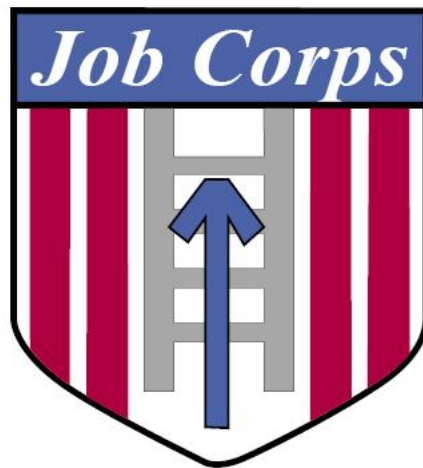


PROGRAM ASSESSMENT GUIDE



CHAPTER 1: OUTREACH/ADMISSIONS

October 22, 2010

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PRS Ratings Definitions and Scoring Scale
<i>Exceptional (8/9)</i>
Programs, procedures, and systems are well organized, clearly communicated, and administered to ensure quality delivery of all requirements and achievement of quality indicators. Innovative approaches result in program enhancements and improved outcomes. Through rigorous self-assessments and quality assurance, the operator safeguards program assets and maintains the integrity of program data.
<i>Very Good (6/7)</i>
Programs, procedures, and systems are consistently in place to ensure delivery of requirements and achievement of quality indicators. Some innovative approaches are employed to promote continuous improvement. A viable quality assurance plan ensures integrity and accountability of program assets and data.
<i>Satisfactory (4/5)</i>
Requirements and quality indicators are generally evident in applicable program areas with minor exceptions. A quality assurance plan is in place that demonstrates adequate controls to ensure integrity and accountability of program assets and data.
<i>Marginal (2/3)</i>
Requirements and/or quality indicators are missing or minimally evident in applicable program areas. Quality assurance is minimal resulting in inconsistencies in accountability and integrity of program assets and data.
<i>Unsatisfactory (0/1)</i>
Critical requirements are missing or minimally evident. Quality indicators are not achieved. The program lacks procedures and controls necessary to ensure compliance, quality, and data integrity.

Note: A glossary of acronyms is located at the end of the PAG Preamble.

1.0 OBJECTIVES

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

1.1 OUTREACH

PURPOSE

- P1. To foster and maintain a positive public image of the program by:
- Educating the public about the training opportunities that the Job Corps program provides for at-promise youth.
 - Ensuring that Job Corps is an active member/partner in the state and local workforce training community, including One-Stop centers, local workforce investment boards, and youth councils.
- P2. To attract youth who may be eligible for the program.
- P3. To ensure that the center is viewed as an asset and partner within the community by:
- Involving employers with the Job Corps program in local and distant labor markets, where students seek employment.
 - Actively involving the community with the center and the students.

REQUIREMENTS

R1. Outreach/Public Education Plan

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

- a. Outreach strategies to achieve and maintain overall design capacity.
- b. Strategies to ensure coordination of efforts between OA/CTS contractors and center business and community liaisons.
- c. A description of the public education and outreach methods, activities, events, and linkages that will be developed to:
 1. Foster referrals of eligible youth.
 2. Promote positive public awareness of student and center achievements.
 3. Respond to media and public inquiries with consistent and factual information.
 4. Reach potential English Language Learner (ELL) applicants.
- d. A description of outreach methods and materials to be distributed to One-Stop centers, youth councils, schools, social service agencies, communities, youths, general public, youth programs, other employment and training programs, vocational rehabilitation agencies, employers, industry associations, and certifying or accrediting organizations. Such materials shall include center-specific information and be designed to reach a diverse audience and be

- readily understandable by individuals with disabilities (e.g., large print, video, and audio tape).
- e. A system to ensure timely follow-up on all referrals.
 - f. A direct referral system that provides unions, business/industry organizations, and individual employers a mechanism for referring youth who may be qualified to participate in Job Corps. Applicants recruited through direct referrals shall meet all Job Corps eligibility requirements for enrollment and fully participate in all career preparation activities. Direct referral applicants do not have priority over those waiting to enter Job Corps, nor do they have priority over those who are on a waiting list for a specific training program.
 - g. A system to document and monitor the effectiveness of outreach efforts, including efforts to collaborate with One-Stop centers.
 - h. An advertising plan, if applicable.
 - i. An ELL Readiness Plan that outlines the steps that will be taken to meet the needs of ELL applicants.

Strategy:

- Review the Outreach Plan. Does it have Regional Office approval? Is it current? Read the plan to ensure that all requirements are met. As you are reviewing specific areas covered by the plan, query staff to see if they are following plan.
- Review recent morning reports and the PY cumulative OBS.
- Have the OA and center collaborated to achieve and maintain overall design capacity?
- Review the approved GAP against the OASIS Arrival Reports and Pending Arrival Reports. Is the OA meeting GAP assignment goals for male and female arrivals?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

R2. Use of Student Photos or Moving Images

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

Strategy:

- Ask where releases are kept and in what instances releases are needed. Review examples of how releases are used.
- Review Appendix 601 for specific details regarding the use of student photos.

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

R3. Center Information

Centers shall:

- a. Provide admissions counselors (ACs) and One-Stop centers with current information about all aspects of center life, including the center’s Career Development Services System (CDSS); the availability of career technical training; certification, credentialing, and licensure opportunities; social development, residential life, and recreation; center standards of conduct; and support services.
- b. Provide admissions counselors with copies of current career technical Training Achievement Records (TARs).
- c. Offer center tours to prospective applicants, parents, school counselors, employers, etc., whenever possible.
- d. Assign staff and students to participate in outreach activities as needed.

