Center Director for a determination regarding undue hardship and/or fundamental alteration. See Reasonableness Reviews in Form 2-03, Procedures for Providing Reasonable Accommodation, Reasonable Modification in Policies, Practices or Procedures, and Auxiliary Aids and Services for Participation in the Job Corps Program. Otherwise, the relevant staff members responsible for implementing the particular RA/RM/AAS will be directed to take appropriate implementing actions. These relevant staff members will not receive copies of the assessment report that contains specific information about the individual's medical condition or disability, unless they fall into one of the three categories listed in 29 CFR 38.41(b)(3)(i)(A) through (C).

**Center Applicant/Student File Review Form**

*Health and Wellness Director's Initial Review of Applicant Files or  
Review of Student Documentation for Assignment of Possible Direct Threat Assessment*

**Applicant/Student:** \_\_\_\_\_ **ID #:** \_\_\_\_\_

**Center Name:** \_\_\_\_\_ **Date of Review:** \_\_\_\_\_

**Center Applicant File Review and Student Documentation**

As part of the review of the applicant file, student health record, or interaction(s) with applicant/current student, please check all of the following that apply.

<input type="checkbox"/>	1. The applicant has received conditional assignment to a Job Corps center and has completed the questions on the Job Corps Health Questionnaire (ETA 653).
<input type="checkbox"/>	2. The applicant has responded "yes" to one or more questions in sections 8 and 9 of the ETA 653.
<input type="checkbox"/>	3. Specific, objective, factual information about the applicant has been gathered that is medically related to "yes" responses in sections 8 and 9 of the ETA 653.
<input type="checkbox"/>	4. The applicant or current student has voluntarily disclosed a medical condition or disability that may pose a significant risk of substantial harm to the health or safety of others.
<input type="checkbox"/>	5. The initial review of this specific, objective, factual information by the Health and Wellness Director supports a reasonable belief that the applicant or current student may have a medical condition or disability that poses a significant risk of substantial harm to the health or safety of others, i.e., direct threat. If so, complete the section for <b><i>Referral to Qualified Health Professional</i></b> .

**Referral to Qualified Health Professional**

<b>Reason for Referral</b>		<b>Medical Professionals/Qualified Health Professionals</b> (List who needs to review.)
<input type="checkbox"/>	Please review this applicant/student for assessment of a possible direct threat to others.	

**Comments**

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**Printed or Typed Name of Health and Wellness Director**

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**Signature of Health and Wellness Director**

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**Date**

*Upload this form to the "Other" folder within the Wellness and Accommodation E-Folder (i.e., Health E-Folder) in CIS. A copy may be maintained within the Student Health Record (SHR) if enrolled.*

**FORM FOR INDIVIDUALIZED ASSESSMENT OF POSSIBLE DIRECT THREAT**

Applicant/Student: \_\_\_\_\_ ID #: \_\_\_\_\_

Center Name: \_\_\_\_\_ Date of Review: \_\_\_\_\_

Interview Conducted By: ☐ Telephone ☐ In Person ☐ Videoconference

**List/explain any reasonable accommodations, reasonable modifications in policies, practices, or procedures, or auxiliary aids or services (RA/RM/AAS) (effective communication supports) offered and/or provided during the applicant file review process (applicants), and/or completion of the direct threat assessment process (applicants/students). If not provided, please explain below. See Form 2-03, Definitions and Documentation Requirements Related to Procedures for Providing RA/RM/AAS to Participate in the Job Corps Program.**

In determining whether, in your professional judgment, the individual named above has a medical condition or disability that poses a direct threat to others, consider the following and respond accordingly.

Factors to be considered in determining whether a “significant risk of substantial harm” to the health or safety of others 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 to others. Therefore, if the objective, factual information about the specific individual named above is equivocal (not clear), 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” to others exists, consider whether any RA/RM/AAS could eliminate or reduce the risk sufficiently to allow for enrollment. Do not consider whether, in your view, a particular accommodation, modification in policies, practices, or procedures, and auxiliary aids and services is “reasonable.” That determination must be made by the Center Director or their designees.

**1. What factors triggered review of the individual’s file for possible direct threat to others? (Include responses from ETA 6-53 (applicants only), information from applicant file/student health record, clinical interview and/or providers (applicants/students).)**

**2. What are the specific symptoms and behaviors related to the medical condition or disability considered to potentially pose a direct threat to others? (Describe the specific symptoms and behaviors in detail.)**

<b>3.</b>	<b>What is the nature and severity of the potential harm to others (e.g., death, incapacitation, serious injury, minor injury/emotional distress)?</b> <i>(Include information from the applicant file/student health record, clinical interview and/or other providers.)</i>

<b>4.</b>	<b>What is the duration of the risk (i.e., how long will the risk last)?</b> <i>(Include information from the applicant file/student health record, clinical interview, and/or other providers.)</i>

<b>5.</b>	<b>What is the imminence of the potential harm (i.e., how soon is the harm likely to occur)?</b> <i>(Include information from the applicant file/student health record, clinical interview, and/or other providers.)</i>

<b>6.</b>	<b>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 health or safety of others?</b>	
<input type="checkbox"/>	In my professional judgement, the individual's medical condition or disability poses a significant risk of substantial harm to the health or safety of others.  <i>If this box is checked, proceed to question #7 below.</i>	
<input type="checkbox"/>	In my professional judgement, the individual's medical condition or disability <u>does not</u> pose a significant risk of substantial harm to the health or safety of others, or it is not clear that the individual's medical condition or disability poses a significant risk of substantial harm to the health or safety of others.  <i>If this box is checked, then you <u>do not</u> need to complete the remainder of this assessment, and the center will assign the applicant a start date or the student will continue enrollment. Retain all the paperwork included in completing this assessment, including all documentation that was reviewed, and upload to the Wellness and Accommodation E-Folders. A copy may be maintained within the applicant's or student's health record.</i>	

<b>7.</b>	<b>Consideration of Reasonable Accommodations; Reasonable Modifications in Policies, Practices, and Procedures; and Auxiliary Aids and Services</b>		
Is the applicant or student a person with a disability (a physical or mental impairment that substantially limits one or more of their major life activities)?  <i>If no, skip to #8. If yes, then continue to Post-Direct Threat Assessment Reasonable Accommodation, Reasonable Modification in Policies, Practices, or Procedures, or Auxiliary Aids and Services (RA/RM/AAS) Review.</i>		Yes <input type="checkbox"/>	No <input type="checkbox"/>

### **Post–Direct Threat Assessment Reasonable Accommodation, Reasonable Modification in Policies, Practices, or Procedures, or Auxiliary Aids and Services (RA/RM/AAS) Review**

#### *Qualified Health Professional Responsibilities*

If the individual has been determined to pose a direct threat to others and is a person with a disability, the qualified health professional, in collaboration with the Disability Coordinator, shall complete the process and information below to explore the available RA/RM/AAS possibilities to reduce or remove the direct threat to others. Ultimately, the qualified health professional is responsible for determining whether the available accommodations, modifications, or auxiliary aids and services would eliminate or sufficiently reduce the risk of harm to others.

#### *STEP 1*

#### *Qualified Health Professional Instructions*

**In the table below identify possible RA/RM/AAS and check the boxes to the left-hand side of the RA/RM/AAS table below. If there are other potential RA/RM/AAS that can reduce this applicant's/student's level of risk, insert in the OTHER section of each identified functional limitation.**

Here are some possible examples of RA/RM/AAS that could eliminate or reduce the risk. *Important: The items in the table are merely suggestions of RA/RM/AAS that may eliminate or reduce the significant risk of substantial harm to others in a given case. You should be flexible and creative in working with the applicant or student to consider any other potential options that would be effective to reduce or eliminate the harm.*

#### *STEP 2*

#### *Interactive Process Instructions*

Then, either the qualified health professional or the Disability Coordinator initiates an interactive process with the qualified individual with a disability to discuss the RA/RM/AAS that the qualified health professional checked (or suggested) in STEP 1 above (i.e., identifies the precise limitations resulting from the disability) and potential RA/RM/AAS that could overcome those limitations. The qualified health professional or the Disability Coordinator **documents whether the applicant/student accepts, declines, or there is agreement to modify the proposed RA or RM.**

**With respect to auxiliary aids and services (AAS), primary consideration must be given to the request of the applicant/student with a disability.** If the applicant/student or any other individual on the applicant's/student's behalf requests a RA/RM/AAS that potentially reduces the direct threat risk, the qualified health professional must consider these requests as well. If there is concern about the reasonableness of any related requested RA/RM/AAS, see Determining Reasonableness in Form 2-03.

<b>What changes can we make to our center policies, procedures, or practices to eliminate or reduce the level of risk?</b>		<b>Accepts</b>	<b>Declines</b>
<input type="checkbox"/>	Schedule adjustments to allow the student to attend necessary off-center appointments	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Shortened training day or later start to the training day to adjust for medication side effects	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Modified first 30 days on center with a reduction in tasks to minimize stress	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Provide a pass to leave class and go to designated "calm down" area	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Allow frequent breaks during the day	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Allow telephone calls during work hours to doctors and others for needed support	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Reduce mandatory participation in large group activities	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Provide additional orientation on conduct and behavioral expectations	<input type="checkbox"/>	<input type="checkbox"/>



OTHER ACCOMMODATIONS, MODIFICATIONS, OR AUXILIARY AIDS AND SERVICES		Accepts	Declines
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
What are the physical changes or placement considerations in the dorm we can make to eliminate or reduce the level of risk?		Accepts	Declines
<input type="checkbox"/>	Provide single dorm room	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Modified door/window locks for safety	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Placement in residential dorm with fewer students and/or more experienced Residential Advisors (RAs)/Residential Counselors (RCs)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Provide dorm room closer to RA's/RC's office	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Allow refrigerator in room	<input type="checkbox"/>	<input type="checkbox"/>
OTHER ACCOMMODATIONS, MODIFICATIONS, OR AUXILIARY AIDS AND SERVICES		Accepts	Declines
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
What can we do to adjust our level of supervision or structure at the center to eliminate or reduce the level of risk?		Accepts	Declines
<input type="checkbox"/>	Provide staff mentor as needed (like a job coach)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Provide student mentor as needed	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Provide additional or different auxiliary aids or services	<input type="checkbox"/>	<input type="checkbox"/>
OTHER ACCOMMODATIONS, MODIFICATIONS, OR AUXILIARY AIDS AND SERVICES		Accepts	Declines
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
How can our instructors and/or RA/RC staff adjust their communication methods in a way to eliminate or reduce the level of risk?		Accepts	Declines
<input type="checkbox"/>	Provide detailed guidance	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Provide frequent feedback	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Provide praise and positive reinforcement	<input type="checkbox"/>	<input type="checkbox"/>
OTHER ACCOMMODATIONS, MODIFICATIONS, OR AUXILIARY AIDS AND SERVICES		Accepts	Declines
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
What equipment, device, or auxiliary aids and services can we consider that can eliminate or reduce the level of risk?		Accepts	Declines
<input type="checkbox"/>	Provide visual barriers to reduce startle responses	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Use of headphones to minimize distractions	<input type="checkbox"/>	<input type="checkbox"/>
OTHER EQUIPMENT, DEVICES, OR AUXILIARY AIDS AND SERVICES		Accepts	Declines
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>

Complete this section if the qualified health professional, in collaboration with the Disability Coordinator, has been unable to identify any RA/RM/AAS appropriate to support this applicant/student to reduce or remove the direct threat. *Provide explanation/justification here. For example, the applicant has a current and/or extensive history of aggression and violence that is escalating in frequency and severity.*

--

*Summarize any special considerations and findings as well as the applicant's or student's input related to accommodations ONLY. For example, if the applicant/student does not wish to discuss accommodations, document that information here.*

--

*Please Note: Job Corps cannot impose RA/RM/AAS upon an individual.*

<b>8. Clinical and Disability Accommodation Process (DAP) Summary.</b>	
<b>a.</b>	<b>Clinical Summary:</b> Summarize information from the file, clinical interview and/or discussions with providers to support the direct threat assessment.
<b>b.</b>	<b>Disability Accommodation Process (DAP) Summary:</b> If RA/RM/AAS were identified above, include a detailed explanation for why these supports would not sufficiently reduce the risk to allow for enrollment or to remain in the Job Corps program.

I attest that I have the necessary licensure, training, and clinical experience to complete this assessment, including experience conducting safety assessments and identifying treatment, intervention and care management needs related to the symptoms and behaviors of this applicant's/student's documented health conditions.

**Printed or Typed Name and Title of Qualified Health Professional Conducting the Assessment**

**Signature of Qualified Health Professional Conducting the Assessment**

**Date**

**Signature of Second Consulting Qualified Health Professional**  
(if applicable)

**Date**

## **FORM 2-05**

### **HEALTH CARE NEEDS ASSESSMENT**

#### **Purpose**

To provide additional information and guidance on the health care needs assessment process currently outlined in Chapter 1, Section 1.5, R6 and Chapter 6, Section 6.2, R5.

#### **Background**

Job Corps can meet the majority of applicants' and students' treatment and monitoring needs. However, a small percentage of applicants and students may have health care management needs that present barriers to enrollment or continued participation in Job Corps. Any such determination must be made by Job Corps health services staff in accordance with federal nondiscrimination laws.

This document provides Job Corps health services qualified health professionals, including Trainee Employee and Assistance Program (TEAP) specialists, with guidance on how to determine whether an applicant or student has a medical, mental health, and/or substance abuse treatment/monitoring need that presents a barrier to enrollment or continued participation that cannot be addressed through the disability accommodation process.

For an applicant, this determination is derived in part by a review of the "Job Corps Health Questionnaire (ETA 6-53)."

The "Job Corps Health Questionnaire (ETA 6-53)" serves three main purposes:

1. Determine the health care needs of the applicant or student and assist in the assessment of whether those needs fall outside the Job Corps Basic Healthcare Responsibilities as described in PRH Exhibit 2-4 and these needs significantly interfere with or preclude further training in Job Corps.
2. Alert center staff to the potential need for a direct threat assessment to others.
3. Obtain consent for required routine medical assessments and/or consent to receive basic health care services.

For a student being placed on medical separation with reinstatement rights (MSWR), this determination is derived from qualified health professionals determining the student to have a preexisting or acquired health condition that:

1. Creates a significant risk of substantial harm to the health or safety of others (see Chapter 6, Section 6.2 R5.e)
2. Requires treatment beyond the basic health services provided by Job Corps; and
3. The necessary treatment will be unusually costly to Job Corps; and the use of Administrative Leave with Pay, Personal Leave with Pay, and other types of leave, and/or other methods of addressing relevant medical concerns without resorting to separation have been tried or

considered in each individual case and determined to be insufficient. Medical Separation with Reinstatement Rights (MSWR) should be utilized prior to a regular medical separation being given.

If the student is an individual with a disability, prior to a discussion about consent or separation, the center must consider the relevant medical concerns and, determine, in conjunction with the student via an interactive interview, if there are any reasonable accommodation, reasonable modification in policies, practices or procedures, and auxiliary aids and services (RA/RM/AAS) that would address or mitigate any concerns, with the goal of allowing the student to participate in the Job Corps program to the maximum extent.

If the student meets one of three conditions above for a medical separation, first the qualified health professional(s) and any other applicable treating providers should collaborate with the student to determine whether they would consent to be placed on MSWR. If so, document the consent in the student health record (see Chapter 6, Section 6.2, R5.e.2), and the center qualified health professionals do not need to complete a health care needs assessment. If the student does not consent but has a health need for the MSWR given the three factors above, the qualified health professional(s) must complete the health care needs assessment process.

Medical separations are used only as a last resort, after the use of Administrative Leave with Pay, Personal Leave with Pay, and other types of leave, and/or other methods of addressing the relevant medical concerns without resorting to separation (including, for example, reasonable accommodations) have been tried or considered in each individual case and determined to be insufficient.

## **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 falls under health services on each center. As such, these clinical assessments only properly determined by qualified health professionals who have *current, documented* expertise in the medical condition(s) or disability or disabilities involved in a particular case. General medical expertise, without expertise in the specific medical condition(s) or disabilities at issue in a given case, is insufficient.

The staff of a particular Center may not include a professional who has the current expertise necessary to conduct a health care need assessment for a specific applicant or student. Therefore, a Center may need to consult with the applicant's or student's individual treating provider, or may need to retain an outside provider with the necessary current expertise in the particular medical condition or disability and its effects, to conduct an assessment in a given case. Health and Wellness Directors (HWDs) may assist in completing the assessment but may not sign the assessment.

The Center must document in writing why the particular health professional(s) chosen to conduct the assessment is/are considered to have the required documented, current expertise in the medical condition(s) or disability(ies) involved in a given case. This written documentation, including

documentation of the medical professional's current expertise, must be retained in the applicant's or student's medical file.

### **Factors to Be Considered**

As mentioned above, to determine whether a specific individual with a medical condition or disability may have health care management needs that present barriers to enrollment or continued participation in Job Corps, the qualified health professional must assess whether the needs fall outside the Job Corps Basic Healthcare Responsibilities as described in PRH Exhibit 2-4 and if these needs significantly interfere with or preclude further training in Job Corps.

If the qualified health professional considers the health care needs and determines that the individual has a condition or disability (a physical or mental impairment that substantially limits one or more major life activities) that present barriers to enrollment or continued participation in Job Corps, they must consider RA/RM/AAS that would remove or sufficiently reduce the barriers to enrollment.

Relevant information to be considered in making the health care needs assessment (including the consideration of whether the barriers may be eliminated or sufficiently reduced) may include, but is not necessarily limited to:

- Input from the individual with the medical condition or disability
- The medical history of the individual, including their experience in previous situations similar to those they would encounter in the program
- Opinions of medical doctors, rehabilitation counselors, or therapists who have direct knowledge of the individual

The qualified health professional must document in writing the assessment and include copies of any background information that has been considered, including individual medical information about the applicant or student. This written documentation must be retained in the applicant's or student's medical file.

### **Post-Health Care Needs Assessment Review of Reasonable Accommodation, Reasonable Modification in Policies, Practices or Procedures, and Auxiliary Aids and Services (RA/RM/AAS)**

If the qualified health professional determined that the individual with a disability's health care needs fall outside the Job Corps Basic Healthcare Responsibilities as described in PRH Exhibit 2-4 and these needs significantly interfere with or preclude further training in Job Corps, the qualified health professional must next consider RA/RM/AAS that may eliminate or sufficiently reduce the barriers to enrollment or to remaining in the Job Corps program. Identification of RA/RM/AAS must be made in collaboration with the Disability Coordinator and take into consideration relevant requested RA/RM/AAS.

Every effort should be made to identify appropriate RA/RM/AAS that may eliminate or reduce the barriers to enrollment in a given case. Qualified health professionals are encouraged to be flexible and creative in working with applicants and students to come up with possible solutions. It is

recommended that qualified health professionals use appropriate resources (e.g., collaborate with the individual's own health care provider(s) and review resources such as the Job Accommodation Network) to assist them in the identification process, as appropriate.

Examples of Potential Reasonable Accommodations to Reduce Barriers to Enrollment or Remaining in the Job Corps Program:

- Schedule adjustments to allow the applicant or student to attend necessary off-center appointments
- Shortened training day or later start to the training day to adjust for medication side effects
- Passes during the training day to allow an applicant or student to leave class and go to health services as needed

For each health care concern or barrier identified in the assessment, the qualified health professional must make a specific determination of whether any RA/RM/AAS that may eliminate or sufficiently reduce the barriers to enrollment or to remaining in the Job Corps program have been identified. This determination must be included in the written assessment. If any RA/RM/AAS that could eliminate or reduce the barriers to enrollment or remaining in the Job Corps program have been identified, each potential accommodation must be listed in the assessment. Any background information that has been considered must also be documented in writing, and copies of the information must be included with the assessment.

If the qualified health professional has identified one or more RA/RM/AAS that will eliminate or sufficiently reduce the barriers to enrollment or remaining in the Job Corps program, then the applicant would be enrolled or the student would be retained.

If the qualified health professional determines that the potential RA/RM/AAS identified would not eliminate or sufficiently reduce the barriers to enrollment or remaining in the program, then the qualified health professional explains in the Health Care Needs Assessment (HCNA) why the accommodations would be insufficient. Copies of all documentation that have been considered must be included with the assessment. A copy of the assessment and all written documentation must be retained in the applicant's or student's medical file (e.g., uploaded to Wellness and Accommodation E-Folder and a copy may be maintained in the Student Health Record (SHR)), pursuant to the requirements of 29 CFR 38.41(b) and 38.43.

In circumstances in which RA/RM/AAS are identified that the qualified health professional determines would eliminate or sufficiently reduce the barriers to enrollment or remaining in the Job Corps program, but the qualified health professional is concerned that a particular accommodation would impose an undue hardship, or a particular modification or auxiliary aid or service would result in a fundamental alteration to the Job Corps program, the qualified health professional or the Disability Coordinator will forward the assessment to the Center Director for a determination regarding undue hardship and/or fundamental alteration. See Reasonableness Reviews in Form 2-03: Procedures for Providing Reasonable Accommodation, Reasonable Modification in Policies, Practices, or Procedures and Auxiliary Aids and Services for participation in the Job Corps Program. Otherwise, the relevant staff members responsible for implementing the particular RA/RM/AAS will be directed to take appropriate implementing actions. The latter category of individuals will not

receive copies of the assessment report that contains specific information about the individual's medical condition or disability, unless they fall into one of the three categories listed in 29 CFR 38.41(b)(3)(i)(A) through (C).

**FORM FOR INDIVIDUALIZED HEALTH CARE NEEDS ASSESSMENT**

<b>Applicant's/Student's Name:</b>		<b>Date of Review:</b>	
<b>Center Name:</b>		<b>ID #:</b>	

**Interview Conducted By:**      ☐ Telephone      ☐ In Person      ☐ Videoconference

**List/explain any reasonable accommodation, reasonable modification to policies, practices, or procedures and auxiliary aids and services to include effective communication supports/accommodations offered and/or provided during the applicant file review process (applicants), and/or completion of the health care needs assessment process (applicants/students). If not provided, please explain below.** See Form 2-03, Procedures for Providing Reasonable Accommodation, Reasonable Modification in Policies, Practices or Procedures and Auxiliary Aids and Services for Participation in the Job Corps Program.

In determining whether, in your professional judgment, the above named individual's health care needs exceed the Job Corps Basic Health Care Responsibilities in Exhibit 2-4 and interfere with participation in the program, consider the following and respond accordingly.

If the above-named individual has a disability, identify RA/RM/AAS necessary to reduce or remove barrier(s) to enrollment or continued participation in Job Corps. Do not consider whether, in your view, a particular RA/RM/AAS is "reasonable." That determination must be made by the center director or their designees.

Only qualified health professionals (i.e., CMHCs, physicians, TEAP specialists, or outside specialists, etc.) may conduct and sign the **Form for Individualized Health Care Needs Assessment** for their respective disciplines.

**1A. Complete if APPLICANT.**

**What is the applicant's history and present functioning to support statement of health care needs? Complete sections below.**

**ETA 653:** (list affirmative responses and explanations provided on ETA 653 only)

**Applicant file review summary:** (provide summary of all health, educational or other documents reviewed)



**Chronic Care Management Plan (CCMP) Provider Form/Provider Documents: Does the applicant's treating outside provider recommend applicant to enter Job Corps?** ☐ Yes ☐ No ☐ Provider unable to provide recommendation (explain below) ☐ Not applicable (no CCMP provided)

**Provide a summary of the CCMP and/or provider documents here.**

**Remember: If you have a conflicting recommendation with the outside treating provider, summarize discussion with treating provider or indicate efforts to contact treating provider and summarize here.**

**Applicant interview summary: Include current impressions from clinical interview. This may include, but not be limited to, a mini mental status exam, current level of functioning, and areas of strengths and weaknesses.**

**1B. Complete if STUDENT.**

**What is the student's history and present functioning to support statement of health care needs? Complete sections below.**

**Summary of student's health record:**

**Summary of health records from outside Job Corps:**

**Summary of discussion with all involved treating providers:**

**Summary of any additional information or observations provided by center staff:****Summary of student interview:****2. What are the functional limitations, specific symptoms, and/or behaviors of the individual that are barriers to enrollment or continued enrollment in Job Corps at this time?**

- |   |  |
|---|--|
| <input type="checkbox"/> Avoidance of group situations and settings | <input type="checkbox"/> Difficulty with sleep patterns  |
| <input type="checkbox"/> Difficulty coping with panic attacks       | <input type="checkbox"/> Difficulty with social behavior, including impairment in social cues and judgment |
| <input type="checkbox"/> Difficulty managing stress                 | <input type="checkbox"/> Difficulty with stamina   |
| <input type="checkbox"/> Difficulty regulating emotions             | <input type="checkbox"/> Impaired decision making/problem solving  |
| <input type="checkbox"/> Difficulty with communication              | <input type="checkbox"/> Interpersonal difficulties with authority figures and/or peers                    |
| <input type="checkbox"/> Difficulty with concentration              | <input type="checkbox"/> Organizational difficulties   |
| <input type="checkbox"/> Difficulty handling change                 | <input type="checkbox"/> Sensory impairments   |
| <input type="checkbox"/> Difficulty with memory                     | <input type="checkbox"/> Uncontrolled symptoms/behaviors that interfere with functioning (specify below)   |
| <input type="checkbox"/> Difficulty with self-care                  | <input type="checkbox"/> Other (specify below)   |

*Note: This list is not all inclusive. These are suggestions for your use and you may need to consider functional limitations, symptoms, and/or behaviors beyond those identified on this list.*

**Specify additional functional limitations, symptoms, and/or behaviors for medical or behavioral health conditions if applicable:****3. What are the health care management needs of the individual that are barriers to enrollment or continued participation in Job Corps at this time?**

- ☐ Complex behavior management system required
- ☐ Complex full mouth reconstruction/rehabilitation
- ☐ Daily assistance with activities of daily living required
- ☐ Frequency and length of treatment
- ☐ Hourly monitoring required
- ☐ Medical needs requiring specialized treatment to which individual would not have access
- ☐ Out of state insurance impacting access to required and necessary health care

<input type="checkbox"/> Severe medication side effects <input type="checkbox"/> Therapeutic milieu required <input type="checkbox"/> Other (specify): _____
<b>Brief narrative on why the barrier(s) are checked above:</b>

<b>4. Based on your review of the individual's health care needs 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 Exhibit 2-4: Job Corps Basic Health Care Responsibilities? [Please mark one below.]</b>	
<input type="checkbox"/>	a. In my professional judgment, the individual's health care needs exceed the Job Corps Basic Health Care Responsibilities in Exhibit 2-4.  <i>If this box is checked, please proceed to question #5 below.</i>
<input type="checkbox"/>	b. In my professional judgment, the individual's health care needs do not exceed the Job Corps Basic Health Care Responsibilities in Exhibit 2-4, but they do require community support services which are not available near center. Applicant should be considered for center closer to home where health support and insurance coverage are available.  <i>If this box is checked, please proceed to question #5 below.</i>
<input type="checkbox"/>	c. In my professional judgement, the individual's health care needs do not exceed the Job Corps Basic Health Care Responsibilities in Exhibit 2-4.  <i>If this box is checked, then you <b>do not</b> need to complete the remainder of this assessment, and the center will assign the applicant a start date or the student will continue enrollment. Retain all the paperwork included in completing this assessment, including all documentation that was reviewed, within the applicant's or student's Health Record.</i>

<b>5. Consideration of Reasonable Accommodation, Reasonable Modification in Policies, Practices or Procedures, and Auxiliary Aids and Services</b>		
Is the applicant or student a person with a disability (a physical or mental impairment that substantially limits one or more of their major life activities)?  <ul style="list-style-type: none"> <li>If no, skip to #6 to recommend denial for an applicant or MSWR for a student.</li> <li>If no and recommending an alternate center for an applicant go to #7(a and c).</li> <li>If yes, then continue to Post-Health Care Needs Assessment Disability Accommodation Review.</li> </ul>	Yes <input type="checkbox"/>	No <input type="checkbox"/>

### Post-Health Care Needs Assessment Disability Accommodation Review

#### Qualified Health Professional Responsibilities

If the individual has a disability, the qualified health professional, in collaboration with the Disability Coordinator, completes the process and information below to explore the available RA/RM/AAS possibilities to reduce or remove the barriers to enrollment or to remaining in the program for a particular student/applicant with a disability. Ultimately, the qualified health professional is responsible for determining whether RA/RM/AAS would eliminate or sufficiently reduce the barriers to enrollment.

**STEP 1***Qualified Health Professional Instructions*

**In the table below, identify possible RA/RM/AAS and check the boxes to the left-hand side of the RA/RM/ASS table below. If there are other RA/RM/AAS that can potentially reduce this applicant's/student's barriers to enrollment or to remaining in the program, insert in the OTHER section for each identified functional limitation.**

Here are some possible examples of RA/RM/AAS that could eliminate or reduce the barriers. *Important: The items in the table are merely suggestions of possible RA/RM/AAS that may eliminate or reduce the barriers in a given case. You should be flexible and creative in working with the applicant or student to consider any other potential options that would be effective to reduce or eliminate the barriers to enrollment or to remaining in the program.*

**STEP 2***Interactive Process Instructions*

Then, either the qualified health professional or the Disability Coordinator initiates an interactive process with the qualified individual with a disability to discuss the RA/RM/AAS that the qualified health professional checked (or suggested) in STEP 1 above and (i.e., identifies the precise limitations resulting from the disability) and potential RA/RM/AAS that could overcome those limitations. The qualified health professional or the Disability Coordinator **documents whether the applicant/student accepts, declines, or there is agreement to modify the proposed RA or RM.**

**With respect to auxiliary aids and services (AAS), primary consideration must be given to the request of the applicant/student with a disability.** If the applicant/student or any other individual on the applicant's/student's behalf requests a RA/RM/AAS that potentially reduces the barriers to enrollment or to remaining in the program, the qualified health professional must consider these requests as well. If there is concern about the reasonableness of any related requested RA/RM/AAS, see Determining Reasonableness in Form 2-03.

<b>Avoidance of group situations and settings</b>		<b>Accepts</b>	<b>Declines</b>
<input type="checkbox"/>	Allow student to arrive 5 minutes late for classes and leave 5 minutes early	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Excuse student from student assemblies and group activities	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Identify quiet area for student to eat meals in or near cafeteria	<input type="checkbox"/>	<input type="checkbox"/>
<b>OTHER</b>		<b>Accepts</b>	<b>Declines</b>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
<b>Difficulty coping with panic attacks</b>		<b>Accepts</b>	<b>Declines</b>
<input type="checkbox"/>	Allow student to designate a place to go when anxiety increases in order to practice relaxation techniques or contact supportive person	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Provide flexible schedule to attend counseling and/or anxiety reduction group	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Allow student to select most comfortable area for them to work within the classroom trade site	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Provide peer mentor to shore up support	<input type="checkbox"/>	<input type="checkbox"/>
<b>OTHER</b>		<b>Accepts</b>	<b>Declines</b>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
<b>Difficulty managing stress</b>		<b>Accepts</b>	<b>Declines</b>
<input type="checkbox"/>	Allow breaks as needed to practice stress reduction techniques	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Modify education/work schedule as needed	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Identify support person on center and allow student to reach out to person as needed	<input type="checkbox"/>	<input type="checkbox"/>

<b>OTHER</b>		<b>Accepts</b>	<b>Declines</b>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
<b>Difficulty regulating emotions</b>		<b>Accepts</b>	<b>Declines</b>
<input type="checkbox"/>	Allow breaks as needed to cool down	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Allow flexible schedule to attend counseling and/or emotion regulation support group	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Teach staff to support student in using emotion regulation strategies	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Provide peer mentor/support staff	<input type="checkbox"/>	<input type="checkbox"/>
<b>OTHER</b>		<b>Accepts</b>	<b>Declines</b>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
<b>Difficulty with communication</b>		<b>Accepts</b>	<b>Declines</b>
<input type="checkbox"/>	Allow student alternative form of communication (e.g., written in lieu of verbal)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Provide advance notice if student must present to group and opportunity to practice or alternative option (e.g., present to teacher only)	<input type="checkbox"/>	<input type="checkbox"/>
<b>OTHER</b>		<b>Accepts</b>	<b>Declines</b>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
<b>Difficulty with concentration</b>		<b>Accepts</b>	<b>Declines</b>
<input type="checkbox"/>	Allow use of noise canceling headset	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Reduce distractions in learning/work environment	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Provide student with space enclosure (cubicle walls)	<input type="checkbox"/>	<input type="checkbox"/>
<b>OTHER</b>		<b>Accepts</b>	<b>Declines</b>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
<b>Difficulty handling change</b>		<b>Accepts</b>	<b>Declines</b>
<input type="checkbox"/>	Provide regular meetings with counselor to discuss upcoming changes and coping	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Maintain open communication between student and new and old counselors and teachers	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Recognize change in environment/staff may be difficult and provide additional support	<input type="checkbox"/>	<input type="checkbox"/>
<b>OTHER</b>		<b>Accepts</b>	<b>Declines</b>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
<b>Difficulty with memory</b>		<b>Accepts</b>	<b>Declines</b>
<input type="checkbox"/>	Provide written instructions	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Allow additional training time for new tasks and hands-on learning opportunities	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Offer training refreshers	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Use flow-charts to indicate steps to complete task	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Provide verbal or pictorial cues	<input type="checkbox"/>	<input type="checkbox"/>
<b>OTHER</b>		<b>Accepts</b>	<b>Declines</b>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
<b>Difficulty with self-care</b>		<b>Accepts</b>	<b>Declines</b>
<input type="checkbox"/>	Provide environmental cues to prompt self-care	<input type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/>	Assign staff/peer mentor to provide support	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Allow flexible scheduling to attend counseling/supportive appointments	<input type="checkbox"/>	<input type="checkbox"/>
<b>OTHER</b>		<b>Accepts</b>	<b>Declines</b>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
<b>Difficulty with sleep patterns</b>		<b>Accepts</b>	<b>Declines</b>
<input type="checkbox"/>	Allow for a flexible start time	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Provide more frequent breaks	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Provide peer/dorm coach to assist with sleep routine/hygiene	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Increase natural lighting/full spectrum light	<input type="checkbox"/>	<input type="checkbox"/>
<b>OTHER</b>		<b>Accepts</b>	<b>Declines</b>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
<b>Difficulty with social behavior, including impairment in social cues and judgment</b>		<b>Accepts</b>	<b>Declines</b>
<input type="checkbox"/>	Assign mentor to reinforce appropriate social skills	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Allow daily pass to identified area to cool down	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Provide concrete examples of accepted behaviors and teach staff to intervene early to shape positive behaviors	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Adjust communication methods to meet students' needs	<input type="checkbox"/>	<input type="checkbox"/>
<b>OTHER</b>		<b>Accepts</b>	<b>Declines</b>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
<b>Difficulty with stamina</b>		<b>Accepts</b>	<b>Declines</b>
<input type="checkbox"/>	Allow more frequent or longer breaks	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Allow flexible scheduling	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Provide additional time to learn new skills	<input type="checkbox"/>	<input type="checkbox"/>
<b>OTHER</b>		<b>Accepts</b>	<b>Declines</b>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
<b>Impaired decision making/problem solving</b>		<b>Accepts</b>	<b>Declines</b>
<input type="checkbox"/>	Utilize peer staff mentor to assist with problem solving/decision making	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Provide picture diagrams of problem-solving techniques (e.g., flow charts, social stories)	<input type="checkbox"/>	<input type="checkbox"/>
<b>OTHER</b>		<b>Accepts</b>	<b>Declines</b>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
<b>Interpersonal difficulties with authority figures and/or peers</b>		<b>Accepts</b>	<b>Declines</b>
<input type="checkbox"/>	Encourage student to take a break when angry	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Provide flexible schedule to attend counseling and/or therapy group	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Provide peer mentor for support and role modeling	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Develop strategies to cope with problems before they arise	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Provide clear, concrete descriptions of expectations and consequences	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Allow student to designate staff member to check in with for support when overwhelmed	<input type="checkbox"/>	<input type="checkbox"/>
<b>OTHER</b>		<b>Accepts</b>	<b>Declines</b>
		<input type="checkbox"/>	<input type="checkbox"/>

	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
<b>Organizational difficulties</b>	<b>Accepts</b>	<b>Declines</b>
<input type="checkbox"/> Use staff/peer coach to teach/reinforce organizational skills	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Use weekly chart to identify and prioritize daily tasks	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Use assistive technology organization apps	<input type="checkbox"/>	<input type="checkbox"/>
<b>OTHER</b>	<b>Accepts</b>	<b>Declines</b>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
<b>Sensory Impairments</b>	<b>Accepts</b>	<b>Declines</b>
<input type="checkbox"/> Modify learning/work environment to assist with sensitivities to sound, sight, and smells	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Allow student breaks as needed	<input type="checkbox"/>	<input type="checkbox"/>
<b>OTHER</b>	<b>Accepts</b>	<b>Declines</b>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
<b>Uncontrolled symptoms/behaviors that interfere with functioning</b>	<b>Accepts</b>	<b>Declines</b>
<input type="checkbox"/> Alter training day to allow for treatment	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Allow passes for health services center outside of open hours to monitor symptoms	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Reduce tasks and activities during CPP to not aggravate symptoms/behaviors	<input type="checkbox"/>	<input type="checkbox"/>
<b>OTHER</b>	<b>Accepts</b>	<b>Declines</b>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
<b>OTHER ACCOMMODATIONS, MODIFICATIONS, AUXILIARY AIDS AND SERVICES</b>	<b>Accepts</b>	<b>Declines</b>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Complete this section if the qualified health professional, in collaboration with the Disability Coordinator, has been unable to identify any RA/RM/AAS appropriate to support this applicant/student to sufficiently reduce or remove the barriers to enrollment or to remaining in the Job Corps program. *Provide explanation/justification below. For example, the applicant/student has active psychotic symptoms that impact ability to benefit from any RA/RM/AAS at this time.*

Summarize any special considerations and findings as well as the applicant's or student's input related to **RA/RM/AAS ONLY**. For example, if the applicant/student does not wish to discuss RA/RM/AAS, document that information below.

*Please Note: Job Corps cannot impose RA/RM/AAS upon an individual.*

<b>6.</b>	<b>Clinical and Disability Accommodation Process (DAP) Summary</b>
<b>a.</b>	<b>Clinical Summary: Summarize information from the file, clinical interview and/or discussions with providers to support the health care needs assessment.</b>
<b>b.</b>	<b>Disability Accommodation Process (DAP) Summary: If RA/RM/AAS were identified above, include a detailed explanation for why these supports would not sufficiently reduce the barriers to allow for enrollment or to remain in the Job Corps program.</b>

<b>7.</b>	<b>APPLICANT ONLY- IF RECOMMENDING AN ALTERNATE CENTER (if selected "b" in item 4)</b>
	<b>Clinical and Disability Accommodation Process (DAP) Summary</b>
<b>a.</b>	<b>Clinical Summary: Summarize information from the file, clinical interview and/or discussions with providers to support the health care needs assessment.</b>
<b>b.</b>	<b>Disability Accommodation Process (DAP) Summary: If RA/RM/AAS were identified above, include a detailed explanation for why these supports would NOT sufficiently reduce the barriers to allow for enrollment to YOUR center.</b>
<b>c.</b>	<b>Document efforts to secure community support near center in the space below. (Include name of organizations/facilities and specific individuals contacted and why access is not available near center.)</b>



I attest that I have the necessary licensure, training, and clinical experience to complete this assessment, including experience conducting safety assessments and identifying treatment, intervention and care management needs related to the symptoms and behaviors of this applicant's/student's documented health conditions.

---

**Printed or Typed Name and Title of Qualified Health Professional Conducting the Assessment**

---

**Signature of Qualified Health Professional Conducting the Assessment**

**Date**

---

**Signature of Second Consulting Qualified Health Professional**  
*if applicable*

**Date**

**FORM 2-06**  
**MYPACE CAREER PLAN REVIEW CHECKLIST**



**MYPACE CAREER PLAN REVIEW CHECKLIST**

**CAREER PREPARATION PERIOD**

**Center Name:**

**Student Name:**

**Student ID:**

**Date of Entry:**

**Date of Birth:**

**Counselor:**

**CTT:**

**SECTION 1 - CAREER PATHWAY PLAN SUMMARY**

☐

Student's summary connects the dots along his/her pathway, ties together all short-term, mid-term, and long-term SMART career goals, and defines in chronological order the steps from his/her current position to his/her ultimate long-term career goal.

## SECTION 2 - STUDENT PROFILE AND TRAITS

<input type="checkbox"/>	Desired Location Upon Exit: Student's desired location upon exit aligns with student's mid-term career goal (pathway placement goal). Student has a plan to address transitional concerns such as Housing, Transportation, etc.
<input type="checkbox"/>	Age: Does the chosen pathway have a minimum age limitation for entry? If student is a minor, has the center received parental/guardian consent for the career plan?
<input type="checkbox"/>	Date of Enrollment: The Career Management Team monitors the date of entry to ensure student has adequate time for completion prior to the two-year program limitation. If more than two years is anticipated to be needed due to special circumstances (e.g. low learning level), the center should apply for an extension at least 3 months prior to the two year period. If student is granted an extension, the pathway & transition plan will need to be adjusted. Some pathways (i.e. Advanced Training & post-secondary) have fixed enrollment dates.
<input type="checkbox"/>	<p>Education Background:</p> <p>How will a student's level of education impact the CTT trade the student selected on their plan?</p> <p>How will a student's level of education impact their mid-term career goal (Post-Job Corps)?</p> <p><i>Ex. If a student's mid-term goal is to go to college, but the student's current reading level is 5<sup>th</sup> Grade", the Career Management Team should ensure that the student is aware of what it will take to be ready for college upon exit and/or discuss other possible mid-term goals that may be more appropriate.</i></p>
<input type="checkbox"/>	Favorite and Least Favorite Subjects: This is to help the Career Management Team get an idea of what a student perceives as their academic strengths and weaknesses. The academic manager could use this information along with other baseline assessments to help the student develop a viable academic plan.
<input type="checkbox"/>	Self-Identified Traits: Do the "Self-Identified Traits" reasonably align with the traits assigned under the MyPACE Career Interest Profiler?

<input type="checkbox"/>	Prior Employment History: Student has provided information related to their work experience prior to entering Job Corps. This information should be used by center staff to ensure a student's previous work experience and wages are given consideration when staff are assisting a student with developing a career pathway that both aligns with the student's individual career goals and interests; and increases the student's earning potential and/or vocational skills.
<b>SECTION 3 – CHOSEN OCCUPATION (LONG-TERM CAREER GOAL)</b>	
<input type="checkbox"/>	Student's self-assigned traits (work style, work values, career priorities and interests), and skills reasonably match his/her chosen occupational profile.
<input type="checkbox"/>	Student understands the relationship between their self-assigned traits and the education, training, and demands of their chosen occupation.
<input type="checkbox"/>	Student is aware of the commitment it will take to achieve the level of education and related work experience required to achieve their long-term occupation
<input type="checkbox"/>	Student has chosen an in-demand occupation that provides a "living wage"; leads to a successful career; and is suited to the student's interest, capabilities, and career goals.
<input type="checkbox"/>	Student has provided a sound reason for how he/she identified their long-term goal (chosen occupation)
<input type="checkbox"/>	Long-term goal is SMART (specific, measurable, attainable, recorded and time-based).
<input type="checkbox"/>	Chosen Occupation "Occupation Traits" reasonably match student's "My Assigned Traits"

## **SECTION 4 – CHOSEN PLACEMENT PATHWAY ACHIEVEMENT RECORD (MID-TERM CAREER GOAL)**

**Please refer to appropriate pathway sub-section below: (4a) Advanced Training, (4b) Military, (4c) Apprenticeship, (4d) Post-secondary Education (ACT/College), and (4e) Entry-Level Job.**

### **Sub-section 4a – Advanced Training Pathway**

<input type="checkbox"/>	The Career Management Team and student have reviewed the “Prerequisites for Entry to the Advanced Training Pathway “. The student understands these requirements and can likely meet these requirements upon completion of the Job Corps program (see Exhibit 2-5).
<input type="checkbox"/>	Student has provided a sound reason for how he/she identified an Advanced Training Program that appropriately aligns with his/her ultimate long-term career goal.
<input type="checkbox"/>	The e-TAR code, Advanced Training program and location are accurately recorded on the student’s MyPACE Career Plan.
<input type="checkbox"/>	The mid-term Career SMART goal supports career progression and is specific, measurable, attainable, recorded and time-based.
<input type="checkbox"/>	<p>Career Management Team has assigned appropriate staff to support and monitor completion of the Advanced Training PAR and transitional tasks, and will inform Career Management Team of student progress throughout program.</p> <ul style="list-style-type: none"> <li>• Timelines for pathway task completion and follow-up have been drafted.</li> <li>• Short-term career planning goals have been developed for next 60 day ESP period (e.g. acquiring birth certificate for driver’s license if not already attained, developing a plan to pay fines if needed).</li> </ul>

**Sub-section 4b – Military PAR**

<input type="checkbox"/>	The Career Management Team and student have reviewed the “Prerequisites for Entry to the Military Pathway“, student understands the Placement Pathway entry requirements and can likely meet the entry requirements after completion of the Job Corps program (see Exhibit 2-5).
<input type="checkbox"/>	Career Management Team has discussed with student the requirements for delayed enlistment and has reviewed the Center Enlistment Contract”
<input type="checkbox"/>	Student has provided a sound reason for how he/she identified a Military branch and military related occupation that appropriately aligns with his/her long-term career goal.
<input type="checkbox"/>	The mid-term Career SMART goal supports career progression and is specific, measurable, attainable, recorded and time-based.
<input type="checkbox"/>	Student has provided the correct contact information for the nearest recruitment office to their location
<input type="checkbox"/>	<p>Career Management Team has assigned appropriate staff to support and monitor completion of the Military PAR and transitional tasks, and will inform Career Management Team of student progress throughout program.</p> <ul style="list-style-type: none"> <li>• Timelines for pathway task completion and follow-up have been drafted.</li> <li>• Short-term pathway goals have been developed for next 60 day ESP period.</li> </ul>

**Sub-section 4c - Apprenticeship PAR**

<input type="checkbox"/>	The Career Management Team and student have reviewed the “Prerequisites for Entry to the Apprenticeship Pathway “, student understands the Placement Pathway entry requirements and can likely meet the entry requirements after completion of the Job Corps program (see Exhibit 2-5).
<input type="checkbox"/>	<p>Student has provided a sound reason for how he/she identified an Apprenticeship Program that appropriately aligns with his/her long-term career goal.</p> <ul style="list-style-type: none"> <li>• If student is unable to locate an apprenticeship program that aligns with their long-term or short-term career goal, Career Management Team may recommend the student choose another career pathway.</li> <li>• Career Management Team understands requirement differences between state-approved and federally approved apprenticeships.</li> </ul>

<input type="checkbox"/>	The e-TAR code and chosen Apprenticeship program are accurately recorded on MyPACE Career Plan.
<input type="checkbox"/>	Student has identified a potential apprenticeship program that aligns with the student's long-term career goal.
<input type="checkbox"/>	The mid-term Career SMART goal supports career progression and is specific, measurable, attainable, recorded and time-based.
<input type="checkbox"/>	<p>Career Management Team has assigned appropriate staff to support and monitor completion of the Apprenticeship PAR and transitional tasks, and will inform Career Management Team of student progress throughout program.</p> <ul style="list-style-type: none"> <li>• Timelines for pathway task completion and follow-up have been drafted.</li> <li>• Short-term pathway goals have been developed for next 60 day ESP period.</li> </ul>
<b>Sub-section 4d - Post-Secondary Education (ACT/College) PAR</b>	
<input type="checkbox"/>	The Career Management Team and student have reviewed the "Prerequisites for Entry to the Post-Secondary (ACT/College) Pathway", student understands the Placement Pathway entry requirements and Career Management Team has determined the student can likely meet the entry requirements after completion of the Job Corps program (see Exhibit 2-5).
<input type="checkbox"/>	Student has explored financial aid and scholarship options, and developed a tentative plan to secure adequate funding.
<input type="checkbox"/>	Student has provided a sound reason for how he/she identified a college that appropriately aligns with his/her long-term career goal. The chosen post-secondary institution is recorded on MyPACE Career Plan.
<input type="checkbox"/>	The mid-term Career SMART goal supports career progression and is specific, measurable, attainable, recorded and time-based.
<input type="checkbox"/>	<p>Career Management Team has assigned appropriate staff to support and monitor completion of the Post-secondary PAR and transitional tasks, and will inform Career Management Team of student progress throughout program.</p> <p>Timelines for pathway task completion and follow-up have been drafted.</p> <p>Short-term pathway goals have been developed for next 60 day ESP period.</p>

<input type="checkbox"/>	If applicable, student intends to enroll in Advanced Career Training if student's selected college is an Advanced Career Training partner?
<b>Sub-section 4e – Entry-Level Job PAR</b>	
<input type="checkbox"/>	The Career Management Team and student have reviewed the “Prerequisites to Entry Level Job Pathway “, student understands the Placement Pathway entry requirements and can likely meet the entry requirements after completion of the Job Corps program (see Exhibit 2-5).
<input type="checkbox"/>	Student has provided a sound reason for how he/she identified an Entry-Level Job that appropriately aligns with his/her long-term career goal, in demand, and will make a living wage.
<input type="checkbox"/>	Student has identified three potential employers in area student is willing to relocate to and has identified a JTM entry -level which pays a living wage, and aligns with student's long-term career goal.
<input type="checkbox"/>	The mid-term Career SMART goal supports career progression and is specific, measurable, attainable, recorded and time-based.
<input type="checkbox"/>	Career Management Team has assigned appropriate staff to support and monitor completion of the Entry-Level Job PAR and transitional tasks, and will inform Career Management Team of student progress throughout program. Timelines for pathway task completion and follow-up have been drafted. Short-term pathway goals have been developed for next 60 day ESP period.
<b>SECTION 5 – CHOSEN JOB CORPS CAREER DEVELOPMENT EDUCATION AND TRAINING PROGRAM (SHORT-TERM CAREER GOALS)</b>	
<input type="checkbox"/>	Student is able to explain why his/her choice of CTT program area is the best choice for his/her career path, and can describe the similarity of knowledge and skills between the CTT and his/her mid- and long-term goals.
<input type="checkbox"/>	The e-TAR code and CTT program chosen by the student are accurately recorded on the student's MyPACE Career Plan.
<input type="checkbox"/>	Student understands the projected length of time to complete the CTT training program and is willing to commit to the required timeframe.



<input type="checkbox"/>	The CTT selection is reasonably based on work style, work values, skills, career priorities, academic scores and career interests expressed by the student.
<input type="checkbox"/>	There's slot availability in the chosen CTT selection. <ul style="list-style-type: none"><li>• If first choice is not available, assignment to a second choice CTT Program is compatible with the student's long-term career goals.</li></ul>
<input type="checkbox"/>	Short-term SMART career goals in academics and CTT have been identified, and are specific, measurable, attainable, recorded and time-based.
<input type="checkbox"/>	Student has accurately recorded the Primary Credential and Credential Sponsor associated with their chosen CTT program.
<input type="checkbox"/>	Career Management Team has collaborated with student to identify his/her schedule, individualized mix of classes and activities, including any additional needed support that will move the student toward meeting the Career Success Standards and his/her career goals. <ul style="list-style-type: none"><li>• Accommodations to achieve career goals are identified. (e.g., Staff will engage in conversations with Voc. Rehab. early on.)</li><li>• Tutors, if needed, have been assigned.</li><li>• Peer or staff mentors, if needed, have been assigned. Other on- or off-center resources, as needed, have been assigned.</li></ul>

**SECTION 6 - TRANSITIONAL CONSIDERATIONS**

<input type="checkbox"/>	<p>Student has completed a Transitional Needs Assessment that identifies action items that will aid the student in successfully transitioning to his/her chosen Placement Pathway. The CTS Provider and student have worked closely to develop an initial transition plan based on chosen pathway. Considerations include (at a minimum):</p> <ul style="list-style-type: none"><li>• Housing</li><li>• Transportation</li><li>• Childcare</li><li>• Health care</li><li>• Work clothes/tools</li><li>• Food and nutrition</li><li>• Budgeting and money management</li><li>• Counseling/mentoring</li><li>• Job retention skills</li><li>• Legal services</li><li>• Other needs?</li></ul>
--------------------------	---

**SECTION 7 – INITIAL APPROVAL OF MyPACE CAREER PLAN (Transition from CPP to CDP)**

<input type="checkbox"/>	<p>Risk factors and barriers for a successful transition (e.g., drug &amp; alcohol issues, low learning levels) have been identified from baseline assessments and the Career Management Team, as needed, has initiated multiple levels of intervention. Other on-center and off-center resources have also been identified to provide additional support to the student on an as-needed basis (e.g., Recreation Specialist, other dorm staff, Student Conduct Coordinator, Mental Health Consultant, AA/NA Groups, etc.). Career Management Team has developed an intervention support plan and will closely monitor student response to intervention. This support plan begins to shape the student's individual career plan.</p>
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<input type="checkbox"/>	<p>During initial (first 60 day) ESP meeting, the Career Management Team has determined student:</p> <ul style="list-style-type: none"> <li>• Has a clear understanding of and commitment to completing the Job Corps program;</li> <li>• Is adjusting to center life</li> <li>• Is a positive influence on center culture</li> <li>• Is progressing satisfactorily in all areas</li> <li>• Completed all CPP requirements (including MyPACE career planning requirements for CPP) and is ready to transition from CPP to CDP.</li> </ul>				
<input type="checkbox"/>	<p>The Career Management Team and student have reviewed the appropriate requirements on the “Pathway Prerequisites for Entry” documents (reference Exhibit 2-5). The student understands these requirements, and can likely meet these requirements upon completion of the Job Corps program.</p>				
<input type="checkbox"/>	<p>(If student is under 18) The counselor has received parental/guardian consent for student’s MyPACE Career Plan and has notified parent/guardian of any major behavior or performance issues.</p>				
<table border="1" style="width: 100%;"> <tr> <td style="width: 70%;"><b>Lead Career Management Team:</b></td> <td style="width: 30%;"><b>Date:</b></td> </tr> <tr> <td><b>Center Director or Senior Management Designee:</b></td> <td><b>Date:</b></td> </tr> </table>		<b>Lead Career Management Team:</b>	<b>Date:</b>	<b>Center Director or Senior Management Designee:</b>	<b>Date:</b>
<b>Lead Career Management Team:</b>	<b>Date:</b>				
<b>Center Director or Senior Management Designee:</b>	<b>Date:</b>				

## **FORM 2-07**

### **DETERMINATION OF CURRENT/ACTIVE USE VERSUS RESIDUAL USE FOR THC ON A FOLLOW-UP DRUG TEST**

#### **Introduction**

When a student tests positive for THC on the follow-up drug test, it may be because they have used marijuana while enrolled in Job Corps or it may be due to marijuana use prior to Job Corps enrollment where residual metabolites are reflected on the drug test. This form documents the determination by the Health and Wellness professionals of whether a THC-positive follow-up drug test is due to current/active use by a student since enrollment or is due to residual THC concentrations from drug use prior to Job Corps enrollment. The form also documents the outcome based on the determination.

#### **Instructions**

This form must be completed for each student who tests positive for THC on both the entry drug test and the follow-up drug test, as follows:

- The TEAP Specialist (or designated healthcare provider in the absence of a TEAP Specialist) is responsible for the completion of this form and must:
  - Complete the identification information.
  - Complete Step 1. Double-click on the table. Enter the entry and follow-up THC test dates and results into the table. Click out of the table.
  - Complete Step 2. Review the THC metabolite concentration percent change and check the appropriate corresponding box.
    - If the student's THC concentration (ng/mL) decreased by 50% or more, the cell will remain green, indicating the positive THC test is most likely due to residual concentrations of THC. There is no disciplinary consequence. The student must continue to receive TEAP services, including mandatory relapse prevention, per PRH 2.3 R5 (e3).
    - If the student's THC concentration (ng/mL) decreased by less than 50%, increased, or remained the same, the cell will turn red indicated the positive THC test is most likely due to current/active drug use since arrival. The student shall be referred to the Fact-Finding Board.
  - Complete Step 3. Sign the form.
- File this form in the SHR.
- If a determination of "Current/active drug use since arrival at Job Corps" is made, a copy of this form must be provided to the Fact-Finding Board. This information is confidential and must not be viewed by staff members outside of the Fact-Finding Board.

### Determination of Current/Active Use Versus Residual Concentrations for THC on a Follow-Up Drug Test

Student name:

ID number:

#### Step 1: Calculate the percent change in THC concentration

	Date	THC Concentration (ng/mL)
Entry THC Test		
Follow up (37-40 day test)		
THC concentration percent change		#DIV/0!

#### Step 2: Determination

Between the entry urine drug screen and the follow-up urine drug screen, THC metabolite concentration (ng/mL):

☐ The student's THC concentration (ng/mL) decreased by 50% or more between the entry toxicology and follow-up test (prior to their 45<sup>th</sup> day in Job Corps). Based on Job Corps policy, the positive THC result is most likely due to residual concentrations of THC resulting from drug use prior to entering Job Corps. There is no disciplinary consequence. The student should continue to receive TEAP services, including mandatory relapse prevention, per PRH 2.3 R5 (e3).

☐ The student's THC concentration (ng/mL) decreased by less than 50%, increased, or remained the same between the entry toxicology and follow-up test (prior to their 45<sup>th</sup> day in Job Corps). Based on Job Corps policy, the positive THC result is most likely due to current/active drug use since arrival at Job Corps. Referral to the Fact-Finding Board per PRH 2.3 R5, g3(d) and PRH Exhibit 2-1.

#### Step 3: Health and Wellness Professionals Signatures

I have reviewed the provided documentation and attest that this information is accurate to the best of my knowledge.

\_\_\_\_\_  
TEAP Specialist (or designee) Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Health & Wellness Director (or designee) Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Other Health & Wellness Staff Signature  
(in absence of TEAP or HWD)

\_\_\_\_\_  
Date



# **POLICY AND REQUIREMENTS HANDBOOK**

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## **CHAPTER 3: STUDENT TRAINING SERVICES**

JANUARY 29, 2025

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**APPENDICES**

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Appendix 302a	Guidelines for Determining Cheating – Job Corps High School Diploma and Equivalency Programs
Appendix 303	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 304	Acceptable Work-Based Learning Activities
Appendix 305	Job Corps High School Diploma (HSD) Program Partnership Requirements
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**FORMS**

Form 3-01	Career Technical Training Credential Request Guidelines
Form 3-02	Career Technical Training Credential Request Form
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### **3.0 INTRODUCTION**

Chapter 3, Student Training Services, also referred broadly as career preparation period and career development period, provides a framework of requirements for center contractors in areas such as managing the training process at Job Corps centers, equipment and clothing, curriculum content, course structure and testing, coordination of services, advanced training programs and other training providers, high school diploma and high school equivalency, career technical training, job shadowing, work-based learning programs, relationships with national training contractors, as well as introducing students to center life, assessing students' needs and interests, career success standards, conflict resolution, information technology training, and job search skills among others. Requirements are detailed in the following sections within the chapter: Training Management; Academics; Career Technical Training; and Career Success/Workplace Skills. Job Corps enrollees must be provided services consistent with the Workforce Innovation and Opportunity Act and Job Corps requirements contained herein. Center staff are tasked with welcoming students on center and introducing them to the center including dormitory life, dress code, student benefits, health and wellness, safety and security, and job search skills to name a few. Additionally, center staff prepare students for the labor force by providing them with social, academic, and career technical training in order to obtain secondary diplomas or recognized credentials leading to good jobs in in-demand industries, the U.S. Armed Forces, or postsecondary education, including apprenticeship programs.

## 3.1 TRAINING MANAGEMENT

### REQUIREMENTS

#### *R1. Managing the Learning Environment*

Centers must 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, furnishings, training equipment, and organization to the extent possible.
- c. Current training-related materials and equipment are available to students in classrooms, CTT facilities, and other learning/study areas.
- d. Programs provide students with the knowledge and skills needed to attain industry certification, credentials, licensing or pre-apprenticeship status.
- e. Student-to-teacher ratio for academic instructional activities is 18:1 in accordance with Chapter 5, Section 5.2, R2 Staffing Ratios. Career Technical Training (CTT) program ratios will be in accordance with the Master Program List, which is located within the CTT Resources section of the Job Corps Community website. For purposes of defining training slots, one basic program student is equivalent to two training slots. For example, a 15:1 student-to-teacher training ratio translates to a 30:1 slot-to-teacher ratio. One full-time CTT Advanced Training (AT) and Advanced Career Training (ACT) student is counted as one full time CTT training slot. Student-to-staff ratios for nationally contracted training programs must be in accordance with contract provisions.
- f. CTT and academic instructors must:
  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 and 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 lesson plans, activities, and other instructional supports to ensure that industry certification requirements are addressed in the academic and career technical training settings.

5. For CTT instructors, in particular, maintain a comprehensive working knowledge of current industry skills, safety, tool accountability and security, and health requirements.

## ***R2. Scheduling***

Centers must:

- a. In collaboration with each student, develop a flexible, individualized training schedule, tailored to the student's individualized learning needs and career goals. Interruptions to the regular schedule must 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 must:

- a. Ensure that training equipment is equivalent and relevant to current industry standards, and is 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 (RO) for review and approval. USDA Forest Service Civilian Conservation Centers (CCCs) must submit such requests through agency protocol.
- d. Ensure that students are provided with industry-standard clothing and safety equipment, in accordance with the guidelines in Chapter 6, Section 6.6, R1, Student Clothing.

## ***R4. Personal Tools***

Centers must:

- a. Ensure that all CTT tools are accounted for and secured after each class and at the end of the training day. Assess inventory lists to ensure that all tools are accounted for, new tools are added, missing tools are reported and located before class is dismissed and

properly secured, and broken tools are disposed of properly.

- b. Provide tool kits to students who graduate from a contract or USDA Forest Service-operated center's CTT program, and earn a job-training match upon initial placement. The tool kits will be provided and shipped at no cost to the student, to their home address on record.
- c. Ensure that National Training Contractors (NTC) provide and ship tools at no cost to students who were enrolled in their programs and who successfully completed career technical training and obtained a job training match upon initial placement.

#### ***R5. Student Certification and Licensing***

Centers must:

- a. Provide testing, certification, and licensing at no cost to students for the following: high school diploma (HSD) or high school equivalency (HSE), learner's permits and/or driver licenses, industry-specific career and technical, and/or postsecondary credentials. Students with disabilities must be informed of their right to request reasonable accommodation(s).
- b. Ensure training provided will enable students to obtain a license or certification in the state where he or she will seek employment, if applicable.

#### ***R6. Instructional Strategies and Materials***

Centers must:

- a. Deliver career development services through a combination of center-based and work-based learning experiences designed to assist students to attain:
  - 1. The academic, career and technical skills needed to achieve their short-term, mid-term, and long-term career goals
  - 2. The career pathway preparation skills to obtain and retain employment that leads to economic self-sufficiency, to enter into apprenticeship programs, participate in advanced training, pursue a career in the armed forces, or to enroll in postsecondary education
  - 3. The knowledge and skills to function as responsible citizens
- 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 Workforce 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 experiences.
- e. Ensure instructor collaboration to identify instructional strategies and develop lessons, activities, and materials that integrate academic, career technical, Career Success Standards, social development, and career pathway readiness competencies to ensure that students meet the rigor of academic credentials, career technical training programs, and certification requirements.
- f. Develop and deliver student career development activities using materials and equipment that support instructional delivery.
- g. Develop techniques for assisting students to become independent learners.

### ***R7. Curriculum Content Areas and Competencies***

Centers must 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
- c. High School Diploma (HSD) and/or High School Equivalency (HSE) Certification
- d. Limited English Proficient
- e. Career Technical Training
- f. Wellness
- g. Information Technology
- h. Driver Education
- i. Financial Literacy

### ***R8. Course Structure***

All required content area competencies must be integrated into a variety of courses. Centers must 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 each academic course based on diagnostic testing
- c. Individual and group lessons or project assignments designed to 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 demonstrated performance levels for each demonstrated competency
- f. Methods to identify and diagnose the needs of students who have difficulty progressing
- g. Methods to assess progress toward certification (when applicable)
- h. A course guide for instructors that documents how the components above work together to create a course of study
- i. Methods for evaluating the effectiveness of course design and delivery

### ***R9. Testing***

Centers must:

- a. Use formal testing procedures to evaluate the overall progress and mastery level a student has achieved in each content area, including the high school equivalency (HSE) tests, and other tests.
- b. Administer the Tests of Adult Basic Education (TABE) in accordance with procedures specified in TABE requirements and instructions (Appendix 301) to assess:
  - 1. The reading and mathematics capability of all students at entry in order to place them at appropriate training levels and course of study
  - 2. The achievements of students in reading and mathematics during their enrollment in Job Corps
- c. Verify student mastery of career technical skills through trade-related certification testing, as applicable.

### ***R10. 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 must 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 HSE certificate
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 articulate an agreement with a postsecondary educational institution for students to receive college credit while enrolled in the AT program, or be supported by industry-specific partnerships. Requests for AT designation should be submitted to the Regional Office (RO) 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 must 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 accommodations to students with needs and 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

The sending center and the AT center will receive all credits related to placement accomplishments, as outlined in Appendix 501.



***R11. Concurrent Training***

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 (NOJC), with Regional Office (RO) endorsement, and formalized by a memorandum of understanding (MOU) or contract.

Such agreements must include language that describes how each of the following requirements will be met.

- a. Students must complete all Career Preparation Period requirements, including health services requirements.
- b. Students must receive the full range of Job Corps services, including career development and personal face-to-face assessment and counseling. Evaluations of Student Progress (ESPs) and Pathway Achievement Records (PAR) updates will be accomplished in the same manner as for other students by uploading information in the Center Information System (CIS) e-Folder.
- 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 of Job Corps (NOJC).

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

### ***R12. Other Training Provider (OTP) Programs***

Job Corps students enrolled in and receiving career technical training at an Other Training Provider (OTP) location or other educational institution will be designated as OTP students.

- a. Program Approval
  - 1. OTP 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 OTP provider confirming that the OTP program meets or exceeds the skill standards specified in Job Corps' national Electronic Training Achievement Records (e-TARs). Centers must verify if OTP 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 (RO) must include this as a criterion in evaluating and approving OTP programs.

Upon approval, the Regional Office (RO) must immediately submit a copy of the documented approval, contracted OTP slots, and MOU or contract to the National Office, Division of Educational Services. The National Office of Job Corps (NOJC) will inform the Job Corps Data Center (JCDC) 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 (RO) must submit an Other Training Provider (OTP) Program Code Request Form to the National Office, Attention: Division of Educational Services/Career Technical Training Team Leader. The National Office of Job Corps (NOJC) will inform the Job Corps Data Center (JCDC) of approved program codes and slots.

2. To ensure compliance with Chapter 3, Section 3.1, R13.a.1, the MOU must provide a description of the proposed training program(s), to include:
  - (a) Training in an in-demand occupation in one of the identified 11 industry areas
  - (b) Incorporation of current industry standards and requirements
  - (c) Requirements for student completion, and requirements for student certification attainment
  - (d) System for monitoring and documenting student progress
  - (e) Cost by training slot, as well as cost for equipment, supplies, and clothing

b. General Requirements

Approved OTP programs must:

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(s) for students with disabilities, as appropriate.

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

c. Entry Requirements

All OTP applicants must meet the following entry criteria:

1. Must demonstrate the academic proficiency needed to succeed in the chosen OTP 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 OTP

programs

d. Continued Enrollment

Once enrolled in an OTP 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 OTP program.

Centers must develop procedures for removal of students who do not meet the requirements of items 1 and 2 above.

e. OTP Completion Requirements

To complete OTP, 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.

***R13. 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 (ROs) shall approve the establishment of ACT programs at Job Corps centers with contracted ACT slots designated. Programs must be approved by the Regional Director and formalized by a Memorandum of Understanding (MOU) or contract. Upon approval, the Regional Office (RO) 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 will inform the Job Corps Data Center (JCDC) of changes to programs, slots, codes, and other relevant information that need to be incorporated into the Center Information System (CIS).

b. General Requirements

ACT-approved Job Corps centers must:

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 training and academic programs at the center.
4. Ensure that ACT programs are aligned with on-center or OTP career technical training programs to promote a student's career development.
5. Develop a formal application and approval process to which all students have equal access, and utilize this process in selecting students for the ACT program. 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 Period (CDP) Plan (see Chapter 5, Section 5.1, R8).
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 must meet the following entry criteria:

1. Must have completed an approved career technical training program
2. Must hold a high school diploma (HSD) or have obtained an HSE 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 must 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.
2. Attain or receive one or more of the following:
  - (a) An industry certification
  - (b) A one-year certificate of completion
  - (c) An associate's degree in an approved program

***R14. Career Technical Training Program Changes***

- a. Using state and local area labor market information and with the advice of employers and the center's Workforce Council, regularly assess the labor market demand for workers in the occupations represented on center, and in areas where graduates will seek employment, and initiate career technical training change requests when needed.
- b. All requests to add, delete, expand, or reduce training offerings must be requested using the Career Technical Training Change Request Form, which is located within the CTT Resources section of the Job Corps Community website. Specific instructions and other resources necessary for the timely processing and approval of requests for career technical training changes are also found within the CTT Resources section of the Job Corps Community website.
- c. All requests to add, delete, expand, or reduce training offerings must comply with the 85 percent to 95 percent ratio of CTT to OBS described in Chapter 3, Section 3.3. R1, Approved Programs.

***R15. Pre-Apprenticeship Program Designation***

- a. Career technical training programs that are designated as pre-apprenticeships must incorporate the fundamental components of a quality pre-apprenticeship program as outlined in [ETA Training and Employment Notice No. 13-12](#).
- b. Center-operated programs that currently offer or plan to offer a pre-apprenticeship program shall apply for designation. All requests for program designation as a pre-apprenticeship program must be submitted using the Career Technical Training Change Request Form, which is located within the CTT Resources section of the Job Corps Community website.

***R16. Job Corps Career Technical Training Programs Student/Teacher Ratios***

- a. Job Corps career technical training programs must comply with approved student/teacher ratios. The approved student/teacher ratios for each program may be found on the Master Program List, which is accessible within the CTT Resources section of the Job Corps

Community website. There are no defined student/teacher ratios for Advanced Career Training (ACT) or Other Training Provider (OTP) programs.

- b. The National Office reserves the right to approve student/teacher ratios different than what is listed in the Master Program List if a variance is justified and approved by the National Office. Center operators shall utilize the Career Technical Training Change Request Form and process to make such a request.

***R17. Job Training Match Crosswalk***

- a. All Job Corps Technical Training Programs are aligned to O\*NET-SOC codes. The alignment framework, called the Job Training Match (JTM) Crosswalk, is used to guide the assessment of student job placements relative to a student's program of study.
- b. The form and instructions required to request a placement code to the Job Training Match (JTM) Crosswalk are found in Appendix 501, Attachment 6.
- c. The Job Training Match Crosswalk is periodically updated by Job Corps. The latest version of the JTM Crosswalk is located within the CTT Resources section of the Job Corps Community website.

## 3.2 ACADEMICS

### REQUIREMENTS

#### ***R1. Required Instruction***

Centers must provide students with instruction in the following reading and mathematical content domains to enable students to master the U.S. Department of Education National Reporting System's Educational Functioning Level (EFL) Descriptors for Adult Education as shown in the Exhibit 3-2, and to meet standards for continuing education, training, and employment:

- a. Reading
  1. Phonological Awareness
  2. Phonics and Word Recognition
  3. Key Ideas and Details
  4. Craft and Structure
  5. Integration of Knowledge and Ideas
- b. Mathematics
  1. Number and Operations in Base Ten
  2. The Number System
  3. Number and Operations – Fractions
  4. Operations and Algebraic Thinking
  5. Geometry
  6. Measurement and Data
  7. Expressions and Equations
  8. Ratios and Proportional Relationships
  9. Statistics and Probability
  10. Number and Quantity



11. Algebra
12. Functions
13. Financial Literacy to include, at a minimum, the following subject areas:
  - (a) Understanding paycheck information and income taxes
  - (b) Managing money
  - (c) Banking and credit
  - (d) Becoming a wise consumer
14. Workplace mathematics related to the student's specific career field

***R2. Placement in Reading and Mathematics Instruction***

Centers must:

- a. Test each student's reading and mathematics proficiency at the beginning of enrollment in Job Corps using the reading and mathematics component of the Test of Adult Basic Education (TABE) 11/12, in accordance with Appendices 301 and 303.
- b. Provide each student who scores below EFL 5 in reading and EFL 6 in mathematics with instruction.
- c. Continue instruction in reading as a part of the student's overall academic and career technical skills training program and conduct follow-up TABE testing until the student achieves EFL 5 or higher on the TABE 11/12.
- d. Continue mathematics instruction as a part of the student's overall academic and career technical skills training programs and conduct follow-up TABE testing until the student achieves EFL 6 on the TABE 11/12.
- e. Consult Appendices 301 and 303 for exceptions that apply to students with cognitive disabilities, and specific requirements for TABE test administration.
- f. Determine where targeted training in reading and mathematics will take place, for example, in separate reading and mathematics courses, high school equivalency classes, high school courses, or through applied academic skills training in career technical skills programs.
- g. Determine where supplemental instruction in reading and mathematics will take place.
- h. Establish reading and mathematics scores for placement of students into reading and mathematics courses and programs.
- i. Provide reading instruction and TABE testing for students as follows:
  1. Administer follow-up TABE testing for students at Puerto Rico centers who test at

- EFL 4 or below on the TABE Español. (Initial Test Level – E-M; follow-up – Level M).
2. Administer follow-up TABE testing for students who test at EFL 4 or below on the initial TABE 11/12 Reading subtest and include these students in the pool for tracking learning gains as outlined in Chapter 5, Appendix 501a and Appendix 501e.
- j. Provide mathematics instruction and TABE testing for students as follows:
1. Administer follow-up TABE testing for students who test at EFL 4 or below on the TABE Español. (Initial Test Level – E-M; follow-up – Level M.)
  2. Administer follow-up TABE testing for students who test at EFL Level 5 or below on the initial TABE 11/12 mathematics subtest and include these students in the pool for tracking learning gains as outlined in Chapter 5, Appendix 501a and Appendix 501e.
- k. Place students in Limited English Proficient (LEP) classes based on TABE scores as specified in “Initial Testing: All Students” in Appendix 301.
1. Administer the TABE within the first 90 days on center to Limited English Proficiency (LEP) students who test at the “Beginning ESL Literacy Level” as specified in the “National Reporting System for Adult Education (U.S. Department of Education): Test Benchmarks for Educational Functioning Levels” (see [https://nrsweb.org/solr-search?search\\_api\\_views\\_fulltext=test+benchmarks&field\\_resource\\_type=All&field\\_tta\\_training\\_type=All](https://nrsweb.org/solr-search?search_api_views_fulltext=test+benchmarks&field_resource_type=All&field_tta_training_type=All), select Test Benchmarks for NRS Educational Functioning Levels).
  2. Adhere to the protocols specified in Appendix 301, Tests of Adult Basic Education (TABE®) for students with disabilities.

### ***R3. Center Requirements for Limited English Proficiency (LEP)***

Centers must:

- a. Develop strategies to meet the unique needs of LEP students in all phases of the Career Development Services System (CDSS).
- b. Ensure the regular collaboration of English language instructors and career technical training instructors to develop strategies for working with LEP students in career technical training shops and classrooms.
- c. Assign an LEP coordinator to oversee and monitor programs and services for LEP students.

***R4. English Language Skills***

Each center must develop the capability, and describe that capability in its Career Development Period (CDP) Plan (see Chapter 5, Section 5.1, R8), to provide instruction and training to LEP students aimed at enabling the students to demonstrate English proficiency.

***R5. High School Diploma (HSD) Basic Requirements***

Centers must assist students in attaining their high school diploma programs, where feasible, during their enrollment.

At a minimum, centers must:

- a. 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. Additionally, centers are required to provide documented evidence of ongoing quality monitoring requirements as described in Appendix 302, Guidelines for the Ongoing Quality Monitoring of Job Corps High School Diploma (HSD) Programs.
- b. Ensure that high school diploma programs provided to students are accepted by all colleges and universities, all branches of the military, employers, apprenticeships, and technical training programs.
- c. Meet HSD program of study requirements as outlined in Appendix 306, Job Corps High School Diploma (HSD) Program of Study.
- d. Ensure that the Center's engagements with third parties for HSD related work, whether in the form of a partnership agreement(s), subcontract, memorandum of understanding (MOU), or otherwise, are effective to meet the requirements of the Center operations contract, and the requirements in Section 3.2 R7 or Section 3.2 R8, as applicable, and that any such engagement with third parties is properly documented.
- e. 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 all branches of the military, centers must provide courses to students at no cost to the student.
- f. Assess students with disabilities (For centers that are degree-conferring high schools, Local Education Agencies (LEA), and/or receive funds from the U.S. Department of Education ) who may need special education services and provide those services accordingly. Centers that meet these criteria must 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) as applicable. The process for

assessing students and providing special education services to those students with disabilities must be documented in the center plan (see Chapter 5, Section 5.1, R8).

- g. Provide students who have completed 80% of their high school diploma program the opportunity to complete their high school diploma program of studies requirements found in Appendix 306 before the program discontinues its high school diploma offering at the center.

#### ***R6. High School Equivalency (HSE) Preparation and Testing***

Centers must implement programs to support student attainment of HSE certification as required by the states in which the centers are located or where students are sent for HSE testing.

- a. Centers must provide instruction in content areas necessary for students to pass state-designated high school equivalency assessments and achieve state high school equivalency certification.
- b. Establish linkages with local HSE test sites to provide regularly scheduled testing dates. A center that cannot access local testing sites may submit a request to its Regional Office (RO) to obtain permission to apply to the appropriate state department overseeing HSE testing for approval to become a local testing site.
- c. Ensure high school equivalency tests taken at test sites on the center be administered by a third party test administrator from a local educational or community institution (e.g., a community college or local school district). High school equivalency tests must not be given by an employee of the Job Corps Center.
- d. Pay all fees associated with student HSE testing and certification.

#### ***R7. Concurrent HSD/HSE Programs***

For purposes of this section, “concurrent” is defined as students simultaneously enrolled in Job Corps and enrolled in a local HSD or HSE-preparation program. Centers are encouraged to develop concurrent HSD/HSE and/or program 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, and meet all the requirements of Section 3.2 R5.

In the instance of local or public educational agencies, such as a public high school, where the Center does not provide payment or other valuable consideration to the local or public educational agency, it is anticipated that the Center operator will enter into a Memorandum of Understanding with such agency. In the instance of a private educational agency or online/virtual learning programs, where payment or other valuable consideration is being provided, it is anticipated that the Center operator will be entering into a contract with such entity, and such entity will be a **subcontractor** under the Center’s operations contract. The

Center operator will ensure that it provides for the appropriate type of agreement (MOU or contract).

Centers pursuing concurrent HSD/HSE arrangements will submit the MOU and/or contract, as applicable, and the HSD and/or HSE provider's test integrity procedures to the Regional Director for an HSD Package Completeness Check and endorsement to submit to the National Office for a Comprehensive HSD Program Review and approval. Once the National Office approves the HSD package, the Regional Office will alert centers on formalizing the concurrent HSD/HSE arrangements by a Memorandum of Understanding (MOU) or contract, as appropriate.

At a minimum, HSD/HSE MOUs and/or contracts must include:

- a. Job Corps program eligibility of all participants as a mandatory pre-requisite
- b. Name and physical location/s of the provider and the registered location of the HSD/HSE program provider
- c. Detailed description of the roles and responsibilities of the HSD/HSE provider and the center to ensure that students receive the full services of the Job Corps program
- d. Detailed description of how services will be delivered and coordinated throughout the student's Career Development Period (CDP)
- e. Detailed plan for executing center monthly reporting protocol on cheating incidents and data irregularities that may flag staff or student misconduct
- f. Requirements for submitting related HSD/HSE program integrity center standard operating procedures (SOPs) (see Exhibit 5-1.c and t)
- g. Detail methods for determining student enrollment, progress, and completion in the concurrent HSD/HSE program
- h. The specific authorized body/school, certifying attainment of the HSD or HSE certificate
- i. Documented evidence of meeting required minimum HSD program of study (see Appendix 306)
- j. Detailed plan for ongoing program quality monitoring (see Appendix 302)
- k. All associated costs to the center
- l. 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.)

- m. In the case of a subcontract, flowed down clauses as prescribed in the Federal Acquisition Regulation and the Department of Labor's Acquisition Regulation

Every effort should be made to reduce class size in approved HSD/HSE programs. However, concurrent arrangements must ensure that both programs are not paying for the same services provided to Job Corps students. For example, if the Center operator contract was premised on the operator providing the HSD/HSE program, then the operating budgets/staffing must be adjusted to account for the services being provided by a concurrent enrollment institution.

#### ***R8. Online High School Program Requirements***

Centers will submit the MOUs or contracts, as applicable, for HSD online providers and providers' test integrity standard operating procedures to the Regional Office for review. Online HSD programs must meet all the requirements of Section 3.2 R5.

At a minimum, the MOU/contract must include:

- a. A requirement ensuring online high school services are available to all Job Corps enrollees.
- b. Name and location of the HSD/HSE program provider.
- c. Detailed description of how services will be delivered and coordinated throughout the student's Career Development Period (CDP).
- d. Detailed plan for executing center monthly reporting protocol on cheating incidents and data irregularities that may flag staff or student misconduct.
- e. Requirements for submitting related HSD/HSE program integrity center standard operating procedures (SOPs) (see Exhibit 5-1.c and t).
- f. Detail methods for determining student enrollment, and diploma completion in the online HSD program.
- g. Proof of HSD minimum quality requirements (see Appendix 306)
- h. Proof of ongoing program quality monitoring (see Appendix 302)
- i. 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.)
- j. In the case of a subcontract, flowed down clauses as prescribed in the Federal Acquisition Regulation and the DOL Acquisition Regulation.

MOUs and/or contracts must also adhere to the following requirements when implementing online high school diploma programs:

- a. All guidelines and requirements established by the online high school diploma program.
- b. Cell phones and other electronic devices, including cameras, must not be used for any purpose in the classroom.
- c. Online high school program or other approved Job Corps sites must be the only sites authorized on the classroom computers.
- d. Online high school teachers must create and maintain student passwords and usernames for the online program and change them on a regular basis to prevent misuse.
- e. Students must not take exams outside of the online high school classroom or the academic building.
- f. Examinations must be administered in a controlled environment. Peers or other class activities must not interrupt students during exams. The teacher must closely monitor students during examinations to prevent disruptions or cheating.
- g. Students must not use online search engines (e.g., Google, Yahoo, etc.) to find test answers.
- h. Students must not leave the testing environment with examination codes or passwords.
- i. Teachers must enter the test code for each exam for every student, or students must be provided the test code and at the conclusion of the daily training time in the online high school program, the teacher must change the codes for any incomplete examinations.
- j. Proof of student testing accommodations (see Appendices 301 and 303).

***R9. HSD/HSE Program Integrity***

- a. All centers must develop, comply with, and submit annually to their Regional Offices for approval Standard Operating Procedures (SOPs) that establish basic cheating prevention controls for students and staff. At a minimum, the SOPs must include:
  1. Communication procedures to ensure students and staff understand:
    - (a) Job Corps' definition and examples of cheating and plagiarism found in Appendix 302a
    - (b) Process for handling and actions taken for cheating infractions
  2. An academic honor and conduct code signed by students and staff
- b. If the HSD/HSE provider, operator staff, a Fact-Finding board, or a Job Corps' Regional Office discovers or determines that cheating took place, the operator must:

1. Report the incident to the Regional Office immediately upon discovery. Incidents of data irregularities indicative of cheating must be reported within two working days.
  2. Conduct a Fact-Finding Board as required by Exhibit 2-2 and within the timeframe specified in Exhibit 2-2 for reported discoveries of students suspected of being involved in cheating.
  3. Investigate incidents of staff cheating and take appropriate disciplinary action if the incident is confirmed.
  4. Coordinate with the Regional Office and HSD/HSE provider within five training days of the reported incident to ensure that appropriate actions are taken to address the cheating incident(s) and ensure that no credit is earned for impacted student work.
  5. Contact the Regional Office to receive direction regarding how students may continue to pursue an HSD or HSE without receiving credit for work where cheating occurred in instances where:
    - (a) A student is involved in a cheating incident, but the student is not discharged, or,
    - (b) If a student involved in a cheating incident is discharged but re-enrolls.
  6. Submit to the Regional Office within five working days of Regional Office request, justification, and supporting documentation for HSD/HSE completions flagged during a Regional Office Targeted Assessment (ROTA) or investigated during a Regional Office Center Assessment (ROCA).
- c. Centers that provide HSD or HSE programs through a contract or MOU with a service provider must:
1. Forward to the Regional Office within two days of receipt of any report from the HSD/HSE provider of data irregularities or any other circumstance that may flag student or staff misconduct.
  2. Submit to the Regional Office within five working days of Regional Office request justification and supporting documentation for HSD/HSE completions flagged during a ROTA or investigated during a ROCA.

### ***R10. Center-run High School Program Requirements***

All Center-run Diploma programs must meet all the requirements of Section 3.2 R5. For this section, a “Center-run High School Diploma Program” is a Job Corps Center that can issue high school diplomas after a student completes the center’s curriculum. For centers to request a review to become a Center-run High School Diploma Program provider, in lieu of a contract or



memorandum of understanding, a center will submit a standard operating procedure (SOP) document outlining all the requirements of Section 3.2 R5.

The SOP will explicitly outline the details of the high school diploma program and how they align with Section 3.2 R5.

A Center-run High School Diploma Program will need to prove that the requesting center has proper/active accreditation to operate as a K-12 school that may provide a high school diploma. The accreditation documentation must include start and end accreditation cycle dates.

### 3.3 CAREER TECHNICAL TRAINING

#### REQUIREMENTS

##### ***R1. Approved Programs***

Centers must offer career technical training (CTT) approved by the National Director of Job Corps.

The optimization of student enrollment in a career technical training (CTT) program is important in maintaining the return on investment. Therefore, the alignment of trade offerings with the contracted Onboard Strength (OBS) must be maintained between 85 percent and 95 percent of a center's contracted OBS. Contracted OBS is used because it best reflects the expected level of student capacity per center. This alignment is maintained using the methodology below.

- $\text{CTT slots divided by contracted OBS} = \text{CTT to OBS Ratio (expressed as a percent)}$  or  $\text{CTT Slots/Contracted OBS} = \text{CTT to OBS Ratio}$

Example: What is the CTT to OBS ratio for a center with 100 trade slots and a contracted OBS of 110?

- Answer:  $100/110 = 90.9\%$  CTT to OBS Ratio

Factors to consider when adjusting trades to reach the ratio range include trade utilization, trade performance (e.g., graduation and placement numbers, and long-term student outcomes), labor market data, and similar regional trade offerings.

##### ***R2. Required Instruction***

Centers must:

- a. Provide instruction in the competencies listed on official Job Corps Electronic Training Achievement Records (e-TAR) of the career technical training programs approved for the center. Where training is offered through external providers such as accredited educational institutions utilizing Other Training Provider (OTP) programs, centers will use the Center Information System (CIS) 3Ge-TAR for coding purposes only. Centers that have approved OTP programs must input final student accomplishments using the OTP e-TAR code in the CIS3G e-TAR using the Summary, Detail, and Credential Tab. However, all OTP programs must be endorsed by the Regional Office (RO) and recommended for final review and approval by the Office of Job Corps, to ensure that they are comparable to, or exceed, the rigor and relevance of national training programs. OTP programs must provide one or more of the following: a certificate of completion, a degree certificate, or an industry credential.

- b. Provide instruction in additional competencies (beyond those listed on officially approved e-TARs) as necessary to equip students with the skills required in specific labor markets. Centers must not delete competencies from e-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 e-TARs. When work sites are used to develop skills, employers must 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.

### ***R3. Assignment to a Career Technical Training Program***

Centers must:

- 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 must 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, and that is compatible with the student's long-term career goal.
- c. Maintain a log of all students not assigned to career technical training programs within 60 days of enrollment, within the career technical training waitlist section of CIS. The list must show the students' names, dates of arrival, dates of assignment to career technical training programs, and reasons for delay.

### ***R4. Employer Involvement***

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

### ***R5. Job Shadowing***

Centers must 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 must coordinate opportunities for students to shadow employees at work sites in

careers that are related to their career technical 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.

#### ***R6. Work-Based Learning Program***

Centers must:

- a. Incorporate work-based learning (WBL) as a primary instructional approach into the delivery of applied and contextual training. Note: Examples of off-center training activities which may require a student to be placed on Present for Duty Off-Center (PDOF) include, but are not limited to pre-apprenticeship, apprenticeship, Public Lands Corps (PLC), and Work Experience Programs (WEP).
- 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 must be established.
  3. Relates closely with center-based learning activities.
  4. Provides reasonable accommodation(s) for students with disabilities, as appropriate.
- c. Provide opportunities to ensure that each student participates in WBL:
  1. WBL opportunities must consist of multiple assignments that progressively vary in duration and complexity as the student completes established benchmarks in their CTT (see Appendix 304).
  2. Home-based WBL assignments are limited to a maximum of six weeks, unless the Regional Office (RO) grants a waiver, as specified in Chapter 6, Exhibit 6-1.

#### ***R7. Work-Based Learning Employer Partnerships***

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

#### ***R8. Work-Based Learning Agreements***

Centers must complete the WBL agreement (Exhibit 3-1) with the employer when a student is assigned to a work site.

***R9. On-Center Work-Based Learning***

Work-based learning may occur on center, with the center as the employer. On-center, WBL must be formally organized and must use the WBL agreement (Exhibit 3-1), the same used for off-center WBL.

***R10. 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 508, Career Technical Skills Training) must provide training to students in the eligible career technical training areas through work on construction or manufacturing projects.

**b. Project Planning**

1. Centers with career technical training programs that are eligible for CTST funding must submit an annual CTST plan to the Regional Office (RO) for approval. Procedures for preparing and submitting the plan are outlined in Appendix 508.
2. Upon approval by the Regional Office (RO), centers must implement the approved CTST plan in accordance with the procedures contained in Appendix 508.

**c. Safety**

Before initiating a construction project, centers must 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.

***R11. 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 work-based learning agreement, Exhibit 3-1, 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 must 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 Employees' Compensation Operations and Management Portal (ECOMP), as they are covered by the Federal Employees' Compensation Act (FECA).

#### ***R12. Monitoring of Training at Work-Based Learning Sites***

Centers must monitor all active WBL sites to ensure that students are receiving quality training in a safe environment. Center instructors and other staff must 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.

#### ***R13. Relationships with National Training Contractors***

Relationships between center management and National Training Contractor (NTC) instructors must be governed by the Memorandum of Understanding (MOU) signed by each NTC and the involved center. A copy of the MOUs between the NTC and center contractors can be found on the Job Corps Community website through the CTT link.

## 3.4 CAREER SUCCESS/WORKPLACE SKILLS

### REQUIREMENTS

#### *R1. Introduction to Center Life*

Centers must 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 leading students to understand the opportunities and benefits available and the expectations for participants including:
  1. Job Corps' mission
  2. The Career Development Services System (CDSS)
  3. The center's basic schedule of training and activities
  4. The Career Success Standards
  5. Assessment testing
  6. Evaluation of Student Progress (ESP)
  7. Student rights and responsibilities:
    - (a) Standards of conduct
    - (b) Equal opportunity, civil, legal, and religious rights
    - (c) Sexual harassment and anti-bullying policies
  8. Student government and leadership programs
  9. Student benefits:
    - (a) Allowances 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 pertaining to elimination or prevention of hazards that may result in injury, illness, or death. Topics must include at a minimum:
    - (a) Overview of the Job Corps Occupational Safety and Health (OSH) program with emphasis on 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, active shooter incidents, and terrorist threats)
      - (4) Hazard communication, including Safety Data Sheets (SDS) 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 (with emphasis on 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, and personal hygiene
  13. Security pertaining to center culture, personal comfort, and well-being. Topics must include at a minimum:
    - (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) Protection of personal property and tort claims
    - (g) Student vehicle policy
    - (h) Security operations
    - (i) Sign-in and sign-out procedures (passes and leave) and entry and exit procedures
    - (j) Inventory of personal belongings
    - (k) Identification cards
    - (l) Phone calls
    - (m) Mail procedures
    - (n) Visiting procedures
    - (o) Job Corps National, toll-free Safety Hotline
- 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 Career Success 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 (DC)
5. Staff representatives from all major program and support areas
6. Student leaders

***R2. Disability Program Introduction***

- a. Centers must provide new students with information that will lead to an understanding of the opportunities and benefits available as part of the center's Disability Program (see Chapter 3, Section 3.4, R1.b.11).
- b. Centers must provide a variety of opportunities for new students to meet and interact with the DCs (see Chapter 3, Section 3.4, R1.d.4).
- c. The student handbook will include information about the Disability Program (see Chapter 3, Sections 3.4, R1.b.11 and 3.4, R3).

***R3. Student Handbook***

Centers must develop and distribute to all students a Student Handbook that, at a minimum, accurately reflects center standards of conduct, benefits, policies, and procedures in the areas included in Chapter 3, Section 3.4, R1.b above.

***R4. Dress Code/Clothing Selection***

Centers must 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 the centers' presentation to applicants on Job Corps policies and requirements. The dress code should be published in each center's Student Handbook and the handbook should include the following minimum expectations for general student, academic classroom, career technical training (CTT) 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, properly fastened, and free of graffiti or markings.

c. Career Technical Training Classroom Dress Standards:

1. If CTT uniforms are issued, they should always be worn during career technical training 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, properly fastened, and free of graffiti or markings.
6. For business related CTT programs (e.g., business clerical, accounting technician, medical records assistant, computer repair, retail sales), either the academic outfit or career technical training uniform (if issued) may be worn. Acceptable business attire includes business dresses (knee length), dress pants (worn at the waist), business shirts, pantsuits, or skirts (knee length). Shoes are to be clean, polished and properly fastened, and free of graffiti or markings.

d. Off-Center Activities Dress Standards:

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.

Centers must provide guidance to students regarding appropriate types of clothing for the workplace in their chosen fields, and centers must ensure that purchases made by students with their cash clothing allowance are for interview and work appropriate clothing.

## ***R5. Student Leadership***

Centers must develop and support leadership training that includes, at a minimum:

- a. A formal leadership training curriculum
- b. Ongoing in-service training for student leaders

***R6. Student Government Association (SGA)***

Centers must 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

***R7. Assessing New Students' Needs and Interests***

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

- a. Level of academic achievement and competency for appropriate placement into academic classes, using high school transcripts; Individual Education Plan (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 2, Section 2.3, R2-R4
- c. Counseling intake needs/interests assessments using the student's application as a foundation, counselors must 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 the My Pathway to Achieving Career Excellence (MyPACE) web-based career planning tool (see Chapter 3, Section 3.4 R9, Career Exploration)
- e. Knowledge of and ability to demonstrate the appropriate behaviors associated with the Career Success Standards
- f. English language proficiency using: Test of Adult Basic Education Complete Language Assessment System – English (TABE CLAS-E), Basic English Skills Test (BEST), or CASAS (see ([https://nrsweb.org/solr-search?search\\_api\\_views\\_fulltext=test+benchmarks&field\\_resource\\_type=All&field\\_training\\_type=All](https://nrsweb.org/solr-search?search_api_views_fulltext=test+benchmarks&field_resource_type=All&field_training_type=All)), select Test Benchmarks for NRS Educational Functioning Levels)
- g. Basic information technology skills
- h. Transitional needs

#### ***R8. Using Student Assessments***

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

- a. Develop the student's MyPACE Career Plan and assignment of Pathway Achievement Record (PAR)
- b. Schedule appropriate career development classes and activities
- c. Develop essential support systems to address each student's personal and transitional needs

#### ***R9. Career Exploration***

Centers must:

- a. Provide all new students with a variety of career exploration and planning 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.
- b. Assist each new student in exploring career pathway options using the My Pathway to Achieving Career Excellence (MyPACE) lessons and web-based tool to:
  - 1. Learn about his/her skills, values, work styles, and aptitudes

2. Assess his/her career interests
  3. Use regional Labor Market Information (LMI) to explore, identify, and assess potential career opportunities and career training pathway options
  4. Investigate training and credentialing requirements for occupations of interest
  5. Explore employment potential in the communities where the student may seek employment
  6. Identify opportunities for career advancement and sources for post-center continuation of training/educational preparation
- c. Provide an explanation of the options for placement or additional training available to each student, including:
1. Entry-level job placement in an in-demand industry sector on the pathway to a student's ultimate career
  2. Entry into an apprenticeship program
  3. Participation in advanced training
  4. Enlistment in the armed services to pursue a career in the military
  5. Enrollment in post-secondary education
- d. Provide an overview of center career technical training offerings that align with a student's individual career goals documented in his or her MyPACE Career Plan and must include:
1. Wages
  2. Working conditions, including physical requirements
  3. Required technical training and academic proficiency requirements for the career and industry
  4. Advancement potential
  5. Related career technical training offerings, postsecondary training, and related careers in the industry
  6. Industry-recognized certifications and credential requirements
  7. Employment outlook, LMI, 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
- e. Provide work-based learning experiences (see Chapter 3, Appendix 304), 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 will 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
  - f. Provide goal-setting activities and career counseling using the MyPACE career planning system to assist students in making informed choices on career technical areas to consider
  - g. Arrange a visit to the nearest One-Stop Career Center/American Job Center to acquaint students with career exploration, training, job placement, and other services and resources available to them; if a One-Stop Career Center/American Job Center is not available in the vicinity, centers must provide opportunities for students to access a virtual One-Stop Career Center/American Job Center via the Internet

### ***R10. Overview of Career Success Standards***

Centers must provide each student with an introduction to all eight Career Success Standards (Chapter 3, Section 3.4 R11) and an overview of the standards of conduct for 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.

### ***R11. Required Career Success Standards***

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

- a. Workplace Relationships and Ethics
  1. 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.

2. Competencies:
  - (a) Follows and promotes workplace policies and procedures, including good attendance, being on time, and dressing appropriately for the job.
  - (b) Understands and supports organizational goals and structure and follows the chain-of-command.
  - (c) Observes and practices safety standards.
  - (d) Develops productive relationships with members of his or her team.
  - (e) Responds well to supervision.
  - (f) Maintains confidentiality and personal trustworthiness.
  - (g) Understands and supports the concept of customer service.
- b. Interpersonal Skills
  1. 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.
  2. Competencies:
    - (a) Takes an active role when working in teams.
    - (b) Exhibits friendly behaviors and works well within the culture of a group.
    - (c) Recognizes and respects individual differences and viewpoints.
    - (d) Manages and resolves conflict with varied negotiation techniques.
    - (e) Demonstrates flexibility in adjusting to a variety of situations.
    - (f) Recognizes and manages emotions such as sadness, depression, frustration, and anger.
- c. Personal Growth and Development
  1. Standard: The student will leave Job Corps with the personal skills, attributes, and behaviors that foster confidence and drive for life-long growth.
  2. Competencies:
    - (a) Uses knowledge of personal strengths, weaknesses, and values in decision-making.
    - (b) Demonstrates resilience when receiving both positive and negative feedback.
    - (c) Maintains a healthy lifestyle by managing physical, emotional, and social aspects of daily life.
    - (d) Uses social networks when balancing work and personal life.
    - (e) Exhibits self-respect and a positive self-esteem.
    - (f) Takes initiative and uses opportunities for advancement.
- d. Independent Living
  1. 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.

2. Competencies:
  - (a) Plans and manages time, money, and other resources to support independent living.
  - (b) Uses available resources to find housing, childcare, transportation, employment, and to make informed consumer decisions.
  - (c) Makes educated life choices concerning nutrition, fitness, health care, parenting, and sexual responsibility.
  - (d) Creates and maintains an appropriate support network.
  - (e) Uses creative problem-solving skills.
- e. Career and Personal Planning
  1. Standard: The student will leave Job Corps with his/her My Pathway to Achieving Career Excellence (MyPACE) Career Plan and a completed Pathway Achievement Record (PAR), fully prepared to transition to his/her mid-term goal and to effectively access resources and services that will assist him/her in making a successful transition.
  2. Competencies:
    - (a) Sets and redefines short-term, mid-term, and long-term goals.
    - (b) Acquires, organizes, interprets, and evaluates information from My PACE career assessments and work-based learning experiences.
    - (c) Completes MyPACE PAR activities that support career planning in the student's chosen career placement pathway (mid-term goal).
- f. Communications
  1. 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.
  2. Competencies:
    - (a) Expresses and supports ideas through oral, written, and nonverbal communication, such as body language, volume, and tone.
    - (b) Responds to and acknowledges other people's views.
    - (c) Follows directions and asks for clarification.
    - (d) Understands, uses, and explains procedures.
    - (e) Uses appropriate language when addressing different audiences.
    - (f) Demonstrates active listening skills.
- g. Multicultural Awareness
  1. Standard: The student will leave Job Corps valuing diversity, practicing cultural sensitivity, and able to work with people of different backgrounds and cultures.
  2. Competencies:
    - (a) Understands and appreciates a variety of cultural perspectives and how those



- enhance productivity.
- (b) Demonstrates the ability to value diversity in the workplace.
- (c) Understands cultural differences in communication styles.
- (d) Positively interacts and fosters relationships with people of different backgrounds.

h. Information Management

1. 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.
2. Competencies:
  - (a) Obtains information from existing sources, including the Internet.
  - (b) Evaluates the relevancy, accuracy, and appropriate use of data.
  - (c) Organizes, maintains, and uses information.
  - (d) Demonstrates capacity to connect data to personal and professional success.

***R12. Individualized Opportunities, Projects, and Activities***

Centers must 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 must be addressed in the initial student evaluation and uploaded into the Center Information System (CIS) e-Folder, and must include, at a minimum:

- a. An overview of the Standards the student does and does not meet
- b. Specific opportunities, projects, and activities the student may participate in on center to meet the Standards and how the student will be evaluated regarding 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

***R13. Adopting Career Success Standards***

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

Centers must not establish a stand-alone class to teach to the standards. The standards must be integrated into all training and center activities.

***R14. Customer Service Training***

Centers must 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

### ***R15. Conflict Resolution Skills***

Centers must provide each new student with instruction in basic conflict resolution techniques within the first 60 days of enrollment.

### ***R16. Introduction to Information Technology***

Centers must 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. Microsoft Word applications
  3. E-mailing
  4. Scanning
  5. Managing applications (apps)
  6. Video Messaging
  7. Electronic job searching

- e. Use of the MyPACE career exploration tool to:
  - 1. Research and analyze regional Labor Market Information (LMI); and
  - 2. Conduct an occupation search related to student's career interests/training program.
- f. Use of the Internet for placement services:
  - 1. Identify community support service resources
  - 2. Access One-Stop Career Center/American Job Center services
- g. Appropriate use of the Internet and e-mail

***R17. Applied Information Technology***

Centers must provide students with instruction in the application of basic information technology to assist in the development of their academic skills, career technical skills, career pathway preparation activities, and opportunities to progress through their Pathway Achievement Records (PAR).

***R18. Computer-Based Learning***

Centers must provide and use information technology to teach academic and career technical skills.

***R19. Microsoft Office and Internet Proficiency***

Centers must provide students with instruction in the Microsoft Office software and the Internet.

***R20. Business Technology and Business Etiquette***

Centers must provide students with instruction in business technology and business etiquette (e.g. ethics, email, and Internet).

***R21. Required Instruction for Health and Well-Being***

Centers must provide instruction to all students in the following subjects:

- a. Health education and good decision-making models
- 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 assault
- l. Sleep hygiene (guidelines to achieve restful sleep)
- m. Oral disease prevention and oral hygiene instruction

***R22. Activities for Driver's License Attainment***

Centers must:

- a. Provide driver education training, early in the students' enrollment, to all eligible students who do not already possess a driver's license. The training must include classroom and behind-the-wheel instruction that meets state-mandated requirements. 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.
- b. Review with each student who does not already possess a license, the steps necessary to attain a license, document these steps in the student's My Pathway to Achieving Career Excellence (MyPACE) Career Plan and Pathway Achievement Records (PAR) and upload in the e-Folder. These actions will take place during CPP.
- c. 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.
- d. Initiate driver training during CPP as described in Chapter 3, Section 3.4 R22.a, e and f, whenever possible.
- e. Identify students who are prohibited from attaining a driver's license due to prior offenses and assist these students in re-establishing their eligibility and securing a license prior to completion.

- f. Pay all learner's permit, license, and related test fees.

### ***R23. Job Search Skills***

Centers must provide each student with an introduction to basic job search skills within the first 60 days of enrollment. At least 45 days prior to projected graduation, centers must assess and counsel students to determine their capabilities and review job search skills and strategies. The topics must include at a minimum:

- a. Identifying personal skills and attributes
- b. Identifying sources of employment
- c. Inquiring about a job over the telephone
- d. Conducting an Internet job search
- e. Completing a paper or electronic job application
- f. Writing and updating a resume
- g. Writing and updating a cover letter
- h. Developing job survival skills
- i. Interviewing for a job
- j. Obtaining information on the apprenticeship, Advanced Training, post-secondary, and military application processes
- k. Understanding worker's rights and responsibilities (e.g., including reasonable accommodation in the workplace)
- l. Identifying strategies for succeeding during the first weeks on the job
- m. Knowing about the availability and support of Career Transition Services through Job Corps and One-Stop Career Centers/American Job Centers

### ***R24. Transitional Needs Assessment***

Centers must ensure a student's MyPACE Career Plan and PARs are complete and all of the following transitional support needs have been addressed:

- 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/assessment and counseling
- i. Job retention support
- j. Legal services
- k. Federal funding for advanced education, as appropriate

***R25. Job Search Credentials***

Centers must assist students in assembling documents necessary for obtaining placement in the student's career pathway mid-term goal, including originals of personal documents and those credentials that document the student's accomplishments.

***R26. Career Pathway Development***

As aligned with MyPACE PAR requirements, centers must provide career pathway development, referral, and placement services to graduates as appropriate. For those graduates who entered the program with an employer referral, centers must notify the referring employer of the student's upcoming graduation.

***R27. Transition Resources and Services***

At a minimum, centers must connect graduates and former enrollees with career transition resources appropriate to their needs and in accordance with the center CDSS Plan. Centers must:

- 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.

## **EXHIBIT 3-1**

### **WORK-BASED LEARNING PROGRAM AGREEMENT TEMPLATE**

#### **WORK-BASED LEARNING PROGRAM AGREEMENT BETWEEN**

**Center Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

and

**Employer:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Telephone:** \_\_\_\_\_

**Name of Supervisor:** \_\_\_\_\_

**Hours of Work:** \_\_\_\_\_

**Length of Employment/Training:** \_\_\_\_\_

**Rate of Pay if applicable:** \_\_\_\_\_

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." 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.

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 must 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 must visit active work sites on a regular basis to:
  - Observe and counsel students.
  - Observe the working environment for potential hazards.
  - Observe students’ use of safety work practices including use of proper protective equipment.
  - Ensure tool inventory, accountability, and security procedures are being followed.
  - Ensure that the training needs of the students are being met.
  - 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 break, unexpected student absence, center function).
- 4) Record all accidents and injuries in the Employee’s Compensation Operations and Management Portal (ECOMP) within 7 days of supervisor notification.
- 5) Record and report all serious injuries or illnesses within 24 hours to the ECOMP 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.
- 9) Provide the competencies (or sections of the student's Electronic Training Achievement Record [e-TAR] in which the student will be trained at the work site).
- 10) Provide a process for notifying the center in the case of student absence or injury .
- 11) Provide a schedule/format for providing feedback to the center and the student about the student's performance.

**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) Provide a safe environment.
- 5) Support industry-specific certification requirements, as applicable.
- 6) Not discriminate against students with disabilities and to provide reasonable accommodation, as determined by applicable state and federal law.
- 7) The student must not displace employees at the work site.
- 8) Document student achievements and competencies.
- 9) Provide Center Safety Officer or other staff with routine escorted or unescorted access to student work areas to observe working/training conditions.
- 10) Adhere to all federal and state laws and regulations regarding employment and applicable safety and occupational health.
- 11) Coordinate with \_\_\_\_\_, Center Safety Officer, to conduct an investigation of accidents resulting in serious injuries and/or fatalities involving Job Corps students.
- 12) 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.
- 13) Provide all equipment, tools, and personal protective equipment and clothing needed to

perform the assigned duties that would normally be provided to employees.

- 14) Ensure full tool inventory, accountability, and security, ensuring that all tools are accounted for before the end of each class, or the end of each day if off-site, and ensuring that all tools that are unaccounted for are found and all tools are secured.
- 15) Inform the Center Director, or designee, of all accidents and injuries within 24 hours.
- 16) Adhere to the provisions of the Fair Labor Standards Act if an employment relationship exists between the employer and the student.
- 17) 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: \_\_\_\_\_

## **EXHIBIT 3-2**

### **NEW EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS FOR ADULT BASIC EDUCATION (ABE)<sup>1</sup>**

#### **LITERACY/ENGLISH LANGUAGE ARTS**

##### **Introduction**

The Educational Functioning Level (EFL) descriptors for Literacy/English Language Arts are intended to guide both teaching and assessment for adult learners. They are divided into six EFLs: Beginning Literacy; Beginning Basic; Low Intermediate; High Intermediate; Low Adult Secondary; and High Adult Secondary. The descriptors do not provide a complete or comprehensive delineation of all of the skills at any given level but provide examples of the most critical concepts and skills for the level. The descriptors use the College and Career Readiness (CCR) Standards for Adult Education (CCR) as the foundation.

While these narrative descriptors address the most critical concepts for assessment and instruction for adult learners, lesson plans and test items should be based on additional critical concepts from State instructional frameworks and standards, as appropriate for the learner and State requirements.

