

population while also maintaining control over their physical space/capacity consistent with COVID-19 safety protocols. The approach also supports increasing center onboard strength (OBS), which has steadily declined due to the pandemic. The number of students enrolled as of April 7, 2021, was 12,759, compared to nearly 30,000 in March of 2020. As of early April 2021, there were nearly 21,000 active applications in the enrollment pipeline.² Many of these applicants have been in the pipeline for a year waiting for Job Corps to enroll new students. Launching virtual enrollment will allow Job Corps to enroll eligible applicants, provide virtual CPP services to students in their first 60 days in Job Corps, safely move these students onto centers in designated cohorts to meet their educational and skills training needs, and increase program OBS. This PIN establishes the framework for virtual enrollment and distance learning CPP for virtually enrolled students.

Traditional enrollment processes require new enrollees to receive onsite drug testing within 48 hours of arrival on center.³ However, on December 27, 2020, the Consolidated Appropriations Act of 2021 (Act) was enacted, providing that the mandatory drug testing requirements not apply to new enrollees participating in distance learning until they begin or resume participation on campus.⁴ Therefore, enrollees who begin the program virtually will be drug tested within 48 hours after arriving at the center with their designated cohort. The Act also allows individuals older than 24 years of age to enroll in Job Corps if the individual meets the other eligibility criteria established by the Act.⁵ Virtual enrollees will receive a virtual basic health screening upon enrollment.

Throughout this PIN the terms “applicant” and “student” are used. An applicant is defined as an individual who has initiated a Job Corps application and has an application in progress. A student is an individual who has been enrolled and has officially begun their Job Corps training.

3. Action.

Recruitment

- a. Outreach and Admissions (OA) providers must immediately assess program eligibility and suitability for virtual enrollment of the current existing applicant pool. Subsequently, OA providers must expand their current outreach and recruitment efforts to attract additional interested applicants that are most likely to benefit from virtual enrollment. While recruitment efforts will be broad and directed to all demographic groups, additional emphasis will be aimed at attracting more women and older students to the pool of eligible applicants. Women have historically faced barriers to enrolling in Job Corps due, in part, to the residential nature of the program and work, family demands and/or caregiving responsibilities.⁶ Older students may face

² Individuals who are completing or have completed an application that is pending an acceptance decision.

³ See Workforce Innovation and Opportunity Act, 29 U.S.C. § 3195(a)(2)(A); Policy Requirements Handbook (PRH), Section 2.3 R5e1(a)(2).

⁴ Pub. L. 116-260; see Coronavirus Aid, Relief, and Economic Security Act (CARES Act), Pub. L. 116-136, Section 3502(a)(4); PRH, Chapter 2, Section 2.3 R5e1(a)(4).

⁵ PRH Chapter 1, Section 1.2: Eligibility, R3.d.2; Exhibit 1-1 Job Corps Eligibility Requirements.

⁶ Enrolling young women into Job Corps is a historic programmatic challenge. In PY 2017, 37 percent of Job Corps enrollees were female. In PY 2019, that number declined to 36%. See Inanc, H., Needels K., and Berk J., Gender Segregation in Training Programs and the Wage Gap (Issue Brief), November 2017. This paper recommended that DOL job training programs set targets for the number of women participants expected to enroll in training and apprenticeship programs, and target outreach strategies to attract women.

similar barriers and could benefit from the scheduling flexibilities afforded by virtual enrollment and distance learning.⁷ Additionally, any applicants who have the ability to work independently or with less day-to-day supervision and structure, have good time-management and organizational abilities, and are focused on achieving clear career goals may benefit from virtual enrollment.

- b. Centers must become familiar with and incorporate into their recruitment activities Job Corps' outreach and marketing materials on virtual enrollment. All marketing materials must be obtained through the Job Corps Materials Marketplace.
- c. Equal opportunity laws and Section 188 of the Workforce Innovation and Opportunity Act apply to virtual enrollment. Centers must also follow the reasonable accommodation processes set forth in the Policy Requirements Handbook (PRH) and their center procedures.

