POLICY AND REQUIREMENTS HANDBOOK
(Chapters 1 - 6)

U.S. Department of Labor
Office of Job Corps

December 31, 2019
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1.0 OBJECTIVES

To ensure that the Job Corps program enrolls qualified and committed applicants who meet the requirements for enrollment in Job Corps, and to provide for full utilization of Job Corps training opportunities. To make certain that applicants of the program are provided with professional, career driven, and individualized services throughout the admissions process that maintain applicants’ rights, follow applicable laws, and serve the best interests of eligible youth.
1.1 OUTREACH

PURPOSE

P1. To reach and engage with eligible youth, employers, the community, training and education partners, and the public:
   • Provide information about the training and education opportunities the Job Corps program provides for eligible youth.
   • Ensure that Job Corps is an active member/partner in the state and local workforce training community, including one-stop centers (currently branded as American Job Centers) local Workforce Development Boards, and youth standing committees, if established.

P2. To enroll youth eligible for admission to Job Corps.

P3. To strengthen and support Job Corps as an asset and partner within the community by:
   • Involving employers in labor markets where students seek employment
   • Involving the community with the center and the students to enrich positive learning experiences and to benefit the community

P4. To comply with applicable legal requirements.

REQUIREMENTS

R1. Outreach/Public Education Plan

Contractors providing enrollment and placement services must develop and implement outreach/public education plans. The plan must demonstrate collaboration and consultation between contractors and centers, and must comply with the outreach requirements of the Workforce Innovation and Opportunity Act (WIOA), Section 188, Nondiscrimination, and nondiscrimination requirements at 29 CFR 38.42. The plan must be submitted to the Regional Office for review and approval, in accordance with PRH Chapter 5, 5.1, R3.c, Career Development Services System Plan, and must include, as applicable:

a. Outreach strategies to achieve and maintain overall design and capacity

b. Strategies to ensure coordination of efforts between contractors and centers, including the establishment and maintenance of relationships with community organizations that serve specific targeted groups referred to in c.4 below

c. A description of the public education and outreach methods, activities, events, and linkages that will be developed to:
   1. Foster referrals of eligible youth from various targeted groups referred to in R1.c.4 below.
   2. Promote positive public awareness of student and center achievements.
3. Respond to media and public inquiries with consistent and factual information.

4. Reach potential applicants who represent the diversity of the community in which the Job Corps center is located in terms of the following characteristics:
   (a) Gender
   (b) Race and ethnicity, including status as Limited English Proficient (LEP)/English Language Learner (ELL)
   (c) Disability status

5. Publicize the Job Corps program and the center in media that specifically target various populations referred to in PRH Chapter 1, 1.1, R1.c.4, such as newspapers, television and radio programs, and websites with streaming audio and video. Ensure that the selected outreach tools include media in languages appropriate to the population served by the center.

d. A description of outreach methods and materials to be distributed to, and maintained at, American Job Centers; youth standing committees, if established; schools; social service agencies including those that serve youth, foster care, and homeless youth; youth programs; organizations; communities; the general public; employers; other employment and training programs; vocational rehabilitation agencies; and other organizations or entities that serve specific targeted populations referred to in PRH Chapter 1, 1.1, R1.c.4, such as members of both sexes, individuals with disabilities, or various racial or ethnic groups. Such materials must:

1. Include center-specific information including available career technical training, certification, credentialing, and licensure opportunities.

2. Be designed to reach a diverse audience. Selected materials should be translated into languages appropriate to the population served by the center.

3. Be available in alternate formats for persons with disabilities (e.g., large print, audio tape, open captioning, Braille).

4. Include the exact language of the following tag lines, as required by 29 CFR 38.34(a): “Equal opportunity employer/program. Auxiliary aids and services are available upon request to individuals with disabilities.”

5. Provide phone numbers for Text Telephone (TTY)/Telecommunication Device for the Deaf (TDD) or relay service contact for people whose disabilities prevent them from using voice telephones, where voice telephone numbers are provided for telephone contact.

6. Be distributed to schools; social service agencies, including those that serve foster care and homeless youth; youth programs; and other employment and training programs.
e. Be a direct referral system that provides unions, business/industry organizations, and individual employers a mechanism for referring youth who may be qualified to participate in Job Corps. Applicants recruited through direct referrals must meet all Job Corps eligibility and other requirements for enrollment, and fully participate in all career preparation activities. Direct referral applicants do not have priority over those waiting to enter Job Corps, nor do they have priority over those who are on a waiting list for a specific training program.

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

g. Have a system to document and monitor the effectiveness of outreach efforts, including efforts to collaborate with American Job Centers.

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

R2. Center Information

Centers must:

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

b. Provide ACs with copies of current career technical Training Achievement Records (TARs).

c. Offer center tours to prospective applicants, parents, school counselors, employers, etc., whenever possible.

d. Assign staff and students to participate in outreach activities as needed.

R3. Use of Applicant and Student Photos and Moving Images

All contractors and centers must ensure that photos and moving images of Job Corps applicants and students are not taken, used on printed materials, or posted on the Internet, except when proper releases have been obtained, as specified in Appendix 601 (Student Rights to Privacy and Disclosure of Information).
R4. Notification of Newsworthy Events

Job Corps center operators, as well as Outreach and Admissions (OA) and Career Transition Services (CTS) contractors, must immediately notify and consult with the Regional Office for guidance and approval of contractor news releases.

R5. Notification of Discrimination Complaints

OA/CTS contractors and centers must promptly notify the Regional Office of any administrative actions or lawsuits that are filed against the contractor or center that allege discrimination on the grounds of race, color, religion, sex (including pregnancy and gender identity), national origin, age, disability (physical or mental), genetic information, parental status, sexual orientation, marital status, political affiliation or belief, or any other prohibited factor, including those filed by students and applicants. The notification must include:

a. Names of the parties to the action or lawsuit

b. Forum (court or administrative agency) in which each case was filed

c. Relevant case numbers

The Regional Office will convey the information to the Office of Job Corps, which is responsible for promptly conveying this information to the U.S. Department of Labor Civil Rights Center (DOL-CRC), as described in 29 CFR 38.38(a).

R6. Partnerships and Linkages

OA/CTS contractors and centers will, as applicable:

a. Work cooperatively with schools; social service agencies including those that serve foster care and homeless youth; youth programs; youth standing committees, if established; community centers; other employment and training programs; state vocational rehabilitation agencies; associations; and other appropriate organizations, including organizations and other entities, that serve the targeted populations referred to in PRH Chapter 1, 1.1, R1.c.4, to promote referral of applicants who are eligible to participate in the Job Corps program. In this regard, close cooperation between the National Training Contractors (NTC) and OA/CTS contractors is essential in assisting potential students who have been referred to Job Corps by unions and/or employers that work with the NTCs.

b. Establish working relationships and partnerships, including memberships when appropriate, with one-stop centers, state and local workforce investment boards, youth standing committees that are appointed by local boards, and other local employment and training programs for youth.
c. Ensure that Job Corps services are included on the menu of services found on the Internet that are available through the one-stop centers.

d. Develop linkages and relationships that enhance the quality of services to students and the community, such as work-based learning, leisure-time employment, high school, college, career technical training programs, on-the-job training, one-stop centers, career services, and job placement.

R7. Business and Community Participation

a. The Center Director will establish and develop mutually beneficial business and community relationships and networks, including with local boards, to enhance the effectiveness of the center. Relationships will be established and maintained, at a minimum, with the following:

1. Local and distant employers to the extent practicable (Outreach must be conducted in coordination with other Federal and non-Federal programs conducting similar outreach to employers.)

2. Applicable one-stop centers and local boards to:
   (a) Provide information on training opportunities available through Job Corps.
   (b) Encourage referral of appropriate potential students.
   (c) Identify job opportunities for Job Corps graduates.

3. Entities offering apprenticeship opportunities and youth programs

4. Labor-management organizations and local labor organizations

5. Employers and contractors that support national training programs and initiatives

6. Community-based organizations, non-profit organizations, and intermediaries providing workforce development-related services

b. Centers will establish a Community Relations Council to serve as a liaison between the center and the surrounding communities. The Community Relations Council will be used as a forum to:

1. Inform the community about projects of the Job Corps.

2. Share information about changes in center rules, procedures and activities that may affect the community.

3. Plan events of mutual interest to create and maintain community relations and community support.

c. The Council will have the following features:
1. Be representative of business, civic, and educational organizations; elected officials; law enforcement agencies; and other service providers, including organizations and entities that serve targeted populations.

2. Include student and staff representatives.

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

4. Maintain records of Council meetings, documenting attendance and recommendations.

d. The business and community participation requirements outlined above should be carried out for Job Corps centers that are not yet operating at least 3 months prior to the date on which the center accepts its first enrollee.

R8. Workforce Councils

a. Each Job Corps center will establish a workforce council whose members are appointed by the Center Director.

b. The workforce council will include:

1. Non-governmental and private sector employers

2. Representatives of labor organizations, where present, and of employees

3. Job Corps students and graduates

4. In the case of the single State local area, a representative of the State Board

c. A majority of the workforce council members must be business owners; chief executives or chief operating officers of nongovernmental employers; or other private sector employers who have substantial management, hiring, or policy responsibility, and who represent businesses with employment opportunities in the local area and the areas in which students will seek employment.

d. The workforce council may include, or otherwise provide for consultation with, employers from outside the local area who are likely to hire a significant number of students from the Job Corps center.

e. The workforce council may also include members of applicable local boards, provided they meet the requirements described in b and c above.

f. Workforce Council Responsibilities
1. Work closely with all applicable local boards and review labor market information to determine and provide recommendations to the Regional Office regarding the center’s career technical training offerings, including identification of emerging occupations suitable for training.

2. Review all relevant labor market information, including related information in the State Plan or Local Plan, to:
   (a) Recommend in-demand industry sectors or occupations in the area where the center operates.
   (b) Determine employment opportunities in the areas in which students intend to seek employment.
   (c) Determine the skills and education necessary to obtain the identified employment.
   (d) Recommend to the Secretary the type of career and technical training that should be implemented at the center to enable students to obtain the employment opportunities identified.

3. Meet at least once every six months to reevaluate the labor market information and other relevant information, to determine and recommend to the center director any necessary changes in the career technical training provided at the center.

4. The responsibilities outlined above should be carried out for Job Corps centers that are not yet operating at least 3 months prior to the date on which the center accepts its first enrollee.
1.2 OUTREACH AND ADMISSIONS PROVIDER RESPONSIBILITIES IN THE ADMISSIONS PROCESS

PURPOSE

P1. To assess, verify, and document applicant eligibility for the Job Corps program.

P2. To enroll eligible youth who can benefit from the Job Corps program.

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

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

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

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

P7. To comply with applicable legal requirements.

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

REQUIREMENTS

R1. INTERACTING WITH THE APPLICANT

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

b. ACs must obtain, through a face-to-face interview (whenever feasible) with each applicant, pertinent data to make a determination of eligibility. Eligibility requirements are the basic requirements necessary for participation in the Job Corps program as enacted in the Workforce Innovation and Opportunity Act (WIOA). The Outreach and Admissions (OA) staff will be responsible for determining whether an applicant meets each eligibility requirement. The eligibility requirements, as described in detail in Exhibit 1-1, Job Corps Eligibility Requirements, must be applied equitably to all individuals who apply to the Job Corps program and may not be replaced, revised, or changed, except for policy changes issued by the Office of Job Corps through the official process. The AC must recruit and screen enough applicants to generate a sufficient number of arrivals to maintain the designated Job Corps center(s) at an average on-board strength of 100 percent of the design capacity, in accordance with the delivery schedule outlined in the OA contract.
c. ACs must take appropriate steps to ensure their communications with applicants (and/or applicants’ parents, guardians, or other representatives) who have disabilities are as effective as communications with others. This obligation, which is separate from the reasonable accommodation obligation, is described in detail in Appendix 606 (Communicating with Persons with Disabilities). Even before taking the actions described in that appendix, ACs need to know that if they receive a request for auxiliary aids and services (communication aids) for a person with a disability, they:

1. Must address the request immediately

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

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

1. Must address the applicant’s accommodation needs immediately

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

Requirements for providing reasonable accommodation to participate in the admissions process, including the circumstances under which the AC may ask for documentation of the need for the accommodation, are explained in Appendix 106 (Job Corps Reasonable Accommodation Request Form-Admissions).

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

1. Must not ask whether the applicant will need accommodation to actually participate in Job Corps

2. Must not assume that the applicant will need accommodation to participate in Job Corps

3. Must not ask for any disability-related information except at the times, and under the circumstances, that are described elsewhere in this chapter

4. Must not take the applicant’s disability into consideration in determining whether he or she meets the eligibility requirements or other factors for
enrollment in Job Corps, except as described in PRH Chapter 1, 1.2, R7.b.

5. Must document the request for reasonable accommodation in accordance with Job Corps reasonable accommodation guidelines.

The AC will inform each applicant of his or her right to request and receive reasonable accommodations at any time during the admissions process and then review the Job Corps Reasonable Accommodation Request Form-Admissions (see Appendix 106) with the applicant. If the applicant wants to request an accommodation to participate in the admissions process, the Job Corps Reasonable Accommodation Request Form-Admissions should be completed. The AC may assist with the completion of the form as necessary.

e. ACs must take reasonable steps to provide meaningful access to the application process for persons who have a limited ability to read, write, speak, or understand English. These persons are referred to as Limited English Proficient (LEP) or English Language Learners (ELL). The steps that must be taken should be described in the OA contractor’s LEP/ELL Readiness Plan, as described in Section 1.1 R1.h. On the Record Applicant Preference Screen in OASIS, ACs must document if the applicant is learning English in the English Language Learner (ELL) selection area. One of the following criteria should be used to determine if a student is considered LEP/ELL:

1. English is not the applicant’s primary language and he or she cannot communicate clearly in English.

2. The initial interview requires an interpreter.

3. The applicant will need language support in order to fully participate in the program.

4. The applicant self-identifies as needing language assistance or instruction.

R2. Provision of Accurate Information About Enrollment Process and Rights

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

a. The process for admissions determination and assignment to a center for enrollment.

b. The rights of students to:

1. Privacy

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

3. Nondiscrimination and equal opportunity, including:
   (a) Communication aids and reasonable accommodations for persons with
disabilities (see Appendices 601-Students Rights to Privacy and Disclosure
of Information, 602-Civil Rights and Nondiscrimination, 605-Process for an
Applicant or Student with Disability to Request Reasonable Accommodation
to Participate in the Job Corps Program, and 606-Communication with
Persons with Disabilities)
   (b) Information and services in languages other than English for LEP/ELL
   individuals as described in the OA contractor’s LEP/ELL Readiness Plan
   referred to in PRH Chapter 1, 1.1, R1.h
   (c) Religious accommodation

c. A copy of the “Equal Opportunity is the Law” notice that contains accurate
information about where the applicant may file a discrimination complaint (see
Exhibit 6-11, Equal Opportunity Rights Form)

The notice must be:

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

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

3. Provided in appropriate languages for LEP/ELL individuals, as described in the
OA contractor’s LEP/ELL Readiness Plan referred to in PRH Chapter 1, 1.1, R1.h

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

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

R3. Information on Center Life

ACs must provide applicants with accurate information about:

a. Residential living arrangements

b. Student conduct standards and expectations, including Job Corps’ zero tolerance and
drug testing policies

c. Center expectations for student behavior and information on regular evaluation of
student progress

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

e. Child care allotments, as applicable (see Exhibit 6-2, Student Allowance and Allotment System (SAAS))

**R4. Career Development**

ACs must inform applicants about career development describing, at a minimum:

a. Personalized career planning assistance

b. Preparation for career development

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

d. Career transition services

e. Placement services

f. Program expectations and graduation requirements

**R5. Personal Career Development Assistance**

ACs must assist applicants in initiating career planning by:

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

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

c. Providing accurate information about:

   1. The requirements to achieve the expectations of each Training Achievement Record (TAR), such as the length of stay

   2. The increased salary opportunities associated with certificates, credentials, and licenses

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

e. Explaining the use of the Personal Career Development Plan (PCDP) as a personalized blueprint, which will be used throughout enrollment, and the Career Transition Period (CTP) to assist students in meeting their career goals (see Appendix 102, Information for Personal Career Development Plan)

R6. Safeguarding Personally Identifiable Information (PII)

a. Providers of enrollment services must ensure that PII gathered during the admissions process is protected at all times. ACs must adhere to the following guidelines:

1. ACs must not use personally owned or public computers to download or store protected PII.

2. ACs must only access and store student protected PII using the CDSS Suite of Applications.

3. E-mail containing any PII is not allowed outside the jobcorps.org domain.

4. Approved encryption must be used to encrypt data that is moved to a portable device like a thumb drive, Compact Disk (CD) or floppy disk.

5. Any missing documents or equipment that contains Protected PII must be immediately reported to the Information Technology (IT) Point of Contact (POC) and the Job Corps Technical Assistance Center.

6. When not in use, documents containing PII must be stored in locked file drawers or a secured room.

7. All documents containing PII must be immediately retrieved from printers, copiers and fax machines as soon as they are printed or received, including the originals.

8. Sensitive documents must be properly disposed of by shredding or placing them in a locked recycling bin, and never placed intact in a trashcan or open recycling bin.

9. Any kind of PII that may have been left by others, or any PII incidents that staff observe should be reported immediately.

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

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

2. ACs must keep PII in his or her possession at all times during transit.

3. PII must not be left unattended in a vehicle; this includes any papers, document holders, briefcase, and/or any information on a CD, hard-drive or laptop.

4. PII must not be stored off-site (for example, at home) unless it can be stored securely such as in a locked filing cabinet or safe.

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

ACs must:

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

1. Include copies of one or more of the records in the list below, if available, in the applicant’s file:
   (a) An official school transcript with the school’s seal affixed. If the applicant states that he or she has a high school equivalency (HSE) credential, a copy of the HSE certificate or official HSE test scores.
   (b) A copy of an acceptable High School Diploma (HSD) or official high school transcripts indicating graduation, if the applicant states that he or she completed the 12th grade and obtained a diploma. An acceptable diploma is one described in Criterion 6. Educational and Training Needs, in Exhibit 1-1, Eligibility Requirements.
   (c) May indicate in an applicant’s records that the applicant has a HSD only after receiving a copy of one or more of the following documents:
      (1) A regular/standard HSD
      (2) An honors diploma
      (3) An Individual Education Plan (IEP)/special education diploma
      (4) Official transcripts indicating graduation from a school that meets the guidelines set in PRH Appendix 304, Guidelines for the Accreditation of Job Corps High School Programs
      (5) A foreign diploma

2. When filing, storing, and transmitting IEP, Section 504 plans, IEP/special education diplomas, similar documents, or any documents indicating that a particular applicant has such documents, strictly comply with the following legal requirements related to medical and disability-related information, as explained in Appendix 607, Transmission, Storage, and Confidentiality of Medical, Health, and Disability-Related Information:
   (a) Place these records in separate “health records” files that are kept and stored separately from all other information about the individual applicant until the
records are sent to the center.  
(b) Carefully limit access to these documents. For example, keep hard copies of the documents in locked files; ensure that electronic copies of the documents are password-protected. Be vigilant about who is permitted to know the password, or allowed to have access to the key or combination that opens the lock. Appendix 607, Transmission, Storage, and Confidentiality of Medical, Health, and Disability-Related Information, explains what categories of persons are legally authorized to have access to the documents. 
(c) Transmit hard copies of the documents in sealed envelopes in accordance with Appendix 607, Transmission, Storage, and Confidentiality of Medical, Health, and Disability-Related Information. Make the best effort to ensure that the copies are delivered only to persons who are authorized to have access to those specific types of documents.

b. If the applicant has not provided copies of the required official records, contact the appropriate state HSE Administrator (see Exhibit 1-1, Eligibility Requirements, Criterion 6. Educational and Training Needs), or the last high school the applicant attended; send the administrator or school a Records Release Authorization (Exhibit 1-5), signed by the applicant or his or her parent or guardian, requesting that the required official records be delivered to the OA office or Job Corps center.

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

R8. Eligibility Requirements

Use Exhibit 1-1, Eligibility Requirements, to determine if each applicant to Job Corps meets the eligibility requirements necessary to provide a conditional offer of enrollment.

a. Before beginning the eligibility requirements process, the AC must explain to every applicant, and his or her parent, guardian if a minor, or other representative, that two of the eligibility requirements questions (those related to age and low-income status) may result in answers disclosing that the applicant has a disability. The AC must also explain the four principles that apply to all medical and disability-related questions in Job Corps. See Chapter 1, 1.2, R7.b below.

b. Asking About Disability

In general, ACs may not ask whether an applicant is an individual with a disability or about the nature and severity of a disability prior to conditional enrollment in Job Corps. (An applicant is conditionally enrolled in Job Corps when additional documentation or information is needed to confirm that the applicant meets all the eligibility requirements.) At two points in the process of determining eligibility; however, ACs may invite an applicant to disclose whether he or she has a disability:
1. If the applicant is or will be older than 24 years old on the date of enrollment, the maximum age limit may be waived if he or she is a person with a disability.

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

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

(a) He or she has a physical or mental impairment.
(b) The impairment affects one or more of his or her major life activities. The term “major life activities” refers to activities that are of central importance to daily life, (e.g., caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working).
(c) The effect of the impairment is substantial.

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

(a) Providing disability-related information is voluntary – in other words, the applicant is not required to disclose whether he or she has a disability.
(b) The information will be kept confidential as required by law.
(c) Declining to disclose whether he or she has a disability will not cause the applicant to receive unfavorable treatment (except that if the applicant decides not to disclose, there is a possibility that he or she will not be found to meet the age requirements and/or qualify as low income).
(d) The information will be used only in accordance with the law.

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

The AC should explain to the applicant that when he or she is asked whether he or she falls into the category of an individual with a disability, the applicant should select only one of three possible answers: yes, no, or do not wish to answer. If the applicant’s response is yes, the AC:

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

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

c. If there are any eligibility requirements that the applicant does not meet, stop the application process at that point because the applicant is not eligible for admission to Job Corps. The AC must provide a written explanation of the denial to the applicant (see Appendix 104, Denial Letter Template for Admissions Counselors). This explanation must inform the applicant about his or her right to file an appeal with the OA agency or the Job Corps center. The explanation must also inform the individual of his or her right to file a discrimination complaint with either the recipient of the funds as defined in 29 CFR 38.4, such as the OA agency or the Job Corps contractor, or Center Operator, if not federally operated, or the Director of the U.S. Department of Labor Civil Rights Center (DOL-CRC) if the applicant feels he or she was discriminated against during the application process.

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

1. To be determined eligible for Job Corps, each applicant must be a
   (a) United States citizen or national, including a naturalized citizen;
   (b) lawfully admitted permanent resident alien, refugee, asylee or parolee, or other immigrant who has been authorized by the Department of Homeland Security to work in the United States; or
   (c) resident of a U.S. territory.

2. Be at least 16 years of age and not more than 24 years of age on the date of enrollment (i.e., date of departure for a center).

For an individual with a disability who is otherwise eligible, the maximum age limit may be waived (minimum age is still 16). Therefore, this eligibility requirement will require the AC to invite an applicant older than 24 to disclose whether he or she has a disability (see Appendix 606, Communicating with Persons with Disabilities).
3. Qualify as “low income” as described in Exhibit 1-1, Eligibility Requirements. Documentation must be collected verifying that the applicant meets the low income criterion. This eligibility requirement will require the AC to invite an applicant who does not meet the standard low-income requirement to disclose whether he or she is a person with a disability who would meet the requirement under the disability waiver (see Appendix 606, Communicating with Persons with Disabilities).

Special Rule for Veterans: In making the income determination, the Admissions Counselor will disregard military income earned by the veteran in the 6 months prior to the application.

4. Face one or more of the following barriers to education and employment:
   (a) Is basic-skills deficient:
      (1) A youth with English, reading, writing, or computer skills at or below the 8th grade level on a generally accepted standardized test; or
      (2) An individual unable to compute or solve problems, read, write, or speak English, at a level necessary to function on the job, in the individual’s family, or in society.
   (b) Is a school dropout
   (c) Is homeless, as defined in sec. 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e-2(6)); is a homeless child or youth, as defined in sec. 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434(a)(2)); is a runaway, an individual in foster care, or an individual who was in foster care and has aged out of the foster care system (see Exhibit 1-1, Eligibility Requirements, for details)
   (d) Is a parent, an individual who, in law, has custody, guardianship, or access rights in regard to a child and who may have corollary obligations to financially support a minor, typically by way of child support
   (e) Requires additional education, career technical training, or workforce preparation skills in order to obtain and retain employment that leads to economic self-sufficiency
   (f) Is a victim of a severe form of trafficking in persons, as defined in Section 103 of the Victims of Trafficking and Violence Protection Act of 2000 (22 U.S.C. 7102(9)) (Individuals who qualify as a victim of a severe form of trafficking in persons need not meet the income eligibility requirement described above in PRH Chapter 1, 1.2, R8.d.3.)

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

6. Educational and training needs

For each applicant, the AC must determine, based on the information relating to the background, needs, and interests of the applicant, whether the educational and
career and technical training needs of the applicant can best be met through the Job Corps program, or if the applicant should be referred to an alternative program in the community in which he or she resides. Exhibit 1-1 contains a detailed explanation about how to make these determinations. The following should be considered:

(a) If the applicant has not graduated from high school:
   (1) The applicant wants to earn a high school diploma or its recognized equivalent and participate in career technical training (the applicant must indicate a desire to obtain both academic and career technical training).
   (2) After graduation from Job Corps, the applicant intends to
      • obtain employment,
      • enter the military, or
      • continue his or her education.

(b) If the applicant is a high school graduate:
   (1) The applicant wishes to obtain career technical training.
   (2) After graduation from Job Corps, the applicant intends to
      • obtain employment,
      • enter the military, or
      • continue his or her education.

7. Meet the determination that there is a reasonable expectation that the applicant can participate successfully in group situations and activities, and is not likely to engage in actions that would potentially
   (a) prevent other students from receiving the benefit of the program,
   (b) be incompatible with the maintenance of sound discipline, or
   (c) impede satisfactory relationships between the center to which the student is assigned and surrounding local communities.

8. Demonstrate a basic understanding of the rules of the Job Corps program and the consequences of failure to follow the rules, and document that the applicant agrees to comply with the rules. The criteria that the applicant must meet, and the questions that the AC must ask the applicant in order to determine whether he or she meets these requirements, are described in detail in Exhibit 1-1, Eligibility Requirements.

9. Disqualifying Convictions: An individual will not be selected as a student if the individual has been convicted of a felony consisting of
   (a) murder (as described in Section 1111 of Title 18, United States Code),
   (b) child abuse, or
   (c) a crime involving rape or sexual assault.

10. After conducting a background check consistent with applicable State and local laws, confirm that the applicant is not on probation or parole, under a suspended sentence, or under the supervision of any agency as a result of court action or institutionalization, to the extent that he or she will be prohibited from participating in the program. The steps that the AC must take to determine
whether the applicant meets these requirements are described in detail in Exhibit 1-1, Eligibility Requirements, and Appendix 103, Admissions Counselor Guide for Evaluating Court Involvement/Agency Supervision and the Maintenance of Sound Discipline. The following is a brief description of the determinations the AC must make.

(a) If the applicant is on probation, or on parole, or under a suspended sentence, or under the supervision of any agency as a result of court action or institutionalization, then all of the following must be certified by the appropriate court or agency:

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

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

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

11. Have child care, if applicable. If the applicant is a parent, he or she must certify that he or she has made suitable arrangements for the care of any dependent children for the proposed period of enrollment.

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

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

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

1. Ask the applicant to complete the Job Corps Health Questionnaire (ETA 653).
2. Inform each applicant of his or her right to request reasonable accommodation and review the Reasonable Accommodation Request Form with the applicant.
(see Appendix 605, Definitions and Documentation Requirements Related to Reasonable Accommodations for Applicants and Students with Disabilities). If the applicant wants to request accommodation, the request form should be completed. The AC may assist with the completion of the request form as necessary.

3. Secure any corresponding supporting medical and/or educational documentation. The AC must not review the contents of this information, and must place all medical documents and/or all special education and/or disability documentation in a separate envelope. That envelope must be sealed and included with the applicant file that is forwarded to the center for review (see Appendix 607, Transmission, Storage and Confidentiality of Medical, Health and Disability-Related Information).

R9. Priority Enrollment

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

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

R10. Documentation

ACs must:

a. Enter all information involving applicant eligibility criteria in the Outreach and Admissions Student Input System (OASIS) in accordance with the procedures specified in the OASIS documentation and Regional Office procedures.

b. Use the procedures described in Exhibit 1-1, Eligibility Requirements, to verify, assess, and document information relating to applicant eligibility criteria.

c. Use the procedures described in Exhibit 1-2, Document Requirements for Assessment of Applicant Health Needs, to provide documentation to Job Corps centers for their use in assessing applicants’ health needs.
R11. Admissions Notification

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

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

1. He or she will be assigned to a Job Corps center based on the applicant’s career training program preference, availability of training slots, and applicant’s geographic proximity to a center that has both.
2. The AC will collect medical information about the applicant and transmit it to the Job Corps center, along with the applicant’s file.
3. If the applicant offered enrollment has an apparent or known disability, the AC may ask whether he or she will need a reasonable accommodation to participate in Job Corps. Before the applicant responds, the AC must explain that:
   (a) Providing disability-related information is voluntary – in other words, the applicant is not required to disclose whether he or she has a disability.
   (b) Choosing not to disclose a disability, or to ask for a reasonable accommodation at this point, does not preclude him or her from asking for an accommodation at any point later in the enrollment process or during his or her participation in Job Corps.
   (c) Disability-related information will be kept confidential as required by law.
   (d) Disclosing whether he or she has a disability will not cause the applicant to receive unfavorable treatment.
   (e) The information will be used only in accordance with the law.

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

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

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

2. Inform the applicant of his or her rights, as follows:
   (a) If the applicant believes that he or she has been denied admission as a result of discrimination on a protected basis (race, color, religion, sex (including
pregnancy and gender identity), national origin, age, disability (physical or mental), genetic information, parental status, sexual orientation, marital status, political affiliation or belief, or any other prohibited factor), he or she may file a written complaint within 180 days, either with the recipient of the funds as defined in 29 CFR 38.4, such as the OA agency or the Job Corps contractor, or center operator (if not federally operated) or with the director of the U.S. Department of Labor Civil Rights Center (DOL-CRC). Provide the applicant with the contact information of both the recipient and the Director of DOL-CRC. DOL-CRC’s information is as follows:

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

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

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

The OA agency must establish procedures for the review of appeals. The procedures must include at a minimum the following steps:
(1) Designate a Point of Contact at the OA corporate office.
(2) Create an appeal review panel consisting of at least one corporate staff member and one contract staff member.
(3) Conduct a verification call with the applicant.
(4) Review final determination with the Admissions Counselor and Quality Assurance Manager.
(5) Submit written decision to the applicant and send a copy to the Regional Office.
The OA agency or Job Corps center must issue a decision on the appeal within 60 days of when the appeal was filed. If the OA agency or Job Corps center denies the appeal within 60 days of when the appeal was filed, the applicant may appeal the denial to the Job Corps Regional Director within 60 days of the date of the denial. If the OA agency or Job Corps center does not issue a decision on the appeal within 60 days of when the appeal was filed, the applicant may file an appeal with the Job Corps Regional Director within 60 days from the date the center operator or service provider should have issued the decision.

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

3. Refer the applicant to an appropriate one-stop center, or other training/educational resource in his or her home community.

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

5. Regardless of whether the applicant is enrolled, copies of his or her records must be kept for a period of no less than 3 years from the close of the program year in which the determination was made. If the applicant files an appeal, or a complaint alleging that the admissions process was affected by discrimination or that the Workforce Innovation and Opportunity Act (WIOA) nondiscrimination requirements were violated during the process, copies of the records must be kept for a period of no less than 3 years from the date on which the complaint or appeal was resolved.

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

ACs must:

a. Use the Job Corps Health Questionnaire (ETA 6-53) to collect health information about the applicant offered enrollment, along with any medically connected documentation, as described in the instructions for the Job Corps Health Questionnaire (ETA 6-53).

b. Forward the originals of the Job Corps Health Questionnaire (ETA 6-53) of the applicant offered enrollment, and all documentation that has been collected, to the center of assignment. These documents must be forwarded in envelopes or files that are sealed and kept separate from any other information about the applicant offered enrollment.
c. For applicants who are not offered enrollment, retain copies of the Job Corps Health Questionnaire (ETA 6-53), and all related documentation that has been collected, in a file that is stored separately from any other information about the applicant. The Job Corps Health Questionnaire (ETA 6-53), the related documentation, and all other medical or disability-related information about the applicant must be kept confidential, and access to this information must be strictly limited to persons with a need to know, as described in Appendix 607, Transmission, Storage and Confidentiality of Medical, Health and Disability-Related Information.

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

**R13. Collection and Handling of Other Types of Required Documents**

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

a. Applicants need proof of citizenship, legal residency, or authorization to work.

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

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

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

3. Access to the documentation must be strictly limited, as explained in Appendix 607, Transmission, Storage and Confidentiality of Medical, Health and Disability-Related Information.

c. Applicants need their medical insurance card, if applicable.

d. Applicants need their immunization records. The transmission, storage, and confidentiality requirements described in Appendix 607, Transmission, Storage and Confidentiality of Medical, Health and
Disability-Related Information, apply to these records.

e. Applicants need their release entitled “Right to Use Photographic Likeness or Moving Images,” signed by the applicant offered enrollment, or by a parent or legal guardian if applicant is a minor (see Appendix 601, Student Rights to Privacy and Disclosure of Information).

f. Applicants need their form entitled, “Job Corps Informed Consent to Receive Mental Health and Wellness Treatment” signed by the applicant offered enrollment, or by a parent or legal guardian if the applicant is an un-emancipated minor (see Exhibit 1-4, Job Corps-Informed Consent to Receive Mental Health and Wellness Treatment).

R14. Assignment and Scheduling Procedures

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

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

a. The AC should inform the applicant and/or his or her parent, guardian, or other representative that the applicant is entitled to ask for a reasonable accommodation, which may include a request for modifications to the center at issue.

b. Job Corps’ Reasonable Accommodation Committee (RAC) is required to consult with the applicant to identify possible accommodations and must give consideration to the applicant’s choice of accommodation, but Job Corps is not required to implement an accommodation that would impose an undue hardship.

c. The ultimate decision about whether the applicant will or will not accept a reasonable accommodation must be left up to the applicant and/or his or her parent, guardian, or other representative.

OA contractors must:

a. Assign enrollees to a center offering the type of career technical training selected by the individual, and, among the centers that offer such training, is closest to the enrollee’s home, unless:
1. The enrollee would be unduly delayed in participating in the Job Corps program because the closest center is operating at full capacity.

2. The parent or guardian of an enrollee requests assignment to another Job Corps center due to circumstances in the home community of the enrollee that would impair prospects for his or her successful participation in the Job Corps program. Such a request must be documented in the applicant file.

3. If a parent or guardian of the enrollee objects to the assignment of an enrollee under the age of 18 to a center other than the center closest to home that offers the desired career technical training, such an assignment must not be made. The objection of the parent or guardian must be documented in the applicant’s file.

b. Give priority in assignments of open slots to applicants offered enrollment who are veterans of the armed forces of the United States or spouses of veterans, as specified in Exhibit 1-6, Factors for Priority Enrollment.

R15. Applicant Files

OA contractors must ensure that OASIS files are available to the center of assignment and that hard copy documents are available to the center at least 7 working days prior to each applicant’s scheduled arrival at the center, or departure to the center, if using government-furnished transportation.

R16. Withdrawal of Application

If an applicant withdraws his or her application, or an applicant offered enrollment chooses not to enroll, all supporting documentation should be maintained with the central file, and returned to the OA agency if the application is not in regional review. If the application is in regional review, then the applicant file and all supporting documentation must be returned to the Regional Office who will review the documentation of the withdrawal before returning the file to OA. Files must be maintained for a minimum of 3 years from the end of the applicable program year. Health and disability-related documentation must be maintained in a separate file to which access is strictly limited, as described in Appendix 607, Transmission, Storage and Confidentiality of Medical, Health and Disability-Related Information.
1.3 DEPARTURE PREPARATION AND ENROLLMENT READINESS

PURPOSE

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

REQUIREMENTS

R1. Pre-Departure Activity

Admissions Counselors (ACs) must:

a. Provide each assigned applicant with specific, current information about the center of assignment, including location, rules, career technical training waiting lists, and program expectations.

b. Provide the assigned applicant with a travel packet to include itinerary, e-ticket information, meal money (if applicable), emergency phone numbers, and written guidance on acceptable behavior and expectations while on travel to the center (see Chapter 6, 6.6 Student Transportation).

c. Send all required documents to the center and ensure that the applicant takes the documents with him or her when he or she departs for the center. (see PRH Chapter 1, 1.2, R12, Collection and Handling of Health-Related Information and Documents)

d. Notify each applicant of his or her assignment date, or departure date if using government-furnished transportation, and the process for departure.

e. Verify with the applicant that there has been no change to the applicant’s admission status that would alter any of his or her answers to the eligibility requirements since the completion of the original application.

R2. Departure Scheduling and Procedures

ACs must:

a. Contact the assigned applicant to provide travel information and answer any last-minute questions.

b. Whenever possible, accompany the applicant to the scheduled departure site or arrange for another responsible escort, and see that the applicant departs safely as scheduled.

c. As required in PRH Chapter 1, 1.1, R3, request that the applicant sign a release of “Right to Use Photographic Likeness or Moving Images” and forward it to the center of assignment (see Appendix 601, Student Rights to Privacy and Disclosure of Information).
R3. Delays

a. Travel Delay

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

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

   If the request is related to a disability, the AC should contact the center and ask that the appropriate center staff persons determine whether the delay is a reasonable accommodation for the disability, as explained in Appendix 605, Definitions and Documentation Requirements Related to Reasonable Accommodations for Applicants and Students with Disabilities.

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

b. Delayed Assignment

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

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

   If the failure to depart is related to a disability, the AC should contact the center and ask that the appropriate staff persons determine whether the delay is a reasonable accommodation for the disability, as explained in Appendix 605, Definitions and Documentation Requirements Related to Reasonable Accommodations for Applicants and Students with Disabilities.

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

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

c. Under no circumstances may an AC send an assigned applicant to the center on a day other than the departure date entered on the applicant’s travel itinerary without obtaining center and/or Regional Office approval.
R4. No-Shows

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

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

b. If appropriate, request a delayed assignment and reschedule the applicant in accordance with PRH Chapter 1, 1.3, R4.

c. Notify the center of assignment of any delay.
1.4 CENTER RESPONSIBILITIES IN THE ADMISSIONS PROCESS

PURPOSE

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

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

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

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

P5. To establish procedures for a Regional review process of applications recommended for denial.

REQUIREMENTS

R1. Overall Legal Requirements

a. A center is not permitted to revisit an Admissions Counselor’s (AC’s) determination that an applicant meets the eligibility requirements and is eligible for Job Corps, even if the center disagrees with the AC’s determination of the applicant’s eligibility qualification(s), except in the following limited circumstances:

   1. The center receives new information that:
      (a) Was not reasonably available to the AC at the time the applicant’s eligibility qualifications were established
      (b) Indicates that the applicant offered enrollment may no longer meet one of the eligibility requirements

b. Apart from the circumstances described in 1(a) above, the center may review the information in the applicant’s file, such as on the Job Corps Health Questionnaire (ETA 653), the accompanying documentation that is medically related to the information on the questionnaire, or that the applicant has otherwise voluntarily disclosed, to determine the health needs of the applicant and/or to determine whether the applicant has a disability, mental health, or medical condition that likely poses a significant risk of substantial harm to the health or safety of the individual or others.

   Only the categories of persons identified in Appendix 607, Transmission, Storage and Confidentiality of Medical, Health and Disability-Related Information, may be permitted to review, or have access to the applicant’s medical, health, or disability-related information.
R2. Applicant File Review Process

a. Responsibilities of Records Staff

The records department is the gatekeeper of all applicant files. The records department must maintain a single ongoing log that documents:

1. The location of every applicant file
2. How long the file has been on center
3. Who the file was sent to
4. How long the file has been with a particular department or staff person
5. The center’s recommendation regarding enrollment and/or an explanation of any final movements or actions taken related to a file (i.e., for example, an applicant contacted a center to request a withdrawal of application and file returned to OA since file is not in regional review)

For those files sent to the Regional Office for review, the records department must document the date the file was sent, to whom it was sent, and the final disposition of the record.

b. Responsibilities of Center File Review Team

The Health and Wellness Manager (HWM) completes a review of the Job Corps Health Questionnaire (ETA 653) and supporting documentation to determine which center staff is needed to conduct a review of each applicant’s file. These staff comprise the center’s File Review Team (FRT). The center FRT must include the HWM and the Disability Coordinator (if a student with a disability) and may include other staff such as the Center Mental Health Consultant, physician, Trainee Employee Assistance Program (TEAP) Specialist, and/or the dentist.

c. Center Procedure

Each center is required to have a written procedure describing the center’s process for reviewing applicant files. This procedure should describe in detail how an applicant file is processed, from the time it arrives on center from the OA contractor, until the applicant is accepted into the program and assigned a start date, or recommended for denial and a final disposition is made by the Regional Office. The applicant’s file must be processed within 30 calendar days from receipt by center. If the center reasonably can substantiate needing the file longer than 30 days to complete the file review process, then an extension request may be submitted to the respective Regional Office.
While each center file review procedure may have unique aspects, all center procedures must incorporate the following requirements:

1. Location where files are sent and logged in upon arrival to the center and the method of tracking the movement of the file to include an explanation of the center’s disposition of the file (see Chapter 1, 1.4, R2.a)

2. Responsibilities and roles of applicant FRT members to include the HWM, the center clinicians, and the center’s Disability Coordinator(s) which usually will include the center’s HWM

3. Procedures for reviewing an applicant file to include the acceptable reasons for recommending denial of an application

4. Procedures for reviewing and determining reasonable accommodation

5. Procedures for processing application withdrawals both before and after submitting a file for regional review

6. Timeframe the center establishes to complete the file review process to ensure it meets the PRH required timeframe of 30 calendar days

7. Storage, transmission and maintenance of the applicant file information (see PRH Appendix 607, Transmission, Storage and Confidentiality of Medical, Health and Disability-Related Information)


**R3. Review of Health Information**

a. The HWM conducts the initial review of the health documentation in the individual applicant’s folder, including Job Corps Health Questionnaire (ETA 653) and the medically related supporting documentation that has been submitted with it, to:

   1. Explain the health care needs of the applicant.

   2. Determine whether Job Corps can meet the health-care needs of the applicant.

   3. Determine if the applicant presents a direct threat to self or others.

   4. Obtain consent for required routine medical assessments and/or consent to receive basic health care services.

b. Health-Care Needs Assessment
A health-care needs assessment may be conducted for an applicant if the center clinical staff believes that one of the following applies:

1. The health-care needs may not be manageable as defined by basic health care services in PRH Exhibit 6-4, Job Corps Basic Health Responsibilities.

2. The health care needs may be manageable but may require community support services that are not available near the center of assignment, the applicant should be assigned to a center where these needs can be met.

In the instance that a center has recommended the applicant’s health-care needs can be met in Job Corps if the individual were located at a center where needed resources and supports were available, the applicant’s file is routed through the typical regional review process with the following additional steps:

(a) If the center’s recommendation is supported by the Regional Health Specialist (RHS) and approved by the Regional Director or his or her designee, then the Regional Office returns the file, including the completed Health-Care Needs Assessment from the initial center, to the AC to contact the applicant and assist in identifying the new center.

(b) The new center completes a review of the documentation and confirms the current status of the applicant and then documents the contact and assessment in the progress notes narrative and includes in the medical file.

(c) If the center’s recommendation is to accept the applicant, the center notifies the AC and the Regional Office, and schedules the individual for arrival. If the center’s recommendation is to deny the applicant, then the center notifies the AC and forwards the file back to the Regional Office for a second clinical review by the appropriate RHS.

(d) If the RHS recommends overturning the center’s recommendation of denial and the Regional Director, or his or her designee, concurs, then the center is notified that the applicant must be scheduled for enrollment. If the RHS concurs with the center’s recommendation and the Regional Director, or designee concurs, then the applicant is notified of the disposition of his or her file, the file is returned to the AC, and the center notified of the Region’s decision.

See Appendix 610, Health Care Needs Assessment, for specific guidance on conducting a health care needs assessment. See section “Review of Applicant’s Health Care Needs by the Alternate Center” in Appendix 107, Applicant File Review Guidance-Center Process, and section, “Review Process for Recommendations to Attend an Alternate Center” in Appendix 108, Applicant File Review Guidance-Regional Process, for detailed descriptions of the requirements listed above.

c. Direct Threat Assessment

In the case of an applicant, a direct threat assessment may be conducted:
1. Whenever Job Corps believes that a known or apparent disability or medical condition poses a direct threat to the health or safety of the individual or others. This typically will occur after the applicant has received conditional assignment to a Job Corps center and has completed the Job Corps Health Questionnaire (ETA 653).

2. If the specific information that has been received about that particular applicant indicates that he or she may have a medical condition or disability that:
   (a) Poses a significant risk of substantial harm to the health or safety of the individual or others
   (b) Cannot be eliminated or reduced by reasonable accommodation or modification

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

For specific guidance on conducting a direct threat assessment, see Appendix 609, Individualized Assessment of Possible Direct Threat.

R4. New Information Review of Applicant Eligibility

a. The AC determines an applicant’s initial eligibility (i.e., meets the eligibility requirements) to enroll in the Job Corps program. The files of eligible applicants are forwarded to the center in which the applicants have been conditionally assigned so that the center may complete clinical reviews. The center File Review Team or its individual members only may revisit the determination that an applicant is qualified for admission (i.e., an applicant’s eligibility status) if:

   1. There is new information presented that the AC could not have reasonably known at the time the applicant’s qualification for admission was established.

   2. The new information indicates that the applicant offered enrollment may no longer meet eligibility requirements (see PRH Chapter 1, 1.4, R1.a).

b. If new information is present that indicates that an applicant may no longer be eligible to enroll in Job Corps, the center File Review Team must complete the following steps:

   1. Identify the specific eligibility requirements that the applicant no longer is believed to meet as per the criteria listed in Exhibit 1-1, Eligibility Requirements.

   2. Re-apply the listed criteria for each of the specific eligibility requirements in question. Ask the applicant any questions outlined within the guidance information in Exhibit 1-1, Eligibility Requirements, for the specific eligibility requirement. The questions must be stated in the same way they are written in
Exhibit 1-1, Eligibility Requirements, and as they were originally asked by the AC. Their content may not be broadened or modified.

3. If the applicant provides a negative (e.g., “no”) response to the specific questions previously asked by the AC from Exhibit 1-1, Eligibility Requirements, then the applicant is no longer eligible and the application process is stopped. If the applicant responds with a “yes” response, then the application process continues.

For example, in Exhibit 1-1, Eligibility Requirements, within the guidance for Criterion 7, Group Participation, the AC was instructed to ask: “Do you understand that you will be living and working with members of various races, ethnic groups, political or religious affiliations or beliefs, sexual orientations, gender identities, and people with disabilities?” This question is informational only and is asked to confirm the applicant’s understanding of the Job Corps environment before proceeding with the actual eligibility question specific to the eligibility requirement which is, “Knowing this about Job Corps, are you willing to go forward with your application?” The applicant would have responded with a “yes” to have been found eligible previously by the AC.

If new information surfaces or is provided during the center’s review that the AC could not have reasonably known that may now indicate that this applicant is no longer eligible under the “Group Participation” eligibility requirement, then the center File Review Team must ask the exact same questions of the applicant as those originally asked by the AC for that specific eligibility requirement (i.e., “Do you understand that you will be living and working with members of various races, ethnic groups, political or religious affiliations or beliefs, sexual orientations, gender identities, and people with disabilities? Knowing this about Job Corps, are you willing to go forward with your application?”)

4. If the applicant is determined to no longer be eligible, then the center completes the Center Recommendation of Denial Form and submits it, the applicant file and the supporting documentation to the Regional Office for review.

c. New Information—Age (Criterion 2), Income Eligibility (Criterion 3), and Disability Status

1. In general, ACs may not ask whether an applicant is an individual with a disability or about the nature and severity of a disability prior to conditional enrollment in Job Corps. At two points in the process of determining eligibility, however, ACs may invite an applicant to disclose whether he or she has a disability:
   (a) If the applicant is, or will be, over 24 years old on the date of enrollment, the maximum age limit (Eligibility Requirement-Criterion 2) may be waived if he or she is a person with a disability.
   (b) If the applicant would not meet the low-income requirement unless the applicant is considered a “family of one” (Eligibility Requirement-
Criterion 3) because of disability.

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

   (a) The center reviews the documentation of disability. If the documentation supports that the applicant is a person with a disability, the applicant file review process continues.

   (b) If the center determines that the applicant is not a person with a disability, then the center completes and submits the “Center Recommendation of Denial Form” along with the applicant’s file and submits to the Regional Office for review.

**R5. Determination of Ineligibility or Failure to Meet Other Eligibility Requirements After Enrollment**

If, after an individual is enrolled in Job Corps, new information is received that is credible and reliable and that indicates that the individual does not meet the eligibility criteria for the program, appropriate members of the File Review Team will review the new information and determine, based solely on that information, whether or not the individual remains eligible for the program. If the team determines that the individual has become ineligible and recommends that the individual be removed, the file, the Applicant File Review Form (see Appendices 107, Applicant File Review Guidance-Center Process, and 108, Applicant File Review Guidance-Regional Review Process), and supporting documentation must be sent to the Regional Office for review prior to removing the individual. The individual should remain on center until he or she is officially separated, unless he or she poses a risk to himself/herself or others or would interfere with the delivery of services to other students. See Section 1.5, R1 for information about the Regional Office’s role in the process.

**R6. Pre-Departure Center Contact**

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

**R7. Arrival Scheduling**

Centers must:

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

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

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

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

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

f. Meet and greet arrivals at the designated time on the center or at the determined travel termination point.
### 1.5 REGIONAL OFFICE ROLE IN THE ADMISSIONS PROCESS

#### PURPOSE

P1. To establish procedures for conducting an automatic quality review of applicant files in cases where the applicant has been denied admission by an admissions counselor.

P2. To establish procedures for processing applicant recommendations for denial by the Job Corps centers.

P3. To establish procedures for processing appeals from denials issued by the Outreach and Admissions (OA) agency or the Job Corps center.

P4. To establish procedures for processing appeals which have not been timely decided by the OA agency or Job Corps center.

#### REQUIREMENTS

**R1. Regional Office Process for Review of Applicant Files**

Each Regional Office must establish procedures:

- To perform quality reviews of applicant files found to be ineligible by the Admissions Counselor (AC)
- To review the files of applicants who have been recommended for denial by a center
- For the review of appeals filed by applicants who have been determined to not meet the eligibility requirements by the OA agency or Job Corps center, and where appeals have not been timely decided by the OA agency or Job Corps center

The Regional Office designates a Regional Office File Review Coordinator who will record and track the movement of applicant files recommended for denial throughout the regional review process (see Appendix 108). All applicant folders are logged in as they are received at the Regional Office and the Regional Office File Review Coordinator initiates a Regional Applicant File Review Process Form (see Appendix 108, Attachment A) that is attached to the file to subsequently be completed by each respective reviewer, as indicated on the form.

All applications must be reviewed in a timely manner.

a. Recommendation of Denial Due to New Information

Applicant files recommended for denial under this category are reviewed and processed internally at the Regional Office except in the instance where the denial is based upon disability status related to age or income. Files requiring a review of disability status are forwarded to the Regional Administrative File Review Coordinator to review and provide a recommendation to the Regional Director, or designee.
b. Recommendation of Denial Based Upon Health Care Needs, Direct Threat Assessment, or Disability Status

The applicant’s file is forwarded to the designated Regional Administrative File Review Coordinator to complete an administrative review to determine if all required file review procedures have been completed and if all required process documentation is included within the file. Once the administrative review is complete, the Regional Administrative File Review Coordinator forwards the file to the appropriate Regional Health Specialist for a clinical review, i.e., mental health, medical, dental, or Trainee Employee Assistance Program (TEAP). The Regional Health Specialist documents his/her findings and returns the file to the Regional Director, or designee for a final determination.

Applications in which a center has determined that the health care needs could be met if the applicant were to attend a center closer to the needed resources may require a second review by the Regional Health Specialist and the Regional Director, or designee, if the second center also recommends denial of the application. In that instance, the file will be reviewed by the Regional Health Specialist again and a recommendation made to the Regional Director, or designee, for a final determination.

R2. Notifications of Application Disposition

If the Regional Director, or his or her designee, upholds the center’s recommendation of denial, the Regional Office notifies both the AC and the center of the final determination and issues a clear, documented, written decision to the applicant. The AC provides the appropriate referral information to the applicant.

a. Denials based upon New Information (including disability status related to age and/or income)

If the Regional Director, or his or her designee, does not uphold the center’s recommendation to deny, the file is returned to the center and the center is given the opportunity to determine whether or not they wish to complete a health care needs or direct threat assessment, as appropriate, or to enroll the applicant.

b. Denials based upon Health Care Needs or Direct Threat

If the Regional Director, or his or her designee, does not uphold the center’s recommendation to deny, the file is returned to the center with direction to enroll the applicant.

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

Regional Offices must establish procedures for assignment of qualified applicants to centers, including waivers for applicants assigned to centers other than closest to home (see
PRH Chapter 1, 1.2, R14, Assignment and Scheduling Procedures).

**R4. Appeals**

Regional Offices must identify personnel responsible for the automatic review process and the appeals process. Each of the appeals processes must be managed by separate personnel.

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

**R5. Complaint Process**

If the applicant believes that he or she has been denied admission for enrollment as a result of discrimination on a protected basis (race, color, religion, sex/gender, national origin, age, disability, political affiliation or belief, citizenship, or participation in a program or activity financially assisted under Workforce Innovation and Opportunity Act Title I), he or she may file a written complaint within 180 days of the decision, with either the recipient of the funds, as defined in 29 CFR 38.4, such as the OA agency or the Job Corps contractor, or center operator (if not federally operated), or the U.S. Department of Labor Civil Rights Center (DOL-CRC). The contact information of the Director of DOL-CRC is as follows:

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

For electronic versions of DOL-CRC’s complaint form in English or Spanish (PDF or HTML format), please go to DOL-CRC’s website at:  

1.6 READMISSION

PURPOSE

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

REQUIREMENTS

R1. Readmission Criteria

Admissions Counselors (ACs) must assess, determine, and verify that applicants for readmission:

a. Meet all eligibility requirements (see Exhibit 1-1, Eligibility Requirements).

b. Have not been readmitted before, unless the most recent separation was the result of a medical separation; and the student is able to meet the eligibility requirements of the program with or without reasonable accommodation.

c. Have no more than 18 months of previous, paid Job Corps training, and can be expected to complete training within a period of time which, when added to the initial stay, will total no more than 24 months, unless the period is extended as part of a reasonable accommodation of a disability or to complete advanced career training.

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

e. Have not previously received mandatory separations for Level I disciplinary reasons (refer to Exhibit 3-1, Infraction Levels and Appropriate Center Actions) except for applicants previously separated for Level I drug use or Level I alcohol-related infractions (possession, consumption, or distribution of alcohol while on center or under center supervision; or abuse of alcohol). Such applicants are eligible to reapply after 1 year. If applicants separated for a Level 1 drug use infraction test positive for drug use upon readmission, they will be separated immediately and not allowed to reapply to Job Corps.

R2. Application Procedures for Readmission

ACs must:

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

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

c. Provide justification for readmission that clearly demonstrates a motivational change as well as behavioral improvement by the applicant who previously received an unfavorable center recommendation or a disciplinary discharge. The applicant must provide the AC with documentation of how he or she has made positive improvements since leaving the program, (e.g., letter attesting to participation in volunteer activities, certificate of completion of vocational/educational classes. Documentation may be included in the applicant folder).

d. Original centers must provide student files to the receiving center in the case of readmitted students.

**R3. Readmission Denials**

ACs must:

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

b. Keep clear documentation on file about the steps that were taken to inform, counsel, and refer the readmission applicant who was determined not to meet the eligibility requirements.
EXHIBIT 1-1

JOB CORPS ELIGIBILITY REQUIREMENTS

ELIGIBILITY REQUIREMENTS

CRITERION 1. U.S. CITIZEN LEGAL RESIDENT DEFERRED ACTION STATUS
The applicant must be a (1) United States citizen or national, including naturalized citizen; or (2) lawfully admitted permanent resident alien, refugee, asylee or parolee, or other alien who has been authorized by the Department of Homeland Security to work in the United States; or (3) resident of a U.S. territory. Applicants must remain in legal status or retain employment eligibility throughout the length of his/her stay in Job Corps, as well as during the period allotted for the receipt of graduate services.

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

A copy of each document used in the assessment/verification process to demonstrate eligibility under this criterion must be retained in the applicant’s file in all cases.

<table>
<thead>
<tr>
<th>Eligibility Requirement Details</th>
<th>Documentation Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Admissions Counselor (AC) must review and verify that all applicants are</td>
<td>1. Citizens or residents of U.S. territories: Acceptable source documents include:</td>
</tr>
<tr>
<td>1. a U.S. citizen; or</td>
<td>• Birth certificate</td>
</tr>
<tr>
<td>2. a lawfully admitted permanent resident alien, refugee, asylee or parolee, or other alien who has been authorized by the Department of Homeland Security to work in the United States; or</td>
<td>• U.S. passport</td>
</tr>
<tr>
<td>3. a resident of a U.S. territory.</td>
<td>• Social Security Card</td>
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<tr>
<td>2. Non-Citizens: Acceptable source documents include:</td>
<td>2. Valid foreign passport with Form I-94 containing a refugee admission stamp</td>
</tr>
<tr>
<td>• Employment Authorization Card – I-551 or I-151</td>
<td></td>
</tr>
<tr>
<td>• Social Security Card</td>
<td>3. Individuals admitted under Deferred Action for Childhood Arrivals (DACA) status: Acceptable source document:</td>
</tr>
<tr>
<td>3. Individuals admitted under Deferred Action for Childhood Arrivals (DACA) status: Acceptable source document:</td>
<td>• Employment Authority Card – I-551 or I-151</td>
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<tr>
<td>• Social Security Card</td>
<td>• Social Security Card</td>
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</table>
ELIGIBILITY REQUIREMENTS

CRITERION 2. AGE
The applicant must be at least 16 years of age and not more than 24 years of age on the date of enrollment (i.e., date of arrival at the center, or date of departure for a center if using government-furnished transportation). The upper-age limit must be waived for individuals with disclosed disabilities who meet all other eligibility requirements. The minimum age requirement of 16 remains the same regardless of disability status.

A copy of each document used in the assessment/verification process to demonstrate eligibility under this criterion must be retained in the applicant’s file in all cases. If a Department of Homeland Security document is used to verify age, the following must be documented: date of issuance, Alien Registration Number, country of citizenship, and expiration date (as appropriate). If an official eligibility form from another government agency is used to verify age, the following must be documented: agency issuing form, title of form and form identification number, date completed, and purpose of form.

<table>
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<tr>
<th>Eligibility Requirement Details</th>
<th>Documentation Requirements</th>
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<tbody>
<tr>
<td>The AC must verify that the applicant is between the age of 16 and 24.</td>
<td>Acceptable source documents must state the applicant’s name and date of birth, and include:</td>
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<td></td>
<td>• Birth certificate, with place of birth and documentation registration number; or</td>
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<td></td>
<td>• Driver’s license/state identification card; or</td>
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<td></td>
<td>• U.S. passport with date of issuance and document registration number; or</td>
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<td></td>
<td>• Department of Homeland Security (DHS) documents including:</td>
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<td></td>
<td>o Document I-55 Permanent Resident Card</td>
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<td></td>
<td>o Form I-94 Arrival/Departure Record; or</td>
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<tr>
<td></td>
<td>• Other official forms or documents from other government agencies that identify the applicant’s name and date of birth, such as school records, welfare documents, military records, and employment records.</td>
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</tbody>
</table>

GUIDANCE: Disability: Follow process described in Section 1.2, R8 of PRH Chapter 1.
ELIGIBILITY REQUIREMENTS

CRITERION 3. LOW INCOME
To qualify as low income, one or more of these conditions must exist:

Public Assistance: Receives, or is a member of a family (see Appendix 101 for definition of “family”) living in a single residence that is receiving, or in the past 6 months has received, assistance through:
- The supplemental nutrition assistance program established under the Food and Nutrition Act of 2008;
- The program of block grants to States for temporary assistance for needy families program under party A of Title IV of the Social Security Act; or
- The supplemental security income program established under Title XVI of the Social Security Act

Earned Income: An individual, or a member of a family living in a single residence that has received total family income (see Appendix 101 for definition of “family income”) for the 6-month period prior to application, which, in relation to family size, was not in excess of the higher of (1) the poverty level determined in accordance with criteria established by the Department of Health and Human Services (DHHS); or (2) 70 percent of the Lower Living Standard Income Level (LLSIL).

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

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

Homeless (as defined in the Violence Against Women Act of 1994 (Section 42 U.S.C. 14043e- 2[6]) or the McKinney-Vento Homeless Assistance Act [42 U.S.C. 11434a(2)]):

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

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

b. An individual who has a primary nighttime residence that is a public or private place
not designed for or ordinarily used as a regular sleeping accommodation for human beings; or

c. Migratory children who qualify as homeless under this section because the children in are living in circumstances described in this paragraph.

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

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

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

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

**Individual with a Disability whose own Income Meets the Low Income Requirement above:** But who is a member of a family whose income does not meet this requirement. Follow process described in PRH Chapter 1, Section 1.2, R8.

Information pertaining to an applicant’s disability must be placed in a separate file, which must be:

- Stored separately from all other information about the applicant; and
- Accessible and available only to authorized persons (e.g., hard copies must be stored in a locked cabinet or room; electronic copies must be password-protected. In either case, access to the key or knowledge of the combination or password must be strictly limited.) See Appendix 607 (Transmission, Storage, and Confidentiality of Medical, Health, and Disability-Related Information).

A copy of each document used in the assessment/verification process to demonstrate eligibility under this criterion must be retained in the applicant’s file in all cases.

<table>
<thead>
<tr>
<th>Eligibility Requirement Details</th>
<th>Documentation Requirements</th>
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<tbody>
<tr>
<td><strong>Public Assistance</strong></td>
<td>Acceptable source documents include:</td>
</tr>
<tr>
<td></td>
<td>• A letter or printout from appropriate government agency acknowledging family receipt of cash payments from income-based public assistance</td>
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<tr>
<td></td>
<td>• Public assistance voucher or payment stub;</td>
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<td></td>
<td>• Documented phone contact with case worker; or</td>
</tr>
<tr>
<td></td>
<td>• Public assistance voucher or payment stub.</td>
</tr>
<tr>
<td><strong>Earned Income</strong></td>
<td>Acceptable source documents include:</td>
</tr>
<tr>
<td>• When determining income eligibility for a person who applies to Job Corps as an individual, the</td>
<td>• Letters of employment verification;</td>
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<td></td>
<td>• Income verification statements from,</td>
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<tr>
<td>Eligibility Requirement Details</td>
<td>Documentation Requirements</td>
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<td>-------------------------------------------------------------------------------------------------</td>
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<tr>
<td>AC must use the “Family Unit of One” standards in the official Poverty Guidelines, as revised</td>
<td>or documented phone calls with employers;</td>
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<tr>
<td>by the Department of Health and Human Services. When using the LLSIL guidelines (<a href="http://www.doleta.gov/llsil/">http://www.doleta.gov/llsil/</a>), the AC must use the “Family of One” column.</td>
<td>• Paycheck stubs, tax returns, or W-2s;</td>
</tr>
<tr>
<td>• Veteran: The AC must review and verify documentation of the applicant’s excludable military income for the 6-month period preceding the application, as specified above under Earned Income.</td>
<td>• Unemployment insurance quarterly wage records; or</td>
</tr>
<tr>
<td>• Victim of severe form of trafficking in persons need not meet this requirement.</td>
<td>• Documentation of excludable income, such as letters of receipt of unemployment insurance or Supplemental Security Income, or copies of checks. (Excludable income is not to be confused with public assistance.)</td>
</tr>
</tbody>
</table>

**Homelessness (including Migratory Children)**

Applicants must be required to complete a Statement of Support form categorized under Homeless when

1. the applicant has zero or minimal income,
2. the claimed income appears unrealistic relative to family size, or
3. no income documentation is available.

Acceptable source documents include:

- A letter from caseworker or support provider; or
- If the above is unavailable, documented attempts to obtain such information accompanied by a completed Statement of Support form describing how the applicant is being supported in the absence of any significant income. The Statement of Support form can be found in Exhibit 1-7.