The EFLs for Literacy/English Language arts are organized into reading, writing, speaking and listening, and language domains. Emphasis was placed on reading and writing because most instruction and assessment attention will be paid to these domains for ABE students. In addition, the descriptors were further informed by Office of Career, Technical, and Adult Education's (OCTAE) Framework for Employability Skills to ensure the levels paid adequate attention to workforce preparation.

##### **Reading**

The reading sections of the descriptors are consistently more comprehensive than the other domains. Reading is a critical area for college and career readiness. One of the elements in the reading descriptors that draws clear distinctions between competencies required at each level is the complexity of the text that students are to be reading. The EFLs specify a staircase of increasing text complexity for students to master from beginning basic reading through the college and career readiness level. The comprehension skills of reading are to be applied to level-appropriate complex text. The reading domain elements of the descriptors carry within it references to other key skills from the other domains and workforce preparation skills. Examples of this include listening comprehension as a supplement to reading comprehension at levels 1 and 2 so students can work with the richer ideas adult students can handle intellectually, if not yet independently through their own reading. It also includes integrating and evaluating information from a variety of media, including translating quantitative or technical information presented visually or in words. Learning to work with diverse media is an important job skill as well as a critical applied academic skill. Another example is an emphasis on research that

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<sup>1</sup> These descriptors are included in the AEFLA information collection (OMB control number 1830-0027) and were implemented with Federal Register notice 82 FR 42339.

includes a combination of reading, writing, and speaking and listening skills—again as a way to connect the domains in important ways and to create the EFLs as a focused and useful document.

## Writing

Details about the level of writing proficiency required at each level have been pared to draw clear distinctions between competencies required at each level. The descriptors emphasize writing arguments and writing to inform and explain from Level 3 and beyond. Both writing types stress writing to sources, and asking students to draw evidence from texts is emphasized in the descriptors. With writing, many of the process standards were not included because process proficiency is hard to measure. In addition, reference is consistently made to research skills in both the reading and writing sections of each level, as these skills are important to writing.

## Speaking and Listening

The speaking and listening descriptors at each level were connected closely to workforce preparation and the Employability Skills Framework. These skills have the benefit of both being measurable and clearly related to citizenship, work and life success. Collaborative conversations and teamwork are emphasized at *every* level, as is students' use of evidence. In this context of speaking and listening, the descriptors reflect use of listening comprehension capacities (particularly in Levels 1 and 2 to augment students' lower reading comprehension abilities), evidence in conversation, ability to evaluate what others are saying, and the capacity to share information effectively with others.

## Language

In the language domain, descriptors consistent with workforce preparation from the Employability Skills Framework and are vital to attaining college and career readiness from each level such as a growth in students' grammar and punctuation skills, as well as their growth in vocabulary.

## Level 1: Beginning Literacy

*Reading:* Individuals ready to exit the Beginning Literacy Level comprehend how print corresponds to spoken language and are able to demonstrate understanding of spoken words, syllables, and sound-letter relationships (phonetic patterns), including consonant digraphs and blends. In particular, students at this level are able to recognize and produce rhyming words, blend and segment onsets and rhymes, isolate and pronounce initial, medial, and final sounds, add or substitute individual sounds, and blend and segment single syllable words. They are able to decode two-syllable words following basic patterns as well as recognize common high frequency words by sight. Individuals are able to read simple decodable texts with accuracy, appropriate rate, and expression. They are able to determine the meaning of words and phrases in texts with clear and explicit context.

Individuals ready to exit this level are able to determine main ideas, retell key details, and ask and answer questions about key details in simple texts. Individuals are also able to use the illustrations in the text(s), whether print or digital, to describe its key ideas (e.g., maps, charts, photographs, cartoons). They also are able to use text features, both print and digital, to locate

key facts or information. When listening to text above their current independent reading level, they are able to identify the reasons an author gives to support points in a text, describe the connections between ideas within a text, and examine the basic similarities in and differences between two texts on the same topic.

*Writing:* Individuals ready to exit the Beginning Literacy Level are able to write basic sight words and familiar words and phrases as they compose simple sentences or phrases. This includes writing simple informative texts in which they supply some facts about a topic and narratives that include some details regarding what happened. They use simple transition and temporal words to signal event order (e.g., so, and, because, when, next, finally). With support, they are able to gather and use information from provided sources, both print and digital, to answer a simple research question.

*Speaking and Listening:* Individuals ready to exit this level are able to participate in conversations of short duration, collaborating with diverse partners and groups, while respecting individual differences. This includes following agreed upon rules for discussion and responding to the comments of others through multiple exchanges. Individuals are able to describe people, places, things, and events with relevant details, producing complete sentences when appropriate to task and situation. They can discuss what they have heard read aloud and ask and answer questions about it.

*Language:* When writing and speaking, individuals ready to exit this level are able to correctly use frequently occurring nouns, verbs (past, present, and future), adjectives, pronouns, prepositions and conjunctions. When writing sentences individuals correctly use capitalization, ending punctuation, and commas in dates and to separate single words in a series. They are able to spell words with common patterns and frequently occurring irregular words. Other words they spell phonetically. In response to prompts, they are able to produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences orally. Individuals are able to determine the meaning of unknown and multiple-meaning words, by applying their knowledge of frequently occurring roots and affixes, as well as sentence-level context. They are able to distinguish shades of meaning among verbs (e.g., look, glance, stare, glare) and adjectives differing in intensity (e.g., large, gigantic) by choosing them or acting out their meanings.

## **Level 2: Beginning Basic**

*Reading:* Individuals ready to exit the Beginning Basic Level are able to decode multi-syllable words, distinguish long and short vowels when reading regularly spelled one-syllable words, and recognize the spelling-sound correspondences for common vowel teams. They also are able to identify and understand the meaning of the most common prefixes and suffixes. They can read common irregular sight words. Individuals are able to read level appropriate texts (e.g., texts with a Lexile Measure of between 420 and 820) with accuracy, appropriate rate, and expression.<sup>2</sup> They are able to determine the meaning of words and phrases in level-appropriate complex texts. Individuals ready to exit this level are able to determine main ideas, ask and answer questions about key details in texts and show how those details support the main idea. Individuals also are able to explain how specific aspects of both digital and print illustrations contribute to what is conveyed by the words of a text. They are able to compare and contrast the

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<sup>2</sup> Refer to the Text Complexity Chart at the end of this document for the CCR standards for adult education for the appropriate range of complexity for this level.

most important points and key details of two texts on the same topic. When listening to text above their current independent reading level, they are able to describe the relationship between ideas in a text in terms of time, sequence, and cause/effect, as well as use text features and search tools, both print and digital, to locate information relevant to a given topic efficiently. They also are able to describe how reasons support specific points an author makes in a text and identify the author's main purpose or what the author wants to answer, explain or describe, as well as distinguish their own point of view from that of the author's.

*Writing:* Individuals ready to exit the Beginning Basic Level are able to write opinion pieces on topics or texts, supporting a point of view with reasons. They are able to write simple informative texts in which they examine a topic and convey information clearly. They also are able to write narratives with details that describe actions, thoughts, and feelings. They use transition and temporal words (e.g., also, another, more, but) to link ideas and signal event order. Individuals ready to exit this level are able to use technology to produce and publish writing as well as to interact and collaborate with others. They are able to conduct short research projects and summarize their learning in print. This includes taking brief notes from both print and digital sources, and sorting evidence into provided categories.

*Speaking and Listening:* Individuals ready to exit this level are able to participate in a range of collaborative conversations with diverse partners and groups, respecting individual differences. This includes gaining the floor in respectful way, linking their comments to the remarks of others, and expressing their own ideas, clearly in light of the discussions. Individuals are able to report on a topic or text or recount an experience, with appropriate facts, and relevant, descriptive details. They are able to speak in complete sentences appropriate to task and situation in order to provide requested detail or clarification. They can discuss what they have heard read aloud and provide the main ideas and appropriate elaboration and detail about the information presented.

*Language:* When writing and speaking, individuals ready to exit this level are able to correctly use regular and irregular nouns and verbs, comparative and superlative adjectives and adverbs, and coordinating and subordinating conjunctions. When writing simple, compound and complex sentences, individuals use correct subject-verb and pronoun-antecedent agreement. They also use correct capitalization, ending punctuation, commas, and apostrophes to form contractions and possessives. They also are able to spell words with conventional patterns and suffixes. They are able to use spelling patterns and generalizations (e.g., word patterns, ending rules) in writing words. In response to prompts, they are able to produce, expand, and rearrange simple and compound sentences. Individuals are able to determine the meaning of unknown and multiple-meaning words in level-appropriate complex texts, including academic words, by applying their knowledge of roots and affixes, as well as sentence-level context. They are able to distinguish literal from non-literal meaning of words, and shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, wondered, suspected). They are able to demonstrate understanding of and use general academic words that signal spatial and temporal relationships.

### **Level 3: Low Intermediate**

*Reading:* Individuals ready to exit the Low Intermediate Level are able to read fluently

text of the complexity demanded of this level (e.g., a Lexile Measure of between 740 and 1010).<sup>3</sup> They are able to use knowledge of letter-sound correspondences, syllabication patterns, and roots and affixes to accurately decode unfamiliar words. They are able to determine the meaning of words and phrases (e.g., metaphors and similes) in level-appropriate complex texts. Individuals ready to exit this level are able to make logical inferences, summarize central ideas or themes, and explain how they are supported by key details. They are able to explain events, procedures, or ideas in historical, scientific, or technical texts, including what happened and why. They are able to describe the overall structure of a text and compare and contrast the structures of two texts. Individuals ready to exit this level are also able to interpret information presented visually, orally or quantitatively to find an answer to a question or solve a problem. They display this facility with both print and digital media. Individuals are able to explain how authors use reasons and evidence to support particular points in a text and can integrate information from several texts, whether print, media, or a mix, on the same topic. They are able to describe how point of view influences how events are described. They are able to analyze multiple accounts of the same event or topic, noting similarities and differences. They are able to produce valid evidence for their findings and assertions.

*Writing:* Individuals ready to exit the Low Intermediate Level are able to write opinion pieces on topics or texts, supporting a point of view with facts and logically ordered reasons. They are able to produce informative texts in which they develop a topic with concrete facts and details. They convey information clearly with precise language and well-organized paragraphs. They link ideas, opinions and reasons with words, phrases, and clauses (e.g., another, specifically, consequently, because). They are also able to use technology (including the Internet) to produce and publish writing as well as to interact and collaborate with others. They are able to conduct short research projects, making frequent use of on-line as well as print sources. This includes the ability to draw evidence from several texts to support an analysis. They are able to summarize or paraphrase information from and provide a list of those sources.

*Speaking and Listening:* Individuals ready to exit this level are able to participate in a range of collaborative conversations with diverse partners and groups, respecting individual differences. This includes demonstrating an understanding of teamwork and working well with others by carrying out their assigned roles, and posing and responding to specific questions, and making comments that contribute to, and elaborate on the remarks of others. Individuals are able to report on a topic or text or present an opinion, sequencing ideas logically and providing appropriate facts, and relevant, descriptive details that support the main ideas or themes. They are able to differentiate between contexts that call for formal English and situations where informal discourse is appropriate. They also are able to paraphrase and summarize what they have heard aloud, and explain how each claim is supported by reasons and evidence.

*Language:* When writing and speaking, individuals ready to exit this level are able to use verb tenses to convey various times, sequences, states, and conditions correctly and recognize inappropriate shifts in verb tense. They use prepositions, conjunctions, and interjections properly. Individuals write simple, compound and complex sentences and use correct subject-verb and pronoun-antecedent agreement throughout a piece of writing. They also use correct capitalization, commas, and underlining, quotation marks, and italics to indicate titles of works.

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<sup>3</sup> Refer to the Text Complexity Chart at the end of this document for the CCR standards for adult education for the appropriate range of complexity for this level.

They are able to correctly use frequently confused words (e.g., to, too, two; there, their) and spell correctly, consulting references as needed. They are able to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons as well as expand, combine and reduce sentences for meaning, reader interest and style. Individuals are able to determine the meaning of unknown and multiple-meaning words in level-appropriate complex texts, including academic words, by applying their knowledge of roots and affixes, as well as sentence-level context. Individuals are able to interpret figurative language, including similes and metaphors. They also are able to recognize and explain the meaning of common idioms, adages, and proverbs. They are able to demonstrate understanding of and use general academic words that signal precise actions or emotions (e.g., whined, stammered), signal contrast (e.g., however, nevertheless), or other logical relationships (e.g., however, similarly), and are basic to a particular topic (e.g. endangered when discussing animal preservation).

## **Level 4: High Intermediate**

*Reading:* Individuals who are ready to exit the High Intermediate Level are able to read fluently text of the complexity demanded of this level (e.g., a Lexile Measure of between 925 and 1185).<sup>4</sup> They display increasing facility with academic vocabulary and are able to analyze the impact of a specific word choice on meaning and tone in level-appropriate complex texts.

Individuals are able to make logical inferences by offering several pieces of textual evidence. This includes citing evidence to support the analysis of primary and secondary sources in history, as well as analysis of science and technical texts. They are able to summarize and analyze central ideas, including how they are conveyed through particular details in the text. They also are able to analyze how a text makes connections among and distinctions between ideas or events and how major sections of a text contribute to the development of the ideas. They also are able to follow multistep procedures. Individuals are able to identify aspects of a text that reveal point of view and assess how point of view shapes style and content in texts. In addition, they are able to evaluate the validity of specific claims an author makes through the sufficiency of the reasoning and evidence supplied in the text. This includes analyzing how an author responds to conflicting evidence or viewpoints. They are able to analyze how multiple texts address similar themes, including how authors acknowledge and respond to conflicting evidence or viewpoints and include or avoid particular facts. Individuals are also able to analyze the purpose of information presented in diverse media as well as integrate and evaluate content from those sources, including quantitative or technical information presented visually and in words. They are able to produce valid evidence for their findings and assertions, make sound decisions, and solve problems.

*Writing:* Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/experiments, or technical processes). When writing arguments, they are able to introduce claims, acknowledge alternate or opposing claims, support claims with clear reasons and relevant evidence, and organize them logically in a manner that demonstrates an understanding of the topic. When writing informative texts, individuals are able to examine a topic through the selection, organization, and analysis of relevant facts, concrete details,

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<sup>4</sup> Refer to the Text Complexity Chart at the end of this document for the CCR standards for adult education for the appropriate range of complexity for this level.



quotations and other information to aid comprehension. Individuals create cohesion in their writing by clarifying the relationships among ideas, reasons, and evidence; using appropriate transitions; and including a logical progression of ideas, and maintaining consistency in style and tone. Individuals are able to use specific word choices appropriate for the topic, purpose, and audience. They also are able to use technology to produce and publish writing and link to and cite sources. They conduct short research projects, drawing on several sources. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to locate and organize information, assess the credibility and accuracy of each source, and communicate the data and conclusions of others while avoiding plagiarism.

*Speaking and Listening:* Individuals ready to exit the High Intermediate level collaborate well as a member of team by building on others' ideas, expressing their own clearly and maintaining a positive attitude. This includes following the rules for collegial discussions and decision-making and tracking progress toward specific goals and deadlines. It also includes the ability to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence and ideas. During these discussions, individuals are able to qualify, alter, or justify their own views in light of the evidence presented by others. Just as in writing, individuals are able to delineate a speaker's argument, evaluating the soundness of the reasoning and relevance of the evidence. They are able to identify when irrelevant evidence is introduced. They also are able to present their own claims and findings that emphasize salient points in a focused and coherent manner, with relevant evidence, valid reasoning, and well-chosen details. Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

*Language:* When writing and speaking, individuals ready to exit the High Intermediate level are able to ensure pronouns are in the proper case, recognize and correct inappropriate shifts in pronoun number and person, and correct vague or unclear pronouns. They know how to form all verb tenses, and recognize and correct inappropriate shifts in verb voice and mood. They know how to recognize and correct misplaced and dangling modifiers. They are able to adapt their speech to a variety of contexts and tasks when indicated. They are able to choose language that expresses ideas precisely and concisely, recognizing and eliminating redundancy and wordiness as well as maintaining consistency in style and tone. Though errors may be present, the meaning of their written and oral communications is clear. Individuals are able to determine the meaning of unknown and multiple-meaning words and phrases as they are used in level-appropriate complex texts through context clues, knowledge of affixes and roots, and use of reference materials.

## **Level 5: Low Adult Secondary**

*Reading:* Individuals who are ready to exit Low Adult Secondary Level are able to read fluently texts that measure at the secondary level of complexity (e.g., a Lexile Measure of between 1050 and 1335).<sup>5</sup> This includes increasing facility with academic vocabulary and figurative language in level-appropriate complex texts. This includes determining the meaning of symbols and key terms used in a specific scientific or technical context. They are able to analyze the cumulative impact of specific word choices on meaning and tone. Individuals are able to make logical and well-supported inferences about those complex texts. They are able to analyze the development of central ideas over the course of a text and explain how they are

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<sup>5</sup> Refer to the Text Complexity Chart at the end of this document for the CCR standards for adult education for the appropriate range of complexity for this level.

refined by particular sentences, paragraphs, or portions of text. They are able to provide an objective summary of a text. They are able to analyze in detail a series of events described in text and determine whether earlier events caused later ones or simply preceded them. They also are able to follow complex multistep directions or procedures. Individuals are able to compare the point of view of two or more authors writing about the same or similar topics. They are able to evaluate the validity of specific claims an author makes through the sufficiency and relevance of the reasoning and evidence supplied. They also are able to identify false statements and fallacious reasoning. They are able to analyze how multiple texts address related themes and concepts, including challenging texts, such as seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address). In addition, they are able to contrast the findings presented in a text, noting whether those findings support or contradict previous explanations or accounts. Individuals are also able to translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically into words. Through their reading and research, they are able to cite strong and thorough textual evidence for their findings and assertions to make informed decisions and solve problems.

*Writing:* Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/experiments, or technical processes). When writing arguments, they are able to introduce precise claims, distinguish the claims from alternate or opposing claims, and support claims with clear reasons and relevant and sufficient evidence. When writing informative texts, they are able to examine a topic through the effective selection, organization, and analysis of well chosen, relevant, and sufficient facts appropriate to the audience's knowledge of the topic. They use appropriate and varied transitions as well as consistency in style and tone to link major sections of the text, create cohesion, and establish clear relationships among claims, reasons, and evidence. Individuals use precise language and domain-specific vocabulary to manage the complexity of the topic. They are also able to take advantage of technology's capacity to link to other information and display information flexibly and dynamically. They conduct short research projects as well as more sustained research projects to make informed decisions and solve problems. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to gather and organize information, assess the credibility, accuracy, and usefulness of each source, and communicate the data and conclusions of others while avoiding plagiarism.

*Speaking and Listening:* Individuals ready to exit the Low Adult Secondary level are able to participate in a thoughtful, respectful, and well-reasoned exchange of ideas as a member of a team. As they collaborate with peers, they are able to set rules for collegial discussions and decision-making, clear goals and deadlines. They are able to propel these conversations forward by clarifying, verifying or challenging ideas that are presented, actively incorporating others into the discussion, responding thoughtfully to diverse perspectives, and summarizing points of agreement and disagreement. They also are able to qualify, alter, or justify their own views and understanding in light of the evidence and reasoning presented by others. Just as in writing, individuals are able to evaluate a speaker's point of view, and in particular, assess the links among ideas, word choice, and points of emphasis and tone used. They also are able to present their own findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning. Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

*Language:* Individuals ready to exit the Low Adult Secondary level demonstrate strong control of English grammar, usage, and mechanics and use these elements to enhance the presentation of ideas both in speech and writing. This includes the use of parallel structure and the correct use of various types of phrases and clauses to convey specific meanings. They are able to adapt their speech to a variety of contexts and tasks when indicated. Though some errors may be present, meaning of their written and oral communications is clear. Individuals are able to determine the meaning of unknown and multiple-meaning words and phrases as they are used in level-appropriate complex texts through context clues, knowledge of affixes and roots, and use of reference materials.

## **Level 6: High Adult Secondary**

*Reading:* Individuals who are ready to exit High Adult Secondary Level are able to read fluently at the college and career readiness level of text complexity (e.g., a Lexile Measure between 1185 and 1385).<sup>6</sup> This includes increasing facility with academic vocabulary and figurative language sufficient for reading, writing, speaking, and listening at the college and career readiness level. They are able to analyze the cumulative impact of specific word choices on meaning and tone. Individuals are able to make logical and well-supported inferences about those complex texts. They are able to summarize the challenging ideas, concepts or processes contained within them. They are able to paraphrase texts in simpler but still accurate terms. Whether they are conducting analyses of complex primary and secondary sources in history or in scientific and technical texts, they are able to analyze how the ideas and concepts within them develop and interact. Individuals are able to assess how points of view shape style and content in texts with particular attention to distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). Individuals are able to analyze how multiple texts address related themes and concepts, including challenging texts such as U.S. founding documents (Declaration of Independence, the Bill of Rights). In addition, they are able to compare and contrast treatments of the same topic in several primary and secondary sources. Individuals are also able to integrate and evaluate multiple sources of information presented in diverse media in order to address a question. Through their reading and research at complex levels, they are able to cite strong and thorough textual evidence for their findings and assertions to make sound decisions and solve problems.

*Writing:* Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/experiments, or technical processes). When writing arguments, they are able to create an organization that establishes clear relationships among the claim(s), counterclaim(s), reasons and evidence. They fully develop claims and counterclaims, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. When writing informative texts, they are able to organize complex ideas, concepts, and information to make important connections and distinctions through the effective selection and analysis of content. They use appropriate and varied transitions to clarify the relationships among complex ideas, create cohesion, and link major sections of the text. Individuals are able to maintain a formal style while they attend to the norms and conventions of the discipline in which they are writing. They are also able to take advantage of technology's capacity to link to other information and display information flexibly and dynamically. They conduct short research projects as well as more sustained research

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<sup>6</sup> Refer to the Text Complexity Chart at the end of this document for the CCR standards for adult education for the appropriate range of complexity for this level.

projects that require the synthesis of multiple complex sources to make informed decisions and solve problems. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to gather and organize information, assess the credibility, accuracy, and usefulness of each source in answering the research question, noting any discrepancies among the data collected.

*Speaking and Listening:* Individuals ready to exit the High Adult Secondary level demonstrate flexibility, integrity, and initiative when collaborating as an effective member of a team. They are able to manage their time and other resources wisely in order to contribute to the team's overarching goal(s) and meet the agreed upon deadlines. This includes the ability to exercise leadership, resolve conflicts as they arise, and pose and respond to questions that relate the current discussion to broader themes or larger ideas. They are able to express alternative views clearly and persuasively, verify or challenge others' ideas and conclusions, and think creatively and critically in light of the evidence and reasoning presented. Just as in writing, individuals are able to evaluate a speaker's point of view, stance, premises, evidence, reasoning, rhetoric, and tone. They also are able to present their own findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, making strategic use of digital media. Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

*Language:* Individuals ready to exit the High Adult Secondary level demonstrate strong control of English grammar, usage, and mechanics and use these elements to enhance the presentation of ideas both in speech and writing. This includes the use of parallel structure and the correct use of various types of phrases and clauses to convey specific meanings. They are able to adapt their speech to a variety of contexts and tasks when indicated. The meaning of their written and oral communications is clear. Individuals are able to determine the meaning of unknown and multiple-meaning words and phrases as they are used in level-appropriate complex texts through context clues, knowledge of affixes and roots, and use of reference materials.

### **Exhibit B.1. Quantitative Analysis Chart for Determining Text Complexity<sup>7</sup>**

CCR Levels of Learning	ATOS	Degrees of Reading Power	Flesch-Kincaid	The Lexile Framework	Reading Maturity
<b>B (Level 2)</b>	2.75–5.14	42–54	1.98–5.34	420–820	3.53–6.13
<b>C (Level 3)</b>	4.97–7.03	52–60	4.51–7.73	740–1010	5.42–7.92
<b>D (Level 4)</b>	7.00–9.98	57–67	6.51–10.34	925–1185	7.04–9.57
<b>E (Level 5)</b>	9.67–12.01	62–72	8.32–12.12	1050–1335	8.41–10.81
<b>E (Level 6)</b>	11.20–14.10	67–74	10.34–14.2	1185–1385	9.57–12.00

<sup>7</sup> This chart only identifies text complexity for levels B through E. At level A, students are just learning how to read, so it is not appropriate to focus on the complexity of the text until level B.

# MATHEMATICS

## Introduction and Process

The EFL Descriptors for Mathematics also use the CCR as the foundation. They are intended to guide both teaching and assessment for adult learners. While these narrative descriptors address the most critical concepts for adult learners (as defined in the Major Work of the Level), there are additional concepts found in the CCR standards that support the major work for each level, and that are included in these descriptors. Lesson plans and assessment items for adult learners should be based on the full text of the CCR standards for each level, using these critical concepts as the foundation for lesson development and assessment.

The mathematics descriptors are divided into six educational functioning levels. The levels are Beginning Literacy (corresponding to Level A of the CCR); Beginning Basic (corresponding to Level B of the CCR); Low Intermediate (corresponding to Level C of the CCR); Middle Intermediate (corresponding to part of the Level D CCR), High Intermediate (corresponding to the remainder of the Level D CCR); and Adult Secondary (corresponding to Level E of the CCR). Each of the levels corresponds roughly to two grade levels, in K-12 terms, except for Level E, which combines the critical concepts of all of grades 9 through 12. Within each level the descriptors are further divided by domain: *The Mathematical Practices*, *Number Sense and Operations*, *Algebraic Thinking*, *Geometry (and Measurement)*, and *Data Analysis (Statistics and Probability)*.

The descriptors do not provide a complete or comprehensive delineation of all of the skills at any given level but provide examples of the most critical concepts and skills for the level to guide assessment and instruction. Assessment of the Mathematical Practice descriptors are best performed in the classroom using assessments that could be formative or summative and may be informal. It should be noted that mathematics placement decisions should take into account the reading level of the adult student. Verbally presented application problems at all mathematics levels require a minimum reading level.

## Level 1: Beginning Literacy

*The Mathematical Practices:* Students prepared to exit this level are able to decipher a simple problem presented in a context and reason about and apply correct units to the results. They can visualize a situation using manipulatives or drawings and explain their processes and results using mathematical terms and symbols appropriate for the level. They recognize errors in the work and reasoning of others. They are able to strategically select and use appropriate tools to aid in their work, such as pencil/paper, measuring devices, and/or manipulatives. They can see patterns and structure in sets of numbers and geometric shapes and use those insights to work more efficiently.

*Number Sense and Operations:* Students prepared to exit this level have an understanding of whole number place value for tens and ones and are able to use their understanding of place value to compare two-digit numbers. They are able to add whole

numbers within 100 and explain their reasoning, e.g., using concrete models or drawings and strategies based on place value and/or properties of operations. They are able to apply their knowledge of whole number addition and subtraction to represent and solve word problems that call for addition of three whole numbers whose sum is less than 20 by using such problem-solving tools as objects, drawings, and/or simple equations.

*Algebraic Thinking:* Students prepared to exit this level understand and apply the properties of operations to addition and subtraction problems. They understand the relationship between the two operations and can determine the unknown number in addition or subtraction equations.

*Geometry and Measurement:* Students prepared to exit this level can analyze and compare 2-dimensional and 3-dimensional shapes based on their attributes, such as their shape, size, orientation, the number of sides and/or vertices (angles), or the lengths of their sides. They can reason with two-dimensional shapes (e.g., quadrilaterals and half- and quarter-circles) and with three-dimensional shapes (e.g., right prisms, cones, and cylinders) to create composite shapes. They are able to measure the length of an object as a whole number of units, which are not necessarily standard units, for example measuring the length of a pencil using a paper clip as the length unit.

*Data Analysis:* Students prepared to exit this level are able to organize, represent, and interpret simple data sets (e.g., lists of numbers, shapes, or items) using up to three categories. They can answer basic questions related to the total number of data points in a set and the number of data points in each category, and can compare the number of data points in the different categories.

## **Level 2: Beginning Basic**

*The Mathematical Practices:* Students prepared to exit this level are able to decipher two-step problems presented in a context, visualizing a situation using diagrams or sketches, and reasoning about and applying the correct units and the proper degree of precision to the results. They can explain their processes and results using mathematical terms and symbols appropriate for the level and recognize errors in the reasoning of others. They strategically select and use the appropriate tools to aid in their work, such as pencil/paper, measuring devices, manipulatives, and/or calculators. They are able to see patterns and structure in sets of numbers, including in multiplication or addition tables, and use those insights to work more efficiently.

*Number Sense and Operations:* Students prepared to exit this level understand place value for whole numbers to 1000 and can use that understanding to read, write, count, compare, and round three-digit whole numbers to the nearest 10 or 100. They are able to compute fluently with all four operations with whole numbers within 100. They use place value and properties of operations to explain why addition and subtraction strategies work, and can demonstrate an understanding of the inverse relationship between multiplication and division. They can solve one- and two-step word problems involving all four operations within 100 and identify and explain arithmetic patterns. They have an understanding of fractions, especially unit fractions, and can represent simple fractions on a number line. They understand

and can explain equivalence of fractions, can recognize and generate simple equivalent fractions, and can compare two fractions with the same numerator or denominator by reasoning about their size.

*Algebraic Thinking:* Students prepared to exit this level apply the properties of operations to multiplication and division of whole numbers. They understand the relationship between multiplication and division and can determine the unknown number in multiplication or division equations.

*Geometry and Measurement:* Students prepared to exit this level are able to reason about geometric shapes and their attributes. They can demonstrate an understanding that different shapes might share common attributes (e.g., four sides) and can compare and classify two-dimensional shapes, particularly quadrilaterals. They are able to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. They can use common U.S. Customary and metric units for linear measurements (e.g., inches, feet, centimeters, and meters) and solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. They understand the concept of area and can relate it to addition and multiplication to solve real-world problems. They also understand, and can solve, real-world and mathematical problems involving perimeter of polygons.

*Data Analysis:* Students prepared to exit this level are able to draw and interpret simple graphs (e.g., bar graphs, picture graphs, and number line diagrams) including scaled bar and picture graphs. They can solve one- and two-step problems using scaled bar graphs. They can generate measurement data by measuring lengths to the nearest half- and quarter-inch and display that data by making a line plot marked off in appropriate units.

### **Level 3: Low Intermediate**

*The Mathematical Practices:* Students prepared to exit this level are able to decipher multi- step problems presented in a context and reason about and apply the correct units and the proper degree of precision to the results. They can visualize a situation using diagrams or sketches, see multiple strategies for solving a problem, explain their processes and results, and recognize errors in the work and reasoning of others. They can express themselves using mathematical terms and notation appropriate for the level and can strategically select and use tools to aid in their work, such as pencil/paper, measuring devices, and/or technology. They are able to see patterns and structure in sets of numbers and geometric shapes and use those insights to work more efficiently.

*Number Sense and Operations:* Students prepared to exit this level understand place value for both multi-digit whole numbers and decimals to thousandths, and use their understanding to read, write, compare, and round decimals. They are able to use their place value understanding and properties of operations to fluently perform operations with multi-digit whole numbers and decimals. They can find common factors, common multiples, and understand fraction concepts, including fraction equivalence and comparison. They can add, subtract, multiply and divide with fractions and mixed numbers. They are able to solve multi-

step word problems posed with whole numbers and fractions, using the four operations. They also have an understanding of ratio concepts and can use ratio language to describe a relationship between two quantities, including the concept of a unit rate associated with a ratio.

*Algebraic Thinking:* Students prepared to exit this level are able to apply and extend their understanding of arithmetic to algebraic expressions, using a symbol to represent an unknown value. They can write, evaluate, and interpret expressions and equations, including expressions that arise from formulas used in real-world problems. They can solve real-world and mathematical problems by writing and solving simple one-variable equations and write a simple inequality that represents a constraint or condition in a real-world or mathematical problem. They can represent and analyze quantitative relationships between dependent and independent variables.

*Geometry and Measurement:* Students prepared to exit this level have a basic understanding of the coordinate plane and can plot points (i.e., ordered pairs) and place polygons in the coordinate plane to solve real-world and mathematical problems. They can classify two-dimensional shapes and use formulas to determine the area of two-dimensional shapes such as triangles and quadrilaterals. They can determine the surface area of three-dimensional shapes composed of rectangles and triangles, and find the volume of right rectangular prisms. They are able to convert like measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m) and use these conversions to solve multi-step, real-world problems. They are also able to solve measurement word problems (such as those that involve area, perimeter, distance, time intervals, liquid volumes, mass, and money) that involve simple fractions or decimals.

*Data Analysis and Statistics:* Students prepared to exit this level have a basic conceptual understanding of statistical variability, including such concepts as center, spread, and the overall shape of a distribution of data. They can present data using displays such as dot plots, histograms, and box plots.

## **Level 4: Middle Intermediate**

*The Mathematical Practices:* Students prepared to exit this level are able to think critically, determine an efficient strategy (from among multiple possible strategies) for solving a multi-step problem, and persevere in solving challenging problems. They can express themselves using the mathematical terms and notation appropriate to the level. They are able to defend their findings and critique the reasoning of others. They are accurate in their calculations and use estimation strategies to assess the reasonableness of their results. They can create algebraic and geometric models and use them to answer questions and solve problems. They can strategically select and use tools to aid in their work, such as pencil/paper, measuring devices, calculators, and/or spreadsheets. They are able to see patterns and structure in number sets, data, expressions and equations, and geometric figures.

*Number Sense and Operations:* Students prepared to exit this level have an understanding of the rational number system, including how rational numbers can be represented on a number line and pairs of rational numbers can be represented on a coordinate plane. They can apply the concept of absolute value to find horizontal and vertical distances.



They are able to apply the properties of integer exponents and evaluate, estimate, and compare simple square roots and cube roots. Individuals at this level also understand ratio, rate, and percent concepts, as well as proportional relationships.

*Algebraic Thinking:* Students prepared to exit this level understand the connections between proportional relationships, lines, and linear equations. They understand numerical and algebraic expressions, and equations and are able to use them to solve real-world and mathematical problems. They are able to analyze and solve linear equations and pairs of simultaneous linear equations. Individuals at this level are able to define, interpret, and compare linear functions.

*Geometry:* Students prepared to exit this level can solve real-world and mathematical problems that involve angle measure, circumference, and area of 2-dimensional figures. They are able to solve problems involving scale drawings of 2-dimensional geometric figures. They understand the concepts of congruence and similarity with respect to 2-dimensional figures. They understand the Pythagorean Theorem and can apply it to determine missing lengths in right triangles.

*Statistics and Probability:* Students prepared to exit this level can summarize and describe numerical data sets in relation to their context, including determining measures of center and variability and describing patterns and/or striking deviations from patterns. They understand and can apply the concept of chance, or probability. They are able to use scatter plots for bivariate measurement data to describe patterns of association between two quantities (such as clustering, outliers, positive or negative association, linear or non-linear association).

## **Level 5: High Intermediate**

*The Mathematical Practices:* Students prepared to exit this level are able to think critically, determine an efficient strategy (from among multiple possible strategies) for solving a multi-step problem, and persevere in solving challenging problems. They can reason quantitatively, including using units as a way to solve problems. They are able to defend their findings and critique the reasoning of others. They are accurate in their calculations and use estimation strategies to assess the reasonableness of their results. They can create algebraic and geometric models and use them to answer questions and solve problems. They can strategically select and use tools to aid in their work, such as graphing calculators, spreadsheets, and/or computer software. They are able to make generalizations based on patterns and structure they discover in number sets, data, expressions and equations, and geometric figures and use these insights to work more efficiently.

*Number Sense and Operations:* Students prepared to exit this level can reason about and solve real-world and mathematical problems that involve the four operations with rational numbers. They can apply the concept of absolute value to demonstrate on a number line their understanding of addition and subtraction with negative and positive rational numbers. Individuals at this level can apply ratio and percent concepts, including using rates and proportional relationships to solve multi- step real-world and mathematical problems.

*Algebraic Thinking:* Students prepared to exit this level are able to use algebraic and graphical representations to solve real-world and mathematical problems, involving linear equations, inequalities, and pairs of simultaneous linear equations. Individuals at this level are able to use linear functions to describe, analyze, and model linear relationships between quantities.

*Geometry:* Students prepared to exit this level can solve real-world and mathematical problems that involve volume and surface area of 3-dimensional geometric figures. They can use informal arguments to establish facts about various angle relationships such as the relationships between angles created when parallel lines are cut by a transversal. They apply the Pythagorean Theorem to determine lengths in real-world contexts and distances in the coordinate plane.

*Statistics and Probability:* Students prepared to exit this level can use random sampling to draw inferences about a population and are able to draw informal comparative inferences about two populations using measures of center and measures of variability for numerical data from random samples. They can develop, use, and evaluate probability models. They are able to use scatter plots for bivariate measurement data to interpret patterns of association between two quantities (such as clustering, outliers, positive or negative association, linear or non-linear association) and a 2-way table to summarize and interpret bivariate categorical data.

## **Level 6: Adult Secondary**

*The Mathematical Practices:* Students prepared to exit this level are able to think critically, make assumptions based on a situation, select an efficient strategy from multiple possible problem-solving strategies, plan a solution pathway, and make adjustments as needed when solving problems. They persevere in solving challenging problems, including considering analogous, simpler problems as a way to solving a more complex one. They can reason quantitatively, including through the use of units, and can express themselves using the precise definitions and mathematical terms and notation appropriate to the level. They are accurate in their calculations, use an appropriate level of precision in finding solutions and reporting results, and use estimation strategies to assess the reasonableness of their results. They are able to make conjectures, use logic to defend their conclusions, and can detect faulty thinking and errors caused by improper use of technology. They can create algebraic and geometric models and use them to answer questions, interpret data, make predictions, and solve problems. They can strategically select and use tools, such as measuring devices, calculators, spreadsheets, and/or computer software, to aid in their work. They are able to see patterns and structure in calculations, expressions, and equations and make connections to algebraic generalizations, which they use to work more efficiently.

*Number Sense and Operations:* Students prepared to exit this level have extended their number sense to include irrational numbers, radicals, and rational exponents and understand and use the set of real numbers. They are able to assess the reasonableness of calculation results based on the limitations of technology or given units and quantities and give results with the appropriate degree of precision.

*Algebraic Thinking:* Students prepared to exit this level understand the structure of expressions and can use that structure to rewrite linear, exponential, and quadratic expressions. They can add, subtract, and multiply polynomials that involve linear and/or quadratic expressions. They are also able to create linear equations and inequalities and quadratic and simple exponential equations to represent relationships between quantities and can represent constraints by linear equations or inequalities, or by systems of linear equations and/or inequalities. They can interpret the structure of polynomial and rational expressions and use that structure to identify ways to rewrite and operate accurately with them. They can add, subtract, and multiply polynomials that extend beyond quadratics. They are able to rearrange formulas to highlight a quantity of interest, for example rearranging Ohm's Law,  $V = IR$ , to highlight resistance  $R$ . They are also able to create equations and inequalities representing relationships between quantities, including those that extend beyond equations or inequalities arising from linear, quadratic, and simple exponential functions to include those arising from simple rational functions. They are able to use these equations/inequalities to solve problems both algebraically and graphically. They can solve linear equations and inequalities; systems of linear equations; quadratic, simple rational, and radical equations in one variable; and recognize how and when extraneous solutions may arise.

Students prepared to exit this level also have a basic understanding of functions, can use function notation properly, and use such notation to write a function describing a relationship between two quantities. They are able to evaluate functions for inputs in their domains and interpret linear, quadratic, and exponential functions that arise in applications in terms of the context. They are able to construct, graph, compare, and interpret functions (including, but not limited to, linear, quadratic, and exponential). They can sketch graphs given a verbal description of the relationship and identify and interpret key features of the graphs of functions that arise in applications in a context. They are able to select or define a function that appropriately models a relationship and to compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal description).

*Geometry:* Students prepared to exit this level can solve problems involving similarity and congruence criteria for triangles and use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. They can apply the concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTU's per cubic foot).

*Data Analysis and Statistics:* Students prepared to exit this level can summarize, represent, and interpret data based on two categorical and quantitative variables, including by using frequency tables. They can compare data sets by looking at commonalities and differences in shape, center, and spread. They can recognize possible associations and trends in data, in particular in linear models, and distinguish between correlation and causation. They interpret one- and two-variable data, including those with linear and non-linear relationships. They interpret the slope (rate of change) and intercept (constant term) for a line of best fit and in the context of the data. They understand and account for extreme points of data in their analysis and interpret relative frequencies (joint, marginal, and conditional).

## **APPENDIX 301**

### **TESTS OF ADULT BASIC EDUCATION (TABE®)<sup>8</sup>**

### **REQUIREMENTS AND INSTRUCTIONS**

#### **Background and Purpose of Standardized Testing**

The National Reporting System for Adult Education (NRS) is the performance accountability system for all federally-funded adult education programs under the Workforce Innovation and Opportunities Act (WIOA), the legislation that authorizes the Job Corps program. The Tests of Adult Basic Education (TABE) forms 11/12 is recognized as a valid instrument by NRS for reporting WIOA Measurable Skill Gains Rate for literacy and numeracy, two factors by which the program's effectiveness in achieving positive outcomes for Job Corps participants is assessed.

The purpose of this appendix is to describe Job Corps' policy for entry and follow-up online TABE testing and the use of Forms 11/12 edition of TABE. This appendix also clarifies related testing and record keeping issues.

#### **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. The use of supplemental translations in any language 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 E, M, and D of the initial and subsequent tests, will be administered using the TABE 11/12 INSIGHT™ online testing platform. Puerto Rico centers will use the TABE Español Forms 7/8, Levels E and M, to be administered online through Student Testing System (STS). The use of paper/pencil tests is prohibited.

Please refer to the TABE 11/12 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 the INSIGHT™ online testing platform for testing, and that:

1. The center has a TABE 11/12 Administrator designated in writing. The TABE 11/12 Administrator must meet the minimum qualification and complete the certification requirements specified in Job Corps' Guide for Test Administrators before administering the

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<sup>8</sup> CTB's Tests of Adult Basic Education (TABE®), hereinafter referred to as "TABE."

TABE 11/12/ tests. All required certification documents must be signed as specified in the Guide and placed in the employee's HR files;

2. The center has a certified back-up TABE 11/12 Administrator designated in writing. The back-up Administrator must meet the qualifications and certification requirements for TABE administration;
3. The center has written approval from the Regional Office if more than one TABE Administrator and one back-up Administrator are designated;
4. The TABE 11/12 Administrator and back-up Administrator must be certified annually by the beginning of each program year before administering any test. Annual certifications must be reported to the Regional Offices by July 1 each program year;
5. To maintain test integrity, no academic teacher is designated as TABE Administrator or back-up Administrator. The TABE Administrator and back-up Administrator are, under no circumstances, allowed to show the test to any staff or student other than the test taker.
6. The center has a designated facility for TABE testing, and all testing equipment, materials, access codes, and records are kept secure;
7. Tests are properly scheduled and administered;
8. Students are enrolled in CIS and their photos saved in the database prior to taking the TABE for proper verification and accountability. TABE Administrators verify and confirm each student's identity prior to administering the tests; and
9. STS Testing Tickets are signed and dated by individual students and returned to the TABE Administrator at the end of each test; the staff person administering the test(s) signs/initials the STS Testing Tickets. STS testing tickets contain information regarding test accommodations and must be handled in confidence; signed STS Testing Tickets must be forwarded to the Records Department at the end of the testing day and filed in each student's permanent record. Each center's procedures for scheduling, administering, and documenting student tests should be included in the center's Career Development Services System (CDSS) Plan as described in Chapter 5, Section 5.1, R3.c and R8.c.

The Center Director may delegate the responsibility to a center testing administrator/coordinator or to the center's senior education administrator. The delegation must be in writing and the person delegated must 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 11/12 locator tests for reading and math to all students. The locator tests will be

scored automatically, and the appropriate Level (E, M, D, or A) 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 11/12 (TABE Español Forms 7/8 for Puerto Rico centers) within the first 21 calendar days of enrollment except for a specific sub-group of Limited English Proficient (LEP) students. All students identified as LEP will take an initial English language assessment (CASAS, BEST, CLAS-E) within 14 days of enrollment. Students who score at the “Beginning ESL Literacy Level” on this language assessment (according to the “National Reporting System for Adult Education: Test Benchmarks for Educational Functioning Levels” [see [https://nrsweb.org/solr-search?search\\_api\\_views\\_fulltext=test+benchmarks&field\\_resource\\_type=All&field\\_tta\\_training\\_type=All](https://nrsweb.org/solr-search?search_api_views_fulltext=test+benchmarks&field_resource_type=All&field_tta_training_type=All), select Test Benchmarks for NRS Educational Functioning Levels]) must be granted an extension of 90 days from enrollment to take the initial TABE. Those LEP students who score above the “Beginning ESL Literacy Level” must still take the TABE test within 21 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 through CIS/STS.

3. **Follow-up Testing:** Current students will be identified automatically and scheduled for follow-up testing through CIS/STS. Each student’s Educational Functioning Level (EFL) for Reading and Math subtests will determine the level of TABE to be administered for follow-up testing. The center must provide a minimum of 60 hours of instruction in the content area before administering a follow-up test.
  - Required hours of instruction and follow-up testing must be completed within 90 days of the previous test date.
  - Certified teachers must provide at least 40 hours of the 60 hours of instruction that are required before a TABE follow-up test can be administered.
  - Non-certified teachers, and others under the direction or supervision of a certified teacher, may provide up to 20 hours of the required 60 hours of instruction. If academic instruction is delivered by a certified CTT instructor, the center may not claim both a CTT hour and an academic hour for the same hour of instruction.
  - All instruction must be targeted to the skill deficiencies identified in the student’s Individual Profile Report.
  - Recommended best practice is to provide uninterrupted and continuous learning so that learning loss is minimized.

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 an EFL 5 for

Reading and an EFL 6 for Math. Centers have the discretion to continue testing students who have attained these levels.

- Puerto Rico center students who, on an initial or follow-up TABE Español Level E or M, attained EFL Level 5 for Reading and EFL Level 5 for Math. Centers have the discretion to continue testing students who have attained these levels;
- 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 not posting an EFL gain for three consecutive Math or Reading follow-up subtests with accommodations; 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. 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.

The center's Reasonable Accommodations Committee (RAC), which includes the student with a disability, will determine any necessary TABE testing accommodations for that student and input them into the student's Accommodation Plan in CIS. The center disability coordinator and co-coordinator 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. The approved accommodations will automatically print on the student's STS Testing Ticket.

Accommodations for assessments like TABE generally fall into the following categories: changes to the methods of presentation of the test (e.g., oral reading of test directions); changes to the methods of response to the test (e.g., use of paper/pencil test and answer sheet); test setting (e.g., taking the test in small rather than large groups); and test timing (e.g., extension of time to take a test). Testing accommodations must only be provided with documentation of the disability unless the disability is obvious (for example, a student is blind and needs either an oral administration 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 the "Reasonable Accommodation Guidelines" on the Disability website within the Job Corps Community website for more information about the types of documentation that are acceptable.

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 frequent breaks as an accommodation can be monitored to ensure test integrity.
- Centers must follow procedures specified in the “TABE 11/12 Student Testing System Administrator’s Guide” regarding the use of paper/pencil versions of the tests as an accommodation.
- Centers may decide to extend the time between follow-up TABE tests for students with documented cognitive disabilities beyond the scheduled 90-day test date.

**5. Exemption of Students with Documented Cognitive Disabilities from Follow-Up TABE Testing:** Centers must follow the guidelines below for waiving follow-up TABE testing for students with cognitive disabilities:

- The student must have documentation of a specific cognitive disability that could impact his or her learning/testing abilities, with or without accommodation.
- Each student’s case must be reviewed by the center’s reasonable accommodations committee. RAC participants are identified on the Job Corps Disability website located on Job Corps’ Community website. For the purposes of developing a request for the TABE test waiver, the team should include, at a minimum, the Center Disability Coordinator, Center Director, Special Education Supervisor or instructor (if available), representatives of departments directly impacted by the request, and center Health and Wellness staff.
- Criteria to be considered include a high school diploma earned prior to or during attendance on center; student’s EFL; 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 303 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 (RO) for final approval or disapproval. The request must be accompanied by supporting documentation as identified in Appendix 303.

**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 High School



Equivalency (HSE) certificate prior to or during enrollment in Job Corps. This instruction can occur in specific reading and math classes, in high school diploma or HSE programs, or through applied academic skills training in career technical programs. Instruction in reading and math will involve a minimum of 25% of the time in a student's training week.

Instruction must be documented by academic and career technical training 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 Chapter 5, Section 5.1, R8, Chapter 3, Section 3.2, R1-R2, and Chapter 6, Section 6.4, R9).

Completion of competency requirements must be documented by the instructors and approved by the RAC.

- 6. Recording TABE Test Data and Other Recordkeeping:** All TABE test data are automatically recorded in CIS/STS. Validity ranges for TABE tests will only be used to determine appropriate follow-up TABE levels, not for re-testing. Validity ranges are programmed into STS and appropriate levels of follow-up tests are automatically assigned to students. The ranges are also listed in the Job Corps "TABE 11/12 Student Testing System Administrator's Guide."

The *Documentation of 60 Hours of Instruction* form (Form 3-04) must be submitted to the test administrator when a student's 60 hours of instruction is completed. This form replaces the four documents that were previously required by JCDC Notice 19-039 (August 23, 2019). Centers must complete and file as directed on the form.

## APPENDIX 302

### GUIDELINES FOR THE ONGOING QUALITY MONITORING OF JOB CORPS HIGH SCHOOL DIPLOMA (HSD) PROGRAMS

Job Corps high school programs must provide students with a portable, widely accepted high school diploma (HSD) program as required by the Workforce Innovation and Opportunity Act (WIOA) (see 20 [CFR § 686.505](#)). These programs must provide proof of ongoing quality monitoring to enable students to meet challenging academic achievement standards and attain their high school diploma.

Since the adoption of the Every Student Succeeds Act (ESSA), State Education Agencies (SEA) have developed and implemented a state accountability system to ensure that schools deliver quality education to all students and adopt high academic standards that will prepare them to succeed in college and careers. These accountability systems provide the mechanism for monitoring school program quality and performance.

In order to ensure the quality of high school programs offered to students at Job Corps centers, these programs must meet and provide documented evidence of the following requirements as applicable:

1. **Public schools, including public charter and magnet schools**, are required by the SEA to participate in ongoing quality monitoring through their Local Education Agency (LEA). Public schools that partner with Job Corps that participate fully in their states' accountability program, must provide a hyperlink to their state's ESSA accountability system/dashboard.<sup>9</sup>

When a link to the state's ESSA accountability dashboard is not available, schools may opt to undergo an accreditation review and obtain an accredited status by the following bodies:

- i. The New England Association of Schools and Colleges. 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](http://www.neasc.org).
- ii. The Middle States Association of Schools and Colleges. Information on secondary accreditation can be found on the association's Commission on Secondary Schools website at <https://www.msa-cess.org/>.
- iii. Cognia. Information on the accreditation process can be found at <https://www.cognia.org/services/accreditation-certification>. Cognia includes the following legacy agencies:
  - The North Central Association Commission on Accreditation and School Improvement

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<sup>9</sup> Private schools that receive ESSA funds and participate in their SEA's accountability system may also show ongoing monitoring via a hyperlink to that system/dashboard.

- The Northwest Accreditation Commission
  - The Southern Association of Colleges and Schools Council on Accreditation and School Improvement
- iv. The Western Association of Schools and Colleges. Information on accreditation can be found on the association's Accrediting Commission for Schools website at [www.acswasc.org](http://www.acswasc.org).
2. **Private schools**, including online private schools, must ensure ongoing quality monitoring of these programs, and provide documented evidence of full, multi-year accreditation status in good standing certified by a recognized accreditation body. Private schools, including online private schools, that partner with Job Corps must be accredited by one of the following accreditation bodies recognized by the U.S. Department of Education as reliable authorities to the quality of education or training provided by institutions of higher education and higher education programs.
- i. The New England Association of Schools and Colleges. 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](http://www.neasc.org).
- ii. The Middle States Association of Schools and Colleges. Information on secondary accreditation can be found on the association's Commission on Secondary Schools website at <https://www.msa-cess.org>.
- iii. Cognia. Information on the accreditation process can be found at <https://www.cognia.org/services/accreditation-certification>. Cognia includes the following legacy agencies:
- The North Central Association Commission on Accreditation and School Improvement
  - The Northwest Accreditation Commission
  - The Southern Association of Colleges and Schools Council on Accreditation and School Improvement
- iv. The Western Association of Schools and Colleges. Information on accreditation can be found on the association's Accrediting Commission for Schools website at [www.acswasc.org](http://www.acswasc.org).
- Private schools that receive ESSA funds and participate in their SEA's accountability system may instead show ongoing monitoring via a hyperlink to that system/dashboard in lieu of accreditation documentation.
3. If the high school diploma program implemented at the Job Corps center is an **online HSD program**, it must:

- a. Meet and provide documented evidence of the requirements specified in 1 or 2 above, and
  - b. Provide documented evidence of current accreditation status by the Distance Education Accrediting Commission (DEAC), <http://www.deac.org>.
4. If the high school diploma program implemented at the Job Corps center is a **center-run HSD program**, it must:
  - a. Provide documented evidence of State Educational Agency (SEA) granted authority for the center to award a standard high school diploma in the State in which the center operates, as determined under State law, except that the term does not include any education beyond grade 12, and
  - b. Provide documented evidence for meeting the requirements specified in 1 or 2 above.

## APPENDIX 302A

### GUIDELINES FOR DETERMINING CHEATING

#### JOB CORPS HIGH SCHOOL DIPLOMA AND EQUIVALENCY PROGRAMS

Cheating is defined as representing someone else's work as one's own or helping someone else to do so. Cheating can take many forms, including plagiarism. Plagiarism is defined as passing off the ideas or words of another as one's own without crediting the source. The student and staff actions listed below are not all-inclusive, but are examples included in the definition of cheating:

***Cheating by staff*** includes test/test materials misuse, test answer misconduct, testing room infractions, inappropriate grading practices, and inappropriate award of units/credit hours. Examples of each are shown in the chart below.

<i>Staff behavior</i>	<i>Examples</i>
Test or test materials misuse	<ul style="list-style-type: none"> <li>• Copying test materials from online tests</li> <li>• Giving copies of test questions and/or answer sheets to students</li> <li>• Falsifying student test identification or tracking numbers</li> <li>• Allowing students to take exams outside of test rooms, classrooms, or academic buildings.</li> </ul>
Test answer misconduct	<ul style="list-style-type: none"> <li>• Changing student answers</li> <li>• Filling in answers left blank by the student</li> <li>• Overtly or covertly providing correct answers</li> <li>• Cueing students on incorrect answers</li> <li>• Taking all or part of a test for a student</li> <li>• Providing "cheat-sheets"</li> <li>• Talking students through processes and definitions</li> </ul>
Testing room infractions	<ul style="list-style-type: none"> <li>• Allowing unauthorized people in the testing area that could aid students</li> <li>• Displaying improper information in the testing area that could aid students</li> <li>• Seating students in ways that facilitate cheating</li> </ul>
Inappropriate grading practices	<ul style="list-style-type: none"> <li>• Marking missing or incomplete assignments as completed</li> <li>• Giving passing grades to substandard work that doesn't merit the assigned grade</li> <li>• Asking students for information about the test and then sharing that information with others</li> <li>• Failure to monitor for plagiarism</li> </ul>
Inappropriate award of units or credit hours	<ul style="list-style-type: none"> <li>• Awarding more units or credit hours than were actually completed</li> <li>• Listing on a transcript, courses that were not taken or not completed as passed with credit</li> </ul>

***Cheating by students*** includes test answer misconduct, testing room infractions, and inappropriate response to course work. See examples in the chart below.

Student behavior	Examples
Test answer misconduct	<ul style="list-style-type: none"><li>• Giving, receiving, or taking copies of tests or answers</li><li>• Collaborating to change answers or cover up similarities</li></ul>
Testing room infractions	<ul style="list-style-type: none"><li>• Taking a test for another student or requesting another student to take their test</li><li>• Bringing electronic devices or unauthorized materials such as backpacks or book bags into the testing area/room</li><li>• Accessing search engines or other support during the testing period</li><li>• Divulging details about test items to students who will be taking the test in the future</li></ul>
Inappropriate response to course work	<ul style="list-style-type: none"><li>• Sharing or receiving/copying assignments</li><li>• Claiming coursework taken outside of designated times and days</li><li>• Submitting work completed by another person as one's own</li></ul>

**APPENDIX 303**  
**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 (at least one Educational Functioning Level (EFL) gain) in their last three TABE exams combined. The completed checklist and supporting documentation must accompany the request to the Regional Office (RO) for exemption from further TABE testing.

Review checklist:

- ☐ Student has 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) that could impact his or her learning/testing with or without accommodations.
- ☐ Student's case has been reviewed by center's Reasonable Accommodation Committee (RAC).

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 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 (RO) 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 Basic Education (TABE) Educational Functioning 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 Reasonable Accommodation Committee 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.

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<b>Center Director</b>	<b>Date</b>
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<b>Disability Coordinator</b>	<b>Date</b>
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**REGIONAL OFFICE REVIEW:**

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<b>Regional Director or Designee</b> <b>APPROVED</b>	<b>Date</b>
---	-------------

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<b>Regional Director or Designee</b> <b>NOT APPROVED</b>	<b>Date</b>
---	-------------



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*This form will be sent from the center to the Regional Office (RO) for approval and returned to the center to be kept in the student's file. Regional Offices (ROs) will have assistance from the National Office in approving waivers as needed.*

## APPENDIX 304

### 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 My Pathway to Achieving Career Excellence (MyPACE) Career Plan goals, complete their Pathway Achievement Record (PAR) 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 305

# JOB CORPS HIGH SCHOOL DIPLOMA (HSD) PROGRAM PARTNERSHIP REQUIREMENTS

**Purpose:** To provide Job Corps centers with a guide to the High School Diploma Program (HSD) Partnership requirements to support high-quality high school partnerships when crafting their HSD Memorandum of Understanding<sup>1</sup> (MOU). Center memorandum should address and/or provide supporting documents for the elements below.

<b>General High School Program Requirements (All Programs)</b>	
<b>Program Qualifiers:</b>	
A.	Documentation that the coursework provided meets initial quality requirements (PRH Appendix 306, and Section 3.2 R5 b, c)
B.	Documentation that the high school program meets ongoing quality requirements (PRH Appendix 302, and Section 3.2 R5 a)
C.	Identify the partner schools and the center's commitments to adhere to all applicable state and federal laws regarding students with disabilities (e.g., IDEA, Section 504 of the Rehabilitation Act, ADA), including but not limited to nondiscrimination clauses (PRH Sections 3.2 R5 f, 3.2 R7 l, and 3.2 R8 i).
<b>Delivery Methods, Monitoring, and Tools:</b>	
D.	Description of the way (e.g., distance learning, in-person learning, hybrid) students' academics will be delivered and coordinated and establishment of a positive learning environment (PRH Section 3.2 R7 d and k)
E.	Description of the center's tracking system for a student's academic status (e.g., passing/failing, GPA, test results) and successful completion of a concurrent HSD/HSE program (e.g., obtaining an official copy of the HSD/HSE record from the student or exam provider) (PRH Sections 3.2 R7 g, and 3.2 R8 f)
F.	Delineation of academic services and tools that will be provided to the students by the high school partner and the center (e.g., tutors, computers, books) (PRH Section 3.2 R7 i., k.)
<b>Logistics:</b>	
G.	Identify your process for determining when a student should be enrolled in a concurrent HSD/HSE program (PRH Sections 3.2 R7 a, g, and 3.2 R8 a, f.).
H.	Detail description of how the students' academics will be coordinated and delivered (e.g., scheduling, time management, travel, transportation, CDP) (PRH Sections 3.2 R7, c, d, and f, and 3.2 R8 c, e, and f).
I.	Provide details addressing how the center and the partner program will work to ensure HSD/HSE class sizes are low and reference your expected class size if applicable.
J.	Costs to the center or, in the case of a subcontract, flow down clauses as applicable. (PRH Sections 3.2 R7 k, m, and 3.2 R8 j)
<b>Integrity Requirements (All Programs)</b>	
A.	Provide a monthly report of cheating and data irregularities incidences of staff or student misconduct. These incidences must be reported upon discovery. (PRH Sections 3.2 R7 e, 3.2 R8 d, and Appendix 302)
<b>General High School Program Requirements (Online Programs Only)</b>	
A.	Provide documented evidence of compliance with online HSD program requirements, including requirements on the use of electronic devices, exam administration, and testing integrity. (PRH Section 3.2 R8 k and Appendix 302).
B.	Provide documentation of the HSD program meeting ongoing quality requirements. (PRH Appendix 302).

<sup>1</sup> It is recommended for the center's Memorandum of Understanding (MOU) to be clearly identified with a heading titled Memorandum of Understanding. Additionally, it is recommended a center's Memorandum of Understanding provides sequential write-up with correctly labeled supporting documentation utilizing the verbiage provided in the guides provided.

## APPENDIX 306

### JOB CORPS HIGH SCHOOL DIPLOMA (HSD) PROGRAM OF STUDY

**Purpose:** To provide Job Corps with the High School Diploma Program of Study requirements to support high-quality high school partnerships with Job Corps.

<b>General</b>
<input type="checkbox"/> Courses have summative assessments
<input type="checkbox"/> Courses give final grades
<input type="checkbox"/> Course passing level $\geq 60$ percent
Credits only from:
<input type="checkbox"/> Transfers from passed high school courses prior to Job Corps entry
<input type="checkbox"/> Approved HSD programs at Job Corps
<input type="checkbox"/> High School Equivalency (HSE) tests, as indicated below
<input type="checkbox"/> CTT Training Program Area (TPA), as indicated below
<b>English Language Arts</b>
<input type="checkbox"/> Four total credits
<input type="checkbox"/> Align with 9-12 CCSS <sup>10</sup>
<input type="checkbox"/> Provider may award two credits for passing GED RLA; or one credit for passing HiSET Reading and one credit for passing HiSET writing.
<b>Mathematics</b>
<input type="checkbox"/> Three total credits
<input type="checkbox"/> One credit: Algebra I
<input type="checkbox"/> One credit: Geometry
<input type="checkbox"/> Align with 9-12 CCSS1010
<input type="checkbox"/> Provider may award one credit for passing GED/HiSET Math; this credit may not count for algebra or geometry.
<b>Social Studies</b>
<input type="checkbox"/> Three total credits
<input type="checkbox"/> One credit: American History
<input type="checkbox"/> Half credit: Civics or Government
<input type="checkbox"/> Provider may award one credit for passing GED/HiSET Social Studies; this credit may not count for American History or Civics/Government.
<b>Science</b>
<input type="checkbox"/> Three total credits
<input type="checkbox"/> One credit: laboratory course <sup>11</sup>
<input type="checkbox"/> Align with 9-12 NGSS10

<sup>10</sup> CCSS/NGSS or equivalent state-adopted standards must be at grade level.

<sup>11</sup> Labs must minimally require 20 percent of course time.

### Detailed Coursework Requirements for a Job Corps High School Diploma Recipient

High school coursework completed in the Job Corps program must be sufficiently rigorous for graduates to enter employment that pays a living wage and provides an opportunity for advancement or to enter into an apprenticeship program, postsecondary education, or the armed services. For all online, private, and public high school programs, including charters, the minimum requirements for achievement of a high school diploma for students in Job Corps are delineated in the table below. In addition:

- All credits must include summative assessment(s) that count towards final grades.
- All credits must include final grades.
- Assuming a 100-point grading scale, all final grades must represent 60 points or higher in order to be considered passing and for credit to be granted.
- HSD programs that grant credit from prior transcripts may transfer credit from HSD providers that meet the requirements outlined in Appendix 302.
- HSD providers must meet the requirements outlined in Appendix 302.
- All credits must come from transfers from passed high school courses prior to Job Corps entry, approved HSD programs' coursework, HSE tests outlined below, and/or CTT completions outlined below. Center-based activities (e.g., TABE gains, CPP classes, Driver's Education, etc.) and life experiences (e.g., work history) cannot be used to satisfy credit requirements.

Number of Credits <sup>i</sup>	Instruction in CCSS <sup>ii</sup> /NGSS <sup>iii</sup> or Equivalent?	Notes
<b>English Language Arts<sup>iv</sup></b>		
4	Yes	Must align with grade 9-12 CCSS or equivalent*; passing score on official GED 2014 RLA <sup>v</sup> subject test satisfies two credits; passing score on an official HiSET Reading subject test satisfies one credit; passing score on an official HiSET Writing subject test satisfies one credit.
<b>Mathematics</b>		
3	Yes	Must include at least one credit of Algebra I and one credit of Geometry; must align with grade 9-12 CCSS or equivalent*; passing score on official High School Equivalency (HSE) <sup>vi</sup> Mathematics subject test satisfies one credit which is neither Algebra I nor Geometry.

Number of Credits	Instruction in CCSS/NGSS or Equivalent?	Notes
<b>Social Studies</b>		
3	N/A	Must include one credit of American History and one half-credit of Civics/Government; passing score on the official HSE Social Studies subject test satisfies one credit which is neither American History nor Civics/Government.
<b>Science</b>		
3	Yes	Must include at least one credit in a laboratory course <sup>vii</sup> in which labs represent $\geq 20\%$ of class time; must align with grade 9-12 NGSS or equivalent*; passing score on official HSE Science subject test satisfies one credit which is not the laboratory course.
<b>Total Credits</b>		
22	N/A	Credit total may include one elective <sup>viii</sup> credit per completion of a Job Corps Career Technical Training Program Area (TPA), not to exceed two credits.

\*Requirement applies only to courses taken during Job Corps tenure

<sup>i</sup> 1 credit is equivalent to the amount of subject-matter content covered in a 2-semester/one academic-year public school course.

<sup>ii</sup> Common Core State Standards

<sup>iii</sup> Next Generation Science Standards

<sup>iv</sup> Centers in Puerto Rico may require Spanish Language Arts or English Language Arts.

<sup>v</sup> Reasoning Through Language Arts

<sup>vi</sup> GED or HiSET

<sup>vii</sup> Although a laboratory equipped with appropriate plumbing, ventilation, and equipment to allow for hands-on scientific research and experimentation (wet lab), supervised by a certificated, secondary high school teacher is ideal, two other approaches are allowed:

- *Virtual Approach.* A “dry” laboratory for making computer simulations or for data analysis by computers. For example, students may go to a website, watch a video, manipulate the variables virtually, and complete a lab report based on their data.
- *Kitchen Science Approach.* Students are given books or study guides that provide information on how to do the labs in a supervised home- or commercial-kitchen setting. An actual science laboratory is not required to conduct the experiments. Students complete a lab report based on their data.

<sup>viii</sup> i.e., CTT completion cannot be used to satisfy any of the core credit requirements listed above.

## FORM 3-01

### 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 (RO) and National Office of Job Corps (NOJC) 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 Workforce Council 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 (RO) 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 (ROs)**

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 (RO) will review the request and reach a decision after examining all the justifications and supporting documentation.
3. After the Regional Office (RO) 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 (NOJC)**

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 (RO) 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 (RO) for review and then the National Office for final approval.

2. For NTC CTT Credential Requests, the National Office NTC Contracting Officer's Representative (COR) 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 (JCDC)

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 (RO), which will, in turn, inform the requesting center and/or NTC.

## FORM 3-02

### CAREER TECHNICAL TRAINING CREDENTIAL REQUEST FORM

*This form is designed for review and approval by the Regional and National Offices of Job Corps of Career Technical Training (CTT) Credential Requests. Regional Offices (ROs), 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 Email: \_\_\_\_\_ Center Fax: \_\_\_\_\_

#### II. NATURE OF CTT CREDENTIAL REQUEST

<b>CTT Programs</b>	Name of program(s):
	<input type="checkbox"/> Addition of a credential to existing national center-operated, NTC-operated, or center-specific training program
	<input type="checkbox"/> 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 4.*

<b>ADDITION OF CREDENTIALS</b> <i>(Please insert additional lines if more than one credential is being added.)</i> <i>* Enter N/A if appropriate.</i>	
Industry Area:	
Training Program Area (TPA):	
Training Program:	
Occupational Code:	
e-TAR Code:	
Credential Title:	
Credential Sponsor:	
Administrator(s):*	
Version(s):*	
Level(s):*	
Effective Start Date:	

<b>MODIFICATION OF CREDENTIALS</b> <i>(Please insert additional lines if more than one credential is being modified.)</i> <i>* Enter N/A if appropriate.</i>	
Industry Area:	
Training Program Area (TPA):	
Training Program:	
Occupational Code:	
e-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 (RO) 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

☐ Approve☐ Disapprove

Rationale:

--

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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.

## FORM 3-03

### CAREER TECHNICAL TRAINING CREDENTIAL APPEAL FORM

#### INSTRUCTIONS FOR COMPLETION

Please submit the appeal to the National Office of Job Corps, [CTTCredentialAppeal@dol.gov](mailto:CTTCredentialAppeal@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

<b>Region Name:</b>	
<b>Center Name:</b>	
<b>Center Director:</b>	
<b>Center Phone Number:</b>	
<b>Primary Contact:</b>	
<b>Primary Contact Phone Number:</b>	

#### CREDENTIAL INFORMATION

<b>Industry Title:</b>	
<b>Training Program Title:</b>	
<b>Credential Title:</b>	
<b>Credential Sponsor:</b>	

#### CREDENTIAL NARRATIVE

Please utilize this space to explain, where applicable, how the credential meets the criteria. Please refer to Form 3-01 for additional guidance.

<b>CRITERIA</b>	<b>EXPLANATION</b>
<b>Standards-Based</b>	
<b>Industry-Recognized</b>	
<b>Identifiable Sponsoring Entity</b>	
<b>Career-Pathway Potential</b>	
<b>Program Accreditation</b>	

**FORM 3-04**  
**U.S DEPARTMENT OF LABOR – JOB CORPS**  
**DOCUMENTATION OF 60 HOURS OF INSTRUCTION**

Student Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

Content Area (Check One): Reading ☐ Mathematics ☐

Name of Course(s) in which instruction took place<sup>12</sup>: \_\_\_\_\_

Name of Instructor(s) that provided instruction: \_\_\_\_\_

Date Range in which instruction in content area instruction took place:

Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

Total Number of Hours of Instruction: \_\_\_\_\_

I hereby certify that the student named above has completed 60 hours of instruction in the content area indicated.

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date:

**Verifying Academic Manager's Information**

**Processing Instructions**

- **Academic Manager:** Provide form to the Test Administrator
- **Test Administrator:**
  - Attach this form to the signed CIS test ticket.
  - Forward ticket and attached form to the Records Department
- **Records Department:** Scan this form and CIS test ticket as a single PDF document into the TABE section under Training in E-Folder, with the hard copy of both maintained in a student's personal record folder.

<sup>12</sup> If academic instruction is delivered by a CTT instructor, the center may not claim both a CTT hour and an academic hour for the same hour of instruction.





# **POLICY AND REQUIREMENTS HANDBOOK**

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## **CHAPTER 4: PLACEMENT SERVICES**

JULY 1, 2023

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None

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None

## 4.0 INTRODUCTION

Chapter 4, Placement Services, formerly career transition period, provides a framework of requirements for career transition services that providers must deliver to Job Corps graduates and former enrollees. Requirements are detailed in the following sections within the chapter: Eligibility for Services; Graduate Services; Former Enrollee Services; and Transition Services. Graduates and former enrollees must be provided placement/transition services consistent with the requirements of the Workforce Innovation and Opportunity Act and Job Corps requirements contained herein. They must be afforded personalized career transition services with the goal of placement in full-time jobs, in in-demand industries that are related to their career technical training, and that lead to economic self-sufficiency; enrollment in postsecondary education; enrollment in advanced training programs, including registered apprenticeship programs; or placement in the U.S. Armed Forces. Support services are provided in order for graduates and former enrollees to succeed in the labor market by successfully transitioning from Job Corps to the workforce or higher education in preparation for transitioning into the workforce. They must also establish a network of employers and community service agencies to aide graduates and former enrollees in successfully connecting to and remaining in the workforce.

## 4.1 ELIGIBILITY FOR SERVICES

### REQUIREMENTS

#### *R1. Definitions*

- a. Graduate – a student who has voluntarily applied for, been selected for, and enrolled in the Job Corps program and as a result of participation in the program has
  - 1. received a High School Diploma (HSD) or High School Equivalency (HSE), and/or
  - 2. completed the requirements of a career technical training (CTT) program.
- b. Former Enrollee – a student who has voluntarily applied for, been selected for, and enrolled in the Job Corps program, but left the program prior to becoming a graduate.
- c. Uncommitted Student – a student who has
  - 1. been enrolled in the Job Corps program, and remained in Job Corps for less than 60 calendar days (regardless of achievement), or
  - 2. who has exited for a Level 1 Zero Tolerance (ZT) infraction at any time (see Exhibit 2-1, Infraction Levels and Appropriate Center Sanctions, and Appendix 501, Introduction).
- d. Placement Window – the period of time from when a graduate/former enrollee has graduated or separated from the Job Corps program, attained a valid job and/or education placement, and the placement was verified.
  - 1. For graduates – the placement window is 12 months from the student's separation/graduation date.
  - 2. For former enrollees – the placement window is three months from the student's separation date.

#### *R2. Eligibility for and Duration of the Career Transition Services Period*

- a. Graduates must receive job placement and support services for up to 12 months following graduation.
- b. Final transition payments are available to graduates for up to 12 months from the date of separation. The transition payment can be incentive-based to reflect a graduate's completion of academic, career technical training, and/or attainment of postsecondary credentials. Graduates must 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.

- c. Regional Directors have the discretion to reissue checks to graduates who do not receive their final transition payment within 12 months following separation. Transition payments, however, may not be reissued beyond 24 months from the date of separation.
- d. Former enrollees must be provided with initial placement services for a period of up to three months following separation.
- e. Uncommitted students are not eligible for career transition services. Centers must provide uncommitted students with a referral to a One-Stop Career Center/American Job Center or other service provider.

## 4.2 GRADUATE SERVICES

### REQUIREMENTS

#### ***R1. Contact***

Career Transition Services (CTS) providers must:

- a. Make direct contact with projected graduates prior to separation to assess their needs in accordance with Chapter 3, Section 3.4, R23 – R27 and Chapter 2, Section 2.1, R5. If a student separates as a former enrollee, see Chapter 4, Section 4.3, Former Enrollee Services.
- b. Maintain direct contact with all graduates at least every 30 days during the service period to reassess their needs and document in the Career Transition System Case Notes module.
- c. Provide or arrange for the following services:
  1. Job placement assistance/job re-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 licensing attainment, where applicable
  5. Other transition support services (housing, transportation, childcare, I-9 completion, etc.) as appropriate
  6. For graduates that require accommodations, supplemental support resources for job placement, job re-placement, and job development efforts through One-Stop Career Center/American Job Center partners and the State vocational rehabilitation agency
- d. Maintain case note documentation in the Job Corps Career Transition System web-based application of all services provided directly to, or on behalf of the student. All mandatory follow-up case note documentation must be entered within 24 hours in Career Transition System Case Notes module.

#### ***R2. Needs Assessment***

Career Transition Services (CTS) providers must:

- a. Provide each graduate with an assessment and counseling to determine their

capabilities, and based on their capabilities, provide assistance in updating resumes, improving interviewing skills, developing self-advocacy skills, and developing additional job search strategies throughout the Career Transition Period (CTP).

- b. Continue to collaborate with each graduate throughout the Career Transition Period (CTP) to assess his or her transition needs and to ensure progress toward career goals, including certification or licensing, as outlined in the student's My Pathway to Achieving Career Excellence (MyPACE) Career Plan and Pathway Achievement Record (PAR).

### ***R3. Placement Services***

Career Transition Services (CTS) providers must:

- a. Use Labor Market Information (LMI) and other resources to work with each graduate to develop placement strategies customized to meet their individual needs and career goals.
- b. For graduates who have not attained a postsecondary credential while enrolled, identify testing opportunities and collaborate with the graduate to ensure progress toward certification(s) and/or licensing during the post-center period.
- c. Provide assistance to graduates in obtaining additional educational and training opportunities and federal funding, as appropriate, to meet certification and/or licensing 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. Promote 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 partners of local Workforce Development Boards; Center Workforce Councils; Youth Standing Committees, where established; One-Stop Career Centers/American Job Centers and community stakeholders such as employers, apprenticeship programs, unions, and industry organizations.
- g. Provide direct referrals to suitable job opportunities and/or education and training opportunities for graduates in need of placement services.

### ***R4. Transitional Support***

Career Transition Services providers must:

- a. In each locale to which graduates return upon separation, identify resources and provide

direct referrals to community employment and/or social services that provide assistance with the following, at a minimum:

1. Housing
  2. Transportation
  3. Childcare
  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 transition support to resolve job-related issues and to support job retention throughout the Career Transition Period (CTP).



## 4.3 FORMER ENROLLEE SERVICES

### REQUIREMENTS

#### ***R1. Contact***

Career Transition Services (CTS) providers must contact all assigned former enrollees at least every 30 days during the service period to reassess their needs and maintain case note documentation in the Job Corps Career Transition System of all services provided directly to, or on behalf of former enrollees.

#### ***R2. Placement Services***

Career Transition Services (CTS) providers must (in accordance with Chapter 4, Section 4.1, Eligibility for Services):

- a. Use Labor Market Information (LMI) and other resources to work with each former enrollee to develop placement strategies customized 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 licensing attainment.
- c. Provide assistance to former enrollees in obtaining additional education and training opportunities and federal funding, as appropriate, that meet certification and/or licensing 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 partners of local Workforce Development Boards; Youth Standing Committees, where established; One-Stop Career Centers/American Job Centers, and community stakeholders such as, employers, apprenticeship programs, unions, and industry organizations.

## 4.4 TRANSITION SERVICES

### REQUIREMENTS

#### ***R1. Documentation***

Centers and other designated Career Transition Services (CTS) providers must:

- a. Track and document placement status, including updating student contact information, referrals, employment data, career progress, and attainment of certification(s) and/or licensing, using the Career Transition System, 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 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 (CTS) providers must:

- a. Report all graduate placements that meet the criteria specified in Exhibit 4-1, Placement Definitions and which occur within 12 months of separation from the Job Corps program. Once a graduate is placed within 12 months of separation, tracking and updating of placement status in the Career Transition System must continue throughout the service period and for three months following the close of the 12-month service period.
- b. Report all certification and licensing attainment of graduates, in addition to job placement.
- c. Report all former enrollee placements in the Career Transition System 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 **either while enrolled in Job Corps or during their placement window**, regardless of whether they meet Job Corps' placement definition, and regardless of when the CTS contractor first learns of the student's placement.

If the Date Reported occurs before the student's separation date, it must occur after the student has completed a CTT or attained their HSD/HSE (if they entered Job Corps without a secondary credential). Activities during enrollment that are part of the Job Corps training experience, such as ACT or WBL, or are temporary employment situations (such as leisure-time employment or employment during break days) do not constitute a placement. If the activity continues past separation (i.e., evidence of continued college attendance, or transition from an off-center WBL internship to a paid job with that same employer) a placement can be recorded with a date reported prior to separation, as long as the placement verification indicates that the placement continued for at least 7 days past the exit date. This supports the viability of the placement.

If the Date Reported occurs after the student's separation date, it must be within the **placement service window** time frame.

For placement upgrades, the "date reported" is the first day the student starts the upgraded placement - whether this is the first day at a new, upgraded placement, or the first day the position, hours, wages or credits improved in an existing placement. A chart outlining the placement upgrade policy can be found in Appendix 501 Introduction, Attachment 2, Initial Placements and Allowable Upgrades. Note that all subsequent placements that occur after the initial placement, yet during the placement window, should be recorded for informational purposes, regardless of whether the placement is an upgrade.

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. For example, if the Date Reported is April 1, then the Date Placed must be on or after April 8. For placements with a Date Reported prior to program exit, the Date Placed can occur either before or after separation, as long as all other requirements are met.
3. **Date Verified** – the date that documentation is received verifying the placement including the hours, duration, and/or wage as appropriate. For placements with a Date Reported prior to program exit, the Date Verified can occur either before or after separation, as long as all other requirements are met.
4. **Date Approved:** 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. For placements with a Date Reported prior to

program exit, the Date Approved can occur either before or after separation, as long as all other requirements are met.

**Note:** To be considered a valid placement, the placement verification must be received and reported to the Job Corps Data Center (JCDC) via the Career Transition System (CTS) within 90 days of date reported. The Date Placed, Date Verified, and Date Approved are not required to be in the placement service window. However, the time from the Date Reported to the Date Approved must be 90 calendar days or less regardless of whether Date Reported occurs prior or after separation.

If the verification of the placement is not received and the information entered into the CTS System, and the placement is not approved within the above-specified time frame, the CTS contractor (on the CTS Report Card) and center (on the CTT and Academic Report Cards) will not receive credit for the Placement Rate measure for this student. The student will also not be in the pool of (and therefore cannot receive credit for) the Full-Time Quality Placement Rate, CTT Completer JTM Placement Rate, Average Hourly Wage and JTM Average Hourly Wage measures. JCDC will, however, include these placements in the National and Regional totals of these measures, as appropriate, if they otherwise meet placement requirements. If the student is a graduate, they will be included in the pool of the Graduate Placement Prior to Program Exit Rate measure regardless of placement status. The placement will not be credited if the dates placed, verified and approved are not within the above-specified timeframes. If the student responds to the post-separation surveys, the CTS contractor and center/CTT program can receive credit for the Quarter 2 and Quarter 4 placement and Quarter 2 Average Earning measures as appropriate.

- e. Use the Job Corps Job Training Match (JTM) Crosswalk, located in the CTS system, to determine job training match placements.
- f. Maintain case note documentation in the Job Corps Career Transition System Case Notes module of all services provided directly to, or on behalf of the student.

### ***R3. Verification***

Centers or other designated Career Transition Services (CTS) providers must:

- a. Verify and document 100% of initial placements; these placements will also be verified by a third-party source through the Quarter 2 and Quarter 4 surveys.
- b. Obtain placement verification documentation as specified in Exhibit 4-2, Initial Placement Verification and Documentation Requirements. Placements must be considered to be verified when such documentation is obtained.
- c. Ensure that verification is obtained and the placement is reported in the Career Transition System within 90 days after the student reports to work.

- 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.

## EXHIBIT 4-1

### PLACEMENT DEFINITIONS

	Job Placement	Educational Placement	Combination Job/College
<b>Full-time</b>	<p>To be considered a valid job placement, employment must be:</p> <ol style="list-style-type: none"> <li>paid;</li> <li>unsubsidized; and</li> <li>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.</li> </ol> <ol style="list-style-type: none"> <li>32 hours or more in one or two jobs in a seven consecutive-day period; or</li> <li>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 of skill and career advancement, and where the student receives a wage; or</li> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>High School/High School Equivalency: no less than 20 hours in class or online per week for an expected duration of one semester/trimester/quarter; or</li> <li>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</li> <li>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</li> <li>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 accredited by an agency recognized by the U.S. Department of Education as an accrediting agency</li> </ol>	<ol style="list-style-type: none"> <li>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;</li> <li>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 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.</li> </ol>

	<b>Job Placement</b>	<b>Educational Placement</b>	<b>Combination Job/College</b>
		<p>for distance education and that offers, at minimum, an associate's degree; or</p> <p>5. On-the-job-training or other subsidized employment: no less than 20 hours per week; or</p> <p>6. Other training program: no less than 20 hours in class per week for an expected duration of at least 90 calendar days.</p>	
<b>Part-time</b>	<p>To be considered a valid job placement, employment must be:</p> <ul style="list-style-type: none"> <li>i. paid;</li> <li>ii. unsubsidized; and</li> <li>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.</li> </ul> <p>1. 20 hours or more, but less than 32, in one or two jobs in a seven-consecutive-day period</p>		<p>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.</p>
<b>International Placement</b>	<p>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:</p> <ul style="list-style-type: none"> <li>a. the student is a member of the U.S. Armed Forces and is deployed overseas; or</li> <li>b. the student is employed by the U.S. federal government and has an overseas assignment.</li> </ul>		

## EXHIBIT 4-2

### INITIAL PLACEMENT VERIFICATION AND DOCUMENTATION REQUIREMENTS

	<b>Job Placement</b>	<b>Education Placement</b>	<b>Combination Job/College</b>
<b>Verification Requirements</b>	<p>100 percent of initial placements must be verified and documented with the employer (or with student, if self-employed) or armed forces branch.</p> <p>To be considered a valid job placement, employment must be:</p> <ol style="list-style-type: none"> <li>Paid</li> <li>Unsubsidized, and</li> <li>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.</li> </ol>	<p>100 percent of education placements must be verified and documented directly with the university/college (including online university/college) or other education training program.</p> <p>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.</p>	<p>Verification of combination job and university/college (including online university/college) must comply with the requirements of each category.</p>
<b>Documentation Requirements</b>	<ol style="list-style-type: none"> <li>Placement verification must include the following information: <ol style="list-style-type: none"> <li>Employer's name;</li> <li>Date the student actually reported for employment;</li> <li>Number of hours per week student actually worked;</li> <li>Hourly wage;</li> <li>Name, title, and phone number of person at the place of employment who provided information; and</li> <li>Date of verification.</li> </ol> </li> <li>Placement verification documentation must be submitted via: <ol style="list-style-type: none"> <li>U.S. mail</li> <li>Fax, or</li> <li>Electronic scan and e-mail</li> </ol> </li> <li>Acceptable verification documentation includes: <ol style="list-style-type: none"> <li>A copy of an official</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>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: <ol style="list-style-type: none"> <li>Name of university/college or training institution;</li> <li>Date the student actually enrolled or reported for class;</li> <li>Credit hours for which enrolled, or hours attended class or hours worked at on-the-job training/subsidized employment for the week being verified;</li> <li>Specific duration requirements, if applicable;</li> <li>Name, title, and phone number of person at institution who provided information;</li> </ol> </li> </ol>	<p>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.</p>



	<b>Job Placement</b>	<b>Education Placement</b>	<b>Combination Job/College</b>
	<p>pay stub or employer wage record indicating both hours per week worked and wages paid to the student (Note: For part-time placements where a biweekly pay stub indicates that the student worked <i>between 40 and 63 hours</i> during the two weeks, and the pay stub 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 pay stub as the hours worked per week); or</p> <p>ii. Direct written or electronic employer confirmation of placement on letterhead, indicating both hours per week worked and wages paid to the student; or</p> <p>iii. An employer verification form indicating both hours per week worked and wages paid to the student with a business card, fax band stating the employer's name, or official stamp affixed; or</p> <p>iv. An electronic employer verification form or electronic third-party verification as approved by the Office of Job Corps (e.g., The Work Number).</p> <p>4. Verification of placements, which are combinations of two jobs, will include, for each job, the information as defined above. Where a placement</p>	<p>and</p> <p>vi. Date of verification.</p> <p>2. Placement verification documentation must be submitted via:</p> <p>i. U.S. mail</p> <p>ii. Fax, or</p> <p>iii. Electronic scan and e-mail</p> <p>3. Acceptable verification documentation includes:</p> <p>i. A copy of an official school transcript indicating the date and number of hours enrolled;</p> <p>ii. Direct written or electronic school confirmation of enrollment on letterhead indicating the date and number of hours enrolled;</p> <p>iii. A school verification form indicating the date and number of hours enrolled with a fax band stating the school's name or official stamp affixed; or</p> <p>iv. An electronic third party verification as approved by the Office of Job Corps (e.g., National Student Clearing House).</p>	

	<b>Job Placement</b>	<b>Education Placement</b>	<b>Combination Job/College</b>
	<p>consists of a combination of two jobs, verification of both jobs must be for the same 7 consecutive-day period. Both verification dates will be reported.</p> <p>5. Verification for a student who is self-employed must include at least one of the following source documents:</p> <ul style="list-style-type: none"> <li>i. Business license;</li> <li>ii. Employer ID number;</li> <li>iii. Copies of income checks;</li> <li>iv. Job materials and/or equipment;</li> <li>v. Wage records;</li> <li>vi. Newspaper and/or other advertising for business; or</li> <li>vii. 1099 MISC Form.</li> </ul>		
<ol style="list-style-type: none"> <li>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.</li> <li>2. All re-verification information must be returned directly to the Regional Office within 30 days of notification.</li> <li>3. Readmission to Job Corps is not considered a placement.</li> <li>4. Verification forms may have an electronic signature.</li> </ol>			



# **POLICY AND REQUIREMENTS HANDBOOK**

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## **CHAPTER 5: MANAGEMENT SERVICES**

JANUARY 29, 2025

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## 5.0 INTRODUCTION

Chapter 5, Management Services, provides a framework of requirements for center, Outreach and Admissions (OA), and Career Transition Services (CTS) contractors in all areas of managing Job Corps center, OA, and CTS functions. Requirements are detailed in the following sections within the chapter: Program Management; Personnel; Safety and Security; Significant Incidents; Procurement; Property; Financial Management; Facility Operations and Maintenance; Environment and Occupational Safety and Health; Food Services; and Media. Job Corps enrollees must be provided services consistent with the Workforce Innovation and Opportunity Act and Job Corps requirements contained herein. Contractor management activities include, but are not limited to, implementing procedures, communicating to staff and students, holding staff accountable, developing staff, implementing quality assurance audits and self-evaluations, taking corrective actions proactively, establishing standard operating procedures and plans, ensuring facilities are safe, clean, well-maintained and are adequately furnished and equipped to meet students' needs, maintaining records, developing mutually beneficial business and community relationships, establishing a Workforce Council, providing safe and secure centers, investigating significant incidents and initiating appropriate action, complying with occupational safety and health requirements, following applicable procurement regulations, adhering to applicable facility standards, complying with media policies, and providing services with integrity and in a cost-effective, financially responsible manner.

## 5.1 PROGRAM MANAGEMENT

### REQUIREMENTS

#### ***R1. Goal Achievement***

Centers operated by contractors and federal agencies, and Outreach and Admissions/Career Transition Services (OA/CTS) contractors, must 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 federal agencies, and OA/CTS contractors, must:

- 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 must 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 contractors/agencies document 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 501e.
  1. High school diploma/equivalency programs that are subject to a Regional Office Targeted Assessment (ROTA) due to suspected integrity violations or investigated during a Regional Office Center Assessment (ROCA) will be put on an Academic Continuous Improvement Plan (A-CIP) if the violations are confirmed. Key components of an A-CIP are as follows:
    - (a) Root-cause analysis,

- (b) An annual specific, measurable, achievable, realistic, and time-based (SMART) goal for the program created through collaboration between the center and the Regional Office, and
  - (c) Quarterly benchmarks are identified by the center and monitored by the Regional and National offices.
- c. Conduct annual comprehensive assessments.

Job Corps Regional Offices shall:

- a. Perform unannounced assessments on a risk management-based schedule. Regional Office Center Assessments (ROCAs) will occur twice during the life of a contract, ideally during Year 2 and Year 4. ROCAs for Forest Service centers will occur every 2 years. Assessments of centers on a Performance Improvement Plan (PIP) will occur annually. Targeted assessments, which may also be unannounced, will focus on program areas that are deficient in the initial or full assessment, or identified as potential causes of concern based on a risk analysis.

Triggers that could initiate a targeted or full assessment:

- 1. Unfavorable results of performance, operational and/or financial audits
  - 2. Issues with student safety, security, and culture
  - 3. Constituent complaints (includes e-mails, telephone calls, and hotline report)
  - 4. Unsatisfactory center progress in response to a PIP
  - 5. Category of performance that is significantly below standard
  - 6. Failure to address initially cited Regional Office Center Assessment (ROCA) weaknesses
  - 7. Significant Incident Reports (either a very serious single incident or a negative trend)
  - 8. Sharp decline in Student Satisfaction Survey results
  - 9. Significant facility and/or preventive maintenance issues
  - 10. Significant findings and concerns on operator annual assessments
  - 11. An excessive amount of students with high school diplomas or high school equivalency certificates were flagged for integrity issues
- b. Conduct audits of approximately 10 percent (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 provide a copy of the completed report to the National Office and the contractor or federal agency. If excessive reporting problems are present, the extent of misreporting shall be brought to the immediate attention of the Office of Job Corps.
- d. Assess liquidated damages from contractor's base/incentive fee for instances of misreporting data based on the following schedule:

Description	Liquidated Damages
Invalid HSD/HSE Credits	\$200 each
Claiming credit for an HSD or HSE in OMS where cheating occurred, and the appropriate actions were not taken (see Chapter 3, Section 3.2, R9.b)	\$200 each
Invalid CTT Completion Credits	\$500 each
Artificially Extending Enrollment and/or Invalid Leave Days	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 each

- e. Require the operator to post the liquidated damages to the fee line applicable in the ETA 2110 form. 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 data by agency-operated centers shall be reported to the Office of Job Corps and the respective federal agency for corrective action.

Notify the Office of Job Corps and the Job Corps Data Center (JCDC) to remove invalid (High School Diploma/High School Equivalency (HSD/HSE), career technical training (CTT) 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 (OMS, Outreach and Admissions Outcome Measurement System (OAOMS), Placement Outcome Measurement System (POMS), CTT Report Card (CTTRC)) or contractor responsible for the error (OA, Center, or CTS). For example, where verification of a HSD/HSE has been invalidated, credit would be removed for the HSD/HSE Attainment measure. In this instance, if the HSD/HSE 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.

- f. Contracting Officers may exercise discretion when assessing liquidated damages in cases where an error or omission occurred, or when the action was determined to be careless or was the result of an innocent mistake.
- 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 Office of Inspector General (OIG) by filing an incident report.

In addition to filing the report, the Contracting Officer will inform the OIG of the actions intended to address the incident. The Contracting Officer will make it clear that he/she intend to take these actions, unless the OIG specifically instructs the Contracting Officer not to do so. The Contracting Officer will then proceed with contract enforcement, unless otherwise directed.

### ***R3. Standard Operating Procedures and Plans***

Center contractors, agencies, and OA/CTS contractors must:

- 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 must 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 must:

- 1. Develop a Career Development Services System (CDSS) Plan. The Plan must include:
  - (a) An overview of the contractor's/federal 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 Chapter 5, Section 5.1, R5 – R8 and R10, as applicable.
- 2. The CDSS Plan must be submitted to the Regional Office for approval within 90 days of contract award. Agency centers must 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. The CDSS Plan must be kept current. Revisions must be submitted to the Regional Office for approval prior to implementation.

#### ***R4. Reporting***

Center operators, federal agencies, and OA/CTS contractors must submit reports in accordance with Exhibit 5-2 (Plan and Report Submission Requirements).

#### ***R5. Outreach/Public Education Plan***

Contractors providing enrollment and placement services must develop and implement outreach/public education plans. The plan must demonstrate collaboration and consultation between contractors and centers, and must comply with the outreach requirements of the Workforce Innovation and Opportunity Act (WIOA), Section 188 <https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf>, nondiscrimination, and nondiscrimination requirements at 29 CFR 38.41. The plan must be submitted to the Regional Office for review and approval, in accordance with Chapter 5, Section 5.1, R3.c, Career Development Services System Plan, and must include, as applicable:

- a. Outreach strategies to achieve and maintain overall design and capacity
- b. Strategies to ensure coordination of efforts between contractors and centers, including the establishment and maintenance of relationships 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 R5.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:
    - (a) Gender
    - (b) Race and ethnicity, including status as Limited English Proficient (LEP)
    - (c) Disability status
  5. Publicize the Job Corps program and the center in media that specifically target

various populations referred to in Chapter 5, Section 5.1, R5.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 Career Centers/American Job Centers; youth standing committees, if established; schools; social service agencies including those that serve youth, foster care, and homeless youth; youth programs; organizations; communities; the general public; employers; other employment and training programs; vocational rehabilitation agencies; and other organizations or entities that serve specific targeted populations referred to in Chapter 5, Section 5.1, R5.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 38.38: "Equal opportunity employer/program. Auxiliary aids and services are available upon request to individuals with disabilities."
  5. Provide phone numbers for Text Telephone (TTY)/Telecommunication Device for the Deaf (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 Career Centers/American Job Centers.

#### ***R6. Limited English Proficiency (LEP) Plan***

Outreach and Admissions contractors must have a LEP Readiness Plan that outlines the steps that will be taken to meet the needs of LEP 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>).

#### ***R7. Career Preparation Period Plan***

- a. Centers must prepare and implement a center Career Preparation Period (CPP) Plan as part of the overall Career Development Services System (CDSS) Plan. The plan must 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 must be tailored to the individual needs of each student.
- c. At a minimum, the CPP Plan must 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, credential attainment, placement, and ongoing career progress and success
  - 2. The organizational structure of CPP and detailed descriptions of how:
    - (a) CPP will be staffed to deliver a full array of services to meet each student’s needs.
    - (b) Staff will communicate across various departments to deliver the services.
    - (c) Staff will coordinate with Outreach and Admissions (OA) staff to ensure that school records are obtained before or during the CPP.
    - (d) Services and activities will be scheduled, paced, and delivered to ensure personalized learning opportunities are tailored to each student’s needs during the first 60 days of enrollment and are aligned with the student’s My Pathway to Achieving Career Excellence (MyPACE) Career Plan.
    - (e) Student input and feedback will be encouraged and used.
    - (f) The center will create an environment where students regard staff as supportive, caring, and dependable.
    - (g) Career Preparation staff and an interdepartmental Career Management Team (CMT) will continuously monitor each student’s performance and progress in

all areas including career planning efforts, and provide multiple levels of support that will assist the student to successfully create an individualized, viable career plan using the MyPACE system.

- (h) Career transitional staff will be involved in the student's career planning phase and interact with the student, interdepartmental CMT, and other staff during the Career Preparation Period. All interactions will be documented in Case Notes.
3. Examples of methods and materials to be used to teach each of the required content areas (The MyPACE career planning curriculum is provided to centers. Centers will not need to provide examples for these lesson plans or activities.)
  4. How MyPACE is scheduled and staffed
  5. Methods to foster contact between students and employers to demonstrate the relevance of Job Corps career preparation and development activities to the workplace
  6. The use of practical experiences to ensure students learn and practice skills
  7. Methods and strategies to create student commitment to and ownership of his/her MyPACE Career Plan and Pathway Achievement Record (PAR)
  8. A system to identify and address students' personal needs and issues that may present barriers to full participation in the CPP
  9. Approaches to involve Admissions Counselors in each students' successful adjustment to Center Life
  10. Methods to assist students in developing the confidence and motivation to achieve their career goals
  11. Approaches that customize CPP to meet the needs of Limited English Proficiency (LEP), as needed
  12. Approaches that are aligned with MyPACE career planning results and progress to evaluate student readiness to participate in career development activities
  13. Strategies to ensure a smooth transition from career preparation to career development for each student as he or she is determined to be ready
  14. How centers will ensure MyPACE instructors have planning periods. Planning periods must be:
    - (a) one block of time daily, i.e., between the beginning of the day and first break, between first break and lunch, etc.;
    - (b) during the training day, not before classes have started or after classes have finished; and

- (c) at a time when the instructor is not responsible for any students and not expected to fulfill any other duties

### ***R8. Career Development Period Plan***

- a. Centers must prepare and implement a Career Development Period (CDP) Plan as part of the overall Career Development Services System (CDSS) Plan. The plan must be submitted for Regional Office approval in accordance with Chapter 5, Section 5.1, R3.c, Career Development Services System Plan.
- b. Career development services reflected in the plan must 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 Plan must 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. The organizational structure of CDP and a detailed description of how:
    - (a) Each component will be staffed.
    - (b) Center staff (instructional and other) will collaborate to ensure that training and services are effectively delivered in partnership with all staff involved.
    - (c) The center will ensure that Tests of Adult Basic Education (TABE<sup>®</sup>) is administered in a designated testing facility, following procedures outlined in TABE<sup>®</sup> Test Administration Manual and Job Corps' TABE<sup>®</sup> Student Testing System Administrator's Guide for securing test materials, scheduling tests, and administering the tests. The Manual and the Guide are posted on the Job Corps Community website.
    - (d) Center-based and work-based learning (WBL) will be scheduled and what interruptions to the schedule will be permitted.
    - (e) Individualized services will assist each student in meeting all eight Career Success Standards (see Chapter 3, Section 3.4 R11).
    - (f) The center will ensure the delivery of programs and services to students with Limited English Proficiency (LEP) and those with disabilities and ensure continuous progress monitoring.
    - (g) An interdepartmental Career Management Team (CMT) will case manage and continuously monitor performance and progress in all areas (including career pathway preparation activities) and provide multiple levels of intervention and support to assist the student in completing CDP requirements.
  - 3. Methods, materials, and activities to:
    - (a) Teach each of the competencies required by Chapter 3:
      - (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 the required competencies. Centers must define specific requirements for student completion of coursework and competencies. Centers must also describe how students' progress in training and career pathway preparation will be documented in case notes, through the Evaluation of Student Progress (ESP), and the Pathway Achievement Record (PAR).
- (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 to help students develop appropriate attitudes and behaviors in the context of the workplace.
  - (c) Integrate the use of technology in teaching and learning.
  - (d) Prepare students to attain industry-recognized academic, career technical and/or postsecondary credentials.
  - (e) Use center and employer work sites to teach required skills and competencies.
  - (f) Instruct students in workplace safety measures.
  - (g) Provide individual students with experiences and practices to help them meet each of the eight Career Success Standards (see Chapter 3, Section 3.4 R11).
  - (h) Promote a healthy center culture that cultivates respectful behavior, fairness, equity, inclusion, understanding of diversity, and develop competencies in responding to unconscious bias.
  - (i) Utilize My Pathway to Achieving Career Excellence (MyPACE) Career Plan, PAR, and student evaluation process to guide each student's career progress toward achieving his/her mid-term career pathway goal and provide feedback on student achievements and goal planning.
  - (j) Evaluate student readiness for career transition services (CTS) and ensure a smooth transition from center to post-center services and mid-term career pathway goal.
  - (k) Provide students with options to achieve a high school diploma (HSD) or high school equivalency (HSE).
4. A description of the center's student conduct system including incentives, rules and sanctions; procedures for adjudication of infractions; appeal procedures; student rights; and how behavioral expectations are related to the workplace.
  5. Documentation of all center high school diploma (HSD) 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) The following documents for various school types (see Appendix 302):
      - (1) For public schools, which includes charter and magnet schools: A hyperlink to the state accountability system as documentation of ongoing quality monitoring.

- (2) For private schools who receive funding through Every Student Succeeds Act (ESSA) and participate in the state accountability system: A hyperlink to the state accountability system as documentation of ongoing quality monitoring.
- (3) For all other private schools, which includes center-run, brick-and-mortar, and online programs: letters or certificates from a regional accrediting body (see Appendix 302).
- (4) Other specialty schools, such as home schools, are not allowed.
- (c) Verification of initial HSD program of study quality requirements as outlined in Appendix 306.

**For private schools:**

- (1) Proof of compliance with coursework requirements; and
- (2) Provider's alignment study of coursework content to the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS); or
- (3) Evidence of alignment of coursework standards with CCSS/NGSS, if provider claims use of equivalent standards

**For public schools, including charter schools:**

- (1) If state coursework requirements meet or exceed 22 total credits, provide a link to the state's Department of Education website showing graduation requirements, or
  - (2) If state coursework requirements specify a minimum set of courses to graduate, or Local Education Agencies are given the authority to supplement the program of study, center must provide documentation from the head of the LEA administrator.
  - (d) The Memorandum of Understanding or contract with the partner high school, per the requirements in PRH Sections 3.2 R7 or 3.2 R8, and Appendix 305, with the following supporting information:
    - (1) Assurances that both programs will not be paying for the same services
    - (2) An explanation of how the partnership will serve Job Corps students
    - (3) Proof that the diploma is accepted throughout the region by the following:
      - A. All branches of the military,
      - B. Colleges and universities,
      - C. Employers,
      - D. Apprenticeships, and
      - E. Technical training programs
  - (e) Operator or center Standard Operating Procedures (SOP) outlining requirements for students to obtain a high school diploma per the requirements in PRH Sections 3.2 R7, 3.2 R8, and Appendix 305.
  - (f) Operator or center Standard Operating Procedures (SOP) establishing basic preventive controls to inhibit cheating in high school diploma and equivalency programs (see Exhibit 5-1.c and t).
  - (g) Sample diplomas and transcripts
6. Documentation of the process for assessing students for disabilities, and programs for providing services for students with disabilities, 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 Chapter 3, Section 3.2, R5.f).

7. Center-specific criteria and procedures for student participation in WBL and assigned staff to support the center's WBL activities.

### ***R9. Performance Assessment***

Centers must:

- 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 career development outcomes fall below set goals. The National Office of Job Corps (NOJC), in collaboration with Regional Offices (ROs), must monitor and take corrective action when National Training Contractor (NTC) outcomes fall below set goals.

### ***R10. Career Transition Period (CTP) Plan***

- a. Centers and Career Transition Services (CTS) providers must prepare and implement a Career Transition Plan (CTP), as part of the overall Career Development Services System (CDSS) Plan. The Plan must be submitted for Regional Office approval in accordance with Chapter 5, Section 5.1, R3.c, Career Development Services System (CDSS) Plan.
- b. Career transition services reflected in the Plan must be customized to the individual needs of each graduate and former enrollee.
- c. At a minimum, the Career Transition Period (CTP) Plan must 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. The organizational structure of CTP and a detailed description of:
    - (a) How the career transition services function will be staffed
    - (b) Where staff will be deployed to provide center-based placement services
    - (c) How career transition services staff will coordinate and collaborate with center career development staff to ensure the continuity of services to graduates and former enrollees, including assistance with post-center certification testing or work experience requirements to attain industry credentials
    - (d) How career transition services staff will interact with students and other staff during the Career Preparation and Career Development Periods
    - (e) How career transition services staff will coordinate efforts with One-Stop Career Centers/American Job Centers, National Training Contractors (NTCs), 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 My Pathway to Achieving Career Excellence (MyPACE) Career Plan and the Pathway Achievement Records (PAR) will be used to continue the development of a transition plan (including support services) for one of the following career pathways, based on students' demonstrated skills attainment, and when applicable, students' industry-recognized certification(s) and/or licensing:
    - Direct job placement
    - Apprenticeship
    - Advanced training
    - Military careers
    - Postsecondary education
  - (g) How career transition services staff will inform graduates 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 services staff will make and document reasonable efforts to locate graduates when mailed checks are returned or undeliverable
3. Methods, resources, and tools to accomplish the following:
- (a) Contacting graduates and former enrollees throughout CTP
  - (b) Assessing placement and transition needs utilizing MyPACE Career Plan and PAR, including assessment and counseling to determine competencies, capabilities, and readiness for career transition services
  - (c) Developing personalized job search skills and strategies
  - (d) Assisting graduates in improving skills in resume preparation, interviewing techniques and job search strategies
  - (e) Identifying and referring students to transition support services
  - (f) Identifying job leads or education and training opportunities through coordination with partners of local Workforce Development Boards; Center Workforce Councils; Youth Standing Committees, where established; One-Stop Career Centers/American Job Centers and community stakeholders such as, employers, apprenticeship programs, unions, and industry organizations
  - (g) Counseling to support job retention
  - (h) Distributing and safeguarding payments, to include locating graduates when checks are returned and/or unclaimed to ensure that students receive payments
  - (i) Informing graduates 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 graduates 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

***R11. Recreation Program Plan***

Centers operators must:

- a. Submit for approval to the Regional Office an annual Recreation Program Plan.
- b. Include, in the Annual Recreation Program Plan, at a minimum, the Recreational Planning and Activity requirements specified in Section [2.2 Community Living, R3 - R5](#).

***R12. Staff Training Plan***

Centers and Outreach and Admission (OA)/Career Transition Services (CTS) contractors must:

- a. Submit for approval to 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.

***R13. Facility Maintenance Program***

- a. Center Operators must develop a comprehensive facility maintenance program consistent with the requirements identified in Chapter 5, Section 5.8, Facility Operations and Maintenance to achieve the following:
  1. Provide safe, functional systems and facilities that meet student needs
  2. Extend equipment and facility life (reduce capital and life cycle costs)
  3. Reduce and/or eliminate unscheduled shutdowns and repairs
  4. Reduce energy costs
- b. A written Center Preventive and Corrective Maintenance Plan must be submitted to the Regional Office for approval within 90 days of contract award, and subsequently annually in accordance with Exhibits 5-1 Standard Operating Procedures and 5-2 Plan and Report Submission Requirements. Additionally, a report on the status of accomplishing preventive and corrective maintenance must be submitted annually to the Regional Office. These reports must be submitted for Regional and National Office review using the Construction, Rehabilitation, and Acquisition (CRA) website.



***R14. 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 (29 CFR Part 1960, Subpart D), Department of Labor Manual Series (DLMS) 4, Chapter 800, and the Job Corps Policy and Requirements Handbook (PRH). The review verifies whether each center has implemented the Occupational Safety and Health program outlined in the PRH and identifies any outstanding occupational health and safety deficiencies. The review consists of an on-site visit including opening and closing conferences, walk-through of facilities, document verification, and student/staff interviews.

- b. Documentation of Deficiencies and Abatement Activities

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 Asset Essentials. The Asset Essentials website can be accessed at:

<https://assetessentials.dudesolutions.com/DOLJobCorps>.