Strategy:

- Through observation and review of center/OA staff meeting minutes, check to see how and when center staff interacts with O/A staff. Is there a designated liaison? Ask for copies of materials that are provided to the OAs, such as:
 - Updates on center changes
 - Career technical training offerings, projected openings, and where lock-step programs are offered, a schedule of class enrollment dates
 - Advanced training programs, start dates, and enrollment procedures
 - Information regarding class schedules
 - Pre-admission packets
 - Driver’s license requirements
 - Center tour availability and schedules

- Determine what outreach activities the center conducts.

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

R4. Notification of Newsworthy Events

OA/CTS contractors and centers shall:

- a. Notify the Regional Office of newsworthy events, press, or media coverage.
- b. Immediately notify and consult with the Regional Office, for guidance and approval, regarding any adverse or negative information.

Strategy:

- Ask for a copy of the relevant SOPs related to newsworthy events. Interview responsible person(s) to see if they follow appropriate procedures. How is documentation kept on any relevant occurrences?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

R5. Partnerships and Linkages

- a. OA/CTS contractors and centers shall, as applicable:
 - 1. Work cooperatively with schools, social service agencies, Youth Opportunity Grantees, One-Stop centers, youth councils, youth programs, other employment and training programs, NJCA members, state vocational rehabilitation agencies, associations, and other appropriate organizations to promote the referral of applicants who are eligible to participate in the Job Corps program. In this regard, close cooperation between the National Training Contractors (NTCs) and OA/CTS contractors is essential in assisting potential enrollees who have been referred to Job Corps by unions/employers that work with the NTCs.
 - 2. Establish working relationships and partnerships, including membership where appropriate, with One-Stop systems, state and local workforce investment boards, youth councils that operate as part of local boards, and other local employment and training programs for youth.
 - 3. Ensure that Job Corps services are included on the menu of services available through the One-Stop system, whenever possible.
 - 4. Develop linkages and relationships that enhance the quality of services to students and the community, such as work-based learning, leisure-time employment, high school, college, and other career technical training programs, on-the-job training, One-Stop services, career services, and job placement.

Strategy:

- Ask for list of relevant cooperating agencies.
- Determine if the center participates in or is represented on the various groups described in R.5, a.1.

- Request copies of relevant MOUs (e.g., NTC, WIB). Review the MOUs to determine if they address critical aspects or responsibilities of the relationship.
- Conduct interviews with partners to determine the effectiveness and mutual benefits of the relationship. (See interview guides in Appendix B (3.4—Employer Interview, 3.5—City Official Interview, 3.6—Community Linkage Interview).

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

R6. Business and Community Liaison Staff

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

Responsibilities of the Liaison are to:

- a. Establish and develop meaningful relationships and networks with local and distant employers, applicable One-Stop centers, and other Workforce Investment Act (WIA) partners to promote and provide job opportunities for graduates.
- b. Establish and develop meaningful relationships with members of the local community to keep them informed about the center and to consider areas of mutual interest to the center and the community.
- c. Provide support to the center Industry Council and Community Relations Council (CRC).

Strategy:

- Interview BCL. Does this individual understand his or her function, particularly to establish partnerships with local and distant employers? Request a list of activities and employer partnerships that have been established.
- Conduct interviews with employer partners to determine the mutual benefits of the relationship (see Appendix B, 3.4—Employer Interview).

- Review bylaws and meeting minutes of the CRC and CIC.

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

R7. Industry Council

- a. Establish Industry Councils
 - 1. Each Job Corps center shall establish an Industry Council appointed by the center director in consultation with the staff member who performs the Business and Community Liaison functions.
 - 2. Where it can be justified that a single Industry Council can more effectively represent employers for more than one center and/or represent multiple labor markets that students will return to, the Regional Office may approve such an arrangement.
- b. Composition
 - 1. A majority of the council must be representatives and employers who have substantial management, hiring, or policy responsibility, and represent businesses with employment opportunities in the communities where students seek employment.
 - 2. Other members must include representatives of labor organizations and/or other organizations (where present) representing employees, and students and graduates of Job Corps. Efforts should be made to include representatives from local workforce investment boards as well.
- c. Responsibilities
 - 1. The Industry Council shall work closely with all applicable local boards to identify and recommend to the center director appropriate career technical training for the center, and shall meet at least once every 6 months to:
 - (a) Review relevant labor market information to identify employment opportunities in communities where graduates will seek

employment and the skills and education necessary for those employment opportunities.

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

2. Center directors shall:

- (a) Maintain regular contact and share information with Council members.
- (b) Provide recommendations made by the Council to the Regional Office.
- (c) Document attendance and recommendations of the Industry Council.

Strategy:

- Ask for a copy of the Industry Council membership and the minutes of the meetings. Is membership reflective of PRH requirements? How often are meetings held? Where? What is the purpose of the meetings? Who runs the meetings?
- Determine if Council recommendations have been implemented by the center.
- Conduct interviews with CIC members to determine the effectiveness of the CIC (see Appendix B, 3.4—Employer Interview, or 3.6—Community Linkage Interview).

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

R8. Community Relations Council

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

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

- b. Include student and staff representatives.
- c. Meet regularly to consider issues of mutual interest to the center and the community.
- d. Records of CRC meetings shall document attendance and recommendations.

Strategy:

- Ask for a copy of the Community Relations Council membership and the minutes of the meetings. Is membership reflective of PRH requirements? How often are meetings held? Where? What is the purpose of the meetings? Who runs the meetings?
- Determine if Council recommendations have been implemented by the center.
- Conduct interviews with CRC members to determine the effectiveness of the CRC (see Appendix B, 3.6—Community Linkage Interview).

