



POLICY AND REQUIREMENTS HANDBOOK

CHAPTER 3: STUDENT TRAINING SERVICES

JULY 1, 2023

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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, including participation in evening/weekend studies, 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. Evening/Weekend Studies Program

- a. Centers must implement a structured evening/weekend studies (EWS) program for all students that:
 1. Accelerates student learning
 2. Supports struggling students defined as those who have not completed a high school diploma or equivalency, or attained an Educational Functioning Level (EFL) 5 in Reading and/or EFL 6 in Math on the Test of Adult and Basic Education (TABE) 11/12 (EFL 4 in Reading and/or Math for centers in Puerto Rico), or are not making adequate progress on Training Achievement Record completion
 3. Teaches study skills
 4. Prepares students for tests/assessments
 5. Provides instruction in life skills such as digital literacy
 6. Provides enrichment activities that directly impact training-day goals and prepare students for life-long learning

7. Prepares students for up-coming instruction or application such as reading in preparation for the next day's lesson
 8. Provides "make-up" time for instructional time lost during the training day
- b. Centers must connect daytime instruction/feedback to EWS student assignments, extending the training day in order to maximize student hours spent on career goal advancement.
 - c. Centers must offer in any configuration of days and times which allow for every student to be able to complete a minimum of 7 hours per week.
 - d. Centers must enroll all struggling students as defined in Section 3.1 R9.a.2.
 1. Non-residential students may complete after-hours assignments off-center.
 2. Centers must provide non-residential students off-center access to equipment for assignments that require the use of technology.
 - e. Centers must submit to their Regional Offices an operator-approved EWS plan as part of the Career Development Services System (CDSS) Plan in accordance with Chapter 5, 5.1, R3.c and R8.
 - f. Centers must provide technology-based learning programs in reading and mathematics. Centers may also provide technology-based learning programs that provide instruction in life, social and behavioral skills.
 - g. Centers must provide staffing and monitoring during EWS hours to proctor and facilitate both group and individual assignments.
 - h. Centers must designate center facilities such as the learning resource center, computer labs and dorm areas for group work, quiet study and instruction.
 - i. Centers must include EWS in the Scheduling Module of CIS and follow student accountability/attendance procedures.

R10. 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.

R11. 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.

R12. 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

R13. 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.

R14. 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

R15. 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.

R16. 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.

R17. 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.

R18. 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; for example, in evening and weekend studies.
- 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, 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)

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

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

- a. The program must be accredited by the state department of education in the state in which the program is located, or the General Council of Education of the Commonwealth of Puerto Rico, or a recognized accrediting body, if the state defers to a regional accreditation process. Acceptable accrediting bodies are listed in Appendix 302.
- b. Centers must also ensure that all high school programs provided to students are recognized as public, private, charter, special purpose or other high schools by the states in which the programs are located.
- c. The center must not require students to pay any high school program fees. In addition, if students are required to supplement high school diplomas with additional courses for acceptance into branches of the military, centers must provide courses to students at no cost to the student.
- d. Centers that are degree-conferring high schools, Local Education Agencies (LEA), and/or receive funds from the U.S. Department of Education must assess students with disabilities who may be in need of special education services, and provide those services accordingly. Centers that meet these criteria 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). 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).

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.

Concurrent HSD/HSE arrangements must be approved by the Regional Director and formalized by a Memorandum of Understanding (MOU) or contract. Centers will submit to the Regional Director the MOU or contract and the HSD or HSE provider’s test integrity procedures. At a minimum, HSD/HSE MOUs or contracts must include:

- a. Job Corps program eligibility of all participants
- b. Name and location of the HSD/HSE program provider
- c. Description of how services will be delivered and coordinated throughout the student’s Career Development Period (CDP)
- d. Requirement for reporting to the center by month-end cheating incidents and data irregularities that may flag staff or student misconduct
- e. Requirements for submitting internal standard operating procedures (SOPs) for HSD/HSE program integrity
- f. Methods for determining student enrollment, progress, and completion in the

concurrent HSD/HSE program

- g. Authorized body certifying attainment of the HSD or HSE certificate
- h. Accreditation board(s) or agency(ies)
- i. All associated costs to the center
- j. Nondiscrimination clauses and commitments to adhere to all applicable state and federal laws with regard to students with disabilities (e.g., IDEA, Section 504 of the Rehabilitation Act, ADA, etc.)