***R15. 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. Corporate plans or templates cannot be used. Plans must be tailored to each center. Center plans must include the following, if applicable (see referenced section below for plan details):
  1. Personal Protective Equipment (PPE) Plan (see Chapter 5, Section 5.1, R16)
  2. Fire Safety and Prevention Plan (see Chapter 5, Section 5.1, R17)
  3. Emergency Action Plan (see Chapter 5, Section 5.1, R18)
  4. Hazard Communication Plan (see Chapter 5, Section 5.9, R10)
  5. Recreational Safety Plan (see Chapter 5, Section 5.1, R20)
  6. Asbestos Operations and Maintenance Plan (see Chapter 5, Section 5.9, R9)
  7. Confined Space Entry Plan (see Chapter 5, Section 5.1, R22)
  8. Bloodborne Pathogens Plan (see Chapter 5, Section 5.1, R23)
  9. Respiratory Protection Plan (see Chapter 5, Section 5.1, R24)
  10. Hearing Conservation Plan (see Chapter 5, Section 5.1, R25)

11. Lead Exposure Plan (see Chapter 5, Section 5.9, R8)
  12. Hexavalent Chromium Exposure Plan (see Chapter 5, Section 5.9, R11)
  13. Lockout/Tagout Plan (see Chapter 5, Section 5.1, R28)
  14. Powered Industrial Vehicle Plan (see Chapter 5, Section 5.1, R29)
  15. Crystalline Silica Exposure Control Plan (See PRH Chapter 5 Section 5.9 R12)
- b. Plans must be evaluated annually by the center and revised when one of the following occurs:
1. A new or revised PRH or regulatory standard necessitates revision of a specific plan.
  2. The center introduces a new trade presenting new hazards.
  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 at the center when there is a change in the 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, at a minimum, to effectively perform their responsibilities:
1. A quality camera
  2. Safety shoes
  3. Safety helmet/hardhat

4. Safety goggles/glasses
5. Reflective vest
6. Gloves
7. Use of computer with word processing, e-mail and Internet capability
8. Flashlight
9. Electrical circuit tester and Ground Fault Circuit Interrupter tester (GFCI)

Additional equipment may be required depending on the center's hazard analysis.

- g. The following items should be available when appropriate and necessary to identify and control hazards:

1. Lockout/tagout kits
2. Air flow meter
3. Hearing protection
4. Swimming pool water 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. Standards, 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 and Regulations (29 CFR 1904 (recordkeeping), 1910 (general industry), 1926 (construction), 1928 (agriculture), and 1960 (federal agency requirements), to the extent applicable to the center)
3. Current applicable EPA Standards (including but not limited to 40 CFR 61, 112,

164, 165, 260-268, 280)

4. Department of Labor Manual Series (DLMS) 3, Chapter 1400, DOL Safety and Health Program (August 2020)
  5. Job Corps Policy and Requirements Handbook (PRH)
  6. 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 and attend at least 70 percent of the committee meetings. 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 Career Technical Training (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 1904, 1910, 1926, 1928, and 1960 (see h.2 above for explanation), to the extent applicable to the center
- (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.

### ***R16. 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 center Safety Officer when new processes are introduced or when existing processes change.

If a new career technical training (CTT) program 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 basis of the PPE requirements for a new trade.

- b. Select PPE based on hazard assessments by the trade supervisor in conjunction with the center 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.
  - g. Exceptions: The requirements for hazard assessment, equipment selection, and training only apply to eye and face protection, head protection, foot protection, hand protection, and personal fall protection systems. See 29 CFR 1910.132(g). These requirements are covered for respirators under 29 CFR 1910.134 and for electrical protective equipment under 29 CFR 1910.137.

### ***R17. 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.

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 must perform the following activities to ensure that students and staff are familiar with all center fire alarms and evacuation procedures:

1. Center Safety Officers and/or Facilities Maintenance Manager must perform and log monthly inspections of:
  - (a) Fire alarm systems
  - (b) Sprinkler systems
  - (c) Illuminated exit signs
  - (d) Emergency lighting
  - (e) Fire extinguishers

Scheduling and completion of these inspections should be documented in the center's Computerized Maintenance Management System (CMMS)

2. Centers must 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 must conduct annual inspections on fire alarm system, fire suppression systems and emergency lights (90-minute test) and maintain documentation.
4. Centers must 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) Establishment of fire warden and security staff duties and responsibilities
  - (b) Establishment of minimum required equipment for security staff
  - (c) Establishment of a process for reporting fires and notifying building occupants

b. Fire Safety Plan Elements

The center 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, and the Occupational Safety and Health Administration (OSHA). Training programs must be customized to center location, offerings, and programs, and must include the following elements, as appropriate:

1. Training for 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. Training for 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. Training for 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. Required 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 stage 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). 29 CFR 1910.155(b). OSHA requires centers to provide fire extinguishing equipment for an incipient fire only if another OSHA standard in part 1910 requires it. OSHA allows centers to address incipient fires and building evacuation in one of the following two ways:
  - (a) Evacuation of all of the building's occupants to a safe area without attempting to fight the fire
  - (b) Evacuation of all building occupants except those who are properly trained and designated to use portable fire extinguishers
2. Portable fire extinguishers must comply with 29 CFR 1910.157.
3. Incipient firefighting should be based upon a thorough hazard assessment, and proximity and response time of local fire department or emergency response team.

***R18. Emergency Action Plan***

Centers are required to develop an Emergency Action Plan (EAP) in accordance with 29 CFR 1910.38 if students and staff are required to evacuate the building in the event of a fire or perform actions specific for other emergencies.

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 must 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 of 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 monthly. The drills should be performed during normal business hours and after hours.
2. Centers must participate in federal, state, and local emergency preparedness drills, including terrorist attack and pandemic outbreak response, when possible.
3. Centers must 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 must coordinate with the local emergency management authority, local health department, and local fire department to participate in federal, state, or local emergency response drills.

***R19. Hazard Communication Plan***

(See Chapter 5, Section 5.9, R10.)

***R20. Recreational Safety Plan***

- a. Water Safety (See Chapter 2, Section 2.2, R7.)
  1. Job Corps centers operating swimming pools must incorporate the Centers for Disease Control and Prevention (CDC) chlorine disinfection timetable for killing common germs.
  2. Cleaning and disinfecting procedures must 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 at all times.
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 (PPE) 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-center 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 must 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.

### ***R21. Asbestos Operations and Maintenance Plan***

(See Chapter 5, Section 5.9, R9.)

### ***R22. Confined Space Entry Plan***

#### **a. Overview**

The following deals with confined spaces in general industry, which are dealt with by 29 CFR 1910.146. In construction the confined space standard is 29 CFR Part 1926, subpart AA, 1926.1201-1213.

A confined space is defined as a space which meets all of the following criteria:

- Is large enough for an employee to fully enter and perform assigned work
- Is not designed for continuous occupancy by the employee
- Has a limited or restricted means of entry or exit

#### **b. Confined Space Inventory**

1. Centers must conduct a survey to identify 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
    - (3) Has an internal configuration such that an entrant could be trapped or asphyxiated by inwardly converging walls or by a floor which slopes downward and tapers to a smaller cross-section; or
    - (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 must be marked as such with appropriate signage.
  - (e) Ensure that permit-required confined spaces are locked or blocked to deter access (if possible).
  - (f) Evaluate all work activities within non-permit required confined spaces to determine if the work or material being used in the space may create a hazard and make the space a permit required confined space.
- 2. Centers that require students, staff, or contractors to perform work in permit required confined spaces must develop, implement, and maintain a Confined Space Entry program in accordance with 29 CFR 1910.146. The Plan must include at a minimum the following elements:
  - (a) Designated confined space entry coordinator
  - (b) Entrant and supervisor responsibilities
  - (c) Location-specific, permit-required confined space entry procedures
  - (d) List of hazards within the space and hazard control procedures
  - (e) List of center departments and/or career technical training (CTT) programs that require confined space entry
  - (f) Emergency procedures
  - (g) Training and documentation of training
- 3. Maintain permit-required 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.

### ***R23. Bloodborne Pathogens Plan***

- a. Centers must develop, implement, and maintain a Bloodborne Pathogens Exposure Control Plan that is in compliance with the OSHA bloodborne pathogens (29 CFR 1910.1030). The Plan, which is submitted to the Regional Office, must be reviewed and approved by the Regional Health Specialist.
- b. "Occupational exposure" is reasonably anticipated skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials that may result from the performance of an employee's duties.
- c. Other Potentially Infectious Materials means (1) The following human body fluids:

semen, vaginal secretions, cerebrospinal fluid, synovial fluid, pleural fluid, pericardial fluid, peritoneal fluid, amniotic fluid, saliva in dental procedures, any bodily fluid that is visibly contaminated with blood, and all body fluids in situations where it is difficult or impossible to differentiate between body fluids;[(2) and (3) are not relevant to Job Corps centers]

- d. Exposure Incident means a specific eye, mouth, other mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious materials that results from the performance of an employee's duties.

The Bloodborne Pathogens Exposure Control Plan shall be reviewed and updated at least annually and whenever necessary to reflect new or modified tasks and procedures which affect occupational exposure. The review and update of such plans shall also:

- (A) Reflect changes in technology that eliminate or reduce exposure to bloodborne pathogens; and
- (B) Document annually consideration and implementation of appropriate commercially available and effective safer medical devices designed to eliminate or minimize occupational exposure.

An employer who is required to establish an Exposure Control Plan shall solicit input from non-managerial employees responsible for direct patient care who are potentially exposed to injuries from contaminated sharps in the identification, evaluation, and selection of effective engineering and work practice controls and shall document the solicitation in the Exposure Control Plan.

- e. 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. Schedule and method of implementation for administering Hepatitis B vaccination and conducting post-exposure evaluation and follow-up. The vaccine must be offered to all employees who have occupational exposure, such as physicians, dentist, nurses, nurse practitioners, physician assistants, and first aiders. The vaccine provisions are in paragraph (f)(2)-(5) of the standard.
  - 3. Schedule and method of implementation for communicating hazards to employees
  - 4. Schedule and method of implementation for recordkeeping
  - 5. Procedures for evaluating the circumstances of an exposure incident

#### ***R24. 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.
  4. Students and staff are exposed or may be potentially exposed to airborne contaminants or disease through contact with individual(s) engaged in providing student and staff health services or engaged in allied health training.
- b. If centers determine that voluntary respirator use is permissible the center must provide the information on 29 CFR 1910.134 Appendix D to each voluntary user and maintain documentation. For voluntary respirator use the center must establish and implement the elements of a written respiratory protection program necessary to ensure that any staff member or student using a respirator voluntarily is medically able to use the respirator and that the respirator is cleaned, stored, and maintained so that its use does not present a health hazard to the user. Written respiratory program elements are not required if voluntary use of a respirator is limited to filtering face piece respirators (i.e., dust masks).
- c. Centers must identify and evaluate respiratory hazards in the workplace through:
1. A reasonable estimate of employee exposure to respiratory hazards through air sampling and exposure monitoring;
  2. Identification of the contaminant's chemical state and physical form.
- 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 who is qualified by appropriate training or experience to manage the center's Respiratory Protection program.
- f. The written Respiratory Protection Plan must contain the following elements:
1. Respirator selection procedures to ensure that respirators meeting the criteria of the standard are chosen.



2. Medical evaluations for staff and students required to wear respirators. Medical evaluations must be conducted by a licensed health care professional in accordance with 29 CFR 1910.134(e)(1) through (e)(7)(iv).
3. Fit-testing procedures for tight-fitting respirators
4. Procedures for the proper use of respirators in routine and emergency situations
5. Procedures and schedules for cleaning, disinfecting, storing, inspecting, repairing, discarding, and general maintenance of respirators
6. Procedures for ensuring adequate air quality, quantity, and flow of breathing air for atmosphere-supplying respirators
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 and storage of respirators
8. Procedures for evaluating the effectiveness of the program
9. Respiratory protection training records must be retained for students and staff for three years. Additional retention requirements are as follows:
  - (a) Retain student training records for three years following completion of training or termination of enrollment.
  - (b) Retain staff training records for three years 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 must 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 must be done in accordance with the appropriate OSHA standards.

### ***R25. Hearing Conservation Plan***

- a. Centers must conduct noise monitoring at least every other year to identify potential sources of hazardous noise or whenever a change in production, process, equipment or controls increases noise exposures to the extent that:
  1. Additional employees may be exposed at or above the action level; or
  2. The attenuation provided by hearing protectors being used by employees may be

rendered inadequate to meet the requirements of paragraph (j) of the standard

- 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 equal or exceed an 8-hour time-weighted average (TWA) of 85dB (decibels) measured on the A-scale or
  - 2. Exposure monitoring indicates that student and staff noise exposures equal or exceed a 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 satisfactorily 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. A technician who performs audiometric tests 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 must 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. The hearing protectors selected must be appropriate for the task and provide the required noise attenuation. The center must ensure the use of hearing protectors by each student or staff member who is required by paragraph (b)(1) of the standard to wear personal protective equipment.
  - (b) The center must ensure the use of hearing protectors by students and staff who are exposed to an 8-hour time-weighted average of 85 decibels or greater, and have not yet had a baseline audiogram.
  - (c) The center must ensure the use of hearing protectors by students and staff who are exposed to an 8-hour time-weighted average of 85 decibels or greater and have experienced a standard threshold shift.
5. Training will be administered annually. It includes, but is not limited to, the following:
  - (a) Effects of noise on hearing
  - (b) Purpose of hearing protectors
  - (c) Disadvantages, advantages, and 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, students, their representatives designated by the individuals, and OSHA, 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 and staff time at the center.
8. A center must transfer any records related to the hearing conservation program to any new operator, who shall retain them for the amount of time remaining in the original retention period.

***R26. Lead Exposure Plan***

(See Chapter 5, Section 5.9, R8.)

***R27. Hexavalent Chromium Exposure Plan***

(See Chapter 5, Section 5.9, R11.)

***R28. 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. Lockout/Tagout is not required when one of the following scenarios exists:
  1. Servicing equipment that is powered by plugging into an electrical outlet and is under complete control of the individual performing the work
  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 its purpose
  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

***R29. 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 (PIV) 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. Evaluations of hazardous conditions in areas where PIVs will be operated to determine the type of industrial vehicle that must be used, as outlined in 29 CFR 1910.178(l).
  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 (FLSA) 29 CFR 570.58.
- e. Operator training must be conducted by a certified trainer and the training must be in accordance with 29 CFR 1910.178(l).

***R30. Emergency Eyewash Stations***

Center operators must establish written procedures for operations and maintenance of emergency eyewash stations that meet the requirements of 29 CFR 1910.151(c).

The center operator must provide access to emergency eyewash stations for students and staff who are working with or near corrosive or other injurious chemicals/materials to reduce serious or permanent damage to eyes.

a. Eyewash stations must be installed meeting the following requirements:

1. Eyewash/shower stations should be available for immediate use and located within 10 seconds of the hazardous operations (approximately 50 feet), on the same level, and have a pathway that is always clear of obstructions and slip/trip hazards.
2. Highly visible signs must be posted at/near the station and the area should be well lighted.
3. The activating valves/levers should be highly visible and easy to use, requiring no more than a one-handed operation. Once the lever has been activated, no hands should be needed to maintain water flow.
4. Nozzles must be protected with auto-opening dust covers.
5. The eyewash/shower station should provide a “minimum” of a 15-minute uninterrupted flush of lukewarm water (80 – 90 degrees is preferred) provided by a temperature-mixing valve.

b. Eyewash stations inspection and testing requirements:

1. Eyewash stations must be inspected and tested by supervisors/instructors responsible for the work area where the eyewash stations are located.
2. Ensure that access to the eyewash is unobstructed.
3. Visually inspect the eyewash to ensure that there are no broken parts, leakage, etc.
4. Verify that protective eyewash covers are properly positioned, clean, intact, and operate properly when activated.
5. Activate eyewash unit - flush pipes: check that the spouts are clean and that the water flow is effective and continuous. Operate the eyewash for 1 minute.
6. The unit must deliver low-pressure “soft” flow to both eyes, so it does not injure the open eyes.
7. Check that the unit’s valve activator remains open without the use of the operator’s hands.
8. Ensure each station has a highly visible emergency sign.

9. For portable (non-plumbed) units, verify that the expiration date has not been exceeded and fluid levels are full. Follow manufacturer's instructions.
10. Safety officer must maintain an inventory/map of existing eyewash stations and provide oversight to ensure eyewash station testing and inspections are being conducted and documented.

c. Eyewash station training

All staff/students who might be exposed to a chemical splash need to be trained by their supervisor or instructor on the following topics:

1. The specific location of the units serving that area.
2. How to properly activate and use the specific type of system.
3. Eyewash – eye injury - Individuals should be instructed to hold the eyelids “open” and roll the eyeballs continuously so fluid will flow on all surfaces of the eye and under the eyelid, and then seek medical attention. Bring a copy of the Safety Data Sheets (SDS) to the medical facility.

***R31. Center Culture***

Centers must establish behavioral expectations that promote a safe, respectful, and goal-oriented culture that fosters personal responsibility and mutual growth.

***R32. Delivery and Coordination of Services to Students***

Center operators must:

- a. Develop a structured process for sharing information between all center staff, departments, and community resources, as needed to ensure the coordinated delivery of services to students, especially in assisting them to meet the rigor of the training program.
- 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.
- c. Obtain DOL authorization (applicable regional office) prior to releasing personal student information to outside entities and ensure any such release is in compliance with the Privacy Act and other federal and state information privacy laws, including obtaining any necessary waivers and releases from students.

***R33. Business and Community Participation***

- a. The Center Director must establish and develop mutually beneficial business and community relationships and networks, including with local boards, to enhance the effectiveness of the center. Relationships must be established and maintained, at a minimum, with the following:
  1. Local and distant employers to the extent practicable (Outreach must be conducted in coordination with other Federal and non-Federal programs conducting similar outreach to employers.)
  2. Applicable One-Stop Career Centers/American Job Centers and local boards to:
    - (a) Provide information on training opportunities available through Job Corps.
    - (b) Encourage referral of appropriate potential students.
    - (c) Identify job opportunities for Job Corps graduates.
  3. Entities offering apprenticeship opportunities and youth programs
  4. Labor-management organizations and local labor organizations
  5. Employers and contractors that support national training programs and initiatives
  6. Community-based organizations, non-profit organizations, and intermediaries providing workforce development-related services
- b. Centers must establish a Community Relations Council to serve as a liaison between the center and the surrounding communities. The Community Relations Council will be used as a forum to:
  1. Inform the community about projects of the Job Corps.
  2. Share information about changes in center rules, procedures, and activities that may affect the community.
  3. Plan events of mutual interest to create and maintain community relations and community support.
- c. The Community Relations Council must have the following features:
  1. 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.
  2. Include student and staff representatives.
  3. Meet at least once per quarter to consider issues of mutual interest to the center and the community.



4. Maintain records of Community Relations Council meetings, documenting attendance and recommendations.
- d. The business and community participation requirements outlined above should be carried out for Job Corps centers that are not yet operating at least 3 months prior to the date on which the center accepts its first enrollee.

### ***R34. Workforce Councils***

- a. Each Job Corps center must establish a Workforce Council whose members are appointed by the Center Director.
- b. The Workforce Council must include:
  1. Non-governmental and private sector employers
  2. Representatives of labor organizations, where present, and of employees
  3. Job Corps students and graduates
  4. In the case of the single State local area, a representative of the State Board
- c. A majority of the Workforce Council members must be business owners; chief executives or chief operating officers of nongovernmental employers; or other private sector employers who have substantial management, hiring, or policy responsibility, and who represent businesses with employment opportunities in the local area and the areas in which students will seek employment.
- d. The Workforce Council may include, or otherwise provide for consultation with, employers from outside the local area who are likely to hire a significant number of students from the Job Corps center.
- e. The Workforce Council may also include members of applicable local boards, provided they meet the requirements described in b and c above.
- f. Workforce Council Responsibilities
  1. Work closely with all applicable local boards and review labor market information to determine and provide recommendations to the Regional Office regarding the center's career technical training offerings, including identification of emerging occupations suitable for training.
  2. Review all relevant labor market information, including related information in the State Plan or Local Plan, to:
    - (a) Recommend in-demand industry sectors or occupations in the area where the

- center operates.
  - (b) Determine employment opportunities in the areas in which students intend to seek employment.
  - (c) Determine the skills and education necessary to obtain the identified employment.
  - (d) Recommend to the Secretary the type of career and technical training that should be implemented at the center to enable students to obtain the employment opportunities identified.
3. Meet at least once every six months to reevaluate the labor market information and other relevant information, to determine and recommend to the center director any necessary changes in the career technical training provided at the center.
- g. The responsibilities outlined above should be carried out for Job Corps centers that are not yet operating at least 3 months prior to the date on which the center accepts its first enrollee.

***R35. Partnerships/Resources for Individuals with Disabilities***

- a. Each center must develop resources and partnerships with outside agencies and programs that will assist the center in serving students with disabilities. Special focus should be given to developing resources and partnerships that can assist the center in identifying or providing accommodation support that promotes student independence and employability.
- b. The Business and Community Liaison staff and other appropriate staff should be involved in this process.
- c. Each center will document efforts to develop resources/partners by completing the Disability Partnership Tool available on the Job Corps Disability website or their customized Disability Partnership Tool available from their Regional Disability Coordinator.

***R36. Monthly Meetings with Center Director***

The Center Director must meet monthly with the Center Physician and Center Mental Health Consultant to discuss clinical and organizational issues.

***R37. Readily Achievable Barrier Removal***

Each center must consider readily achievable barrier removal—things center staff can do to make the center more accessible that are easily accomplishable and able to be carried out without much difficulty or expense. To accomplish this, centers must:

- a. Determine potential improvements to the physical accessibility (e.g., ramps, elevators, adjustable work stations, restrooms, etc.) of the center, by completing the ADA

Checklist for Readily Achievable Barrier Removal (a link to this checklist is available on the Job Corps Disability website).

- b. Determine potential improvements to 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.) of the center, staff by completing the program Center Accessibility Tool (this document is available on the Job Corps Disability website).
- c. Develop an accessibility plan with priorities and next steps based on the results of the ADA Checklist for Readily Achievable Barrier Removal and Center Accessibility Tool. The plan will be used as a tool for center staff to think about the simple things that can be done to ensure that students with disabilities can access/participate in the program on an equal basis with students without disabilities. This plan is not intended to be used to determine compliance for new construction or facilities being altered and is separate from the center's facility survey requirement in Chapter 5, Section 5.8, R2.
- d. The accessibility plan will be reviewed and updated annually by June 30 (see Exhibit 5-2).
- e. The safety and facilities maintenance staff should play a primary role in completing the plan with support from managers in all areas.

***R38. Use of Students for Assistance during Emergencies***

- a. Job Corps USDA Forest Service Civilian Conservation Centers (CCC) may, as necessary, provide emergency assistance, if requested by public officials, in response to national, state, and local disasters.
  - 1. Such service shall be provided consistent with child labor laws.
  - 2. Participating students must be properly trained, equipped, supervised, and dispatched consistent with the standards for the conservation and rehabilitation of wildlife established under the Fish and Wildlife Coordination Act (16 U.S.C. 661 *et seq*) <https://www.fws.gov/laws/lawsdigest/fwcoord.html>.
- b. The National Director may authorize a Job Corps center other than a Civilian Conservation Center to provide emergency assistance if requested by public officials, in response to disasters in their community.
- c. All students deployed during these situations must be volunteers and be at least 18 years old or have parental consent to participate.
  - 1. 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.

2. No student shall participate in emergency relief connected with labor shortages, strikes, riots, or civil disturbances.

### ***R39. Civilian Conservation Center Forest Fire Suppression Activities***

Civilian Conservation Centers shall allow students to participate in forest fire suppression and camp crews when the student:

- a. Has completed the National Incident Management System IS-700 training camp crew or obtained the Firefighter Type 2 (FFT2) certification crew
- 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 consecutive weeks, without Regional Office approval
- f. Is counted as present for duty

### ***R40. Sexual Assault Prevention and Response***

Centers must:

- 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 5.4, Significant Incidents) in the SIR System

***R41. 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 must 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 must immediately comply with the procedures set out in the regulations at 20 CFR Chapter 1. The CA form portion of the Employee's Compensation Operations and Management Portal (ECOMP) form and a copy of the ETA Form 6-61 (Notice of Student Separation) must be filed with the OWCP district office only when the injury or illness results in separation and consent is received from the Office of Job Corps. When separation does not occur, such forms must be maintained in the student's health record.
- c. If the student dies while in Job Corps, the center must:
  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 (<https://www.gpo.gov/fdsys/pkg/CFR-2011-title20-vol1/pdf/CFR-2011-title20-vol1-part10.pdf> ) in the event that the next of kin refuses to accept the remains.
  3. Provide the Office of Job Corps with documentation authorizing OWCP eligibility. If next of kin is eligible for benefits, further review by the Office of Job Corps 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, <https://www.gpo.gov/fdsys/pkg/PLAW-104publ208/pdf/PLAW-104publ208.pdf>), shall be awarded.

***R42. Identification of Local Child Care Resources***

- a. Centers must 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 509 (Job Corps Child Development Programs).

***R43. Equal Employment Opportunity/Civil Rights***

Center operators and OA/CTS contractors must:

- a. 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).
- b. 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).

## 5.2 PERSONNEL

### REQUIREMENTS

#### *R1. Organization and Staffing*

- a. Center operators and Outreach and Admissions/Career Transition Services (OA/CTS) contractors must:
  1. Develop and submit a staffing plan (organizational chart) to the Regional Office for approval within 90 days of contract award.
  2. Submit current job position descriptions for Regional Office approval within 90 days of contract award.
- b. Federal agency operators must develop and submit a staffing plan (organizational chart) to the Office of Job Corps and Regional Offices annually.

#### *R2. Staffing Ratios*

Center Operators must comply with the following staffing requirements:

- a. The student-to-teacher ratio for academic instructional activities is 18:1. Career Technical Training (CTT) program ratios will remain in accordance with the Master Program List, which is located within the CTT Resources section of the Job Corps Community website. Student-to-teacher ratios may not be changed except through the written approval of the Office of Job Corps. For purposes of defining CTT training slots, one basic program CTT student is equivalent to two CTT training slots. Therefore, a 15:1 student-to-teacher ratio is equivalent to a 30:1 slot-to-teacher ratio. One full-time CTT Advanced Training (AT) and Advanced Career Training (ACT) student is counted as one full time CTT training slot. Student-to-staff ratios for nationally contracted training (NTC) programs must be in accordance with contract provisions.
- b. Student-to-staff ratios for National Training Contract (NTC) programs must be in accordance with contract provisions.
- c. Minimum staffing levels for health programs are specified in Chapter 5, Exhibit 5-5 (Center Health Services Staffing Requirements).
- d. All other staffing levels must be based on center configuration and must be approved by the Regional Office.

***R3. Health Services Staffing***

Centers must:

- a. Ensure that health services staffing is in compliance with the staffing levels presented in Exhibit 5-5 (Center Health Services Staffing Requirements) and the minimum staff qualifications identified in Exhibit 5-3 (Minimum Staff Qualifications).
- b. For contract centers, employ or subcontract with medical, dental, Trainee Employee Assistance Program (TEAP), and mental health professionals who are subject to the prior approval of the Regional Office, in consultation with the Regional Health Specialists.
- c. For USDA Forest Service Civilian Conservation Centers (CCCs), employ or subcontract with medical, dental, TEAP, and mental health professionals that are subject to the prior approval of the National Office, in consultation with the Regional Health Specialists.
- d. 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.)

***R4. Personnel Policies***

Center Operators and OA/CTS contractors must:

- a. Develop and implement personnel management policies to include hiring, supervision, evaluation, conduct, and disciplinary procedures.
  1. Policies must address any instances of cheating.
  2. The Employee Handbook must clearly state the consequences for cheating.
- 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 communicated equally, understood, and applied to all staff members. These rules, which should be included in the Employee Handbook, must provide a clear explanation and rationale for appropriate and inappropriate behavior, and clearly state 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 will not undertake



conciliation, mediation, or arbitration of organizations, nor will 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.

#### ***R5. Staff Qualifications***

- a. Center and OA/CTS contractors must ensure that all staff that are hired meet the minimum qualifications specified in Exhibit 5-3 (Minimum Staff Qualifications).
- b. Center and OA/CTS contractors must request written approval or waivers from the Regional Director for the following:
  1. Hiring 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 relatives of current staff
  3. The appointment, continued assignment, or change in employment status of the Center Director, Project Director, or senior staff. This also includes all supervisory personnel who report directly to the Center Director.
- c. Regional Offices will not grant a waiver if it would negatively impact the center's eligibility for accreditation or its ability to produce high school graduates.
- d. Federal agency operators must advise the Regional Office of changes in employment status of Center Directors and senior staff.
- e. Centers must request a waiver from the National Office prior to filling the following health and wellness positions if the minimum requirements set forth in Exhibit 5-3 are not met:
  1. Trainee Employee Assistance Program (TEAP) Specialist: A one-time, one-year waiver for the TEAP Specialist must include a professional development plan identifying the steps necessary to meet the minimum requirements within one year of employment. A copy of the license or certification must be shared with the National Office once obtained. If the license or certification is not achieved within one year, the waiver is terminated, and the staff member can no longer be employed as the TEAP Specialist.
  2. Center Mental Health Consultant (CMHC): A one-time waiver may be issued for CMHCs with a master's degree or higher in behavioral health, and a license to practice independently in the state. This one-time waiver will only be considered if

there is unsuccessful recruitment for a clinical/counseling psychologist or clinical social worker. Those approved for the one-time waivers will not be required to have a professional development plan.

Providers must meet all requirements for license renewal to maintain an active license as set forth by their state boards. The one-time waiver for the CMHC covers the hiring period and is automatically renewed on an annual basis.

- f. Centers must request a waiver from the National Office prior to hiring the following health and wellness positions if the minimum coverage requirements set forth in Exhibit 5-5 are not met:
  - 1. Nurse Practitioner (NP): A one-time waiver for the NP may be requested if an NP assumes more coverage than 2 hours/100 students/week with supervision. The supervising physician will be the center's Medical Director. This supervision arrangement must be clearly defined as part of the NP contract and in the collaborative agreement.

An annual waiver for the NP may be requested in independent practice states, where an NP with an active Drug Enforcement Agency (DEA) registration could serve as Medical Director.
  - 2. Physician Assistant (PA): A one-time waiver for the PA may be requested if a PA assumes more coverage than 2 hours/100 students/week. Supervision is always required, and the supervising physician will be the center's Medical Director. This supervision arrangement must be clearly defined as part of the PA contract and in the collaborative agreement.
- g. Regional Health Specialists will review all health and wellness staff waivers prior to National Office approval/denial of the request.

**R6. *Background Checks and Credential Verification for Employees of Job Corps Contractors***

Center Operators and other Job Corps contractors, which include all subcontractors of a Job Corps contractor (collectively referred to below as "Job Corps Contractors"), must conduct a nationwide (to include all United States territories) criminal background check on all employees and all applicants for employment prior to making an offer of employment. Each background check and any employment decision based upon them must conform to the requirements set out below. Further, Job Corps Contractors must verify that all applicants receiving an employment offer and all employees have obtained all licenses, certifications, or other credentials required, and that the individual is in good standing with the licensing body for their profession.

- a. All criminal background checks must be conducted by a third-party background checking company in accordance with the Fair Credit Reporting Act, and result in a written report from the third-party company.
- b. All criminal background checks must include a review of the history of all state (including United States territories) and Federal criminal convictions.
  1. Decisions on the employability of applicants and continued employment of employees must only be made on records of convictions, not arrest records or indictments.
  2. Consideration must be given to any conviction or release from incarceration during the 7 years prior to the date of the applicant's application for employment or the initial employment date of an employee, except for convictions referenced in subparagraph c.1. below.
- c. Disqualifying convictions
  1. If an employee or applicant for employment has been convicted or adjudicated responsible as a juvenile of any of the crimes listed below, regardless of when the conviction or adjudication occurred, that employee or applicant cannot be employed by a Job Corps Contractor:
    - (a) Murder;
    - (b) Child Abuse; and
    - (c) Rape or Sexual Assault.
  2. Health-and-wellness staff, or any other employee with access to prescription medications, cannot be employed by a Job Corps Contractor if they have been convicted of the following crimes:
    - (a) Fraud, theft, larceny, and similar crimes involving deception; and
    - (b) Drug-related offenses.
- d. If an employee or applicant for employment has been convicted or released from incarceration for a crime not identified in c.1., the Job Corps Contractor must determine the relevance of the record of conviction or release from incarceration to the duties of the position of the employee or position for which the applicant is applying. In making an employment decision, the Job Corps Contractor must use an individualized assessment for each applicant and employee.
  1. Individualized assessment means that the Job Corps Contractor must:

- (a) Inform the individual that he/she may be excluded because of past criminal conduct;
  - (b) Provide an opportunity to the individual to present additional information regarding the criminal conduct and demonstrate that the exclusion does not properly apply to them; and
  - (c) Consider whether the additional information provided by the individual shows that the policy as applied is not job-related and consistent with business necessity.
- 2. In doing an individualized assessment for an employee or applicant with criminal convictions, the Job Corps Contractor must consider the following:
  - (a) Whether the conviction was a felony or a misdemeanor;
  - (b) The nature of the conviction(s) and the facts underlying it, and whether they involve serious or repeated violence;
  - (c) The amount and frequency of contact the employee has, or the applicant will have with students;
  - (d) The age of the employee or applicant at the time of the conviction;
  - (e) Whether the employee or applicant has a history of multiple convictions that suggests a pattern of criminal behavior or bad judgment;
  - (f) The length of time between the conviction and/or completion of any sentence and the employee's initial employment date or applicant's application to work at the center; and
  - (g) Any evidence of rehabilitation in the time period since the conviction.
- e. When asking questions about criminal records, inquiries must be consistent with business necessity.
  - 1. Questions must be limited to records for which exclusion or potential exclusion would be job related for the position in question.
  - 2. Information about applicants' and employees' criminal records must be kept confidential and used only for the purpose for which it was intended.
- f. For each employee or applicant hired, the Job Corps Contractor must document:
  - 1. That he/she conducted a background check according to the requirements above;
  - 2. What, if any information from the background check, factored into the Job Corps Contractor's employment decision; and

3. Details of the individualized assessment the Job Corps Contractor undertook in accordance with the above before making an employment decision based on the information from the background check.
- g. Job Corps Contractors must conduct a new background check for each employee every 3 years. The documentation requirements in f. above apply.
- h. Job Corps Contractors also must verify that all employees and applicants for employment or other individuals providing services under an agreement or contract have obtained all licenses, certifications, or other credentials required under state and Federal law, and that the individual is in good standing with the licensing body or regulatory authority for his/her profession. Job Corps Contractors must verify this information every 3 years.
- i. Requests for exceptions for the hiring or continuation of employment restrictions imposed by this policy must be made in writing to the National Director. The National Director may waive the requirements in this policy for an employee or applicant for employment based on compelling evidence that such an exception is in the best interest of Job Corps, and Job Corps students and staff.
- j. Job Corps Contractors may continue to use existing criminal background check procedures, provided those procedures are stricter than and do not conflict with the procedures outlined in the policy above. If a Job Corps Contractor's existing policy is less stringent or inconsistent with the policy outlined above, the Job Corps Contractor must modify the policy so that it is in line with the requirements outlined above.

#### ***R7. Staff Coverage***

Center operators must provide coverage for staff absences for those positions that have direct staff/student interaction. Use of students or volunteers for this purpose is prohibited. All substitutes must be trained in safety procedures.

#### ***R8. Staff Performance Appraisal***

Center operators and OA/CTS contractors must develop a staff performance appraisal system that allows for documentation of staff competence, to include:

- a. Maintaining staff requirements specified in Exhibit 5-3 (Minimum Staff Qualifications)
- b. The areas listed in Exhibit 5-4 (Required Staff Training)
- c. Staff's modeling, mentoring, and monitoring each of the eight Career Success Standards (CSS)

- d. Support of students' career development goals, the zero-tolerance (ZT) policy, and student placement efforts

### ***R9. Staff Training Documentation***

Centers and OA/CTS contractors must maintain up-to-date records of training completed by each employee.

### ***R10. Center Occupational Safety and Health Orientation and Training***

In accordance with 29 CFR 1960.59 and the training (including information sharing) provisions of OSHA standards centers must provide the appropriate safety and occupational health training to students and staff, including specialized training appropriate to the training or work tasks performed. Centers operated by private contractors must comply with any additional protective State OSHA training provisions if they are located in a State Plan State. Center safety and health orientation and training must be included in the following:

- a. Introduction to Center Life (New Students) – Career Preparation Period (CPP) (see Chapter 3, Section 3.4, R1 and R3)
- 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 any training (including information-sharing) requirements in current Occupational Safety and Health Administration (OSHA) standards in 29 CFR parts 1904 (recordkeeping), 1910 (general industry), 1926 (construction), 1928 (agriculture), and 1960 (federal agency programs), as applicable to the particular center, and DOL guidance provided by the National Office of Job Corps. Center Safety Officers must have and keep these standards, regulations, and policies 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. The Center Human Resources Manager must implement a professional development program (signed by the Center Director) for the Safety Officer that must include but is not limited to the courses listed in Exhibit 5-4.
2. The Center Safety Officer must 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. 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.
4. In accordance with Chapter 5, Section 5.1, R12, annual advanced or refresher training must be provided to the center Safety Officer after basic required courses are completed.
5. In accordance with Department of Labor Manual Series (DLMS) 4, Chapter 800, Paragraph 822, the Center Director must ensure that a written professional development plan is developed and implemented for the center 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.

### ***R11. Disability-Related Staff Training***

Centers must provide disability-related staff training in accordance with Chapter 5, Exhibit 5-4 (Required Staff Training).

Additional guidance and tools for meeting all Disability Program requirements are available on the Job Corps Disability website.

### ***R12. Health-Related Staff Training***

Centers must provide health-related staff training to all center staff in accordance with Chapter 5, Exhibit 5-4 (Required Staff Training).

Centers must provide specific health-related training in accordance with Chapter 5, Exhibit 5-4 (Required Staff Training) to those Health and Wellness staff outlined in Chapter 5, Exhibit 5-5 (Center Health Services Staffing Requirements).

Additional guidance and tools for meeting all Health and Wellness Program requirements are available on the Job Corps Health and Wellness website.

## 5.3 SAFETY AND SECURITY

### REQUIREMENTS

#### *R1. Center Safety and Security Standard Operating Procedures*

- a. Center operators must establish and comply with agreements with law enforcement, in accordance with the requirements of Sections R3 and R4 below. Center operators must submit these law enforcement agreements to the National Office of Job Corps (NOJC) and the Regional Offices (ROs) as required by Exhibit 5-2.
- b. Center operators must establish and comply with their Center Safety and Security Standard Operating Procedure (SOP). This SOP will supplement a local law enforcement agreement, or when necessary, govern how the center operator will respond to center security issues that are not addressed in a local law enforcement agreement. Center operators must submit these SOPs to the NOJC and the ROs as required by Exhibit 5-2.
- c. A Center Safety and Security SOP must address the following requirements:
  1. How it will regulate the entry, exit, and conduct of any person who seeks access to the campus, including students, staff, family, and visitors. The SOPs must include language indicating that a map of the campus will be displayed in a prominent location and will also be made readily available to law enforcement and medical personnel in emergency situations.
  2. How the center will handle, secure, and timely dispose of any illegal drugs and all weapons (as defined in Section R5 below) confiscated or otherwise found on center or in a center-sponsored activity that the local law enforcement agency will not retrieve. Disposal must be done in accordance with state and local law. Disposal of illegal drugs must be consistent with the center SOP on Medication Management.
  3. How the center operator will address the confiscation and return of weapons and items that are barred from Job Corps centers under R5 below, but that students may legally possess off-center, such as licensed or registered firearms. This procedure must align with R6 (d) below.
    - (a) Such weapons and items must always be confiscated and must not be returned to the student while the student is still on center.
    - (b) The Center Safety and Security SOP also must include what steps the center operator, in conjunction with local law enforcement where possible, will take to verify if the student complied with any registration and licensing requirements to possess the confiscated weapons or items.
    - (c) Even if the student can legally possess a weapon or other prohibited item off center, the center still must sanction any student determined to have brought a weapon or other unauthorized good on center,



according to Exhibit 2-1.

4. How the center operator will handle, secure, and, if necessary, timely dispose of other unauthorized goods prohibited from being on center in Section R5 below.
5. How the center will record and track all illegal drugs and all weapons confiscated or otherwise found on center. The SOP must include the date the illegal drugs or weapons were found, the date(s) they were secured and where they were secured, and the date on which they were disposed or returned and how they were disposed or returned. If illegal drugs or weapons are found or confiscated from a student or staff member, this record must include the student's or staff member's name and identification number, how the illegal drugs or weapons were located, and what disciplinary actions the student or staff member faced following the discovery.
6. The circumstances and process under which law enforcement will be contacted, consistent with Section R2 and any law enforcement agreement.
7. How the center operator will return stolen property to its rightful owner.

***R2. Requirement to Contact Local Authorities***

- a. Center operators must report criminal incidents according to the terms of the law enforcement agreements described in R3 and R4.
- b. Regardless of the terms of the law enforcement agreements described in R3 and R4, center operators must contact local law enforcement if a serious crime or emergency occurs on center or in a center-sponsored activity. A serious crime includes, but is not limited to:
  1. A homicide
  2. A theft of a vehicle or other significant government-owned property
  3. An assault or battery
  4. A riot or similarly violent incident involving five or more students or persons
  5. A sexual assault or rape as defined under state law. Center operators also must comply with the requirements of Chapter 5, Section 5.1, R39 in dealing with sexual assaults and rapes.
  6. Unauthorized distribution of a controlled substance
- c. Center operators may not prohibit any center personnel or student from calling 911 or any law enforcement agency, and may not limit the personnel or students who may call 911 or law enforcement.

***R3. Agreements with Local Law Enforcement Agencies***

- a. Pursuant to Job Corps' regulations at 20 C.F.R. § 686.925(b), center operators must develop and maintain written cooperative agreements with its nearest local law enforcement agency. An up-to-date, unexpired agreement must be submitted to the NOJC and ROs on July 1 of each program year. The submitted agreement must reflect that the agreement will be in effect for that upcoming program year.

These agreements must contain, at a minimum:

1. The names of each center and of the local law enforcement agency
2. The roles and responsibilities of the center operator and the local law enforcement agency, including at a minimum:
  - (a) The circumstances and process under which the center's operator will contact the local law enforcement agency consistent with the requirements of Sections R1 and R2 above.
  - (b) How the center operator will handle, secure, and timely dispose of illegal drugs and all weapons confiscated or otherwise found on center or in a center-sponsored activity, as well as the handling, securing, and, if necessary, disposal of any other unauthorized good prohibited from being on center in Section R5 below.

This portion of the agreement also should address how the center operator will work with local law enforcement to ensure that students have met the licensing and registration of items, such as firearms, that are barred from Job Corps centers under R5 below, but that students may otherwise legally possess.
  - (c) A statement that the local law enforcement agency will be contacted for searches as required at Section R9 below.
3. The expiration date for the agreement;
4. The process for renewing, altering, or terminating the agreement;
5. The signatures of the operator's center director and an authorized signatory from the local law enforcement agency;
6. The date the operator and the local law enforcement agency signed the agreement
- b. If the center operator is unable to reach an agreement with the local law enforcement agency, or the local law enforcement agency will not agree to address all of the topics described in subsection R3 (a) in its agreement, no later than the last day of each program year, the center must provide to the NOJC and ROs:
  1. Written evidence of the operator's good faith effort to reach an agreement with the local law enforcement agency on all of these terms. For the purposes of this

requirement, a good faith effort is one in which the center operator makes a diligent and honest effort to obtain a local law enforcement agreement annually; and

2. What, if any, agreement the center operator was able to reach with the local law enforcement agency.
3. The portions of the SOP established as a supplement to or in place of a law enforcement agreement in accordance with R1.

#### ***R4. Agreements with Federal and State Law Enforcement Agencies***

- a. Pursuant to Job Corps' regulations at 20 C.F.R. § 686.925(b), center operators must establish agreements with federal and state law enforcement agencies for criminal enforcement purposes by reaching out to the local offices of state law enforcement and the Federal Bureau of Investigation (for contract centers) or Forest Service Law Enforcement for Job Corps Civilian Conservation Centers (CCCs). An up-to-date, unexpired agreement must be submitted to the NOJC and ROs on July 1 of each program year. The submitted agreement must reflect that the agreement will be in effect for that program year. Such agreements must contain the same terms described in Section R3 (a)(1)-(6) above;
- b. If the center operator is unable to reach an agreement with the local office of the federal or state law enforcement agency, or the local office of the federal or state law enforcement agency will not agree to address all of the topics described in subsection R3 (a)(1)–(6) in its agreement, no later than the last day of each program year, the center must provide to the NOJC and ROs:
  1. Written evidence of the operator's good faith effort to reach an agreement with the local office of the federal or state law enforcement agency on all of these terms. For the purposes of this requirement, a good faith effort is one in which the center operator makes a diligent and honest effort to obtain a local law enforcement agreement annually; and
  2. What, if any, agreement the center operator was able to reach with the local office of the federal or state law enforcement agency.

#### ***R5. Unauthorized Goods***

Center operators must ensure that the following unauthorized goods are not permitted on center:

- a. Firearms and ammunition
- b. Explosives and incendiaries
- c. Knives

- d. Homemade weapons
- e. All other weapons and instruments for which the primary use is to inflict injury
- f. Drugs, defined as any substance listed on any schedule of the Controlled Substances Act, including seeds and residue, except when the drug is possessed and used in accordance with a valid prescription; and drug paraphernalia

Note: Under the Controlled Substances Act, no valid prescription can be provided for Schedule I drugs, including marijuana.

- g. Stolen property
- h. Alcohol
- i. Tobacco for minors
- j. Any other items that are illegal under state law or that could pose a danger to safety and security

#### ***R6. Disposal of Unauthorized Goods***

Center operators must dispose of unauthorized goods as follows:

- a. Stolen property must be returned to its rightful owner.
- b. Illegal drugs (as defined in R5.f, above) must be secured and disposed of according to agreements described in R3 and R4. Disposal of any substance not covered by an agreement described in R3 and R4 must be disposed of in accordance with state and local law, consistent with center SOPs on Medication Management and Center Safety and Security.
- c. Confiscated weapons (including firearms) must be secured and reported to law enforcement and disposed of according to agreements described in R3 and R4 and in accordance with the center operator's Center Safety and Security SOPs. The center must track and record all weapons and illegal drugs, including: the individual's name and his or her staff or student identification number, the date the illegal drugs or weapons were found, how they were located, disciplinary actions faced following the discovery, disposition of the illegal drugs or weapons and the date of disposition.
- d. When a student brings a weapon or potentially dangerous item that the student may legally own but is not permitted to possess on center, the item must be returned to the student according to the student's choice of either:
  - 1. Returning the item after the student is sent home in accordance with the student disciplinary process, by arranging a date on which the student may safely pick up the item; or

2. Mailing or shipping the item to an address where the student may later safely pick it up.

If a student does not want the item returned or does not provide an address for return, the item shall be considered abandoned property and the center operator must dispose of it according to the requirements of its local law enforcement agreement and Center Safety and Security SOP. Center operators must comply with all PRH recording and reporting requirements for these items before making arrangements for their return.

### ***R7. Prohibition of Firearms***

Center operators must not allow anyone to bring a firearm onto a Job Corps Center except for:

- a. Licensed security personnel contracted by the center operator to provide security during distribution of student payroll; and
- b. Law enforcement personnel when:
  1. Providing security services to a Job Corps Center pursuant to a written agreement between the center operator and the relevant law enforcement agency outlining the terms and condition of the arrangement, which addresses licensure, firearms certification, type of firearm, and additional weapons requirements and verification requirements, including the law enforcement personnel's duties at the center; or
  2. Employed by a center operator as center security personnel and acting within the scope of their duty, provided that such employment, including the use of their official firearm or other licensed firearm, is permitted by the relevant law enforcement agency.

NOTE: Nothing in this policy prohibits law enforcement personnel from conducting official law enforcement activities, including the use of firearms in accordance with the established policy of that agency, in the line of duty, including when law enforcement personnel are in the line of duty and armed on a Job Corps center campus.

### ***R8. Active Shooter Response***

An active shooter is defined as an individual actively engaged in killing/injuring or attempting to kill/injure people in a confined and populated area; in most cases, active shooters use firearm(s), and there is no pattern or method to their selection of victims.

Upon discovery of an Active Shooter event, as soon as it is safe to do so, law enforcement (911) must be called, and communicate, "There is an Active Shooter event in progress."

The 911 call (from a safely concealed area) should provide the following information:

- a. Description and possible location of suspect(s) if known
- b. Number and types of weapons
- c. Suspect's direction of travel
- d. Location and condition of any victim(s)

Safety and Security Officers and/or the person in charge must be prepared to meet and guide law enforcement officers if possible. The goal of law enforcement is to locate, isolate, and neutralize the shooter as quickly as possible to prevent any deaths or injuries.

In response to an Active Shooter event, the guidelines listed below should be followed.

1. **Evacuate.** If there is an accessible escape path, attempt to leave the premises
  - (a) Have an escape route and plan in mind
  - (b) Evacuate regardless of whether others agree to follow
  - (c) Leave belongings behind
  - (d) Help others escape, if possible
  - (e) Prevent individuals from entering an area where the active shooter may be
  - (f) Do not attempt to move wounded people
  - (g) Call 911 when you are safe
  - (h) Follow the instructions of any law enforcement officials/authorities
  - (i) Keep your hands visible in the presence of law enforcement officials/authorities
2. **Hide Out.** If evacuation is not an option, find a place to hide where the active shooter is less likely to go. Direct others into resident rooms or adjacent rooms, close the door and attempt to barricade the door. The hiding place should:
  - (a) Be out of the active shooter's view
  - (b) Provide protection if shots are fired
  - (c) Not entrap or restrict options for movement

If the active shooter is nearby:

- Lock the door
- Silence your cell phone and/or other electronic devices
- Turn off any source of noise (i.e., radios, televisions)
- Hide behind large items (i.e., cabinets, desks)
- Blockade the door with heavy furniture
- Stay as low to the floor as possible and remain quiet

If evacuation and hiding out are not options:

- Remain calm
- Call 911, if possible, to alert police to the active shooter's location
- If you cannot speak, leave the line open and allow the dispatcher to listen

3. **Take Action.** If your life is in imminent danger, as a last resort, attempt to disrupt

and/or incapacitate the active shooter by:

- (a) Acting as aggressively as possible against the active shooter
- (b) Throwing items and improvising weapons
- (c) Yelling
- (d) Committing to your actions

Announce an “All Clear” when the scene is declared safe by law enforcement officials/authorities.

### ***R9. 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 a person of an entire group of Job Corps students 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.

### ***R10. Student Notification***

Center operators must notify all students of the center’s policies and procedures regarding unauthorized goods, and search and seizures.

***R11. Use of Physical Restraint and Isolation***

Center operators must:

- 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 cannot use handcuffs, mace, pepper spray (or any derivatives) on students. Staff must be aware of and abide by any state laws regarding restraint and isolation.
- 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 cannot exceed 12 hours unless accompanied by a statement from the center physician that the isolation is not medically prohibited.

***R12. Student Vehicles***

Centers must not permit residential students to keep personal vehicles at Job Corps centers.

***R13. Safety Hotline Education***

Use of the Job Corps' national, toll-free Safety Hotline is the right of all students, staff, and visitors on the Job Corps Center premises. To support hotline usage among all center stakeholders, centers must ensure:

- a. All staff are adequately trained, understanding how to support and respond to questions by students regarding the Safety Hotline.
- b. Response team members are trained to triage tips, perform follow-up actions, and provide updates in the web-based Safety Hotline portal.
- c. All students are introduced to the Safety Hotline during the Career Preparation Period through the Safety Hotline orientation video.
- d. All students receive a monthly reminder on the purpose and use of the hotline.
- e. Adequately promote the Safety Hotline by:
  1. Providing wallet cards containing Safety Hotline information to each student during CPP.
  2. Promoting the use of the Safety Hotline App during CPP.



3. Provide wallet cards containing Safety Hotline information to each staff member upon hire.
4. Post Safety Hotline information in dormitory community areas and other high traffic areas and gathering spaces at the center.

#### ***R14. Response Team Composition and Functions***

- a. Response Team members have a unique username and password (i.e., no shared accounts) within the hotline system provided by Job Corps.
- b. Each center must have a minimum of four (4) staff on the Response Team with system access who Safety Hotline operators can contact, as needed, to respond to tips. The Response Team must include the following key personnel:
  1. Center Director
  2. Health and Wellness Director or other Registered Nurse
- c. Contact information for Response Team members must be reviewed monthly and updated as changes occur.
- d. Centers must investigate each Safety Hotline tip and use the hotline system provided by Job Corps to:
  1. Acknowledge the tip by placing the incident into “Confirmed Status” within 24 hours.
  2. Initiate appropriate action to resolve the tip within 7 days.
  3. Place the tip into “Resolved” Status within 7 days.
  4. Respond within 24 hours to Regional or National Office requests for information related to tips or investigations.

#### ***R15. Protection Against Retaliation***

Centers must ensure that students, operator staff and authorized on-center visitors have access to the safety hotline and can use it without fear of retribution, isolation, or retaliation by peers or operator staff. Center operators are charged with protecting the integrity of the Safety Hotline and must ensure:

- a. Students, operator staff, and authorized visitors are to be protected from retaliation for using the hotline. Such stakeholders are to be protected from retaliation for using the hotline regardless of the ultimate outcome or result of the underlying complaint or tip reported to the hotline, so long as the hotline was used in good faith.

- b. Retaliation by center staff against students, other staff, or authorized visitors based on actual or suspected use of the hotline is prohibited. Retaliation includes any conduct intended to dissuade a reasonable person from using the hotline, including but not limited to, confronting the individual outside of the Center's investigation (discussed below), name calling, removing privileges or imposing punishments.
- c. Suspected retaliation must be reported to the hotline. Center staff that receive a complaint of retaliation must report the retaliation through the hotline. The operator of the hotline will route complaints and tips to the Office of Job Corps and/or the center operator in question, as determined by contract or agreement between DOL and the hotline operator.
- d. If Center staff receive notice either through the operator of the hotline or through Job Corps that a complaint of alleged retaliation was received, center operators are required to conduct an investigation. The investigation must:
  - 1. Commence within three days and be conducted promptly after the center operator receives notice of the complaint as described above.
  - 2. Be conducted exclusively by Center staff that are not supervised by or otherwise within the responsibility of the subject of the complaint, if the subject of the complaint is a supervisor. In the event that the subject of the complaint is the Center Director, Deputy Center Director, or Health and Wellness staff, the investigation shall proceed as directed by the Job Corps Regional Office.
  - 3. The results of the investigation must be provided to the Job Corps Regional Office.
  - 4. Appropriate disciplinary steps must be taken by the center operator according to the operator's policies if the investigation concludes that retaliation occurred.
- e. Job Corps' Protection Against Retaliation Policy in no way alters or limits rights that students, operator staff, or visitors would otherwise have under federal or state law, Department of Labor regulations, or Department of Labor policies, including the PRH.

## 5.4 SIGNIFICANT INCIDENTS

### REQUIREMENTS

#### ***R1. Management***

Center and Outreach and Admission/Career Transition Services (OA/CTS) contractor management must:

- a. Investigate each significant incident
- b. Initiate appropriate action to resolve the incident
- c. Identify and implement appropriate procedures to prevent recurrence, to the maximum extent possible

#### ***R2. Reportable Events***

Centers and OA/CTS contractors must report the following types of significant incidents to the National and Regional Offices:

- a. Death or work/training-related hospitalization of one or more active students or on-duty staff in one incident, work/training related amputations, and work/training related losses of an eye
- 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 student and/or 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. Any facilities issue such as utilities outages, effects of storms, fire damage, etc., that results in disruption of the center's operation
  - n. Any infraction identified in Exhibit 2-1, Infraction Levels, Definitions, and Appropriate Center Actions, requiring a(n) SIR
- \*\* Please see Chapter 5, Section 5.9, R15.b for a detailed classification of serious medical injuries.

### ***R3. Incidents Requiring Immediate Contact with the Appropriate Regional Office***

Centers must immediately report within 2 hours of center management becoming aware of the incident, described below, to the appropriate Regional Office, by either telephone or text messaging, and by 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. Job Corps centers must also immediately contact the Office of Workers' Compensation Programs (OWCP) and send the entire student personnel record (including sealed health record) to the Office of Job Corps by signature-required mail or delivery within 10 days. The sealed health record must include OWCP forms and written notification of death, plus the death certificate and autopsy and toxicology reports if available.
- b. Death of a staff member on-duty
- c. Hospitalization of one or more active students and/or on-duty staff in one incident, work/training related amputations, and work/training related losses of an eye
- d. Any incident:
  - 1. Requiring law enforcement involvement (If the incident involves a minor student and requires law enforcement involvement, then centers must notify his/her parents immediately.)
  - 2. Involving a missing minor student
  - 3. With the potential to garner negative media attention
  - 4. Where substantial property damage has occurred

### ***R4. Incidents That Require Occupational Safety and Health Administration (OSHA) Notification***

Centers operated by private contractors in states without an OSHA-approved State plan, on

federal enclaves in states with an OSHA-approved State plan states (see d below), and centers operated by a federal agency, wherever located, must report the following incidents to OSHA within the specified timeframes in accordance with 29 CFR 1904.39(a):

- a. **Death of an active student as a result of an incident that occurs on center within 8 hours of the death.**
- b. **Death of a staff member as a result of a work-related incident within 8 hours of the death.**
- c. **Hospitalization of one or more active students and/or staff, work/training related amputations, and work/training related losses of an eye within 24 hours of the incident.**

Centers must report any fatality, in-patient hospitalization, amputation, or loss of an eye by one of the following methods:

- i. Telephone, or go in person to, the OSHA Area Office nearest to the site of the incident;
- ii. Telephone the OSHA toll-free central telephone number, 800-321-OSHA (800-321-6742); or
- iii. Go online at <https://www.osha.gov/pls/ser/serform.html>.

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 type of reportable event (*i.e.*, fatality, in-patient hospitalization, amputation., or loss of an eye)
  5. The number and names of any students and/or staff who had a reportable event
  6. Your contact person and his or her phone number
  7. A brief description of the incident
- d. **Centers operated by private contractors in states with OSHA-approved State Plans must notify the State Plan Agency of the same incidents in the same manner.** However, if the center is in a federal enclave where the Federal Government has exclusive jurisdiction the incident must be reported to federal OSHA, as set forth above.

- e. **Centers must maintain a record of notification on center for a period of three years.**

#### ***R5. Incidents Requiring Electronic Submission of Significant Incident Report***

All incidents outlined in R2, 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(n) 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 aware of 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, at minimal, is required every 30 days following the submission of the initial report.
- c. In the event that a student suffers an injury while on duty or on an authorized day pass, record the incident in Employees' Compensation Operations and Management Portal (ECOMP) within seven calendar days (including weekends) of supervisor notification. ECOMP 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.
- d. In the event that a staff member suffers a work-related injury or occupational illness/disease, record the incident in ECOMP (OSHA 301, and OSHA 300 if applicable, only) within seven calendar days of supervisor notification. ECOMP information, including ICN, must be included in the narrative portion of the report with the initial SIR, or as soon as it is available.

#### ***R6. Usernames and Passwords***

Each staff member who is responsible for submitting SIRs through the web-based system is required to have a unique username and password.

- a. **Basic Users:** These are users who may enter information but may not approve/submit a SIR to Job Corps National/Regional Offices.
- b. **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.

***R7. Display of Student Identifying Information***

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.

## **5.5 PROCUREMENT**

### **REQUIREMENTS**

#### ***R1. Procurement***

Center operators and Outreach and Admissions (OA)/Career Transition Services (CTS) contractors must follow all applicable procurement regulations, to include those contained in the Federal Acquisition Regulations (FAR), Department of Labor Acquisition Standards, Office of Management and Budget (OMB) Circulars, and Executive Orders (EO).

#### ***R2. Internal Controls***

Center operators and OA/CTS contractors must:

- 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. Federal agency centers must use established agency procedures for procurement of materials and services (see Exhibit 5-1, Standard Operating Procedures).
- b. 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 must submit subcontracting reports in accordance with the reporting requirements and schedule described in Exhibit 5-2 (Plan and Report Submission Requirements).



## 5.6 PROPERTY

### REQUIREMENTS

#### ***R1. 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 Safety Data Sheets (SDS) 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 Employment Training Administration (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.

#### ***R2. Medical Equipment and Supplies***

The center must:

- a. Provide necessary equipment and supplies for routine and emergency delivery of basic medical, dental, and mental health services. All such equipment must comply with federal and state requirements.
- b. Purchase major dental equipment according to the current dental equipment list published periodically by the Office of Job Corps.
- c. Purchase from government supply service centers (General Services Administration [GSA], Health and Human Services [HHS], Veteran Administration [VA]), whenever possible.

## 5.7 FINANCIAL MANAGEMENT

### REQUIREMENTS

#### ***R1. Budgeting***

Center operators and Outreach and Admission (OA)/Career Transition Services (CTS) contractors must assure that budgets are developed, prepared, revised, and submitted in accordance with the requirements contained in Appendices 502 (Financial Management for Center Contracts) and 503 (Job Corps Outreach/Admissions and Career Transition Services Cost Reporting and Budgeting Requirements).

#### ***R2. Financial Reporting***

Center operators and OA/CTS contractors must assure that required monthly reports are prepared and submitted, on time, in accordance with the requirements contained in Appendices 502 and 503.

#### ***R3. Vouchering***

Center operators and OA/CTS contractors must submit vouchers for the reimbursement of expenses, on time, in accordance with the procedures outlined in Appendices 502 and 503.

#### ***R4. Internal Controls***

Center operators and OA/CTS contractors must:

- 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 is not being 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 must 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 to assure that the requirements listed in Chapter 2, Section 2.2, R10 (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 in the following cases:

- a. Objects or services may be sold at cost to students or center employees. For USDA Forest Service Civilian Conservation Centers (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.
  - 2. The center has received approval from 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 the Department of Labor 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 must be credited to the cost category for the purchase of the materials.
- e. Students cannot 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 are credited 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 must follow the procedures set forth in Appendix 504 (Taxation of Job Corps Contractors by States or Subdivisions Thereof).

***R8. Use of Funds for Maintenance and Repairs***

- a. Centers must use CRA funding for:
  - 1. Rehabilitating current Job Corps facilities, modernizing instructional classrooms, and upgrading skills training spaces and buildings so that student instruction meets industry standards;
  - 2. Repairing buildings with structural deficiencies to address safety and health concerns;
  - 3. Executing emergency building repairs;
  - 4. Constructing new center buildings when further repairs are not cost effective;
  - 5. Repairing and replacing equipment; and
  - 6. Acquiring new sites and constructing new centers, as directed by Congress.
- b. Centers may use center operations funds for maintenance and repairs not identified above as requiring the use of CRA funds, collectively referred to as Operations and Maintenance (O&M) deficiencies. Priority must be given to life-safety O&M deficiencies.

***R9. Travel Costs***

Centers must develop a system to provide economical transportation to enrolled students that includes:

- a. Using Federal credit cards or other means as prescribed by the Regional Office (RO) to ensure students arrive at their scheduled destinations using the safest, most economical mode of travel.
- b. Providing students with meal money in the amount of \$5 for each six hours of expected travel status. Reimbursement will be requested in accordance with procedures issued by

the RO.

***R10. Monitoring and Reporting Travel Costs***

- a. The ROs receive invoices from the travel creditor on a monthly basis. Statements should be reviewed immediately by designated RO staff for accuracy and proper use of the card. The RO will forward a copy of each center's account statement to the center for review. Any discrepancies with their travel records must be reconciled by the center, and reported to the RO within 25 calendar days of receipt of the statement by the RO. The RO will authorize payment and file dispute forms when necessary, within 30 days of receipt. All documentation must be maintained by the RO.
- b. ROs must review the 2110 Report for Center Contracts, Page 3 – Net Center Actual Expense – All Categories, Line 6 – Student Transportation/M meal Allowances to ensure costs are allowable and auditable. Note: Student transportation/meal allowance includes luggage fees.

***R11. Unused-Ticket Recovery***

Centers must develop a system to promptly identify and report any unused, lost, or stolen travel tickets in accordance with RO direction. Such tickets must be returned to the issuing agency for credit to the government travel account. When tickets are not returned or used, the center must document the amount of the ticket deducted from the student's allowance.

***R12. Staff Travel***

Centers must ensure that staff travel expenses for escorts and other purposes are paid from center operating funds.

## 5.8 FACILITY OPERATIONS AND MAINTENANCE

### REQUIREMENTS

#### *R1. Facilities Codes and Standards*

##### a. Legally Mandated Standards

1. Code of Federal Regulations (CFR):
  - (a) Occupational Safety and Health — 29 CFR Parts 1904, 1910, 1926, and 1960
  - (b) Historical Preservation — 36 CFR Part 800
  - (c) Architectural/Engineering (A/E) Design Requirements — 48 CFR Part 36
  - (d) Disability/Accessibility — 28 CFR Part 36
  - (e) Architectural Barriers Act Accessibility Standard (ABAAS)
2. Building codes used in the United States (U.S.):

Centers in federally owned buildings should make efforts to adhere to the most recent applicable building codes adopted by the state or local jurisdiction as well as laws related to landscaping, open space, storm water, building massing and orientation, and aesthetic considerations. Unless the lease states otherwise, centers located in leased buildings must adhere to the most recent applicable building codes adopted by the state or local jurisdiction in which the center is located. The center must have access to a copy of the relevant locally adopted building codes.

Applicable codes may include, but are not limited to:

- (a) International Code Council International Codes including the International Green Construction Code
- (b) General Services Administration Public Building Service-P100, Facility Standards for the Public Buildings Service
- (c) National Fire Protection Association (NFPA), American Society of Heating Refrigeration and Air Conditioning Engineers (ASHRAE), National Roofing Contractor Association (NRCA), American Society of Mechanical Engineers (ASME) and other national consensus standards to the extent that is practicable and as necessary.
- (d) Life Safety Code — National Fire Protection Association (NFPA) 101

##### b. Job Corps Standards

1. Bathrooms and showers must be adequate in number, clean, brightly lit, odor-free, well ventilated, and adequately supplied.
2. Residential buildings must provide sleeping rooms, bath and lounge facilities, appropriate administrative spaces, and lockable storage space for student belongings.

3. Counselors must be provided with private, secured offices with easy student access.
4. Laundry facilities must be available for student use.
5. Recreational facilities must include access to a gymnasium, multi-purpose recreation areas, and sports fields.
6. Academic buildings must have adequate space for classrooms, computer labs, and learning resources.
7. Career Technical Training (CTT) areas must have classroom and training space to satisfy the needs of each training program, and resemble the workplace to the extent possible.
8. Dining and cafeteria facility must include a food preparation area, serving area, dining area, and storage areas.
9. Health services facilities must include private medical examining rooms; a nurse's station; separate infirmary space for males and females; dental facilities; a secure drug storage area; and private space for mental health consultations, dentists, physicians, and Trainee Employee Assistance Program (TEAP) specialists.
10. Administrative areas must include general office and meeting space.
11. Storage areas must include adequate, lockable storage to safeguard confidential records, supplies, equipment, and hazardous materials, and to secure excess property.
12. Child development centers and residential parent/child programs must adhere to standards in Exhibit 5-9 (Facility Requirements for Child Development Centers and Residential Parent and/or Guardian/Child Programs).
13. Furnishings must be in satisfactory condition, adequate in number, and appropriate for use.

## ***R2. Facility Survey***

### **a. Purpose**

1. The Job Corps National Office issues procedures to conduct periodic facility surveys of centers. Facility surveys will be performed every three years based on Program Year except as directed by the Job Corps National Office.
2. The purpose of the facility survey process is to assess and document the condition of facilities, identify deficient conditions, and provide recommendations and estimates for correction. These surveys serve as the primary method of assessing center conditions and planning future rehabilitation and repair projects.

3. All building deficiencies are classified and prioritized for rehabilitation and repair as follows (see R7 for sub-classifications and details):
  - (a) Class I – Life safety and health (highest priority)
  - (b) Class II – Code violation
  - (c) Class III – Repair and replacement
  - (d) Class IV – Programmatic needs

The center must:

1. Arrange for appropriate personnel to attend brief-in and brief-out.
2. Provide the facility survey team easy access to all on-site buildings and structures. Provide access to roofs and non-permit required confined spaces through OSHA compliant means.
3. Operate all equipment as necessary to perform the facility survey.
4. Provide documentation of maintenance procedures, required inspections, plans and inventories, warranties, building modification projects, utilities, permits, citations, and other reports as requested by the facility survey.
5. Participate in the facility survey process that includes:
  - (a) Long-range planning
  - (b) Review and discussion of the facility survey findings
  - (c) Development and implementation of measures to meet Federal mandates such as, resource conservation, green initiatives and other environmental issues

### ***R3. Facility Preventive and Corrective Maintenance Program***

#### **a. Preventive and Corrective Maintenance Plan**

1. The Center Operator must develop and submit within 90 days of contract award and annually thereafter, a Preventive and Corrective Maintenance Plan, that must at minimum address the following:
  - (a) Procedures for implementing a center corrective and preventive maintenance program by maintaining and repairing all buildings, grounds, roads, sidewalks, and equipment for which the center is responsible.
  - (b) Procedures for ensuring all preventive maintenance requirements identified in Form 5-05 are addressed and documented in CMMS.
  - (c) Procedures for handling emergency maintenance problems at all times including weekends, holidays, and after-hours.
  - (d) Procedures for obtaining assistance to handle specialized emergency problems beyond the scope and/or expertise of maintenance personnel.
  - (e) Procedures for implementing a Refrigerant Management Program (RMP) in accordance with EPA Section 608 (40 CFR Part 82, Subpart F) per PRH



## Chapter 5 Section 5.13 R5.

- (f) Procedures for implementing a Lockout/Tagout Plan in accordance with 29 CFR 1910.1447 per PRH Chapter 5 Section 5.1 R28.
  - (g) Procedures for inspecting, repairing, encapsulating, and/or removing asbestos-containing materials and/or lead-based paint; procedures for updating and maintaining an asbestos and/or lead-based paint O&M plan that meets Federal, state, and local jurisdiction requirements; and assigning qualified staff to manage the asbestos and/or lead-based paint program.
  - (h) Procedure for ensuring qualified staff supervise students performing maintenance work as part of an approved career technical training program or center support program.
  - (i) Procedures to ensure that deficiencies identified during preventive maintenance activities, during facilities rounds checks, identified by facility occupants, or identified in facility survey reports are documented and corrected, using a computerized maintenance management system (CMMS) to document the requirement and track to completion.
  - (j) A list of qualified personnel and subcontractors who will be performing required preventive and corrective maintenance as well as cleaning of facilities, grounds, and equipment for which the Center is responsible.
- b. Use of CMMS for Management of Preventive and Corrective Maintenance Requirements
- 1. The Center Operator must use a Government-provided commercial CMMS. The Center Operator will incur no costs for this system. The CMMS is vital to planning, scheduling, tracking, and documenting all preventive and corrective maintenance work activities for all facilities and building systems, including subcontracted work.
  - 2. The Center Operator must input a complete inventory of assets to be maintained into the CMMS. For every building system and fixture, operators must input in CMMS a unique asset item #, asset description, asset building location, asset classification, list of required maintenance tasks, description of each maintenance task, and frequency of maintenance.
  - 3. The Center Operator must use the CMMS to input, manage, schedule, and document status of all preventive and corrective maintenance work orders.
  - 4. The Center Operator must document completion of all preventive and corrective maintenance work orders with technician name and completion date.
  - 5. The Center Operator must develop CMMS preventive maintenance schedules for each applicable building system and fixture identified in Form 5-05, in the Preventive and Corrective Maintenance Plan and enter these preventive maintenance tasks into CMMS no later than 90 days from operating contract award and reviewed annually for accuracy and updated as necessary thereafter. Additional tasks shall be added by Center Operators as needed to ensure that all facilities and

equipment on campus are maintained in accordance with applicable national, state, and local regulations and codes, manufacturer's instructions, warranties, and industry standard.

- (a) CMMS preventive maintenance schedules shall include a list of required maintenance tasks, description of each task, frequency of maintenance, list of consumable products required for the maintenance activity, settings required for equipment, and list of tools required to perform the job safely.
  - (b) Center Operators must reference Form 5-05 for minimum preventive maintenance frequencies and should schedule HVAC equipment that requires preventive maintenance to coincide with seasonal transition.
  - (c) In accordance with Item 38a of Form 5-05, "Daily Visual Checks," Center Operators shall also develop and implement daily job schedules in CMMS for equipment and systems to be inspected daily to ensure proper operations and that any anomalies or issues are documented and addressed.
6. The Center Operator must ensure that the following is entered into CMMS:
- (a) Input, scheduling, completion, and closeout of corrective maintenance work requirements identified by Center students and staff or self-generated by maintenance staff.
  - (b) Input, scheduling, completion, and closeout of work required for all CRA-funded requirements including subcontracted work.
  - (c) Input, scheduling, completion, and closeout of preventive maintenance work requirements in accordance with preventive and corrective maintenance plans.
  - (d) Categorize scheduled corrective maintenance work requirements according to priority (i.e., emergency, urgent, routine).
  - (e) Issue preventive and corrective maintenance work orders to maintenance staff via CMMS in accordance with relative priority.
  - (f) Document preventive maintenance schedule steps completed by maintenance staff and entering the data in the CMMS (craftsperson name, work completed, date, duration, materials used). Preventive maintenance activities must be completed and closed in accordance with the preventive maintenance schedule.
  - (g) Documenting corrective maintenance activities completed by maintenance staff and entering the data in CMMS (craftsperson name, work completed, date, duration, materials used such as belts and filters). Update CMMS when equipment is replaced to include asset identification, upload of relevant documents including warranties and O&M manuals, and update of job schedules in accordance with O&M manuals.
7. The Center Operator must prepare a yearly report from the CMMS system detailing the progress in completing identified preventive and corrective maintenance deficiencies. This report must be submitted annually through the CRA system (see Exhibit 5-2 and PRH Chapter 5 Section 5.1 R13).

c. Maintenance Staffing Requirements

1. The Operator of a Job Corps Center shall ensure they have a sufficient staff of qualified personnel and subcontractors for preventive and corrective maintenance and cleaning of facilities, grounds, and equipment for which the Center is responsible.
2. In addition to having maintenance personnel available 24 hours per day to handle emergency situations, the Operator must be prepared to handle emergency problems beyond the scope of maintenance personnel such as those involving the gas company, telephone company, electric power company, elevators, critical heating, water and wastewater treatment facilities, and heating, ventilation, and air conditioning (HVAC) systems.
3. The number of maintenance personnel required to meet minimum facility maintenance requirements will vary based on various factors such as relative age of Center facilities and infrastructure, and size of Center.
4. The maintenance team (including subcontractors) must have the skills, training, and experience required to perform the required preventive and corrective maintenance activities. Maintenance staff must have the minimum qualifications identified in Exhibit 5-3, *Minimum Staff Qualifications*, and as required by Federal, State, or Local regulation, codes, and licensure requirements.
5. Form 5-05, *Job Corps Center Preventive Maintenance Minimum Requirements*, cites applicable regulations, codes, or industry standard for common maintenance tasks.
6. Centers must have staff with the appropriate experience or qualifications per Exhibit 5-3 to perform a preventive or corrective maintenance task or must subcontract the activity to a qualified vendor. A list of typical maintenance tasks that may require subcontracted support include:
  - Fire alarm systems maintenance, testing, and inspection
  - Facility fire suppression system maintenance, testing, and inspection
  - Kitchen hood fire suppression system maintenance, testing, and inspection
  - Backflow device maintenance, testing, and repair
  - Refrigeration machines
  - Water chiller systems
  - Cooling towers maintenance and water treatment
  - Boiler systems maintenance, inspection, and water treatment
  - Water and wastewater treatment facilities
  - HVAC equipment and controls systems maintenance and repair
  - Pest management program
  - Fire extinguisher testing and recharging

- Roof inspections and repair
  - Electrical switchgear
  - Elevator testing, inspection, maintenance, and repair
  - Pavements, walkways and drainage systems maintenance and repair
7. The Center Operator must provide a list of qualified personnel and subcontractors who will be performing required preventive and corrective maintenance as well as cleaning of facilities, grounds, and equipment for which the Center is responsible as part of its Preventive and Corrective Maintenance Plan.

d. Other Requirements

1. Facility maintenance requirements apply to all buildings and structures even if vacant or closed on an otherwise active Job Corps Center unless the buildings or structures are slated for demolition. Demolition of inactive center facilities will be accomplished in accordance with PRH Chapter 5, Section 5.8 R12, Facilities Requirements for Closing a JCC or CCC.
2. Corrective Maintenance required because of leaks or moisture/water infiltration is required to be addressed as soon as possible after identification to avoid mold and further facility damage.

***R4. Funding and Timelines***

- a. Operations and maintenance (O & M) repairs. Such repairs must be performed within seven calendar days for life safety issues, 30 calendar days for urgent issues, and 60 calendar days for all other issues.
- b. CRA repairs/projects. If repairs or projects must use CRA Funds per Section 5.7 R8, the center must submit a request under the CRA Funding Request System. For requests for equipment or repairs consuming energy, the request must meet energy efficiency requirements or include an exemption per Section 5.8, R10 Center Energy and Sustainability.

CRA Projects may be accomplished at the National or Center level and will involve the center as follows:

- a. National Office Projects require center operators to do the following:
  1. Participate in concept development and provide programmatic requirements while the project is in scope development and the design stage.
  2. Coordinate with DFAM, ESC (Engineering Support Contractor) and general contractor staff during the construction phase ensuring a safe project environment. Additional coordination may involve phasing, temporary relocations, or other project specific requirements.

b. Technical Support Requests

1. When a facility issue occurs that the center operator cannot itself resolve, a center can submit a TSR via the CRA Funding Request website. The CRA Funding Request website can be accessed via the CDSS Suite of Applications using the Funded-Not-Corrected icon. The TSR should include:
  - (a) Detailed description of the issue
  - (b) Efforts the center has undertaken to resolve
  - (c) The nature of the support requested

c. CRA Funding Requests

1. Emergency Repair Fund (B1b) Funds:
  - (a) Use of B1b funds— an Emergency is defined as a condition that if not promptly corrected would pose a serious risk to students, staff, or facilities. B1b funds may only be used in an emergency and with approval from the regional office which is obtained by submitting a request to use B1b funds via the CRA Funding Request System. Once the regional office has approved, the center may proceed with the repair.
  - (b) B1b Initial Allotment – When a new operating contract begins, the center should request an initial allotment of B1b CRA funds via the CRA Funding Request System. These funds are a lump sum and will be modified to the operating contract to be used for Emergency Repairs.
  - (c) B1b Replenishment – when the balance of B1b funds has decreased to 10%, the center must submit a request to have their B1b funds replenished by the allotment.
  - (d) When an emergency will exceed the B1b balance – the center must submit a request for additional B1a CRA funds
2. Regular CRA funds (B1a):
  - (a) If a facility issue occurs that is not an Emergency, and requires subcontracting or requires the use of non-consumable materials, the center must submit a request for B1a funds via the CRA funding system.

d. Center Projects (Funded-Not-Corrected [FNC] Projects)

1. Centers must follow their applicable procurement guidelines (corporate, operating contract, FAR, Contractor's Purchasing System Review (CPSR), etc.) when subcontracting for facility maintenance or repairs. For example: number of quotes, sufficient documented justification when competition is limited such as sole source, advanced notice, CO consent, etc. Responsibility for compliance rests solely on the center and shall be monitored by their COR for compliance with subcontracting requirements.

2. Centers must update the project information on the FNC website at least monthly or more frequently when the status of a project is changing.
- e. Demolition Process
1. The center must prepare and submit Parts 1 and 2 of the Demolition Request Package located on the FNC/CRA/CTST website, to the region (or agency headquarters for CCCs).
  2. The Regional Office of Job Corps or the USDA shall review and forward the Demolition Request Package to the National Office of Job Corps.
  3. The National Office will review and if appropriate approve the Demolition Request Package. The National Office review includes environmental, real estate, and historic preservation issues, all of which must be resolved before approval.
  4. Following approval by the National Office, the center must obtain quotes for the demolition and submit a request for funding using the CRA Website.

***R5. CRA and Funded-Not-Corrected (FNC) Reporting***

- a. The Job Corps Construction/Rehab Report must be submitted quarterly by each Job Corps center via the FNC/CRA/CTST website, reviewed by their Regional Offices (or agency headquarters for CCCs), and forwarded to the National Office. The updated Construction/Rehab Report must be updated and submitted with each CRA Funding Request.
- b. Centers must update the status of each FNC deficiency at least monthly or more frequently as the status changes from receiving funds, procurement, construction award, construction progress, and completion. The updates must include:
  1. CRA modification number, date, amount and CRA funding code
  2. Project Status
  3. Project Schedule
  4. Comments on the progress
  5. Reasons the project is delayed if applicable
- c. Every effort must be made to complete the FNC within the time frames detailed in R7 – Timeframes for Completion of FNC Deficiencies.
- d. Centers must ensure funds are used within the three-year period of availability. When the three-year period has passed those funds will remain on the center operating

contract. If not subsequently used before the end of the operating contract, the funds will be de-obligated by the region and returned to the U.S. Treasury.

#### ***R6. CRA Furniture, Furnishings, and Equipment***

When a National Office project is performed for a dormitory, cafeteria, or new Job Corps center, the National Office will assist in the selection of the furniture and furnishings.

- a. Approximately 6-9 months from completion, the ESC Interior Design Specialist will contact the center to arrange a presentation of the proposed furniture and furnishings.
- b. The ESC will complete a furniture and furnishings binder that contains the specifications and quotes from three vendors, which includes delivery and installation. The ESC will provide the completed recommendation binder to the center.
- c. The center must prepare a CRA funding request for the furniture and furnishings, and additional equipment needed for the initial fit out(s) of the building(s) (e.g., microwaves, common-area televisions, etc.). These requests must be submitted via the CRA Funding Request system.
- d. The region will forward the request to the National Office for approval.
- e. Once approved and a change has been made to the Financial Operating Plan (FOP), the funds will be modified to the center operating contract.
- f. The center will then proceed with the purchases, and coordinate delivery and installation.

#### ***R7. Timeframes for Completion of Funded-Not-Corrected (FNC) Deficiencies***

- a. Class IA – Life Safety and Health (top priority)
  1. Depending on the complexity and potential harm associated with the deficiency, a Class IA deficiency may be corrected within a few days, but must be completed within 90 days of contract modification.
  2. Class IA life safety and health violations include, but are not limited to:
    - (a) Inadequate or deficient fire alarm systems in residential, classroom, instructional, or administration buildings
    - (b) Inadequate or deficient emergency exit signage or lighting in a residential, classroom, or administration building
    - (c) Inadequate or deficient sprinkler systems in a residential, administration, classroom, or instructional building
- b. Class IIA, IIB, and IIC – Code Violations

1. Depending on the complexity and possible results associated with the deficiency, a Class IIA deficiency (that may shut down center operations) or IIB may be corrected within a few days, but must be completed within 90 days after contract modification.
  2. Class IIA deficiencies include, but are not limited to:
    - (a) Lack of or deficient emergency shut-off switches for power tools or appliances
    - (b) Lack of portable fire extinguishers
  3. Class IIB deficiencies include, but are not limited to:
    - (a) Dryer ducts posing fire hazards in residential buildings
    - (b) Kitchen hoods without fire suppression or power shut down
    - (c) Ceiling panels not fire-rated in residential buildings
  4. Class IIC deficiencies would be corrected when performing a significant renovation of that area. When funded, the deficiency must be completed within 180 days after contract modification.
  5. Class IIC deficiencies include, but are not limited to accessibility in restrooms.
- c. Class IIIA and IIIB – Repair and Replacement
1. Depending on the complexity of the correction and availability of funding, a Class IIIA deficiency (that may shut down center operations) may take up to two years or longer to get funded. When funded, the deficiency must be completed within 180 days after contract modification.
  2. Class IIIB deficiencies (that would not result in interruption of center operations) may await funding through multiple CRA budget requests. When funded, the deficiency must be completed within 180 days after contract modification.
- d. Class IVA and IVB – Programmatic Needs
1. Class IVA deficiencies for repairs that would improve the quality of instruction, should be completed within 180 days after contract modification.
  2. Class IVB deficiencies would be desirable enhancements that should be completed within 180 days after contract modification.

#### ***R8. Preoccupancy Survey for Center Projects***

For National Office of Job Corps Projects, the Certificate of Substantial Completion will satisfy Office of Job Corps preoccupancy inspection requirements.

For center projects, centers are responsible for ensuring that all construction projects conducted on center meet federal, state, and local building code requirements, and must



coordinate with the local building official and obtain any necessary permits and inspections. The National Office does not have the authority to inspect and approve a building, structure, or facility for occupancy. If assistance is needed, the center must submit a Technical Support Request via the CRA Funding System.

Preoccupancy surveys must be arranged by the center, with the assistance of the architect, engineer, project manager, CTST project manager in charge of the project, or local jurisdiction (Fire Department).

- a. A preoccupancy survey must be performed prior to moving students and staff into:
  1. A new center, dormitory, administration, or other center facility (e.g., temporary classroom building)
  2. A facility that has been renovated to change any building structural system or major mechanical, electrical, plumbing, egress, or fire and safety system
- b. Certificate of Substantial Completion must be issued to indicate that the project is ready and approved for student and staff occupancy. A Punch List must be generated by the contractor performing the work and must contain those items that still need to be completed. Remaining Punch List, non-NFPA 101 Life Safety Code items must be completed within 30 days of occupancy.
- c. Certificate of Substantial Completion will not be issued if the Punch List includes NFPA 101 Life Safety Code deficiencies. NFPA 101 deficiencies must be abated prior to occupancy.
- d. Career Technical Skills Training (CTST) Projects

Centers must coordinate with the state or local authorities that have jurisdiction to obtain any required construction permits and preoccupancy inspections, if applicable. A preoccupancy inspection must be conducted by the center Safety Officer per Chapter 5, Section 5.9, R5.g. The Certificate of Substantial Completion must be issued by the applicable staff instructor.

- e. Civilian Conservation Centers (CCCs)

Preoccupancy surveys or a substantial completion walk-through of new construction and/or renovation projects performed on CCCs, including CTST and projects funded through the CRA, must be performed by U.S. Department of Agriculture (USDA) Forest Service engineers.

- f. Written inspection reports, including Certificates of Substantial Completion, Punch List of items completed, and inspections performed by jurisdiction of authority, must be maintained on center. Copies must be distributed to the National Office and the appropriate Regional Office Project Manager.

- g. Centers are responsible for providing the Office of Job Corps Occupational Safety and Health (OSH) program contract reviewers with information about construction or renovation projects completed, and outstanding deficiencies since the last annual OSH review. Copies of all inspection reports, including Certificates of Substantial Completion and inspections performed by jurisdiction of authority, must be made available to the reviewers at the time of the annual OSH program review.

#### ***R9. Career Technical Skills Training (CTST) Project Plan Technical Review***

- a. CTST projects are submitted annually and approved via the CTST funding request website (accessed via the JCDC CDSS Suite of Applications FNC application) in accordance with PRH Appendix 508.
- b. Any CTST projects that involve facility alterations such as egress impacts, HVAC impacts, modification of electrical circuits, or structural impacts such as: movement of interior or exterior walls, addition or removal of interior walls, new electrical equipment must be submitted with detailed plans and specifications. These detailed plans and specifications, in some cases, may need to be professionally prepared and stamped and be accompanied by a cost estimate. If there are questions about a project planned for submission, please contact your ESC project manager who can provide assistance. These plans, specifications, and cost estimates must be reviewed by the center Facility Maintenance Manager and must be submitted as part of the CTST project approval process for review and final approval by the National Office.
- c. The center shall be responsible for ensuring the work is accomplished in accordance with the approved plans and specifications.
- d. Centers must coordinate with the state or local jurisdiction of authority to obtain all required construction permits and preoccupancy inspections, if applicable.
- e. CTST projects that have not been accomplished in accordance with the approved plans and specifications in CTST constructed new facilities or in renovations of existing facilities without professional approval or that result in an unsafe condition may be directed to be removed at the contractor's expense.

#### ***R10. Center Energy and Sustainability***

Job Corps centers must adhere closely to the following requirements and must implement sustainable practices wherever feasible and cost-effective.

- a. Centers must assign responsibility for each sustainability requirement and goal below to key individuals. Centers must educate and encourage staff and students on the importance of resource conservation.

- b. Centers must develop and implement written policies and procedures that include:
  - 1. Procedures to reduce energy and water consumption. Centers must adopt DOL goals for annual reductions in energy and water consumption. With approval from the National Office, centers must investigate and participate in utility-sponsored programs for demand-response, advanced energy and water metering, load shedding, and incentives for the installation of energy and water conserving equipment. Centers with renewable energy facilities must operate and maintain them as coordinated with the National Office.
  - 2. Procedures to reduce fuel consumption by motor vehicles.
  - 3. Solid Waste Management Policies that prioritize approaches from most to least preferred.
    - (a) Source reduction and reuse;
    - (b) Recycling and composting;
    - (c) Energy Recovery; and
    - (d) Treatment and disposal.

Provide reuse and recycling services, including composting, for building occupants where markets or on-site recycling exist, and divert at least 50% of non-hazardous and non-construction related materials (by weight) from landfills. Provide salvage, reuse, and recycling services for waste generated from building operations, maintenance, repair and minor renovations, and discarded furnishings, equipment, and property. During alteration and repair projects, where markets or on-site recycling exists, divert at least 50% (by weight) of construction and demolition materials.

- c. Greenhouse Gas (GHG) Emissions Reduction: Centers must reduce direct GHG emissions, primarily from building energy usage and fleet energy usage, by the current DOL goal for annual reductions. Centers must take steps to reduce indirect GHG emissions from business travel, waste disposed, commuting travel, student transportation, and from the increased use of renewable energy.
- d. Centers must demonstrate compliance or consistent progress in addressing the following requirements.
  - 1. Integrated Operations and Maintenance: Centers must use an integrated team to develop and implement policies regarding sustainable operations and maintenance. Centers must assess existing condition and operational procedures of the building and major building systems and identify areas for improvement. Centers must use a computerized maintenance management system with occupant feedback capabilities that are used to augment building operations and maintenance.
  - 2. Commissioning: Centers chosen to participate in the commissioning process must cooperate fully with the commissioning agent to produce a comprehensive and

effective commissioning study. Commissioning assesses the existing facility and the associated building systems to ensure that all building components and systems are functioning as intended by the original design and by associated codes and standards.

3. Seek to achieve optimal energy efficiency and evaluate performance monthly.
4. Employ strategies that measure and minimize water usage. Optimize cooling tower operations. Repair leaking equipment and piping as soon as discovered. Use water efficient irrigation strategies such as landscape design concepts that incorporate low impact design and native, drought resistant plantings. Where available, use alternative sources of water such as harvested rainwater, treated wastewater, grey water and reclaimed water to the extent permitted under local laws and regulations. Employ strategies that reduce stormwater runoff and discharges of polluted water offsite.
5. Enhance indoor environmental quality by taking actions to ensure optimal indoor air quality, including:
  - (a) Provide safe and healthy ventilation and thermal comfort.
  - (b) Establish policy and implement a moisture control strategy to prevent building materials damage, minimize mold growth, and reduce associated health risks.
  - (c) Use low-emitting materials for building modifications, operations, and maintenance. When using the following materials, use varieties with low pollutant emissions: composite wood products, adhesives, sealants, interior paints and finishes, solvents, carpet systems, janitorial supplies, and furnishings.
  - (d) Establish a policy and implement necessary protocols to protect indoor air quality during renovations, repairs, and alterations, and during occupancy. The policy must include flush-out of the construction area following project completion and be reviewed and approved by the Center's Safety Officer.
  - (e) Promote opportunities for voluntary increased physical movement of building occupants such as making stairwells a desirable option for circulation, active workstations, fitness centers, and bicycle commuter facilities. Support occupant health by considering options such as providing convenient access to healthy dining choices, potable water, daylight, plants, and exterior views where possible.
6. Procure products that have a lesser or reduced effect on human health and the environment over their lifecycle when compared with competing products or services that service the same purpose, including:
  - (a) Energy Star and Federal Energy Management Program (FEMP)-designated energy efficient products. Some Energy Star or FEMP products may not be life cycle cost effective for purchase. Centers may be granted an exemption using a life cycle cost analysis. For life cycle cost analysis exemptions, a life cycle cost analysis using the most recent version of the Building Life Cycle Cost (BLCC) [VJA-E1] program (currently BLCC version 5\_3\_20 for windows) will be prepared. If the Life Cycle Cost is less for a product not rated by Energy Star or

- a FEMP designated product, DFAM may recommend to the Contracting Officer to approve that product. Centers should submit a technical support request through their region to DFAM to get a life cycle cost for a CRA request. For Energy Star or FEMP designated products that are not reasonably available in a locality, at least 3 different vendors shall be required to state in writing that the Energy Star rated products or FEMP rated products or products which meet the Energy Star or FEMP specifications are not locally available. The Contracting Officer must concur.
- (b) Environmental Protection Agency (EPA) WaterSense-labeled products or other water conserving products when available.
  - (c) Use Resource Conservation and Recovery Act (RCRA) Section 6002 compliant products that meet or exceed EPA's recycled content recommendations for building construction, modifications, operations, and maintenance.
  - (d) Per Section 9002 of the Farm Security and Rural Investment Act of 2002 (FSRIA), for USDA-designated products, use products with the highest content level per United States Department of Agriculture's biobased content recommendations.
  - (e) Purchase products that meet Federally Recommended Specifications, Standards and Ecolabels or are on the Federal Green Procurement Compilation.
- 7. Integrated Pest Management: Centers shall use integrated pest management techniques as appropriate to minimize pesticide usage.
  - 8. Ozone Depleting Compounds (ODC): Centers shall eliminate, to the maximum extent practicable, ozone depleting compounds and high GWP chemicals where EPA's SNAP has identified acceptable substitutes or where other environmentally preferable products are available.
  - 9. Tobacco Smoke Control: Centers prohibit smoking within buildings (as required by PRH Chapter 2, Section 2.3, R6), and within 25 feet of all building entrances, operable windows, and building ventilation intakes.
- e. Reporting: Centers must complete the following reports in accordance with Exhibit 5-2, Plan and Report Submission Requirements.
    - 1. Centers must upload energy and water consumption data into the designated online system (currently Energy Watchdog) monthly. The system may be used to review performance data and trends.
    - 2. Centers must track and report waste disposal quantities through the National Office designated tracking system on a quarterly basis.
    - 3. Centers must upload Greenhouse Gas (GHG) (Carbon Footprint) information on an annual basis through the National Office designated system.
  - f. Climate Change Risks

Work to increase climate resilience. Where possible, align with local and regional efforts to increase community resilience. Consider fire-resistant operation and management to enhance resilience to the impacts of wildfires and reduce risks to the lives of occupants in the event of a wildfire.

### ***R11. Center Operator Transition***

During transition of operators at a Job Corps Center, the incumbent operator is responsible for completing Form 5-10, *Job Corps Center Operator Transition Facilities, Health/Safety, and Fleet Vehicle Checklist*, with the new operator and providing the applicable deliverables listed on the checklist to facilitate a successful transition of center facilities. Both operators shall sign the checklist when complete and submit to the Region prior to transition completion.

### ***R12. Facilities Requirements for Closing of a JCC or CCC***

- a. In the event that DOL decides to close a JCC or CCC, the Center Operator provides facilities support throughout the process.
  - The Center Operator must complete repairs as directed by the Contracting Officer.
  - The Center must cooperate and work through the Region to inventory and remove all personal property from the Center as directed by the Region.
  - The Center must cooperate with the Region during a pre-closure or disposal walkthrough.
- b. Once the Center ceases operations associated with pending closure, the Center Operator must be responsible for the protection and maintenance (caretaker services) of the property until the custody and control is transferred to another entity, i.e., either transfer/sale, transfer to lessor, transfer to United States Forest Service (USFS) or transfer to a caretaker contractor. In the case of a relocation within the same market, the Center Operator may be tasked with providing caretaker services for the property.

## 5.9 OCCUPATIONAL SAFETY AND HEALTH (OSH)

### 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 and safety. Center operators who are private contractors must comply with the Occupational Safety and Health Act of 1970, 29 U.S.C. § 651 *et. seq.* and with federal OSHA standards. When the Center is located in an OSHA State plan state, the operator must comply with the relevant State standards, unless the center is located on a federal enclave, i.e., land which has been ceded to the Federal Government and where the state does not have authority. The private contractors are subject to the enforcement provisions, including inspections, citations, and penalties, under the federal OSH Act, or, where applicable, the occupational safety and health law in the State Plan State.

Center operators who are private contractors are subject to the Service Contract Act of 1965, 41 U.S.C. 6701 *et seq.* The standards under that statute, 29 CFR 1925.2, do not impose any requirements in addition to those set forth or referenced in the PRH.

Any center operated by a federal agency only needs to comply with federal OSHA standards and other requirements under E.O. 12196. Those centers are only subject to the procedures, including inspections and notices, applicable to federal agencies set forth in 29 CFR Part 1960.

The substantive requirements set forth in the PRH for all centers are based on federal OSHA standards, but, on one hand, some are more extensive than those standards. On the other hand, center operators must comply with all provisions of federal OSHA standards and regulations, or where applicable, State OSHA standards and regulations, even if those provisions are not expressly discussed in the PRH.

#### ***R2. 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 Parts 1904 (recordkeeping), 1910 (general industry), 1926 (construction), and 1960 (federal agency programs), where applicable to a particular center, with U.S. Department of Labor (DOL) regulations, policies, and procedures, and, where appropriate, State OSHA standards and regulations (see 5.9 R1 above). It must include, but not be limited to, 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 Office of Job Corps (see Chapter 5, Section 5.1, R15).
- 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

***R3. 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 operators must:

- 1. Ensure that the Center Director is an active participant on the Occupational Safety and Health Committee.
- 2. Ensure that the center is provided with all the required resources to successfully develop and implement an effective safety and health program.

c. Center Director

The Center Director must:

- 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 at least 70% of all Occupational Safety and Health Committee meetings.
7. Appoint a center Safety Officer who meets the minimum staff qualifications outlined in Exhibit 5-3, 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, and injuries or occupational illnesses that result in in-patient hospitalization, amputation, or eye loss to OSHA within prescribed timeframes (see Chapter 5, Section 5.4, R4).
11. Report fatalities, and serious injuries and illnesses to DOL Regional Office and via the Significant Incident Reporting (SIR) System (see Chapter 5, Section 5.4, R2, R3, and R5).
12. Document all student fatalities, injuries, and occupational illnesses within 7 calendar days of notification via the Employees' Compensation and Operations Portal (ECOMP) (see Chapter 5, Section 5.9, R15).
13. Instruct students and staff in safe practices and methods of operation.
14. Conduct required occupational health and safety inspections and surveys and take prompt corrective action to deal with hazards identified.
15. Ensure medical and dental services are provided and provide supplies for injured and occupationally ill students.
16. Investigate accidents and complete and submit appropriate reports.
17. Encourage and evaluate student suggestions on safety and health improvements.
18. 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.
19. Review safety awards and recognition programs annually.
20. Ensure that safety and health evaluation reports provided by the Office of Job Corps

are responded to within 30 days of receipt and that corrective action is taken to abate hazards noted.

d. Center Safety Officer

The center Safety Officer must:

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, illness, 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*.

***R4. 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 center 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 Office of Job Corps for advice and assistance in correcting the hazard. The action recommended by the center Safety Officer and the resulting action taken must be documented in writing and maintained on center for a period of three years.

***R5. 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 1960.26 and DLMS 3 Chapter 1400, paragraph 1441
  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. Occupational safety and health inspections must be conducted, weekly, monthly, and quarterly as required. Daily safety and health observations must be conducted by staff members in their respective work areas.

Identified deficiencies must be corrected promptly. Records of inspections and actions taken to correct deficiencies must be maintained by the center Safety Officer for three years and made available to DOL upon request.

- c. Daily Observations
  1. Food service supervisors must check food preparation and food serving areas of cafeterias. Maintain documentation of temperature checks in food serving lines, food holding areas, refrigerators, and freezers. Maintain documentation of temperature levels or sanitizer concentrations in dishwashing equipment.
  2. Residential advisors/residential counselors must check dormitories, snack bars, and canteens and document their findings in a logbook.
  3. The center Safety Officer, and CTT and academic managers/instructors, must check classrooms/shops (including CTST projects); tool inventory, accountability, and security procedures; motor vehicles; and all equipment to be used by students and staff.
  4. Child development supervisors must check the child development center, equipment, toys, and the playground.
  5. Recreation supervisors/staff must check the gymnasium, exercise equipment, and

other frequently used recreation areas.

6. Center vehicle operators must inspect vehicles and equipment before use.

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 including tool inventory, accountability, and security procedures

e. Monthly Inspections

The center Safety Officer must inspect:

1. Dormitories
2. Child development centers
3. CTT facilities and CTST projects (see Chapter 3, Section 3.1, R4), including tool inventory, accountability, and security procedures
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 centers

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 centers, 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 appropriate instructor must ensure full tool inventory, accountability, and security, ensuring that all tools are accounted for before the end of each class, or the end of each day if off-site, and ensuring that all tools that are unaccounted for are found and all tools are secured. 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, tool inventory lists, and associated corrective actions must be maintained on center indefinitely and made available upon request.

**R6. Abatement Plans for Violations Identified in Annual Occupational Safety and Health (OSH) Program Review**

a. Abatement Procedures and Time Frames

The following procedures must 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 by the National Office support contractor conducting the Review 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 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 Asset Essentials (AE), which is the

web-based system designed to facilitate an information exchange between the reviewer, the RO, and the center, and to allow the National Office to monitor case status to ensure prompt and timely hazard abatement. Cases are referred to as Work Orders in AE.

3. The roles of each AE user are as follows:
  - (a) At the national level, the National Office inputs DL1-2029 center violation data into AE 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 AE to review pending work orders transmitted from the center listing centers' abatement responses. Either individual in the RO can transmit the DL1-2029 in AE to the Job Corps center. The RO can edit the center response and can close out the work order only after all violations have been abated.
  - (c) At the center level, the Center Director and the center Safety Officer are authorized to access AE to view new work orders transmitted from the National Office 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 AE 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.

OSHA or, where appropriate, a State OSHA in issuing citations or OSHA in issuing to federal agencies Notices of Unsafe or Unhealthful Working Conditions sets abatement dates and requires abatement verification pursuant to 29 CFR 1903.19. Abatement dates and abatement verification are delayed if there is a contest to the citation or notice. Centers must comply with these requirements and the requirements above. In cases of conflict the shorter abatement period and any stricter abatement plan apply.

b. Posting Requirements

Official response to violations noted during the occupational safety and health review occurs via AE. 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.

***R7. Hazardous Materials Management***

Centers must comply with federal, state, and local standards and regulations and Job Corps policy regarding hazardous waste generation, storage, and disposal. DFAM is available to provide technical clarification to the Contractor and the Contracting Officer's Representative.

- a. Centers that ship hazardous materials off center must comply with pre-transportation regulations.
- b. Centers that store or handle hazardous materials, such as flammable/combustible materials, acids, caustics, compressed gases, oxidizers, etc., must comply with OSHA standards: Relevant standards include but are not limited to, 29 CFR 1910.106, 29 CFR 1910.1200, 29 CFR 1910 Subpart Z, and all applicable substance-specific standards. They also must comply with National Fire Protection Association (NFPA) 30.
- c. Centers that use or store hazardous or toxic chemicals in quantities that meet or exceed the criteria must comply with the regulations of the Emergency Planning and Community Right-to-Know Act (EPCRA) of 1986 reporting requirements.
- d. 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 required by 40 CFR 302.
- e. Emergency response to a spill or leak of hazardous materials must be performed by a local hazardous materials response team or licensed contractor.
- f. Chemical-specific information such as Safety Data Sheets (SDS) must be readily accessible to emergency response personnel and staff.

#### ***R8. Lead***

Centers must comply with federal, state, and local regulations and Job Corps policy regarding lead-containing building materials. DFAM is available to provide technical clarification to the Contractor and the Contracting Officer's Representative.

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 that includes the following:

- a. 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.
- b. Procedures to ensure that all CTST projects involving construction work will be tested for lead prior to initiation. See 29 CFR 1926.62(d). No student or staff may be exposed to lead in air at concentrations greater than the OSHA permissible exposure limit (PEL). All renovation activities must comply with the OSHA standard at 29 CFR

1926.62 and EPA's Lead Renovation, Repair, and Painting (RRP) Rule. The RRP establishes standards for certifications, training, pre-renovation notification, and work practices.

- c. Suspected lead paint must be tested by an EPA-approved method: field X-Ray fluorescence or laboratory analysis for a quantitative result. An EPA-approved lead test kit can be used to meet the negative response criterion when used by a Certified Renovator.
- d. Procedures for notifying staff and students of the health hazards of lead-based paint. Inventory documentation must be maintained on center and with the Office of Job Corps and Regional Office Project Manager.
- e. Appropriate hazard warnings will be posted in all regulated areas in accordance with EPA's RRP Rule. Signs with the warning set forth in the standard must be posted in each area where the permissible exposure level is exceeded in accordance with 29 CFR 1910.1025(m)(2) (general industry) or 29 CFR 1926.62(m) (construction).
- f. Initial and annual student and staff awareness training will be provided in accordance with the minimum requirements of 29 CFR 1926.62 (l) (construction) or 29 CFR 1910.1025 (l) (general industry).
- g. All required documentation and records are the property of the Department of Labor and must be retained on center permanently.

#### ***R9. Asbestos Operations and Maintenance***

- a. Centers must comply with federal, state, and local regulations and Job Corps policy regarding asbestos-containing building materials (ACM). ACM is any material containing more than 1% asbestos. PACM is presumed asbestos-containing material. It is defined as follows: thermal system insulation and surfacing material found in buildings constructed no later than 1980. DFAM is available to provide technical clarification to the Contractor and the Contracting Officer's Representative.
- b. ACM not immediately removed must be managed as part of an Asbestos Operations and Maintenance (O&M) program, in conformance with 29 CFR 1910.1001. Centers in which there are buildings containing ACM must have an O&M program that includes the following:
  - 1. Documentation, including copies of the initial asbestos survey report, subsequent ACM 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 standards, 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 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 staff 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 ACM, 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 students or staff reasonably can be expected to enter, and which contain ACM and/or PACM. Warning signs must meet the requirements specified in 29 CFR 1910.1001, including the requirement to post the signs so that they are visible immediately upon entering the room or workspace. Also see the requirements for posting signs for regulated areas, defined in 29 CFR 1910.1001(b) and 29 CFR 1910.1001(j)(3). The requirements for respirators are in 29 CFR 1910.1001(g). The requirements for medical surveillance are in 29 CFR 1910.1001(l).
7. Inspection of all ACM 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 Office of Job Corps and Regional Office via the Significant Incident Reporting (SIR) System.
8. Repair or abatement of ACM must be performed by licensed asbestos abatement contractors. Clean-up of damaged ACM by Job Corps personnel is strictly prohibited.
9. Review and documentation of all CTST or center-managed renovation projects by the Asbestos Coordinator to ensure that no ACM 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.
10. All required documentation and records are the property of the Department of

Labor and must be retained on-center permanently.

### ***R10. Hazard Communication***

Centers must comply with federal, state, and local regulations and Job Corps policy regarding chemical hazard communication. DFAM is available to provide technical clarification to the Contractor and the Contracting Officer's Representative. Each center operator, Center Director, and center Safety Officer must coordinate and ensure that each center has a hazard communication program and that Job Corps students/staff are trained on the hazards of chemicals used at the center. 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 center Safety Officer or other designee structures the hazard communication program to include:

- a. A complete chemical inventory or master list of hazardous chemicals 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. Master lists should be accessible by computer and kept in at least two locations on-center to ensure access during an emergency.
- b. Organization and ongoing maintenance of Safety Data Sheets (SDSs) for all chemical products purchased by or used at the center. SDSs for chemical products used in a given area must be available to and easily accessible by all staff and students. SDSs can be stored in a three-ring binder or be accessible via computer.
- c. Ensure that all incoming containers of hazardous chemical products have clear, legible identification labels securely attached to the products, and such labels are not removed or defaced. Each hazardous chemicals label must include:
  1. Product identifier;
  2. Signal Word;
  3. Hazard Statement(s);
  4. Pictogram(s);
  5. Precautionary statement(s); and
  6. Name, address, and telephone number of chemical manufacturer, importer, or other responsible party
- d. Chemicals transferred to other approved containers must be labeled accordingly as well. In lieu of labels containers must have at least a product identifier and words, pictures, symbols, or a combination thereof that provide at least general information

regarding the hazards of the chemicals, and which in conjunction with other information immediately available to the employees under the hazard communication program, will provide employees with the specific information regarding the physical and health hazards of the chemicals

- e. Supervisor/instructor maintains up-to-date SDS file for each hazardous chemical product used within their respective areas.
- f. Proper training and instruction delivered to all users of hazardous chemical products, including:
  - 1. Identification of such products in the work area;
  - 2. The specific hazards associated with such products;
  - 3. Measures that users can take to protect themselves, including specific procedures implemented to protect employees, such as appropriate work practices, emergency procedures, and PPE;
  - 4. Methods and observations that may be used to detect the presence or release of hazardous chemicals in the work area;
  - 5. The physical, health, simple asphyxiation, combustible dust, and pyrophoric gas, hazards, as well as hazards not otherwise classified, effects of the chemicals used in the work area.
- g. Proper communication of chemical hazards associated with non-routine tasks and the hazards associated with chemicals contained in unlabeled pipes in their work area.
- h. An established and approved chemical products purchase list. All new hazardous materials or products require pre-approval by the Safety Officer. SDSs must be reviewed by the center Safety Officer before the products are used in the workplace.
- i. A file containing SDSs for chemicals previously used on-center must be maintained on-center and produced on demand if requested by emergency responders or government officials.

### ***R11. Hexavalent Chromium (Cr(VI))***

Centers must comply with OSHA standard 29 CFR 1910.1026 (general industry) and 1926.1126 (construction), and Job Corps policy regarding hexavalent chromium (Cr(VI)). DFAM is available to provide technical clarification to the Contractor and the Contracting Officer's Representative.