**Free or Reduced Price Lunch**

Acceptable source documents include:

- A letter or other documentation from the U.S. Department of Agriculture verifying the applicant’s eligibility; or
- Written documentation from the last school attended by the applicant verifying the applicant’s eligibility.

**Foster Child**

Acceptable source documents include:

- Letter from a caseworker or public agency personnel attesting to the status of the applicant; or
- Documented phone contact with a caseworker or public agency personnel attesting to the status of the applicant.

**Individual with a Disability whose own Income meets the Low Income Requirement**

See low income documentation requirements above.

**GUIDANCE:** Definitions of family and family income are outlined in Appendix 101.
ELIGIBILITY REQUIREMENTS

CRITERION 4. BARRIERS TO EDUCATION AND EMPLOYMENT

The applicant must be one or more of the following:

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

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

Homeless (as defined in the Violence Against Women Act of 1994 (Section 42 U.S.C. 14043e-2[6]) or the McKinney-Vento Homeless Assistance Act [42 U.S.C. 11434a[2]]):

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

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

b. An individual who has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; or

c. Migratory children who qualify as homeless under this section because the children are living in circumstances described in this paragraph.

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

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

A runaway, an individual in foster care or an individual who was in foster care and has aged out of the foster care system. An individual for whom state or local government payments are or were made, or a ward of the state or court.
Parent: Father or mother or as otherwise defined by statute, such as through adoption or same sex relationships, or an individual who, by law, has custody, guardianship, or access rights in regard to a child and who may have corollary obligations to financially support a minor, typically by way of child support.

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

A victim of a severe form of trafficking in persons (as defined by section 103 of the Victims of Trafficking and Violence Protection Act of 2000 (22 U.S.C. 7102)): a. Sex trafficking in which a commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such act has not yet attained 18 years of age; or b. The recruiting, harboring, transportation, provision, or obtaining of a person for labor or service, through the use of force, fraud, or coercion for the purpose of subjecting to involuntary servitude, peonage, debt, bondage, or slavery.

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

A copy of each document used in the assessment/verification process to demonstrate eligibility under this criterion must be retained in the applicant’s file in all cases.

<table>
<thead>
<tr>
<th>Eligibility Requirement Details</th>
<th>Documentation Requirements</th>
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</thead>
<tbody>
<tr>
<td>Basic Skills Deficient</td>
<td>One of the following is necessary to assess basic skills deficiency:</td>
</tr>
<tr>
<td></td>
<td>• School records;</td>
</tr>
<tr>
<td></td>
<td>• Standardized test results;</td>
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<td></td>
<td>• Criterion-referenced test scores; or</td>
</tr>
<tr>
<td></td>
<td>• Documented efforts to obtain school records or standardized test results.</td>
</tr>
<tr>
<td>School Dropout</td>
<td>One of the following is necessary to document that the applicant is a school dropout:</td>
</tr>
<tr>
<td></td>
<td>• Written verification from the records office or guidance counselor from the last school attended by the applicant that he or she is a school dropout; or</td>
</tr>
<tr>
<td></td>
<td>• Documentation in the case notes that the AC contacted the last school attended by the applicant via telephone and received confirmation that the applicant is a school dropout.</td>
</tr>
<tr>
<td>Homeless (including Migratory Children)</td>
<td>Acceptable source documents include:</td>
</tr>
<tr>
<td></td>
<td>• A letter from caseworker or support provider; or</td>
</tr>
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<td></td>
<td>• If the above is unavailable, documented attempts to obtain such information accompanied by a completed Statement of Support form describing how the applicant is being supported in the absence of any significant income. The Statement of Support form can be found in Exhibit 1-7.</td>
</tr>
<tr>
<td>Runaway, in foster care or aged out of foster care</td>
<td>Acceptable source documents include:</td>
</tr>
<tr>
<td>Eligibility Requirement Details</td>
<td>Documentation Requirements</td>
</tr>
<tr>
<td>-------------------------------</td>
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</tr>
</tbody>
</table>
| **system** | • Letter from a caseworker, former caseworker, or public agency personnel attesting to the status of the applicant; or  
• Documented phone contact with a caseworker, former caseworker or public agency personnel attesting to the status of the applicant. |
| **Parent** | **Acceptable source documents include:**  
• Birth certificate indicating applicant as parent;  
• Court decree indicating child support; or  
• Any official government/school form indicating dependent children |
| **Victims of severe forms of trafficking in persons** | **Acceptable source documents include:**  
• Letter from a caseworker, former caseworker, or clinical professional attesting to the status of the applicant; or  
• Documented phone contact with a caseworker, former caseworker or clinical professional attesting to the status of the applicant. |
| **If ETA 652 indicates the applicant has a high school diploma or GED, the AC must assess the applicant’s need for additional education, career and technical training, or workforce preparation skills.** | **If ETA 652 indicates the applicant has a high school diploma or GED, the AC must obtain a copy of:**  
• The GED certificate or official GED test scores. A copy of the GED certificate or transcripts can be requested from the GED administrator of the state in which the GED was received. A complete list of GED administrators can be found on [http://www.acenet.edu](http://www.acenet.edu); or  
• An HSD or official transcripts indicating graduation from a school that meets the guidelines set in PRH Appendix 304; or  
• A foreign diploma. For information on acceptable foreign diplomas, refer to: NAFSA: Association of International Educators (A Guide to Educational Systems Around the World by Shelley Feagles) at [http://www.nafsa.org](http://www.nafsa.org), or the National Collegiate Athletic Association (NCAA Guide to International Academic Standards for Athletics Eligibility) [http://www.ncaapublications.com/Uploads/PDF/2008_International_Standards0c81b59d-7bfc-4c90-b963-f1f8ce8e1833.pdf](http://www.ncaapublications.com/Uploads/PDF/2008_International_Standards0c81b59d-7bfc-4c90-b963-f1f8ce8e1833.pdf).  
• If school records are unavailable, the AC must document attempts to obtain educational history.  
If ETA 652 indicates the applicant does not have a diploma or GED:  
• In-school applicants require a letter from a school official indicating that the applicant would benefit more from Job Corps than from staying in school, or a documented phone call that provides the same information. |
| **If ETA 652 indicates the applicant does not have a diploma or GED:** | **In-school applicants require a letter from a school official indicating that the applicant would benefit more from Job Corps than from staying in school, or a documented phone call that provides the same information.** |

 If ETA 652 indicates one or more dependent children.

Examples of the types of circumstances that would make the applicant eligible include:

• Lack of employability skills, including inability to retain jobs; and  
• Lack of prior work experience.
ELIGIBILITY REQUIREMENTS

CRITERION 5. SELECTIVE SERVICE REGISTRATION

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

A copy of each document used in the assessment/verification process to demonstrate eligibility under this criterion must be retained in the applicant’s file in all cases.

<table>
<thead>
<tr>
<th>Eligibility Requirement Details</th>
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</tr>
</thead>
<tbody>
<tr>
<td>The AC must ensure that all male applicants sign the consent form containing authorization for Selective Service Registration.</td>
<td>• A copy of the consent form containing the Selective Service Authorization must be completed, signed, and retained in each male applicant’s file.</td>
</tr>
<tr>
<td>This applies even if the applicant has documentation (e.g., Selective Service registration card, or letter of acknowledgment from Selective Service Board) that he is already registered with the Selective Service system. If the applicant is already registered, the computer data will show that the student is registered and will not register him again.</td>
<td>• For female applicants, the notation “NA/F” must be placed in the Selective Service authorization space on the consent form.</td>
</tr>
</tbody>
</table>
CRITERION 6. EDUCATIONAL AND TRAINING NEEDS

The applicant’s educational and training needs can best be met through the Job Corps program relative to other available programs that can address the immediate and long-terms needs of the applicant.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>The AC must assess whether an applicant’s educational and training needs can best be met through the Job Corps program.</td>
<td>The AC must document that applicants that have not graduated from high school have a desire to earn a HSD or a GED, AND want to participate in career technical training.</td>
</tr>
</tbody>
</table>
| If the applicant has not graduated from high school, the applicant must indicate a desire to:  
  • Earn a high school diploma or GED; AND  
  • Participate in career technical training. | The AC must document that applicants with a high school diploma wish to obtain career technical training. |
| If the applicant is a high school graduate, the applicant must indicate a desire to:  
  • Obtain career technical training. | The AC must document for all applicants that after graduation from Job Corps, the individual plans to obtain employment, enter the military, or continue his or her education. |
| After graduation from Job Corps, all applicants must intend to:**  
  • Obtain employment; or  
  • Enter the military; or  
  • Continue his or her education. | The AC must document that the applicant is able to answer questions about basic personal information, independently or with communication assistance/reasonable accommodation, as appropriate. |

The AC must determine whether the applicant is able to complete/answer basic Job Corps application questions (e.g., birth date, address, phone number, last school attended, last grade completed) with or without reasonable accommodation.

For example, an applicant’s parent, guardian, or other representative may help explain what an applicant with a disability that impairs his or her speech is saying in response to a question. However, the parent, guardian, or other representative should not supply the content of the answers to the questions on the applicant’s behalf.

** If the applicant states that he or she does not intend to:
  a. Obtain employment; or  
  b. Enter the military; or  
  c. Continue his or her education because he or she is afraid of losing certain existing benefits (e.g., Social Security Disability), then the AC should encourage the applicant to work with his or her case managers to determine the impact participation in Job Corps and eventually employment will have on benefits.

Applicants with disabilities receiving Social Security Administration (SSA) benefits can also be referred to their local SSA Work Incentives Planning and Assistance (WIPA) programs. WIPAs provide SSA beneficiaries with disabilities (including transition-to-work aged youth) access to benefits planning and assistance services.
Some one-stop centers have Disability Navigators who are also able to provide assistance with benefits counseling.
**Eligibility Requirements**

**Criterion 7. Group Participation**

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

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>The AC must access the likelihood that the applicant appears willing to function as a part of a group and can successfully participate in group situations and activities.</strong></td>
<td>The AC must document the questions asked and the responses that indicate that the applicant appears willing to function as part of a group.</td>
</tr>
<tr>
<td>Ask the applicant:</td>
<td></td>
</tr>
<tr>
<td>• Do you understand that in order to succeed in Job Corps, you will need to function as part of a group? For example, you will share a dormitory room, you will be responsible for cleaning your living area, and you will need to rely on staff and other students to complete tasks and assignments.</td>
<td></td>
</tr>
<tr>
<td>• Knowing this about Job Corps, are you willing to go forward with your application?</td>
<td></td>
</tr>
<tr>
<td><strong>The AC must assess whether the applicant appears willing to live in a multi-cultural environment.</strong></td>
<td>The AC must document that that applicant either expresses willingness or does not express active hostility to or dislike of living in a multicultural environment.</td>
</tr>
<tr>
<td>Provide the applicant with an example of a multi-cultural environment.</td>
<td></td>
</tr>
<tr>
<td>Ask the applicant:</td>
<td></td>
</tr>
<tr>
<td>• Do you understand that if you are admitted to Job Corps that you will be living and working with members of various races, ethnic groups, political or religious affiliations or beliefs, sexual orientations, gender identities, and people with disabilities?</td>
<td></td>
</tr>
<tr>
<td>• Knowing this about Job Corps, are you willing to go forward with your application?</td>
<td></td>
</tr>
</tbody>
</table>
ELIGIBILITY REQUIREMENTS

CRITERION 7(A). INTERFERENCE WITH OTHER STUDENTS’ PARTICIPATION

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

A copy of each document used in the assessment/verification process to demonstrate eligibility under this criterion must be retained in the applicant’s file in all cases.

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>The AC must assess whether the applicant displays disruptive and/or threatening behavior during the application process.</td>
<td>Any behavior observed by the AC that would indicate an applicant is likely to prevent other students from receiving the benefits of the Job Corps program must be documented in detail.</td>
</tr>
<tr>
<td>For example, during the application process:</td>
<td>A signed Applicant Commitment Statement (Form 652) must be included in the applicant’s file and noted on the Folder Inventory.</td>
</tr>
<tr>
<td>• Was the applicant involved in any altercation resulting in medical treatment?</td>
<td></td>
</tr>
<tr>
<td>• Did the applicant assault or threaten assault with the intent to do bodily harm with or without the use of a weapon?</td>
<td></td>
</tr>
<tr>
<td>• Did the applicant possess a gun or an illegal weapon during the application process?</td>
<td></td>
</tr>
<tr>
<td>• Did the applicant display inappropriate sexual behavior including unwelcome:</td>
<td></td>
</tr>
<tr>
<td>o Sexual advances; or</td>
<td></td>
</tr>
<tr>
<td>o Requests for sexual favors; or</td>
<td></td>
</tr>
<tr>
<td>o Other verbal statements of a sexual nature; or</td>
<td></td>
</tr>
<tr>
<td>o Physical contact of a sexual nature?</td>
<td></td>
</tr>
<tr>
<td>• Did the applicant destroy/steal or attempt to destroy/steal property?</td>
<td></td>
</tr>
</tbody>
</table>
**ELIGIBILITY REQUIREMENTS**

**CRITERION 7(B). MAINTENANCE OF SOUND DISCIPLINE AND POSITIVE CENTER CULTURE**

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

A copy of each document used in the assessment/verification process to demonstrate eligibility under this criterion must be retained in the applicant’s file in all cases.

<table>
<thead>
<tr>
<th>Eligibility Requirement Details</th>
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</tr>
</thead>
<tbody>
<tr>
<td>The AC must assess whether the applicant’s behavior is compatible with the maintenance of sound discipline and positive center culture.</td>
<td>The AC must document that the applicant acknowledges that:</td>
</tr>
<tr>
<td>Ask the applicant:</td>
<td>• Violence, bullying, and harassment are not tolerated in Job Corps.</td>
</tr>
<tr>
<td>• Do you understand that violence, bullying, and harassment are not tolerated in Job Corps?</td>
<td>• Job Corps is an alcohol- and drug-free environment and that in order to be admitted to Job Corps, you must commit to being alcohol and drug free?</td>
</tr>
<tr>
<td>• Do you understand that Job Corps is an alcohol- and drug-free environment and that in order to be admitted to Job Corps, you must commit to being alcohol and drug free?</td>
<td>• He or she will be tested for illegal use of drugs upon arrival to the center.</td>
</tr>
<tr>
<td>• Do you understand that when you arrive on center, you will be tested for illegal use of drugs?</td>
<td>• If he or she tests positive for illegal use of drugs on entry, he or she will be enrolled in a program to help him or her become drug free, and that he or she will be given a specified period of time to become drug free.</td>
</tr>
<tr>
<td>• Do you understand that you are prohibited from illegally using, selling, or possessing drugs while on center or under center supervision?</td>
<td>• He or she is prohibited from illegally using, selling, or possessing drugs while on center or under center supervision.</td>
</tr>
<tr>
<td>• Do you understand that you must abide by Job Corps rules and policies to stay in the program.</td>
<td>• Possession of unauthorized goods is not tolerated in Job Corps.</td>
</tr>
<tr>
<td>• Do you understand that you will be required to leave the Job Corps program if you possess</td>
<td>• All illegal and disruptive activity is prohibited in Job Corps.</td>
</tr>
</tbody>
</table>

A signed Applicant Commitment Statement (Form 652) must be included in the applicant’s file and noted on the Folder Inventory.
<table>
<thead>
<tr>
<th>Eligibility Requirement Details</th>
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</thead>
<tbody>
<tr>
<td>prohibited goods while on center or under center supervision?</td>
<td></td>
</tr>
<tr>
<td>• Do you understand that you will be required to leave the Job Corps program if you engage in illegal or disruptive activity while on center or under center supervision?</td>
<td></td>
</tr>
<tr>
<td>• Do you understand that you must abide by Job Corps rules and policies to stay in the program?</td>
<td></td>
</tr>
</tbody>
</table>
## ELIGIBILITY REQUIREMENTS

### CRITERION 7(C). COMMUNITY RELATIONS

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

<table>
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<tr>
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</table>
| **The AC must assess the applicant’s willingness to participate in community service activities at least twice per year.**<br>For example, students might:  
  • Help build, clean up, or repair local community facilities;  
  • Provide companionship and/or services to people in the community; and  
  • Participate in environmental cleanup.  
**The AC must assess the applicant’s willingness to participate in job shadowing during which they follow a worker around on the job and learn what he or she does.**<br>Ask the applicant:  
  • Are you willing to participate in these kinds of activities?  
  • Do you understand that while you participate in these activities, you are representing the Job corps program and must behave in a manner that reflects positively on Job Corps? | The AC must document that the applicant expresses a willingness to:  
  • Participate in community services; and  
  • Behave in a manner that reflects positively on Job Corps. |

| **The AC must assess the applicant’s willingness to refrain from the use of gang paraphernalia, symbols, gestures, handshakes, and colors or dress while in the Job Corps program.**<br>Ask the applicant:  
  • Do you agree that you will not participate in any gang activity while you are in the Job Corps program?  
  • Do you agree that you will not display or use gang paraphernalia, symbols, gestures, handshakes, colors, dress, and/or any other gang-related activities or items while you are in the Job Corps program? | The AC must document that the applicant acknowledges that gang paraphernalia, symbols, gestures, handshakes, and colors or dress are not allowed in the Job Corps program and agrees that he or she will not participate in and/or display gang paraphernalia or symbols while enrolled in Job Corps. |

If the AC observes the use or display of any gang paraphernalia, symbols, gestures, handshakes, and colors or dress, say to the applicant:  
  • I see that you have (describe gang-related behavior, symbol, activity). Do you agree that if you are admitted to Job Corps, you will not (use/wear/display) (list behavior or symbols, etc.)?
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<tr>
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<tbody>
<tr>
<td>If the AC observes that the applicant is displaying a gang symbol in the form of permanent body art, including but not limited to tattoos or scars, say to the applicant: • Do you agree that if you are admitted to Job Corps, you will keep (the symbol) covered to the best of your ability throughout your participation in the program?</td>
<td></td>
</tr>
</tbody>
</table>
## Eligibility Requirements

### Criterion 8. Understanding and Agreeing to Comply with the Rules

The applicant demonstrates a basic understanding of the rules of the Job Corps program and the consequences of failure to follow the rules. The applicant’s agreement to comply with the rules is documented.

A copy of each document used in the assessment/verification process to demonstrate eligibility under this criterion must be retained in the applicant’s file in all cases.

<table>
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<tbody>
<tr>
<td>The AC must assess an applicant’s understanding of center rules and the consequences for not following those rules.</td>
<td>At the end of the process, the applicant will sign the Applicant Commitment Statement (Form 652). It must be included in the applicant's file and noted on the Folder Inventory.</td>
</tr>
</tbody>
</table>

Example of behavior and verbal statements that would make the applicant qualified for admission include, but are not limited to:

- The applicant states that he or she is willing to follow the rules of the Job corps program and/or to accept instruction and direction.
- The applicant demonstrates compliance with the outreach and admissions process by following rules and complying with timelines.

<table>
<thead>
<tr>
<th>The applicant must clearly state that he or she is willing to follow the rules of the Job Corps program and/or to accept instruction and direction, and does not make statements that he or she is not willing to do so.</th>
<th>The AC must document that the applicant acknowledges authority and expresses or demonstrates willingness to follow directions.</th>
</tr>
</thead>
</table>

Ask the applicant:

- Do you understand that if you are accepted into Job Corps, you will be expected to comply with the rules and regulations of Job Corps?
- For example, if you live on center, you will have to follow a curfew, your center will have rules about cell phone use, you may not be permitted to smoke on center, and you may be required to wear a uniform.

The applicant should not make statements such as, “No one tells me what to do,” or express strong objection to the rules.

Ask the applicant:

- Knowing this about Job Corps, are you willing to go forward with your application and sign a statement acknowledging that you understand and will follow the rules?
**Eligibility Requirements**

**Criterion 9. Disqualifying Convictions**
An applicant will not be admitted to Job Corps if he/she has been convicted of any of the following felonies:
- Murder, as described in section 1111 of Title 18, United States Code
- Child abuse
- A crime involving rape or sexual assault

A copy of each document used in the assessment/verification process to demonstrate eligibility under this criterion must be retained in the applicant’s file in all cases.

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<tr>
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<tr>
<td><strong>Background Check:</strong> The AC will complete a criminal history review as described in Appendix 103. The AC must obtain from every applicant the addresses where the applicant has lived in the last 3 years and any residential history arrest records during that time. Using these two pieces of data, the AC must obtain sufficient information from the applicable courts, institutions, and agencies in those jurisdictions, in accordance with applicable state and local laws, so as to determine whether the applicant has any disqualifying convictions.</td>
<td>All background check information should be maintained, in hard copy, in the student’s folder. The results of background checks with each court, agency, and institution should be conducted in accordance with applicable State and local laws, and recorded on the ETA Form 655, unless the court, agency, or institution provides the results of a check on its own letterhead or stationery. Should the AC use an online or electronic system to conduct the background check, the AC should complete the appropriate portions of Section 1 of the ETA Form 655, and attach it to the hard-copy results of the online or electronic search.</td>
</tr>
</tbody>
</table>
| **Does the applicant have a conviction for any of the following?**  
- Murder (as described in section 1111 of title 18, United States Code);  
- Child abuse; or  
- A crime involving rape or sexual assault. | If yes, the conviction must be documented and the applicant is ineligible for enrollment. |
ELIGIBILITY REQUIREMENTS

CRITERION 10. COURT INVOLVEMENT AND/OR AGENCY SUPERVISION

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

No individual shall be denied a position in Job Corps solely on the basis of individual contact with the criminal justice system, except for the disqualifying felony convictions of murder (as described in section 1111 of Title 18, United States Code), child abuse, or a crime involving rape or sexual assault.

A copy of each document used in the assessment/verification process to demonstrate eligibility under this criterion must be retained in the applicant’s file in all cases.

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<tr>
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</thead>
<tbody>
<tr>
<td>• Background Check: The AC will complete a criminal history review as described in Appendix 103 for every applicant. The AC must obtain from every applicant the addresses where the applicant has lived in the last 3 years and any residential history arrest records during that time. Using these two pieces of data, the AC must obtain sufficient information from the applicable courts, institutions, and agencies in those jurisdictions, in accordance with applicable State and local laws, so as to determine whether the applicant has any current court or agency involvement.</td>
<td>• All background check information should be maintained in hard copy in the student’s folder.</td>
</tr>
<tr>
<td>• Lack of Information: If courts/agencies refuse or fail to supply information, and the applicant (1) indicates that there has been past history with the courts, and (2) admits an offense, the AC should make a reasonable judgment of eligibility consistent with the type of offense admitted to by the applicant.</td>
<td>• The results of background checks with each court, agency, and institution should be conducted in accordance with applicable State and local laws, and recorded on the ETA Form 655, unless the court, agency, or institution provides the results of a check on its own letterhead or stationery.</td>
</tr>
<tr>
<td>• Fraudulent Enrollment: Where courts refuse to disclose juvenile history and applicant denies any court involvement, the AC should emphasize that concealing a criminal history is grounds for immediate discharge from Job Corps for fraudulent enrollment.</td>
<td>• Should the AC use an online or electronic system to conduct the background check, the AC should complete the appropriate portions of Section 1 of the ETA Form 655, and attach it to the hard-copy results of the online or electronic search.</td>
</tr>
</tbody>
</table>

Is the applicant facing pending criminal court action?
If yes, the pending criminal court action must be documented and the applicant is ineligible until the court makes a final adjudication of the matter.

Is the applicant:
• On probation; or
• On parole; or
If yes, in order for the applicant to be eligible, the court or appropriate agency must certify in writing:
• The approval of the applicant’s release from its
<table>
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<tr>
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<tbody>
<tr>
<td>• Under a suspended sentence; or</td>
<td>• That the applicant’s release does not violate applicable laws and regulations</td>
</tr>
<tr>
<td>• Under the supervision of any agency as a result of court action or institutionalization?</td>
<td>• That the applicant has responded positively to supervision</td>
</tr>
<tr>
<td></td>
<td>• That it will permit the applicant to leave the local area or state while enrolled in Job Corps</td>
</tr>
</tbody>
</table>

| Does the applicant have court fines or court-ordered restitution in excess of $500?             | If yes, one of the three criteria below must be met and documented in writing:                                       |
|                                                                                                  | • The applicant settles the court fine or court-ordered restitution; or                                              |
|                                                                                                  | • The court agrees to suspend the obligation during the applicant’s enrollment in Job Corps; or                       |
|                                                                                                  | • The Regional Office permits entry.                                                                                 |
ELIGIBILITY REQUIREMENTS

CRITERION 11. CHILD CARE
An applicant with dependent children who provides primary or custodial care must have established suitable arrangements for the care of any dependent children for the proposed period of enrollment. This applies to weekend and evening times, as well as class times, for all residential applicants.

A copy of each document used in the assessment/verification process to demonstrate eligibility under this criterion must be retained in the applicant’s file in all cases.

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<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>The AC must determine that suitable arrangements for the care of any dependent children have been made for the proposed period of enrollment.</td>
<td>The only acceptable source document is a Child Care Certification (ETA 682), which specifies the care provider and the child(ren) for whom the care has been arranged. A copy of the child care certification obtained during the assessment/verification process must be retained in the applicant’s file for each child in all applicable (applicants with dependent children) cases. Appropriate items related to dependents and child care must be completed on the ETA 682.</td>
</tr>
</tbody>
</table>
ELIGIBILITY REQUIREMENTS

CRITERION 12. AUTHORIZATION FOR USE AND DISCLOSURE OF HEALTH INFORMATION

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

A copy of each document used in the assessment/verification process to demonstrate eligibility under this criterion must be retained in the applicant’s file in all cases.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>All applicants, or their parent/legal guardian if an unemancipated minor, must sign the “Authorization for Use and Disclosure of Your Health Information.”</td>
<td>A signed “Authorization for Use and Disclosure of Your Health Information” must be received at the receiving center prior to the applicant’s arrival.</td>
</tr>
</tbody>
</table>
ELIGIBILITY REQUIREMENTS

CRITERION 13. PARENTAL CONSENT
An applicant must have parental/legal guardian consent to participate when the applicant is an unemancipated minor. Legal guardians (e.g., social workers, probation officers, other family members) must have official documents legally granting custodianship, with respect to a particular state’s laws.

Exceptions to this requirement occur when an applicant:
• Is considered to be emancipated according to applicable laws of the state; or
• Is younger than 18 years of age and married.

A copy of each document used in the assessment/verification process to demonstrate eligibility under this criterion must be retained in the applicant’s file in all cases.

<table>
<thead>
<tr>
<th>Eligibility Requirement Details</th>
<th>Documentation Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The AC must obtain the consent to participate from the parent/legal guardian when the applicant is an unemancipated minor.</strong></td>
<td>Acceptable source documents include:</td>
</tr>
<tr>
<td>Only signatures of parents or legal guardians should be obtained. If minor applicant lives with other family members who have not obtained legal guardianship status, such as grandparents, siblings, uncles or aunts, they may not consent to the applicant’s enrollment in Job Corps until guardianship has been obtained.</td>
<td>• Parent/guardian signature on appropriate Job Corps forms, such as the ETA 652, 653, and other appropriate forms; or</td>
</tr>
<tr>
<td>If only one parent has legal custody for the minor applicant, only that parent’s consent is necessary; if both parents share custody, consent of both is needed, although signature of consent is needed from only one. Consent of the second parent is assumed if no documented objection is raised. If a parent refuses to provide consent not out of objection to the applicant participating in the program but because of disinterest in being involved, the applicant must be emancipated by a court in order to be eligible for the program.</td>
<td>• Emancipation papers for all applicants claiming to be emancipated; or</td>
</tr>
<tr>
<td></td>
<td>• Marriage license for married applicants under 18 years of age.</td>
</tr>
</tbody>
</table>
EXHIBIT 1-2  
DOCUMENT REQUIREMENTS FOR ASSESSMENT OF APPLICANT HEALTH NEEDS

Admissions Counselors (ACs) must collect the following information:

a. Authorization for Use and Disclosure of Your Health Information (Exhibit 1-5)

b. ACs should encourage all applicants to provide the following information for use by center staff in assessing the applicant’s health needs:
   1. ETA Form 653, Job Corps Health Questionnaire
   2. Physician/institution report describing injuries, illnesses, and conditions noted on the ETA Form 653, including comments about medications taken

A copy of all health information collected must be retained in the applicant’s file and forwarded to the center of assignment in a sealed envelope.
EXHIBIT 1-3
AUTHORIZATION FOR USE AND DISCLOSURE OF
YOUR HEALTH INFORMATION

As Required by the Health Insurance Portability and Accountability Act of 1996

We, the ___________________ Health Center, are prohibited by federal law from using or disclosing your personal health information (except for the uses and disclosures listed in a Notice you have received or will receive), unless you authorize us to share this information with others. This Authorization lists the uses and disclosures of your health information that may be required during your participation in the Job Corps program. Your signature on this document authorizes us to use and disclose your health information in the situations described in this document.

Job Corps requires applicants to sign this Authorization as a condition of enrollment in the Job Corps program. You have the right to revoke this Authorization by notifying us in writing, except if we have relied on the Authorization. You may submit a written revocation of this Authorization to ______________________________. We will provide you with health services regardless of whether you revoke this Authorization or any part of it, as long as you are a Job Corps student. However, revoking this Authorization may result in dismissal from Job Corps. If you are dismissed from Job Corps, we will no longer provide you with health center services.

Please note that health information that we share with others under this Authorization may, in certain circumstances, be further disclosed, and may no longer be protected by applicable health privacy standards. This Authorization will be effective from the date of your signature and will remain in effect, unless revoked, until 3 years after you have separated from Job Corps, in accordance with the Job Corps document retention policy.

By signing this document, you authorize us to share your personal health information with others in a number of circumstances. These circumstances are listed below. In each circumstance, we will share only the minimum amount of information needed to accomplish the purposes described. We will share information only with people who need to know this information. Nothing in this Authorization allows anyone to share your entire medical file with anyone else, unless that is the minimum amount of information necessary to accomplish the purposes described. Also, nothing in this Authorization allows anyone to share information about you if it is not lawful to share that information.

The law requires us to identify the person, or class of persons, who are authorized to use or disclose protected health information with someone else. In each circumstance in which we share information, a health care provider or health center staff member, including the head of the health center, will convey the information. These people may be doctors, nurses, dentists, mental health professionals, or other health care providers; health center receptionists, record keepers, or other administrative staff; or health center supervisors or managers.

The following is a list of ways information may be used or disclosed:
1. **We may share with the Center Director information about your physical and mental health, including any diagnosis and any recommended accommodations or modifications.** This information may be shared only if it has an effect on the operation of the center or any of its staff, or any other Job Corps student, and only if the Center Director would need to know the information for purposes of managing such an effect appropriately. The types of information may include information about the following conditions, among others: contagious diseases, including sexually transmitted diseases; positive illegal drug or alcohol screens; pregnancy; suicidal or homicidal thoughts or other life-threatening situations; and disability. The Center Director, as the supervisor of all other center personnel, also may be informed of any information that we share with other center staff persons, to ensure appropriate use of the information, as described in this Authorization.

2. **We may share with academic, career technical, and career counseling staff information about certain health conditions.** We may share information about a present health condition that may be aggravated by the activities being supervised or conducted by academic and career technical staff persons or that could cause harm to yourself or another student, for the purpose of avoiding such health aggravation or harm. In addition, if you make a request for an accommodation or a modification in your academic or career technical training, we may share that request and the minimum health information necessary to support that request with members of the academic and career technical staff for the purpose of fulfilling your request. To the extent that present health restrictions in the academic or career technical programs or your requests for accommodation or modification could affect your overall career technical or academic plan or goals, or could discourage you from pursuing your existing plans or goals, we may share this limited health information with members of the career counseling staff for the purpose of encouraging you to select, remain in, or return to programs you are able to complete. Career counseling staff, however, will not use this limited health information to “steer” students into stereotypical programs based on their health conditions.

3. **We may share with career transition staff information about certain health conditions, as described below.** This information may be shared when you are absent from or on leave from Job Corps or have been separated from Job Corps for purposes of assisting you in meeting your own health needs away from the Job Corps center, and ultimately assisting you in obtaining career opportunities outside of the Job Corps program. Information we may share includes the following: mental health information (excluding psychotherapy notes), including information about medications that may alter mental functioning; information about pregnancies, diseases (including HIV), medication management, and illegal drug use or alcohol abuse (including drug test results); information about accommodations or modifications you have requested, whether for a disability or for any other health condition; oral health information, including treatment plan and appointments; and any health information that may be responsible for a leave of absence from Job Corps or your separation from Job Corps. We may share this information for the purpose of helping you identify community health, housing, child care, support groups, affinity job clubs, social organizations, or other community resources that may assist you in staying healthy and obtaining and keeping employment. In addition, this information may be shared for the purpose of following up with you regarding your independent living needs as well as to
encourage you to return to Job Corps, if possible.

4. We may share with residential living staff (including counselors), Trainee Employee Assistance Program (TEAP) specialists, and mental health staff (including mental health consultants) information about certain health conditions, as described below. This information may be shared for purposes of assisting you in meeting your own health needs while on center. Information we may share includes the following: mental health information (excluding psychotherapy notes), including information about medications that may alter mental functioning; information about pregnancies, diseases (including HIV), medication management, and illegal drug/alcohol use (including drug test results); information about accommodations or modifications you request, whether for a disability or for any other health condition; and oral health information, including treatment plan and appointments. We may share each piece of information only with particular staff members that need to know this information to assist you or to avoid an emergency.

5. We may share with food service staff information about your dietary needs, including information about allergies, weight management, diabetes management, and other diet needs or recommendations. This information may be shared for purposes of avoiding medical emergencies and ensuring you are provided with appropriate food and nutrition. We will share this information only if you have a specific dietary need arising from or related to a health condition.

6. We may share with residential living staff information about medications, allergies, medical (including mental) conditions that may warrant emergency or other immediate care, accommodations or modifications requested, or infectious/contagious diseases. We may share this information for the following purposes: assisting you with your medication schedule or other health needs; protecting other students from infection or contagion; providing you with an appropriate environment for allergy control, including, if necessary, appropriate personal products; and ensuring that you receive requested accommodations or modifications in your living quarters for any disability. In addition, if you have a condition for which medication is prescribed for you, and you do not take that medication after you have been instructed to do so, and your uncontrolled condition may result in an unwarranted risk to yourself or others, we may share information about your condition and your failure to take your medication with disciplinary staff, including the center standards officer.

7. We may share with safety and security staff, including federal safety officers, information about illegal drug use or alcohol abuse (underage alcohol use or disruptive or other inappropriate consumption by legal drinkers), including positive drug or alcohol test results, information about any injury or illness you incur in the performance of your duties at Job Corps, and information about medical or mental health conditions only if such conditions may assist in explaining harmful or unusual behavior you display. We may share this information for the purpose of preventing further access by you or other students to illegal drugs, correcting or preventing environmental or other hazardous conditions that may cause injury or illness to you or other students, and managing harmful or unusual behavior (that may pose a threat to you or others) appropriately for your individual circumstance. In addition, we may share information about your allergies
to foods, drugs, insect venom, or other substances for the purpose of appropriately managing emergency situations that may arise due to an allergic reaction, as well as attempting to prevent such situations.

8. **We may share with recreational staff information about allergies, asthma, or other health conditions, to the extent that those conditions may contribute to a medical emergency while participating in certain recreational activities. In addition, we may share information about the results of any sports physical or other examination you may have been required to have in order to participate in certain recreational activities. We may share this information for purposes of helping to ensure your safety while participating in sports or other recreational activities, and to help ensure that activities you are asked or required to do are not dangerous for you.**

9. **We may share with a Trainee Employee Assistance Program (TEAP) specialist information about illegal drug use or alcohol abuse (underage alcohol use or disruptive or other inappropriate consumption by legal drinkers), including positive drug and alcohol test results, and information about medications you may be taking. We may share this information for purposes of assisting you in appropriate medication management and avoiding unhealthy drug dependencies.**

10. **We may share with student records and data management staff information about a health condition that causes you to be absent from or take leave from Job Corps, or that results in your medical separation from Job Corps. Medical information documenting the reasons for absences may be shared for purposes of accounting for your health-related absence from Job Corps, as well as to assist center staff in evaluating your possible re-enrollment in Job Corps after a medical separation. Only the information necessary to accomplish these purposes may be shared.**

11. **We may transfer your medical records to the student records staff for the purpose of meeting Privacy Rule document retention requirements and for providing storage of your records until they are forwarded to the Department of Labor under Job Corps’ records retention requirements.**

12. **We may share information about illegal use of drugs and alcohol abuse (underage alcohol use or disruptive or other inappropriate consumption by legal drinkers), including the results of any drug test. (Job Corps has a Zero Tolerance policy for illegal drug use and alcohol abuse. This means you may be expelled from Job Corps for illegal use of drugs or for alcohol abuse.) This information may be shared with a wide variety of people, including other medical testing facilities, the center standards officer and other disciplinary staff (including members of the Review Board who review proposed disciplinary action), law enforcement officers, probation officers, center safety and security staff, the center group life manager, members of the academic and career technical staffs, members of the student records and data management staff, center and off-center mental health, rehabilitation, or support group personnel, and employees of the U.S. Department of Labor and their contractors. We may share this information with any of the above individuals, for any of the following purposes: verifying that the results of a drug/alcohol test are accurate; enforcing**
the Zero Tolerance policy by determining whether you have used illegal drugs or abused alcohol and, if so, determining the appropriate consequence (including appeals of that consequence); referring you to center or off-center mental health professionals, counselors, and/or addiction support groups; preventing further access by you or other students to illegal drugs or alcohol; assisting in compliance with local, state, or federal law; assisting you in managing your social life, education, and career without using illegal drugs or abusing alcohol; identifying illegal drug use or alcohol abuse trends among Job Corps students; and documenting illegal drug use and alcohol abuse in your student records to account for resulting consequences, as well as for purposes of determining your eligibility for re-enrollment in Job Corps.

13. **We may share information with others if you request us to do so.** We will ask you for a separate Authorization in that case.

14. We may share limited amounts of health information about you with Job Corps center or Department of Labor personnel, or their contractors, for the purposes of resolving internal grievances or disputes, to the extent that the health information is a subject of the dispute.

15. **Nothing in this Authorization authorizes us to share psychotherapy notes about you, except as allowed by federal law.** Psychotherapy notes are notes made by a health care professional about the contents of a private counseling session or a group, joint, or family counseling session that are kept separate from your medical record. These notes do NOT include information about your medications, counseling session start and stop times, type and frequency of any treatment, clinical test results, and any summary of the following: diagnosis, ability to function, treatment plan, symptoms, prognosis (outlook), and your progress. This information may be shared as provided in the Notice and this Authorization. If we believe that we should share psychotherapy notes for a purpose that requires your authorization, we will ask you to sign an authorization for that particular circumstance. Refusal to give us an authorization to share psychotherapy notes about you will not affect your eligibility to continue in Job Corps.

16. **Nothing in this Authorization authorizes us to share your health information for other purposes.** For instance, this Authorization does not permit us to share your health information for purposes of determining your selection for Job Corps, your enrollment at any particular Job Corps center, your career choices (unless you require reasonable accommodations to perform the essential functions of a job), or any other purpose not set forth in this Authorization. However, other law or policies may govern these purposes. Again, we will share only the minimum amount of information necessary to accomplish the purposes described.

**Other Routine Uses**

In addition to the above uses and disclosures of your medical information (and the uses and disclosures listed in the Notice you have received or will receive), we may disclose any and all medical information about you under the following circumstances:
• We may share information with state and federal law enforcement agencies or other
government investigators to assist them in locating you or your family.
• If you are a minor, we may share information with your parent(s) or guardian(s), if not
prohibited by law.
• We may share information with social service agencies in cases of a student’s termination
in order to provide services such as Medicaid.

**AUTHORIZATION**

I, _____________________________, have received a copy of this Authorization. I have read
this Authorization and I understand that it explains circumstances in which I permit my health
information to be used and shared with others. I authorize the uses and disclosures described in
this Authorization.

/  
DATE  SIGNATURE

**AUTHORIZATION BY PARENT OR GUARDIAN (IF A MINOR)**

I, _____________________________, am a parent or guardian of the individual named above.
I have received a copy of this Authorization. I have read this Authorization and I understand that
it explains circumstances in which I permit my child’s (or charge’s) health information to be
used and shared with others. I authorize the uses and disclosures described in this Authorization.

/  
DATE  SIGNATURE
EXHIBIT 1-4

JOB CORPS — INFORMED CONSENT TO RECEIVE MENTAL HEALTH AND WELLNESS TREATMENT

I, ____________________________, consent to receive services from Job Corps, through appropriate mental health personnel, to promote and maintain my mental and emotional well-being. The services may involve mental health and/or substance abuse counseling, educational activities, medications, and other methods and services as deemed necessary by the wellness staff.

The Job Corps center operates under a team approach and I understand all treatment is confidential, as limited in the following special circumstances:

1. If the staff believes it is in the best interest of my treatment to share some information with other center staff, they will do so only on a need-to-know basis as allowed through the authorization for disclosure under HIPAA (the Health Insurance Portability and Accountability Act) that I have signed.

2. If I become a danger to myself or others, center staff will take measures to maintain my safety, and the safety of others. This may include a medical separation based on an evaluation by the health and wellness staff.

3. If I disclose any past or present abuse of a minor, center staff are legally required to report the abuse to the appropriate children’s social services agency.

4. If I disclose any past or present abuse of an elder, center staff are legally required to report the abuse to the appropriate adult protective services agency.

I have read and understand the above information concerning mental health and wellness assistance, my privilege of confidentiality, and the limitations to it. This consent will remain in force during my stay in Job Corps.

/ 
Job Corps Applicant’s Signature Date

/ 
Parent’s Signature (Required if Minor) Date

/ 
Admissions Counselor’s Signature Date
EXHIBIT 1-5
RECORDS RELEASE AUTHORIZATION

To: From:  
Date of Request: Date of Receipt:  

Please print your name, sign, date, and return this form with the information requested below.

<table>
<thead>
<tr>
<th>Academic Transcript</th>
<th>High School Equivalency (HSE) Transcript</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copy of High School Diploma</td>
<td>Copy of HSE Certificate</td>
</tr>
<tr>
<td>Individual Education Plan (IEP), Psycho-educational Evaluations, Eligibility and Triennial Evaluation Reports, and IEP Progress Notes</td>
<td>Criminal Background Check</td>
</tr>
<tr>
<td>504 Plan and Eligibility Evaluation Reports</td>
<td>Medical/Mental Health/Dental Records</td>
</tr>
</tbody>
</table>

MAIL TO:

Outreach and Admissions (OA) Agency/Center Name:  
Number, Street:  
City, State, Zip Code:  

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

Signature: Date:  
Printed Name: Title:  

STUDENT INFORMATION:

Name:  
(Last)  (First)  (Middle):  
Social Security Number: Dates of School Attendance:  
Date of Birth (MM/DD/YYYY): Mother’s Maiden Name: |

INFORMATION RELEASE AUTHORIZATION:

My signature below authorizes the release of the requested information. This authorization remains in effect for a period of 1 year from the date of this request.

Student Signature:  

Signature of Parent or Guardian (if applicant is under 18 years of age):  

Address:  
City: State: Zip Code: Phone #:  

Records Release Authorization – Instructions

Admissions Counselors (AC) may use the “Records Release Authorization” to obtain educational records of Job Corps applicants. The following information explains the sections of the form.

To: Agency from which the AC/OA office is requesting information (verify correct and current address)

From: Name of the AC requesting the information

Date of Request: Date when the request is sent

Date of Receipt: Date when the AC received the requested information (or date when the center received the requested information, if the form was sent to the center as documentation that the AC has made the request prior to a student’s enrollment/arrival)

Academic Transcript or Copy of HSD: Send request to the high school or middle school office (NOT to the guidance or counseling offices, which are often closed during school breaks and vacations)

HSE Transcript or Copy of Certificate: Send to the HSE testing site where the applicant took his or her HSE tests

IEP or 504: Send request to the Office of Special Education, or the high school or middle school office

Mail to: Enter the recipient’s address

Telephone Number: Enter the AC’s contact number

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

Student Information: To be completed by the AC with information provided by the applicant

Information Release Authorization: To be completed by the applicant or the applicant’s parent or guardian (if applicant is an unemancipated minor), with assistance from the AC
## EXHIBIT 1-6
### FACTORS FOR PRIORITY ENROLLMENT

<table>
<thead>
<tr>
<th>Factors for Priority Enrollment</th>
<th>Assessment/Verification Requirements (All Applicants)</th>
<th>Documentation Requirements (All Applicants)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A: VETERANS’ PRIORITY</strong></td>
<td>AC assesses documentation of veteran status.</td>
<td>At the time of application to Job Corps, veterans must provide their form DD 214, Report of Separation, which identifies a veteran’s condition of discharge. In addition to form DD 214, veterans with a service-connected disability of 30% or more must also submit a copy of a letter, dated within the last 12 months, from the Department of Veterans Affairs or the Department of Defense certifying receipt of compensation.</td>
</tr>
<tr>
<td>Veterans are defined as those individuals who have been separated with an honorable discharge or under honorable conditions from active duty in the Armed Forces of the United States, performed during one of the periods or campaigns described in 5 U.S.C. 2108.</td>
<td></td>
<td>At the time of application to Job Corps, spouses must provide their:</td>
</tr>
<tr>
<td>Spouses of veterans also receive priority if they are married to:</td>
<td></td>
<td>• Marriage license</td>
</tr>
<tr>
<td>• Any veteran who died of a service-connected disability;</td>
<td></td>
<td>• Spouse’s form DD 214, Report of Separation</td>
</tr>
<tr>
<td>• Any member of the Armed Forces serving on active duty who, at the time of application for assistance under this section, is listed, pursuant to section 556 of title 37 and regulations issued thereunder, by the Secretary concerned in one or more of the following categories and has been so listed for a total of more than 90 days: (1) missing in action; (2) captured in the line of duty by a hostile force; or (3) forcibly detained or interned in the line of duty by a foreign government or power;</td>
<td></td>
<td>• Spouse’s military identification</td>
</tr>
<tr>
<td>• Any veteran who has a total disability resulting from a service-connected disability; or</td>
<td></td>
<td>• Where applicable, a letter dated within the last 12 months from the Department of Veteran’s Affairs or the Department of Defense certifying receipt of compensation for the spouse’s service-connected disability of 30% or more.</td>
</tr>
<tr>
<td>• Any veteran who died while a disability so evaluated was in existence.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EXHIBIT 1-7
JOB CORPS APPLICATION STATEMENT OF SUPPORT

Applicant Name: ___________________________  Interview Date: ___________________________

To Whom It May Concern:

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

Applicant’s Signature: ___________________________  Date: ___________________________

Supporter’s Signature: ___________________________  Date: ___________________________

Address: ___________________________________________
City: ___________________  State: ___________________  Zip Code: ________________  Phone #: ___________________

Admissions Counselor’s Signature: ___________________________  Date: ___________________________
### EXHIBIT 1-8
**Office of Job Corps Expedited Applicant Enrollment for Natural and Man-Made Disaster Victims**

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

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

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

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

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

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

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

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

Assure that applicants have made appropriate arrangements for child care.

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

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

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

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

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

**Referrals**
In the event an applicant is denied enrollment, Job Corps will provide the contact information for the local one-stop career center and other education and training programs. Job Corps will not simply deny an applicant without having other alternatives readily available.
**APPENDIX 101**

**DEFINITIONS OF FAMILY AND FAMILY INCOME**

a. **Family** means persons living in a single residence who are related by blood, marriage, or decrees of court and may include one or more of the following categories: (1) a husband, wife, and dependent children; (2) a parent, grandparent, or guardian and dependent children; and (3) a husband and wife. A step-child or step-parent is considered to be related by marriage.

1. For purposes of this definition, an applicant who lives in a single residence with family members, at least one of whom claims the applicant as a dependent, will be considered a family member supported by the family, and income of all family members will be included in the family income computation.

2. A person must be considered an “individual” if he or she:
   (a) Lives alone; or
   (b) Lives with unrelated individuals; or
   (c) Lives in a single residence where no family member claims him or her as a dependent.

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

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

c. **Family income** means all income actually received from all sources by all members of the family for the 6-month period prior to application. **Family size** is the maximum number of family members during the 6-month period prior to application. When computing family income, income of a spouse and other family members is counted for the portion of the 6-month (annualized) period prior to application that the person was actually a part of the family unit.

1. For the purpose of determining an individual’s eligibility for participation in the Job Corps program, family income includes:
   (a) Gross wages, including wages from community service employment (CSE), work experience, and On-the-Job training (OJT) paid from Workforce Innovation and Opportunity Act funds, and salaries (before deductions);
   (b) Net self-employment income (gross receipts minus operating expenses); and
   (c) Other money income received from sources such as interest, net rents, OASI (Old Age and Survivors Insurance) Social Security benefits, pensions, alimony, and periodic income from insurance policy annuities, and other sources of income (including continuing disability income).

2. Family income does not include:
(a) Non-cash income such as food stamps or compensation received in the form of food or housing;
(b) Imputed value of owner-occupied property, i.e., rental value;
(c) Public assistance payments;
(d) Cash payments received pursuant to a state plan approved under Titles IV, X, or XVI (Supplemental Security Income) of the Social Security Act, or disability insurance payments received under Title II of the Social Security Act;
(e) Federal, state, or local unemployment benefits;
(f) Capital gains and losses;
(g) One-time unearned income, such as, but not limited to:
   (1) Payments received for a limited fixed term under income maintenance programs and supplemental (private) unemployment benefits plans;
   (2) One-time or fixed-term scholarship or fellowship grants;
   (3) Accident, health, and casualty insurance proceeds;
   (4) Disability (one-time payments) and death payments including fixed term (but not lifetime) life insurance annuities and death benefits;
   (5) Fixed-term workers compensation awards;
   (6) Soil bank payments; and
   (7) Agricultural crop stabilization payments.
(h) Pay or allowances that were previously received by any veteran while serving on active duty in the Armed Forces;
(i) Educational assistance and compensation payments to veterans and other eligible persons under Chapters 11, 13, 31, 34, 35, and 36 of Title 38, U.S. Code;
(j) Payments made under the Trade Act of 1974;
(k) Payments received under the Black Lung Benefits Act (30 U.S.C. 901 et seq);
(l) Any income directly or indirectly derived from, or arising out of, any property held by the United States in trust for any Indian tribe, band, or group of any individual; per capita payments; and services, compensation or funds provided by the United States in accordance with, or generated by, the exercise of any right guaranteed or protected by treaty; and any property distributed or income derived therefrom, or any amounts paid to or for the legatees or next of kin of any member, derived from or arising out of the settlement of an Indian claim; and
(m) Child support payments.
APPENDIX 102
INFORMATION FOR PERSONAL CAREER DEVELOPMENT PLAN

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

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

a. APPLICANT HISTORY

1. Explain reason for pursuing further training.

b. GOALS

1. Short-term goals (What does applicant plan to accomplish during Job Corps enrollment?)

2. Long-term goals (What are the applicant’s career, educational, career technical training, and personal plans subsequent to Job Corps enrollment?)

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

c. NEEDS

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

2. Does applicant have an interest in a specific career technical training area? Yes/No If yes, please explain. List choices, if no. Summarize results of career technical training choices discussion.

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

4. Discuss career technical training choices, and correlation with labor market information. Summarize discussion of need and willingness to relocate for advanced training and quality placement.
This guide provides Admissions Counselors (ACs) with strategies to use when assessing whether an applicant meets one or both of the following eligibility requirements:

1. Maintenance of Sound Discipline and Positive Center Culture (Criterion 7[b] of Exhibit 1-1)
2. Court Involvement and/or Agency Supervision (Criterion 10 of Exhibit 1-1)

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

The guidelines in this appendix are not a substitute for an AC’s judgment. To determine whether the applicant meets eligibility requirement Criteria 7(b) and 10, the AC is responsible for evaluating the documentation about the applicant, and the AC’s own observations of the applicant’s responses to the questions in the relevant sections of Exhibit 1-1, in light of the other factors described in this appendix.

a. **Tools for Evaluating Eligibility Requirement Criteria 7(b) and 10**

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

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

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

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

In addition to offenses admitted to by the applicant, the AC will perform a background check in accordance with applicable State and local laws that will be used to assess both eligibility requirements.

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

1. So as to make a reasonable judgment regarding whether the applicant’s behavior is compatible with the Maintenance of Sound Discipline (Criterion 7[b], Exhibit 1-1).

2. So as to determine whether the applicant has any current court or agency involvement (Criterion 10, Exhibit 1-1).

c. **Assessing the Maintenance of Sound Discipline and Positive Center Culture**

This eligibility requirement, found in Criterion 7(b) of Exhibit 1-1, has several factors for consideration, one of which is a review of criminal history. This review will be conducted using the same background check as the previous section, which must be conducted in accordance with applicable State and local laws.

Applicants cannot be denied enrollment in Job Corps solely based on contact with the criminal justice system. However, an applicant is automatically disqualified from participation if the individual has been convicted of a felony consisting of

1. murder (as described in section 1111 of Title 18, United States Code),

2. child abuse, or

3. a crime involving rape or sexual assault.

There is not a specific number of criminal offenses that automatically determines that an applicant is unsuitable for enrollment in Job Corps.

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

1. **The relevance of each conviction or verified serious behavior to the requirements of Job Corps.** Considerations must include:
   (a) Does the applicant’s criminal and/or verified institutional record indicate that he or she has demonstrated inappropriate or disruptive behaviors in school or other
structured environments that are similar to the Job Corps environment, such as group homes or foster-care placements, that would interfere with the maintenance of sound discipline if the applicant were to engage in the same behaviors in Job Corps?
(b) Does the criminal and/or institutional record indicate that the applicant has a history of theft or of running away?

2. **The nature of the crime(s) committed.** Considerations must include:
   (a) Has the applicant been convicted of assault (other than sexual assault) or physical aggression toward other persons?
   (b) Has the applicant been convicted of poisoning or attempted poisoning of others, or crimes that involve kidnapping, robbery, or extortion?
   (c) Has the applicant been convicted of possessing a weapon or using one in a crime?
   (d) Has the applicant been convicted of stalking, or of any other behaviors that involve threats or harm to individuals?
   (e) Has the applicant been convicted of arson-related property crimes?
   (f) Has the applicant been convicted of any felony crimes other than those listed as disqualifying?

3. **The facts surrounding each offense.** Considerations must include:
   (a) Does the record of a particular conviction indicate that there were aggravating factors, such as the applicant’s making threats against the victim, or engaging in multiple instances of aggressive behaviors?
   (b) Was the offense a first offense?
   (c) Was the applicant a “ring leader” for the crime of which he or she was convicted, or was the applicant following the lead of another person in committing the offense?
   (d) Did the crime of which the applicant was convicted involve significant planning, or did it appear to be an unplanned response to an opportunity?

4. **The number and recency of convictions.** Considerations must include:
   (a) Does the applicant’s criminal record contain only one conviction (other than a disqualifying conviction), or are there multiple convictions?
   (b) If there are multiple convictions, did they increase in seriousness as the applicant became older (i.e., did they begin with small property crimes at age 15 and end with robbery at age 19)?
   (c) Are there a larger number of convictions during an earlier time period, and then fewer or none more recently, indicating the applicant has made an effort to reform?
   (d) When (meaning how long ago) did the crime of which the applicant was convicted take place?
   (e) When was the applicant convicted?
   (f) When did the applicant complete his or her court- or institution-imposed sanctions, if applicable?

5. **The applicant’s school and employment history before and after the conviction.** Considerations must include:
   (a) Did the applicant attend school or have employment prior to the conviction?
   (b) Was the applicant reasonably successful in school or employment prior to the
conviction? After his or her release?
(c) If there is a long history of failure to complete academic programs or maintain employment, what appears to be the cause or causes of this failure?
(d) Is the applicant now employed or in school? Does he or she appear to be reasonably successful?

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

d. Assessing Court Involvement and/or Agency Supervision (Criterion 10, Exhibit 1-1)
   This criterion assesses any current involvement with courts and agencies that may affect the applicant’s ability to participate in the Job Corps program.

1. In addition to the tools or resources listed in Section a. above, which apply to both eligibility requirement Criteria 7(b) and 10, the following tools or resources apply solely to the assessment of Criterion 10:
   (a) Any documentation of court fines;
   (b) Any documentation of parole, probation, suspended sentence, or court or agency supervision.

2. Parole, Probation, Suspended Sentence, and Court or Agency Supervision
   Applicants to Job Corps who are on parole, probation, suspended sentence, or under court or agency supervision are not considered for enrollment unless the court or agency is willing to certify all of the following in writing:
   (a) The court or agency will release the applicant from supervision; and
   (b) Such a release does not violate applicable statutes or regulations; and
   (c) The applicant has responded positively to supervision; and
   (d) The court or agency will permit the applicant to leave the local area or state while enrolled in Job Corps.

3. Court Fines/Restitution
   (a) ACs should determine the eligibility of applicants with court fines of $500 or less by considering the level of restitution required and the applicant’s commitment to fulfilling court imposed obligations while enrolled in Job Corps.

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

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

e. **Special Considerations**

**Drug and Alcohol Involvement**

1. Applicants who disclose current or past drug or alcohol use are not automatically disqualified from Job Corps. These applicants are reviewed on an individual basis for their qualifications to enroll in Job Corps. Admissions determinations for applicants with a history of drug involvement and/or drug addiction are processed in one of several ways depending on applicant characteristics:

2. Applicants who are currently using drugs illegally are reviewed by the AC to determine qualification under Criterion 7(b).

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

4. The files of applicants who are not currently using drugs illegally, but who:
   (a) Have a history of such use; and
   (b) Have not completed a supervised drug treatment program; and
   (c) Have not been otherwise rehabilitated successfully (such as through a self-help program); and
   (d) Have a physician’s or other medical professional’s referral for treatment should be forwarded to the Job Corps center of assignment for a clinical care review. The center may recommend that the applicant be required to complete treatment prior to enrollment in Job Corps. If the applicant successfully completes treatment, she/he will be protected under federal disability nondiscrimination law, and his/her history of drug use must not be used to determine that she/he does not satisfy Criterion 7(b).
Dear Applicant:

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

<table>
<thead>
<tr>
<th>Reason</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligibility Requirement – Criterion 1</td>
<td>You did not meet the legal U.S. residency requirement which states that an applicant must be (1) a legal U.S. resident; or (2) lawfully admitted permanent resident alien, refugee, asylee or parolee, or other alien who has been authorized by the Attorney General to work in the United States; or (3) resident of a U.S. territory.</td>
</tr>
<tr>
<td>Eligibility Requirement – Criterion 2</td>
<td>You did not meet the age requirement which states that applicants must be at least 16 years of age, and not more than 24 on the date of enrollment.</td>
</tr>
<tr>
<td>Eligibility Requirement – Criterion 3</td>
<td>You did not meet the low income eligibility criterion.</td>
</tr>
<tr>
<td>Eligibility Requirement – Criterion 4</td>
<td>You did not meet the barriers to education and employment requirement which states that an applicant must be one or more of the following: • Basic skills deficient; • A school dropout; • Homeless; • An individual in foster care or an individual who was in foster care and has aged out of the foster care system; • A runaway • A parent; or • An individual that requires additional education, career and technical training, or workforce preparation skills to be able to obtain and retain employment that leads to economic self-sufficiency.</td>
</tr>
<tr>
<td>Eligibility Requirement – Criterion 5</td>
<td>You refused to sign a copy of the consent form containing authorization for Selective Service Registration.</td>
</tr>
<tr>
<td>Eligibility Requirement – Criterion 6</td>
<td>Your educational and training needs cannot be best met through the Job Corps program.</td>
</tr>
<tr>
<td>Eligibility Requirement – Criterion 7 – Group Participation</td>
<td>You did not demonstrate that you are reasonably expected to participate successfully in group situations.</td>
</tr>
<tr>
<td>Eligibility Requirement – Criterion 7(a) – Interference with other students’ participation</td>
<td>You did not demonstrate that you are unlikely to engage in actions that would potentially prevent other students from receiving the benefit of the Job Corps program.</td>
</tr>
<tr>
<td>Eligibility Requirement – Criterion 7(b) – Maintenance of Sound Discipline and Positive Center Culture</td>
<td>You did not demonstrate that your behavior is compatible with the maintenance of sound discipline and positive center culture on a Job Corps center.</td>
</tr>
<tr>
<td>Eligibility Requirement – Criterion 7(c) – Community Relations</td>
<td>You did not demonstrate that it is unlikely that your behavior will impede satisfactory relationships between the Job Corps center you would be assigned to and its surrounding communities.</td>
</tr>
</tbody>
</table>
Eligibility Requirement – Criterion 8
You did not demonstrate that you understand the rules and document that you agree to comply with them.

Eligibility Requirement – Criterion 9
You have a disqualifying conviction.

Eligibility Requirement – Criterion 10
You are under probation, parole, under a suspended sentence, or under the supervision of an agency that will not release you from its supervision in order to participate in the program.

Eligibility Requirement – Criterion 11
You did not demonstrate that you had made suitable arrangements for child care.

Eligibility Requirement – Criterion 12
You or your parent/legal guardian did not sign the “Authorization for Use and Disclosure of Your Health Information” form.

Eligibility Requirement – Criterion 13
Your parent/legal guardian did not consent to your participation in Job Corps.

Insufficient documentation requirement
You did not provide the required documentation within 60 days from the date of your interview with your Admissions Counselor.

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

Name and Address of Outreach and Admissions Agency

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

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

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

Also, if you believe that your application has been denied because of discrimination on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief, citizenship, participation in any Workforce Innovation and Opportunity Act (WIOA) Title I-financially assisted program or activity, or because legal requirements related to nondiscrimination were violated during the application process, you may file a discrimination complaint with either the designated Regional Office or the U.S. Department of Labor’s Civil Rights Center (DOL-CRC). Your complaint must be filed in writing, within 180 days of the date on this letter.