Virtual Enrollment Process

- d. Each center must provide a virtual enrollment plan to the regional Job Corps office that describes management of virtual enrollment including, but not limited to, the availability of information technology (IT) devices and the center's IT distribution plan for virtual enrollees. Center plans must be approved by the appropriate regional office before implementation.

In developing the virtual enrollment plan, centers should consider how to structure the enrollee cohorts, such that the center culture is not disrupted by an imbalance of the existing acclimated students already on center, the former students that will be returning and the new virtually-enrolled students that will arrive on center following CPP completion. Once these enrollees have completed the components of the program that Job Corps approved to be delivered as distance learning, centers must integrate the virtual enrollees into the residential program safely. Center virtual enrollment plans must address the center's capacity to physically house and integrate virtual enrollees into the on-campus environment. The center's plan must also:

- Ensure that the center has the physical space to onboard students who have completed CPP or other program components virtually;
 - Ensure that the center's virtual enrollment ceiling is based on the center's space/capacity constraints in light of COVID-19 and other health and safety protocols;
 - Ensure that the center's virtual enrollment ceiling is based on the availability of technology to support enrollees at the ceiling level;
 - Ensure that the center has adequately planned and will monitor the arrival of virtual enrollees on-campus to avoid arrival delays based on the lack of physical space/capacity at a center; and
 - Ensure that the center will follow-up and execute intervention strategies for students who are not consistently participating and engaging in distance learning. This includes steps taken in accordance with PIN 20-05 pertaining to unauthorized absence as well as steps taken in accordance with the PRH Chapter 6.2, R4c10 and R6(a) pertaining to students who are unable to participate in distance learning.
- e. For pending applications, the Admissions Counselor (AC) must verify that all documentation and information supporting eligibility is up-to-date and confirm that an applicant continues to meet eligibility requirements prior submitting an application for enrollment. Priority processing must be given to the oldest applications in the pipeline. Updating applicant information will follow the

⁷ In PY 2019, only 4.20% of the student population was 23 years of age and 3.27% was 24 years of age.

same process used to initially determine eligibility under PRH Chapter 1, Section 1.2 Eligibility. AC must clearly note any changes in eligibility during this process. The AC must use this process of updating information to determine if the applicant has an interest in virtual enrollment. Job Corps applicants will have an option for participating in Job Corps following virtual enrollment, that is, CPP completed in distance learning and then on-campus participation in academic and career skills instruction.

- f. ACs must continue to determine eligibility as required under PRH, Exhibit 1-1. This includes updating background checks that are over 120 days or as otherwise necessary. ACs must incorporate the changes in PRH Change Notice 20-04 (issued January 22, 2021), Revisions to the PRH to Implement Flexibilities in the Consolidated Appropriations Act of 2021, to adjust the upper age eligibility and drug testing requirements during a qualifying emergency. For the purpose of this qualifying emergency⁸ waiver on the upper age limit, an application is considered submitted on the date that the AC opens an application file in the Outreach & Assistance Student Input System (OASIS) for the applicant. This change was incorporated in the PRH, Section 1.2 R3.d.2 and Exhibit 1-1. Regarding the drug testing requirements for Job Corps enrollees during a qualifying emergency, Job Corps is required to conduct drug testing within 48 hours after the enrollee begins or resumes participation in Job Corps on-campus. This change was incorporated in the PRH, Section 2.3 R5e1(a)(4).
- g. To designate a Job Corps applicant as a virtually enrolled applicant, ACs must use a virtual enrollment (VE) code in the Case Notes field in OASIS for each applicant who opts to participate in virtual enrollment. ACs must enter code "VE1" for virtual enrollment for CPP completed in distance learning followed by on-campus participation. The VE designation code must be entered in the beginning of the Case Notes content for tracking purposes. Other VE codes may appear in the OASIS system but will remain inactive until released for use by Job Corps.
- h. The center's file review team and reasonable accommodation committee must review applications approved by ACs and follow the process outlined in PRH Chapter 1, Section 1.2 R7 & R8, Section 1.5, and Form 1-07. This is the same as with traditional enrollment.
- i. ACs must contact the applicant to establish a start date once the AC has received notice from the file review team that an applicant is confirmed for virtual enrollment. For a virtually enrolled student, the start date is also the official enrollment date. The AC must confirm the enrollment date with the center Records Manager and then contact the applicant using the most expedient method available for each applicant (e.g., phone or text) to notify them of the established enrollment date. The AC must also send a conditional enrollment notification letter to the applicant by U.S. Postal Service and email with the following information and information required in PRH Chapter 1.4 R1a and b.
 - Name and address of the Job Corps center to which the applicant is assigned based on the applicant's career training program preference and geographically closest program availability.