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

R9. Community Projects

Centers shall:

- a. Participate in projects that benefit the community and provide a positive public image.
- b. Provide opportunities for staff and students to participate in community service projects on a regular basis.

Strategy:

- Ask for details on community projects conducted during the past year. Who initiated the requests for participation? Who participated? Outcomes? Were the projects mutually beneficial?

- If possible, visit community projects or interview recipients of community service to determine the effectiveness and benefits of participation.

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

R10. Community Participation

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

Strategy:

- Is there evidence that the community is actively involved with the center? Does the center actively seek to involve the community in center-related activities?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

QUALITY INDICATOR(S)

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

Strategy

- Review monthly reports of outreach activities to determine who was contacted (e.g., high schools/guidance counselors).

- Interview local youth, industry, One-Stop, and community organizations, including state workforce entities. What is their knowledge of Job Corps?
- Do ACs have up-to-date information regarding Job Corps? Have they been on a tour of a Job Corps center?
- Interview students. Did they receive accurate information prior to enrollment?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

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

Strategy:

- Interview local workforce development organizations. How do they describe their relationship with the center? Interview center management staff to determine what the center and operator believe their role to be in the state workforce development system. What have they done to ensure coordination of efforts?
- Interview the center director and key management staff. Which key staff are members of WIA boards and local youth councils?
- Review outreach files. Are there files demonstrating periodic contact with a variety of referral sources, organizations, and associations, including One-Stop centers, schools, community organizations, and youth organizations? Is there a relationship with these resources? Do the files cite the names of the current liaisons? Do they describe the nature of the various contacts and necessary follow-up?
- Is there documentation about the number of referrals to Job Corps by agency? Is there a regular method of communication with agencies?
- Does the center give feedback to the referring agency about how the students they referred are doing? How do the AC and center staff work with the referring agencies when a student does not arrive as scheduled or when the student is having difficulty adjusting?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

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

Strategy:

- Review local news coverage; track over an extended period of time.
- Interview the center director and key management staff. What specific efforts have been taken by management to strengthen relationships with local employers and community leaders?
- Does key center management staff participate in the local chamber of commerce and other business and labor-related community organizations? Describe the level of participation and how it supports CDSS.
- Interview OA staff. Determine whether they feel they get necessary information from centers. Is it timely? If the answer is no, what are OA staff or centers doing to correct the problem? Interview center staff if the OA contract is part of a center contract. Inquire how they keep ACs informed about changes on center and other important information.
- What is the center operating procedure for reporting negative community incidents to the news media? What is the most recent example, and how was it handled? Were media representatives notified? The Regional Office? Do significant incident reports reflect appropriate response to negative publicity concerns?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

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

Strategy:

- Do the CIC minutes reflect a focus on the development of relevant training programs that would support direct career transition to employment with local businesses?
- When was the last career technical training (CTT) change made on center? Look for documentation of support from the Industry Council.
- How does the CIC work with local representatives to ensure Job Corps offerings reflect the current needs of the labor market?
- Review the membership listing of Industry Council representatives. Do they represent management with hiring or policy authority?
- Find out if the center has a plan or systematic approach for involving employers. Determine if the center has a train/hire arrangement with employers.
- Interview CTT instructors and career transition specialists to determine whether they are receiving feedback from employers and taking action regarding that feedback.

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

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

Strategy:

- Does the center maintain a media log? Is it complete? Compare the media log to local news reports about the center.
- Determine how often OA/center operators attempt to supply human interest stories and information to the media. Review recent newspaper/newsletter articles to find out how the media publicizes Job Corps.
- Review the public relations plan or strategy. Is the plan being followed? Is it successful? How are strategies in the plan monitored?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

PRH 1.1 - Summary Rating

Requirement	Rating	Quality Indicator	Rating
R1		Q1	
R2		Q2	
R3		Q3	
R4		Q4	
R5		Q5	
R6			
R7			
R8			
R9			
R10			
Average		Average	

1.2 ELIGIBILITY DETERMINATION AND SCREENING FACTORS

PURPOSE

- P1. To assess, verify, and document applicant eligibility for the Job Corps program.
- P2. To enroll eligible youth who can benefit from the Job Corps program.

REQUIREMENTS

R1. Enrollment Process

Admissions Counselors (ACs) must communicate by telephone with each applicant referred by the National Call Center within 3 business days of receipt of either the prospect list or voice-mail message. ACs shall provide applicants with accurate information about Job Corps, including at a minimum:

- a. The process for eligibility determination, selection, and assignment of eligible applicants for enrollment.
- b. Privacy rights and equal employment opportunity (EEO) information (refer to Chapter 6, Appendices 601 and 602, Student Rights to Privacy and Disclosure Information, and Civil Rights and Nondiscrimination, respectively) and reasonable accommodation information.
- c. That enrollment in Job Corps is voluntary for each individual.