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

R8. Online High School Program Requirements

Centers will submit to the Regional Director for approval MOUs/contracts for HSD online providers and providers' test integrity procedures. At a minimum, the MOU/contract must include:

- a. A requirement ensuring eligibility for the Job Corps program of all participants.
- b. Name and location of the HSD/HSE program provider.
- c. Description of how services will be delivered and coordinated throughout the student's Career Development Period (CDP).
- d. Requirement for reporting to the center by month-end cheating incidents and data irregularities that may flag staff or student misconducts.
- e. Requirements for submitting internal standard operating procedures (SOPs) for HSD program integrity.
- f. Methods for determining student enrollment, progress, and completion in the online HSD program.
- g. Authorized body certifying attainment of the HSD certificate.
- h. Accreditation board(s) or agency(ies).
- 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.)

Centers must 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.

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.

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) 3G e-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), 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)¹

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

¹ 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.² 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

² 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).³ 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.

³ 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).⁴ 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,

⁴ 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).⁵ 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

⁵ 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).⁶ 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

⁶ 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 Complexity⁷

CCR Levels of Learning	ATOS	Degrees of Reading Power	Flesch-Kincaid	The Lexile Framework	Reading Maturity
B (Level 2)	2.75–5.14	42–54	1.98–5.34	420–820	3.53–6.13
C (Level 3)	4.97–7.03	52–60	4.51–7.73	740–1010	5.42–7.92
D (Level 4)	7.00–9.98	57–67	6.51–10.34	925–1185	7.04–9.57
E (Level 5)	9.67–12.01	62–72	8.32–12.12	1050–1335	8.41–10.81
E (Level 6)	11.20–4.10	67–74	10.34–14.2	1185–1385	9.57–12.00

⁷ 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®)⁸

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

⁸ 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, 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, in evening/weekend studies 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 ACCREDITATION OF JOB CORPS HIGH SCHOOL PROGRAMS

Accreditation is defined as a process to assure that an entity meets standards established by a group of external experts. It refers to the recognition of an educational institution as maintaining certain standards.

In order to assure the quality of high school programs offered to students at Job Corps centers, these programs must be recognized by the following accrediting agencies:

1. State or commonwealth regulatory agency responsible for academic learning at the secondary level such as the state commissioner, the state board of education, the general council of education, or the state department of education in the state where the high school program is located; or
2. One of the following six regional accrediting bodies recognized by the U.S. Department of Education as reliable authorities as to the quality of education or training provided by institutions of higher education and the higher education programs they accredit. These regional bodies accredit nearly all secondary programs that are academic in nature:
 - a. The New England Association of Schools and Colleges, which services Connecticut, Massachusetts, Maine, New Hampshire, Rhode Island, and Vermont. Information on secondary school accreditation can be found on the agency's Commission for Independent Schools (CIS) and Commission on Public Secondary Schools (CPSS) links at www.neasc.org.
 - b. The Middle States Association of Schools and Colleges, which serves the District of Columbia, Delaware, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the Virgin Islands. Information on secondary accreditation can be found on the association's Commission on Secondary Schools website at <https://www.msa-cess.org/>.
 - c. The North Central Association, an accreditation division of AdvancED, accredits high schools in all 50 states. Information on the association's accreditation process can be found at www.advanc-ed.org.
 - d. The Southern Association of Colleges and Schools, an accreditation division of AdvancED, accredits all high schools in all 50 states. Information on the association's accreditation process can be found at www.advanc-ed.org.
 - e. The Northwest Accreditation Commission, which serves Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington. Information on the association's accreditation process can be found on the Commission on Schools website at www.northwestaccreditation.org.