- a. 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 elements:

1. Product SDSs for Cr(VI)-containing materials such as certain pigments in paints or welding composite materials.
  2. Trade(s) or center functions that may result in exposure
  3. Exposure-monitoring results for the affected trade(s) or center functions
  4. Engineering controls used to reduce and maintain employee exposures to Cr(VI)
  5. Personal protective equipment (PPE) required during performance of training or center function
  6. Method(s) of communicating hazards associated with Cr(VI) (See hazard communication training, Chapter 5, Section 5.9, R10.)
- b. In addition to complying with all of the exposure determination requirements in 29 CFR 1910.1026(d) or 1926.1126(d), centers offering the welding trade must perform initial exposure monitoring no matter how often welding of stainless steel occurs. No additional monitoring is necessary if exposure monitoring results are below the PEL of  $5.0 \mu\text{g}/\text{m}^3$  and the action level of  $2.5 \mu\text{g}/\text{m}^3$  calculated as eight-hour time-weighted averages (TWA).
- c. If any industrial hygiene monitoring results meet or exceed the action level of  $2.5 \mu\text{g}/\text{m}^3$  for Cr(VI), the Safety Officer should contact the National Office of Job Corps Safety Team leader immediately.
- d. Centers must maintain employee exposure records, including product SDSs on center for no fewer than 30 years in accordance with 29 CFR 1910.1200 and 29 CFR 1910.1020.

### ***R12. Respirable Crystalline Silica***

- a. Centers must comply with OSHA standard 29 CFR 1910.1053 (general industry) and 1926.1153 (construction), and Job Corps policy. DFAM is available to provide technical clarification to the Contractor and the Contracting Officer's Representative.
- b. Centers must conduct a hazard analysis to determine which trade(s) may result in exposure to crystalline silica.

The action level (AL) for airborne crystalline silica is  $25.0 \mu\text{g}/\text{m}^3$ , calculated as an 8-hour Time Weighted Average (TWA). The permissible exposure level (PEL) is  $50 \mu\text{g}/\text{m}^3$ , calculated as an 8-hour Time Weighted Average (TWA).

Centers offering trades that potentially expose students/staff to respirable crystalline silica must develop, implement, and maintain a written exposure plan that contains, at a

minimum, the following:

1. A description of the tasks in the workplace that involve exposure to respirable crystalline silica;
  2. A description of the engineering controls, work practices, and respiratory protection used to limit employee exposure to respirable crystalline silica for each task;
  3. A description of the housekeeping measures used to limit employee exposure to respirable crystalline silica.
- c. The employer must review and evaluate the effectiveness of the written exposure control plan at least annually and update it as necessary.
- d. Centers offering trades that may expose staff/students to respirable crystalline silica must perform initial exposure monitoring, when new equipment is purchased or there is a change in engineering controls. No additional monitoring is necessary if exposure monitoring results are below the AL of  $25 \mu\text{g}/\text{m}^3$  as an 8-hour TWA.
- e. Centers must maintain employee exposure records, including SDSs, on center for no fewer than 30 years.
- f. Centers must ensure medical records are maintained and made available in accordance with 29 CFR 1910.1020.

### ***R13. 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. Safety Data Sheets (SDSs) 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.

#### ***R14. Unsanitary Conditions***

In accordance with Section 5(a) of the Occupational Safety and Health Act of 1970 (<https://www.osha.gov/laws-regs/oshact/completeoshact>), centers operated by private contractors 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. Centers operated by a federal agency are under the same obligation pursuant to E.O. 12196.

#### ***R15. Student Injury, Occupational Illness/Disease, and Fatality Recordkeeping***

In accordance with 20 CFR Part 10, 5 U.S.C. 8143, 29 CFR 1960 Subpart I, 29 CFR 1904, and the Department of Labor Manual Series (DLMS) 3-1300, 3-1400, Job Corps student injuries and occupational illnesses/diseases must be documented in the Department of Labor's Employees' Compensation Operations and Management Portal (ECOMP). 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.).

ECOMP is a web-based application 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 ECOMP are those that occur while the student is not "in the performance of duty":

- on leave
- engaged in leisure time employment, or
- in an Unauthorized Absence (UA) status.

Regardless of its severity, the injury or occupational illness/disease will minimally require the completion of the following two forms, in ECOMP:

- a. The OSHA 301, Injury and Illness Incident Report
- b. One of the OWCP 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 documented in ECOMP and submitted to OWCP on OWCP CA-6.

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 DLMS, or the Program Requirements Handbook (PRH).

#### Electronic Forms Submitted in ECOMP

- a. OSHA 301, Injury and Illness Incident Report, is completed in ECOMP 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 ECOMP, 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. An injury or occupational illness is work-related if an event or exposure in the work environment either caused or contributed to the resulting condition or significantly aggravated a pre-existing injury or illness. An injury or occupational illness that occurs in the work environment that falls under one of the exceptions listed in 29 CFR 1904.5(b)(2) is not work-related, and therefore is not recordable.
  2. The injury or occupational illness represents a new case in the system.
  3. The injury or occupational illness results in one or more of the following:
    - (a) Death
    - (b) Days away from work (training or educational activities)
    - (c) Restricted work or transfer to another job
    - (d) Medical treatment beyond first aid
    - (e) Loss of consciousness
    - (f) A significant injury or illness diagnosed by a physician or other licensed health care professional
    - (g) A needlestick or sharp injury exposing the student to another person's blood or potentially infectious material
    - (h) 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
    - (i) Exposure to persons with a case of active tuberculosis (TB), where the student subsequently develops a TB infection.

Student injuries resulting in any of the conditions above and stemming from horseplay

while engaged in training or educational activities must also be recorded on the OSHA 300 Log in ECOMP.

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 ECOMP within seven calendar days of supervisor notification.

In the event that an injury requires separation from Job Corps, center staff must obtain National Office of Job Corps approval prior to forwarding a CA-1 to OWCP. When the CA-1 is forwarded to OWCP at separation, an OWCP 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 ECOMP 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.
- e. CA-6, Official Supervisor's Report of Employee's Death, is filed in ECOMP if a student dies as a result of an illness/injury incurred while in performance of duty.

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 must 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 Office of Job Corps approval to forward a CA-1 or CA-2 to OWCP in ECOMP, the center must fax or e-mail a copy of the completed CA-7 to the Office of Job Corps for submission to OWCP. The Office of Job Corps 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.

#### Manual Forms

- a. 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 faxed to OWCP.

When there is a need for medical follow-up for the work-related injury by a second health-care provider, the center must email/mail the name and address of that provider to OWCP or instruct the student (in writing) to do so.

b. 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.

c. 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.

***R16. Definitions and Procedures for Handling Job Corps Student Injuries***

a. Job Corps Injuries Designated as 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 ECOMP.
3. The following procedures are generally considered examples of 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 as long as dosage does not constitute prescription strength
  - (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 ECOMP for other reasons.
- b. More Serious Injuries Not Resulting in Student Separation, Designated as No Lost Time (NLT)
- 1. This category includes injuries that result in medical treatment beyond first aid, and are serious enough to need a specialized referral but do not require a medical separation.
  - 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 ECOMP. 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/Steri-Strips/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, Designated as Lost Time (LT)

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 cannot be provided on center, or the student can no longer perform in the program.
3. These injuries must be documented in ECOMP.
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.

#### ***R17. Staff Injury, Occupational Illness/Disease, and Fatality Recordkeeping***

Staff is defined as all contractors, federal employees, and temporary employees who work at a Job Corps center.

All work-related staff injuries, occupational illnesses, and fatalities must be documented by the employer in accordance with 29 CFR 1904 and the employer's policies and procedures. At a minimum, employers must maintain:

- a. OSHA 300, Log of Work-Related Injuries and Illnesses: All centers must maintain a single log for the current calendar year. The OSHA 300 Log is required to be retained for five years. The employer is to use their own method to maintain the OSHA 300 Log

#### ***R18. 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 ECOMP for students, for the calendar year just prior to posting for the purpose of notifying students and staff of the injuries that have occurred on center. The OSHA 300A for Job Corps students should be generated through ECOMP reports.

The OSHA 300A for Job Corps staff should be generated in accordance with 29 CFR 1904 and posted for the same timeframe.

Following the required three-month posting period, the OSHA 300A must be retained for five years.

***R19. Anti-retaliation***

The center shall not terminate the enrollment of any student, discharge any staff member, discipline any student or staff member, or take any other adverse action against him or her for complaining about unsafe or unhealthful conditions, instituting any proceedings under the OSH Act, testifying in any OSH Act proceedings, or exercising any right on behalf of himself or herself or others of any right afforded by the OSH Act. This includes the right to refuse dangerous work under certain circumstances (See 29 CFR 1977.12(b)(2)). In centers operated by private contractors these rights are provided by section 11(c) of the OSH Act, 29 U.S.C. 660(c). In centers operated by a federal agency these rights are protected by 29 CFR 1960.46-47.

Any student or staff member in a center operated by a private contractor who believes that he or she has suffered an adverse action because of engaging in any of these protected activities may file a complaint with OSHA or a State OSHA within 30 days of the adverse action (some States have longer filing periods). If after an investigation merit is found, the U.S. Department of Labor or the State may file suit to obtain reinstatement, back pay, and other appropriate relief. In centers operated by a federal agency the procedures are those developed by that agency.

As a part of regularly scheduled occupational safety and health training students and staff shall be trained about these rights and procedures.

For more information about section 11(c) go to [www.whistleblowers.gov](http://www.whistleblowers.gov), especially section 11(c) under Statutes (see Occupational Safety and Health Act of 1970), 29 CFR part 1977 under Regulations, the desk aid for section 11(c) under Desk Aids, and the Whistleblower Investigations Manual under Policy Documents.

***R20. OSHA Poster***

In centers operated by private contractors the center shall post the OSHA poster in a conspicuous place where notices to employees are customarily posted. In State Plan States the center shall post the State OSHA poster (See 29 CFR 1903.2). In centers operated by a federal agency the center shall comply with the poster requirement in 29 CFR 1960.12(c).

## 5.10 FOOD SERVICES

### 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. The centers must ensure:

- a. Food Service Manager has completed food safety training.
- b. Food Service staff are trained in safe handling of time/temperature control for safety (TCS) food including safe cooking and holding temperatures.
- c. Temperature monitoring logs are maintained for refrigerators, freezers, and food held for service and during service.

#### ***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 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 mobile
- 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. Food and Nutrition***

Centers must 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 must be available to students on weekends and holidays.
- 2. No more than 14 hours shall elapse between meal services.
- 3. Meals must be planned using a minimum of a 28-day cycle cafeteria menu.
- 4. Meal service must be consistent with schedules for work-based learning, off-center activities, late arrivals, etc.

- b. Food options

- 1. Students must receive a minimum of two choices of meat or non-meat protein sources at both lunch and supper.
- 2. Students must 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 must be available at all meals
- 3. Centers must 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 must reflect the definition of a “Healthy Diet” as described in The Dietary Guidelines for Americans. Meals must:
  - (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 must reflect recommendations set forth in The Dietary Guidelines for Americans.

3. Foods of Minimal Nutritional Value (FMNV) may be available to students in the cafeteria on a limited basis. FMNV include soda water/fountain drinks, water ices, hard candies, jellies and gums, marshmallow candies, licorice, spun candies, and candy coated popcorn. Students may be given the option to purchase FMNV through vending machines or the student store.

#### ***R4. Dining Environment***

Centers must:

- 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.

#### ***R5. Food Service Staff Health***

Centers must ensure that kitchen and dining hall staff comply with state or local food handling requirements, per Chapter 5, Section 5.10, R1.

#### ***R6. Food Service Management and Control***

Centers must 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

#### ***R7. Student Input***

Centers must develop procedures to obtain student input into the planning and evaluation of the content and quality of the meals and service provided.

#### ***R8. Staff/Visitor Meals***

Centers must provide staff and visitors access to meal service during regularly scheduled serving periods. All non-students must be charged (unless prior Regional Office approval is granted) a price, which covers cost of food and its preparation.

## 5.11 MEDIA

### REQUIREMENTS

#### ***R1. Notification of Newsworthy Events***

Job Corps center operators, as well as Outreach and Admissions (OA) and Career Transition Services (CTS) contractors, must immediately notify and consult with the Regional Office for guidance and approval of contractor news releases.

#### ***R2. Media Inquiries***

Responsibilities of federal contractors and others operating Job Corps centers, as well as Outreach and Admission, and Career Transition Services contractors:

- a. Notify the Job Corps Regional Office (RO) responsible for the region in which the center is located of all media inquiries, and provide a copy of each inquiry if it was submitted in writing. The notice must be provided as early as practicable and should include the date, time, location, and point of contact for the request.
- b. Coordinate with the RO to receive guidance on responding to incoming media inquiries before issuing a response.
- c. Maintain the confidentiality of student information. Personally Identifiable Information (PII) and any other information capable of identifying a student should not be released without the student's written consent. If the student is a minor, the written consent of the student's parent or guardian is required before releasing information to the media or otherwise making it publicly available.

Responsibilities of ROs:

- a. Forward media inquiries they receive to their designated contact in the regional Office of Public Affairs (OPA) for review and guidance on responding.
- b. Notify the National Office of Job Corps before, or simultaneous to, providing notice to OPA.

#### ***R3. Media Related Events***

Responsibilities of federal contractors and others operating Job Corps centers concerning media related events are below.

- a. Submit a written request for approval to the Regional Office for planned events or activities where media interest or participation might exist, or where the center wishes proactively to invite media participation (i.e., open houses, etc.). This notice must include information sufficient for Job Corps and others to assess the level of media



interest and the proposed media plan's alignment with program priorities (e.g., type of event, date, location, participants, type of media interest or participation anticipated, and any concerns related to the media's interest or participation in the event).

Upon review, OJC's regional or national offices may provide direction to ensure that the proposed media event and strategy properly align with and support the program's priorities and goals. In some cases, the request may be approved subject to specific revisions.

OJC requires [this Media Request Form](#) to be used when submitting requests for media approval. When possible, the center operator must submit this request at least five business days prior to the planned event.

If media arrives unannounced, the Center must contact the Region immediately for approval to engage, and before allowing entry to the Center.

- b. Advise media organizations that Job Corps prefers they interview only students 18 years of age and older.
- c. Provide written notice to students in advance of a media visit to their Job Corps center. The notice must inform students that they are not required to appear in media coverage or broadcasts, and can refuse to speak or be interviewed, filmed, photographed, or otherwise recorded during a media visit.
- d. Refrain from taking disciplinary actions against students that limit the exercise of their First Amendment protections. These protections include, but are not limited to, initiating media contact and publishing information about the Job Corps program.

#### ***R4. Center Visits by Elected Officials***

Job Corps wants to be transparent about center operations while also ensuring student privacy, minimizing disruptions to normal center operations. From time to time, federal, state and local elected officials may request tours or visits to Job Corps centers. Job Corps seeks to accommodate those requests whenever possible.

Federal contractors and others operating Job Corps centers often extend or receive unsolicited requests for tours or visits of centers. These entities cannot grant elected officials or their staff permission to tour, visit, or speak at Job Corps centers without prior notice and approval by the Department of Labor (DOL). The notice and approval process is outlined below.

- a. The center operator must submit a written approval request to the RO. When possible, the center operator must submit the request at least ten business days before the proposed visit by the elected official or his/her staff.

- b. The approval request must describe the purpose of the visit or appearance, and what news media, if any, may attend or accompany the official.
- c. Job Corps' RO must notify the National Office of Job Corps of the requested visit. Job Corps' National Office will coordinate review of the request with DOL's Office of Congressional and Intergovernmental Affairs and OPA. The National Office of Job Corps will also ensure that the RO and center operator are advised of any DOL visit guidance and requirements.
- d. Center operators must comply with all DOL guidance and requirements for requested and approved visits by elected officials or their staff, including but not limited to the general prohibitions below.
  - 1. Declared candidates for public office, including incumbents who have declared their intent to seek re-election, may not visit a Job Corps center for the purpose of campaigning at a Job Corps center.
  - 2. Declared candidates for public office may not use the center, its grounds and facilities, and its staff or students for a campaign event or an event that could affect the candidate's campaign, including debates and forums.
  - 3. Declared candidates for public office may not use the Job Corps logo or other intellectual property associated with the Job Corps program for campaign materials, media, or any other purpose.

## **5.12 NAMING OF JOB CORPS CENTERS AND FACILITIES**

### **REQUIREMENTS**

#### ***R1. Naming and Renaming of Job Corps Centers***

- a. Job Corps centers may not be named or renamed by center operators or any other party.
- b. 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***

The naming or renaming of Job Corps facilities and real property, including signage, will be done in consultation with the Office of Job Corps.

## 5.13 ENVIRONMENTAL PROTECTION

### REQUIREMENTS

#### *R1. Hazardous Waste*

Centers must comply with federal, state, and local regulations and Job Corps policy regarding hazardous waste generation, storage, and disposal. DFAM is available to provide technical assistance.

- a. Centers must evaluate their potential to generate hazardous wastes monthly to determine their hazardous waste generator category. If hazardous wastes are not generated the requirements in this section may not be applicable.
- b. Centers must be compliant with all federal or state requirements for their respective hazardous waste generator category.
- c. Designate a competent person on center to oversee hazardous waste on center. The competent person shall be provided a minimum of 24 hours of Hazardous Waste Operations training within six months of designation.
- d. Designate a location(s) on center for the proper storage of hazardous waste.
- e. Hazardous waste must have appropriate labels/placards applied during storage and prior to shipment for disposal.
- f. Monitor and inspect all hazardous waste storage areas weekly and maintain documentation.
- g. Develop a plan for quarterly (or within 180 days of generation) removal of hazardous waste from center using a licensed hazardous waste hauler and disposal facility.
- h. Emergency response to a spill or leak of hazardous waste must be performed by the local fire department, hazardous waste response team or licensed contractor.
- i. All paperwork pertaining to the storage and transfer of hazardous waste must be maintained for at least 3 years.
- j. Centers must notify the Job Corps Regional Office, and the National Office of Job Corps Safety Team leader within 24 hours if a spill or release of hazardous waste occurs. Center must complete a Significant Incident Report (SIR) detailing the incident and response actions.
- k. Centers must notify the Environmental Protection Agency (EPA) National Response Center at (800) 424-8802 if any oil or hazardous substance spills or a release occurs that exceeds the reporting quantity as required by 40 CFR part 302. A release includes

any discharge, spill, or leak into the air, water, or land.

1. Centers must comply with the hazardous waste provisions of the bloodborne pathogens standard, 29 CFR 1910.1030(d)(4)(iii).

## ***R2. Polychlorinated Biphenyls (PCBs)***

Centers must comply with federal, state, and local regulations and Job Corps policy regarding polychlorinated biphenyls (PCB) in electrical transformers. DFAM is available to provide technical assistance.

- a. Centers that own 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.
- b. Centers must prepare an inventory of all equipment on center, including transformers, capacitors, fluorescent light ballasts, and hydraulic oils that may contain PCBs. The inventory must include the following:
  1. Type of equipment, installation date, and manufacturer
  2. Overall condition
  3. Contact information for nearest PCB waste hauler
- c. Centers must comply with 29 CFR 1910.1000, which requires protects against exposures to certain air contaminants. Biphenyls, listed under Diphenyl, are listed in Table Z-1.

## ***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 (UST) and aboveground storage tanks (AST). Each center operator, Center Director, and Safety Officer must coordinate to ensure that all USTs and ASTs comply with 40 CFR Parts 112 and 280, and all applicable state requirements. All required documentation and records are the property of the Department of Labor and must be retained on-center permanently. On-Site Fuel Tank Reporting for Energy Independence and Security Act (EISA) requirements is done through the CRA/FNC website. DFAM is available to provide technical assistance.
- b. Centers must develop, implement, and maintain a Spill Prevention, Control, and Countermeasure (SPCC) plan if it stores, uses, or consumes oil and has a completely buried storage oil capacity of 42,000 U.S. gallons or an aggregate aboveground oil storage capacity greater than 1,320 gallons with a reasonable expectation of discharge of an oil into or upon navigable waters (as defined by EPA) or adjoining shoreline. All containers and reservoirs 55 gallons or greater must be included in the

aboveground capacity calculations. Calculations are based on tank capacity and not on amount stored. An oil includes but is not limited to petroleum; fuel oil, sludge oil; oil refuse; fats; oils or greases of animals, fish, mammal origins, vegetable, seed, nut fruit or kernel oils; and any other oils; greases including synthetic oils and mineral oils. All SPCC plans must be developed in accordance with 40 CFR Part 112.

- c. Centers must comply with 29 CFR 1910.106(b) requirements on storage tanks.

#### ***R4. Mercury***

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 containing equipment. DFAM is available to provide technical assistance.

- a. Each center operator, Center Director, and center 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 or EPA regulations.
- b. All mercury-containing paints, batteries, thermometers, blood pressure meters, thermostats, etc., currently in use should be replaced when it is fiscally possible.
- c. Center students/staff are strictly prohibited from attempting to clean up spills of elemental mercury. Clean-up must be performed by the local fire department, hazmat team, or a licensed contractor.
- d. Fluorescent light bulbs contain small amounts of mercury which when broken may be released as mercury vapor. Authorized and properly trained staff members may perform clean-up of broken fluorescent light bulbs following clean up instructions developed by the EPA.
- e. All required documentation and records are the property of the Department of Labor and must be retained on-center permanently.

#### ***R5. Ozone-Depleting Substances (ODS)/Refrigerants***

Ozone-Depleting Substances (ODS) are regulated by Section 608 of the EPA Clean Air Act. DFAM is available to provide technical assistance. Centers must meet the following requirements:

- b. Centers must comply with federal, state, and local regulations and Job Corps policy regarding ODS refrigerants in the replacement and disposal of air conditioning and refrigeration units.
- c. Technicians servicing air conditioning and refrigeration equipment must be EPA certified.

- d. Air conditioning and refrigeration equipment containing ODS refrigerants must have ODS refrigerants removed before final disposal.
- e. Reclaimed ODS refrigerants must be processed by a reclaimer meeting EPA requirements.

***R6. Water and Waste-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 and 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. Water treatment plant operators with a Class [insert type of class] license as required for the water treatment plant shall operate and maintain the water treatment system.
- d. Records are maintained showing the amount of water treated, amount of chlorine used, daily free chlorine residual, and other data pertaining to water treatment per federal, state, and local requirements.
- e. All required bacterial and chemical tests are performed by qualified and trained water treatment plant operators.
- f. 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 (<https://www.whistleblowers.gov/statutes/fwpca>).
- g. Records are maintained documenting the water/wastewater treatment pursuant to standards set by the Environmental Protection Agency (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.
- h. 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.
- i. The analysis of all influent and effluent, as required by the discharge permit, is performed by a certified laboratory.

## EXHIBIT 5-1

### 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 Testing (including but not limited to TABE, certification, HSD/HSE)	x		
d. Student Accountability Procedures	x		
e. Dormitory Management Procedures (including staff coverage and student safety procedures)	x		
f. Standards of Student Conduct Procedures (including Zero Tolerance Policy for violence and drugs)	x		
g. Preventive Maintenance Procedures	x		
h. Student Benefit Fund Procedures	x		
i. Staff Incentive Procedures		x	x
j. Records Management Procedures	x	x	x
k. Admission and Departure Procedures		x	
l. Quality (Assurance) Control Procedures	x	x	x
m. Energy Conservation Procedures	x		
n. Applicant File Review Procedures	x	x	
o. Reasonable Accommodation Process	x	x	
p. Prescribed Non-controlled Medications	x		
q. Prescribed Controlled Substances	x		
r. Over-the-Counter Medications	x		
s. Health and Wellness Center Staffing	x		
t. High School Diploma/High School Equivalency Test Basic Cheating Prevention Procedures	x		
u. Free Time Leave	x		
v. Expedited Applicant File Review Procedures	x	x	



## EXHIBIT 5-2

### PLAN AND REPORT SUBMISSION REQUIREMENTS

Report Title	Frequency	Due Date	Destination	PRH Reference	Centers	Outreach/ Admissions	CTS
<b>Financial Management, Subcontracting, Procurement, and Facility Reports</b>							
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	10th	Regional Office National Office	Chapter 5	X		
ETA 2110, OA/CTS, Financial Report	Monthly	10th	Regional Office National Office	Chapter 5		X	X
ETA 2110S, Center Vacancy/Separation Report	Monthly	10th	Regional Office National Office	Chapter 5	X		
B1 CRA – ETA 2110 Reconciliation	Quarterly (DOL and/or Operators may request more frequent updates)	1/20, 4/20, 7/20, 10/20	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/Rehab Report	Quarterly (and with each CRA Funding request)	1/20, 4/20, 7/20, 10/20	Regional Office National Office (via FNC/CRA/CTST website)	Chapter 5	X		

Report Title	Frequency	Due Date	Destination	PRH Reference	Centers	Outreach/ Admissions	CTS
Center Preventive and Corrective Maintenance Plan	Annually	90 days after contract award	Regional Office National Office (via FNC/CRA/CTST website)	Chapter 5	X		
Preventive and Corrective Maintenance Schedules	Annually	Contract Anniversary	Regional Office National Office (via FNC/CRA/CTST website)	Chapter 5	X		
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
<b>Personnel Reports</b>							
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-4212 Report	Annually	9/30	Regional Office	Contract	X	X	X
<b>Health Reports</b>							
Health Services Annual Program Description	Annually	8/15	Regional Office National Office	Chapter 2	X		
Health Services Staffing Distribution	Monthly	10th	Regional Office National Office	Chapter 2	X		
Health Care Guidelines	Annually	Contract Anniversary [contract centers; Program Year (CCC)]	Regional Office	Chapter 2	X		
Health Services Utilization Report	Monthly	10th	National Office	Chapter 2			
Alcohol Testing Summary	Quarterly	1/10, 4/10, 7/10, 10/10	Regional Office National Office	Chapter 2	X		

Report Title	Frequency	Due Date	Destination	PRH Reference	Centers	Outreach/ Admissions	CTS
<b>Career Technical Training Reports</b>							
CTST Form	Semiannually	1/31, 7/31	Regional Office	Chapter 5	X		
<b>Annual Plans</b>							
Career Development Services System Plan (Outreach, CPP, CDP, and CTP)	Annually	Contract Anniversary	Regional Office	Chapter 5	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		
CTST Plan	Annually	2/1	Regional Office	Chapter 5, Appendix 508	X		
Accessibility Plan	Annually	6/30	Provide during Disability Program Compliance Assessment	Chapter 5	X		
Recreation Program Plan	Annually	90 days after contract award Contract Anniversary [contract centers; Program Year (CCC)]	Regional Office	Chapter 5, Section 5.1, R11	X		
<b>Occupational Safety and Health Reports and Forms</b>							
OSHA 301, Incident Report	As needed	Within 7 calendar days of supervisor notice	Employees' Compensation Operations and Management Portal (ECOMP)	Chapter 5	X		
OSHA 300, Log of Work-Related Injuries and Illnesses	As needed	Within 7 calendar days of supervisor notice	Employees' Compensation Operations and Management Portal (ECOMP)	Chapter 5	X		

[illegible]

Report Title	Frequency	Due Date	Destination	PRH Reference	Centers	Outreach/ Admissions	CTS
Energy and Water Consumption Report	Monthly	30th of each month	Regional Office National Office (via Energy Watchdog website)	Chapter 5	X		
Waste Disposal Report	Quarterly	1/31, 4/30, 7/30, 10/31	National Office (via FNC/CRA/CTST website)	Chapter 5	X		
Greenhouse Gas (Carbon Footprint)	Annually	12/1	National Office (via FNC/CRA/CTST website)	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		
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 6	X	X	X
Annual GSA Fleet Requirements	Annually	8/15	Regional Office National Office	Chapter 6	X		
Law Enforcement Agreements	Annually	7/1	Regional Office National Office (DROPI)	Chapter 5	X		
Center Safety and Security Standard Operating Procedures (SOPs)	Annually	7/1	Regional Office National Office (DROPI)	Chapter 5	X		

Report Title	Frequency	Due Date	Destination	PRH Reference	Centers	Outreach/ Admissions	CTS
Job Corps Emergency Funding Request Report	As needed	1/20, 4/20, 7/20, 10/20	Regional Office National Office (via FNC/CRA/CTST website)	Chapter 5	X		
<b>Non-Recurring Reports</b>							
Significant Incident Reports: <input type="checkbox"/> Initial <input type="checkbox"/> Supplemental <input type="checkbox"/> Final	As needed	<input type="checkbox"/> Initial <input type="checkbox"/> Supplemental <input type="checkbox"/> Final	Regional Office National Office	Chapter 5	X	X	X
SF 91, Motor Vehicle Accident Report	As needed	Within 5 working days	Regional Office	Chapter 6	X	X	X

## EXHIBIT 5-3

### MINIMUM STAFF QUALIFICATIONS

Position	Primary Duties	Minimum Qualifications <sup>1</sup>
Center Director	Provides direction, management, and supervision of the Job Corps campus and all related activities.	<ul style="list-style-type: none"> <li>• Bachelor's degree</li> <li>• Five years' experience in program management and direction</li> <li>• Experience working with youth</li> </ul>
Outreach and Admissions Counselor (OAC)	Assists and provides guidance to prospective Job Corps enrollees by determining basic eligibility, conducting screening, and providing career-based counseling.	<ul style="list-style-type: none"> <li>• Bachelor's degree in human services, psychology, counseling, education, social science, communications, or closely related field; or</li> <li>• Associate's degree in human services, psychology, counseling, education, social science, communications, or closely related field, and two years related experience. Experience may include successful Job Corps outreach and admissions experience or successful outreach and admissions experience with other youth development programs.</li> </ul>
Outreach Assistant	<ul style="list-style-type: none"> <li>• Assists in provision of presentations to local HS, one-stops, et al. in reaching eligible populations.</li> <li>• Assists with orientation sessions.</li> <li>• Provides campus tours.</li> <li>• Assist OAC with initial prospect contact and maintaining contact with prospects, using social media as feasible.</li> <li>• Conducts pre-arrival calls to prospective students.</li> <li>• Assists with welcome activities for newly arrived students.</li> <li>• Conducts pre- 90-day focus groups with students and provides feedback to OA Manager.</li> <li>• Assists OACs with retention activities, including communication with students in unauthorized absence status.</li> </ul>	<ul style="list-style-type: none"> <li>• High school diploma or high school equivalency.</li> <li>• Driver License preferred</li> <li>• Experience or ability with public speaking</li> <li>• Knowledge of social media and influencers</li> <li>• Knowledge of IT and smart phone applications</li> <li>• Knowledge/experience with MS PowerPoint and Publisher</li> </ul>

<b>Position</b>	<b>Primary Duties</b>	<b>Minimum Qualifications<sup>1</sup></b>
Career Transition Services Specialist	<ul style="list-style-type: none"> <li>Assists and provide guidance to separated or separating students during the prescribed service period, providing placement (employment, apprenticeship, and post-secondary education enrollment), and transition services.</li> <li>Establishes robust relationships with employers, community colleges, and other entities to ensure successful placements with good career pathway opportunities for economic self-sufficiency.</li> <li>Establishes thorough knowledge of and referrals to community-based services available to assist Job Corps graduates with successful transition into independent living.</li> <li>Provides positive, individualized services to Job Corps graduates and former enrollees and documented case notes that reflect services provided.</li> </ul>	<ul style="list-style-type: none"> <li>Bachelor's degree in human services, psychology, counseling, education, social science, business, communications, or closely related field; or</li> <li>Associate's degree in human services, psychology, counseling, education, social science, business, communications, or closely related field and two years related experience.</li> </ul>
Career Preparation Period (CPP) Instructor (and designated backup)	Assists new students in acclimating to center; provides career exploration and career planning to all new students by delivering the My Pathway to Achieving Career Excellence (MyPACE) curriculum with fidelity; and facilitates the implementation of all other CPP requirements.	<ul style="list-style-type: none"> <li>High school diploma or high school equivalency</li> </ul>
Outreach and Admissions/ Career Transition Services Project Director	Provides oversight and management of admissions office operations, or career transition services office operations, or both.	<ul style="list-style-type: none"> <li>Bachelor's degree in human services, psychology, counseling, education, social science, business, communications, or closely related field, and two years related supervisory experience.</li> <li>Associate's degree in human services, psychology, counseling, education, social science, business, communications, or closely related field, and four years related supervisory experience.</li> </ul>
Academic Instructor	Conducts and manages academic classes	<ul style="list-style-type: none"> <li>Certified to teach in state in which center is located (RO may waive if center is unable to hire certified teachers, but the candidate must pursue certification)</li> </ul>



Position	Primary Duties	Minimum Qualifications <sup>1</sup>
Career Technical Training Instructor	Conducts and manages career technical training	<ul style="list-style-type: none"> <li>• Certified, licensed, or accredited in the state in which the center is located, or is accredited by a professional trade organization</li> <li>• For NTC, instructor must be certified by union or trade organization, or by a national trade certifying organization <i>(RO may waive if center is unable to hire certified or licensed instructors, but candidates must pursue certification)</i></li> </ul>
Residential Advisor	Manages dormitory living	<ul style="list-style-type: none"> <li>• High School Diploma or High School Equivalency</li> </ul>
Residential Counselor	Manages dormitory living	<ul style="list-style-type: none"> <li>• Bachelor's degree (including 15 semester hours of instruction in social services-related instruction), and one year experience in counseling or related field</li> </ul>
Senior Residential Advisor	Conducts social development training	<ul style="list-style-type: none"> <li>• High School Diploma or High School Equivalency, and one year experience working with youth and young adults</li> </ul>
Senior Residential Counselor	Conducts social development training	<ul style="list-style-type: none"> <li>• Bachelor's degree (including 15 semester hours of instruction in social services-related instruction), one year experience in counseling or related field, plus one year experience working with youth and young adults</li> </ul>
Residential Manager	Supervises residential program	<ul style="list-style-type: none"> <li>• Postsecondary degree and two years' experience working with youth and young adults</li> </ul>
Residential Supervisor	Supervises residential program	<ul style="list-style-type: none"> <li>• High School Diploma or High School Equivalency and two years' experience working with youth and young adults</li> </ul>
Counseling Manager	Supervises counseling supervisor, personal and career development programs, and residential programs	<ul style="list-style-type: none"> <li>• Bachelor's degree (including 15 semester hours of instruction in social services-related instruction), five years' experience in counseling or related field, and two years' experience working with youth and young adults</li> </ul>
Counseling Supervisor	Supervises personal and career development programs, and residential programs	<ul style="list-style-type: none"> <li>• Bachelor's degree (including 15 semester hours of instruction in social services-related instruction), two years' experience in counseling or related field, plus two years' experience working with youth and young adults</li> </ul>

<b>Position</b>	<b>Primary Duties</b>	<b>Minimum Qualifications<sup>1</sup></b>
Senior Counselor	Supervises center counselors	<ul style="list-style-type: none"> <li>• Bachelor's degree (including 15 semester hours of instruction in social services-related instruction), one year experience in counseling or related field, plus two years' experience working with youth and young adults</li> </ul>
Counselor	Conducts career technical/academic, social, and personal and career development counseling	<ul style="list-style-type: none"> <li>• Bachelor's degree (including 15 semester hours of instruction in social services-related instruction), and one year experience in counseling or related field</li> </ul>
Recreation Specialist	Organizes, conducts, and supervises recreation and leisure time activities	<ul style="list-style-type: none"> <li>• Associate of arts degree or one year of related experience working with youth</li> </ul>
Health and Wellness Director	<p>Provides daily management and oversight of the Health and Wellness Center</p> <p>Provides nursing services</p>	<ul style="list-style-type: none"> <li>• Registered Nurse</li> <li>• Minimum of an Associate's Degree in nursing</li> <li>• Active, unrestricted license to practice in state where center is located</li> </ul>
Staff Nurse	<p>Provides nursing services within scope of practice for state-specific nurse practice act</p> <p>Licensed Practical Nurse must be supervised by a Registered Nurse in accordance with state-specific nurse practice act</p>	<ul style="list-style-type: none"> <li>• Registered nurse required for minimum of 1 full-time staff nurse</li> <li>• Registered nurses or licensed practical/vocational nurses for additional nurse staffing in compliance with duties and supervision requirements of practice acts</li> <li>• Active, unrestricted license to practice in state where center is located</li> </ul>
Center Mental Health Consultant	Provides mental health services/consultation/training	<ul style="list-style-type: none"> <li>• Active, unrestricted license to practice as an independent practitioner in state where center is located and does not require supervision to practice</li> <li>• Clinical/Counseling Psychologist or Clinical Social Worker</li> <li>• Minimum 1 year of experience as a licensed independent practitioner providing assessment and treatment services to adolescents and young adults</li> </ul>
Consulting Psychiatrist as needed and determined by center (not a required position)	Provides psychotropic medication services and monitoring as needed	<ul style="list-style-type: none"> <li>• Active, unrestricted license to practice in state where center is located</li> <li>• Board certification preferred</li> <li>• Current DEA registration</li> </ul>

<b>Position</b>	<b>Primary Duties</b>	<b>Minimum Qualifications<sup>1</sup></b>
Physician	Provides medical services, serves as medical director, and provides supervision in accordance with state practice, rules, and regulations	<ul style="list-style-type: none"> <li>• Active, unrestricted license to practice in state where center is located</li> <li>• Primary care physician preferred—family medicine, pediatrics, or internal medicine</li> <li>• Board certification preferred</li> <li>• Current DEA registration</li> </ul>
Nurse Practitioner (NP)/ Physician Assistant (PA)	Provides primary care services based on individual state practice acts	<ul style="list-style-type: none"> <li>• Active, unrestricted license to practice in state where center is located</li> <li>• NP only: certificate/license as a NP to meet individual state practice act</li> <li>• Current DEA registration, if applicable</li> </ul>
Dentist	Provides dental services and program supervision	<ul style="list-style-type: none"> <li>• Active, unrestricted license to practice in state where center is located</li> <li>• Current DEA registration</li> </ul>
Dental Hygienist	Provides prophylactic dental services and promotes oral health and wellness	<ul style="list-style-type: none"> <li>• Active, unrestricted license to practice in state where center is located</li> </ul>
Dental Assistant	Assists dentist in providing services and promotes oral health and wellness	<ul style="list-style-type: none"> <li>• Certified to take x-rays</li> </ul>
TEAP Specialist	Active, unrestricted substance abuse license or certification that meets minimum state licensing or certification requirements to practice in the state where the center is located	<ul style="list-style-type: none"> <li>• Active, unrestricted substance abuse license or certification that meets minimum state licensing or certification requirements to practice in the state where the center is located</li> </ul>
Safety Officer	Implement and manage the center Safety and Health Program. Monitor center activity to ensure the safety and health of all center personnel. Provide training to staff and students on safe work practices and compliance with federal, state, and local regulations.	<ul style="list-style-type: none"> <li>• Bachelor's degree in safety or industrial hygiene, or degree in other related fields that included or was supplemented by at least 24 semester hours of study from among the following (or closely related) disciplines: safety, industrial hygiene, chemistry, biological sciences.</li> <li>• Experience in managing safety and health programs, safety inspections, job hazard analysis, and working knowledge of occupational health and environmental regulations.</li> </ul>

Position	Primary Duties	Minimum Qualifications <sup>1</sup>
Facilities Maintenance Manager	Manages all facilities operations and maintenance activities to include corrective and preventive maintenance, grounds maintenance, and janitorial activities. The Maintenance Manager should have supervisory authority over the maintenance team including management of subcontracted activities.	<ul style="list-style-type: none"> <li>• High school diploma or GED</li> <li>• 5 years (minimum) of facility maintenance work experience including HVAC systems</li> <li>• Technical, vocational or OJT in HVAC, electrical, mechanical and plumbing</li> <li>• Ability to physically perform required work; for example, lift 50 lbs and climb ladders</li> <li>• Maintenance certification is desirable – such as Certified Maintenance Manager (CMM) through International Maintenance Institute or Certified Facility Manager (CFM) through International Facility Management Association</li> <li>• Supervisory experience is desirable</li> </ul>
HVAC Mechanic	Inspects, tests, diagnoses, operates, programs, maintains, and repairs the various center heating, ventilation, and air conditioning systems.	<ul style="list-style-type: none"> <li>• High school diploma or GED</li> <li>• 2 years (minimum) of HVAC systems and controls experience</li> <li>• Technical, vocational or OJT in HVAC trade</li> <li>• Ability to physically perform required work; for example, lift 50 lbs and climb ladders</li> <li>• EPA Certification is required for purchasing and/or handling refrigerants</li> <li>• HVAC Journeyman license through state of jurisdiction is required if the state requires such a license to legally perform HVAC work</li> <li>• If the center has a boiler, all state licensure requirements must be met for boiler operations</li> </ul>
Electrician	Inspect, operates, maintains, and repairs the various center electrical systems.	<ul style="list-style-type: none"> <li>• High school diploma or GED</li> <li>• 2 years (minimum) of electrical systems experience</li> <li>• Technical, vocational or OJT in electrical trade</li> <li>• Ability to physically perform required work; for example, lift 50 lbs and climb ladders</li> <li>• Electrical Journeyman license through state of jurisdiction is required if the state requires such a license to legally perform electrical work</li> </ul>

Position	Primary Duties	Minimum Qualifications <sup>1</sup>
Plumber	Inspects, operates, maintains, and repairs the various center plumbing systems.	<ul style="list-style-type: none"> <li>• High school diploma or GED</li> <li>• 2 years (minimum) of plumbing systems experience</li> <li>• Technical, vocational or OJT in plumbing trade</li> <li>• Ability to physically perform required work; for example, lift 50 lbs and climb ladders</li> <li>• Certification is required for testing of backflow prevention devices</li> <li>• NICET certification may be required for inspection/testing of fire suppression systems</li> <li>• Plumbing Journeyman license through state of jurisdiction is required if the state requires such a license to legally perform plumbing work</li> </ul>
General Maintenance Worker	Assists with preventive and corrective maintenance activities and performs general tasks such as interior facilities minor repairs, painting, minor carpentry work, door and hardware repairs, roof gutter cleaning, etc.	<ul style="list-style-type: none"> <li>• High school diploma or GED</li> <li>• 1 year (minimum) of facilities maintenance experience or completion of facilities maintenance training program</li> <li>• Ability to physically perform required work; for example, lift 50 lbs and climb ladders</li> </ul>
<sup>1</sup> For Civilian Conservation Centers, all federal positions must meet X-118 standards.		

## EXHIBIT 5-4

### REQUIRED STAFF TRAINING

[illegible]

[illegible]

[illegible]



Training Requirement	Frequency						Staff														
	1st 45 Days	1st 90 Days	1st 180 Days	1st 18-24 Months	Yearly	Every 2 Years	All Center Staff	Residential Advisors/Residential Counselors	Recreation	Security	Safety	Food	Maintenance	Counselors	Health Staff Exhibit 5-5 (Including Contractors)	CPP Instructors	Academic Instructors	TABE Administrator and Back-up	Career Technical Training Instructors	Admissions Counselors	Career Transition Specialists
OSHA Guide to Industrial Hygiene* <sup>1</sup> (OSHA 521) (Minimum Contact Hours 26)				X							X										
Principles of Scaffolding * <sup>1</sup> (OSHA 3085) • Minimum Contact Hours 22 hours for safety officers • Instructors must be able to set up scaffolding in accordance with OSHA 500, 510, 502, 1926-Subpart L.				X							X								X		
Hazard Communication* <sup>1</sup> 1241: Introduction to Health Standards				X							X										
Welding* <sup>1</sup> (if applicable) 1050 or 1051: Introduction to Safety Standards for Safety Officers 3220: Applied Welding Principles				X							X										
Lockout/Tagout * <sup>1</sup> (OSHA 7115) (Minimum Contact Hours 7.5)				X							X										
Occupational Noise/Hearing Conservation * <sup>1</sup> (OSHA 7400) (Minimum Contact Hours 7.5)				X							X										
Permit-Required Confined Space Entry * <sup>1</sup> (if applicable) (OSHA 2264) (Minimum Contact Hours 20)				X							X										
Instructor Professional Development • Knowledge of academic, career technical, and social concepts and subject matter • Meeting challenging learning standards • Classroom management • Using educational research to improve skills of teachers • Using eLearning • Methods of teaching students with special needs • Using data and assessments to better address student needs					X												X		X		
Tests of Adult Basic Education (TABE) Certification, Administration and Use of		X			X													X			

Training Requirement				Frequency						Staff												
				1st 45 Days	1st 90 Days	1st 180 Days	1st 18-24 Months	Yearly	Every 2 Years	All Center Staff	Residential Advisors/Residential Counselors	Recreation	Security	Safety	Food	Maintenance	Counselors	Health Staff Exhibit 5-5 (Including Contractors)	CPP Instructors	Academic Instructors	TABE Administrator and Back-up	Career Technical Training Instructors
Student Testing System (STS)																						
My Pathway to Achieving Career Excellence (MyPACE) career planning system Level I competency requirements					X			X	X													
MyPACE career planning system Level II competency requirements: • Designated staff members who assist and support students requiring additional time in completing Career Preparation Period lesson plans/activities, or who assist in Pathway Achievement Record (PAR) completion					X			X							X			X		X		X
MyPACE career planning system Level III competency requirements					X			X									X					
MyPACE curriculum certifications					X			X									X					
Academic Integrity Training					X			X	X													
			<div>* Course requirement established by OSHA.</div> <div><sup>1</sup> Courses that are included in safety officer’s professional development plan must be completed within the first 18-24 months of initial assignment.</div> <div><sup>2</sup> Asbestos and lead-based paint competent person training must be completed by the Safety Officer, Maintenance Manager, Career Technical Training Instructor, or other center designee.</div>																			

## **EXHIBIT 5-5**

### **CENTER HEALTH SERVICES STAFFING REQUIREMENTS**

Centers will provide at least the minimum acceptable hours and types of health-services coverage delineated below.<sup>1</sup>

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. For contract centers, employment of full- or part-time physicians, nurse practitioners/physician assistants, health and wellness directors, staff nurses, dentists, dental hygienists, dental assistants, Trainee Employee Assistance Program (TEAP) specialists, and mental health professionals is subject to the prior approval of the Regional Office in consultation with regional health specialists. For civilian conservation centers, employment of full- or part-time physicians, nurse practitioners/physician assistants, health and wellness directors, staff nurses, dentists, dental hygienists, dental assistants, TEAP specialists, and mental health professionals is subject to the prior approval of the National Office in consultation with regional health specialists. Waivers for specific position requirements may be requested from the National Office and will be determined on a case-by-case basis. (See Chapter 5, Section 5.2, R5.)

1. Physician: Four 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 (PA) or Nurse Practitioner (NP) to provide routine medical services within the licensee's scope of practice and supervision requirements. The terms of supervision, where applicable, must be outlined in a collaborative agreement and contracts for the Center Physician and the NP/PA. The Center Physician/PA/NP may not serve as both the Center Physician/PA/NP and the Health and Wellness Director.
2. Health and Wellness Director: Forty hours/week is the minimum required level of Health and Wellness Director coverage for all centers. The Health and Wellness Director minimum qualification is registered nurse or nurse practitioner. The Health and Wellness Director may not serve as both the Health and Wellness Director and the Nurse Practitioner (NP), Physician Assistant (PA), or Certified Nursing Assistant (CNA) instructor. The Health and Wellness Director is a single dedicated position.
3. Staff Nurses: Minimum required nursing coverage (i.e., registered nurse, nurse practitioner, and licensed practical/vocational nurse) is 50 hours/100 students/week. At least one of the full-time staff nurses must be a registered nurse. Other nursing positions may be filled by licensed practical/vocational nurses; however, nurse staffing must comply with scope of practice duty and supervision requirements outlined in the respective state's Practice Act.

Required hours include coverage for all shifts. Centers are responsible for allocating and

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<sup>1</sup> Minimum qualifications for health positions are contained in Exhibit 5-3.

managing these hours across all shifts to meet the needs of the center. Required hours do not include relief coverage for annual, holiday, and sick leave because the number of such days varies by center operator. Satellite centers must staff an RN. Registered nurses on staff must not serve as the Health and Wellness Director, the NP/PA, CNA instructor, or in another paid capacity on center.

4. Dentist: Three hours/100 students/week is the minimum required level of dentist coverage by a qualified licensed dentist.

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.

5. Dental Assistant: Four hours/100 students/week is the minimum required level of dental assistant coverage when dental services are provided on center.

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.

6. Dental Hygienist: Three hours/100 students/week is the minimum required level of dental hygiene coverage by a qualified licensed dental hygienist or dentist. The dental hygienist can be an independent subcontractor, an employee of the dentist, or an employee of the center.

7. Center Mental Health Consultant (CMHC): Twenty hours/100 students/week is the minimum required level of mental health coverage by a qualified licensed mental-health professional. Except for emergencies or consults by a psychiatrist, all clinical mental health services defined as basic health care in Exhibit 2-4 must be provided on center or via HIPAA compliant telehealth platforms by the CMHC and/or by the designated post-doctoral fellow, intern, extern, or practicum graduate student under the direct supervision of the CMHC. Reviews and recommendations for applicant files and assessments and recommendations related to student separation from the program must be conducted by the CMHC.

8. Optometrist: The center must have a (sub)contract with a licensed optometrist (or ophthalmologist) to provide optometric services.

9. 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 and wellness 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 Chapter 2, Section 2.3, R7, Family Planning Program.

10. Trainee Employee Assistance Program (TEAP) Specialist: Fifteen hours/100 students/week is the minimum required level of TEAP coverage by a qualified TEAP specialist. Of the minimum required coverage per week, 50 percent must be used for a combination of the following activities: prevention and education for students and staff, consultation to center director, CMHC, and other staff, and annual trainings. All TEAP services defined as basic-health services in Exhibit 2-4 must be provided on center by the TEAP Specialist.
11. Tobacco Use Prevention Program (TUPP) 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 and wellness 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 Chapter 2, Section 2.3, R6, Tobacco Use Prevention Program.
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 nursing staff hours, as stated in Item 2 above.
13. Clerical Staff: Eight 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
Health and Wellness Director	40	40	40	40	40	40	40	40	40	40	40	40
Staff Nurse	50	100	150	200	250	300	350	400	450	500	550	600
Dentist	3	6	9	12	15	18	21	24	27	30	33	36
Dental Assistant	4	8	12	16	20	24	28	32	36	40	44	48
Dental Hygienist	3	6	9	12	15	18	21	24	27	30	33	36
Center Mental Health Consultant	20	40	60	80	100	120	140	160	180	200	220	240
Optometrist	Subcontract with licensed optometrist required											
Reproductive Health Coordinator	Hours dependent on center need											
TEAP Specialist	15	30	45	60	75	90	105	120	135	150	165	180
TUPP Coordinator	Hours dependent on center need											
Laboratory Personnel	Hours dependent on center need											
Clerical Support	8	16	24	32	40	48	56	64	72	80	88	96
Total Hours		254	361	468	575	682	789	896	1003	1110	1217	1324
Total FTE		5.86	8.33	10.80	13.27	15.74	18.21	20.68	23.15	25.62	28.08	30.55

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
Health and Wellness Director	40	40	40	40	40	40	40	40	40	40	40	40
Staff Nurse	50	650	700	750	800	850	900	950	1000	1050	1100	1150
Dentist	3	39	42	45	48	51	54	57	60	63	66	69
Dental Assistant	4	52	56	60	64	68	72	76	80	84	88	92
Dental Hygienist	3	39	42	45	48	51	54	57	60	63	66	69
Center Mental Health Consultant	20	260	280	300	320	340	360	380	400	420	440	460
Optometrist	Subcontract with licensed optometrist required											
Reproductive Health Coordinator	Hours dependent on center need											
TEAP Specialist	15	195	210	225	240	255	270	285	300	315	330	345
TUPP Coordinator	Hours dependent on center need											
Laboratory Personnel	Hours dependent on center need											
Clerical Support	8	104	112	120	120	120	120	120	120	120	120	120
Total Hours		1431	1538	1645	1744	1843	1942	2041	2140	2235	2330	2425
Total FTE		33.02	35.49	37.96	40.25	42.53	44.82	47.10	49.38	51.58	53.77	55.96

## EXHIBIT 5-6

### REQUEST TO OPERATE CHILD DEVELOPMENT CENTER OR RESIDENTIAL PARENT AND/OR GUARDIAN/CHILD PROGRAMS

1. The following items must be included in requests to operate or to continue operations of on-site child development centers and residential parent and/or guardian/child programs.
2. Requests must be submitted to the Regional Office as required in Appendix 509, and if approved, forwarded to the National Director, Job Corps, for approval.

Child Development Centers	Residential Parent and/or Guardian/Child Programs
<p>a. <b>Statement of Need:</b> An estimate of the number of enrollees who will need childcare</p> <p>b. <b>Program Description:</b> 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</p> <p>c. <b>Facility Description:</b> Proposed facility to be used (or location and space for new construction), space layout, and square footage, including outdoor play areas</p> <p>d. <b>Facility Condition:</b> Condition and cost estimate for facility rehabilitation or rough cost estimate for new construction</p> <p>e. <b>Funding:</b> The source, type, and projected amount of state, local, and/or other funding or resource availability to support the program</p> <p>f. <b>Financial Plan:</b> In ETA 2110 format, including an estimated breakdown of non-Job Corps funding sources. If the Operator is funding the CDC operations in whole or in part, the amount being paid by the Operator and an explanation of why non-cost, non-Job Corps resources were insufficient to cover the costs to the Operator for this work.</p> <p>g. <b>Availability of Non-Job Corps Support:</b> Evidence such as a tentative letter of commitment, draft interagency agreement, etc.</p> <p>h. A detailed narrative of the Operator's plan to meet the requirements set forth in Appendix 509.</p>	<p>Items a – i for child development centers, and</p> <p>i. <b>Living Accommodations:</b> Description of proposed living arrangements and facilities</p> <p>j. <b>Staffing:</b> Proposed residential staffing</p> <p>k. <b>Support Services:</b> A description of how meals and health care will be provided for children</p> <p>l. <b>Costs:</b> The additional costs associated with the residential parent and/or guardian/child program must also be included, as well as non-Job Corps resources to cover costs of food and health care for the children</p>

**EXHIBIT 5-7**  
**USE OF JOB CORPS FUNDS FOR CHILD DEVELOPMENT**  
**CENTERS AND RESIDENTIAL PARENT AND/OR GUARDIAN/CHILD**  
**PROGRAMS**

1. Job Corps appropriated funds must never be used for expenses related to the cost of medical care (except in the case of a medical emergency) or food for children of Job Corps students at Child Development Centers (CDCs) or Residential Parent and/or Guardian/Child Programs.
2. There are many local non-Job Corps resources an Operator may leverage in meeting the Child Development Center (CDC) and Residential Parent and/or Guardian/Child Program requirements of its contract. Such resources include:
  - a. Head Start
  - b. Student childcare grants made available under state childcare and development block grant programs
  - c. Alternative high schools
  - d. School lunch programs/child nutrition programs
  - e. Supplemental Nutrition Assistance Program (SNAP) (for students in residential parent and/or guardian/child programs)
  - f. Foundations
  - g. Child welfare organizations
  - h. YWCA/YMCA and other community groups
  - i. Public programs for child immunizations, vision and hearing screening
  - j. Medicaid (for health care for children)
3. Entities preparing proposals under a solicitation for a firm fixed price operations contract are encouraged to engage local non-Job Corps resources. DOL anticipates that offerors will be able to propose to meet many CDC or Residential Parent and/or Guardian/Child Program requirements with the help of these leveraged resources.
4. In exceptional circumstances, a Job Corps center operator (Operator) may be able to support a request for additional compensation (reprice) after award due to increased costs of CDCs and/or Residential Parent and/or Guardian/Child Programs. Such requests must clearly demonstrate what has changed since award that could not be reasonably anticipated, or which otherwise would entitle the Operator to reprice the contract work. Further, the Operator should demonstrate why other no-cost, non-Job Corps resources could not be leveraged to address any impact.
5. In instances where the Operator is operating under a cost reimbursement contract, or in other circumstances where costs of Contract performance may be reimbursed by the Government (for instance a request for an equitable adjustment):



- a. DOL will follow applicable Federal Acquisition Regulation provisions to determine the allowability, allocability and reasonableness of all costs for which reimbursement is requested.
  - b. Where program law or fiscal law prohibit use of Job Corps fund for some purposes, any such costs will not be reimbursed.
  - c. Some CDC related costs may be billable under a cost reimbursement contract line item (CLIN) (for example, a CLIN for construction and facilities related work). In accordance with the terms of the pertinent contract, an Operator may bill under such CLINS for one-time items such as:
    - a. Equipment
    - b. Facility design
    - c. Facility construction/rehab
    - d. Start-up operating costs
  - d. Further, in accordance with the terms of the pertinent contract, contractors may bill under such CLINS for the costs to support the operation of CDCs and Residential Parent and/or Guardian/Child Programs to cover real property related costs such as:
    - a. Maintenance
    - b. Utilities
6. Center operators shall not require that students make payments (to include the withholding of transition allowances or requiring students to use student allotments) to the center Operator or CDC service provider in connection with childcare or residency in a single parent and/or guardian dorm.

## EXHIBIT 5-8

### CHILD DEVELOPMENT CENTER MINIMUM STAFF QUALIFICATIONS

Position	Primary Duties	Minimum Qualifications
Child Development Center (CDC) Director	Provides direction, management, and supervision for the child development center	<p>Bachelor's degree in early childhood or related field</p> <p>Minimum two years' experience supervising CDC classroom activity</p> <p style="text-align: center;"><b>OR</b></p> <p>AA degree in related field</p> <p>Minimum three years' experience supervising CDC classroom activity</p>
CDC Lead Teacher	Implements developmentally appropriate program of activities based on age group	<p>Bachelor's degree in early childhood or related field</p> <p>Minimum one year experience</p> <p style="text-align: center;"><b>OR</b></p> <p>AA degree in related field</p> <p>Minimum two years' experience</p>
CDC Assistant Teacher/Caregiver	Assists lead teacher in all aspects of care and development of children assigned	<p>CDA credential, high school diploma, or equivalent</p> <p style="text-align: center;"><b>OR</b></p> <p>Minimum one year's experience working with young children</p>
CDC Teachers/Child Care Aide	Assists teacher/primary caregiver in care of children	High school diploma or equivalent

## **EXHIBIT 5-9**

### **FACILITY REQUIREMENTS FOR CHILD DEVELOPMENT CENTERS AND RESIDENTIAL PARENT AND/OR GUARDIAN/CHILD PROGRAMS**

#### **Child Development Center Facilities**

Center Operators must provide safe, clean, and well-maintained facilities, which are adequately furnished and equipped to meet the needs of students and their children, according to the following minimum standards.

1. Infant care area and crib space (if infants are enrolled).
2. Diaper changing area positioned to allow childcare 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. Restrooms/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 meets state licensing requirements and includes:
  - 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 and/or Guardian/Child Program Facilities**

To ensure that residential parent and/or guardian/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.

Center Operators shall provide facilities that include the following:

1. Adequate sleeping and restroom areas for each parent and/or guardian his or her child(ren)
2. Indoor play areas for children where they can be observed by parents and/or guardians
3. Quiet lounge areas for parents and/or guardians and children
4. Laundry facilities
5. Kitchen facilities (at a minimum dormitories must have mini-kitchens, with a refrigerator, microwave, and sink, for use by parents and/or guardians 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**

Center Operators 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.

**APPENDIX 501**  
**POLICIES AND PROCEDURES FOR JOB CORPS’**  
**PROGRAM YEAR (PY) 2024**  
**PERFORMANCE MANAGEMENT SYSTEM**  
**INTRODUCTION**

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## Attachments

**A. General**

Job Corps has a comprehensive performance management system to assess program effectiveness across multiple components of services and programs offered to Job Corps students. This system evaluates the effectiveness of Outreach and Admissions (OA) providers, Job Corps Center operators, Career Transition Services (CTS) providers, and Career Technical Training (CTT) and Academic programs in meeting Job Corps' mission. The performance management system serves three primary purposes:

- 1) To meet accountability requirements for establishing performance measures (also known as metrics) and reporting program outcomes for the Job Corps system under the Workforce Innovation and Opportunity Act (WIOA) (<https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf>), and U.S. Department of Labor (DOL) priorities.
- 2) To assess program operators' accomplishments in meeting the level of performance expected by the DOL, implementing program priorities, and serving students effectively.
- 3) To have a federal management tool that focuses on useful and relevant feedback on performance, while holding all centers, OA and CTS providers, as well as career and academic programs, accountable for continuous program improvement.

For PY 2024, Job Corps revised the Outcome Measurement System (OMS) to reflect the Job Corps 2.0 strategic plan and more narrowly align with programmatic phases of the program. This allows each OA, center, and CTS provider to focus on meeting metrics and goals that are exclusively within their purview. Additionally, a new OMS, the Academic Report Card (ARC), has been established to evaluate the performance of center academic programs.

The PY 2024 OMS is designed to answer four basic questions:

- 1) Is Job Corps meeting its recruitment goals, effectively converting prospective students into applicants, efficiently completing the application process and enrolling students into the program?
- 2) Is Job Corps retaining students so they achieve fundamental skills and credentials, and working closely with employer partners to provide students with real-world work experiences that could lead to a career path with opportunity for advancement and economic stability?
- 3) Is Job Corps successfully transitioning students into the workforce, apprenticeship, or military, or enrolling them in additional education or training programs, and strategically utilizing employer partnerships to assist in early placement of students?

- 4) Are Job Corps' academic and career training programs effective and productive and do they result in positive placement outcomes for its graduates?

Job Corps establishes OMS Report Cards that separately and collectively address the above questions. Each Report Card is designed to reflect results in a specific area of student services and represents a discrete pool of students. The Report Cards are:

✓	Outreach and Admissions Report Card	OAOMS
✓	Direct Center Services Report Card	DCSOMS
✓	Career Transition Services Report Card	CTSOMS
✓	Career Technical Training Report Card	CTT OMS
✓	Academic Report Card	AOMS

In addition to the above quantitative components of the performance management system, Job Corps uses a Center Quality Assessment process to provide a more comprehensive view of the program's performance. This Center Quality Assessment has three components: an On-Board Strength (OBS) rating, and student input on their perceived safety (Student Safety Assessment [SSA]) and programmatic experiences (Student Experience Assessment [SEA]). More information regarding the quality assessment of centers can be found in Appendix 501a.

In PY 2016 Job Corps implemented the Performance Improvement Plan (PIP) System as an accountability and management tool to assist low-performing operators improve their performance to meet the levels expected by the Office of Job Corps. Details on the PIP System can be found in Appendix 501f.

## **B. Background**

The Workforce Innovation and Opportunity Act<sup>2</sup> (WIOA) requires Job Corps to report on the six primary indicators of performance, common to all WIOA programs, that provide key outcome information. This includes how many students attained employment or were placed in education or training, their median wages, whether they attained credentials, their measurable skills gains during training, and the effectiveness of the program in serving employers. Please see Attachment 1 of Appendix 501 - Attachments for more details on the WIOA Reporting System, the definitions of the pools and credits for the six primary WIOA measures, and an overview of how the six primary measures differ from the way Job Corps reports similar program outcomes through the OMS.

Job Corps utilizes post-separation surveys of students to collect the data necessary to report on five of the six primary WIOA measures. The surveys, implemented in PY 2016, re-verify CTS placements and capture placement outcomes in the second quarter (Quarter 2) and fourth quarter (Quarter 4) after exit quarter for a broad group of students. Quarter 2 is defined as the second calendar quarter after the exit quarter, and Quarter 4 as the fourth calendar quarter after the exit quarter. For example, if the participant's exit date is between January 1<sup>st</sup> and March 31<sup>st</sup>, the second quarter after exit would be July 1<sup>st</sup>

<sup>2</sup> <https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf>



through September 30<sup>th</sup>. These definitions match those used by other DOL programs in reporting Quarter 2 and Quarter 4 placement outcomes.

Under WIOA, Job Corps must also collect and report annually on the program performance and accountability measures outlined in Sections 116 and 159 of the authorizing law. The Job Corps WIOA Annual Report, with outcomes by center, CTS provider, OA provider and nationally, are made available to Congress and the Office of Management and Budget (OMB).

WIOA requires that all youth training programs, including Job Corps, use the six primary performance measures to evaluate operators' performance. While Job Corps began collecting data for reporting on the WIOA measures in PY 2016, measure definitions and data sources for reporting outcomes have changed over the past several years. In PY 2024, Job Corps will produce and incorporate a new, stand-alone, quarterly WIOA Report with PY 2024 center-level outcomes against goals for each of the primary six measures, and an overall rating. Beginning in PY 2025, Job Corps will transition to using this WIOA Report to identify the high-performing and low-performing centers, and place centers on a Performance Improvement Plan (PIP) as required by the law. Until that time, OMS reports will continue to be used for performance evaluation purposes.

### C. **Approach and History**

The Office of Job Corps annually reviews and revises its performance management system to ensure it continues to support program goals and DOL priorities and meet Job Corps' federal reporting requirements. Over the years, Job Corps revised its performance management system to reflect programmatic changes, account for current labor market conditions, and ensure effective delivery of services to students, while keeping the system relatively stable.

Job Corps' OMS has historically served the program in focusing on key metrics, improving performance on measured outcomes, and meeting program management requirements. Over PY 2018 and PY 2019, Job Corps implemented a major revision to its OMS to further align with WIOA reporting requirements and strengthen focus on driving students' long-term career outcomes and upward economic mobility. (Please see Attachment 1 of Appendix 501 - Attachments for more information on the primary measures required under WIOA.) With the emergence of the novel coronavirus (COVID-19) in early 2020 Job Corps and DOL leadership decided to enact no changes to the OMS for PY 2020 and PY 2021. As such, the PY 2019 policy remained in effect for these two program years.

In PY 2022, Job Corps and the DOL leadership implemented revisions to the OMS that considered prior year performance outcomes and reflected departmental and programmatic priorities. This included transitioning from crediting students' on-center attainments at time of exit to crediting them "real-time" while they are still active in the program; increasing goals and adjusting weights of certain measures/indicators in the Report Cards; adding two new indicators of learning gains to the Measurable Skill Gains

Rating measure; removing the Quality Rating (QR) from the Center Quality Assessment; and replacing the Student Satisfaction Survey (SSS) with two new surveys to measure students' experiences while in the program (Student Experience Assessment [SEA]) and their perception of safety and security (Student Safety Assessment [SSA]).

In PY 2023, Job Corps and the DOL leadership made significant changes to modernize and improve the OMS as required under the Job Corps 2.0 framework and strategic plan. Key changes included: streamlining Report Cards for centers, CTS and OA providers to focus on those outcomes most directly related to the service area they assess; adding a new Academic Report Card to evaluate the effectiveness of academic programs at the center level and identify poor performing programs as part of a Continuous Improvement Plan process; adding new measures to align with the modernized recruitment process, focus on student retention, credential and skill attainment, support the increased emphasis on employer partnerships, and focus on smooth and direct transitions to quality placements for graduates; increasing goals to reflect federal expectations on performance; realigning weights for Center and CTS to place equal emphasis across all weighted measures; and modifying some measure definitions to more closely align with WIOA metrics.

For PY 2024, Job Corps has implemented a small number of refinements to the OMS that include changes to some measure goals and weights, redefining and adding to the conversion measures in the OA Report Card, removing the Graduate Placement Prior to Program Exit Rate measure from the CTS Report Card, and correcting a typographical error in the pool of the Career Technical Training (CTT) Completion Rate measure in the DCS Report Card.

**Revised Goals:** Job Corps increased the goals for several measures across multiple report cards and decreased goals for some of the measures that assess student attainments while on center.

**Revised Weights:** For PY 2024 Job Corps reverted to a differential weighting scheme for the DCS and CTS Report Cards, and adjusted weights to reflect areas of emphasis in accountability for achieving positive student outcomes, the importance attached to each measure, and the pool size for each measure.

**Conversion Measures in the Outreach and Admissions (OA) Report Card:** For PY 2024, Job Corps has refined the conversion measures to align with the data collected under My Job Corps (MyJC) and ensure that the measures are closely connected, following key admissions steps. Job Corps has replaced the Prospect to Applicant Conversion measure with two separate measures (Prospect to Submitted Application measure and the Submitted Application to Completed Interview measure) that more precisely mirror the steps towards completing an application. Additionally, the conversion measure of Application to Initial (Eligibility) Decision has been adjusted to capture the conversion of Completed Interview to Final Eligibility Decision (for applicants whose case status is closed). The conversion measures will remain unweighted for PY 2024 with no goals to allow for data to build and results to stabilize

under MyJC. Results from PY 2024 are considered baseline and will be used to determine goals for PY 2025.

Job Corps is also using a single timepoint for the conversion for each of the measures for PY 2024 that is based upon analyses of available data from MyJC. Further refinement of the conversion timings will be considered for PY 2025 once national results are available.

**Graduate Placement Prior to Program Exit Rate measure in the CTS**

**Report Card:** Removed the Graduate Placement Prior to Program Exit Rate measure that was introduced for informational purposes in PY 2023.

**D. Design of the PY 2024 Performance Management System**

The design of the performance management system for PY 2024 is as follows:

**1. Core Components**

The Appendix 501 Introduction provides readers with an overall understanding of the performance management system. It includes an overview of the components and provides background information that applies to multiple report cards, such as basic definitions of student status, Zero Tolerance (ZT) policies and administrative status issues. The Appendix 501 Introduction also includes additional policies that apply to multiple report cards, such as the grace period for new centers, transfers to Advanced Training (AT) programs, placement upgrades, the Job Training Match (JTM) Crosswalk policy, and the post-separation surveys.

The Appendix 501 Introduction includes the five OMS Report Cards for the program year, the PIP, and all attachments.

Following the Appendix 501 Introduction are six sections:

- ✓ Appendix 501a – Direct Center Services (DCS) Report Card
- ✓ Appendix 501b – Outreach and Admissions (OA) Report Card
- ✓ Appendix 501c – Career Transition Services (CTS) Report Card
- ✓ Appendix 501d – Career Technical Training (CTT) Report Card
- ✓ Appendix 501e – Academic Report Card (ARC)
- ✓ Appendix 501f – Performance Improvement Plan (PIP) System

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* (also known as metrics) are the categories of outcomes under evaluation that reflect the program priorities and objectives important to Job Corps' mission and align or support legislative

reporting requirements.

- Job Corps has used both stand-alone performance measures that are based upon a single indicator and composite measures that are derived from the weighted performance of multiple indicators. Goals for composite measures are set to 100%, indicating that the goal for the composite measure is to meet the individual goals for each of the indicators that combine to make up the measure. For simplification in PY 2024, Job Corps uses only stand-alone measures.
- Performance *goals* are quantitative targets for each measure that are set to establish an expected level of performance. Goals are established to promote high expectations for student and operator/provider 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 weighted aggregate of all individual performance measure ratings expressed as a percentage.

In addition to the OMS Report Cards, the Performance Management System contains a qualitative component to provide a more comprehensive review of performance. This qualitative component – the Center Quality Assessment – is composed of three discrete measures: On-Board Strength (OBS), which measures student capacity utilization on Job Corps centers; results from the Student Experience Assessment (SEA) which captures students' experiences and overall satisfaction with the Job Corps program; and the Student Satisfaction Assessment (SSA), which gauges students' perception of center safety and security. Each of these elements is independent of the others and there is no aggregation of results across the measures.

These three qualitative elements 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 targets for each measure within the five Report Cards. Each outcome measure is scored against its performance goal to report a percentage of the goal achieved.

*Example:* If the goal for the Career Technical Training (CTT) Completion Rate in the DCS Report Card is 75%, and a center has a CTT Completion Rate of 60%, then its *rating* on that measure would be 80.0%, meaning that the center has reached 80.0% of the goal ( $60/75 = 80.0$ ). 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 generally applied equally for the same measure to all entities (e.g., centers, OA, CTS) included in that Report Card to maintain internal consistency. Where performance can reasonably be expected to be different for the same measure across report cards (e.g., due to differences in the version of tests available to measure learning gains), different national goals may be established.
- (b) **Model-Based Goals:** Model-based goals are used for specific measures that require adjustments to ensure equity in making comparisons of performance across centers and providers. Model-based goals are statistically adjusted for circumstances that are beyond the operator's control and lead to a more equitable assessment of performance. A model is calculated, based on multivariate regression analysis, by estimating the effect of various factors on the achievement of the measure. The cumulative effect of these factors provides the amount by which the national goal is adjusted (upward or downward) for each center, CTS provider, CTT and Academic program (the OA Report Card has only national goals). The model-based goals for one center can significantly differ from those of other centers in the same state or region, as the goals are calculated using a combination of center-specific and local county economic data.

For PY 2024, models have been created for the HSD/HSE Attainment, Combination HSD/HSE and CTT Completion, Literacy Gain and Numeracy Gain measures in the DCS Report Card; the Average Literacy and Average Numeracy Gain measures in the ARC; the Average Hourly Wage at Placement in the CTS, CTT and Academic Report Cards, and Median Earnings at Quarter 2 measures in the CTS and CTT Report Cards.

All model-based goals are based on student characteristics (e.g., age and high school diploma or equivalent at enrollment, initial reading and math functional level at enrollment) found to be significant in the models. The Average Hourly Wage model also includes local economic factors.

For PY 2024, models are estimated for the Median Earnings in Quarter 2 measure based upon data from the Quarter 2 survey.

Center-specific model-based goals are applied to the average hourly wage measure in the CTT and Academic Report Cards and the median earnings measure in Quarter 2 after exit quarter for the CTT Report Card, as appropriate.

- (1) **PY 2024 Model-Based Goals.** The measures by Report Card shown in the table below use model-based goals for PY 2024:

DCS Report Card	CTS Report Card	CTT Report Card	ARC
HSD/HSE Attainment Rate	Graduate and Former Enrollee Placement Average Wage	CTT Completer Average Hourly Wage at Placement	HSD/HSE Attainment Rate
Combination HSD/HSE and CTT Attainment Rate	Graduate and Former Enrollee Median Earnings in Quarter 2	CTT Completer JTM Average Hourly Wage	Average Literacy Gain
Literacy Gain Rate		CTT Completer Median Earnings in Quarter 2	Average Numeracy Gain
Numeracy Gain Rate			HSD/HSE Completer Average Hourly Wage at Placement

Model-based goals for all applicable Center, CTS, CTT and Academic measures can be found in Appendix 501 - Attachments, Attachments 11, 12, 13, and 14 respectively.

- (2) **Appeal Process for Model-Based Goals:** Model-based goals are developed using the most recent data available. As a result, the goals are meant to accurately represent the factors beyond the control of a center or CTS provider that impact the achievement of the specific measure. An appeal of a model-based goal may be filed ***only if*** there are new or extenuating circumstances that cannot be resolved during the program year, and that have not already been factored into the model.

**NOTE:** For PY 2024, appeals can be filed and will be processed for the model-based goals for all the applicable measures. If approved, the changes will be applied to both the DCS Report Card and the related measures on the CTS, CTT and Academic Report Cards as applicable.

Appeals for model-based goals must include, (a) a written request outlining the justification for the appeal, and (b) supporting data and/or official documentation supporting the appeal. The Office of Job Corps will review the request and documentation and determine if the appeal will be granted.

Appeals for model-based goals are to be submitted **no later than**

**October 31, 2024.** The written justification and supporting documentation can be scanned and emailed to:

[Modelbasedgoalsappeals@dol.gov](mailto:Modelbasedgoalsappeals@dol.gov)

### 3. **Weights, Performance Ratings and Overall Rating**

Weights are assigned to each measure of the five Report Cards to underscore their 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%. A weighted performance rating for a measure is the actual percent of goal achieved (the performance rating calculated by dividing actual performance by the goal) multiplied by the measure weight.

Weighted performance ratings are summed to create an overall rating for a Report Card. 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. The table below illustrates how the overall rating is calculated.

**SAMPLE OMS REPORT CARD**

Measure	Actual Performance	Measure Goal	Performance Rating <sup>1</sup>	Measure Weight	Weighted Performance Rating <sup>2</sup>
Measure 1	79%	75%	105.3%	40%	<b>42.1%</b>
Measure 2	54%	60%	90.0%	25%	<b>22.5%</b>
Measure 3	90%	100%	90.0%	35%	<b>31.5%</b>
<b>Overall Report Card Rating<sup>3</sup></b>					<b>96.1%</b>
<b>To calculate the Overall Report Card Rating:</b> <ol style="list-style-type: none"> <li>1. Calculate the performance rating of each measure by <u>dividing the actual performance</u> on the measure <u>by the measure goal</u> (actual performance/Goal).</li> <li>2. Calculate the weighted performance of each measure by <u>multiplying the performance rating</u> by the <u>measure's weight</u> (Performance Rating x Weight).</li> <li>3. <u>Sum the weighted performance ratings</u> of all the measures to produce the Overall Report Card Rating.</li> </ol>					

### 4. **Job Corps Students in the Outcome Measurement Systems**

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

- (a) **Definitions of Student Separation Status:** The criteria for graduate, former enrollee, and uncommitted student status, as defined in the Job Corps Policy and Requirements Handbook (PRH), Chapter 4, Section 4.1,

apply to the Performance Management System.

- (1) **Graduate:** One who has completed 60 or more calendar days of enrollment and has completed the requirements of CTT, or earned a HSD or HSE, or who completes both, while enrolled in Job Corps. Students who have exited for any Level 1 Zero Tolerance (ZT) infraction, at any time, do not qualify as graduates.
  - (2) **Former Enrollee:** One who has completed 60 or more calendar days of enrollment, has not attained graduate status, and whose exit is for reasons *other than* any Level 1 ZT infraction.
  - (3) **Uncommitted Student:** One who has remained in Job Corps less than 60 calendar days (regardless of achievement), or who has separated for a Level 1 ZT infraction at any time.
- (b) **Zero Tolerance (ZT) for Purposes of Exclusion in OMS Pools:** The Job Corps program has a strict policy of Zero Tolerance (ZT) for drugs, alcohol, weapons possession, 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 Exhibit 2-1.

For the Center, CTT and Academic Report Cards, enrolled students who exit due to Level 1 ZT infractions under codes 5.1a, 5.2b and 5.3c (alcohol) within 30 calendar days from enrollment are *not* included in the pools and credits for the on-center measures. Additionally, enrolled students who exit due to Level 1 ZT infractions under code 5.2a within 45 calendar days from enrollment are *not* included in the pools and credits for these measures. Specifically, the pools for the on-center measures do not include:

- Enrolled students who remained in Job Corps less than 30 calendar days from enrollment and exit under codes 5.1a (Possession of a weapon on center or under center supervision, Assault, Threat of Assault, Threat to Safety, Sexual Assault, Arrest for a felony or violent misdemeanor on or off center, Illegal Activity, Robbery or extortion, Arson, Cruelty to animals, Inciting a disturbance or creating disorder) or 5.2b Drugs (Possession or distribution of drugs on center or under center supervision);
- Enrolled students who remained in Job Corps less than 30 calendar days from enrollment and exit under code 5.3c (Alcohol: Possession, consumption, or distribution while on center or under center supervision); and
- Enrolled students who remained in Job Corps less than 45 calendar



days from enrollment and exit under code 5.2a (Drugs: Use of drugs as evidenced by a positive drug test).

Students who exit due to Level 1 ZT infractions after the 30/45 day timeframes noted above, however, are included in all pools of the on-center measures, and credit will be given for attainments earned while at Job Corps.

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 the CTS, CTT and Academic Report Cards.

The list of Level 1 ZT infractions can be found in the PRH, Chapter 2, Exhibit 2-1 (Infraction Levels and Appropriate Center Actions).

- (c) **Students Who Are Medical Separations with Reinstatement Rights (MSWR).** Per the PRH, Chapter 6, Section 6.2, R6.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 as they are attained or at the time of *final* separation. Final separation occurs at one of the following points: (1) 180 days after MSWR if the student does not return to the program, (2) at the time of resignation, if the student notifies the center, they will not be returning from MSWR, or (3) at final separation if the student resumes participation in the program.

The following summarizes how specific instances are recorded in the OMS:

- (1) **Student is reinstated back to the Job Corps center before the 180 days ends:** Student continues in the program and separates at a later date. Outcomes will be reported in the OMS based upon the attainment date recorded in CIS or at the time of final separation if no attainment is made.
- (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 separate the student under the “MSWR Final Closeout” (MSFC) status using the 180<sup>th</sup> day as the date of MSFC separation. 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, they will be active for CTS providers to enter placement data in the CTS system. The

placement service period will start at the 181<sup>st</sup> day and the Quarter 2 and Quarter 4 survey timeframes will be based on the student's MSFC date.

- (3) **Student notifies the center before the 180 days end that they do not intend to return to the Job Corps center:** In this case, the center will perform MSFC in the Center Information System (CIS). The MSFC 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, they will be active in the CTS system for CTS providers to enter placement data. The Quarter 2 and Quarter 4 survey timeframes will be based on the student's MSFC date.

- (d) **Students Who Are Administrative Separations with Reinstatement Rights (ASWR):** Per the PRH, Chapter 6, Section 6.2, R6.a, administrative separations with reinstatement rights are allowed an expedited return within 12 months if the separation reason was center closure or a call to active military duty; if the separation reason was inability to participate effectively in distance learning during virtual operating status, ASWR students are allowed an expedited return within 45 calendar days of center notification that it has resumed in person operations. ASWR students who separated for this reason may be immediately reinstated into the program to begin distance learning if the student's circumstances subsequently change such that they are now able to participate or may resume in person training at the center.

Job Corps reports student outcomes for ASWR students either at the time of attainment or at *final* separation from the program if no attainment is made. Final separation occurs at one of the following points: (1) 12 months after ASWR, or 45 calendar days after receiving notification from the center that has resumed on-center operations, depending on the reason, if the student does not return to the program, (2) at the time of resignation if the student notifies the center they will not be returning from ASWR, or (3) at final separation if the student resumes participation in the program.

The following summarizes how specific circumstances are recorded in the OMS:

- (1) **Student is reinstated back to the Job Corps center before the 12 months end, or requests reinstatement before the end of the 45-day period after receiving notice from the center that it has resumed on-center operations, or requests reinstatement immediately to begin distance learning (depending on reason for ASWR):** Student continues in the program and separates at a

later date. Outcomes will be reported in the OMS based upon the attainment date recorded in CIS or at the time of final separation if no attainment is made.

- (2) **Student did not return to the Job Corps center within the 12 months, or student did not request reinstatement within 45 days of receiving notice from the center that it has resumed on-center operations (depending on reason for ASWR):** In this case, at the end of the appropriate period, the system will automatically separate the student under the “ASWR Final Close-Out” (ASFC) status using the final day (365th or 45th) as the date of ASFC separation. 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, they will be active for CTS providers to enter placement data in CTS. The placement service period will start at the 366th or 46th day (depending on reason for ASWR), and the Quarter 2 and Quarter 4 survey time frames will be based on the student’s ASFC date.
- (3) **Student notifies the center before the end of the 12 months or within 45 days of receiving notice from the center that it has resumed on-center operations (depending on reason for ASWR), that they do not intend to return to the Job Corps center:** In this case, the center will separate the student under the ASFC status 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, they will be active in the CTS system for CTS providers to enter placement data. The Quarter 2 and Quarter 4 survey time frames will be based on the student’s ASFC date.
- (e) **Deceased Students:** In the event of a student’s death while enrolled in Job Corps, the student will be removed from *all* Center, CTS, CTT, and Academic Report Card outcome pools. 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 placement window, the CTS provider should enter the student’s death into the CTS system, and the student will be removed from all CTS placement measure pools and, when appropriate, from the Quarter 2 and Quarter 4 survey queues. Please note that center and CTS provider staff must adhere to Job Corps policy and Federal reporting requirements regarding student deaths.

## 5. Reporting Timeframes and Formats of Performance Reports

Job Corps will continue to produce OMS Report Cards for two distinct reporting timeframes:

- (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. For PY 2024, rolling reports are produced for all Report Cards.
- (b) **Program Year (PY) Cumulative Report:** The PY cumulative report begins with data for the first month of the PY (July 1) and continues to incorporate monthly data as the PY progresses, culminating with 12 months of data by June 30 of the following year. This report *does* begin anew at the start of a new program year. For PY 2024, PY Cumulative reports are produced for all Report Cards.

Job Corps will also continue to produce Report Cards using two formats:

- (c) **Performance Rating Report:** The performance rating report provides for each center, region and nationally, the actual performance on each measure, the performance rating (calculated by dividing actual performance by the measure goal), and the overall rating calculated by summing the weighted performance rating for each measure.
- (d) **Performance Ranking Report:** The performance ranking report ranks centers, OA and CTS providers, and contracts in order of highest to lowest based upon their overall rating and includes their performance rating and the ranking for each measure. There is no ranking report for the CTT and Academic Report Cards.

## 6. Performance Improvement Plan (PIP)

In PY 2016, Job Corps implemented the Performance Improvement Plan (PIP). The PIP is required by WIOA as part of DOL’s oversight responsibilities. The PIP system is a major performance accountability and management tool to assist operators whose performance is not at the level expected by the Office of Job Corps to improve their performance. Please see Appendix 501f for details.

## 7. Effective Date

Data reporting under the PY 2024 system begins retroactively on July 1, 2024.

**E. Changes to the Performance Management System for PY 2024**

For PY 2024, Job Corps made minor changes to each OMS report card. The specific changes are detailed below by Report Card.

***DCS Report Card***

For PY 2024, Job Corps made the following changes to the DCS Report Card:

**High School Diploma (HSD) or High School Equivalency (HSE)**

**Attainment Rate:** Decreased the goal from 75 percent to 65 percent for PY 2024. Centers and regions continue to use model-based goals for this measure.

**Career Technical Training (CTT) Completion Rate:** Decreased the goal from 75 percent to 65 percent for PY 2024.

**Combination HSD/HSE and CTT Completion Rate:** Decreased the goal from 60 percent to 50 percent for PY 2024. Centers and regions continue to use model-based goals for this measure.

**Literacy Gain Rate:** Decreased from 75 percent to 65 percent for PY 2024. Centers and regions continue to use model-based goals for this measure.

**Numeracy Gain Rate:** Decreased from 75 percent to 65 percent for PY 2024. Centers and regions continue to use model-based goals for this measure.

**Off-Center Work-Based Learning (WBL) Rate:** Increased goal from 25 percent to 35 percent.

**Weights:** Returned to a differential weight structure to increase emphasis on measures identified as being of greater value and importance to the program and DOL. The CTT Completion and HSD/HSE Attainment measures are equally weighted at 25 percent, with the Primary IRC at 20 percent. The Off-center WBL measure is weighted at 10 percent, with the 90-Day and 180-Day Retention at 2 percent and 3 percent respectively. The remaining three measures are each weighted at 5 percent.

**Correction of Error in CTT Completion Rate measure:** Corrected an error in the pool for the CTT Completion Rate measures in the DCS Report Card that erroneously limited the pool to students assigned to a CTT program. This error was not implemented in the actual calculation of the measure in the PY 2023 Report Card.

### ***OA Report Card***

For PY 2024, Job Corps made the following changes to the OA Report Card:

**Changes to Conversion Measure Definitions:** In PY 2023, three new measures were added to the OA OMS to assess OA providers' success in converting prospects to applications, applications to initial decisions, and accepted applicants to enrollments. Each conversion measure was allotted three timepoints for the conversion to occur, with the intent to incentivize the shorter timeframes while encouraging continued effort to complete conversions that take longer. The new measures were intended to rely on data captured through the new My Job Corps (MyJC) system for calculating the outcomes. Data from OA providers that transitioned to MyJC in the first roll-out phase (i.e., early adopters) have led to a refinement of the original conversion measures in both the process and timing of the conversions.

For PY 2024, the Office of Job Corps has replaced the Prospect to Applicant Conversion measure with two separate measures that more precisely mirror the steps towards completing an application. These two measures are the Prospect to Submitted Application measure and the Submitted Application to Completed Interview measure. Additionally, the measure of Application to Initial (Eligibility) Decision has been refined to capture the conversion of Completed Interview to Final Eligibility Decision (for applicants whose case status is closed). This refinement ensures that the first three measures are closely connected and follow the initial phases of the admissions process under MyJC.

MyJC will be implemented across all OA providers over the initial months of PY 2024. The conversion measures will therefore be unweighted for PY 2024 with no goals set to allow for data to build and results to stabilize. Job Corps will consider results from PY 2024 as baseline and use them to determine goals for PY 2025.

**Changes to Conversion Measure Timing:** Based upon initial analyses of data from early adopters of MyJC, Job Corps is using a single timepoint for the conversion for each of the measures that is based upon the distribution of the conversions. Each timeframe was selected to be above the median point of the combined results from the early adopters for each measure, so that greater than half of all prospects and applicants are achieving a conversion within these timeframes. Job Corps will consider further refinement of the conversion timings for PY 2025 once national results are available.

### ***CTS Report Card***

For PY 2024, Job Corps made the following changes to the CTS Report Card:

**Graduate Placement Prior to Program Exit Rate:** Removed this measure, which was introduced in PY 2023 for informational purposes, from the PY 2024 CTS Report Card.

**Career Technical Training (CTT) Completer JTM Placement Rate:** Increased goal

from 70 percent to 75 percent for PY 2024.

**Graduate and Former Enrollee Average Hourly Wage:** Increased goal from \$17.50 to \$18.75. For PY 2024, CTS providers and regions continue to use model-based goals for this measure.

**Graduate and Former Enrollee Median Earnings in Quarter 2 After Exit Quarter:** Increased goal for PY 2024 from \$7,700 to \$9,000. For PY 2024, CTS providers and regions continue to use model-based goals for this measure.

**Graduate and Former Enrollee Employer Retention Rate:** Increased goal from 60 percent to 65 percent for PY 2024.

**Weights:** Returned to a differential weight structure to increase emphasis on measures identified as of greater value and importance to the program and DOL. The Graduate and Former Enrollee Placement Rate is weighted at 25 percent, the Graduate and Former Enrollee Full-time Quality Placement Rate is weighted at 10 percent and the Median Earnings in Quarter 2 is weighted at 5 percent. The remaining measures are each weighted at 15 percent, with the exception of the Employer Retention Rate measure which remains unweighted for PY 2024.

### ***CTT Report Card***

For PY 2024, Job Corps made the following changes to the CTT Report Card:

**CTT Completion Rate:** Reduced goal from 85 percent to 75 percent.

**CTT Completer Placement Rate:** Increased goal from 92 percent to 95 percent.

**CTT Completer Average Hourly Wage at Placement:** Increased goal from \$18.00 to \$19.50. For PY 2024, centers and regions continue to use model-based goals for this measure.

**CTT Completer Job-Training Match (JTM) Placement Rate:** Increased goal from 78 percent to 80 percent.

**CTT Completer JTM Average Hourly Wage:** Increased goal from \$18.70 to \$20.25. For PY 2024, centers and regions continue to use model-based goals for this measure.

**CTT Completer Placement in Quarter 2 After Exit Quarter:** Increased goal from 83 percent to 85 percent.

**CTT Completer Placement in Quarter 4 After Exit Quarter:** Increased goal from 83 percent to 85 percent.

**CTT Completer Median Earnings in Quarter 2 After Exit Quarter:** Increased goal

from \$8,750 to \$9,400. For PY 2024, centers and regions continue to use model-based goals for this measure.

### ***Academic Report Card***

For PY 2024, Job Corps made the following changes to the Academic Report Card:

**HSD/HSE Attainment Rate.** Reduced goal from 75 percent to 65 percent. Centers and regions continue to use model-based goals for this measure.

**Average Literacy Gains:** Reduced goal from 1 EFL to 0.7 EFL. Centers and regions continue to use model-based goals for this measure.

**Average Numeracy Gains:** Reduced goal from 1 EFL to 0.7 EFL. Centers and regions continue to use model-based goals for this measure.

**HSD/HSE Completer Placement Rate:** Increased goal from 92 percent to 95 percent.

**HSD/HSE Completer Average Hourly Wage:** Increased goal from \$18.00 to \$18.80. For PY 2024, centers and regions continue to use model-based goals for this measure.

**Weights:** Reduced the weight of the two average gains measures by 2.5 percent each to 12.5 percent, and the HSD/HSE Completer Average Hourly Wage measure by 5 percent to 10 percent. Increased the weight of the HSD/HSE Attainment Rate weight from 20 percent to 25 percent and the HSD/HSE Completer Placement Rate measure from 20 to 25 percent.

## **F. Additional Policies**

Provided below are additional policies in effect for PY 2024:

### **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 one year to two years, primarily to allow sufficient time for students to enroll and progress through all stages of Job Corps services, and to have student data populate in all performance pools. The grace period was extended to two years based upon the Average Length of Stay (ALOS) for all students and graduates, as well as time required for students to populate the longer-term placement 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 separate, but the center will not be held accountable for purposes of OMS during the two years.



## 2. Policy for Crediting Transfers to Advanced Training (AT) Programs

Job Corps offers both basic and advanced CTT programs. CTT completers are encouraged to enroll in a Job Corps Advanced Training (AT) program to earn additional and higher-level industry-recognized credentials and enhance their employability. The National Office has approved a variety of AT programs at certain Job Corps centers. Students enrolled in AT programs have the opportunity to extend their enrollment up to one full year beyond the current two-year enrollment limitation. All students who are placed in an approved AT program must meet the AT program's specific eligibility criteria. Job Corps' policy for crediting centers in situations where CTT completers are transferred to AT programs is outlined below. This policy applies to the Center, CTT and Academic OMS for applicable measures on their respective Report Cards. **NOTE:** This policy does not apply to Advanced Career Training (ACT) transfers.

- (a) **General:** The crediting policy for AT transfers applies solely to those cases where a student physically transfers to a *different* center to enroll in that center's AT program.

All placement accomplishments are credited to both the sending and the AT centers. The AT centers, however, are not credited for on-center accomplishments achieved at the sending center, nor can they obtain credit for the HSD/HSE measure, Combination HSD/HSE and CTT measure, or the Literacy and Numeracy measures. AT centers can receive credit for the following measures, as applicable, when the student attains them at their center: 90-Day and 180-Day Retention; CTT completion; Primary Industry Recognized Credential (IRC) attainment, Secondary IRC attainment; and Off-Center Work-Based Learning (WBL).

In those cases where both the sending center and the AT center are credited for the same measure, the regional total and national total count the credit only once. In other words, the regional and national totals do not double-count credits for one student's accomplishments.

**NOTE:** In situations where a student enters the AT program at the *same* center (that is, the sending center and the AT center are one and the same), the student is not considered an AT transfer, and the policy regarding crediting does not apply. Students who enter an AT program at the same center will be placed in the pools for measures of on-center accomplishments (90-Day and 180-Day Retention, CTT completion; Primary and Secondary IRC attainment; and Off-Center WBL) at the time of attainment or at separation from Job Corps.

A table summarizing the crediting policy can be found in Appendix 501-Attachments, Attachment 3: PY 2024 DCS, CTT and Academic Report Card Pools and Credits for Graduates Transferred to Advanced Training (AT) Programs.

(b) **Sending Centers:**

(1) **Credits for On-Center Attainments:**

- At the time when the attainment is made, the sending center will receive applicable credits for the following measures based upon the student's attainment while at that center for PY 2024:
  - ✓ 90-Day Retention Rate
  - ✓ 180-Day Retention Rate
  - ✓ HSD/ HSE Attainment Rate
  - ✓ CTT Completion Rate
  - ✓ Combination HSD/HSE and CTT Completion Rate
  - ✓ Primary IRC Attainment Rate
  - ✓ Secondary IRC Attainment Rate
  - ✓ Literacy Gain Rate
  - ✓ Numeracy Gain Rate
- At the time of transfer, the sending center will receive applicable credits for the following measures for PY 2024:
  - ✓ Average Literacy Gain
  - ✓ Average Numeracy Gain

(2) **Credits at Time of Transfer to AT Program:** At the time of the transfer:

- The sending center will receive an automatic education placement credit for the Placement Rate measure. If the student is subsequently placed in a job or education/training program after separating from the AT center, the automatic education placement credit will be replaced by a credit for the student's actual placement.
- The sending center will not receive any credits on center accomplishments earned while the student is at the AT center.

(3) **Credits at CTS Placement, and Quarter 2 and Quarter 4 Placement:** After separation from the AT center:

- The sending center will receive "flow-back" credits as applicable for all placement measures. Specifically, if the student is placed in a job after separating from the AT center, the student will be placed in the sending center's pool for Quality Placement Rate and for Average Hourly

Wage at Placement and will receive credit as applicable. If the placement is a job training match (JTM) to the student's training received at the sending center, then the student will also be placed in the sending center's CTT Completer JTM pool and will receive credit. If the job placement is not a JTM to the student's training received at either the sending or receiving center, the student will be placed in the sending center's CTT Completer JTM pool and receive a negative credit. If a student is placed in postsecondary education/training after separating from the AT center, the student will be placed in the sending center's Quality Placement Rate and will receive credit.

- For students who respond to the Quarter 2 survey, the student will be included in the sending center's pool for the Placement Rate in Quarter 2 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 Median Earnings in Quarter 2 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 Quarter 4 survey, the student will be placed in the sending center's pool for the Placement Rate in Quarter 4 measure and will receive credit as applicable for that measure based on the answers to the survey questions.

(c) **Receiving AT Centers: Credits for On-Center Attainments:** At the time the attainment is made at the AT center or at the time of separation from the AT center:

- If the 90<sup>th</sup> day and/or the 180<sup>th</sup> day of enrollment is while the student is at the AT center (or after separating from the AT center), the student will be entered in the AT center's pool for the 90-Day and 180-Day Retention Rate measures as applicable and receive credit if still enrolled at that time.
- The student will be entered in the AT center's pool for the CTT Completion Rate, Primary IRC Rate, Secondary IRC Attainment Rate, and Off-Center WBL Rate. The credit for these indicators will only be based on the student's accomplishments while at the AT center. For example, if the student completed their 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. 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 pool if they are placed in a job after separation.

- The student will not be included in the pool for the HSD/HSE Attainment Rate, Combination HSD/HSE and CTT Completion Rate, or the Literacy and Numeracy measures at the AT center.
- The AT center will receive credits as applicable for the CTS placement measures. Specifically, the student will be placed in the AT center's pool for the Placement Rate measure and will receive credit as applicable. If the student is placed in a job, the student will be placed in the pools of the AT center's JTM Placement Rate, Quality Placement Rate, and Average Hourly Wage at Placement and receive credit as applicable. If the job is a JTM for the sending center but not the AT center, the student will not be in the pool for the JTM measure of the AT center. If the student is placed in an education/training program, the student is placed in the AT center's Quality Placement Rate measure.
- For students who respond to the Quarter 2 survey, the student will enter the AT center's pool for the Placement Rate in Quarter 2 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 Median Earnings in Quarter 2 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 Quarter 4 survey, the student will enter the AT center's pool for the Placement Rate in Quarter 4 measure and will receive credit as applicable for that measure based on the answers to the survey questions.

**(d) Receiving AT Centers: CTS Placement, and Quarter 2 and Quarter 4 Placement:** After separation from the AT center:

- The AT center will receive credits as applicable for the CTS placement measures. Specifically, the student will be placed in the AT center's pool for the Placement Rate measure and will receive credit as applicable. If the student is placed in a job, the student will be placed in the pools of the AT center's JTM Placement Rate, Quality Placement Rate and Average Hourly Wage at Placement and receive credit as applicable. If the job is a JTM for the sending center but not the AT center, the student will not be in the pool for the JTM measure of the AT center. If the student is placed in an education/training program, the student is placed in the AT center's Quality Placement Rate measure.
- For students who respond to the Quarter 2 survey, the student will enter the AT center's pool for the Placement Rate in Quarter 2 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 Median Earnings in Quarter 2 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 Quarter 4 survey, the student will be put in the AT center's pool for the Placement Rate in Quarter 4 measure and will receive credit as applicable for that measure based on the answers to the survey questions.

(e) **Multiple AT Transfers: Credit at Transfer, Separation, CTS Placement, and Quarter 2 and Quarter 4 Placement:** If a student transfers from one center to another center to enroll in an AT program and then subsequently transfers either back to the sending center, or to another center, credit is assigned as follows:

- The center that first transfers a student to an AT program at another center is the only center that will receive an automatic education credit for the Placement Rate 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 pools of the following measures at all subsequent new centers transferred to, regardless of whether a CTT program is completed, a primary or secondary IRC is attained, or an off-center WBL experience is accomplished while at that center: CTT Completion Rate, Primary IRC Rate, Secondary IRC Rate, Off-Center WBL Rate. Credit will only be granted for on-center accomplishments achieved at that specific 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 from which center the student ultimately separates.

### 3. Timelines for Reporting Placement Data

Per the PRH, Chapter 4, Section 4.4, the timelines surrounding reporting, verifying, and entering placement data have been updated as follows:

- (a) **Date Reported:** This is the date the student first enters a placement either while enrolled in Job Corps or during their 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.

If the Date Reported occurs before the student's separation date, it must occur after the student has completed a CTT or attained their HSD/HSE (if they entered Job Corps without a secondary credential). Activities during enrollment that are part of the Job Corps training experience, such as ACT or WBL, or are temporary employment situations (such as leisure-time employment or employment during break days) do not constitute a placement. If the activity continues past separation (e.g., evidence of continued college attendance, or transition from an off-center WBL internship to a paid job with that same employer) a placement can be recorded with a date reported prior to separation, as long as the placement verification indicates that the placement continued for at least 7 days past the exit date. This supports the viability of the placement.

If the Date Reported occurs after the student's separation date, it must be within the **placement service window** time frame.

For placement upgrades, the Date Reported is the first day the student starts the upgraded placement - whether this is the first day at a new, upgraded placement or the first day the position, hours, wages, or credits improved in an existing placement.

- (b) **Date Placed:** This is the date the student meets the Job Corps definition for placement and must be at least 7 calendar days after the Date Reported in order to ensure that the placement criteria have been met. For example, if the Date Reported is April 1, then the Date Placed must be on or after April 8. For placements with a Date Reported prior to program exit, the Date Placed can occur either before or after separation, if all other requirements are met.
- (c) **Date Verified:** This is the date that documentation is received verifying the placement, including the hours, duration, and/or wage as appropriate. For placements with a Date Reported prior to program exit, the Date Verified can occur either before or after separation, if all other requirements are met.
- (d) **Date Approved:** 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. For placements with a Date Reported prior to program exit, the Date Approved can occur either before or after separation, if all other requirements are met.

**NOTE:** For crediting purposes, the placement verification must be received and reported to the JCDC via the CTS System within 90 calendar days of Date Reported. The Date Placed, Date Verified, and Date Approved are not required to be in the placement service window. However, the time from the Date Reported to the Date Approved must be

90 calendar days or less regardless of whether Date Reported occurs prior or after separation.

If the verification of the placement is not received and entered into the CTS system, and the placement is not approved within the above-specified timeframe, the CTS provider (on the CTS Report Card) and center (on the CTT and Academic Report Cards) will not receive credit for the Placement Rate measure for this student. The student will also not be in the pool of (and therefore cannot receive credit for) the Full-Time Quality Placement Rate, CTT Completer JTM Placement Rate, Average Hourly Wage and JTM Average Hourly Wage measures. JCDC will, however, include these placements in the National and Regional totals of these measures, as appropriate, if they otherwise meet placement requirements. Note: If the student responds to the post-separation surveys, the CTS provider and center/CTT program can receive credit for the Quarter 2 and Quarter 4 placement and Quarter 2 Median Earnings measures as appropriate.

#### **4. Placement Upgrades**

Placement upgrades occurring while the student's placement service window is active will continue to be credited in PY 2024. As in prior years, placement upgrades that occur during the placement window are credited for the Placement Rate measure, Average Hourly Wage at Placement, JTM Rate and Quality 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 as placed in a \$17.00 per hour, non-JTM, and full-time job. Credit for that student is given in the CTS Report Card for the Graduate and Former Enrollee Placement Rate measure and for the following: Graduate and Former Enrollee Average Hourly Wage at Placement (at \$17.00 per hour), and Graduate and Former Enrollee Placement Quality Rate (for a full-time job). During the placement window, the graduate obtains another full-time position that is a JTM and has an hourly wage of \$22.50. A placement record for this job should be submitted since there has been a change in the placement information. The Date Reported is entered as the first date the wage increase is in effect. Upon submission of the verified increase, the higher wage and job information replaces the lower, thereby "upgrading" the result for the student. That is, credit for the Graduate and Former Enrollee Placement Rate, Graduate and Former Enrollee Average Hourly Wage at Placement and Graduate and Former Enrollee Placement Quality Rate measure is replaced by the \$22.50 per hour job, and credit is now also given for the CTT Completer JTM Rate and CTT Completer JTM Average Wage.

**NOTE:** For upgraded placements, the Date Reported is the first day the student starts the upgraded placement (whether this is the first day at a new, upgraded

placement or the first day the position, hours, wages, or credits improved in an existing placement). From Date Reported, CTS providers have 90 calendar days to verify and approve the upgraded placement in the CTS system. All subsequent placements that occur after the initial placement, yet during the placement window, should be recorded for informational purposes, regardless of whether the placement is an upgrade. However, only those placements that are upgrades are credited for the CTS placement measures. A chart outlining the placement upgrade policy can be found in Appendix 501 - Attachments, Attachment 2: PY 2024 Initial Placements and Allowable Upgrades. Upgrades are credited to align the systems with the CTT Report Card, emphasize the importance of continuous progress in the workforce, and encourage JTM and post-secondary education/training placements.

**5. 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 2024. 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 2024 version of the Request Form located in Appendix 501 – Attachments, Attachment 6: PY 2024 Instructions for Filing a Request to Add a Placement Code to the JTM Crosswalk and Request Form.

**6. Military Wage at Placement**

Job Corps uses a standardized hourly wage rate to record the salary of Job Corps students placed in the military. This rate applies for all students who enter the military during their initial placement (or as a placement upgrade). Standardized weekly earnings rates are also used for students who are enlisted in the military in Quarter 2 after exit.

To develop the standardized military hourly wage at placement, the estimated gross annual earnings is calculated by summing the gross annual basic pay for E-1 enlistees at entry (<4 months), the annual initial clothing allowance (weighted by the most recent CY student placements across military branch and gender<sup>3</sup>), the

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<sup>3</sup> Clothing allowances vary by gender for each military branch; to more accurately derive the standardized wage, the distribution of Job Corps placed students by military branch and gender from the previous calendar year are used to determine the clothing allowance portion of the calculation.



annual subsistence allowance, the estimated value of the house services received, plus the tax-value of the latter three benefits. The total adjusted gross amount is divided by 2,080 hours to yield an average hourly wage at placement.

The annual gross values for all components, except basic pay, remain the same in calculating the standardized military wage at placement and for the second quarter after exit. In calculating weekly earnings at Quarter 2 after exit, the value for basic pay for E-1 enlistees active for 4 or more months is used (since, depending on when the student separated from Job Corps during a particular calendar quarter, Quarter 2 can be 4 to 6 months, 5 to 7 months, or 6 to 8 months after exit).

Beginning January 2017, the standardized military hourly wage and weekly earnings at Quarter 2 after exit used by Job Corps is adjusted annually to reflect the most current military compensation levels typically updated at the start of the calendar year. The annual adjustments account for the military base pay percentage increases determined by the House Armed Services Committee as well as increases in the allowances rates. The annual military hourly wage at placement and Quarter 2 weekly earnings values are shared with the Job Corps community via a Program Information Notice at the beginning of each calendar year.

**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.).

## **7. Second Quarter (Quarter 2) and Fourth Quarter (Quarter 4) after Exit Quarter Surveys**

In PY 2024, Job Corps will continue to report graduate and former enrollee placements in Quarter 2 and Quarter 4 after exit quarter and graduate and former enrollee median earnings in Quarter 2 after exit quarter. Job Corps' post-separation surveys capture such information for all students who have demonstrated a commitment to the program (i.e., those who have completed the Career Preparation Period or have been enrolled for 60 or more days). Data from these surveys are used to calculate placement and earnings credits for the three Quarter 2 and Quarter 4 placement and earnings measures in the OMS.

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 Quarter 2 and Quarter 4 after exit surveys. It is important that all Job Corps staff recognize the policies and procedures that need to be followed when collecting data from human subjects to ensure the validity and integrity of these data. Provided below is background on the information provided to students when the surveys are administered, followed by examples of behaviors that potentially threatens the validity and integrity of the data.

The Office of Job Corps and the survey contractors are committed to the ethical conduct of the Quarter 2 and Quarter 4 survey data collection to protect the rights of participants. This includes providing participants with information about the survey and their rights as participants so that they can make an informed decision about whether to participate. The survey is voluntary, which means that participants have the right to refuse to participate and must not be subject to coercion or otherwise made to feel that a benefit of the program will be denied to them if they do not participate.

(b) **Survey Protocol:** Before beginning the questionnaire, survey staff read each participant a statement of “informed consent” that includes the following guidelines and principles:

- Their participation in the survey is voluntary,
- They have the right to refuse to participate in the survey or to refuse to answer any questions they do not wish to answer,
- Their refusal to participate in the survey will not impact any benefit they are eligible to receive as participants in the Job Corps program, and
- The information they provide will be confidential and will only be used by Job Corps for purposes of program evaluation.

(c) **Prohibited Activities:** To ensure that participation in Job Corps’ Second and Fourth Quarter after exit surveys remains voluntary and that Job Corps program staff does not engage in any practice that might be construed as coercion, the following practices should be avoided by all Job Corps staff:

- Linking 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 is inappropriate. Whether the student completes the surveys and whether answers result in a positive credit for the program, center, or CTS provider, survey results should never be used to give or deny students any payments, awards, or benefits for which they are otherwise eligible.
- Instructing students that they should not participate in the surveys 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 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.
- Calling the survey line professing to be the student to complete the survey(s) in place of the student is inappropriate and leads to invalid outcome measures.
- Requesting students whose responses to the survey resulted in zero credit to call the survey line and take the survey over again is inappropriate. Moreover, if a student has already completed the survey, the survey contractor will not administer a second survey.  
**NOTE:** If a student’s survey resulted in no credit and the center or CTS provider believes the student was in a qualified placement, the appropriate step is to file an appeal.
- Withholding known contact information for students who do not currently have a Job Corps-valid job or educational placement is inappropriate and will lead to invalid outcome measures.
- Encouraging students in their survey windows to call the survey contractors instead of waiting to be contacted by the survey contractors is inappropriate. The Quarter 2 and Quarter 4 after exit quarter survey system is designed for out-bound calls by contractors to former students in their survey windows to sustain the third-party objectivity and data integrity. Encouraging and organizing student call-ins undermines the integrity of the system.