DOL-CRC’s information is as follows:
Director, Civil Rights Center
U.S. Department of Labor
200 Constitution Avenue, NW Room N-4123
Washington, D.C. 20210
(202) 693-6502 (voice)
(202) 693-6515 (TTY)
CivilRightsCenter@dol.gov

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

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

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

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

Sincerely,

Admissions Counselor
## APPENDIX 105
### JOB CORPS APPLICANT ELIGIBILITY FOLDER INVENTORY

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

**Name of Applicant:** ___________________________ **Student ID#:** ___________________________

**English Language Learner:** □ Yes □ No  **If yes, specify language:** ___________________________

**Veteran (see Exhibit 1-6, Factors for Priority Enrollment):** □ Yes □ No

<table>
<thead>
<tr>
<th>Folder Inventory</th>
<th>Left Side</th>
<th>Right Side</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ETA 652</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>U.S. Citizen Documentation</strong></td>
<td>□ Social Security Card</td>
<td>□ Child care certificate (ETA 682)</td>
</tr>
<tr>
<td></td>
<td>□ Birth Certificate</td>
<td>□ Single Parent Contract Form</td>
</tr>
<tr>
<td></td>
<td>□ U.S. Passport</td>
<td><strong>If applicant is applying to a residential parent dorm or applying for a child care allotment then the following documents should be included:</strong></td>
</tr>
<tr>
<td><strong>Legal Resident Documentation</strong></td>
<td>□ Military Records (DD 214)</td>
<td>□ Child’s birth certificate</td>
</tr>
<tr>
<td></td>
<td>□ Unexpired foreign passport with Form I-94 containing a refugee admission stamp</td>
<td>□ Child’s Social Security card</td>
</tr>
<tr>
<td></td>
<td>□ Alien Registration Receipt Card: I-688A or I-688B; Temporary Residence Card, I-688; or Employment Authorization Card: I-551 or I-151 (green card)</td>
<td>□ Child’s immunization records</td>
</tr>
<tr>
<td></td>
<td>□ Driver license/state identification card</td>
<td>□ Child’s medical or physical records</td>
</tr>
<tr>
<td></td>
<td>□ U.S. passport</td>
<td><strong>Behavioral Adjustment History &amp; Court Involvement and/or Agency Supervision</strong></td>
</tr>
<tr>
<td></td>
<td>□ Department of Homeland Security (DHS) Documents, such as Document I-55 Permanent Resident Card or Form I-94 Arrival/Departure Record</td>
<td>□ Written statement from the court or appropriate agency that the applicant has responded positively to supervision, and that it will permit the applicant to leave the local area or state while enrolled in Job</td>
</tr>
<tr>
<td><strong>Age Documentation</strong></td>
<td>□ Birth certificate</td>
<td><strong>Involvement and/or Agency Supervision</strong></td>
</tr>
<tr>
<td></td>
<td>□ Driver license/state identification card</td>
<td>□ Written statement from the court or appropriate agency that the applicant has responded positively to supervision, and that it will permit the applicant to leave the local area or state while enrolled in Job</td>
</tr>
<tr>
<td></td>
<td>□ U.S. passport</td>
<td><strong>Involvement and/or Agency Supervision</strong></td>
</tr>
<tr>
<td></td>
<td>□ Department of Homeland Security (DHS) Documents, such as Document I-55 Permanent Resident Card or Form I-94 Arrival/Departure Record</td>
<td>□ Written statement from the court or appropriate agency that the applicant has responded positively to supervision, and that it will permit the applicant to leave the local area or state while enrolled in Job</td>
</tr>
<tr>
<td><strong>Other official forms or documents from other government agencies, such as school records, welfare documents and employment records that identify the applicant's name and date of birth.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Eligibility Requirements</strong></td>
<td></td>
<td><strong>Behavioral Adjustment History &amp; Court Involvement and/or Agency Supervision</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Written statement from the court or appropriate agency that the applicant has responded positively to supervision, and that it will permit the applicant to leave the local area or state while enrolled in Job</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Involvement and/or Agency Supervision</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Written statement from the court or appropriate agency that the applicant has responded positively to supervision, and that it will permit the applicant to leave the local area or state while enrolled in Job</td>
</tr>
</tbody>
</table>
### Corps
- Paperwork showing dismissal of criminal charges
- ETA 655 Court Documentation
- ETA 655A Institutional Statement
- Criminal background results
- Supplemental documentation relating to behavioral history
- Written statement from the court or appropriate agency certifying the approval of the applicant’s release from its supervision, that the applicant’s release does not violate applicable laws and regulations
- Receipt of paid fines or court-ordered restitution
- Confirmation of completion of community service hours

### Parental Consent for Minors
- Emancipation papers
- Marriage license
- ETA 652 (documents proving that signer is the parent of the minor may be included)

### Readmission
- OASIS Readmission Report

### Selective Service Registration
- ETA 652

### Low Income – One or More of the Following:
- Letter or printout from appropriate government agency acknowledging family receipt of cash payments from income-based public assistance e.g., documented eligibility for food stamps at the current time or within the previous 6 months; public assistance voucher or payment stub; documented phone contact with case worker
- At least 1 month’s worth of paycheck stubs from each employer, for each working adult member of the family, during the last 6 months, which indicate the employer’s name and date of the check
- Income verification statements from, or documented phone calls with employers
- Excludable income: Letter of receipt of Supplemental Security Income or letter of receipt of unemployment insurance
- Tax returns or W-2s
- A letter from, or documented phone contact with caseworker or public agency personnel attesting that the applicant is in foster care or is a ward of the court or state
- A letter from, or documented phone contact with a homeless shelter or support provider attesting that the applicant is homeless
- Statement of support, signed by applicant, AC, and support provider, if possible
- Documentation of excludable military income for veterans
- If a victim of a severe form of trafficking in persons who does not meet the low income requirement,

### Required Non-Eligibility Forms
- Rights to Use Photographic Likeness or Moving Images Release Form (Exhibit 6-13)
- Equal Opportunity Notice (Exhibit 6-11)
- Parental Consent Form

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

<table>
<thead>
<tr>
<th>Confidential Envelope</th>
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</thead>
<tbody>
<tr>
<td>Records Release Authorization Form (Exhibit 1-5)</td>
</tr>
</tbody>
</table>

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

/  
Admissions Counselor’s Signature Date

/  
Admissions Contractor Quality Check Signature Date

/  
Center Quality Check Signature Date
### Appendix 106

**Job Corps Reasonable Accommodation Request Form-Admissions**

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

Applicants who are requesting accommodation to participate in the Job Corps program should complete the Job Corps Reasonable Accommodation Form in Appendix 605. ACs should follow the process described in Section 1.2, R8 and Section 1.2, R10 (b) when an applicant is requesting accommodation to participate in the Job Corps program.

#### BACKGROUND

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

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

#### POLICY

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

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

Requests

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

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

a. Must address the applicant’s accommodation needs immediately

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

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

Documentation

Under federal disability nondiscrimination law, OA staff cannot ask for documentation when (1) both the disability and the need for reasonable accommodation are obvious; or (2) the person has already provided the OA staff with sufficient information to substantiate that she or he has an actual, current disability, and needs the reasonable accommodation requested.

When the disability and/or the need for accommodation is not obvious, OA staff may ask the applicant for reasonable documentation about his or her disability and functional limitations. The OA staff is entitled to know that the person actually has a covered disability for which she or he needs a reasonable accommodation.

Reasonable documentation means that the OA staff may require only the documentation that is needed to establish that a person has an actual, current disability, and that the disability necessitates a reasonable accommodation. Thus, the OA staff, in response to a request for reasonable accommodation, cannot ask for documentation that is unrelated to determining the existence of a disability and the necessity for an accommodation.

OA staff may require that the documentation about the disability and the functional limitations come from an appropriate health care or rehabilitation professional. The appropriate professional in any particular situation will depend on the disability and the type of functional limitation it
imposes. Appropriate professionals include doctors (including psychiatrists), psychologists, nurses, physical therapists, occupational therapists, speech therapists, vocational rehabilitation specialists, and licensed mental health professionals.

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

See the Reasonable Accommodation Process section of the Job Corps Disability website (https://supportservices.jobcorps.gov/disability/Pages/AccommodationGuidelines.aspx) for examples of possible types of documentation for specific disabilities.

**Applicant Without Documentation**

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

See the Testing Accommodations section of the Job Corps Disability website (https://supportservices.jobcorps.gov/disability/Pages/TestingAccommodations.aspx) for assessment resources.

**Reviewing a Request**

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

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

a. Effect of the request on overall financial resources of the OA contractor, the region, and the program;

b. Does the OA contractor have the funds to provide the accommodation?

c. Can the Regional or National Office provide funding or identify other resources that may provide funding?
d. What effect would funding a particular accommodation have on the total amount of resources available to the OA contractor, region, and/or program?

1. Availability of outside funding: Can other agencies/organizations provide or contribute to the cost of providing the accommodation?

2. Effectiveness of the accommodation: Will it allow the individual applicant to participate in the admissions process?

3. Benefits of the accommodation: Could the requested accommodation benefit other persons with disabilities?

4. Effect of the accommodation: Will the requested accommodation affect the daily operation of the OA contractor, or affect the ability of staff to do their job?

5. Is there a more appropriate accommodation at another admissions office?

**Undue Hardship and Fundamental Alteration**

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

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

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

**Denying a Request**

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

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

a. The OA staff met with the applicant and his or her parents/guardians/advocates to determine his or her reasonable accommodation needs.
b. The interactive process was well documented.

c. Specific accommodations were considered.

d. If appropriate, the OA staff contacted the Job Accommodation Network (JAN), and documented the date, name of the JAN staff person who assisted, and JAN’s recommendations for accommodation.

e. The reason for the recommendation for denial is clearly documented, and is because providing the accommodation would be an undue hardship or a fundamental alteration to the nature or operation of the program.

f. The OA staff offered another solution that would permit the applicant to participate in the program to the greatest extent possible. The applicant’s decision to decline this offer is documented.

g. If the recommendation for denial is based on undue hardship due to cost, the Regional and National Offices were contacted to determine if assistance could be provided.

h. The review of the request was completed within a reasonable amount of time (e.g., a dated log tracks the accommodation process, and there was continuous progress toward a resolution unless extenuating circumstances are indicated on file).

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

**Record Keeping**

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

**CONFIDENTIALITY**

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

**FUNDING**

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

For more detailed information, tools/forms, tips, and resources to support the reasonable accommodation process, see the Reasonable Accommodation Process section [https://supportservices.jobcorps.gov/disability/Pages/AccommodationGuidelines.aspx](https://supportservices.jobcorps.gov/disability/Pages/AccommodationGuidelines.aspx) of the Job Corps Disability website.
JOB CORPS REASONABLE ACCOMMODATION REQUEST FORM-ADMISSIONS

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

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

you may be qualified to receive reasonable accommodation.

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

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

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

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

*Your Admissions Counselor will guide you through completion of this form.*
SECTION A – APPLICANT

Name:
(Last) (First) (Middle)

Address:

City: State: Zip Code:

Contact Information (include all phone numbers and email addresses):

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

☐ __________________________________________
☐ __________________________________________
☐ __________________________________________
☐ __________________________________________

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

/ 
Applicant/Student Signature Date

/ 
Parent/Guardian Signature Date

SECTION B – ADMISSIONS COUNSELOR

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

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

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

☐ And the AC cannot agree on requested and/or offered accommodations, and alternative accommodations have been offered and rejected. All documentation related to the accommodation plan is being sent to the Regional Office for review. This documentation includes information on the accommodation requested, alternate offered, and reason for applicant rejection of alternate accommodation.

/ 
Admissions Counselor Signature Date

SECTION C – APPLICANT
I have met with the AC to discuss my accommodation needs. At this time

☐ We have agreed to accommodation.

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

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

/ 
Applicant/Student Signature Date

/ 
Parent/Guardian Signature Date

The original of the document should be stored with the rest of the applicant’s file.
APPENDIX 107

APPLICANT FILE REVIEW GUIDANCE – CENTER PROCESS

Purpose

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

Background

Congressional and administrative mandates require Job Corps to enroll applicants who meet the admissions requirements imposed by Congress (as interpreted by the U.S. Department of Labor in the Job Corps regulations). This guidance will assist the center’s applicant File Review Team (FRT) in understanding:

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

Standard Operating Procedure (SOP)

Each center is required to have a written procedure describing the center’s process for reviewing applicant files. This policy should describe in detail how an applicant file is processed from the time it arrives on center until the applicant is accepted into the program and assigned a start date, or recommended for denial and a final disposition made by the Regional Office. See PRH Chapter 1, Section 1.4, R2(c).

All center policies must address the following requirements:

- Location where files are sent and logged in upon arrival to the center and the method of tracking the movement of the file to include an explanation of the center’s disposition of the file.

All applicant files received from Outreach and Admissions (OA) are forwarded to the center records department where the applicant file review process begins. The records department enters the necessary file information into the tracking log (see Chapter 1, Section1.4, R2 a) and forwards the sealed medical, health, and/or disability-related information unopened to the Health and Wellness Manager (HWM) or his or her designee for a health documentation review and initial direct threat review. During the applicant file review, the center may also revisit an applicant’s eligibility status only if there is new information that the Admissions Counselor (AC) could not have reasonably known at the time of the certification of eligibility that now leads the center to believe that the applicant may no longer be eligible for Job Corps.
- Responsibilities and roles of applicant File Review Team members to include the Health and Wellness Manager, the center clinicians, and the center’s Disability Coordinators (DC) which usually will include the center’s Health and Wellness Manager;

- Procedures for reviewing an applicant file to include the acceptable reasons for recommending denial of an application (see “Application Outcomes”);

- Procedures for reviewing and determining reasonable accommodation;

In cases where an applicant requests accommodation or there is presence of information/documentation in the applicant file that indicates that s/he may be a person with a disability, the applicant must be engaged in an interactive process to determine reasonable accommodation needs (see Appendix 605) prior to the applicant’s arrival on center or as a component of completing the health-care needs or direct-threat assessments.

- Procedures for submitting applicant files for regional review when there is a recommendation for denial;

All files that are recommended for denial by the center must be forwarded to the Regional Office for final disposition. Centers must follow the appropriate regional procedure for preparing and submitting files recommended for denial and include the appropriate completed center recommendation of denial form (see Appendices 107 and 108).

If a center’s recommendation of denial based upon new information is overturned (i.e., the applicant remains eligible), the file is returned to the center with instructions for it to resume the file review process. The center has the option to complete a health-care needs or direct-threat assessment, if appropriate or if not, to enroll the applicant.

If a center’s recommendation of denial based upon health-care needs or direct-threat status is overturned by the region, the applicant’s file is returned to the center and the applicant must be scheduled for enrollment. The scheduled arrival date must be based upon the date when the application arrived on center and not by the date it was returned from the region.

- Procedures for processing application withdrawals both before and after submitting a file for regional review;

If the applicant withdraws his or her application or chooses not to enroll, all supporting documentation, including all medical, health, and disability-related documentation, must be returned to the AC if the application has not entered into regional review. If the application is under regional review, all supporting documentation, including all medical, health, and disability-related documentation must be returned to the Regional Office for final processing. Medical, health, and disability-related documentation must be placed in a sealed envelope by a person who is authorized to have access to that information, and
included with the rest of the information about the applicant (see Appendix 607) before being transmitted to either the AC or the Regional Office.

- Time frame the center establishes to complete the file review process to ensure it meets the Policy and Requirements Handbook (PRH) required time frame of 30 calendar days (see “Timelines for Review”);

- Storage and maintenance of the applicant file information (see the “Storage and Transmission of Health and Disability Information” section below).

Timelines for Review

The applicant file review process must be completed within 30 days of the receipt of the file on center. Taking excessive amounts of time to review a file for a person with a disability may be construed as discriminatory when compared to the amount of time it takes to review a file of an individual without a disability. If the center reasonably needs additional time to complete the review of the applicant file, then the center may request an extension from the appropriate regional program manager.

Storage and Transmission of Health and Disability Information

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

- Maintain and/or place acquired health and disability documentation in a separate envelope marked “Health/Disability Records.” Health-care needs or direct threat assessments are medical information and must be included within the medical envelope.

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

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

Application Outcomes

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

- Enrollment
• Applicant withdrawal

• Recommendation for denial – a center FRT (along with Center Director approval) may recommend denial of enrollment if:
  
  o The applicant has been determined to pose a direct threat.
  
  o The applicant’s health-care needs exceed those of basic care and cannot be met by the center.
  
  o The applicant’s health-care needs are manageable at Job Corps as defined by basic health-care services in Exhibit 6-4, but require community supports and services which are not available near center.
  
  o There is new information that the AC could not have reasonably known that demonstrates that the applicant no longer meets one or more of the eligibility requirements.

All files that are recommended for denial by the center must be forwarded to the Regional Office for final disposition. Centers must follow required procedures for preparing and submitting files recommended for denial (see “Regional Review” section). Center responsibilities in the applicant file review process are outlined in Chapter 1, Section 1.4 and described in detail in this appendix.

Withdrawals of Application

Processing a Withdrawal – Applicant Request

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

Processing a Withdrawal – Center is Unable to Reach Applicant

If the center is completing its review of an applicant file and is unable to reach the applicant to conduct clinically related interviews, or to complete the reasonable accommodation process within the health care needs or direct threat assessment, then the center, in collaboration with the AC, would document the attempts to contact the applicant and if unable to do so, then would process the file as a withdrawal.

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

• If the center has not yet made a recommendation regarding enrollment, the file would be returned to OA.

• If the center has submitted a file to the Regional Office as a recommendation of denial and the file has been returned to a center to complete some missing component of the file
Once a file is in regional review, the final disposition of the file is within the purview of the Regional Director or his or her designee even if that is to simply verify the withdrawal documentation before returning the file to the AC.

The center must document its good faith effort in making these contacts and the applicant should be afforded a reasonable amount of time to respond to such requests.

**Awaiting Documentation**

If the center has requested additional documentation about an applicant and it does not receive that information or the applicant does not have the means to secure it, the center must make a decision on the information that is available to it (i.e., documentation already collected along with the clinical interview findings). The applicant’s file may not be returned to OA as unable to process if the center has been able to reach the applicant to conduct the clinically related interviews (see “Timelines” section).

**Direct Threat**

Job Corps requires that applicants not have conditions, disabilities, or behaviors that pose a direct threat to the health or safety of themselves, other students, or staff; and behaviors that cannot be eliminated by reasonable accommodations or modifications. In the case of an applicant, a direct-threat assessment typically will occur after the applicant has received conditional assignment to a Job Corps center and has completed the “Job Corps Health Questionnaire (ETA 653)” and if an initial review of the specific information that has been received about that applicant (including the “Job Corps Health Questionnaire (ETA 653),” the medically related information that has been collected by the AC, and the results of the background check) indicates that he/she may have a medical condition or disability that poses a significant risk of substantial harm to the health or safety of the individual or others.

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

**Reasonable Accommodation in the Direct-Threat Process**

If the applicant’s condition rises to the level of disability and documentation of the disability has been provided or the disability is obvious (i.e., person who is blind, uses a wheelchair, etc.), then the center’s Reasonable Accommodation Committee (RAC) needs to engage the applicant in the interactive reasonable accommodation process (see Appendix 605).

The applicant must be a participant in this discussion. The goal is to identify the symptoms and behaviors that are resulting in the applicant being reviewed as a direct threat and then determining whether or not reasonable accommodation will support the individual such that the symptoms and behaviors (i.e., the barriers to enrollment) are sufficiently reduced so that the applicant would no longer pose a direct threat. Accommodations are not intended to treat the
impaired.

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

**Health-Care Needs**

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

**Reasonable Accommodation in the Health-Care Needs Assessment Process**

If the applicant’s condition rises to the level of disability and documentation of the disability has been provided, then the center RAC needs to engage the applicant in the interactive reasonable accommodation process (see Appendix 605). The applicant must be a participant in this discussion. The goal is to identify the symptoms and behaviors that are resulting in the center’s determination that the applicant’s basic health-care needs exceed those provided by Job Corps and then determining whether or not reasonable accommodation will support the individual such that the symptoms and behaviors (i.e., the barriers to enrollment) are sufficiently reduced so that the center would be able to meet the applicant’s basic health-care needs. Accommodations are not intended to treat the impairment.

**Documenting Local Resources when Recommending Enrollment at another Center**

When the center clinical staff believe that an applicant’s health-care needs are manageable within the Job Corps program but only if the applicant is located within his or her home state and closer to existing resources, the center must document efforts to arrange for less frequent treatment in home state and/or to secure community support near center and include this information in the health-care needs assessment. Then if the center determines that the applicant’s health-care needs cannot be met locally, the applicant should be considered for possible enrollment at a center closer to home where health support and insurance coverage is available.

In determining the need to consider enrollment at another center, document the following efforts:

- Contact the treating provider and discuss applicant’s needs and see if treating provider (not the Health and Wellness staff) recommends less frequent treatment or monitoring.
• If treating provider does not recommend changes to frequency of treatment or monitoring, consider local community services with sliding fee scales for applicants without insurance or insurance in another state.

• If community services are not available, document name of local resource contacted and information provided by the resource.

The file should then be forwarded to Regional Office for final determination.

_Rewiew of Applicant’s Health-Care Needs by the Alternate Center_

When a Regional Office has upheld a center’s recommendation of denial that it cannot meet the basic health-care needs of an applicant but has indicated that the health-care needs could likely be met if the applicant were to be considered for a center closer to those needed resources and supports, the file is returned to the AC who will work with the applicant to identify an alternate center.

Once an alternate center is identified, the AC submits the file to that center. The medical envelope should already contain the health-care needs assessment that was completed from the previous center. The center completes a clinical assessment to determine if the center can meet the applicant’s health-care needs and the applicant’s current stability. If the center finds that it can meet the health-care needs of the applicant at their location, the center schedules the applicant for enrollment. If the center believes that the applicant’s health-care needs exceed those of basic care even with the access to local supports and services, then the center must complete its own health-care needs assessment and resubmits the file to the Regional Office for review.

The “Form for Individualized Health-Care Needs Assessment” found in Appendix 610 must be used to complete the health-care needs assessment. Appendix 610 also contains detailed information and guidance for conducting a health-care needs assessment.

_New Information_

Neither the center File Review Team nor its individual members may revisit the determination that an applicant is qualified for admission unless:

1. There is new information presented that the AC could not have reasonably known at the time the applicant’s qualification for admission was established;

2. This new information indicates that the applicant offered enrollment may no longer meet an eligibility requirement;

For example, an applicant may have committed a felony crime after the file was sent to the center and the center learned of this when the applicant told the Health and Wellness Manager that he could not make a visit to the center on a particular day because he had to be in court. This information prompted the Health and Wellness Manager to question the applicant further and he disclosed he was being charged with a felony crime.
If the applicant doesn’t meet the initial admission criteria for court involvement after the adjudication of his charges, then the center completes the “Center Recommendation of Denial Form for New Information” (see Attachment A) and submits the file along with the recommendation form to the Regional Office as a recommendation for denial based upon review of new information.

New Information–Age (Eligibility Requirement Criterion 2) and Income Eligibility (Eligibility Requirement Criterion 3)/Disability Status

In general, ACs may not ask whether an applicant is an individual with a disability or about the nature and severity of a disability prior to conditional enrollment in Job Corps. At two points in the process of determining eligibility, however, ACs may invite an applicant to disclose whether he or she has a disability:

1. If the applicant is, or will be, over 24 years old on the date of enrollment, the maximum age limit may be waived if he or she is a person with a disability (Eligibility Requirement Criterion 2);

2. If the applicant would not meet the low-income requirement unless the applicant is considered a “family of one” because of disability (Eligibility Requirement Criterion 3).

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

- The center reviews the documentation of disability. If the documentation supports that the applicant is a person with a disability, the applicant file review process continues.

- If the center determines that the applicant is not a person with a disability, then the center completes the “Center Recommendation of Denial Form for Health-Care Needs, Direct Threat or Disability Status” (see Attachment B) and submits the form along with the file and submits to the Regional Office for review.

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

**Center Applicant File Review Process**

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

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

**Step 1**
Applicant file(s) arrive on center.

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

The records log should indicate:
- The date the file arrived on center
- To whom each file was sent
- How long a file has been with a particular department or staff member
- How long the file has been on center
- Notes/explanation of any delays in the process
- The start date or an explanation of the disposition of the file
- The applicant told HWM during clinical interview that he was no longer interested in coming to Job Corps so file was returned to OA

For those files sent to the Regional Office for review, the records log should contain:
- The date the file was sent
- To whom each file was sent
- The final disposition of the application

**Step 2**
The records department forwards the sealed medical, health, or disability-related information unopened to the Health and Wellness Manager.

**Step 3**
The HWM completes a review of the “Job Corps Health Questionnaire (ETA 653)”.

The information on the “Job Corps Health Questionnaire (ETA 653)” and the medically related documentation is reviewed to determine:
- The health care needs of the applicant
- Whether Job Corps can meet the health-care needs of the applicant
- If the applicant presents a direct threat to self or others

**Step 4**
Obtain consent for required routine medical assessments and/or consent to receive basic health care services. The HWM opens the sealed information and conducts a health-documentation review and initial direct threat review of the applicant’s file.

The Health and Wellness Manager determines who else may need to review the protected information based upon his or her determination of “need to know.” This is essentially the
center’s File Review Team and may include the following staff persons:

- HWMH Health and Wellness Manager reviews medical information and directs the file review process
- Center Mental Health Consultant (CMHC) reviews mental health-related information
- Center physician reviews medical information
- Center dentist reviews oral health information
- TEAP specialist reviews substance-related information
- Academic Manager reviews IEPs, 504 plans, educational reports including special-education assessments

**Step 5**
The appropriate members of the File Review Team determine if a health care needs or a direct threat assessment is necessary or if there is a need to revisit the eligibility factors. *If there are no health-care needs or direct-threat assessment necessary, skip to Step 11.*

**Step 6**
Convene the Reasonable Accommodation Committee if completing a direct threat assessment or a health care needs assessment and the applicant’s impairment rises to the level of disability in order to identify accommodations that may reduce the barriers to enrollment to a level that allows for the applicant to be enrolled in the program.

In these scenarios, the Reasonable Accommodation Committee would only be comprised of those staff members with a need to know and would likely consist of the center clinician, the Health and Wellness Manager/Disability Coordinator, and must include the applicant. Accommodation considerations might include those requested or suggested by the applicant and/or those suggested by staff members of the committee. Accommodations suggested by the staff members should generally be reasonable in scope and cost and seek to support manifestations, behaviors, or other barriers presented because of the disability.

For example, if a staff member on the committee believes that the applicant needs 24 hour a day 1:1 supervision and monitoring, that type of extreme suggestion is not likely going to be deemed reasonable and the applicant is also not likely to accept it. This concern should be noted in the narrative of the assessment form being completed but not listed as an accommodation. However, if an applicant were to request that the center consider providing him or her with 1:1 supervision, then a reasonableness review would need to be completed. See Step 9. Generally, the goal for staff committee participants is to assist the applicant in possibly identifying reasonable supports that would assist in reducing the barriers to enrollment that might allow the applicant to be able to enroll in the program.

**Step 7**
The Reasonable Accommodation Committee provides the File Review Team with its list of accommodation recommendations.

**Step 8**
Then the qualified licensed professional who conducted the original assessment must determine:
• In the case of direct threat, whether or not accommodations and/or modifications would remove the barriers to enrollment by sufficiently reducing the threat to below a level of direct threat or eliminating the direct threat.

• In the case of health-care needs exceed those of basic care, whether or not accommodations and/or modifications would remove the barriers to enrollment and make condition manageable at Job Corps as defined by basic health services in PRH Exhibit 6-4 or would allow the center to meet the applicant’s health-care needs instead of recommending the applicant be referred to an alternate center where needed supports and services likely would be available.

See “Review of Applicant’s Health-Care Needs by the Alternate Center” above and “Review Process for Recommendations to Attend an Alternate Center” in Appendix 108.

If the Reasonable Accommodation Committee (inclusive of the licensed professional) cannot identify any appropriate accommodations to eliminate or reduce the level of threat or remove barriers due to health-care needs, then the clinician completing the direct-threat or health-care needs assessment would check “no” – that there were no appropriate accommodations that could be identified given the significance of the applicant’s current behavior and symptoms. Every effort should be made to identify appropriate accommodations, however, and Reasonable Accommodation Committees are encouraged to use identified resources (e.g., Job Accommodation Network) to assist them, as appropriate.

**Step 9**
If the individual is a person with a disability and accommodations or modifications that could either eliminate the risk or reduce it to an acceptable level have been listed by the center’s Reasonable Accommodation Committee, the Center Director is responsible for making a determination as to whether such accommodations or modifications would be “reasonable.” Unreasonableness may only be due to the accommodation(s) being unduly costly or the accommodation resulting in a fundamental alteration to the program. Guidance on how to make this determination is available in the “Evaluating a Request and Denying a Request” section of Appendix 605.

If the Center Director does believe that an accommodation(s) is unreasonable, then the “Accommodation Recommendation for Denial Form” (available on the Job Corps Disability website) must be completed. The team may assist the Center Director as needed in gathering the necessary data to make this determination.

**Step 10**
The center File Review Team must determine its recommendation of the application. The File Review Team, whether it meets collectively or individually, must make a recommendation as to the disposition of the file (i.e., accept, deny, etc.).

Any applicant file recommended for denial at the center level is packaged up along with supporting information and forwarded to the Regional Office for a final disposition.
The appropriate center recommendation of denial form should be placed in a separate envelope entitled “Regional Office.” All other documents, including the health-care needs and/or the direct-threat assessment, containing protected information must be placed within the sealed health/disability envelope.

**Step 11**

*Reasonable Accommodation Process when Enrolling*

If an applicant has been accepted or approved for enrollment and has either requested reasonable accommodation or there is information/documentation in the applicant file that indicates the applicant is a person with a disability, the center must engage the applicant in an interactive process to determine reasonable accommodation needs prior to assigning the applicant a start date. An applicant may not wish to receive accommodations and reject any suggestions offered. If they do, document any accommodations discussed and the applicant’s refusal of accommodation.

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

**Consistency in Documentation**

If a center physician, Center Mental Health Consultant, or other Health and Wellness staff disagrees with an opinion provided by an outside clinician or related professional regarding Job Corps’ ability to provide basic health-care needs of the applicant, the current condition of the applicant, or the applicant’s ability to manage relatively independently, the center physician and/or the Center Mental Health Consultant (as appropriate) should contact the outside professional to attempt to resolve the difference in opinion as well or be able to sufficiently document the reasons for it. If the outside professional can’t be contacted within a reasonable time frame, please indicate efforts within the health-care needs or direct threat assessments.

**Who Secures Documentation?**

*Outreach and Admissions*

The AC should obtain the needed information if the:

- Applicant has checked an affirmative answer on the “Job Corps Health Questionnaire (ETA 653)” for some type of medical, mental health or learning impairment

- Applicant has requested accommodations to participate in the program

- Applicant has indicated that he or she may need accommodations to participate in the program

*Center*

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

It is strongly encouraged that the AC and center staff work together to gather information needed to make recommendations on applicants.

**Who Pays?**

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

**Regional Review**

*Preparing Documentation for Regional Review*

If an applicant is being recommended for denial of enrollment, the applicant’s file and supporting documentation must be packaged and sent to the Regional Office for review.

Applicant files submitted to the Regional Office as a recommendation of denial for direct threat and health-care needs should include the following information:

- Completed “Center Recommendation of Denial form for Direct Threat, Health-Care Needs, and Disability Status” (Attachment B)

- Completed “Form for Individualized Assessment of Possible Direct Threat” from Appendix 609 if for direct threat or “Form for Individualized Health-Care Needs Assessment” from Appendix 610 if for health-care needs. Note: Submit only one assessment per applicant. Do not submit both a health-care needs and a direct-threat assessment.

- Supporting documentation

Applicant files submitted to the Regional Office as a recommendation of denial for new information should include the following information:

- Completed “Center Recommendation of Denial Form for New Information” (Attachment A)

- Supporting documentation

*New Information—Age (Eligibility Requirement Criterion 2) and Income Eligibility (Eligibility*
Requirement Criterion 3/Disability Status

If an applicant who meets the age or income eligibility requirements (Eligibility Requirement Criteria 2 and 3) for enrollment because he or she is a person with a disability, the center’s clinical staff reviews the applicant’s supporting documentation to verify that the individual is actually a person with a disability. If it is determined that the applicant is not an individual with a disability, the file and supporting documentation is forwarded to the Regional Office for review. The Regional Office forwards these files to the Regional Administrative File Review Coordinator for completion of the disability status review.

Applicant files submitted to the Regional Office for a disability review related to age or income should include the following information:

- Completed “Center Recommendation of Denial Form for Direct Threat, Health-Care Needs, and Disability Status”
- Supporting documentation

Administrative File Review

Files submitted to the regional review undergo an administrative file review which is completed by a Regional Administrative File Review Coordinator under the following circumstances:

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

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

The Regional Office will conduct the administrative review of applicant files recommended for denial based on new eligibility requirement information not related to disability status.
Note: Receiving a file back from the Regional Administrative File Review Coordinator for completion or correction of some component of the file review process does not mean that the center’s recommendation has been overturned. It is simply ensuring the file review process has been completed before the file is submitted to one of the Regional Health Specialists (RHS) for review. The final determination regarding the center’s recommendation is then made by the Regional Director. See “Clinical Review” and “Regional Director Decision” sections.

Clinical Review

Once the administrative review is complete, the Regional Administrative File Review Coordinator forwards the file to the appropriate Regional Health Specialist for a clinical review. The Regional Health Specialist documents his or her support or disagreement with the center’s recommendation, and the file is submitted to the Regional Director for a final determination.

Regional Director’s Decision

The Regional Director may either uphold the File Review Team’s recommendation of denial, or may overturn it. If the Regional Office supports the center’s recommendation for denial, a clear, documented, written decision regarding the recommendation of denial must be completed and issued by the Regional Office within 60 days of the date on which the file was received. If a denial recommendation is rejected by the Regional Office and the applicant’s file returned to the center for enrollment, that applicant must be scheduled for arrival based on the date on which the application first arrived on center, not the date on which it was returned from the region.
ATTACHMENT A

Applicant File Review
Center Recommendation of Denial Form for New Information
(For Center Use)

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

Applicant Name: __________________________________________ ID#: ______________________________________
Center: __________________________ Regional Office: __________________________
Date File Received from OA: __________________________ Date Sent to Regional Office: __________________________

File Review Team Participants:

Name: __________________________ Position: __________________________
Name: __________________________ Position: __________________________
Name: __________________________ Position: __________________________

Reason for Recommendation of Denial:

The applicant is ineligible for Job Corps due to the review of new information that the AC could not have reasonably known at the time the applicant was deemed eligible. Please refer to Exhibit 1-1 of Chapter 1 of the PRH and identify the specific eligibility requirement(s) that you believe the applicant no longer meets.

Note: If you believe the applicant is no longer eligible because of disability status related to eligibility requirement criterion “2” (age) or eligibility requirement criterion “3” (low income), then please complete the Center Recommendation of Denial Form – Health-Care Needs, Direct Threat or Disability Status instead of this form.

| □ | B. Selective Service Registration | □ | I. Program Suitability |
| □ | C. Legal U.S. Resident | □ | J. Group Participation and Understanding of Rules |
| □ | E. Education/Training/Family Needs | □ | K. Interference with Other Students’ Participation |
| □ | F. Authorization for Use and Disclosure of Health Information | □ | L. Community Relations |
| □ | G. Parental Consent | □ | M. Court Involvement and/or Agency Supervision |
| □ | H. Child Care | □ | N. Maintenance of Sound Discipline |

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

- There is new information presented that the AC could not have reasonably known at the time the applicant’s qualification for admission was established, and
- This new information indicates that the applicant offered enrollment may no longer meet one or more of the Eligibility Requirements.

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

ID#:  

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

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

**Section 4:** Summarize your findings.

---

**Signature** *(of Person Completing the Form)*:  

**Date**:  

**Title**:  

---

*Center Recommendation of Denial Form – New Information*
ATTACHMENT B

Applicant File Review
Center Recommendation of Denial Form for Health Care Needs, Direct Threat or Disability Status
(For Center Use)

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

Applicant Name: ________________________________ ID#: ________________________________
Center: ______________________________________ Regional Office: ________________________
Date File Received ____________________________ Date Sent to _____________________________
from OA (required): __________________________ Regional Office (required): __________________________

Section A:

Reason for Recommendation of Denial:

☐ 1. Applicant poses a direct threat to self or others that cannot be alleviated with reasonable accommodation.
   If so, the completed direct threat assessment form found in Appendix 609 of the PRH is attached to this
document. **Skip to Section C.**

☐ 2. The health-care needs of an applicant is beyond what the Job Corps’ Health and Wellness Program can
   provide as defined as basic health care in PRH Exhibit 6-4: Job Corps Basic Health Care Responsibilities
   and cannot be eliminated or reduced by reasonable accommodation or modification. If so, the completed
   health-care needs assessment form found in Appendix 610 of the PRH is attached to this document. **Skip
to Section C.**

☐ 3. The health-care needs are manageable at Job Corps as defined by basic health care services in PRH
   Exhibit 6-4, but require community support services which are not available near center. If so, the
   completed health-care needs assessment form found in Appendix 610 of the PRH is attached to this
document for consideration of a different center. **Skip to Section C.**

☐ 4. The applicant is ineligible for Job Corps due to age or income related to disability status (i.e., the
   applicant is over 24 years of age and/or the center does not believe s/he is a person with a disability or
   the applicant would no longer be considered a family of one for low-income consideration because
   the center does not believe s/he is a person with a disability). **Complete Sections B & C.**

Section B:

Eligibility Re-evaluation due to eligibility requirement criterion “2” (Age) or eligibility requirement
criterion “3” (Income) from Exhibit 1-1 related to Disability Status (i.e., the applicant is older than age of 24
and/or considered a family of one for low-income consideration because of being a person with a disability).

☐ A. Age ☐ D. Low Income

Summarize why the center does not believe this applicant to be a person with a disability.

Section C:

☐ The file review team rationale for recommendation of denial may be found in the attached completed
direct threat assessment (direct threat assessment form from PRH Appendix 609).

☐ The file review team rationale for recommendation of denial may be found in the attached completed
basic health-care needs assessment (health care needs assessment form from Appendix 610).

☐ The file review team rationale for recommending consideration for enrollment to a different center
closer to where available supports and services are located may be found in the attached completed
basic health-care needs assessment (health-care needs assessment form from Appendix 610).

Signature (of Person Completing the Form): __________________________ Date: __________________________

Title: __________________________

Title: __________________________
APPENDIX 108
APPLICANT FILE REVIEW GUIDANCE – REGIONAL REVIEW PROCESS

Purpose

To provide additional information and guidance on the regional review process of applications recommended for denial by a center as outlined in PRH Chapter 1, Section 1.5.

Policy

Centers can only recommend denial of enrollment because:

- Of direct threat
- The center cannot meet the applicant’s health-care needs
- The health-care needs of the applicant are manageable at Job Corps as defined by basic health-care services in Exhibit 6-4, but require community support services which are not available near center
- New information demonstrating that the applicant does not meet one of the eligibility requirements outlined in Exhibit 1-1

Regional Review Documentation Requirements for Direct Threat or Health-Care Needs

- Applicant files submitted by a center to the Regional Office as a recommendation of denial for direct threat and health-care needs should include the following information:
  - Completed “Center Recommendation of Denial Form for Direct Threat, Health-Care Needs, and Disability Status” (found in Appendix 107)
  - Completed “Form for Individualized Assessment of Possible Direct Threat” (found in Appendix 609) or a completed “Form for Individualized Health-Care Needs Assessment” (found in Appendix 610)
  - Supporting documentation

The Regional Office File Review Coordinator sends these files to the Regional Administrative File Review Coordinator who completes an administrative review of the file to ensure that the file review process has been completed.

Regional Review Documentation Requirements for New Information

Applicant files submitted to the Regional Office for a disability review related to age or income should include the following information:
• Completed “Center Recommendation of Denial Form for Direct Threat, Health-Care Needs, and Disability Status” (found in Appendix 107)

• Supporting documentation

The Regional Office will forward the file and supporting documentation to the Regional Administrative File Review Coordinator for completion of the disability status review.

**Regional Review Documentation Requirements for New Information**

Applicant files submitted to the Regional Office as a recommendation of denial for new information should include the following information:

• Completed “Center Recommendation of Denial Form for New Information” (found in Appendix 107)

• Supporting documentation

The Regional Office appoints an internal staff or staff person(s) to review files submitted with recommendations of denial based upon new information.

**Withdrawal of Application while a File is in Regional Review**

If the application has entered the regional review process, the center must return the file to the Regional Office and not to Outreach and Admissions. The Regional Office verifies the documentation that the center was either unable to reach the applicant to complete a required interview or that the applicant requested withdrawal of his or her application. If the Regional Office’s tracking log shows that the file had been returned to the center for additional work by either the Regional Administrative File Review Coordinator or by a Regional Health Specialist (RHS), then the Regional Office notifies that individual that the file is being processed as a withdrawal so that all tracking logs may be updated and tracking of the file closed.

**Center Transmission of Applicant File and Supporting Documentation**

The center should place the “Center Recommendation of Denial Form for Direct Threat, Health-care needs and Disability Status” in a separate sealed envelope marked “Regional Office.” The center should also maintain and/or place acquired health and/or disability documentation including the health-care needs or direct threat assessments in a separate envelope marked “Health/Disability Records.”

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

**Regional Review Process for Center Recommendations of Denial**
All applicant files received in the Regional Office are received and logged in and the “Regional Office File Review Process Form” is initiated (see Attachment A) by the Regional Office File Review Coordinator, and attached to the file for tracking and monitoring purposes.

**Review of Center Recommendations of Denial Based Upon New Information**

**Step 1:**

The Regional Office receives the applicant file that has been recommended for denial and logs it into the Regional Office tracking log.

**Step 2:**

The Regional Office File Review Coordinator reviews the center recommendation of denial form to determine the type of denial. If the center has completed the “Center Recommendation of Denial Form Based Upon New Information,” the Regional Office File Review Coordinator forwards the file to the Regional Office staff person or persons designated by the Regional Director to complete the review of the file.

**Step 3:**

If the center has not provided all the required information or documentation, the Regional Office staff person contacts the center and obtains the missing information.

**Step 4:**

The Regional Office makes a determination on the recommendation. Each Regional Director determines if he or she needs to review and/or make the final application determinations or whether it is handled solely by the designated regional reviewer.

If the determination is to overturn the recommendation of denial, the applicant’s file is returned to the center with guidance to resume the applicant file review process. The center may complete a health-care needs or a direct threat assessment, if appropriate, and resubmit the file to the Regional Office for review. See “Review of Center Recommendation of Denial Based Upon Health-Care Needs, Direct Threat Assessment, or Disability Status.” If the center no longer has a basis for recommending denial, the center must schedule the applicant for enrollment.

If the determination is to uphold the center’s recommendation, a clear, documented, written decision regarding the recommendation of denial is completed and issued to the applicant with notification of the application outcome to both the Admissions Counselor (AC) and the center. The AC provides the appropriate referral information to the applicant.

All applications must be reviewed in a timely manner.
**Review of Center Recommendation of Denial Based Upon Health-Care Needs, Direct Threat Assessment, or Disability Status**

**Step 1:**

The Regional Office receives the applicant file that has been recommended for denial and logs it into the Regional Office tracking log.

**Step 2:**

The Regional Office File Review Coordinator reviews the center recommendation of denial form to determine the type of denial. If the center has completed the “Center Recommendation of Denial Form Based upon Health Care Needs, Direct Threat Assessment, or Disability Status,” the Regional Office File Review Coordinator forwards the file to the Regional Administrative File Review Coordinator to complete an administrative (i.e., process) review of the file.

**Step 3:**

If the center has not provided all the required information or documentation or has not completed some component of the required file review process, the Regional Administrative File Review Coordinator returns the file to the center with guidance and instruction as to what part(s) of the process must be completed and/or what documentation is needed.

The corrected documentation and file should be returned to the Regional Administrative File Review Coordinator within 10 business days of receipt of the file.

**Step 4:**

Once the administrative review is completed, the Regional Administrative File Review Coordinator forwards the file to the appropriate RHS(s) for a clinical review (i.e., mental health, medical, dental, TEAP).

**Step 5:**

The RHS documents his or her support or disagreement with the center’s recommendation and the file is submitted to the Regional Director for a final determination. If the recommendation is for the applicant to be considered for an alternate center due to health care needs that may require resources closer to the applicant’s current home address, then the RHS also completes a “Referral for Alternate Center Form” (see Attachment B and Review Process for Recommendations to Attend an Alternate Center below).

**Step 6:**

The Regional Director, or designee, reviews the recommendations. If the Regional Director supports the center’s recommendation for denial, a clear, documented, written decision
regarding the recommendation of denial is completed and issued to the applicant with notification of the application outcome to both the AC and the Center. The AC provides the appropriate referral information to the applicant.

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

**Review Process for Recommendations to Attend an Alternate Center**

**Step 1:**

If the center has recommended that an applicant’s health-care needs exceed basic health care but could possibly be met at an alternate site, then the RHS reviews the health-care needs assessment and supporting documentation. The RHS documents his or her recommendations.

**Step 2:**

If the RHS concurs with the center’s recommendation, the “Referral to an Alternate Center Form” (see Attachment B) is completed and included with the RHS’s recommendations for the Regional Director or his or her designee’s review.

**Step 3:**

If the Regional Director or designee concurs, the Regional Office forwards this the applicant’s file back to the AC for assignment to an alternate center. The Regional File Review Coordinator ensures that the following documents are included with the applicant’s file:

- The Health-Care Needs Assessment completed by the previous center which should be stored in the “Medical” information envelope. This assessment is included for the alternate center’s clinical staff to review.

- The “Referral to an Alternate Center Form” which is completed by the RHS and guides the AC in selecting an appropriate alternate center to consider.

Additionally, the original center is notified that the Regional Office has upheld their recommendation.

If the Regional Director or designee overturns the center’s recommendation, the AC and the center are notified, and the center directed to enroll the applicant and the review process ends.

**Step 4:**
The AC reviews the “Referral to an Alternate Center Form” and contacts the applicant to discuss and determine which alternate center the applicant is going to be conditionally enrolled.

**Step 5:**

The AC forwards the applicant file along with the information identified in Step 3 of this section to the alternate center.

**Step 6:**

The alternate center completes a clinical assessment to determine if the center can meet the applicant’s health-care needs and to assess the applicant’s current stability. If the center finds that it can meet the health-care needs of the applicant at their location, the center schedules the applicant for enrollment and notifies the Regional Office of the applicant’s acceptance.

If the alternate center, however, believes that the applicant’s health-care needs exceed those of basic care even with the access to local supports and services, then the center must complete its own Health-Care Needs Assessment using the current form in Appendix 610 and resubmit the file to the Regional Office for review.

**Step 7:**

The Regional Office logs receipt of the file and forwards it to the RHS who conducted the original review of the previous center’s recommendation to consider an alternate center.

**Step 8:**

If the RHS recommends overturning the alternate center’s recommendation of denial and the Regional Director, or his or her designee, concurs, then the AC and the center are notified and the center directed to enroll the applicant.

If the Regional Director, or designee concurs, a clear, documented, written decision regarding the recommendation of denial is completed and issued to the applicant with notification of the application outcome to both the AC and the center. The AC provides the appropriate referral information to the applicant.
**Regional Applicant File Review Process Form**  
*(For Regional Office use only)*

<table>
<thead>
<tr>
<th>Applicant Name:</th>
<th>ID#:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

**Readmit:** □

**Reason(s) for Review:**

- ☐ Health Care Needs *(Send file to Regional Administrative File Review Coordinator)*
- ☐ Direct Threat *(Send file to Regional Administrative File Review Coordinator)*
- ☐ New Information *(Regional Office Staff processes the file – Complete Section A below; Send to Regional Administrative File Review Coordinator only if the recommendation under new information is for disability status related to age or income – eligibility requirement criteria 2 and/or 3)*

**Section A: New Information – Applicant Eligibility Review – Regional Office Staff**

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<thead>
<tr>
<th>Reviewer:</th>
<th>Did the center staff list the specific eligibility requirement that resulted in the applicant being ineligible?</th>
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</thead>
<tbody>
<tr>
<td>□ Yes □ No</td>
<td>Dips the center staff list the specific eligibility requirement question or reference the specific criteria from Exhibit 1-1 that was the basis for the recommendation of denial?</td>
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<tr>
<td>□ Yes □ No</td>
<td>Did the center staff list the specific responses to the questions and/or document the current status of the criterion re-asked/re-assessed from Exhibit 1-1?</td>
</tr>
<tr>
<td>□ Yes □ No</td>
<td>Did the center identify by title and source the new information that the AC could not have reasonably known and that was the basis for revisiting eligibility?</td>
</tr>
<tr>
<td>□ Yes □ No</td>
<td>Does the file need to be returned to the center to complete any missing documentation related to the above new information review?</td>
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If returned to center — Date Sent: Date Returned:

*If the new information review is complete, proceed to Section D and complete, as appropriate.*

**Section B: Administrative Review – Regional Disability Staff**

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<tr>
<td>☐ Medical</td>
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<table>
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<th>Date Sent:</th>
<th>Date Returned:</th>
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<tbody>
<tr>
<td>□ Yes □ No</td>
<td>Returned to Regional</td>
<td>Date Sent:</td>
<td>Date Sent:</td>
</tr>
</tbody>
</table>

**RHS:**

**Comments:**

☐ *This file contains an Accommodation Recommendation of Denial request that requires regional review. Please see recommendations/comments included on the Administrative File Review Form stored in the sealed envelope marked “Regional Office.”*
Applicant: ID#

Section C: Clinical Review – Regional Health Specialist

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<tr>
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<td>Forwarded to RHS:</td>
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<tr>
<td>☐ Yes ☐ No</td>
<td>Forwarded to Regional</td>
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<tr>
<td>☐ Yes ☐ No</td>
<td>Support Recommendation (See comments on Regional Health Specialist Form stored in the sealed envelope marked “Regional Office.”)</td>
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Clinical Review – Regional Health Specialist

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<td>Forwarded to RHS:</td>
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<td>Forwarded to Regional</td>
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<tr>
<td>☐ Yes ☐ No</td>
<td>Support Recommendation (See comments on Regional Health Specialist Form stored in the sealed envelope marked “Regional Office.”)</td>
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Section D: Regional Office Final Disposition – Regional Office

<table>
<thead>
<tr>
<th>Regional Director or Authorized Representative:</th>
<th>Date:</th>
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</thead>
<tbody>
<tr>
<td>☐ Eligible for Enrollment*</td>
<td></td>
</tr>
<tr>
<td>☐ Ineligible</td>
<td>Date:</td>
</tr>
<tr>
<td>☐ Approved for Enrollment</td>
<td>Date:</td>
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<tr>
<td>☐ Disapproved</td>
<td>Date:</td>
</tr>
<tr>
<td>☐ Administrative – RO Withdrawal of Application**</td>
<td>Date:</td>
</tr>
<tr>
<td>☐ Applicant Requested Withdrawal of Application</td>
<td>Date:</td>
</tr>
<tr>
<td>File Returned to Center</td>
<td>Date:</td>
</tr>
<tr>
<td>File Returned to OA</td>
<td>Date:</td>
</tr>
</tbody>
</table>

Comments or Findings:

* If the applicant is eligible, please return the file to the center that submitted it with instructions to contact the applicant and resume the admissions process. The center may complete a health care needs or direct threat assessment, as appropriate, and resubmit to the Regional Office.

** Applicant file has entered into the regional review process and the file was returned to the center for completion of the file review process. During this time, the center (along with the AC) was unable to contact the applicant after multiple attempts.
ATTACHMENT B

Referral for Alternate Center Form
Recommendations to be shared with Admissions Counselor (AC)

Regional Office: As per PRH 1: 1.4, R3(b)(2a), if the center’s recommendation is supported by the Regional Health Specialist (RHS) and approved by the Regional Director or his or her designee, then the Regional Office returns the file, including the completed Health-Care Needs Assessment from the initial center, to the AC to contact the applicant and assist in identifying the new center.

<table>
<thead>
<tr>
<th>Applicant Name:</th>
<th>ID#:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original Center:</td>
<td>RHS:</td>
</tr>
</tbody>
</table>

Reason for Recommendation of Alternate Center
The Regional Health Specialist (RHS) concurs with the recommendation from the center that health care needs are manageable at Job Corps as defined by basic health care services in PRH Exhibit 6-4, but require community support services which are not available near center. Applicant should be considered for center with specific health support as checked below:

- [ ] 1. Access to current treatment providers/specialists in home state.
- [ ] 2. Access to medical or mental health agency offering services within reasonable distance from center.
- [ ] 3. Access to health specialist (specify type):
- [ ] 4. Other:

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

Alternate Center Guidance
The alternate center completes a clinical assessment to determine if the center can meet the applicant’s health care needs and the applicant’s current stability.

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

See Appendix 107 for more detail.

Regional Health Specialist’s Signature

Title

Date

*Please place in a separate envelope and label it as “Regional Office.”*
SEC. 103. [42 USC 11302]. GENERAL DEFINITION OF HOMELESS INDIVIDUAL.

(a) IN GENERAL.—For purposes of this Act, the term “homeless”, “homeless individual”, and “homeless person” means—

(1) an individual or family who lacks a fixed, regular, and adequate nighttime residence;

(2) an individual or family with a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, including a car, park, abandoned building, bus or train station, airport, or camping ground;

(3) an individual or family living in a supervised publicly or privately operated shelter designated to provide temporary living arrangements (including hotels and motels paid for by Federal, State, or local government programs for low-income individuals or by charitable organizations, congregate shelters, and transitional housing);

(4) an individual who resided in a shelter or place not meant for human habitation and who is exiting an institution where he or she temporarily resided;

(5) an individual or family who—

(A) will imminently lose their housing, including housing they own, rent, or live in without paying rent, are sharing with others, and rooms in hotels or motels not paid for by Federal, State, or local government programs for low-income individuals or by charitable organizations, as evidenced by—

(i) a court order resulting from an eviction action that notifies the individual or family that they must leave within 14 days;

(ii) the individual or family having a primary nighttime residence that is a room in a hotel or motel and where they lack the resources necessary to reside there for more than 14 days; or

(iii) credible evidence indicating that the owner or renter of the housing will not allow the individual or family to stay for more than 14 days, and any oral statement from an individual or family seeking homeless assistance that is found to be credible shall be considered credible evidence for purposes of this clause;

(B) has no subsequent residence identified; and
(C) lacks the resources or support networks needed to obtain other permanent housing; and

(6) unaccompanied youth and homeless families with children and youth defined as homeless under other Federal statutes who--

(A) have experienced a long term period without living independently in permanent housing,

(B) have experienced persistent instability as measured by frequent moves over such period, and

(C) can be expected to continue in such status for an extended period of time because of chronic disabilities, chronic physical health or mental health conditions, substance addiction, histories of domestic violence or childhood abuse, the presence of a child or youth with a disability, or multiple barriers to employment.

(b) DOMESTIC VIOLENCE AND OTHER DANGEROUS OR LIFE-THREATENING CONDITIONS.—Notwithstanding any other provision of this section, the Secretary shall consider to be homeless any individual or family who is fleeing, or is attempting to flee, domestic violence, dating violence, sexual assault, stalking, or other dangerous or life-threatening conditions in the individual's or family's current housing situation, including where the health and safety of children are jeopardized, and who have no other residence and lack the resources or support networks to obtain other permanent housing.

(c) INCOME ELIGIBILITY.—

(1) IN GENERAL.—A homeless individual shall be eligible for assistance under any program provided by this Act, only if the individual complies with the income eligibility requirements otherwise applicable to such program.

(2) EXCEPTION.—Notwithstanding paragraph (1), a homeless individual shall be eligible for assistance under title I of the Workforce Investment Act of 1998.

(d) EXCLUSION.—For purposes of this Act, the term “homeless” or “homeless individual” does not include any individual imprisoned or otherwise detained pursuant to an Act of the Congress or a State law.

(e) PERSONS EXPERIENCING HOMELESSNESS.—Any references in this Act to homeless individuals (including homeless persons) or homeless groups (including homeless persons) shall be considered to include, and to refer to, individuals experiencing homelessness or groups experiencing homelessness, respectively.

SEC. 104. [42 USC 11303]. FUNDING AVAILABILITY AND LIMITATIONS.

(a) CALCULATION.—The amounts authorized in this Act shall be in addition to any
amount appropriated for the programs involved before July 22, 1987.

(b) AVAILABILITY UNTIL EXPENDED.—Any amount appropriated under an authorization in this Act shall remain available until expended.

(c) LIMITATION.—Appropriations pursuant to the authorizations in this Act shall be made in accordance with the provisions of the Congressional Budget and Impoundment Control Act of 1974, which prohibits the consideration of any bill that would cause the deficit to exceed the levels established by the Balanced Budget and Emergency Deficit Control Act of 1985, such that it shall not increase the deficit of the Federal Government for fiscal year 1987.

SEC. 105. [42 USC 11304]. PROGRAM SUMMARY BY COMPTROLLER GENERAL.

The Comptroller General of the United States may evaluate the disbursement and use of the amounts made available by appropriation Acts under the authorizations in titles III and IV of.

TITLE IV—HOUSING ASSISTANCE
SUBTITLE A—GENERAL PROVISIONS

SEC. 401. DEFINITIONS.

For purposes of this title:

(1) AT RISK OF HOMELESSNESS.—The term `at risk of homelessness' means, with respect to an individual or family, that the individual or family—

(A) has income below 30 percent of median income for the geographic area;

(B) has insufficient resources immediately available to attain housing stability; and (C)(i) has moved frequently because of economic reasons;

(ii) is living in the home of another because of economic hardship;

(iii) has been notified that their right to occupy their current housing or living situation will be terminated;

(iv) lives in a hotel or motel;

(v) lives in severely overcrowded housing;

(vi) is exiting an institution; or

(vii) otherwise lives in housing that has characteristics associated with instability and an increased risk of homelessness.
Such term includes all families with children and youth defined as homeless under other Federal statutes.

(2) CHRONICALLY HOMELESS.—

(A) IN GENERAL.—The term `chronically homeless' means, with respect to an individual or family, that the individual or family—

(i) is homeless and lives or resides in a place not meant for human habitation, a safe haven, or in an emergency shelter;

(ii) has been homeless and living or residing in a place not meant for human habitation, a safe haven, or in an emergency shelter continuously for at least 1 year or on at least 4 separate occasions in the last 3 years; and

(iii) has an adult head of household (or a minor head of household if no adult is present in the household) with a diagnosable substance use disorder, serious mental illness, developmental disability (as defined in section 102 of the Developmental Disabilities Assistance and Bill of Rights Act of 2000 (42 U.S.C. 15002)), post traumatic stress disorder, cognitive impairments resulting from a brain injury, or chronic physical illness or disability, including the co-occurrence of 2 or more of those conditions.

(B) RULE OF CONSTRUCTION.—A person who currently lives or resides in an institutional care facility, including a jail, substance abuse or mental health treatment facility, hospital or other similar facility, and has resided there for fewer than 90 days shall be considered chronically homeless if such person met all of the requirements described in subparagraph (A) prior to entering that facility.

(3) COLLABORATIVE APPLICANT.—The term `collaborative applicant' means an entity that—

(A) carries out the duties specified in section 402;

(B) serves as the applicant for project sponsors who jointly submit a single application for a grant under subtitle C in accordance with a collaborative process; and

(C) if the entity is a legal entity and is awarded such grant, receives such grant directly from the Secretary.

(4) COLLABORATIVE APPLICATION.—The term `collaborative application' means an application for a grant under subtitle C that—

(A) satisfies section 422; and

(B) is submitted to the Secretary by a collaborative applicant.
(5) CONSOLIDATED PLAN.—The term ‘Consolidated Plan' means a comprehensive housing affordability strategy and community development plan required in part 91 of title 24, Code of Federal Regulations.

(6) ELIGIBLE ENTITY.—The term ‘eligible entity' means, with respect to a subtitle, a public entity, a private entity, or an entity that is a combination of public and private entities, that is eligible to directly receive grant amounts under such subtitle.

(7) FAMILIES WITH CHILDREN AND YOUTH DEFINED AS HOMELESS UNDER OTHER FEDERAL STATUTES.—The term ‘families with children and youth defined as homeless under other Federal statutes' means any children or youth that are defined as ‘homeless' under any Federal statute other than this subtitle, but are not defined as homeless under section 103, and shall also include the parent, parents, or guardian of such children or youth under subtitle B of title VII this Act (42 U.S.C. 11431 et seq.).

(8) GEOGRAPHIC AREA.—The term ‘geographic area' means a State, metropolitan city, urban county, town, village, or other nonentitlement area, or a combination or consortia of such, in the United States, as described in section 106 of the Housing and Community Development Act of 1974 (42 U.S.C. 5306).

(9) HOMELESS INDIVIDUAL WITH A DISABILITY.—

(A) IN GENERAL.—The term ‘homeless individual with a disability' means an individual who is homeless, as defined in section 103, and has a disability that—

(i)(I) is expected to be long-continuing or of indefinite duration;

(II) substantially impedes the individual's ability to live independently;

(III) could be improved by the provision of more suitable housing conditions; and

(IV) is a physical, mental, or emotional impairment, including an impairment caused by alcohol or drug abuse, post traumatic stress disorder, or brain injury;

(ii) is a developmental disability, as defined in section 102 of the Developmental Disabilities Assistance and Bill of Rights Act of 2000 (42 U.S.C. 15002); or

(iii) is the disease of acquired immunodeficiency syndrome or any condition arising from the etiologic agency for acquired immunodeficiency syndrome.

(B) RULE—Nothing in clause (iii) of subparagraph (A) shall be construed to limit eligibility under clause (i) or (ii) of subparagraph (A).
(10) LEGAL ENTITY. — The term ‘legal entity’ means—

(A) an entity described in section 501(c)(3) of the Internal Revenue Code of 1986 (26 U.S.C. 501(c)(3)) and exempt from tax under section 501(a) of such Code;

(B) an instrumentality of State or local government; or

(C) a consortium of instrumentalities of State or local governments that has constituted itself as an entity.

(11) METROPOLITAN CITY; URBAN COUNTY; NONENTITLEMENT AREA. — The terms ‘metropolitan city’, ‘urban county’, and ‘nonentitlement area’ have the meanings given such terms in section 102(a) of the Housing and Community Development Act of 1974 (42 U.S.C. 5302(a)).

(12) NEW. — The term ‘new’ means, with respect to housing, that no assistance has been provided under this title for the housing.

(13) OPERATING COSTS. — The term ‘operating costs’ means expenses incurred by a project sponsor operating transitional housing or permanent housing under this title with respect to—

(A) the administration, maintenance, repair, and security of such housing;

(B) utilities, fuel, furnishings, and equipment for such housing; or

(C) coordination of services as needed to ensure long-term housing stability.

(14) OUTPATIENT HEALTH SERVICES. — The term ‘outpatient health services' means outpatient health care services, mental health services, and outpatient substance abuse services.

(15) PERMANENT HOUSING. — The term ‘permanent housing' means community-based housing without a designated length of stay, and includes both permanent supportive housing and permanent housing without supportive services.

(16) PERSONALLY IDENTIFYING INFORMATION. — The term ‘personally identifying information' means individually identifying information for or about an individual, including information likely to disclose the location of a victim of domestic violence, dating violence, sexual assault, or stalking, including—

(A) a first and last name;

(B) a home or other physical address;

(C) contact information (including a postal, e-mail or Internet protocol address, or telephone or facsimile number);
(D) a social security number; and

(E) any other information, including date of birth, racial or ethnic background, or religious affiliation, that, in combination with any other non-personally identifying information, would serve to identify any individual.

(17) PRIVATE NONPROFIT ORGANIZATION.—The term `private nonprofit organization' means an organization—

(A) no part of the net earnings of which inures to the benefit of any member, founder, contributor, or individual;

(B) that has a voluntary board;

(C) that has an accounting system, or has designated a fiscal agent in accordance with requirements established by the Secretary; and

(D) that practices nondiscrimination in the provision of assistance.

(18) PROJECT.—The term `project' means, with respect to activities carried out under subtitle C, eligible activities described in section 423(a), undertaken pursuant to a specific endeavor, such as serving a particular population or providing a particular resource.

(19) PROJECT-BASED.—The term `project-based' means, with respect to rental assistance, that the assistance is provided pursuant to a contract that—

(A) is between—

(i) the recipient or a project sponsor; and

(ii) an owner of a structure that exists as of the date the contract is entered into; and

(B) provides that rental assistance payments shall be made to the owner and that the units in the structure shall be occupied by eligible persons for not less than the term of the contract.

(20) PROJECT SPONSOR.—The term `project sponsor' means, with respect to proposed eligible activities, the organization directly responsible for carrying out the proposed eligible activities.

(21) RECIPIENT.—Except as used in subtitle B, the term `recipient' means an eligible entity who—

(A) submits an application for a grant under section 422 that is approved by the Secretary;
(B) receives the grant directly from the Secretary to support approved projects described in the application; and

(C)(i) serves as a project sponsor for the projects; or

(ii) awards the funds to project sponsors to carry out the projects.

(22) SECRETARY.—The term `Secretary' means the Secretary of Housing and Urban Development.

(23) SERIOUS MENTAL ILLNESS.—The term `serious mental illness' means a severe and persistent mental illness or emotional impairment that seriously limits a person's ability to live independently.

(24) SOLO APPLICANT.—The term `solo applicant' means an entity that is an eligible entity, directly submits an application for a grant under subtitle C to the Secretary, and, if awarded such grant, receives such grant directly from the Secretary.

(25) SPONSOR-BASED.—The term `sponsor-based' means, with respect to rental assistance, that the assistance is provided pursuant to a contract that—

(A) is between—

(i) the recipient or a project sponsor; and

(ii) an independent entity that—

(I) is a private organization; and

(II) owns or leases dwelling units; and

(B) provides that rental assistance payments shall be made to the independent entity and that eligible persons shall occupy such assisted units.

(26) STATE.—Except as used in subtitle B, the term `State' means each of the several States, the District of Columbia, the Commonwealth of Puerto Rico, the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, the Trust Territory of the Pacific Islands, and any other territory or possession of the United States.

(27) SUPPORTIVE SERVICES.—The term `supportive services' means services that address the special needs of people served by a project, including—

(A) the establishment and operation of a child care services program for families experiencing homelessness;

(B) the establishment and operation of an employment assistance program,
including providing job training;

(C) the provision of outpatient health services, food, and case management;

(D) the provision of assistance in obtaining permanent housing, employment counseling, and nutritional counseling;

(E) the provision of outreach services, advocacy, life skills training, and housing search and counseling services;

(F) the provision of mental health services, trauma counseling, and victim services;

(G) the provision of assistance in obtaining other Federal, State, and local assistance available for residents of supportive housing (including mental health benefits, employment counseling, and medical assistance, but not including major medical equipment);

(H) the provision of legal services for purposes including requesting reconsiderations and appeals of veterans and public benefit claim denials and resolving outstanding warrants that interfere with an individual's ability to obtain and retain housing;

(I) the provision of—

   (i) transportation services that facilitate an individual's ability to obtain and maintain employment; and

   (ii) health care; and

(J) other supportive services necessary to obtain and maintain housing.