Strategy:

- Review Regional office Constituent Issue logs for the outreach and admissions operator(s) that provide students for the center.
- Interview ACs and determine enrollment process. If possible, sit in on an orientation process. What information is provided to applicants?
- Interview management staff to determine their understanding of the application process.
- Observe an applicant interview. Is the AC conducting the interview in a professional manner? Are applicants encouraged to become graduates? How is the applicant's commitment to the program facilitated? Did the AC provide information on various topics (career technical offerings, academics, dorms, etc.)? How do they provide information to potential students regarding CDSS? Are labor market information and employment prospects discussed with the applicant? Did the AC follow up on unclear answers and explore comments made by applicants?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

R2. Eligibility (SEE AUDIT GUIDE)

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

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

- a. Be at least 16, but not yet 25 years old, on the date of arrival at a Job Corps center (i.e., time of enrollment). For otherwise eligible individuals with disabilities, the maximum age limit may be waived (the minimum age is still 16).
- b. Have a signed consent form for automatic Selective Service registration (for male applicants).
- c. Be a United States citizen, a United States national, a lawfully admitted permanent resident alien, refugee, asylum seeker, or parolee, or other alien who has been authorized by the Attorney General to work in the United States.
- d. Be a low-income individual.
- e. Be an individual who is one or more of the following:
 - 1. A school dropout
 - 2. An individual who requires additional education, career technical training, or intensive career counseling and related assistance in order to participate successfully in regular schoolwork or to secure and hold employment
 - 3. Basic skills deficient
 - 4. Homeless, runaway, or a foster child

5. A parent

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

Priority Enrollment

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

Strategy:

- Interview management and ACs to determine their understanding of the eligibility criteria and verification documentation process.
- Through OASIS, review applicant admissions files. Is the ACAT adequately completed? Does it give good and individualized assessments of the applicant? Are all eligibility documents included? Are all criteria met? Is there a folder inventory form that notes all contained documents? Are folders being completed in conformance with nonsample/sample requirements? Are applicants adequately assessed? Do the assessment tools effectively assess the applicant’s suitability? Is there documentation to indicate local labor market information was discussed with the applicant?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

R3. Eligibility Notification

ACs shall:

- a. Notify all applicants of the results of the eligibility determination and collect information on the additional factors for selection and enrollment only for applicants who have met the eligibility requirements listed in R2 above.
- b. Advise the eligible applicant that additional information must be obtained prior to conditional assignment to a Job Corps center, to determine whether the applicant qualifies for enrollment based on the additional factors for selection and enrollment relating to background, needs, and interests.
- c. Advise the applicant of the results of the eligibility decision.
 - 1. If the applicant **is** qualified for enrollment, advise the applicant that he or she will be assigned to a Job Corps center and that medical information will be collected and included in the applicant’s file for transmittal to the Job Corps center.
 - 2. If the applicant **does not** qualify for enrollment, advise the applicant that he or she will not be recommended for selection and enrollment, and advise the applicant of his or her right to appeal to the appropriate Regional Office of Job Corps. The applicant shall receive a referral to an appropriate One-Stop center or other training/education resource in his or her community.

Strategy:

- Prior to the assessment, print out a copy of the Pending Arrival report from OASIS. Review case notes for students on the pending arrival report. Is pre-arrival contact by the AC documented?
- Does the operator have an SOP for maintaining contact with applicants and pending arrivals?
- How is contact maintained with centers to ensure that there is no undue delay in arrival to center?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

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

ACs shall:

- a. Obtain a signed consent for enrollment of minors from a parent or guardian or provide documentation that no guardian exists.
- b. Determine that suitable arrangements have been made for the care of any dependent children for the proposed period of enrollment.
- c. Conduct a background check to confirm that the applicant is not on probation, parole, or under a suspended sentence, or under the supervision of any agency as a result of court action or institutionalization, unless the court or appropriate agency certifies in writing that it will approve of the applicant's release from its face-to-face supervision and that the applicant's release does not violate applicable laws and regulations. In the event that the applicant has a history of court involvement, the AC must make a determination regarding the seriousness of the charges and whether the applicant should be considered for enrollment based on the guidelines in Appendix 104, the "Admissions Counselor Guide for Evaluating Applicant Behavior and Court History."
- d. Determine further, based on observation of the applicant's behavior during the interview process and evaluation of the information provided by the applicant (using the format provided by the Admissions Counselor's Assessment Tool [ACAT], Appendix 102), whether the following factors are met by an otherwise eligible applicant:
 1. The applicant's educational and training needs can best be met through the Job Corps program. Those applicants seeking only a GED or high school diploma should be referred to a more appropriate program. Applicants to Job Corps should demonstrate a desire to gain both academic and career technical training.
 2. There is a reasonable expectation that the applicant can participate successfully in group situations and activities, and is not likely to engage in behavior that would prevent other students from receiving the benefit of the Job Corps program or be incompatible with the maintenance of sound discipline and good relationships between the Job Corps center to which the individual might be assigned and its surrounding community.
 3. The applicant can fully understand that Job Corps centers have rules and understand the consequences of failing to observe the rules.
- e. Use only the prescribed ACAT, and shall not modify, add, and/or delete questions.

Strategy:

- Interview management and ACs to determine their understanding of the additional factors affecting student selection and enrollment.
- Review a sample of files to ensure that appropriate documentation is included (see attached sample form). Review a sampling of ACATs in OASIS. Are they thoroughly completed? Is it clear how they determined the applicant’s readiness for enrollment?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

R5. Recommendation for Enrollment and Assignment

ACs shall:

- a. Determine eligibility based on an assessment of the factors in R2 above.
- b. Further evaluate the eligibility of applicants after considering the additional factors a–e under R4 above. The determination shall be based on whether the applicant can reasonably be expected to successfully participate in group situations and activities. ACs should use the guidelines provided in Appendix 104.
- c. If the AC is recommending an applicant for enrollment, the AC will ensure that the following steps are taken:
 1. If the applicant does not have outstanding court fines or is not currently under court-mandated supervision, conditionally assign the applicant to the appropriate Job Corps center in accordance with the assignment procedures in R1.

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

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

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

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

3. An applicant with a disability can request accommodation at any time during the admissions process. If the applicant is requesting reasonable accommodation to participate in the admissions process, the AC must address the applicant's accommodation needs before the admissions process can begin or continue. The circumstances under which such information may be collected, and types of information that may be collected, are described in PRH Appendix 605.
4. Forward the applicant's information to the Job Corps center for final review. In some cases, the center medical staff may need to review the applicant's medical history.