⁸"Qualifying emergency" is defined in Section 3502(a)(4) of the CARES Act, as:

- A public health emergency related to the Coronavirus declared by the Secretary of Health and Human Services pursuant to section 319 of the Public Health Service Act (42 U.S.C. 247d);
- An event related to the Coronavirus for which the President declared a major disaster or an emergency under section 401 or 501, respectively, of the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5170 and 5191); or
- A national emergency related to the Coronavirus declared by the President under section 201 of the National Emergencies Act (50 U.S.C. 1601 et seq.).

- An IT user agreement for the applicant to sign and return if the applicant requires IT equipment to engage in virtual enrollment and distance learning (i.e., CPP and other Job Corps-approved program components). The IT user agreement may also be signed in advance of the enrollment letter being sent to the applicant.
- j. Centers must ensure that virtually enrolled students are entered into Center Information System (CIS) on the scheduled enrollment date. This process is the same as with traditional enrollment.
 - k. Centers must review recorded training sessions located on the Job Corps Community website for Google Classroom, Google Enterprise/Workspace and/or any Job Corps provided Learning Management Systems (LMS). Additional resources for centers will be available, including Frequently Asked Questions and a dedicated email address for questions, to support the effective use of the tools Job Corps is providing.

Centers must provide virtually enrolled students with health services in accordance with the procedures outlined in the Telehealth Protocol for Virtual Health Assessment for New Job Corps Students, which is available on the Health and Wellness tab on the Job Corps Community website (see Attachment C)

Student Access and Use of Information Technology (IT) for Virtually Enrolled Students

- l. Centers must use existing unassigned Chromebooks/laptops to assign to virtually enrolled students, unless additional IT is provided by Job Corps for this purpose.
- m. Centers must receive a signed IT user agreement from the student before the center ships the necessary IT equipment, i.e., a Chromebook/laptop, wireless hotspot, or both. Applicants (and a parent/guardian for minor applicants) should sign the user agreement during the admissions phase to ensure access to the Job Corps learning environment on the day of cohort enrollment.
- n. Once a student has been accepted for Job Corps participation, IT equipment must be shipped by the center within 48 hours of the confirmed virtual enrollment date. Students must receive the IT on or within 48 hours after the student's start date. Per subsection "i" above, for a virtually enrolled student, the student's start date is also the official enrollment date. Centers must ensure adequate staffing to provide new students with the required IT equipment so that it is timely shipped and received by virtually enrolled students.
- o. Centers are responsible for using an electronic property management system to assign and track IT inventory for all students, including virtually enrolled students participating in distance learning.
- p. The center must deliver CPP and/or other Job Corps-approved distance learning activities to engage virtually enrolled students. Centers must engage these students upon the virtual enrollment date, even if this is prior to the student receiving IT equipment. During that interim period, center staff must ensure daily engagement until the student receives the IT equipment necessary to be able to participate in distance learning activities independently. Centers must note in CIS that the student is engaged in other distance learning activities and indicate in comments that the student is awaiting IT equipment. Centers must maintain daily engagement to help students transition into the Job Corps distance learning environment, strengthen retention, and provide support such as short-term mentoring, counseling, and other support activities.
- q. Students must contact the center upon receiving their Job Corps-furnished equipment and