(28) TENANT-BASED.—The term `tenant-based' means, with respect to rental assistance, assistance that—

   (A) allows an eligible person to select a housing unit in which such person will live using rental assistance provided under subtitle C, except that if necessary to assure that the provision of supportive services to a person participating in a program is feasible, a recipient or project sponsor may require that the person live—

      (i) in a particular structure or unit for not more than the first year of the participation;

      (ii) within a particular geographic area for the full period of the participation, or the period remaining after the period referred to in subparagraph (A); and

   (B) provides that a person may receive such assistance and move to another structure, unit, or geographic area if the person has complied with all other obligations of the program and has moved out of the assisted dwelling unit in order to protect the health or safety of an
individual who is or has been the victim of domestic violence, dating violence, sexual assault, or stalking, and who reasonably believed he or she was imminently threatened by harm from further violence if he or she remained in the assisted dwelling unit.

(29) TRANSITIONAL HOUSING.—The term `transitional housing' means housing the purpose of which is to facilitate the movement of individuals and families experiencing homelessness to permanent housing within 24 months or such longer period as the Secretary determines necessary.

(30) UNIFIED FUNDING AGENCY.—The term `unified funding agency' means a collaborative applicant that performs the duties described in section 402(g).

(31) UNDERSERVED POPULATIONS.—The term `underserved populations' includes populations underserved because of geographic location, underserved racial and ethnic populations, populations underserved because of special needs (such as language barriers, disabilities, alienage status, or age), and any other population determined to be underserved by the Secretary, as appropriate.

(32) VICTIM SERVICE PROVIDER.—The term `victim service provider' means a private nonprofit organization whose primary mission is to provide services to victims of domestic violence, dating violence, sexual assault, or stalking. Such term includes rape crisis centers, battered women's shelters, domestic violence transitional housing programs, and other programs.

(33) VICTIM SERVICES.—The term `victim services' means services that assist domestic violence, dating violence, sexual assault, or stalking victims, including services offered by rape crisis centers and domestic violence shelters, and other organizations, with a documented history of effective work concerning domestic violence, dating violence, sexual assault, or stalking.

SEC. 402. COLLABORATIVE APPLICANTS.

(a) ESTABLISHMENT AND DESIGNATION.—A collaborative applicant shall be established for a geographic area by the relevant parties in that geographic area to—

(1) submit an application for amounts under this subtitle; and

(2) perform the duties specified in subsection (f) and, if applicable, subsection (g).

(b) NO REQUIREMENT TO BE A LEGAL ENTITY.—An entity may be established to serve as a collaborative applicant under this section without being a legal entity.

(c) REMEDIAL ACTION.—If the Secretary finds that a collaborative applicant for a geographic area does not meet the requirements of this section, or if there is no collaborative applicant for a geographic area, the Secretary may take remedial action to ensure fair distribution of grant amounts under subtitle C to eligible entities within that area. Such measures may include designating another body as a collaborative applicant, or permitting
other eligible entities to apply directly for grants.

(d) CONSTRUCTION.—Nothing in this section shall be construed to displace conflict of interest or government fair practices laws, or their equivalent, that govern applicants for grant amounts under subtitles B and C.

(e) APPOINTMENT OF AGENT.—

(1) IN GENERAL.—Subject to paragraph (2), a collaborative applicant may designate an agent to—

(A) apply for a grant under section 422(c);

(B) receive and distribute grant funds awarded under subtitle C; and

(C) perform other administrative duties.

(2) RETENTION OF DUTIES.—Any collaborative applicant that designates an agent pursuant to paragraph (1) shall regardless of such designation retain all of its duties and responsibilities under this title.

(f) DUTIES.—A collaborative applicant shall—

(1) design a collaborative process for the development of an application under subtitle C, and for evaluating the outcomes of projects for which funds are awarded under subtitle B, in such a manner as to provide information necessary for the Secretary—

(A) to determine compliance with—

(i) the program requirements under section 426; and

(ii) the selection criteria described under section 427; and

(B) to establish priorities for funding projects in the geographic area involved;

(2) participate in the Consolidated Plan for the geographic area served by the collaborative applicant; and

(3) ensure operation of, and consistent participation by, project sponsors in a community- wide homeless management information system (in this subsection referred to as ‘HMIS’) that—

(A) collects unduplicated counts of individuals and families experiencing homelessness;

(B) analyzes patterns of use of assistance provided under subtitles B and C for the geographic area involved;
(C) provides information to project sponsors and applicants for needs analyses and funding priorities; and

(D) is developed in accordance with standards established by the Secretary, including standards that provide for—

(i) encryption of data collected for purposes of HMIS;

(ii) documentation, including keeping an accurate accounting, proper usage, and disclosure, of HMIS data;

(iii) access to HMIS data by staff, contractors, law enforcement, and academic researchers;

(iv) rights of persons receiving services under this title;

(v) criminal and civil penalties for unlawful disclosure of data; and

(vi) such other standards as may be determined necessary by the Secretary.

(g) UNIFIED FUNDING.—

(1) IN GENERAL.—In addition to the duties described in subsection (f), a collaborative applicant shall receive from the Secretary and distribute to other project sponsors in the applicable geographic area funds for projects to be carried out by such other project sponsors, if—

(A) the collaborative applicant—

(i) applies to undertake such collection and distribution responsibilities in an application submitted under this subtitle; and

(ii) is selected to perform such responsibilities by the Secretary; or

(B) the Secretary designates the collaborative applicant as the unified funding agency in the geographic area, after—

(i) a finding by the Secretary that the applicant—

(I) has the capacity to perform such responsibilities; and

(II) would serve the purposes of this Act as they apply to the geographic area; and

(ii) the Secretary provides the collaborative applicant with the
technical assistance necessary to perform such responsibilities as such assistance is agreed to by the collaborative applicant.

(2) REQUIRED ACTIONS BY A UNIFIED FUNDING AGENCY.—A collaborative applicant that is either selected or designated as a unified funding agency for a geographic area under paragraph (1) shall—

(A) require each project sponsor who is funded by a grant received under subtitle C to establish such fiscal control and fund accounting procedures as may be necessary to assure the proper disbursal of, and accounting for, Federal funds awarded to the project sponsor under subtitle C in order to ensure that all financial transactions carried out under subtitle C are conducted, and records maintained, in accordance with generally accepted accounting principles; and

(B) arrange for an annual survey, audit, or evaluation of the financial records of each project carried out by a project sponsor funded by a grant received under subtitle C.

(h) CONFLICT OF INTEREST.—No board member of a collaborative applicant may participate in decisions of the collaborative applicant concerning the award of a grant, or provision of other financial benefits, to such member or the organization that such member represents.

SEC. 403. [42 USC 11361]. HOUSING AFFORDABILITY STRATEGY.

Assistance may be made under this title only if the grantee certifies that it is following—

(1) a consolidated plan which has been approved by the Secretary in accordance with section 105 of the Cranston-Gonzalez National Affordable Housing Act (referred to in such section as a “comprehensive housing affordability strategy”), or

(2) a comprehensive homeless assistance plan which was approved by the Secretary during the 180-day period beginning on November 28, 1990, or during such longer period as may be prescribed by the Secretary in any case for good cause.

SEC. 404. PREVENTING INVOLUNTARY FAMILY SEPARATION.

(a) IN GENERAL.—After the expiration of the 2-year period that begins upon the date of the enactment of the Homeless Emergency Assistance and Rapid Transition to Housing Act of 2009, and except as provided in subsection (b), any project sponsor receiving funds under this title to provide emergency shelter, transitional housing, or permanent housing to families with children under age 18 shall not deny admission to any family based on the age of any child under age 18.

(b) EXCEPTION.—Notwithstanding the requirement under subsection (a), project sponsors of transitional housing receiving funds under this title may target transitional housing
resources to families with children of a specific age only if the project sponsor—

(1) operates a transitional housing program that has a primary purpose of implementing an evidence-based practice that requires that housing units be targeted to families with children in a specific age group; and

(2) provides such assurances, as the Secretary shall require, that an equivalent appropriate alternative living arrangement for the whole family or household unit has been secured.

SEC. 405. TECHNICAL ASSISTANCE.

(a) IN GENERAL.—The Secretary shall make available technical assistance to private nonprofit organizations and other nongovernmental entities, States, metropolitan cities, urban counties, and counties that are not urban counties, to implement effective planning processes for preventing and ending homelessness, to improve their capacity to prepare collaborative applications, to prevent the separation of families in emergency shelter or other housing programs, and to adopt and provide best practices in housing and services for persons experiencing homelessness.

(b) RESERVATION.—The Secretary shall reserve not more than 1 percent of the funds made available for any fiscal year for carrying out subtitles B and C, to provide technical assistance under subsection (a).

SEC. 406. [42 USC 11362]. DISCHARGE COORDINATION POLICY.

The Secretary may not provide a grant under this title for any governmental entity serving as an applicant unless the applicant agrees to develop and implement, to the maximum extent practicable and where appropriate, policies and protocols for the discharge of persons from publicly funded institutions or systems of care (such as health care facilities, foster care or other youth facilities, or correction programs and institutions) in order to prevent such discharge from immediately resulting in homelessness for such persons.

SEC. 407. PROTECTION OF PERSONALLY IDENTIFYING INFORMATION BY VICTIM SERVICE PROVIDERS.

In the course of awarding grants or implementing programs under this title, the Secretary shall instruct any victim service provider that is a recipient or subgrantee not to disclose for purposes of the Homeless Management Information System any personally identifying information about any client. The Secretary may, after public notice and comment, require or ask such recipients and subgrantees to disclose for purposes of the Homeless Management Information System non-personally identifying information that has been de-identified, encrypted, or otherwise encoded. Nothing in this section shall be construed to supersede any provision of any Federal, State, or local law that provides greater protection than this subsection for victims of domestic violence, dating violence, sexual assault, or stalking.
SEC. 408. AUTHORIZATION OF APPROPRIATIONS.

There are authorized to be appropriated to carry out this title $2,200,000,000 for fiscal year 2010 and such sums as may be necessary for fiscal year 2011.

SUBTITLE B—EMERGENCY SOLUTIONS GRANTS PROGRAM

SEC. 411. [42 USC 11371]. DEFINITIONS.

For purposes of this subtitle:

(1) The term “local government” means a unit of general purpose local government.

(2) The term “locality” means the geographical area within the jurisdiction of a local government.

(3) The term “metropolitan city” has the meaning given such term in section 102 of the Housing and Community Development Act of 1974.

(4) The term “operating costs” means expenses incurred by a recipient operating a facility assisted under this subtitle with respect to—

(A) the administration, maintenance, repair, and security of such housing; and

(B) utilities, fuels, furnishings, and equipment for such housing.

(5) The term “private nonprofit organization” means a secular or religious organization described in section 501(c) of the Internal Revenue Code of 1986 that is exempt from taxation under subtitle A of such Code, has an accounting system and a voluntary board, and practices nondiscrimination in the provision of assistance.

(6) The term “recipient” means any governmental or private nonprofit entity that is approved by the Secretary as to financial responsibility.

(7) The term “Secretary” means the Secretary of Housing and Urban Development.

(8) The term “State” means each of the several States, the District of Columbia, the Commonwealth of Puerto Rico, the Virgin Islands, Guam, American Samoa, the Northern Mariana Islands, the Trust Territory of the Pacific Islands, and any other territory or possession of the United States.

(9) The term “urban county” has the meaning given such term in section 102 of the Housing and Community Development Act of 1974.

SEC. 412. [42 USC 11372]. GRANT ASSISTANCE.

The Secretary shall make grants to States and local governments (and to private nonprofit
organizations providing assistance to persons experiencing homelessness or at risk of homelessness, in the case of grants made with reallocated amounts) for the purpose of carrying out activities described in section 415.

SEC. 413. AMOUNT AND ALLOCATION OF ASSISTANCE.

(a) IN GENERAL.—Of the amount made available to carry out this subtitle and subtitle C for a fiscal year, the Secretary shall allocate nationally 20 percent of such amount for activities described in section 415. The Secretary shall be required to certify that such allocation will not adversely affect the renewal of existing projects under this subtitle and subtitle C for those individuals or families who are homeless.

(b) ALLOCATION.—An entity that receives a grant under section 412, and serves an area that includes 1 or more geographic areas (or portions of such areas) served by collaborative applicants that submit applications under subtitle C, shall allocate the funds made available through the grant to carry out activities described in section 415, in consultation with the collaborative applicants.

SEC. 414. [42 USC 11373]. ALLOCATION AND DISTRIBUTION OF ASSISTANCE.

(a) IN GENERAL.—The Secretary shall allocate assistance under this subtitle to metropolitan cities, urban counties, and States (for distribution to local governments and private nonprofit organizations in the States) in a manner that ensures that the percentage of the total amount available under this subtitle for any fiscal year that is allocated to any State, metropolitan city, or urban county is equal to the percentage of the total amount available for section 106 of the Housing and Community Development Act of 1974 for such prior fiscal year that is allocated to such State, metropolitan city, or urban county.

(b) MINIMUM ALLOCATION REQUIREMENT.—If, under the allocation provisions applicable under this subtitle, any metropolitan city or urban county would receive a grant of less than 0.05 percent of the amounts appropriated under section 408 and made available to carry out this subtitle for any fiscal year, such amount shall instead be reallocated to the State, except that any city that is located in a State that does not have counties as local governments, that has a population greater than 40,000 but less than 50,000 as used in determining the fiscal year 1987 community development block grant program allocation, and that was allocated in excess of $1,000,000 in community development block grant funds in fiscal year 1987, shall receive directly the amount allocated to such city under subsection (a).

(c) DISTRIBUTIONS TO NONPROFIT ORGANIZATIONS.—Any local government receiving assistance under this subtitle may distribute all or a portion of such assistance to private nonprofit organizations providing assistance to homeless individuals. Any State receiving assistance under this subtitle may distribute all or a portion of such assistance to private nonprofit organizations providing assistance to homeless individuals, if the local government for the locality in which the project is located certifies that it approves of the project.
(d) REALLOCATION OF FUNDS.—

(1) The Secretary shall, not less than twice during each fiscal year, reallocate any assistance provided under this subtitle that is unused or returned or that becomes available under subsection (b).

(2) If a city or county eligible for a grant under subsection (a) fails to obtain approval of its comprehensive plan during the 90-day period following the date funds authorized by this subtitle first become available for allocation during any fiscal year, the amount that the city or county would have received shall be available to the State in which the city or county is located if the State has obtained approval of its comprehensive plan. Any amounts that cannot be allocated to a State under the preceding sentence shall be reallocated to other States, counties, and cities that demonstrate extraordinary need or large numbers of homeless individuals, as determined by the Secretary.

(3) If a State fails to obtain approval of its comprehensive plan during the 90-day period following the date funds authorized by this subtitle first become available for allocation during any fiscal year, the amount that the State would have received shall be reallocated to other States and to cities and counties as applicable, that demonstrate extraordinary need or large numbers of homeless individuals, as determined by the Secretary.

(e) ALLOCATIONS TO TERRITORIES.—In addition to the other allocations required in this section, the Secretary shall (for amounts appropriated after July 22, 1987) allocate assistance under this subtitle to the Virgin Islands, Guam, American Samoa, the Northern Mariana Islands, the Trust Territory of the Pacific Islands, and any other territory or possession of the United States, in accordance with an allocation formula established by the Secretary.

SEC. 415. [42 USC 11374]. ELIGIBLE ACTIVITIES.

(a) IN GENERAL.—Assistance provided under section 412 may be used for the following activities:

(1) The renovation, major rehabilitation, or conversion of buildings to be used as emergency shelters.

(2) The provision of essential services related to emergency shelter or street outreach, including services concerned with employment, health, education, family support services for homeless youth, substance abuse services, victim services, or mental health services, if—

(A) such essential services have not been provided by the local government during any part of the immediately preceding 12-month period or the Secretary determines that the local government is in a severe financial deficit; or

(B) the use of assistance under this subtitle would complement the provision
of those essential services.

(3) Maintenance, operation, insurance, provision of utilities, and provision of furnishings related to emergency shelter.

(4) Provision of rental assistance to provide short-term or medium-term housing to homeless individuals or families or individuals or families at risk of homelessness. Such rental assistance may include tenant-based or project-based rental assistance.

(5) Housing relocation or stabilization services for homeless individuals or families or individuals or families at risk of homelessness, including housing search, mediation or outreach to property owners, legal services, credit repair, providing security or utility deposits, utility payments, rental assistance for a final month at a location, assistance with moving costs, or other activities that are effective at—

(A) stabilizing individuals and families in their current housing; or

(B) quickly moving such individuals and families to other permanent housing.

(b) MAXIMUM ALLOCATION FOR EMERGENCY SHELTER ACTIVITIES.—A grantee of assistance provided under section 412 for any fiscal year may not use an amount of such assistance for activities described in paragraphs (1) through (3) of subsection (a) that exceeds the greater of—

(1) 60 percent of the aggregate amount of such assistance provided for the grantee for such fiscal year; or

(2) the amount expended by such grantee for such activities during fiscal year most recently completed before the effective date under section 1503 of the Homeless Emergency Assistance and Rapid Transition to Housing Act of 2009.

SEC. 416. [42 USC 11375]. RESPONSIBILITIES OF RECIPIENTS.

(a) MATCHING AMOUNTS.—

(1) Except as provided in paragraph (2), each recipient under this subtitle shall be required to supplement the assistance provided under this subtitle with an equal amount of funds from sources other than this subtitle. Each recipient shall certify to the Secretary its compliance with this paragraph, and shall include with such certification a description of the sources and amounts of such supplemental funds.

(2) Each recipient under this subtitle that is a State shall be required to supplement the assistance provided under this subtitle with an amount of funds from sources other than this subtitle equal to the difference between the amount received under this subtitle and $100,000. If the amount received by the State is $100,000 or less, the State may not be required to supplement the assistance provided under this subtitle.
(3) In calculating the amount of supplemental funds provided by a recipient under this subtitle, a recipient may include the value of any donated material or building, the value of any lease on a building, any salary paid to staff to carry out the program of the recipient, and the value of the time and services contributed by volunteers to carry out the program of the recipient at a rate determined by the Secretary.

(b) ADMINISTRATION OF ASSISTANCE.—Each recipient shall act as the fiscal agent of the Secretary with respect to assistance provided to such recipient.

(c) CERTIFICATIONS ON USE OF ASSISTANCE.—Each recipient shall certify to the Secretary that—

(1) it will—

(A) in the case of assistance involving major rehabilitation or conversion, maintain any building for which assistance is used under this subtitle as a shelter for homeless individuals and families for not less than a 10-year period;

(B) in the case of assistance involving rehabilitation (other than major rehabilitation or conversion), maintain any building for which assistance is used under this subtitle as a shelter for homeless individuals and families for not less than a 3-year period; or

(C) in the case of assistance involving solely activities described in paragraphs (2) and (3) of section 414(a), provide services or shelter to homeless individuals and families for the period during which such assistance is provided, without regard to a particular site or structure as long as the same general population is served;

(2) any renovation carried out with assistance under this subtitle shall be sufficient to ensure that the building involved is safe and sanitary;

(3) it will assist homeless individuals in obtaining—

(A) appropriate supportive services, including permanent housing, medical and mental health treatment, counseling, supervision, and other services essential for achieving independent living; and

(B) other Federal, State, local, and private assistance available for such individuals;

(4) in the case of a recipient that is a State, it will obtain any matching amounts required under subsection (a) in a manner so that local governments, agencies, and local nonprofit organizations receiving assistance from the grant that are least capable of providing the recipient State with such matching amounts receive the benefit of the $100,000 subtrahend under subsection (a)(2);

(5) it will develop and implement procedures to ensure the confidentiality of records pertaining to any individual provided family violence prevention or treatment services under
any project assisted under this subtitle and that the address or location of any family violence shelter project assisted under this subtitle will, except with written authorization of the person or persons responsible for the operation of such shelter, not be made public;

(6) activities undertaken by the recipient with assistance under this subtitle are consistent with any housing strategy submitted by the grantee in accordance with section 105 of the Cranston-Gonzalez National Affordable Housing Act; and

(7) to the maximum extent practicable, it will involve, through employment, volunteer services, or otherwise, homeless individuals and families in constructing, renovating, maintaining, and operating facilities assisted under this subtitle, in providing services assisted under this subtitle, and in providing services for occupants of facilities assisted under this subtitle.

(d) PARTICIPATION OF HOMELESS INDIVIDUALS.—The Secretary shall, by regulation, require each recipient that is not a State to provide for the participation of not less than 1 homeless individual or former homeless individual on the board of directors or other equivalent policymaking entity of such recipient, to the extent that such entity considers and makes policies and decisions regarding any facility, services, or other assistance of the recipient assisted under this subtitle. The Secretary may grant waivers to recipients unable to meet the requirement under the preceding sentence if the recipient agrees to otherwise consult with homeless or formerly homeless individuals in considering and making such policies and decisions.

(e) TERMINATION OF ASSISTANCE.—If an individual or family who receives assistance under this subtitle from a recipient violates program requirements, the recipient may terminate assistance in accordance with a formal process established by the recipient that recognizes the rights of individuals affected, which may include a hearing.

(f) PARTICIPATION IN HMIS.—The Secretary shall ensure that recipients of funds under this subtitle ensure the consistent participation by emergency shelters and homelessness prevention and rehousing programs in any applicable community-wide homeless management information system.

SEC. 417. [42 USC 11376]. ADMINISTRATIVE PROVISIONS.

(a) REGULATIONS.—Not later than 60 days after July 22, 1987, the Secretary shall by notice establish such requirements as may be necessary to carry out the provisions of this subtitle. Such requirements shall be subject to section 553 of Title 5, United States Code. The Secretary shall issue requirements based on the initial notice before the expiration of the 12-month period following July 22, 1987. Prior to the issuance of such requirements in final form, the requirements established by the Secretary implementing the provisions of the emergency shelter grants program under the provisions made effective by section 101(g) of Public Law 99-500 or Public Law 99-591 shall govern the emergency shelter grants program under this subtitle.

(b) INITIAL ALLOCATION OF ASSISTANCE.—Not later than the expiration of the 60-
day period following the date of enactment of a law providing appropriations to carry out this subtitle, the Secretary shall notify each State, metropolitan city, and urban county that is to receive a direct grant of its allocation of assistance under this subtitle. Such assistance shall be allocated and may be used notwithstanding any failure of the Secretary to issue requirements under subsection (a).

(c) MINIMUM STANDARDS OF HABITABILITY. — The Secretary shall prescribe such minimum standards of habitability as the Secretary determines to be appropriate to ensure that emergency shelters assisted under this section are environments that provide appropriate privacy, safety, and sanitary and other health-related conditions for homeless persons and families. Grantees are authorized to establish standards of habitability in addition to those prescribed by the Secretary.

SEC. 418. [42 USC 11378]. ADMINISTRATIVE COSTS.

A recipient may use up to 7.5 percent of any annual grant received under this subtitle for administrative purposes. A recipient State shall share the amount available for administrative purposes pursuant to the preceding sentence with local governments funded by the State.

SUBTITLE C—CONTINUUM OF CARE PROGRAM

SEC. 421. PURPOSES.

The purposes of this subtitle are—

(1) to promote community-wide commitment to the goal of ending homelessness;

(2) to provide funding for efforts by nonprofit providers and State and local governments to quickly rehouse homeless individuals and families while minimizing the trauma and dislocation caused to individuals, families, and communities by homelessness;

(3) to promote access to, and effective utilization of, mainstream programs described in section 203(a)(7) and programs funded with State or local resources; and

(4) to optimize self-sufficiency among individuals and families experiencing homelessness.

SEC. 422. CONTINUUM OF CARE APPLICATIONS AND GRANTS.

(a) PROJECTS. — The Secretary shall award grants, on a competitive basis, and using the selection criteria described in section 427, to carry out eligible activities under this subtitle for projects that meet the program requirements under section 426, either by directly awarding funds to project sponsors or by awarding funds to unified funding agencies.

(b) NOTIFICATION OF FUNDING AVAILABILITY. — The Secretary shall release a notification of funding availability for grants awarded under this subtitle for a fiscal year not later than 3 months after the date of the enactment of the appropriate Act making
appropriations for the Department of Housing and Urban Development for such fiscal year.

(c) APPLICATIONS.—

(1) SUBMISSION TO THE SECRETARY.—To be eligible to receive a grant under subsection (a), a project sponsor or unified funding agency in a geographic area shall submit an application to the Secretary at such time and in such manner as the Secretary may require, and containing such information as the Secretary determines necessary—

(A) to determine compliance with the program requirements and selection criteria under this subtitle; and

(B) to establish priorities for funding projects in the geographic area.

(2) ANNOUNCEMENT OF AWARDS.—

(A) IN GENERAL.—Except as provided in subparagraph (B), the Secretary shall announce, within 5 months after the last date for the submission of applications described in this subsection for a fiscal year, the grants conditionally awarded under subsection (a) for that fiscal year.

(B) TRANSITION.—For a period of up to 2 years beginning after the effective date under section 1503 of the Homeless Emergency Assistance and Rapid Transition to Housing Act of 2009, the Secretary shall announce, within 6 months after the last date for the submission of applications described in this subsection for a fiscal year, the grants conditionally awarded under subsection (a) for that fiscal year.

(d) OBLIGATION, DISTRIBUTION, AND UTILIZATION OF FUNDS.—

(1) REQUIREMENTS FOR OBLIGATION.—

(A) IN GENERAL.—Not later than 9 months after the announcement referred to in subsection (c)(2), each recipient or project sponsor shall meet all requirements for the obligation of those funds, including site control, matching funds, and environmental review requirements, except as provided in subparagraphs (B) and (C).

(B) ACQUISITION, REHABILITATION, OR CONSTRUCTION.—Not later than 24 months after the announcement referred to in subsection (c)(2), each recipient or project sponsor seeking the obligation of funds for acquisition of housing, rehabilitation of housing, or construction of new housing for a grant announced under subsection (c)(2) shall meet all requirements for the obligation of those funds, including site control, matching funds, and environmental review requirements.

(C) EXTENSIONS.—At the discretion of the Secretary, and in compelling circumstances, the Secretary may extend the date by which a recipient or project sponsor shall meet the requirements described in subparagraphs (A) and (B) if the Secretary determines that compliance with the requirements was delayed due to
factors beyond the reasonable control of the recipient or project sponsor. Such factors may include difficulties in obtaining site control for a proposed project, completing the process of obtaining secure financing for the project, obtaining approvals from State or local governments, or completing the technical submission requirements for the project.

(2) **OBLIGATION.**—Not later than 45 days after a recipient or project sponsor meets the requirements described in paragraph (1), the Secretary shall obligate the funds for the grant involved.

(3) **DISTRIBUTION.**—A recipient that receives funds through such a grant—

(A) shall distribute the funds to project sponsors (in advance of expenditures by the project sponsors); and

(B) shall distribute the appropriate portion of the funds to a project sponsor not later than 45 days after receiving a request for such distribution from the project sponsor.

(4) **EXPENDITURE OF FUNDS.**—The Secretary may establish a date by which funds made available through a grant announced under subsection (c)(2) for a homeless assistance project shall be entirely expended by the recipient or project sponsors involved. The date established under this paragraph shall not occur before the expiration of the 24-month period beginning on the date that funds are obligated for activities described under paragraphs (1) or (2) of section 423(a). The Secretary shall recapture the funds not expended by such date. The Secretary shall reallocate the funds for another homeless assistance and prevention project that meets the requirements of this subtitle to be carried out, if possible and appropriate, in the same geographic area as the area served through the original grant.

(e) **RENEWAL FUNDING FOR UNSUCCESSFUL APPLICANTS.**—The Secretary may renew funding for a specific project previously funded under this subtitle that the Secretary determines meets the purposes of this subtitle, and was included as part of a total application that met the criteria of subsection (c), even if the application was not selected to receive grant assistance. The Secretary may renew the funding for a period of not more than 1 year, and under such conditions as the Secretary determines to be appropriate.

(f) **CONSIDERATIONS IN DETERMINING RENEWAL FUNDING.**—When providing renewal funding for leasing, operating costs, or rental assistance for permanent housing, the Secretary shall make adjustments proportional to increases in the fair market rents in the geographic area.

(g) **MORE THAN 1 APPLICATION FOR A GEOGRAPHIC AREA.**—If more than 1 collaborative applicant applies for funds for a geographic area, the Secretary shall award funds to the collaborative applicant with the highest score based on the selection criteria set forth in section 427.

(h) **APPEALS.**—
(1) IN GENERAL.—The Secretary shall establish a timely appeal procedure for grant amounts awarded or denied under this subtitle pursuant to a collaborative application or solo application for funding.

(2) PROCESS.—The Secretary shall ensure that the procedure permits appeals submitted by entities carrying out homeless housing and services projects (including emergency shelters and homelessness prevention programs), and all other applicants under this subtitle.

(i) SOLO APPLICANTS.—A solo applicant may submit an application to the Secretary for a grant under subsection (a) and be awarded such grant on the same basis as such grants are awarded to other applicants based on the criteria described in section 427, but only if the Secretary determines that the solo applicant has attempted to participate in the continuum of care process but was not permitted to participate in a reasonable manner. The Secretary may award such grants directly to such applicants in a manner determined to be appropriate by the Secretary.

(j) FLEXIBILITY TO SERVE PERSONS DEFINED AS HOMELESS UNDER OTHER FEDERAL LAWS.—

(1) IN GENERAL.—A collaborative applicant may use not more than 10 percent of funds awarded under this subtitle (continuum of care funding) for any of the types of eligible activities specified in paragraphs (1) through (7) of section 423(a) to serve families with children and youth defined as homeless under other Federal statutes, or homeless families with children and youth defined as homeless under section 103(a)(6), but only if the applicant demonstrates that the use of such funds is of an equal or greater priority or is equally or more cost effective in meeting the overall goals and objectives of the plan submitted under section 427(b)(1)(B), especially with respect to children and unaccompanied youth.

(2) LIMITATIONS.—The 10 percent limitation under paragraph (1) shall not apply to collaborative applicants in which the rate of homelessness, as calculated in the most recent point in time count, is less than one-tenth of 1 percent of total population.

(3) TREATMENT OF CERTAIN POPULATIONS.—

(A) IN GENERAL.—Notwithstanding section 103(a) and subject to subparagraph (B), funds awarded under this subtitle may be used for eligible activities to serve unaccompanied youth and homeless families and children defined as homeless under section 103(a)(6) only pursuant to paragraph (1) of this subsection and such families and children shall not otherwise be considered as homeless for purposes of this subtitle.

(B) AT RISK OF HOMELESSNESS.—Subparagraph (A) may not be construed to prevent any unaccompanied youth and homeless families and children defined as homeless under section 103(a)(6) from qualifying for, and being treated for purposes of this subtitle as, at risk of homelessness or from eligibility for any...
projects, activities, or services carried out using amounts provided under this subtitle for which individuals or families that are at risk of homelessness are eligible.

SEC. 423. [42 USC 11383]. ELIGIBLE ACTIVITIES.

(a) IN GENERAL.—Grants awarded under section 422 to qualified applicants shall be used to carry out projects that serve homeless individuals or families that consist of one or more of the following eligible activities:

(1) Construction of new housing units to provide transitional or permanent housing.

(2) Acquisition or rehabilitation of a structure to provide transitional or permanent housing, other than emergency shelter, or to provide supportive services.

(3) Leasing of property, or portions of property, not owned by the recipient or project sponsor involved, for use in providing transitional or permanent housing, or providing supportive services.

(4) Provision of rental assistance to provide transitional or permanent housing to eligible persons. The rental assistance may include tenant-based, project-based, or sponsor-based rental assistance. Project-based rental assistance, sponsor-based rental assistance, and operating cost assistance contracts carried out by project sponsors receiving grants under this section may, at the discretion of the applicant and the project sponsor, have an initial term of 15 years, with assistance for the first 5 years paid with funds authorized for appropriation under this Act, and assistance for the remainder of the term treated as a renewal of an expiring contract as provided in section 429. Project-based rental assistance may include rental assistance to preserve existing permanent supportive housing for homeless individuals and families.

(5) Payment of operating costs for housing units assisted under this subtitle or for the preservation of housing that will serve homeless individuals and families and for which another form of assistance is expiring or otherwise no longer available.

(6) Supportive services for individuals and families who are currently homeless, who have been homeless in the prior six months but are currently residing in permanent housing, or who were previously homeless and are currently residing in permanent supportive housing.

(7) Provision of rehousing services, including housing search, mediation or outreach to property owners, credit repair, providing security or utility deposits, rental assistance for a final month at a location, assistance with moving costs, or other activities that—

(A) are effective at moving homeless individuals and families immediately into housing; or

(B) may benefit individuals and families who in the prior 6 months have been homeless, but are currently residing in permanent housing.
(8) In the case of a collaborative applicant that is a legal entity, performance of the
duties described under section 402(f)(3).

(9) Operation of, participation in, and ensuring consistent participation by project sponsors in, a community-wide homeless management information system.

(10) In the case of a collaborative applicant that is a legal entity, payment of administrative costs related to meeting the requirements described in paragraphs (1) and (2) of section 402(f), for which the collaborative applicant may use not more than 3 percent of the total funds made available in the geographic area under this subtitle for such costs.

(11) In the case of a collaborative applicant that is a unified funding agency under section 402(g), payment of administrative costs related to meeting the requirements of that section, for which the unified funding agency may use not more than 3 percent of the total funds made available in the geographic area under this subtitle for such costs, in addition to funds used under paragraph (10).

(12) Payment of administrative costs to project sponsors, for which each project sponsor may use not more than 10 percent of the total funds made available to that project sponsor through this subtitle for such costs.

(b) MINIMUM GRANT TERMS.—The Secretary may impose minimum grant terms of up to 5 years for new projects providing permanent housing.

(c) USE RESTRICTIONS.—

(1) ACQUISITION, REHABILITATION, AND NEW CONSTRUCTION.—A project that consists of activities described in paragraph (1) or (2) of subsection (a) shall be operated for the purpose specified in the application submitted for the project under section 422 for not less than 15 years.

(2) OTHER ACTIVITIES.—A project that consists of activities described in any of paragraphs (3) through (12) of subsection (a) shall be operated for the purpose specified in the application submitted for the project under section 422 for the duration of the grant period involved.

(3) CONVERSION.—If the recipient or project sponsor carrying out a project that provides transitional or permanent housing submits a request to the Secretary to carry out instead a project for the direct benefit of low-income persons, and the Secretary determines that the initial project is no longer needed to provide transitional or permanent housing, the Secretary may approve the project described in the request and authorize the recipient or project sponsor to carry out that project.

(d) REPAYMENT OF ASSISTANCE AND PREVENTION OF UNDUE BENEFITS.—

(1) REPAYMENT.—If a recipient or project sponsor receives assistance under
section 422 to carry out a project that consists of activities described in paragraph (1) or (2) of subsection (a) and the project ceases to provide transitional or permanent housing—

(A) earlier than 10 years after operation of the project begins, the Secretary shall require the recipient or project sponsor to repay 100 percent of the assistance; or

(B) not earlier than 10 years, but earlier than 15 years, after operation of the project begins, the Secretary shall require the recipient or project sponsor to repay 20 percent of the assistance for each of the years in the 15-year period for which the project fails to provide that housing.

(2) PREVENTION OF UNDUE BENEFITS.—Except as provided in paragraph (3), if any property is used for a project that receives assistance under subsection (a) and consists of activities described in paragraph (1) or (2) of subsection (a), and the sale or other disposition of the property occurs before the expiration of the 15-year period beginning on the date that operation of the project begins, the recipient or project sponsor who received the assistance shall comply with such terms and conditions as the Secretary may prescribe to prevent the recipient or project sponsor from unduly benefiting from such sale or disposition.

(3) EXCEPTION.—A recipient or project sponsor shall not be required to make the repayments, and comply with the terms and conditions, required under paragraph (1) or (2) if—

(A) the sale or disposition of the property used for the project results in the use of the property for the direct benefit of very low-income persons;

(B) all of the proceeds of the sale or disposition are used to provide transitional or permanent housing meeting the requirements of this subtitle;

(C) project-based rental assistance or operating cost assistance from any Federal program or an equivalent State or local program is no longer made available and the project is meeting applicable performance standards, provided that the portion of the project that had benefitted from such assistance continues to meet the tenant income and rent restrictions for low-income units under section 42(g) of the Internal Revenue Code of 1986; or

(D) there are no individuals and families in the geographic area who are homeless, in which case the project may serve individuals and families at risk of homelessness.

(e) STAFF TRAINING.—The Secretary may allow reasonable costs associated with staff training to be included as part of the activities described in subsection (a).

(f) ELIGIBILITY FOR PERMANENT HOUSING.—Any project that receives assistance under subsection (a) and that provides project-based or sponsor-based permanent housing for homeless individuals or families with a disability, including projects that meet the
requirements of subsection (a) and subsection (d)(2)(A) of section 428 may also serve individuals who had previously met the requirements for such project prior to moving into a different permanent housing project.

(g) ADMINISTRATION OF RENTAL ASSISTANCE.—Provision of permanent housing rental assistance shall be administered by a State, unit of general local government, or public housing agency.

SEC. 424. INCENTIVES FOR HIGH-PERFORMING COMMUNITIES.

(a) DESIGNATION AS A HIGH-PERFORMING COMMUNITY.—

(1) IN GENERAL.—The Secretary shall designate, on an annual basis, which collaborative applicants represent high-performing communities.

(2) CONSIDERATION.—In determining whether to designate a collaborative applicant as a high-performing community under paragraph (1), the Secretary shall establish criteria to ensure that the requirements described under paragraphs (1)(B) and (2)(B) of subsection (d) are measured by comparing homeless individuals and families under similar circumstances, in order to encourage projects in the geographic area to serve homeless individuals and families with more severe barriers to housing stability.

(3) 2-year PHASE IN.—In each of the first 2 years after the effective date under section 1503 of the Homeless Emergency Assistance and Rapid Transition to Housing Act of 2009, the Secretary shall designate not more than 10 collaborative applicants as high-performing communities.

(4) EXCESS OF QUALIFIED APPLICANTS.—If, during the 2-year period described under paragraph (2), more than 10 collaborative applicants could qualify to be designated as high-performing communities, the Secretary shall designate the 10 that have, in the discretion of the Secretary, the best performance based on the criteria described under subsection (d).

(5) TIME LIMIT ON DESIGNATION.—The designation of any collaborative applicant as a high-performing community under this subsection shall be effective only for the year in which such designation is made. The Secretary, on an annual basis, may renew any such designation.

(b) APPLICATION.—

(1) IN GENERAL.—A collaborative applicant seeking designation as a high-performing community under subsection (a) shall submit an application to the Secretary at such time, and in such manner as the Secretary may require.

(2) CONTENT OF APPLICATION.—In any application submitted under paragraph (1), a collaborative applicant shall include in such application—
(A) a report showing how any money received under this subtitle in the preceding year was expended; and

(B) information that such applicant can meet the requirements described under subsection (d).

(3) PUBLICATION OF APPLICATION.—The Secretary shall—

(A) publish any report or information submitted in an application under this section in the geographic area represented by the collaborative applicant; and

(B) seek comments from the public as to whether the collaborative applicant seeking designation as a high-performing community meets the requirements described under subsection (d).

(c) USE OF FUNDS.—Funds awarded under section 422(a) to a project sponsor who is located in a high-performing community may be used—

(1) for any of the eligible activities described in section 423; or

(2) for any of the eligible activities described in paragraphs (4) and (5) of section 415(a).

(d) DEFINITION OF HIGH-PERFORMING COMMUNITY.—For purposes of this section, the term `high-performing community' means a geographic area that demonstrates through reliable data that all five of the following requirements are met for that geographic area:

(1) TERM OF HOMELESSNESS.—The mean length of episodes of homelessness for that geographic area--

(A) is less than 20 days; or

(B) for individuals and families in similar circumstances in the preceding year was at least 10 percent less than in the year before.

(2) FAMILIES LEAVING HOMELESSNESS.—Of individuals and families--

(A) who leave homelessness, fewer than 5 percent of such individuals and families become homeless again at any time within the next 2 years; or

(B) in similar circumstances who leave homelessness, the percentage of such individuals and families who become homeless again within the next 2 years has decreased by at least 20 percent from the preceding year.

(3) COMMUNITY ACTION.—The communities that compose the geographic area have--
(A) actively encouraged homeless individuals and families to participate in homeless assistance services available in that geographic area; and

(B) included each homeless individual or family who sought homeless assistance services in the data system used by that community for determining compliance with this subsection.

(4) EFFECTIVENESS OF PREVIOUS ACTIVITIES.—If recipients in the geographic area have used funding awarded under section 422(a) for eligible activities described under section 415(a) in previous years based on the authority granted under subsection (c), that such activities were effective at reducing the number of individuals and families who became homeless in that community.

(5) FLEXIBILITY TO SERVE PERSONS DEFINED AS HOMELESS UNDER OTHER FEDERAL LAWS.—With respect to collaborative applicants exercising the authority under section 422(j) to serve homeless families with children and youth defined as homeless under other Federal statutes, effectiveness in achieving the goals and outcomes identified in subsection 427(b)(1)(F) according to such standards as the Secretary shall promulgate.

(e) COOPERATION AMONG ENTITIES.—A collaborative applicant designated as a high-performing community under this section shall cooperate with the Secretary in distributing information about successful efforts within the geographic area represented by the collaborative applicant to reduce homelessness.

SEC. 425. [42 USC 11385]. SUPPORTIVE SERVICES.

(a) IN GENERAL.—To the extent practicable, each project shall provide supportive services for residents of the project and homeless persons using the project, which may be designed by the recipient or participants.

(b) REQUIREMENTS.—Supportive services provided in connection with a project shall address the special needs of individuals (such as homeless persons with disabilities and homeless families with children) intended to be served by a project.

(c) SERVICES.—Supportive services may include such activities as (A) establishing and operating a child care services program for homeless families, (B) establishing and operating an employment assistance program, (C) providing outpatient health services, food, and case management, (D) providing assistance in obtaining permanent housing, employment counseling, and nutritional counseling, (E) providing security arrangements necessary for the protection of residents of supportive housing and for homeless persons using the housing or project, (F) providing assistance in obtaining other Federal, State, and local assistance available for such residents (including mental health benefits, employment counseling, and medical assistance, but not including major medical equipment), and (G) providing other appropriate services.

(d) PROVISION OF SERVICES.—Services provided pursuant to this section may be
provided directly by the recipient or by contract with other public or private service providers. Such services may be provided to homeless individuals who do not reside in supportive housing.

(e) COORDINATION WITH SECRETARY OF HEALTH AND HUMAN SERVICES.—

(1) APPROVAL.—Promptly upon receipt of any application for assistance under this subtitle that includes the provision of outpatient health services, the Secretary of Housing and Urban Development shall consult with the Secretary of Health and Human Services with respect to the proposed outpatient health services. If, within 45 days of such consultation, the Secretary of Health and Human Services determines that the proposal for delivery of the outpatient health services does not meet guidelines for determining the appropriateness of such proposed services, the Secretary of Housing and Urban Development may require resubmission of the application, and the Secretary of Housing and Urban Development may not approve such portion of the application unless and until such portion has been resubmitted in a form that the Secretary of Health and Human Services determines meets such guidelines.

(2) GUIDELINES.—The Secretary of Housing and Urban Development and the Secretary of Health and Human Services shall jointly establish guidelines for determining the appropriateness of proposed outpatient health services under this section. Such guidelines shall include any provisions necessary to enable the Secretary of Housing and Urban Development to meet the time limits under this subtitle for the final selection of applications for assistance.

SEC. 426. [42 USC 11386]. PROGRAM REQUIREMENTS.

(a) SITE CONTROL.—The Secretary shall require that each application include reasonable assurances that the applicant will own or have control of a site for the proposed project not later than the expiration of the 12-month period beginning upon notification of an award for grant assistance, unless the application proposes providing supportive housing assistance under section 423(a)(3) or housing that will eventually be owned or controlled by the families and individuals served. An applicant may obtain ownership or control of a suitable site different from the site specified in the application. If any recipient or project sponsor fails to obtain ownership or control of the site within 12 months after notification of an award for grant assistance, the grant shall be recaptured and reallocated under this subtitle.

(b) REQUIRED AGREEMENTS.—The Secretary may not provide assistance for a proposed project under this subtitle unless the collaborative applicant involved agrees—

1. to ensure the operation of the project in accordance with the provisions of this subtitle;
2. to monitor and report to the Secretary the progress of the project;
3. to ensure, to the maximum extent practicable, that individuals and families experiencing homelessness are involved, through employment, provision of volunteer services, or otherwise, in constructing, rehabilitating, maintaining, and operating facilities for the project and in providing supportive services for the project;
(4) to require certification from all project sponsors that—

(A) they will maintain the confidentiality of records pertaining to any individual or family provided family violence prevention or treatment services through the project;

(B) that the address or location of any family violence shelter project assisted under this subtitle will not be made public, except with written authorization of the person responsible for the operation of such project;

(C) they will establish policies and practices that are consistent with, and do not restrict the exercise of rights provided by, subtitle B of title VII, and other laws relating to the provision of educational and related services to individuals and families experiencing homelessness;

(D) in the case of programs that provide housing or services to families, they will designate a staff person to be responsible for ensuring that children being served in the program are enrolled in school and connected to appropriate services in the community, including early childhood programs such as Head Start, part C of the Individuals with Disabilities Education Act, and programs authorized under subtitle B of title VII of this Act (42 U.S.C. 11431 et seq.); and

(E) they will provide data and reports as required by the Secretary pursuant to the Act;

(5) if a collaborative applicant is a unified funding agency under section 402(g) and receives funds under subtitle C to carry out the payment of administrative costs described in section 423(a)(11), to establish such fiscal control and fund accounting procedures as may be necessary to assure the proper disbursement of, and accounting for, such funds in order to ensure that all financial transactions carried out with such funds are conducted, and records maintained, in accordance with generally accepted accounting principles;

(6) to monitor and report to the Secretary the provision of matching funds as required by section 430;

(7) to take the educational needs of children into account when families are placed in emergency or transitional shelter and will, to the maximum extent practicable, place families with children as close as possible to their school of origin so as not to disrupt such children's education; and

(8) to comply with such other terms and conditions as the Secretary may establish to carry out this subtitle in an effective and efficient manner.

(c) OCCUPANCY CHARGE.—Each homeless individual or family residing in a project providing supportive housing may be required to pay an occupancy charge in an amount determined by the recipient or project sponsor providing the project, which may not exceed
the amount determined under section 3(a) of the United States Housing Act of 1937. Occupancy charges paid may be reserved, in whole or in part, to assist residents in moving to permanent housing.

(d) FLOOD PROTECTION STANDARDS.—Flood protection standards applicable to housing acquired, rehabilitated, constructed, or assisted under this subtitle shall be no more restrictive than the standards applicable under Executive Order No. 11988 (May 24, 1977) to the other programs under this title.

(e) PARTICIPATION OF HOMELESS INDIVIDUALS.—The Secretary shall, by regulation, require each recipient or project sponsor to provide for the participation of not less than 1 homeless individual or former homeless individual on the board of directors or other equivalent policymaking entity of the recipient or project sponsor, to the extent that such entity considers and makes policies and decisions regarding any project, supportive services, or assistance provided under this subtitle. The Secretary may grant waivers to applicants unable to meet the requirement under the preceding sentence if the applicant agrees to otherwise consult with homeless or formerly homeless individuals in considering and making such policies and decisions.

(f) LIMITATION ON USE OF FUNDS.—No assistance received under this subtitle (or any State or local government funds used to supplement such assistance) may be used to replace other State or local funds previously used, or designated for use, to assist homeless persons.

(g) TERMINATION OF ASSISTANCE.—If an individual or family who receives assistance under this subtitle (not including residents of an emergency shelter) from a recipient violates program requirements, the recipient may terminate assistance in accordance with a formal process established by the recipient that recognizes the rights of individuals receiving such assistance to due process of law, which may include a hearing.

SEC. 427. SELECTION CRITERIA.

(a) IN GENERAL.—The Secretary shall award funds to recipients through a national competition between geographic areas based on criteria established by the Secretary.

(b) REQUIRED CRITERIA.—

(1) IN GENERAL.—The criteria established under subsection (a) shall include—

(A) the previous performance of the recipient regarding homelessness, including performance related to funds provided under section 412 (except that recipients applying from geographic areas where no funds have been awarded under this subtitle, or under subtitles C, D, E, or F of title IV of this Act, as in effect prior to the date of the enactment of the Homeless Emergency Assistance and Rapid Transition to Housing Act of 2009, shall receive full credit for performance under this subparagraph), measured by criteria that shall be announced by the Secretary, that
shall take into account barriers faced by individual homeless people, and that shall include—

(i) the length of time individuals and families remain homeless;

(ii) the extent to which individuals and families who leave homelessness experience additional spells of homelessness;

(iii) the thoroughness of grantees in the geographic area in reaching homeless individuals and families;

(iv) overall reduction in the number of homeless individuals and families;

(v) jobs and income growth for homeless individuals and families;

(vi) success at reducing the number of individuals and families who become homeless;

(vii) other accomplishments by the recipient related to reducing homelessness; and

(viii) for collaborative applicants that have exercised the authority under section 422(j) to serve families with children and youth defined as homeless under other Federal statutes, success in achieving the goals and outcomes identified in section 427(b)(1)(F);

(B) the plan of the recipient, which shall describe—

(i) how the number of individuals and families who become homeless will be reduced in the community;

(ii) how the length of time that individuals and families remain homeless will be reduced;

(iii) how the recipient will collaborate with local education authorities to assist in the identification of individuals and families who become or remain homeless and are informed of their eligibility for services under subtitle B of title VII of this Act (42 U.S.C. 11431 et seq.);

(iv) the extent to which the recipient will—

(I) address the needs of all relevant subpopulations;

(II) incorporate comprehensive strategies for reducing homelessness, including the interventions referred to in section 428(d);
(III) I) set quantifiable performance measures;

(IV) set timelines for completion of specific tasks;

(V) identify specific funding sources for planned activities; and

(VI) identify an individual or body responsible for overseeing implementation of specific strategies; and

(v) whether the recipient proposes to exercise authority to use funds under section 422(j), and if so, how the recipient will achieve the goals and outcomes identified in section 427(b)(1)(F);

(C) the methodology of the recipient used to determine the priority for funding local projects under section 422(c)(1), including the extent to which the priority-setting process—

(i) uses periodically collected information and analysis to determine the extent to which each project has resulted in rapid return to permanent housing for those served by the project, taking into account the severity of barriers faced by the people the project serves;

(ii) considers the full range of opinions from individuals or entities with knowledge of homelessness in the geographic area or an interest in preventing or ending homelessness in the geographic area;

(iii) is based on objective criteria that have been publicly announced by the recipient; and

(iv) is open to proposals from entities that have not previously received funds under this subtitle;

(D) the extent to which the amount of assistance to be provided under this subtitle to the recipient will be supplemented with resources from other public and private sources, including mainstream programs identified by the Government Accountability Office in the two reports described in section 203(a)(7);

(E) demonstrated coordination by the recipient with the other Federal, State, local, private, and other entities serving individuals and families experiencing homelessness and at risk of homelessness in the planning and operation of projects;

(F) for collaborative applicants exercising the authority under section 422(j) to serve homeless families with children and youth defined as homeless under other Federal statutes, program goals and outcomes, which shall include—

(i) preventing homelessness among the subset of such families with children and youth who are at highest risk of becoming homeless, as such term
is defined for purposes of this title; or

(ii) achieving independent living in permanent housing among such families with children and youth, especially those who have a history of doubled-up and other temporary housing situations or are living in a temporary housing situation due to lack of available and appropriate emergency shelter, through the provision of eligible assistance that directly contributes to achieving such results including assistance to address chronic disabilities, chronic physical health or mental health conditions, substance addiction, histories of domestic violence or childhood abuse, or multiple barriers to employment; and

(G) such other factors as the Secretary determines to be appropriate to carry out this subtitle in an effective and efficient manner.

(2) ADDITIONAL CRITERIA.—In addition to the criteria required under paragraph (1), the criteria established under paragraph (1) shall also include the need within the geographic area for homeless services, determined as follows and under the following conditions:

(A) NOTICE.—The Secretary shall inform each collaborative applicant, at a time concurrent with the release of the notice of funding availability for the grants, of the pro rata estimated grant amount under this subtitle for the geographic area represented by the collaborative applicant.

(B) AMOUNT.—

(i) FORMULA.—Such estimated grant amounts shall be determined by a formula, which shall be developed by the Secretary, by regulation, not later than the expiration of the 2-year period beginning upon the date of the enactment of the Homeless Emergency Assistance and Rapid Transition to Housing Act of 2009, that is based upon factors that are appropriate to allocate funds to meet the goals and objectives of this subtitle.

(ii) COMBINATIONS OR CONSORTIA.—For a collaborative applicant that represents a combination or consortium of cities or counties, the estimated need amount shall be the sum of the estimated need amounts for the cities or counties represented by the collaborative applicant.

(iii) AUTHORITY OF SECRETARY.—Subject to the availability of appropriations, the Secretary shall increase the estimated need amount for a geographic area if necessary to provide 1 year of renewal funding for all expiring contracts entered into under this subtitle for the geographic area.

(3) HOMELESSNESS COUNTS.—The Secretary shall not require that communities conduct an actual count of homeless people other than those described in paragraphs (1) through (4) of section 103(a) of this Act (42 U.S.C. 11302(a)).
(c) ADJUSTMENTS.—The Secretary may adjust the formula described in subsection (b)(2) as necessary—

(1) to ensure that each collaborative applicant has sufficient funding to renew all qualified projects for at least one year; and

(2) to ensure that collaborative applicants are not discouraged from replacing renewal projects with new projects that the collaborative applicant determines will better be able to meet the purposes of this Act.

SEC. 428. ALLOCATION OF AMOUNTS AND INCENTIVES FOR SPECIFIC ELIGIBLE ACTIVITIES.

(a) MINIMUM ALLOCATION FOR PERMANENT HOUSING FOR HOMELESS INDIVIDUALS AND FAMILIES WITH DISABILITIES.—

(1) IN GENERAL.—From the amounts made available to carry out this subtitle for a fiscal year, a portion equal to not less than 30 percent of the sums made available to carry out subtitle B and this subtitle, shall be used for permanent housing for homeless individuals with disabilities and homeless families that include such an individual who is an adult or a minor head of household if no adult is present in the household.

(2) CALCULATION.—In calculating the portion of the amount described in paragraph (1) that is used for activities that are described in paragraph (1), the Secretary shall not count funds made available to renew contracts for existing projects under section 429.

(3) ADJUSTMENT.—The 30 percent figure in paragraph (1) shall be reduced proportionately based on need under section 427(b)(2) in geographic areas for which subsection (e) applies in regard to subsection (d)(2)(A).

(4) SUSPENSION.—The requirement established in paragraph (1) shall be suspended for any year in which funding available for grants under this subtitle after making the allocation established in paragraph (1) would not be sufficient to renew for 1 year all existing grants that would otherwise be fully funded under this subtitle.

(5) TERMINATION.—The requirement established in paragraph (1) shall terminate upon a finding by the Secretary that since the beginning of 2001 at least 150,000 new units of permanent housing for homeless individuals and families with disabilities have been funded under this subtitle.

(b) SET-ASIDE FOR PERMANENT HOUSING FOR HOMELESS FAMILIES WITH CHILDREN.—From the amounts made available to carry out this subtitle for a fiscal year, a portion equal to not less than 10 percent of the sums made available to carry out subtitle B and this subtitle for that fiscal year shall be used to provide or secure permanent housing for homeless families with children.
(c) TREATMENT OF AMOUNTS FOR PERMANENT OR TRANSITIONAL HOUSING.—Nothing in this Act may be construed to establish a limit on the amount of funding that an applicant may request under this subtitle for acquisition, construction, or rehabilitation activities for the development of permanent housing or transitional housing.

(d) INCENTIVES FOR PROVEN STRATEGIES.—

(1) IN GENERAL.—The Secretary shall provide bonuses or other incentives to geographic areas for using funding under this subtitle for activities that have been proven to be effective at reducing homelessness generally, reducing homelessness for a specific subpopulation, or achieving homeless prevention and independent living goals as set forth in section 427(b)(1)(F).

(2) RULE OF CONSTRUCTION.—For purposes of this subsection, activities that have been proven to be effective at reducing homelessness generally or reducing homelessness for a specific subpopulation includes—

(A) permanent supportive housing for chronically homeless individuals and families;

(B) for homeless families, rapid rehousing services, short-term flexible subsidies to overcome barriers to rehousing, support services concentrating on improving incomes to pay rent, coupled with performance measures emphasizing rapid and permanent rehousing and with leveraging funding from mainstream family service systems such as Temporary Assistance for Needy Families and Child Welfare services; and

(C) any other activity determined by the Secretary, based on research and after notice and comment to the public, to have been proven effective at reducing homelessness generally, reducing homelessness for a specific subpopulation, or achieving homeless prevention and independent living goals as set forth in section 427(b)(1)(F).

(3) BALANCE OF INCENTIVES FOR PROVEN STRATEGIES.—To the extent practicable, in providing bonuses or incentives for proven strategies, the Secretary shall seek to maintain a balance among strategies targeting homeless individuals, families, and other subpopulations. The Secretary shall not implement bonuses or incentives that specifically discourage collaborative applicants from exercising their flexibility to serve families with children and youth defined as homeless under other Federal statutes.

(e) INCENTIVES FOR SUCCESSFUL IMPLEMENTATION OF PROVEN STRATEGIES.—If any geographic area demonstrates that it has fully implemented any of the activities described in subsection (d) for all homeless individuals and families or for all members of subpopulations for whom such activities are targeted, that geographic area shall receive the bonus or incentive provided under subsection (d), but may use such bonus or incentive for any eligible activity under either section 423 or paragraphs (4) and (5) of
section 415(a) for homeless people generally or for the relevant subpopulation.

SEC. 429. RENEWAL FUNDING AND TERMS OF ASSISTANCE FOR PERMANENT HOUSING.

(a) IN GENERAL.—Renewal of expiring contracts for leasing, rental assistance, or operating costs for permanent housing contracts may be funded either—

(1) under the appropriations account for this title; or

(2) the section 8 project-based rental assistance account.

(b) RENEWALS.—The sums made available under subsection (a) shall be available for the renewal of contracts in the case of tenant-based assistance, successive 1-year terms, and in the case of project-based assistance, successive terms of up to 15 years at the discretion of the applicant or project sponsor and subject to the availability of annual appropriations, for rental assistance and housing operation costs associated with permanent housing projects funded under this subtitle, or under subtitle C or F (as in effect on the day before the effective date of the Homeless Emergency Assistance and Rapid Transition to Housing Act of 2009). The Secretary shall determine whether to renew a contract for such a permanent housing project on the basis of certification by the collaborative applicant for the geographic area that—

(1) there is a demonstrated need for the project; and

(2) the project complies with program requirements and appropriate standards of housing quality and habitability, as determined by the Secretary.

(c) CONSTRUCTION.—Nothing in this section shall be construed as prohibiting the Secretary from renewing contracts under this subtitle in accordance with criteria set forth in a provision of this subtitle other than this section.

SEC. 430. MATCHING FUNDING.

(a) IN GENERAL.—A collaborative applicant in a geographic area in which funds are awarded under this subtitle shall specify contributions from any source other than a grant awarded under this subtitle, including renewal funding of projects assisted under subtitles C, D, and F of this title as in effect before the effective date under section 1503 of the Homeless Emergency Assistance and Rapid Transition to Housing Act of 2009, that shall be made available in the geographic area in an amount equal to not less than 25 percent of the funds provided to recipients in the geographic area, except that grants for leasing shall not be subject to any match requirement.

(b) LIMITATIONS ON IN-KIND MATCH.—The cash value of services provided to the residents or clients of a project sponsor by an entity other than the project sponsor may count toward the contributions in subsection (a) only when documented by a memorandum of understanding between the project sponsor and the other entity that such services will be provided.
(c) COUNTABLE ACTIVITIES.—The contributions required under subsection (a) may consist of—

(1) funding for any eligible activity described under section 423; and

(2) subject to subsection (b), in-kind provision of services of any eligible activity described under section 423.

SEC. 431. APPEAL PROCEDURE.

(a) IN GENERAL.—With respect to funding under this subtitle, if certification of consistency with the consolidated plan pursuant to section 403 is withheld from an applicant who has submitted an application for that certification, such applicant may appeal such decision to the Secretary.

(b) PROCEDURE.—The Secretary shall establish a procedure to process the appeals described in subsection (a).

(c) DETERMINATION.—Not later than 45 days after the date of receipt of an appeal described in subsection (a), the Secretary shall determine if certification was unreasonably withheld. If such certification was unreasonably withheld, the Secretary shall review such application and determine if such applicant shall receive funding under this subtitle.

SEC. 432. [42 USC 11387]. REGULATIONS.

Not later than the expiration of the 90-day period beginning on October 28, 1992, the Secretary shall issue interim regulations to carry out this subtitle, which shall take effect upon issuance. The Secretary shall issue final regulations to carry out this subtitle after notice and opportunity for public comment regarding the interim regulations, pursuant to the provisions of section 553 of Title 5, United States Code (notwithstanding subsections (a)(2), (b)(B), and (d)(3) of such section). The duration of the period for public comment shall not be less than 60 days, and the final regulations shall be issued not later than the expiration of the 60-day period beginning upon the conclusion of the comment period and shall take effect upon issuance.

SEC. 433. [42 USC 11388]. REPORTS TO CONGRESS.

The Secretary shall submit a report to the Congress annually, summarizing the activities carried out under this subtitle and setting forth the findings, conclusions, and recommendations of the Secretary as a result of the activities. The report shall be submitted not later than 4 months after the end of each fiscal year (except that, in the case of fiscal year 1993, the report shall be submitted not later than 6 months after the end of the fiscal year).

SEC. 429. [42 USC 11389]. AUTHORIZATION OF APPROPRIATIONS. REPEALED.

SUBTITLE D—SAFE HAVENS FOR HOMELESS INDIVIDUALS
DEMONSTRATION PROGRAM

REPEALED.

SUBTITLE E—MISCELLANEOUS PROVISIONS REPEALED.

SUBTITLE F—SHELTER PLUS CARE PROGRAM PART I—GENERAL REQUIREMENTS

REPEALED.

TITLE IV—HOUSING ASSISTANCE

SUBTITLE D—RURAL HOUSING STABILITY ASSISTANCE PROGRAM

SEC. 491. [42 USC 11408]. RURAL HOUSING STABILITY GRANT PROGRAM.

(a) ESTABLISHMENT.—The Secretary of Housing and Urban Development shall establish and carry out a rural housing stability grant program. In carrying out the program, the Secretary may award grants to eligible organizations in lieu of grants under subtitle C in order to pay for the Federal share of the cost of—

(1) rehousing or improving the housing situations of individuals and families who are homeless or in the worst housing situations in the geographic area;

(2) stabilizing the housing of individuals and families who are in imminent danger of losing housing; and

(3) improving the ability of the lowest-income residents of the community to afford stable housing.

(b) USE OF FUNDS.—

(1) IN GENERAL.—An eligible organization may use a grant awarded under subsection (a) to provide, in rural areas—

(A) rent, mortgage, or utility assistance after 2 months of nonpayment in order to prevent eviction, foreclosure, or loss of utility service;

(B) security deposits, rent for the first month of residence at a new location, and relocation assistance;

(C) short-term emergency lodging in motels or shelters, either directly or through vouchers;

(D) construction of new housing units to provide transitional or permanent housing to homeless individuals and families and individuals and
families at risk of homelessness;

(E) acquisition or rehabilitation of a structure to provide supportive services or to provide transitional or permanent housing, other than emergency shelter, to homeless individuals and families and individuals and families at risk of homelessness;

(F) leasing of property, or portions of property, not owned by the recipient or project sponsor involved, for use in providing transitional or permanent housing to homeless individuals and families and individuals and families at risk of homelessness, or providing supportive services to such homeless and at-risk individuals and families;

(G) provision of rental assistance to provide transitional or permanent housing to homeless individuals and families and individuals and families at risk of homelessness, such rental assistance may include tenant-based or project-based rental assistance;

(H) payment of operating costs for housing units assisted under this title;

(I) rehabilitation and repairs such as insulation, window repair, door repair, roof repair, and repairs that are necessary to make premises habitable;

(J) development of comprehensive and coordinated support services that use and supplement, as needed, community networks of services, including—

   (i) outreach services to reach eligible recipients;

   (ii) case management;

   (iii) housing counseling;

   (iv) budgeting;

   (v) job training and placement;

   (vi) primary health care;

   (vii) mental health services;

   (viii) substance abuse treatment;

   (ix) child care;

   (x) transportation;

   (xi) emergency food and clothing;
(xii) family violence services;

(xiii) education services;

(xiv) moving services;

(xv) entitlement assistance; and

(xvi) referrals to veterans services and legal services; and

(K) costs associated with making use of Federal inventory property programs to house homeless families, including the program established under title V of the Stewart B. McKinney Homeless Assistance Act and the Single Family Property Disposition Program established pursuant to section 204(g) of the National Housing Act.