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

1. The applicant shall be notified of the negative determination and shall be provided with a clear, documented explanation for the determination.
2. Applicants denied enrollment shall receive a referral to an appropriate One-Stop center or other training/educational resource in their home community.
3. Applicants denied enrollment shall be provided with the name and address of the Regional Director or designee if the applicant wishes to file a written appeal of the determination.

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

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

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

Strategy:

- Review last page of sample ACATs for AC recommendation for enrollment. Have any applicants not been recommended yet their files submitted for enrollment?
- Interview ACs. Are they aware of Regional GAP? How do they determine the appropriate center for enrollment?
- Print out an arrival report for the past 6 months to a year (depending on OBS) and compare to GAP assignments. Does OA use the weekly or monthly OBS report to monitor available slots?
- Determine if ACs are cooperating with centers to review accommodation needs of applicants with disabilities. How?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

R6. Regional Application Review

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

Strategy:

- Interview management and ACs to determine their understanding of the Regional Application Review process.
- Does operator have an SOP to reflect appropriate procedures?

- Determine the number of folders that are sent to the RO for review because of questionable eligibility.

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

R7. Documentation

ACs shall:

- a. Enter all information involving applicant eligibility criteria and additional enrollment factors in the Outreach and Admissions Student Input System (OASIS) in accordance with the procedures specified in the OASIS documentation and Regional Office procedures.
- b. Use the procedures described in Exhibit 1-1 and Appendix 104 to verify, assess, and document information relating to applicant eligibility criteria and additional enrollment factors.
- c. Use the procedures described in Exhibit 1-2 to provide documentation to Job Corps centers for their use in assessing applicants' health needs.

Strategy:

- Interview management and ACs to determine if a quality control system is in place to ensure accurate documentation.
- Print a sample pending arrival list. Review these files in OASIS for accuracy and compliance with requirements.

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	

Rationale for Rating:

R8. Sampling Methodology

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

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

Strategy:

- Interview management and ACs to assess their understanding of the requirements for implementation of the sampling methodology.
- How does the operator ensure that applicants who fall into this category submit appropriate documentation? Is a copy of the Social Security card included in file?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

QUALITY INDICATOR(S)

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

Pre-onsite: Review the number of fraudulent enrollments.

- Interview OA staff. Ask them to describe the processes for interviewing applicants and gathering documentation, reviewing and performing quality control on applications, and communicating with centers on the folder review and approval process. Do they encourage applicants to be on time for the admissions interview and to dress appropriately? How?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

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

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

PRH 1.2 - Summary Rating

Requirement	Rating	Quality Indicator	Rating
R1		Q1	
R2		Q2	
R3			
R4			

R5			
R6			
R7			
R8			
Average		Average	

1.3 INFORMATION TO APPLICANTS

PURPOSE

- P1. To provide applicants with accurate information about the Job Corps program and specific individual centers.
- P2. To establish an information base for students entering the Job Corps program so they can focus on solid career choices.

REQUIREMENTS

R1. Information on Center Life

ACs shall provide applicants with accurate information about:

- a. Living accommodations.
- b. Student standards of conduct, including Job Corps' drug testing policy.
- c. Career Success Standards, including center expectations for student behavior and information on regular evaluations of student progress.
- d. Center life, including community service activities.
- e. Allotments, as applicable to applicants with dependent children.

Strategy:

- Observe an orientation or admission interview. How are Career Success Standards explained to applicants?
- Review outreach materials and other available information given to applicants. Do they focus on participation in Job Corps leading to jobs? Do they include rules, students' expectations, and realistic goals?
- Review the written materials provided to applicants to determine if they accurately reflect center facilities, training programs, dormitory conditions, recreational facilities, etc.
- Review student satisfaction surveys. Are student responses about their experiences during the application process favorable?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

R2. Career Development Services System

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

- a. Personalized career planning assistance.
- b. Preparation for career development.
- c. Career development combining academic, career technical, social, and employability skills training in both center-based and work-based settings to meet each student’s individual needs.
- d. Career transition support.
- e. Program expectations and graduation requirements.

Strategy:

- Interview new students. How were they informed about CDSS? How were they assisted in choosing their career technical or career training preferences? Are they aware of the labor market outlook for their career choice?
- Observe an admissions interview. Is CDSS presented clearly? Is the Personal Career Development Plan explained?
- Review any written materials provided to students to determine if they accurately depict the CDSS process.

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

R3. Personal Career Development Assistance

ACs shall assist applicants in initiating career planning by:

- a. Discussing available career technical offerings, specific requirements, and waiting lists.
- b. Discussing certification, accreditation, and licensure opportunities and, if applicable, associated training and experience requirements or other prerequisites.
- c. Introducing applicant to the definition and the concept of the TAR, expected length of time to complete the program, potential earnings, and prospects for better jobs and higher pay associated with certifications, licensures, apprenticeships, or postsecondary education.
- d. Using labor market information to advise applicants about the outlook for their expressed career interests and to assist them in selecting career technical training preferences.
- e. Explaining the use of the Personal Career Development Plan (PCDP) as a personalized blueprint, which will be used throughout enrollment and the Career Transition Period (CTP) to assist students in meeting their career goals.

Strategy:

- Review ePCDP's to ensure ACs are using this as a career development tool.
- How is AC discussing LMI information with applicant? Is it being used to help applicant choose the appropriate trade?
- Interview students to determine their perceptions regarding the use of the ePCDP and the assistance they received from the OA staff.