supplies. Students will be generally assessed using the basic technology skills assessment tool on the Job Corps Community Website Education tab upon receipt of equipment (and no later than 5 calendar days after equipment receipt). Also, virtually enrolled students participating in distance learning for one or more Job Corps-approved components must receive group instruction on the use of Job Corps-supplied electronic devices, internet connectivity, and approved technology delivery platforms, as well as individual instruction for specific issues or problems that arise. If based on the assessment a student is found to be deficient in their required technology skills for participation, center IT staff will document the required areas for remediation and provide assistance to the student. In addition, center IT staff will make IT presentations to new students, and the IT staff's contact information must be available to students if they encounter technical issues. Centers must be sure that students are comfortable with the technology and procedures that the center will use to conduct the program through distance learning before proceeding with any additional instruction.

Learning Management Systems (LMS)

- r. Centers must use Google Classroom, Google Enterprise/Workspace and/or any Job Corps provided LMS to upload, deliver, track and monitor distance learning instruction and student participation. This applies to all students participating in distance learning.
- s. Job Corps will standardize and provide some distance learning content in Google Classroom, Google Enterprise/Workspace and/or any Job Corps provided LMS, as appropriate.

Virtually Enrolled Students: Career Preparation Period (CPP) Instruction in Distance Learning

- t. Students that are virtually enrolled, as described in section 3, above, and completing 60 days of CPP remotely as distance learning must execute distance learning agreements in addition to the IT user agreements.
- u. Upon completing CPP, these students must follow-up with full-time on-campus participation in academics and trade instruction at their assigned centers. The only exception is if a student's center is not in an on-campus operating status. In this instance, virtually enrolled student must remain in distance learning and must begin academic and skills training. Once the center returns to on-campus operations, the center must promptly instruct and arrange for the student to arrive on-campus to complete academics and skills training. Operators must not over-enroll (exceeding capacity threshold per center) virtual enrollees for CPP, this will result in a lack of space for integrating them into on-campus participation and delay their arrival on-campus.
- v. Job Corps will standardize and provide some CPP distance learning content in Google Classroom, Google Enterprise/Workspace and/or any Job Corps provided LMS. Centers must use this standard content and must supplement this content with center-specific information that provides CPP students with a full and complete CPP experience that meets the requirements set by Job Corps in PRH 3.4.
- w. During CPP delivered in distance learning, centers must conduct welcome sessions and orientation remotely for new virtual enrollees. Welcome and orientation sessions must include virtual meetings or recorded orientation videos with center management, counseling, health and wellness, and career preparation staff. The initial health and wellness assessment must also occur early in the orientation phase (see Health and Wellness Assessment below). Centers must also introduce the center's distance learning program, support services provided for

distance learning, and policies and procedures applicable to the distance learning environment, including safety and security. Also, centers must introduce the students to best practices for learning in a distance learning environment and create an online community among Job Corps students and staff.