The Office of Job Corps actively responds to violations of this policy. Consequences for unethical or fraudulent contact could include:

- Dismissal of the responsible provider staff;
- Invalidation of any credits received for the second and fourth quarter after exit surveys (as applicable) in the CTS and CTT Report Cards;
- Administrative movement of the provider 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:**

For PY 2024, appeals will be accepted for both placement and earnings

outcomes reported from the Quarter 2 survey and placement outcomes reported from the Quarter 4 survey for the following measures in the CTS and CTT Report Cards:

- Placement Rate in Quarter 2 after Exit;
- Median Earnings in Quarter 2 after Exit;
- Placement Rate in Quarter 4 after Exit; and
- Median Earnings in Quarter 4 after Exit (for verification of Quarter 4 placement).

Placement and earnings outcomes appeals are only approved if supporting documentation can validate that student's placement was in the applicable survey quarter and met Job Corps' placement definitions. Appeals will be accepted and processed only when all the three conditions below are met:

- a student is working, in education or training, or in the military during the survey quarter with adequate documentation to meet the placement criteria,
- completed the Quarter 2 or Quarter 4 survey, and
- received negative survey results.

All appeals for *job* placements, including active-duty military, must include an appeal for earnings for the **same** quarter. Quarter 2 Earnings only appeals are accepted where a positive job placement is credited (through data collected via the post-separation surveys). Please note that the survey appeals are not designed for verification of initial placement outcomes. It is also important to note that the required placement documentation must cover the survey quarter, not the 8-week survey window.

The following table provides the Quarter 2 and Quarter 4 start and end dates according to a student's separation date:

Q2	Exit Quarter	Q2 Survey Reference Quarter	Q2 Survey Quarter Start of 8-Week Survey Window
	10/2023 – 12/2023	4/2024 – 6/2024	7/2024 – 9/2024
	1/2024 – 3/2024	7/2024 – 9/2024	10/2024 – 12/2024
	4/2024 – 6/2024	10/2024 – 12/2024	1/2025 – 3/2025
	7/2024 – 9/2024	1/2025 – 3/2025	4/2025 – 6/2025
Q4	Exit Quarter	Q4 Survey Reference Quarter	Q4 Survey Quarter Start of 8-Week Survey Window

			<b>Window</b>
	4/2023 – 6/2023	4/2024 – 6/2024	7/2024 – 9/2024
	7/2023 – 9/2023	7/2024 – 9/2024	10/2024 – 12/2024
	10/2023 – 12/2023	10/2024 – 12/2024	1/2025 – 3/2025
	1/2024 – 3/2024	1/2025 – 3/2025	4/2025 – 6/2025

**Documentation:** Appeals submitted for a placement must include a completed PY 2024 Job Corps Appeal Form for Quarter 2 or Quarter 4 Placement and Earnings Outcomes using the template and instructions provided in Appendix 501-Attachments, Attachments 4 and 5 respectively.

Centers must submit supporting documentation to validate the placement and are required to provide justification for their appeal. Acceptable documentation for placement appeals includes:

- pay stubs,
- written statements from employer or educational entity on letterhead,
- business cards or office stamp from employer or educational entity on a center or CTS verification form,
- school/training institution transcript, or
- third-party employment verification documentation such as *The Work Number*, or the *SCRA website (for military placement verification only)*.

Placement appeals are only considered if the supporting documentation can validate that the student's placement was in the applicable survey quarter and met Job Corps' placement requirements.

Earnings appeals must include a completed PY 2024 Job Corps Appeal Form for Quarter 2 Earnings Outcomes using the template and instructions provided in Appendix 501-Attachments, Attachment 5.

All earnings appeals must include documentation to validate the earnings reported for the student for the entire quarter. For a complete list of the documentation required to validate total earnings received by the student in the quarter, please see the instructions in Attachment 5. Documentation is required to validate total earnings received for all hours worked in the quarter and for all jobs held by the student in the quarter. This includes:

- All part-time and full-time jobs the student held in the quarter even if some of the jobs do not meet the Job Corps placement criteria.
  - ✓ Earnings must be calculated for hours worked in the

quarter at all jobs, plus any overtime, tips, and commissions earned from work conducted in the quarter. If a student receives income from bonuses, tips, or commissions earned during the appeal quarter and previous quarter(s), the earnings appeal should only include the portion earned and verified during the appeal quarter, some of which might be paid during the next quarter.

- ✓ At least one job must meet Job Corps job placement criteria, and earnings included in the earnings appeal and the relevant verification documentation should be from all employers or approved third-party verifiers.
- Each job during the appeal quarter must have one of the following forms of documentation to verify all earnings for that entire quarter:
  - ✓ pay stubs;
  - ✓ proof of income for tax purposes (e.g., W-2); third party verification (e.g., The Work Number,);
  - ✓ earnings statement from the employer or payroll company; or timesheet record.

All verification documentation from an employer must include a signature from a point of contact. As specified in Table 1, Attachment 5 of Appendix 501 – Attachments, Verification of Employment forms are required when other forms of documentation do not include enough information to fully verify students' quarterly wage.

To protect students' Personally Identifiable Information (PII), appeal submissions and supporting documentation should ONLY include students' names and Student ID numbers issued by Job Corps for identification purposes. Under no circumstances should any appeal and/or supporting documentation contain a student's Social Security Number (SSN). Job Corps requires that SSNs be redacted from any supporting document before submission to the National Office.

**Submission of Appeals:** Completed and signed appeal form(s), and required supporting documentation are to be scanned/e-mailed to:

[surveyappeals@dol.gov](mailto:surveyappeals@dol.gov)

Appeals must be submitted and received by close of business (COB), two working days prior to the last working day of the month to be processed within that month.

The following timetable outlines the PY 2024 dates during which appeals must be submitted to the National Office, Program Performance Team:

Month	Appeals Submission Timeframe	
	From	To
July 2024	6/26/24	7/28/24
August 2024	7/29/24	8/27/24
September 2024	8/28/24	9/25/24
October 2024	9/26/24	10/28/24
November 2024	10/29/24	11/26/24
December 2024	11/27/24	12/26/24
January 2025	12/27/24	1/28/25
February 2025	1/29/25	2/25/25
March 2025	2/26/25	3/26/25
April 2025	3/27/25	4/27/25
May 2025	4/28/25	5/27/25
June 2025	5/28/25	6/25/25

Appeals must be filed within 90 calendar days from the date the first report was issued with the individual student's outcomes (CTT-20 or CTS-20).

The Office of Job Corps will review (according to the timetable above) the appeal and all supporting documentation to determine if the justification supports granting an appeal. Documentation and decisions will be retained for future reference. Notification of outcomes (both approvals and denials) will be e-mailed by the Office of Job Corps to the appealing entity in the month following processing. For example, notifications of the outcomes of appeals processed in July will be e-mailed in August.

#### **G. Data Integrity**

Job Corps' performance management system is also an integral tool for continuous program improvement and is a key factor for performance-based contracting. To maintain the highest level of data integrity, the Office of Job Corps has established a Data Integrity Audit (DIA) system to ensure the validity and reliability of the information supporting the performance management systems. Using random and targeted samples, DIAs identify and report on specific instances of improperly reported or anomalous data, as well as management practices that could potentially affect data integrity. The Office of Job Corps conducts DIAs on center records pertaining to HSD/HSE attainment, CTT completion, student leave, and on CTS provider records pertaining to CTS placement, Job Training Match (JTM), and CTS provider follow-up results. The Regional Offices review and determine the appropriate action for all errors and discrepancies identified during the DIAs including imposing liquidated damages. Job Corps data entry requires each level of program staff to enter accurate and valid data. The Office of Job Corps continues to conduct rigorous DIAs and remains vigilant and responsive to all data integrity issues.

**H. PY 2024 OMS Report Cards**

Provided on the following pages are summary tables of the PY 2023 OMS Report Cards followed by the PY 2024 OMS Report Cards. New measures, changes in measure definition, goals, and weights for PY 2024 compared to PY 2023, are represented in red font. See Appendices 501a, 501b, 501c, 501d, and 501e for specific information on the individual outcome measurement systems, including changes, for PY 2024.



PY 2023 DIRECT CENTER SERVICES (DCS) REPORT CARD			
Measure	Definition	Goal	Weight
<b>RETENTION (22.2%)</b>			
90-Day Retention Rate	<u>Number of students that stay for 90 days</u> Number of students that had the opportunity to be in Job Corps for 90 days during the reporting period	80%	11.1%
180-Day Retention Rate	<u>Number of students that stay for 180 days</u> Number of students that stayed 90 days and had the opportunity to be in Job Corps for 180 days during the reporting period, excluding those who attained an HSD/HSE and/or CTT prior to the 180th day	85%	11.1%
<b>CREDENTIAL ATTAINMENT (44.5%)</b>			
HSD/HSE Attainment Rate*	Number of students who attained either an HSD or HSE <u>in the reporting period</u> Of those without an HSD/HSE at entry: the number who attained one during the reporting period plus the number who exited in the reporting period without attaining an HSD/HSE	75%	11.1%
Career Technical Training (CTT) Completion Rate	Number of students who attained their first CTT program <u>in the reporting period</u> Number of students who completed their first CTT program during the reporting period plus the number assigned to a CTT who exited in the reporting period without completing a CTT program	75%	11.2%
CTT Primary IRC Attainment Rate	Number of CTT students who attained their first approved Primary industry-recognized credential or completed an NTC program in the <u>reporting period</u> Number of students assigned to a CTT program who completed their first Primary IRC during the reporting period plus the number assigned to a CTT program who exited in the reporting period without completing a Primary IRC	90%	11.1%
Combination HSD/HSE and CTT Attainment Rate*	Number of students who attained an HSD/HSE AND who completed their first CTT program, with the most recent <u>of these attainments occurring in the reporting period</u> Of those without an HSD/HSE at entry: the number of students who attained an HSD/HSE AND who completed their first CTT program, with the most recent attainment occurring during the reporting period, PLUS the number of students who exited in the reporting period without attaining both an HSD/HSE and CTT	60%	11.1%

PY 2023 DIRECT CENTER SERVICES (DCS) REPORT CARD			
Measure	Definition	Goal	Weight
<b>MEASURABLE SKILL GAINS (33.3%)</b>			
Literacy Gain Rate*	<p>Number of students who made their first gain of 1 EFL or higher on a valid subsequent TABE reading test during <u>the reporting period</u></p> <p>Number of students who a) scored EFL 4 or below on the initial TABE reading test and attained their first gain of 1 EFL or higher on a subsequent follow up test during the reporting period, PLUS b) students who did not take a valid initial reading test during the first 21 calendar days on center during the reporting period PLUS c) students who exited in the reporting period, scored EFL 4 or below on the initial TABE reading test and did not attain a gain of 1 EFL or higher on a subsequent follow up test</p>	75%	11.1%
Numeracy Gain Rate*	<p>Number of students who made their first gain of 1 EFL or higher on a valid subsequent TABE math test <u>during the reporting period</u></p> <p>Number of students who a) scored EFL 5 or below on the initial TABE math test and attained their first gain of 1 EFL or higher on a subsequent follow up test during the reporting period, PLUS b) students who did not take a valid initial math test during the first 21 calendar days on center in the reporting period, PLUS c) students who exited in the reporting period, scored EFL 5 or below on the initial TABE math test and did not attain a gain of 1 EFL or higher on a subsequent follow up test</p>	75%	11.1%
Off-Center Work-Based Learning Rate	<p>Number of students who participated in their first Meaningful<sup>4</sup> Off-Center Work-based learning (WBL) <u>during the reporting period</u></p> <p>Number of students enrolled in a CTT program that participated in their first Meaningful Off-Center WBL activity during the reporting period PLUS the number of students enrolled in a CTT program who separated during the reporting period without participating in a meaningful Off-Center WBL activity</p>	25%	11.1%
*Has Model-based Goal			100%

<sup>4</sup> Meaningful Off-center WBL is defined as one record/instance totaling 40 or more hours that is either off-center Career Technical Skills Training (CTST), Clinical Experience/Practicum, Cooperative Education, or Internship.

PY 2024 DIRECT CENTER SERVICES (DCS) REPORT CARD			
Measure	Definition	Goal	Weight
<b>RETENTION (5%)</b>			
90-Day Retention Rate	<u>Number of students that stay for 90 days</u> Number of students that had the opportunity to be in Job Corps for 90 days during the reporting period	80%	2.0%
180-Day Retention Rate	<u>Number of students that stay for 180 days</u> Number of students that stayed 90 days and had the opportunity to be in Job Corps for 180 days during the reporting period, excluding those who attained an HSD/HSE and/or CTT prior to the 180th day	85%	3.0%
<b>CREDENTIAL ATTAINMENT (75%)</b>			
HSD/HSE Attainment Rate*	Number of students who attained either an HSD or HSE <u>in the reporting period</u> Of those without an HSD/HSE at entry: the number who attained one while at Job Corps during the reporting period plus the number who exited in the reporting period without attaining an HSD/HSE	65%	25%
Career Technical Training (CTT) Completion Rate	Number of students who attained their first CTT program <u>in the reporting period</u> Number of students who completed their first CTT program during the reporting period plus the number who exited in the reporting period without completing a CTT program	65%	25%
Combination HSD/HSE and CTT Attainment Rate*	Number of students who attained an HSD/HSE AND who completed their first CTT program, with the most recent <u>of these attainments occurring in the reporting period</u> Of those without an HSD/HSE at entry: the number of students who attained an HSD/HSE AND who completed their first CTT program, with the most recent attainment occurring during the reporting period, PLUS the number of students who exited in the reporting period without attaining both an HSD/HSE and CTT	50%	5%
CTT Primary IRC Attainment Rate	Number of CTT students who attained their first approved Primary industry-recognized credential or completed an NTC program in the <u>reporting period</u> Number of students assigned to a CTT program who completed their first Primary IRC during the reporting period plus the number assigned to a CTT program who exited in the reporting period without completing a Primary IRC	90%	20%

PY 2024 DIRECT CENTER SERVICES (DCS) REPORT CARD			
Measure	Definition	Goal	Weight
MEASURABLE SKILL GAINS (20%)			
Literacy Gain Rate*	<p>Number of students who made their first gain of 1 EFL or higher on a valid subsequent TABE reading test during <u>the reporting period</u></p> <p>Number of students who a) scored EFL 4 or below on the initial TABE reading test and attained their first gain of 1 EFL or higher on a subsequent follow up test during the reporting period, PLUS b) students who did not take a valid initial reading test during the first 21 calendar days on center during the reporting period PLUS c) students who exited in the reporting period, scored EFL 4 or below on the initial TABE reading test and did not attain a gain of 1 EFL or higher on a subsequent follow up test</p>	65%	5%
Numeracy Gain Rate*	<p>Number of students who made their first gain of 1 EFL or higher on a valid subsequent TABE math test <u>during the reporting period</u></p> <p>Number of students who a) scored EFL 5 or below on the initial TABE math test and attained their first gain of 1 EFL or higher on a subsequent follow up test during the reporting period, PLUS b) students who did not take a valid initial math test during the first 21 calendar days on center in the reporting period, PLUS c) students who exited in the reporting period, scored EFL 5 or below on the initial TABE math test and did not attain a gain of 1 EFL or higher on a subsequent follow up test</p>	65%	5%
Off-Center Work-Based Learning Rate	<p>Number of students who participated in their first Meaningful<sup>5</sup> Off-Center Work-based learning (WBL) <u>during the reporting period</u></p> <p>Number of students enrolled in a CTT program that participated in their first Meaningful Off-Center WBL activity during the reporting period PLUS the number of students enrolled in a CTT program who separated during the reporting period without participating in a meaningful Off-Center WBL activity</p>	35%	10%
*Has Model-based Goal			100%

<sup>5</sup> Meaningful Off-center WBL is defined as one record/instance totaling 40 or more hours that is either off-center Career Technical Skills Training (CTST), Clinical Experience/Practicum, Cooperative Education, or Internship.

PY 2023 OA REPORT CARD			
Measure	Definition	Goal	Weight
<b>QUANTITY/PRODUCTION (80%)</b>			
Female Arrival Rate	<u>Number of female arrivals</u> Total female contracted quota	100%	40%
Total Arrival Rate	<u>Number of total arrivals</u> Total contracted quota	100%	40%
<b>CONVERSION (0%) – INFORMATION ONLY</b>			
Prospect to Application Conversion Rate	Number of unique prospects who started an application <u>within 14/21/30 days of initial submission of interest</u> Number of unique prospects whose initial submission of interest occurred 14/21/30 days earlier	N/A	0%
Application to Initial Decision Conversion Rate	Number of applications who received initial decision <u>within 21/30/45 days of interview date</u> Number of applications with an initial interview 21/30/45 Days earlier	N/A	0%
Accepted Applicant to Enrollment Conversion Rate	Number of accepted applicants who enrolled within <u>30/45/60 days of acceptance</u> Number of accepted applicants whose acceptance date was 30/45/60 days earlier	N/A	0%
<b>QUALITY/COMMITMENT (20%)</b>			
Non-Level 1 Zero Tolerance (ZT) Separation Rate	Number of student arrivals who do not separate for a Level 1 ZT infraction under codes 5.1a, 5.2b or 5.3c within the first 30 calendar days of enrollment or under code 5.2A within the first 45 calendar days of enrollment (first 45 calendar days of arrival to center for VE students) <u>Number of student arrivals with the opportunity to stay in the program for at least 45 calendar days after enrollment (45 calendar days after arrival to center for VE students)</u>	98%	20%
			100%

PY 2024 OA REPORT CARD			
Measure	Definition	Goal	Weight
<b>QUANTITY/PRODUCTION (80%)</b>			
Female Arrival Rate	<u>Number of female arrivals</u> Total female contracted quota	100%	40%
Total Arrival Rate	<u>Number of total arrivals</u> Total contracted quota	100%	40%
<b>CONVERSION (0%)</b>			
Prospect to Submitted Application Conversion Rate	Number of unique prospects that submitted an application within 7 calendar days of <u>initial submission of interest</u> The number of unique prospects whose initial submission of interest occurred 7 calendar days earlier	---	0%
Submitted Application to Interview Conversion Rate	Number of submitted applications that completed an interview within 7 calendar days of <u>application submission</u> The number of prospects whose application submission occurred 7 calendar days earlier	---	0%
Interviewed Applicant to Eligibility Decision Conversion Rate	Number of interviewed applicants that received a final eligibility decision within 21 calendar days of <u>interview date</u> Number of interviewed applicants with an interview date that was 21 calendar days earlier	---	0%
Eligible Applicant to Enrollment Conversion Rate	Number of eligible applicants who enrolled within 30 calendar days of <u>acceptance</u> Number of eligible applicants whose acceptance date was 30 calendar days earlier	---	0%
<b>QUALITY/COMMITMENT (20%)</b>			
Non-Level 1 Zero Tolerance (ZT) Separation Rate	Number of student arrivals who do not separate for a Level 1 ZT infraction under codes 5.1a, 5.2b or 5.3c within the first 30 calendar days of enrollment or under code 5.2A within the first 45 calendar days of <u>enrollment</u> Number of student arrivals with the opportunity to stay in the program for at least 45 calendar days after enrollment	98%	20%
			100%

PY 2023 CTS REPORT CARD			
Measure	Definition	Goal	Weight
<b>CTS PLACEMENT OUTCOMES (57.2%)</b>			
Graduate and Former Enrollee Placement Rate	Number of graduates and former enrollees placed in a job, the military, <u>an education/training program, or a job/college combination</u> Number of graduates and former enrollees whose placement records are due or received	83%	14.3%
Graduate and Former Enrollee Placement Average Wage*	Sum of hourly wages of graduates and former enrollees <u>placed in a job or the military</u> Number of graduates and former enrollees placed in a job or the military	\$17.50	14.3%
Career Technical Training (CTT) Completer Job Training Match (JTM) Rate	Number of CTT program completers placed <u>in a training-related job or the military</u> Number of CTT program completers placed in a job or the military	70%	14.3%
Graduate and Former Enrollee Full-Time Quality Placement Rate	Number of graduates and former enrollees placed in an apprenticeship program, a full-time job, the military, full-time college, full-time job/college combination or a <u>full-time post-secondary training program</u> Number of placed graduates and former enrollees	85%	14.3%
Graduate Placement Prior to Program Exit Rate	Number of graduates placed in an apprenticeship, a full-time job, a full-time or part-time job-training match, the military, full-time college, full-time job/college combination, or a full-time post- <u>secondary training program prior to program exit</u> Number of graduates in the reporting period with an approved placement PLUS number of graduates whose 90-day window for having an approved placement that occurred prior to program exit has closed	40%	0%
<b>Q2/Q4 PLACEMENT OUTCOMES (42.8%)</b>			
Graduate and Former Enrollee Placement Rate in Quarter 2 After Exit Quarter	Number of graduates and former enrollees who report on the Quarter 2 <u>survey they are in a job, the military, or an education/training program</u> Number of graduates and former enrollees who complete the Quarter 2 survey	80%	14.3%
Graduate and Former Enrollee Placement Rate in Q4 After Exit Quarter	Number of graduates and former enrollees who report on the Quarter 4 <u>survey they are in a job, the military, or an education/training program</u> Number of graduates and former enrollees who complete the Quarter 4 survey	80%	14.3%
Graduate and Former Enrollee Median Earnings in Quarter 2 After Exit Quarter*	Midpoint of all Quarter 2 earnings reported by graduates and former enrollees who complete the Quarter 2 survey and report they are in a job or the military	\$7,700	14.2%
Graduate and Former Enrollee Employer Retention Rate	Number of graduates and former enrollees who were employed by the <u>same employer in Quarter 2 and Quarter 4 after exit quarter</u> Number of graduates and former enrollees who complete the Quarter 4 survey and were employed in Quarter 2 after exit quarter	60%	0%
*Has Model-based Goal			100%

PY 2024 CTS REPORT CARD			
Measure	Definition	Goal	Weight
<b>CTS PLACEMENT OUTCOMES (65%)</b>			
Graduate and Former Enrollee Placement Rate	Number of graduates and former enrollees placed in a job, the military, an education/training program, <u>or a job/college combination</u> Number of graduates and former enrollees whose placement records are due or received	83%	25%
Graduate and Former Enrollee Placement Average Wage*	Sum of hourly wages of graduates and former enrollees <u>placed in a job or the military</u> Number of graduates and former enrollees placed in a job or the military	\$18.75	15%
Career Technical Training (CTT) Completer Job Training Match (JTM) Placement Rate	Number of CTT program completers placed <u>in a training-related job or the military</u> Number of CTT program completers placed in a job or the military	75%	15%
Graduate and Former Enrollee Full-Time Quality Placement Rate	Number of graduates and former enrollees placed in an apprenticeship program, a full-time job, the military, full-time college, full-time job/college combination or a <u>full-time post-secondary training program</u> Number of placed graduates and former enrollees	85%	10%
<b>Q2/Q4 PLACEMENT OUTCOMES (35%)</b>			
Graduate and Former Enrollee Placement Rate in Quarter 2 After Exit Quarter	Number of graduates and former enrollees who report on the Quarter 2 survey they are in a job, the military, <u>or an education/training program</u> Number of graduates and former enrollees who complete the Quarter 2 survey	80%	15%
Graduate and Former Enrollee Placement Rate in Q4 After Exit Quarter	Number of graduates and former enrollees who report on the Quarter 4 survey they are in a job, the military, <u>or an education/training program</u> Number of graduates and former enrollees who complete the Quarter 4 survey	80%	15%
Graduate and Former Enrollee Median Earnings in Quarter 2 After Exit Quarter*	Midpoint of all Quarter 2 earnings reported by graduates and former enrollees who complete the Quarter 2 survey and report they are in a job or the military	\$9,000	5%
Graduate and Former Enrollee Employer Retention Rate	Number of graduates and former enrollees who were employed by the same employer in <u>Quarter 2 and Quarter 4 after exit quarter</u> Number of graduates and former enrollees who complete the Quarter 4 survey and were employed in Quarter 2 after exit quarter	65%	0%
*Has Model-based Goal			100%



PY 2023 CTT REPORT CARD			
Measure	Definition	Goal	Weight
<b>DIRECT CENTER SERVICES (30%)</b>			
Career Technical Training (CTT) Program Completion Rate	Number of students who attained their first CTT program <u>in the reporting period</u> Number of students who completed their first CTT program during the reporting period plus the number assigned to a CTT program who exited in the reporting period without completing it	85%	15%
CTT Industry-Recognized Credential (IRC) I Attainment Rate	Number of CTT students who attained their first approved Primary <u>IRC or completed an NTC program in the reporting period</u> Number of students assigned to a CTT program who completed their first Primary IRC during the reporting period plus the number assigned to a CTT program who exited in the reporting period without completing a Primary IRC	90%	10%
CTT Industry-Recognized Credential (IRC) II Attainment Rate	Number of CTT students who attained their first approved Secondary <u>IRC or their second approved Primary IRC in the reporting period</u> Number of students assigned to a CTT program who completed their first Secondary IRC/second Primary IRC during the reporting period plus the number assigned to a CTT program who exited in the reporting period without completing a Secondary IRC or a second Primary IRC	92%	5%
<b>CTS PLACEMENT OUTCOMES (40%)</b>			
CTT Completer Placement Rate	Number of CTT completers placed in a job, the military, an education/training program, or who transferred <u>to an approved Advanced Training program at another center</u> Number of CTT completers whose placement records are due or received or who transferred to an approved Advanced Training program at another center	92%	10%
CTT Completer Average Hourly Wage at Placement*	<u>Sum of hourly wages of CTT completers placed in a job or the military</u> Number of CTT completers placed in a job or the military	\$18.00	5%
CTT Completer Full-Time Quality Placement Rate	Number of CTT completers placed in an apprenticeship program, a full-time job, the military, full-time college, full-time job/college combination or a full-time post-secondary training program Number of initially placed CTT completers	90%	10%
CTT Completer Job Training Match (JTM) Placement Rate	Number of CTT completers placed in a <u>training-related job or the military</u> Number of CTT completers placed in a job or the military	78%	10%
CTT Completer Job Training Match (JTM) Average Hourly Wage*	Sum of hourly wages of CTT completers <u>placed in a training-related job or the military</u> Number of CTT completers placed in a training-related job or the military	\$18.70	5%
<b>Q2/Q4 PLACEMENT OUTCOMES (30%)</b>			
CTT Completer Placement Rate in Quarter 2 After Exit Quarter	Number of CTT completers who report on the Quarter 2 survey they are in a job, the military, <u>an education/training program, or a job/college combination</u> Number of CTT completers who complete the Quarter 2 survey	83%	12.5%

PY 2023 CTT REPORT CARD			
Measure	Definition	Goal	Weight
CTT Completer Placement Rate in Q4 After Exit Quarter	Number of CTT completers who report on the Quarter 4 survey they are in a job, the military, <u>an education/training program, or a job/college combination</u> Number of CTT completers who complete the Quarter 4 survey	83%	12.5%
CTT Completer Median Earnings in Quarter 2 After Exit Quarter*	Midpoint of all Quarter 2 earnings reported by CTT completers who complete the Quarter 2 survey and report they are in a job or the military	\$8,750	5%
*Has Model-based Goal (center level)			100%

PY 2024 CTT REPORT CARD			
Measure	Definition	Goal	Weight
Direct Center Services (30%)			
Career Technical Training (CTT) Program Completion Rate	Number of students who attained their first CTT program <u>in the reporting period</u> Number of students who completed their first CTT program during the reporting period plus the number assigned to a CTT program who exited in the reporting period without completing it	75%	15%
CTT Industry-Recognized Credential (IRC) I Attainment Rate	Number of CTT students who attained their first approved Primary IRC or completed an NTC program in the reporting <u>period</u> Number of students assigned to a CTT program who completed their first Primary IRC during the reporting period plus the number assigned to a CTT program who exited in the reporting period without completing a Primary IRC	90%	10%
CTT Industry-Recognized Credential (IRC) II Attainment Rate	Number of CTT students who attained their first approved Secondary IRC or their second approved Primary IRC in the <u>reporting period</u> Number of students assigned to a CTT program who completed their first Secondary IRC/second Primary IRC during the reporting period plus the number assigned to a CTT program who exited in the reporting period without completing a Secondary IRC or a second Primary IRC	92%	5%
CTS Placement Outcomes (40%)			
CTT Completer Placement Rate	Number of CTT completers placed in a job, the military, an education/training program, or who transferred <u>to an approved Advanced Training program at another center</u> Number of CTT completers whose placement records are due or received or who transferred to an approved Advanced Training program at another center	95%	10%
CTT Completer Average Hourly Wage at Placement*	Sum of hourly wages of CTT completers placed in a job or the <u>military</u> Number of CTT completers placed in a job or the military	\$19.50	5%
CTT Completer Full-Time Quality Placement Rate	Number of CTT completers placed in an apprenticeship program, a full-time job, the military, full-time college, full-time job/college combination or a full-time post-secondary training <u>program</u> Number of initially placed CTT completers	90%	10%
CTT Completer Job Training Match (JTM) Placement Rate	Number of CTT completers placed in a <u>training-related job or the military</u> Number of CTT completers placed in a job or the military	80%	10%
CTT Completer Job Training Match (JTM) Average Hourly Wage*	Sum of hourly wages of CTT completers <u>placed in a training-related job or the military</u> Number of CTT completers placed in a training-related job or the military	\$20.25	5%

PY 2024 CTT REPORT CARD			
Measure	Definition	Goal	Weight
Q2/Q4 Placement Outcomes (30%)			
CTT Completer Placement Rate in Quarter 2 After Exit Quarter	Number of CTT completers who report on the Quarter 2 survey they are in a job, the military, <u>an education/training program, or a job/college combination</u> Number of CTT completers who complete the Quarter 2 survey	85%	12.5%
12.5CTT Completer PlacementRate in Q4 After Exit Quarter	Number of CTT completers who report on the Quarter 4 survey they are in a job, the military, <u>an education/training program, or a job/college combination</u> Number of CTT completers who complete the Quarter 4 survey	85%	12.5%
CTT Completer Median Earnings in Quarter 2 After Exit Quarter*	Midpoint of all Quarter 2 earnings reported by CTT completers who complete the Quarter 2 survey and report they are in a job or the military	\$9,400	5%
*Has Model-based Goal (center level)			100%

PY 2023 ACADEMIC REPORT CARD (ARC)			
Indicator	Definition	Goal	Weight
<b>CREDENTIAL ATTAINMENT (20%)</b>			
Average Days to Attain an HSD/HSE	<u>Total days from enrollment to HSD/HSE attainment</u> Number of separated students who attain either an HSD or HSE	---	0%
HSD/HSE Attainment Rate*	<u>Number of students who attain either an HSD or HSE</u> Number of separated students without an HSD or HSE at entry	75%	20%
<b>MEASURABLE SKILLS GAINS (30%)</b>			
Average Literacy EFL Gains*	Sum of Educational Functioning Level gains attained on the highest <u>valid subsequent TABE reading test</u> Number of students who score Educational Functioning Level 4 or below on the initial TABE reading test and students who do not take a valid initial reading test during the first 21 calendar days on center	1 EFL	15%
Average High Literacy	<u>Sum of High Reading EFLs</u> No. of students who score EFL 4 or below on the initial TABE reading test and students who do not take a valid initial reading test during the first 21 calendar days on center	5	0%
Average Numeracy EFL Gains*	Sum of Educational Functioning Level gains attained on the highest <u>valid subsequent TABE math test</u> Number of students who score Educational Functioning Level 5 or below on the initial TABE math test and students who do not take a valid initial math test during the first 21 calendar days on center	1 EFL	15%
Average High Numeracy	<u>Sum of High Math EFLs</u> No. of students who score EFL 5 or below on the initial TABE math test and students who do not take a valid initial math test during the first 21 calendar days on center	6	0%
<b>CTS PLACEMENT (50%)</b>			
HSD/HSE Completer Placement Rate	Number of HSD/HSE completers placed in a job, the military, an education/training program, or who transferred <u>to an approved Advanced Training program at another center</u> Number of HSD/HSE completers whose placement records are due or received or who transferred to an approved Advanced Training program at another center	92%	20%
HSD/HSE Completer Average Hourly Wage at Placement*	Sum of hourly wages of HSD/HSE completers <u>placed in a job or the military</u> Number of HSD/HSE completers placed in a job or the military	\$18.00	15%
HSD/HSE Completer Full-Time Quality Placement Rate	Number of HSD/HSE completers placed in an apprenticeship program, a full-time job, the military, full-time college, full-time job/college combination or <u>a full-time post-secondary training program</u> Number of initially placed HSD/HSE completers	90%	15%
*Model-based Goal (center level)			100%

PY 2024 ACADEMIC REPORT CARD (ARC)			
Indicator	Definition	Goal	Weight
<b>CREDENTIAL ATTAINMENT (25%)</b>			
Average Days to Attain an HSD/HSE	<u>Total days from enrollment to HSD/HSE attainment</u> Number of separated students who attain either an HSD or HSE	---	0%
HSD/HSE Attainment Rate*	<u>Number of students who attain either an HSD or HSE</u> Number of separated students without an HSD or HSE at entry	65%	25%
<b>MEASURABLE SKILLS GAINS (25%)</b>			
Average Literacy EFL Gains*	Sum of Educational Functioning Level gains attained on the highest <u>valid subsequent TABE reading test</u> Number of students who score Educational Functioning Level 4 or below on the initial TABE reading test and students who do not take a valid initial reading test during the first 21 calendar days on center	0.7 EFL	12.5%
Average High Literacy	<u>Sum of High Reading EFLs</u> No. of students who score EFL 4 or below on the initial TABE reading test and students who do not take a valid initial reading test during the first 21 calendar days on center	5	0%
Average Numeracy EFL Gains*	Sum of Educational Functioning Level gains attained on the highest <u>valid subsequent TABE math test</u> Number of students who score Educational Functioning Level 5 or below on the initial TABE math test and students who do not take a valid initial math test during the first 21 calendar days on center	0.7 EFL	12.5%
Average High Numeracy	<u>Sum of High Math EFLs</u> No. of students who score EFL 5 or below on the initial TABE math test and students who do not take a valid initial math test during the first 21 calendar days on center	6	0%
<b>CTS PLACEMENT (50%)</b>			
HSD/HSE Completer Placement Rate	Number of HSD/HSE completers placed in a job, the military, an education/training program, or who transferred <u>to an approved Advanced Training program at another center</u> Number of HSD/HSE completers whose placement records are due or received or who transferred to an approved Advanced Training program at another center	95%	25%
HSD/HSE Completer Average Hourly Wage at Placement*	Sum of hourly wages of HSD/HSE completers <u>placed in a job or the military</u> Number of HSD/HSE completers placed in a job or the military	\$18.80	10%
HSD/HSE Completer Full-Time Quality Placement Rate	Number of HSD/HSE completers placed in an apprenticeship program, a full-time job, the military, full-time college, full-time job/college combination or <u>a full-time post-secondary training program</u> Number of initially placed HSD/HSE completers	90%	15%
*Model-based Goal (center level)			100%

**APPENDIX 501 - Attachments**

**POLICIES AND PROCEDURES**  
**FOR**  
**PROGRAM YEAR (PY) 2024**  
**OUTCOME MEASUREMENT SYSTEM**

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## Attachment 1

### Workforce Innovation Opportunity Act (WIOA) Performance Reporting System

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

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

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

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

performance. While Job Corps began collecting data for reporting on the WIOA measures in PY 2016, measure definitions and data sources for reporting outcomes have changed over the past several years, hindering the program's ability to determine reasonable future goals. However, in PY 2024, Job Corps will produce and incorporate a new, stand-alone, quarterly WIOA Report with PY 2024 center-level outcomes against goals for each of the primary six measures, and an overall rating. Beginning in PY 2025, Job Corps will transition to using this WIOA Report to identify the high-performing and low-performing centers, and place centers on a Performance Improvement Plan (PIP) as required by the law. Until that time, OMS reports will continue to be used for performance evaluation purposes.

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

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

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

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

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

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

the pool for WIOA measures.

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

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

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

**Attachment 2**

<b>PY 2024 INITIAL PLACEMENT AND ALLOWABLE UPGRADES</b>	
<b>INITIAL PLACEMENT CATEGORY</b>	<b>ALLOWABLE UPGRADES</b>
A. Full-time JTM Job Placement	<ul style="list-style-type: none"> <li>• Full-time JTM with wage increase</li> <li>• Registered Apprenticeship</li> </ul>
B. Post-secondary School/Training, College Placement or Full-time Job/College Combination	<ul style="list-style-type: none"> <li>• Full-time JTM Job Placement</li> <li>• Registered Apprenticeship</li> </ul>
C. Full-time Non-JTM Job Placement	<ul style="list-style-type: none"> <li>• Full-time JTM with same or higher wage</li> <li>• Post-secondary School/Training, College Placement or Full-time Job/College Combination</li> <li>• Full-time Non-JTM Job with wage increase</li> <li>• Registered Apprenticeship</li> </ul>
D. Part-time JTM Job Placement	<ul style="list-style-type: none"> <li>• Full-time JTM Job Placement with same or higher wage</li> <li>• Post-secondary School/Training, College Placement or Full-time Job/College Combination</li> <li>• Part-time JTM Job with higher wage</li> <li>• Registered Apprenticeship</li> </ul>
E. Part-time Job/College Combination	<ul style="list-style-type: none"> <li>• Full-time JTM Job Placement</li> <li>• Post-secondary School/Training, College Placement or Full-time Job/College Combination</li> <li>• Part-time JTM Job Placement</li> <li>• Registered Apprenticeship</li> </ul>
F. Part-time Non-JTM Job Placement	<ul style="list-style-type: none"> <li>• Full-time JTM with same or higher wage</li> <li>• Post-secondary School/Training, College Placement or Full-time Job/College Combination</li> <li>• Full-time Non-JTM Job Placement with same or higher wage</li> <li>• Part-time JTM Job with same or higher wage</li> <li>• Part-time Job/College Combination</li> <li>• Part-time Non-JTM Job with wage increase</li> <li>• Registered Apprenticeship</li> </ul>

PY 2024 INITIAL PLACEMENT AND ALLOWABLE UPGRADES	
INITIAL PLACEMENT CATEGORY	ALLOWABLE UPGRADES
G. High School, Other Training Program, On the Job Training (OJT)/Subsidized Employment	<ul style="list-style-type: none"><li>• Full-time JTM Job Placement</li><li>• Post-secondary School/Training, College Placement or Full-time Job/College Combination</li><li>• Full-time Non-JTM Job Placement</li><li>• Part-time JTM Job Placement</li><li>• Part-time Job/College Combination</li><li>• Part-time Non-JTM Job Placement</li><li>• Registered Apprenticeship</li></ul>



**Attachment 3**

<b>PY 2024 DCS Report Card Pools and Credits for Students Transferred to Advanced Training (AT) Programs at Another Center</b>					
<b>Event</b>	<b>Measure(s)</b>	<b>Sending Center</b>		<b>AT Center</b>	
		<b>Pool</b>	<b>Credit</b>	<b>Pool</b>	<b>Credit</b>
At Time of Attainment OR at Time of AT Transfer	90-Day Retention Rate	As applicable	As applicable	n/a	n/a
	180-Day Retention Rate	As applicable	As applicable	n/a	n/a
	HSD/HSE	As applicable	As applicable	n/a	n/a
	CTT Completion	1	1/0	n/a	n/a
	Combination HSD/HSE & CTT	As applicable	As applicable	n/a	n/a
	Primary IRC/NTC Completion	1	1/0	n/a	n/a
	Literacy Gain Rate	As applicable	As applicable	n/a	n/a
	Numeracy Gain Rate	As applicable	As applicable	n/a	n/a
	Off-Center WBL	1	1/0	n/a	n/a
At Time of Attainment OR When Graduate Separates from AT Center	90-Day Retention Rate	n/a	n/a	As applicable	As applicable
	180-Day Retention Rate	n/a	n/a	As applicable	As applicable
	CTT Completion	n/a	n/a	1	1/0
	Primary IRC/NTC Completion	n/a	n/a	1	1/0
	Off-Center WBL	n/a	n/a	1	1/0

**Note:** This does not apply to ACT transfers

PY 2024 CTT Report Card Pools and Credits for Students Transferred to Advanced Training (AT) Programs at Another Center								
Event		Measure(s)		Sending Center/Program		AT Center/Program		
				Pool	Credit	Pool	Credit	
At Time of Attainment OR at Time of AT Transfer		CTT Completion		1	1/0	n/a	n/a	
		Primary IRC/NTC Completion		1	1/0	n/a	n/a	
		Secondary IRC/Second Primary IRC Completion		1	1/0	n/a	n/a	
		Placement Rate (placement code updated based upon placement status after separation)		1	1	n/a	n/a	
		Average Hourly Wage		0	0	n/a	n/a	
		JTM Rate		0	0	n/a	n/a	
		Full-time Quality Placement		0	0	n/a	n/a	
		Average Hourly JTM Wage		0	0	n/a	n/a	
At Time of Attainment OR When Graduate Separates from AT Center		CTT Completion		n/a	n/a	1	1/0	
		Primary IRC/NTC Completion		n/a	n/a	1	1/0	
		Secondary IRC/Second Primary IRC Completion		n/a	n/a	1	1/0	
Graduate Placed or Placement Window Closes	Placed in Job/ Military	Placement Rate		n/a	n/a	1	1/0	
		Average Hourly Wage		1	add wage to total	1	add wage to total	
		JTM Rate:						
		if JTM for both centers		1	1	1	1	
		if JTM for neither center		1	0	1	0	
		if JTM for sending center only		1	1	0	0	
		if JTM for receiving center only		0	0	1	1	
		Full-time Quality Placement		1	1/0	1	1/0	
	Placed in School	Placement Rate		n/a	n/a	1	1	
		Average Hourly Wage		n/a	n/a	n/a	n/a	
		JTM Rate		n/a	n/a	n/a	n/a	
		Full-time Quality Placement		1	1/0	1	1/0	
		Average Hourly JTM Wage		n/a	n/a	n/a	n/a	
	Placed in combination of School & Job	Placement Rate		n/a	n/a	1	1	
		Average Hourly Wage		n/a	n/a	n/a	n/a	
		JTM Rate		n/a	n/a	n/a	n/a	
		Full-time Quality Placement		1	1/0	1	1/0	

PY 2024 CTT Report Card Pools and Credits for Students Transferred to Advanced Training (AT) Programs at Another Center						
Event		Measure(s)	Sending Center/Program		AT Center/Program	
			Pool	Credit	Pool	Credit
	Not Placed	Average Hourly JTM Wage	n/a	n/a	n/a	n/a
		Placement Rate	n/a	n/a	1	0
		Average Hourly Wage	n/a	n/a	n/a	n/a
		JTM Rate	n/a	n/a	n/a	n/a
		Full-time Quality Placement	n/a	n/a	n/a	n/a
		Average Hourly JTM Wage	n/a	n/a	n/a	n/a
Second and Fourth Quarter After Exit Surveys	If Q2/Q4 survey not completed	Graduate and Former Enrollee Placement in Quarter 2, Graduate and Former Enrollee Placement in Quarter 4	0	0	0	0
	If Q2/Q4 survey completed	Graduate and Former Enrollee Placement in Quarter 2, Graduate and Former Enrollee Placement in Quarter 4	1	1/0	1	1/0
	If Q2 survey completed and student is working in a job or in the military	Graduate and Former Enrollee Median Earnings in Quarter 2	1	add earnings to total	1	add earnings to total

**Note:** This does not apply to ACT transfers

PY 2024 Academic Report Card Pools and Credits for Students Transferred to Advanced Training (AT) Programs at Another Center						
Event		Measure(s)	Sending Center/Program		AT Center/Program	
			Pool	Credit	Pool	Credit
At Time of Attainment OR at Time of AT Transfer		HSD/HSE	As applicable	As applicable	n/a	n/a
		Average Literacy Gain	As applicable	As applicable	n/a	n/a
		Average Numeracy Gain Rate	As applicable	As applicable	n/a	n/a
		Placement Rate (placement code updated based upon placement status after separation)	1	1	n/a	n/a
		Average Hourly Wage	0	0	n/a	n/a
		Full-time Quality Placement	0	0	n/a	n/a
Graduate Placed or Placement Window Closes	Placed in Job/ Military	Placement Rate	n/a	n/a	1	1/0
		Average Hourly Wage	1	add wage to total	1	add wage to total
		Full-time Quality Placement	1	1/0	1	1/0
	Placed in School	Placement Rate	n/a	n/a	1	1
		Average Hourly Wage	n/a	n/a	n/a	n/a
		Full-time Quality Placement	1	1/0	1	1/0
	Placed in combination of School & Job	Placement Rate	n/a	n/a	1	1
		Average Hourly Wage	n/a	n/a	n/a	n/a
		Full-time Quality Placement	1	1/0	1	1/0
	Not Placed	Placement Rate	n/a	n/a	1	0
		Average Hourly Wage	n/a	n/a	n/a	n/a
		Full-time Quality Placement	n/a	n/a	n/a	n/a

**Note:** This does not apply to ACT transfers

**Attachment 4****PY 2024 Instructions for Filing an Appeal of  
Second or Fourth Quarter After Exit Quarter Survey Data – Placement Outcomes****GENERAL INSTRUCTIONS**

1. Use this form to file an appeal for Q2 and Q4 survey placement outcomes only.
2. The appeal must be filed within 90 days of the month in which the student's record first appears on the CTT-20 or CTS OMS-20.
3. Job Corps Centers, CTS contractors, and National Training Contractors (NTCs) may file an appeal.
4. Appeals **must** be submitted with supporting documentation.  
**Note:** Do not include the student's Social Security Number on any documentation.
5. Submit the completed and signed fillable appeal form(s) with scanned supplemental documentation by e-mail only to:  
  
[surveyappeals@dol.gov](mailto:surveyappeals@dol.gov)
6. See the timetable in Appendix 501 Introduction, F.7(d) Appeal Process for dates during which appeals must be received by the National Office in order to be processed for each month in PY 2024.

**INSTRUCTIONS FOR COMPLETING THE APPEAL FORM****Check Box for Appeal**

1. Check the appropriate box(es) to indicate which survey (Quarter 2 or Quarter 4) and which placement outcome you are appealing.
2. This form may be used to file an appeal for a job, education, or training placement. To file an earnings appeal, use the "PY 2024 Job Corps Appeal Form Quarter 2 and Quarter 4 Survey Earnings Outcomes" found in PRH, Appendix 501 Introduction Attachment 5.

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

**Student Information**

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

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

<b>Q2</b>	<b>Exit Quarter</b>	<b>Q2 Survey Reference Quarter</b>	<b>Q2 Survey Quarter Start of 8-Week Survey Window</b>
	10/2023 – 12/2023	4/2024 – 6/2024	7/2024 – 9/2024
	1/2024 – 3/2024	7/2024 – 9/2024	10/2024 – 12/2024
	4/2024 – 6/2024	10/2024 – 12/2024	1/2025 – 3/2025
	7/2024 – 9/2024	1/2025 – 3/2025	4/2025 – 6/2025
<b>Q4</b>	<b>Exit Quarter</b>	<b>Q4 Survey Reference Quarter</b>	<b>Q4 Survey Quarter Start of 8-Week Survey Window</b>
	4/2023 – 6/2023	4/2024 – 6/2024	7/2024 – 9/2024
	7/2023 – 9/2023	7/2024 – 9/2024	10/2024 – 12/2024
	10/2023 – 12/2023	10/2024 – 12/2024	1/2025 – 3/2025
	1/2024 – 3/2024	1/2025 – 3/2025	4/2025 – 6/2025

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

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

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

### **Section A: Employment**

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

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

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

3. Check the appropriate box to indicate the student's earnings unit (i.e., if the student was paid hourly, weekly, monthly, or daily) as indicated on the student's pay stub.
4. Enter the dollar amount of earnings on the line that corresponds with the earnings unit selected as indicated on the student's pay stub. **Note:** The student must have earned at least the Federal Minimum Wage (FMW) for this to qualify as a valid Job Corps Job Placement.
5. If the student earned other payments from this job during the 7-day consecutive period identified in Item 2 above (e.g., bonus, tips, commission, etc.), enter the dollar amount on the appropriate line of Item 4.

**You must attach written documentation of employment information.** Pay information must at a minimum, (1) include the complete 7-day consecutive period (identified in Item 2 above) that occurs within the applicable quarter and (2) show that the student worked a minimum of 20 hours during the 7-day consecutive period. For example: The quarter is from January 1 to April 1. The student is paid by the week and the pay stub covers February 6th to February 12th when the student worked 22 hours. The overlap in dates and the documentation of the minimum required hours will serve as valid documentation. **Written documentation may include: a pay stub, a written statement from the employer on letterhead, or a business card/official stamp affixed to an Employer Verification Form.** Documentation through a third-party verifier such as *The Work Number*, detailing the student's employment information (such as employment verification, hours, and payment) in such a way as to meet Job Corps' placement requirements, will also be accepted for verification. The Employer Verification Form should be completed and signed by the employer and submitted to the National Office as part of the appeal package. **Please see Exhibit 4-2 for further information regarding documentation requirements.**

### **Section B: Education**

If appealing data on education status, complete Section B.

1. Enter the name of the school or training institution.
2. Check the appropriate box to indicate the type of school, college, or training program the student attends or attended. The student must attend or have attended school/training for the minimum number of hours required, or be enrolled for the minimum number of credits, to meet Job Corps' educational placement definition during a 7-day consecutive period at any time in the applicable quarter for the school/training to qualify for credit. Additionally, the educational placement must meet any other criteria stipulated in Exhibit 4-1.
3. Enter information on attendance/enrollment in this column if the student:

- a. is enrolled in high school, enter the grade level and the number of hours the student attended during a 7-day consecutive period at any time in the applicable quarter. The student must be enrolled in 9th grade or higher to qualify.
  - b. was enrolled in a post-secondary CTT or technical school, enter the number of hours the student attended during a 7-day consecutive period at any time in the applicable quarter.
  - c. was enrolled in college, record the number of course credit hours the student was registered to take for the period that includes the dates of a 7-day consecutive period at any time in the applicable quarter.
  - d. was enrolled in an on-the-job training program or was working in a subsidized job, enter the number of hours the student worked during a 7-day consecutive period at any time in the applicable quarter.
  - e. was enrolled in an “other” program (e.g., a program to obtain a High School Equivalency (HSE), etc.), enter the number of hours the student attended during a 7-day consecutive period at any time in the applicable quarter.
4. If other training was completed during the survey week, specify the type of program and training.

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

**Information on Person Completing the Form**

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



**U.S. Department of Labor**  
**PY 2024 JOB CORPS APPEAL FORM QUARTER 2 AND QUARTER 4 SURVEY PLACEMENT OUTCOMES**

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

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

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

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

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

1. Employer's Name:	
2. Reference Week Start/End Dates (7-day Consecutive Period of Employment)	Total Hours (worked 7-day reference week during the quarter):
3. Earnings* Unit (check one):	4. Dollar Amount (enter earnings for unit selected):
<input type="checkbox"/> Hourly	\$
<input type="checkbox"/> Weekly	\$
<input type="checkbox"/> Monthly	\$
<input type="checkbox"/> Daily	\$
5. Other weekly payments (e.g., bonuses, tips, commission, etc.):	\$

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

**Section B: Complete this section if the appeal is for education data. Attach a letter from the institution stating student attended or was enrolled for the minimum hours required for a valid Job Corps placement for, minimally, a one-week period at any point during the quarter.**

1. Enter Name of School/Training Institution:	
2. Type of School/Training Program (check one):	3. Enter Information on School/Training Below:
<input type="checkbox"/> High School	Grade: <span style="margin-left: 20px;">Hours attended in one week:</span>
<input type="checkbox"/> Post-secondary CTT/Technical School	No. of hours attended in one week:
<input type="checkbox"/> College	No. of credit hours enrolled:
<input type="checkbox"/> On-the-Job Training or Subsidized Employment	No. of hours attended in one week:
<input type="checkbox"/> Other Training	No. of hours attended in one week:
4. If Other Training, specify type:	

**INFORMATION OF PERSON COMPLETING THE FORM:**

1. Print Your Name:	2. Contractor Name/Code (six-digit ID Code):
3. Your Telephone: (       )	4. Your e-mail address:
5. Signature:	6. Date form submitted:
National Office Use Only	
Reviewed by:	Date:
<input type="checkbox"/> Approved	Reason for Denial:
<input type="checkbox"/> Not Approved	

**Attachment 5****PY 2024 Instructions for Filing an Appeal of  
Second Quarter or Fourth Quarter After Exit Quarter Survey Data – Earnings Outcomes****GENERAL INSTRUCTIONS**

1. Use this form to file an appeal for Q2 survey earnings outcomes only. One summary sheet must be submitted along with one completed worksheet for each job the student held during the quarter.
2. The appeal must be filed within 90 days of the month in which the student's record first appears on the CTT-20 or CTS OMS-20.
3. Job Corps Centers, CTS contractors, and National Training Contractors (NTCs) may file an appeal.
4. Appeals **must** be submitted with supporting documentation.  
**Note:** Do not include the student's Social Security Number on any documentation.
5. Submit the completed and signed fillable appeal form(s) with scanned supplemental documentation by e-mail only, to:  
  
[surveyappeals@dol.gov](mailto:surveyappeals@dol.gov)
6. See the timetable in Appendix 501 Introduction, F.7(d) Appeal Process for dates during which appeals must be received by the National Office in order to be processed for each month in PY 2024.

**INSTRUCTIONS FOR COMPLETING THE APPEAL FORM**

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

**Check Box for Appeal**

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

**Student Information**

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

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

<b>Q2</b>	<b>Exit Quarter</b>	<b>Q2 Survey Reference Quarter</b>	<b>Q2 Survey Quarter Start of 8-Week Survey Window</b>
	10/2023 – 12/2023	4/2024 – 6/2024	7/2024 – 9/2024
	1/2024 – 3/2024	7/2024 – 9/2024	10/2024 – 12/2024
	4/2024 – 6/2024	10/2024 – 12/2024	1/2025 – 3/2025
	7/2024 – 9/2024	1/2025 – 3/2025	4/2025 – 6/2025

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

#### **Information on Person Completing the Form**

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

#### **Summary Job Placement Information**

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

of the earnings received through each job for hours worked in the quarter.

### **INSTRUCTIONS FOR COMPLETING THE JOB WORKSHEET**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Table 1. Acceptable Documentation for Earnings Appeals for Each Job**

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

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



**U.S. Department of Labor**  
**PY 2024 JOB CORPS APPEAL FORM QUARTER 2 AND QUARTER 4 SURVEY EARNINGS OUTCOMES**

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

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

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

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

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

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

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

**JOB WORKSHEET**

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

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

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

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

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**Attachment 6****PY 2024 Instructions for Filing a Request to Add a Placement Code  
to the Job Training Match (JTM) Crosswalk****GENERAL INSTRUCTIONS**

1. This form is to be used to request the addition of a Placement Code to the Job Training Match (JTM) Crosswalk. This form should be submitted only if the current JTM Crosswalk does not already contain an appropriate placement job code that: (a) is the most appropriate O\*NET-SOC code to describe a specific placement outcome and (b) is directly related to one of the new Training Achievement Records (TARs), released in PY 2006 or thereafter, as they are aggregated into Training Program Areas (TPAs) within the crosswalk. If the request is approved, the proposed O\*NET-SOC placement code will be added to the placement portion of the JTM Crosswalk, and JTM credit will be given to every student who completes any TAR in the same TPA and is placed in a position that is properly assigned the identified placement code.
2. The request must be filed within 90 days of the month in which the student's record first appears on the CTT-20 or CTS OMS-20.
3. Job Corps Centers, CTS contractors, and National Training Contractors (NTCs) may file a request.
4. Submit the request with documentation to:

U.S. Department of Labor/National Office of Job Corps  
200 Constitution Avenue, NW, Room N-4507  
Washington, DC 20210  
Attention: Career Technical Training Team

**INSTRUCTIONS FOR COMPLETING THE REQUEST FORM*****Student Information***

1. Enter the student's Job Corps Student Identification Number in the box.
2. Enter the student's last name, followed by middle initial (if applicable), and first name.
3. Enter the name of the center from which the student separated.
4. Enter the month, day, and year that the student reported to work.

***Proposed Job Training Match Codes***

1. Enter the proposed official placement code, as found in O\*NET-SOC, Example: 31-1011.00
2. Enter the proposed official job title as found in O\*NET-SOC, Example: Home Health Aides

3. Enter the proposed Training Program Area(s) (TPAs) that should receive a JTM credit whenever a student placement outcome is assigned the proposed placement code, Example: BRICK and CEMENT (Do not list a TAR code or title here).
4. Provide rationale for the proposed placement code/title addition to the JTM Crosswalk. Appropriate JTM placement codes/titles must correspond to the training received by the student.

***Information About You (Bottom of Form)***

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

**NATIONAL OFFICE OF JOB CORPS  
PY 2024 FORM TO REQUEST ADDITION OF A PLACEMENT  
CODE TO THE JOB TRAINING MATCH CROSSWALK**

<b>Student Information (Please Print):</b>										
1. Student ID #										
2. Last Name		First Name		MI (if applicable)						
3. Center Attended		4. Date Reported to Initial Placement:		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;">Month</td> <td style="width: 33%; padding: 5px;">Day</td> <td style="width: 33%; padding: 5px;">Year</td> </tr> <tr> <td style="height: 30px;"></td> <td></td> <td></td> </tr> </table>	Month	Day	Year			
Month	Day	Year								

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

**INFORMATION OF PERSON COMPLETING THE FORM:**

1. Print Your Name:	2. Signature:
3. Contractor/Center Name and Six-Digit ID Code:	4. Your Telephone: (      )
<i>National Office Use Only:</i>	5. Your E-mail Address:
Reviewed by:	6. Date Form Submitted:
Date:	<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved

**PY 2024 JOB CORPS CTT REPORT CARD**  
**REGIONAL OFFICE APPEAL FORM**

<b>CTT Program:</b>		<b>Slots:</b>	<input type="checkbox"/> Basic	<input type="checkbox"/> AT	<input type="checkbox"/> NTC	<input type="checkbox"/> OTP	<input type="checkbox"/> ACT
<b>Center:</b>			<b>Region (name):</b>				

<b>Performance Status in Most Immediately Completed PY_____:</b> <input type="checkbox"/> C <input type="checkbox"/> D                      Overall Score____	<b>Performance Status in Preceding PY:</b> <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <b>Overall Score:</b> <input type="checkbox"/> N/A
<b>Program was on CTT Performance Improvement Plan (CTT-PIP) in Most Immediately Completed PY:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Substantial Improvement from Preceding PY:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

**III. Mitigating Circumstance(s) Supporting This Appeal (only essential documents should be attached)**

[illegible]

**IV. Support for This Appeal**

Operator/Contractor Official: Name \_\_\_\_\_ Title \_\_\_\_\_ Date \_\_\_\_\_

NTC Official (if applicable): Name \_\_\_\_\_ Title \_\_\_\_\_ Date \_\_\_\_\_

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**Regional Use Only****V. Final Decisions**

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

## Attachment 8

### Student Safety Assessment (SSA)

The Student Safety Assessment (SSA) elicits students' perceptions on safety and security including center climate, drug/alcohol use, violence/bullying, and sexual violence. The SSA is an online survey with 49 base questions and additional follow-up questions based on student responses to the base questions. Students' individual survey responses are confidential and will not be shared with the center unless there is an immediate safety issue. The survey takes approximately 15 minutes to complete. The SSA pilot launches in August 2024 followed by quarterly official administrations beginning in February 2025. The SSA will be administered to a sample of students based on centers' On-Board Strength (OBS). Students, both residential and non-residential, who have been enrolled in the program for two weeks or more are eligible for inclusion in the sample. Students returning from a 30-day MSWR or ASWR period within one week of the survey may also be included in the sample pool. Participation in the SSA is voluntary. Students can decline to complete the survey.

Each center should aim to reach a minimum 80 percent response rate for every administration. For this purpose, Job Corps has established escalating minimum goals as shown in Table 1 below to incrementally promote the response rates to 80% or above by the second official administration of this survey in June 2025.

**Table 1: PY 2024 SSA Administration Dates and Minimum Response Rate Goals**

<b>PY 2024 Administration Dates</b>	<b>Minimum Response Rate</b>
August 5–13, 2024 (pilot)	55%
February 3–11, 2025 (first official administration)	65%
June 2–10, 2025 (second official administration)	80%

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

More specifically, the following activities are strictly prohibited:

- Observing individual students taking the survey. Staff should not look at the students' surveys as they are completing them unless requested by the student. Staff should not stand near or behind a student completing the survey and cause a student to feel as if their answers are not confidential.



- Reprimanding or threatening students who choose not to take the survey.
- Asking students if or how they responded to questions on the survey. Students can discuss the survey, ask other students and/or staff questions about the survey, but these types of conversations must only be initiated by the student. Staff **must not** make students feel as though they must discuss the questions or answers or attend focus groups to discuss the survey (focus groups unrelated to the survey, such as those on improving center programs and services, are acceptable).
- Resetting student passwords for the student portal or Job Corps email address without the student's permission.
- Using a student's Job Corps email to access the student's survey.
- Taking computer or Wi-Fi time away from a student.
- Coaching students to answer the survey in a particular way (e.g., providing or suggesting "correct" or "incorrect" answers to questions).
- Promising or implying that certain responses to survey questions will result in consequences for the student or the center. This includes rewards or restrictions.
- Conducting meetings, pep rallies, and/or group activities that include discussions, presentations, or guidelines regarding possible survey questions or answers.

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

### **SSA Rating System**

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

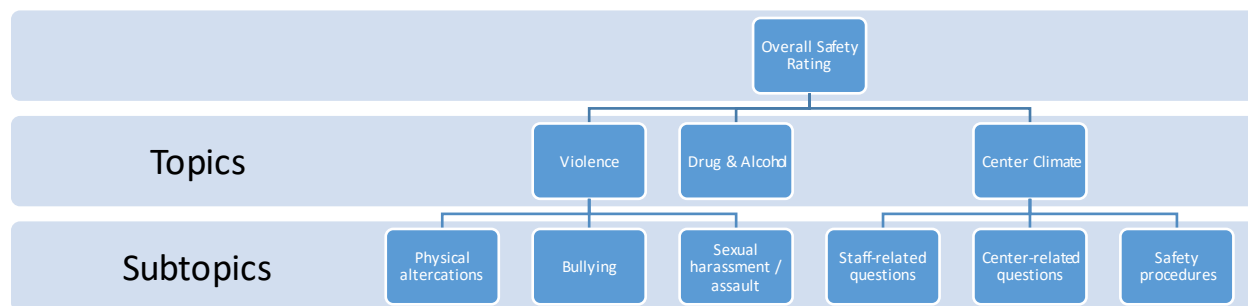
Responses to each survey question, such as Strongly Agree, Agree, Disagree, etc., are assigned points. Each question is given a score based on the average of the points. The higher the points, the more positively the students responded to the safety question. The point system allows differences to be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

**Chart 1. Point System for Response Options**

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

For example, based on Chart 1, 5 students who responded ‘Strongly Agree’ to a survey question (10 points per student), with an additional 5 students responding ‘Somewhat Agree’ to the same question (3.333 points per student), would result in 66.665 total points for the question; therefore, the average score for the question would be 6.7 points.

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

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

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

## Attachment 9

### Student Experience Assessment (SEA)

The Student Experience Assessment (SEA) is a student satisfaction survey that assesses students' opinions about their Job Corps experience. The survey consists of 15 modules addressing multiple areas of service such as admissions, career technical training, and residential living. The SEA is an online survey with 174 questions. The survey modules are tailored to each student based on their experience in the program. Students only complete modules relevant to their current experience (no student answers all 174 questions). The survey takes students approximately 20 minutes to complete. The SEA is administered twice a year to all students, residential and non-residential, who have been enrolled in the program for two weeks or more. Students returning from a 30-day MSWR or ASWR period within one week of the survey may also be included in the pool. Participation in the SEA is voluntary. Students can decline to complete the survey.

Each center should aim to reach a minimum of 80 percent response rate for every SEA administration. The dates for the two SEA administrations in PY 2024 are shown below:

- October 21–October 29, 2024
- April 7–April 15, 2025

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

More specifically, the following activities are strictly prohibited:

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

- Coaching students to answer the survey in a particular way (e.g., providing or suggesting “correct” or “incorrect” answers to questions).
- Promising or implying that certain responses to survey questions will result in consequences for the student or the center. This includes rewards or restrictions.
- Conducting meetings, pep rallies, and/or group activities that include discussions, presentations, or guidelines regarding possible survey questions or answers.

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

### SEA Rating System

After each semi-annual SEA administration, Job Corps will produce national, regional, center, and operator results reports. The SEA covers 15 categories of questions, such as center life, math, and advanced training, which are outlined in the center report. Each category is assigned a weighted average showing how much satisfaction or agreement students had with a statement or item on the survey. The rating for each category can range from 0 percent to 100 percent with 100 percent indicating satisfaction for all students for all questions in that category.

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

**Table 1. Example of SEA Category 1**

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

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

## **Attachment 10**

### **PY 2024 Academic Continuous Improvement Plan (A-CIP)**

#### **A-CIP Documentation for Low Performing Academic Program Offerings**

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

Included here is a model for A-CIPs that the PRH states are required for Academic programs with a “D” grade and A-CIPs from the Regional Office based on recommendations for programs with a “C-” grade. The key components are an annual specific, measurable, achievable, realistic, and time-based (SMART) goal for the program (see definition below), as well as quarterly benchmarks identified by the center and monitored by the Regional and National offices. A completed sample model is included for your review and feedback.

#### **Proposed Model for an Academic Continuous Improvement Plan (A-CIP)**

##### **Root-Cause Analysis – to be completed by the operator’s center staff, and reviewed and approved by Regional Office staff**

The primary aim of Root-Cause Analysis (RCA) is to identify what behaviors, actions, inactions, or conditions exist and need to be changed to improve a program’s performance. To be effective, an RCA must be performed systematically, usually as part of an investigation, with conclusions and root causes that are endorsed by documented evidence. A team effort is required. There may be more than one root cause for an event or a problem. The challenge is demonstrating the persistence, and sustaining the effort required to determine them. When reviewing the center’s RCA submission, it is important for the Contracting Officer Representative (COR) to ask questions, look beyond the superficial, and dig deeper to uncover the underlying cause(s).

Root causes that are identified depend on the way in which the problem or event is defined. It is important to be as detailed as possible when defining a root cause. How does the identified cause impact desired outcomes? The purpose of identifying a problem’s solutions

is to prevent recurrence at the lowest cost, and in the simplest way. If there are alternatives that are equally effective, then the simplest or lowest cost approach is preferred.

To be effective, the analysis should establish a sequence of events or a timeline to understand the relationships between contributing factors, root cause(s) and the desired outcomes. RCA can help transform a reactive culture (that reacts to problems) into a forward-looking culture that solves problems before they occur or escalate. More importantly, it reduces the frequency of problems occurring over time within the environment where the RCA process is used.

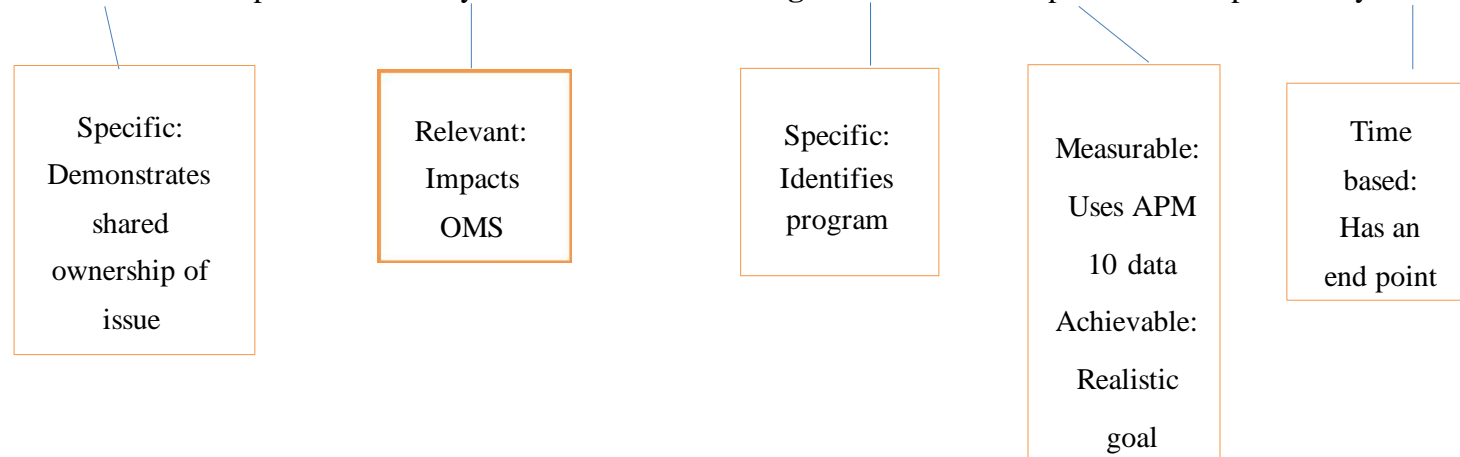
Once the root causes for the program's low performance are identified, the center should generate a SMART goal.

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

- S - is specific, and stretching, systematic, synergistic, significant, and shifting.
- M - means measurable, but also recommend meaningful, memorable, and motivating.
- A - is an achievable goal but A also needs to stand for action plans, accountability, acumen and agreed-upon.
- R - means relevant, but it also stands for realistic, reasonable, resonating, results-oriented, rewarding, responsible, reliable, rooted in facts and remarkable.
- T - means time-based and it also represents timely, tangible, and thoughtful.

For Example:

The center will improve Numeracy Gain Rate for **ABC High School** from 70 percent to 80 percent by the end of PY 2024.



### **Directions for review and management of goals:**

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

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



## A-CIP Example



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

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

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

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



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

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

**Representatives**

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

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

**For Regional Office Use Only**

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

**For Regional Office Use Only - Contracting Officer Representative (COR) Comments**

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



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

Choose an item.

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

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

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

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

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

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

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

**Attachment 11**

**PY 2024 Direct Center Services Model-Based Goals for High School Diploma (HSD)/High School  
Equivalency (HSE) Attainment Rate, Combination HSD/HSE and Career Technical Training (CTT)  
Completion Rate, Literacy Gain Rate and Numeracy Gain Rate**

	<b>Center</b>	<b>HSD/HSE</b>	<b>Combination HSD/HSE/CTT</b>	<b>Literacy Gain Rate</b>	<b>Numeracy Gain Rate</b>
	National Goals	65.0	50.0	65.0	65.0
10100	Grafton	67.7	51.5	65.2	65.6
10200	Northlands	70.4	53.3	65.1	68.1
10300	Penobscot	67.0	51.3	65.2	63.8
10400	Westover	66.0	50.2	65.1	65.7
10500	New Haven	62.9	48.0	65.2	66.3
10600	Loring	69.6	53.2	65.6	67.4
10700	Shriver	68.6	52.0	66.2	65.8
10800	Exeter	64.8	49.9	64.3	65.0
10900	Hartford	65.5	50.3	61.5	68.8
11000	New Hampshire	68.2	52.0	64.7	65.6
20100	Arecibo	64.4	50.8	90.0	90.0
20300	Cassadaga	64.5	49.3	65.3	65.3
20400	Delaware Valley	64.8	49.8	63.4	65.9
20500	Edison	67.2	50.4	66.5	65.3
20700	Glenmont	63.8	48.6	64.1	65.5
20800	Iroquois	67.4	52.3	65.6	63.7
20900	Oneonta	64.8	50.6	65.3	65.6
21000	Ramey	62.9	49.3	90.0	90.0
21100	South Bronx	64.1	48.8	65.9	66.1
30100	Blue Ridge	65.4	50.1	64.3	68.4
30200	Charleston	64.1	48.8	63.3	66.7
30400	Flatwoods	64.8	50.4	66.2	64.9
30500	Harpers Ferry	67.1	50.2	67.3	65.4
30600	Keystone	64.0	49.6	65.7	62.1
500004	Keystone/Red Rock	63.6	49.0	65.4	62.3
30700	Old Dominion	67.1	51.0	64.4	67.0
30800	Philadelphia	62.1	48.1	64.5	66.9
30900	Pittsburgh	64.6	49.4	65.9	66.3
31000	Potomac	65.1	49.4	65.5	66.3
31100	Red Rock	62.8	47.9	64.9	62.8
31200	Woodland	65.3	49.7	65.5	62.4
31300	Woodstock	64.5	50.0	64.0	65.9
31500	Carl D.Perkins	64.4	49.8	65.5	65.6
31600	Earle C. Clements	64.8	50.6	66.8	63.5
31700	Frenchburg	63.1	49.3	64.5	63.0

	<b>Center</b>	<b>HSD/HSE</b>	<b>Combination HSD/HSE/CTT</b>	<b>Literacy Gain Rate</b>	<b>Numeracy Gain Rate</b>
31800	Great Onyx	67.6	51.3	66.0	64.4
31900	Pine Knot	66.4	50.5	66.4	65.3
32000	Whitney M. Young	63.9	49.0	66.5	62.0
32100	Muhlenberg	63.4	48.7	64.1	66.4
32200	Wilmington	65.6	50.5	63.7	67.3
40200	Bamberg	64.0	49.4	65.1	63.2
40300	Finch-Henry	59.6	46.9	63.5	62.9
40400	Brunswick	63.2	48.8	64.3	65.0
41000	Gulfport	62.8	49.0	65.0	62.6
41100	Jacksonville	65.2	49.9	64.1	65.6
41200	Jacobs Creek	62.0	47.3	64.0	66.3
41300	Kittrell	62.2	48.7	64.4	63.9
41500	Lyndon Johnson	65.8	50.7	65.1	64.1
41600	Miami	65.4	50.2	64.5	67.3
41700	Mississippi	59.3	46.3	65.7	60.8
41800	Oconaluftee	67.5	52.4	64.6	68.6
42000	Schenck	67.0	52.1	64.0	66.7
42100	Turner	62.0	48.1	63.4	65.3
42400	Gadsden	60.7	47.3	62.5	65.5
42500	BL Hooks/Memphis	61.7	48.0	63.8	64.8
42600	Montgomery	61.3	47.8	65.7	63.2
42800	Pinellas County	66.3	49.9	63.8	65.9
50100	Atterbury	64.3	49.8	64.2	64.6
50200	Blackwell	68.4	53.1	67.8	63.1
50300	Cincinnati	65.5	49.7	65.5	63.5
50400	Cleveland	66.0	50.9	64.2	66.2
50500	Dayton	64.5	49.0	64.6	64.8
50600	Detroit	63.8	49.0	64.3	62.7
50800	Gerald R. Ford	62.4	48.2	65.3	61.7
50900	Hubert H. Humphrey	68.0	52.2	65.2	65.1
51000	Joliet	63.4	49.2	64.9	63.7
51100	Flint/Genesee	62.3	48.3	63.7	63.7
51200	Paul Simon Chicago	65.8	49.9	64.8	66.1
51300	Milwaukee	59.5	46.5	63.0	63.5
51400	Ottumwa	65.2	50.0	67.3	65.1
60100	Albuquerque	65.6	50.0	65.4	65.1
60200	Cass	64.0	49.5	63.7	65.3
60300	David Carrasco	65.7	50.7	65.4	62.1
60400	Gary	62.7	49.2	65.5	64.1
60500	Guthrie	67.0	51.6	64.1	66.5
60600	Laredo	58.2	45.7	66.1	62.1

	<b>Center</b>	<b>HSD/HSE</b>	<b>Combination HSD/HSE/CTT</b>	<b>Literacy Gain Rate</b>	<b>Numeracy Gain Rate</b>
60700	Little Rock	63.4	48.6	64.9	63.9
60800	North Texas	64.1	49.3	63.6	65.1
60900	New Orleans	62.8	48.4	64.6	67.4
61100	Roswell	64.8	50.5	63.6	64.9
61200	Shreveport	58.8	46.1	62.9	64.2
61300	Talking Leaves	64.3	50.0	64.9	62.8
61500	Tulsa	64.4	49.5	63.9	64.5
61600	Carville	63.8	49.4	64.7	64.4
61700	Wind River	68.0	52.1	65.7	64.7
70100	Denison	64.9	49.5	64.9	63.2
70200	Excelsior Springs	66.2	50.4	65.4	63.9
70300	Mingo	66.0	51.4	64.0	65.9
70400	Pine Ridge	66.7	51.0	65.8	62.4
70500	St Louis	63.1	48.3	63.2	64.5
70600	Flint Hills	64.9	49.5	65.9	63.0
80100	Anaconda	66.7	51.2	65.2	64.3
80200	Boxelder	66.2	50.4	63.7	63.2
80300	Clearfield	69.1	53.5	65.5	66.0
80400	Collbran	68.7	52.5	66.3	64.4
80600	Trapper Creek	73.8	56.4	67.0	64.7
80700	Weber Basin	71.7	55.2	66.7	65.0
80800	Quentin Burdick	66.4	51.1	65.0	62.6
90100	Hawaii	62.4	48.5	64.9	65.1
90200	Inland Empire	63.7	48.6	64.9	66.8
90300	Los Angeles	66.0	50.3	65.3	68.1
90400	Phoenix	64.3	49.5	63.8	65.6
90500	Sacramento	66.5	50.7	64.4	66.7
90600	San Diego	66.1	50.5	66.2	65.7
90700	San Jose	65.5	49.7	64.6	66.2
90800	Sierra Nevada	70.6	52.7	65.2	66.1
90900	Treasure Island	67.5	52.0	65.5	66.7
91000	Fred G. Acosta	68.4	51.6	64.9	65.8
91100	Long Beach	66.5	50.0	64.8	67.9
100100	Angell	67.6	51.8	66.4	65.0
100200	Cascades	70.9	54.9	64.8	67.8
100300	Columbia Basin	73.0	55.5	67.8	63.3
100400	Curlew	75.2	56.8	65.3	66.3
100500	Fort Simcoe	69.6	51.6	66.8	63.6
100600	Centennial	70.0	53.4	66.7	65.0
100700	Springdale	65.3	50.9	63.6	66.0
100800	Timber Lake	72.4	52.4	66.7	66.1

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



**Direct Center Services (DCS) Report Card**

<b>PY 2024 HSD/HSE Attainment Rate Model Worksheet National Total</b>					
Local Adjustment Factors	(1) Center Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
% Completed Grade 9 or Below at Enrollment	41.0	41.0	0.0	-0.0252	0.0000
% Completed Grade 10 at Enrollment	30.5	30.5	0.0	-0.0044	0.0000
% Completed Grades 11-12 at Enrollment	28.5	28.5	0.0	0.0297	0.0000
% Initial Reading TABE Educational Functioning Levels 1-2	37.6	37.6	0.0	-0.1407	0.0000
% Initial Reading TABE Educational Functioning Level 3	30.0	30.0	0.0	-0.0974	0.0000
% Initial Reading TABE Educational Functioning Level 4	21.8	21.8	0.0	-0.0059	0.0000
% Initial Reading TABE Educational Functioning Level 5	8.6	8.6	0.0	0.1004	0.0000
% Initial Reading TABE Educational Functioning Level 6	2.0	2.0	0.0	0.1436	0.0000
% Initial Math TABE Educational Functioning Level 1	5.8	5.8	0.0	-0.1414	0.0000
% Initial Math TABE Educational Functioning Level 2	37.1	37.1	0.0	-0.0731	0.0000
% Initial Math TABE Educational Functioning Level 3	40.7	40.7	0.0	0.0025	0.0000
% Initial Math TABE Educational Functioning Level 4	15.0	15.0	0.0	0.0804	0.0000
% Initial Math TABE Educational Functioning Levels 5-6	1.4	1.4	0.0	0.1316	0.0000
				Subtotal	0.0
				National Goal	65.0%
				Model Adjusted Goal	65.0%



**Direct Center Services (DCS) Report Card**

<b>PY 2024 Combination HSD/HSE/CTT Attainment Rate Model Worksheet National Total</b>					
Local Adjustment Factors	(1) Center Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
% Completed Grade 10 or Below and No GED/HSD at Enrollment	72.1	72.1	0.0	-0.0119	0.0000
% Initial Reading TABE Educational Functioning Level 1	5.4	5.4	0.0	-0.0969	0.0000
% Initial Reading TABE Educational Functioning Level 2	32.9	32.9	0.0	-0.0841	0.0000
% Initial Reading TABE Educational Functioning Level 3	30.4	30.4	0.0	-0.0550	0.0000
% Initial Reading TABE Educational Functioning Level 4	21.3	21.3	0.0	0.0106	0.0000
% Initial Reading TABE Educational Functioning Level 5	8.2	8.2	0.0	0.0840	0.0000
% Initial Reading TABE Educational Functioning Level 6	1.9	1.9	0.0	0.1414	0.0000
% Initial Math TABE Educational Functioning Level 1	5.9	5.9	0.0	-0.1215	0.0000
% Initial Math TABE Educational Functioning Level 2	38.0	38.0	0.0	-0.0606	0.0000
% Initial Math TABE Educational Functioning Level 3	40.2	40.2	0.0	-0.0078	0.0000
% Initial Math TABE Educational Functioning Level 4	14.5	14.5	0.0	0.0499	0.0000
% Initial Math TABE Educational Functioning Levels 5-6	1.3	1.3	0.0	0.1400	0.0000
				Subtotal	0.0
				National Goal	50.0%
				Model Adjusted Goal	50.0%

**Direct Center Services (DCS) Report Card**

<b>PY 2024 Literacy Gain Rate Model Worksheet National Total*</b>					
Local Adjustment Factors	(1) Center Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
% Completed Grade 11 or Below and No GED/HSD at Enrollment	59.2	59.2	0.0	-0.0495	0.0000
% Initial Reading TABE Educational Functioning Level 1	5.1	5.1	0.0	0.1249	0.0000
% Initial Reading TABE Educational Functioning Level 2	32.4	32.4	0.0	-0.0123	0.0000
% Initial Reading TABE Educational Functioning Level 3	34.1	34.1	0.0	-0.0202	0.0000
% Initial Reading TABE Educational Functioning Level 4	28.3	28.3	0.0	-0.0923	0.0000
% Initial Math TABE Educational Functioning Level 1	5.9	5.9	0.0	-0.1762	0.0000
% Initial Math TABE Educational Functioning Level 2	37.7	37.7	0.0	-0.0457	0.0000
% Initial Math TABE Educational Functioning Level 3	41.6	41.6	0.0	0.0534	0.0000
% Initial Math TABE Educational Functioning Levels 4-6	14.8	14.8	0.0	0.1685	0.0000
				Subtotal	0.0
				National Goal	65.0%
				Model Adjusted Goal	65.0%

\*Excluding centers in Puerto Rico

**Direct Center Services (DCS) Report Card**

<b>PY 2024 Numeracy Gain Rate Model Worksheet National Total*</b>					
Local Adjustment Factors	(1) Center Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
% Completed Grade 11 or Below and No GED/HSD at Enrollment	55.7	55.7	0.0	-0.0497	0.0000
% Initial Reading TABE Educational Functioning Level 1	4.2	4.2	0.0	-0.2281	0.0000
% Initial Reading TABE Educational Functioning Level 2	27.1	27.1	0.0	-0.1597	0.0000
% Initial Reading TABE Educational Functioning Level 3	28.7	28.7	0.0	-0.0607	0.0000
% Initial Reading TABE Educational Functioning Level 4	24.2	24.2	0.0	0.0222	0.0000
% Initial Reading TABE Educational Functioning Level 5	12.4	12.4	0.0	0.1389	0.0000
% Initial Reading TABE Educational Functioning Level 6	3.4	3.4	0.0	0.2873	0.0000
% Initial Math TABE Educational Functioning Level 1	5.5	5.5	0.0	0.1765	0.0000
% Initial Math TABE Educational Functioning Level 2	33.6	33.6	0.0	0.0732	0.0000
% Initial Math TABE Educational Functioning Level 3	39.7	39.7	0.0	-0.0335	0.0000
% Initial Math TABE Educational Functioning Levels 4-5	21.3	21.3	0.0	-0.2162	0.0000
				Subtotal	0.0
				National Goal	65.0%
				Model Adjusted Goal	65.0%

\*Excluding centers in Puerto Rico

## Attachment 12

**PY 2024 CTS Contractor Model-Based Goals for Graduate and Former Enrollee Average Hourly Wage at Placement and Median Earnings in Quarter 2 After Exit Quarter**

Region	CTS Contractor	Graduate and Former Enrollee Average Hourly Wage at Placement	Graduate and Former Enrollee Median Earnings in Quarter 2
	National Goals	\$18.75	\$9,000
01	CTBZNH N. HAVEN BZ OACT	\$19.71	\$9,046
01	CTPGHF HARTFORD OACTS	\$19.55	\$9,021
01	MAAAGR GRAFTON JCC	\$19.87	\$9,473
01	MAETWO WESTOVER ETR OAC	\$19.88	\$9,529
01	MAAASH SHRIVER OACTS	\$19.89	\$9,346
01	MECSLO LORING JCC	\$19.69	\$9,815
01	MEARPE PENOBSCOT CTS	\$19.28	\$9,240
01	NHAANH N. HAMPSHIRE	\$18.78	\$8,893
01	NJMTED EDISON MTC CTS	\$19.73	\$9,103
01	NYAADV D. VALLEY CT	\$19.40	\$8,892
01	NYAAGL GLENMONT OACTS	\$18.91	\$8,809
01	NYCSBK BROOKLYN O/C	\$18.86	\$8,803
01	NYDSCA CASSADAGA OA/CTS	\$19.21	\$9,224
01	NYETIQ IROQUOIS OACTS	\$19.79	\$9,510
01	NYETON ONEONTA JCC	\$20.14	\$10,069
01	PRARPR RAMEY PR OACTS	\$14.28	\$7,234
01	RIAAEX EXETER CTS JCC	\$19.11	\$8,867
01	VTETNO NORTHLANDS OACTS	\$19.27	\$9,384
02	DCEKPO POTOMAC OACTS	\$20.13	\$9,610
02	DEETWI WILMINGTON OACTS	\$18.99	\$8,934
02	KYHYWY W. YOUNG CTS	\$18.51	\$9,029
02	KYINCP PERKINS OA/C	\$18.11	\$8,993
02	KYINMB MUHLENBERG O	\$19.18	\$9,701
02	KYMTEC EARLE CLEMENTS C	\$18.93	\$9,195
02	MDAAWL WOODLAND O/C	\$18.55	\$8,495
02	MDARWS WOOSTOCK O/C	\$19.45	\$9,042
02	PAAAKE KEYSTONE CTS	\$18.02	\$8,444
02	PAAAPH PHILADELPHIA OAC	\$17.97	\$8,356
02	PAOMPB PITTS OACTS	\$18.80	\$9,230
02	R2LCFS REG02 O/C	\$18.59	\$8,918
02	VAOMOD OLD DOMINION	\$19.61	\$8,977
02	VASRBR BLUE RIDGE O	\$18.73	\$8,824
02	WVMTCR CHARLESTON OACTS	\$18.70	\$8,848
03	ALSMGA GADSDEN O/C	\$17.44	\$7,897
03	ALETMT MONTGOMERY OACTS	\$17.96	\$9,023

Region	CTS Contractor		Graduate and Former Enrollee Average Hourly Wage at Placement	Graduate and Former Enrollee Median Earnings in Quarter 2
03	FLAAMI	MIAMI OACTS	\$19.18	\$9,158
03	FLCLJV	JACKSONVILLE OAC	\$19.28	\$9,442
03	FLEXPN	PINELLAS OACTS	\$19.25	\$9,120
03	GAAABW	BRUNSWICK OACTS	\$18.10	\$8,940
03	GAOMTU	TURNER OMG	\$18.00	\$8,694
03	MSAAMS	MS AA OACTS	\$17.73	\$7,875
03	MSCEGU	GULFPORT OA/CTS	\$16.73	\$7,957
03	MSETFH	FINCH HENRY OAC	\$17.19	\$8,858
03	NCCLKI	KITTRELL OA/CTS	\$17.84	\$8,386
03	R3JPFS	REG3 JP OACTS	\$18.58	\$9,209
03	SCHSBA	BAMBERG OACTS	\$18.45	\$8,899
03	TNETBH	BL HOOKS OACTS	\$17.69	\$8,891
04	ARSRLR	LITTLE ROCK OACT	\$18.41	\$8,735
04	LAAPNO	NEW ORLEANS OACT	\$17.18	\$8,499
04	LAHLSP	SHREVEPORT OACTS	\$16.70	\$8,210
04	LAMTCA	CARVILLE OACTS	\$18.00	\$8,854
04	NDHLBU	BURDICK OACTS	\$18.00	\$8,499
04	NMAOAB	ALBUQUERQUE OACT	\$19.70	\$9,266
04	NMCSRO	ROSWELL OACTS	\$17.97	\$8,620
04	OKBZTU	TULSA BZ OACTS	\$18.15	\$8,813
04	OKBZGU	GUTHRIE OACTS	\$17.81	\$8,606
04	OKJPTL	TALKING LEAVES	\$16.72	\$7,784
04	R4GBFS	REG4 GB OACTS	\$19.19	\$9,330
04	TXAODC	D CARASSCO OACTS	\$17.22	\$8,547
04	TXARGY	GARY OACTS	\$18.75	\$8,970
04	TXSMLA	LAREDO OACTS SM	\$15.78	\$8,180
04	TXSRNT	N. TX SR OACTS	\$18.18	\$8,628
04	UTMTCL	CLEARFIELD O	\$19.05	\$9,118
04	WYARWR	WIND RIVER O/C	\$19.05	\$9,354
05	IACSOW	OTTUMWA OA	\$18.21	\$8,902
05	IAOMDN	DENISON O/C	\$18.66	\$9,195
05	ILAOPS	PAUL SIMON OACTS	\$20.23	\$9,782
05	ILSMJO	JOLIET SM OA/CTS	\$18.80	\$8,695
05	INMTAB	ATTERBURY OA/CTS	\$18.09	\$8,538
05	KSSRFH	FLINT HILLS OACT	\$18.26	\$9,159
05	MIHLGF	HLS GRF JCC	\$18.77	\$8,907
05	MISRDE	DETROIT OA/CTS	\$18.60	\$8,261
05	MISRFG	FLINT GENESEE	\$18.68	\$8,705
05	MNETHH	HJCC OACTS	\$19.51	\$9,320

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

**Career Transition Services (CTS) Report Card**

<b>PY 2024 Graduate and Former Enrollee Average Hourly Wage at Placement Model Worksheet National Total</b>					
Local Adjustment Factors	(1) Center Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
Average Age at Separation	20.5	20.5	0.0	0.2208	0.0000
% Obtained HSD/HSE in Job Corps without CTT Completion	5.2	5.2	0.0	-0.0074	0.0000
% Stayed 60+ Days without HSD/HSE/CTT Completion	18.6	18.6	0.0	-0.0118	0.0000
% Reading TABE Educational Functioning Level 4 at Separation	26.6	26.6	0.0	0.0011	0.0000
% Reading TABE Educational Functioning Levels 5-6 at Separation	38.4	38.4	0.0	0.0062	0.0000
% Math TABE Educational Functioning Level 4 at Separation	35.4	35.4	0.0	0.0050	0.0000
% Math TABE Educational Functioning Levels 5-6 at Separation	15.3	15.3	0.0	0.0084	0.0000
% CTT Completers with Training in Advanced Manufacturing	6.4	6.4	0.0	0.0159	0.0000
% CTT Completers with Training in Construction	24.3	24.3	0.0	0.0128	0.0000
% CTT Completers with Training in Finance and Business	5.5	5.5	0.0	-0.0110	0.0000
% CTT Completers with Training in Health Care	16.4	16.4	0.0	0.0017	0.0000
% CTT Completers with Training in Hospitality	6.8	6.8	0.0	-0.0134	0.0000
% CTT Completers with Training in Information Technology	2.3	2.3	0.0	-0.0051	0.0000
% CTT Completers with Training in Retail Sales and Services	0.3	0.3	0.0	-0.0108	0.0000
% CTT Completers with Training in Transportation	4.5	4.5	0.0	0.0290	0.0000
% CTT Completers with Training in Automotive and Machine Repair, Homeland Security, or Renewable Resources and Energy	9.7	9.7	0.0	0.0002	0.0000
Average Wage in All Industries in County (\$1,000's)	65.9	65.9	0.0	0.0457	0.0000
% Placed in Job in State With High Minimum Wage	54.9	54.9	0.0	0.0131	0.0000
Average Percent of Families in Poverty in County	9.1	9.1	0.0	-0.1496	0.0000
				Subtotal	0.00
				National Goal	\$18.75
				Model Adjusted Goal	\$18.75

**Career Transition Services (CTS) Report Card**

<b>PY 2024 Graduate and Former Enrollee Median Earnings in Quarter 2 Model Worksheet National Total</b>					
Local Adjustment Factors	(1) Center Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
Average Age at Separation	20.6	20.6	0.0	184.7370	0.0000
% Obtained HSD/HSE in Job Corps without CTT Completion	5.0	5.0	0.0	-7.5730	0.0000
% Stayed 60+ Days without HSD/HSE/CTT Completion	24.5	24.5	0.0	-13.5280	0.0000
% Math TABE Educational Functioning Level 4 at Separation	35.2	35.2	0.0	3.6520	0.0000
% Math TABE Educational Functioning Levels 5-6 at Separation	15.3	15.3	0.0	5.0469	0.0000
% CTT Completers with Training in Advanced Manufacturing	5.1	5.1	0.0	14.0490	0.0000
% CTT Completers with Training in Construction	23.0	23.0	0.0	6.5355	0.0000
% CTT Completers with Training in Finance and Business	5.4	5.4	0.0	-10.0970	0.0000
% CTT Completers with Training in Health Care	15.2	15.2	0.0	0.7915	0.0000
% CTT Completers with Training in Homeland Security	4.7	4.7	0.0	0.1532	0.0000
% CTT Completers with Training in Hospitality	6.5	6.5	0.0	-14.2780	0.0000
% CTT Completers with Training in Information Technology	2.1	2.1	0.0	-8.3931	0.0000
% CTT Completers with Training in Renewable Resources and Energy	1.0	1.0	0.0	11.4976	0.0000
% CTT Completers with Training in Transportation	4.1	4.1	0.0	26.2131	0.0000
% CTT Completers with Training in Automotive and Machine Repair or Retail Sales and Services	3.4	3.4	0.0	-5.3699	0.0000
Average Wage in All Industries in County (\$1,000's)	65.4	65.4	0.0	9.4033	0.0000
% Placed in Job in State With High Minimum Wage	53.3	53.3	0.0	2.5054	0.0000
Average Percent of Families in Poverty in County	9.3	9.3	0.0	-69.2060	0.0000
				Subtotal	0
				National Goal	\$9,000
				Model Adjusted Goal	\$9,000



**Attachment 13****PY 2024 Career Technical Training (CTT) Center Level Model-Based Goals for CTT Completer Average Hourly Wage at Placement, CTT Completer JTM Average Hourly Wage at Placement, and CTT Completer Median Earnings in Quarter 2 After Exit Quarter**

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

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

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

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

**Career Technical Training (CTT) Report Card**

<b>PY 2024 CTT Completer Average Hourly Wage Model Worksheet National Total</b>					
Local Adjustment Factors	(1) Center Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
Average Age at Enrollment	19.4	19.4	0.0	0.1438	0.0000
% High School Diploma or HSE at Enrollment	57.2	57.2	0.0	0.0073	0.0000
% Initial Reading TABE Educational Functioning Level 4	26.9	26.9	0.0	0.0057	0.0000
% Initial Reading TABE Educational Functioning Level 5-6	22.3	22.3	0.0	0.0071	0.0000
% Initial Math TABE Educational Functioning Level 4	26.3	26.3	0.0	0.0032	0.0000
% Initial Math TABE Educational Functioning Level 5-6	5.0	5.0	0.0	0.0110	0.0000
% Completed Training in Advanced Manufacturing	8.1	8.1	0.0	0.0132	0.0000
% Completed Training in Construction	31.0	31.0	0.0	0.0087	0.0000
% Completed Training in Finance and Business	7.4	7.4	0.0	-0.0132	0.0000
% Completed Training in Health Care	21.8	21.8	0.0	-0.0035	0.0000
% Completed Training in Hospitality	8.7	8.7	0.0	-0.0164	0.0000
% Completed Training in Information Technology	3.4	3.4	0.0	-0.0080	0.0000
% Completed Training in Retail Sales and Services	0.5	0.5	0.0	-0.0128	0.0000
% Completed Training in Transportation	6.6	6.6	0.0	0.0346	0.0000
% Completed Training in Automotive and Machine Repair, Homeland Security, or Renewable Resources and Energy	12.5	12.5	0.0	-0.0026	0.0000
Average Wage in All Industries in County (\$1,000's)	65.7	65.7	0.0	0.0475	0.0000
% Placed in Job in State With High Minimum Wage	55.3	55.3	0.0	0.0142	0.0000
Average Percent of Families in Poverty in County	9.1	9.1	0.0	-0.1418	0.0000
				Subtotal	0.00
				National Goal	\$19.50
				Model Adjusted Goal	\$19.50

**Career Technical Training (CTT) Report Card**

<b>PY 2024 CTT Completer JTM Average Hourly Wage Model Worksheet National Total</b>					
Local Adjustment Factors	(1) Center Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
Average Age at Enrollment	19.4	19.4	0.0	0.1438	0.0000
% High School Diploma or HSE at Enrollment	57.2	57.2	0.0	0.0073	0.0000
% Initial Reading TABE Educational Functioning Level 4	26.9	26.9	0.0	0.0057	0.0000
% Initial Reading TABE Educational Functioning Level 5-6	22.3	22.3	0.0	0.0071	0.0000
% Initial Math TABE Educational Functioning Level 4	26.3	26.3	0.0	0.0032	0.0000
% Initial Math TABE Educational Functioning Level 5-6	5.0	5.0	0.0	0.0110	0.0000
% Completed Training in Advanced Manufacturing	8.1	8.1	0.0	0.0132	0.0000
% Completed Training in Construction	31.0	31.0	0.0	0.0087	0.0000
% Completed Training in Finance and Business	7.4	7.4	0.0	-0.0132	0.0000
% Completed Training in Health Care	21.8	21.8	0.0	-0.0035	0.0000
% Completed Training in Hospitality	8.7	8.7	0.0	-0.0164	0.0000
% Completed Training in Information Technology	3.4	3.4	0.0	-0.0080	0.0000
% Completed Training in Retail Sales and Services	0.5	0.5	0.0	-0.0128	0.0000
% Completed Training in Transportation	6.6	6.6	0.0	0.0346	0.0000
% Completed Training in Automotive and Machine Repair, Homeland Security, or Renewable Resources and Energy	12.5	12.5	0.0	-0.0026	0.0000
Average Wage in All Industries in County (\$1,000's)	65.7	65.7	0.0	0.0475	0.0000
% Placed in Job in State With High Minimum Wage	55.3	55.3	0.0	0.0142	0.0000
Average Percent of Families in Poverty in County	9.1	9.1	0.0	-0.1418	0.0000
				Subtotal	0.00
				Supplemental JTM Adjustment	.75
				National Goal	\$19.50
				Model Adjusted Goal	\$20.25

**Career Technical Training (CTT) Report Card**

<b>PY 2024 CTT Completer Median Earnings in Quarter 2 Model Worksheet National Total</b>					
Local Adjustment Factors	(1) Center Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
Average Age at Enrollment	19.4	19.4	0.0	152.6260	0.0000
% High School Diploma or HSE at Enrollment	58.0	58.0	0.0	5.0731	0.0000
% Initial Math TABE Educational Functioning Levels 4-6	32.1	32.1	0.0	4.2751	0.0000
% Completed Training in Advanced Manufacturing	7.1	7.1	0.0	11.0690	0.0000
% Completed Training in Construction	31.8	31.8	0.0	2.9219	0.0000
% Completed Training in Finance and Business	7.6	7.6	0.0	-14.0430	0.0000
% Completed Training in Health Care	22.0	22.0	0.0	-4.0073	0.0000
% Completed Training in Homeland Security	6.6	6.6	0.0	-3.0871	0.0000
% Completed Training in Hospitality	8.8	8.8	0.0	-17.4930	0.0000
% Completed Training in Information Technology	3.4	3.4	0.0	-12.2690	0.0000
% Completed Training in Renewable Resources and Energy	1.3	1.3	0.0	12.77970	0.0000
% Completed Training in Transportation	6.4	6.4	0.0	30.6892	0.0000
% Completed Training in Automotive and Machine Repair or Retail Sales and Services	5.0	5.0	0.0	-6.5603	0.0000
Average Wage in All Industries in County (\$1,000's)	65.4	65.4	0.0	4.7694	0.0000
% Placed in Job in State With High Minimum Wage	54.0	54.0	0.0	3.0230	0.0000
Average Percent of Families in Poverty in County	9.2	9.2	0.0	-79.8460	0.0000
				Subtotal	0
				National Goal	\$9,400
				Model Adjusted Goal	\$9,400

**Attachment 14****PY 2024 Academic Center Level Model-Based Goals for High School Diploma (HSD)/High School Equivalency (HSE) Attainment Rate, Average Literacy Gains, Average Numeracy Gains, and HSD/HSE Completer Average Hourly Wage at Placement**

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



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

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

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

## Academic Report Card

PY 2024 ARC HSD/HSE Attainment Rate Model Worksheet National Total					
Local Adjustment Factors	(1) Center Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
% Completed Grade 9 or Below at Enrollment	41.0	41.0	0.0	-0.0252	0.0000
% Completed Grade 10 at Enrollment	30.5	30.5	0.0	-0.0044	0.0000
% Completed Grades 11-12 at Enrollment	28.5	28.5	0.0	0.0297	0.0000
% Initial Reading TABE Educational Functioning Levels 1-2	37.6	37.6	0.0	-0.1407	0.0000
% Initial Reading TABE Educational Functioning Level 3	30.0	30.0	0.0	-0.0974	0.0000
% Initial Reading TABE Educational Functioning Level 4	21.8	21.8	0.0	-0.0059	0.0000
% Initial Reading TABE Educational Functioning Level 5	8.6	8.6	0.0	0.1004	0.0000
% Initial Reading TABE Educational Functioning Level 6	2.0	2.0	0.0	0.1436	0.0000
% Initial Math TABE Educational Functioning Level 1	5.8	5.8	0.0	-0.1414	0.0000
% Initial Math TABE Educational Functioning Level 2	37.1	37.1	0.0	-0.0731	0.0000
% Initial Math TABE Educational Functioning Level 3	40.7	40.7	0.0	0.0025	0.0000
% Initial Math TABE Educational Functioning Level 4	15.0	15.0	0.0	0.0804	0.0000
% Initial Math TABE Educational Functioning Levels 5-6	1.4	1.4	0.0	0.1316	0.0000
				Subtotal	0.0
				National Goal	65.0%
				Model Adjusted Goal	65.0%

**Academic Report Card**

<b>PY 2024 ARC Literacy Gain Model Worksheet National Total</b>					
Local Adjustment Factors	(1) Center Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
% Completed Grade 11 or Below and No Diploma at Enrollment	59.9	59.9	0.0	-0.0005	0.0000
% Initial Reading TABE Educational Functioning Level 1	5.0	5.0	0.0	0.0020	0.0000
% Initial Reading TABE Educational Functioning Level 2	33.1	33.1	0.0	0.0003	0.0000
% Initial Reading TABE Educational Functioning Level 3	33.8	33.8	0.0	-0.0005	0.0000
% Initial Reading TABE Educational Functioning Level 4	28.1	28.1	0.0	-0.0018	0.0000
% Initial Math TABE Educational Functioning Level 1	6.0	6.0	0.0	-0.0025	0.0000
% Initial Math TABE Educational Functioning Level 2	38.0	38.0	0.0	-0.0007	0.0000
% Initial Math TABE Educational Functioning Level 3	41.5	41.5	0.0	0.0008	0.0000
% Initial Math TABE Educational Functioning Levels 4-6	14.5	14.5	0.0	0.0024	0.0000
				Subtotal	0.00
				Supplemental TABE Adjustment	0.00
				National Goal	0.70
				Model Adjusted Goal	0.70

**Academic Report Card**

<b>PY 2024 ARC Numeracy Gain Model Worksheet National Total</b>					
Local Adjustment Factors	(1) Center Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
% Completed Grade 11 or Below and No Diploma at Enrollment	56.3	56.3	0.0	-0.0006	0.0000
% Initial Reading TABE Educational Functioning Level 1	4.2	4.2	0.0	-0.0025	0.0000
% Initial Reading TABE Educational Functioning Level 2	28.0	28.0	0.0	-0.0017	0.0000
% Initial Reading TABE Educational Functioning Level 3	28.7	28.7	0.0	-0.0007	0.0000
% Initial Reading TABE Educational Functioning Level 4	23.9	23.9	0.0	0.0003	0.0000
% Initial Reading TABE Educational Functioning Level 5	11.9	11.9	0.0	0.0016	0.0000
% Initial Reading TABE Educational Functioning Level 6	3.2	3.2	0.0	0.0030	0.0000
% Initial Math TABE Educational Functioning Level 1	5.1	5.1	0.0	0.0027	0.0000
% Initial Math TABE Educational Functioning Level 2	33.0	33.0	0.0	0.0014	0.0000
% Initial Math TABE Educational Functioning Level 3	40.0	40.0	0.0	-0.0001	0.0000
% Initial Math TABE Educational Functioning Level 4	19.5	19.5	0.0	-0.0018	0.0000
% Initial Math TABE Educational Functioning Level 5	2.4	2.4	0.0	-0.0023	0.0000
				Subtotal	0.00
				Supplemental TABE Adjustment	0.00
				National Goal	0.70
				Model Adjusted Goal	0.70

**Academic Report Card**

<b>PY 2024 ARC Average Hourly Wage Model Worksheet National Total</b>					
Local Adjustment Factors	(1) Center Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
Average Age at Enrollment	19.5	19.5	0.0	0.1869	0.0000
% Initial Reading TABE Educational Functioning Level 4	27.3	27.3	0.0	0.0043	0.0000
% Initial Reading TABE Educational Functioning Level 5-6	21.8	21.8	0.0	0.0059	0.0000
% Initial Math TABE Educational Functioning Level 3	40.8	40.8	0.0	0.0034	0.0000
% Initial Math TABE Educational Functioning Level 4	26.6	26.6	0.0	0.0067	0.0000
% Initial Math TABE Educational Functioning Level 5-6	4.8	4.8	0.0	0.0117	0.0000
% Training in Advanced Manufacturing	8.4	8.4	0.0	0.0103	0.0000
% Training in Construction	31.5	31.5	0.0	0.0075	0.0000
% Training in Finance and Business	7.8	7.8	0.0	-0.0123	0.0000
% Training in Health Care	22.2	22.2	0.0	-0.0043	0.0000
% Training in Hospitality	8.7	8.7	0.0	-0.0154	0.0000
% Training in Information Technology	3.2	3.2	0.0	-0.0076	0.0000
% Training in Transportation	5.6	5.6	0.0	0.0235	0.0000
% Training in Automotive and Machine Repair, Homeland Security, Renewable Resources and Energy, or Retail Sales and Services	12.7	12.7	0.0	-0.0016	0.0000
Average Wage in All Industries in County (\$1,000's)	66.0	66.0	0.0	0.0446	0.0000
% Placed in Job in State With High Minimum Wage	55.6	55.6	0.0	0.0137	0.0000
Average Percent of Families in Poverty in County	9.1	9.1	0.0	-0.1381	0.0000
				Subtotal	0.00
				National Goal	\$18.80
				Model Adjusted Goal	\$18.80

**APPENDIX 501A**  
**POLICIES AND PROCEDURES FOR JOB CORPS’**  
**PROGRAM YEAR (PY) 2024**  
**PERFORMANCE MANAGEMENT SYSTEM**  
**CENTER OUTCOME MEASUREMENT SYSTEM**

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## I. DIRECT CENTER SERVICES (DCS) REPORT CARD FOR PY 2024

*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) 2024 Outcome Measurement System (OMS) Report Cards, as well as Attachments pertaining to this section.*

### A. Overview

The Direct Center Services (DCS) Report Card measures and accounts for performance across all Job Corps centers. Historically, this system has assessed the overall performance of the program, evaluating not only students' attainments while on center, but also their placement and earnings after separation. Since PY 2018, the performance measures have been derived from a combination of the Workforce Innovation and Opportunity Act<sup>6</sup> (WIOA), which authorizes the Job Corps program, and the U.S. Department of Labor's (DOL's) priorities.

WIOA requires that all youth training programs, including Job Corps, use the six primary performance measures to evaluate contractors' performance. While Job Corps began collecting data for reporting on the WIOA measures in PY 2016, measure definitions and data sources for reporting outcomes have changed over the past several years. In PY 2024, Job Corps will produce and incorporate a new, stand-alone, quarterly WIOA Report with PY 2024 center-level outcomes against goals for each of the primary six measures, and an overall rating. Beginning in PY 2025, Job Corps will transition to using this WIOA Report to identify the high-performing and low-performing centers, and place centers on a Performance Improvement Plan (PIP) as required by the law. Until this time, OMS reports will continue to be used for performance evaluation purposes.

### B. PY 2024 Changes in Appendix 501A

For PY 2024, Job Corps has made a small number of refinements to its DCS Report Card as enumerated below.

**High School Diploma (HSD) or High School Equivalency (HSE) Attainment Rate:** Decreased the goal from 75 percent to 65 percent. For PY 2024, centers and regions continue to use model-based goals for this measure.

**Career Technical Training (CTT) Completion Rate:** Decreased the goal from 75 percent to 65 percent.

**Combination HSD/HSE and CTT Completion Rate:** Decreased the goal from 60 percent to 50 percent. For PY 2024, centers and regions continue to use model-based goals for this measure.