- Interview admissions counselor. Are ACs familiar with center-specific technical offerings, waiting lists, and certification opportunities?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

R4. Complaints of Discriminatory Treatment

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

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

QUALITY INDICATOR(S)

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

Strategy:

- Talk with students and conduct focus groups with new enrollees to find out if their expectations agreed with what they experienced upon arrival. Ask them how well they think the AC prepared them and what else could be done. Did they receive a pre-arrival letter?
- Determine if there is a process for communicating file folder concerns between the center and OA if there are inadequacies in available information.
- Interview career preparation staff to determine if they think students are adequately prepared. Review any student surveys conducted by the center or OA operator.

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

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

Strategy:

- Determine how the AC incorporates employability concepts throughout the admissions process. How is the admissions interview conducted? Are career development services presented? How are workplace expectations discussed with students?
- Find out if the student has started to develop a PCDP from his or her interview with the AC.

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

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

Strategy:

- Interview students. Ask them to describe their relationship/communication with their admissions counselors. Were they helpful? Did they provide students with proper information about Job Corps and the specific center of assignment? Did they leave out information that the students would like to have known? Did the admissions counselors assist students with their departure? Was there a pre-departure interview?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

PRH 1.3 - Summary Rating

Requirement	Rating	Quality Indicator	Rating
R1		Q1	
R2		Q2	
R3		Q3	
R4			
Average		Average	

1.4 READMISSION

PURPOSE

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

REQUIREMENTS

R1. Readmission Criteria

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

- a. Meet all admissions criteria from Section 1.2, Eligibility Determination and Screening Factors.
- b. Have not been readmitted before, unless the most recent separation was the result of a medical separation and the student is able to meet the essential requirements of the program with or without reasonable accommodation.
- c. Have no more than 18 months of previous, paid Job Corps training and can be expected to complete training within a period of time which, when added to the initial stay, shall total no more than 24 months.
- d. Have been out of Job Corps a minimum of 1 year, unless waived by the Regional Office.
- e. Have not previously received mandatory separations for Level 1 disciplinary reasons (refer to Chapter 3, Exhibit 3-1, Infraction Levels and Appropriate Center Actions) except for applicants previously separated for Level 1 drug use (i.e., positive drug test prior to the 45th day after entry, on a suspicion intervention drug test, or on second suspicion test). Such applicants are eligible to reapply in 1 year. If such applicants test positive for drug use upon readmission, they shall be separated immediately and not allowed to reapply to Job Corps.

Strategy:

- Interview management and ACs and query them on readmission criteria and process. Is there an SOP that accurately describes the process?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

R2. Application Procedures

ACs shall:

- a. Complete all required application forms.
- b. Verify the applicant’s entry and separation dates, previous center of assignment, reason for separation, and center recommendation.
- c. Provide justification that clearly demonstrates a motivational change as well as behavioral improvement for applicants who previously received an unfavorable center recommendation or a disciplinary discharge.

Strategy:

- Interview management and ACs to determine their understanding of the readmission process.
- Review readmission files to ensure compliance with requirements.

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

R3. Regional Application Review

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

Strategy:

- Interview staff to see if staff is aware of Regional Office procedures.

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

R4. Readmission Denials

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

Strategy:

- Interview management and staff to determine their understanding of the denial process and notification and referral requirements.
- How are applicants notified? Review the notification letter to ensure it meets PRH requirements. Does it include a list of referrals to other agencies?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

QUALITY INDICATOR(S)

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

Strategy:

- Use strategies listed under Section 1.2, Eligibility Determination and Screening Factors.

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

PRH 1.4 - Summary Rating

Requirement	Rating	Quality Indicator	Rating
R1		Q1	
R2			
R3			
R4			
Average		Average	

1.5 APPLICANT ASSIGNMENTS

PURPOSE

- P1. To establish procedures for assignment of applicants to centers in accordance with legislative requirements.
- P2. To ensure a regular flow of applicants for assignment to centers.

REQUIREMENTS

R1. Assignment and Scheduling Procedures

Outreach and Admissions (OA) contractors shall:

- a. Develop systems to assign eligible applicants to available training slots in accordance with contract goals, center needs, and applicant interest.
- b. Assign applicants to centers closest to their homes, except under the following conditions:
 - 1. The applicant chooses a career technical training program that is not available at such center.
 - 2. The applicant would be unduly delayed in participating in the Job Corps program because the closest center is operating at full capacity.
 - 3. The parent or guardian of an applicant requests assignment of the applicant to another Job Corps center due to circumstances in the applicant's home community that would impair prospects for successful participation in the Job Corps program.
- c. Applicants younger than 18 shall be assigned to the center closest to home unless the parent or guardian objects to the assignment.
- d. Record all applications in OASIS and forward to the center or Regional Office within the time period required.
- e. Applicants who are veterans of the Armed Forces of the United States or spouses of veterans, as specified in Exhibit 1-6, will receive priority in assignments to Job Corps centers.

Strategy:

- Interview management and ACs to determine their understanding of the assignment and arrival scheduling process.

- Does OA use the weekly or monthly OBS report to monitor available slots? Are they using the Geographic Assignment Plans (GAP)? Are they determining center assignment based on PRH requirements?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

R2. Regional Assignment Procedures

- a. Regional Offices shall:
 - 1. Establish procedures in accordance with R1 above for assignment of eligible applicants to centers, including waivers for applicants assigned to centers other than closest to home.
 - 2. Establish policies and procedures for travel using OASIS.
- b. OA and center contractors shall ensure that OASIS files are available to the center of assignment and that hard-copy documents are available to the center at least 5 working days prior to each applicant’s scheduled departure.