- x. Each center must upload and use the standardized Job Corps-issued CPP course content (see Attachment B). Content must be uploaded to Google Classroom, Google Enterprise/Workspace and/or any Job Corps provided LMS. Center-specific units such as Welcome and Orientation content must be inserted as appropriate.
- y. Centers must provide each virtually enrolled student with Google Classroom, Google Enterprise/Workspace and/or any Job Corps provided LMS login credentials to access CPP in distance learning.
- z. Centers must ensure that existing on-campus programming remains adequately staffed and that quality instruction that meets the center's contractual obligations is provided.
- aa. Students must take the Test of Adult Basic Education (TABE) 11/12, or TABE Española for centers in Puerto Rico, on or before their 21st calendar day of virtual enrollment via the required processes for WebEx remote proctoring outlined in JCDC Notice 20-060 and delineated in the TABE 11/12 Guide for Test Administrators available on the Education tab of the Job Corps Community website. *See also* PRH Chapter 3, Appendix 301. Requirements and Instructions.
- bb. Centers will deliver My Pathway to Career Excellence (MyPACE) career exploration and career planning during CPP as follows:
 - Google Classroom, Google Enterprise/Workspace and/or any Job Corps provided LMS will include a link and login information to MyPACE for students to access.
 - CPP will introduce students to MyPACE and discuss the program, its purpose, components, and how it will be used throughout the student's stay in Job Corps. Centers will provide each virtually enrolled student with MyPACE login credentials. (See PRH Chapter 3.4, R9, Career Exploration.) One-on-one student/instructor sessions will be scheduled to answer individual questions and ensure students are comfortable using the software and completing the exercises. Centers will fulfill requirements outlined in PRH Chapter 3.4 R9 through students' completion of MyPACE.
 - Each student's career counselor will provide the MyPACE-compiled assessment results to the student in a virtual meeting between the student and his/her career management team. This review will help the student develop a Pathway Achievement Record (PAR) to guide all subsequent activities, including the selection of a Career Pathway, development of short, medium, and long-range goals, selection of a career technical offering, and development of an appropriate academic plan.
 - An overview of available CTT offerings at the assigned center will be provided through virtual meetings and recorded sessions. Students will be offered a virtual tour of the classrooms and equipment in trades that align with their MyPACE-generated PAR.
 - Upon completing MyPACE, the student's Career Management Team (CMT) will virtually meet with the student to review and approve their MyPACE career plan. The CMT will assign the student to the appropriate Pathway Achievement Record (PAR) to guide subsequent Career Development Period (CDP) activities.

- Upon CPP completion, students must be assigned to the CTT program on their CMT-approved MyPACE career plan and assigned to academic coursework that supports the plan's execution.
 - Upon CPP completion, virtually enrolled students will be scheduled for arrival on-campus in cohorts. Students must arrive on campus within 10 calendar days of completing distance learning CPP. The only exception is if a student's center is not in an on-campus operating status. Operators must not over-enroll virtual enrollees, this will result in a lack of space to integrate them into on-campus participation.
- cc. Job Corps will monitor student CPP progress weekly through its regional offices, and centers must engage in daily monitoring through Google analytics. This does not exclude additional means of monitoring participation, engagement, and progress. Centers must:
- Track virtual student login
 - Track virtual student access of classroom resources and applications
 - Track virtual student performance daily through course work submission
 - Track student progress (analytics)
 - Track synchronous attendance
 - Track staff login and use of virtual applications
4. Effective Date. Immediately until rescinded or superseded. The Office of the Senior Procurement Executive will issue a Change Order simultaneously with this Job Corps PIN to contractually implement the PIN.
5. Inquiries. Questions about this Instruction Notice should be addressed to the appropriate regional office Contracting Officer's Representative (COR) and Contracting Officer (CO).

Attachments:

Attachment A: Virtual Enrollment for CPP Distance Learning Checklist

Attachment B: CPP Distance Learning Framework and Curriculum

Attachment C: Telehealth Protocol for Virtual Health Assessment for New Job Corps Students

Attachment A

Virtual Enrollment for CPP Distance Learning Checklist

Centers must follow Job Corps guidance for virtual enrollment and virtual participation in a 60-day Career Preparation Period (CPP), followed by full-time on-campus participation in academics and trade instruction at the student's assigned center. Job Corps Program Instruction Notice (PIN) No. 20-20 establishes the requirements for these activities. Centers are encouraged to use this list of requirements as a general guide to creating center plans for virtual enrollment for CPP completion. Refer to the content in PIN 20-04 for more specificity on the below checklist items and requirements.