(2) CAPACITY BUILDING ACTIVITIES.—Not more than 20 percent of the funds transferred under subsection (l)(1) for a fiscal year may be used by eligible organizations for capacity building activities, including payment of operating costs and staff retention.

(c) AWARD OF GRANTS.—

(1) COMMUNITIES WITH POPULATIONS OF LESS THAN 10,000.—

(A) SET-ASIDE.—In awarding grants under subsection (a) for a fiscal year, the Secretary shall make available not less than 50 percent of the funds transferred under subsection (l)(1) for the fiscal year for grants to eligible organizations serving communities that have populations of less than 10,000.

(B) PRIORITY WITHIN SET-ASIDE.—In awarding grants in accordance with subparagraph (A), the Secretary shall give priority to eligible organizations serving communities with populations of less than 5,000.

(2) COMMUNITIES WITHOUT SIGNIFICANT FEDERAL ASSISTANCE.—In awarding grants under subsection (a), including grants awarded in accordance with paragraph (1), the Secretary shall give priority to eligible organizations serving communities not currently receiving significant Federal assistance under this chapter.

(3) STATE LIMIT.—In awarding grants under subsection (a) for a fiscal year, the Secretary shall not award to eligible organizations within a State an aggregate sum of more than 10 percent of the funds transferred under subsection (l)(1), for the fiscal year.

(d) APPLICATION.—In order to be eligible to receive a grant under subsection (a), an organization shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require. The application shall include, at a minimum—
(1) a description of the target population and geographic area to be served;

(2) a description of the types of assistance to be provided;

(3) an assurance that the assistance to be provided is closely related to the identified needs of the target population;

(4) a description of the existing assistance available to the target population, including Federal, State, and local programs, and a description of the manner in which the organization will coordinate with and expand existing assistance or provide assistance not available in the immediate area;

(5) an agreement by the organization that the organization will collect data on the projects conducted by the organization, including assistance provided, number and characteristics of persons served, and causes of homelessness for persons served;

(6) a description of how individuals and families who are homeless or who have the lowest incomes in the community will be involved by the organization through employment, volunteer services, and otherwise, in providing, operating, and rehabilitating housing assisted under this section and in providing services assisted under this section and services for occupants of housing assisted under this section;

(7) a description of consultations that took place within the community to ascertain the most important uses for funding under this section, including the involvement of potential beneficiaries of the project; and

(8) a description of the extent and nature of homelessness and of the worst housing situations in the community.

(e) ELIGIBLE ORGANIZATIONS.—Organizations eligible to receive a grant under subsection (a) shall include private nonprofit entities and county and local governments.

(f) MATCHING FUNDING.—

(1) IN GENERAL.—An organization eligible to receive a grant under subsection (a) shall specify matching contributions from any source other than a grant awarded under this subtitle, that shall be made available in the geographic area in an amount equal to not less than 25 percent of the funds provided for the project or activity, except that grants for leasing shall not be subject to any match requirement.

(2) LIMITATIONS ON IN-KIND MATCH.—The cash value of services provided to the beneficiaries or clients of an eligible organization by an entity other than the organization may count toward the contributions in paragraph (1) only when documented by a memorandum of understanding between the organization and the other entity that such services will be provided.
(3) COUNTABLE ACTIVITIES.—The contributions required under paragraph (1) may consist of—

(A) funding for any eligible activity described under subsection (b); and

(B) subject to paragraph (2), in-kind provision of services of any eligible activity described under subsection (b).

(g) SELECTION CRITERIA.—The Secretary shall establish criteria for selecting recipients of grants under subsection (a), including—

(1) the participation of potential beneficiaries of the project in assessing the need for, and importance of, the project in the community;

(2) the degree to which the project addresses the most harmful housing situations present in the community;

(3) the degree of collaboration with others in the community to meet the goals described in subsection (a);

(4) the performance of the organization in improving housing situations, taking account of the severity of barriers of individuals and families served by the organization;

(5) for organizations that have previously received funding under this section, the extent of improvement in homelessness and the worst housing situations in the community since such funding began;

(6) the need for such funds, as determined by the formula established under section 427(b)(2); and

(7) any other relevant criteria as determined by the Secretary.

(h) EVALUATION.—

(1) IN GENERAL.—Not later than 18 months after funding is first made available pursuant to the amendments made by title IV of the Homeless Emergency Assistance and Rapid Transition to Housing Act of 2009, the Secretary shall conduct an evaluation of the program to—

(A) determine the effectiveness of the program in meeting the goals described in subsection (a) in the area served; and

(B) determine the types of assistance needed to meet the goals described in subsection (a) in rural areas.

(2) REPORT.—Not later than 24 months after funding is first made available pursuant to the amendment made by title IV of the Homeless Emergency Assistance and Rapid
Transition to Housing Act of 2009, the Secretary shall submit to Congress, the evaluation of the program conducted under paragraph (1), including recommendations for any Federal administrative or legislative changes that may be necessary to improve the ability of rural communities to meet the goals described in subsection (a).

(i) TECHNICAL ASSISTANCE.—The Secretary shall provide technical assistance to eligible organizations in developing programs in accordance with this section, and in gaining access to other Federal resources that may be used to assist homeless persons in rural areas. Such assistance may be provided through regional workshops, and may be provided directly or through grants to, or contracts with, nongovernmental entities.

(j) TERMINATION OF ASSISTANCE.—If an individual or family who receives assistance under this section violates requirements of the assistance program provided by the organization receiving a grant under this section, the organization may terminate assistance in accordance with a formal process established by the organization that recognizes the rights of individuals receiving such assistance to due process of law, which may include a hearing.

(k) DEFINITIONS.—For purposes of this section:

(1) PROGRAM.—The term “program” means the rural housing stability grant program established under this section.

(2) RURAL AREA; RURAL COMMUNITY.—The terms “rural area” and “rural community” mean—

(A) any area or community, respectively, no part of which is within an area designated as a standard metropolitan statistical area by the Office of Management and Budget;

(B) any area or community, respectively, that is—

(i) within an area designated as a metropolitan statistical area or considered as part of a metropolitan statistical area; and

(ii) located in a county where at least 75 percent of the population is rural;

or

(C) any area or community, respectively, located in a State that has population density of less than 30 persons per square mile (as reported in the most recent decennial census), and of which at least 1.25 percent of the total acreage of such State is under Federal jurisdiction, provided that no metropolitan city (as such term is defined in section 102 of the Housing and Community Development Act of 1974) in such State is the sole beneficiary of the grant amounts awarded under this section.

(3) SECRETARY.—The term “Secretary” means the Secretary of Housing and
Urban Development.

(I) PROGRAM FUNDING.—

(1) IN GENERAL.—The Secretary shall determine the total amount of funding attributable under section 427(b)(2) to meet the needs of any geographic area in the Nation that applies for funding under this section. The Secretary shall transfer any amounts determined under this subsection from the Community Homeless Assistance Program and consolidate such transferred amounts for grants under this section, except that the Secretary shall transfer an amount not less than 5 percent of the amount available under subtitle C for grants under this section. Any amounts so transferred and not used for grants under this section due to an insufficient number of applications shall be transferred to be used for grants under subtitle C.

(2) AVAILABILITY.—Any amount paid to a grant recipient for a fiscal year that remains unobligated at the end of the year shall remain available to the recipient for the purposes for which the payment was made for the next fiscal year. The Secretary shall take such action as may be necessary to recover any amount not obligated by the recipient at the end of the second fiscal year, and shall redistribute the amount to another eligible organization.

(m) ) DETERMINATION OF FUNDING SOURCE.—For any fiscal year, in addition to funds awarded under subtitle B, funds under this title to be used in a city or county shall only be awarded under either subtitle C or subtitle D.

TITLE I—GENERAL PROVISIONS

SECTION 101. [42 U.S.C. 11301 note]. SHORT TITLE AND TABLE OF CONTENTS.

(a) SHORT TITLE.—This Act may be cited as the “McKinney-Vento Homeless Assistance Act”.

(b) TABLE OF CONTENTS.—[NOTE: Only title IV is listed.]

TITLE IV—HOUSING ASSISTANCE

SUBTITLE A—GENERAL PROVISIONS

Sec. 401. Definitions.
Sec. 402. Collaborative Applicants.
Sec. 403. Housing affordability strategy.
Sec. 404. Preventing involuntary family separation.
Sec. 405. Technical assistance.
Sec. 406. Discharge coordination policy.
Sec. 407. Protection of personally identifying information by victim service providers.
Sec. 408. Authorization of appropriations.

SUBTITLE B—EMERGENCY SOLUTIONS GRANTS PROGRAM
Sec. 411. Definitions.
Sec. 412. Grant assistance.
Sec. 413. Amount and allocation of assistance.
Sec. 414. Allocation and distribution of assistance. Sec. 415. Eligible activities.

SUBTITLE C—CONTINUUM OF CARE PROGRAM
Sec. 421. Purposes.
Sec. 422. Continuum of care applications and grants.
Sec. 423. Eligible activities.
Sec. 424. Incentives for high-performing communities.
Sec. 425. Supportive services.
Sec. 426. Program requirements. Sec. 427. Selection criteria.
Sec. 428. Allocation of amounts and incentives for specific eligible activities. Sec. 429. Renewal funding and terms of assistance for permanent housing. Sec. 430. Matching funding.
Sec. 431. Appeal procedure.
Sec. 432. Regulations.
Sec. 433. Reports to Congress.

SUBTITLE D—SAFE HAVENS FOR HOMELESS INDIVIDUALS DEMONSTRATION PROGRAM
REPEALED.

SUBTITLE E—MISCELLANEOUS PROGRAMS
REPEALED.

SUBTITLE F—SHELTER PLUS CARE PROGRAM
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SUBTITLE D—RURAL HOMELESS HOUSING ASSISTANCE
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APPENDICES

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2.0 OBJECTIVES

To prepare each student for successful participation in the Job Corps experience by providing a Career Preparation Period (CPP) designed to assist each student to:

- Acclimate to center life.
- Acquire basic skills that will enhance career readiness and job search competencies.
- Explore and select a career pathway, set short-term, mid- and long-term goals, and develop an individualized career plan to guide achievement of those goals.

To enable staff to:

- Assist each student to acclimate to center life.
- Identify and address each student’s personal issues that may be barriers to successful adjustment and participation.
- Tailor the combination of services to each student’s needs and support achievement of each student’s career goals.
2.1 CAREER PREPARATION PERIOD PLAN

PURPOSE

P1. To ensure the efficient, effective, and coordinated delivery of career preparation services to students, based on expectations for students to progress along a career pathway.

REQUIREMENTS

R1. Career Preparation Period Plan

   a. Centers must prepare and implement a center Career Preparation Period (CPP) Plan as part of the overall Career Development Services System (CDSS) Plan. The plan must be submitted for Regional Office approval in accordance with PRH Chapter 5, 5.1, R3.c, Career Development Services System Plan.

   b. Career preparation services reflected in the plan must be tailored to the individual needs of each student.

   c. At a minimum, the CPP Plan must address:

      1. The rationale for the center’s CPP design and how it will motivate student success and ensure the provision of individualized services to assist each student in preparing for full program participation, credential attainment, placement, and ongoing career progress and success.

      2. The organizational structure of CPP and detailed descriptions of how:
         (a) CPP will be staffed to deliver a full array of services to meet each student’s needs.
         (b) Staff will communicate across various departments to deliver the services.
         (c) Staff will coordinate with Outreach and Admissions (OA) staff to ensure that school records are obtained before or during the CPP.
         (d) Services and activities will be scheduled, paced, and delivered to ensure personalized learning opportunities are tailored to each student’s needs during the first 60 days of enrollment and are aligned with the student’s My Pathway to Achieving Career Excellence (MyPACE) career plan.
         (e) Student input and feedback will be encouraged and used.
         (f) The center will create an environment where students regard staff as supportive, caring, and dependable.
         (g) Career Preparation staff and an interdepartmental Career Management Team (CMT) will continuously monitor each student’s performance and progress in all areas including career planning efforts, and provide multiple levels of support that will assist the student to successfully create an individualized, viable career plan using the MyPACE system.
         (h) Career transitional staff will be involved in the student’s career planning phase and interact with the student, interdepartmental CMT, and other staff during the
Career Preparation Period. All interactions will be documented in Case Notes.

3. Examples of methods and materials to be used to teach each of the required content areas identified within this chapter. Because the MyPACE career planning curriculum is provided to centers, centers will not need to provide examples for these lesson plans or activities. Centers will need to address how MyPACE is scheduled and staffed.

4. Methods to foster contact between students and employers to demonstrate the relevance of Job Corps career preparation and development activities to the workplace.

5. The use of practical experiences to ensure students learn and practice skills.

6. Methods and strategies to create student commitment to and ownership of his/her MyPACE Career Plan and Pathway Achievement Record (PAR).

7. A system to identify and address students’ personal needs and issues that may present barriers to full participation in the CPP.

8. Approaches to involve Admissions Counselors in each students’ successful adjustment to Center Life.

9. Methods to assist students in developing the confidence and motivation to achieve their career goals.

10. Approaches that customize CPP to meet the needs of English Language Learners (ELL), as needed.

11. Approaches that are aligned with MyPACE career planning results and progress to evaluate student readiness to participate in career development activities.

12. Strategies to ensure a smooth transition from career preparation to career development for each student as he or she is determined to be ready.

13. How centers will ensure MyPACE instructors have planning periods. Planning periods must be:
   (a) one block of time daily, i.e., between the beginning of the day and first break, between first break and lunch, etc.;
   (b) during the Training Day, not before classes have started or after classes have finished; and
   (c) at a time when the instructor is not responsible for any students and not expected to fulfill any other duties.
2.2 INTRODUCTION TO CENTER LIFE

PURPOSE

P1. To welcome new students and assist them in acclimating to center life.

P2. To acquaint new students with center systems, standards of conduct, benefits, rules, and procedures to enable them to participate successfully in the program.

REQUIREMENTS

R1. Activities

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 outlined in PRH Chapter 5, Sections 5.14 through 5.20 (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
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
   5. Staff representatives from all major program and support areas
   6. Student leaders

**R2. 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 PRH Chapter 2, 2.2, R1.b above.
2.3 STUDENT ASSESSMENT

PURPOSE

P1. To assess each new student’s prior academic achievements, skill levels, and interests to support tailoring of individualized career development services to each student’s needs.

P2. To identify each new student’s personal issues that may be barriers to successful adjustment and participation so that appropriate support can be provided early in enrollment.

REQUIREMENTS

R1. 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 PRH Chapter 3, Appendix 301 (TABE Requirements and Instructions)

b. Medical status (entrance physical and dental examinations) per PRH Chapter 6, 6.10 (Student Health Services)

c. Counseling intake needs/interests assessment – 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 PRH Chapter 2, Section 2.5 R1. 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 Appendix 201)

g. Basic information technology skills

h. Transitional needs

**R2. 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
2.4 PERSONAL ASSESSMENT AND COUNSELING

PURPOSE

P1. To provide initial assessment and intervention to address the personal and social development needs of individual students.

P2. To identify and coordinate the delivery of center and community resources to meet students’ identified needs.

REQUIREMENTS

R1. Organization

Centers must provide personal counseling services with the following features:

a. Designated counseling staff or qualified professionals

b. Assigned caseloads

c. Personal counseling sessions

d. Availability of counseling services on weekends and in the event of emergencies

R2. Personal Assessment and Counseling Services

Centers must provide intensive ongoing personal assessment and counseling services early within the first 60 days of the student’s stay on center. These services will continue as needed (see PRH Chapter 3, 3.3, Personal and Career Assessment and Counseling) throughout the student’s enrollment, with the following features:

a. An intake assessment, including student history, conducted during the first 48 hours of enrollment (see PRH Chapter 2, 2.3, Student Assessment)--a copy of this assessment must be submitted to the Health and Wellness center for review and inclusion in the student’s health record

b. Ongoing structured, scheduled, and documented individual social development and adjustment counseling

c. Group support sessions designed to identify and address specific issues, such as abuse, relationships, child care, homesickness, language and cultural barriers, etc.

d. Identification of students who need more intensive services and referral to such services

e. Intervention, implementation, and documentation of strategies to address personal issues, including mental health, medical issues, and challenges for English Language
Learners

f. Support services, to include assisting with Unauthorized Absence (UA) retrieval; conferring with parents, Admissions Counselors, Career Transition Specialists, and social service agencies; and providing referrals to community resources, as appropriate

R3. Coordination of Services

Centers must develop a system for counselors to interact and share information with other staff, departments, and community resources in accordance with R4.b below, as needed, to ensure the coordinated delivery of services to students.

R4. Reporting/Documentation/Recordkeeping

Centers must:

a. Ensure that counselors maintain a record of individual counseling sessions to include, at a minimum, the following information:

1. The reason for such session

2. An assessment

3. A plan of action with appropriate follow-up

b. Implement safeguards to assure that personal information about individual students, subject to the Privacy Act, is shared among staff only to the extent necessary to ensure the safety and effective provision of services to students, and no further, in accordance with PRH Chapter 6, Appendix 601 (Student Rights to Privacy and Disclosure of Information). Personal counseling records must be treated as confidential documents.

c. Advise students regarding counselors’ responsibilities for safeguarding confidentiality and for disclosing information that is legally required or that may represent a threat to the student or others.
2.5 STUDENT CAREER PLANNING

PURPOSE

P1. To provide students with relevant information about and experiences in in-demand industry sectors and pre-apprenticeship programs that lead to successful careers in the civilian sector or the armed forces, economic self-sufficiency, and opportunities for career advancement.

P2. To assist students in setting short-, mid- and long-term goals that will lead to viable career paths that begin with occupations with opportunities for advancement, an apprenticeship, an Advanced Training program, military service, and/or postsecondary education.

P3. To assist students in choosing academic pathways and career technical training programs that are closely aligned with the needs of their individualized career paths described above and are suited to the student’s interests, capabilities, and career goals.

P4. To support students’ achievement of their career goals by assisting them to develop career plans that will be used to:
   - Set career goals
   - Monitor progress toward goal achievement
   - Identify career development and transitional needs and actions to prepare for post-center success

REQUIREMENTS

R1. 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 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 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 PRH Chapter 3, Appendix 308), such as:

1. Structured hands-on experience for each career technical area in which the student expresses an interest; no hands-on experience with power tools or moving equipment 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/American Job Center is not available in the vicinity, centers must provide opportunities for students to access a virtual One-Stop/American Job Center via the Internet.

R2. My Pathway to Achieving Career Excellence Career Plan

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

At a minimum, the MyPACE Career Plan must include:

1. Student long-term career goal (the ultimate career that the student will progress toward).

2. Mid-term career pathway placement goals (immediate next steps upon Job Corps completion to support career progression), including one of the following:
   (a) Entry-level job placement in an in-demand industry sector on the pathway to the student’s ultimate career
   (b) Entry into an apprenticeship program
   (c) Participation in one of Job Corps’ Advanced Training (AT) programs
   (d) Enlistment in the armed services to pursue a career in the military
   (e) Enrollment in post-secondary education

3. Student short-term specific, measurable, attainable, recorded, and time-bound (SMART) goals

4. Desired geographic residence/work location
5. Student interests, aptitudes, values, work styles, and career technical preferences and choices

6. Details regarding a student’s prior employment, including:
   (a) employer
   (b) location
   (c) job title
   (d) ending wage

   Centers must verify the accuracy of this information.

7. Student training needs to achieve career goals
   (a) Academic
   (b) Career technical training
   (c) Career Success Standards
   (d) Job search skills
   (e) Information technology (IT) skills
   (f) Driver’s education and license

8. Progress/accomplishments/achievements

9. Career transition needs/challenges/strategies
   (a) Housing
   (b) Transportation
   (c) Child care
   (d) Health care
   (e) Work clothing and tools
   (f) Food and nutrition
   (g) Budgeting/money management
   (h) Counseling/mentoring
   (i) Job retention skills
   (j) Legal services
   (k) Application for federal funding for advanced education, as appropriate

b. During the Career Preparation Period, staff will assist students in identifying initial career goals and developing personalized strategies to reach those goals through:

1. An individualized schedule of appropriate academic, career technical training, and evening/weekend studies

2. Exposure, practice, and experiences to meet the Career Success Standards

3. Personal and career counseling to develop appropriate strategies and identify resources to address issues

c. Students must update their MyPACE Career Plan by completing the accompanying
curriculum. Once the MyPACE Career Plan is complete, students must be assigned the appropriate Pathway Achievement Record (PAR) that matches their mid-term goal. Students must update their PARs on an ongoing basis, in cooperation with appropriate staff, no less frequently than at each student’s regularly scheduled evaluation of student progress.

d. Each student’s completed MyPACE Career Plan and PAR must be uploaded to the appropriate section of the Center Information System (CIS) e-Folder. Students must be provided copies of their MyPACE Career Plan and PARs whenever changes are made to the plan and at separation.

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 shall be assigned to a career technical training program that is directly related to his or her first choice, or to his or her second choice, 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.
2.6 NAVIGATING THE LABOR MARKET

PURPOSE

P1. To provide new students with an introduction to fundamental digital- and information-literate skills to enable them to conduct online job search activities as well as successfully navigate the labor market using the My Pathway to Achieving Career Excellence (MyPACE) career exploration tool.

REQUIREMENTS

R1. 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/American Job Center services

g. Appropriate use of the Internet and e-mail

R2. Job Search Skills

Centers must provide each new student with an introduction to basic job search skills within the first 60 days of enrollment. The introduction must include at a minimum:

a. Identifying personal skills and attributes

b. Identifying sources of employment

c. Inquiring about a job over the telephone or via website access

d. Completing a paper or electronic job application

e. Writing a resume

f. Writing a cover letter

g. Developing job survival skills

h. Interviewing for a job

i. Obtaining information on the apprenticeship, Advanced Training, post-secondary, and military application processes

j. Understanding worker’s rights and responsibilities (e.g., including reasonable accommodation in the workplace)

k. Identifying strategies for succeeding during the first weeks on the job

l. Knowing about the availability and support of Career Transition Services through Job Corps and One-Stops/American Job Centers
2.7 **CAREER SUCCESS STANDARDS**

**PURPOSE**

P1. To provide new students with an overview and introduction to center expectations, behavioral expectations, and the Career Success Standards they will be expected to meet during enrollment in order to successfully participate in the program, become employable, and model essential on-the-job skills.

**REQUIREMENTS**

*R1. Overview*

Centers must provide each student with an introduction to all eight Career Success Standards 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.

*R2. 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

*R3. 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

R4. **Evaluation of Student Progress**

Centers must inform all new students that they will be formally evaluated at least every 60 days on their knowledge of and ability to demonstrate all eight Career Success Standards.
2.8 PERSONAL DEVELOPMENT SKILLS

PURPOSE

P1. To teach new students the basic conflict resolution skills needed to participate in the program.

P2. To facilitate students’ employment readiness by providing driver’s education training.

REQUIREMENTS

R1. Conflict Resolution Skills

Centers must provide each new student with instruction in basic conflict resolution techniques within the first 60 days of enrollment. At a minimum, instruction must include:

a. Content:
   1. Defining conflict and recognizing when it exists
   2. Developing strategies for dealing with conflict
   3. Identifying resources available to help resolve conflict

b. Opportunities to learn and practice conflict resolution techniques

c. Explanation of the importance of conflict resolution skills in Job Corps and in the workplace

R2. Driver Education and License Attainment

Centers must:

a. 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 e-Folder. These actions will take place during CPP.

b. Provide each new student who does not already possess a driver’s license with instruction that will enable him or her to attain a learner’s permit.

c. Initiate driver training during CPP as described in PRH Chapter 3, 3.21 (Driver Education), whenever possible.
2.9 Career Development Readiness

Purpose

P1. To ensure that students are fully prepared for successful participation in the Career Development Period (CDP).

Requirements

R1. Evaluation

a. Centers must ensure that each student receives ongoing evaluations, conducted by an interdepartmental Career Management Team (CMT).

b. Each student’s interdepartmental CMT must conduct a formal evaluation prior to the student’s entry into CDP. The formal evaluation must include, at a minimum:

1. An assessment of the student’s progress and readiness to participate in career development activities.

2. Collaboration with the student to review, verify, and finalize his or her initial My Pathway to Achieving Career Excellence (MyPACE) Career Plan, including:
   (a) Short-term training goals (career technical training program selection and academic goal)
   (b) Mid-term career goal (job placement, apprenticeship, advanced training, military enlistment, or post-secondary education). An assessment to determine if the career pathway is appropriate for the student (Refer to Exhibit 2-2 Prerequisite Guidelines to Career Pathway Entry)
   (c) Long-term career goal (ultimate career that the student will progress toward)
   (d) Tasks associated with career development and transitional needs as identified in PRH Chapter 2, Section 2.5.R2 My Pathway to Achieving Career Excellence Career Plan

3. Collaboration with the student to identify the personalized combination of career development activities that will move the student toward meeting the Career Success Standards and his or her career goals.

R2. Transition to Career Development Period

Centers must:

a. Assign students to career development activities based on each individual student’s progress and readiness to participate.

b. Schedule support services for each student, as needed, to address personal issues that
still present barriers to full program participation.

c. Assign student a Pathway Achievement Record (PAR) based on his/her mid-term placement goal (direct job placement, apprenticeship, advanced training, military enlistment, or postsecondary education). The interdepartmental CMT will assign staff during the Career Development Period (CDP) to:

1. Monitor, assist, and support the student in the completion of PAR tasks and activities, including transitional needs.

2. Identify completion timelines and follow up.

d. Ensure career plans include signatures from representatives for each department identified on the career plan.

e. Submit each student’s initial MyPACE Career Plan to the Center Director or senior management designee for review and approval. (Reference Exhibit 2-1 MyPACE Career Plan Checklist and Exhibit 2-2 Placement Prerequisite Guidelines to Career Pathway Entry)

f. Retain a copy of approved MyPACE Career Plan and PAR in each student’s permanent personnel file and upload any updated versions in the student’s e-Folder.
## MYPACE CAREER PLAN REVIEW CHECKLIST

### CAREER PREPARATION PERIOD

<table>
<thead>
<tr>
<th>Center Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student ID:</th>
<th>Date of Entry:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of Birth:</th>
<th>Counselor:</th>
<th>CTT:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### SECTION 1 - CAREER PATHWAY PLAN SUMMARY

- Student’s summary connects the dots along his/her pathway, ties together all short-term, mid-term, and long-term SMART career goals, and defines in chronological order the steps from his/her current position to his/her ultimate long-term career goal.
### SECTION 2 - STUDENT PROFILE AND TRAITS

<table>
<thead>
<tr>
<th>Desired Location Upon Exit: Student’s desired location upon exit aligns with student’s mid-term career goal (pathway placement goal). Student has a plan to address transitional concerns such as Housing, Transportation, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age: Does the chosen pathway have a minimum age limitation for entry? If student is a minor, has the center received parental/guardian consent for the career plan?</td>
</tr>
<tr>
<td>Date of Enrollment: The Career Management Team monitors the date of entry to ensure student has adequate time for completion prior to the two-year program limitation. If more than two years is anticipated to be needed due to special circumstances (e.g. low learning level), the center should apply for an extension at least 3 months prior to the two year period. If student is granted an extension, the pathway &amp; transition plan will need to be adjusted. Some pathways (i.e. Advanced Training &amp; post-secondary) have fixed enrollment dates.</td>
</tr>
<tr>
<td>Education Background: How will a student’s level of education impact the CTT trade the student selected on their plan? How will a student’s level of education impact their mid-term career goal (Post-Job Corps)? Ex. If a student’s mid-term goal is to go to college, but the student’s current reading level is 5th Grade”, the Career Management Team should ensure that the student is aware of what it will take to be ready for college upon exit and/or discuss other possible mid-term goals that may be more appropriate.</td>
</tr>
<tr>
<td>Favorite and Least Favorite Subjects: This is to help the Career Management Team get an idea of what a student perceives as their academic strengths and weaknesses. The academic manager could use this information along with other baseline assessments to help the student develop a viable academic plan.</td>
</tr>
<tr>
<td>Self-Identified Traits: Do the “Self-Identified Traits” reasonably align with the traits assigned under the MyPACE Career Interest Profiler?</td>
</tr>
</tbody>
</table>
Prior Employment History: Student has provided information related to their work experience prior to entering Job Corps. This information should be used by center staff to ensure a student’s previous work experience and wages are given consideration when staff are assisting a student with developing a career pathway that both aligns with the student’s individual career goals and interests; and increases the student’s earning potential and/or vocational skills.

### SECTION 3 – CHOSEN OCCUPATION (LONG-TERM CAREER GOAL)

- Student’s self-assigned traits (work style, work values, career priorities and interests), and skills reasonably match his/her chosen occupational profile.

- Student understands the relationship between their self-assigned traits and the education, training, and demands of their chosen occupation.

- Student is aware of the commitment it will take to achieve the level of education and related work experience required to achieve their long-term occupation.

- Student has chosen an in-demand occupation that provides a “living wage”; leads to a successful career; and is suited to the student’s interest, capabilities, and career goals.

- Student has provided a sound reason for how he/she identified their long-term goal (chosen occupation).

- Long-term goal is SMART (specific, measurable, attainable, recorded and time-based).

- Chosen Occupation “Occupation Traits” reasonably match student’s “My Assigned Traits”
### SECTION 4 – CHOSEN PLACEMENT PATHWAY ACHIEVEMENT RECORD (MID-TERM CAREER GOAL)

Please refer to appropriate pathway sub-section below: (4a) Advanced Training, (4b) Military, (4c) Apprenticeship, (4d) Post-secondary Education (ACT/College), and (4e) Entry-Level Job.

#### Sub-section 4a – Advanced Training Pathway

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>The Career Management Team and student have reviewed the “Prerequisites for Entry to the Advanced Training Pathway “. The student understands these requirements and can likely meet these requirements upon completion of the Job Corps program. (See Exhibit 2-2)</td>
</tr>
<tr>
<td>☐</td>
<td>Student has provided a sound reason for how he/she identified an Advanced Training Program that appropriately aligns with his/her ultimate long-term career goal.</td>
</tr>
<tr>
<td>☐</td>
<td>The e-TAR code, Advanced Training program and location are accurately recorded on the student’s MyPACE Career Plan.</td>
</tr>
<tr>
<td>☐</td>
<td>The mid-term Career SMART goal supports career progression and is specific, measurable, attainable, recorded and time-based.</td>
</tr>
<tr>
<td>☐</td>
<td>Career Management Team has assigned appropriate staff to support and monitor completion of the Advanced Training PAR and transitional tasks, and will inform Career Management Team of student progress throughout program.</td>
</tr>
<tr>
<td></td>
<td>• Timelines for pathway task completion and follow-up have been drafted.</td>
</tr>
<tr>
<td></td>
<td>• Short-term career planning goals have been developed for next 60 day ESP period (e.g. acquiring birth certificate for driver’s license if not already attained, developing a plan to pay fines if needed).</td>
</tr>
</tbody>
</table>
### Sub-section 4b – Military PAR

| ☐ | The Career Management Team and student have reviewed the “Prerequisites for Entry to the Military Pathway“, student understands the Placement Pathway entry requirements and can likely meet the entry requirements after completion of the Job Corps program. (See Exhibit 2-2) |
| ☐ | Career Management Team has discussed with student the requirements for delayed enlistment and has reviewed the Center Enlistment Contract” |
| ☐ | Student has provided a sound reason for how he/she identified a Military branch and military related occupation that appropriately aligns with his/her long-term career goal. |
| ☐ | The mid-term Career SMART goal supports career progression and is specific, measurable, attainable, recorded and time-based. |
| ☐ | Student has provided the correct contact information for the nearest recruitment office to their location |
| ☐ | Career Management Team has assigned appropriate staff to support and monitor completion of the Military PAR and transitional tasks, and will inform Career Management Team of student progress throughout program. |
| | • Timelines for pathway task completion and follow-up have been drafted. |
| | • Short-term pathway goals have been developed for next 60 day ESP period. |

### Sub-section 4c - Apprenticeship PAR

| ☐ | The Career Management Team and student have reviewed the “Prerequisites for Entry to the Apprenticeship Pathway“, student understands the Placement Pathway entry requirements and can likely meet the entry requirements after completion of the Job Corps program. (See Exhibit 2-2) |
| ☐ | Student has provided a sound reason for how he/she identified an Apprenticeship Program that appropriately aligns with his/her long-term career goal. |
| | • If student is unable to locate an apprenticeship program that aligns with their long-term or short-term career goal, Career Management Team may recommend the student choose another career pathway. |
| | • Career Management Team understands requirement differences between state-approved and federally approved apprenticeships. |
| ☐ | The e-TAR code and chosen Apprenticeship program are accurately recorded on MyPACE Career Plan. |
| ☐ | Student has identified a potential apprenticeship program that aligns with the student’s long-term career goal. |
| ☐ | The mid-term Career SMART goal supports career progression and is specific, measurable, attainable, recorded and time-based. |
| ☐ | Career Management Team has assigned appropriate staff to support and monitor completion of the Apprenticeship PAR and transitional tasks, and will inform Career Management Team of student progress throughout program.  
  - Timelines for pathway task completion and follow-up have been drafted.  
  - Short-term pathway goals have been developed for next 60 day ESP period. |

**Sub-section 4d - Post-Secondary Education (ACT/College) PAR**

| ☐ | The Career Management Team and student have reviewed the “Prerequisites for Entry to the Post-Secondary (ACT/College) Pathway”, student understands the Placement Pathway entry requirements and Career Management Team has determined the student can likely meet the entry requirements after completion of the Job Corps program.  
(See Exhibit 2-2) |
| ☐ | Student has explored financial aid and scholarship options, and developed a tentative plan to secure adequate funding. |
| ☐ | Student has provided a sound reason for how he/she identified a college that appropriately aligns with his/her long-term career goal. The chosen post-secondary institution is recorded on MyPACE Career Plan. |
| ☐ | The mid-term Career SMART goal supports career progression and is specific, measurable, attainable, recorded and time-based. |
| ☐ | Career Management Team has assigned appropriate staff to support and monitor completion of the Post-secondary PAR and transitional tasks, and will inform Career Management Team of student progress throughout program.  
Timelines for pathway task completion and follow-up have been drafted.  
Short-term pathway goals have been developed for next 60 day ESP period. |
<table>
<thead>
<tr>
<th>☐</th>
<th>If applicable, student intends to enroll in Advanced Career Training if student’s selected college is an Advanced Career Training partner?</th>
</tr>
</thead>
</table>

**Sub-section 4e – Entry-Level Job PAR**

| ☐ | The Career Management Team and student have reviewed the “Prerequisites to Entry Level Job Pathway“, student understands the Placement Pathway entry requirements and can likely meet the entry requirements after completion of the Job Corps program. (See Exhibit 2-2) |
| ☐ | Student has provided a sound reason for how he/she identified an Entry-Level Job that appropriately aligns with his/her long-term career goal, in demand, and will make a living wage. |
| ☐ | Student has identified three potential employers in area student is willing to relocate to and has identified a JTM entry-level which pays a living wage, and aligns with student’s long-term career goal. |
| ☐ | The mid-term Career SMART goal supports career progression and is specific, measurable, attainable, recorded and time-based. |
| ☐ | Career Management Team has assigned appropriate staff to support and monitor completion of the Entry-Level Job PAR and transitional tasks, and will inform Career Management Team of student progress throughout program. Timelines for pathway task completion and follow-up have been drafted. Short-term pathway goals have been developed for next 60 day ESP period. |

---

**SECTION 5 – CHOSEN JOB CORPS CAREER DEVELOPMENT EDUCATION AND TRAINING PROGRAM (SHORT-TERM CAREER GOALS)**

| ☐ | Student is able to explain why his/her choice of CTT program area is the best choice for his/her career path, and can describe the similarity of knowledge and skills between the CTT and his/her mid- and long-term goals. |
| ☐ | The e-TAR code and CTT program chosen by the student are accurately recorded on the student’s MyPACE Career Plan. |
| ☐ | Student understands the projected length of time to complete the CTT training program and is willing to commit to the required timeframe. |
| ☐ | The CTT selection is reasonably based on work style, work values, skills, career priorities, academic scores and career interests expressed by the student. |
| ☐ | There’s slot availability in the chosen CTT selection.  
  - If first choice is not available, assignment to a second choice CTT Program is compatible with the student’s long-term career goals. |
| ☐ | Short-term SMART career goals in academics and CTT have been identified, and are specific, measurable, attainable, recorded and time-based. |
| ☐ | Student has accurately recorded the Primary Credential and Credential Sponsor associated with their chosen CTT program. |
| | Career Management Team has collaborated with student to identify his/her schedule, individualized mix of classes and activities, including any additional needed support that will move the student toward meeting the Career Success Standards and his/her career goals.  
  - Accommodations to achieve career goals are identified. (e.g., Staff will engage in conversations with Voc. Rehab. early on.)  
  - Tutors, if needed, have been assigned.  
  - Peer or staff mentors, if needed, have been assigned. Other on- or off-center resources, as needed, have been assigned. |
**SECTION 6 - TRANSITIONAL CONSIDERATIONS**

| | Student has completed a Transitional Needs Assessment that identifies action items that will aid the student in successfully transitioning to his/her chosen Placement Pathway. The CTS Provider and student have worked closely to develop an initial transition plan based on chosen pathway. Considerations include (at a minimum):
| | • Housing
| | • Transportation
| | • Childcare
| | • Health care
| | • Work clothes/tools
| | • Food and nutrition
| | • Budgeting and money management
| | • Counseling/mentoring
| | • Job retention skills
| | • Legal services
| | • Other needs? |

**SECTION 7 – INITIAL APPROVAL OF MyPACE CAREER PLAN (Transition from CPP to CDP)**

<p>| | Risk factors and barriers for a successful transition (e.g., drug &amp; alcohol issues, low learning levels) have been identified from baseline assessments and the Career Management Team, as needed, has initiated multiple levels of intervention. Other on-center and off-center resources have also been identified to provide additional support to the student on an as-needed basis (e.g., Recreation Specialist, other dorm staff, Student Conduct Coordinator, Mental Health Consultant, AA/NA Groups, etc.). Career Management Team has developed an intervention support plan and will closely monitor student response to intervention. This support plan begins to shape the student’s individual career plan. |</p>
<table>
<thead>
<tr>
<th><strong>During initial (first 60 day) ESP meeting, the Career Management Team has determined student:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Has a clear understanding of and commitment to completing the Job Corps program;</td>
</tr>
<tr>
<td>- Is adjusting to center life</td>
</tr>
<tr>
<td>- Is a positive influence on center culture</td>
</tr>
<tr>
<td>- Is progressing satisfactorily in all areas</td>
</tr>
<tr>
<td>- Completed all CPP requirements (including MyPACE career planning requirements for CPP) and is ready to transition from CPP to CDP.</td>
</tr>
</tbody>
</table>

| **The Career Management Team and student have reviewed the appropriate requirements on the “Pathway Prerequisites for Entry” documents (reference Exhibit 2-2). The student understands these requirements, and can likely meet these requirements upon completion of the Job Corps program.** |

| **(If student is under 18) The counselor has received parental/guardian consent for student’s MyPACE Career Plan and has notified parent/guardian of any major behavior or performance issues.** |

| **Lead Career Management Team:** | **Date:** |
| **Center Director or Senior Management Designee:** | **Date:** |
EXHIBIT 2-2

PLACEMENT PATHWAY PREREQUISITES FOR ENTRY

Advanced Training pathway prerequisites for entry include:

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

Military pathway prerequisites for entry include:

- Each military branch has its own minimum ASVAB score (lowest score is 31) and varies based on demand
- Complete national background check
- No prescribed medications, major mental health issue, or legal charges. Some waivers can be applied for but very difficult to obtain
- No debts exceeding more than $500
- Maintain satisfactory behavior on center
- Student can’t be receiving federal payments (e.g., social security payments)
• Some restrictions on tattoos (if visible and what content)
• If under 18, need parental consent to enlist
• Meet physical requirements based on height and weight measurement formula
• Minimum completion of 675 hours actual CTT training and attainment of either a Tier 1 HSD or a Hi-Set/GED (the exception is the marine branch which requires a Tier 1 diploma)
• CTT Certifications
• Other criteria as determined by specific military branch

Apprenticeship pathway prerequisites for entry include:

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

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

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

- 100% CTT and e-TAR completion
- HSD or HSE/GED
- Driver’s license
- Certifications
- (If required) Physical requirements
- (If required) Background check
- Other specific criteria as determined by employer
- Verification of job placement
## APPENDIX 201

**U.S. DEPARTMENT OF EDUCATION NATIONAL REPORTING SYSTEM FOR ADULT EDUCATION**

**TEST BENCHMARKS FOR EDUCATIONAL FUNCTIONING LEVELS**

*Updated February 2018*

<table>
<thead>
<tr>
<th>Educational Functioning Level</th>
<th>Test Benchmarks</th>
</tr>
</thead>
</table>
| **Beginning ESL Literacy**   | CASAS Life and Work Reading Scale Scores: Reading: 180 and below  
L&W Listening: 162 – 180 and below  
BEST Plus: 88 – 361  
BEST Literacy: 0 – 20 (SPL 0-2)  
TABE CLAS-E Scale Scores:*  
Total Reading and Writing: 225 – 394  
Total Listening and Speaking: 230 – 407 |
| **Low Beginning ESL**        | CASAS Life and Work Reading Scale Scores: Reading: 181 – 190  
L&W Listening: 181 – 189  
BEST Plus: 362 – 427  
BEST Literacy: 21 – 52 (SPL 2-3)  
TABE CLAS-E Scale Scores:*  
Total Reading and Writing: 395 – 441  
Total Listening and Speaking: 408 – 449 |
| **High Beginning ESL**       | CASAS Life and Work Reading Scale Scores: Reading: 191 – 200  
L&W Listening: 190 – 199  
BEST Plus: 482 – 452 (SPL 3)  
BEST Literacy: 53 – 63 (SPL 3-4)  
TABE CLAS-E Scale Scores:*  
Total Reading and Writing: 442 – 482  
Total Listening and Speaking: 450 – 485 |
<table>
<thead>
<tr>
<th>Educational Functioning Level</th>
<th>Test Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low Intermediate ESL</strong></td>
<td>CASAS Life and Work Reading Scale Scores: Reading: 201 – 210 L&amp;W Listening: 200 – 209</td>
</tr>
<tr>
<td><strong>High Intermediate ESL</strong></td>
<td>CASAS Life and Work Reading Scale Scores: Reading: 211 – 220 L&amp;W Listening: 210 – 218</td>
</tr>
<tr>
<td><strong>Advanced ESL</strong></td>
<td>CASAS Life and Work Reading Scale Scores: Reading: 221 – 235 L&amp;W Listening: 219 – 227</td>
</tr>
</tbody>
</table>

CASAS = Comprehensive Adult Student Assessment System

BEST = Basic English Skills Test

TABE CLAS-E = Test of Adult Basic Education Complete Assessment System – English

*Refer to the TABE CLAS–E Technical Manual for score ranges for individual reading, writing, listening and speaking tests. Table shows only total scores.

**Students can be placed into advanced ESL using BEST Literacy but the test does not assess skills beyond this level so students cannot exit Advanced ESL with this test. Retesting of students who enter this level with another assessment is recommended.
CHAPTER 3: CAREER DEVELOPMENT PERIOD

AUGUST 26, 2019
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3.0 OBJECTIVES

To connect students to the labor force by providing them with intensive social, academic and career technical training, career pathway preparation activities, and service-learning opportunities, in order for them to obtain secondary school diplomas or recognized postsecondary credentials, and industry-recognized credentials leading to:

- Successful careers, in in-demand industry sectors or occupations or the U.S. Armed Forces, that will result in economic self-sufficiency and opportunities for advancement; or
- Entry into an apprenticeship program, participation in advanced training, or enrollment in postsecondary education; and
- Responsible citizenship.

To provide a safe and secure living environment in which students:

- Experience personal growth; and
- Learn self-management, personal responsibility, and both independent and community living skills.
3.1 CAREER DEVELOPMENT PERIOD PLAN

PURPOSE

P1. To ensure the efficient, effective, and integrated delivery of career development training to students to prepare them for successful careers in in-demand industry sectors, entry into an apprenticeship program, participation in advanced training, enlistment in the U.S. Armed Forces, or enrollment in postsecondary education; and to support responsible citizenship.

REQUIREMENTS

R1. Career Development Period Plan

a. Centers must prepare and implement a Career Development Period (CDP) Plan as part of the overall Career Development Services System (CDSS) Plan. The plan must be submitted for Regional Office approval in accordance with Chapter 5, 5.1, R3.c, Career Development Services System Plan Management.

b. Career development services reflected in the plan must be tailored to the individual needs of each student, provided throughout enrollment, and coordinated with career preparation and career transition services (CTS) to ensure continuity of services to students.

c. At a minimum, the CDP Plan must address:

1. The rationale for the design of career development services and how that design will ensure provision of individualized services to assist each student in meeting his or her career goals.

2. The organizational structure of CDP and a detailed description of how:
   (a) Each component will be staffed.
   (b) Center staff (instructional and other) will collaborate to ensure that training and services are effectively delivered in partnership with all staff involved.
   (c) The center will ensure that Tests of Adult Basic Education (TABE®) will be implemented using Data Recognition Corporation’s (DRC) INSIGHT® testing system in a designated testing facility, following procedures outlined in DRC’s TABE® 11/12 Test Administration Manual and Job Corps’ TABE® 11/12 Student Testing System Administrator’s Guide for securing test materials, scheduling tests, and administering the tests. The Manual and the Guide are posted on the Job Corps Community website.
   (d) The center will implement a structured evening /weekend studies (EWS) program for all students, including the structure, staffing and schedule for the program.
   (e) Center-based and work-based learning will be scheduled and what interruptions to the schedule will be permitted.
(f) Individualized services will assist each student in meeting all eight Career Success Standards.
(g) The center will ensure the delivery of programs and services to English Language Learners (ELL).
(h) An interdepartmental Career Management Team (CMT) will case manage and continuously monitor performance and progress in all areas (including career pathway preparation activities), and provide multiple levels of intervention and support to assist the student in completing CDP requirements.

3. Methods, materials, and activities to:
   (a) Teach each of the competencies required by this chapter:
      (1) Centers may use either materials and methods as outlined in Job Corps’ course guides or other materials and methods selected by centers to teach the required competencies. Centers must define specific requirements for student completion of coursework and competencies. Centers must also describe how students’ progress in training and career pathway preparation will be documented in case notes, through the Evaluation of Student Progress (ESP), and the Pathway Achievement Record (PAR).
      (2) If a center elects to use Job Corps materials and methods to teach a set of required skills, the plan need only reference the relevant course guide.
      (3) Regional Offices may direct centers to use specified Job Corps materials and methods for given subject areas if training outcomes do not meet targeted levels.
   (b) Integrate academic, career technical, and career success skills development, and practice to impart knowledge and to help students develop appropriate attitudes and behaviors in the context of the workplace.
   (c) Integrate the use of technology in teaching and learning.
   (d) Prepare students to attain industry-recognized academic, career technical and/or postsecondary credentials.
   (e) Use center and employer work sites to teach required skills and competencies.
   (f) Instruct students in workplace safety measures.
   (g) Provide individual students with experiences and practices to help them meet each of the eight Career Success Standards.
   (h) Acquaint students with diversity issues to promote respectful behavior and develop competencies in responding to diversity issues.
   (i) Utilize My Pathway to Achieving Career Excellence (MyPACE) Career Plan, PAR, and student evaluation process to guide each student’s career progress toward achieving his/her mid-term career pathway goal and provide feedback on student achievements and goal planning.
   (j) Evaluate student readiness for career transition services (CTS) and ensure a smooth transition from center to post-center services and mid-term career pathway goal.
   (k) Provide students with options to achieve a high school diploma (HSD) or high school equivalency (HSE).

4. A description of the center’s student conduct system including: incentives, rules and
sanctions; procedures for adjudication of infractions; appeal procedures; student rights; and how behavioral expectations are related to the workplace.

5. Documentation of all center high school programs and center partnerships with local high schools (including charter schools) or school districts that serve Job Corps students. This written documentation must include:
   (a) Names of all high school programs and school districts
   (b) Letters or certificates from the state department of education affirming that the center, and/or its high school partners, are accredited and recognized in the state in which the high school programs are located. The letter should indicate whether or not the schools are public, private, charter, special-purpose or other schools. If the state defers to a regional accrediting body for high school accreditation, a certificate or letter should be included from the regional accrediting body confirming accreditation for the high school programs (see Appendix 304).
   (c) Memorandum of Understanding (MOU) with partner high schools
   (d) Operator or center Standard Operating Procedures (SOP) outlining requirements for students to obtain a high school diploma
   (e) Sample diplomas and transcripts

6. Documentation of the process for assessing students for disabilities, and programs for providing students with special education, if the center is subject to the requirements of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) or Section 504 of the Rehabilitation Act of 1973 (see PRH Chapter 3, 3.11).
### 3.2 ADMINISTRATION AND MANAGEMENT OF CAREER DEVELOPMENT SERVICES

**PURPOSE**

P1. To assure the efficient, effective, and integrated management of career development services for students.

**REQUIREMENTS**

*R1. Managing the Learning Environment*

Centers 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, 5.2, Staffing Ratios. CTT program ratios will remain unchanged and in accordance with revised Exhibit 3-6. For purposes of defining training slots, one full-time 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. Student-to-staff ratios for nationally contracted training programs must be in accordance with contract provisions.
- **f.** Staff must:
  1. Recognize positive behavior and achievement.
  2. Intervene and correct inappropriate student behavior and non-performance.
  3. Recognize and remediate student-learning difficulties.
  4. Engage, actively instruct, and guide students.
  5. Encourage students to be active participants in the learning process.
6. Maintain familiarity with current industry skill and safety demands, and requirements.

7. Emphasize the relevance of training activities and career pathway preparation to career success.

8. Provide students with feedback on their performance and progress in all areas, including career pathway preparation activities.

9. Model, mentor, and monitor the Career Success Standards at all times.

g. 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 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 and facilities are equivalent and relevant to current industry standards, and are 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 PRH Chapter 6, 6.5, 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. Recordkeeping

Centers must:

a. Ensure CTT instructors record skill proficiency by rating the appropriate skills area on the e-TAR. This action (i.e., recording a rating level) represents verification to the student of skill attainment. The date entered does not necessarily indicate when the student completed the task. The date indicates the instructor’s assertion of skill proficiency, documenting that the student is able to perform the task to industry standards with little or no supervision. The student does not need to be present for duty in order for the instructor to perform the data entry process.

b. Ensure CTT instructors record credential attainment results in the e-TAR credential tab.

c. Provide a copy of one or more of the following: credential attainment certificate, and/or e-mail/electronic notification of pass/fail results from credential issuing party. This can be a hard copy in a student’s permanent records file or uploaded into the e-TAR system.

R7. Performance Assessment

Centers must:

a. Assess and monitor the delivery of the career development services to assure that it conforms with the approved center plan.

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

c. Using state and local area labor market information and with the advice of employers and the center’s 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 change requests when needed.

R8. Career Technical Program Changes

a. All requests to add, delete, expand, or reduce training offerings must be requested using the Career Technical Training Change Request Form in Appendix 307. Centers must submit the requests directly to the Regional Director for initial approval, while USDA Forest Service Civilian Conservation Centers (CCCs) must submit the requests through agency channels. For any CTT Change Request affecting a NTC-operated program, centers must work closely with the respective NTC officials and the NTC Contracting
Officer’s Representative (COR), as appropriate.

b. The Regional Directors and Program Managers are responsible for the initial evaluation of change requests and will forward the requests, along with all supporting documents, to the National Office of Job Corps, to the attention of the Division of Educational Services, Career Technical Training & Certifications and Apprenticeships Team Leader, for review and final approval.

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

Following approval by the Regional Director and the National Office of Job Corps (NOJC), changes to center-operated career technical training programs must be written into contract requirements. In the case of federally operated centers, the federal operator and the Regional Director must mutually review and approve proposed changes prior to forwarding documents to the National Office of Job Corps (NOJC) for review and final approval.

d. Program, O*NET-SOC training title, job training match title, or code changes to the Center Information System (CIS) must be approved by the National Office of Job Corps (NOJC). The NOJC will communicate all approved changes to the Job Corps Data Center (JCDC) for updates and entry into CIS.

Specific roles and responsibilities for the timely processing and approval of requests for career technical training changes are detailed in Appendix 306.
3.3 PERSONAL AND CAREER ASSESSMENT AND COUNSELING

PURPOSE

P1. To provide ongoing assessments of the personal, career, and social development of individual students.

P2. To identify students’ career development needs and coordinate the delivery of center and community resources.

P3. To periodically measure progress in academic and career technical training.

P4. To assist students in completing their short-term training goals and support them in preparing to achieve their mid- and long-term career goals.

REQUIREMENTS

R1. Personal Assessment and Counseling

Centers must provide ongoing assessment and personal counseling to students throughout enrollment to identify, assess, and assist students to address personal barriers to progress in academic and career technical training programs.

Services will include:

a. Availability of counseling services on weekends and in the event of emergencies

b. Supportive services, to include assisting with Unauthorized Absence (UA) retrieval; conferring with parents, Admissions Counselors, Career Transition Specialists, and social service agencies; and providing referrals to community resources, as appropriate

R2. Career Assessment and Counseling

Centers must provide career assessment and counseling services throughout the student’s enrollment with the following features:

a. Ongoing structured, scheduled, and documented individual career counseling sessions, which may be scheduled as part of a student’s career development activities

b. Management of students’ career development through collaboration among the student, counselor, and interdepartmental Career Management Team (CMT) to assist the student in:

   1. Setting and updating incremental short-, mid- and long-term personal and career goals by ensuring Pathway Achievement Record (PAR) completion progress is current
2. Developing strategies and identifying actions necessary for students to prepare for and attain academic credentials and industry-recognized certifications

3. Identifying personal strengths and career challenges

4. Resolving personal issues affecting career readiness

5. Assessing transitional support needs and developing strategies to meet those needs

c. Counselors who know and remain current on industry certifications offered and requirements for attainment

d. A review and confirmation of the student’s initial My Pathway to Achieving Career Excellence (MyPACE) Career Plan and mid-term career pathway goals, within 30 days of entry into the Career Development Period

e. Trained staff who can assist students, for whom a change of mid-term career (placement) goal is determined appropriate to:

1. Modify the MyPACE Career Plan and reassign the student to a revised PAR.

2. Submit the revised Career Plan to the Center Director or senior management designee for review and approval.

3. Retain a copy of the approved revised Career Plan and revised Pathway Achievement Record in the student’s permanent personnel file. (See Chapter 6, Section 6.3, R2, Student Personnel File)

f. Regular assessments and evaluations of student progress in meeting career goals in academic and career technical education and training programs, reviewing and updating the student’s MyPACE Career Plan and the PAR in accordance with PRH Chapter 3, 3.5, Evaluation of Student Progress

R3. Coordination of Services

Centers must develop a career management system for counselors to interact and share information with other departments and community resources, as needed and in accordance with Chapter 6, Appendix 601, Student Rights to Privacy and Disclosure of Information, to ensure the coordinated delivery of services to students, especially in assisting them to meet the rigor of the training program.
R4. Reporting/Documentation/Recordkeeping

Centers must ensure that counselors:

a. Maintain ongoing records of personal assessment and counseling sessions in accordance with PRH Chapter 2, 2.4, R4.

b. Monitor, on a monthly basis, the accuracy of records and data that students enter in their MyPACE Career Plans and PAR. Document changes and updates to these plans and record in Case Notes.
3.4 STUDENT STANDARDS OF CONDUCT

PURPOSE

P1. To promote standards of conduct among students that are expected and acceptable in the workplace.

P2. To provide students with an opportunity to learn from their mistakes.

P3. To maintain an environment for students and staff that is safe and free from drugs, alcohol, and violence.

P4. To provide students with opportunities for due process in disciplinary proceedings.

REQUIREMENTS

R1. Incentives

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

R2. Rules and Sanctions

Centers must:

a. Develop standards of conduct, including rules and sanctions. Conduct standards must:

   1. Parallel workplace expectations to the extent possible.

   2. Include, at a minimum, those infractions and corresponding actions in Job Corps’ Zero Tolerance Policy, as detailed in Exhibit 3-1 (Infraction Levels, Definitions, and Appropriate Center Actions).

b. Implement progressive disciplinary measures for behaviors identified as Minor Infractions, as defined in Exhibit 3-3 (Menu of Progressive Discipline Interventions and Sanctions for Minor Infractions).

c. Prohibit the use of the following sanctions:

   1. Corporal punishment and measures designed to humiliate or degrade the student

   2. Physical force or solitary isolation (Physical restraint may be used only to the minimum extent necessary and only in situations that seriously threaten persons or property.)
3. Dorm cleanup, kitchen duty, or other regular housekeeping chores used as a punishment

4. Suspension of privileges for the dining hall, canteen, voting, religious services, or pay and allowances

5. Restrictions to center in excess of 30 days

6. Fines in excess of $5 per offense or per pay period

7. Restitution in excess of $500 per enrollment

8. Forced resignation from the program

**R3. Investigation and Disposition of Incidents**

a. Centers must conduct investigations and Fact-Finding Boards (FFB) as follows:

   1. Convene Fact-Finding Boards in accordance with the requirements in Exhibit 3-2 (Requirements for the Conduct of Fact-Finding Boards).

   2. Provide Fact-Finding Boards with a written investigative report of the incident under consideration. Boards may only consider evidence relevant to the infraction.

   3. Recommend appropriate sanctions in keeping with the level of infraction as shown in Exhibit 3-1 (Infraction Levels, Definitions, and Appropriate Center Actions).

   4. Report the outcomes of Fact-Finding Boards on the “Summary of Review Board Hearing” form and document the date and disposition of the Fact-Finding Board in Center Information System (CIS) within 48 hours of its completion.

b. The National Director may suspend the timeframes for the Fact-Finding Board to issue its decision, if the student subject to the Fact-Finding Board is also the subject of an active police investigation.

**R4. Appeal Process**

Centers must develop a process for the appeal of disciplinary decisions, consistent with Exhibit 3-2. The appeal process must, have the following features at a minimum:

a. Students must be allowed to appeal disciplinary decisions from lower organizational levels to higher ones.

b. Students must be notified in writing of their right to appeal a decision of the Center Director, resulting in dismissal from the program, to the Regional Appeals Board (RAB). Student appeals must be made within 30 calendar days of their separation.
R5. Regional Appeals Board

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

a. The Regional Director will determine the composition of the RAB.

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

c. The RAB must rule on student appeals within 30 calendar days of the receipt of the student’s appeal letter.

d. In making a decision, the options open to the RAB are to:
   1. Affirm the Center Director’s decision to discharge the student.
   2. Overturn the Center Director’s decision to discharge the student.
   3. Recode the separation (for zero tolerance offenses).
   4. Remand the case to the center for rehearing.
   5. Request additional information from the center and delay the RAB meeting to a later date. Notify the center and student if the decision will be extended beyond the 30 calendar days for appeal resolution.

e. If the RAB determines that all three of the following conditions are met, the RAB must affirm the disciplinary discharge of the student.
   1. There is substantial evidence to support the alleged facts of the case.
   2. The procedural requirements of the law and Job Corps policies were adequately met.
   3. The facts of the case constitute an offense for which disciplinary discharge is permitted.

f. If the RAB determines from the record that either of the following conditions pertain, the RAB must reverse the disciplinary discharge.
   1. The evidence provided does not support the facts alleged.
2. The facts are supported by the evidence presented, but these facts do not constitute an offense for which disciplinary discharge is permitted.

g. If the RAB determines that substantial procedural requirements were not met, the RAB may take either of the following actions.

1. It may reverse the Center Director’s decision to discharge.

2. It may remand the case to the center for rehearing.

h. If the RAB determines that there is not enough information in the record to make a determination, the RAB may delay the RAB meeting to another date and request additional written information from the center, the student, or any other source. The RAB must provide all interested parties an opportunity to respond to the additional information before the RAB makes its final decision. The RAB must notify the center and student if the delay will extend beyond the 30 calendar day resolution period.

i. If the RAB overturns the decision of a Center Director to discharge a student from the program, the Regional Office must reestablish the student as follows:

1. If the student is allowed to resume training at the same center, the center must reestablish the student in the Center Information System (CIS) and arrange for the student’s immediate return to the center, if the student is allowed to resume training at the same center.

2. If the student is transferred to another center, the sending center must take the following actions if the student is transferred to another center:

   (a) Re-establish the student in CIS

   (b) Initiate the transfer in CIS

   (c) Provide the student with transportation and an itinerary to the receiving center

   (d) Provide a complete copy of the student’s personnel record (including medical records) to the receiving center

j. Manage an automatic appeal of felonies/misdemeanors (dropped charges/not guilty) as follows:

1. If the student is found not guilty, or if the charges are dropped, the center will forward the case to the RAB for disposition.

2. The RAB will decide if the student should be:
   (a) Re-established at the same center
   (b) Re-established and transferred to another center
(c) Re-entered into CIS with a different code

3. The center must complete appropriate CIS entries as advised by the RAB.

k. Regional Offices must maintain a log of all cases reviewed by the RAB and the disposition of the cases.

l. RAB decisions must be communicated in writing to the student and the center.

m. RAB decisions are final and represent the official decision of the Secretary of Labor.

**R6. Reporting/Documentation/Recordkeeping**

a. Regardless of the outcome of the Fact-Finding Board, centers shall ensure that documentation is retained on center and is available for auditing for at least three years, consistent with other recordkeeping responsibilities.

b. Centers must ensure that all student incentives, infractions, and sanctions are documented and recorded using CIS. This includes documenting the date of the Fact-Finding Board, the disposition, and in the case of Level II Fact-Finding Board, a rationale if the Board’s recommendation is not upheld.
3.5 EVALUATION OF STUDENT PROGRESS

PURPOSE

P1. To provide students with periodic feedback and assessments of progress in achieving their personal career development goals.

P2. To guide and support students in achievement of his/her My Pathway to Achieving Career Excellence (MyPACE) Career Plans.

P3. To collaborate with students in setting or revising their short-term, mid-term and long-term goals that will lead to achievement of career goals.

P4. To motivate and encourage progress and achievement.

REQUIREMENTS

R1. Frequency

Centers must:

a. Ensure that each student participates in ongoing evaluations, with appropriate staff, at least every 60 days.

b. Arrange for each student’s interdepartmental Career Management Team (CMT) to conduct a formal evaluation prior to the student’s entry into the Career Development Period (CDP) and the Career Transition Period (CTP), at a minimum.

c. Conduct special evaluations, as needed, at any time during a student’s enrollment.

R2. Content of Evaluations

Centers must:

a. Assess each student’s progress in all major career development areas: academics, career technical training, industry certification attainment, work-based learning, career pathway preparation, social development, and recreation.

b. Evaluate student performance on all eight Career Success Standards as well as any additional expectations the center wishes to evaluate. Evaluations must be calculated as follows:

<table>
<thead>
<tr>
<th>Score</th>
<th>Performance Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–2</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>3–4</td>
<td>Meets Standard</td>
</tr>
<tr>
<td>5</td>
<td>Excels</td>
</tr>
</tbody>
</table>
c. Provide each student with a schedule of individualized projects and activities to assist him or her in meeting the Career Success Standards in which a “Needs Improvement” rating is received.

d. Collaborate with students as part of each evaluation in setting, affirming, and/or revising short-, mid- and long-term personal, training, and career goals using the student’s MyPACE Career Plan and Pathway Achievement Record (PAR):

1. Review the student’s mid-term career (placement) goal, PAR, and supporting documentation of completed tasks.

2. Confirm the student’s career pathway remains appropriate (Review Exhibit 2-2 Placement Prerequisite Guidelines to Career Pathway Entry).

3. If the student requests a change in their mid-term pathway goal, the center must take the following action steps:
   (a) Student must submit a justification statement for mid-term career pathway change.
   (b) Interdepartmental CMT must review and agree with career pathway change; assist student in revising MyPACE Career Plan, and assign new PAR.
   (c) Center Director or designated senior manager must approve the revised MyPACE Career Plan and assignment of new PAR.

4. At a minimum, update the student’s MyPACE Career Plan and PAR as a result of each evaluation, to reflect accomplishments and goal revisions.

e. Ensure students are evaluated by career development staff who are in and have direct contact with the students, such as counselors, instructors, residential advisors/residential counselors, and work site supervisors. Require evaluators to discuss their evaluations with students privately and in person.

f. Provide each student with an updated copy of his or her MyPACE Career Plan and PAR following each evaluation or whenever the plan or career pathway is changed, and upload revisions into the Center Information System (CIS) e-Folder.

R3. Reporting/Documentation/Recordkeeping

Centers must document evaluations in the Center Information System (CIS), including documentation of student progress on the MyPACE Career Plan and PAR tasks.
3.6 CENTER-BASED LEARNING STANDARDS

PURPOSE

P1. To establish minimum standards for curriculum design, development, and implementation throughout the Career Development Period (CDP).