Strategy:

- Interview management and OA staff to determine their understanding and use of:
 - 1. Geographic Assignment Plans (GAP)
 - 2. PRH assignment requirements
 - 3. Waivers of assignment requirements
 - 4. OASIS

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

R3. Arrival Scheduling

Centers shall:

- a. Accurately project arrival needs and issue arrival orders in accordance with Regional Office policy.
- b. Ensure that the application folder is complete and contains all required documentation upon arrival at the center. The center shall contact the AC to obtain missing or incomplete documentation.
- c. Schedule timely assignment, for first available opening on center, of youth referred by ACs to ensure maintaining center at capacity.
- d. Provide timely travel authorization and arrival information to ACs and other appropriate parties as required.
- e. Meet and greet arrivals at the designated time on the center or at the determined travel termination point.

Strategy:

- Are there good communications between center and OA? How does center notify OAs of their needs? How does center notify applicant of arrival date? Is there a minimum 2-week waiting period between notification and arrival? Review student arrivals in OASIS to determine if arrival date matches travel date. Review SOP for arriving students on center.

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

R4. Delays

a. Travel delay

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

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

b. Delayed Assignment

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

1. There is a valid reason for the request.
2. The request for a delayed assignment is submitted within 90 days of the date the assignment notification was sent to the OA contractor. If the youth applies after 90 days, all eligibility documentation must be re-verified.
3. The youth continues to meet all the Job Corps eligibility criteria at the time of subsequent departure.

Strategy:

- Interview management and OA staff to determine their understanding of the process for arrival delays.
- Are travel delays noted in OASIS in pending arrival reports? What is the procedure for notifying OA/center of travel delays? Is there an SOP for managing delayed assignments?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

R5. Ticket Recovery

OA contractors shall:

- a. Develop procedures to control, safeguard, and track government tickets issued for applicant transportation.
- b. Recover and return unused tickets for credit to the government.

Strategy:

- Review SOP and interview responsible person for process.

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

QUALITY INDICATOR(S)

Q1. Centers are maintained at enrollment capacity.

Strategy:

Pre-onsite analysis:

- Review OA procedures if the OA contractor is not meeting quotas. Analyze available data to determine separation causes, profiles, AWOL rate, etc., if the center has a high WTR. Determine if there is a backlog of folders waiting for center assignment.
- Interview the OA staff. Do managers feel that performance goals are clear? Do admissions counselors know what their goals are? If goals are not being met, is corrective action clearly stated? Is guidance given?
- Interview the OA manager. How does staff respond to the need for more/different outreach when arrival goals are not being met? Is training provided when eligibility errors are discovered? How are issues raised by centers (e.g., problems with new students) discussed with the admissions counselors?
- Interview center staff. When centers are below capacity, what steps are taken to work with OA agencies to increase the number of available applicants?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

PRH 1.5 - Summary Rating

Requirement	Rating	Quality Indicator	Rating
R1		Q1	
R2			
R3			
R4			
R5			
Average		Average	

1.6 ENROLLMENT READINESS

PURPOSE

- P1. To ensure that assigned applicants depart safely for centers.
- P2. To ensure that assigned applicants are fully prepared for successful enrollment.

REQUIREMENTS

R1. Pre-enrollment Needs

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

- a. Assist the applicant in registering with the local One Stop.
- b. Collaborate with One-Stop staff to meet the applicant’s needs to the extent possible.

Strategy:

- What arrangements does the OA have with the local One Stop? Is there evidence that OAs are assisting applicants with the local One Stop?
- Interview OA staff. Ask them to describe their system for maintaining contact with applicants. How is contact documented?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

R2. Pre-departure Activity

Admissions Counselors (ACs) shall:

- a. Provide each applicant with specific, current information about the center of assignment, including location, rules, career technical training waiting lists, and program expectations.
- b. If applicable, inform probation or parole office of center assignment, including the scheduled departure date.

- c. Provide the applicant with a travel packet, to include itinerary, tickets, meal money, emergency phone numbers, and written guidance on acceptable behavior and expectations while on travel to the center (refer to Chapter 6, Section 6.6, Student Transportation).
- d. Include a copy of official General Educational Development (GED) or high school records, if available, in the applicant's file; at a minimum, ensure that contact has been made with the appropriate state GED Administrator (see Exhibit 1-1, Section E: Education, Training, Family Needs) or the last high school the applicant attended, and that a request has been made for delivery of official records to the Job Corps center (see Exhibit 1-5). At a minimum, these records should include:
 - 1. An official transcript with the school's seal affixed.
 - 2. A copy of the GED certificate or Official GED Test Scores.
 - 3. A copy of an acceptable high school diploma (HSD) or official high school transcripts indicating graduation, if the applicant states that he or she completed the 12th grade and obtained a diploma. An acceptable diploma is one described in Documentation Requirements in Section E: Education/Training/Family Needs in Exhibit 1-1. An AC will document that an applicant has a HSD only after receiving a copy of an acceptable diploma or official high school transcripts indicating graduation, and including this in the applicant's file to be sent to the center.
 - 4. An Individual Education Plan (IEP), psycho-educational evaluations, all eligibility and triennial evaluation reports, and IEP progress notes, if applicable.
 - 5. A 504 Plan and all corresponding eligibility evaluation reports, if applicable.