Recruitment

1. Expand current efforts to attract applicants interested in virtual enrollment and distance learning.
2. Inform applicants of the virtual enrollment option(s). This currently only includes completing CPP through distance learning before transitioning to a Job Corps center.
3. Provide resources and examples to applicants unfamiliar with distance learning to help them understand how distance learning works.
4. Review outreach and recruitment, and admissions processes to ensure compliance with nondiscrimination laws and regulations.

Virtual Enrollment Process

1. Provide a virtual enrollment plan to the regional Job Corps office.
2. Report applicants interested in virtual enrollment by selecting the Virtual Enrollment checkbox in OASIS.
3. Verify that all documentation and information that support eligibility is up-to-date and confirm that an applicant still meets eligibility requirements.
4. Review applications and follow the process outlined in PRH Chapter 1, Section 1.2 R7 & R8, Section 1.5, and Form 1-07.
5. Contact the applicant to establish a start date once the AC has received notice that an applicant is confirmed for virtual enrollment.
6. Provide approved applicants with the IT User Agreement for Chromebooks/laptops and hotspots.
7. Confirm the enrollment date, contact the applicant to provide the established enrollment date, send a conditional enrollment notification letter to the applicant.
8. Ensure that virtually enrolled students are entered into CIS on the scheduled enrollment date.
9. Provide training on Google Classroom, Google Enterprise/Workspace and/or any Job Corps provided LMS.
10. Provide students virtually enrolled students with health services.

Student Access and Use of Information Technology (IT) for Virtually Enrolled Students

1. Use existing unassigned Chromebooks/laptops to assign to students enrolled in CPP distance learning, follow-up with full-time on-campus participation.

2. Obtain a signed IT user agreement from the applicant or the applicant and a parent/guardian for minor applicants before shipping IT equipment. IT equipment must be shipped by the center within 48 hours of the confirmed virtual enrollment date.
3. Use Job Corps' electronic property management system to assign and track IT inventory for all students, including virtually enrolled students completing CPP and/or other Job Corps-approved program components.
4. Deliver CPP activities to engage students as of their virtual enrollment date and prior to receiving IT equipment. Note in CIS that the student is engaged in other distance learning activities and indicate in comments that the student is awaiting IT equipment.
5. Provide students group instruction on the use of Job Corps-supplied electronic devices, internet connectivity, and approved technology delivery platforms, as well as individual instruction for specific issues or problems that arise. Ensure that students are comfortable with the technology and procedures that the center will use to conduct the program through distance learning before proceeding with any additional instruction.

Learning Management Systems

1. Use Google Classroom, Google Enterprise/Workspace and/or any Job Corps provided LMS and/or databases to upload, deliver, track and monitor distance learning instruction and student participation and engagement.
2. Use the standardized content and supplement this content, only as appropriate, in Google Classroom, Google Enterprise/Workspace and/or any Job Corps provided LMS.

Virtually Enrolled Students: Career Preparation Period (CPP) Instruction in Distance Learning

1. Execute IT user agreement and distance learning agreement.
2. Ensure daily engagement with the student until the student receives the IT equipment necessary to be able to participate in distance learning activities independently, help students transition into the Job Corps virtual environment, strengthen retention, and provide support such as short-term mentoring, counseling, and other support activities.
3. Conduct welcome sessions and orientation remotely for new virtual enrollees, conduct health and wellness assessments, introduce the center's distance learning program, introduce the students to best practices for learning in a distance learning environment, and create an online community among Job Corps students and staff.
4. Follow the *CPP Distance Learning Framework and Curriculum* in accordance with Job Corps policy and guidance.
5. Establish accounts and account access to Google Classroom, Google Enterprise/Workspace and/or any Job Corps provided LMS for students to access virtual CPP.
6. Ensure that virtually enrolled students participate in virtual CPP on Day 1 of enrollment.
7. Monitor student progress daily.
8. Provide synchronous and asynchronous instructional delivery and have staff roles assigned to instructional delivery.
9. Ensure that existing on-site programming remains adequately staffed and instruction is provided.
10. Administer TABE 11/12, or TABE Española for centers in Puerto Rico, on or before students' 21st calendar day of virtual enrollment.
11. Deliver MyPACE career exploration and career planning during CPP. Transition the virtually enrolled student who has completed CPP in distance learning to the assigned center for full-time on-campus participation in academics and trade instruction at their assigned centers.