REQUIREMENTS

R1. Instructional Strategies and Materials

Centers 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 material 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 the use of the following instructional approaches:

1. Hands-on activities
2. Large and small group activities
3. Individual, self-directed activities or projects
4. Class discussions
5. Field trips
6. Project-based learning
7. Job shadowing
8. One-on-one tutoring
9. Multimedia
10. Individualized, programmed learning

g. Develop techniques for assisting students to become independent learners, to include:
   1. Alternative learning strategies
   2. Study skills
   3. A variety of analytical approaches
   4. Memorization techniques
   5. Goal setting for life-long learning
   6. Self-advocacy skills for students with disabilities
   7. Accessing community resources

R2. 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. English Language Learning  
e. Career Technical Training  
f. Wellness  
g. Information Technology  
h. Driver Education  
i. Financial Literacy

**R3. 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 that help students master course competencies  
d. Clearly established performance levels (standards of proficiency or passing scores) for competencies, tasks, assigned projects, and/or units of study  
e. A definition of course completion stated in terms of 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

**R4. 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.
3.7 CAREER SUCCESS STANDARDS

PURPOSE

P1. To provide students with a center culture that regularly fosters opportunities to learn and practice a set of behavioral expectations that support employability and social development for career success.

REQUIREMENTS

R1. Required Career Success Standards

Centers 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-, mid- and long-term goals.
   (b) Acquires, organizes, interprets, and evaluates information from MyPACE 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.

R2. Strategies for Delivery

Centers must adopt strategies that provide diverse opportunities for each student to learn, practice, and develop competencies to meet all eight Career Success Standards via:

a. Integration of the standards into all phases of the program and all departments on center, including MyPACE career pathway preparation activities
b. Integration of the standards into formal academic and career technical skills instruction

c. Individual and group lessons or project assignments, held during and after the training day and on weekends, to help students master competencies in all standards

d. Clearly established performance levels (correlated to the Evaluation of Student Progress) for competencies, tasks, assigned projects, and/or activities

e. Addressing the needs of students who have difficulty progressing by addressing and documenting these in the student evaluations and Center Information System (CIS) Case Notes

f. Methods for evaluating the effectiveness of the design and delivery of the Career Success Standards that are in place

Centers must not establish a stand-alone class to teach to the standards. The standards must be integrated into all training and center activities.

**R3. Center Culture**

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

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

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

c. Promoting an environment where students gain a sense of belonging and self-esteem.
3.8 WORK-BASED LEARNING STANDARDS

PURPOSE

P1. To provide opportunities for students to:
   • Develop a further understanding of career opportunities, employer expectations, and the impact of postsecondary education in the workplace.
   • Apply their newly acquired skills in the workplace.
   • Learn new career technical skills and workplace competencies.

REQUIREMENTS

R1. 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.

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 308).

   2. Home-based WBL assignments are limited to a maximum of six weeks, as specified in Chapter 6, Exhibit 6-1. The Regional Office (RO), at its discretion, may grant a waiver to extend the six-week limit, not to exceed six additional weeks (30 additional training days), if there is reasonable expectation of full-time employment. A written request must be submitted to the region with supporting documentation, such as a letter of request from the employer, prior to the end of the student’s initial assignment.
3. Center-specific criteria and procedures for student participation in WBL and assigned staff to support the center’s WBL activities must be documented in the center’s Career Development Period (CDP) Plan.

**R2. Employer Partnerships**

Centers must develop partnerships with private and public employers to secure work-based learning opportunities for students at employer work sites.

**R3. Work-Based Learning Agreements**

Centers must complete the WBL agreement (PRH Exhibit 3-4) with the employer when a student is assigned to a work site. The agreement must include the following provisions:

a. **Blanket provisions:**

   1. The employer agrees to:
      
      (a) Provide direct supervision and workplace mentors to students;
      
      (b) Assist students in achieving agreed upon career technical and academic skills;
      
      (c) Document student achievements and competencies, and provide an evaluation of the student’s career success skills;
      
      (d) Provide a safe environment (see PRH Chapter 5);
      
      (e) Support industry-specific certification requirements, as applicable
      
      (f) Not discriminate against students with disabilities and to provide reasonable accommodation, as determined by applicable state and federal law.

   2. The center must monitor student performance and work closely with the employer and workplace mentor to provide training and resolve problems that arise.

   3. The student must not displace employees at the work site.

   4. The employer adheres to all federal and state laws and regulations regarding employment and working conditions.

   5. The student is considered an employee of the federal government for purposes of medical coverage under the Federal Employees’ Compensation Act (FECA).

   6. In paid WBL situations, an employment relationship exists between the employer and the student; therefore, the provisions of the Fair Labor Standards Act are applicable.

b. **Student-specific provisions:**

   1. The name of the student’s supervisor at the work site

   2. The hours of work, length of employment or training, and rate of compensation, if applicable
3. The competencies (or sections of the student’s Electronic Training Achievement Record [e-TAR]) in which the student will be trained at the work site

4. A process for notifying the center in the case of student absence or injury

5. A process for notifying the employer in the case of student absence (i.e., winter break, unexpected student absence, center function)

6. A schedule/format for providing feedback to the center and the student about the student’s performance

**R4. On-Center Work-Based Learning**

Work-based learning may occur on center, with the center as the employer. On-center, WBL must be formally organized and must use the WBL agreement (PRH Exhibit 3-4), the same used for off-center WBL.

The agreements must:

a. Assign the student to a single supervisor.

b. Establish the length of the assignment, hours of work, and rate of pay, if applicable.

c. Specify the TAR items and other employer-specific competencies to be attained by the student.

d. Provide for written feedback from the on-center work site, including an assessment of the student’s career success skills.

**R5. Career Technical Skills Training (CTST) Projects**

a. Project-Based Training

Centers offering training in construction careers (and other career technical offerings that are eligible for CTST funding, as outlined in Appendix 303, Career Technical Skills Training) 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) annually for approval. Procedures for preparing and submitting the plan are outlined in Appendix 303.

2. Upon approval by the Regional Office (RO), centers must implement the approved
CTST plan in accordance with the procedures contained in Appendix 303.

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.

R6. Work-Site Monitoring

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.

R7. Reporting/Documentation/Recordkeeping

Centers must document and record student WBL assignments and progress using the Work-Based Learning Module in the Center Information System (CIS).
3.9 READING

PURPOSE

P1. To provide students with the reading skills needed for continuing education, training, and employment in their chosen career fields and to function independently in society.

REQUIREMENTS

R1. Required Instruction

Centers must provide instruction in the following reading 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 Literacy/English Language Arts section of Exhibit 3-7, and to meet standards:

a. Phonological Awareness
b. Phonics and Word Recognition
c. Key Ideas and Details
d. Craft and Structure
e. Integration of Knowledge and Ideas

R2. Placement in Reading Instruction

Centers must:

a. Test each student’s reading proficiency at the beginning of enrollment in Job Corps using the reading subtest of the Tests of Adult Basic Education (TABE) 11/12, in accordance with Appendices 301 and 305.
b. Provide each student who scores below Educational Functioning Level (EFL) 5 with instruction in reading.
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. Consult Appendices 301 and 305 for exceptions that apply to students with cognitive disabilities, and specific requirements for TABE test administration.
e. Determine where targeted training in reading will take place, for example, in separate reading courses, high school equivalency classes, high school courses, or through
applied academic skills training in career technical skills programs.

f. Determine where supplemental instruction in reading will take place; for example, in evening and weekend studies.

g. Establish reading scores for placement of students into reading courses and programs.

h. 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.

i. Place students in English Language Learner (ELL) 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 Appendix 201).

2. Adhere to the protocols specified in Appendix 301, Tests of Adult Basic Education (TABE®) for students with disabilities.

**R3. Reporting/Documentation/Recordkeeping**

Centers must:

a. Ensure all students’ test results and progress are documented and recorded using the automated Student Testing System (STS) of the Center Information System (CIS).

b. Document student academic progress as described in the center’s CDSS Plan that is referred to in PRH Chapter 3, 3.1, R1.
3.10 MATHEMATICS

PURPOSE

P1. To provide students with the math skills needed for continuing education, training, and employment in their chosen career fields and to function independently in society.

REQUIREMENTS

R1. Required Instruction

Centers must provide instruction in the following mathematical content domains to enable students to master the U.S. Department of Education’s National Reporting System Educational Functioning Level (EFL) Descriptors for Adult Educations as shown in the Mathematics section of Exhibit 3-7, and to meet standards:

a. Number and Operations in Base Ten
b. The Number System
c. Number and Operations – Fractions
d. Operations and Algebraic Thinking
e. Geometry
f. Measurement and Data
g. Expressions and Equations
h. Ratios and Proportional Relationships
i. Statistics and Probability
j. Number and Quantity
k. Algebra
l. Functions
m. Financial Literacy to include, at a minimum, the following subject areas:
   1. Understanding paycheck information and income taxes
   2. Managing money
3. Banking and credit
4. Becoming a wise consumer

n. Workplace mathematics related to the student’s specific career field

**R2. Placement in Mathematics Instruction**

Centers must:

a. Test each student’s mathematics proficiency at the beginning of enrollment in Job Corps using the mathematics component of the Tests of Adult Basic Education (TABE) 11/12, in accordance with Appendices 301 and 305.

b. Provide each student who tests below Educational Functioning Level (EFL) 6 with instruction in mathematics.

c. Continue math 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.

d. Consult Appendices 301 and 305 for exceptions that apply to students with cognitive disabilities, and specific requirements for TABE test administration.

e. Determine where targeted training in math will take place, for example, in separate math courses, high school equivalency classes, high school courses, or through applied academic skills training in career technical skills programs.

f. Determine where supplemental instruction will take place; for example, in evening and weekend studies.

g. Establish math scores for placement of students into math courses and programs.

h. Provide math 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 Math subtest and include these students in the pool for tracking learning gains as outlined in Chapter 5, Appendix 501a.

i. Place students in English Language Learner 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 Appendix 201).

2. Adhere to the protocols specified in Appendix 301, Tests of Adult Basic Education (TABE®) for students with disabilities.

**R3. Reporting/Documentation/Recordkeeping**

Centers must:

a. Ensure all students’ test results and progress are documented and recorded using the automated Student Testing System (STS) of the Center Information System (CIS).

b. Document student academic progress as described in the center’s CDSS Plan that is referred to in PRH Chapter 3, 3.1, R1.
3.11 **HIGH SCHOOL DIPLOMA AND HIGH SCHOOL EQUIVALENCY CERTIFICATE**

**PURPOSE**

P1. To provide students with opportunities to obtain high school diplomas (HSD) and/or pass the examination for high school equivalency (HSE) certificates.

**REQUIREMENTS**

**R1. High School Diploma (HSD)**

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

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

a. The program 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 304.

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

c. The center 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 PRH Chapter 3, 3.1).

**R2. 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.

R3. Concurrent HSD/HSE Programs

Centers are encouraged to develop concurrent HSD/HSE 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. 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. Methods for determining student enrollment, progress, and completion in the concurrent HSD/HSE program

e. Accrediting body certifying attainment of the HSD or HSE certificate

f. All associated costs to the center

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

Every effort should be made to reduce class size in approved HSD/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.

**R4. Online High School Program Requirements**

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.

**R5. Reporting/Documentation/Recordkeeping**

Centers must record information on students’ HSE and high school diploma achievement while on center in the Center Information System (CIS), and maintain the appropriate supporting documentation in the students’ permanent Job Corps files.

a. HSD/HSE Completion Reporting
1. The HSE completion date recorded in CIS will be the date on the student’s HSE certificate, if available. If the HSE certificate cannot be obtained prior to a student’s separation, the center can enter the date of the student’s last HSE test on the official notification from the HSE testing center indicating the student has passed the HSE assessment.

2. The official high school diploma completion date recorded in CIS will be the date on a student’s diploma. If the high school diploma is not available at the time of a student’s separation, the center can enter either: the date of the official letter from the diploma-granting institution indicating the student has met all the requirements for graduation and will be issued a diploma at a later date; or the date on the student’s official high school transcripts indicating graduation.

b. HSD/HSE Final Documentation

1. Copies of the HSE certificates or official HSE scores must be included in students’ permanent files.

2. Copies of high school diplomas students earned while on center, final high school transcripts, and supporting documentation on special education services, as applicable for students with documented disabilities, must be included in students’ permanent files.

c. HSD/HSE Progress Reporting and Documentation

1. Copies of students’ HSE practice test results (paper answer sheets, or reports generated by official practice test software, or TMS reports) will be maintained by centers required by the states in which they are located to show documentation of official practice test results prior to students taking HSE exams.

2. Centers must record students’ test scores in each HSE content area in CIS, as written confirmation is received from the testing center. Scores recorded in CIS must be updated to record higher test scores that students may obtain in retests, as needed, in each content area.

3. Students’ progress in their HSD and HSE programs must be documented in the students’ Pathway Achievement Record (PAR).
3.12 English Language Learning Program

Purpose

P1. To provide Limited English Proficient (LEP) students with the opportunity to develop English language and acculturation skills so that they may successfully achieve their career, academic, and social/behavioral goals.

P2. To improve LEP students’ opportunities for employment through improved English language skills.

Requirements

R1. Center Requirements

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 ELL/LEP coordinator to oversee and monitor programs and services for LEP students.

R2. English Language Skills

Each center must develop the capability, and describe that capability in its Career Development Period (CDP) Plan (see PRH Chapter 3, 3.1), to provide instruction and training to LEP students aimed at enabling the students to demonstrate the following skills in English:

a. Ask and respond to questions on familiar and some unfamiliar topics

b. Communicate effectively in routine social and work situations

c. Pronounce words clearly and understandably

d. Apply basic grammar

e. Understand conversation at a reasonable speed

f. Understand and accurately relay telephone messages
g. Follow basic oral instructions

h. Read and understand material on familiar topics

i. Perform the reading competencies listed in PRH Chapter 3, 3.9, Reading

j. Perform the communication competencies listed in PRH Chapter 3, 3.7, R1.f, Communications

R3. **Special Support for LEP Students**

All Job Corps centers must provide special emphasis on, and support for, LEP students in learning, practicing, and developing competencies in all eight Career Success Standards (see PRH Chapter 3, 3.7, Career Success Standards). At a minimum, special support must include:

a. Tailoring of lesson plans and activities to meet the special needs of LEP students

b. Use of supplementary learning materials

c. Opportunities to role-play and otherwise practice speaking and writing skills related to CSS

d. Teaching of safety, tools, machines, and other workplace vocabulary to facilitate the full involvement of LEP students in career technical training as early in career development as possible

R4. **Reporting/Documentation/Recordkeeping**

Centers must ensure that all student test results and progress are documented and recorded on the student’s Personal Career Development Plan (PCDP) and other applicable modules of the automated Center Information System (CIS).
3.13 EVENING/WEEKEND STUDIES

PURPOSE

P1. To establish minimum standards for the design and delivery of evening/weekend programming to:

- Extend the training day in order to maximize student hours spent on career goal advancement,
- Support 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, and
- Provide enrichment activities that directly impact training-day goals and prepare students for life-long learning.

REQUIREMENTS

R1. 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

3. Teaches study skills

4. Prepares students for tests/assessments

5. Provides instruction in life skills such as digital literacy

6. Prepares students for up-coming instruction or application such as reading in preparation for the next day’s lesson

7. Provides “make-up” time for instructional time lost during the training day.

b. Centers must connect daytime instruction/feedback to EWS student assignments.

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 this section, both residential and non-residential.

1. Non-residential students may complete after-hours assignments off-center.

2. Centers will 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 PRH Chapter 3, 3.1, R1 and Chapter 5, 5.1, R3.c.

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.
3.14 CAREER TECHNICAL TRAINING

PURPOSE

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

REQUIREMENTS

R1. Approved Programs

Centers must offer career technical training approved by the National Director of Job Corps.

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 CIS3G 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 (see R6.b and c).

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

R3. Employer Involvement

Centers 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.

R4. 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.

R5. 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 this MOU is included for reference in Appendix 302 (MOU between the NTC and center contractor).

R6. Advanced Training (AT) Programs

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

a. Eligibility

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

1. Must have completed an approved prerequisite career technical training program and achieved all applicable certification requirements
2. Must hold a high school diploma or have obtained a 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

Centers that transfer eligible students to an approved AT program at another center will receive a school placement credit at the time of transfer. The sending center will also be credited for any program measure that the student qualifies for, and has earned. When a student separates from an AT program and is placed, both the sending center and the AT center will receive all credits related to placement accomplishments, as outlined in Appendix 501. Centers offering the prerequisite basic program and the AT program will receive all credits due at the time of student final separation.

d. Sending Centers

1. Sending centers will promote AT programs as an option for students throughout their enrollment.

2. The sending center will collaborate with the AT center to effect the transfer of eligible students, as outlined in PRH Chapter 6, 6.4, R2.
**R7. Reporting/Documentation/Recordkeeping**

a. Centers must ensure that all students’ test results and progress are documented on approved e-TARs including credential attainment results (see R6.b and c). Career Technical Training instructors record skill proficiency by rating the appropriate skills area on the e-TAR. This action represents how an instructor gives credit to the student for skill attainment. The date does not necessarily indicate when the student completed the task. The date indicates the instructor’s assertion of skill proficiency, documenting that the student is able to perform the task to industry standards with little or no supervision. For the instructor to perform the data entry process, the student does not need to be present for duty.

b. Students will use the *Student Portal* to access their e-TAR and check off the student acknowledgement box. This allows the student to stay informed of his/her progress. This is for information only. This does not impact the completion status or closing out of the e-TAR.
3.15 CONCURRENT TRAINING

PURPOSE

P1. To broaden career technical training opportunities available to Job Corps students through linkages with external training providers.

REQUIREMENTS

R1. General

Job Corps students enrolled in and receiving supplemental services from one or more additional workforce development programs or other training institutions will be designated as concurrently enrolled. Concurrent enrollment arrangements must be approved by the National Office of Job Corps (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 USDA Forest Service Civilian Conservation Centers (CCCs).

l. A description of the approved concurrent enrollment programs must be included as part of the center’s Career Development Services System (CDSS) plan. At a minimum, the narrative 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

R2. 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 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 OTP Program Code Request Form (Appendix 309) 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 PRH Chapter 3, 3.15, R2.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.

R3. Advanced Career Training (ACT) Programs

Job Corps students pursuing an associate’s degree at accredited higher education institutions will be designated as Advanced Career Training (ACT) students.

a. Program Approval

Regional Offices (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 and academic programs at the center.

4. Ensure that ACT programs are aligned with on-center or OTP career technical programs to promote a student’s career development.

5. Develop a formal application and approval process to which all students have equal access, and utilize this process in selecting students for the ACT program. The application process must provide reasonable accommodation for students with disabilities, as appropriate.

6. Establish a system for regular monitoring of the performance of ACT students, via transcripts, attendance records, and other means (in accordance with Exhibit 6-1). This system should be documented in the center’s Career Development Period (CDP) Plan (see PRH Chapter 3, 3.1).

7. Provide opportunities for ACT students to continue to participate in center life.

8. Allow students enrolled in ACT programs to extend their enrollment up to one full year beyond the current two-year enrollment limitation.

c. Entry Requirements

All ACT applicants 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

R4. Reporting/Documentation/Recordkeeping

Centers must ensure that all student progress is documented and recorded using the Center Information System (CIS). Approved alternate and additional forms of documentation must be included in the student’s permanent records upon separation.
3.16 INFORMATION TECHNOLOGY

PURPOSE

P1. To enable students to apply basic information technology to the development of their academic and career technical skills, and to progress through their Pathway Achievement Records (PAR).

P2. To provide students with information technology skills needed for employment and job retention in their chosen career pathway and profession, and to function effectively as lifelong learners.

REQUIREMENTS

R1. 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, and career pathway preparation activities. This will include:

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

b. Opportunities to practice and use information technology to learn academic and career technical skills, and to progress through their PARs

R2. Computer-Based Learning

Centers must provide and use information technology to learn academic and career technical skills.

a. Access and use computer-based training modules

b. Locate and use online learning resources

R3. Microsoft Office

Centers must provide students with instruction that will enable them to attain the following competencies:

a. Basic keyboarding

b. Use of Microsoft Office applications to create, edit, save, and print documents

c. Use of basic templates and formatting features to create business documents in standard formats and styles
d. Use of document utility tools including spell check, thesaurus, and grammar check

**R4. Internet Proficiency**

Centers must provide students with instruction in the use of the Internet to:

a. Use search engines
b. Conduct research to find directions, schedules, and resources
c. Communicate using e-mail
d. Access and use labor market information
e. Complete job applications

**R5. Business Technology**

Centers must provide students with instruction in the use of:

a. Copiers
b. Fax machines
c. Telephones
d. Voice mail systems
e. Scanners

**R6. Business Etiquette**

Centers must provide instruction to ensure that students understand:

a. Ethics of using employer business machines for personal use
b. E-mail etiquette
c. Appropriate use of the Internet in the workplace
3.17 RESIDENTIAL LIVING

PURPOSE

P1. To create and maintain an environment that allows students to learn and practice independent and community living skills, and completion of career pathway planning activities and Pathway Achievement Records (PAR).

P2. To model and reinforce social and employability skills, such as positive attitude, dependability, and teamwork.

P3. To provide a safe, secure, clean, and attractive physical and social living environment for students that is appropriate to their varied needs and levels of maturity.

REQUIREMENTS

R1. Student Self-Management Skills Development

Centers must develop systems that involve students in the management of their living areas, which must incorporate the following features:

a. Opportunities for all students to have input into the development of the center policies governing the management of their living areas

b. Procedures to solicit input and feedback from, and disseminate information to students

c. Student responsibility for maintaining cleanliness within their living areas

d. Progressive opportunities to learn, practice, and demonstrate personal responsibility and self-management skills

R2. Supervision of Student Living Areas

Centers must:

a. Provide staff supervision in all student living areas at levels that assure visibility, the safety, security, and accountability of all students at all times.

b. Develop a structured process for sharing information that ensures effective student accountability.

R3. Delivery of Services to Students

Centers must develop a structured process for sharing information between residential staff and other center staff as needed to assure the coordinated delivery of services to students.
R4. Reporting/Documentation/Recordkeeping

Centers must:

a. Implement safeguards to assure that personal information about individual students, subject to the Privacy Act, is shared among staff only to the extent necessary to ensure the safety and effective provision of services to students, and no further, in accordance with Chapter 6, Appendix 601, Student Rights to Privacy and Disclosure of Information.

b. Develop procedures to record important information about student-related events as the events occur and to transmit the information from each shift to the next.

c. Maintain individual records for each student that contain, at a minimum, basic identifying information, including emergency contacts, and written parental consent (minors) for weekend passes to approved destinations. Such records must be readily accessible to dormitory staff.
3.18 WELLNESS

PURPOSE

P1. To enhance the employability of students by providing them with information about practices that lead to good physical, mental, oral, and emotional health.

REQUIREMENTS

R1. Required Instruction

Centers 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

R2. Reporting/Documentation/Recordkeeping

Centers must ensure that all student progress and accomplishments are documented and recorded using the automated Center Information System (CIS).
3.19 Recreation and Leisure Time Activities

Purpose

P1. To promote productive and socially acceptable use of leisure time.

P2. To holistically build students’ employability skills through the integration of academic, career technical training, Career Success Standards, career preparation planning activities, completion of Pathway Achievement Records (PAR), and leisure time activities.

P3. To assist students in understanding and developing lifelong leisure time skills and habits.

P4. To build students’ self-esteem by developing teamwork, proper sports conduct, and other positive social behaviors.

P5. To enhance the Job Corps experience for students by providing them with opportunities to participate in enjoyable and safe recreation.

P6. To promote lifelong health through physical activity and exercise.

Requirements

R1. Planning

Centers must:

a. Develop and maintain a calendar of recreational activities and events, and distribute the schedule to students in advance of the activities listed.

b. Involve students in selecting and planning recreational activities.

c. Conduct periodic surveys of student recreational interests and participation, and use the information gathered in planning recreational activities.

d. Coordinate with career technical, academic, counseling staff, and social development staff to ensure integration of student training, including completion of My Pathway to Achieving Career Excellence (MyPACE) PARs, with leisure time activities.

e. Consider cost effective options in planning off-center recreational activities.

R2. Recreational Activities

Centers must provide a wide variety of activities open to all students. Activities should reinforce and provide time to practice communication skills, to demonstrate positive attitudes and behaviors, and to work and participate in groups.
a. Activities must include but are not limited to:
   1. Group fitness classes
   2. Individual fitness activities
   3. Organized sports
   4. Exercise groups or clubs
   5. Group sessions with employers or career professionals
   6. Entrepreneurship classes
   7. Evening resume writing and interview techniques
   8. Volunteering, mentoring or tutoring

b. May include:
   1. Cultural events
   2. Dancing and theater
   3. Radio and/or television mockups
   4. Playwright, rap and poetry seminars
   5. Physical education and conditioning (yoga, spinning, etc.)
   6. Arts and crafts
   7. Reading and computer resource facilities
   8. Entrepreneurship classes

R3. Community Service Projects

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

R4. Supervision

Centers must provide adequate staff supervision of events, activities, facilities, and equipment to ensure participant safety.
**R5. Water Safety Training**

Centers must:

a. Provide students with instruction in water safety as follows:

<table>
<thead>
<tr>
<th>All Centers</th>
<th>Video-Taped Presentation on Water Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centers sponsoring recreation trips that involve swimming, in-water activities, or access to pools/other bodies of water</td>
<td>Water safety instruction and swimming proficiency test for all students</td>
</tr>
<tr>
<td>Centers with pools or ready access to pools/other bodies of water</td>
<td>Water safety instruction and swimming proficiency test for all students</td>
</tr>
</tbody>
</table>

b. Document the provision of water safety instruction and the swimming proficiency of each student in CIS.

c. Prohibit students from participating in swimming or other water-related activities until they have received water safety instruction and demonstrated swimming proficiency.

d. Ensure that all water-related activities are supervised by certified lifeguards.

e. Require the use of the buddy system in all swimming activities, and the use of personal flotation devices in all boating activities.

**R6. Use of Videos**

Centers showing videos of commercial motion pictures to students on center must be licensed to do so under an umbrella license through a national agreement between the National Office of Job Corps (NOJC) and the Motion Picture Licensing Corporation.

Centers will receive a list of film titles directly from the vendor(s) each month indicating the movies covered under the agreement. Center Operators will assume liability for showing any film(s) that do not appear on the list.

**R7. Leisure Time Employment**

a. Centers may authorize gainful leisure time employment of students so long as the employment does not interfere with training activities.

b. Leisure time employment is not considered training or work-based learning. Accordingly, students are not considered federal employees for FECA purposes while engaged in leisure time employment, except when the employment occurs on center.
3.20 STUDENT GOVERNMENT AND LEADERSHIP

PURPOSE

P1. To teach students citizenship skills.

P2. To provide students with practice in self-government and opportunities for input into center policies.

P3. To provide students with opportunities to learn and practice positive leadership skills.

REQUIREMENTS

R1. Student Government Association (SGA)

Centers 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

R2. 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

R3. Student Benefit Fund

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

a. Be self-supporting and must not include any appropriated Job Corps funds. Allowable sources of income include, but are not limited to, the following:
1. Operation of a store or canteen
2. Operation of other concessions, such as telephone systems and vending machines
3. Student fines
4. Student fund-raising activities

b. A staff member designated to assist the SGA officers in overseeing the operation of the fund.

c. May not be used to pay for goods or services that are normally part of center operating costs.

d. A simple accounting system for the student benefit fund and involve SGA officers in the management of the accounting system. The accounting system must include, at a minimum, the following:

1. A written accounting and audit plan

   The accounting plan must ensure the integrity of the fund by establishing an appropriate set of checks and balances, to include, at a minimum dual approval of all expenditures by the SGA president or designee and the center director or designee.

2. Separation of payment and collection duties

3. Maintenance of a bank account (checking or savings or both)

4. A written record of income and expenditures

5. Periodic financial reports

6. Annual audits by the center operator (corporate office or agency headquarters designee)

R4. Reporting/Documentation/Recordkeeping

Centers must ensure that all student leadership training/student government participation is documented and recorded using the automated Center Information System (CIS).
3.21 Driver Education

Purpose

P1. To provide students with the skills and knowledge necessary to pass the written and driving portions of the state operator’s license examination.

P2. To provide all students who are eligible under state law, the opportunity to attain a state operator’s license.

Requirements

R1. Required Instruction

Centers must 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.

R2. Assistance for Students with Revoked or Suspended Licenses

Centers must 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.

R3. Payment of Fees

Centers must pay all learner’s permit, license, and related test fees.

R4. Reporting/Documentation/Recordkeeping

Centers must ensure that all student test results and progress are documented and recorded using the automated Center Information System (CIS).
3.22 CAREER TRANSITION READINESS

PURPOSE

P1. To assist students in assessing their readiness for career transition.

P2. To ensure that each student is fully prepared to effectively access resources and services that assist them in making a successful transition to his/her mid-term goal:
   • employment in an in-demand industry sector,
   • entry into an apprenticeship program,
   • participation in advanced training,
   • enlistment in the U.S. Armed Forces, or
   • enrollment in postsecondary education

P3. To prepare students to effectively access resources and services that will assist them in making a successful transition to their career pathway mid-term goal.

REQUIREMENTS

R1. Separation Status

Centers must determine the level of services to be provided based on each student’s separation status.

R2. Job Search Skills

At least 45 days prior to projected graduation, centers must assess and counsel students to determine their capabilities and review job search skills and strategies including the following:

a. Sources of employment

b. Conducting an Internet job search

c. Completing a job application

d. Updating the resume

e. Writing a cover letter

f. Interviewing for a job

g. Worker’s rights and responsibilities, including reasonable accommodation needs for employment, as appropriate

h. Strategies for succeeding during the first weeks on a job
R3. Placement Readiness

The interdepartmental Career Management Team (CMT) must:

a. Collaborate with the Career Transition Service Provider and each student to:
   1. Update and finalize the student’s My Pathway to Achieving Career Excellence (MyPACE) Career Plan and Pathway Achievement Records (PAR);
   2. Review and verify the student’s mid-term career goal to:
      (a) Ensure the student has completed all assigned mid-term goal PAR tasks and activities and has proper supporting documentation of completed tasks;
      (b) Verify the student’s understanding of the next steps needed to transition to the chosen mid-term career goal; and career pathway remains appropriate;
      (c) Confirm the student’s transitional support needs and strategies to address them.

b. Facilitate the student’s connection with his/her assigned Career Transition Specialist.

c. Submit each student’s final MyPACE Career Plan and PAR to the Center Director or senior management designee for review and approval.

d. Retain a copy of the approved final MyPACE Career Plan and PAR in the student’s permanent personnel file. (See Chapter 6, Section 6.3, R2, Student Personnel File)

e. Upload a copy of the final MyPACE Career Plan and PAR in the Center Information System (CIS) e-Folder for the student’s assigned Career Transition Specialist to access.

f. Ensure student has access to his/her final MyPACE Career Plan and PAR.

R4. 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.

R5. 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

**R6. 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.

**R7. 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
### INFRACTION LEVELS, DEFINITIONS, AND APPROPRIATE CENTER ACTIONS

<table>
<thead>
<tr>
<th>LEVEL I – ZERO TOLERANCE INFRACTIONS</th>
<th>INFRACTION</th>
<th>DEFINITION</th>
<th>CENTER ACTION</th>
<th>READMIT ELIGIBLE</th>
<th>SEPARATION CODE</th>
<th>Significant Incident Report (SIR) Required?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possession of a weapon on center or under center supervision</td>
<td>Knowingly possessing an instrument whose primary use is to inflict bodily harm, including, but not limited to: • Firearms and ammunition • Explosives and incendiaries • Knives • Homemade weapons Example: A knife is found in a student’s locker. The Fact-Finding Board determines the knife belonged to the student. Example: A knife is found in a student’s locker. The Fact-Finding Board determines the knife was placed there by another student for the purpose of getting the student kicked out of the program, and the student did not know it was there. In that case, the Fact-Finding Board would determine that the student did not knowingly possess the weapon and would not be found responsible for the infraction.</td>
<td>Fact-Finding Board, automatic discharge if deemed responsible</td>
<td>Not Eligible</td>
<td>5.1a</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>INFRACTION</td>
<td>DEFINITION</td>
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<tr>
<td>Assault</td>
<td>Taking a physical action with the intent to cause immediate bodily harm to another person unless taken in immediate response to another person taking such an action with the intent to prevent its continuation.</td>
<td>Fact-Finding Board, automatic discharge if deemed responsible</td>
<td>Not Eligible</td>
<td>5.1a</td>
<td>Yes</td>
<td></td>
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</tbody>
</table>
|                  | **Example**: A student (aggressor) strikes another student (victim). The victim defends him or herself by tackling the aggressor in an attempt to stop further assault. Upon investigation, the aggressor is charged with assault, but the victim is not. However, if the victim had become a secondary aggressor and proceeded to pummel the initial aggressor, then both would be charged with assault.  
<pre><code>              | **Example**: A student (aggressor) attempts to strike another student (victim) and misses. The aggressor is charged with assault because the aggressor intended to cause bodily harm.                                                                 |                                                    |                  |                 |                                           |
</code></pre>
<p>| Threat of assault| Taking any action that intentionally causes another person to fear imminent bodily harm.                                                                                                                    | Fact-Finding Board, automatic discharge if deemed responsible | Not Eligible     | 5.1a            | Yes                                       |
|                  | <strong>Example</strong>: One student raises a tray in the cafeteria as if to strike another student to intentionally cause fear.                                                                                       |                                                    |                  |                 |                                           |
| Threat to safety | Taking any action that causes another person to reasonably fear bodily harm, including threats expressed verbally or via email, text, blog or social media.                                               | Fact-Finding Board, automatic discharge if deemed responsible | Not Eligible     | 5.1a            | Yes                                       |
|                  | <strong>Example</strong>: A student uses social media to invite members of the community to come fight another student on campus.                                                                                     |                                                    |                  |                 |                                           |
|                  | <strong>Example</strong>: A student makes a terrorist threat to bomb a dormitory.                                                                                                                                       |                                                    |                  |                 |                                           |</p>
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</thead>
</table>
| Sexual assault | Causing or engaging in sexual contact, or inappropriate touching of a sexual nature of another, without the voluntary, affirmative consent of all individuals involved.  
**Example:**  
• Forced sexual intercourse or sodomy  
• Attempted rape  
• Child molestation  
• Fondling/groping | Fact-Finding Board, automatic discharge if deemed responsible | Not Eligible | 5.1a | Yes |
| Drugs: Possession or distribution of drugs on center or under center supervision | Knowingly possessing, using, or distributing any of the following:  
• Illegal drugs, as defined by the Controlled Substances Act including seeds and residue, except when the drug is possessed and/or used in accordance with a valid prescription  
**Note:** Under Federal law, no valid prescription can be provided for Schedule I drugs, including marijuana  
• Synthetic drugs  
• Legalized marijuana  
• Prescription drugs not prescribed for the individual  
• Substances used for the purpose of intoxication  
• Over-the-counter medications for the purpose of intoxication  
• Drug paraphernalia  
• Drug sale ledger or distribution list | Fact-Finding Board, automatic discharge if deemed responsible | Not Eligible | 5.2b | Yes |
<table>
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<tr>
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</thead>
</table>
| **Drugs: Use of drugs as evidenced by a positive drug test** | • Testing positive on a follow-up to an initial positive drug test. The follow-up test is administered between the 37th and 40th day after arrival on center.  
• Testing positive on a drug test administered on suspicion at any time.  

**NOTE:** Job Corps has a policy of Zero Tolerance for drug use once the student is enrolled in the program. However, students with a history of drug use are not automatically disqualified from enrolling in Job Corps. As described in PRH Chapter 6, Section 6.11, students will be tested within 48 hours of initial arrival to the center. An initial positive drug test is considered to reflect drug use prior to the student’s enrollment. Students who test positive are provided intervention services and retested between the 37th and 40th day after arrival on center, at which point a positive test is a Level I infraction.  

**NOTE:** Students who refuse to provide a specimen or have an unexcused absence from a follow-up drug test shall be presumed guilty of this infraction. | Fact-Finding Board, automatic discharge if deemed responsible | Eligible after one year, but if individual tests positive for drug use upon readmission, they will be separated immediately and not allowed to reapply | 5.2a | Yes |
### LEVEL I – ZERO TOLERANCE INFRACTIONS

<table>
<thead>
<tr>
<th>INFRACTION</th>
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<th>READMIT ELIGIBLE</th>
<th>SEPARATION CODE</th>
<th>Significant Incident Report (SIR) Required?</th>
</tr>
</thead>
</table>
| Alcohol: Possession, consumption, or distribution while on center or under center supervision | While on center or while off center but on a center-supervised activity, knowingly:  
- Possessing alcohol  
- Consuming alcohol  
- Distributing alcohol to others | Fact-Finding Board, automatic discharge if deemed responsible | Eligible after one year | 5.3c | Yes |

**NOTE:** Students who are aged 21 or older may drink alcohol when off center and not under center supervision; however, they cannot bring alcohol onto the center.

In addition, if students of any age return to the center intoxicated, it is categorized as a Level II “intoxication” infraction described below.

**NOTE:** Students who refuse to submit to a breathalyzer or provide a sample for alcohol testing shall be presumed guilty of this infraction.

**Abuse of Alcohol**

A pattern of alcohol consumption-related incidents demonstrated by receiving more than two Level II “Intoxication on center or under center supervision” infractions where the intoxication is the result of alcohol while enrolled in the program. The 3rd infraction elevates the behavior to Level I Abuse of Alcohol.

<table>
<thead>
<tr>
<th>INFRACTION</th>
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<tbody>
<tr>
<td>Abuse of Alcohol</td>
<td>A pattern of alcohol consumption-related incidents demonstrated by receiving more than two Level II “Intoxication on center or under center supervision” infractions where the intoxication is the result of alcohol while enrolled in the program. The 3rd infraction elevates the behavior to Level I Abuse of Alcohol.</td>
<td>Fact-Finding Board, automatic discharge if deemed responsible</td>
<td>Eligible after one year</td>
<td>5.3c</td>
<td>Yes</td>
</tr>
</tbody>
</table>
### LEVEL I – ZERO TOLERANCE INFRACTIONS

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<th>Significant Incident Report (SIR) Required?</th>
</tr>
</thead>
</table>
| Arrest for a felony or violent misdemeanor on or off center | • Being arrested by law enforcement for a felony.  
• Being arrested by law enforcement for a misdemeanor involving the use, attempted use, or threatened use of physical force against the person or property of another.  
NOTE: If the student is subsequently found guilty of only a non-violent misdemeanor, as defined below, he/she shall instead be charged with committing the Level II infraction “Arrest for a non-violent misdemeanor on or off center”.  
If the charges are dropped or if the student is found not guilty, he/she will be exonerated. | Fact-Finding Board, automatic discharge if deemed responsible | Not Eligible         | 5.1a            | Yes                                        |
<p>| Illegal Activity                                 | Being convicted of a felony or misdemeanor as defined by Federal or state law, where the crime occurred while the student was enrolled in Job Corps. | Fact-Finding Board, automatic discharge if deemed responsible | Not Eligible         | 5.1a            | Yes                                        |
| Robbery or extortion                             | Taking money or possessions of another from his/her person by force or intimidation. | Fact-Finding Board, automatic discharge if deemed responsible | Not Eligible         | 5.1a            | Yes                                        |
| Arson                                           | The malicious setting of fire to a structure or personal property belonging to another person or entity. | Fact-Finding Board, Automatic Discharge if deemed responsible | Not Eligible         | 5.1a            | Yes                                        |
| Cruelty to animals                              | The torture, ill-treatment, abandonment, willful infliction of injury or pain, beating, maiming, mutilating, or killing of any animal, whether belonging to the individual or another. | Fact-Finding Board, Automatic discharge if deemed responsible | Not Eligible         | 5.1a            | Yes                                        |</p>
<table>
<thead>
<tr>
<th>LEVEL I – ZERO TOLERANCE INFRACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INFRACTION</strong></td>
</tr>
<tr>
<td>Inciting a disturbance or creating disorder</td>
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</table>

<table>
<thead>
<tr>
<th>LEVEL II INFRACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INFRACTION</strong></td>
</tr>
<tr>
<td>Possession of a potentially dangerous item</td>
</tr>
<tr>
<td>Theft/stealing</td>
</tr>
<tr>
<td>Intoxication on center or under center supervision</td>
</tr>
<tr>
<td>INFRACTION</td>
</tr>
<tr>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Possession of stolen goods</td>
</tr>
</tbody>
</table>
| Bullying or harassment                 | • Making repeated (2 or more instances) communications with the intent to threaten or hurt another person mentally or emotionally, including statements made orally, in writing or via email, blog, text or other social media.  
• Making discriminatory remarks or ethnic slurs.  
• Performance of curses, hexes, or other rituals or actions intended to harm others. | Fact-Finding Board                   | Eligible after 1 year | 5.1b            | Yes                                        |
| Sexual harassment                      | Making an unwelcome sexual advance(s), request(s) for sexual favors, sexually offensive remark(s), a sexual gesture(s) or other communication(s) of a sexual nature that contribute to an intimidating, hostile or offensive environment. Depending on its severity, a single incident may constitute sexual harassment. Harassment does not have to be of a sexual nature, however, and can include offensive remarks about a person’s gender including behavior, comments, jokes, slurs, email messages, pictures or other conduct that contributes to an intimidating or offensive environment. Sexual harassment may occur between males and females or between members of the same sex.  
Example: A student tells an offensive joke, warranting on-the-spot intervention and counseling that the joke is inappropriate. The student continues to tell offensive jokes, which is then deemed sexual harassment.  
Example: An overly explicit unwanted sexual advance. | Fact-Finding Board                   | Eligible after 1 year | 5.1b            | Yes                                        |
<p>| False accusation                       | Making a false accusation against another individual that could have resulted in a Level I infraction or staff disciplinary action, without any credible supporting evidence. | Fact-Finding Board                   | Eligible after 1 year | 5.1b            | No                                         |</p>
<table>
<thead>
<tr>
<th>INFRACTION</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Unfair money lending</td>
<td>Lending money and either demanding repayment with interest or using intimidating methods to obtain repayment.</td>
<td>Fact-Finding Board</td>
<td>Eligible after 1 year</td>
<td>5.1b</td>
<td>No</td>
</tr>
<tr>
<td>Hazing or initiation</td>
<td>Participating in any ritual, ceremony, ordeal or other activity that involves humiliating or verbally or emotionally abusing someone as a way of admitting him/her into a group or of granting him/her status. It shall not constitute a defense to the charge of hazing or initiation that the participant(s) took part voluntarily, that they voluntarily assumed the risks or hardship of the activity, or that no physical or mental injury was suffered. All participants engaged in a hazing or initiation activity are subject to disciplinary action.</td>
<td>Fact-Finding Board</td>
<td>Eligible after 1 year</td>
<td>5.1b</td>
<td>Yes</td>
</tr>
<tr>
<td>Gang representation or activity</td>
<td>Wearing of gang clothing, colors; using signs or handshakes associated with known gangs identified by law enforcement; using gang names or displaying gang symbols or slogans.</td>
<td>Fact-Finding Board</td>
<td>Eligible after 1 year</td>
<td>5.1b</td>
<td>Yes</td>
</tr>
<tr>
<td>Vandalism</td>
<td>Intentionally damaging or destroying equipment or property belonging to another person or entity, including tagging.</td>
<td>Fact-Finding Board</td>
<td>Eligible after 1 year</td>
<td>5.1b</td>
<td>Yes</td>
</tr>
<tr>
<td>Plagiarism</td>
<td>Passing off the ideas or words of another as one’s own without crediting the source. <strong>Example:</strong> Copying a report from the internet and submitting as one’s own work.</td>
<td>Fact-Finding Board</td>
<td>Eligible after 1 year</td>
<td>5.1b</td>
<td>No</td>
</tr>
<tr>
<td>Cheating</td>
<td>• Providing questions/answers to another student during a test.</td>
<td>Fact-Finding Board</td>
<td>Eligible after 1 year</td>
<td>5.1b</td>
<td>No</td>
</tr>
<tr>
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<td>• Receiving questions/answers from another student during a test.</td>
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<td>• Using online resources during a test.</td>
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## LEVEL II INFRACTIONS

<table>
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<tr>
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<th>DEFINITION</th>
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<th>READMIT ELIGIBLE</th>
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</tr>
</thead>
</table>
| Arrest for a non-violent misdemeanor on or off center | Being arrested by law enforcement for a misdemeanor that does not involve the use, attempted use, or threatened use of physical force against the person or property of another.  

NOTE: Violent misdemeanors are categorized as Level I infractions and defined above.  
If the charges are dropped or if the student is found not guilty, he/she will be exonerated. | Fact-Finding Board | Eligible after 1 year | 5.3b | Yes |
| Bringing disrepute to the program               | Behaving in a manner that is likely to cause others to have a diminished or lower opinion of the center or the Job Corps program.  

Example: While off center, creating some kind of disturbance in the community that did not result in an arrest (rowdy behavior which bothered citizens or merchants).  
Example: Video recording occurrences of Level I, II, or III Infractions (such as videos of fights) and posting the footage on the internet. | Fact-Finding Board | Eligible after 1 year | 5.1b | Yes |
| Pattern of minor infractions                     | Receiving more than 4 minor infractions within a 60 calendar day timeframe.  

The 5<sup>th</sup> infraction elevates the behavior to Level II, Pattern of Minor Infractions. | Fact-Finding Board | Eligible after 1 year | 5.3a | No  |
| Unauthorized Exit                                | Leaving the Job Corps center campus or a center-supervised activity without approval from a staff member authorized to approve student leave and passes.  

Example: A student leaves campus for any reason such as meeting a friend, conducting personal business, etc. without first securing appropriate approval. | Fact-Finding Board | Eligible after 1 year | 5.3d | Yes |
### MINOR INFRACTIONS

<table>
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<tr>
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</tr>
</thead>
</table>
| Failure to follow center rules impacting the rights or ability of others to benefit from the program | Exhibiting a pattern of behavior infractions that impacts the rights of other enrollees or their ability to benefit from the program, including:  
  - Using profanity, or abusive or obscene language  
  - Interfering with the learning of others through disruptive behavior  
  - Smoking in unauthorized areas  
  - Cutting lines  
  - Maintaining or operating a private vehicle on center  
  - Gambling  
  - Failing to follow safety rules  
  Example: Failure to use safety equipment and protective gear; horseplay; misuse of tools. | Progressive interventions:  
More than 4 occurrences during a 60 calendar day period results in automatic Level II infraction and Fact-Finding Board | No |

| Failure to follow center rules impacting the individual’s participation or progress in the program | Exhibiting a pattern of behavior infractions that demonstrates the individual’s lack of commitment to program participation or implicates self-endangerment including:  
  - Refusing to perform assignments  
  - Failing to follow instructions  
  - Being absent or excessively tardy without permission from assigned activity including work, classes, and scheduled health appointments  
  - Engaging in overt sexual behavior  
  - Violating center dress code | Progressive interventions:  
More than 4 occurrences during a 60 calendar day period results in automatic Level II infraction and Fact-Finding Board. | No |
## Exhibit 3-2
### REQUIREMENTS FOR THE CONDUCT OF FACT-FINDING BOARDS

<table>
<thead>
<tr>
<th>Conduct of Fact-Finding Boards</th>
<th>Level I</th>
<th>Level II</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TIMEFRAME</strong></td>
<td>Decision within 3 training days</td>
<td>Decision within 5 training days</td>
</tr>
<tr>
<td><strong>COMPOSITION</strong></td>
<td>One senior staff member</td>
<td>Two staff, one student</td>
</tr>
<tr>
<td>(Does not include Center Director (CD), Center Standards Officer (CSO), Counselor, or Security)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>STUDENT PARTICIPATION</strong></td>
<td>Student removed from center immediately and placed on Fact-Finding Board Leave.</td>
<td>Student removed from center immediately and placed on Fact-Finding Board Leave if determined to be a threat to self or others, in accordance with the PRH</td>
</tr>
<tr>
<td><strong>STUDENT RIGHTS</strong></td>
<td>May provide written input for consideration</td>
<td>• If on center, appear before Board • May make written input to Board</td>
</tr>
<tr>
<td><strong>CONSIDERATIONS</strong></td>
<td>Fact finding only</td>
<td>• Fact finding • Seriousness of infraction • Mitigating circumstances</td>
</tr>
<tr>
<td><strong>BOARD DETERMINATION</strong></td>
<td>Confirm documentation is present (incident report, witness and staff statements and/or other paperwork relevant to the specific charge(s))</td>
<td>Consider documentation (incident report, summary, witness and staff statements and/or other paperwork relevant to the exact charge)</td>
</tr>
<tr>
<td></td>
<td>If documentation supports charges, confirm responsibility, sign summary and forward packet to CD</td>
<td>Boards may not use, review, or consider Evaluations of Student Progress, or non-supporting statements at Board unless directly related to charge(s)</td>
</tr>
<tr>
<td></td>
<td>If documentation is inadequate to support charges, request additional information or reduce charges and forward packet to CD</td>
<td>Vote, without the charged student present, to determine responsibility and make a recommendation to CD for retention or separation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Forward packet with recommendation to CD for decision</td>
</tr>
<tr>
<td><strong>DISPOSITION OF RESPONSIBILITY</strong></td>
<td>Automatic discharge/separation Level I Zero Tolerance</td>
<td>Presumption of discharge</td>
</tr>
<tr>
<td><strong>DOCUMENTATION</strong></td>
<td>Form: Summary of Fact-Finding Board Determination signed by Board member</td>
<td>Form: Summary of Fact-Finding Board Hearing signed by Board members</td>
</tr>
<tr>
<td></td>
<td>CIS: Enter the exact date the Fact-Finding Board was held and its final disposition.</td>
<td>CIS: Enter the exact date the Fact-Finding Board was held and its final disposition. Provide rationale if Board recommendation is not upheld.</td>
</tr>
<tr>
<td><strong>CENTER DIRECTOR’S ROLE</strong></td>
<td>If paperwork supports charges, sign summary and initiate separation processing</td>
<td>Review the Board’s recommendation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Determine if recommendation is to be upheld, overturned, or if charges are to be reduced; sign decision and provide rationale if Board recommendation is not upheld</td>
</tr>
<tr>
<td><strong>STUDENT NOTIFICATION</strong></td>
<td>In writing</td>
<td>Verbally (if present on center), and in writing</td>
</tr>
<tr>
<td><strong>APPEALS</strong></td>
<td>May appeal to Regional Appeal Board (RAB) within 30 days</td>
<td>May appeal Board decision to CD, and CD’s decision to Regional Appeal Board within 30 days</td>
</tr>
</tbody>
</table>
**EXHIBIT 3-3**

**Menu of Progressive Discipline Interventions and Sanctions for Minor Infractions**

<table>
<thead>
<tr>
<th>Minor Infractions: Menu of Progressive Discipline Interventions and Sanctions</th>
<th>Select a minimum of one intervention and one sanction from the lists below for Minor Infractions.</th>
<th>5th Offense in 60 Calendar Day Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Offense</td>
<td>2nd Offense</td>
<td>3rd Offense</td>
</tr>
<tr>
<td><strong>Interventions:</strong></td>
<td>• Counseling referral</td>
<td>• Counseling referral</td>
</tr>
<tr>
<td>• Verbal apology</td>
<td>• Wellness referral (if applicable)</td>
<td>• Community service (6-8 hours)</td>
</tr>
<tr>
<td>• Peer counseling</td>
<td>• Written and verbal apology</td>
<td>• Assignment to and meetings with adult mentor</td>
</tr>
<tr>
<td><strong>Interventions:</strong></td>
<td>• CSS essay or assignment related to CSS skill deficiency</td>
<td>• Intervention with relevant staff member</td>
</tr>
<tr>
<td>• Community service (4 hours)</td>
<td>• Community service (6-8 hours)</td>
<td>• Equal Employment Opportunity (EEO) Officer for discriminatory behavior</td>
</tr>
<tr>
<td><strong>Sanctions:</strong></td>
<td>• Letter of caution</td>
<td>• Safety Officer for safety violations</td>
</tr>
<tr>
<td>• $1 fine</td>
<td>• Weekend restriction</td>
<td>• Behavior contract</td>
</tr>
<tr>
<td>• Verbal or written reprimand</td>
<td>• Behavior contract</td>
<td>• 7-day restriction</td>
</tr>
<tr>
<td><strong>Sanctions:</strong></td>
<td>• Weekend restriction</td>
<td>• 7-day restriction</td>
</tr>
</tbody>
</table>

Notes:
- As reflected in the Center’s Behavior Management Plan, Peer Court may be incorporated into the Progressive Discipline process to recommend the appropriate interventions and sanctions.
- Interventions must be tailored to address specific skill deficiencies identified in the infraction report.
- CSS refers to Career Success Standards.


EXHIBIT 3-4

WORK-BASED LEARNING PROGRAM AGREEMENT TEMPLATE

WORK-BASED LEARNING PROGRAM AGREEMENT BETWEEN

Center Name: ____________________________________________
Address: ________________________________________________

and

Employer: _______________________________________________
Address: ________________________________________________
Telephone: ________________________________________________

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

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

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

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

2) Provide direct supervision and workplace mentors to students.

3) Assist students in achieving agreed upon career technical and academic skills.

4) Document student achievements and competencies.

5) Provide Center Safety Officer or other staff with routine escorted or unescorted access to student work areas to observe working/training conditions.

6) Adhere to all federal and state laws and regulations regarding employment and applicable safety and occupational health.

7) Coordinate with __________________________, Center Safety Officer, to conduct an investigation of accidents resulting in serious injuries and/or fatalities involving Job Corps students.

8) Provide the Occupational Safety and Health Administration (OSHA) with immediate access to the work site in the event of a student fatality or serious injury.

9) Provide all equipment, tools, and personal protective equipment and clothing needed to perform the assigned duties that would normally be provided to employees.

10) 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.

11) Inform the Center Director, or designee, of all accidents and injuries within 24 hours.

12) Adhere to the provisions of the Fair Labor Standards Act if an employment relationship exists between the employer and the student.

13) 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: ________________
<table>
<thead>
<tr>
<th>Role</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Company CEO/Designee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Company WBL Supervisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Company Safety Officer</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Exhibit 3-5
**Infraction Crosswalk**

**Previous Infraction Titles vs. New Infractions and Definitions**

<table>
<thead>
<tr>
<th>Previous Infraction</th>
<th>Change</th>
<th>New Infraction</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possession of gun or illegal weapon on center or under center supervision</td>
<td>Expanded to include possession of any weapon</td>
<td>Possession of a weapon on center or under center supervision</td>
<td>Knowingly possessing an instrument whose primary use is to inflict bodily harm, including, but not limited to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Firearms and ammunition</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Explosives and incendiaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Knives</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Homemade weapons</td>
</tr>
<tr>
<td>Example: A knife is found in a student’s locker. The Fact-Finding Board determines</td>
<td></td>
<td></td>
<td>the knife belonged to the student.</td>
</tr>
<tr>
<td>Example: A knife is found in a student’s locker. The Fact-Finding Board determines</td>
<td></td>
<td></td>
<td>the knife was placed there by another student for the purpose of getting the student kicked out of the program, and the student did not know it was there. In that case, the Fact-Finding Board would determine that the student did not knowingly possess the weapon and would not be found responsible for the infraction.</td>
</tr>
</tbody>
</table>
## LEVEL I INFRACTIONS – ZERO TOLERANCE INFRACTIONS

<table>
<thead>
<tr>
<th>PREVIOUS INFRACTION</th>
<th>CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical assault that causes bodily harm to student or staff (Level I)</td>
<td>Physical assault (whether or not it results in bodily harm) is changed to Level I, Assault</td>
</tr>
<tr>
<td>Physical assault with intent to cause bodily harm to student or staff (Level II)</td>
<td>Physical assault with intent is elevated to Level I and combined with physical assault that causes bodily harm</td>
</tr>
<tr>
<td></td>
<td>New definition adds a limited self-defense provision</td>
</tr>
<tr>
<td>Fighting</td>
<td>Elevated to Level I and combined with assault (above)</td>
</tr>
<tr>
<td>Threat of assault with intent to intimidate or coerce any student or staff (Level II)</td>
<td>Elevated to Level I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INFRINGEMENT</th>
<th>NEW DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assault</td>
<td>Taking a physical action with the intent to cause immediate bodily harm to another person unless taken in immediate response to another person taking such an action with the intent to prevent its continuation.</td>
</tr>
<tr>
<td>Threat of assault</td>
<td>Taking any action that intentionally causes another person to fear imminent bodily harm.</td>
</tr>
</tbody>
</table>

**Example:**
- A student (aggressor) strikes another student (victim). The victim defends him or herself by tackling the aggressor in an attempt to stop further assault. Upon investigation, the aggressor is charged with assault, but the victim is not. However, if the victim had become a secondary aggressor and proceeded to pummel the initial aggressor, then both would be charged with assault.

**Example:**
- A student (aggressor) attempts to strike another student (victim) and misses. The aggressor is charged with assault because the aggressor intended to cause bodily harm.