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

- e. Assist the applicant in assembling originals of the following documents for use on center:
 - 1. Copy of GED certificate or Official GED Test Scores
 - 2. Copy of acceptable HSD or official high school transcripts indicating graduation, if applicable
 - 3. Social Security card
 - 4. Driver's license, if available

5. Immigration and Naturalization Service (INS) alien registration card, if applicable
6. Documentation of public assistance, Temporary Assistance for Needy Families (TANF), or food stamps, if applicable
7. Medical insurance card, if available
8. Immunization records

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

R3. Pre-departure Center Contact

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

Strategy:

- Interview management and OA staff to determine their understanding of the pre-departure center contact requirements.
- Review center SOPs and CDSS plan to determine activities related to contacting pending arrivals.
- Discuss pending arrival activities with CPP staff and/or records staff. Determine what information is communicated to pending arrivals. Review pre-arrival letter. Does it meet PRH guidelines?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

R4. *Departure Procedures*

ACs shall:

- a. Notify each applicant of his or her assignment date and process for departure.
- b. Accompany the applicant to scheduled departure site or arrange for another responsible escort, and see that the applicant departs safely as scheduled.
- c. Verify that the applicant’s eligibility status is unchanged since completion of the original application.
- d. Request that the applicant, or legal guardian if the applicant is a minor, sign a Right to Use Photographic Likeness or Moving Images release form and forward it to the center of assignment (see Chapter 6, Appendix 601, Student Rights to Privacy and Disclosure of Information; also see Exhibits 6-13 and 6-14 for the release forms for adult students and minors, respectively).

Strategy:

- Review and interview OA staff concerning departure procedures with OA to determine extent of compliance with PRH requirements.
- Determine if applicants are accompanied by ACs to the designated point of departure.
- Review policies and procedures related to obtaining the release form “Right to Use Photographic Likeness or Moving Images” and how it’s sent to the center of assignment.

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

R5. No Shows

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

- a. Contact the youth promptly to determine the reason that the assignment was not accepted.
- b. If appropriate, request a delayed assignment and reschedule the applicant in accordance with Section 1.5, Applicant Assignments.
- c. Notify the center of assignment if it is determined that the youth will not depart within two assignment cycles.

Strategy:

- Review the follow-up that is made with no shows. Who is doing it? How is it documented? What are ACs doing with this information to improve the process?
- Look at trends in the number assigned/number arrived. Look at transportation issues, ticketing, and departure procedures.

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

QUALITY INDICATOR(S)

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

Strategy:

- Review documentation of arrival rates. Determine if there is a lag of time between approval and time of arrival. Review procedures for assignment and arrival. Are they used?
- Ask ACs if they are aware of waiting time to get into career technical training.
- Determine if ACs are analyzing the “no shows” and identifying trends by area.

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

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

Strategies:

- Use strategies listed under Section 1.3, Information to Applicants.
- Review OBS data and the WSSR report, current and year-to-date. Are there adequate numbers of assignments being made? Is the “no-show” rate reasonable?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

PRH 1.6 - Summary Rating

Requirement	Rating	Quality Indicator	Rating
R1		Q1	
R2		Q2	
R3			
R4			
R5			
Average		Average	

Sample Consolidated Rating Matrix

As noted in the PAG Preamble, Regional Offices have flexibility in weighting the scores of OA, Center, and CTS assessments based on a variety of factors. Since most OA contracts and Center contracts differ in their responsibilities regarding the PRH, different matrixes can be developed for OA and Center contracts. Additionally, regions have the flexibility to eliminate factors or add factors to their matrix.

Regional Directors and/or Division Chiefs should develop the matrix prior to the assessment so that the review team understands what areas need to be reviewed and how the ratings are to be established.

Below are sample matrixes for use in different contract types.

SAMPLE OA CONTRACT MATRIX										
OUTREACH (OA)	Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
	0	1	2	3	4	5	6	7	8	9
Program Compliance Rating	Rating Based Upon PRH Requirements									
1.1 Outreach										
1.2 Eligibility Determination and Screening Factors										
1.3 Information to Applicants										
1.4 Readmission										
1.5 Applicant Assignment										
1.6 Enrollment Readiness										
Average Compliance Rating										
Program Quality Rating	Rating Based Upon PRH Quality Indicators									
1.1 Outreach										
1.2 Eligibility Determination and Screening Factors										
1.3 Information to Applicants										
1.4 Readmission										
1.5 Applicant Assignment										
1.6 Enrollment Readiness										
Average Quality Rating										

The OA matrix above does not provide for any additional emphasis on specific PRH requirements or Quality Indicators. Regions have the flexibility to add specific requirements or Quality Indicators that they would like to emphasize as part of the assessment process.

SAMPLE CENTER CONTRACT MATRIX										
OUTREACH (OA)	Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
	0	1	2	3	4	5	6	7	8	9
Program Compliance Rating	Rating Based Upon PRH Requirements									
1.1 R1 Outreach and Public Education Plan										
1.1 R2 Use of Photos										
1.1 R3 Center Information										
1.1 R6 Business and Community Liaison Staff										
1.1 R7 Industry Council										
1.1 R8 Community Relations Council										
1.1 R9 Community Projects										
1.1 R10 Community Participation										
1.2 R5b. Center Review										
1.5 R3 Arrival Scheduling										
1.6 R3 Pre-Departure Contact										
Average Compliance Rating										
Program Quality Rating	Rating Based Upon PRH Quality Indicators									
1.1 Outreach										
1.2 Eligibility Determination and Screening Factors										
1.3 Information to Applicants										
1.4 Readmission										
1.5 Applicant Assignment										
1.6 Enrollment Readiness										
Average Quality Rating										

The center matrix above for PRH Chapter 1, Outreach/Admissions, is a sample that provides for specific Regional Office priorities. Instead of using the general PRH requirement, this matrix lists specific PRH requirements that are inherently center-related responsibilities within Chapter 1. The above center matrix places special emphasis on the requirements in PRH Section 1.1 – Outreach. Regional Offices have the flexibility to modify the matrix in order to place special emphasis on particular requirements or quality indicators.