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- f. The Western Association of Schools and Colleges, which serves California and Hawaii. Information on accreditation can be found on the association's Accrediting Commission for Schools website at www.acswasc.org.
 3. If the high school is a charter school, it must be accredited according to the provisions of charter school legislation in the state where it is located.
 4. If the high school is an online school and/or offers part or all of its program online, it must:
 - a. Meet the requirements specified in 1 or 2 above
 - b. Be accredited by the Distance Education Accrediting Commission (DEAC), <http://www.deac.org>.

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"> • Copying test materials from online tests • Giving copies of test questions and/or answer sheets to students • Falsifying student test identification or tracking numbers • Allowing students to take exams outside of test rooms, classrooms, or academic buildings.
Test answer misconduct	<ul style="list-style-type: none"> • Changing student answers • Filling in answers left blank by the student • Overtly or covertly providing correct answers • Cueing students on incorrect answers • Taking all or part of a test for a student • Providing "cheat-sheets" • Talking students through processes and definitions
Testing room infractions	<ul style="list-style-type: none"> • Allowing unauthorized people in the testing area that could aid students • Displaying improper information in the testing area that could aid students • Seating students in ways that facilitate cheating
Inappropriate grading practices	<ul style="list-style-type: none"> • Marking missing or incomplete assignments as completed • Giving passing grades to substandard work that doesn't merit the assigned grade • Asking students for information about the test and then sharing that information with others • Failure to monitor for plagiarism
Inappropriate award of units or credit hours	<ul style="list-style-type: none"> • Awarding more units or credit hours than were actually completed • Listing on a transcript, courses that were not taken or not completed as passed with credit

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">• Giving, receiving, or taking copies of tests or answers• Collaborating to change answers or cover up similarities
Testing room infractions	<ul style="list-style-type: none">• Taking a test for another student or requesting another student to take their test• Bringing electronic devices or unauthorized materials such as backpacks or book bags into the testing area/room• Accessing search engines or other support during the testing period• Divulging details about test items to students who will be taking the test in the future
Inappropriate response to course work	<ul style="list-style-type: none">• Sharing or receiving/copying assignments• Claiming coursework taken outside of designated times and days• Submitting work completed by another person as one's own

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.

Center Director **Date**

Disability Coordinator **Date**

REGIONAL OFFICE REVIEW:

Regional Director or Designee **Date**
APPROVED

Regional Director or Designee **Date**
NOT APPROVED

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.

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

CTT Programs	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.

ADDITION OF CREDENTIALS <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:	

MODIFICATION OF CREDENTIALS (Please insert additional lines if more than one credential is being modified.) * Enter N/A if appropriate.	
Industry Area:	
Training Program Area (TPA):	
Training Program:	
Occupational Code:	
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:

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, and copy the center's regional program manager (PM).

The National Office will review the appeal request and respond to the center's regional PM within 30 days. Approved credentials will be added quarterly to the Center Information System (CIS).

CENTER INFORMATION

Region Name:	
Center Name:	
Center Director:	
Center Phone Number:	
Primary Contact:	
Primary Contact Phone Number:	

CREDENTIAL INFORMATION

Industry Title:	
Training Program Title:	
Credential Title:	
Credential Sponsor:	

CREDENTIAL NARRATIVE

Please utilize this space to explain, where applicable, how the credential meets the criteria. Please refer to Form 3-01 for additional guidance.

CRITERIA	EXPLANATION
Standards-Based	
Industry-Recognized	
Identifiable Sponsoring Entity	
Career-Pathway Potential	
Program Accreditation	

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 place⁹: _____

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
<ul style="list-style-type: none"> • Academic Manager: Provide form to the Test Administrator • Test Administrator: <ul style="list-style-type: none"> ○ 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.

⁹ 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.