**Literacy Gain Rate:** Decreased the goal from 75 percent to 65 percent. For PY 2024,

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<sup>6</sup> <https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf>

centers and regions continue to use model-based goals for this measure.

**Numeracy Gain Rate:** Decreased the goal from 75 percent to 65 percent. For PY 2024, centers and regions continue to use model-based goals for this measure.

**Off-Center Work-Based Learning (WBL) Rate:** Increased the goal from 25 percent to 35 percent.

**Weights:** The weighting scheme for this report card has been adjusted to return to a differential weight structure to allow greater emphasis on those measures identified as of greater value and importance to the program and department. The CTT Completion and HSD/HSE Attainment measures are equally weighted at 25 percent, with the Primary IRC at 20 percent. The Off-center WBL measure is weighted at 10 percent with the 90-Day and 180-Day Retention at 2 percent and 3 percent respectively. The remaining three measures, Combination HSD/HSE and CTT Attainment Rate and Literacy and Numeracy Gain Rate, are each weighted at 5 percent each.

**Correction of Error in CTT Completion Rate measure:** Corrected an error in the pool for the CTT Completion Rate measures in the DCS Report Card that erroneously limited the pool to students assigned to a CTT program. This error was not implemented in the actual calculation of the measure in the Report Card for PY 2023.

All policies and related attachments pertaining to the DCS Report Card can be found in Appendix 501 Introduction and Appendix 501 Attachments.

Provided on the next page is a summary table outlining the PY 2024 DCS Report Card.

PY 2024 DIRECT CENTER SERVICES (DCS) REPORT CARD			
Measure	Definition	Goal	Weight
<b>RETENTION (5%)</b>			
90-Day Retention Rate	<u>Number of students that stay for 90 days</u> Number of students that had the opportunity to be in Job Corps for 90 days during the reporting period	80%	2.0%
180-Day Retention Rate	<u>Number of students that stay for 180 days</u> Number of students that stayed 90 days and had the opportunity to be in Job Corps for 180 days during the reporting period, excluding those who attained an HSD/HSE and/or CTT prior to the 180th day	85%	3.0%
<b>CREDENTIAL ATTAINMENT (75%)</b>			
HSD/HSE Attainment Rate*	Number of students who attained either an HSD or HSE <u>in the reporting period</u> Of those without an HSD/HSE at entry: the number who attained one while at Job Corps during the reporting period plus the number who exited in the reporting period without attaining an HSD/HSE	65%	25%
Career Technical Training (CTT) Completion Rate	Number of students who attained their first CTT program <u>in the reporting period</u> Number of students who completed their first CTT program during the reporting period plus the number who exited in the reporting period without completing a CTT program	65%	25%
Combination HSD/HSE and CTT Attainment Rate*	Number of students who attained an HSD/HSE AND who completed their first CTT program, with the most recent <u>of these attainments occurring in the reporting period</u> Of those without an HSD/HSE at entry: the number of students who attained an HSD/HSE AND who completed their first CTT program, with the most recent attainment occurring during the reporting period, PLUS the number of students who exited in the reporting period without attaining both an HSD/HSE and CTT	50%	5%

PY 2024 DIRECT CENTER SERVICES (DCS) REPORT CARD			
Measure	Definition	Goal	Weight
CTT Primary IRC Attainment Rate	<p>Number of CTT students who attained their first approved Primary industry-recognized credential or completed an NTC program in the <u>reporting period</u></p> <p>Number of students assigned to a CTT program who completed their first Primary IRC during the reporting period plus the number assigned to a CTT program who exited in the reporting period without completing a Primary IRC</p>	90%	20%
MEASURABLE SKILL GAINS (20%)			
Literacy Gain Rate*	<p>Number of students who made their first gain of 1 EFL or higher on a valid subsequent TABE reading test during the <u>reporting period</u></p> <p>Number of students who a) scored EFL 4 or below on the initial TABE reading test and attained their first gain of 1 EFL or higher on a subsequent follow up test during the reporting period, PLUS b) students who did not take a valid initial reading test during the first 21 calendar days on center during the reporting period PLUS c) students who exited in the reporting period, scored EFL 4 or below on the initial TABE reading test and did not attain a gain of 1 EFL or higher on a subsequent follow up test</p>	65%	5%
Numeracy Gain Rate*	<p>Number of students who made their first gain of 1 EFL or higher on a valid subsequent TABE math test during the <u>reporting period</u></p> <p>Number of students who a) scored EFL 5 or below on the initial TABE math test and attained their first gain of 1 EFL or higher on a subsequent follow up test during the reporting period, PLUS b) students who did not take a valid initial math test during the first 21 calendar days on center in the reporting period, PLUS c) students who exited in the reporting period, scored EFL 5 or below on the initial TABE math test and did not attain a gain of 1 EFL or higher on a subsequent follow up test</p>	65%	5%
Off-Center Work-Based Learning Rate	<p>Number of students who participated in their first Meaningful<sup>7</sup> Off-Center Work-based learning (WBL) during the <u>reporting period</u></p> <p>Number of students enrolled in a CTT program that participated in their first Meaningful Off-Center WBL activity during the reporting period PLUS the number of students enrolled in a CTT program who separated during the reporting period without participating in a meaningful Off-Center WBL activity</p>	35%	10%
*Has Model-based Goal			100%

<sup>7</sup> Meaningful Off-center WBL is defined as one record/instance totaling 40 or more hours that is either off-center Career Technical Skills Training (CTST), Clinical Experience/Practicum, Cooperative Education, or Internship.

**C. Impact of Level 1 Zero Tolerance (ZT) Separations on the DCS Report Card**

For the DCS Report Card, enrolled students who exit due to Level 1 ZT infractions under codes 5.1a, 5.2b and 5.3c (alcohol) within 30 calendar days from enrollment are *not* included in the pools and credits for all measures. Additionally, enrolled students who exit due to Level 1 ZT infractions under code 5.2a within 45 calendar days from enrollment are *not* included in the pools and credits for these measures. Specifically, the pools for the on-center measures do not include:

- Enrolled students who remained in Job Corps less than 30 calendar days from enrollment and exit under codes 5.1a (Possession of a weapon on center or under center supervision, Assault, Threat of Assault, Threat to Safety, Sexual Assault, Arrest for a felony or violent misdemeanor on or off center, Illegal Activity, Robbery or extortion, Arson, Cruelty to animals, Inciting a disturbance or creating disorder) or 5.2b Drugs (Possession or distribution of drugs on center or under center supervision);
- Enrolled students who remained in Job Corps less than 30 calendar days from enrollment and exit under code 5.3c (Alcohol: Possession, consumption, or distribution while on center or under center supervision); and
- Enrolled students who remained in Job Corps less than 45 calendar days from enrollment and exit under code 5.2a (Drugs: Use of drugs as evidenced by a positive drug test).

Students who exit the program due to Level 1 ZT infractions incurred after the 30/45 day timeframes noted above will be included in all pools for all measures, and credit will be given as applicable.

The list of Level 1 ZT infractions can be found in the Job Corps Policy and Requirements Handbook (PRH), Chapter 2, Exhibit 2-1 (Infraction Levels and Appropriate Center Actions).

**D. Retention Measures**

Measures of student retention support the relationship between the enrollment of committed students and students' length of stay at centers, which correlates to quality achievements and placements.

1. **90-Day Retention Rate:** This measure includes all students who enter Job Corps – both through traditional and virtual enrollment.

Pool: Number of students who had the opportunity to be in Job Corps for 90 calendar days during the reporting period (excluding 30/45 day Level 1 ZTs).

Measure: The percentage of students in the pool who stay in the program for 90

or more calendar days.

Goal: The national goal is 80%.

Weight: 2%

Formula: 
$$\frac{\text{Number of students who stay in Job Corps for 90 or more calendar days}}{\text{Number of students with the opportunity to be in Job Corps for 90 calendar days during the reporting period}}$$

2. **180-Day Retention Rate: This measure reinforces the need to retain students in the program for sufficient time to successfully complete their training.**

Longer lengths of stay in the program are highly correlated to the attainment of credentials and skills. The pool excludes those who attain an HSD/HSE and/or CTT prior to the 180<sup>th</sup> day, in recognition that some students are able to complete training within a shorter period, and do not need to remain the full 180 days to benefit from the program.

Pool: Number of students who stayed at least 90 calendar days and had the opportunity to be in Job Corps for 180 calendar days during the reporting period (excluding 30/45 day Level 1 ZTs), excluding those who attained an HSD/HSE and/or CTT prior to the 180<sup>th</sup> day.

Measure: The percentage of students in the pool who stay in the program for 180 or more calendar days.

Goal: The national goal is 85%.

Weight: 3%

Formula: 
$$\frac{\text{Number of students who stay in Job Corps for 180 or more calendar days}}{\text{Number of students who stayed at least 90 calendar days with the opportunity to be in Job Corps for 180 calendar days during the reporting period, excluding those who attained an HSD/HSE and/or CTT prior to the 180<sup>th</sup> day}}$$

E. **Credential Attainment Measures**

1. **High School Diploma (HSD) or High School Equivalency (HSE) Attainment Rate:** This measure supports WIOA's mission for Job Corps to prepare students for successful careers in in-demand industry sectors, occupations, or the Armed Forces, that will result in economic self-sufficiency and opportunities for career advancement or enrollment in post-secondary education, including apprenticeship programs.

Pool: Of those without an HSD/HSE at entry, the number who attained one during the reporting period plus the number who exited in the reporting period without attaining an HSD/HSE (excluding 30/45 day Level 1 ZTs).

Measure: The percentage of students who attained an HSD or HSE in the reporting period while enrolled in Job Corps. **NOTE:** For purposes of the DCS Report Card, credit is granted for the achievement of one academic credential only, even if a student earned both an HSD and an HSE during enrollment.

Goal: The national goal is 65%; for PY 2024, 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 students' test scores 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 Appendix 501 Attachments, Attachment 11: PY 2024 Center Model-Based Goals and Worksheets, for a template of the factors utilized in the models and for specific goals.

Weight: 25%

Formula: 
$$\frac{\text{Number of students who attained either an HSD or HSE while at Job Corps in the reporting period}}{\text{Of those without an HSD/HSE at entry, the number who attained one during the reporting period plus the number who exited in the reporting period without attaining an HSD/HSE}}$$

2. **Career Technical Training (CTT) Completion Rate:** This measure is important to ensure placement success, and to support the mission of Job Corps to provide students with the necessary skills and education to become employable in the 21st century economy.

Pool: Number of students who completed their first CTT program during the reporting period plus the number who exited in the reporting period without completing a CTT program (excluding 30/45 day Level 1 ZTs).

Measure: The percentage of students who have completed a CTT program in the reporting period while enrolled in Job Corps. **NOTE:** For purposes of the DCS Report Card, credit is granted for the achievement of the first CTT program only, even if a student completed another CTT program during enrollment.



Goal: The national goal is 65%.

Weight: 25%

Formula: 
$$\frac{\text{Number of students who attained their first CTT program in the reporting period}}{\text{Number of students who completed their first CTT program during the reporting period plus the number who exited in the reporting period without completing a CTT program}}$$

3. **Combination HSD/HSE and CTT Completion Rate:** This measure encourages the completion of both academic and CTT programs as a basis for career and financial success in employment, and recognizes the additional effort required of the center and the student to achieve both.

Pool: Of those without an HSD/HSE at entry: the number of students who attained an HSD/HSE AND who completed their first CTT program, with the most recent attainment occurring during the reporting period, PLUS the number of students who exited in the reporting period without attaining both an HSD/HSE and CTT

Measure: The percentage of students who attained an HSD or HSE in the reporting period while enrolled in Job Corps AND who completed their first CTT program, with the most recent of these attainments occurring in the reporting period **NOTE:** For purposes of the DCS Report Card, credit is granted for the achievement of one academic credential only, even if a student earned both an HSD and an HSE during enrollment.

Goal: The national goal is 50%; for PY 2024, 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 students' test scores 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 Appendix 501 Attachments, Attachment 11: PY 2024 Center Model-Based Goals and Worksheets, for a template of the factors utilized in the models and for specific goals.

Weight: 5%

Formula: Number of students who attained an HSD/HSE AND who completed their first CTT program, with the most recent of these attainments occurring in the reporting period

Of those without an HSD/HSE at entry: the number of students who attained an HSD/HSE AND who completed their first CTT program, with the most recent attainment occurring during the reporting period, PLUS the number of students who exited in the reporting period without attaining both an HSD/HSE and CTT

4. **Career Technical Training (CTT) Completer Primary Industry-Recognized Credential (IRC) Attainment Rate:** In PY 2010, a measure of IRC attainment was added to the OMS. Beginning in PY 2015, the DCS Report Card featured primary IRCs as the preferred student credential attainment. Primary credentials represent knowledge and skill levels of a particular job and are considered critical for qualification and placement into permanent employment with sustainable wages. Secondary credentials are supportive in nature, and while important, are viewed as more supplemental than critically essential to the job. While the DCS Report Card only captures outcomes pertaining to primary attainments, the CTT Report Card (CTT 10) features both the primary and secondary credential attainment measure and outcomes. In PY 2017 some moderate changes were made to the IRC list. For PY 2019, extensive revisions were made to improve alignment with CTT offerings and employer requirements.

Pool: Number of students assigned to a CTT program who completed their first Primary IRC during the reporting period plus the number assigned to a CTT program who exited in the reporting period without completing a Primary IRC (excluding 30/45 day Level 1 ZTs).

Measure: The percentage of students who have attained an approved primary IRC or students who have completed a training program offered by a National Training Contractor (NTC) in the reporting period while enrolled in Job Corps. **NOTE:** For purposes of the DCS Report Card, credit is granted for the achievement of the first primary IRC attained or NTC program completed, even if a student attained another primary IRC during enrollment.

Goal: The national goal is 90%.

Weight: 20%

Formula: Number of CTT students who attained their first approved Primary IRC or completed an NTC program in the reporting period  
Number of students assigned to a CTT program who completed their first Primary IRC during the reporting period plus the number assigned to a CTT program who exited in the reporting period without completing a Primary IRC

## F. Measurable Skill Gains Measures

1. **Literacy Gain Rate:** This measure provides a real-time perspective on the proportion of students that are achieving literacy gains while enrolled in Job Corps. Please note that centers must adhere to policy as stated in Chapter 3, Appendix 301: TABE® Requirements and Instructions.

Pool: Number of students (excluding 30/45 day Level 1 ZTs) who a) scored EFL 4 or below on a valid initial\* TABE reading test (level E, M, D, or A) or EFL 4 on a valid initial TABE Español<sup>8</sup> reading test (level E or M) and attained their first gain of 1 EFL or higher on a subsequent follow up test during the reporting period, PLUS b) students who did not take a valid initial reading test during the first 21 calendar days\* on center during the reporting period PLUS c) students who exited in the reporting period, scored EFL 4 or below on a valid initial TABE reading test (level E, M, D, or A) or EFL 4 on a valid initial TABE Español reading test (level E or M), and did not attain a gain of 1 EFL or higher on a subsequent follow up test.

\* For crediting purposes, initial TABE tests must be administered within the first 21 calendar days on center. For exceptions to this 21-day policy, see Appendix 301: TABE® Requirements and Instructions. Exceptions include a specific sub-group of Limited English Proficient (LEP) students.

The winter break and time separated under medical separation with reinstatement rights (MSWR) and administrative separations with reinstatement rights (ASWR) do not count toward the 21 calendar days. 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 after the student has received instruction in the content area, in accordance with testing guidelines (Appendix 301).

Measure: The percentage of students who attained their first EFL gain in the reporting period on a valid subsequent TABE reading test (level E, M, D, or A) or TABE Español reading test (level E or M), taken after the student has received instruction in the content area, while enrolled in Job Corps. **NOTE:** For purposes of the DCS Report Card, credit is

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<sup>8</sup> The TABE Español, which is the most recent Spanish version of the test, is the 7/8 edition released in 1995 and has different score ranges aligned with the EFLs as compared to the TABE 11/12 which is the 2017 English edition.

granted for the achievement of the first EFL gain only, even if a student attains additional EFL gains during enrollment.

**Goal:** 65% (90% on the TABE Español); for PY 2024, 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 students' test scores 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 Appendix 501 Attachments, Attachment 11: PY 2024 Center Model-Based Goals and Worksheets, for a template of the factors utilized in the models and for specific goals.

**Weight:** 5%

**Formula:** Number of students who made their first gain of 1 EFL or higher on a valid subsequent TABE reading test during the reporting period  
Number of students who a) scored EFL 4 or below on the initial TABE reading test and attained their first gain of 1 EFL or higher on a subsequent follow up test during the reporting period, PLUS  
b) students who did not take a valid initial reading test during the first 21 calendar days on center during the reporting period PLUS  
c) students who exited in the reporting period, scored EFL 4 or below on the initial TABE reading test and did not attain a gain of 1 EFL or higher on a subsequent follow up test

**Note:** EFLs range from 1 to 6 and each EFL is linked to a specific scale score range. Credit is given when a student attains a higher EFL on a follow-up TABE test than the EFL of their initial TABE test. For example, moving from an EFL of 2 on the initial TABE test to an EFL of 4 on a subsequent TABE test leads to a credit of 1 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 EFL gain rate is then calculated by dividing the sum of all credits received (including zero gains) by the number of students in the pool.

2. **Numeracy Gain Rate:** This measure provides a real-time perspective on the proportion of students that are achieving numeracy gains while enrolled in Job Corps. Please note that centers must adhere to policy as stated in Chapter 3, Appendix 301: TABE® Requirements and Instructions.

**Pool:** Number of students (excluding 30/45 day Level 1 ZTs) who a) scored EFL 5 or below on a valid initial\* TABE math test (level E, M, D, or

A) or EFL 4 on a valid initial TABE Español<sup>9</sup> math test (level E or M) and attained their first gain of 1 EFL or higher on a subsequent follow up test during the reporting period, PLUS b) students who did not take a valid initial math test during the first 21 calendar days\* on center during the reporting period PLUS c) students who exited in the reporting period, scored EFL 5 or below on a valid initial TABE math test (level E, M, D, or A) or EFL 4 on a valid initial TABE Español math test (level E or M), and did not attain a gain of 1 EFL or higher on a subsequent follow up test.

\* For crediting purposes, initial TABE tests must be administered within the first 21 calendar days on center. For exceptions to this 21-day policy, see Appendix 301: TABE® Requirements and Instructions. Exceptions include a specific sub-group of LEP students.

The winter break and time separated under MSWR and ASWR do not count toward the 21 calendar days. If a student does not attain a valid test score (as defined in Appendix 301), the initial math TABE test must be retaken within the 21-day period and only the valid test score will count as the initial test score. Individuals who take their initial test on their 22nd day on center (or later) are treated as not having an initial test, are included in the pool along with those who do not take a test and cannot obtain a numeracy gain. For crediting of learning gains, a follow-up test must be after the student has received instruction in the content area, in accordance with testing guidelines (Appendix 301).

**Measure:** The percentage of students who attained their first EFL gain in the reporting period on a valid subsequent TABE math test (level E, M, D, or A) or TABE Español math test (level E or M), taken after the student has received instruction in the content area, while enrolled in Job Corps. **NOTE:** For purposes of the DCS Report Card, credit is granted for the achievement of the first EFL gain only, even if a student attains additional EFL gains during enrollment

**Goal:** 65% (90% on the TABE Español); for PY 2024, 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 students' test scores 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 Appendix 501 Attachments, Attachment 11: PY 2024 Center Model-Based Goals and Worksheets, for a template of the factors utilized in the models

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<sup>9</sup> The *TABE Español*, which is the most recent Spanish version of the test, is the 7/8 edition released in 1995 and has different score ranges aligned with the EFLs as compared to the TABE 11/12 which is the 2017 English edition.

and for specific goals.

Weight: 5%

Formula: Number of students who made their first gain of 1 EFL or higher on a valid subsequent TABE math test during the reporting period  
Number of students who a) scored EFL 5 or below on the initial TABE math test and attained their first gain of 1 EFL or higher on a subsequent follow up test during the reporting period, PLUS b) students who did not take a valid initial math test during the first 21 calendar days on center during the reporting period PLUS c) students who exited in the reporting period, scored EFL 5 or below on the initial TABE math test and did not attain a gain of 1 EFL or higher on a subsequent follow up test

Note: EFLs range from 1 to 6 and each EFL is linked to a specific scale score range. Credit is given when a student attains a higher EFL on a follow-up TABE test than the EFL of their initial TABE test. For example, moving from an EFL of 2 on the initial TABE test to an EFL of 4 on a subsequent TABE test leads to a credit of 1 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 EFL gain rate is then calculated by dividing the sum of all credits received (including zero gains) by the number of students in the pool.

3. **Off-Center Work-Based Learning (WBL) Rate:** This measure emphasizes the importance of strong employer partnerships that can be leveraged to provide on-site job experiences to students that complement the training and soft skills attained through the Job Corps program.

Pool: Number of students enrolled in a CTT program that participated in their first Meaningful\* Off-Center Work-based learning (WBL) activity during the reporting period PLUS the number of students enrolled in a CTT program who separated during the reporting period without participating in a meaningful Off-Center WBL activity (excluding 30/45 day Level 1 ZTs).

\*Meaningful off-center WBL is defined as one record/instance totaling 40 or more hours that is either off-center Career Technical Skills Training (CTST), Clinical Experience/Practicum, Cooperative Education, or Internship.

Measure: The percentage of students who participated in their first Meaningful Off-Center WBL during the reporting period

Goal: The national goal is 35%.

Weight: 10%

Formula: 
$$\frac{\text{Number of students who participated in their first Meaningful Off-Center Work-based learning (WBL) during the reporting period}}{\text{Number of students enrolled in a CTT program that participated in their first Meaningful Off-Center WBL activity during the reporting period PLUS the number of students enrolled in a CTT program who separated during the reporting period without participating in a meaningful Off-Center WBL activity}}$$

## 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.

For PY 2024 the following measures have *national* goals:

- 90-Day Retention Rate
- 180-Day Retention Rate
- Career Technical Training (CTT) Completion Rate
- CTT Primary Industry-Recognized Credential (IRC) Attainment Rate
- Off-Center Work-Based Learning (WBL) Rate

For PY 2024 the following measures have *model-based* goals:

- HSD or HSE Attainment Rate
- Combination HSD/HSE and CTT Completion Rate
- Literacy Gain Rate
- Numeracy Gain Rate

Model-based goals for all DCS measures can be found in Appendix 501 - Attachments, Attachment 11: PY 2024 Center Model-Based Goals and Worksheets. Details regarding model-based goals can be found in 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 DCS Report Card has been revised for PY 2024 to assign weight to measures based upon their relative importance and value as determined by departmental and programmatic priorities. The CTT Completion Rate and HSD/HSE Attainment Rate measures are each weighted at 25 percent, with the Primary IRC

Attainment Rate at 20 percent. The Off-center WBL measure is weighted at 10 percent, with 90-Day Retention and 180-Day Retention weighted at 2 percent and 3 percent respectively. The remaining three measures are each weighted at 5 percent.

**I. Overall Rating**

Weighted performance ratings across each of the weighted measures are aggregated to create a DCS 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 2024

### 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 sense of security, 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])
- Students' perception of satisfaction with different aspects of the program (Student Experience Assessment [SEA])
- Students' perception of safety (Student Safety Assessment [SSA])

The results of each center's OBS, SSA and SEA stand alone. There is no aggregation of performance results across these components. These three elements supplement the DCS 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)

On-Board Strength is an efficiency rating that demonstrates the extent to which a center operates at full capacity. The measure is reported as a percentage, calculated by the average number of students on-board divided by the average planned on-board strength (daily number of students that a center is authorized to serve). **The national goal for OBS is 100%** in order to operate the program at full capacity, maximize program resources, and fulfill the mission of serving the underserved student population.

### C. Student Experience Assessment (SEA) and Student Safety Assessment (SSA)

Per Job Corps Program Instruction Notice 21-05, Job Corps has replaced the Student Satisfaction Survey (SSS) with two new, separate surveys: The Student Experience Assessment (SEA) and the Student Safety Assessment (SSA).

The SEA is a student satisfaction survey that assesses students' opinions about their Job Corps experience. The survey includes 15 modules addressing multiple areas of service such as admissions, career technical training, and residential living. The SEA is an online survey with 174 questions. The survey modules are tailored to each student based on their experience in the program. Students only complete modules relevant to their current experience (no student answers all 174 questions). The survey takes students 20 minutes, on average, to complete. The SEA is administered quarterly to all students who have been

enrolled in the program for two weeks or more. Students returning from a 30-day MSWR or ASWR period within one week of the survey may also be included in the pool.

The SSA elicits students' perceptions on safety and security including center climate, drug/alcohol use, violence/bullying, and sexual violence. The SSA is an online survey with 49 base questions. There are additional potential follow-up questions based on students' responses to the base questions. The survey takes approximately 15 minutes, on average, to complete. Once the pilot is launched in PY 2024, the SSA will be initially administrated quarterly to a sample of students based on centers' On-Board Strength (OBS). Students who have been enrolled in the program for two weeks or more are eligible for inclusion in the sample. Students returning from a 30-day MSWR or ASWR period within one week of the survey may also be included in the sample pool.

Both the SSA and the SEA are completed confidentially. Students can complete the surveys online using a computer or any mobile device. Students selected to participate in either the SSA or the SEA receive an email to their Job Corps email address with a survey link and a PIN number. Students click on the survey link and enter their PIN number on the survey launch page to begin the survey. Reminders are sent to the students throughout the nine-day survey window to their Job Corps email and, when possible, to personal email addresses, or via text. Technical assistance is available to students and staff by completing a "Contact Us" form on the JC Student Surveys website, <https://jcstudentsurveys.com>. Students receive a 'Thank You' email after survey completion. Daily response rate reports are posted during the survey window. The daily response rate reports, promotional materials, frequently asked questions, and training documents can be found on the JC Student Surveys website.

Centers must take steps to ensure that computers and/or Wi-Fi access are easily accessible to allow students to complete the surveys. Centers are required to do the following:

- Ensure students have computer log-in information and passwords.
- Ensure students can access all available student-ready computers including Chromebook laptops.
- Ensure students know how to access their Job Corps email. This includes knowing the steps to access their email, steps for accessing email on their mobile devices and on the Chromebook laptops and knowing their passwords.
- Encourage students to regularly check their Job Corps emails.
- Ensure students' personal email addresses and cellphone numbers are correct in the Center Information System (CIS).
- Ensure there are functioning computers with internet access and/or Wi-Fi available for students to use during non-training hours.
- During the survey period, ensure the students have access to their Job Corps or personal email using center computers or Wi-Fi during non-training time (after hours or during breaks and lunch) to complete their survey.
- Ensure students understand that the surveys are questionnaires, not tests. There are no right or wrong answers.
- Inform students that the surveys have an audio function, and they should have headsets with them if they want to have the questions and answers read to them.

- Encourage non-residential students in off-center training or work-based learning to check their Job Corps and/or personal email and complete the surveys.
- Ensure individual students have time to complete the surveys on their own, including allowing non-residential students to use center computers after training.

**Participation in the SSA and SEA is voluntary.** Although high response rates are desirable, centers are reminded that the SSA and SEA are voluntary. Students have the right to decline to take the SSA or SEA without fear of repercussions from the center. Centers are encouraged to promote the SSA and SEA regularly through multiple communication channels to ensure a high response rate. Centers should use the promotional materials provided on the JC Student Surveys website noted above. The SSA and SEA yields useful information regarding center safety and the quality of services provided to students, which is used at national, regional, and center levels. Insufficient response rates can compromise the quality of the data collected.

The SSA and the SEA have individual administration schedules, response rate targets, and rating systems. These are outlined in Appendix 501 Attachments, Attachments 8 and 9.

### III. **ROLES AND RESPONSIBILITIES**

#### A. **National Office**

The National Office is responsible for:

- Establishing national policy for the center OMS each program year.
- Providing model-based goals for designated performance measures and administering the appeals process of the adjusted goals.
- Administering the National Office appeals process of Quarter 2 and Quarter 4 outcomes reported from the post-separation survey.
- Monitoring the Job Corps Data Center (JCDC) issuance of the DCS Report Card and reports on each of the Center Quality Assessment metrics.
- Tracking and verifying performance of Job Corps centers.
- Communicating with Regional Offices to implement program or policy changes.
- Providing information, technical assistance and training to the Regional Offices and Job Corps community as needed.
- Developing and supporting a standardized audit methodology for Regional Office staff.
- Establishing an administrative low rating to centers for lack of credible data.
- Reviewing the development, implementation, and monitoring of center PIPs.
- 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 United States Department of Agriculture (USDA) Forest Service Civilian Conservation Center (CCC) plans are consistent with center performance goals and requirements.
- Considering performance in both the DCS Report Card and Center Quality Assessment components (OBS, SEA, and SSA) in procurement and contract administration activities.
- Monitoring the performance of all centers monthly using the DCS Report Card, the Center Quality Assessment, and information gathered from center visits, assessments, and review of other reports and analyses.
- Reviewing information submitted by centers who fail to meet performance goals on extenuating circumstances and/or unique factors to substantiate the shortfall.
- Evaluating the extenuating circumstances/unique factors in conjunction with the operator's compliance with all other terms and conditions of the contract/agreement and the results of any Office of Inspector General (OIG) audits and special review findings in making procurement-related decisions.
- Determining if adjustments are warranted, and consequently transmitting a justification for the adjustment as part of the Contractor Performance Assessment System.

**C. Center Operators**

Center operators, including the USDA, Forest Service, are responsible for:

- Implementing performance goals with their respective centers.
- Providing staff training and technical assistance.
- Monitoring monthly performance against goals on the DCS Report Card and performance on the Center Quality Assessment.
- Submitting information to Regional Offices regarding extenuating circumstances and/or unique factors that could justify poor DCS Report Card performance.
- Recommending corrective action, as required, and submitting corrective action plans to Job Corps Regional Offices when appropriate.
- Implementing corrective action plans as directed.

**D. Job Corps Centers**

Job Corps Centers are responsible for:

- Sharing the information in this Appendix 501a with all applicable staff.
- Accurate and timely data entry into CIS to ensure data integrity.
- Data verification and correction prior to a student's separation and processing of transitional allowance.
- Maintaining all documents and automated information necessary for audits of activity.

- Updating student's contact and alternate (family and friends) contacts information prior to separation in CIS or Career Transition System (CTS) to provide post-separation survey staff with the most current contact information increasing the likelihood of reaching students for the Quarter 2 and Quarter 4 surveys. (Complete and accurate alternate contact information for family members or friends (at a different address) is essential to obtaining high survey completion rates.)

**E. Job Corps Data Center (JCDC)**

JCDC is responsible for:

- Ensuring that the DCS Report Card, Center Quality Assessment components, and other reports are issued in accordance with the target release dates.
- Coordinating specifications of the DCS Report Card and the reports for the Center Quality Assessment components (OBS, SEA, and SSA) with National Office staff.
- Ensuring that data generated in the reports accurately reflect the policy and programming design.
- Providing Help Desk services regarding Job Corps center data, reporting and oversight of CIS, and training and services to the regions on CIS.

**APPENDIX 501B**  
**POLICIES AND PROCEDURES FOR JOB CORPS’**  
**PROGRAM YEAR (PY) 2024**  
**PERFORMANCE MANAGEMENT SYSTEM**  
**OUTREACH AND ADMISSIONS OUTCOME MEASUREMENT SYSTEM**

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## I. OUTREACH AND ADMISSIONS (OA) REPORT CARD FOR PY 2024

*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) 2024 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 the performance of OA providers nationwide. The OA Report Card reflects OA providers' success in achieving specific goals and objectives pertaining to the recruitment of eligible students to reach center capacity, and the efficiency and efficacy of the admissions process.

OA providers are essential to the delivery of Job Corps services since they facilitate the input pipeline of new students. Specifically, they respond to individuals who are interested in enrolling in Job Corps and conduct applicant screening based on PRH Chapter 1 requirements. They can also help to lay the foundation for a beneficial and rewarding experience for students. OA providers must focus their efforts on serving all who are interested in enrolling in Job Corps fairly and equitably, so that Job Corps can reach its mission as reflected in the Workforce Innovation and Opportunity Act (WIOA).

### B. PY 2024 Changes in Appendix 501B

The performance measures included in the PY 2024 OA Report Card are intended to encourage the forward progress of prospects and applicants to Job Corps and ensure that arrival goals are being met to reach and maintain full centers.

For PY 2024, Job Corps has made changes to the OA Report Card as enumerated below.

**Changes to Conversion Measure Definitions:** In PY 2023 Job Corps added three new measures to the OA OMS to assess OA providers' success in converting prospects to applications, applications to initial decisions, and accepted applicants to enrollments. Each conversion measure was allotted three timepoints for the conversion to occur, with the intent to incentivize the shorter timeframes while encouraging continued effort to complete conversions that take longer. In PY 2023, Job Corps intended to monitor and analyze the data captured through the new MyJC system for calculating the outcomes of the new conversion measures. Data from OA providers that transitioned to MyJC in the first roll-out phase (i.e., early adopters) have led to a refinement of the original measures in both the process and timing of the conversions. For PY 2024, Job Corps has replaced the Prospect to Applicant Conversion measure with two separate measures that more precisely mirror the steps towards completing an application. These two measures are the Prospect to Submitted Application measure and the Submitted Application to Completed Interview measure.

Additionally, the measure of Application to Initial (Eligibility) Decision has been refined



to capture the conversion of Completed Interview to Final Eligibility Decision (for applicants whose case status is closed). This refinement ensures that the first three measures are closely connected and follow the initial phases of the admissions process under MyJC.

MyJC will be implemented across all OA providers over the initial months of PY 2024. The conversion measures will therefore continue to be unweighted for PY 2024 with no goals set to allow for data to build and results to stabilize. Job Corps will consider results from PY 2024 as baseline data and use them to determine goals for the conversion measures for PY 2025.

**Changes to Conversion Measure Timing:** Based upon initial analyses of data from early adopters of MyJC, Job Corps is using a single timepoint for each of the conversion measures that is based upon the distribution of the conversions. Each timeframe was selected to be above the median point of the combined results from the early adopters, so that greater than half of all prospects and applicants are achieving conversions within these timeframes. Job Corps will consider further refinement of the conversion timings for PY 2025 once national results are available.

Provided below is a chart outlining the PY 2024 OA Report Card.

PY 2024 OA REPORT CARD			
Measure	Definition	Goal	Weight
<b>QUANTITY/PRODUCTION (80%)</b>			
Female Arrival Rate	<u>Number of female arrivals</u> Total female contracted quota	100%	40%
Total Arrival Rate	<u>Number of total arrivals</u> Total contracted quota	100%	40%
<b>CONVERSION (0%)</b>			
Prospect to Submitted Application Conversion Rate	Number of unique prospects that submitted an application within 7 calendar days of initial <u>submission of interest</u> The number of unique prospects whose initial submission of interest occurred 7 calendar days earlier	---	0%
Submitted Application to Interview Conversion Rate	Number of submitted applications that completed an interview within 7 calendar <u>days of application submission</u> The number of prospects whose application submission occurred 7 calendar days earlier	---	0%
Interviewed Applicant to Eligibility Decision Conversion Rate	Number of interviewed applicants that received an eligibility decision within 21 calendar days of <u>interview date</u> Number of interviewed applicants with an interview date that was 21 calendar days earlier	---	0%
Eligible Applicant to Enrollment Conversion Rate	Number of eligible applicants who enrolled <u>within 30 calendar days of acceptance</u> Number of eligible applicants whose acceptance date was 30 calendar days earlier	---	0%
<b>QUALITY/COMMITMENT (20%)</b>			
Non-Level 1 Zero Tolerance (ZT) Separation Rate	Number of student arrivals who do not separate for a Level 1 ZT infraction under codes 5.1a, 5.2b or 5.3c within the first 30 calendar days of enrollment or under code 5.2A within <u>the first 45 calendar days of enrollment</u> Number of student arrivals with the opportunity to stay in the program for at least 45 calendar days after enrollment	98%	20%
			100%

### C. Quantity/Production Measures

These measures support Job Corps centers achieving and maintaining full operational capacity per the Job Corps PRH.

The goals for the arrival measures are set at 100 percent of OA providers' contractual goals. Thus, if a Regional Office needs to adjust an OA provider'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 percent of the newly assigned quotas.

1. **Female Arrival Rate:** The Female Arrival Rate is the number of female arrivals compared to the total 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: 40%

Formula: 
$$\frac{\text{Number of female arrivals}}{\text{Total female contracted quota}}$$

2. **Total Arrival Rate:** The Total Arrival Rate is the number of total arrivals (all genders) compared to the total arrival quota, as specified by the contract.

Pool: Total (all genders) contracted quota.

Measure: The percentage of total (all genders) arrivals achieved.

Goal: 100% of the contracted quota.

Weight: 40%

Formula: 
$$\frac{\text{Number of total arrivals}}{\text{Total contracted quota}}$$

Note: For OA providers that do not have responsibility for female arrivals, the Total Arrival Rate will be given 80% weight, that is, all of the weight for production.

### D. Conversion Measures

These measures focus on maintaining an effective and efficient admissions pipeline, following the conversion process from prospects to applicants to enrollments. This aligns

with Job Corps 2.0 Pillar 1 and ultimately supports achievement of arrival goals. As in PY 2023, for PY 2024, these measures are for informational purposes only, to allow for data to accumulate and stabilize in MyJC once it is implemented nationally. For this reason, no goals or weights are assigned to the conversion measures for PY 2024. Job Corps will use results from PY 2024 to determine appropriate stretch goals for PY 2025, when these measures will be weighted. Each measure calculates the conversions under only one timeline based upon the distribution of available data from the early adopters of the new system. The intent of the timeline is to incentivize early/quick conversions within reasonable periods.

1. **Prospect to Submitted Application Conversion Rate:** The conversion of unique prospects into submitted applications is an integral step of the admissions process, and an indication of the prospects potential interest in and commitment to the program. The measure is reported for the conversions that occur within seven (7) calendar days of the Express Interest Tool (EIT) submission.

Pool: Number of unique prospects whose initial submission of interest occurred 7 calendar days earlier

Measure: Number of unique prospects that submitted an application within 7 calendar days of initial submission of interest

Goal: 0%

Weight: 0%

Formula: 
$$\frac{\text{Number of unique prospects that submitted an application within 7 calendar days of initial submission of interest}}{\text{Number of unique prospects whose initial submission of interest occurred 7 calendar days earlier}}$$

2. **Submitted Application to Interview Conversion Rate:** The conversion of submitted applications into completed interviews is a major step of the admissions process and efficiently completing this step expedites the input pipeline. The measure is reported for conversions that occur within 7 calendar days.

Pool: Number of prospects whose application submission occurred 7 calendar days earlier

Measure: Number of submitted applications that completed an interview within 7 calendar days of their submission of the application

Goal: 0%

Weight: 0%

Formula: 
$$\frac{\text{Number of submitted applications that completed an interview within 7 calendar days of their submission}}{\text{Number of prospects whose application submission occurred 7 calendar days earlier}}$$

**3. Interviewed Applicant to Final Eligibility Decision Conversion Rate:**

Completion of the application process and determining whether the applicant meets acceptance criteria is the next critical step in the admissions pipeline, and a point of increased focus. The measure is reported for conversions that occur within 21 calendar days.

Pool: Number of interviewed applicants with an interview date that was 21 calendar days earlier

Measure: Number of interviewed applicants that received an eligibility decision within 21 calendar days of interview date

Goal: 0%

Weight: 0%

Formula: 
$$\frac{\text{Number of interviewed applicants whose case status is closed that received an eligibility decision within 21 calendar days of interview date}}{\text{Number of interviewed applicants with an interview date that was 21 calendar days earlier}}$$

**4. Eligible Applicant to Enrollment Conversion Rate:** The final step in the admissions pipeline is the enrollment of accepted applicants into Job Corps. The measure is reported for conversions that occur within 30 calendar days.

Pool: Number of eligible applicants whose acceptance date was 30 calendar days earlier

Measure: Number of accepted applicants who enrolled within 30 calendar days of acceptance

Goal: 0%

Weight: 0%

Formula: 
$$\frac{\text{Number of eligible applicants who enrolled within 30 calendar days of acceptance}}{\text{Number of eligible applicants whose acceptance date was 30 calendar days earlier}}$$

**E. Quality/Commitment Measure**

This measure is consistent with OA providers' responsibility to provide applicants with in-depth information about the program, such as policies and expectations regarding the Zero Tolerance (ZT) policy towards violent behavior, drugs, and alcohol use.

1. **Non-Level 1 Zero Tolerance (ZT) Separation Rate:** This measure includes all students who were recruited by the OA providers.

Pool: All students who had the opportunity to stay in the program for at least 45 calendar days after enrollment.

Measure: The percentage of students in the pool who do not separate for a Level 1 ZT infraction under codes 5.1a, 5.2b or 5.3c (for an infraction that is categorized as alcohol possession, consumption or distribution while on center or under center supervision) within the first 30 calendar days of enrollment or under code 5.2a within the first 45 calendar days of enrollment.

Level 1 ZT infractions are described in Exhibit 2-1, and in the Introduction to Appendix 501.

Goal: The national goal is 98%.

Weight: 20%

Formula: 
$$\frac{\text{Number of student arrivals who do not separate for a Level 1 ZT infraction under codes 5.1a, 5.2b or 5.3c within the first 30 calendar days after enrollment or under code 5.2A within the first 45 calendar days after enrollment}}{\text{All student arrivals with the opportunity to stay in the program for at least 45 calendar days after enrollment}}$$

**F. Performance Goals**

Performance goals serve as the quantitative benchmarks to assess performance. A single performance goal is established for each measure, and performance is measured as a percentage of the goal(s) achieved. For PY 2024, the goals reflect federal expectations in performance levels for each metric. The new conversion measures do not have goals set for PY 2024 to allow data to accumulate and stabilize in MyJC.

**G. Weights**

A weight is assigned to each measure to reflect: (1) areas of emphasis in OA providers' accountability for achieving positive applicant/student outcomes; (2) the importance

attached to each measure; and (3) the number of prospects/applicants/students in the pool for each measure.

For PY 2024, Job Corps has made no changes to the weighting of the OA Report Card from the previous year. For PY 2024 the Total Arrivals and Female Arrivals measures are equally weighted at 40%, and the Non-Level 1 ZT Separation Rate is weighted at 20 percent. The new conversion measures are unweighted for PY 2024 to allow for data to accumulate and stabilize in MyJC for reporting outcomes.

#### **H. Overall Rating**

Weighted performance ratings across each of the weighted measures are aggregated to create an OA provider's 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 plans.

## II. ROLES AND RESPONSIBILITIES

### A. National Office

The National Office is responsible for:

- Establishing overall policy for the OA OMS each program year.
- Monitoring the Job Corps Data Center's (JCDC's) issuance of the OA Report Card and evaluate its results regularly.
- Monitoring MyJC usage, data entry and training.
- Ensuring all necessary data from MyJC is transmitted to JCDC timely and accurately to meet target release dates for performance reporting.
- Providing Help Desk services regarding OA providers data, reporting and oversight of MyJC, online application receipt and routing through MyJC, online application data, and training and services to the regions and OA providers on the use of MyJC.
- Tracking and verifying performance of OA providers and conducting trend analyses of outcomes and processes.
- Communicating with Regional Offices to implement program or policy changes or adjustments.
- Providing information, technical assistance, and training to the Regional Offices and Job Corps community as needed.
- Establishing an administrative low rating to contractors for lack of credible data.

### B. Regional Offices

Regional Offices are responsible for preparing the Requests for Proposals (RFPs) and awarding the contracts, receiving, and reviewing data reports, and OA providers performance as follows:

1. **Request for Proposals (RFPs) and Contracts:** Regional Offices review proposals, contracts, and plans for compliance with the OA Report Card system established herein and OA providers RFPs to verify that all include language that new arrival quotas will be established, based on Job Corps data that demonstrate program demand in the assigned recruitment area, and will be 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 based on Job Corps data. **The Regional Office must also ensure that accurate arrival quotas are entered into the Financial Management System (FMS) in a timely manner and conduct frequent verifications with JCDC.** Delays in entering quotas in FMS is a data integrity issue. Quotas not entered for one or more months in a reporting period can lead to over-inflated or missing results for the arrival measures in the OA Report Card, affecting the performance ratings and overall rating for that OA provider.



2. **Data Reports:** Regional Offices should review and forward electronic National Office data analysis reports to OA providers and notify both the National Office of Job Corps and JCDC of OA provider contract changes (locations or service) **prior** to implementing the change. **Regional Offices must also enter monthly arrival quotas into FMS in a timely manner** to ensure that data reports contain accurate information that is based on program demand within the assigned recruitment area. They must also maintain and provide annually (or as revised) an updated list of OA providers, contact addresses, and codes to the National Office of Job Corps.
3. **Monitoring OA Providers:** Regional Offices must monitor and assess OA providers performance against goals that are based on program demand within the assigned recruitment area, using OA Report Card overall ratings for procurement and contract administration activities. As noted previously, delays in entering monthly quotas in FMS leads to over-inflated or missing performance ratings and overall ratings in the OA Report Card. **It is important to therefore enter quotas in a timely manner to ensure the integrity of the data and Report Card results.**

The Regional Offices should transmit any contractor's explanation of poor performance as part of the Contractor Performance Assessment Reporting System. Regional Directors will evaluate information submitted by the OA provider, analyze numbers of referrals sent to the provider through the Enrollment Interest Tool (EIT) and perform an assessment of the provider's compliance with Job Corps policy and 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. **Outreach and Admissions (OA) Providers**

All providers performing OA services are responsible for maintaining all documents, case notes, and automated information necessary for audits of activity. It is critical that accurate data are entered into MyJC and the Outreach and Admissions Student Input System (OASIS). The provider 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 JCDC Help Desk ([helpdesk@jobcorps.org](mailto:helpdesk@jobcorps.org)), of any address, phone, or fax changes (copy the Regional Office).

Further, OA providers must monitor progress against goals on an ongoing basis and take corrective action or implement program/procedural improvements, as appropriate. Most importantly, OA providers must submit information regarding extenuating circumstances and/or unique factors, which can temporarily justify poor performance, to the Regional Office. This must include information on the numbers of prospect referrals received through the EIT. OA providers 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, implement corrective action plans as directed, and make recommendations to the federal officer regarding approaches to better serve applicants, meet program demand, and improve performance.

**D. Job Corps Centers**

Job Corps centers are responsible for:

- Timely and accurate handling of application information transmitted by the OA provider.
- Ensuring prompt review of each applicant's medical information.
- Ensuring prompt contact with applicants and pre-enrollees to plan for travel and make travel arrangements.
- Ensuring accurate coding of OA Identification codes.
- Assisting OA providers to promote timely arrivals of eligible students. **Job Corps centers must ensure expedient processing of applicant folders to fully support 100 percent on-board strength (OBS).**
- Providing center-specific information to OA providers to ensure accurate information is being shared with potential new students.

**Note:** A general failure to accurately enter data, or otherwise report information to JCDC, not only negatively affects the overall performance rating of individual OA providers but also reflects negatively on the integrity of Job Corps program reports and outcomes. In addition, since enrollee information is critical to other data reports, any inaccurate OA data negatively impacts 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.
- Coordinating specifications of the OA Report Card with National Office staff.
- Ensuring the data generated in the reports accurately reflects the policy and programming design.
- Providing Help Desk services regarding OA providers data, reporting and oversight of OASIS, online application receipt and routing through OASIS, online application data, and training and services to the regions and OA providers on the use of OASIS.
- Working with the National Office to ensure that MyJC data is transmitted timely and integrated into OASIS and CIS as appropriate.

**APPENDIX 501C**  
**POLICIES AND PROCEDURES FOR JOB CORPS’**  
**PROGRAM YEAR (PY) 2024**  
**PERFORMANCE MANAGEMENT SYSTEM**  
**CAREER TRANSITION SERVICES OUTCOME MEASUREMENT SYSTEM**

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## I. CAREER TRANSITION SERVICES (CTS) REPORT CARD FOR PY 2024

*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) 2024 Outcome Measurement System (OMS) Report Cards, as well as Attachments pertaining to this section.*

### A. Overview

Service providers with Career Transition Services (CTS) responsibilities play a vital role in the continuum of service delivery to students. Job Corps emphasizes students' long-term career and financial success as a major indicator of the program's effectiveness. CTS providers have the primary responsibility of ensuring that Graduates and Former Enrollees successfully transition to quality academic or employment experiences leading to long-term attachment 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 CTS providers. This Report Card reflects CTS providers' success in achieving specific goals and objectives pertaining to both the placement of Graduates and Former Enrollees, and their earnings.

### B. PY 2024 Changes in Appendix 501C

For PY 2024, Job Corps has made a small number of changes to the CTS Report Card as enumerated below.

**Graduate Placement Prior to Program Exit Rate:** This measure, introduced in PY 2023 for informational purposes, has been removed from the PY 2024 CTS Report Card.

**Graduate and Former Enrollee Average Hourly Wage:** The national goal for the Graduate and Former Enrollee Average Hourly Wage measure is increased from \$17.50 to \$18.75. For PY 2024, CTS and regions continue to use model-based goals for this measure.

**Career Technical Training (CTT) Completer JTM Placement Rate:** The goal for the CTT Completer JTM Placement Rate is increased from 70 percent to 75 percent.

**Graduate and Former Enrollee Median Earnings in Quarter 2 After Exit Quarter:** The goal for this measure is increased from \$7,700 to \$9,000. For PY 2024, CTS and regions continue to use model-based goals for this measure.

**Graduate and Former Enrollee Employer Retention Rate:** The goal for this measure is increased from 60 percent to 65 percent for PY 2024.

**Weights:** The weighting scheme has been adjusted to return to a differential weight structure to allow greater emphasis on those measures identified as of greater value and importance to the program and department. The Graduate and Former Enrollee Placement Rate is weighted at 25

percent, with the Graduate and Former Enrollee Full-Time Quality Placement and Median Earnings in Quarter 2 measures weighted at 10 percent and 5 percent respectively. The remaining measures are each weighted at 15 percent, with the exception of the Employer Retention Rate measure which remains unweighted for PY 2024.

All policies and related attachments pertaining to the CTS Report Card can be found in Appendix 501 Introduction and Appendix 501 Attachments.

Provided on the next page is a summary table outlining the PY 2024 CTS Report Card.

PY 2024 CTS REPORT CARD			
Measure	Definition	Goal	Weight
<b>CTS PLACEMENT OUTCOMES (65%)</b>			
Graduate and Former Enrollee Placement Rate	Number of graduates and former enrollees placed in a job, the military, an education/training program, <u>or a job/college combination</u> Number of graduates and former enrollees whose placement records are due or received	83%	25%
Graduate and Former Enrollee Placement Average Wage*	Sum of hourly wages of graduates and former enrollees <u>placed in a job or the military</u> Number of graduates and former enrollees placed in a job or the military	\$18.75	15%
Career Technical Training (CTT) Completer Job Training Match (JTM) Placement Rate	Number of CTT program completers placed <u>in a training-related job or the military</u> Number of CTT program completers placed in a job or the military	75%	15%
Graduate and Former Enrollee Full-Time Quality Placement Rate	Number of graduates and former enrollees placed in an apprenticeship program, a full-time job, the military, full-time college, full-time job/college combination or a <u>full-time post-secondary training program</u> Number of placed graduates and former enrollees	85%	10%
<b>Q2/Q4 PLACEMENT OUTCOMES (35%)</b>			
Graduate and Former Enrollee Placement Rate in Quarter 2 After Exit Quarter	Number of graduates and former enrollees who report on the Quarter 2 survey they are in a job, the military, <u>or an education/training program</u> Number of graduates and former enrollees who complete the Quarter 2 survey	80%	15%
Graduate and Former Enrollee Placement Rate in Q4 After Exit Quarter	Number of graduates and former enrollees who report on the Quarter 4 survey they are in a job, the military, <u>or an education/training program</u> Number of graduates and former enrollees who complete the Quarter 4 survey	80%	15%
Graduate and Former Enrollee Median Earnings in Quarter 2 After Exit Quarter*	Midpoint of all Quarter 2 earnings reported by graduates and former enrollees who complete the Quarter 2 survey and report they are in a job or the military	\$9,000	5%
Graduate and Former Enrollee Employer Retention Rate	Number of graduates and former enrollees who were employed by the same employer in <u>Quarter 2 and Quarter 4 after exit quarter</u> Number of graduates and former enrollees who complete the Quarter 4 survey and were employed in Quarter 2 after exit quarter	65%	0%
*Has Model-based Goal			100%

**C. Impact of Level 1 Zero Tolerance (ZT) Separations on the CTS Report Card**

Students who separate due to Level 1 Zero Tolerance (ZT) infractions at any time and/or students who are enrolled in Job Corps for less than 60 calendar days are *not* 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 2, Exhibit 2-1 (Infraction Levels, Definitions, and Appropriate Center Actions).

**D. Career Transition Services Placement Measures**

Provided below is a description of the performance measures under the Career Transition Services (CTS) Placement Outcomes area. The following criteria apply to these measures:

- For a placement to be credited it must
  1. meet the criteria described in PRH, Exhibit 4-1,
  2. have documentation consistent with the criteria in PRH, Exhibit 4-2, and
  3. be entered and approved in CTS according to the timelines in Chapter 4, Section 4.4.

If the verification is not received and/or the information is not entered into the CTS system for a valid placement within the time frame specified in Section 4.4, the CTS provider will not receive credit for the Placement Rate measure for this student. The student will not be in the pool of the remaining CTS Placement measures (Full-Time Quality Placement, CTT Placement, and Average Hourly Wage) and the CTS provider will consequently not be eligible to receive credit for these. The Job Corps Data Center (JCDC) will, however, include these placements in the National and Regional totals of the CTS placement measures if they otherwise meet placement requirements.

- 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 Appendix 501 - Attachments, Attachment 2: PY 2024 Initial Placements and Allowable Upgrades, for a chart outlining the upgrade hierarchy.

1. **Graduate and Former Enrollee Placement Rate:** The Placement Rate serves as a strong indicator of the program's success in equipping Job Corps graduates and former enrollees with the basic skills necessary for an effective job search and preparing them for engagement and retention in the workforce or further education.

Pool: All graduates and former enrollees whose placement records are due or received.

Measure: The percentage of graduates and former enrollees in the pool who are placed in a job, the military, an educational program, or a job/college



combination according to the Job Corps placement definition in Exhibit 4-1.

Goal: The national goal is 83%.

Weight: 25%

Formula: 
$$\frac{\text{Number of Graduates and Former Enrollees placed in a job, the military, an educational program, or a job/school combination}}{\text{Number of Graduates and Former Enrollees whose placement records are due or received}}$$

2. **Graduate and Former Enrollee Average Hourly Wage at Placement:** The Average Hourly Wage at Placement holds CTS providers accountable for their ability to secure jobs that will place graduates and former enrollees on the path to economic self-sufficiency.

Pool: All graduates and former enrollees placed in a job or the military according to the Job Corps placement definition in Exhibit 4-1.

Measure: The average hourly wage of graduates and former enrollees in the pool associated with their initial or upgrade placement in a job or the military.

Goal: The national goal is \$18.75; CTS providers and regions have model-based goals for this measure. A model statistically adjusts each provider'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 provider, and adjusts the national goal accordingly for that provider, to set a provider-specific goal. See Appendix 501 - Attachments, Attachment 12: PY 2024 CTS Contractor Model-Based Goals and Worksheets, for a template of the factors utilized in the models and for specific goals.

Weight: 15%

Formula: 
$$\frac{\text{Sum of hourly wages of graduates and former enrollees placed in a job or military}}{\text{Number of graduates and former enrollees placed in a job or military}}$$

3. **Career Technical Training (CTT) Completer Job Training Match (JTM) Placement Rate:** In PY 2005, a Job Training Match (JTM) Placement rate measure, crediting CTT completers placed in training-related jobs or the military, was added to the CTS 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 postsecondary education or postsecondary training as Postsecondary Credit (PSC). For PY 2024, the measure has been refocused on matching job placements with training received and removes from the pools and credits post-secondary education and training placements. While post-secondary education/training is highly valued and encouraged as a placement by Job Corps, it is now credited under the new measure of Full-Time Quality Placement Rate.

In PY 2010, an improved JTM Crosswalk was introduced that more directly aligned training programs with jobs. Between 2010 and 2014, the Office of Job Corps issued revised versions of the JTM Crosswalk each year to refine alignment with O\*NET-SOC, the industry-recognized national occupational database. While minor adjustments were made, the Crosswalk remained largely unchanged.

Pool: All CTT completers placed in a job or the military.

Measure: The percentage of CTT completers in the pool who are initially placed or have a placement upgrade, in a training-related job or the military.

Goal: The national goal is 75%.

Weight: 15%

Formula: 
$$\frac{\text{Number of CTT program completers placed in a training-related job or the military}}{\text{Number of CTT program completers placed in a job or the military}}$$

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 2024. 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. See Appendix 501 - Attachments, Attachment 6: PY 2024 Instructions for Filing a Request to Add a Placement Code to the JTM Crosswalk and Request Form, for the request form and instructions.

4. **Full-Time Quality Placement Rate:** Incentivizing the placement of graduates and former enrollees in positions that are full-time – whether full-time employment or full-time higher education – reinforces the importance of ensuring these students are placed in positions that would lead to long-term attachment to the workforce and efficient placement into employer or career pathway.

Pool: All graduates and former enrollees placed in a job or the military according to the Job Corps placement definition in Exhibit 4-1.

Measure: The percentage of graduates and former enrollees in the pool who are placed in a full-time apprenticeship program, full-time job, the military, full-time college, full-time job/college combination or full-time post-secondary training program.

Goal: The national goal is 85%.

Weight: 10%

Formula: 
$$\frac{\text{Number of graduates and former enrollees placed in an apprenticeship program, a full-time job, the military, full-time college, full-time job/college combination or a full-time post-secondary training program}}{\text{Number of placed graduates and former enrollees}}$$

E. **Quarter 2 and Quarter 4 Placement Measures**

Provided below is a description of the post-center, Quarter 2 and Quarter 4 placement measures that align with the WIOA's Quarter 2 and Quarter 4 metrics and its focus on longer-term employment. Appeals of placement and/or earnings outcomes reported from the Quarter 2 and Quarter 4 surveys may be filed as noted in Appendix 501 Introduction, Section F.7 (d) for the Placement Rate in Quarter 2 after Exit Quarter, Placement Rate in Quarter 4 after Exit Quarter, and Average Earnings in Quarter 2 after Exit Quarter measures. The placement appeal and earnings appeal instructions and forms can be found in Appendix 501 - Attachments, Attachments 4 and 5, respectively.

1. **Graduate and Former Enrollee Placement Rate in Quarter 2 After Exit Quarter:** This measure is a program priority for the system and aligns with WIOA reporting requirements. All phases of Job Corps services work toward the goal of helping students achieve long-term career and financial success as a result of their participation in Job Corps.

Pool: All graduates and former enrollees who complete the Quarter 2 survey.

Measure: The percentage of graduates and former enrollees 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 Exhibit 4-1) or a job/college combination during the

second quarter after exit quarter.

Goal: The national goal is 80%.

Weight: 15%

Formula: 
$$\frac{\text{Number of graduates and former enrollees who report on the Quarter 2 survey they are in a job, the military, or an education/training program}}{\text{Number of graduates and former enrollees who complete the Quarter 2 survey}}$$

**2. Graduate and Former Enrollee Placement Rate in Quarter 4 After Exit**

**Quarter:** This measure gauges graduates' and former enrollees' attachment to the workforce or advanced education environment and aligns with WIOA reporting requirements.

Pool: All graduates and former enrollees who complete the Quarter 4 survey.

Measure: The percentage of graduates and former enrollees 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 Chapter 4, Exhibit 4-1) or a job/college combination during the fourth quarter after exit quarter.

Goal: The national goal is 80%.

Weight: 15%

Formula: 
$$\frac{\text{Number of graduates and former enrollees who report on the Quarter 4 survey they are in a job, the military, or an education/training program}}{\text{Number of graduates and former enrollees who complete the Quarter 4 survey}}$$

**3. Graduate and Former Enrollee Median Earnings in Quarter 2 After Exit**

**Quarter:** This measure serves as a barometer of graduates' and former enrollees' long-term financial success and aligns with WIOA reporting requirements.

Pool: All graduates and former enrollees who complete the Quarter 2 survey and report in the survey that they are in a job (that meets the Job Corps placement definition in Exhibit 4-1) or in the military.

Measure: The median earnings of placed graduates and former enrollees in the pool.

Goal: The national goal is \$9,000. CTS providers and regions have model-based goals for this measure. A model statistically adjusts each

provider'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 provider, and adjusts the national goal accordingly for that provider, to set a provider-specific goal. See Appendix 501 - Attachments, Attachment 12: PY 2024 CTS Contractor Model-Based Goals and Worksheets, for a template of the factors utilized in the models and for specific goals.

Weight: 5%

Formula: Midpoint of all Quarter 2 earnings reported by graduates and former enrollees who complete the Quarter 2 survey and report they are in a job or the military

4. **Graduate and Former Enrollee Employer Retention Rate:** This measure gauges graduates' and former enrollees' attachment to the workforce and aligns with WIOA reporting requirements.

Pool: All graduates and former enrollees who complete the Quarter 4 survey and were employed in the Second Quarter after exit.

Measure: The percentage of graduates and former enrollees in the pool who report in the Quarter 4 survey that they are employed by the same employer in the Second and the Fourth Quarters after exit.

Goal: The national goal is 65%.

Weight: 0%

Formula: 
$$\frac{\text{No. of graduates and former enrollees who were employed by the same employer in Quarter 2 and Quarter 4 after exit}}{\text{No. of graduates and former enrollees who complete the Quarter 4 survey and were employed in Quarter 2 after exit}}$$

## F. Performance Goals

Performance goals serve as the quantitative benchmarks to assess performance. A single performance goal is established for each measure, and performance is measured as a percentage of the goal(s) achieved.

The following measures have *national* goals:

- Graduate and Former Enrollee Placement Rate
- CTT Completer
- Job Training Match (JTM) Rate

- Graduate and Former Enrollee Full-Time Quality Placement Rate
- Graduate and Former Enrollee Placement Rate in Quarter 2
- Graduate and Former Enrollee Placement Rate in Quarter 4
- Graduate and Former Enrollee Employer Retention Rate

The following measures have *model-based* goals:

- Graduate and Former Enrollee Average Hourly Wage at Placement
- Graduate and Former Enrollee Median Earnings in Quarter 2 after Exit Quarter

Model-based goals for all CTS measures can be found in Appendix 501 – Attachments, Attachment 12: PY 2024 CTS Contractor Model-Based Goals and Worksheets. Details regarding model-based goals can be found in Appendix 501, Introduction, Section D.2.(b).

#### **G. Weights**

A weight is assigned to each measure to reflect: 1) areas of emphasis in CTS providers' 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 has been revised for PY 2024 to assign weight to measures based upon their relative importance and value as determined by departmental and programmatic priorities. The Graduate and Former Enrollee Placement Rate measure is weighted at 25 percent, the Graduate and Former Enrollee Full-Time Quality Placement is assigned 10 percent weight, and the Median Earnings in Quarter 2 is assigned a 5 percent weight. The remaining measures are each weighted at 15 percent, except the Employer Retention Rate measure which remains unweighted for PY 2024.

#### **H. Overall Rating**

Weighted performance ratings across each of the weighted measures are aggregated to create a CTS provider 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 OMS each program year.
- Providing model-based goals for designated performance measures and administering the appeals process of the adjusted goals.
- Administering the National Office appeals process of Quarter 2 and Quarter 4 outcomes reported from the post-separation survey.
- Monitoring the JCDC issuance of the CTS Report Card.
- Tracking and verifying performance of CTS providers.
- Communicating with Regional Offices to implement program or policy changes or adjustments.
- Providing information, technical assistance and training to the Regional Offices and the Job Corps community as needed.
- Establishing an administrative low rating to providers for lack of credible data.
- Developing and supporting a standardized audit methodology for Regional Office staff.

### **B. Regional Offices**

Regional Offices are responsible for:

- Determining that proposals, contracts, and plans are consistent with CTS provider performance goals and requirements.
- Considering performance of CTS providers in procurement and contract administration activities.
- Ensuring that all CTS provider Requests for Proposals (RFPs) include language that informs the provider 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).
- 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.
- Monitoring the performance of all CTS providers monthly using the CTS Report Card, the Center Quality Assessment, and information gathered from visits, assessments, and review of other reports and analyses.
- Reviewing information submitted by CTS providers who fail to meet performance goals on extenuating circumstances and/or unique factors to substantiate the shortfall and sharing this information with the National Office Performance Team.
- Evaluating the extenuating circumstances/unique factors in conjunction with the provider's compliance with all other terms and conditions of the contract/agreement and the results of any Office of Inspector General (OIG)

audits and special review findings in making procurement-related decisions.

Regional Directors will notify both the National Office of Job Corps and JCDC of CTS provider changes (locations or service) prior to implementing the change; and maintain and provide annually (or as revised), an updated list of CTS providers, their addresses, and codes to National Office staff.

### C. CTS Providers

All providers delivering career transition services, as well as centers with CTS provider activities, are responsible for:

- Sharing the information in this Appendix 501c with all applicable staff.
- Accurate and timely data entry of valid placement data within the reporting period specified in Chapter 4, Section 4.4 to ensure data integrity.
- Data correction of errors in a timely manner, as requested and substantiated by centers and/or National Training Contractors (NTCs).
- Maintaining all documents, case notes, and automated information necessary for audits of activity.
- Updating placement records with the most current student's contact and alternate (family and friends) contacts information to provide post-separation survey staff with the most current contact information increasing the likelihood of reaching students for the Quarter 2 and Quarter 4 surveys. (Complete and accurate alternate contact information for family members or friends – at a different address – is essential to obtaining high survey completion rates.)
- 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 monthly performance against goals on the CTS Report Card.
- Submitting information to Regional Offices regarding extenuating circumstances and/or unique factors that could possibly, temporarily, justify poor CTS Report Card performance.
- Recommending corrective action, as required, and submitting corrective action plans to Job Corps Regional Offices when appropriate.
- 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 providers, but also reflects negatively on 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” on the Placement Record data entry screen.
2. Entering accurate placement O\*NET codes for the position in which the former enrollee or graduate was placed on the Placement Record data entry screen.
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 providers.
- Accurate coding of placer IDs when completing the Center Information System (CIS)/CTS termination screen.
- Assisting CTS providers and NTCs in placing Former Enrollees and Graduates in jobs, apprenticeships, 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.
- Coordinating specifications of the CTS Report Card with National Office staff.
- Ensuring the data generated in the reports accurately reflect the policy and programming design.
- Providing Help Desk services regarding CTS provider data, reporting and oversight of CTS, and training and services to the regions on CTS.

**APPENDIX 501D**  
**POLICIES AND PROCEDURES FOR JOB CORPS’**  
**PROGRAM YEAR (PY) 2024**  
**PERFORMANCE MANAGEMENT SYSTEM**  
**CAREER TECHNICAL TRAINING OUTCOME MEASUREMENT SYSTEM**

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## I. CAREER TECHNICAL TRAINING (CTT) REPORT CARD FOR PY 2024

*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) 2024 Outcome Measurement System (OMS) Report Cards, as well as Attachments pertaining to this section.*

### 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 industry-recognized credentials and participation in the workforce with sustainable earnings.

### B. PY 2024 Changes in Appendix 501D

For PY 2024, Job Corps has made a small number of changes to the CTT Report Card as enumerated below.

**CTT Completion Rate:** Reduced the goal from 85 percent to 75 percent.

**CTT Completer Placement Rate:** Increased the goal from 92 percent to 95 percent.

**CTT Completer Average Hourly Wage at Placement:** Increased the goal from \$18.00 to \$19.50. For PY 2024, centers and regions continue to use model-based goals for this measure.

**CTT Completer Job-Training Match (JTM) Placement Rate:** Increased the goal from 78 percent to 80 percent.

**CTT Completer JTM Average Hourly Wage:** Increased the goal from \$18.70 to \$20.25. For PY 2024, centers and regions continue to use model-based goals for this measure.

**CTT Completer Placement in Quarter 2 After Exit Quarter:** Increased the goal from 83 percent to 85 percent.

**CTT Completer Placement in Quarter 4 After Exit Quarter:** Increased the goal from 83 percent to 85 percent.

**CTT Completer Median Earnings in Quarter 2 After Exit Quarter:** Increased the goal from \$8,750 to \$9,400. For PY 2024, centers and regions continue to use model-based goals for this measure.

All policies and related attachments pertaining to the CTT Report Card can be found in

Appendix 501 Introduction and Appendix 501 Attachments.

Provided on the next page is a summary table outlining the PY 2024 CTT Report Card.

PY 2024 CTT REPORT CARD			
Measure	Definition	Goal	Weight
Direct Center Services (30%)			
Career Technical Training (CTT) Program Completion Rate	Number of students who attained their first CTT program <u>in the reporting period</u> Number of students who completed their first CTT program during the reporting period plus the number assigned to a CTT program who exited in the reporting period without completing it	75%	15%
CTT Industry-Recognized Credential (IRC) I Attainment Rate	Number of CTT students who attained their first approved Primary IRC or completed an NTC program in the reporting <u>period</u> Number of students assigned to a CTT program who completed their first Primary IRC during the reporting period plus the number assigned to a CTT program who exited in the reporting period without completing a Primary IRC	90%	10%
CTT Industry-Recognized Credential (IRC) II Attainment Rate	Number of CTT students who attained their first approved Secondary IRC or their second approved Primary IRC in the <u>reporting period</u> Number of students assigned to a CTT program who completed their first Secondary IRC/second Primary IRC during the reporting period plus the number assigned to a CTT program who exited in the reporting period without completing a Secondary IRC or a second Primary IRC	92%	5%
CTS Placement Outcomes (40%)			
CTT Completer Placement Rate	Number of CTT completers placed in a job, the military, an education/training program, or who transferred <u>to an approved Advanced Training program at another center</u> Number of CTT completers whose placement records are due or received or who transferred to an approved Advanced Training program at another center	95%	10%
CTT Completer Average Hourly Wage at Placement*	Sum of hourly wages of CTT completers placed in a job or the <u>military</u> Number of CTT completers placed in a job or the military	\$19.50	5%
CTT Completer Full-Time Quality Placement Rate	Number of CTT completers placed in an apprenticeship program, a full-time job, the military, full-time college, full-time job/college combination or a full-time post-secondary <u>training program</u> Number of initially placed CTT completers	90%	10%
CTT Completer Job Training Match (JTM) Placement Rate	Number of CTT completers placed in a <u>training-related job or the military</u> Number of CTT completers placed in a job or the military	80%	10%
CTT Completer Job Training Match (JTM) Average Hourly Wage*	Sum of hourly wages of CTT completers <u>placed in a training-related job or the military</u> Number of CTT completers placed in a training-related job or the military	\$20.25	5%

PY 2024 CTT REPORT CARD			
Measure	Definition	Goal	Weight
Q2/Q4 Placement Outcomes (30%)			
CTT Completer Placement Rate in Quarter 2 After Exit Quarter	Number of CTT completers who report on the Quarter 2 survey they are in a job, the military, <u>an education/training program, or a job/college combination</u> Number of CTT completers who complete the Quarter 2 survey	85%	12.5%
CTT Completer Placement Rate in Q4 After Exit Quarter	Number of CTT completers who report on the Quarter 4 survey they are in a job, the military, <u>an education/training program, or a job/college combination</u> Number of CTT completers who complete the Quarter 4 survey	85%	12.5%
CTT Completer Median Earnings in Quarter 2 After Exit Quarter*	Midpoint of all Quarter 2 earnings reported by CTT completers who complete the Quarter 2 survey and report they are in a job or the military	\$9,400	5%
*Has Model-based Goal (center level)			100%

**C. Impact of Level 1 Zero Tolerance (ZT) Separations on the CTT Report Card**

For the CTT Report Card, enrolled students who exit due to Level 1 ZT infractions under codes 5.1a, 5.2b and 5.3c (alcohol) within 30 days from enrollment are *not* included in the pools and credits for the three direct center services measures: CTT Completion, Industry-Recognized Credential I, and Industry-Recognized Credential II. Additionally, enrolled students who exit due to Level 1 ZT infractions under code 5.2a within 45 days from enrollment are *not* included in the pools and credits for these measures. Specifically, the pools for the three on-center measures do not include:

- Enrolled students who remained in Job Corps less than 30 days from enrollment and exit under codes 5.1a (Possession of a weapon on center or under center supervision, Assault, Threat of Assault, Threat to Safety, Sexual Assault, Arrest for a felony or violent misdemeanor on or off center, Illegal Activity, Robbery or extortion, Arson, Cruelty to animals, Inciting a disturbance or creating disorder) or 5.2b Drugs (Possession or distribution of drugs on center or under center supervision);
- Enrolled students who remained in Job Corps less than 30 days from enrollment and exit under code 5.3c (Alcohol: Possession, consumption, or distribution while on center or under center supervision); and
- Enrolled students who remained in Job Corps less than 45 days from enrollment and exit under code 5.2a (Drugs: Use of drugs as evidenced by a positive drug test).

Students who exit the program due to Level 1 ZT infractions incurred after the 30/45 day timeframes noted above will be included in all pools for on-center measures, and credit will be given for career technical training (CTT) and primary industry recognized credential (IRC) attainments made 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 Chapter 2, Exhibit 2-1 (Infraction Levels, Definitions, and Appropriate Center Actions).

**D. Career Technical Training (CTT) Measures*****Direct Center Services Measures*****1. Career Technical Training (CTT) Program Completion Rate**

Pool: Number of students who completed their first CTT program during the reporting period plus the number assigned to a CTT who exited in the reporting period without completing any CTT program (excluding 30/45 day Level 1 ZTs). 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 who have completed a CTT program in the reporting period while enrolled in Job Corps.

Goal: The national goal is 75%.

Weight: 15%

Formula: 
$$\frac{\text{Number of students who attained their first CTT program in the reporting period}}{\text{Number of students who completed their first CTT program during the reporting period plus the number assigned to a CTT program who exited in the reporting period without completing it}}$$

## 2. **Career Technical Training (CTT) Industry-Recognized Credential I Attainment Rate:**

In PY 2010, a measure of Industry Recognized Credential (IRC) attainment was added to the OMS to increase student marketability and employability. This measure was further refined in PY 2015 to focus on credentials that are of “primary” importance to a particular training program, versus those that are “secondary”. Primary credentials represent knowledge and skill levels of a particular job and are considered critical for qualification and placement into permanent employment with sustainable wages. Secondary credentials are supportive in nature, and while important, are viewed as more supplemental than critically essential to the job.

Pool: Number of students assigned to a CTT program who completed their first Primary IRC/NTC program during the reporting period plus the number assigned to a CTT program who exited in the reporting period without completing a Primary IRC/NTC program (excluding 30/45 day Level 1 ZTs)

Measure: The percentage of students who have attained an approved Primary IRC or completed an NTC training program during the reporting period while enrolled in Job Corps.

Note: For a list of credentials classified as primary or secondary, please visit the Career Technical Training (CTT) web page on the Job Corps Community website.

Goal: The national goal is 90%.

Weight: 10%

Formula: 
$$\frac{\text{Number of CTT students who attained their first approved Primary IRC or completed an NTC program in the reporting period}}{\text{Number of students assigned to a CTT program who completed their first Primary IRC during the reporting period plus the number assigned to a CTT program who exited in the reporting period without completing a Primary IRC}}$$

**3. Career Technical Training (CTT) Industry-Recognized Credential II Attainment Rate:**

Pool: Number of students assigned to a CTT program who completed their first Secondary IRC/second Primary IRC during the reporting period plus the number assigned to a CTT program who exited in the reporting period without completing a Secondary IRC or a second Primary IRC (excluding 30/45 day Level 1 ZTs)

Measure: The percentage of students who have attained an approved Secondary IRC or a second Primary IRC during the reporting period while enrolled in Job Corps.

Note: For a list of credentials classified as primary or secondary, please visit the Career Technical Training (CTT) web page on the Job Corps Community website.

Goal: The national goal is 92%.

Weight: 5%

Formula: 
$$\frac{\text{Number of CTT students who attained their first approved Secondary IRC or their second approved Primary IRC in the reporting period}}{\text{Number of students assigned to a CTT program who completed their first Secondary IRC/second Primary IRC during the reporting period plus the number assigned to a CTT program who exited in the reporting period without completing a Secondary IRC or a second Primary IRC}}$$

***CTS Placement Outcome Measures***

Provided below is a description of the career transition services placement outcomes measures. The following criteria pertain to all placement measures, as applicable:

- For placement to be credited it must:
  1. Meet the criteria described in PRH, Exhibit 4-1,
  2. Add documentation consistent with the criteria in PRH, Exhibit 4-2, and

3. Be entered and approved in CTS according to the timelines in Chapter 4, Section 4.4.

If the verification is not received and/or the information is not entered into the CTS system for a valid placement within the timeframe specified in Chapter 4, Section 4.4, the center (and the CTS contractor) will not receive credit for the Placement Rate Measure for the student. The student will not be in the pool of the CTT Completer Full-Time Quality Placement rate or the CTT Completer JTM Placement rate measures and the center (and the CTS contractor) will not receive credit for the Placement Quality Rating Measure. JCDC will, however, include these placements in the National and Regional totals of the CTS placement measures if the student otherwise meets placement requirements.

- 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 Appendix 501 - Attachments, Attachment 2: PY 2024 Initial Placements and Allowable Upgrades, for a chart outlining the hierarchy.
- An automatic education placement credit is given to the sending center in the CTT and Academic Report Cards for students who transfer to an approved Advanced Training (AT) program at another center. See Appendix 501 - Attachments, Attachment 3: PY 2024 DCS, CTT and Academic Report Card Pools and Credit for Students Transferred to Advanced Training (AT) Programs, for a chart outlining allowable center credits for AT transfers. This does not apply to ACT transfers.

#### 4. Career Technical Training (CTT) Completer Placement Rate

**Pool:** All CTT completers whose initial placement records are due or received<sup>10</sup> 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 (per Job Corps' placement definition in 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

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<sup>10</sup> 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."

be included in the calculation for the placement measure of each of those training programs.

Goal: The national goal is 95%.

Weight: 10%

Formula: 
$$\frac{\text{Number of CTT completers placed in a job, the military, an education/training program, a job/college combination, or who transferred to an approved Advanced Training program at another center}}{\text{Number of CTT completers whose placement records are due or received or who transferred to an approved Advanced Training program at another center}}$$

Number of CTT completers whose placement records are due or received or who transferred to an approved Advanced Training program at another center

**5. Career Technical Training (CTT) Completer Average Hourly Wage at Placement:**

Pool: All CTT completers placed in a job or the military per 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 \$19.50. Since PY 2014, centers and regions are assigned center-level model-based goals for this measure. A center-level 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 Appendix 501 - Attachments, Attachment 13: PY 2024 CTT Center Level Model-Based Goals.

Weight: 5%

Formula: 
$$\frac{\text{Sum of hourly wages of CTT completers placed in a job or the military}}{\text{Number of CTT completers placed in a job or the military}}$$

**6. Career Technical Training (CTT) Completer Full-Time Quality Placement Rate**

Pool: All CTT completers who entered a placement that meets the Job Corps placement definition.

Measure: The percentage of CTT completers in the pool who are placed in an

apprenticeship program, a full-time job (one to two jobs that equal full-time hours), the military, full-time college, full-time job/college combination or full-time post-secondary training.

Goal: The national goal is 90%.

Weight: 10%

Formula: 
$$\frac{\text{Number of CTT completers placed in an apprenticeship program, a full-time job, the military, full-time college, full-time job/college combination or a full-time post-secondary training program}}{\text{Number of initially placed CTT completers}}$$

## 7. **Career Technical Training (CTT) Completer Job Training Match (JTM) 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 to 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 Postsecondary Credit (PSC). For PY 2024, the measure has been refocused on matching job placements with training received and removes from the pools and credits post-secondary education and training placements. While post-secondary education/training is highly valued and encouraged as a placement by Job Corps, it is now credited under the new measure of CTT Completer Full-Time Quality Placement.

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. Between 2010 and 2014, the Office of Job Corps issued revised versions of the JTM Crosswalk each year to 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.

Pool: All CTT completers who are placed in a job or the military.

Students who completed one or more CTT programs are assigned to the JTM 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 or the military.

For students who completed more than one CTT offering and are placed in the military, all applicable training programs receive a JTM 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 Placement credit. If the placement relates to only one of the CTT offerings, only that training program will receive credit for this measure. Further, this same student will be removed from the JTM 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 enters the JTM Placement Rate pools for all programs', but no program receives credit since a JTM did not occur.

Goal: The national goal is 80%.

Weight: 10%

Formula: 
$$\frac{\text{Number of CTT completers placed in a training-related job or the military}}{\text{Number of CTT completers placed in a job or the military}}$$

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 2024. 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. See Appendix 501 - Attachments, Attachment 6: PY 2024 Instructions for Filing a Request to Add a Placement Code to the JTM Crosswalk/Request Form, for the request form and instructions.

## 8. Career Technical Training (CTT) Completer Job Training Match (JTM) Average Hourly 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 \$20.25. Since PY 2014 centers and regions have been assigned model-based goals for this measure. A center-level 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 Appendix 501 - Attachments, Attachment 13: PY 2024 CTT Center Level Model-Based Goals.

Weight: 5%

Formula: 
$$\frac{\text{Sum of hourly wages of CTT completers placed in a training-related job or the military}}{\text{Number of CTT completers placed in a training-related job or the military}}$$

### *Quarter 2 and Quarter 4 Placement Measures*

Provided below is a description of the Quarter 2 and Quarter 4 Placement Measures that align with WIOA's Quarter 2 and Quarter 4 metrics and its focus on longer-term employment. Appeals of placement and/or earnings outcomes reported from the Quarter 2 and Quarter 4 surveys may be filed as noted in Appendix 501 Introduction, Section F.7 (d) for the CTT Completer Placement in Quarter 2, CTT Completer Placement in Quarter 4, and CTT Completer Average Earnings in Quarter 2 measures. The placement appeal and earnings appeals instructions and forms can be found in Appendix 501 - Attachments, Attachments 4 and 5, respectively.

## 9. Career Technical Training (CTT) Completer Placement Rate in Quarter 2 After Exit Quarter

Pool: All CTT completers placed in a job, the military, an education/training program, or a job/school combination and who complete the Quarter 2 survey.

Measure: The percentage of CTT completers in the pool who report on the Quarter 2 survey that they are in a job, the military, an education/training program, or a job/school combination (per the Job Corps placement definition).

Goal: The national goal is 85%.

Weight: 12.5%

Formula: 
$$\frac{\text{Number of CTT completers who report on the Quarter 2 survey they are in a job, the military, or an education/training program}}{\text{Number of CTT completers who complete the Quarter 2 Survey}}$$

**10. Career Technical Training (CTT) Completer Placement Rate in Quarter 4 After Exit Quarter**

Pool: All CTT completers placed in a job, the military, an education/training program, or a job/school combination and who complete the Quarter 4 survey.

Measure: The percentage of CTT completers in the pool who report on the Quarter 4 survey that they are in a job, the military, an education/training program, or a job/school combination (per the Job Corps placement definition).

Goal: The national goal is 85%.

Weight: 12.5%

Formula: 
$$\frac{\text{Number of CTT completers who report on the Quarter 4 survey they are in a job, the military, or an education/training program}}{\text{Number of CTT completers who complete the Quarter 4 Survey}}$$

**11. Career Technical Training (CTT) Completer Median Earnings in Quarter 2 After Exit Quarter**

Pool: All CTT completers who complete the Quarter 2 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 median earnings of placed CTT completers in the pool.

Goal: The national goal is \$9,400. The PY 2024 center-level model-based goal is applied to all training programs offered by a center. See Appendix 501 - Attachments, Attachment 13: PY 2024 CTT Center Level Model-Based Goals.



Weight: 5%

Formula: Midpoint of all Quarter 2 earnings reported by CTT completers who complete the Quarter 2 survey and report they are in a job or the military

**E. Performance Goals**

Performance goals serve as the quantitative targets to assess performance. A single performance goal is established for each measure, and performance is measured as a percentage of the goal(s) achieved.

Since PY 2014, center-level models have been used to adjust national goals for wage and earnings measures in the CTT Report Card. Model-based goals are used for specific measures that require adjustments that ensure equities in making comparison of performance across centers and contractors. Center-level model-adjusted goals for the CTT Report Card are based on the factors identified for center OMS wage and earnings goals. Setting center-level goals that adjust for differences in key factors that are beyond the operator's control leads to a more equitable assessment of performance. The models used are applied for all trades at each center.

For PY 2024, appeals to the Center Report Card wage and earnings model-based goals will be processed and if approved, the changes will be applied both to the Center Report Card and the related measures on the CTT Report Card. See Appendix 501 Introduction, Section D. 2 (b) for more detailed information regarding model-based goals.

The following measures have *national* goals:

- CTT Program Completion Rate
- Industry-Recognized Credential I (Primary or NTC Completion)
- Industry-Recognized Credential II (Secondary or Second Primary)
- CTT Completer Placement Rate
- CTT Completer Quality Full-Time Placement Rate
- CTT Completer Job Training Match (JTM) Placement Rate
- CTT Completer Placement Rate in Quarter 2
- CTT Completer Placement Rate in Quarter 4.

The following three measures have *center-level model-based* goals:

- CTT Completer Average Hourly Wage at Placement
- CTT Completer JTM Average Hourly Wage
- CTT Completer Median Earnings in Quarter 2 After Exit Quarter

Center-level model-based goals for CTT measures can be found in Appendix 501 - Attachments, Attachment 13: PY 2024 CTT Center Level Model-Based 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 PY 2024 weight structure for the CTT Report Card has no changes from PY 2023.

**G. Overall Rating**

Weighted performance ratings across each of the weighted measures are aggregated to create a CTT program overall rating. These ratings are reviewed to assess program effectiveness and play a key role in the procurement process.

**H. 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
- initiate corrective action for programs that consistently perform at an unsatisfactory level

Based on the PY 2024 CTT Report Card, programs will receive an overall rating and will be graded on the basis of the following scale:

<i>A</i>	<i>Exceptional performance</i>	<i>110.0% and higher</i>
<i>B</i>	<i>Above average performance</i>	<i>95.0 percent – 109.9%</i>
<i>C</i>	<i>Average performance</i>	<i>80.0 % – 94.9 %</i>
<i>D</i>	<i>Unsatisfactory performance</i>	<i>0 – 79.9%</i>

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):**

Job Corps may require programs, including National Training Contractor (NTC) programs, with an average overall Grade C to have a CTT Continuous Improvement Plan (CTT-CIP). Those programs that repeatedly have overall ratings between 80.0 percent and 84.9 percent (low Grade C) are particularly more likely to be placed on a CTT-CIP. CTT-CIPs will be developed, implemented, regularly monitored and, as necessary, adjusted by all entities involved with the CTT program (i.e., CTT Unit, Regional Office, center and, as appropriate, NTC).

**4. Grade D (Unsatisfactory Performance):**

The Office of Job Corps is committed to offering well-performing programs for its students. Programs that receive a Grade D rating are subject to heightened scrutiny to correct deficiencies that lead to poor performance. **All programs that receive a D rating must adhere to the CTT-CIP process as outlined below.**

**(a) First Year of Grade D Performance:**

At the beginning of the program year, Regional Offices are required to submit a CTT-CIP for all programs that received an overall Grade D rating in the previous program year. CTT-CIPs must be created using the CTT-CIP form located on the [CTT Resources section of the Job Corps community website](#). Regional Offices must approve and submit CTT-CIP forms for all D-rated programs to the National CTT Unit at [CTTSubmissions@dol.gov](mailto:CTTSubmissions@dol.gov) by September 1. The CTT-CIP should detail the cause of the program's D rating and the proposed action plan for improving the program's rating to above a D by the end of the program year. Regional Offices should consult with Center Directors, NTCs, and other stakeholders, as needed, to complete the CTT-CIP form.

Regional Offices must submit a mid-year status update on the progress made on the proposed actions of an active CTT-CIP. This status update should be submitted to the National CTT Unit at [CTTSubmissions@dol.gov](mailto:CTTSubmissions@dol.gov) by March 1.

**(b) Second Year of Grade D Performance for Programs on a CTT-CIP:**

All programs that receive a D rating for a second consecutive year will be

reviewed again and **may be subject to additional corrective action** and an appeals process administered by the Office of Job Corps, as follows. This process also applies to programs that remain D-rated for more than two consecutive program years.

At the beginning of the second program year, Regional Offices shall submit an updated and approved CTT-CIP form by September 1. Regional Offices should consult with Center Directors, NTCs, and other stakeholders, as appropriate, to complete the updated CTT-CIP form. Regional Offices shall submit the updated CTT-CIP to the National CTT Unit at [CTTSubmissions@dol.gov](mailto:CTTSubmissions@dol.gov).

The National CTT Unit will review all submitted CTT-CIP forms for programs that receive a D rating for two or more consecutive years, consulting with Regional Offices, Center Directors, and NTCs, as necessary, and recommend to the National Director of Job Corps a corrective action that may include, but is not limited to:

- Acceptance of the updated CTT-CIP
- Revision of the updated CTT-CIP
- Slot reduction of the program
- Closure of the program

The CTT Unit, in collaboration with the Regional Office, shall notify the applicable Center Director/NTC of the proposed corrective action.

Upon receipt of the proposed corrective action, Center Directors and/or NTCs may submit an appeal of the proposed corrective action within 20 calendar days of receiving the proposed corrective action. Appeals should include a justification for why the Center Director and/or NTC does not agree with the proposed corrective action as well as a proposed alternative corrective action. For NTC programs, Center Directors/operators and NTCs are encouraged to jointly develop and submit a single appeal; where this is not possible, separate appeals may be submitted. All appeals must be submitted to [CTTSubmissions@dol.gov](mailto:CTTSubmissions@dol.gov).

The National CTT Unit, in collaboration with the Regional Office, will review all appeals submitted within the allotted time frame and provide a final corrective action to the Center Director/NTC. The National Director will make all final decisions on the disposition of programs.

## **II. ROLES AND RESPONSIBILITIES**

### **A. National Office**

The National Office is responsible for:

- Establishing national policy for the CTT OMS each program year.
- Providing model-based goals for designated performance measures and administering the appeals process of the adjusted goals.
- Administering the National Office appeals process of Quarter 2 and Quarter 4 outcomes reported from the post-separation survey.
- Tracking and verifying performance of CTT contractors.
- Communicating with Regional Offices to implement program or policy changes or adjustments.
- Providing information, technical assistance, and training to the Regional Offices and the Job Corps community as needed.
- Administering the National Office appeals process for programs subject to closure/slot reduction.
- Reviewing the development, implementation, and monitoring of CTT-CIPs for all programs in Grade D and as determined by the Regional Office, those in low Grade C.

### **B. Regional Offices**

Regional Offices are responsible for:

- Monitoring the performance of all CTT programs monthly, including NTC programs, using the CTT Report Card and information gathered from center visits, assessments, and review of other reports and analyses.
- Administering the Regional Office appeals process and, as justified, placing programs on probation.
- Assisting in the development, implementation, and monitoring of CTT-CIPs 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.
- Developing, as needed, CTT change recommendations and related CTT modernization plans in cooperation with centers, Workforce Councils and, as applicable, NTCs.

### **C. Job Corps Centers**

Job Corps centers are responsible for:

- Accurate and timely data entry into CIS to ensure data integrity.
- Ensuring, in cooperation with Workforce Councils, the most meaningful and productive trade-mix using relevant local labor market supply and demand data

- and other economic information.
- Coordinating closely with Workforce Councils and, as applicable, NTCs, to regularly monitor and improve CTT program performance, based on data contained in the monthly CTT 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 CTT-CIPs.
- 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)**

NTCs, working closely with the NTC Contracting Officer Representative (COR) and center staff, are 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.
- Providing NTC staff training, monitoring NTC performance frequently, and working with Regional Office and center staff to develop, implement, and regularly monitor CTT-CIPs 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.
- Coordinating specifications of the CTT Report Card report with National Office staff.
- Ensuring the data generated in the reports accurately reflect the policy and programming design.
- Providing Help Desk services regarding CTT program data, including NTC data, reporting and oversight of CIS and CTS, and training and services to the regions on CIS and CTS.

**APPENDIX 501E**  
**POLICIES AND PROCEDURES FOR JOB CORPS’**  
**PROGRAM YEAR (PY) 2024**  
**PERFORMANCE MANAGEMENT SYSTEM**  
**ACADEMIC OUTCOME MEASUREMENT SYSTEM**

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## I. **ACADEMIC REPORT CARD (ARC) FOR PY 2024**

*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) 2024 Outcome Measurement System (OMS) Report Cards, as well as Attachments pertaining to this section.*

### A. **Overview**

The Academic Report Card (ARC) is a comprehensive system used to measure the performance of all Job Corps academic programs. The ARC was introduced on March 15, 2022 (as the Academic Performance Management Report [APM]), through Program Instruction Notice 21-09. The ARC provides data regarding students' participation in academic programs, with results shown at the center and academic status levels.

### B. **PY 2024 Changes in Appendix 501e**

For PY 2024 Job Corps has made minor adjustments to the ARC to align with the Direct Center Services (DCS) and Career Transition Services (CTS) Report Cards as enumerated below.

**HSD/HSE Attainment Rate.** Reduced the goal for PY 2024 from 75 percent to 65 percent. For PY 2024, centers will continue to use model-based goals for this measure.

**Average Literacy Gains:** Reduced the goal for PY 2024 from 1 EFL to 0.7 EFL. For PY 2024, centers will continue to use model-based goals for this measure.

**Average Numeracy Gains:** Reduced the goal for PY 2024 from 1 EFL to 0.7 EFL. For PY 2024, centers will continue to use model-based goals for this measure.

**HSD/HSE Completer Placement Rate:** Increased the goal for PY 2024 from 92 percent to 95 percent.

**HSD/HSE Completer Average Hourly Wage at Placement:** Increased the national goal from \$18.00 to \$18.80. For PY 2024, centers will continue to use model-based goals for this measure.

**Weights:** Increased the HSD/HSE Attainment Rate and the HSD/HSE Completer Placement Rate measure from 20 percent to 25 percent each. Decreased the weight of the two average gains measures from 15 percent to 12.5 percent each, and the weight of the HSD/HSE Completer Average Hourly Wage measure from 15 percent to 10 percent.

All policies and related attachments pertaining to the ARC can be found in Appendix 501 Introduction and Appendix 501 Attachments.

Provided on the next page is a summary table outlining the PY 2024 ARC.

PY 2024 ACADEMIC REPORT CARD (ARC)			
Indicator	Definition	Goal	Weight
<b>CREDENTIAL ATTAINMENT (25%)</b>			
Average Days to Attain an HSD/HSE	<u>Total days from enrollment to HSD/HSE attainment</u> Number of separated students who attain either an HSD or HSE	---	0%
HSD/HSE Attainment Rate*	<u>Number of students who attain either an HSD or HSE</u> Number of separated students without an HSD or HSE at entry	65%	25%
<b>MEASURABLE SKILLS GAINS (25%)</b>			
Average Literacy EFL Gains*	Sum of Educational Functioning Level gains attained on the <u>highest valid subsequent TABE reading test</u> Number of students who score Educational Functioning Level 4 or below on the initial TABE reading test and students who do not take a valid initial reading test during the first 21 calendar days on center	0.7 EFL	12.5%
Average High Literacy	<u>Sum of High Reading EFLs</u> No. of students who score EFL 4 or below on the initial TABE reading test and students who do not take a valid initial reading test during the first 21 calendar days on center	5	0%
Average Numeracy EFL Gains*	Sum of Educational Functioning Level gains attained on the <u>highest valid subsequent TABE math test</u> Number of students who score Educational Functioning Level 5 or below on the initial TABE math test and students who do not take a valid initial math test during the first 21 calendar days on center	0.7 EFL	12.5%
Average High Numeracy	<u>Sum of High Math EFLs</u> No. of students who score EFL 5 or below on the initial TABE math test and students who do not take a valid initial math test during the first 21 calendar days on center	6	0%
<b>CTS PLACEMENT (50%)</b>			
HSD/HSE Completer Placement Rate	Number of HSD/HSE completers placed in a job, the military, an education/training program, or who transferred to an <u>approved Advanced Training program at another center</u> Number of HSD/HSE completers whose placement records are due or received or who transferred to an approved Advanced Training program at another center	95%	25%
HSD/HSE Completer Average Hourly Wage at Placement*	Sum of hourly wages of HSD/HSE completers <u>placed in a job or the military</u> Number of HSD/HSE completers placed in a job or the military	\$18.80	10%
HSD/HSE Completer Full-Time Quality Placement Rate	Number of HSD/HSE completers placed in an apprenticeship program, a full-time job, the military, full-time college, full-time job/college combination or <u>a full-time post-secondary training program</u> Number of initially placed HSD/HSE completers	90%	15%
*Model-based Goal (center level)			100%

### C. Impact of Level 1 Zero Tolerance (ZT) Separations on the ARC

For the ARC, enrolled students who exit due to Level 1 ZT infractions under codes 5.1a, 5.2b and 5.3c (alcohol) within 30 days from enrollment are *not* included in the pools and credits for the three direct center services measures: High School Diploma/Equivalency (if needed) and Literacy and Numeracy (if needed). Additionally, enrolled students who exit due to Level 1 ZT infractions under code 5.2a within 45 days from enrollment are *not* included in the pools and credits for these measures. Specifically, the pools for the three on-center measures do not include:

- Enrolled students who remained in Job Corps less than 30 days from enrollment and exit under codes 5.1a (Possession of a weapon on center or under center supervision, Assault, Threat of Assault, Threat to Safety, Sexual Assault, Arrest for a felony or violent misdemeanor on or off center, Illegal Activity, Robbery or extortion, Arson, Cruelty to animals, Inciting a disturbance or creating disorder) or 5.2b Drugs (Possession or distribution of drugs on center or under center supervision);
- Enrolled students who remained in Job Corps less than 30 days from enrollment and exit under code 5.3c (Alcohol: Possession, consumption, or distribution while on center or under center supervision); and
- Enrolled students who remained in Job Corps less than 45 days from enrollment and exit under code 5.2a (Drugs: Use of drugs as evidenced by a positive drug test).

Students who exit the program due to Level 1 ZT infractions incurred after the 30/45 day timeframes noted above will be included in all pools for on-center measures, and credit will be given for HSD/HSE attainment and literacy and numeracy attainments made 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 Chapter 2, Exhibit 2-1 (Infraction Levels, Definitions, and Appropriate Center Actions).

### D. Academic Report Card Measures

#### *Direct Center Services Measures*

1. **High School Diploma (HSD) or High School Equivalency (HSE) Attainment Rate:** This indicator supports the Workforce Innovation and Opportunity Act's (WIOA) mission for Job Corps to prepare students for successful careers in in-demand industry sectors, occupations, or the Armed Forces, that will result in economic self-sufficiency and opportunities for career advancement or enrollment in post-secondary education, including apprenticeship programs.

Pool: Number of students who completed an HSD/HSE plus the number

assigned to a high school diploma/equivalency program or unassigned who exited without completing a high school diploma or equivalency program (excluding 30/45 day Level 1 ZTs).

**Measure:** The percentage of students who have completed a high school diploma or equivalency program before separation from Job Corps.

**Goal:** The national goal is 65%; for PY 2024, 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 students' test scores 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 Appendix 501 Attachments, Attachment 14: PY 2024 Academic Center-Level Model-Based Goals and Worksheets, for a template of the factors utilized in the models and for specific goals.

**Weight:** 25%

**Formula:** 
$$\frac{\text{Number of students who attain either a high school diploma or equivalency}}{\text{Number of separated students without an HSD or HSE at entry}}$$

2. **Average Literacy Gain:** This measure supports programs such as the HSD and the Limited English Proficient (LEP) Initiatives and will help centers by tracking those youth who have achieved gains in literacy. Please note that centers must adhere to policy as stated in Chapter 3, Appendix 301: TABE® Requirements and Instructions.

**Pool:** All students who exit the program (excluding 30/45 day Level 1 ZTs) who scored at or below Educational Functioning Level (EFL) 4 on a valid initial TABE reading test (level E, M, D, or A) or EFL 4 on a valid initial TABE Español<sup>11</sup> reading test (level E or M) taken after the student has received instruction in the content area.

**Measure:** The average of all of the positive EFL 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, D, or A) or TABE Español reading test (level E or M) taken after the student has received instruction in the content area.

**Goal:** The national goal is 0.7 EFL; for PY 2024, centers and regions have model-based goals for this measure. A model statistically adjusts each

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<sup>11</sup> The TABE Español, which is the most recent Spanish version of the test, is the 7/8 edition released in 1995 and has different score ranges aligned with the EFLs as compared to the TABE 11/12 which is the 2017 English edition.

center's goal to account for factors beyond the operator's control (such as students' test scores 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 Appendix 501 Attachments, Attachment 14: PY 2024 Academic Center-Level Model-Based Goals and Worksheets, for a template of the factors utilized in the models and for specific goals.

Weight: 12.5 %

Formula: 
$$\frac{\text{Sum of Educational Functioning Level gains attained on the highest valid subsequent TABE reading test}}{\text{Number of students who score at or below Educational Functioning Level 4 on the initial TABE reading test (Level 4 on the TABE Español) and students who do not take a valid initial reading test during the first 21 calendar days* on center}}$$

\* For crediting purposes, initial TABE tests must be administered within the first 21 calendar days on center. For exceptions to this 21-day policy, see Appendix 301: TABE® Requirements and Instructions. Exceptions include a specific sub-group of Limited English Proficient (LEP) students.

Note: EFLs range from 1 to 6 and each EFL is linked to a specific scale score range. A gain is made when a student attains a higher EFL on a follow-up TABE test than the EFL of their initial TABE test; credit is given for the difference between the EFL of the highest follow-up TABE test score and the EFL of the initial TABE test. For example, moving from an EFL of 2 on the initial TABE test to an EFL of 4 on the highest subsequent TABE test equals a 2.0 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.

3. **Literacy Average High EFL:** This metric serves as a summative measure offering an average assessment EFL of reading proficiency among students who separate from the program. Please note that centers must adhere to policy as stated in Chapter 3, Appendix 301: TABE® Requirements and Instructions.

Pool: Number of students (excluding 30/45 day Level 1 ZTs) who took the initial TABE 11/12 reading test plus students who did not take a valid initial reading test during the first 21 calendar days\*

\* For crediting purposes, initial TABE tests must be administered within the first 21 calendar days on center. For exceptions to this 21-

day policy, see Appendix 301: TABE® Requirements and Instructions. Exceptions include a specific sub-group of Limited English Proficient (LEP) students.

**Measure:** The average EFL for separating students on their highest valid subsequent TABE reading test (level E, M, D, or A) or TABE Español reading test (level E or M) while enrolled in Job Corps.

**Goal:** The national goal is 5 EFL.

**Weight:** 0%

**Formula:** 
$$\frac{\text{Sum of High Reading EFLs}}{\text{Number of students who score EFL 4 or below on the initial TABE reading test and students who do not take a valid initial reading test during the first 21 calendar days on center}}$$

4. **Average Numeracy Gain:** This measure supports programs such as the HSD Initiative and the LEP Initiative and will help centers by tracking those youth who have achieved gains in numeracy. Please note that centers must adhere to policy as stated in Appendix 301: TABE® Requirements and Instructions.

**Pool:** All students who exit the program (excluding 30/45 day Level 1 ZTs) who scored at or below Educational Functioning Level (EFL) 5 on a valid initial TABE math test (level E, M, D, or A) or EFL 5 on a valid initial TABE Español<sup>12</sup> math test (level E or M) taken after the student has received instruction in the content area.

**Measure:** The average of all of the positive EFL 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, D, or A) or TABE Español math test (level E or M) taken after the student has received instruction in the content area.

**Goal:** The national goal is 0.7 EFL; for PY 2024, 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 students' test scores 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 Appendix 501 Attachments, Attachment 14: PY 2024 Academic Center-Level Model-Based Goals and Worksheets, for a template of the factors utilized in the models and for specific goals.

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<sup>12</sup> The TABE Español, which is the most recent Spanish version of the test, is the 7/8 edition released in 1995 and has different score ranges aligned with the EFLs as compared to the TABE 11/12 which is the 2017 English edition.

Weight: 12.5%

Formula: 
$$\frac{\text{Sum of Educational Functioning Level gains attained on the highest valid subsequent TABE math test}}{\text{Number of students who score at or below Educational Functioning Level 5 on the initial TABE math test (Level 5 on the TABE Español) and students who do not take a valid initial math test during the first 21 calendar days* on center}}$$

\* For crediting purposes, initial TABE tests must be administered within the first 21 calendar days on center. For exceptions to this 21-day policy, see Appendix 301: TABE® Requirements and Instructions. Exceptions include a specific sub-group of Limited English Proficient (LEP) students.

Note: EFLs range from 1 to 6 and each EFL is linked to a specific scale score range. A gain is made when a student attains a higher EFL on a follow-up TABE test than the EFL of their initial TABE test; credit is given for the difference between the EFL of the highest follow-up TABE test score and the EFL of the initial TABE test. For example, moving from an EFL of 2 on the initial TABE test to an EFL of 4 on the highest subsequent TABE test equals a 2.0 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. Numeracy Average High EFL:** This metric serves as a summative measure offering an average assessment EFL of mathematical proficiency among students who separate from the program. Please note that centers must adhere to policy as stated in Chapter 3, Appendix 301: TABE® Requirements and Instructions.

Pool: Number of students (excluding 30/45 day Level 1 ZTs) who took the initial TABE 11/12 math test as well as students who did not take a valid initial math test during the first 21 calendar days\*

\* For crediting purposes, initial TABE tests must be administered within the first 21 calendar days on center. For exceptions to this 21-day policy, see Appendix 301: TABE® Requirements and Instructions. Exceptions include a specific sub-group of Limited English Proficient (LEP) students.

Measure: The average EFL for separating students on their highest valid subsequent TABE math test (level E, M, D, or A) or TABE Español math test (level E or M) while enrolled in Job Corps

Goal: The national goal is 6 EFL.

Weight: 0%

Formula: 
$$\frac{\text{Sum of High Math EFLs}}{\text{Number of students who score EFL 5 or below on the initial TABE math test and students who do not take a valid math test during the first 21 calendar days on center}}$$

### ***CTS Placement Outcome Measures***

Provided below is a description of the career transition services placement outcomes measures. The following criteria pertain to all placement measures, as applicable:

- For placement to be credited it must:
  1. Meet the criteria described in PRH, Exhibit 4-1,
  2. Add documentation consistent with the criteria in PRH, Exhibit 4-2, and
  3. Be entered and approved in CTS according to the timelines in Chapter 4, Section 4.4.

If the verification is not received and/or the information is not entered into the CTS system for a valid placement within the timeframe specified in Chapter 4, Section 4.4, the center (and the CTS provider) will not receive credit for the Placement Rate Measure for the student. The student will not be in the pool of the remaining CTS Placement measures (Full-Time Quality Placement and Average Hourly Wage) and the center (and CTS provider) will consequently not be eligible to receive credit for these. JCDC will, however, include these placements in the National and Regional totals of the CTS Placement measures if the student otherwise meets placement requirements.

- 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 Appendix 501 – Attachments, Attachment 2: PY 2024 Initial Placements and Allowable Upgrades, for a chart outlining the hierarchy.
- An automatic education placement credit is given to the sending center in the CTT Report Card and ARC for students who transfer to an approved Advanced Training (AT) program at another center. See Appendix 501 – Attachments, Attachment 3: PY 2024 DCS, CTT and Academic Report Card Pools and Credit for Students Transferred to Advanced Training (AT) Programs, for a chart outlining allowable center credits for AT transfers. This does not apply to Advanced Career Training (ACT) transfers.

## **6. HSD/HSE Completer Placement Rate**

Pool: All HSD/HSE completers whose initial placement records are due or received or who transfer to an approved AT program at another center.



Measure: The percentage of HSD/HSE completers in the placement pool who are placed in a job, the military, an educational program, or a job/school combination (per Job Corps' placement definition in Exhibit 4-1), or who transfer to an approved AT program at another center.

Goal: The national goal is 95%.

Weight: 25%

Formula: 
$$\frac{\text{Number of HSD/HSE completers placed in a job, the military, an education/training program, a job/college combination, or who transferred to an approved Advanced Training program at another center}}{\text{Number of HSD/HSE completers whose placement records are due or received or who transferred to an approved Advanced Training program at another center}}$$

## 7. HSD/HSE Completer Average Hourly Wage at Placement

Pool: All HSD/HSE completers placed in a job or the military per the Job Corps placement definition.

Measure: The average hourly wage of HSD/HSE completers in the pool associated with their initial or upgrade placement in a job or the military.

Goal: The national goal is \$18.80. Since PY 2014, centers and regions are assigned center-level model-based goals for this measure. A center-level 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.

Weight: 10%

Formula: 
$$\frac{\text{Sum of hourly wages of HSD/HSE completers placed in a job or the military}}{\text{Number of HSD/HSE completers placed in a job or the military}}$$

## 8. HSD/HSE Completer Full-Time Quality Placement Rate

Pool: All HSD/HSE completers who entered a placement that meets the Job Corps placement definition.

**Measure:** The percentage of HSD/HSE completers in the pool who are placed in an apprenticeship program, a full-time job (one to two jobs that equal full-time hours), the military, full-time college, full-time job/college combination or full-time post-secondary training.

**Goal:** The national goal is 90%.

**Weight:** 15%

**Formula:** 
$$\frac{\text{Number of HSD/HSE completers placed in an apprenticeship program, a full-time job, the military, full-time college, full-time job/college combination or a full-time post-secondary training program}}{\text{Number of initially placed HSD/HSE completers}}$$

#### E. **Performance Goals**

Performance goals serve as the quantitative targets to assess performance. A single performance goal is established for each measure, and performance is measured as a percentage of the goal(s) achieved.