**Example:**
- One student raises a tray in the cafeteria as if to strike another student to intentionally cause fear.
<table>
<thead>
<tr>
<th>LEVEL I INFRACTIONS – ZERO TOLERANCE INFRACTIONS</th>
<th>NEW INFRINGEMENT</th>
<th>NEW DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PREVIOUS INFRACTION</strong></td>
<td><strong>CHANGE</strong></td>
<td><strong>NEW INFRACTION</strong></td>
</tr>
<tr>
<td>New</td>
<td>New Threat to safety</td>
<td>Taking any action that causes another person to reasonably fear bodily harm, including threats expressed verbally or via email, text, blog or social media.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Example: A student uses social media to invite members of the community to come fight another student on center.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Example: A student makes a terroristic threat to bomb a dormitory.</td>
</tr>
<tr>
<td>Sexual assault of a criminal nature</td>
<td>Modified to sexual assault</td>
<td>Sexual assault</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Example:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Forced sexual intercourse or sodomy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Attempted rape</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Child molestation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Fondling/groping</td>
</tr>
<tr>
<td>Possession, distribution, or sale of drugs on center or under center supervision</td>
<td>Eliminated the reference to sale of drugs which is covered by distribution</td>
<td>Drugs: Possession or distribution of drugs on center or under center supervision</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| |
| |
| |</p>
<table>
<thead>
<tr>
<th>PREVIOUS INFRACTION</th>
<th>CHANGE</th>
<th>NEW INFRACTION</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inhalation of volatile intoxicating substances on center or under center supervision</td>
<td>Elevated to Level I and combined with possession, use, or distribution of drugs</td>
<td>Substances Act, no valid prescription can be provided for Schedule I drugs, including marijuana.</td>
<td>• Synthetic drugs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Legalized marijuana</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Prescription drugs not prescribed for the individual</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Substances used for the purpose of intoxication</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Over-the-counter medication for the purpose of intoxication</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Drug paraphernalia</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Drug sale ledger or distribution list</td>
</tr>
<tr>
<td>PREVIOUS INFRACTION</td>
<td>CHANGE</td>
<td>NEW</td>
<td>DEFINITION</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------</td>
<td>-----</td>
<td>------------</td>
</tr>
</tbody>
</table>
| Use of drugs as evidenced by a positive drug test conducted by the end of the initial probationary period (prior to 45 days) or the suspicion intervention period (prior to 45 days) or by a positive drug test after the suspicion intervention period | Timeframe for follow-up testing specified  
Clean-up period for positive test on suspicion is eliminated and student separated as Level I Zero Tolerance infraction | Drugs: Use of drugs as evidenced by a positive drug test | • Testing positive on a follow-up to an initial positive drug test. The follow-up test is administered between the 37th and 40th day after arrival on center.  
• Testing positive on a drug test administered on suspicion at any time.  
• NOTE: Job Corps has a policy of Zero Tolerance for drug use once the student is enrolled in the program. However, students with a history of drug use are not automatically disqualified from enrolling in Job Corps. As described in PRH Section 6.11, students will be tested within 48 hours of initial arrival to the center. An initial positive drug test is considered to reflect drug use prior to the student’s enrollment. Students who test positive are provided intervention services and retested between the 37th and 40th day after arrival on center, at which point a positive test is a Level I infraction.  
• NOTE: Students who refuse to provide a specimen or have an unexcused absence from a follow-up drug test shall be presumed guilty of this infraction. |
**LEVEL I INFRACTIONS – ZERO TOLERANCE INFRACTIONS**

<table>
<thead>
<tr>
<th>PREVIOUS INFRACTION</th>
<th>CHANGE</th>
<th>NEW INFRACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use, possession, or sale of alcohol on center</td>
<td>Moved from Level II and further defined</td>
<td>Alcohol: Possession, use, or distribution while on center or under center supervision</td>
</tr>
<tr>
<td></td>
<td></td>
<td>While on center or while off center but on a center-supervised activity:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Possessing alcohol</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Using alcohol</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Distributing alcohol to others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Providing alcohol to minors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• NOTE: Students who are aged 21 or older may drink alcohol when off center and not under center supervision; however, they cannot bring alcohol onto the center. In addition, if students of any age return to the center intoxicated, it is categorized as a Level II infraction described below.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• NOTE: Students who refuse to submit to a breathalyzer or provide a sample for alcohol testing shall be presumed guilty of this infraction.</td>
</tr>
<tr>
<td>New</td>
<td>Abuse of Alcohol</td>
<td>A pattern of alcohol consumption-related incidents demonstrated by receiving more than two Level II “Intoxication on center or under center supervision” infractions where the intoxication is the result of alcohol while enrolled in the program. The 3rd infraction elevates the behavior to Level I Abuse of Alcohol.</td>
</tr>
<tr>
<td>PREVIOUS INFRACTION</td>
<td>CHANGE</td>
<td>NEW INFRINGEMENT</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------</td>
<td>----------------</td>
</tr>
</tbody>
</table>
| Arrest for a felony on- or off-center | Violent misdemeanors are elevated to Level I and added to this infraction | Arrest for a felony or violent misdemeanor on or off center | • Being arrested by law enforcement for a felony.  
• Being arrested by law enforcement for a misdemeanor involving the use, attempted use, or threatened use of physical force against the person or property of another.  
• NOTE: If the student is subsequently found guilty of only a non-violent misdemeanor, as defined below, he/she shall instead be charged with committing the Level II infraction “Arrest for a non-violent misdemeanor on or off center”.  
• If the charges are dropped or if the student is found not guilty, he/she will be exonerated. |
<p>| Conviction of drug use, possession, or sale off center (felony or misdemeanor) | Subsumed under Illegal Activity (below) | | |
| | New | Illegal Activity | Being convicted of a felony or misdemeanor as defined by Federal or state law, where the crime occurred while the student was enrolled in Job Corps. |
| Robbery and extortion | Elevated to Level I | Robbery or extortion | Taking money or possessions of another from his/her person by force or intimidation. |
| Arson | Elevated to Level I | Arson | The malicious setting of fire to a structure or personal property belonging to another person or entity. |</p>
<table>
<thead>
<tr>
<th>PREVIOUS INFRACTION</th>
<th>CHANGE</th>
<th>NEW INFRACTION</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>New</td>
<td>Cruelty to animals</td>
<td>The torture, ill-treatment, abandonment, willful infliction of injury or pain, beating, maiming, mutilating, or killing of any animal, whether belonging to the individual or another.</td>
</tr>
</tbody>
</table>
| Inciting a disturbance or creating disorder | Elevated to Level I | **Inciting a disturbance or creating disorder** | • Persuading, encouraging, instigating, taunting, pressuring or threatening persons to disrupt a peaceful situation.  
• Causing disorder or disrupting a peaceful situation. |
<table>
<thead>
<tr>
<th>PREVIOUS INFRACTION</th>
<th>CHANGE</th>
<th>NEW INFRINGEMENT</th>
<th>NEW DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possession of an item that could be used as a weapon on center or under center supervision</td>
<td>Further defined</td>
<td>Possession of a potentially dangerous item</td>
<td>Knowingly possessing, without authorization or legitimate purpose, an instrument or substance that could readily be used to inflict bodily harm. Example: Box cutter, scissors, trade tools, drain cleaner.</td>
</tr>
<tr>
<td>Use, possession, or sale of alcohol on center</td>
<td>Elevated to Level I (above)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theft or possession of stolen goods</td>
<td>The act of committing the theft is separated from possession of stolen goods</td>
<td>Theft/stealing</td>
<td>Taking the property of another person or entity with the intent of permanently depriving the owner.</td>
</tr>
<tr>
<td></td>
<td>Both remain Level II</td>
<td>Possession of stolen goods</td>
<td>Possessing items that one knows, or reasonably should know, are stolen.</td>
</tr>
<tr>
<td>LEVEL II INFRACTIONS</td>
<td>PREVIOUS INFRACTION</td>
<td>CHANGE</td>
<td>NEW INFRACTION</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------</td>
<td>--------</td>
<td>----------------</td>
</tr>
<tr>
<td>Alcohol intoxication on center or under center supervision</td>
<td>Elevated from Level III to Level II</td>
<td>Intoxication on center or under center supervision</td>
<td>Exhibiting a state in which one’s capacity to act or reason normally has been inhibited by the ingestion of a substance with the intent to cause such a state.</td>
</tr>
</tbody>
</table>

- NOTE: Suspected intoxication from use of alcohol may be confirmed by a breathalyzer test if alcohol is found in the breath or saliva. However, this definition includes intoxication as a result of substances other than alcohol, so a negative breathalyzer does not preclude a student from being charged with an intoxication infraction. |

- NOTE: Possessing, consuming, or distributing alcohol while on center or while off center, but on a center-supervised activity, is categorized as a Level I infraction, as described above.
<table>
<thead>
<tr>
<th>LEVEL II INFRACTIONS</th>
<th>CHANGE</th>
<th>NEW INFRINGEMENT</th>
<th>DEFINITION</th>
</tr>
</thead>
</table>
| Hazing, bullying, initiation, and harassment (without assault) | Bullying or harassment is separated from initiation or hazing  
Bullying or harassment is updated to reflect use of social media and technology. The frequency is defined as 2 or more instances  
Initiation is defined and includes hazing  
All participants (including willing participants) engaged in initiation or hazing are included in disciplinary actions; none are considered victims. | Bullying or harassment | • Making repeated (2 or more instances) communications with the intent to threaten or hurt another person mentally or emotionally, including statements made orally, in writing, or via email, blog, text, or other social media.  
• Making discriminatory remarks or ethnic slurs.  
• Performance of curses, hexes, or other rituals or actions intended to harm others. |
<table>
<thead>
<tr>
<th>LEVEL II INFRACTIONS</th>
<th>CHANGE</th>
<th>NEW INFRACTION</th>
<th>DEFINITION</th>
</tr>
</thead>
</table>
| Sexual harassment    | Further defined to mirror workplace standards. | Sexual harassment | Making an unwelcome sexual advance(s), request(s) for sexual favor(s), sexually offensive remark(s), a sexual gesture(s) or other communication(s) of a sexual nature that contribute to an intimidating, hostile or offensive environment. Depending on severity, one single incident may constitute sexual harassment. Harassment does not have to be of a sexual nature, however, and can include offensive remarks about a person’s gender including behavior, comments, jokes, slurs, email messages, pictures or other conduct that contributes to an intimidating or offensive environment. Sexual harassment may occur between males and females or between members of the same sex.  
**Example:** A student tells an offensive joke, warranting on-the-spot intervention and counseling that the joke is inappropriate. The student continues to tell offensive jokes, which is then deemed sexual harassment.  
**Example:** An overly explicit unwanted sexual advance. |
| New                  | False accusation | Making a false accusation against another individual that could have resulted in a Level I infraction or staff disciplinary action, without any credible supporting evidence. |
## LEVEL II INFRACTIONS

<table>
<thead>
<tr>
<th>PREVIOUS INFRACTION</th>
<th>CHANGE</th>
<th>NEW INFRACTION</th>
<th>NEW DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loan sharking</td>
<td>Updated to reflect current terminology – unfair money lending</td>
<td>Unfair money lending</td>
<td>Lending money and either demanding repayment with interest or using intimidating methods to obtain repayment.</td>
</tr>
<tr>
<td>Hazing, bullying, initiation, and harassment (without assault)</td>
<td>Separated hazing and initiation from bullying and harassment</td>
<td>Hazing or initiation</td>
<td>Participating in any ritual, ceremony, ordeal, or other activity that involves humiliating or verbally or emotionally abusing someone as a way of admitting him/her into a group or of granting him/her status. It shall not constitute a defense to the charge of hazing or initiation that the participant(s) took part voluntarily, that they voluntarily assumed the risks or hardship of the activity, or that no physical or mental injury was suffered. All participants engaged in a hazing or initiation action are subject to disciplinary action.</td>
</tr>
<tr>
<td>Gang activity, including wearing of gang clothing, colors, or making signs or handshakes that are associated with known gangs</td>
<td>Infraction title shortened to gang representation and defined</td>
<td>Gang representation or activity</td>
<td>Wearing of gang clothing, colors; using signs or handshakes associated with known gangs identified by law enforcement; using gang names or displaying gang symbols or slogans.</td>
</tr>
<tr>
<td>Destruction of government or private property</td>
<td>Infraction broadened and changed to vandalism</td>
<td>Vandalism</td>
<td>Intentionally damaging or destroying equipment or property belonging to another person or entity, including tagging.</td>
</tr>
<tr>
<td>New</td>
<td>New</td>
<td>Plagiarism</td>
<td>Passing off the ideas or words of another as one’s own without crediting the source.</td>
</tr>
<tr>
<td>Example: Copying a report from the internet and submitting as student’s own work.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEVEL II INFRACTIONS</td>
<td>PREVIOUS INFRACTION</td>
<td>CHANGE</td>
<td>NEW INFRACTION</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------</td>
<td>--------</td>
<td>---------------</td>
</tr>
</tbody>
</table>
| **New**              |                     |        | Cheating      | • Providing questions/answers to another student during a test.  
|                      |                     |        |               | • Receiving questions/answers from another person during a test.  
|                      |                     |        |               | • Using online resources during a test.  
| Arrest for a misdemeanor on or off center | Addition of the qualifier ‘non-violent’ to misdemeanor | Arrest for a non-violent misdemeanor on or off center | Being arrested by law enforcement for a misdemeanor that does not involve the use, attempted use, or threatened use of physical force against the person or property of another.  
|                      |                     |        |               | NOTE: Violent misdemeanors are categorized as Level I infractions and defined above.  
|                      |                     |        |               | If the charges are dropped or if the student is found not guilty, he/she will be exonerated.  
| New                 |                     |        | Bringing disrepute to the program | Behaving in a manner that is likely to cause others to have a diminished or lower opinion of the Center or the Job Corps program.  
|                      |                     |        |               | **Example**: While off center, creating some kind of disturbance in the community that did not result in an arrest (rowdy behavior which bothered citizens or merchants).  
|                      |                     |        |               | **Example**: Video recording occurrences of Level I, II, or III Infractions (such as videos of fights) and posting the footage on the internet.  
<p>|</p>
<table>
<thead>
<tr>
<th>PREVIOUS INFRACTION</th>
<th>CHANGE</th>
<th>NEW</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A pattern of inappropriate behavior, failure to follow center rules, or lack of full participation in required center activities as determined by the Center Director or designee</td>
<td>Changed to pattern of minor infractions</td>
<td>Pattern of minor infractions</td>
<td>Receiving more than 4 minor infractions within a 60-calendar day timeframe.</td>
</tr>
<tr>
<td></td>
<td>The intent is to ensure consistency in addressing the continuation of minor infractions</td>
<td></td>
<td>The 5th infraction elevates the behavior to Level II, Pattern of Minor Infractions.</td>
</tr>
<tr>
<td>New</td>
<td>Unauthorized Exit</td>
<td></td>
<td>Leaving the Job Corps center campus or a center-supervised activity without approval from a staff member authorized to approve student leave and passes.</td>
</tr>
<tr>
<td></td>
<td>Example: A student leaves campus for any reason such as meeting a friend, conducting personal business, etc. without first securing appropriate approval.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## MINOR INFRACTIONS

<table>
<thead>
<tr>
<th>PREVIOUS INFRACTION</th>
<th>CHANGE</th>
<th>NEW INFRACTION</th>
<th>DEFINITION</th>
</tr>
</thead>
</table>
| Level III           | Level III changed to Minor Infractions and divided into 2 categories:  
• Infractions impacting others  
• Infractions impacting self | Failure to follow center rules impacting the rights or ability of others to benefit from the program | Exhibiting a pattern of minor behavior infractions that impacts the rights of other enrollees or their ability to benefit from the program, including:  
• Using profanity, or abusive or obscene language  
• Interfering with the learning of others through disruptive behavior  
• Smoking in unauthorized areas  
• Cutting lines  
• Maintaining or operating a private vehicle on center  
• Gambling  
• Failing to follow safety rules  
Example: Failure to use safety equipment and protective gear; horseplay; misuse of tools |
| Gambling            | A pattern is defined as more than 4 minor infractions within a 60-day timeframe. The 5th infraction elevates the behavior to Level II, Pattern of Minor Infractions | Failure to follow center rules impacting the individual’s participation or progress | Exhibiting a pattern of behavior infractions that demonstrates the individual’s lack of commitment to program participation or implicates self-endangerment including:  
• Refusing to perform assignments  
• Failing to follow instructions  
• Being absent or excessively tardy without permission from assigned activity including work, classes, and scheduled health appointments  
• Engaging in overt sexual behavior  
• Violating center dress code |
| Using profanity, abusive or obscene language | | | |
| Disruptive behavior that interferes with the learning of others | | | |
| Ethnic agitation, including racial name calling and racial remarks | | | |
| Refusal to perform assignment or failure to follow instructions | | | |
| Absent from assigned activity, including work, classes; and health and wellness, TEAP, and counseling appointments | | | |
| Being in an unauthorized or off-limits area | | | |
| Violation of safety rules | | | |
| Overt sexual behavior | | | |
| Cutting lines | | | |
| Smoking in an unauthorized area | | | |
| Hitchhiking | | | |
| Maintaining or operating a private vehicle on center | | | |
| Vandalism or abuse of center facilities or property | | | |
| Violation of center standards of dress and appearance | | | |
| Unauthorized absences from training or center | | | |
**EXHIBIT 3-6**

**JOB CORPS CAREER TECHNICAL TRAINING PROGRAMS**

**STUDENT/TEACHER RATIOS**

Exhibit 3-6 represents the student/teacher ratios for all Career Technical Training (CTT), Academic and Career Preparation program areas. The program titles and E-TAR codes contained in this exhibit are the official titles and codes assigned to trades approved by the National Office and should not be modified or abbreviated under any condition. The student/teacher ratios represent what should be used when submitting a CTT Change Request. However, the National Office reserves the right to approve student/teacher ratios different than what is listed below if a proposed change is justified. Circumstances such as facility space or safety concerns may dictate a change from the student/teacher ratios listed below. **Note:** There are no student/teacher ratios for Advanced Career Training (ACT), or for Other Training Providers (OTP), formerly Off-Center Training (OCT) programs.

Approved student/teacher ratios:

All Academic Programs: 18:1 student-to-teacher ratio  
All Career Prep Programs: 15:1 student-to-teacher ratio [E-TAR Code = JCCPP-100-OJC-15]  
All Career Technical Training Programs: See chart below

<table>
<thead>
<tr>
<th>Industry Area</th>
<th>Training Program</th>
<th>E-TAR Code</th>
<th>Student/Teacher Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Manufacturing</td>
<td>Machining</td>
<td>MACHI-100-OJC-14</td>
<td>12:01</td>
</tr>
<tr>
<td></td>
<td>Advanced Machinist</td>
<td>MACHI-520-TCU-13</td>
<td>25:01:00</td>
</tr>
<tr>
<td></td>
<td>Manufacturing Technology</td>
<td>MANUT-100-OJC-14</td>
<td>10:01</td>
</tr>
<tr>
<td></td>
<td>Sign, Billboard and Display, Pre-Apprentice</td>
<td>SIGNB-100-IUP-18</td>
<td>10:01</td>
</tr>
<tr>
<td></td>
<td>Welding</td>
<td>WELDG-100-OJC-14</td>
<td>12:01</td>
</tr>
<tr>
<td></td>
<td>Advanced Welding</td>
<td>WELDG-500-OJC-11</td>
<td>12:01</td>
</tr>
<tr>
<td></td>
<td>OTP in Advanced Manufacturing Basic</td>
<td>INADM-100-OTP-18</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>OTP in Advanced Manufacturing Advanced</td>
<td>INADM-500-OTP-18</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Advanced Career Training/College</td>
<td>COLLG-600-ACT-14</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Advanced Career Training/Apprenticeship</td>
<td>APPRE-700-ACT-17</td>
<td>N/A</td>
</tr>
<tr>
<td>Automotive and Machine Repair</td>
<td>Maintenance and Light Repair</td>
<td>AUTOT-100-OJC-13</td>
<td>12:01</td>
</tr>
<tr>
<td></td>
<td>Maintenance and Light Repair, Pre-Apprentice</td>
<td>AUTOT-100-UAW-19</td>
<td>12:01</td>
</tr>
<tr>
<td></td>
<td>Advanced Automobile Service Technology</td>
<td>AUTOT-500-UAW-19</td>
<td>12:01</td>
</tr>
<tr>
<td></td>
<td>Advanced Master Automobile Service Technology</td>
<td>AUTOT-501-UAW-19</td>
<td>12:01</td>
</tr>
<tr>
<td></td>
<td>Advanced Automobile Undercar Specialist</td>
<td>AUTOT-510-UAW-18</td>
<td>12:01</td>
</tr>
<tr>
<td></td>
<td>Machine Equipment Repair</td>
<td>AUTOT-145-OJC-09</td>
<td>12:01</td>
</tr>
<tr>
<td>Industry Area</td>
<td>Training Program</td>
<td>E-TAR Code</td>
<td>Student/Teacher Ratio</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Collision Repair and Refinish - Non-Structural Analysis and Damage Repair</td>
<td>AUTOC-251-OJC-14</td>
<td>12:01</td>
<td></td>
</tr>
<tr>
<td>Collision Repair and Refinish - Painting and Refinishing</td>
<td>AUTOC-252-OJC-14</td>
<td>12:01</td>
<td></td>
</tr>
<tr>
<td>Collision Repair and Refinish - Structural Analysis and Damage Repair</td>
<td>AUTOC-253-OJC-14</td>
<td>12:01</td>
<td></td>
</tr>
<tr>
<td>Collision Repair and Refinish - Mechanical and Electrical Components</td>
<td>AUTOC-254-OJC-14</td>
<td>12:01</td>
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</tr>
<tr>
<td>Advanced Collision Repair and Refinish - Damage Analysis and Estimating, Pre-Apprentice</td>
<td>AUTOC-550-UAW-19</td>
<td>12:01</td>
<td></td>
</tr>
<tr>
<td>Advanced Collision Repair and Refinish - Non-Structural Analysis and Damage Repair, Pre-Apprentice</td>
<td>AUTOC-551-UAW-19</td>
<td>12:01</td>
<td></td>
</tr>
<tr>
<td>Advanced Collision Repair and Refinish - Painting and Refinishing, Pre Apprentice</td>
<td>AUTOC-552-UAW-19</td>
<td>12:01</td>
<td></td>
</tr>
<tr>
<td>Advanced Collision Repair and Refinish - Structural Analysis and Damage Repair, Pre-Apprentice</td>
<td>AUTOC-553-UAW-19</td>
<td>12:01</td>
<td></td>
</tr>
<tr>
<td>Advanced Collision Repair - Mechanical and Electrical Components Pre-Apprentice</td>
<td>AUTOC-554-UAW-19</td>
<td>12:01</td>
<td></td>
</tr>
<tr>
<td>Advanced Collision Repair and Refinish - Plastics and Adhesives, Pre-Apprentice</td>
<td>AUTOC-555-UAW-14</td>
<td>12:01</td>
<td></td>
</tr>
<tr>
<td>Advanced Collision Repair and Refinish - Repair and Refinish Technician (CRRT), Pre-Apprentice</td>
<td>AUTOC-556-UAW-14</td>
<td>12:01</td>
<td></td>
</tr>
<tr>
<td>Advanced Collision Repair and Refinish - Welding, Cutting, and Joining, Pre-Apprentice</td>
<td>AUTOC-557-UAW-19</td>
<td>12:01</td>
<td></td>
</tr>
<tr>
<td>Advanced MHDT Electrical/Electronics Pre-Apprentice</td>
<td>AUTOT-530-UAW-17</td>
<td>12:01</td>
<td></td>
</tr>
<tr>
<td>Advanced MHDT Brakes, Pre-Apprentice</td>
<td>AUTOT-531-UAW-17</td>
<td>12:01</td>
<td></td>
</tr>
<tr>
<td>Advanced MHDT Suspension and Steering, Pre-Apprentice</td>
<td>AUTOT-533-UAW-17</td>
<td>12:01</td>
<td></td>
</tr>
<tr>
<td>Advanced MHDT Gasoline Engine, Pre-Apprentice</td>
<td>AUTOT-535-UAW-09</td>
<td>12:01</td>
<td></td>
</tr>
<tr>
<td>Advanced MHDT HVAC, Pre-Apprentice, Pre-Apprentice</td>
<td>AUTOT-536-UAW-17</td>
<td>12:01</td>
<td></td>
</tr>
<tr>
<td>Advanced MHDT Drive Trains, Pre-Apprentice</td>
<td>AUTOT-537-UAW-17</td>
<td>12:01</td>
<td></td>
</tr>
<tr>
<td>Advanced MHDT Preventive Maintenance and Inspection Pre-Apprentice</td>
<td>AUTOT-538-UAW-17</td>
<td>12:01</td>
<td></td>
</tr>
<tr>
<td>Advanced MHDT Hydraulics Pre-Apprentice</td>
<td>AUTOT-539-UAW-17</td>
<td>12:01</td>
<td></td>
</tr>
<tr>
<td>Advanced E-2 MHDT Electrical/Electronic Systems Installation and Repair, Pre-Apprentice</td>
<td>AUTOT-540-UAW-18</td>
<td>12:01</td>
<td></td>
</tr>
<tr>
<td>Industry Area</td>
<td>Training Program</td>
<td>E-TAR Code</td>
<td>Student/Teacher Ratio</td>
</tr>
<tr>
<td>---------------</td>
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<td>-----------------------</td>
</tr>
<tr>
<td>Advanced MHDT Diesel Engines, Pre-Apprentice</td>
<td>AUTOT-545-UAW-17</td>
<td>12:01</td>
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</tr>
<tr>
<td>Advanced Automotive Parts, Pre-Apprentice</td>
<td>AUTOT-599-UAW-09</td>
<td>12:01</td>
<td></td>
</tr>
<tr>
<td>Advanced Diesel Hydraulic Hybrid Vehicle Technician, Pre-Apprentice</td>
<td>AUTOT-646-UAW-18</td>
<td>12:01</td>
<td></td>
</tr>
<tr>
<td>Advanced MHDT Ultra Green Clean Diesel Technician, Pre-Apprentice</td>
<td>AUTOT-647-UAW-18</td>
<td>12:01</td>
<td></td>
</tr>
<tr>
<td>Advanced Automotive Hybrid Electric Vehicle, Pre-Apprentice</td>
<td>AUTOT-670-UAW-18</td>
<td>12:01</td>
<td></td>
</tr>
<tr>
<td>Heavy Construction Equipment Mechanic</td>
<td>HEMEC-100-OJC-13</td>
<td>8:01</td>
<td></td>
</tr>
<tr>
<td>Heavy Construction Equipment Mechanic, Pre-Apprentice</td>
<td>HEMEC-100-IUO-13</td>
<td>8:01</td>
<td></td>
</tr>
<tr>
<td>Maintenance Repairer Helper - Stationary Engineering, Pre-Apprentice</td>
<td>STATG-100-IUO-09</td>
<td>10:01</td>
<td></td>
</tr>
<tr>
<td>Maintenance Repairer - Stationary Engineering, Pre-Apprentice</td>
<td>STATG-200-IUO-09</td>
<td>10:01</td>
<td></td>
</tr>
<tr>
<td>OTP in Automotive and Machine Repair</td>
<td>INAMR-100-OTP-18</td>
<td>N/A</td>
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</tr>
<tr>
<td>OTP in Advanced Automotive and Machine Repair</td>
<td>INAMR-500-OTP-18</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Advanced Career Training/College</td>
<td>COLLG-600-ACT-14</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Advanced Career Training/Apprenticeship</td>
<td>APPRE-700-ACT-17</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Construction</td>
<td>Bricklayer</td>
<td>BRICK-100-OJC-14</td>
<td>12:01</td>
</tr>
<tr>
<td>Brick Masonry Trainee, Pre-Apprentice</td>
<td>BRICK-100-HBI-15</td>
<td>12:01</td>
<td></td>
</tr>
<tr>
<td>Bricklayer, Pre-Apprentice</td>
<td>BRICK-101-IUO-18</td>
<td>10:01</td>
<td></td>
</tr>
<tr>
<td>Building Construction Technology, Pre-Apprentice</td>
<td>BCONT-100-HBI-15</td>
<td>12:01</td>
<td></td>
</tr>
<tr>
<td>Carpentry</td>
<td>CARPE-100-OJC-14</td>
<td>12:01</td>
<td></td>
</tr>
<tr>
<td>Carpentry Trainee, Pre-Apprentice</td>
<td>CARPE-100-HBI-15</td>
<td>12:01</td>
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<tr>
<td>Carpentry, Pre-Apprentice</td>
<td>CARPT-100-UBC-18</td>
<td>10:01</td>
<td></td>
</tr>
<tr>
<td>Cement Masonry</td>
<td>CMENT-100-OJC-14</td>
<td>12:01</td>
<td></td>
</tr>
<tr>
<td>Cement Masonry, Pre-Apprentice</td>
<td>CMENT-100-NPI-19</td>
<td>10:01</td>
<td></td>
</tr>
<tr>
<td>Advanced Cement Masonry, Pre-Apprentice</td>
<td>CMENT-500-NPI-19</td>
<td>10:01</td>
<td></td>
</tr>
<tr>
<td>Construction Craft Laborer, Pre-Apprentice</td>
<td>COCRA-100-OJC-12</td>
<td>12:01</td>
<td></td>
</tr>
<tr>
<td>Electrical</td>
<td>ELECT-100-OJC-14</td>
<td>12:01</td>
<td></td>
</tr>
<tr>
<td>Electrical Trainee, Pre-Apprentice</td>
<td>ELECT-100-HBI-15</td>
<td>12:01</td>
<td></td>
</tr>
<tr>
<td>Advanced Electrical, Overhead Line Construction</td>
<td>ELECT-510-OJC-10</td>
<td>8:01</td>
<td></td>
</tr>
<tr>
<td>Advanced Electrical, Underground Residential Distribution</td>
<td>ELECT-520-OJC-10</td>
<td>10:01</td>
<td></td>
</tr>
<tr>
<td>Advanced Electrical, Smart Meter and Instrumentation Technician</td>
<td>SMART-530-OJC-14</td>
<td>10:01</td>
<td></td>
</tr>
<tr>
<td>Advanced Electrical Service Technician, Pre-Apprentice</td>
<td>ELECT-540-HBI-18</td>
<td>12:01</td>
<td></td>
</tr>
<tr>
<td>Facilities Maintenance</td>
<td>FACMA-100-OJC-14</td>
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**EXHIBIT 3-7**

**NEW EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS FOR ADULT BASIC EDUCATION (ABE)**

**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 OCTAE’s 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 includes a combination of reading, writing, and speaking and listening skills—again as a way to

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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.
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. They are able to determine the meaning of words and phrases in level-appropriate complex texts. Individuals ready to exit this level are able to determine main ideas, ask and answer questions about key details in texts and show how those details support the main idea. Individuals also are able to explain how specific aspects of both digital and print illustrations contribute to what is conveyed by the words of a text. They are able to compare and contrast the

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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
They are able to use knowledge of letter-sound correspondences, syllabication patterns, and roots and affixes to accurately decode unfamiliar words. They are able to determine the meaning of words and phrases (e.g., metaphors and similes) in level-appropriate complex texts. Individuals ready to exit this level are able to make logical inferences, summarize central ideas or themes, and explain how they are supported by key details. They are able to explain events, procedures, or ideas in historical, scientific, or technical texts, including what happened and why. They are able to describe the overall structure of a text and compare and contrast the structures of two texts. Individuals ready to exit this level are also able to interpret information presented visually, orally or quantitatively to find an answer to a question or solve a problem. They display this facility with both print and digital media. Individuals are able to explain how authors use reasons and evidence to support particular points in a text and can integrate information from several texts, whether print, media, or a mix, on the same topic. They are able to describe how point of view influences how events are described. They are able to analyze multiple accounts of the same event or topic, noting similarities and differences. They are able to produce valid evidence for their findings and assertions.

**Writing:** Individuals ready to exit the Low Intermediate Level are able to write opinion pieces on topics or texts, supporting a point of view with facts and logically ordered reasons. They are able to produce informative texts in which they develop a topic with concrete facts and details. They convey information clearly with precise language and well-organized paragraphs. They link ideas, opinions and reasons with words, phrases, and clauses (e.g., another, specifically, consequently, because). They are also able to use technology (including the Internet) to produce and publish writing as well as to interact and collaborate with others. They are able to conduct short research projects, making frequent use of on-line as well as print sources. This includes the ability to draw evidence from several texts to support an analysis. They are able to summarize or paraphrase information from and provide a list of those sources.

**Speaking and Listening:** Individuals ready to exit this level are able to participate in a range of collaborative conversations with diverse partners and groups, respecting individual differences. This includes demonstrating an understanding of teamwork and working well with others by carrying out their assigned roles, and posing and responding to specific questions, and making comments that contribute to, and elaborate on the remarks of others. Individuals are able to report on a topic or text or present an opinion, sequencing ideas logically and providing appropriate facts, and relevant, descriptive details that support the main ideas or themes. They are able to differentiate between contexts that call for formal English and situations where informal discourse is appropriate. They also are able to paraphrase and summarize what they have heard aloud, and explain how each claim is supported by reasons and evidence.

**Language:** When writing and speaking, individuals ready to exit this level are able to use verb tenses to convey various times, sequences, states, and conditions correctly and recognize inappropriate shifts in verb tense. They use prepositions, conjunctions, and interjections properly. Individuals write simple, compound and complex sentences and use correct subject-verb and pronoun-antecedent agreement throughout a piece of writing. They also use correct capitalization, commas, and underlining, quotation marks, and italics to indicate titles of works.

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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). 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

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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.
topic through the selection, organization, and analysis of relevant facts, concrete details, 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). 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

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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.
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 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). 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

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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.
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 projects that require the synthesis of multiple complex sources to make informed decisions and solve problems. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to gather and organize information, assess the credibility, accuracy, and usefulness of each source in answering the research question, noting any discrepancies among the data collected.

Speaking and Listening: Individuals ready to exit the High Adult Secondary level demonstrate flexibility, integrity, and initiative when collaborating as an effective member of a team. They are able to manage their time and other resources wisely in order to contribute to the team’s overarching goal(s) and meet the agreed upon deadlines. This includes the ability to exercise leadership, resolve conflicts as they arise, and pose and respond to questions that relate the current discussion to broader themes or larger ideas. They are able to express alternative views clearly and persuasively, verify or challenge others’ ideas and conclusions, and think creatively and critically in light of the evidence and reasoning presented. Just as in writing, individuals are able to evaluate a speaker’s point of view, stance, premises, evidence, reasoning, rhetoric, and tone. They also are able to present their own findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, making strategic use of digital media. Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language: Individuals ready to exit the High Adult Secondary level demonstrate strong control of English grammar, usage, and mechanics and use these elements to enhance the presentation of ideas both in speech and writing. This includes the use of parallel structure and the correct use of various types of phrases and clauses to convey specific meanings. They are able to adapt their speech to a variety of contexts and tasks when indicated. The meaning of their written and oral communications is clear. Individuals are able to determine the meaning of unknown and multiple-meaning words and phrases as they are used in level-appropriate complex texts through context clues, knowledge of affixes and roots, and use of reference materials.

Exhibit B.1. Quantitative Analysis Chart for Determining Text Complexity

<table>
<thead>
<tr>
<th>CCR Levels of Learning</th>
<th>ATOS</th>
<th>Degrees of Reading Power</th>
<th>Flesch-Kincaid</th>
<th>The Lexile Framework</th>
<th>Reading Maturity</th>
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<tr>
<td>B (Level 2)</td>
<td>2.75–5.14</td>
<td>42–54</td>
<td>1.98–5.34</td>
<td>420–820</td>
<td>3.53–6.13</td>
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<tr>
<td>C (Level 3)</td>
<td>4.97–7.03</td>
<td>52–60</td>
<td>4.51–7.73</td>
<td>740–1010</td>
<td>5.42–7.92</td>
</tr>
<tr>
<td>D (Level 4)</td>
<td>7.00–9.98</td>
<td>57–67</td>
<td>6.51–10.34</td>
<td>925–1185</td>
<td>7.04–9.57</td>
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<tr>
<td>E (Level 6)</td>
<td>11.20–4.10</td>
<td>67–74</td>
<td>10.34–14.2</td>
<td>1185–1385</td>
<td>9.57–12.00</td>
</tr>
</tbody>
</table>

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 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

8 CTB’s Tests of Adult Basic Education (TABE®), hereinafter referred to as “TABE.”
requirements specified in Job Corps’ Guide for Test Administrators before administering the 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 PRH Chapter 3, 3.1, R1.c and PRH Chapter 5, Section 5.1, R3.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 Appendix 201]) 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 by a certified teacher 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. 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.

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 Web site within the Job Corps Community Web site 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 RAC. 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 Educational Functioning Level (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 305 provides a checklist for student exemptions from follow-up TABE testing for students with documented cognitive disabilities and a “Sample Form for Disability Waiver From TABE Testing.”
  - After all data have been gathered and a decision has been made to waive further TABE testing, a request must be sent to the Regional Office (RO) for final approval or disapproval. The request must be accompanied by supporting documentation as identified in Appendix 305.

**NOTE:** Students with documented disabilities who qualify for exemption from further TABE testing will remain in the pool for tracking literacy and numeracy gains for Outcome Measurement System (OMS) purposes. The students will also continue to receive instruction in reading and math unless they have earned a high school diploma or 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 instructors and monitored by the center’s RAC, and copies of documented instruction must be kept in the student’s file. Students will continue in reading and math instruction until they complete the competency requirements for reading or math (as determined by the center and documented in the center’s CDSS Plan, in accordance with PRH Chapter 3, Section 3.1, Section 3.9, and Section 3.10).
Completion of competency requirements must be documented by the instructors and approved by the RAC.

6. **Recording TABE Test Data:** 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.”
APPENDIX 302
MEMORANDUM OF UNDERSTANDING BETWEEN THE NATIONAL TRAINING CONTRACTOR (NTC) AND CENTER CONTRACTOR

Where National Training Contractor (NTC) programs operate, the provisions of this Memorandum of Understanding (MOU) apply to National Training Contractors (NTCs), Center Operators, and Center Directors. The NTCs are as follows:

- Home Builders Institute (HBI)
- International Masonry Institute (IMI)
- International Union of Operating Engineers (IUOE)
- International Union of Painters and Allied Trades (IUPAT)
- National Plastering Industry’s Joint Apprenticeship Trust Fund (JATF)
- Transportation-Communications International Union (TCU)
- United Auto Workers/Labor, Employment and Training Corporation (UAW/LETC)
- United Brotherhood of Carpenters (UBC) - National Job Corps Training Fund, Inc.

1. PURPOSE

This document constitutes a working agreement between ____________________________, the National Training Contractor, and ____________________________, the Job Corps Center Operator, entered into this ____________________________ day of ____________________________, 20__.  

(Signatures required at the close of this Agreement)

2. BASIC NTC RESPONSIBILITIES

The NTC must:

a. Ensure that quality career technical training is provided.

b. Administer initial job placement services for up to one year from separation, and placement in subsequent jobs, for one year from the date the initial job placement is accepted by the Student Pay Allotment Management Information System/Career Transition Services (SPAMIS/CTS), to all graduates who have successfully completed the NTC career technical training programs. Non-completers of NTC programs who, in the judgment of the NTC instructor and Center Director, or his/her designee, have attained and demonstrated sufficient career technical and employability skills to successfully perform at least entry-level tasks required by the trade, must be provided initial job placement services.

In addition to job placement services, NTCs may also provide career transition support...
services to graduates, such as making arrangements for housing and transportation, where NTCs have the capability to effectively deliver such services and the provision of such services has first been coordinated with the Career Development Services System (CDSS) Manager/Specialist and/or designated CTS provider.

NTC instructors and field staff must work cooperatively with Job Corps Regional Office (RO) and center officials to ensure that NTC-provided job placement, and as applicable, career transition support services, are coordinated with the development and implementation of each center’s CDSS Plan. Further, all NTCs will utilize the Job Corps automated CTS system to record significant information about job referrals, placements, career transition support services arranged for graduates, as well as new and updated sources for contacting graduates.

c. Develop and maintain a productive and meaningful relationship with the associated national, state, and local unions, business/industry organizations, and individual employers that can place Job Corps graduates into Registered Apprenticeship training programs and other meaningful career opportunities at wages that support self-sufficiency.

d. In consultation with appropriate unions, industry groups, individual employers, and Occupational Safety and Health Administration (OSHA) (as well as state and local OSHA counterparts), determine the equipment, tools, materials, and supplies necessary to ensure quality training and to protect student/instructor safety and health. As appropriate, these activities will be coordinated with the Center Safety Officer and/or the Health and Wellness Manager/Administrator.

e. Ensure that NTC career technical training programs offer all assigned students the opportunity to perform all work normally required of entry-level workers in the trade, thereby enabling graduates to:

   (1) enter a Registered Apprenticeship training program leading to full journey person status, a customized employer-based training program that leads to career opportunities; or

   (2) enter a specific area of the craft/trade that offers the opportunity for long-term employment and career building.

f. As applicable, inform local unions, home builders associations, major providers of transportation services, auto/truck repair businesses, other established business/industry affiliates, apprenticeship committees/councils, contractors, and individual employers of the opportunity to refer potential employees who are eligible for Job Corps to related NTC training at Job Corps centers. The NTC staff must coordinate with the appropriate Outreach and Admissions (OA) contractor(s) and center staff to ensure the availability of NTC program openings prior to finalizing arrangements for potential enrollees.

g. Have appropriate NTC staff fully participate in the curriculum development process at
each center where the NTC operates a career technical training program. This includes
serving as an active member of the center Curriculum Development Committee, and if
authorized, sharing NTC-developed instructional resources, techniques, and methods that
contribute to student success.

h. Ensure that NTC staff fully support the functioning of the Center Workforce Council and
the CDSS Manager/Specialist, in improving the quality of career technical training
programs and creating meaningful linkages with individual employers; employer and
labor organizations; One-Stop Centers/American Job Centers and partners; state and local
Workforce Development Boards; and local youth standing committees, if established.

i. Work closely with the Center Director’s designee (CDD) for disability issues to ensure
that students with disabilities who are interested in NTC trades are provided reasonable
accommodations/modifications, if needed, to perform the trade-related skills required by
the Electronic Training Achievement Records (e-TARs).

3. SELECTION OF STUDENTS FOR NTC TRADES

a. Except for applicants referred to Job Corps by the groups cited in 2.f above, the selection
of students for NTC contractor programs will follow a process, mutually agreed upon by
the Center Director and the NTC that ensures student success. Where slots are available,
qualified applicants referred by the above-referenced groups must be admitted to the
program. These students, like all others, are required to participate in and successfully
complete all the activities included in the center’s Career Preparation Period (CPP). The
only exception is an activity directly related to the selection of a trade. However, in the
event that a student in this category expresses an interest to explore other trades, and
possibly select another trade, he/she must be permitted to do so.

b. The specific selection criteria for students participating in NTC training programs are as
follows:

   (1) Age

   No student can be denied access to a career technical training program, including
   NTC programs, because of age. However, because most NTC trades, as a condition of
   employment, require applicants to be at least 18 years of age, and recognizing that
certain NTC trades have significant safety-related responsibilities, the Center
   Director, or his/her designee, and the NTC instructor(s)/field director must jointly
   address these issues.

   Based on relevant factors, particularly student safety, but also including
demographics, a solution must be agreed upon that will not adversely impact students
or NTC performance.

   In addition to the above, students who are prevented from obtaining a driver’s license,
including a Commercial Driver’s License (CDL), because of previous violations, etc.,
must not be enrolled in NTC trades requiring a license as a condition for employment.

(2) Academics

Students must have a proficiency in reading and math that will enable them to learn the trade, understand and follow instructions, and, where applicable, adhere to safety regulations and procedures. These proficiencies are particularly essential for trades that require the proper use of power tools, equipment, and machinery, and adherence to specific OSHA/industry safety guidelines.

(3) Health

Unless the Center Physician determines that participation in a particular trade would be a direct threat to the well-being of the student, other students, and/or the instructor, a student’s health condition must not be a factor regarding his/her participation in an NTC trade. In this regard, and in accordance with Job Corps Program Instruction No. 01-11, dated November 27, 2001, NTCs are not authorized to collect information, formally or otherwise, regarding the health, disability status, or history of a potential enrollee, or a student who has or has not, as yet, entered the NTC trade. These matters are solely within the purview of the Center Physician.

4. STUDENT TRAINING

a. Career Preparation Period (CPP)

During the Career Preparation Period (CPP), all students must learn, demonstrate, and practice personal responsibility and employability skills required at the workplace as well as basic information technology skills. In addition, each student will be assisted in developing a My Pathway to Achieving Career Excellence (MyPACE) Career Plan and Pathway Achievement Record (PAR) and will commit to the plan. In this regard, students will have an opportunity to spend time in trades that interest them as part of the overall effort to ensure that students are well suited for their trade choice(s).

The Center Director has the responsibility for establishing programs, activities, and training conducted during CPP. These may include, but not be limited to: introduction to center life; communications; diversity training; personal and career counseling; career planning and exploration; social and employability skills training; training in basic information technology; interest and ability tests; and the development of a MyPACE Career Plan and PAR for each student. Driver’s education is required to begin during this period.

As full partners in the development and implementation of the CDSS, NTC instructors must be actively involved with center officials and staff in helping to establish the above-cited programs, activities, and training, and ensuring their effectiveness.

b. Career Development Period (CDP)
Job Corps’ Career Development Period (CDP) combines center-based and work-based learning (WBL) strategies and experiences to improve students’ academic, career technical, and work readiness skills. The challenge is to create a system for integrating work and learning in a rational, well organized way so that all Job Corps career development activities (career technical, academic, social and employability skills, independent living skills, and student support) work together and are relevant to the workplace. To take full advantage of this opportunity, NTC instructors, and center officials and staff must work collaboratively to ensure that learning experiences, including those arranged through employer partnerships, meet the center-based and WBL standards described in the electronic Policy and Requirements Handbook (ePRH).

(1) NTC instructors must work in partnership with appropriate center staff in establishing meaningful WBL opportunities. Work experience for students will reflect a balance between career technical skills training (CTST) projects and WBL opportunities. This includes, but is not limited to, the creation of opportunities for all NTC students to observe work-site activities early in their career technical training, in addition to qualified employer representatives to be present during CTST activities and provide meaningful advice and guidance to students regarding their employability and career technical skills as well as their adherence to established safety and health standards.

(2) During CDP, there must be a process for determining each student’s readiness to benefit from work-site experience. This process includes input from all relevant components of the Job Corps center, including NTC instructors.

(3) NTC instructors and field staff will work cooperatively with center officials and staff to make CTST and WBL opportunities viable learning experiences that incorporate principles of applied academics. In this regard, NTC instructors will be actively involved in the development and teaching (including team teaching) of applied academic lessons.

(4) Generally, centers must not backfill NTC career technical training slots occupied by students that have been assigned to WBL, except in those situations where the WBL student(s) will be separating from Job Corps (e.g., to take a job) within two weeks of completing the WBL assignment. In this regard, however, every effort must be made to avoid situations where NTC instructors have less than 70% of registered students physically in their class, over an extensive period of time. NTC instructors will closely monitor this situation and work with the career technical manager and other appropriate center staff to ensure that class size is effectively managed. When NTC instructors are confronted with significantly smaller classes, they are expected to perform other job-related tasks, as time permits.

These may include, but are not limited to, the following:
- Monitoring existing WBL sites, and helping to develop new sites
- Strengthening working relationships with local unions, employer organizations, and individual employers/contractors
• Working with academic instructors to develop applied academic lessons
• Providing short-term (up to 10 days) introductory training to students on the waiting list for the NTC trade, who continue to have a strong desire to enter and complete the training

c. Career Technical Skills Training

(This provision is not applicable to Transportation Communications Union [TCU] and United Auto Workers/Labor, Employment, and Training Corporation [UAW/LETC] programs. At the conclusion of this provision, the TCU Work Experience Program [WEP] and Federal Internship Trade Program [FITP] are described.)

(1) CTST projects must be planned for each program year in accordance with the ePRH. The Center Director must designate a qualified, competent center staff member to plan and oversee all CTST projects. NTC instructors must assist this individual in developing and implementing the CTST Plan. The NTC’s designee and the Center Director’s designee must each sign off, or provide a letter of concurrence, on the annual CTST Plan and any modification to the plan, including a Safety Hazard Analysis for each project in the CTST Plan, prior to submitting the plan/modification to the appropriate Job Corps Regional Office (RO).

(2) In cooperation with the Center Director’s designee, NTC staff and appropriate local community members/officials will make every effort to develop CTST opportunities that support student learning and meet not only the center’s needs, but community needs as well. Community projects are supportive of the Workforce Innovation and Opportunity Act (WIOA) challenge to expand community ties and student participation in community activities.

(3) The individual designated by the Center Director to oversee CTST projects must initiate coordinating sessions with the NTC instructor(s) involved in CTST projects. These meetings must be scheduled at least every two weeks for the purposes of: assessing the progress on current CTST projects, reviewing/adjusting the plans/schedules for the next 2-week period, ensuring that all issues and concerns related to job safety and scheduling are satisfactorily addressed, and formulating long-range plans. Minutes of each meeting will be maintained by the Center Director’s representative and copies provided in a timely manner to all attendees as well as to those who were not present.

(4) Off-site assignments (i.e., community projects and Spike Camps) will not be approved unless they meet all requirements of the ePRH, including those for education, supervision, residential, and support services commensurate with those at the center. The NTC instructors will not be assigned responsibility for the supervision of students after normal working hours, unless prior arrangements have been made and agreed upon by all appropriate parties. Where CTST assignments make it necessary for NTC staff to live at the CTST site, the prevailing General Services Administration (GSA) per diem rate will apply. In the event housing is provided, the
prevailing GSA Meals and Incidental Expenses (M&IE) rates must be applicable and paid for by the center operator.

(5) NTC instructors must involve students in the planning of CTST projects. Further academic, social, and employability skills training, in addition to the application of career technical skills, must be incorporated in all CTST projects as part of the overall learning experience and the skills essential for success on the job.

**Note:** The TCU WEP and FITP are intended to assist TCU students through the transition from classroom instruction to actual on-the-job working conditions. If TCU determines that the student will have insufficient funds to successfully complete WEP or FITP and make the transition to independent living, TCU may use their contract funds, if available, to provide additional assistance for lodging, meals, transportation, clothing, or other job-related expenses.

If it is determined that the student will require additional financial assistance beyond the normal WEP period (30 work days – 42 calendar days), TCU may, with prior approval of the national contract officer’s representative (COR), provide additional financial assistance for the COR-approved extension period.

d. Related Training Issues

(1) All NTC training must be conducted in an environment and under conditions as close as possible to that found in the industry/trade and, as applicable, and must be the same as required for apprentices as outlined in the craft Apprenticeship Training Standards published by the United States Department of Labor (USDOL) Office of Apprenticeship, when such training standards exist.

(2) While students will be encouraged to complete all TARs associated with their NTC trade, they must successfully achieve all the requirements of at least one Job Corps-approved, completion level TAR before they can be certified as a career technical completer. In addition, each student completing an NTC program will take the appropriate Job Corps qualifying test for Apprenticeship and Training applicants, if applicable.

(3) Throughout their training, students will be taught the importance of attaining and applying the employability skills listed in each TAR. They will be provided assistance and support in mastering and demonstrating these skills throughout their career technical training experience, including CTST and WBL.

(4) Consistent with a major element of Job Corps’ CDSS (i.e., providing career development activities tailored to each student’s individual needs), centers and NTC staff must jointly develop student schedules. Every effort must be made to schedule students to attend career technical classes for the maximum period per day, including an appropriate amount of time for lunch. However, the training day may be less than the traditional eight hours to accommodate activities that clearly and directly support
students’ success in securing and retaining training-related employment. For example, the time required by both academic and NTC instructors to plan for curriculum integration and for establishing mentoring arrangements and WBL sites with employers, fall into this category. Likewise, the participation of NTC staff and students in each center’s Career Success Standards (CSS) program is an important learning opportunity that may also be scheduled during the workday. These exceptions notwithstanding, and in accordance with the ePRH, “Centers must: Develop a schedule which ensures that, prior to graduation, students receive substantial practice and experience in working an 8-hour day, or working hours and conditions consistent with the anticipated workplace.”

(5) Hands-on training and related shop/classroom training must be divided approximately 70% and 30%, respectively (not applicable to TCU).

(6) A standard training week must be 40 hours, Monday through Friday, excluding center-observed holidays.

(7) While many of the basic career technical training programs may require a minimum of 52 weeks or 1,000 hours for the average student to complete, NTC students will vary in how much time they actually need to complete because programs are competency based.

(8) NTCs agree to maintain the following student slots-per-instructor ratios, in accordance with their national contract:

<table>
<thead>
<tr>
<th>Contractor</th>
<th>Trades</th>
<th>Total Slots Per Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>HBI</td>
<td>• Building Construction Technology; Electrical; Landscaping; Plumbing;</td>
<td>24 for all programs</td>
</tr>
<tr>
<td></td>
<td>• Carpentry; Painting; Bricklaying</td>
<td></td>
</tr>
<tr>
<td>IMI</td>
<td>• Bricklaying; Tile Setting; Plastering</td>
<td>20 for all basic programs</td>
</tr>
<tr>
<td></td>
<td>• Advanced Masonry Crafts</td>
<td>10 (full-time)</td>
</tr>
<tr>
<td>IUOE</td>
<td>• Heavy Equipment Operator</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>• Heavy Equipment Mechanic</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>• Stationary Engineer</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>• Surveyor</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>• Basic Paving</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>• Advanced Paving</td>
<td>10 (full-time)</td>
</tr>
<tr>
<td>IUPAT</td>
<td>• Painting; Glazing; Sign Painting; Floor Covering</td>
<td>20 for all programs</td>
</tr>
<tr>
<td>National Plastering Industry’s JATF</td>
<td>• Plastering; Cement Masonry</td>
<td>20 for all basic programs</td>
</tr>
<tr>
<td></td>
<td>• Advanced Cement Masonry</td>
<td>10 full-time for advanced</td>
</tr>
<tr>
<td>TCU</td>
<td>• Transportation/Clerical Worker</td>
<td>40/50; 2-3 instructors</td>
</tr>
<tr>
<td>UBC</td>
<td>• Carpentry</td>
<td>20 for all programs</td>
</tr>
</tbody>
</table>
(9) During the period that students are under the supervision of NTC instructors, they are responsible for:
  - the center Occupational Safety and Health (OSH) Plan, as well as industry, state, local, and OSHA trade-related safety rules, regulations and standards;
  - center rules and regulations, including those pertaining to safety;
  - center student conduct standards; and
  - student accountability.

NTC instructors must work closely with the Center Safety Officer and the Health and Wellness Manager/Administrator on all matters concerning the health and safety of students.

5. **STUDENT CONDUCT STANDARDS**

Center Director-established student conduct standards and disciplinary procedures must be used by the NTC staff as a basis for dealing with any significant student problem while in career technical training. To prevent injuries to students/instructors, NTC instructors have the authority to immediately suspend from class a student who has seriously and/or repeatedly violated safety/disciplinary rules or regulations. In these situations, NTC instructors must advise the Center Director of the action taken as soon as practicable.

Further, NTC instructors must recommend to the Career Technical Training (CTT) Manager and Center Director the permanent removal of students from NTC trades who continue to disregard safety rules and procedures.

NTC instructors must be part of the center’s process for determining the readmission of students to NTC classes.

6. **STUDENT-RELATED ACTIVITIES**

a. NTC instructors must actively participate in the Evaluation of Student Progress (ESP) panels for students enrolled in NTC training programs. NTC staff and center staff will work cooperatively to ensure that the scheduling of these activities results in the least disruption to career technical training classes.

b. NTC instructors must notify appropriate center staff, on a timely basis, when students are within 60 days of career technical completion, so that career transition planning can be initiated. However, in those instances when a training-related job becomes available on short notice, particularly a Registered Apprenticeship opportunity, the NTC instructor and CDSS Manager/Specialist must work expeditiously to ensure that the scheduling of career transition readiness activities is not a deterrent to the job-related placement of the
graduate. In this situation, every effort will be made to provide departing graduates, as applicable, with transition allowances and WBL funds.

c. The NTC has the primary responsibility for

(1) ensuring that NTC students successfully complete all career technical training requirements identified in the TAR(s), including the employability skills;

(2) placing NTC career technical graduates into training-related jobs at wages that contribute to their self-sufficiency; and

(3) when capable, and in coordination with the CDSS Manager/Specialist and/or designated CTS provider, ensuring that needed career transition support services are made available.

d. NTCs will work closely with Center Directors in support of their responsibility to provide driver’s education training for all eligible students beginning in the CPP. This is essential for those students assigned to auto/truck repair, but it is also important to those in construction trades as well as the TCU program. Further, completers of automotive repair training must be able to operate both automatic and standard shift vehicles in order to be hired. NTCs must support centers’ efforts to meet the needs of these students.

7. FACILITY REQUIREMENTS, EQUIPMENT, AND SUPPORT SERVICES

The center operator must provide the NTC with appropriate and adequate career technical shop training and administrative space, and the support services listed below. Subject to the center’s fire, security, and related safety policies, the NTC must be responsible for maintaining security of the assigned space, including the establishment of a limited access policy.

The center operator must provide the NTC, at no cost, with the following equipment and support services as part of the center operator’s contract. Some requirements will vary for NTC Advanced Training (AT) programs:

a. Shop and CTST equipment, materials, and supplies (a detailed listing of equipment must be included as part of the MOU) (Desks and chairs for classrooms will also be provided.)

b. Reasonable accommodations/modifications, where needed, to provide students with disabilities the opportunity to successfully complete the TAR(s) required in the trade

c. Acquisition, maintenance, repair, and replacement of career technical and administrative equipment

d. Telephone installation in instructor offices and ongoing service, including local and long distance service, in support of providing job development, placement, transition support services, follow-up activities, and for other official Job Corps business (In addition, cell phones will be provided to NTC instructors when working with students at off-center
projects, or at remote areas on center, to ensure that the need for medical/emergency support can be quickly communicated.)

e. Fax and copying services in instructor offices (Where this is not possible, other arrangements must be in place that are convenient for instructors to use such services.)

f. Safe and adequately equipped vehicles to support training activities/projects

g. Mail (postage)

h. Trash and garbage collection

i. Utilities

j. Locking file cabinets

k. Computer equipment (hardware and software): (1) in each NTC instructor’s office, capable of accessing the CIS, CTS, and the Job Corps Career Development Resource Center (JCCDRC) Web site, and (2) in each NTC classroom/shop to support student learning. Instructors will also be provided with a printer (Computer training, if scheduled for center staff, must also be made available to NTC staff.)

l. Digital Versatile Discs (DVDs), monitors, and other appropriate audio visual (AV) equipment, to support training

m. Secretarial/clerical assistance, when the need is justified

n. Security for career technical training facilities during outside normal working hours

o. Transportation and meals for students participating in CTST, WBL, and other work-experience activities

p. Fire protection and OSHA-approved safety programs at career technical facilities

q. OSHA-required safety equipment (e.g., eye, hand, face, and fall protection) and other personal protective equipment that is required in the trade and that meets OSHA standards

r. The provision of Federal Tax Credit Conditional Certifications for eligible graduates, prior to separation, as long as these programs continue to be statutorily authorized and target group documentation is accessible

s. Career technical clothing for students including, where applicable, special and foul weather clothing, hard-toed safety shoes, and replacement items (includes those students who may be assigned by the center above the contracted class/surge level)
t. Appropriate attire for CTST projects and WBL assignments and, as applicable, requirements imposed by OSHA, state law, industry standards, as well as the specific job site

u. Immediate and accurate entry into the CIS of the following NTC-provided information/data: (1) career technical student data, including training entry dates and completion levels, as they occur; (2) any and all corrections, when notified by the NTC, along with verification to the NTC when the corrections are made; and (3) placement results, as determined by the center or as provided by the NTC

v. Copies of the 6-78 Forms and Vocational Evaluation System (VES) 10 and 20 Reports, or subsequently developed career technical training performance reports (CTTRC), on a regular and timely basis, and the provision of staff training regarding the CTTRC reports, when necessary

w. Shipping tool kits to students, when requested by NTC programs

x. Transportation to and from WBL/WEP/CTST sites, industry/trade certification/accreditation sessions, and job interviews

y. Consistent with the center training plan, as described in the ePRH, NTC staff will participate in all training designated for career technical instructors, including standard first aid and cardiopulmonary resuscitation (CPR)

z. Security for career technical training facilities, including on-center CTST sites, outside of normal working hours

8. **Training Materials and Support**

a. The NTC must provide each student and instructor with such instructional materials and publications, as necessary, to adequately conduct quality career technical training. Training-related videos that have proven to be successful in supporting classroom instruction will also be made available by the NTC, as well as an updated listing of Internet Web sites that contribute to student learning and the professional development of NTC instructors.

b. With the exception of all UAW/LETC programs, IUOE operator, paving and surveying programs, and TCU programs, the NTC contractor must provide tool kits for students in training, in accordance with established policy in the ePRH. Tool kits must be made available at no cost to NTC students who successfully complete career technical training, as well as to non-completers referred to training-related jobs. Sixty (60) days prior to the start of each contract year, NTCs must submit to the NTC COR, for approval, a list of tools that will be provided in each tool kit. A copy of the approved lists must be provided to center operators by the NTC.

For the UAW/LETC programs, the center operator will provide tool kits at no cost to
students who successfully complete career technical training, as well as non-completers referred to training-related jobs. NTCs must work in partnership with the center operator/director to ensure that the tool kits meet, as much as practicable, the needs of the trades involved so that students can be successful in securing and retaining training-related jobs.

Students completing the TCU and IUOE operator, paving, and surveying programs do not receive tool kits.

c. With the exception of TCU, NTCs usually provide students with several articles of clothing (e.g., T-shirts and a work cap) bearing the insignia of the particular NTC. A number of NTCs have expanded these basic items to include one or more of the following: hard hat, work pants, jacket, belt, and sweatshirt.

9. **AUTOMATED CAREER TRANSITION SYSTEM (CTS)**

a. NTC instructors and field staff/coordinators must be responsible for the timely and accurate entry of the following data into the Career Transition System:

   (1) Post-center contact with graduates, including current contact information, job development, referral and placement activity, and transition support needs and services provided

   (2) Updated information related to employment and earnings status of graduates, as well as job training match, especially acceptance into Registered Apprenticeship programs

b. Each CTS provider assigned an NTC graduate is responsible for verifying the placement when the NTC records such accomplishment in the CTS. Verification activities must be initiated by the CTS provider in a timely manner, and when this process is fully completed, the CTS provider has the responsibility to report the verified placement to the Center Information System (CIS) as expeditiously as possible.

   If a CTS provider routinely delays the verification and/or placement reporting process, the NTC must report this matter to the appropriate official(s) in the CTS provider organization, as well as to the assigned regional project manager, in an attempt to correct the problem. Where this is not successful, the national COR must be notified in writing including, at a minimum, the following information:

   (1) The name of the CTS-provider (contractor) organization involved, and the dates and names of the organization’s official(s) contacted by the NTC to resolve the delays.

   (2) For each NTC graduate affected, provide his/her name, Social Security number, the date the placement was recorded in the CTS reporting system by the NTC, and how many calendar days it took for the CTS provider to (1) complete the verification process, and (2) record the verified placement in the CTS. Other, pertinent information should be reported, such as: delay(s) that extend beyond the “window”
of opportunity for recording placements; the impact on annual performance results; and, if applicable, the future of the specific NTC training program where the student completed training.

10. **NTC STAFF RESPONSIBILITIES**

a. **NTC Instructors**

   (1) NTC instructors are expected to serve as role models for students. Any abusive or other inappropriate behavior by instructors towards students or staff, failure to supervise students and maintain order and discipline, or a disregard for center rules and regulations, will not be tolerated and will result in disciplinary action, and possibly the loss of employment. NTC field and headquarters officials must take immediate and appropriate action when such incidences are verified. Where the NTC fails to respond expeditiously and adequately, the NTC COR will become involved and initiate whatever corrective actions/measures that may be needed.

   (2) NTC instructors must periodically communicate with center staff who serve NTC students in other program areas (e.g., academic and residential). The purpose of such contact is to determine how NTC students are meeting their responsibilities in these other areas, and especially to identify students having problems that could lead to early separation if not dealt with immediately and effectively. Where this appears to be the case, the NTC instructor, acting as a role model, must endeavor to positively influence the student and steer him/her in a better direction.

   The responsibility described above is in addition to NTC instructors’ participation in student Evaluation of Student Progress (ESP) panels, and is primarily intended to prevent early terminations as a result of the Zero Tolerance (ZT) policy, Unauthorized Absence (UA) situations, etc., and increase the number of NTC career technical completers.

   (3) NTC instructors are encouraged to support and participate in pre-planned, scheduled activities/projects that have been established by center officials and staff to support center goals and objectives. Such activities/projects, which usually involve most center components, may take place outside of normal working hours, including weekends, and at sites other than the Job Corps center.

   (4) When requested by center officials, NTC instructors who use center vehicles must show proof of a valid driver’s license. NTC instructors will also immediately notify appropriate center officials of any changes/restrictions to their license, when they occur.

   (5) NTC instructors are required to 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.
b. NTC Field Staff

(1) NTC field staff must be fully knowledgeable about the performance of NTC programs and instructors. As required by the Vocational Reporting and Improvement System, for individual training programs performing below established standards or on probation, NTC field staff must work collaboratively with the instructor, as well as center and regional staff, to develop, successfully implement, and monitor Program Improvement Plans (PIPs). In meeting these responsibilities, it is extremely important that field staff first make productive use of all available means of communications, including electronic, and fully assess performance reports generated by the Job Corps program and the NTC, before center visits are planned. Center travel must be limited to situations where face-to-face contact is absolutely essential.

(2) For those NTC instructors having difficulty teaching students and/or dealing effectively with problems associated with student conduct, field staff must provide or arrange for the provision of necessary assistance and support.

(3) NTC field staff must ensure that NTC instructors are contributing to the effectiveness of centers’ CDSS Plans, and not acting independently or with sole regard to their responsibilities as instructors. NTC instructor support and participation in a broad spectrum of student/staff programs and activities benefit student retention, learning, and their future success in the labor market. NTC field staff must also participate in the Regional Appeals Process.

(4) Where significant problems associated with a particular NTC instructor are verified, either in the performance of his/her basic responsibilities or as a participant in other center activities and programs, NTC field staff must take immediate and appropriate corrective action. If warranted, such action may ultimately include the permanent removal of an NTC instructor; however, before a final decision of this type is made, the Center Director and assigned Regional Office (RO) Project Manager must be notified. These individuals must have the opportunity to expeditiously assess the impact of such a decision on the operations and administration of the center, and to share this information with the appropriate NTC official(s) for consideration prior to a final decision being made by the NTC.

(5) In cooperation with NTC instructors and appropriate center officials, field staff must also ensure that each program remains full, and that contracted slots for each NTC result in placements, as defined by the ePRH. As described in the section on Performance (12), slot utilization is a cost-effectiveness issue that must continually be monitored and, as warranted, have problems effectively addressed.

(6) NTC field staff must also establish meaningful relations with business agents and other local union officials, business councils, and affiliated organizations in labor markets where students return to seek employment. Such efforts are intended to
promote and establish Registered Apprenticeship and other career opportunities for qualified graduates.

(7) NTC field staff will visit centers, when justified. To the extent practicable in these situations, the Center Director must be notified in advance of visits. Further, following each visit, the NTC field staff must conduct an exit conference with the Center Director or his/her designee, and other officials, as appropriate, to review significant findings and address issues affecting program performance, particularly if the program is on probation and/or under a Performance Improvement Plan (PIP).

(8) Field staff must also establish and maintain contact with appropriate regional project managers concerning NTC program and instructor performance, as well as significant findings/issues resulting from monitoring that could not be resolved at the center level.

11. RESOLVING ISSUES

a. NTC instructors must work cooperatively with the Center Director and appropriate staff to informally resolve all issues. Where necessary, these efforts must also involve the assigned Field Coordinator/Specialist, higher-level NTC officials, and the Regional Office (RO) Project Manager. However, in the event that an informal resolution is not possible, the NTC contractor must immediately request the assistance of the NTC COR. Concurrently, the Center Director must notify the Job Corps Regional Office Project Manager to assist in the resolution process.

The NTC COR and Regional Office Project Manager must work cooperatively and expeditiously to fully investigate matters that could not be resolved informally, and jointly render a final decision that will be binding on all parties involved. However, if this is not achievable, the Job Corps Deputy National Director must be the final arbiter. At no time during this entire process will the center operator/director, NTC officials, including field staff and instructors, take any action that could adversely affect the training of students in the NTC program or functioning of the center.

b. In those instances where the Center Director requests the permanent removal of an NTC instructor, such requests must be in writing to the NTC National COR and the designated Regional Office (RO) Project Manager, with copies to the assigned NTC field staff/coordinator or, if one does not exist, the NTC National Director. The written communication must include the specific reason(s) justifying the request for removal, along with any documented violations of center rules, operating policy, etc., that were committed by the instructor.

These provisions apply to all Job Corps centers where NTC programs exist, including agency-operated centers.

12. PERFORMANCE
NTC performance must be evaluated by Regional Directors, as well as the national COR and other appropriate National Office staff, based primarily on results from the Vocational Reporting and Improvement System (VRIS).

Slot Utilization
It is incumbent upon each NTC to work closely with center staff to ensure that all classes remain full throughout the program year, and to ensure that contract slots for each NTC program (see chart at section 4.d above) result in placements as defined by the ePRH. While the Minimum Productivity Rule (MPR) requiring a 51% placement rate by program year end was eliminated in PY 2016, training completion and successful placement is still the desired outcome for all students who enter NTC programs.

Ensuring that classes remain full requires NTC instructors and field staff to work cooperatively with center and, as necessary, regional staff, to try and prevent student terminations from occurring prior to completing a trade. As described earlier, this includes ongoing and effective communications between NTC instructors and a variety of center staff that also deal with NTC students, to determine student performance in other required areas of the Job Corps program and where NTC instructors may be able to positively influence student behavior. Where planned prevention (early intervention) techniques and activities are not successful, NTC instructors and field staff must work as a team together with center staff and the regional project manager to find effective measures to prevent/minimize early terminations, particularly those resulting from UA and Zero Tolerance violations.

13. ADMINISTRATIVE PROVISIONS

a. Staff and Leave Provisions

(1) The workday (starting and ending times) must be in accordance with center policy.

(2) Annual Leave – must be scheduled and coordinated with the Center Director sufficiently in advance to ensure that there is no adverse effect on center operations and that quality student instruction continues uninterrupted. Actual approval of annual leave is the responsibility of the NTC and may be granted only after timely notification has been provided to the Center Director or his/her designee, and their comments have been carefully considered by the NTC.

(3) Sick Leave – to the extent practicable, NTC instructors are expected to notify the Center Director or his/her designee prior to the first scheduled class when sick leave must be taken.

(4) With the exception of prescheduled center activities described previously, no overtime or center holiday work will be performed unless requested in writing by the center operator and accepted by the NTC contractor. Overtime pay, when approved, will be reimbursed at the rate established for the area in which the work is performed.

(5) The Center Director must provide qualified substitutes for up to the first 10 working
days that an NTC instructor is on sanctioned leave, or where there is an unexpected termination or resignation of an NTC instructor. After the first 10 working days, the NTC contractor is responsible for providing a qualified substitute or, as warranted, hiring a fully qualified replacement instructor.

b. Other

(1) The Center Director must be notified in a timely manner by the NTC field staff, or another appropriate NTC official, of any instructor change so that related center administrative, operational, and logistical matters can be adequately addressed.

(2) The Center Director or his/her designee must sign weekly timesheets verifying the NTC instructor(s) time on center (where TCU operates career technical programs, other arrangements may be made).

Name of Center Operator or Designee: _____________________________________________

Title of Center Operator or Designee: ______________________________________________

Name of NTC Administrator or Designee: __________________________________________

Title of NTC Administrator or Designee: ____________________________________________
APPENDIX 302A
MEMORANDUM OF UNDERSTANDING
HOME BUILDERS INSTITUTE (HBI)

Where the Home Builders Institute (HBI) Job Corps Program operates, the provisions of this Memorandum of Understanding (MOU) apply to HBI Job Corps officials and staff, and Center Directors (including designees). No deviations from the MOU are authorized without the specific and written approval of the Job Corps National Director.