Attachment B

CPP Distance Learning Framework and Curriculum

Virtually enrolled students will go directly into Career Preparation Period (CPP) immediately upon enrollment in Job Corps. These students must complete 60 calendar days of CPP and arrive at an assigned Job Corps center on the next cohort arrival date following completion of CPP (but no later than 10 days after completing CPP). An exception exists if a center is not in an on-campus operating status when the virtual student is set to arrive.

CPP course structure and framework must be uniform across centers and center operators with CPP content being deployed through the Google platform. Below is a course outline that meets requirements in PRH 3.4. The outline will be field-tested and updated, as needed. An instructor's guide will accompany the course.

Centers shall not modify or customize items marked with an asterisk. These items are provided by Job Corps.

Unit 1: Welcome

Center Welcome
Technology Support
Meet Center Leadership

Unit 2: Technology

Technology Overview
Using your Chromebook/laptop
Accessing Your MiFi
How to get to Google Meets

Unit 3: Student Rights, Benefits, and Responsibilities

Introduction to Accommodations
Introduction to Center Mental Health Counselor
Introduction to Trainee Employee Assistance Program (TEAP)
Introduction to Health and Wellness Services
Introduction to Safety and Security
Accountability, Leave, and Absence Policies*
Allowances and Allotments*
Equal Employment Opportunity*
Sexual Harassment and Anti-Bullying Policies*
Center Behavior Standards/Zero Tolerance*
Digital Citizenship: Virtual Learning Behaviors*

Unit 4: Job Corps Basics

Job Corps Mission*
Career Development Services System*
Career Success Standards*
TABE Assessment*

Attachment C

Telehealth Protocol for Virtual Health Services for New Job Corps Students

1. For students engaged in distance learning, centers must provide access to those services, as defined in the Policy and Requirements Handbook (PRH) Chapter 2.3 R2 through R8, and in Exhibit 2-4, through telehealth services or coordination of services in the student's local community, as determined by the center medical clinician (physician, nurse practitioner, or physician assistant). Certain services will be provided to the student upon arrival at a center that has resumed onsite operations and are indicated in Part 3 below. Services to be rendered during distance learning include:
 - Medical Care for Students in Distance Learning: Students may receive care from their personal providers in their community or telehealth services from Job Corps. Medical care provided by Job Corps medical clinicians will be limited to a virtual health assessment, case management for chronic illnesses, and limited treatment (at the discretion of the clinician), or referral. As part of case management services, coordination of care should be facilitated between student's personal providers and Job Corps health and wellness staff. If necessary, centers should assist students in finding an appropriate local provider and seek third party health insurance coverage (per PRH Chapter 2.3 R12.a). Section 3 below details services that will be provided once a student physically returns to a center that has resumed onsite operations.
 - Oral Health and Wellness Program for Students in Distance Learning: During distance learning, center oral health personnel may use telehealth services as appropriate to evaluate and triage students requesting oral health care. Oral health services for students with oral conditions needing in-person assessments and/or treatment will be coordinated with a qualified oral health professional in the student's local community as determined by the Center Dentist. Telehealth services may be utilized by the dental hygienist to provide oral health education and promotion.
 - Mental-Health and Wellness Program for Students in Distance Learning: Centers must provide basic mental-health services to students in distance learning. Mental health promotion and education as defined in PRH Chapter 2.3 R4(c) and psychoeducational groups should be provided through virtual means such as an online classroom, while all other assessments and treatment services, as defined in R4 of this chapter should be provided via telehealth services. If needed, the Center Mental Health Consultant can also coordinate services with a qualified health professional in the student's local community. Local emergency services will be activated as appropriate for students experiencing a mental health crisis.
 - TEAP for Students in Distance Learning: Centers must provide basic TEAP services to students in distance learning. Substance use prevention and education, as defined in PRH Chapter 2.3 R5, should be provided through virtual means, while all other assessments and intervention services, as defined in R5 of this Chapter, should be provided via telehealth services. Local emergency services will be activated as appropriate for students experiencing a substance-abuse related emergency.
 - Tobacco Use Prevention Program (TUPP) for Students in Distance Learning: Centers must provide access to TUPP for students in distance learning. The program, as defined in PRH Chapter 2.3 R6, should be provided through virtual means.