The following measures have *national* goals:

- Literacy Average High EFL
- Numeracy Average High EFL
- HSD/HSE Completer Placement Rate
- HSD/HSE Completer Full-Time Quality Placement Rate

The following measures have *center-level model-based* goals:

- Average Literacy Gain
- Average Numeracy Gain
- HSD/HSE Attainment Rate
- HSD/HSE Completer Average Hourly Wage at Placement

Model-based goals for all ARC measures can be found in Appendix 501 - Attachments, Attachment 14: PY 2024 Academic Center-Level Model-Based Goals and Worksheets. Details regarding model-based goals can be found in Appendix 501, Introduction, Section D.2.(b).

#### F. **Weights**

A weight is assigned to each measure to reflect: 1) areas of emphasis in Academic program 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.

For the ARC, there is an increased emphasis in PY 2024 on academic attainments and placement. The HSD/HSE Attainment Rate and the HSD/HSE Completer Placement Rate measures are equally weighted at 25 percent each. The Full-time Quality Placement and Average Wage measures are weighted at 15 percent and 10 percent respectively, while the two learning gain measures are weighted at 12.5 percent each. The two average high literacy and numeracy measures remain unweighted.

**G. Overall Rating**

Weighted performance ratings across each of the weighted measures are aggregated to create an Academic program overall rating. These ratings are reviewed to assess program effectiveness and play a key role in the procurement process.

**H. Program Performance**

The primary purpose of the ARC is to account for results based on established program parameters and goals. The measures on the ARC 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 Academic program performance
- Work to improve programs that exhibit below average performance to prevent further decline
- Initiate corrective action for programs that consistently perform at an unsatisfactory level

Programs will receive an overall rating and will be graded on an A, B, C, C-, & D letter grading.

**1. Grade A:**

Programs in Grade A status will not be subject to an Academic Continuous Improvement Plan (A-CIP).

**2. Grade B:**

Programs in Grade B status will not be subject to an A-CIP.

**3. Grade C:**

Programs in Grade C status will not be subject to an A-CIP.

#### **4. Grade C-:**

Regional Offices (RO) may require programs with performance in C- to have an A-CIP (see Appendix 501 Attachments, Attachment 10 for more detail on the A-CIP process and form). Circumstances will be taken into consideration by the RO when determining the need of an A-CIP for the Academic Program. A-CIPs will be developed, implemented, regularly monitored and, as necessary adjusted by all entities involved with the Academic program. This will require collaboration by all stakeholders involved.

#### **5. Grade D:**

Regional Offices will require programs with performance in D to have an A-CIP. A-CIPs will be developed, implemented, regularly monitored and, as necessary adjusted by all entities involved with the Academic program. This will require collaboration by all stakeholders involved.

### **I. A-CIP Process**

#### **(a) First Year of Grade D Performance.**

At the end of PY 2022, the ROs will begin the A-CIP process using the form in Appendix 501 Attachments, Attachment 10. All programs earning a D Grade will be required to be placed on an A-CIP for the following Program Year. This will be a collaborative effort between the Regions, the centers, and all involved stakeholders to develop a plan that ensures that the program will be trending upwards. The goal is to provide all students with a quality education.

Regional Offices are required to submit to the Office of Job Corps, Division of Educational Services, a composite list of those programs designated to probation and a copy of the A-CIP for each targeted center.

A-CIPs will be updated quarterly, and be reviewed by Regional and National offices as follows:

1. Center completes designated areas of the A-CIP template and indicates acceptance by typing its name in the appropriate boxes.
2. Center uploads template to regional Share Point site in "Performance" folder in the shared documents section of the site.
3. Center sends an e-mail to Regional Director, Program Manager and National Academic Unit confirming the template has been uploaded.
4. Region reviews the document and works with the center (using current A-CIP template that includes SMART analysis) until the plan is approved.

5. Region sends e-mail to center and National Academic Unit confirming the region has approved the plan.
6. At the end of each quarter, center updates the template with the prior quarter's results and the prior version of the form as outlined above and sends an email notifying the Regional and National offices that the template has been updated and the updated version has been saved to the Share Point site.
7. At the end of the four quarters, the Regional Offices make a recommendation to the Office of Job Corps to either remove the program from the A-CIP process or to move to a second year of program improvement planning.

(b) Second Year of Grade D Performance for Programs Having Served 1 Year of Corrective Action:

At the end of the first program year, if the program remains in Grade D, it will be subject to additional corrective action, and an appeals process administered by the Office of Job Corps, as follows:

- The Office of Job Corps will formally notify the Regional Directors and, as applicable, of programs that were on a corrective action, and continued to perform at Grade D.
- Regional Directors 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: Division of Education Services
- Office of Job Corps staff will thoroughly review all appeals, consult with Regional Directors, as necessary, and recommend to the National Director of Job Corps one of the following actions for each program:
  - Remove the program from the A-CIP process
  - Extend the A-CIP to a second year
  - Replace the program with a different HSD/HSE option at the center

## **II. ROLES AND RESPONSIBILITIES**

### **A. National Office**

The National Office is responsible for:

- Establishing national policy for the Academic OMS each program year
- Providing model-based goals for designated performance measures and administering the appeals process of the adjusted goals
- Monitoring the JCDC issuance of the Academic Report Card
- Tracking and verifying performance of Academic providers
- Communicating with Regional Offices to implement program or policy changes or adjustments
- Providing information, technical assistance, and training to the Regional Offices and the Job Corps community as needed
- Reviewing the development, implementation, and monitoring of A-CIPs for all programs in Grade D and as determined by the Regional Office, those in Grade C-

### **B. Regional Offices**

Regional Offices are responsible for:

- Monitoring the performance of all Academic programs monthly, using the ARC and information gathered from center visits, assessments, and review of other reports and analyses
- Administering the Regional Office appeals process and, as justified, placing programs on probation
- Assisting in the development, implementation, and monitoring of A-CIPs for all programs in Grade D and as determined by the Regional Office, those in Grade C-
- Participating in the National Office-administered appeals process

### **C. Job Corps Centers**

Job Corps Centers are responsible for:

- Accurate and timely data entry into Center Information System (CIS) to ensure data integrity
- 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, to develop, implement, and monitor A-CIPs
- Initiating organizational, operational, and other changes that help achieve long-term job retention and economic self-sufficiency for students/graduates

**D. Job Corps Data Center (JCDC)**

JCDC is responsible for:

- Ensuring that the ARC and other reports are issued in accordance with the target release dates
- Coordinating specifications of the ARC with National Office staff
- Ensuring the data generated in the reports accurately reflect the policy and programming design
- Providing Help Desk services regarding Academic program data, reporting and oversight of CIS and CTS, and training and services to the regions on CIS and CTS

**APPENDIX 501F**  
**POLICIES AND PROCEDURES FOR JOB CORPS’**  
**PROGRAM YEAR (PY) 2024**  
**PERFORMANCE MANAGEMENT SYSTEM**  
**PERFORMANCE IMPROVEMENT PLAN (PIP) SYSTEM**

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## I. PERFORMANCE IMPROVEMENT PLAN (PIP) SYSTEM FOR PY 2024

- A. **Overview.** The Workforce Innovation and Opportunity Act (WIOA) <https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf>, requires Job Corps to develop and implement a performance improvement plan for Job Corps centers that fail to meet expected levels of performance. As a result, Job Corps designed a new Performance Improvement Plan (PIP) system released July 1, 2016. The PIP was subsequently revised and re-released on December 21, 2016, through PRH Change Notice 16-08. The PIP system provides performance improvement assistance and increased oversight to the lowest performing centers that fail to meet Job Corps' expected levels of performance. The PIP system uses Outcome Measurement System (OMS) data to determine if centers are meeting performance goals; place the lowest performing centers on a PIP and provide guidance; communicate consequences for not meeting established performance goals within a defined time period; and takes corrective actions if centers on PIPs do not improve performance and meet performance criteria.

The PIP system is nationally administered, implemented annually, and directed at center-level accountability, whether operated by private contractors or the U.S. Department of Agriculture, Forest Service (USDA FS). The PIP system also defines the consequences for failing to perform or make progress to improve performance at a Center.

WIOA requires that all youth training programs, including Job Corps, use six primary performance measures to evaluate contractors' performance. In PY 2016, Job Corps established a new system to collect and report WIOA program outcomes and began collecting data through this new reporting system. In PY 2017 and PY 2018, Job Corps adjusted the WIOA reporting system to align with other ETA training programs and began collecting performance data. In PY 2020, Job Corps began receiving aggregated wage record results for reporting on the Quarter 2 and Quarter 4 placement and Quarter 2 earnings metrics. In PY 2024, Job Corps will produce and incorporate a new, stand-alone, quarterly WIOA Report with PY 2024 center-level outcomes against goals for each of the primary six measures and an overall rating. Beginning in PY 2025, Job Corps will transition to using this WIOA Report to place centers on a Performance Improvement Plan (PIP) as required by the law. Until that time, Job Corps will continue to use OMS reports for PIP placement and graduation evaluations.

- B. PIP Entry Criteria.** The PIP system has two entry criteria for Job Corps centers to be placed on a PIP. If both criteria are met, the center is placed on a PIP.
1. **OMS Ranking.** A center is first identified as ranked among the bottom ten (10) percent of Job Corps centers on the DCSOMS10R report card for the most recent full PY year-end report.
  2. **Overall OMS Rating Score.** After a center is identified as ranked among the lowest 10 percent of centers, a second criterion is applied. If a center ranked in the bottom 10 percent has an end-of-PY overall DCSOMS10R score that is at 88% or less of the year's DCSOMS10R national average, the center is placed on a PIP.
- C. PIP Graduation Criteria.** To graduate from a PIP, a center's performance must demonstrate DCSOMS10R ranking in the top two quartiles on the mid-year (PY based) or year-end DCSOMS10R report.
- D. Probationary Period**
1. Each center that is placed on a PIP will serve a minimum of twelve months on that PIP, with evaluations against graduation criteria conducted at mid-PY (mid-year) and end of PY (year-end). The Department of Labor (DOL) reserves the right to end this process at any point if it determines that it is in the best interest of the Government to do so.
  2. When a PIP center meets the graduation criterion at mid-year or year-end, the center enters a probationary period lasting six (6) additional months. The probationary period is to ensure the center's improved performance can be maintained. If the center continues to meet the graduation criterion by the end of the six-month probationary period, the center will formally graduate from the PIP.
- E. Sources for PIP Performance Measures.** The following Outcome Measurement System reports will be used in the mid-year and year-end PIP assessments.
1. **DCSOMS10R Report** from 7/1/20xx to 12/31/same year – To evaluate mid-year performance outcomes for graduation consideration.
  2. **DCSOMS10R Report** from 7/1/20xx to 6/30/next year – To assess centers for placement on a PIP and evaluate PY year-end performance outcomes for graduation consideration.

**F. Time Limitation for PIP Status**

1. The minimum period for a center to serve on a PIP is 12 months, or six months plus a six-month probation period. As noted above, DOL reserves the right to end the PIP prior to the end of 12 months if it determines that it is in the best interest of the Government to do so.
2. The maximum period for a center to serve on a PIP is 42 months, or three full program years plus a six-month probation period.

**G. Timeline for Placing Centers on a PIP**

1. **September:** The National Office will identify new centers for placement on a PIP using finalized end of PY OMS report data. The finalized PY 2023 DCSOMS10R Report Card will be used for identification of PIP centers for PY 2024. The National Director of Job Corps shall formally notify centers of their PIP status and request a comprehensive Performance Improvement Plan from their operators. In the case of contracted centers, the National Director's notification will be co-signed by the Contracting Officer. That joint correspondence will convey to the operators the possible contractual implications of being on a PIP and explain that each contractor's progress on its PIP will be considered in the Contracting Officer's determination of whether to award an option or short-term sole source contract under the current contract. The circumstances leading to the PIP and subsequent improvement, or lack thereof may also be considered in evaluations of that contractor's Past Performance in a competitive procurement for a follow-on contract or any other center operation contract.
2. **October:** The Regional Office (RO) will review and either reject, in whole or in part, or accept the center operator's proposed PIP. If the PIP is rejected in whole or in part, it will be returned to the operator for appropriate revision. If accepted, the Regional Office signs and submits the PIP to the National Director. The National Office may request revisions to the center PIPs. The Contracting Officer will send correspondence to the center operator, indicating that the PIP is approved, and it will be incorporated into the contract requirements.

## **H. Timeline for PIP Graduation Evaluations**

1. **February:** The National Office will conduct the mid-PY PIP graduation evaluation, using the PY mid-year (7/1/20xx – 12/31/same year) DCSOMS10R report. If a PIP center meets the graduation criterion based on this evaluation, the center will enter the six-month probationary period. If a PIP center that entered the probationary period six months earlier has met the graduation criterion again based on this evaluation, the center will officially graduate from the PIP. In either case, the center will receive an official notification from the National Director of Job Corps. The Contracting Officer will also send correspondence to the center operator, denoting that the center has either entered the probationary period or graduated from the PIP.
2. **October:** The National Office will conduct the end-of-PY PIP graduation evaluation, using the finalized PY end-of-year (7/1/20xx – 6/30/next year) DCSOMS10R report. If a PIP center meets the graduation criterion based on this evaluation, the center will enter the six-month probationary period. If a PIP center that entered the probationary period six months earlier has met the graduation criterion again based on this evaluation, the center will officially graduate from the PIP. In either case, the center will receive an official notification from the National Director of Job Corps. The Contracting Officer will also send correspondence to the center operator, denoting that the center has either entered the probationary period or graduated from the PIP.

## **I. Deciding Sanctions for Not Graduating from a PIP**

For centers that have not graduated from the PIP, there will be correspondence from DOL regarding the actions that will be taken. This notification will inform the operator (USDA/private contractor) of the necessary steps that it must take and/or the actions that DOL will be taking to address the performance concerns at the center. This notification does not preclude DOL from taking actions at different points in the process and does not have any impact on DOL's ability to take any actions that it believes are appropriate regarding these performance concerns or matters unrelated to the performance problems.

- J. General PIP Policy and Sanctions.** It is Job Corps' intent that no center remains on a PIP beyond three program years. A center on a PIP must manage to meet the graduation criterion by the 36<sup>th</sup> month after being placed on a PIP. This aligns with the statutory three-year limitation for under-performance for the USDA Forest Service Civilian Conservation Centers (CCC) in Section 159(f)(4) of WIOA.

Job Corps will not accept prolonged or permanent underperformance, and expects all centers placed on a PIP to demonstrate substantial and sustained performance improvement and graduate as soon as possible, but no longer than 42 months after serving on a PIP (including the six-month probationary period). Under Section 159(f)(2) of WIOA, Job Corps can take any of the following actions to help centers on a PIP to improve performance and graduate from the PIP:

1. Providing technical assistance to the center;
2. Changing the vocational training offered at the center;
3. Changing the management staff of the center;
4. Replacing the operator of the center;
5. Reducing the capacity of the center;
6. Relocating the center; or
7. Closing the center.

Although DOL reserves the right to take any appropriate measure to address performance concerns at a Center at any time, Job Corps intends to have a progressive application of such sanctions to allow operators time to improve performance. The process described below generally describes how the approach will be implemented, and should not be viewed as requiring that the available actions provided in Section 159(f)(2)

be taken in a specific sequence. When taking corrective action, the National Office will give due consideration to factors that are beyond the control of the center(s) on a PIP that significantly contributed to the underperformance, such as natural disasters, epidemics, drastic changes in the local economic environment, etc. All mitigating factors must be thoroughly documented, substantiated, and submitted to the National Office through the related Regional Office. The existence of a PIP does not affect the Contracting Officer's discretion to decline to exercise an option or to terminate a contract center operator for reasons related or unrelated to imposition of the PIP in accordance with the Federal Acquisition Regulations.

### **1. First Program Year on a PIP**

This is the program year that a center is officially placed on a PIP, based on its underperformance in the previous program year. During this year, the Regional Office will provide technical guidance and support, including actions to assist the operator in meeting the PIP graduation requirements. These potential actions should be outlined in the fully executed Performance Improvement Plan.

- (a) During the first year, the National Office of Job Corps, in consultation with the related Regional Office, may opt to change the center's career technical training offerings and/or suggest other changes in the center's operation. If a center's performance shows measurable improvement at the sixth month or 12<sup>th</sup> month, however, the National Office may choose not to exercise these options.
- (b) From the day a center is placed on a PIP until its graduation from the PIP, the related Regional Office will enhance its oversight activities, including but not limited to: more frequent communications with the center management, more frequent Regional Office Comprehensive or Targeted Assessments (ROCAs or ROTAs). The Contracting Officer, in consultation with the Regional Office and the National Office, may also send correspondence to the center operator about the underperformance, including Letters of Concern, Cure Letters, and other devices through, and within the boundaries of, the existing contract. The Contracting Officer may consider this information as part of the decision about whether to exercise the option year for continued performance by the operator at the center.

### **2. Second Program Year on a PIP**

If a center enters the second year on a PIP, in addition to the actions previously taken during the first year, the National Office may exercise more serious sanctions, including

reduction of the center's On-Board Strength (OBS), terminating the contract, or competing a United States Department of Agriculture Forest Service (USDA FS) center through the procurement process required by WIOA. While deciding whether continued operation by a contract center is in the best interest of the Government, the Contracting Officer will consider the fact that a center remained on a PIP for a second year. If a center's performance shows measurable and sustained improvement during the second year, however, the National Office may choose not to apply any of these sanctions.

### **3. Third Program Year on a PIP**

This is the last program year any center is allowed to remain on a PIP. If a center does not meet the graduation criterion after two years on a PIP, in addition to the actions described above, the National Office, in consultation with the Office of Job Corps Acquisition Services (JCAS), the related Regional Office, and the USDA Forest Service, as applicable, may impose the most serious sanctions, including relocating the center, replacing the operator, and/or closing the center.

If a center meets the graduation criterion by the middle or the end of the third program year on a PIP and enters the six-month probation period, the National Office may choose not to exercise any new sanctions beyond those previously executed in the first or second PIP year.

If a center fails to meet the graduation criterion by the end of the third year (36 months), the National Office, in consultation with the JCAS, the related Regional Office, and the USDA Forest Service, as applicable, will impose the most serious sanctions, including relocating the center, re-competing the center, and/or closing the center.

Centers that have graduated from a PIP but later fall back into PIP status will go through the PIP process again and may face increasingly escalating sanctions as needed.

It is important to note that while implementation of a national PIP system provides a concrete process for improving performance at low-performing Job Corps centers, the Department of Labor reserves the right to decline to exercise an option, terminate an operation contract, or close centers at any time when it deems that doing so is in the best interest of the program. This new PIP system should not be construed as the only process through which a Job Corps center operator can be replaced, or a center can be closed.

## II. ROLES AND RESPONSIBILITIES

### A. **National Office.** The National Office will be responsible for:

1. Providing oversight and managing the PIP system in close collaboration with related Regional Offices and the Office of Job Corps Acquisition Services (JCAS);
2. Designing and revising the PIP system based on valid feedback from the Regional Offices and the Job Corps community;
3. Reviewing, approving, or disapproving PIPs submitted by centers and accepted by related Regional Offices;
4. Conducting PY end-of-year data analyses to identify centers for placement on a PIP and sharing results with related Regional Offices and JCAS;
5. Conducting PY mid-year and PY year-end data analyses to evaluate graduation qualifications, and sharing results with related Regional Offices and JCAS;
6. Consulting with JCAS and related Regional Offices regarding appropriate actions and effective sanctions for centers that do not meet graduation criterion at the end of each year on a PIP, as well as those that fall back into PIP status; and
7. Making final determinations regarding sanctions for centers failing to meet graduation criterion at the end of each year.

### B. **Regional Offices.** Job Corps Regional Offices routinely provide oversight and support to all centers to include on-site ROCAs and ROTAs and on-going direct communication with centers regarding improvements in all deficient areas. For centers on a PIP, Regional Offices will commit additional resources, as needed, to conduct more frequent visits, audits, and technical support activities to assist centers in graduating from a PIP within one program year.

With regard to the PIP system, Regional Offices will be responsible for:

1. Working closely with the National Office on data analyses to identify centers to be placed on a PIP, evaluating PIP graduation status, and recommending appropriate and effective sanctions;



2. Requesting each PIP center to submit a PIP in the template provided; Reviewing, revising, and accepting the initial PIP plans from centers placed on a PIP, and forwarding to the National Office;
3. Integrating any existing corrective actions that are already in place for centers, if applicable, into the PIP and submitting the final signed copy to the National Office;
4. Working closely with center operators and their center management teams to implement the fully executed PIP;
5. Monitoring and conducting frequent site visits to evaluate and assess, in detail, specific performance issues to be addressed by the PIP centers;
6. Providing regular updates to the National Office to assist with the PY mid-year and PY year-end evaluations;
7. Collaborating with the Contracting Officer and the National Office to take appropriate contract actions against the operator of the PIP center (e.g., Letter of Concern, Cure Notice); and
8. Implementing sanctions imposed by the National Director for centers that fail to graduate by the end of their PIP period or fall back into PIP status after graduation.

C. **Job Corps Acquisition Services (JCAS).** JCAS will be responsible for:

1. Determining, based on collaboration with the National Office of Job Corps and Regional Offices, what and if any contract management tools should be used against the operators of PIP contract centers, including formal contractual action, as warranted.
2. Determining and executing, if appropriate, based on collaboration with the Job Corps National and Regional Offices, the more serious sanctions within the parameters of the existing contracts, such as termination of a contract for default, not renewing an option year, converting a USDA FS center into a contract center through procurement, reducing OBS, relocating a center, and closing a center.

D. **Centers and Operators.** Centers and Center Operators will be responsible for:

1. Assessing and monitoring center performance monthly to identify areas that need improvement prior to PIP actions by the National and Regional offices;
2. Developing a detailed and measurable plan to address all problem areas that caused or contributed to the center being placed on a PIP, with specific goals and completion deadlines;

3. Submitting the proposed performance improvement plan on the provided template in a timely fashion to the Regional Office for review;
4. Adhering to the terms of the executed PIP;
5. Implementing PIPs in accordance with Appendix 501f and following directions from the National Office and related Regional Offices;
6. Working collaboratively with related Regional Offices to make timely, substantial, and sustained improvements in problem areas to graduate from a PIP within one year; and
7. Working collaboratively with related Regional Offices to implement sanctions imposed by the National Director.

E. **Job Corps Data Center (JCDC).** JCDC will be responsible for:

1. Ensuring that the DCSOMS10R reports related to the PIP system are issued in accordance with the target release dates;
2. Coordinating specifications of the DCSOMS10R reports with National Office staff and ensuring that the data generated in the reports accurately reflect the policy and programming design; and
3. Providing Help Desk services regarding data necessary for the PIP system (identification and graduation of centers), and for monitoring and oversight of PIP centers.

## APPENDIX 502

### FINANCIAL MANAGEMENT FOR CONTRACT CENTERS

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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 Civilian Conservation Centers (CCC) are located in Appendix 506.

This appendix is not intended to supersede the proposal development requirements prescribed in the standard request for proposal (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 (FMS) provides for:

- Periodic, detailed review of actual expenses and, in the case of contract centers, a comparison between planned (budgeted) versus actual expense.
- 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 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 is always backed up by a current line-item budget that is prepared using the Form 2181, Budget For Center Contracts. Except for the final year of a center contract, 2181 budgets are normally prepared in sets of two: (i) one for providing a line-item budget for the current contract year and (ii) 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 are 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 third contract year. This is to ensure that 2181s are in place to cover the full three year 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 Form 2110, Report For Center Contracts) 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 the current year) 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.

Method One: The center operator breaks 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.

Method Two: 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, 1-29, an explanation is required if the variance is 5 percent 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 percent 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  $\$100,000 \times 5.0 \text{ percent} = \$5,000$ . If the total Center Operations budget for the contract year is \$8,000,000, the second alternative variance threshold is  $\$8,000,000 \times 0.1 \text{ percent} = \$8,000$ . 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 one percent 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 may 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 the Department of Labor (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, to include:

- Spending constraints to reduce or stabilize overruns
- Increased spending in areas where adequate resources have not been utilized to provide prescribed services
- Improvements to internal administrative control systems and the provision of training to appropriate staff
- Budget revision request to more reasonably distribute financial resources between cost categories
- Initiation of requests for an increase or decrease in the contract estimated cost to adjust for unforeseen cost or program changes
- DOL decision not to award a yearly extension, but to re-compete the center contract early

## **6. Formal Budget Revisions**

It is generally appropriate to accomplish a formal revision to the 2181 budget only when: (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 appropriate 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 approvals 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: (i) one providing a line-item budget for the current contract year and (ii) providing another line-item budget for the next contract year. Most center operations contracts are initially awarded with a two-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 three-year base period, it will also be

necessary for the contractor to maintain a Base Year Three 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 2181s. This is discussed more fully in a 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: (i) identify any adjustments that are of an ongoing nature such as those that might involve permanently deleting or adding slots; (ii) accurately calculate the impact of such changes on the next contract year, and (iii) revise the 2181 budget for the next year accordingly and the Base Year Three budget if one is being maintained.

Maintain a current 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 Employment and Training Administration Budget Office staff.

## **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 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 internet technology (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 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 Financial Operating Plan (FOP) Allocations Report, the career technical skills training (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 Office of Job Corps 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 FMS.

**c. Job Corps Financial Management System (FMS)**

Center contractors fulfill most of their financial reporting and operational budgeting responsibilities using the 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 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/M meal Allowance Expense

This cost category refers to Job Corps-paid expenses for inter-city transportation of newly enrolled students and current students, including the payment of travel-related meal allowances to newly enrolled students and current students. This expense category is not in common use under center operations contracts, but is available when needed.

### Outreach/Admissions (OA) 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 (CTS) 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 Services, 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: (i) Staffing Subcontract; and (ii) Non-Staffing Subcontract. The 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 Subcontracts**

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. 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 must be allocated to the appropriate functional or programmatic line-item as a personnel expense (e.g., Line 1-Academic Personnel, Line 3-Career Technical Training Personnel, and so forth).

Other Direct Subcontractor Expense: The direct costs of the subcontractor that are for non-personnel items must be reported in the appropriate functional or programmatic line-item as an “Other” cost (e.g., Line 2-Other Academic Expense, Line 4-Other Career Technical Training Expense, and so forth).

- Subcontractor Indirect Expense (Overhead/General & Administrative [G&A]): The subcontractor's overhead and G&A expense must be reported on Line 16-Other Administrative Expense. DO NOT report these costs on Line 17-Indirect Administrative Expense 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 must 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 must be allocated to the appropriate functional or programmatic line-item as a non- personnel cost (e.g., Line 2-Other Academic Expense, Line 4-Other Career Technical Training Expense, and so forth).

In some cases, expenses may 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 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 Subcontracts**

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 absorbed 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 secretarial 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 must be reviewed and amended as appropriate. Salary allocation plans must be reviewed annually as a routine matter to assure that they remain valid.

With regard to managerial positions (which may 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 are as follows:



- 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 Innovation and Opportunity Act (WIOA) 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.

The 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.
- 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 Benefit 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
- Proceeds from a student-related concession

## 5. Cost Category Definitions

The 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 Office of Job Corps for guidance.

### a. 2110 Page 2 - Center Operations Expense Line-Item Subcategories:

Line 1-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  
HSE Instructor  
Driver Education Instructor  
Limited English Proficiency (LEP) Instructor  
Communications Instructor  
Wellness/Safety Instructor  
Academic Instructor Substitutes

#### Support Staff

Academic Testing Coordinator  
ACT/OTP Coordinator  
Career Development Specialist  
Secretarial/Clerical assigned to support academic staff

Line 2-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 expenses listed below.

Academic Materials and Supplies: Includes the cost of materials and supplies (e.g., 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,

and DVDs.

**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 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 3-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 (WBL) Coordinator  
CTT Testing Coordinator  
Secretarial/Clerical assigned to support CTT staff

Line 4-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 (e.g., 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: draperies, wall hangings, bulletin boards, computer software, and DVDs.

**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 5-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/Counseling Manager  
Recreation Manager

Counselors

Counselor (includes UA retrieval)  
Counselor Aide  
Center Standards Officer

Residential Advisors/Residential Counselors

Residential Advisors/Residential Counselors 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

Secretarial/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 6-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 1 or 2).

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 7-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 9-Support Services Personnel Expense, Line 10-Other Support Service Expense, or other appropriate line-items as defined in Section C.3. Receipts (Personal Expenses) 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 8-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 Chapter 6, Section 6.6, R2.

Career Technical Training Clothing: Cost of student special clothing such as work clothes, career technical training uniforms and protective clothing as discussed in Chapter 6, Section 6.6, R1, a-c.

Recreation Clothing: Cost of student recreational clothing.

Line 9-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

Child Care Teacher  
Child Care Specialist  
Child Care 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 (OA) and Career Transition Services (CTS) 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

Secretarial/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 expenses 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
- Dormitory 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 7-Food. The cost of personnel and fringe benefits in a subcontracted operation will be reported on Line 9-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.

- Child care Services: Includes the cost of contractual services acquired for the childcare program, including repair and maintenance of child care furniture and equipment.
- Child care Rentals: Includes the cost of facilities and equipment (but not motor vehicles) rented for the 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

Secretarial/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

Secretarial/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

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

Secretarial/Clerical assigned to assist above personnel  
Secretarial/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 training programs such as drafting supplies, sketching pads, special forms, etc., to those activities in the appropriate accounts reported on Line 2-Other Academic Expense or Line 4-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 operation, maintenance and repair of center facilities, including temporary utility and HVAC rental, but 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

Secretarial/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: Includes the cost of cell phone 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 lesser, 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 as listed below.

- 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 as listed below.

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 2-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 lagtime, 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.

The 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	<u>\$75,000</u>
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 1 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 1 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, major building systems (e.g., heating, plumbing, etc.), 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 walk in freezers and refrigerators. 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.

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 Chapter 5, Section 5.8, R4. 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 an Office of Job Corps contract.
- Management support services for the acquisition or leasing of facilities.

**Note to Regions: This expense category equates to B1-Cnst/Rehab in the internal DOL AAPP/FOP financial management system.**

Line 3-Equipment/Furniture: 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 1 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 break, 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 Sunny Valley 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 expenses.

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 Office of Job Corps.

## **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 FMS system do not allow any contract year to have a duration that exceeds one full calendaryear.
- A Contract Year May Be of Lesser Duration: 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 a 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 March 15 through March 31.

#### **4. Reporting after Contract Expiration (Post-Expiration 2110s)**

When a contract expires, it is of course necessary to submit a fully detailed ETA 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 (FMS) that is administered by the Job Corps Data Center (JCDC). The 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 10th 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 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 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 are being reported as that number has been registered in 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 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) 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-WSSR (JCDC-Weekly 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-WSSR.
- 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-WSSR. 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 SYs.

- e. Actual SY, CYTD: This is the actual Student Years produced during the CYTD period according to information stored in JCDC-WSSR. 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-WSSR

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 percent:

**Note: Data is shown in this block only if the value in item 8f is less than 98.0 percent. 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 percent.
- b. SY Shortfall, Contract Year-to-date: Item 8d (Planned SY, CYTD) minus Item 8e (Actual SY, CYTD).
- c. Minimum Underrun Expected: Item 10a 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 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: The 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 pro rata (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 (c) 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: The 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. The 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 recompute the average unit cost unless there are additional receipts between the last and the upcoming issue.

First-In, First-Out: This accounting method prices all issues from inventory at the actual cost of the material issued. This method assumes that the first material issued was the first received, even 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 Line 18): 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 Line 21): 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. The 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 2110s 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 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 Construction/Rehab (b):

Column (a) is used to provide information concerning operating expense, which includes all expense categories other than Construction/Rehab. Column (b) is used to report amounts for Construction/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/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 Facility Construction/Rehab (b): In Section G, Column (a) is used to provide information concerning operating expense, which includes all expense categories other than Construction/Rehab. Column (b) is used to report amounts for Construction/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 (Line 16): 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 “zero” 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 percent 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 must submit, to the Regional Office only, an original plus two (2) copies of the voucher claiming reimbursement for provisional payment.
- The voucher must be prepared on SF 1034.
- The voucher must 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 Form 5-01 is a sample of a completed voucher, SF1034.
- Provided as Form 5-02 is a sample of the required backup sheet, including instructions for its preparation.
- Provided as Form 5-02a is the required additional backup sheet when vouchering for CRA B1 funds.

#### **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 drawdowns 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, the contractor agrees to pay the amounts specified below as remedies 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/HSE Credit: \$200 for each instance
- The operator claiming credit for an HSD or HSE in OMS for work where the operator knew cheating occurred and failed to follow the guidance in

Chapter 3, Section 3.2 R9.b will result in an assessment of \$200 in contractual remedies per student.

- Invalid Career Technical Training Completion Credit: \$500 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 percent 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 Office of Job Corps 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 Office of Job Corps and the Job Corps Data Center (JCDC) to remove invalid credits (High School Diploma/High School Equivalency [HSD/HSE], Career Technical Training Completion, and Placement) from the Outcome Measurement 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/HSE has been invalidated, credit would be removed for the HSD/HSE Attainment measure. In this instance, if the HSD/HSE 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 a good faith error. Another mitigating circumstance may be where data was erroneously recorded but the student outcome was likely achieved. For example a career technical training completion, an HSE 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 a 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 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 FMS and used to display approved or proposed line-item budgets for:

- Current Contract Year
- Next Contract Year, if any remains
- Base-Year 3, if the contract is in the first year of a 3-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 3-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 percent of a center’s operating budget. In any contract year when the center operates at less than 98 percent 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) during the contract year x the budgeted cost per SY (i.e., annual operating budget/planned SY) x 15 percent = 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 percent.

If the anticipated "low-OBS" underrun does materialize at the close of the contract year, the unspent funds will be returned to DOL by means of a contract modification that makes an appropriate reduction in the contract estimated cost for operating expense. If an anticipated "low OBS" underrun fails to materialize in full at the end of a contract year, 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. Treatment of Overruns**

If a net cost overrun is reported at 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.

#### **i. Staff Compensation Supplement**

When submitting the initial 2181 budget for the first contract year or the initial 2181 budgets for subsequent contract years, the contractor must provide a Staff Compensation Supplement that indicates average budgeted salaries for each job category at the center, along with other information that 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 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 Office of Job Corps via e-mail (with copies 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 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 Office of Job Corps 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 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 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 Office of Job Corps 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 10th 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 FMS and should normally be limited to the following situations:

- (1) When there is a pending contract modification approved and funded by the Office of Job Corps 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 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 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)**

The 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 Chapter 5, Section 5.8, R4.

### **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 (FMS), administered by the Job Corps Data Center (JCDC). The 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 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. The 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 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 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 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 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 Civilian Conservation Centers (CCC) that are funded for OA or CTS. CCC agencies that are funded for OA and/or CTS activities are referred instead to Appendix 506 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 RFPs. 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 (FMS) 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 (FMS) 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 FMS 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 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-ratio 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 percent 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  $\$20,000 \times 5 \text{ percent} = \$1,000$ . If the total OA budget for the contract year is \$200,000, the second alternative variance threshold is  $\$200,000 \times 1 \text{ percent} = \$2,000$ . 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 percent 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 Office of Job Corps 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 DOL and the contractor. The current AAPP Estimated Cost Profile, which is available for viewing and downloading by the contractor via the 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 the Office of Job Corps National 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 information technology (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 Financial Operating Plan (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 that the Office of Job Corps 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 Department of Labor (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. The 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 (FTP). 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 must 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 must be reported in the appropriate non-personnel line-item(s).
- Subcontractor Indirect Expense (Overhead/General and Administrative [G&A]): The subcontractor's overhead and G&A expense must be reported on Line 8 (OA and/or CTS as appropriate) - Other Operating Expense. Do NOT report these costs on Line 5- Indirect Administrative Expense 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 the subcontractor fee expense must 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 the subcontractor fee must 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. The 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 Office of Job Corps for guidance.

### a. 2110-OA/CTS, Page 1

Line 1-Personnel Expense: The cost of personnel compensation (salary, benefits, bonuses) that is directly charged to the contract. Examples of positions typically covered include:

#### OA Staff

Manager/Supervision (of OA Coordinators and AC)

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 expenses 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 expenses, 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 expenses 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 expenses for staff help-wanted advertising is not charged to this category, but should be charged to Line 9 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 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 guidance below on the treatment of fee is in conflict with the particular terms of the contract, the contractual terms shall prevail. The guidance below 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.

The 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	<u>\$7,500</u>
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 \$22,500 base fee and \$7,500 provisional Incentive Fee.

- In the first 2 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-OA/CTS 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., or 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: Includes the cost of cell phone services.

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-EXPEND-ABLE PERSONAL PROPERTY.

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/ Training Expense.

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

## FMS.

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 2a, CTS-Reimbursable: This subcategory incorporates all CTS line-items on Page 1 except for line-items 6 and 7, which are used for fees. The reimbursable line-items therefore consist of Lines 1-5, 8, 10, and 11.

Line 2b, CTS-Fee: This subcategory totals the amounts on CTS Lines 6 and 7, on Page 1.

Line 2c, 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 FMS.

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-OA/CTS. 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 FMS.

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-OA/CTS. 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 FMS.

**D. JOB CORPS OA/CTS FINANCIAL REPORT (2110-OA/CTS)****1. Purpose**

The Job Corps Outreach and Admissions (OA) and Career Transition Services (CTS) 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 FMS system do not allow any contract year to have a duration that exceeds one fullcalendar year.
- A Contract Year May Be of Lesser Duration: 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 (Years 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-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 March 15 through March 31.

**4. Reporting After Contract Expiration**

When a contract expires, it is of course necessary to submit a fully detailed 2110-OA/CTS report 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-OA/CTS reports until financial activity under the contract has ceased. However, such post-expiration 2110-OA/CTS

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-OA/CTS report. 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-OA/CTS report. If there are adjustments to costs that need to be reported when the contractor submits its formal closeout package to DOL, a final 2110-OA/CTS 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-OA/CTS report; and the date entered in block C on Page 1 of the 2110-OA/CTS report 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 FMS that is administered by the Job Corps Data Center (JCDC). The 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 10th 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-OA/CTS 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 Number: This is the number of the latest approved budget submission, Employment and Training Administration (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: The 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, Pro rata (c): 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 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 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: The 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 5): Column totals for Lines 1 through 4 in Section E are displayed on Line 5.

- 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.

The 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 the 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 the contract for the cost of unrecorded commitments, the contractor must be able to document that the firm commitments were made prior to contract expiration. An auditor may recommend disallowance for costs where the commitment date is questionable.

Total Obligations (e): The sum of the previous four columns (a through d) represents the total obligations of the contractor.

**Note:** It is particularly important that the total obligations (and constituent parts) be reported accurately in the 2110-OA/CTS data submitted upon contract expiration. This is 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-obligations of unvouchered funds which will later be needed to cover a contractor's unvouchered reimbursable expenses, 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 4 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 report. 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. The following are descriptions and definitions of data appearing in this Section H:

Line 1-Cumulative Cost Through 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 -OA/CTS report, 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/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 the 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-OA/CTS 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 noted and explained.

## **E. CONTRACTOR VOUCHERING CONSIDERATIONS**

If any of the guidance below on vouchering is in conflict with the particular terms of a center contract, the contractual terms shall prevail. The guidance below 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 expenses 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 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 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-OA/CTS report which is submitted for that month.
- The voucher must be accompanied by a backup sheet to substantiate certain data.
- Provided as Form 5-03 is a sample of a completed voucher, SF 1034, including instructions for its preparation. Form 5-04 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 must:

- 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-OA/CTS 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 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 a 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 a 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 by 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 a 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 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 three-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 Three 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 Three 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 Three” 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 Three” line-item budget after the end of the first contract year. When the second contract year begins, the “Base-Year Three” 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 three, 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 five percent 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. The 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 rollover 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 at 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 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 the Office of Job Corps 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 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 Office of Job Corps 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 10th 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 FMS and should normally be limited to the following situations:

- (1) When there is a pending contract modification approved and funded by the Office of Job Corps 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 (FMS) that is administered by the Job Corps Data Center (JCDC). The 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 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 Three” 2181 is also required. The 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 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 Three, whichever is appropriate.

Line 13-Prior Year Cumulative: This line displays the actual or budgeted cost through the immediately preceding contract year.

Line 14-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.

Line 15-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 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 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 the 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 Innovation and Opportunity Act (WIOA) 20 U.S.C. Sec. 9201 addresses state taxation of Job Corps contractors.

#### **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 measured 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 WIOA, 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 WIOA.
  - 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 must 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**

#### **1. General Administration**

- a. Property funded, leased, or owned by U.S. Department of Labor (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.<sup>13</sup> 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 DOL level. However, the Job Corps EPMS and FTMS provide information for various reports to DOL and to other federal agencies as needed.
- e. The National Office of Job Corps is responsible for providing information to DOL for inclusion in accounting and reporting systems as required.

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<sup>13</sup> Variances resulting from Job Corps updates are noted.

- f. Where requirements or procedures are not included in this policy, Chapter 5, Management Services, 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 <https://www.gsa.gov/cdnstatic/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 Training 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 must be reported in the Job Corps EPMS.<sup>14</sup> In addition, all sensitive property, regardless of original purchase cost, must 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.
- 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

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<sup>14</sup>

This is a variance from the ETA 359 Property Management Handbook (August 2003).

inventory. Accountability systems for expendable and non-expendable property must 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 addressed adequately and timely. 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 (Property Requirements Lists [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 396 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 Section 6, 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 Section 6, 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/CORs, 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 will also 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 Template: 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: includes 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: includes 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: includes Project Managers/CORs and Regional Property Officers (RPOs), will provide approvals for specific actions/requests, review and approve CPMPs, enter EPMS adjustments, and provide guidance to contractors.
- (4) Job Corps National (Federal) Officials: includes 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: serves as directed by the Job Corps National or Regional Offices. They have limited delegated authority to conduct property reviews and transactions on behalf of the government, and to provide general technical assistance.
- (6) Federal Contracting Officers (COs): incorporates 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; 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/COR, 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 (SGA) 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 must:

- (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.<sup>15</sup> 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.<sup>16</sup> 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 396), and forward to the Regional Office. All contract staff must 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

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<sup>15</sup> 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).

<sup>16</sup> This timeline has been updated to allow time for receipt by contractors of monthly GSA statements; these statements contain data required for FTMS reporting.

concurrently with a completed ETA 396 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 396. 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 must 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 396 report along with supporting documentation. The submission of an ETA 396 form to the Job Corps Regional Office automatically requests relief of liability; however, submission of the ETA 396 does not automatically grant relief to the contractor and should not be assumed.<sup>17</sup>

- (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.
- (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).

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<sup>17</sup> The preceding paragraph contains Job Corps procedural updates that may vary from the ETA 359 Property Management Handbook (August 2003).

- (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.<sup>18</sup> 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 396 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 Appendix 505a, 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:
  - (a) Items with a unit cost of \$200 or above require the advance review and approval of the federal Project Manager/COR prior to purchase. **Advance PRLs** will be submitted to the federal Project Manager/COR 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/COR prior to purchase. These PRLs may be executed for purchase by the

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<sup>18</sup> 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.

contractor. However, copies of all **internal PRLs** will be submitted quarterly to the federal Project Manager/COR 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/COR, authorizing the contractor to use government supply sources during the performance period. Contractors must possess a Letter of Authority to obtain an Activity Address Code (AAC) and a GSAXcess User ID and password, in order to access GSA supply sources. AACs 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 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 must 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 396 forms, with supporting documentation)
  - (c) Copies of hand receipts (for permanent location changes)
  - (d) Other requests (e.g., 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 396 form to the federal Project Manager/COR 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.<sup>19</sup>

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<sup>19</sup> Some variance with ETA 359 Property Management Handbook (August 2003).

## 7. Duty Requirements for Property Administration

### a. Center/Contractor Property Managers:

Each Job Corps contractor will appoint a Contractor 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 expeditiously; 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/CORs 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 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/CORs, 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/CORs 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/CORs 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/COR 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 DOL 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 CORs 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 DOL officials; inspects property activities of Project Managers/CORs, 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 of new contract award, the assigned CO issues (or directs the COR 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/COR, 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 COR 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, Section 8, 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 the 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 COR provide such communication in accordance with the CO's final determination.<sup>20</sup>

- 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 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 the amount of liability be forwarded to the

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<sup>20</sup> This is a variance between Job Corps updated property administration policy and the ETA 359 Property Management Handbook (August 2003).

federal Project Manager/COR. 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.<sup>21</sup>
- 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 hand tools), tool kits, and specialty tools and equipment used by career technical training (CTT) programs or by 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.

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<sup>21</sup> This is a variance between Job Corps updated property administration policy and the ETA 359 Property Management Handbook (August 2003).

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/COR 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/COR 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 documents include:

Appendix 505a, Disposition of Excess Property in Job Corps (Procedures)

Form 5-06, 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**

#### **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/Contracting Officer's Representative (COR). Such actions include transfers (internal and external), donations, cannibalization (in rare instances), and disposal. Except for sale of scrap material 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 General Service Administration (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 Contractor's On-site Property Managers (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, Process, below 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 Contractor's Property Management Plan (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 (e.g., 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 the report entitled “Administration and Management of Job Corps Contractor-Held Government-Furnished Property: Custodian’s Request to Designate Excess Property” (Form 5-06). 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. This establishes the entry of that item into disposition status. 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 material 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 Personal 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, computers that are taken offline or replaced should not be reused on center. 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.<sup>22</sup> However, the federal Project Manager/COR, 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 Personal 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 Personal 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/Personal/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 (Transfer Order Excess Personal Property) or the SF-123

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<sup>22</sup> This update represents a variance over the ETA 359 Property management Handbook (August 2003).

(Transfer Order Surplus Personal Property) 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 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.

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 guidance below 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 State Agency for Surplus Property (SASP) (<https://www.gsa.gov/portal/content/100851>). If no activity has been generated as a result of the above actions, the property is then eligible for donation.
  - (c) Donations: 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 Personal 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 material 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 (<https://www.gsa.gov/portal/content/100851>) 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 Personal 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(11) 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 Personal 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 (<https://www.gsa.gov/portal/content/100851>).
- (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 10 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.aspx> 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 506**

### **FINANCIAL MANAGEMENT FOR CIVILIAN CONSERVATION CENTERS (CCC)**

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## **A. INTRODUCTION**

### **1. Scope**

Appendix 506 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 address: (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 U.S. Department of Labor (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 (FMS) 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 FMS 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-Office of Job Corps 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 CCCs 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 percent 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 percent 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  $\$100,000 \times 5.0 \text{ percent} = \$5,000$ . If the total Center Operations Budget for the Program Year is \$8,000,000, the second alternative variance threshold is  $\$8,000,000 \times 0.1 \text{ percent} = \$8,000$ . 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 one percent 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, 506. 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 a 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 information technology (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 CCCs. 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, Financial Operating Plan (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 Office of Job Corps, 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 six 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 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 percent 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. Transfer-of-Station (TOS) costs are not to be transferred to or expensed on individual center 2110Fs.

The 0.25 percent 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 third 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 Program Year 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
- 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 Services 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. The 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 (FTP). 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 1-Academic Personnel, Line 3-Career Technical Training (CTT) 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 2-Other Academic Expense, Line 4-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 2-Other Academic Expense, Line 4-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 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 members 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 are as follows:

- 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 Innovation and Opportunity Act (WIOA) 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

The 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 Office of Job Corps 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.**

Line 1-Academic Personnel Expense: Includes the cost of all personnel whose primary duties are in academic programs, including positions such as those listed below:

### Managers

Training Program Director  
Academic Manager  
Principal Teacher

### Instructors

Academic Instructor  
Reading Instructor  
Math Instructor  
HSE Instructor  
Driver Education Instructor  
LEP Instructor  
Communications Instructor  
Wellness/Safety Instructor  
Instructor Substitutes

Support Staff

Testing Coordinator

Secretarial/Clerical assigned to the academic department

Line 2-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 (e.g., 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: drapery, wall hangings, bulletin boards, computer software, and DVDs.

**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 a 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 3-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

CTST Coordinator  
Work-Based Learning Coordinator  
ACT/OTP Coordinator  
Career Technical Testing Coordinator  
Secretarial/Clerical assigned to Career Technical department

Line 4-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 expenses listed below.

Career Technical Materials and Supplies: Includes the cost of all materials and supplies (e.g., books, workbooks, testing materials) used in conducting career technical training programs for students. This will also include the cost of expendable items for exclusive use in the classrooms, such as drapery, wall hangings, bulletin boards, computer software, and DVDs.

**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 training instruction. If the tuition is prepaid, please see discussion concerning treatment of prepaid items in a 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 5-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/Counseling Manager  
Recreation Manager

Counselors

Counselor (includes UA retrieval)  
Counselor Aide  
Center Standards Officer

Residential Advisors/Residential Counselors

Residential Advisors/Residential Counselors 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

Secretarial/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 6-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 expenses 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 7-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 9-Support Services Personnel Expense, Line 10-Other Support Service Expense, or other appropriate line-items as defined in Section C.3 Personnel Expenses. 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 8-Clothing: Includes the cost of clothing and cash clothing allowances furnished to students, including:

Issue Clothing: Issue of personnel clothing and ditty bags.

Cash Clothing Allowance: Cost of cash clothing allowances as discussed in Chapter 6, Section 6.6, R2.

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 6.6, R1, a-c.

Recreation Clothing: Cost of student recreational clothing.

Line 9-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 and Admissions (OA), and Career Transition Services (CTS) 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

Secretarial/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 expenses 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
- Dormitory curtains and drapery
- 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, 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 7-Food. The cost of personnel and fringe benefits in a subcontracted operation will be reported on Line 9-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.

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, recreational) 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 and Admissions (OA) and Career Transition Services (CTS) 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

Periodontist

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

Secretarial/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 expenses 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, and 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 (CP) and Career Transition Readiness (CTR) 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**

Secretarial/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, including the types of expenses listed below.

**CP/CTR Materials and Supplies:** Includes the cost of all materials and supplies (e.g., 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: drapery, wall hangings, bulletin boards, computer software, and DVDs.

**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 a 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  
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

Secretarial/Clerical assigned to assist above personnel  
Secretarial/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 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 flash drives.

**Note:** Charge special items used in the academic and career technical training programs, such as drafting supplies, sketching pads, special forms, etc., to those activities in the appropriate accounts reported on Line 2-Other Academic Expense or Line 4-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 Expenses.

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

Secretarial/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/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 operation, maintenance, and repair of center facilities, including temporary utility and HVAC rental, but 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**

Secretarial/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.

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: Includes the cost of cell phone 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 expenses 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 CTST projects; these costs will be charged to Line 35-CTST
- Rental of vehicles for 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 2-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 Office of Job Corps. 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 Job Corps centers operated by USDA's Forest Service, including and limited to: one 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 1 through 29 above.

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 all of the agency's CCCs. The amount shown for a CCC represents a pro rata allocation based on planned slot/Student Year (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.

**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-CTST 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 break, 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 a 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 (OA): Includes costs incurred for outreach 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, major building systems (e.g., heating, plumbing, etc.), roads and grounds, as well as the purchase and installation of major pieces of equipment, during a major rehabilitation or construction project, that are permanently attached to structures, such as walk-in freezers and refrigerators. 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.

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 (ii) emergency repairs that are authorized per guidelines contained in Chapter 5, Section 5.8 R4. 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 an Office of Job Corps 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 expenses. 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 is 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 an 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 (FMS) that is administered by the Job Corps Data Center (JCDC). The 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 10
- Quarter 2: Submit on or before January 10
- Quarter 3: Submit on or before April 10
- Quarter 4: Submit on or before July 10

## **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 the 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) Produced, Program Year to Date (PYTD):
  - 1. Current Quarter Planned Average OBS: This is the planned average on-board strength (OBS) for the quarter being reported according to information stored in and imported from the JCDC-WSSR (JCDC-Weekly 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-WSSR 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-WSSR 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-WSSR 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 Percent:

**Note: Data is shown in this block only if the value in item E6 is less than 98.0 percent.**

1. Expected Savings per SY Not Delivered: Item F1 (Planned Cost per SY) x 15 percent.
2. SY Shortfall, Program Year to Date: Item E4 (Planned SY, PYTD) minus Item E5 (Actual SY, PYTD).
3. Minimum Underrun Expected: Item G1 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 the 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 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 (ii) have 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 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:

The 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 percentage 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:

The 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 to 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 (Lines 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 (Lines 4-5): This heading refers to the portion of total obligations that have occurred during the current Program Year.
8. Unobligated Balance EOP (Lines 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 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 FMS. The agency name appears at the top of each succeeding page of the 2110HQ report.
- B. Quarter End Date: This is the 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 percentage 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.

E. Status of Job Corps Operations Funds Received by Agency - Cumulative:

F. 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 SF 133s that CCC financial staff prepare and submit to the Office of Management and Budget (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.

The 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 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 SF 133 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 SF 133 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 percentage 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 SF 133 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 SF 133 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 percent; (ii) 2nd quarter - 60 percent; (iii) 3rd quarter - 90 percent; (iv) 4th quarter - 100 percent.

The initial fourth quarter transfer will only provide 95 percent of funds to the CCC's until Low OBS take-back is calculated (for a discussion of Low OBS take-back, see page 51). Once the take-back is determined, the remaining 5 percent of funds will be transferred to the agencies, less the take-back amount.

- Center Operations Expense (Including Program Direction)
- Outreach and 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 and 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 Office of Job Corps, and appropriate Regional Office
- 11 weeks before PY start (on or around April 15): DOL Regional Offices provide any comments to Office of Job Corps
- 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 Chapter 5, Section 5.8, R4.

**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. 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. An 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 Office of Job Corps (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. Underruns 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 percent of a CCC's center operations budget.

In any program year when the CCC operates at less than 98 percent 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 during the program year x the budgeted cost per SY (i.e., annual center operations budget/planned SY) x 15 percent = 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 percent 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 percent. This reduction will be based on the under-production of student years (SY's) that has occurred during the first nine 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 507**

### **MONTHLY STAFFING REPORTS**

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**A. CENTER STAFF VACANCY AND SEPARATION REPORT****1. Purpose**

The Job Corps Monthly Center Staff Vacancy and Separation Report, ETA 2110S, is used by operators of Job Corps centers (contractors and Civilian Conservation Centers (CCC) agencies) to report staff vacancy and separation data. This data is used by U.S. Department of Labor (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 (FMS) that is administered by the Job Corps Data Center (JCDC). The 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 FMS website.

**5. FMS Output Reports**

Contractors, CCC agencies, and DOL staff are able to generate useful 2110S-based output reports from 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 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 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-WSSR (JCDC-Weekly Student Strength Report [WSSR]). 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 506 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., OA 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 full-time equivalents (FTE) authorized in each category. This will include all direct center employees of the center, National Training Contract (NTC) 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 Outreach and Admissions (OA)/Career Transition Services (CTS) Staff Vacancy and Separation Report, "ETA 2110S-OA/CTS," is used by DOL-funded providers of OA and/or CTS services (contractors or 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-OA/CTS using DOL's web-based Job Corps Financial Management System (FMS) that is administered by the Job Corps Data Center (JCDC). The 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-OA/CTS output report. Contractors may obtain detailed guidance concerning FMS procedures for entering and submitting the 2110S-OA/CTS by referring to the FMS Technical Guide that is available from the FMS website

## 5. FMS Output Reports

OA/CTS providers and DOL staff are able to generate useful output reports from 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-OA/CTS Data Descriptions and Definitions

Detailed instructions and guidance for entering 2110S-OA/CTS data into FMS is available from the 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 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 506 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 OA 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.

## **APPENDIX 508**

### **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 projects that result in improved facilities, projects or finished 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 National Director of the Office of Job Corps will allocate CTST funds to support training projects for designated career technical training (CTT) programs that use projects in the Construction, Advanced Manufacturing, Automotive and Machine Repair, Information Technology (Network Cable Installation only), Transportation, or Renewable Resources and Energy industries as the primary method of training. Training provided in these programs should offer a minimum of 65 percent hands-on activities/project-based learning resulting in finished products, projects or improved facilities.
2. Additional programs and projects may be eligible for CTST funding if determined to be appropriate by the National Director.
3. CTST projects must be described by the center in an annual CTST Plan prepared for the upcoming program year, and submitted by February 1, annually using approved CTST Submittal forms from the Funded-Not-Corrected (FNC)/Construction, Rehabilitation, and Acquisition (CRA)/Career Technical Skills Training (CTST) Job Corps Citrix website. Upon completion of all required fields within the form, Centers will upload the completed form to the FNC/CRA/CTST Job Corps Citrix website for review and approval by the Regional Office, followed by the National Office. When National Training Contractor (NTC) trades are involved, the annual CTST Plan must be developed in full cooperation with the NTC instructor(s). An NTC representative must sign the CTST Plan or provide a letter of concurrence with it, as well as for any modification to the plan, submit to the National Office, as prescribed below.
4. CTST Plans must be based on providing a wide range of training experiences for students within the funding allocated by the National Office of Job Corps (NOJC), 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 and should be considered part of their project-based learning process.

#### **Programs Eligible for CTST Funding**

1. The annual CTST program budget for each center must be determined on the basis of the total authorized training slots for the following career technical offerings which use hands-on, project-based learning as the primary method of training. The following program areas, both basic and advanced, are eligible for CTST funding (Basic and Advanced designation is provided through the Centers Approved Master Profile):

- Bricklayer
- Brick Masonry
- Building Construction Technology
- Carpentry
- Cement Masonry
- Construction Craft Laborer
- Electrical
- Facilities Maintenance
- Floor Covering
- Forestry Conservation and Firefighting
- Glazing
- Heating, Ventilation and Air Conditioning (HVAC)
- Heavy Construction Equipment Mechanic
- Heavy Equipment Operations
- Heavy Truck Driving
- Landscaping
- Machining
- Manufacturing Technology
- Network Cable Installation
- Overhead Line Construction
- Painting
- Paving Machine Operator
- Petroleum Technician
- Plastering
- Plumbing
- Sign, Billboard, and Display
- Smart Meter and Instrumentation Technician
- Solar Installer and Repairer (PV and Thermal)
- Stationary Engineering
- Surveying
- Tile Setting
- Underground Residential Distribution
- Urban Forestry
- Water/Wastewater Operator
- Weatherization
- Welding

### **CTST Funding**

1. Funding allocated to each center for CTST programming must be established by the National Office of Job Corps (NOJC) on a program year basis and per training slot for each eligible career technical training (CTT) program as specified above.
2. CTST funds must be maintained and accounted for by the center as a separate budget line item and not transferred to any other budget category.
3. Centers may use single project underrun to support/balance out existing approved project(s), provided single underrun project is in 100 percent completion status within the applicable CTST program year (PY) cycle.
4. The total estimated cost of the center's CTST Plan must not exceed the annual allocated funding level established by the National Director of the Office of Job Corps.
5. The center's annual CTST Plan must include estimated costs of individual CTST projects.
  - a. CTST funds may be used for the following:
    - (1) Materials, tools and supplies (including health, safety, and personal protection equipment (PPE) and public identification)
    - (2) Jobsite power tools (specific to the completion of CTST projects)
    - (3) Equipment rental
    - (4) Contracted services

- (5) Agency technical services (USDA Forest Service Civilian Conservation Centers [CCCs] only)
  - (6) Motor vehicle operations and maintenance
- b. The total combined costs for a CTST project contracted services and agency technical assistance must not exceed 50 percent of the total cost of the individual project for which it is requested.
  - c. The use of CTST funds for mock-up training must be limited to materials, jobsite power tools, and equipment necessary to construct installed training aids or work stations.
6. CTST funds must not be used to:
- a. Supplement budgets or operations that are unrelated to or beyond the scope of hands-on training.
  - b. Pay any center staff salaries.
  - c. Purchase separately funded career technical training, consumable materials used in classroom training, curriculum, 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.
7. Funding for CTST off-center projects may be supplemented in whole or in part by the benefiting agency, but:
- a. Costs to Job Corps must be limited to those items that are directly related to student training, and essential heating, plumbing, and electricity.
  - b. Benefiting agencies/organizations must provide all technical assistance, materials, planning, design, and ancillary features and equipment that do not contribute to or involve student training.

### **Annual CTST Plans**

- 1. Plan Contents - Each center's annual CTST plan must be prepared and submitted using the annual CTST Form approved by the National Office, which shall be posted on the Job Corps Funded-Not-Corrected (FNC)/Construction, Rehabilitation, and Acquisition (CRA)/Career Technical Skills Training (CTST) website.
- 2. Project Selection - Centers must select CTST projects in accordance with the following priorities;

- a. Projects that address skill items on Electronic Training Achievement Records (e-TARs) for each career technical training (CTT) area to ensure a wide range of skills development and that ensure 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 (In situations where contracted services are required, priority must be given to projects that fulfill these services through another Job Corps center's or other career technical skills training program's participation, whenever reasonably possible.)
  - c. Off-center projects on federal, state, county, or municipal public lands (Priority must be given to those projects for which the benefiting agency provides the most financial support. Benefiting agencies must provide technical assistance, materials, and other resources.) Justification must be provided for projects that require more than one hour travel in each direction:
    - (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 provided through city funding, industry funding, or through bond issues.
  - d. 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 must be considered on-center projects in establishing priorities, provided the cost to Job Corps does not exceed \$5,000.)
  - 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, mock-ups and work stations
  - g. Special projects as assigned and approved by the National Office
3. Prohibited Projects - Centers must not include the following in CTST Plans:
    - a. Projects that displace currently employed or contractually required workers, or impair existing contracts for services
    - b. 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. Spike Camps/Off-Center Residential Facilities – Spike camps/off-center residential facilities must be established only in support of a specific CTST project proposal.
  5. Spike camp proposals must include full justification and meet the following criteria:

- a. Be located 75 miles or less from the center, or further distance if approved by the Regional Office
  - 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 staff other than career technical training 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 must 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
6. Center-to-Center Collaborative Projects
- a. Centers must make every effort to use existing CTST programs including those at other centers, when planning CTST projects.
  - b. Centers are encouraged to review local and distance centers for available CTST support for proposed projects that the existing center does not have the CTST program offering. No distance limitations are placed on center to center collaboration.

### **CTST Plan Submission and Approval**

- 1. National Office Approval - centers must not begin any CTST project construction without express approval by NOJC.
  - a. Centers not submitting by the deadline established by NOJC may be determined to have forfeited/or delayed availability to CTST funds.



- b. The NOJC Division of Education Services, Career Technical Training (CTT) Unit will maintain record of and manage the review process, including review by the Job Corps Division of Facilities and Asset Management, if necessary.
  - c. Centers may submit corrections or alternative/replacement projects using the annual CTST Form approved by the National Office and formally notifying the CTT Unit Supervisor of their intent to do so, but not later than April 30.
2. Allocations - The National Office, via CTT, will communicate final allocation status to the Regional Office not later than July 1 and the Regional Office shall distribute CTST funds to centers for CTST projects approved by the National Office between July 1 and July 31.
  3. 90 Day Rule - The Regional Offices shall place 100 percent of the center's allocation on the existing center operations contract unless said contract is scheduled to terminate/expire within 90 calendar days of the funds being made available to the Regional Offices. In cases where the contract is scheduled to terminate/expire within 90 calendar days, the Regional Office will place 100 percent of the available CTST funding on the new contract, once awarded.
  4. Spending of Funds by Centers - The center must spend all CTST funds on its designated plan and projects by March 31 or forfeit unspent funds to the National Office. Each center must also complete the reconciliation contained in the CTST form at least twice annually, or at a frequency directed by the NOJC. The bi-annual status report must be submitted for July 1 through December 31 activity by 5:00 p.m. Eastern Standard Time January 31. The reporting for the period of July 1 through June 30 report must be submitted by 5:00 p.m. Eastern Standard Time July 31.

### **Operation of CTST Projects**

1. Center management must designate a staff member to coordinate and manage CTST project implementation. NTCs involved with specific projects must assist the designated staff member in carrying out the plan.
2. The individual designated to oversee CTST projects must coordinate with all career technical training programs on center involved in CTST projects and the Safety Coordinator.
3. The Regional Office will report withdrawal and deferment of an approved CTST project and instances of unauthorized projects or expenditures in writing immediately to the National Office CTT Unit.
4. All major CTST projects in progress and all completed projects and products, including buildings, campgrounds, or other permanent projects, must be prominently marked as having been produced by Job Corps. All movable products must 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 509**

### **JOB CORPS CHILD DEVELOPMENT PROGRAMS**

#### **SELECTION OF SERVICE PROVIDER, FUNDING, AND OPERATION OF JOB CORPS CHILD DEVELOPMENT PROGRAMS**

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##### **Required Approval Prior to Operation of a Child Development Center**

1. Job Corps Center (JCC) Operators must obtain approval from the National Director of Job Corps, or designee, prior to operating a Child Development Center (CDC) in the following circumstances:
  - (1) When initiating a new CDC at a JCC (no CDC currently operating);
  - (2) When the Operator transitions into a new operations contract (regardless of whether the Operator performed under the previous operations contract—a new approval is required after every contract award as part of the transition process);
  - (3) When the Operator wishes to engage a new firm or organization to provide child care or child development services at a CDC;
  - (4) When directed by DOL to cease operations of a CDC and present a plan for restart, or
  - (5) As directed by the Job Corps National or Regional Office.

Such approvals from the National Director or designee are required for on-center CDCs as

well as for off-center childcare arrangements.

2. In every case where prior approval of a CDC is required, the JCC Operator must submit a Request, as described in Exhibit 5-6, *Request to Operate Child Development Center or Residential Parent and/or Guardian/Child Programs*, to the National Office, through the Regional Office. That Request must include:
  - a. A detailed narrative of the Operator's plan to meet the requirements set forth in this Appendix (hereinafter "CDC Plan");
  - b. If the Operator plans to engage a third party to provide childcare or child development services at the CDC (hereinafter "CDC Service Provider"), the name, address, and general qualifications and experience of the proposed CDC Service Provider, and in addition, a draft of the proposed Operating Agreement between the Operator and the proposed CDC Service Provider. Note: An Operating Agreement must be in force between the Operator and the CDC Service Provider(s), even if at times there are no children of JCC students using the services of the CDC.
  - c. All information specified in Exhibit 5-6.
3. The process for review of Requests for Approval of CDC may vary depending on the facts of the particular case. Generally, the National Director or designee will conduct an initial review of the Request. The National Director or designee may ask questions of the Operator at that time or require submission of additional information or documents in support of the Request.
4. Based on the initial review of the Request, the National Director or designee may determine the Operator has presented what appears to be a viable plan, worthy of further review. If so, the National Director or designee may direct the Operator to proceed with the engagement of the proposed third-party CDC Service Provider and the signing of the Operating Agreement. DOL may ask the Operator to submit a copy of the final Operating Agreement. The Operating Agreement must be adequate to meet the requirements for operation of a CDC as set forth in this Appendix, the Operator's contract with DOL, and all requirements of law respecting the operations of childcare facilities in the locality. As part of that initial determination, DOL may establish a timeline and milestones for finalizing the review process and the activities to be completed by the Operator prior to final approval and thereafter start of CDC Operations.
5. The National Director or designee may conduct a design and/or facility review as part of the review of the Request.
6. If the National Director or designee determines that the Operator's CDC Plan meets requirements, and that implementation of that Plan is in DOL's interest, the National Director or designee may approve the start of CDC operations in accordance with the approved CDC Plan. The National Director or designee may approve the CDC Plan subject to conditions or limitations that the National Director or designee deems appropriate, as reflected in the Plan documents approved by the National Director. To the

extent a modification to the operations contract is required to give effect to the CDC Plan approved by the National Director or designee, the Contracting Officer will issue an appropriate modification to the operations contract.

7. The Operator must not operate a CDC, nor permit operation by any third party of a CDC, unless and until the National Director or designee has formally approved the CDC Plan, the necessary contract modifications have been issued by the Contracting Officer, and DOL has issued license(s) to all third-party CDC service providers or otherwise granted third parties permission to operate at JCC facilities.

### **Responsibilities of Center Operators in Managing CDCs**

In operating a CDC, the JCC Operator must comply with the terms of its operations contract with DOL, the provisions of this Appendix, and with the terms of the approved CDC Plan, including all supporting documentation. Further, the Operator is responsible for managing and monitoring the work of the CDC Service Provider(s) to ensure compliance with all requirements. The Operator understands and agrees that careful management and close monitoring of this aspect of its contract work is particularly important given the special needs of children and their families.

Center Operators are responsible for monitoring the day-to-day operations of CDC Service Provider(s) to ensure all CDC operations are consistent with contract and PRH requirements and all applicable laws. Further, Operators must ensure the CDC Service Provider is in compliance with the terms of its Operating Agreement with the Operator and with the terms of the license issued by DOL to the CDC Service Provider(s). In the event the Operator finds that a CDC Service Provider is not in compliance with any CDC requirement, or with the terms of the CDC Operating Agreement or its DOL license, the Operator must take prompt and appropriate actions to effect compliance and the Operator shall immediately notify the Job Corps Regional Office of any such non-compliance.

As the sole party under contract with DOL, the Operator remains responsible for CDC operations. The responsibilities of the Operator include, but are not limited to:

1. Facilities and equipment within the CDC must be maintained as specified in Exhibit 5-9 (Facility Requirements for Child Development Centers and Residential Parent and/or Guardian/Child Programs).
2. JCC Operators must ensure that their general insurance covers all CDC operations, including any and all activities of CDC Service Providers, and Operators must document the condition of the CDC facility as well as any outstanding maintenance and repairs needed.
3. JCC Operators are responsible for monitoring the condition of childcare facilities, identifying and tracking deficiencies and required repairs, and identifying and immediately correcting any life safety issues. Facility issues and repairs must be identified, tracked, and corrected by center operators according to the same procedures that apply to other center facility issues and repairs.

4. Center operators must conduct a semi-annual compliance reviews, document the findings in writing, and submit to the Job Corps regional office in accordance with Exhibit 5-2. The review must document whether the CDC is being operated in compliance with the PRH, and the current operating agreement, and document the condition of the CDC facility as well as any outstanding maintenance and repairs needed.
5. When admitting children to the CDC, Job Corps students and Job Corps applicants with dependent children must be given preference over all others. The CDC should be capable of offering childcare services to every dependent child of a Job Corps student. Center operators are responsible for negotiating with the CDC Service Provider and establishing a waitlist preference for Job Corps students and applicants with dependent children that is sufficient to meet center recruitment goals and on-board strength. Center operators must monitor the CDC Service Provider's compliance with the waitlist preference for the dependent children of Job Corps students and applicants. Center operators are responsible for ensuring that outreach and admissions staff are aware of the waitlist preference and enrollment procedures at the CDC to ensure that Job Corps students and applicants do not face barriers to enrollment or continued participation in the Job Corps program due to students' childcare responsibilities.

Center operators must ensure the following:

1. CDC buildings and furnishings must conform to National Fire Protection Association (NFPA) 101 and state and local licensing requirements. In cases where these differ, the more stringent requirement must apply.
2. 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.
3. Portable fire extinguishers, which meet state guidelines, are available in the CDC.
4. An annual fire prevention inspection by the fire department or cognizant agency, the CDC director or designated representative, and center operator's safety supervisor must be conducted, and any discrepancies must be promptly corrected.
5. Crib rooms in CDCs must have at least one exterior exit with an inclined ramp for emergency evacuation of wheeled cribs.
6. Smoking is not permitted in CDC or in children's outdoor play areas.
7. The CDC is maintained in sanitary condition in order to reduce the spread of disease.
8. Door and cabinet hardware in child activity spaces and children's bathrooms must be operable from either side.
9. Exit-door hardware in toddler activity spaces must be located above the reach of children.

10. All paint in CDC facilities is non-toxic and lead free.
11. Pest control operations are conducted when necessary, by the center operator's safety supervisor.
12. A daily inspection of the CDC and outdoor play areas must be conducted by center management personnel to identify and eliminate safety hazards.
13. First aid kits must 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.
14. Emergency instructions and telephone numbers of medical, ambulance, fire, and police services must be conspicuously placed near all facility telephones.

### **Engagement of CDC Service Provider(s)**

JCC Operators are responsible for the selection of CDC service providers who are responsible and who have the qualifications, staffing, and other resources necessary to provide such services in full compliance with all requirements. JCC Operators must negotiate and execute a CDC Operating Agreement that sets forth the terms and conditions governing the engagement of the CDC Service Provider. While DOL will review Operating Agreements to ensure they are adequate to meet the requirements of the PRH and the Operations contract, the CDC Service Provider has no contract with DOL. The establishment and administration of the CDC Operating Agreement is the direct responsibility of the Operator, not DOL.

In engaging CDC Service Provider(s) and establishing CDC Operating Agreements with each of them, the Operator must consider the following:

1. CDC Operating Agreements are not leases. The JCC Operator may not explicitly or implicitly grant any third party a leasehold or other real property interest over Center land, buildings, or facilities. Only DOL may permit a third party to use JCC land, buildings, or facilities and DOL will do so by directly issuing appropriate licenses or permits to CDC Service Provider(s). CDC Operating Agreements between an Operator and a CDC Service Provider may not limit or impair DOL's ability to grant, condition, revoke or terminate a license for the use of JCC land, buildings, or facilities.

Generally, the license or permit issued by DOL to the CDC Service Provider(s) will be revocable unilaterally, by DOL, subject only to any advance notice as set forth in the license/permit itself. If the Operator believes a fixed-term license or other particular term or condition is necessary to attract and engage a needed CDC Service Provider, the Operator should so indicate at the time it submits Exhibit 5-6, Request to Operate Child Development Center or Residential Parent and/or Guardian/Child Programs, to DOL. DOL will consider such requests and DOL may in its sole discretion include a fixed term or other provision in the license DOL issued to the CDC Service Provider. If appropriate,

DOL will notify the Operator and the proposed CDC Service Provider(s) of DOL's determination in this regard before approval of a CDC Plan.

2. Operators may not charge rent to CDC Service Provider(s).
3. As set forth above, DOL must approve the Operator's CDC Plan before any new CDC operations can begin. When a new contract for operations is awarded, the Operator (even if the incumbent) must submit such a plan, consistent with Exhibit 5-6, Request to Operate Child Development Center or Residential Parent and/or Guardian/Child Programs as part of its transition activities to the new contract. The CDC Plan and a new CDC Operating Agreement(s) must be signed and put in place as soon as possible. In the interim, the new Operator must take every reasonable measure to avoid and minimize disruption or delay in the provision of childcare services.
4. If the Operator wishes to change an existing CDC Service Provider(s), at the start of contract performance or at any time thereafter, the Operator must alert the COR promptly. In the case of a change that the Operator proposed prior to award, then the Operator must notify DOL of its intent (and file Exhibit 5-6, no later than 15 fifteen days after award).
5. If a CDC Service Provider indicates that it no longer wishes to perform those services, the operator must notify Job Corps Regional Office promptly. Similarly, should the Operator learn that the CDC Service Provider is not in compliance with a material term of its Operating Agreement, the Operator must bring the noncompliance to the attention of the Job Corps Regional Office and the Operator must take all reasonable measures to correct the noncompliance. DOL may determine that the CDC Service Provider(s) non-compliance requires ceasing of CDC operations, in which case DOL may revoke the license to operate issued to the CDC Service Provider and DOL may direct the CDC Service Provider to vacate the Job Corps center. Only DOL has the authority to revoke the CDC service provider's license to operate at the center facilities.
6. The term of an Operating Agreement must not be for a period longer than the term of the Operator's contract with DOL (i.e., if the prime contract is a two-year base period, then the base period of the Operating Agreement can be for no longer than two years). Option periods of the Operating Agreement, if any, should not be longer than the option periods in the Operator's contract.
7. Operating Agreements must be executed on behalf of the entity that holds the Operations contract with DOL, i.e., operating agreements must not name "XZY Job Corps Center" as a contracting entity or signatory. The person signing for the Operator must have the authority to bind the Operator.
8. Any term in a CDC Operating Agreement shall be deemed invalid and non-enforceable to the extent it contradicts any of the above provisions and any such invalid clause shall be severed from other, conforming provisions of the CDC Operating Agreement, which shall remain valid and enforceable.

## **Funding Sources**

For information on the rules governing the reimbursement of contract costs associated with CDC work, see Exhibit 5-7.

## **CDC Operational Requirements**

The following are requirements that apply to CDC operations, whether performed by the Operator directly (with its own staff) or by CDC Service Provider(s) under an Operating Agreement with the Operator. The CDC Operating Agreement should include terms and conditions as necessary to ensure compliance with all of these requirements:

1. The CDC service provider must be licensed in the State of operation at all times.
2. The CDC service provider must provide a preference such that in the event that the CDC is operating at capacity, the children of Job Corps students and applicants will be given priority for spots as they become available. The priority must be sufficient to meet center recruitment goals and on-board strength and adequate to ensure that Job Corps students and applicants with dependent children do not face barriers to enrolling at the Job Corps center on account of their childcare needs. Operating agreements must incorporate this preference for the children of Job Corps students and Job Corps applicants with dependent children.
3. CDC Service Provider(s) must maintain accreditation from the National Association for the Education of Young Children. Exceptions may be granted in the sole discretion of the Job Corps National Office.
4. The Operator must immediately terminate any CDC Operating Agreement that it has with a CDC Service Provider in the following circumstances: 1) the CDC Service Provider discontinues using the CDC facility, 2) the CDC Service Provider files for bankruptcy, 3) DOL revokes or terminates the license DOL issued to the CDC Service Provider, or 4) DOL directs the CDC Service Provider to vacate DOL property.
5. As set forth in Service Contract Act Wage Determinations made applicable to the contract, the Operator must require that the CDC Service Provider comply with 41 U.S.C. chapter 67, Service Contract Labor Standards (also known as the McNamara-O'Hara Service Contract Act or SCA), and the regulations at 29 CFR part 4.
6. The CDC must have established rules including rules and procedures for:
  - a. the acceptable age range of the children it may serve--in no case may children younger than 6 weeks or of mandatory public-school age be enrolled in a CDC;
  - b. registration and enrollment, including provision of any required documents by parents and/or guardians 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 service provider.



- c. hours of operation;
- d. the establishment of a daily schedule of activities;
- e. the release of children--unless a prior written agreement is on file with the CDC, only custodial parents and/or guardians or designated individual(s) may remove a child or children from the CDC. A signed consent form, giving the name of the parent's and/or guardian's designee(s), must be kept on file to verify identification of the designees
- f. emergency procedures--authorization for emergency treatment from the parent and/or guardian must be on file for each child in the event the condition of a child is such that waiting for parental and/or guardian 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. distributing copies of emergency and alternate contact information obtained from parents and/or guardians, and designation of individuals who can remove children from the premises, to staff in CDC and, as appropriate, in residential parent and/or guardian/child dormitories.
- i. properly storing and administering medication to children in accordance with state guidelines for childcare centers.
- j. 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. 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) and/or guardian(s).
- l. for reporting maintenance, cleanliness, needed repairs and any safety issues of CDC facilities to the center operator in a timely fashion.
- m. proper handling and storage of food in accordance with state and local health department requirements.
- n. allowing DOL and DOL's contractors or agents to conduct on-site assessments that may include program, health, and/or safety assessments conducted on childcare program operations as well as facility assessments. CDC service provider must

follow all subsequent requirements and recommendations arising from such assessments.

7. CDC Service Providers must adhere strictly to all safety and health requirements, which must be set forth and addressed in CDC Operating Agreements, as follows:
  - a. All CDC Service Provider staff (and any Operator staff who are performing CDC work) must be trained in proper evacuation procedures and parents and/or guardians should be made aware of such procedures. Evacuation procedures must be conspicuously posted in each room. Emergency evacuation drills must be conducted in accordance with state and local regulations.
  - b. CDC Service Providers must compile and maintain a daily attendance record that is kept readily available for conducting “head counts” of evacuees outside the building in the event of a fire or other emergency.
  - c. Storage space containing cleaning and other chemicals must be securely locked. Such materials must not be located in or directly off rooms occupied by the children. Flammable, poisonous, and highly caustic materials, such as drain cleaner, must not be stored at the CDC.
  - d. CDC service provider comply with the DOL masking procedures by location (currently available at <https://www.dol.gov/coronavirus/masking>) as well as any and all other infectious disease procedures issued by DOL and directed at CDC service providers. Otherwise, CDC service provider must be responsible for ensuring that they are taking steps as appropriate and as may be required by state or local law to ensure the safety of CDC service provider employees and program participants.
  - e. CDC service provider cooperate with center operator staff to ensure that safety and health procedures are complied with and to resolve any new or unforeseen safety issues.

### **CDC Staffing Requirements**

The following are the requirements for staff working at the CDC, whether they are employees of the Operator, of a CDC Service Provider(s), or otherwise. The CDC Operating Agreement should include terms and conditions as necessary to ensure compliance with all of these requirements:

1. The CDC must be staffed 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;
2. The ratio of staff to children must be such as to permit and maintain constant supervision of every child and to ensure quick evacuation in the event of fire or other emergency;

3. Staff coverage and ratio counts count only staff involved in providing direct care for children (“caregiver(s)”).
4. At least two adults are in the CDC during operating hours or whenever children are present.
5. At least one staff member is in physical or visual supervision of occupied crib rooms at all times.
6. At least one full-time caregiver is assigned to each age/developmental group.
7. With regard to the qualifications of staff:
  - a. only qualified staff may perform CDC work, in accordance with Exhibit 5-8, Child Development Center Minimum Staff Qualifications, as shown below;
  - b. All staff must be at least 18 years of age;
  - c. All CDC staff are subject to and must comply with all federal background check requirements in 34 USC § 20351, and as required by this provision. CDC Service Provider(s) shall not employ at the CDC any person convicted of any sex crime, any offense involving a child victim, or a felony drug offense regardless of whether the individual has childcare responsibilities. With respect to any crime that is not a sex crime, a crime involving a child victim or a felony drug offense, CDC service providers shall consider such conviction a ground of exclusion for employment, if it bears on the individual’s fitness to have responsibility for the safety and well-being of children. All CDC staff must fully cooperate and participate in a fingerprint check that includes a check against state and federal criminal records, the sex offender registry and the child abuse and neglect registry. CDC Service Provider(s) must schedule fingerprinting of new hires no later than the new employee's start date. CDC Service Provider(s) are responsible for ensuring that all employment applicants submit all necessary information required for background checks. CDC Service Providers must certify that they will conduct required background checks for each new employee, as well as any current employees who have not undergone such checks and will maintain on file the results of such background checks and make available to DOL for inspection upon request.
  - d. All CDC staff must be in good physical and mental health and have received all required physical examinations and immunizations in accordance with state licensing standards.
  - e. CDC Service Provider(s) must ensure that health requirements and background checks for, and policies regarding use of, volunteers meet state guidelines.
8. With regard to staff training:

- a. All new CDC staff must participate in a new-staff orientation prior to caring for children, which must include:
  - i. CDC service provider policies, overview of the most recent operating agreement, and standard operating procedures.
  - ii. Health practices, including personal hygiene and sanitation principles and infectious disease control.
  - iii. Child nutrition/feeding.
  - iv. Safety.
  - v. Fire protection.
  - vi. Emergency procedures.
  - vii. Identification of and responsibility for reporting of child abuse.
- b. Each CDC caregiver must 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:
  - i. First aid.
  - ii. Infant and child CPR.
  - iii. Child growth and development.
  - iv. Age-appropriate programming and activities.
  - v. Design and use of space for children.
  - vi. Emergency preparedness and evacuation procedures.
  - vii. Bloodborne pathogens according to current OSHA standards.
  - viii. Working with parents and/or guardians.
  - ix. Child guidance and behavior modification techniques.
  - x. Child abuse and/or neglect detection, prevention, and reporting.

### **CDC Program and Development Care Requirements**

With regard to activities, facilities and environment, meals, and child guidance/behavior modification, the following are requirements that apply to CDC operations, whether performed by the Operator directly (with its own staff) or by CDC Service Provider(s) under an Operating Agreement with the Operator. The CDC Operating Agreement should include terms and conditions as necessary to ensure compliance with all of these requirements:

1. With regard to activities, the CDC must 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 and/or guardians can review them.

- d. Opportunities for outdoor play.
  - e. A routine for napping, and appropriate bedding and cots.
2. With regard to facilities and environment, the CDC must provide:
- a. An environment that is conducive to learning, with child-sized furnishings, materials, and supplies.
  - b. Equipment and toys to meet age and developmental levels of children.
  - c. Individual storage areas for personal belongings of children.
3. With regard to meals, the CDC must provide:
- a. Nutritional meals and snacks which, at a minimum, meet state requirements.
  - b. Meal scheduling so that there must 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 and/or guardians can review them.
  - d. Information on children's food allergies, maintained on a current basis; formula and juices prepared by the parent and/or guardian at home labeled with the child's name and refrigerated until use; food brought by parents and/or guardians labeled as to content, date of opening, and the name of the child for whom it is intended.
4. With regard to the child guidance/behavior modification, the CDC must develop and implement 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 and/or Guardian Involvement**

With regard to parent and/or guardian involvement, the CDC must have in place a system to ensure sharing of information with parents and/or guardians on an on-going basis that includes the following requirements. These requirements apply to CDC operations, whether performed by the Operator directly (with its own staff) or by CDC Service Provider(s) under an Operating Agreement with the Operator. The CDC Operating Agreement should include terms and conditions as necessary to ensure compliance with all of these requirements:

1. There must be a Parent and/or Guardian Handbook or brochure readily available, that includes hours of CDC operation, philosophy of the program, description of the developmental program, emergency procedures, and daily schedule of activities.
2. There must be opportunities for each parent and/or guardian 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.
3. There must be parent and/or guardian meeting(s) or conference(s) at least quarterly for CDC staff to update parents and/or guardians on the child's progress.
4. There must be procedures for immediate notification of a child's parent(s) and/or guardian(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 must not be contacted regarding illness or injury of children except in emergency situations.
5. There must be copies of menus or posting of menus in an area where parents and/or guardians can review them. Parents and/or guardians must 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 the child's file.

**Off-Center Childcare Arrangements**

1. In all circumstances where a Center Operator proposes sending children of Job Corps students off-center for childcare, the Operator must first submit a Request as detailed above in “Required Approval Prior to Operation of a Child Development Center” to the Job Corps National Office that must explain the reason for transporting children off center, explain how children will safely be transported off-center, and address items a, b, and e-h of Exhibit 5-6.
2. Operators may not transport children off-center for childcare prior to approval of the Operator’s Request. Once the Request is approved, the Operator’s provision of childcare off-Center must comply with the terms of its operations contract with DOL, the provisions of this Appendix, and with the terms of the approved Request, including all supporting documentation.
3. Off-center childcare providers must always be licensed in the State of Operation.

## **APPENDIX 510**

### **RESIDENTIAL PARENT AND/OR GUARDIAN/CHILD PROGRAM STAFFING**

#### **RESIDENTIAL PARENT AND/OR GUARDIAN/CHILD PROGRAM STAFFING**

##### **Funding**

For information on the rules governing the reimbursement of contract costs associated with CDC work, see Exhibit 5-7.

##### **Staff Coverage**

1. Develop a staffing plan for the residential parent and/or guardian/child program that takes into account the configuration of the housing facilities and the unique needs and problems of parents and/or guardians/children in a residential setting.
2. Ensure that staff coverage is sufficient to maintain the safety and security of the students and their children.

##### **Staff Qualifications**

1. Hire only counselors and residential advisors/residential counselors who meet at least the minimum qualification requirements established in Chapter 5, Exhibit 5-3 (Minimum Staff Qualifications).
2. Ensure that staff assigned to the residential parent and/or guardian/child dormitory do not accept responsibility for care or supervision of students' children.
3. 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 must include fingerprinting. All references must be checked prior to employment.

##### **Staff Training**

1. Provide staff training in accordance with Chapter 5, Exhibit 5-4 (Required Staff Training).
2. Ensure all staff assigned to the RPC program have successfully completed a beginning first aid course and CPR, including infant/child CPR.
3. Ensure all RPC dormitory staff receive training on identification of child abuse and responsibility and procedures for reporting instances of child abuse



## FORM 5-01

### SF 1034 PUBLIC INVOICE, CENTER CONTRACT EXAMPLE

Standard Form 1034 Revised October 1987 Department of the Treasury 1 TFM 4-2000 1034-122		<b>PUBLIC VOUCHER FOR PURCHASES AND SERVICES OTHER THAN PERSONAL</b>				VOUCHER NO. <div style="text-align: right;"><b>12</b></div>		
U.S. DEPARTMENT, BUREAU, OR ESTABLISHMENT AND LOCATION <b>OFFICE OF JOB CORPS, USDOL</b> <b>CHICAGO REGIONAL OFFICE</b> <b>1111 SOUTH WACKER DRIVE, RM 5005</b> <b>CHICAGO, IL 55555</b>			DATE VOUCHER PREPARED <div style="text-align: right;"><b>09/09/2011</b></div>		SCHEDULE NO.			
			CONTRACT NUMBER AND DATE <div style="text-align: right;"><b>AE99999999 03/02/2011</b></div>		PAID BY			
			REQUISITION NUMBER AND DATE					
PAYEE'S NAME AND ADDRESS <b>XYZ Corporation</b> <b>202 Hill Street</b> <b>Pleasantville, OH 44444</b>						DATE INVOICE RECEIVED		
						DISCOUNT TERMS		
						PAYEE'S ACCOUNT NUMBER		
						GOVERNMENT B/L NUMBER		
SHIPPED FROM		TO		WEIGHT				
NUMBER AND DATE OF ORDER	DATE OF DELIVERY OR SERVICE	ARTICLE OR SERVICES <i>(Enter description, item number of contract or Federal supply schedule, and other information deemed necessary)</i>		QUANTITY	UNIT PRICE		AMOUNT	
					COST	PER		<i>(<sup>1</sup>)</i>
		<b>JOB CORPS OPERATING EXPENSE</b> <b>JOB CORPS CONSTRUCTION/REHAB EXPENSE</b>					<b>\$450,000.00</b> <b>\$20,000.00</b>	
(Use continuation sheets if necessary) (Payee must NOT use the space below.)							<b>TOTAL</b>	<b>\$470,000.00</b>
PAYMENT: <input type="checkbox"/> PROVISIONAL <input type="checkbox"/> COMPLETE <input type="checkbox"/> PARTIAL <input type="checkbox"/> FINAL <input type="checkbox"/> PROGRESS <input type="checkbox"/> ADVANCE		APPROVED FOR = \$		EXCHANGE RATE = \$1.00		DIFFERENCES		
		BY <sup>2</sup>						
		TITLE		Amount verified; correct for payment				
				(Signature or initials)				
Pursuant to authority vested in me, I certify that this voucher is correct and proper for payment.								
(Date)		(Authorized Certifying Officer) <sup>2</sup>				(Title)		
ACCOUNTING CLASSIFICATION								
PAID BY	CHECK NUMBER ON ACCOUNT OF THE U.S. TREASURY			CHECK NUMBER ON (Name of Bank)				
	CASH DATE \$			PAYEE <sup>3</sup> <b>XYZ CORPORATION</b>				
1. When stated in foreign currency, 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 <b>JOHN J. SMITH</b>		
						TITLE <b>CHIEF FINANCIAL OFFICER</b>		

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.

## FORM 5-02

### VOUCHER BACK-UP SHEET FOR CENTER CONTRACTS AND EXAMPLE

VOUCHER BACK-UP SHEET FOR JOB CORPS CENTER OPERATIONS CONTRACT				
<b>A. IDENTIFYING INFORMATION</b>				
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>B. AMOUNTS VOUCHERED VERSUS CONTRACT FUNDING</b>		<b>Operating Expense</b>	<b>CRA Expense</b>	<b>Total</b>
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
<b>C. COMMENTS</b>				
<b>INSTRUCTIONS</b>				
<b>SECTION A</b>				
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.				
<b>SECTION B - Enter Amounts for Operating Expense, CRA, and Totals Under the Appropriate Columns</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. All columns should be positive.				
<b>SECTION C</b>				
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.				

# **FORM 5-02A** **JOB CORPS INVOICE BACK-UP SHEET (FOR CRA ONLY)**

**(enter center) Job Corps Center**

## **JOB CORPS INVOICE BACK-UP SHEET (for CRA only)**

Invoice No.: \_\_\_\_\_

Contract No.: \_\_\_\_\_

Invoice For Rating

Period: \_\_\_\_\_

Cumulative CRA Funded as per Modification # : \_\_\_\_\_ \$ \_\_\_\_\_

Cumulative CRA Funding Expended per **Previous** Invoice # : \_\_\_\_\_ \$ \_\_\_\_\_

### **CRA Project Break-Down This Invoice (one line per deficiency number):**

		Please Check One											
Orig. Mod #		Deficiency #: _____	B1a	<input type="checkbox"/>	B1b	<input type="checkbox"/>	Acct Code: _____	Orig. Funding	\$		Invoiced	\$	
Orig. Mod #		Deficiency #: _____	B1a	<input type="checkbox"/>	B1b	<input type="checkbox"/>	Acct Code: _____	Orig. Funding	\$		Invoiced	\$	
Orig. Mod #		Deficiency #: _____	B1a	<input type="checkbox"/>	B1b	<input type="checkbox"/>	Acct Code: _____	Orig. Funding	\$		Invoiced	\$	
Orig. Mod #		Deficiency #: _____	B1a	<input type="checkbox"/>	B1b	<input type="checkbox"/>	Acct Code: _____	Orig. Funding	\$		Invoiced	\$	
Orig. Mod #		Deficiency #: _____	B1a	<input type="checkbox"/>	B1b	<input type="checkbox"/>	Acct Code: _____	Orig. Funding	\$		Invoiced	\$	
Orig. Mod #		Deficiency #: _____	B1a	<input type="checkbox"/>	B1b	<input type="checkbox"/>	Acct Code: _____	Orig. Funding	\$		Invoiced	\$	
Orig. Mod #		Deficiency #: _____	B1a	<input type="checkbox"/>	B1b	<input type="checkbox"/>	Acct Code: _____	Orig. Funding	\$		Invoiced	\$	
Orig. Mod #		Deficiency #: _____	B1a	<input type="checkbox"/>	B1b	<input type="checkbox"/>	Acct Code: _____	Orig. Funding	\$		Invoiced	\$	
Orig. Mod #		Deficiency #: _____	B1a	<input type="checkbox"/>	B1b	<input type="checkbox"/>	Acct Code: _____	Orig. Funding	\$		Invoiced	\$	
Orig. Mod #		Deficiency #: _____	B1a	<input type="checkbox"/>	B1b	<input type="checkbox"/>	Acct Code: _____	Orig. Funding	\$		Invoiced	\$	
Orig. Mod #		Deficiency #: _____	B1a	<input type="checkbox"/>	B1b	<input type="checkbox"/>	Acct Code: _____	Orig. Funding	\$		Invoiced	\$	
Orig. Mod #		Deficiency #: _____	B1a	<input type="checkbox"/>	B1b	<input type="checkbox"/>	Acct Code: _____	Orig. Funding	\$		Invoiced	\$	
Orig. Mod #		Deficiency #: _____	B1a	<input type="checkbox"/>	B1b	<input type="checkbox"/>	Acct Code: _____	Orig. Funding	\$		Invoiced	\$	
Orig. Mod #		Deficiency #: _____	B1a	<input type="checkbox"/>	B1b	<input type="checkbox"/>	Acct Code: _____	Orig. Funding	\$		Invoiced	\$	
Orig. Mod #		Deficiency #: _____	B1a	<input type="checkbox"/>	B1b	<input type="checkbox"/>	Acct Code: _____	Orig. Funding	\$		Invoiced	\$	

**TOTAL CRA AMOUNT FOR THIS INVOICE** \$ \_\_\_\_\_

(Should match amount on cover invoice)

## FORM 5-03

### SF 1034 PUBLIC INVOICE, OA/CTS CONTRACTS AND EXAMPLE

Standard Form 1034 Revised October 1987 Department of the Treasury 1 TFM 4-2000 1034-122		<b>PUBLIC VOUCHER FOR PURCHASES AND SERVICES OTHER THAN PERSONAL</b>				VOUCHER NO. <div style="text-align: center; background-color: yellow;">12</div>									
U.S. DEPARTMENT, BUREAU, OR ESTABLISHMENT AND LOCATION <div style="background-color: yellow;">OFFICE OF JOB CORPS, USDOL CHICAGO REGIONAL OFFICE 1111 SOUTH WACKER DRIVE, RM 5005 CHICAGO, IL 55555</div>			DATE VOUCHER PREPARED <div style="background-color: yellow;">09/09/2011</div>		SCHEDULE NO.   PAID BY   DATE INVOICE RECEIVED  DISCOUNT TERMS  PAYEE'S ACCOUNT NUMBER  										
			CONTRACT NUMBER AND DATE <div style="background-color: yellow;">AE88888888 03/01/2011</div>												
			REQUISITION NUMBER AND DATE 												
PAYEE'S NAME AND ADDRESS <div style="background-color: yellow;">ACME CORPORATION 303 OAK STREET RIVERVILLE, MO 55555</div>		SHIPPED FROM TO WEIGHT   				GOVERNMENT B/L NUMBER  									
NUMBER AND DATE OF ORDER  						DATE OF DELIVERY OR SERVICE  		ARTICLE OR SERVICES <i>(Enter description, item number of contract or Federal supply schedule, and other information deemed necessary)</i> <div style="background-color: yellow;">SERVICES DURING 08/16/2011 THROUGH 08/31/2011</div>		QUANTITY  		UNIT PRICE COST PER 		AMOUNT <div style="text-align: center;">(1)</div>	
												<div style="background-color: yellow;">\$45,000.00</div>			
(Use continuation sheets if necessary) (Payee must NOT use the space below.) TOTAL										\$45,000.00					
PAYMENT: <input type="checkbox"/> PROVISIONAL <input type="checkbox"/> COMPLETE <input type="checkbox"/> PARTIAL <input type="checkbox"/> FINAL <input type="checkbox"/> PROGRESS <input type="checkbox"/> ADVANCE		APPROVED FOR = \$		EXCHANGE RATE = \$1.00		DIFFERENCES   Amount verified; correct for payment (Signature or initials)									
		BY <sup>2</sup>   TITLE													
				Pursuant to authority vested in me, I certify that this voucher is correct and proper for payment.											
(Date)		(Authorized Certifying Officer) <sup>2</sup>				(Title)									
ACCOUNTING CLASSIFICATION															
PAID BY	CHECK NUMBER ON ACCOUNT OF THE U.S. TREASURY  				CHECK NUMBER ON (Name of Bank)  										
	CASH DATE \$				PAYEE <sup>3</sup> <div style="background-color: yellow;">ACME CORPORATION</div>										
1. When stated in foreign currency, 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 <div style="background-color: yellow;">JOHN J. SMITH</div>							
								TITLE <div style="background-color: yellow;">CHIEF FINANCIAL OFFICER</div>							

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.

## FORM 5-04

### VOUCHER BACK-UP SHEET FOR OA/CTS CONTRACTS AND EXAMPLE

VOUCHER BACK-UP SHEET FOR JOB CORPS OA/CTS CONTRACT		
<b>A. IDENTIFYING INFORMATION</b>		
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>B. AMOUNTS VOUCHERED VERSUS CONTRACT FUNDING</b>		<b>Total</b>
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
<b>C. COMMENTS</b>		
<b>INSTRUCTIONS</b>		
<b>SECTION A</b>		
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		
<b>SECTION B - Enter Amounts for Operating Expense, CRA, and Totals Under the Appropriate Columns</b>		
1. Amount of payments actually received by the contractor for this contract as of voucher submittal date 2. Amount of payments that are pending for this contract based on vouchers previously submitted by the contractor 3. Amount of payment requested on this voucher (taken from SF 1034) 4. Enter total of Lines B1, B2, and B3 5. Enter contract funding amount per current contract modification 6. Enter result of Contract Funding minus Cumulative Vouchered Amount to Date (This should be a positive amount)		
<b>SECTION C</b>		
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.		

**FORM 5-05**  
**CENTER PREVENTIVE MAINTENANCE PLAN (PMP)**  
**MINIMUM REQUIREMENTS**

<b>1</b>	<b>CUSTODIAL</b>	<b>SOURCE</b>
a	Schedule custodial maintenance and housekeeping activities for each facility (to include mechanical and electrical rooms) at appropriate frequencies to ensure a safe, clean, sanitary, and clutter-free environment for Job Corps students. Areas that are used every day by students and staff must be cleaned at least daily and other areas not used frequently (i.e., electrical and mechanical rooms) are cleaned at least weekly.	Industry Standard
b	Perform deep-cleaning of carpets, flooring, and furniture upholstery at least annually or more frequently if specified in manufacturer's manual.	Industry Standard Manufacturer's Manual
<b>2</b>	<b>CLEANING OF HARD VOCATIONS</b>	<b>SOURCE</b>
a	In addition to the listed Custodial requirements, implement a routine and planned inspection and cleaning process to identify and remove dust accumulation in hard vocations, especially welding, carpentry, and Basic Construction Trades (BCT), to reduce health and explosion hazards. Vacuuming is the preferred method of cleaning, but when impractical, sweeping and water washdown can be considered.	Industry Standard
b	Portable vacuum cleaners used for cleaning of hard vocations shall meet the minimum requirements as outlined in NFPA 654, 2017, Section 8.2.3.1 and shall be listed for the purpose and Class II electrically classified locations or shall be fixed pipe suction systems with remotely located exhausters. Vacuum cleaners used for metal dust (i.e. welding vocations) shall meet the requirements of NFPA 484 such as VACU-U-MAX industrial vacuums, Raptor Vac model 61430, or equivalent.	NFPA 654 and NFPA 484
<b>3</b>	<b>WASTE MANAGEMENT</b>	<b>SOURCE</b>
a	Ensuring waste (including recycling waste) is collected at least daily and removed from Center as required and at least weekly to maintain clean and sanitary conditions.	Industry Standard
b	Ensure waste and recycling operations are in accordance with (IAW) Center's Solid Waste Management Plan and support waste diversion goals.	Center SWMP
c	Recycle or reuse materials where local markets exist.	Federal requirement
<b>4</b>	<b>SECURITY SYSTEMS</b>	<b>SOURCE</b>
a	Perform daily inspections of security fences, CCTV and lighting and document any issues that may compromise security of the Center. Track any required repairs to completion.	Industry Standard

b	Inspect fence stability, card reader functionality and door hardware (closers and latches) crash bars, and local fire alarms monthly in accordance with NFPA 731 and document any issues that may compromise security of the Center. Track any required repairs to completion.	NFPA 731
<b>5</b>	<b>PEST MANAGEMENT</b>	<b>SOURCE</b>
a	Address all federal and local requirements for development and implementation of Integrated Pest Management (IMP) plan, licensure requirements for pest specialists, and handling requirements for chemicals and pesticides.	USC Title 7, Section 136r-1
b	Conduct weekly monitoring, inspections, and mitigation of pests, such as termites and rodents, to ensure a clean and safe environment.	Industry Standard
<b>6</b>	<b>GROUND / SNOW REMOVAL</b>	<b>SOURCE</b>
a	Grounds maintenance activities are scheduled at appropriate frequencies to ensure safe, clean, neat, and sanitary grounds and landscaping.	Industry Standard
b	Snow and ice are removed immediately from pavements and walkways after snow or ice accumulation.	Industry Standard
<b>7</b>	<b>PAVEMENTS MAINTENANCE</b>	<b>SOURCE</b>
a	Conduct and document quarterly inspection of rigid and flexible pavements for damage and proper drainage, removal of debris and vegetation as needed, repair of potholes and sealing of cracks as needed to prevent further damage.	Industry Standard
<b>8</b>	<b>STORMWATER MANAGEMENT SYSTEMS</b>	<b>SOURCE</b>
a	Conduct and document quarterly inspection of stormwater systems to ensure unobstructed flow and proper capacity.	Industry Standard
b	As identified during quarterly inspections, mow or cut down vegetation and conduct litter and debris removal in storm drain systems (swales, inlets, grates, etc.) to ensure unobstructed stormwater flow and allow the system to operate as designed.	Industry Standard
c	As identified during quarterly inspections, repair eroded embankments and stabilize denuded areas to prevent further erosion and help eliminate unwanted sediments in the drainage system.	Industry Standard
d	Develop and implement Stormwater Management Plan IAW federal, state, and local jurisdiction requirements.	Local Jurisdiction
<b>9</b>	<b>FIRE EXTINGUISHERS</b>	<b>SOURCE</b>
a	Inspect all portable fire extinguishers monthly for damage, correct pressure, condition of the hose and nozzle, and broken seals. Document inspections on inspection tag. Replace all fire extinguishers that fail the inspection.	NFPA 10
b	During monthly inspections, ensure that the proper extinguisher type is present (i.e., Type ABC for most	NFPA 10

	applications, Type K within 30 feet of cooking appliances).	
c	During monthly inspections, ensure that fire extinguishers are readily accessible and that the carrying handle is located between 3.5 feet and 5 feet above floor level. Records for manual inspections shall be kept on a tag or label attached to the fire extinguisher.	NFPA 10
d	Conduct annual external visual examination of all fire extinguishers for obvious physical damage, corrosion, or nozzle blockage and to verify that the operating instructions are present, legible, and facing forward, and that the HMIS information is present and legible, and to determine if a 6-year interval examination or hydrostatic test is due. Replace all fire extinguishers that fail the inspection.	NFPA 10
e	Conduct annual inspection of all portable fire extinguishers verifying that the extinguisher is not blocked by furniture or equipment. Relocate all fire extinguishers that fail the inspection.	NFPA 10
f	All fire extinguishers that store an extinguishing agent under pressure must have the contents completely drained or removed once every 6 years (from manufacturing date), inspected, and refilled. As an alternative, the fire extinguishers must be replaced every 6 years.	NFPA 10
g	All ABC type and dry chemical fire extinguishers shall be hydrostatically tested every 12 years by a contractor with a certification program acceptable to local Authority Having Jurisdiction (AHJ).	NFPA 10
<b>10</b>	<b>EMERGENCY EYEWASH SYSTEMS</b>	<b>SOURCE</b>
a	Inspect and flush each emergency eyewash system weekly to verify proper flow and clearing the plumbing of any deposits. Document weekly inspection and flushing on inspection tag.	ANSI Z358.1-2014
b	Inspect emergency eyewash systems annually for proper assembly and installation, accessibility within 10 seconds, proper lighting and signage, and to ensure flush time of a full 15 minutes.	ANSI Z358.1-2014
<b>11</b>	<b>KITCHEN HOOD SYSTEMS</b>	<b>SOURCE</b>
a	Inspect kitchen hood exhaust systems at least quarterly by properly trained, qualified, and certified contractor to ensure proper operation.	NFPA 96
b	Clean grease from kitchen hood exhaust systems at least semiannually or as determined by inspection by properly trained, qualified, and certified contractor.	NFPA 96
c	Inspect kitchen hood fire suppression systems monthly to ensure proper operations, manual actuators are unobstructed, tamper indicators and seals are intact, there is no physical damage, and pressure gauges, if provided, are in operable range. Inspections shall be documented on inspection tag.	NFPA 17A
d	Inspect and service kitchen hood fire suppression systems every 6 months by a properly trained and qualified contractor to include a check of all actuation components, fire alarm interconnect switches, exhaust fan(s) and makeup air unit(s) interlocks, replacement of fusible links and sprinkler heads	NFPA 17A



	(unless bulb type), nozzles, fuel and electric shutoffs as required.	
e	Fusible links on fire damper assemblies shall be replaced at least semiannually or more frequently as necessary by a certified person acceptable to the Authority Having Jurisdiction. The year of manufacture and the date of installation of the fusible links shall be documented.	NFPA 96
f	Instructions shall be provided to new employees on hiring and to all employees semiannually on the use of portable fire extinguishers and the manual actuation of the kitchen hood fire extinguishing system.	NFPA 96
g	Test fire alarm interconnect switches annually to verify receipt of a signal at the fire alarm control panel.	NFPA 72
<b>12</b>	<b>FIRE ALARM AND SMOKE DETECTION SYSTEMS</b>	<b>SOURCE</b>
a	Conduct daily visual check of fire alarm panels for alarms, troubles, or system errors, and take appropriate action to resolve.	
b	Conduct and document annual fire alarm system testing by a qualified licensed contractor in accordance with NFPA 72. Fire alarm system inspection, testing, and maintenance shall include also magnetic door holders, elevator recall, fire suppression system and sprinkler system flow, pressure, and tamper switches. If any component is replaced or repaired, testing is required according to Table 14.4.3.2 of NFPA 72	NFPA 72
c	Conduct and document semiannual visual inspection of fire alarm system components by a qualified licensed contractor in accordance with the schedules in NFPA 72, Table 14.3.1. Clean the devices from dust. Faulty devices shall be replaced. This includes inspection of control equipment to ensure system is in normal condition, checking of fuses, LEDs, power supply, batteries for corrosion or leakage, and trouble signals.	NFPA 72
d	Conduct and document annual fire alarm system testing by a qualified and licensed contractor according to NFPA 72, Table 14.4.3.2. This includes duct smoke detection system and associated fire dampers. Sensitivity of smoke detectors shall be tested in accordance with Section 14.4.4.3 of NFPA 72 by a certified/licensed fire protection/alarm contractor.	NFPA 72
e	Inspect, test and maintain all Carbon Monoxide alarms/detectors in accordance with Tables 8.3.1, and 8.4.3 of NFPA 720, and manufacturer's published instructions. Replace all non-operable CO detectors.	NFPA 720
f	A record of all inspections, tests and maintenance shall be documented and shall be retained until the next test and for 1 year thereafter.	NFPA 72 NFPA 720

13	FIRE SUPPRESSION SYSTEMS	SOURCE
a	For all systems, conduct quarterly test to simulate alarms, flow water, and exercise all valves using a qualified and licensed contractor.	NFPA 25
b	For all fire sprinkler systems, conduct all inspection, testing and maintenance in accordance with Table 5.5.1.2 of NFPA 25. Perform annual visual inspection of all heads, piping and other components and conduct test to simulate alarms, flow water, and exercise all valves using a qualified and licensed fire protection/alarm contractor. Maintain a minimum clearance of 18 inches between the sprinkler head deflectors and top of the storage. Any sprinkler head that shows sign of leakage, corrosion, physical damage, loss of fluid in glass bulb, or loaded with dust or painted shall be replaced.	NFPA 25
c	For systems with fire pumps, perform inspections, testing, and maintenance IAW table 8.1.1.2 of NFPA 25 using a qualified and licensed contractor.	NFPA 25
d	For systems with water storage tanks, perform inspections, testing, and maintenance IAW table 9.1.1.2 of NFPA 25 using a qualified and licensed contractor.	NFPA 25
e	Backflow preventer devices on sprinkler systems must be tested annually at the designed flow rate of the fire protection system (forward flow test) by a qualified and licensed contractor. In addition, backflow preventers must be tested IAW any state or local jurisdiction requirements when applicable. Backflow prevention assemblies shall be inspected internally every 5 years to verify that all components operate correctly, move freely, and are in good condition.	NFPA 25, Local Jurisdiction
f	For dry systems, every 3 years, in addition to the annual inspection, conduct full visual inspection of all heads, piping and other components, simulate alarms, flow water, exercise all valves and perform full trip test every 3 years by a licensed fire protection contractor. Auxiliary drains in dry pipe sprinkler systems shall be drained after each operation of the system, before the onset of freezing weather conditions, and thereafter as needed.	NFPA 25
g	For all systems, every 5 years, in addition to the annual inspection, perform interior condition and obstruction investigation of pipe network, check valves, hydrostatically test fire department connections (FDCs), replace or recalibrate gauges, clean or replace strainers, filters, orifices by a licensed fire protection contractor.	NFPA 25
h	Ensure Post Indicator Valve (PIV) is protected by an electronic device connected to the building fire alarm system or protected with a padlock.	Industry Standard
i	Air compressors dedicated to water-based fire protection systems shall be inspected, tested and maintained in accordance with Sections 13.10.2, 13.10.3 and 13.10.4 of NFPA 25.	NFPA 25
j	Fire department connections (FDC) shall be inspected quarterly in accordance with Section 13.8.1 of NFPA 25. The piping from the fire department connection to the fire department check valve shall be hydrostatically tested at 150 psi for 2 hours at	NFPA 25

	least once every 5 years.	
k	For standpipe and hose systems perform inspections, testing and maintenance requirements in accordance with Section 6.1.1 of NFPA 25 by a licensed fire protection contractor to determine that components are free of corrosion, foreign material, physical damage, tampering, or other conditions that adversely affect system operation.	NFPA 25
l	Where sprinkler heads have been in service for 50 years, they shall be replaced or representative samples from one or more sample areas shall be tested. Dry sprinkler head such as the ones in the walk-in coolers/freezers that have been in service for 10 years shall be replaced or representative samples shall be tested and then retested at 10-year intervals. Replacement of any sprinkler systems will be funded outside of the Center Operator's contact.	NFPA 25
<b>14</b>	<b>FIRE HYDRANT SYSTEMS</b>	<b>SOURCE</b>
a	Inspect all fire hydrants annually and after each operation for inaccessibility, leaks in outlets, cracks in barrel, tightness of outlet caps, worn outlet threads, and availability of operating wrench. Monitor nozzles shall be inspected semiannually for leakage, physical damage and corrosion.	NFPA 25
b	Conduct annual maintenance of fire hydrants to include lubrication of stems, caps, plugs, and threads and conduct annual inspection to ensure proper operation.	NFPA 25
c	Conduct annual testing of fire hydrants with full flow for at least one minute per hydrant (or until all foreign material has cleared) to ensure hydrants are functioning properly and removal of sediment.	NFPA 25
d	Hydrants shall be kept free of snow, ice, or other materials and protected against mechanical damage so that free access is ensured.	NFPA 25
e	Underground and exposed piping shall be flow tested at a minimum 5-year intervals to the satisfaction of the Authority Having Jurisdiction (AHJ) to ensure that the required flow and pressure are available for fire protection.	NFPA 25
<b>15</b>	<b>GROUND AND ELEVATED WATER STORAGE TANKS</b>	<b>SOURCE</b>
a	Inspect ground and elevated water storage tanks to include tank structure at minimum every 5 years by qualified contractor.	AWWA D101-53
b	Flush tanks at minimum every 5 years or more frequently in areas prone to sediment problems.	AWWA D101-53
<b>16</b>	<b>WATER TREATMENT SYSTEMS</b>	<b>SOURCE</b>
a	Schedule and document (in CMMS) quarterly environmental health inspection by qualified non-Center authority IAW local jurisdiction requirements.	Local Jurisdiction
b	Document daily amount of water treated, amount of chlorine used, and daily free chlorine residual IAW local jurisdiction requirements.	Local Jurisdiction

c	Inspect systems at least weekly and in accordance with local jurisdiction requirements to verify that primary and secondary treatment systems are working properly.	Local Jurisdiction
d	Ensure bacterial and chemical tests are performed by state or local health authorities in accordance with local jurisdiction requirements.	Local Jurisdiction
e	If applicable, inspect all water softeners system(s) at least weekly for proper operation, leakage, and level of salt and water in the tank, alarms/error codes in accordance with manufacturer's published instructions and maintenance manual.	O&M Manual
f	If applicable, inspect all sand filtration system(s) at least weekly for proper operation, leakage, filter baskets cleanliness, and condition of pumps as per manufacturer's published operation and maintenance manuals. Backwash and flush the sand tank as per manufacturer's published instructions. Replace sand in 5 -10 year intervals or as per manufacturer's published instructions.	O&M Manual
<b>17</b>	<b>WASTEWATER TREATMENT SYSTEMS</b>	<b>SOURCE</b>
a	Schedule and document quarterly environmental health inspection by qualified non-Center authority IAW local jurisdiction requirements (N/A for septic systems).	Local Jurisdiction
b	Ensure wastewater treatment operators are licensed and trained per state, federal, and local requirements.	Local Jurisdiction
c	Keep records of water treatment variables (pH, dissolved oxygen, total suspended solids, BOD) as needed to check the system's operation in accordance with local jurisdiction requirements.	Local Jurisdiction
d	Inspect system daily for undesirable objects and chemicals, and remove as needed and educate users as needed.	Local Jurisdiction
e	For septic systems, check tank level daily and pump the tank well before solids reach the overflow.	Industry Standard
f	For septic systems, inspect and remove debris from pretreatment devices daily and pump solids from trap periodically, as needed.	Industry Standard
g	For septic systems, inspect and clean effluent filters at least semi-annually and replace if it is becoming brittle, has cracked, is twisted or damaged, or is showing signs of wear.	Industry Standard
h	For septic systems, inspection drain field for odors and seepage or ponding monthly.	Industry Standard
i	For lagoons, conduct periodic mowing and if possible, removal of burrowing animals from lagoon banks.	Industry Standard
j	For lagoons, inspect for noxious odor, floating plant life, excessive algae or high solid content in effluent at least monthly.	Industry Standard
k	For packaged plants, inspect system daily in accordance with manufacturer's instructions to ensure pre-treatment devices, aeration tanks, sludge pumps, settling tanks, dosing tanks/pumps, chlorination/de-chlorination systems are working properly.	O&M Manual
l	For packaged plants, maintain system in accordance with manufacturer's instructions to include scraping of hopper walls, washing of plant structures, lubrication	O&M Manual

	of mechanical devices, replacement of air filters and belts as needed, cleaning of diffusers.	
m	Collect and analyze wastewater samples as required by federal, state, and local jurisdictions in accordance with the requirements for the receiving stream.	Local Jurisdiction
<b>18</b>	<b>COOLING TOWERS</b>	<b>SOURCE</b>
a	Maintain cooling tower systems IAW manufacturer's instructions, but at least annually, to include seasonal flushing and blowdown, inspections, lubrication, exercising of valves, and adjustment and replacement of belts.	O&M Manual
b	Exercise cooling tower valves and associated chilled water piping valves at least annually to ensure proper operation.	Industry Standard
c	Inspect all components annually and perform component maintenance in accordance with manufacturer's instructions.	O&M Manual
d	Treat cooling tower water at least monthly or as required with corrosion inhibitor and biocide to mitigate scale buildup and bacteria. Test water at regular intervals to ensure proper dosage of water treatment additives.	O&M Manual
e	Ensure a backflow preventer is installed to prevent backflow from cooling tower water to potable water. Inspect and test the backflow preventer annually by a qualified contractor to ensure proper operation.	International Plumbing Code
<b>19</b>	<b>BOILER SYSTEMS</b>	<b>SOURCE</b>
a	<p>Maintenance of boilers at least annually and in accordance with manufacturer's instructions to include controls adjustments, fuel filter inspection/replacement, drain valve blowdown, combustion chamber and refractory inspection/cleaning, inspection of safety devices, and tuning to ensure optimal performance.</p> <p>Perform the following by a qualified contractor in accordance with local requirements:</p> <p><b>Daily-</b> Perform the following: Blow down the bottom of the boiler, blow down the water column (open drain slowly to prevent float damage), track boiler pressure and temperature to determine if it is keeping up with the load, take the stack temperature reading to determine how efficiently the boiler is operating (a well-tuned boiler should have a stack temperature ranging between 50-100 F above the steam or hot water temperature).</p> <p>For hydronic boiler, monitor the supply and return temperatures, look through the boiler's sight port in the furnace and observe the flame for any evidence of impingement and possible soot buildup, observe the water softener, dealkalizer, chemical feed system and any other equipment that supports the boiler to ensure proper operation and required levels of salt and chemicals, and take water samples on a regular basis and compare them to the recommendations.</p> <p><b>Weekly-</b> Perform the following: Conduct an evaporation test on the low water level control(s) to ensure proper operation and burner shutoff at the low</p>	O&M Manual

	<p>water point, check the condition of the gauge glass on the low water cutoff for wear and etching, check the operation of the fuel supply valves, check the single point positioning system on the burner, and if applicable, look for wear, slip and hysteresis, observe the operating and modulating controls, and while watching the pressure gauge, see if they are turning on and off at the respective setpoints, pull out the flame scanner to ensure the burner shuts off at the prescribed time, check the indicating or running lights and alarms to make sure they are functioning properly, assess the motors for noise and vibration, look for leaks of fuel, water or flue gas, check the high- and low-gas pressure switches and the combustion air proving switch.</p> <p><b>Monthly-</b> Check the following: Burner's diffusers for any deformation, burning or cracking, burner's pilot tube, free movement of air damper device(s), and entire outside of the boiler for signs of hot spots.</p> <p><b>Semi-annually-</b> Perform the following: Remove and inspect the low water cutoff bowl and its interconnecting piping, pay close attention to the condition of the head assembly's wiring and switches, and check the pump alignment on all the base-mounted pumps in the boiler room, and reset combustion using a combustion analyzer for reading Oxygen, Carbon Monoxide and Nitrogen Oxide (NOx).</p> <p><b>Annually-</b> Perform the following: Properly shutdown the boiler and open the access doors to expose the fireside of the boiler, thoroughly clean the tubes and tube sheets, inspect the insulating materials, looking for any degradation, check the refractory insulation for any cracks (cracks of 1/8-inch or less are okay), on the waterside, look for heavy scaling and bridging of the tubes with scale, look for evidence of oxygen corrosion, check the gas valves and conduct safety test recommended by the valve manufacturer, check the safety valve to make sure there is no sign of leakage, ensure that all of the electrical connections are tight on the control panel, inspect accessories such as vented feedwater receiver, deaerator and chemical feed systems (if these are part of the boiler system).</p>	
b	Exercise boiler valves and associated hot water piping valves at least annually to ensure proper operation.	Industry Standard
c	Boilers will be tested and certified annually as required in accordance with federal, state, and local jurisdiction requirements by a qualified contractor.	Local Jurisdiction
d	Treat boiler closed loop water at least monthly or as required with corrosion inhibitor to mitigate scale buildup. Test water at regular intervals to ensure proper dosage. Consider specialized contractor if in-house capability is not available. Ensure the chemical used is compatible with the system(s) gaskets and components. Consult with a certified water treatment contractor for proper concentration and chemical usage.	O&M Manual
e	Ensure a backflow preventer is installed on closed loop boiler systems to prevent backflow from boiler water to potable water and inspect and test the	International Plumbing Code

	backflow preventer annually by a qualified contractor to ensure proper operation.	
<b>20</b>	<b>HVAC SYSTEMS</b>	<b>SOURCE</b>
a	<b>Caution:</b> While working on the fans or any rotating and moving parts/equipment, the main electrical switch/disconnect has to be locked open and tagged per NEC requirements.	NEC
b	Replace air filters as soon as they are visibly dirty but at least every 3 months.	O&M Manual
c	<p>Maintain HVAC systems at least annually in accordance with manufacturer's instructions to include inspection, lubrication, recalibration, evaporator/condenser coil cleaning, and adjustment and replacement of belts.</p> <p><b>Seasonal Maintenance</b></p> <p><b>Cooling Season-</b> At the beginning of the cooling season perform the following: Check the unit's drain pans and condensate piping to ensure that there are no blockages, inspect the evaporator and condenser coils for dirt, bent fins, etc. If the coils appear dirty, clean them according to the manufacturer's coil cleaning instructions and recommended product(s), manually rotate the condenser fan(s) to ensure free movement and check motor bearings for wear, verify that all of the fan mounting hardware is tight, inspect the Fire Alarm and Return Air damper hinges and pins to ensure that all moving parts are securely mounted, keep the fan blades clean as necessary, verify that all damper linkages move freely and lubricate with white grease as necessary, check supply fan motor bearings; repair or replace the motor as necessary, check the fan shaft bearings for wear, replace the bearings as necessary, check the supply fan belt (replace and adjust tension of the belt if it is frayed or worn in accordance with manufacturer's part selection and installation), verify that all wire terminal connections are tight, remove any corrosion present on the exterior surfaces of the unit and repaint these areas, generally inspect the unit for unusual conditions (e.g., loose access panels, leaking piping connections, etc.), make sure that all retaining screws are reinstalled in the unit access panels once these checks are complete, with the unit running, check and record the: ambient temperature; compressor suction and discharge pressures (each circuit); superheat (each circuit); record this data on an "operator's maintenance log" and compare with unit manufacturer's published data; if pressures indicate a refrigerant shortage, measure the system superheat and recharge the system with manufacturer's recommended refrigerant and amount (<i>Do not release refrigerant to the atmosphere. If adding or removing refrigerant is required, the service technician must comply with all federal, state and local laws</i>)</p> <p><b>Heating Season</b> - Perform the following at the beginning of heating season: Inspect the unit's air filters, and clean or replace them if found to be dirty, check supply fan motor bearings; repair or replace</p>	O&M Manual

	the motor as necessary, inspect both the main unit control panel and heat section control box for loose electrical components and terminal connections, as well as damaged wire insulation, clean burner area, verify gas heat system operates properly (check condition of the ignitors, ignition module, purging fan, electronic gas valve, flow switches, etc.).	
d	At least annually, clean HVAC units as well as fan intake grills, exhaust, and return grills.	Industry Standard
e	Check and change set points during seasonal changeover (at least semi-annually) to ensure temperature settings optimize comfort and economy.	Industry Standard
f	Inspect all clothes dryers vent(s) and ductwork system monthly for accumulation of lint, dust and debris. Clean, vacuum and brush accumulated lint, dust and debris inside the ductwork system(s) in its entire length. Consider specialized duct cleaning contractor if in-house capability is not available.	Industry Standard
<b>21</b>	<b>HVAC CONTROLS</b>	<b>SOURCE</b>
a	Maintain HVAC controls seasonally but at least semi-annually IAW manufacturer's instructions. Recommend controls maintenance and adjustments be completed by a qualified contractor unless in-house controls expertise is available.	O&M Manual
<b>22</b>	<b>OTHER MECHANICAL SYSTEMS</b>	<b>SOURCE</b>
a	<u>Chillers and Refrigeration Equipment</u> - Maintain in accordance with manufacturer's instructions to include quarterly inspections, annual lubrication and adjustments, and repairs as needed.	O&M Manual
b	<u>Steam Distribution Systems</u> - Test system condensate and feed water quarterly and treat as necessary. At least quarterly, inspect safety devices for proper operation, inspect/clear blowdown system, inspect/clean steam traps, condensate receiving tank(s), pumps, controls.	Industry Standard
c	Geothermal Systems - Maintain geothermal systems in accordance with manufacturer's instructions to include weekly inspection and adjustment of antifreeze levels and water treatment system, quarterly cleaning of indoor components and inspection of visible piping system, and quarterly inspection and adjustment of controls as needed. Ensure the chemical used is compatible with the system(s) gaskets and components. Consult with a certified water treatment contractor for proper concentration and chemical usage. use a qualified contractor if in-house capability is not available.  Perform the following on the water source heat pump units by a qualified/licensed personnel or a qualified/licensed HVAC contractor:  <ul style="list-style-type: none"> <li>- Filters should be inspected at least every three months, and replaced when it is evident they are dirty. Establish a regular maintenance schedule.</li> <li>- Visually inspect the unit annually. Pay special attention to hose assemblies. Repair any leaks and replace deteriorated hoses immediately.</li> </ul>	O&M Manual



	<ul style="list-style-type: none"> <li>- Check the contactors and relays within the control panel at least once a year. Check the tightness of the various wiring connections within the control panel.</li> <li>- Check condensate drain pans for algae growth every three months. If algae growth is apparent, consult a water treatment specialist for proper chemical treatment.</li> <li>- Conduct an amperage checks on the compressor annually. Amperage draw should not exceed normal full load or rated load amps by more than 10 percent of the values noted on the unit nameplate. Maintain a log of amperage values to detect deterioration prior to component failure.</li> <li>- Clean heat exchangers annually. Inspect heat exchangers regularly and clean more frequently if the unit is located in a "dirty" environment.</li> <li>- Lubricate fan motors annually. Conduct amperage checks annually. Amperage draw should not exceed normal full load or rated load amps by more than 10 percent of the values noted on the unit nameplate. Maintain a log of amperage values to detect deterioration prior to component failure.</li> <li>- Check the strainers on the pumps and water-source heat pump units quarterly. Should it be found contaminated with dirt and scaling as a result of bad water, the heat exchanger will have to be back flushed and cleaned with a chemical that will remove the scale. This service should be performed by an experienced service person.</li> <li>- For units incorporating a negative trap design, ensure that the condensate system is primed with water at all times.</li> </ul>	
d	<u>Furnaces</u> - Maintain furnaces in accordance with manufacturer's instructions to include quarterly inspection of fuel and air filters and replacement as needed, and quarterly inspection of belt tension and condition and replacement as needed.	O&M Manual
e	<u>Other (Unit Heaters, etc.)</u> - Maintain other mechanical equipment IAW manufacturer's instructions. Check once a year for contamination, and if necessary clean with compressed air, check the connections in the control box, check the operation of the thermostat.	O&M Manual
f	Fans – The bearings of the smaller fan types cannot be lubricated, If the larger fans are of the re-lubricated type, they shall be lubricated every six months. Check the belt tension quarterly (the belt type, belt tension, number and size of belts and pulley could be located on the fan housing).	
g	Water, Glycol and steam heat exchangers- Glycol-charged heat exchangers must be checked annually for the actual percentage of glycol in the water, check the air intake once a year for contamination, and if necessary clean with compressed air against the direction of the air flow or clean the air intake with a vacuum cleaner, check for leakage. Check the operation of the frost protection thermostat and check the correct control sequence when the thermostat	

	trips.	
<b>23</b>	<b>PLUMBING SYSTEMS</b>	<b>SOURCE</b>
a	<u>Backflow Preventers</u> – Test and inspect backflow preventer assemblies annually by a qualified contractor to ensure proper operation.	International Plumbing Code
b	Conduct quarterly inspection of gas, water, and drainage piping systems and fixtures for leaks, insulation damage, and proper operation. Repair or replace system components as needed.	International Plumbing Code
c	<u>Lift Stations</u> - Conduct quarterly inspection of pump lift stations for proper operation and maintenance/repairs as needed.	Industry Standard
d	<u>Water Heaters</u> - Maintain water heaters in accordance with manufacturer's instructions to include quarterly inspection for proper set point, check condition of water and drain as needed, check condition of element and replace as needed, and check for any leaks and corrosion.	O&M Manual
e	Exercise water and wastewater valves at least annually to ensure proper operation.	Industry Standard
f	When buildings are vacant, planned for reuse and the water system is not regularly used, flush water lines on an on-going basis. Open all faucets at least once per day. At least biweekly, completely flush the water system both hot and cold starting at the supply and flushing outward from the supply for a minimum of 10 minutes. Remove and clean aerators, showerheads and filters.	Industry Standard
g	<u>Pools</u> – Maintain pools in accordance with International Swimming Pool and Spa Code (ISPSC), CDC guidance, State requirements, and local jurisdiction requirements, to include water testing and health inspection requirements.	ISPSC, CDC Guidance, State and local jurisdiction requirements
<b>24</b>	<b>GREASE INTERCEPTOR SYSTEMS</b>	<b>SOURCE</b>
a	Inspect system at least monthly for obstructions and leaks.	O&M Manual
b	Schedule grease removal/disposal by qualified contractor in accordance with manufacturer's recommendations but at least quarterly.	O&M Manual
c	Do not dump cooking grease down drains. Store waste grease in approved containers outside the facility and schedule disposal through qualified contractor as needed.	Industry Practice
<b>25</b>	<b>RENEWABLE ENERGY SYSTEMS</b>	<b>SOURCE</b>
a	<u>Solar Water Systems</u> - Inspect quarterly for leaks, loose connections, insulation wear, proper pump operations, and proper controls operations on a quarterly basis. Consider a specialty contractor if in-house capability is not available.	O&M Manual
b	<u>Solar Electric Systems</u> - Inspect quarterly for damage, loose connections, and proper controls operations. All work shall be performed by a qualified licensed contractor. The work shall be performed in accordance with IFC, NFPA 70 (NEC) and Standards.	O&M Manual NEC, IFC

c	<u>Wind Turbine Systems</u> - Maintain and inspect wind turbines at least quarterly and in accordance with manufacturer's recommendations by qualified contractor.	O&M Manual, NEC
<b>26</b>	<b>ELECTRICAL SYSTEMS</b>	<b>SOURCE</b>
a	<u>Transformers</u> – For outdoor transformers, inspect quarterly for leaks, corrosion, and structural support issues and remove brush and other debris from around transformers. Ensure transformer enclosures are properly locked to ensure safety. Ensure indoor transformers have adequate natural ventilation and are unobstructed. Inspect the fuses and cables in all transformers. Inspection must be performed by qualified technician or contractor, ensuring systems are de-energized first. If de-energization is not possible, appropriate PPE and mitigation for arc-flash and electrical shock hazard must be employed.	National Electric Code
b	<u>Electrical Panels</u> – Inspect quarterly for breaker failure, proper securing of panel doors, and loose connections and correct any deficiencies. Inspection must be performed by qualified technician or contractor, ensuring systems are de-energized first. If de-energization is not possible, appropriate PPE and mitigation for arc-flash and electrical shock hazard must be employed. Check to ensure panel board circuit directory is accurate and correct any deficiencies. Ensure all blank panel spaces are covered by circuit breaker filler plates. Keep panels clean from lint and dirt. Ensure all panels have 3 foot unobstructed clearance.	National Electric Code
c	<u>Electrical Panel Directories</u> – Ensure that all switchboards, panelboards and disconnects have a complete directory to ensure the safe operation of the electrical system, especially in an emergency. Every circuit, including spare and circuit modification shall be accurately and legibly identified as to its clear, evident and specific purpose or use. The identification must be included in a circuit directory that is located on the face or inside of the panel door. Directories shall be updated anytime there is a change in circuit or use.	National Electric Code
d	<u>Electrical Receptacles (Interior and Exterior)</u> - Inspect quarterly and replace damaged receptacles and receptacle covers as needed. Inspect GFCI receptacles quarterly for proper operation and replace as needed. Inspect exterior receptacle weatherproof covers and replace as needed. Inspect all receptacles for the proper polarity.	National Electric Code
e	<u>Wood Power Poles</u> – Inspect at least every 5 years by a qualified contractor for structural integrity and suitability for use in accordance with OSHA 1910.269 Appendix D requirements.	OSHA 1910.269 Appendix D
f	<u>Electrical Equipment</u> - Ensure electrical equipment such as switchgear, switchboards, panel boards, industrial control panels, meter socket enclosures and motor control centers are assessed and labeled for Arc Flash per National Electric Code 70E Standards for Electrical Safety Requirements for Employee Workplaces. Review the Arc Flash assessment every 5 years and update.	National Electric Code

<b>27</b>	<b>EMERGENCY GENERATORS</b>	<b>SOURCE</b>
a	Maintain engine and generator at least quarterly and in accordance frequencies and tasks recommended by manufacturer and IAW NFPA 110 by a properly trained technician or contractor.	O&M Manual, NFPA 110
b	Conduct and document monthly load test of generator system in accordance with NFPA 110 by a properly trained technician or contractor.	NFPA 110
c	Inspect transfer switches at least quarterly to include checking of connections, inspection or testing for evidence of overheating and excessive contact erosion, removal of dust and dirt, and replacement of contacts when required.	NFPA 110
d	Inspect generator storage batteries weekly, including electrolyte levels and battery voltage, in compliance with manufacturer's specifications.	NFPA 110 O&M Manual
e	Records shall be created and maintained for all emergency power generators inspections, operational tests, exercising, repairs, and modifications. The record shall include the date of the maintenance report, identification of the servicing personnel, and notation of any unsatisfactory condition and the corrective action taken, including parts replaced and testing of any repair in the time recommended by the manufacturer.	NFPA 110 ASTM D 975
<b>28</b>	<b>EMERGENCY EGRESS LIGHTING AND MEANS OF EGRESS MARKING SYSTEMS</b>	<b>SOURCE</b>
a	Test all emergency egress backup lighting systems (including exit signs) monthly for at least 30 seconds by depressing the test button on unit.	NFPA 101
b	Test all central emergency egress backup lighting systems (including exit signs) annually for at least 1.5 hours via simulated power outage. Expiration label of tritium exit sign shall be protected from damage and shall be registered in the maintenance book.	NFPA 101
c	Inspect emergency lights and exit sign batteries for corrosion or leakage monthly and replace if required.	NFPA 101
d	Floor evacuation diagrams reflecting the actual floor arrangement and exit locations shall be posted and oriented in a location and manner acceptable to the Authority Having Jurisdiction.	NFPA 101
e	Means of egress shall be continuously maintained free of all obstructions or impediments to full instant use in the case of fire or other emergency.	NFPA 101
<b>29</b>	<b>LIGHTING SYSTEMS</b>	<b>SOURCE</b>
a	Conduct quarterly night-time inspections of exterior lighting systems and re-lamping as required to ensure safe illumination levels during hours of darkness. Check ballasts and photocells for operation and replace as needed. Replace any damaged or missing lenses.	Industry Standard
b	Conduct quarterly interior lighting system inspections and re-lamping as required to ensure adequate illumination levels. Ensure all fixtures have proper lenses or guards for lamp protection. Replace and damaged or missing lenses.	Industry Standard

<b>30</b>	<b>LIGHTNING PROTECTION SYSTEMS</b>	<b>SOURCE</b>
a	Inspect, test, and maintain at least annually via UL-certified lightning protection system contractor IAW NFPA 780.	NFPA 780
<b>31</b>	<b>BUILDING ENVELOPE SYSTEMS</b>	<b>SOURCE</b>
a	Inspect and maintain roofs at least twice per year to include removal of debris from drainage devices, inspection of flashing systems and penetrations for leaks, inspection of interior finishes for water damage, and repairs as needed.	Industry Standard and Warranty Requirements
b	Inspect downspouts and gutters at least quarterly. Remove dirt, debris, leaves, and other undesirable material. Install splash blocks as needed to prevent erosion. Redirect surface drainage if grading is towards a building's exterior by installing swales or grading towards storm water facilities. Regrade soil to slope surface drainage away from buildings, adding soil as needed.	Industry Standard
c	Inspect windows annually for proper operation and sealing and replace weather-stripping as needed.	Industry Standard
d	Inspect building envelope system annually for leaks and/or damage and repair as needed.	Industry Standard
e	Inspect exposed building envelope surfaces annually and protect as needed (e.g. repaint).	Industry Standard
<b>32</b>	<b>BUILDING INTERIOR FINISHES</b>	<b>SOURCE</b>
a	Inspect building interior finishes annually to include ceiling tiles, flooring, wall finishes and repair, replace, repaint as required to maintain a safe, clean and presentable environment for students and staff.	Industry Standard
<b>33</b>	<b>DOOR SYSTEMS</b>	<b>SOURCE</b>
a	Inspect all exterior and interior doors annually to ensure proper operation; replace or repair hardware and components as required for proper operation.	NFPA 101
<b>34</b>	<b>ELEVATORS</b>	<b>SOURCE</b>
a	Perform monthly maintenance of elevators by a qualified contractor in accordance with manufacturer's published instructions.	O&M Manual
b	Conduct and document annual testing of elevators in accordance with ASME A17.1 (and state/local requirements if applicable) by a qualified contractor.	ASME A17.1
c	Conduct and document elevator load test every 5 years IAW ASME A17.1 (and state/local requirements if applicable) by a qualified contractor.	ASME A17.1
<b>35</b>	<b>KITCHEN EQUIPMENT PREVENTIVE MAINTENANCE</b>	<b>SOURCE</b>
a	Inspect and maintain kitchen equipment including refrigeration systems, steamers, ovens, garbage disposals, and dishwashers at least annually and in accordance with manufacturer's instructions.	O&M Manual
b	Inspect and service the cooking equipment at least	NFPA 96

	annually by properly trained and qualified persons. Cooking equipment that collects grease below the surface, behind the equipment, or in cooking equipment flue gas exhaust, such as griddles or char broilers, shall be inspected and, if found with grease accumulation, cleaned by a properly trained, qualified, and certified person(s) acceptable to the Authority Having Jurisdiction.	
<b>36</b>	<b>HAZARDOUS MATERIALS MANAGEMENT</b>	<b>SOURCE</b>
a	Conduct a quarterly inspection to ensure that flammable liquids are stored in an approved flammable storage locker with appropriate signage and ventilation. Inspect all flammable storage cabinets door locking system to ensure their proper functionality.	CFR 1926.152
<b>37</b>	<b>FURNITURE AND FURNISHINGS</b>	<b>SOURCE</b>
a	Inspect furniture and furnishings at least annually for excessive wear, serviceability and safety.	Industry Standard
<b>38</b>	<b>DAILY VISUAL CHECKS</b>	<b>SOURCE</b>
a	Conduct a daily visual check of the following systems (as applicable) to identify, document, and ultimately resolve, any major anomalies to include water and wastewater leaks, inoperable equipment, alarm conditions, noisy bearings; squealing belts; and tripped or unsafe electrical systems: major HVAC systems including chillers, boilers, package HVAC systems with a cooling capacity of 5-Ton or larger, and cooling towers; main electrical rooms; fire alarm panels; irrigation systems; pump and lift stations; and main water and wastewater plants and/or piping systems, and security systems.	Industry Standard

**FORM 5-06**  
**ADMINISTRATION AND MANAGEMENT OF JOB CORPS**  
**CONTRACTOR-HELD GOVERNMENT-FURNISHED PROPERTY:**  
**PROPERTY CUSTODIAN'S REQUEST TO**  
**DESIGNATE EXCESS PROPERTY**

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)
- 4** = 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 material content but repair is impractical or uneconomical)
- S** = Scrap Condition (has no value above its basic material content)

## FORM 5-07

### CENTER SUSTAINABILITY MEASURES UPDATE

Center Name: \_\_\_\_\_ Reporting Period: \_\_\_\_\_ Date: \_\_\_\_\_  
 (January - June, or July - December)

Sustainability Measure	Relevant Supporting Documents and Notes*	Estimated % Complete	Documentation Provided	Verification By (Name & Title)	Facility Related Problems or Issues**	Progress During Reporting Period; Compliance Status Notes
Energy Conservation	Implementation of energy conservation measures, including those identified in energy/water audits, and any new or modified procedures.		<input type="checkbox"/>			
Water Conservation	Implementation of measures in the Water Conservation Program Plan, and any new or modified procedures. Include identification of ways to reduce or eliminate potable water use for irrigation.		<input type="checkbox"/>			
Waste Reduction and Diversion	Implementation of measures in the Solid Waste Management Policy, and any new or modified procedures.		<input type="checkbox"/>			
Greenhouse Gas Emissions Reduction	Steps taken to reduce both direct emissions (energy generation and purchase) and indirect emissions (business travel, commuting travel, student transportation, and from the increased use of renewable energy).		<input type="checkbox"/>			
Integrated Operations and Maintenance	Identification of modifications to operational procedures; printouts of computerized maintenance management systems with occupant feedback capabilities.		<input type="checkbox"/>			
Environmental Purchasing	Environmentally preferred purchasing policy for ongoing consumables and durable goods that will protect the environment and public health, conserve natural resources, and minimize waste.		<input type="checkbox"/>			
Outdoor Water Irrigation	Identification of ways to reduce or eliminate potable water use for irrigation. (May be addressed by Water Conservation Program Plan.)		<input type="checkbox"/>			
Stormwater Management	Stormwater runoff mitigation strategy and stormwater pollution plan. (May be addressed by Water Conservation Program Plan or Spill Prevention Control and Countermeasure plan.)		<input type="checkbox"/>			



Sustainability Measure	Relevant Supporting Documents and Notes*	Estimated % Complete	Documentation Provided	Verification By (Name & Title)	Facility Related Problems or Issues**	Progress During Reporting Period; Compliance Status Notes
Integrated Pest Management	Integrated pest management techniques utilized at center to minimize pesticide use.		<input type="checkbox"/>			
Ozone Depleting Compounds	Documentation of the elimination of ozone-depleting compounds and the alternative environmentally preferable products used.		<input type="checkbox"/>			
Tobacco Smoke Control	Documentation of controls to prevent smoking within 25 feet of building entrances, operable windows, and building ventilation intakes, or documented smoking policy.		<input type="checkbox"/>			
Moisture Control	Moisture control policy.		<input type="checkbox"/>			

\* Submit supporting documents and notes to the checklist. If sustainability measures are not feasible due to cost or other considerations, submit documentation explaining why.  
 \*\* Problems or issues that occurred during the reporting period that significantly impacted the centers ability to demonstrate acceptable conservation and sustainability.

**FORM 5-08**  
**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

**FORM 5-09**  
**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

## FORM 5-10

### JOB CORPS CENTER OPERATOR TRANSITION FACILITIES, HEALTH/SAFETY, AND FLEET VEHICLE CHECKLIST

**INSTRUCTIONS**

During transition of operators at a Job Corps Center, the incumbent operator is responsible for reviewing this checklist with the new operator and providing the applicable deliverables listed on this checklist to facilitate a successful transition of center facilities, health/safety, and fleet vehicle documentation. Both operators shall sign the checklist when complete and submit to the Region prior to transition completion.

		YES	NO	N/A
<b>FACILITIES TRANSITION DELIVERABLES</b>				
1	Provide inventory and location of facility as-built drawings			
2	Provide inventory and location of facility equipment operations & maintenance manuals			
3	Provide all training materials for facility equipment and systems including video training and training manuals			
4	Provide list of all preventive and corrective maintenance vendors used by outgoing vendor (elevator, fire alarm/suppression, HVAC controls, pest management, etc.)			
5	Provide copy of preventive maintenance plan and all facilities maintenance records (corrective and preventive)			
6	Conduct review of all outstanding Work Orders in the Computerized Maintenance Management System (CMMS) Brightly			
7	Provide copy of required life safety system inspection reports			
a	Fire alarm annual inspection and maintenance reports			
b	Fire suppression annual inspection and maintenance reports			
c	Kitchen hood fire suppression annual inspection and maintenance reports			
d	Boiler inspection reports			
e	Backflow prevention device certification and inspection reports			
f	Elevator certificates and inspection/maintenance reports			
8	Food service health and safety inspection report and certificate			
9	Provide all facility keys and overview of keying system and key control measures			
10	Verify username and passcodes for all computer systems with the outgoing operator, such as HVAC controls software, CMMS system, Energy Watchdog, FNC/CRA Request System, etc.			
11	Provide copies of all utility bills and utility agreements			
12	Review list of all outstanding FNC and O&M deficiencies			
<b>FLEET/TRANSPORTATION TRANSITION DELIVERABLES</b>				
1	Provide vehicle daily logs and maintenance/repair logs			

	<b>SAFETY/HEALTH TRANSITION DELIVERABLES</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>
<b>1</b>	Center Occupational Safety and Health Plan (see Section 5.1 R15)			
<b>2</b>	Fire safety training, drills, and inspections (see Section 5.1 R17)			
<b>3</b>	Incidents requiring OSHA notification (see Section 5.4 R4)			
<b>4</b>	Hearing Conservation Plan related documents including noise surveys (Section 5.1 R25)			
<b>5</b>	Hazardous Materials Management documentation including inventory, spills, and releases (Section 5.9 R7)			
<b>6</b>	Polychlorinated Biphenyls (PCBs) containing equipment inventory and all related documents (Section 5.13 R2)			
<b>7</b>	Underground Storage Tanks (USTs)/Aboveground Storage Tanks (ASTs) documentation and records (see Section 5.13 R3)			
<b>8</b>	Spill Prevention, Control, and Countermeasure (SPCC) plan (if required) (see Section 5.13 R3)			
<b>9</b>	Lead documentation and records (see Section 5.9 R8)			
<b>10</b>	Asbestos documentation and records (see Section 5.9 R9)			
<b>11</b>	File containing SDSs for chemicals previously used on-center (see Section 5.9 R10)			
<b>12</b>	Mercury documentation and records (see Section 5.13 R4)			
<b>13</b>	Hexavalent Chromium documentation and records (see Section 5.9 R11)			
<b>14</b>	Respirable Crystalline Silica documentation and records (see Section 5.9 R12)			
<b>15</b>	Documentation as required by Safe Drinking Water Act (see Section 5.13 R6) (if center is Water Treatment Plant (WTP) operator)			
<b>16</b>	Influent and Effluent monitoring data and documentation as required by the discharge permit (see Section 5.13 R6) (if center is Waste-Water Treatment Plant (WWTP) operator)			
<b>17</b>	Confined Space Entry Program related documents including inventory (Section 5.1 R22)			
<b>18</b>	Previous five years - OSHA 300A for students (Section 5.9 R18)			
<b>19</b>	Temperature monitoring logs for refrigerators and freezers (Section 5.10 R1)			

**SIGNATURES**


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**INCUMBENT OPERATOR (Printed Name, Title, Signature, Date)**


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**NEW OPERATOR (Printed Name, Title, Signature, Date)**



# **POLICY AND REQUIREMENTS HANDBOOK**

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## **CHAPTER 6: ADMINISTRATIVE SUPPORT SERVICES**

NOVEMBER 1, 2024

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## 6.0 INTRODUCTION

Chapter 6, Administrative Support Services, provides a framework of requirements for contractors in broad administrative tasks. Requirements are detailed in the following sections within the chapter: Leaves and Absences; Enrollments, Transfers, and Separations; Allowances and Allotments; Records Management; Rights; Clothing; and Transportation. Center operators must carry out administrative tasks consistent with the Workforce Innovation and Opportunity Act and Job Corps requirements contained herein. Contractors must ensure that students receive the support services and benefits necessary for successful participation in the Job Corps program. Contractor administrative functions include, but are not limited to, using tracking systems throughout students' tenures found in the Job Corps Data Center's Suite of Applications and in accordance with requirements in the PRH, implementing systems to orderly carry out requirements in the PRH, managing allowances and allotments, safeguarding Personally Identifiable Information (PII), managing all records in accordance with requirements, protecting religious freedom and civil rights of students, implementing process requirements regarding student complaints, and adhering to all motor vehicle requirements contained herein. Establishing uniform systems to account for and document student participation, attendance, achievement, and progress are required as well as creating an environment where students regard staff as supportive, caring, and dependable.

## **6.1 LEAVE AND ABSENCES**

### **REQUIREMENTS**

#### ***R1. Student Attendance, Whereabouts, and Status***

Centers must:

- a. Account for and document the whereabouts and status of every Job Corps student for each day and time during that student's enrollment.
- b. Ensure that students attend class or are participating in approved training activities during training periods. Students may not be counted as present for classes or training unless centers can demonstrate they are in a classroom or training area.
- c. Be capable of detecting and responding to instances of unauthorized or unexplained student absences.
- d. Procedures for managing attendance, whereabouts, and status must be included in the Student Accountability Procedures SOP (see Exhibit 5-1d).

#### ***R2. Attendance System***

Centers must:

- a. Have a system for tracking students' attendance that allows them to effectively carry out their responsibilities as described in R1 of this Section. Each center's system must 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 must be authenticated by the signature of a staff member on the morning attendance check form.
  2. Maintain attendance records in Center Information System (CIS) for all scheduled career development activities, including 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 to and departures from the campus. Departure records must 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 and alert appropriate center staff

to their presence immediately upon their arrival on center.

- b. Report each student's duty status in the 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 duty/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. Identify and remediate chronic absences, missed appointments, and tardiness.
- f. Monitor and document student attendance at off-center training activities, including work-based learning, Other Training Provider (OTP), Advanced Career Training (ACT), and other center-sponsored events.

### ***R3. Authorized Absences***

Centers must:

- a. Designate, in writing, staff members who are authorized to approve student leave.
- b. Grant breaks and leave to students based on the criteria shown in Exhibit 6-1. **NOTE:** Leave must not be granted as a means of artificially postponing the student's separation.
- c. Authorize overnight leave (e.g., travel home on weekend) 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 parent/legal guardian/case manager consent.
- d. Approve leave for minor students only with the written consent of the minor's parent/legal guardian/case manager. Leave consents must include, at a minimum, information specified on the Job Corps Parental Consent Form.
- e. Document all leave requested by students in CIS. Each automated leave request must include justification, as appropriate, for the type of leave requested based on criteria shown in Exhibit 6-1. Retain any supporting hard-copy verification documentation in the student's E-Folder. Verification obtained from phone calls must be documented in CIS and must include: name of contact person, title, phone number, date of contact, and name and address of the facility.

**R4. Free Time Leave**

Centers must authorize Free Time Leave (FTL) that allows students to exit and safely return to center on the same day provided that the center has an approved FTL SOP approved by the Office of Job Corps.

- a. FTL procedures must be inclusive of the requirements in Chapter 6, Section 6.1, R3. At a minimum, the FTL SOP must clearly state:
  1. Who is authorized to approve requests for FTL;
  2. When this leave type will be available (days of the week, times, etc.);
  3. Criteria for students to be able to apply for a FTL;
  4. Total number of students that can be off center on FTL at one time to ensure security screening is not compromised upon their return;
  5. What specific procedures will be in place for minors consistent with Section 6.1, R5f;
  6. Safety education for students leaving center (e.g., center emergency numbers) including off-limits areas; and
- b. How community safety factors, location of the center and transportation options, cooperation with local law enforcement, and any city- or town-imposed curfews will be incorporated.
- c. FTL must only be authorized after the training day or on weekends or holidays.
- d. FTL return time must not be after the center's established curfew and must adhere to the unauthorized absence policy outlined in Section 6.1, R5a.
- e. All FTL must be documented as leave category Not Present for Duty-Same Day-Paid, On Authorized Leave – Same Day Leave, Free Time Leave (FTL) with records maintained in the Center Information System (CIS).

**R5. Unauthorized Absences**

Centers must:

- a. Identify and report as Unauthorized Absence (UA) any student who fails to return or report within two hours after the student's required attendance time, whether on-center or off-center (*e.g.*, the start of a training day).

The Unauthorized Absence of minor students should be reported to the center records department, center management, and regional office immediately after it is confirmed.

- b. If a student who was identified and reported as an Unauthorized Absence 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 emergency, if the emergency prevented the student from contacting the center timely. Additionally, if the emergency prevents the student from contacting the center and the student has been separated, the student must be reinstated if the student wants to be reinstated. Receipt of documentation to support the status change is required.
- c. If a student who was identified and reported as an Unauthorized Absence returns to or reports to the center or off-center activity more than two hours after the student's required attendance time, but has no credible or verifiable explanation, the student must be listed as being in an Unauthorized Absence status for that day. The student may, however, participate in regularly scheduled activities for that day. The student's scheduled required attendance time and actual report time should be documented in CIS Case Notes, and a printout of the CIS Case Notes should be included in the student's personnel folder.
- d. Have implemented a step-by-step Standard Operating Procedure (SOP) to report, locate, and contact the student who is in an Unauthorized Absence or Missing Minor Student status. The procedures must include staff notification to center managers and the Center Director, a center-wide search for the UA student, and discussions with staff and students on center as to the UA student's suspected whereabouts. The SOP must also detail both procedures for contacting the students' parent/guardian if the student is a minor and law enforcement reporting, as detailed in Sections e. and f. below. The center must write a written investigative report after every incident, the investigation and retrieval efforts must be documented in CIS Case Notes, and a printout of the investigative report and CIS Case Notes must be included in the student's personnel folder.
- e. In the event that an adult student (*i.e.*, 18 or older) is considered to be in an Unauthorized Absence status, as described in Section a, the center must initiate an investigation to verify the student's whereabouts, consistent with the SOP described in Section d. If the investigation fails to identify the UA adult student's location, the center must contact local law enforcement and adhere to their guidelines for reporting of missing persons. The center must document all appropriate notifications and the result of the internal investigation in CIS Case Notes, and include a copy of the CIS case notes in the student's personnel folder.

Important note: If police find a missing adult student whose actions were voluntary, [they might not disclose where the person is](#) to the center unless the person gives permission. Filing a missing person report for an adult does not entitle the center to know where they are, only that they are safe.

- f. In the event that a minor student (*i.e.*, under 18) is considered an Unauthorized Absence, and as described in Section a, the center must contact the parent/guardian immediately,

to inform them of the absence. If the parent/legal guardian is unaware of the student's whereabouts, the center must immediately report the missing minor to local law enforcement and record the missing minor's duty status as Missing Minor Student in CIS. The center must fully cooperate with law enforcement in locating the student, as well as conduct a thorough internal investigation to establish the whereabouts of the student consistent with the SOP described in Section d, as long as it does not interfere with the law enforcement investigation. The center must document the parent/guardian/police notification and the result of the internal investigation in CIS Case Notes, include a copy of the CIS case notes in the student's personnel folder, and follow the Significant Incident Report (SIR) requirement as described in Chapter 5, Section 5.4. To supplement the SIR, the center must provide a written detail of the center's retrieval efforts to the respective Regional Office. As soon as the student's whereabouts are known, the center must change the missing minor student's duty status from Missing Minor Student to the appropriate duty status and begin regular retrieval efforts, as appropriate.

- g. Assist the student in arranging return transportation, at the student's request and expense.
- h. Notify probation or parole officers, if applicable.

## **6.2 ENROLLMENTS, TRANSFERS, AND SEPARATIONS**

### **REQUIREMENTS**

#### ***R1. Enrollments***

Centers must:

- 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 in 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 Center Information System (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 must be the date of arrival on center.

#### ***R2. Transfers***

Centers must:

- a. By mutual agreement with another center and with written approval 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. Interested in and is qualified for a training program along a viable career pathway, as documented on the student's My Pathway to Achieving Career Excellence (MyPACE) Career Plan that is not available at the current center.
  2. A permanent 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.
- b. The transferring center remains accountable for the student until the day they arrive at the receiving center.
- c. If the student is receiving or has received medical services, including mental health, oral health, and Trainee Employee Assistance Program (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 note should be uploaded to the OTHER section of the Health E-Folder. The student health record must arrive at the time of student arrival. Centers must follow Appendix 202, Transmission,



Storage, and Confidentiality of Medical, Health, and Disability-Related Information, for transmission, storage, and confidentiality of medical and disability-related with regard to this information.

- d. Original centers must provide student files to the receiving center in the case of readmitted students.
- e. The receiving center is accountable for the student from the day they arrive at the receiving center. Transfers are permanent. Only the National Director, as warranted, may approve a student's return to the originating center.

### ***R3. Enrollment Extensions***

A student cannot be enrolled in Job Corps for more than two years, except in the following circumstances:

- a. An enrollment extension may be granted for a period not to exceed one additional calendar year in order for a student to complete an advanced career training (ACT) or advanced training (AT) program.
- b. An enrollment extension may be granted for a period not to exceed one year in the case of a student with a disability who would reasonably be expected to meet the standards for a Job Corps graduate if allowed to participate in the Job Corps for not more than one additional year.
- c. An enrollment extension may be granted to a student who participates in national service by providing assistance in addressing national, State, and local disasters, as authorized by a USDA Forest Service Civilian Conservation Center (CCC) program per Chapter 5, Section 5.1, R37 and R38, for the amount of time equal to the period of national service.
- d. A center may request Regional Office approval to extend a student's two-year enrollment limit for up to six months in order for the student to qualify for graduation. If approved, centers must maintain documentation of the approval in the student's personnel folder.

### ***R4. Separations***

- a. Centers must 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 High School Diploma (HSD), High School Equivalency (HSE), career technical training certifications, and/or career technical training completion.
  - 2. Documentation of the reasons for the student's separation as 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 their Career Transition Services Specialists, and support staff at the student's destination.
  6. Assignment of the student to the appropriate 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 will 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 4.1, Eligibility for Services.
  - c. Centers must enter separation codes for students in accordance with the following definitions and separation codes listed in the CIS documentation:
    1. Ordinary 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 their abilities will allow (see Form 6-01, Maximum Benefit Separation).
    3. Resignation Separation – Student freely decides to quit Job Corps. Resignations must be accepted at any time a student requests unless they are pursuing it as a means of avoiding a disciplinary discharge. Students in Unauthorized Absence status may resign in person by returning to center, or by telephone. Within two (2) days of a student's resignation by telephone, center staff must confirm the resignation in writing, by mail or email.

4. Disciplinary Separation – Student has committed a behavioral infraction or has an accumulation of behavioral infractions of such gravity that it disqualifies them from further enrollment in Job Corps.
5. Medical Separation – Student is no longer able to participate in Job Corps due to medical (including pregnancy-related conditions), dental, substance use, or mental health reasons. Requirements for such separations are described in detail in R5 below.
  - (a) If the Health and Wellness Director (HWD) has a reasonable belief, based on objective evidence, that the student has a medical condition or disability that may pose a significant risk of substantial harm to the health or safety of others, A Form for Individualized Assessment of Possible Direct Threat (Form 2-04) must be completed by a qualified health professional who has current, documented expertise in the medical condition or disability involved in the individual case prior to the medical separation. The term “disability” is defined at 29 CFR § 38.4(q).
  - (b) At the time of medical separation, the student is initially separated as a Medical Separation with Reinstatement Rights (MSWR) and may be reinstated within 180 days (see Chapter 6, Section 6.2, R5.e.1).
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 they became enrolled as the result of a significant screening error.
9. Unauthorized Absence (UA) Separation – A student will be separated from the program if the student accrues in excess of 6 consecutive unauthorized absence training days or in excess of 12 non-consecutive unauthorized absence training days in the prior 6 months. The effective date of separation is 2 hours after the student’s scheduled training day start-time on either the 7<sup>th</sup> consecutive training day absence or the 13<sup>th</sup> training day absence in 6 months, as applicable. It is further noted that if a student who is in Unauthorized Absence status for 6 consecutive training days or 12 non-consecutive training days in a 6-month period reports on the 7<sup>th</sup> or 13<sup>th</sup> day (as applicable) within 2 hours of their scheduled training day start-time, the student will not be separated as an Unauthorized Absence Separation.
10. Administrative Separation with Reinstatement (ASWR) – For: (i) temporary or anticipated long-term center closure when designated by the Regional or National Office of Job Corps; (ii) students who are called to active military duty and must temporarily suspend their participation in Job Corps; or (iii) students who are

unable to participate effectively in distance learning, as determined by the Regional Director, while Job Corps is in virtual operating status, but desire to continue participating in the program to completion once on-center operations resume; or (iv) students where verification of eligibility criteria for expedited enrollment was not obtained within 90 days of enrollment.

11. Withdraw Health Insurance Portability and Accountability Act (HIPAA)  
Consent – If the student or parent/legal guardian of a minor student revokes the HIPAA consent.
12. Missing Minor Student Separation – A missing minor student can only be separated with the Regional Director's concurrence and only after it is evident that the student, through no fault of their own, will not be returning.

### ***R5. Medical Separations***

The use of medical separations in inappropriate circumstances may result in unlawful discrimination on the basis of disability. Therefore, centers must ensure that:

- a. Medical separations must be:
  1. Used only as a last resort, after Administrative Leave with Pay, Personal Leave with Pay, and other types of leave, and/or other methods of addressing the relevant medical concerns (including, for individuals with disabilities, reasonable accommodation, reasonable modification in policies, practices, or procedures, and auxiliary aids and services) have been tried or considered in each individual case and determined to be insufficient. Documentation of these actions is required as described below. At the time of medical separation, the student is initially separated as a Medical Separation with Reinstatement Rights (MSWR) (see Chapter 6, Section 6.2, R5.e.1).
  2. Coordinated and completed by health services staff.
- b. Medical separations must not be:
  1. Used in lieu of providing reasonable accommodation, reasonable modification in policies, practices, or procedures, and auxiliary aids and services (RA/RM/AAS) for individuals with disabilities. RA/RM/AAS must be considered and tried with the goal of allowing the student with a disability to participate in the Job Corps program to the maximum extent possible.
  2. Based on stereotypes regarding certain disabilities or speculation regarding their management or associated expense.
- c. A medical separation may be considered when the Center Physician, Center Mental Health Consultant, or other appropriate qualified health professional (including the

student's individual treating provider) has determined the student to have a preexisting or acquired health condition that requires treatment beyond the basic health services provided by Job Corps and:

1. The necessary treatment is unavailable or will be unusually costly to Job Corps; and
2. The use of Administrative Leave with Pay, Personal Leave with Pay, other types of leave, and other methods of addressing relevant medical concerns without resorting to separation have been tried or considered in each individual case and determined to be insufficient. Medical Separation with Reinstatement Rights (MSWR) must be utilized prior to a regular medical separation being given.
3. If the student is an individual with a disability, prior to initiation of a medical separation based on R5.c.1 and 2, the center must determine, in conjunction with the student through the interactive process, whether any RA/RM/AAS would address or mitigate relevant medical concerns, with the goal of allowing the student to participate in the Job Corps program to the maximum extent possible. See Form 2-03, Procedures for Providing Reasonable Accommodation, Reasonable Modification in Policies, Practices or Procedures, and Auxiliary Aids and Services for Participation in the Job Corps Program.

Requirements for documentation are described in detail in Chapter 6, Section 6.2 R5.e.2 below.

d. Medical separations may occur:

1. If the Center's Health and Wellness Director has a reasonable belief, based on objective evidence, the student has a medical condition or disability that may pose a significant risk of substantial harm to the health or safety of others, the Health and Wellness Director will complete the Center Applicant/Student File Review Form (which is found in Form 2-04) and refer the student to a qualified health professional who has current, documented expertise in the medical condition or disability involved in the individual case for a detailed direct threat assessment. A Form for Individualized Assessment of Possible Direct Threat (Form 2-04) must be completed in order to determine whether a medical separation is appropriate.
2. If the Center's Health and Wellness Director has a reasonable belief, based on objective evidence, that the student has a medical, mental health, and/or substance abuse treatment/monitoring need that present a significant barrier to continued participation that cannot be addressed through RA/RM/AAS, the Health and Wellness Director completes Form 1-06, Center File Review Forms, Center Applicant File Review and then will refer the student's information to a qualified health professional who has current, documented expertise in the medical condition or disability involved in the individual case to complete the Form for Individualized Health Care Needs Assessment as outlined in Form 2-05.

- e. Administration of a medical separation includes the following considerations and actions:
1. At the time of medical separation, the student is first separated as a Medical Separation with Reinstatement Rights (MSWR) and may be reinstated within 180 days. If the qualified health professional determines that the student's condition cannot be stabilized in 180 days (taking into consideration the provision of reasonable accommodations, reasonable modifications in policies, practices, or procedures, and auxiliary aids and services), a regular medical separation will be given following the MSWR period and the student may reapply, unless the MSWR is extended pursuant to Chapter 6, Section 6.2, R5.e.4(a).
    - (a) A regular medical separation is given only if reinstatement following the MSWR does not occur.
    - (b) Health and social service written referrals are provided for all separated students.
    - (c) Health services staff approve a student's transportation plan for medical separation.
  2. Documentation for a medical separation in the student health record must include at a minimum:
    - (a) The clinical assessment by the qualified health professional for separation, including current symptoms/behaviors and functional impairments and a diagnostic code;
    - (b) Individualized treatment instructions from the qualified health professional;
    - (c) Student consent;
    - (d) Referral source(s);
    - (e) Transportation details, including whether an escort is needed;
    - (f) Dates of separation and anticipated return to center;
    - (g) Individualized student medical expectations to return; and
    - (h) If the student is an individual with a disability, a copy of any accommodation plan and CIS Accommodation Plan Notes tab documentation.

Documentation in the student health record must be initiated by health services staff and completed by a qualified licensed/certified health provider, including Center Physicians/Nurse Practitioners/Physician Assistants, Center Mental Health Consultants (CMHCs), Dentists, and Trainee Employee Assistance Program (TEAP) Specialists. In some cases, it may be necessary to consult the student's treating provider or an outside specialist.

In cases of health care needs where the student does not consent to medical separation, complete Form 2-05. In cases of direct threat, see Chapter 6, Section 6.2, R5.e and complete Form 2-04. The Center must document in writing why the particular health professional(s) chosen to conduct the assessment is/are considered to have the required documented, current expertise in the medical condition(s) or disability(ies) involved in a given case. This written documentation, including documentation of the medical professional's current expertise, must be retained in the applicant's or student's medical file, pursuant to the requirements of 29 CFR

38.41(b) and 38.43.

In cases of substance use conditions, see Chapter 2, Section 2.3, R5.e.5.

3. Medical separation monitoring and follow-up:
  - (a) For MSWR, students are contacted monthly by the Health and Wellness Director to assess progress and plan their return to Job Corps within the 180 days allowed. If the student requests RA/RM/AAS in addition to those provided previously, the Health and Wellness Director/Disability Coordinator will engage the student in the interactive disability accommodation process and modify the accommodation plan accordingly. See Form 2-03, Procedures for Providing Reasonable Accommodation, Reasonable Modification in Policies, Practices, or Procedures, and Auxiliary Aids and Services for Participation in the Job Corps Program.
4. Extensions of medical separations:
  - (a) Center staff must submit a request to the Regional Office to extend an MSWR beyond 180 days for extenuating circumstances and/or if there is a request for accommodation related to a change in the date of the student's return. The request should be accompanied by supporting documentation from the student's health-care provider verifying that extension of leave is medically necessary. Requests will be reviewed on a case-by-case basis.

## ***R6. Re-enrollments***

Centers must 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 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, 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, if the separation reason was temporary or anticipated long-term closure of the center or a call to active military duty (with appropriate military documentation) or as a result of missing eligibility documentation for expedited enrollment students.

2. Submit a written request for reinstatement within 45 days after the center notifies the student that it has been selected to resume on-center operation and instruction, if the separation reason was that the student was unable to participate effectively in distance learning during Job Corps virtual operating status.
  3. Submit a written request for immediate reinstatement to begin distance learning, if the circumstances preventing the student's effective participation in distance learning and subsequent separation under ASWR have changed such that the student is able to effectively participate in distance learning (with appropriate documentation for verification of the change in circumstances) and the center has not yet resumed on-center operation and instruction.
  4. Submit a written request for immediate reinstatement and upload eligibility documentation via their MyJobCorps portal account.
- 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.



## **6.3 ALLOWANCES AND ALLOTMENTS**

### **REQUIREMENTS**

#### ***R1. Allowances***

Centers must:

- a. Issue personal allowances to students in accordance with the procedures specified in Exhibit 6-2, Student Allowance and Allotment System (SAAS).
- 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, by electronic funds transfer (EFT) to a bank account with a debit card or to a non-bank issued debit card, for all days in paid status in amounts specified in Exhibit 6-2, subject to the following restrictions:
    - (a) Job Corps Data Center will not change its financial transfer process;
    - (b) Students must not be charged fees to access their funds, including automated teller machine (ATM) fees;
    - (c) Charging any transaction fees to students is prohibited; and
    - (d) Operators must effect any changes using current resources.
  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.

#### ***R2. Transition Allowances***

- a. Outreach and Admissions (OA) contractors must notify all applicants upon enrollment, and centers must notify all students upon arrival, that they may become eligible, at the time of graduation, to receive a transition allowance as an incentive for attainment of academic credentials and those associated with career technical training, such as industry-recognized credentials, as designated in Exhibit 6-2.
- b. At the time of graduation, students must be notified that they must provide forwarding information to ensure proper delivery of the transition allowances.

- c. Students must be notified that failure to cash a received transition allowance 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 a transition allowance based on those academic and career technical training credentials obtained while enrolled in Job Corps according to the requirements stated in Exhibit 6-2, and are also entitled to the transportation benefits as shown in Exhibit 6-3, Student Transportation.
- e. Centers must disburse partial transition allowances to graduated students, at time of departure, as shown in Exhibit 6-2.

### ***R3. Allowances and Taxes***

- a. Advise students that personal allowances, transition allowances, and other benefits are subject to Federal payroll withholding and Social Security taxes, because students are considered Federal employees for purposes of Federal payroll taxes.
- b. Ensure that an income tax withholding form (W-4 form) is completed for each new enrollee as required by the tax code.
- c. 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.

### ***R4. Advances and General Indebtedness***

- a. Centers may issue personal advances to students to help satisfy pressing financial obligation(s), such as a court fine, bail bond, clothing, or other personal needs. Such advances must not exceed \$250 at any given time. A personal advance may be issued only upon determination by the Center Director or designee when 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 (JCDC) will promptly reimburse a center for its disbursement of allowable personal advances to students.
- b. Centers must ensure that the following instances of student indebtedness to Job Corps are promptly and accurately recorded in Center Information System (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 an Unauthorized Absence
3. The cost of government-furnished travel based upon misrepresentation by the student
  4. Student's share of dependent's allotment
- c. Students must repay their indebtedness to Job Corps. Repayment of indebtedness recorded in CIS shall be initiated through automatic payroll deductions from personal allowances. In no case shall indebtedness deductions from personal allowances exceed 50 percent of the personal allowance. For students separating from the program prior to full reimbursement of indebtedness, the outstanding balance must be collected automatically from any transition payment monies available at the time of separation.
- d. Centers must recover Other Student Indebtedness as specified below and in R4.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 must not exceed 50 percent per pay period as a deduction against student's personal allowance. Center operators must 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 must 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 must be paid to the Student Benefit Fund. Disciplinary fines may not be collected from any source other than a student's biweekly living allowance.

#### ***R5. Allotments***

Centers must 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 must be paid according to procedures specified in Exhibit 6-2.

- d. Students must be advised that the personal allowance and transition allowance will be reduced by the amount of their designated allotment(s).

## 6.4 RECORDS MANAGEMENT

### REQUIREMENTS

#### ***R1. Safeguarding Personally Identifiable Information (PII) by Admissions Counselors (ACs)***

- a. Providers of enrollment services must ensure that PII gathered during the admissions process is protected at all times. ACs must adhere to the following guidelines:
  1. ACs must not use personally owned or public computers to download or store protected PII.
  2. ACs must access and store student protected PII using the CDSS Suite of Applications.
  3. E-mail containing any PII is not allowed outside the jobcorps.org domain.
  4. Approved encryption must be used to encrypt data that is moved to a portable device like a thumb drive or Compact Disk (CD).
  5. Any missing documents or equipment that contains Protected PII must be immediately reported to the Information Technology (IT) Point of Contact (POC) and the Job Corps Technical Assistance Center.
  6. When not in use, documents containing PII must be stored in locked file drawers or a secured room.
  7. 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.
  8. Sensitive documents must be properly disposed of by shredding or placing them in a locked recycling bin, and never placed intact in a trashcan or open recycling bin.
  9. Any kind of PII that may have been left by others, or any PII incidents that staff observe should be reported immediately.
- b. Should circumstances necessitate that PII is taken outside the Outreach and Admissions (OA) office, ACs must adhere to the following guidelines:
  1. ACs must not take any PII 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 their possession at all times during transit.
3. PII must not be left unattended in a vehicle; this includes any papers, document holders, briefcase, and/or 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.

***R2. Collection and Handling of Education-Related Information and Documents by ACs***

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 E-Folder:
    - (a) An official school transcript with the school's seal affixed. If the applicant states that they have a High School Equivalency (HSE) credential, a copy of the HSE certificate or official HSE test scores.
    - (b) A copy of an acceptable High School Diploma (HSD) or official high school transcripts indicating graduation, if the applicant states that they have completed the 12th grade and obtained a diploma. An acceptable diploma is one described in Criterion 6, Educational and Training Needs, in Exhibit 1-1, Eligibility Requirements.
    - (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) A honors diploma
      - (3) An Individual Education Plan (IEP)/special education diploma
      - (4) Official transcripts indicating graduation from a school that meets the guidelines set in Appendix 302, Guidelines for the Ongoing Quality Monitoring of Job Corps High School Programs
      - (5) A foreign diploma
  2. When filing, storing, and transmitting 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 202, Transmission, Storage, and Confidentiality of Medical, Health, and Disability-Related Information:
    - (a) Upload all medical and disability documentation to the Wellness and Accommodation E-Folder in CIS.
    - (b) 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.

- (c) Carefully limit access to these documents. Appendix 202, Transmission, Storage, and Confidentiality of Medical, Health, and Disability-Related Information, explains what categories of persons are legally authorized to have access to the documents.
  - (d) Transmit hard copies of the documents in sealed envelopes in accordance with Appendix 202, Transmission, Storage, and Confidentiality of Medical, Health, and Disability-Related Information. 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 HSE Administrator (see Exhibit 1-1, Eligibility Requirements, Criterion 7, Educational and Training Needs), or the last high school the applicant attended; send the administrator or school a Records Release Authorization (Form 1-02), signed by the applicant or their 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 their 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 HSE Administrator or school from which the records have been requested.

### ***R3. Collection and Handling of Health-Related Information and Documents by ACs***

ACs must:

- a. Use the Job Corps Health Questionnaire (ETA 6-53) to collect health information about the applicant offered enrollment, along with any medically connected documentation, as described in the instructions for the Job Corps Health Questionnaire (ETA 6-53).
- b. Upload all health and disability documentation to the Wellness and Accommodation E-Folder in CIS and forward the originals of the Job Corps Health Questionnaire (ETA 6-53) of the applicant offered enrollment, and all documentation that has been collected, to the center of assignment. See Appendix 202, Transmission, Storage, and Confidentiality of Medical, Health, and Disability-Related Information.
- c. For applicants who are not offered enrollment, retain copies of the Job Corps Health Questionnaire (ETA 6-53), and all related documentation that has been collected, in a file stored separately from any other information about the applicant. The Job Corps Health Questionnaire (ETA 6-53), 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 202, Transmission, Storage and Confidentiality of Medical, Health and Disability-Related Information.

OA agencies may retain copies of the ETA 6-52, applicant folder cover sheet, folder inventory, alternate contact sheet and a copy of documentation showing proof of low income eligibility.

#### ***R4. Documentation by ACs***

ACs must:

- a. Enter all information involving applicant eligibility 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, Eligibility Requirements, to verify, assess, and document information relating to applicant eligibility criteria.
- c. Use the procedures described in Exhibit 1-1, Criterion 10, Authorization for Use and Disclosure of Health Information to provide documentation to Job Corps centers for their use in assessing applicants' health needs.

#### ***R5. Applicant Files***

ACs must 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.

#### ***R6. Withdrawal of Application***

If an applicant withdraws their 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. See Chapter 1, Section 1.5, R5, Movement of Application Files.

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 202, Transmission, Storage and Confidentiality of Medical, Health and Disability-Related Information.

#### ***R7. Electronic Training Achievement Record (e-TAR) Recordkeeping***

Centers must:

- a. Ensure Career Technical Training (CTT) instructors record skill proficiency by rating the appropriate skills area on the e-TAR. This action (i.e., recording a rating level)



represents verification to the student of skill attainment. The date entered does not necessarily indicate when the student completed the task. The date indicates the instructor's assertion of skill proficiency, documenting that the student is able to perform the task to industry standards with little or no supervision. The student does not need to be present for duty in order for the instructor to perform the data entry process.

- b. Centers must ensure that all students' test results and progress are documented on approved e-TARs including credential attainment results.
- c. Provide a copy of one or more of the following: credential attainment certificate, and/or e-mail/electronic notification of pass/fail results from credential issuing party. This can be a hard copy in a student's permanent records file or uploaded into the e-TAR system.

#### ***R8. e-TAR Student Portal Access***

Students will use the *Student Portal* to access their e-TAR and check off the student acknowledgement box. This allows the student to stay informed of their progress. This is for information only. This does not impact the completion status or closing out of the e-TAR.

#### ***R9. Student Testing System Reporting/Documentation/Recordkeeping***

Centers must:

- a. Ensure all students' reading and mathematics test results and progress are documented and recorded using the automated Student Testing System (STS) of the Center Information System (CIS).
- b. Document student academic progress as described in the center's CDSS Plan that is referred to in Chapter 5, Section 5.1, R8.

#### ***R10. High School Equivalency (HSE) and High School Diploma (HSD) Reporting/Documentation/Recordkeeping***

Centers must record information on students' HSE 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/HSE Completion Reporting
  - 1. The HSE completion date recorded in CIS will be the date on the student's HSE certificate, if available. If the HSE certificate cannot be obtained prior to a student's separation, the center can enter the date of the student's last HSE test on the official notification from the HSE testing center indicating the student has passed the HSE assessment.

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/HSE Final Documentation
1. Copies of the HSE certificates or official HSE scores must 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, must be included in students' permanent files.
- c. HSD/HSE Progress Reporting and Documentation
1. Copies of students' HSE practice test results (paper answer sheets, or reports generated by official practice test software, or Testing Management System (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 HSE exams.
  2. Centers must record students' test scores in each HSE content area in CIS, as written confirmation is received from the testing center. Scores recorded in CIS must be updated to record higher test scores that students may obtain in retests, as needed, in each content area.
  3. Students' progress in their HSD and HSE must be documented in the students' Pathway Achievement Record (PAR).

### ***R11. General Reporting/Documentation/Recordkeeping in CIS***

Centers must document and record in CIS, all student:

- a. Concurrent Training progress (Approved alternate and additional forms of documentation must be included in the student's permanent records upon separation.)
- b. Work-Based Learning (WBL) assignment and progress (WBL Module)
- c. Leadership training/student government participation
- d. Driver's education progress and test results

- e. Provision for water safety instruction and swimming proficiency
- f. Wellness training progress and accomplishments
- g. Limited English Proficiency (LEP) test results and progress in the student's Personal Career Development Plan and other applicable modules of CIS

### ***R12. Counseling Reporting/Documentation/Recordkeeping***

Centers must:

- 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 must 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.
- d. Monitor, on a monthly basis, the accuracy of records and data that students enter in their MyPACE Career Plans and PAR. Document changes and updates to these plans and record in Case Notes.
- e. Any medical, health, or disability-related information about a particular person 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, in accordance with Appendix 202, Transmission, Storage, and Confidentiality of Medical, Health, and Disability-Related Information.

### ***R13. Fact-Finding Board Reporting/Documentation/Recordkeeping***

- a. Regardless of the outcome of the Fact-Finding Board, centers must ensure that documentation is retained on center and is available for auditing for at least three years, consistent with other recordkeeping responsibilities.

- b. Centers must ensure that all student incentives, infractions, and sanctions are documented and recorded using CIS. This includes documenting the date of the Fact-Finding Board, the disposition, and in the case of Level II Fact-Finding Board, a rationale if the Board's recommendation is not upheld.

#### ***R14. Clothing Documentation***

Centers must maintain records and receipts in each student's personnel file for each clothing purchase. Such records must include a signed receipt for all clothing allowances issued to the student.

#### ***R15. Community Living (Residential) Reporting/Documentation/Recordkeeping***

Center operators must:

- a. 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.
- b. 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 must be readily accessible to dormitory staff.

#### ***R16. Records System***

Centers must 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, and case notes)	Chapter 6
Career Preparation Period and Career Development Period Records	Chapter 6
Health History and Services	Chapter 2
Personal and Social Development Records (including Fact-Finding Board documentation)	Chapter 2, Chapter 6
Career Transition Services Information	Chapter 4

#### ***R17. Student Personnel File***

Centers must maintain for each student throughout enrollment a personnel file, which must include the following documents:

- a. Folder Inventory Form

- b. Student Job Corps Data Sheet (ETA 6-52)<sup>1</sup> 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/Documentation and Case Notes). Leave requests must be maintained electronically in CIS.
- g. Informed Consent to Receive Mental Health and Wellness Treatment
- h. Equal Opportunity Notice (Form 1-07)
- i. A hard copy of the My Pathway to Achieving Career Excellence (MyPACE) Career Plan (initial and all versions), justification statement if student changed career pathways during enrollment and a final Pathway Achievement Record (PAR). MyPACE Career Plan and PARs must also be stored electronically and uploaded in the CIS e-Folder.

### ***R18. Separation***

- a. At the time of a student's separation from Job Corps, centers must combine all necessary records, excluding those with disability and/or medical information, pertaining to that student into a single record and store it in a central location on center. Medical, health, and disability-related information must be stored in sealed envelopes in a secured location separate from the student's general personnel file. See Appendix 202, Transmission, Storage, and Confidentiality of Medical, Health, and Disability-Related Information. Records of separated students must contain documents as specified below:
  - 1. All records indicated in R17 above
  - 2. Final Student Profile (ETA 6-40)
  - 3. Copy of official HSE certificate or, if not applicable, passing scores, or high school diploma earned while in Job Corps including final high school transcript(s) (if the student earned their diplomas from a center accredited as a degree-conferring high school).
  - 4. Notice of separation from CIS
  - 5. Training Achievement Record (TAR)

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<sup>1</sup> 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.

- (a) For students who complete their program while using a paper TAR, the completed original TAR is required for the students' permanent file.
  - (b) For students assigned to an e-TAR, e-TARs will be stored electronically and will be available through the Center Information System (CIS/CIS3G).
  - (c) The full e-TAR will be permanently stored in the data warehouse. In addition, as a contingency measure, centers will keep a hard copy of the e-TAR summary page in the student permanent record file and credential attainment results (refer to Chapter 6, Section 6.4, R.7.b. and c.).
- 6. Tests of Adult Basic Education (TABE) – Answer Sheets (when the TABE is not administered online) or the Student Testing System (STS) Tickets
- 7. Fact-Finding Board documentation (whether result was termination or retention)
- 8. Unauthorized Absence CIS Case Notes
- b. Provide a copy of the student's Job Corps Consent for Release of Information as part of ETA Form 6-52 to the Career Transition Services Contractor within five working days of separation. Information from confidential files must not be released to Career Transition Services Contractors.
- c. Maintain the permanent student record on center for at least three years, at which time it will be archived to the Federal Records Center, as directed by the Regional Office.

### ***R19. Student Death***

In the event of a student's death, the center must follow Significant Incident Report (SIR) reporting requirements (see Chapter 5, Section 5.4), upload a copy of the student health record into Wellness and Accommodation E-Folder in CIS, and then physically send the entire student personnel record (including sealed health record) to the Office of Job Corps by signature-required mail or delivery within 10 days. The mailed sealed health record must include Office of Worker's Compensation Programs (OWCP) forms and written notification of death, plus the death certificate and autopsy and toxicology reports if available. See Appendix 202, Transmission, Storage, and Confidentiality of Medical, Health, and Disability-Related Information.

### ***R20. Confidentiality of Student Records***

Centers and Outreach and Admissions/Career Transition Services (OA/CTS) contractors must 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 202 (Transmission, Storage, and Confidentiality of Medical, Health, and Disability-Related Information).

***R21. Access to Student Records***

Centers and OA/CTS contractors must 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 of Medical Information Use, Disclosure, and Access (Form 2-01) and Authorization for Use and Disclosure of Your Health Information (Form 6-02).

***R22. Release of Information***

Centers and OA/CTS providers must 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 Chapter 5, Section 5.1, R31.c and Appendix 601. This shall apply as long as the center has custody of the record.

***R23. Freedom of Information Act Requirements***

Centers and OA/CTS contractors must respond to requests for disclosure of personal information about students in accordance with the Freedom of Information Act as specified in Appendix 601.

***R24. Subpoenas for Student Records***

Centers and OA/CTS contractors must forward all subpoenas to produce a student record, or to testify regarding a student record to the Regional Office.

***R25. Records and Reports Maintenance***

Center operators, agencies, and OA/CTS contractors must maintain records and reports for three years. Records of disclosures of protected health information shall be kept for three years. Exceptions to this retention period shall be communicated by the National Office of Job Corps on a case-by-case basis.

## 6.5 RIGHTS

### REQUIREMENTS

#### ***R1. Student Rights***

- a. Centers and Outreach and Admissions/Career Transition Services (OA/CTS) contractors must inform all applicants and students of their rights and protections regarding civil rights, including disability accommodations (see Chapter 2, Section 2.4, R2), sexual harassment (see Chapter 2, Section 2.5, R6), religious rights (see R2 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 38.35 (see Form 1-07). 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 Exhibit 5-4).

#### ***R2. 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 R2.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 2, Section 2.2, R3.b, centers must include those on-center religious services that are open to all students and/or supervised by Job Corps staff.

c. Religious Accommodations

1. Centers must develop, and inform students how to access procedures for requesting religious accommodations (for example, special diet or exemption from center activities or rules for religious reasons).
2. If a center denies a request for a religious accommodation, the center must:
  - (a) Explain to the student the reason for the denial, and any appeal rights and procedures.
  - (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 R2.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 Chapter 2, Section 2.4, R2 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 686.120, which include:
  - (a) Firearms and ammunition
  - (b) Explosives and incendiaries
  - (c) Knives
  - (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.

***R3. Voting Rights***

Centers must 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.

***R4. Use of Applicant and Student Photos and Moving Images***

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).

***R5. Authorizations (Consent for Treatment)***

Centers must 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 must be placed in the student health record by the time a student arrives on center. Additionally, each student must 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 must 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 must be documented in the student's health record.

***R6. 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 686.900.
- 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.

***R7. 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.

***R8. Student Legal Obligations***

Job Corps centers must assist students in resolving minor legal obligations and civil fines or court-ordered restitution.

***R9. 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 grounds of race, color, religion, sex (including pregnancy and gender identity), national origin, age, disability (physical or mental), genetic information, parental status, sexual orientation, marital status, political affiliation or belief, or any other prohibited factor, including those filed by students and applicants. The notification must include:

- a. Names of the parties to the action or lawsuit
- b. Forum (court or administrative agency) in which each case was filed
- c. Relevant case numbers

The Regional Office will convey the information to the Office of Job Corps, 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 38.42.

***R10. Complaint Process for Suspected Enrollment Discrimination***

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 Workforce Innovation and Opportunity Act Title I <https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf>), 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 38.4, 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). The contact information of the Director of DOL-CRC 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](mailto:CivilRightsCenter@dol.gov)

For electronic versions of DOL-CRC's complaint form in English or Spanish (PDF or HTML format), using Internet Explorer, please go to DOL-CRC's website at: <https://www.dol.gov/agencies/oasam/centers-offices/civil-rights-center/external/how-to-file-complaint>.

***R11. 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).

***R12. Equal Employment Opportunity/Civil Rights***

Center operators and OA/CTS contractors must:

- a. Not deny employees equal opportunity/civil rights because of race, color, religion, sex (including pregnancy and gender identity), national origin, age, disability (physical or mental), genetic information, parental status, sexual orientation, marital status, political affiliation or belief, or any other prohibited factor. 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.

## 6.6 CLOTHING

### REQUIREMENTS

#### ***R1. Student Clothing***

Centers must:

- 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 must 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 must establish a system to provide clothing allowances for students in the amounts indicated and according to the time schedule shown below:

First clothing allowance:	\$100 (requires minimum 30 days length of stay)
Second clothing allowance:	\$125 (for projected graduates only; may issue within 90 days of projected graduation)
AT/ACT clothing allowance:	\$100 (available at time of transfer)

#### ***R3. Emergency Clothing***

- a. Centers must provide for emergency clothing needs and deduct the amount provided from the student's clothing allowance.
- b. In the event of a disaster declaration made by the President under the Stafford Act, at the discretion and approval of the Regional Director, students may be provided with clothing and other personal items up to \$500 in value.



## 6.7 TRANSPORTATION

### REQUIREMENTS

#### ***R1. Motor Vehicles***

Center operators and OA/CTS contractors must follow the requirements of ETA Handbook 359 and 48 CFR Chapter 1 Subpart 51.2 regarding acquisition and use of motor vehicles.

#### ***R2. Goal Achievement***

The National Office of Job Corps will work continuously to reduce petroleum fuel consumption through the following measures:

- a. Increasing the number of Alternative Fuel Vehicles (AFV) in Job Corps' fleet.

Job Corps centers must 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 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 Office of Job Corps (see Form 6-05). Information on AFVs that can be leased directly from GSA can be found at [www.GSA.gov](http://www.GSA.gov) in the most current Product Guide for Alternative Fuel Vehicles (AFV). The website [afdc.energy.gov](http://afdc.energy.gov) contains descriptions of alternative fuels and additional AFV resources.

To ensure accurate completion of the report, 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 must 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 Office of Job Corps, Division of Facilities and Asset Management (DFAM). There are no eligibility requirements for returning a vehicle to GSA.

- d. Establishing fleet standards that will lead to more efficient operations

Center staff must acquire vehicles based upon the fleet standards established by the Office of Job Corps, replacing high-fuel-consumption vehicles with fuel-efficient vehicles.

Center operators must 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 R2.a and R2.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 6-4, Minimum Requirements for Replacing Vehicles Leased from the General Services Administration Prior to the End of the Lease.

- e. Providing General Services Administration (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 must 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 (PM). Form 6-06, GSA Annual Fleet Requirements Spreadsheet, must be used by centers to submit this information.

### ***R3. Standard Operating Forms and Procedures for Fleet Management***

Center operators must 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 Form 6-03, GSA Vehicle Log, and Form 6-04, GSA Vehicle Maintenance Log.

### ***R4. Fleet Management Reporting***

Center operators must ensure that:

- a. Fleet Managers are entering all vehicle information into the Job Corps Fleet Tracking 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 Tracking Management System. The information entered into the system will assist the Office of Job Corps with its reporting requirements.

***R5. 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.

***R6. Overview of Center Director Responsibilities for Vehicle Safety Programs***

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.

***R7. Overview of Vehicle Operation Requirements***

- a. Government-owned vehicles and leased vehicles, collectively called GOV, must be operated by individuals meeting the following qualifications:
  - 1. Drivers must possess a valid state driver's license.
  - 2. Drivers must possess 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 must not engage in cell phone usage, 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 must 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 must 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.

#### ***R8. Government-Furnished Transportation***

Centers must provide Job Corps students with government-furnished transportation between their home and Job Corps centers in accordance with procedures issued by the Regional Office under the conditions and circumstances shown in Exhibit 6-3 (Student Transportation).

#### ***R9. Local Transportation***

Centers must:

- 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.
- d. Provide transportation for students to and from off-center medical/dental appointments. In lieu of the center providing transportation, the center may approve a student's request to be transported by a friend, partner, or family member.

***R10. Transportation for Dependent Children***

Centers must provide government-paid transportation to and from home to children who participate in Job Corps Residential Parent/Child programs. Such transportation must be authorized to the same extent as it is allowed for their parents.

## EXHIBIT 6-1

### 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, including students who are staying on center and participating in center authorized off-center training during the winter break.	
Paid	Present for Duty Off Center	Present for Duty Off Center	Non-Resident ACT/OTP	For non-resident students enrolled in off-center ACT/OTP programs.	<ul style="list-style-type: none"> <li>Centers must have documented daily accountability for student attendance at the ACT/OTP site (per Chapter 3 Section 3.1 R12). Documentation should be submitted, at a minimum, once per week to the center.</li> </ul>
Paid	Present for Duty Off Center	Present for Duty Off Center	Career-Related Activity	For students involved in authorized activities off-center for job interviews, job search, apprenticeship registration, college application processing, or armed forces processing.	<ul style="list-style-type: none"> <li>Maximum length of time for out-of-town job search and interviews, apprenticeship registration, college registration, or armed forces processing cannot exceed 10 training days during enrollment.</li> <li>The Regional Office, at its discretion, may grant a waiver to extend the 10-training-day limit if there is a reasonable expectation of full-time employment. Regional Office extensions are limited to 5 training days during a student's enrollment.</li> <li>Students must have at least 2 pre-arranged and verifiable job interviews (one of which may be the CTS, One-Stop Career Center/American Job Center, or Employment Office) set up for this period.</li> <li>Students must have an appointment to visit the Career Transition Services (CTS) office in their hometown if one exists; if not, telephone contact with the appropriate CTS office should be scheduled.</li> <li>At the end of the job search period, if the student has not been successful in job search activity, the student will be separated from the Program, effective as of their 11th day of separation (or the 16th day, if a Regional Office waiver has been granted), with a referral to the appropriate CTS office. The center has the option of returning the student to the center for additional training or employability assistance before the 11th day (or 16th day).</li> </ul>
			CTST/WBL/OTP	For student involved in off-center training that requires overnight stays that are part of pre-approved curricular activities (CTST, WBL, OTP).	<ul style="list-style-type: none"> <li>The CTST projects must be approved on a center's CTST plan.</li> <li>Other WBL and OTP programs must have approval by the Regional Office through the CDSS plan or authorization letter.</li> </ul>

Pay Status	Duty Status	CIS Leave Type	CIS Leave Reason	Uses	Criteria/Limitations
			Distance Learning	For students not involved in in-person instruction. This leave status should <b>not</b> be used for other off-center instruction including OTP and ACT.	<ul style="list-style-type: none"> <li>Centers must have documented accountability for student attendance and participation.</li> <li>Centers must use the distance learning module within CIS-3G to document a student's attendance. The documentation must be based on actual hours of attendance and participation, not planned or scheduled work.</li> <li>UA status during distance learning must be determined based on current policy.</li> <li>Distance Learning may be used for all instruction if required by the National Office due to a center or national crisis.</li> </ul>
			Authorized Off-Center Training Activity	For students involved in authorized off-center training activities.	<ul style="list-style-type: none"> <li>Covers off-center training activities for programs including but not limited to Home based Work-based Learning, pre-apprenticeship, USDA Public Lands Corps (PLC), Work Experience Programs (WEP), and similar programs.</li> <li>Authorized off-center training activity is limited to a maximum of 6 weeks (42 calendar days) per student enrollment. The Regional Office, at its discretion, may grant a waiver to extend the 6-week limit, not to exceed an additional 10 weeks (70 calendar days). A written request for the waiver must be submitted to the region with supporting documentation before the end of the student's initial 6-week assignment.</li> <li><b>For the USDA PLC Program only</b>, the extension should be limited to students who are at least 75% complete in the student's Training Achievement Record (e-TAR) or if there is a reasonable expectation of full-time employment.</li> <li>At the end of the authorized off-center training activity, students may return to the center or leave as an ordinary separation without returning to the center. When a student does not return, the student's CTS Specialist must schedule a meeting with the student.</li> </ul>
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.	<ul style="list-style-type: none"> <li>Assignments shall not exceed 6 consecutive weeks (42 calendar days) without Regional Office approval.</li> <li>The Regional Office, at its discretion, may grant a waiver to extend the 8-week limit if there is a confirmed need to extend firefighting/emergency service, not to exceed an additional 10 weeks (70 calendar days).</li> <li>Verification must be documented on the leave form in the CIS.</li> </ul>
Paid	Present for Duty Off Center	Present for Duty Off Center	Center Miscellaneous	For students involved in authorized, off-center activities like recruiting drives, escort duty, competitions, awards, conferences, and events.	<ul style="list-style-type: none"> <li>Maximum length of time shall not exceed 10 training days during enrollment.</li> <li>Verification must be documented on the leave form in the CIS.</li> </ul>



Pay Status	Duty Status	CIS Leave Type	CIS Leave Reason	Uses	Criteria/Limitations
Paid	Present for Duty En Route	En Route	En Route	For students in authorized travel status, using the most direct route home; or to the receiving center for: <ul style="list-style-type: none"> <li>• New Arrivals</li> <li>• Separations</li> <li>• Transfers</li> </ul>	<ul style="list-style-type: none"> <li>• New enrollees with inbound travel overnight or longer.</li> <li>• Separating students with travel overnight or longer.</li> <li>• Transferring students during travel by the most direct route.</li> <li>• En route status not authorized if a student takes an unauthorized side trip or layover.</li> </ul>
Paid	Not Present for Duty - Overnight - Paid	On Authorized Leave- Overnight	National Guard Duty	For authorized overnight leave including National Guard weekend duty, weekend visit with family/friends, and for recovery for students involved in authorized activities off-center firefighting and/or national emergencies.	<ul style="list-style-type: none"> <li>• Must not conflict with scheduled classes.</li> <li>• Destination must be documented.</li> <li>• For minors, only to destinations authorized by parent/legal guardian consent.</li> <li>• No special documentation is required, other than the CIS leave form.</li> <li>• Fire, Rest, and Recovery is limited to 3 consecutive calendar days including weekends and at center discretion.</li> <li>• Centers must provide supervision in dormitories for students that remain on center.</li> </ul>
			Visit Family/Friends		
			Fire Rest and Recovery		
Paid	Not Present for Duty - Same Day - Paid	On Authorized Leave- Same Day	Free Time Leave (FTL)	For students to use to exit and safely return to center during non-training times Monday - Friday and on weekends and holidays. For use by students engaged in Leisure Time Employment (LTE).	<ul style="list-style-type: none"> <li>• FTL only allowed at Centers with Recreation Program Plan and FTL SOP approved by the Regional Office</li> </ul>
Paid	Not Present for Duty - PTO - Paid	On Authorized Leave- PTO	Paid Time Off (PTO)	For students to use at their discretion. Only allowed with the concurrence of the center (e.g., vacation, to take care of personal business such as un-subpoenaed court appearances, meeting with probation/parole officer, elective medical/dental treatment, cultural or religious observances/practices, pressing family obligations, and mental health days during which the student may choose to remain on campus).	<ul style="list-style-type: none"> <li>• One PTO day is accrued every 30 calendar days of enrollment. PTO 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. New students will begin with 3 PTO days.</li> <li>• Centers must provide supervision in dormitories for students that remain on center during PTO</li> </ul>
Unpaid	Not Present for Duty	Winter Break	Alternative Winter Break	For students who participate in authorized off-center training during the winter break period and choose to take their winter break at a later date. Some examples of off-center training include but are not limited to; CTST, WBL, WEP, PLC, pre-apprenticeship, apprenticeship, ACT, or OTP.	<ul style="list-style-type: none"> <li>• Set by the National Office of Job Corps to include 10 non-training days as well as 2 federal winter holidays and 3 weekends.</li> <li>• Destination is the home of record or an alternatedestination.</li> <li>• For minors, only to destinations authorized by parental consent.</li> <li>• Students are entitled to go on winter break regardless of the length of enrollment.</li> <li>• Students may elect not to go on break, choosing to remain at the center instead. Centers must have an appropriate level of structured activities for students who remain at the center during the winter break.</li> <li>• Regional Office approval is necessary to authorize students, who are not able to go on the scheduled winter break because of conflicts with their off-center training or program activity schedules, for an alternative winter break. Documentation of Regional Office approval must be maintained in the student's permanent record.</li> </ul>
			Winter Break Off-Center	For students who choose to depart the center for the winter break period.	
			Winter Break On-Center	For students who choose to remain at the center during the winter break period and are not participating in authorized off-center training.	

Pay Status	Duty Status	CIS Leave Type	CIS Leave Reason	Uses	Criteria/Limitations
Paid	Not Present for Duty – Administrative Leave With Pay	Administrative Leave With Pay	Center Closure for Emergency	For authorized absences due to: <ul style="list-style-type: none"> <li>Center closure for emergency conditions.</li> <li>Securing medical/dental treatment as concurred by center health staff.</li> <li>Subpoenaed court appearance</li> <li>Temporarily housed off-center as a precaution against harm or injury to self.</li> <li>Life-threatening illness or injury to immediate family (mother, father, spouse, grandmother/father, child, sister, brother, guardian, sole living blood relative, someone documented to act on the parents' behalf).</li> <li>Serious illness or injury to student's child.</li> <li>Illness with symptoms of H1N1 influenza, including fever, chills, sore throat, coughing, and muscle pain.</li> </ul>	<ul style="list-style-type: none"> <li>Shall not exceed 5 training days within any consecutive 6-month period.</li> <li>Must be verified by the attending physician, hospital authority, government authority, or court official, except for H1N1 influenza symptoms. Students exhibiting H1N1 influenza symptoms do not require third-party verification for use of this leave category.</li> <li>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.</li> <li>Regional Offices 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.</li> <li>Regional Offices can extend the number of training days under this leave in the case of emergency center closure.</li> </ul>
			Illness or Injury of Child		
			Illness With Symptoms of H1N1 Influenza		
			Life-Threatening Illness/Injury		
			Pregnancy-related Procedure		
			Securing Medical Treatment		
			Subpoenaed Court Appearance		
			Temporarily Housed Off Center		
Paid	Not Present for Duty – Bereavement Leave	Bereavement Leave	Bereavement	Death in the immediate family (mother, father, spouse, grandmother/father, child, sister, brother, guardian, or someone documented to act on the parents' behalf).	<ul style="list-style-type: none"> <li>Not to exceed 10 training days per the prior 12-month window of time.</li> <li>Must be verified by the attending physician/hospital, funeral director, or the American Red Cross.</li> <li>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.</li> <li>Verification must be obtained within 1 working day after the leave request.</li> <li>Must be authorized by CD or designee.</li> </ul>
Paid	Not Present for Duty – Active Duty Military	Active Duty Military	Active Duty Military	Short-term active duty in National Guard.	<ul style="list-style-type: none"> <li>Not to exceed 8 weeks (56 calendar days) during enrollment.</li> <li>Must be verified with Military Personnel.</li> </ul>

Pay Status	Duty Status	CIS Leave Type	CIS Leave Reason	Uses	Criteria/Limitations
Unpaid	Not Present for Duty – Unauthorized Absence (UA)	Unauthorized Absence	N/A	For students who fail to return or report to the center within 2 hours of the student's scheduled training-day start time.	<ul style="list-style-type: none"> <li>Unauthorized absences that exceed 6 consecutive training days (not including weekends, holidays, winter break, or other center non-training days, for example) will result in separation from the program 2 hours after the student's scheduled training-day start time on the 7<sup>th</sup> training day, with the separation date being the 7<sup>th</sup> training day.</li> <li>Unauthorized absences, exceeding 12 nonconsecutive training days (not including weekends, holidays, winter break, or other non-training days, for example) in the prior 6 months will result in separation from the program 2 hours after the student's scheduled training-day start time on the 13<sup>th</sup> training day, with the separation date being the 13<sup>th</sup> training day, unless the student resigns.</li> <li>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 emergency, if the emergency prevented the student from contacting the center timely. The required verification is the same as outlined for Bereavement, Administrative Leave with Pay, etc., unless the student resigns.</li> </ul>
Unpaid	Not Present for Duty – Missing Minor Student (MMS)	Missing Minor Student	N/A	For minor students who are missing through no fault of their own and whose parents/guardians are unaware of the student's whereabouts.	<ul style="list-style-type: none"> <li>When a minor student is reported as an Unauthorized Absence (UA) and their parent/guardian verifies that they are unaware of the student's whereabouts.</li> <li>This status should be used only in a bona fide case of a minor student who is missing through no fault of their own.</li> <li>This is a prelude to taking the required steps for locating and contacting missing students as noted in Chapter 6.</li> <li>This category requires proper documentation such as a police report and a Significant Incident Report (SIR).</li> </ul>
Unpaid	Not Present for Duty – Fact-Finding Board Leave (FFBL)	Fact-Finding Board Leave	Level I Infraction	For student removal pending FFB results.	<ul style="list-style-type: none"> <li>CSO incident report must be documented and submitted in CIS, before granting any leave.</li> <li>Up to 3 training days, due to alleged participation in a Level I infraction.</li> <li>Up to 5 training days, due to alleged participation in a Level II infraction if the student is determined to be a threat to themselves or others.</li> <li>National Director has the discretion to extend this leave if the National Director has suspended the timeframe for the Fact-Finding Board to issue its decision if the student subject to the Fact-Finding Board is also the subject of an active police investigation.</li> <li>National Director can remove any student charged with a Level II infraction if the National Director determines they are a threat to themselves or others, in accordance with the PRH.</li> </ul>
			Level II Infraction		
Unpaid	Not Present for Duty – Regional Office	Regional Office Management Leave	Cultural/Religious Accommodation	For special circumstances such as:	<ul style="list-style-type: none"> <li>Maximum length of time shall not exceed 5 training days per year of enrollment.</li> </ul>

Pay Status	Duty Status	CIS Leave Type	CIS Leave Reason	Uses	Criteria/Limitations
	Management Leave (ROML)		Disability Accommodation	<ul style="list-style-type: none"> <li>The student does not have sufficient PTO leave days accrued to take care of significant personal business such as un-subpoenaed court appearances, meeting with their probation/parole officer(s), elective medical/dental treatment, cultural or religious observances/practices, and pressing family obligations.</li> <li>Leave for subsistence activities and disability/religious accommodations.</li> <li>Personal considerations which affect retention.</li> </ul>	<p>This restriction does not apply to additional leave days provided as a reasonable accommodation to students (e.g., with disabilities or as a religious accommodation), with emergencies, or other significant personal business that may be granted by the Regional Director.</p> <ul style="list-style-type: none"> <li>Students must provide documentation, for their leave request to return home, and it must be maintained in the permanent record.</li> <li>Leave must be requested by the student, and the CIS leave form submitted no later than the end of the same training day.</li> <li>Can only be approved by the Regional Director or Division Chief.</li> </ul>
			Elective Medical or Dental Procedure		
			Meeting with Probation Officer		
			Other		
			Pressing Family Obligation		
			Retention Support		
			Subsistence Activities		
			Un-Subpoenaed Court Appearance		
Unpaid	Not Present for Duty – National Office Management Leave (NOML)	National Office Management Leave	For Special Circumstances	For special circumstances as determined by the National Director of Job Corps.	<ul style="list-style-type: none"> <li>Parameters for the leave, including timeframes and transportation, will be determined by the National Director of Job Corps on a case-by-case basis.</li> <li>NOML is a National Director directive and cannot be requested.</li> </ul>
Unpaid	Not Present for Duty – Personal Leave for Childcare Without Pay (PLCW/OP)	Personal Leave for Childcare Without Pay	PL for Childcare w/o Pay	For students who are parents that have to remain at home and must care for dependent children (e.g., sickness or interruption in day care).	<ul style="list-style-type: none"> <li>Maximum length of time shall not exceed 5 training days during enrollment.</li> <li>Students must provide a statement confirming their parental responsibilities, before using this leave status.</li> <li>Personal Leave for Childcare must be requested by the student, with the CIS leave form submitted no later than the end of the same training day.</li> <li>No special documentation is required.</li> <li>Can only be used after PTO days are exhausted.</li> </ul>
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.	<ul style="list-style-type: none"> <li>No maximum number of days.</li> <li>This leave category may be used at the discretion of the Regional Office.</li> <li>Center must submit justification to Regional Office for approval.</li> </ul>
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.	<ul style="list-style-type: none"> <li>No maximum number of days.</li> <li>Center must submit justification to Regional Office for approval.</li> <li>Regional Office to approve the use of this status.</li> </ul>
				For re-establishment after the student is cleared of a felony or misdemeanor charge.	
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.	<ul style="list-style-type: none"> <li>No maximum number of days.</li> <li>Center must submit justification to Regional Office for approval.</li> <li>Regional Office to approve the use of this status.</li> </ul>
				For re-establishment after the student is legally cleared of a felony or misdemeanor charge.	

Pay Status	Duty Status	CIS Leave Type	CIS Leave Reason	Uses	Criteria/Limitations
Paid	Not Present for Duty	Spring Break 2020 COVID-19	Spring Break 2020 COVID-19 Off-Center	For students who departed the center for the Spring Break 2020 COVID-19 period.	<ul style="list-style-type: none"> <li>Criteria and limitations are primarily defined in Program Instruction Notice (PIN) 19-14.</li> <li>Set by the National Office of Job Corps to include 30 calendar days.</li> <li>Destination is home of record, or an alternate destination.</li> <li>For minors, only to destinations authorized by parental consent.</li> <li>Transportation is provided to all students.</li> <li>Students are entitled to go on Spring Break 2020 COVID-19 Leave regardless of the length of enrollment.</li> <li>Centers must have an appropriate level of structured activities for students who remain at the center during the spring break period.</li> <li>The National Director can extend the number of days under this leave type.</li> </ul>
			Spring Break 2020 COVID-19 On-Center	For students who remain at the center during the Spring Break 2020 COVID-19 period.	

## EXHIBIT 6-2

### STUDENT ALLOWANCE AND ALLOTMENT SYSTEM (SAAS)

	<b>Eligibility</b>	<b>Minimum Paid Days</b>	<b>Amount</b>	<b>Pay Out</b>	<b>Criteria</b>	<b>Paid By</b>	<b>Deductions</b>
Basic Living Allowance	Program Enrollment	1-182 paid days 183+ paid days	\$45 per pay period \$70 per pay period	Bi-weekly in cash, electronic funds transfer to a bank account with a debit card or to a non-bank issued debit card.	UA, MMS, FFBL, ROML, NOML, PLCW/OP, and winter break leave days are not paid	Center	Collected by JCDC as payroll deductions: <ul style="list-style-type: none"> <li>• payroll taxes</li> <li>• indebtedness</li> </ul> Collected by the center: <ul style="list-style-type: none"> <li>• student fines</li> <li>• property loss/damage reimbursements</li> </ul>
Allotments	Student with child(ren)	Student # of share 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 HSE or high school diploma completion only (attained while at Job Corps)	N/A	\$200	90% at time of departure from center - JCDC check for balance	Hired at time of departure from center (with valid telephone verification)	Center and JCDC	Payroll taxes Advances Student Allotment share General indebtedness Other indebtedness
				50% at time of departure from center - JCDC check for balance	Not hired at time of departure from center		
Transition Payment	Graduate with CTT completion only (no HSE or high school diploma attained)	N/A	\$500	90% at time of departure from center - JCDC check for balance	Hired at time of departure from center (with valid telephone verification)	Center and JCDC	Payroll taxes Advances Student Allotment share General indebtedness* Other indebtedness * (*up to \$500)
				50% at time of departure from center - JCDC check for balance	Not hired at time of departure from center		
Transition Payment	Graduate with combination of either a HSE or high school diploma (requires completion at Job Corps) and Job Corps CTT completion	N/A	\$1,200	90% at time of departure from center - JCDC check for balance	Hired at time of departure from center (with valid telephone verification)	Center and JCDC	Payroll taxes Advances Student allotment share General indebtedness* Other indebtedness * (*up to \$500)
				50% at time of departure from center - JCDC check for balance	Not hired at time of departure from center		
Survey Completion Payments	Students who completed CPP or were enrolled for 60 or more days	N/A	\$10 \$20	N/A	Following completion of: Quarter 2 survey Quarter 4 survey	JCDC	

## EXHIBIT 6-3

### STUDENT TRANSPORTATION

Purpose of Travel	Authorized Destination	Limitations	Government Paid Travel?	Taxable?
<b>Enrollment</b>	Home to center of assignment		Yes	No
<b>Readmission</b>	Home to center of assignment	Arranged and purchased by center	Yes	No
<b>Separation</b>	Center to home of record, or center to location of placement		Yes	Yes
<b>Transfer</b>	Between sending and receiving centers		Yes	No
<b>Bereavement Leave</b>	Center to home and return	Death of immediate family must be verified and meet bereavement leave requirements	Yes	Yes
<b>Winter Break</b>	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
<b>Administrative Leave With Pay</b>	Center to home and return	Leave must be verified and meet administrative leave requirements	Yes	Depending on the circumstances <sup>2</sup>
<b>Paid Time Off</b>		If combined with winter break, any costs for travel beyond the government paid travel from the center to home or an alternative destination and back to the center must be charged to the student.	No	N/A <sup>3</sup>
<b>Regional Office Management Leave</b>	Center to home and return	At Regional Office's discretion; may be arranged and purchased by center and charged to student when there is a reasonable expectation that costs can be recovered during the student's enrollment	No	N/A
<b>National Office Management Leave</b>	Center to home and return, contingent on National Director's directive		Depending on the circumstances. Will be determined on a case-by-case basis.	Depending on the circumstances. Will be determined on a case-by-case basis.
<b>Personal Leave for Childcare without Pay</b>	Center to home and return		No	N/A

<sup>2</sup> Not taxable for absences such as center closure for emergency conditions as that is for the convenience of the government.

<sup>3</sup> Taxable column is N/A in multiple travel categories since there is no government paid travel to tax.

<b>Purpose of Travel</b>	<b>Authorized Destination</b>	<b>Limitations</b>	<b>Government Paid Travel?</b>	<b>Taxable?</b>
<b>Present for Duty Off Center</b>	Center to P-DOF site	No more than two times during enrollment unless waived by the Regional Office	Yes	No
<b>Fact-Finding Board Leave</b>	Center to home and return based on Fact- Finding Board (FFB) outcome	Return to center will be based on FFB outcome	Yes	No
<b>Relocation (Center or National Training Contractor [NTC] Initiated)</b>	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 (Payment for travel to other than home location is not allowable for students with less than 90 days in Job Corps)	Yes	Yes
<b>Relocation (Student Requested)</b>	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
<b>Unauthorized Absence</b>	Return to center	At student request, may be arranged and purchased by center and charged to student	No	N/A
<b>Student Death (shipment of remains)</b>	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



**EXHIBIT 6-4**  
**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 <i>or</i> 4 years and any miles <i>or</i> 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

## **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 5.3, 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 (Form 2-01) and Authorization (Form 6-02).
- 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 Chapter 5, Section 5.1, R31.c, this appendix, the Notice, and the Authorization.

### **4. Use of Student Photos or Moving Images**

- a. Outreach and Admissions/Career Transition Services (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 Form 5-08 for adult students, and Form 5-09 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 71 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, and DOL authorization (applicable regional office) in accordance with Chapter 5, Section 5.1, R31.c, 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.	five 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:
- Names of persons involved
  - Nature of the complaint
  - 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 three calendar years, unless otherwise directed.



**FORMAL COMPLAINT/GRIEVANCES WHERE TO FILE**

<b>Complainant</b>		<b>Type of Complaint/Grievance</b>	<b>Cognizant Agency</b>
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 <b>or</b> Office of Federal Contract Compliance <b>or</b> Equal Opportunity Commission
		Discrimination: Age or political affiliation	Directorate Of Civil Rights
		Disability	Individual Center (in accordance with center procedures) <b>or</b> Office Of Federal Contract Compliance
	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 SF 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 a physical disability that precludes my use of EFT.
- ☐ There is a 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. Job Corps may pay claims to students for lost, damaged, or stolen property up to a 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 occur as a 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 in an Unauthorized Absence (UA) status.
5. The Regional Office shall promptly notify the student and the center of its determination on each case.

## **FORM 6-01**

### **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 skills requirements, etc.)?
2. What efforts have been made to assist the student in progressing within academics and/or career technical training (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 4 (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
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has the student's progress stagnated in the Job Corps program?	
			If this is a student with a disability:	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has the center's disability coordinator been included in the review of student data?	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is the student receiving accommodations? If the student is not receiving accommodations, why not (e.g., student turned down offered accommodations, Reasonable Accommodations Committee (RAC) not held, etc.)?	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has the RAC conducted and documented meetings every 45-60 days to discuss the student's progress and/or the need for possible alternate or additional accommodations?	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	If the existing accommodations were not successful, were any changes to the student's accommodations or needs modified based upon recommendation of the RAC? <i>*(If further review is needed, visit or call the Job Accommodation Network (JAN) and/or your regional disability consultant.)</i>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	If modifications to the accommodation plan were made, did they help the student progress?	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is this a student with a cognitive disability who has a TABE waiver?	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is this a student suspected of having a disability?	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Were a variety of instructional and learning strategies used to help the student progress?	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Have you included the following required documents with your request?	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Attachments A and B	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	RAC meeting minutes, if a student with a disability receiving accommodations	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Accommodation plan, if a student with a disability receiving accommodations	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	TABE history	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Academic and career technical training 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:**

## FORM 6-02

### 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 \_\_\_\_\_ (Center Director/Center Director Designee). 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 training 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 staff, 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.

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DATE

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/ SIGNATURE

# FORM 6-03

## GSA VEHICLE LOG

Vehicle Tag Number

**Instructions:** Each time a GSA vehicle is driven, the driver must log his/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 Tracking Management System (FTMS).

[illegible]

**FORM 6-04**  
**GSA VEHICLE MAINTENANCE LOG**

**Instructions:** Please use this form to track GSA vehicle maintenance. Each time maintenance is performed on a GSA vehicle, please enter the vehicle tag number, the date of the maintenance, the type of the maintenance (e.g., coolant flushing, oil change, new tires, etc.), and the cost of the maintenance. Please update each vehicle's maintenance cost monthly in the Fleet Tracking Management System (FTMS).

[illegible]

## FORM 6-05

### 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:
<input type="checkbox"/> Supported <input type="checkbox"/> Denied	<input type="checkbox"/> Approved <input type="checkbox"/> Denied	<input type="checkbox"/> Approved <input type="checkbox"/> Denied
Comments:	Comments:	Comments:
<i>* If requested, vehicle is a non-AFV.</i>		

### **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. Indicate 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.**



## FORM 6-06

### GSA ANNUAL FLEET REQUIREMENTS SPREADSHEET

**Center Name:** \_\_\_\_\_

**Local GSA<sup>1</sup> 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 (OASAM) 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

<sup>1</sup>General Services Administration (GSA)