- Family Planning Program in Distance Learning: Centers must provide access to a family planning program for students in distance learning on a voluntary basis. Should a center learn that a student engaged in distance learning is pregnant; the center must provide access to pregnancy-related services, as defined in PRH Chapter 2.3 R7, by coordinating services with a qualified health professional in the student’s local community as determined by the center medical clinician or, if appropriate, via telehealth services.
- HIV/AIDS-Related Services for Students in Distance Learning: Centers must provide access to HIV/AIDS-related services, as defined in PRH Chapter 2.3 R8, for students in distance learning. Centers must provide access by coordinating services with a qualified health professional in the student’s local community as determined by the center medical clinician or, if appropriate, via telehealth services.

2. Procedures on Virtual Medical Evaluation and Entrance Physical Examination (PRH R2. a. and b, and Exhibit 2-4 A. 1) for New Students

- Schedule a phone or HIPAA-compliant video call with a qualified health professional and new student during the student’s first 48 hours in Job Corps. The health professional may conduct this call from center or from home.
- Conduct Virtual Entrance Health Assessment
 - i. Review Job Corps Health and Wellness Center services, including medical, mental health, TEAP, and dental services.
 - ii. Conduct the [Job Corps Health History as outlined in PRH Change Notice 12-06, Attachment C](#).
 1. If unfamiliar with the Job Corps Health History, review [instructions](#) prior to the call.
 2. Address any notable responses at the bottom of the form.
 3. Immediately triage alert questions to appropriate health professional.
 - iii. Send the Job Corps Health History and the ETA 6-53 for review by center medical clinician.
 - iv. Inform students of potential follow-up from center medical clinician.
 - v. Encourage student to follow up with the Health and Wellness Center staff should health issues arise or change.
- The center medical clinician must review the Job Corps Health History and ETA 6-53 within the student’s first 14 days in Job Corps. The clinician may receive the file in-person on center, or through a secure electronic method.
 - i. If there are concerns, the clinician will schedule a phone or HIPAA-compliant video call to follow up with the student. Document concerns in the student health record on the SF-600.
 - ii. The clinician will sign the Health History form or grant permission for a nurse to use a signature stamp, if working remotely.

3. The below required health and wellness services will be available once the student’s assigned center has resumed on-campus operations and the student is physically present on-campus.

- Comprehensive physical examination
- Monitoring of chronic health problems under PRH Chapter 2.3 R2.b
- Laboratory tests under PRH 2.3 R2.c

- Immunizations under PRH Chapter 2.3 R2.d
- Tuberculin skin test under PRH Chapter 2.3 R2.e
- Off-center specialist referral system under PRH Chapter 2.3 R.2.j
- Near and distant vision screening, color vision screening, provision of glasses and/or contact lenses; and hearing screening under PRH Chapter 2.3 R2.b
- Access to a daily walk-in clinic under PRH 2.3 R2.f
- Access to an inpatient unit for minor conditions under PRH 2.3 R2.g
- Access to an appointment system for follow-up treatment under PRH 2.3 R2.h
- Access to prescription medication per PRH Chapter 2.3 R2.I
- Access to a 24-hour emergency care system under PRH Chapter 2.3 R2.k
- Complete HIPAA Notice under PRH Chapter 2.3 R2
- Comprehensive dental services under PRH Chapter 2.3 R3