Wherever the acronym HBI appears throughout this MOU, it represents the HBI Job Corps program. Should any differences exist between this MOU and the Statement of Work (SOW) for HBI, the provisions of the SOW take precedence.

1. PURPOSE

This document constitutes a working agreement between HBI and the_________Job Corps Center Director entered into this_________ day of__________, 20__. (Appropriate signatures are required at the end of this Agreement.)

2. CENTERS, PROGRAMS, SLOTS, AND RATIOS

HBI must provide 148 contracted CTT at 72 centers (including USDA Forest Service Civilian Conservation Centers [CCCs]), to provide training for 3,502 slots (these figures are valid as of January 2014).

<table>
<thead>
<tr>
<th>HBI Training Program</th>
<th>Number</th>
<th>Slots</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bricklaying</td>
<td>2</td>
<td>48</td>
</tr>
<tr>
<td>Carpentry</td>
<td>21</td>
<td>492</td>
</tr>
<tr>
<td>Electrical</td>
<td>36</td>
<td>852</td>
</tr>
<tr>
<td>Building Construction Technology</td>
<td>57</td>
<td>1,368</td>
</tr>
<tr>
<td>HVAC</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td>Landscaping</td>
<td>2</td>
<td>48</td>
</tr>
<tr>
<td>Painting</td>
<td>6</td>
<td>144</td>
</tr>
<tr>
<td>Plumbing</td>
<td>22</td>
<td>516</td>
</tr>
<tr>
<td>WBL at DOL</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>148</strong></td>
<td><strong>3,502</strong></td>
</tr>
</tbody>
</table>

To modify any of the above figures, HBI is required to follow the Career Technical Training Change Request process established by the National Office of Job Corps (NOJC), see PRH Change Notice No. 05-17 and PRH Appendix 307, in conjunction with Job Corps Regional Offices (ROs) and Center Directors. All changes in any of the above categories must be reflected through fully executed contract modifications initiated by the National Office of Job Corps (NOJC).
Unless a formal deviation of slots has been approved by the National Office of Job Corps (NOJC), HBI must offer training programs in accordance with the student/instructor ratios listed below.

<table>
<thead>
<tr>
<th>HBI Training Program</th>
<th>Total Slots per Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bricklaying</td>
<td>24</td>
</tr>
<tr>
<td>Carpentry</td>
<td>24</td>
</tr>
<tr>
<td>Electrical</td>
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<td>Landscaping</td>
<td>24</td>
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<tr>
<td>Painting</td>
<td>24</td>
</tr>
<tr>
<td>Plumbing</td>
<td>24</td>
</tr>
<tr>
<td>Work-Based Learning at DOL in Washington, DC</td>
<td>10</td>
</tr>
</tbody>
</table>

3. **BASIC RESPONSIBILITIES FOR PROGRAMS AND SERVICES**

HBI, in collaboration with centers where HBI programs operate and provide services, and to the extent that adequate resources are made available, must provide all necessary administrative and training personnel, services, off-center administrative facilities and materials, and staff travel and subsistence required to accomplish contracted training services with Job Corps. HBI must deliver these in accordance with the:

- Workforce Innovation and Opportunity Act (WIOA)
- Job Corps Policy and Requirements Handbook (PRH), as well as other Job Corps instructions and policy issuances
- Career Development Services System (CDSS)
- Memorandum of Understanding (MOU) signed by an HBI Executive or designee and each Center Director or designee where HBI operates career technical training programs

The following are specific responsibilities for HBI and all Center Directors where HBI programs exist:

**a. NTC Operation Plan** – HBI must develop, in conjunction with centers and Regional Offices (ROs), as appropriate, an *Operation Plan* and submit it to the Job Corps National Contracting Officer’s Representative (COR) within 90 days of the plan template being available following final definition of contract terms and award in the base year. For each option year, provided that the National Office of Job Corps (NOJC) extends the contract with HBI, HBI must revise its *Operation Plan* and submit a summary of all changes, if applicable, to the COR within 60 days of contract extension award. In accordance with Job Corps policy, regulations, and requirements, the *Operation Plan* should contain detailed descriptions of HBI’s Job Corps Program’s administrative structure, operation systems, and processes for recruitment, training, placement (including Registered Apprenticeship programs), and follow-up services to students; HBI staff qualifications and annual professional development plans, and activities to align training to the latest industry skill/training standards. The format of the *Operation Plan* can be similar to a Job Corps Center Plan.
b. **Industry Skill/Training Standards** – HBI must provide training programs that lead to high growth, high demand, and high wage positions in the construction industry. HBI must align all their technical training programs to the latest skills/training standards of the construction industry.

c. **Training Outcomes** – HBI must provide assigned students training in career technical, career success, and applied academic skills so that they become agile workers with expanded career options, and maintain long-term attachment to the labor market or educational opportunities. Specifically, training outcomes from HBI programs must include at least one of the following categories:

   (1) Students enter a Registered Apprenticeship training program leading to full journeyman status, a customized employer-based training program that leads to career opportunities

   (2) Students enter a specific area of the craft/trade that pays sustainable wages and offers the opportunity for long-term employment and career advancement, or enter the U.S. Armed Forces

   (3) Students enter a community college or technical training school-level program to pursue further technical training or degree-based education, if they choose not to pursue further training or job placement in the occupation for which HBI has provided the training

d. **Placement Services** – To the extent that adequate resources are made available, HBI must provide initial job placement services for the period of time specific in PRH Chapter 4, 4.2, R2.a from separation, to the graduates of their programs. In addition to job placement services, HBI may also provide career transition support services to graduates, such as making arrangements for housing and transportation, where HBI has the capability to effectively deliver such services and the provisions of such services has first been coordinated with the designated career transition services (CTS) provider.

   HBI instructors and field staff must work collaboratively with Job Corps regional officials and center staff to ensure that HBI-provided job placement and, as applicable, CTS, are coordinated with the development and implementation of each center’s CDSS Plan.

e. **Enrollment of Female Students and Instructors** – As an entity that provides instruction and job placement in trades predominantly occupied by males, HBI must make every effort to recruit female students to achieve meaningful improvement in the number of female graduates.

   In an effort to achieve the above objective, HBI must develop and use creative and effective techniques and strategies during Outreach and Admissions (OA) and the Career Preparation Period (CPP), to educate and interest female students in careers in
construction. As applicable, HBI will work closely with Job Corps Regional Office
officials, recruitment contractors, the national public relations contract staff and center
staff who manage CPP about adopting such recommendations. HBI is also encouraged to
seek and develop meaningful partnerships with local, state, and national organizations
that provide assistance in recruiting qualified female instructors, as vacancies occur.

Center Directors and/or designated staff must support HBI in recruitment efforts.

f. **Collaboration with Other Job Corps Entities** – HBI must establish and maintain open
and professional communication with the United States Department of Labor (USDOL)
regional officials, center staff, center operators, and OA and CTS contractors. The
National Office of Job Corps (NOJC) encourages HBI to work with all related entities
referenced above, within established protocol, to address and resolve areas of concern
prior to seeking the involvement of the NTC COR and the National Office of Job Corps
(NOJC). HBI must conduct a minimum of one video or teleconference meeting with
each USDOL Regional Director in each program year to synchronize goals, priorities,
and solutions to problems. Center Directors must provide corresponding cooperation to
HBI in all areas related to HBI contracted services.

g. **Center Curriculum Development** – HBI must have appropriate staff fully participate in
the curriculum development process at each center where HBI operates a career technical
training program. This includes serving as an active member of the center Curriculum
Development Committee and, if authorized by HBI national executive, sharing HBI-
developed instructional resources, techniques, and methods that contribute to student
success.

Standards-Based Education and Training – HBI must fully support the advancement to
standards-based education and training across all Job Corps Centers. When fully
integrated, centers will have incorporated some or all of the following components:
Industry or CTT Foundations courses, student cohorts, evening studies, revised CTT
schedules for students, multi-step instruction for students, and assigned collaboration
time for staff. HBI will be required to participate in the associated staff development
sessions and collaborative meetings, as applicable. HBI must work collaboratively with
the Job Corps centers, Regional Offices, and National Office staff to implement required
Job Corps policies applicable to HBI CTT providers.

h. **Center Workforce Council and Business Community Participation** – HBI must fully
support the functioning of the Center Workforce Council, and the center’s business and
community activities, including the Community Relations Council, to improve the quality
of career technical training programs and creating meaningful linkages with individual
employers; labor and business organizations; American Job Centers and partners; state
and local Workforce Development Boards; and youth standing committees, where
established.

On centers where HBI career technical training programs operate, the HBI instructors or
Field Coordinator must serve as the primary contact(s) for communications with HBI
affiliated unions, district council, association, or organizations and employers signatory to HBI local and national agreements. Further, HBI instructors and Field Coordinator must fully assist CTS contractors and center staff in obtaining accurate graduate placement and upgrade verification information through CIS case notes and other methods of contact.

i. **Disability Issues** – HBI must follow all federal laws, government regulations, and Job Corps policy related to accommodations for students with disabilities. HBI must work closely with the Center Director’s designee on disability issues to ensure that students with disabilities who are interested in HBI trades are provided reasonable accommodations/modifications, if needed, to perform the trade-related skills required by the Training Achievement Records (TARs). HBI must ensure that no Job Corps student with a disability is denied entry into HBI programs for any discriminatory reason.

j. **Safety** – HBI must follow federal, state, local, center, and HBI-specific safety regulations and requirements during the technical training process, and in cooperation with center officials, ensure that all training areas are clean and well-maintained. HBI must advise the centers and NTC COR, in writing, of current industry standards and employer-partner specifications in terms of safety design, requirements, and operation in the training facilities on centers. Additionally, HBI instructors are required to 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.

k. **Recruits From Industry/Business** – As applicable, HBI must inform local unions, other established business/industry affiliates, apprenticeship committees/councils, contractors, and individual employers, of the opportunity to refer potential employees, who are eligible for Job Corps, to related HBI training at Job Corps centers. HBI staff must coordinate with the appropriate OA contractor(s) and center staff to ensure the availability of program openings prior to finalizing arrangements for potential enrollees. Center Directors and designated staff must support HBI in such recruitment efforts.

l. **Student Selection of HBI Programs** – HBI must follow center procedures for the assignment of students to career technical programs. To the greatest extent possible, these should include the participation of HBI instructors in the selection process, and providing students an opportunity to learn as much as possible about HBI specialty training programs before final selection, including an opportunity to observe and participate in daily training activities.

In accordance with PRH Chapter 1, 1.1, R1.e, Job Corps-qualified applicants referred to specific HBI programs by the groups cited above in “k. Recruits from Industry/Business” must be admitted to those programs. These students, as all others, are first required to participate in and successfully complete all activities included in the center’s CPP, the only exception being an activity directly related to the selection of a trade. However, in the event that a student in this category expresses interest in exploring other trades, and
selects another trade, he/she must be permitted to do so. Center Directors and designated staff must collaborate with HBI in such trade selection efforts.

m. Enrollment Criteria for HBI Programs – The specific selection criteria for students participating in HBI training programs are as follows:

(1) Age

No student can be denied access to an HBI program because of age. However, because most HBI programs and related employers, as a condition of employment in the construction industry, require applicants to be at least 18 years of age, and certain HBI trades have significant safety-related responsibilities, the Center Director, or his/her designee, and HBI instructor(s)/Field Coordinator must jointly address these issues. Based upon relevant factors, particularly student safety, but also including demographics and employment opportunities, a solution must be agreed upon that will not adversely impact students or HBI performance.

(2) Driver’s License

Students in HBI programs must be provided every opportunity to obtain a valid driver’s license before they graduate. Employers in the industries served by these programs consider a driver’s license an essential tool in securing and maintaining employment. Students who had their driver’s licenses revoked due to previous violations, etc. must not be enrolled in HBI programs requiring a license as a condition of employment.

(3) Health

Unless the Center Physician determines that participation in a particular program would be a direct threat to the student, other students and/or the instructor, the condition of a student’s health must not be a factor affecting his/her participation in an HBI trade. In this regard, and in accordance with Job Corps Program Instruction No. 01-11, dated November 27, 2001, HBI is not authorized to collect information, formally or otherwise, regarding the health, disability status, or history of a potential enrollee, or a student who has or has not, as yet, entered an HBI trade. These matters are solely within the purview of the Center Physician (see PRH, Appendix 302).

The center must maintain a Respirator Medical Evaluation Program in compliance with OSHA (29 CFR, Part 1919.134 App. C). Students must be approved for training by the Center Physician prior to the student’s assignment to applicable HBI training programs. A copy of the signed approval must be provided to the HBI instructor for his/her records.

Once a student is enrolled in a HBI program, the Center Physician and wellness staff are responsible for immediately notifying HBI instructors when a student’s health
condition, including prescribed medication, may be aggravated by certain training activities or environmental conditions associated with particular training activities.

For students with disabilities who have a reasonable accommodation plan, HBI instructors will ensure that the reasonable accommodations/modifications indicated in the plan and provided by the center operator are made available during training. The center disability coordinator will inform HBI instructors and/or the supervisors of the existence of an accommodation plan for a particular student.

(4) Academics

Students must have a proficiency level in reading and math that will enable learning in a HBI trade, understanding and following instructions and, where applicable, adhering to safety regulations and procedures. These proficiencies are particularly essential for trades that require proper use of power tools, equipment, machinery, and adherence to specific Occupational Health and Safety Administration (OSHA)/industry safety guidelines. HBI will work closely with center staff to ensure every student is given an opportunity to become proficient, in order to succeed in his/her chosen training program(s).

4. STUDENT TRAINING

a. Career Preparation Period (CPP) – During the CPP, HBI instructors must assist and collaborate with center staff to train all students to learn, demonstrate, and practice personal responsibility and career success skills required at the workplace.

b. Career Development Period (CDP) – HBI instructors must work collaboratively with center officials and staff to ensure that student learning and training experiences, including those arranged through employer partnerships, meet center-based and Work-Based Learning (WBL) standards described in the PRH.

(1) Work-Based Learning – HBI instructors must work in partnership with appropriate center staff in establishing meaningful Work-Based Learning (WBL) opportunities associated with HBI trades. Work experience for students will reflect a balance between Career Technical Skills Training (CTST) projects and WBL opportunities. This includes, but is not limited to, the creation of opportunities for all HBI students to observe work-site activities early in the career technical training, as well as for qualified employer representatives to be present during CTST activities to provide meaningful advice and guidance to students regarding their employability and career technical skills as well as their adherence to established safety and health standards.

(2) Assessing Student Readiness for Work-Site Assignments – During the Career Development Period, there must be a process for determining each student’s readiness to benefit from work-site experience. This process includes input from all relevant components at the Job Corps center, including HBI instructors.
(3) **Standards-Based Education in CTST Projects** – HBI instructors and field staff must work cooperatively with center officials and staff to make CTST and WBL opportunities viable learning experiences that incorporate Job Corps applied academic standards for the construction industry. In this regard, HBI instructors will be actively involved in the development and teaching, including coordinated instruction and team teaching, of lessons that include construction industry applied academic standards. HBI instructors will also use evidence-based instructional approaches identified by Job Corps to support standards-based training to the extent funding is available.

(4) **Management of Class Size** – HBI will ensure that the staff to student ratio is maintained at the contracted level at all times. Students will be assigned to fill slots that are open due to activities such as WBL, full-time academics, or career transition readiness assignments.

If class sizes drop below 60%, HBI instructors must assist with the following:

- Monitoring existing WBL sites and helping to develop new sites
- Strengthening working relationships with local unions, employer organizations, and individual employers/contractors
- Working with Job Corps entities to plan and establish various career technical training clusters
- Working with academic instructors to develop relevant academic lessons
- Providing short-term (up to 10 days) introductory training to students on the waiting list for HBI trades, who continue to have a strong desire to enter and complete the trade

c. **Career Technical Skills Training (CTST)**

(1) **Planning** – CTST projects must be planned for each program year in accordance with the PRH. The Center Director must designate a qualified, competent center staff member to plan and oversee all CTST projects. HBI instructor(s) must assist this individual in developing and carrying out the CTST Plan. HBI’s designee and the Center Director’s designee must each sign off, or provide a letter of concurrence, on the annual CTST Plan and any modification to the plan, including a Safety Hazard Analysis for each project in the CTST Plan, prior to submitting the plan/modification to the Job Corps Regional Office (RO).

(2) **Developing CTST Opportunities** – In cooperation with the Center Director’s designee, HBI staff and appropriate local community members/officials will make every effort to develop CTST opportunities that support student learning and meet not only the center’s needs, but community needs as well. Community projects expand community ties and student participation in community activities.

(3) **CTST Meetings** – The individual designated by the Center Director to oversee CTST projects must initiate coordinating sessions with HBI instructor(s) involved in CTST projects. These meetings must be scheduled at least biweekly for the purpose of:
assessing the progress on current CTST projects, reviewing/adjusting the plans/schedules for the next 2-week period, ensuring that all issues and concerns related to job safety and scheduling are satisfactorily addressed, and formulating long-range plans. Minutes of each meeting will be maintained by the Center Director’s representative and copies provided in a timely manner to all attendees as well as to those who were not present.

(4) Off-Site CTST Projects – Off-site assignments (i.e., community projects and Spike Camps) will not be approved unless they meet all requirements of the PRH, including those for education, supervision, safety, residential, and support services commensurate with those at the center. HBI instructors must not be assigned responsibility for the supervision of students after normal working hours, unless prior arrangements have been made and agreed upon by all appropriate parties. Where CTST assignments make it necessary for HBI staff to live at the CTST site, the prevailing General Services Administration (GSA) per diem rate will apply. In the event housing is provided, the prevailing GSA, Meal and Incidental Expenses (M&IE) rates must be applicable and paid for by the center operator.

(5) Student Involvement in CTST Planning – HBI instructors must involve students in the planning of CTST projects. Further, academic instruction and career success standards training, in addition to the application of technical skills, must be incorporated in all CTST projects as part of the overall learning experience and the skills essential for success on the job.

d. Related Training Issues

(1) Realistic Working Environment – All HBI training must be conducted in an environment and under conditions as close as possible to those found in the construction industry, and, as applicable, must be the same as required for apprentices as outlined in the craft Apprenticeship Training Standards published by the USDOL’s Office of Apprenticeship, when such training standards exist.

(2) TAR Completion and Certification/Apprenticeship Enrollment Test – HBI must ensure instructional materials are upgraded as necessary to remain aligned with the latest construction industry and/or apprenticeship skills/training standards. HBI TAR(s) must be developed and formatted in a manner consistent with these standards.

HBI must assist each student completing an HBI program to take the appropriate industry certification or qualifying test for apprenticeship training programs, if applicable.

(3) Career Success Skills – Throughout their training, students will be taught the importance of attaining and applying the career success and applied academic standards listed in each TAR. They will be provided assistance and support in mastering and demonstrating these skills during their career technical training experience, including CTST and WBL.
(4) **Scheduling** – HBI staff must work closely with center staff to develop student schedules. Every effort must be made to schedule students to attend career technical classes for the maximum period per day, including an appropriate amount of time for lunch. However, the training day may be less than the traditional eight hours to accommodate activities that clearly and directly support students’ success in securing and retaining training-related employment. For example, the time required by both academic and HBI instructors to plan for curriculum integration, establishing mentoring arrangements and WBL sites with employers, fall into this category. Such exceptions notwithstanding, and in accordance with the PRH, “Centers must: develop a schedule which ensures that, prior to graduation, students receive substantial practice and experience in working an 8-hour day, or working hours and conditions consistent with the anticipated workforce.”

(5) **Hands-on Training vs. Classroom Instruction** – Hands-on training and related shop-classroom instruction must be divided approximately 70% and 30%, respectively.

(6) **Training Week** – A standard training week must be 40 hours, Monday through Friday, excluding center-observed holidays.

(7) **Length of Training** – HBI must require students to receive technical training in a time frame commensurate with typical industry time requirements for technical training, before being eligible for graduation. The HBI instructor has the responsibility to determine when a student has satisfactorily completed all training requirements and is capable of performing pre-apprenticeship level skills at a training-related work site.

(8) **HBI Instructor Supervision** – During the training period, HBI instructors must be responsible for:

- *Center Safety and Occupational Health Plan*, as well as industry, state, local, and OSHA trade-related safety rules, regulations, and standards
- Center rules and regulations, including those pertaining to safety
- Student conduct standards
- Student accountability, including and especially during CTST projects and activities

HBI instructors must work closely with the Center Safety Officer, and the Health and Wellness Manager/Administrator, on all matters concerning the health and safety of students.

e. **Student Conduct Standards**

(1) **Student Conduct Standards** – HBI staff must use Center Director-established student conduct standards and disciplinary procedures as the basis for dealing with any significant student problem while in career technical training.
(2) **Suspension and Dismissal of Students for Safety and Disciplinary Reasons** – To prevent injuries to students/instructors, HBI instructors have the authority to immediately suspend from class a student who has violated safety/disciplinary rules or regulations. In these situations, HBI instructors must advise the Center Director of the action taken as soon as practicable, with adequate documentation. Further, HBI instructors must recommend to the Career Technical Training Manager and Center Director the permanent removal of students from HBI trades who continue to disregard safety rules and procedures, with adequate documentation.

HBI instructors must be part of the center’s process for determining the readmission of such students to HBI classes.

f. **Student-Related Activities**

(1) **Involvement With Center Activities** – HBI instructors must be actively involved with center officials and staff in helping to establish programs, activities, and training conducted during the CPP as defined in PRH Chapter 2.

(2) **Evaluation of Student Progress Panel** – HBI instructors must actively participate in the Evaluation of Student Progress (ESP) panels for students enrolled in HBI training programs. HBI and center staff will work cooperatively to ensure that the scheduling of these activities results in the least disruption to career technical training classes.

(3) **Coordination of CTS for Graduating Students** – HBI instructors must notify appropriate center staff, on a timely basis, when students are within 60 days of career technical training completion, so that career transition planning can be initiated. However, in those instances when a training-related job becomes available on short notice, particularly a Registered Apprenticeship opportunity, HBI instructor and center management must work expeditiously to ensure that the scheduling of career transition readiness activities is not a deterrent to the job-related placement of the graduate. In this situation, every effort will be made to provide departing graduates with transition allowances and WBL funds, ensure that they receive all appropriate transitional services, and where applicable, meet with assigned CTS staff.

(4) **Driver Education** – HBI must work closely with Center Directors in support of each center’s responsibility to provide driver’s education training for all eligible students beginning in the Career Preparation Period. This is especially important for those students assigned to the construction trades. HBI must make every effort to collaborate with center management to help students attain a valid driver’s license or learner’s permit before graduation.

5. **HBI STAFF RESPONSIBILITIES**

a. **HBI Field Staff/Coordinators**
(1) Monitoring Performance – HBI field staff must be fully knowledgeable about the performance of HBI programs and instructors. As required by the Career Technical Training Reporting and Improvement System (CTTRIS), for individual training programs performing below established standards or on probation, HBI field staff must work collaboratively with the instructor, as well as center and regional staff, to develop, implement, and monitor Program Improvement Plans (PIPs). HBI field staff must actively participate in the Regional Appeal Process for their programs facing sanctions, including closure and reduction. In this regard, also, slot utilization is a cost-effectiveness issue that must continually be monitored. When warranted, HBI field staff must collaborate with centers and Regional Offices (ROs) to effectively address issues related to slot utilization.

To ensure effective and efficient use of resources, HBI field staff will first make productive use of all available means of communication, including electronic, and fully assess performance reports generated by the Job Corps Data Center and HBI, before center visits are planned. Center travel must be limited to situations where face-to-face contact is absolutely essential.

(2) Technical Assistance – HBI will supply structured training in classroom management. Instructors will be expected to deal effectively with a wide range of student behaviors. When necessary, regional field staff must provide additional training in a timely fashion.

(3) Interaction With Center Activities – HBI field staff must ensure that HBI instructors are contributing to the effectiveness of the center CDSS Plan, and the goals of the overarching program. Performance standards must reflect a team approach with center and career transition staff to ensure students have every opportunity to achieve their goals.

(4) Actions on Staff Issues – Where significant problems associated with a particular HBI instructor are verified, either in the performance of his/her basic responsibilities or as a participant in other center activities and programs, HBI field staff must take immediate and appropriate corrective action. If warranted, such action may ultimately include the permanent removal of an HBI instructor. However, before a final decision of this type is made, the Center Director and assigned regional COR/Project Manager must be notified. These individuals must have the opportunity to expeditiously assess the impact of such a decision on the operations and administration of the center, and to share this information with the appropriate HBI official(s) for consideration prior to a final decision being made by HBI.

(5) Business Linkages – HBI field staff must play a vital role in establishing meaningful relationships with business agents and other local union officials, business councils, and affiliated organizations in labor markets where students return to seek employment in the construction industry. Such efforts are intended to promote and establish Registered Apprenticeship and other career opportunities for qualified graduates.
(6) **Communication With Center Directors During Visits** – As stated above, while effective use of desk monitoring, conference calls, and e-mail is strongly encouraged, HBI field staff will visit centers, when justified. To the extent practicable in these situations, the Center Director must be notified in advance of visits. Further, following each visit, HBI field staff must conduct an exit conference with the Center Director, or his/her designee, and other officials, as appropriate, to review significant findings, and address issues affecting program performance, particularly if the program is on probation and/or under a PIP.

(7) **Communication With Regional CORs/Project Managers** – HBI field staff must also establish and maintain contact with appropriate Regional CORs/Project Managers concerning HBI programs and instructor performance, as well as significant findings/issues resulting from monitoring that could not be resolved at the center level. HBI field staff are strongly encouraged to share monitoring reports with appropriate project managers, especially for those programs on probation and/or under a PIP.

b. **NTC Instructors**

While HBI instructors perform as part of an HBI national contract, they must cooperate with and be a part of the center and its operation. As required of all center staff, HBI instructors must function as mentors, models, and monitors of all Career Success Standards when working with students. In addition, they must be active partners with center staff in evaluating student progress and meeting students’ needs in support of their social and career development.

(1) **Career Technical Training** – HBI instructors must plan, deliver, and evaluate career technical training to Job Corps students in various specialty areas, including both classroom instruction (theory learning) and hands-on practices (Career Technical Skills Training and Work-Based Learning). Instructors are expected to provide students the opportunity to complete all required Training Achievement Records (TARs) in their chosen program. They are also expected to train students to be sufficiently competent to enter: a Registered Apprenticeship training program; a high growth/high demand/high wage occupation for career development; a community/technical college for advanced training; or the U.S. Armed Forces, and earn a passing score on written and/or performance tests associated with nationally recognized certification and/or state licensure, as applicable.

(2) **Professional Development** – To the extent that adequate resources are made available, HBI instructors must participate in all professional development activities sponsored by HBI, centers, Regional Offices (ROs), and the National Office of Job Corps (NOJC), as applicable, to increase their effectiveness in developing and delivering standards-based integrated instruction; coordinating instruction; utilizing evidence-based instructional techniques; and implementing effective student-engagement strategies.
(3) Role-Modeling – HBI instructors are expected to serve as role models for students. Any abusive or other inappropriate behavior by instructors toward students or staff, failure to properly supervise students and maintain order, effectiveness, and safety, or a disregard for center rules and regulations, will not be tolerated and will result in disciplinary action, possibly the loss of employment. HBI field and headquarters officials must take immediate and appropriate action when such incidences are verified. Where an NTC fails to respond expeditiously and adequately, the NTC COR will become involved and initiate whatever corrective actions/measures may be needed.

(4) Communication With Center Staff – HBI instructors must periodically communicate with other center staff who also serve HBI students in other program areas (e.g., academic and residential). The purpose of such contact is to determine if HBI students are meeting their responsibilities in these other required activities, and especially to identify students having problems that could lead to early separation if not dealt with immediately and effectively. Where this appears to be the case, the HBI instructor, acting as a role model, must endeavor to positively influence the student and steer him/her in a better direction.

The responsibility described above is in addition to HBI instructors’ participation in Evaluation of Student Progress (ESP) panels, and is primarily intended to prevent Zero Tolerance (ZT) terminations, UAs, etc., and increase the number of HBI career technical training graduates and placements.

(5) Center Activities – HBI instructors are expected to support and participate in pre-planned, scheduled activities/projects that have been established by center officials and staff to support center goals and objectives. Such activities/projects, which usually involve most center components, may take place outside of normal working hours, including weekends, and at sites other than the Job Corps center.

(6) Business Linkages – HBI instructors must play a vital role in establishing meaningful relationships with business agents and other local union officials, business councils, and affiliated organizations in labor markets where students return to seek employment. Such efforts are intended to promote and establish Registered Apprenticeships and other career opportunities for qualified graduates, and will be carried out to the extent that adequate resources are available for this purpose.

(7) Driving Compliance – HBI instructors must comply with all related PRH and HBI/center-specific requirements related to driving privileges for employment as well as operating NTC/Center/GSA vehicles. When requested by center officials, HBI instructors who use center vehicles must show proof of a valid driver’s license. HBI instructors will also immediately notify appropriate center officials of any changes/restrictions to their licenses, when these occur.
6. **RESOLVING ISSUES**

   a. **Process for Resolving Issues** – HBI instructors must work cooperatively with Center Directors and appropriate staff to informally resolve all issues. Where necessary, these efforts must also involve the assigned Field Coordinator, HBI headquarters officials, and the regional COR/Project Manager. However, in the event that an informal resolution is not possible, the HBI leadership must immediately request the assistance of the NTC COR; concurrently, the Center Director must notify the assigned Regional COR/Project Manager to assist in the resolution process.

   The NTC COR and Regional COR/Project Manager will work cooperatively and expeditiously to fully investigate matters that could not be resolved informally, and jointly render a final decision that will be binding on all parties involved. However, if this is not achievable, the Job Corps National Deputy Director shall be the final arbiter. At no time during this entire process shall the Center Director or NTC officials/staff, including field staff and instructors, take any action that could adversely affect the training of students in the HBI program or functioning of the center.

   b. **Center Request(s) for HBI Personnel Change(s)** – In the instances where the Center Director requests permanent removal of an HBI instructor, such requests must be in writing and concurrently transmitted to the NTC COR and the designated Regional COR/Project Manager, with copies to the assigned HBI Field Coordinator and HBI executive leadership. The written communication must include the specific reason(s) justifying the request for removal, along with any documented violations of center rules, operating policy, etc., that were committed by the instructor in the past. In consultation with the organization’s human resources and legal staff, HBI will follow its policies and procedures in determining the appropriate course of action.

   c. **Center Request(s) for HBI Program Change(s)** – In the instances where the Center Director requests the permanent addition or removal of an HBI training program, such requests must be submitted to the Job Corps National Office, through the Regional Director who must approve the request. All requests must be submitted in accordance with Appendix 307 - Job Corps Career Technical Training Change Request. The request must be developed in collaboration with the center operator, the regional COR/Project Manager, and HBI. The Job Corps National Office will make a final determination of the request after verification of all facts and reasoning in conjunction with all related parties.

   d. **HBI Request(s) for Program Change(s)** – To initiate any changes to the contracted training programs (program and slots), HBI is required to follow the Career Technical Training Change Request process established by the National Office of Job Corps (NOJC), see PRH Appendix 306. Following approval from the Regional Office (RO), the National Office of Job Corps (NOJC) will make a final determination of the request after verification of all facts and reasoning in conjunction with all related parties, including centers and Regional Offices (ROs). The DOL Contracting Officer and the NTC COR will develop and execute a Contract Modification for each HBI program change, following approval from the National Director of Job Corps.
The above four provisions apply to all Job Corps centers where HBI programs operate, including agency-operated centers.

7. **PERFORMANCE**

   a. **Annual Performance Assessment** – HBI performance must be evaluated annually by Job Corps regional staff, the NTC COR, and other appropriate Job Corps National Office staff, using data from the Career Technical Training Report Card (CTTRC) and assessment mechanisms specific in the PRH Appendix 501d. For programs that have performed at the “unsatisfactory” level (Grade ‘D’ on the CTTRC) for one year and have been recommended by the National Office of Job Corps (NOJC) for probation, HBI must develop a Performance Improvement Plan (PIP), in cooperation with affective centers and Regional Office (RO) staff. A copy of the PIP will also be submitted to the NTC COR. HBI must work with appropriate center management and regional officials/staff to implement PIPs so that performance outcomes of such programs in the following program year will be elevated to the “average” level (Grade ‘C’), at a minimum.

   For programs that have performed at the “unsatisfactory” level (Grade ‘D’) for two consecutive years, and recommended by the National Office of Job Corps (NOJC) for closure or slot reduction, HBI can develop, in close cooperation with related centers, an appeal to file with the National Office of Job Corps (NOJC). Following the appeal process, the National Office will render a final decision, which could result in program closure or slot reductions.

   b. **Registered Apprenticeship Placements** – HBI must develop and maintain a productive and meaningful relationship with associated local unions, Registered Apprenticeship programs, district councils, national/regional/local business-industry organizations, and individual employers that can place Job Corps graduates into Registered Apprenticeship training programs and other meaningful career opportunities that offer sustainable wages. In addition to meeting all performance expectations stipulated in PRH Appendix 501d, HBI staff are expected to annually increase graduate placement into Registered Apprenticeship programs or industry-based training programs or employment, based on historical data and realistic projections and with consideration of local, regional, and national economic conditions impacting the construction industry.

   Where applicable, HBI must collaborate with specific employers to develop and implement training programs/modules tailored specifically to their labor needs.

   Job Corps centers are expected to cooperate with HBI in placing graduates in Registered Apprenticeship programs and training-related jobs. In this regard, it is particularly important for centers to ensure that prior to graduation HBI students have an opportunity to secure a valid driver’s license.
8. **REQUIREMENTS FOR FACILITY, EQUIPMENT, AND SUPPORT SERVICES**

In consultation with appropriate unions, industry groups, individual employers, and OSHA (as well as state and local OSHA counterparts), HBI must determine the equipment, tools, materials, and supplies necessary to ensure quality training and protect students’/instructors’ safety and health. As appropriate, these activities will be coordinated with the Center Safety Officer and/or the Health and Wellness Manager/Administrator.

The Center Operator must provide HBI with appropriate and adequate career technical shop training, administrative space, and the support services described below. Subject to a center’s fire, security, and related safety policies, HBI will be responsible for maintaining security of the assigned space during training hours – including the establishment of a limited access policy.

HBI shall work cooperatively with centers to implement these policies to ensure effective maintenance, stewardship, and accountability of government-owned personal property during normal HBI operation hours and in accordance with all government property management regulations and requirements.

The center operator shall provide HBI, at no cost, the following equipment and support services as part of the center operator’s contract.

- **a.** Shop and career technical training equipment, materials, and supplies (a detailed listing of equipment by HBI for each career technical training program that they offer at a specific center must be included as part of the MOU) (Desks and chairs for classrooms will also be provided.)

- **b.** Reasonable accommodations/modifications, where needed, to provide students with disabilities the opportunity to successfully complete the TAR(s) required in the trade

- **c.** Acquisition, maintenance, repair, and replacement of career technical and administrative equipment

- **d.** Telephone installation in instructor offices and ongoing service, including local and long distance service, in support of providing job development, placement, transition support services, follow-up activities, and for other official Job Corps business (In addition, cell phones will be provided to HBI instructors when working with students off center, or at remote areas on center, to ensure that the need for medical/emergency support can be quickly communicated.)

- **e.** Fax and copying services in instructor offices (Where this is not possible, other arrangements must be in place that are convenient for instructors to use such services.)

- **f.** Safe and adequately equipped vehicles to support training activities/projects

- **g.** Mail (postage)
h. Trash and garbage collection

i. Utilities

j. Locking file cabinets

k. Computer equipment (This includes hardware and software in each HBI instructor’s office, capable of accessing the Internet, CIS3g, CTS, and the Job Corps Community Website. It also includes hardware and software in each HBI classroom/shop, capable of accessing the Internet, to support student learning. Instructors will also be provided with a printer. Computer training, if scheduled for center staff, must also be made available to HBI staff.)

l. DVD/CD players, VCRs, monitors, and related equipment, as necessary, to support training

m. Transportation and meals for students participating in CTST, Work-Based Learning, and other work-experience activities

n. Fire protection and OSHA-approved safety programs at career technical facilities

o. OSHA-required safety equipment (e.g., eye, hand, face, and fall protection), and other personal protective equipment that is required in the trade and meets OSHA and industry standards

p. The provision of Federal Tax Credit Conditional Certifications for eligible graduates, prior to separation, as long as these programs continue to be statutorily authorized and target-group documentation is accessible

q. Student career technical training clothing including, where applicable, special and foul weather clothing, hard-toed safety shoes, and replacement items, including those students who may be assigned by the center above the contracted class/surge level (HBI is contracted to provide hard hats to students. Clothing provided must have the logo of the NTC clearly visible, as applicable, and when financially feasible.)

r. Appropriate attire for CTST projects and Work-Based Learning assignments and, as applicable, requirements imposed by OSHA, state law, and industry standards, as well as the specific job site

s. Immediate and accurate entry into the CIS, the following HBI-provided information/data: (a) career technical student data, including entry dates and completion status, as they occur; (b) any and all corrections, when notified by HBI along with verification to HBI when the corrections are made; and (c) placement results, as determined by the center or as provided by HBI

t. Copies of the 6-78 Forms and CTTRC 10 and 20 Reports, or subsequently developed career technical training performance reports, on a regular and timely basis, and provision of quality staff training regarding the CTTRC reports, when necessary
u. Shipping tool kits to students, when required by HBI programs

v. Transportation to and from Work-Based Learning/WEP/CTST sites, industry/trade certification-accreditation sessions/tests, and job interviews

w. Consistent with the Center CDSS Plan, as described in the PRH, HBI staff will be a part of all training designated for career technical instructors, including standard First Aid and CPR

x. Secretarial/clerical assistance, when the need is justified

y. Security for career technical training facilities, including on-center CTST sites, outside of normal working hours

9. **TRAINING MATERIALS AND SUPPORT**

a. **Instructional Materials** – HBI must provide each student and instructor with instructional materials and publications, as necessary, to adequately conduct quality career technical training. Training-related courseware (CD-ROM or Internet-based) or videos that have proven to be successful in supporting classroom instruction will also be made available by HBI, as well as an updated listing of Internet websites that contribute to student learning and the professional development of HBI instructors.

b. **Student Tool Kits** – HBI must provide tool kits for students in training, in accordance with established policy in the PRH. Tool kits must be made available at no cost to HBI students who successfully complete career technical training and obtain a job training match upon initial placement. A copy of approved tool lists must be provided to Center Directors by HBI.

   HBI will work in partnership with the Center Director to ensure that the tool kits meet, as much as practicable, the needs of the industries involved so that students can be successful in securing and retaining training-related jobs.

10. **AUTOMATED CAREER TRANSITION SYSTEM (CTS)**

It is imperative that HBI comply with Job Corps policies (Program Instructions No. 06-08 and No. 06-25) to safeguard students’ Personally Identifiable Information (PII), and use the CDSS Suites of Job Corps’ Center Information System (CIS3G) exclusively for all data purposes related to recruitment, training, placement, follow-up, and other student services. HBI must also protect students’ PII in all the paper-based documents, including TARs, in accordance with Job Corps policies and procedures.

Center Directors must collaborate with and provide assistance to HBI to meet this important requirement.
a. **Data Entry into CTS** – HBI instructors and field staff/coordinators must be responsible for the timely and accurate entry of the following data into the automated Career Transition System.

(1) Post-center contact with graduates including updated graduate contact information, job development, referral and placement activity, and transition support needs and services provided

(2) Upgraded information related to graduates, especially acceptance into Registered Apprenticeship programs, wage increases, and job training match data

b. **Verification of Placement Data by CTS Providers** – Each Career Transition Services (CTS) provider assigned an HBI graduate is responsible for verifying the placement, when HBI records such accomplishment in the CTS. Verification activities must be initiated by the CTS provider in a timely manner and, when this process is fully completed, the CTS provider has the responsibility to report the verified placement to the CIS as expeditiously as possible.

c. **Resolving Issues With CTS Providers** – If a CTS provider routinely delays the verification and/or placement reporting process, HBI must report this matter to the appropriate official in the CTS provider organization, the Center Director, and the assigned Regional COR/Project Manager, in an attempt to correct the problem. Where this is not successful, the NTC COR must be notified in writing including, at a minimum, the following information:

(1) The name of the CTS-provider (contractor) organization involved, and the dates and names of the organization’s official(s) contacted by HBI to resolve the delays.

(2) The HBI graduate’s name, student identification number, the date the placement was recorded in the CTS reporting system by HBI, and how many calendar days it took for the CTS provider to
   (a) complete the verification process, and
   (b) record the verified placement in the CTS.

Other pertinent information should be reported, such as: delay(s) that extend beyond the window for recording placements; the impact on annual performance results, and, if applicable, the future of the specific HBI training program where the student completed training.

11. **ADMINISTRATIVE PROVISIONS**

a. **HBI Staff Leave Provisions**

(1) **Workday** – The workday (starting and ending times) must be in accordance with center policy.
(2) **Annual Leave** – With the exception of emergencies, leave must be scheduled and coordinated with the Center Director sufficiently in advance to ensure that there is no adverse effect on center operations and that quality student instruction continues uninterrupted. Actual approval of annual leave is the responsibility of HBI and may be granted only after timely notification has been provided to the Center Director, or his/her designee, and his/her comments have been carefully considered by HBI.

(3) **Sick Leave** – To the extent practicable, HBI instructors are expected to notify the Center Director, or his/her designee, prior to the first scheduled class when sick leave must be taken.

(4) **Overtime** – No overtime or center holiday work must be performed unless requested in writing by the government and accepted by the NTC; overtime pay, when approved, will be reimbursed at the rate established for the area in which the work is performed.

b. **Substitute Instructors**

The Center Director must provide qualified substitutes for up to the first 10 working days that an HBI instructor is on sanctioned leave, or where there is an unexpected termination or resignation of an HBI instructor. After the first 10 working days, HBI is responsible for providing a qualified substitute or, as warranted, hiring a fully qualified replacement instructor.

c. **Time Sheet Verification**

HBI maintains full responsibility for the accuracy of time sheets through its electronic timekeeping system.

12. **SIGNATURES**

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<th>Name and Title of Center Director or Designee (Please Print)</th>
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<td>Signature of Center Director or Designee</td>
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<td>Signature of HBI Executive or Designee</td>
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APPENDIX 302B
MEMORANDUM OF UNDERSTANDING
INTERNATIONAL MASONRY INSTITUTE (IMI)

Where the International Masonry Institute (IMI) Job Corps Program operates, the provisions of this Memorandum of Understanding (MOU) apply to IMI Job Corps officials and staff, and Center Directors (including designees). No deviations from the MOU are authorized without the specific and written approval of the Job Corps National Director.

Wherever the acronym IMI appears throughout this MOU, it represents the IMI Job Corps program. Should any differences exist between this MOU and the Statement of Work (SOW) for IMI, the provisions of the SOW take precedence.

1. PURPOSE

This document constitutes a working agreement between IMI and the_________________Job Corps Center Director entered into this__________ day of____________, 20__. (Appropriate signatures are required at the end of this Agreement.)

2. CENTERS, PROGRAMS, SLOTS, AND RATIOS

IMI must provide 39 contracted CTT instructors at 36 centers (including USDA Forest Service Civilian Conservation Centers [CCCs]), totaling 780 slots (these figures are valid as of January 2014).

<table>
<thead>
<tr>
<th>IMI Training Program</th>
<th>Number</th>
<th>Slots</th>
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<tbody>
<tr>
<td>Bricklayer</td>
<td>32</td>
<td>640</td>
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<tr>
<td>Tile Setter</td>
<td>7</td>
<td>140</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>39</strong></td>
<td><strong>780</strong></td>
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To modify any of the above figures, IMI is required to follow the Career Technical Training Change Request process established by the Office of Job Corps (PRH Change Notice No. 05-17 and PRH Appendix 307), in conjunction with Job Corps Regional Offices (ROs) and Center Directors. All changes in any of the above categories must be reflected through fully executed contract modifications initiated by the National Office of Job Corps (NOJC).

Unless a formal deviation of slots has been approved by the National Office of Job Corps (NOJC), IMI must offer training programs in accordance with the student/instructor ratios listed below.

<table>
<thead>
<tr>
<th>IMI Training Program</th>
<th>Total Slots per Instructor</th>
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<tbody>
<tr>
<td>Bricklayer</td>
<td>20</td>
</tr>
<tr>
<td>Tile Setter</td>
<td>20</td>
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</table>

3. BASIC RESPONSIBILITIES FOR PROGRAMS AND SERVICES
IMI, in collaboration with centers where IMI programs operate and provide services, and to the extent that adequate resources are made available, must provide all necessary administrative and training personnel, services, off-center administrative facilities and materials, and staff travel and subsistence required to accomplish contracted training services with Job Corps. IMI must deliver these in accordance with the:

- Workforce Innovation and Opportunity Act (WIOA)
- Job Corps Policy and Requirements Handbook (PRH), as well as other Job Corps instructions and policy issuances
- Career Development Services System (CDSS)
- Memorandum of Understanding (MOU) signed by an IMI Executive or designee and each Center Director or designee where IMI operates career technical training programs

The following are specific responsibilities for IMI and all Center Directors where IMI programs exist:

a. **NTC Operation Plan** – IMI must develop, in conjunction with centers and Regional Offices (ROs), as appropriate, an Operation Plan and submit it to the Job Corps NTC Contracting Officer’s Representative (COR) within 90 days of the plan template being available following final definition of contract terms and award in the base year. For each option year, provided that the National Office of Job Corps (NOJC) extends the contract with IMI, IMI must revise its Operation Plan and submit a summary of all changes, if applicable, to the COR within 60 days of contract extension award. In accordance with Job Corps policy, regulations, and requirements, the Operation Plan should contain detailed descriptions of IMI’s Job Corps Program’s administrative structure, operation systems, and processes for recruitment, training, placement (including Registered Apprenticeship programs), and follow-up services to students; IMI staff qualifications and annual professional development plans, and activities to align training to the latest industry skill/training standards. The format of the Operation Plan can be similar to a Job Corps Center Plan.

b. **Industry Skill/Training Standards** – IMI must provide training programs that lead to high growth, high demand, and high wage positions in the construction industry. IMI must align all their technical training programs to the latest skills/training standards of the construction industry.

c. **Training Outcomes** – IMI must provide assigned students training in career technical, career success, and applied academic skills so that they become agile workers with expanded career options, and maintain long-term attachment to the labor market or educational opportunities. Specifically, training outcomes from IMI programs must include at least one of the following categories:

(1) Students enter a Registered Apprenticeship training program leading to full journeyman status, a customized employer-based training program that leads to career opportunities
(2) Students enter a specific area of the craft/trade that pays sustainable wages and offers the opportunity for long-term employment and career advancement, or enter the U.S. Armed Forces

(3) Students enter a community college or technical training school-level program to pursue further technical training or degree-based education, if they choose not to pursue further training or job placement in the occupation for which IMI has provided the training

(4) Students earn a passing score on written and/or performance tests associated with national recognized certification and/or state licensure. Instructors certify students have completed necessary training and certification(s) to fulfill program requirements

d. **Placement Services** – To the extent that adequate resources are made available, IMI must provide initial job placement services for the period of time specific in PRH Chapter 4, 4.2, R2.a from separation to the graduates of their programs. In addition to job placement services, IMI may also provide career transition support services to graduates, such as making arrangements for housing and transportation, where IMI has the capability to effectively deliver such services and the provisions of such services has first been coordinated with the designated career transition services (CTS) provider.

IMI instructors and field staff must work collaboratively with Job Corps regional officials and center staff to ensure that IMI-provided job placement and, as applicable, CTS, are coordinated with the development and implementation of each center’s CDSS Plan.

e. **Enrollment of Female Students and Instructors** – As an entity that provides instruction and job placement in trades predominantly occupied by males, IMI must make every effort to recruit female students to achieve meaningful improvement in the number of female graduates.

In an effort to achieve the above objective, IMI must develop and use creative and effective techniques and strategies during Outreach and Admissions (OA) and the Career Preparation Period (CPP), to educate and interest female students in careers in construction. As applicable, IMI will work closely with Job Corps Regional Office (RO) officials, recruitment contractors, the national public relations contract staff and center staff who manage CPP about adopting such recommendations. IMI is also encouraged to seek and develop meaningful partnerships with local, state, and national organizations that provide assistance in recruiting qualified female instructors, as vacancies occur.

Center Directors will provide assistance to IMI in these efforts.

f. **Collaboration with Other Job Corps Entities** – IMI must establish and maintain open and professional communication with the United States Department of Labor (USDOL) regional officials, center staff, center operators, and OA and CTS contractors. The National Office of Job Corps (NOJC) encourages IMI to work with all related entities referenced above, within established protocol, to address and resolve areas of concern
prior to seeking the involvement of the NTC COR and the National Office of Job Corps (NOJC). IMI will conduct a minimum of one video or teleconference meeting with each USDOL Regional Director in each program year to synchronize goals, priorities, and solutions to problems.

Center Directors must provide corresponding cooperation to IMI in all areas related to IMI contracted services.

g. **Center Curriculum Development** – IMI must have appropriate staff fully participate in the curriculum development process at each center where IMI operates a career technical training program. This includes serving as an active member of the center Curriculum Development Committee and, if authorized by IMI national executive, sharing IMI-developed instructional resources, techniques, and methods that contribute to student success.

Standards-Based Education and Training – IMI must fully support the advancement to standards-based education and training across all Job Corps Centers. When fully integrated, centers will have incorporated some or all of the following components: Industry or CTT Foundations courses, student cohorts, evening studies, revised CTT schedules for students, multi-step instruction for students, and assigned collaboration time for staff. IMI will be required to participate in the associated staff development sessions and collaborative meetings, as applicable. IMI will work collaboratively with the Job Corps centers, Regional Offices (RO), and National Office of Job Corps (NOJC) staff to implement required Job Corps policies applicable to IMI CTT providers.

h. **Center Workforce Council and Business Community Participation** – IMI must fully support the functioning of the Center Workforce Council, and the center’s business and community activities, including the Community Relations Council, to improve the quality of career technical training programs and creating meaningful linkages with individual employers; labor and business organizations; One-Stop Centers/American Job Centers and partners; state and local Workforce Development Boards; and youth standing committees, where established.

On centers where IMI career technical training programs operate, the IMI instructors or Field Coordinator must serve as the primary contact(s) for communications with IMI affiliated unions, district council, association, or organizations and employers signatory to IMI local and national agreements. Further, IMI instructors and Field Coordinator must fully assist CTS contractors, and center staff in obtaining accurate graduate placement and upgrade verification information through CIS case notes and other methods of contact.

i. **Disability Issues** – IMI must follow all federal laws, government regulations, and Job Corps policy related to accommodations for students with disabilities. IMI will work closely with the Center Director’s designee for disability issues to ensure that students with disabilities who are interested in IMI trades are provided reasonable accommodations/modifications, if needed, to perform the trade-related skills required by
the Training Achievement Records (TARs). IMI must ensure that no Job Corps student with a disability is denied entry into IMI programs for any discriminatory reason.

j. **Safety** – IMI must follow federal, state, local, center, and IMI-specific safety regulations and requirements during the technical training process, and in cooperation with center officials, ensure that all training areas are clean and well-maintained. IMI must advise the centers and NTC COR, in writing, of current industry standards and employer-partner specifications in terms of safety design, requirements, and operation in the training facilities on centers. Additionally, IMI instructors are required to 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.

k. **Recruits From Industry/Business** – As applicable, IMI must inform local unions, other established business/industry affiliates, apprenticeship committees/councils, contractors, and individual employers, of the opportunity to refer potential employees, who are eligible for Job Corps, to related IMI training at Job Corps centers. IMI staff must coordinate with the appropriate OA contractor(s) and center staff to ensure the availability of program openings prior to finalizing arrangements for potential enrollees.

Center Directors and designated staff must support IMI in such recruitment efforts.

l. **Student Selection of IMI Programs** – IMI must follow center procedures for the assignment of students to career technical programs. To the greatest extent possible, these should include the participation of IMI instructors in the selection process, and providing students an opportunity to learn as much as possible about IMI specialty training programs before final selection, including an opportunity to observe and participate in daily training activities.

In accordance with PRH Chapter 1, 1.1, R1.e, Job Corps-qualified applicants referred to specific IMI programs by the groups cited above in “k. Recruits from Industry/Business” must be admitted to those programs. These students, as all others, are first required to participate in and successfully complete all activities included in the center’s CPP, the only exception being an activity directly related to the selection of a trade. However, in the event that a student in this category expresses interest in exploring other trades, and selects another trade, he/she must be permitted to do so.

Center Directors and designated staff must collaborate with IMI in such trade selection efforts.

m. **Enrollment Criteria for IMI Programs** – The specific selection criteria for students participating in IMI training programs are as follows:

(1) Age
No student can be denied access to an IMI program because of age. However, because most IMI programs and related employers, as a condition of employment in the construction industry, require applicants to be at least 18 years of age, and certain IMI trades have significant safety-related responsibilities, the Center Director, or his/her designee, and IMI instructor(s)/Field Coordinator must jointly address these issues. Based upon relevant factors, particularly student safety, but also including demographics and employment opportunities, a solution must be agreed upon that will not adversely impact students or IMI performance.

(2) Driver’s License

Students in IMI programs must be provided every opportunity to obtain a valid driver’s license before they graduate. Employers in the industries served by these programs consider a driver’s license an essential tool in securing and maintaining employment. Students who had their driver’s licenses revoked due to previous violations, etc. must not be enrolled in IMI programs requiring a license as a condition of employment.

(3) Health

Unless the Center Physician determines that participation in a particular program would be a direct threat to the student, other students and/or the instructor, the condition of a student’s health must not be a factor affecting his/her participation in an IMI trade. In this regard, and in accordance with Job Corps Program Instruction No. 01-11, dated November 27, 2001, IMI is not authorized to collect information, formally or otherwise, regarding the health, disability status, or history of a potential enrollee, or a student who has or has not, as yet, entered an IMI trade. These matters are solely within the purview of the Center Physician (see PRH, Appendix 302).

The center must maintain a Respirator Medical Evaluation Program in compliance with OSHA (29 CFR, Part 1919.134 App. C). Students must be approved for training by the Center Physician prior to the student’s assignment to applicable IMI training programs. A copy of the signed approval must be provided to the IMI instructor for his/her records.

Once a student is enrolled in an IMI program, the Center Physician and wellness staff are responsible for immediately notifying IMI instructors when a student’s health condition, including prescribed medication, may be aggravated by certain training activities or environmental conditions associated with particular training activities.

For students with disabilities who have a reasonable accommodation plan, IMI instructors will ensure that the reasonable accommodations/modifications indicated in the plan and provided by the center operator are made available during training. The center disability coordinator will inform IMI instructors and/or the supervisors of the existence of an accommodation plan for a particular student.
4. STUDENT TRAINING

a. Career Preparation Period (CPP) – During the CPP, IMI instructors must assist and collaborate with center staff to train all students to learn, demonstrate, and practice personal responsibility and career success skills required at the workplace.

b. Career Development Period (CDP) – IMI instructors must work collaboratively with center officials and staff to ensure that student learning and training experiences, including those arranged through employer partnerships, meet center-based and Work-Based Learning (WBL) standards described in the PRH.

(1) Work-Based Learning – IMI instructors must work in partnership with appropriate center staff in establishing meaningful WBL opportunities associated with IMI trades. Work experience for students will reflect a balance between Career Technical Skills Training (CTST) projects and WBL opportunities. This includes, but is not limited to, the creation of opportunities for all IMI students to observe work-site activities early in the career technical training, as well as for qualified employer representatives to be present during CTST activities to provide meaningful advice and guidance to students regarding their employability and career technical skills as well as their adherence to established safety and health standards.

(2) Assessing Student Readiness for Work-Site Assignments – During the Career Development Period, there must be a process for determining each student’s readiness to benefit from work-site experience. This process includes input from all relevant components at the Job Corps center, including IMI instructors.

(3) Standards-Based Education in CTST Projects – IMI instructors and field staff must work cooperatively with center officials and staff to make CTST and WBL opportunities viable learning experiences that incorporate Job Corps applied academic standards for the construction industry. In this regard, IMI instructors will be actively involved in the development and teaching, including coordinated instruction and team teaching, of lessons that include construction industry applied academic standards. IMI instructors will also use evidence-based instructional approaches identified by Job Corps to support standards-based training to the extent funding is available.
(4) Management of Class Size – IMI will ensure that the staff to student ratio is maintained at the contracted level at all times. Students will be assigned to fill slots that are open due to activities such as WBL, full-time academics, or career transition readiness assignments.

If class sizes drop below 60%, IMI instructors must assist with the following:
- Monitoring existing WBL sites and helping to develop new sites
- Strengthening working relationships with local unions, employer organizations, and individual employers/contractors
- Working with Job Corps entities to plan and establish various career technical training clusters
- Working with academic instructors to develop relevant academic lessons
- Providing short-term (up to 10 days) introductory training to students on the waiting list for IMI trades, who continue to have a strong desire to enter and complete the trade

c. Career Technical Skills Training (CTST)

(1) Planning – CTST projects must be planned for each program year in accordance with the PRH. The Center Director must designate a qualified, competent center staff member to plan and oversee all CTST projects. IMI instructor(s) must assist this individual in developing and carrying out the CTST Plan. IMI’s designee and the Center Director’s designee must each sign off, or provide a letter of concurrence, on the annual CTST Plan and any modification to the plan, including a Safety Hazard Analysis for each project in the CTST Plan, prior to submitting the plan/modification to the Job Corps Regional Office (RO).

(2) Developing CTST Opportunities – In cooperation with the Center Director’s designee, IMI staff and appropriate local community members/officials will make every effort to develop CTST opportunities that support student learning and meet not only the center’s needs, but community needs as well. Community projects expand community ties and student participation in community activities.

(3) CTST Meetings – The individual designated by the Center Director to oversee CTST projects must initiate coordinating sessions with IMI instructor(s) involved in CTST projects. These meetings must be scheduled at least biweekly for the purpose of: assessing the progress on current CTST projects, reviewing/adjusting the plans/schedules for the next 2-week period, ensuring that all issues and concerns related to job safety and scheduling are satisfactorily addressed, and formulating long-range plans. Minutes of each meeting will be maintained by the Center Director’s representative and copies provided in a timely manner to all attendees as well as to those who were not present.

(4) Off-Site CTST Projects – Off-site assignments (i.e., community projects and Spike Camps) will not be approved unless they meet all requirements of the PRH, including those for education, supervision, safety, residential, and support services
commensurate with those at the center. IMI instructors must not be assigned responsibility for the supervision of students after normal working hours, unless prior arrangements have been made and agreed upon by all appropriate parties. Where CTST assignments make it necessary for IMI staff to live at the CTST site, the prevailing General Services Administration (GSA) per diem rate will apply. In the event housing is provided, the prevailing GSA, Meals and Incidental Expenses (M&IE) rates must be applicable and paid for by the center operator.

(5) **Student Involvement in CTST Planning** – IMI instructors must involve students in the planning of CTST projects. Further, academic instruction and career success standards training, in addition to the application of technical skills, must be incorporated in all CTST projects as part of the overall learning experience and the skills essential for success on the job.

def. **Related Training Issues**

(1) **Realistic Working Environment** – All IMI training must be conducted in an environment and under conditions as close as possible to those found in the construction industry, and, as applicable, must be the same as required for apprentices as outlined in the craft Apprenticeship Training Standards published by the USDOL’s Office of Apprenticeship, when such training standards exist.

(2) **TAR Completion and Certification/Apprenticeship Enrollment Test** – IMI must ensure instructional materials are upgraded as necessary to remain aligned with the latest construction industry and/or apprenticeship skills/training standards. IMI TAR(s) must be developed and formatted in a manner consistent with these standards.

IMI must assist each student completing an IMI program to take the appropriate industry certification or qualifying test for apprenticeship training programs, if applicable.

(3) **Career Success Skills** – Throughout their training, students will be taught the importance of attaining and applying the career success and applied academic standards listed in each TAR. They will be provided assistance and support in mastering and demonstrating these skills during their career technical training experience, including CTST and Work-Based Learning.

(4) **Scheduling** – IMI staff must work closely with center staff to develop student schedules. Every effort must be made to schedule students to attend career technical classes for the maximum period per day, including an appropriate amount of time for lunch. However, the training day may be less than the traditional eight hours to accommodate activities that clearly and directly support students’ success in securing and retaining training-related employment. For example, the time required by both academic and IMI instructors to plan for curriculum integration, establishing mentoring arrangements and WBL sites with employers, fall into this category. Such exceptions notwithstanding, and in accordance with the PRH, “Centers must: develop
a schedule which ensures that, prior to graduation, students receive substantial practice and experience in working an 8-hour day, or working hours and conditions consistent with the anticipated workforce.”

(5) **Hands-on Training vs. Classroom Instruction** – Hands-on training and related shop-classroom instruction must be divided approximately 70% and 30%, respectively.

(6) **Training Week** – A standard training week must be 40 hours, Monday through Friday, excluding center-observed holidays.

(7) **Length of Training** – IMI must require students to receive technical training in a time frame commensurate with typical industry time requirements for technical training, before being eligible for graduation. The IMI instructor has the responsibility to determine when a student has satisfactorily completed all training requirements and is capable of performing pre-apprenticeship level skills at a training-related work site.

(8) **IMI Instructor Supervision** – During the training period, IMI instructors must be responsible for:
   - *Center Safety and Occupational Health Plan*, as well as industry, state, local, and OSHA trade-related safety rules, regulations, and standards
   - Center rules and regulations, including those pertaining to safety
   - Student conduct standards
   - Student accountability, including and especially during CTST projects and activities

IMI instructors must work closely with the Center Safety Officer, and the Health and Wellness Manager/Administrator, on all matters concerning the health and safety of students.

e. **Student Conduct Standards**

(1) **Student Conduct Standards** – IMI staff must use Center Director-established student conduct standards and disciplinary procedures as the basis for dealing with any significant student problem while in career technical training.

(2) **Suspension and Dismissal of Students for Safety and Disciplinary Reasons** – To prevent injuries to students/instructors, IMI instructors have the authority to immediately suspend from class a student who has violated safety/disciplinary rules or regulations. In these situations, IMI instructors must advise the Center Director of the action taken as soon as practicable, with adequate documentation. Further, IMI instructors must recommend to the Career Technical Training Manager and Center Director the permanent removal of students from IMI trades who continue to disregard safety rules and procedures, with adequate documentation.
IMI instructors must be part of the center’s process for determining the readmission of such students to IMI classes.

f. Student-Related Activities

(1) Involvement With Center Activities – IMI instructors must be actively involved with center officials and staff in helping to establish programs, activities, and training conducted during the Career Preparation Period as defined in PRH Chapter 2.

(2) Evaluation of Student Progress Panel – IMI instructors must actively participate in the Evaluation of Student Progress (ESP) panels for students enrolled in IMI training programs. IMI and center staff will work cooperatively to ensure that the scheduling of these activities results in the least disruption to career technical training classes.

(3) Coordination of CTS for Graduating Students – IMI instructors must notify appropriate center staff, on a timely basis, when students are within 60 days of career technical training completion, so that career transition planning can be initiated. However, in those instances when a training-related job becomes available on short notice, particularly a Registered Apprenticeship opportunity, IMI instructor and center management must work expeditiously to ensure that the scheduling of career transition readiness activities is not a deterrent to the job-related placement of the graduate. In this situation, every effort will be made to provide departing graduates with transition allowances and WBL funds, ensure that they receive all appropriate transitional services, and where applicable, meet with assigned CTS staff.

(4) Driver Education – IMI must work closely with Center Directors in support of each center’s responsibility to provide driver’s education training for all eligible students beginning in the Career Preparation Period. This is especially important for those students assigned to the construction trades. IMI must make every effort to collaborate with center management to help students attain a valid driver’s license or learner’s permit before graduation.

5. IMI STAFF RESPONSIBILITIES

a. IMI Field Staff/Coordinators

(1) Monitoring Performance – IMI field staff must be fully knowledgeable about the performance of IMI programs and instructors. As required by the Career Technical Training Reporting and Improvement System (CTTRIS), for individual training programs performing below established standards or on probation, IMI field staff must work collaboratively with the instructor, as well as center and regional staff, to develop, implement, and monitor Program Improvement Plans (PIPs). IMI field staff must actively participate in the Regional Appeal Process for their programs facing sanctions, including closure and reduction. In this regard, also, slot utilization is a cost-effectiveness issue that must continually be monitored. When warranted, IMI
field staff must collaborate with centers and Regional Offices (ROs) to effectively address issues related to slot utilization.

To ensure effective and efficient use of resources, IMI field staff will first make productive use of all available means of communication, including electronic, and fully assess performance reports generated by the Job Corps Data Center and IMI, before center visits are planned. Center travel must be limited to situations where face-to-face contact is absolutely essential.

(2) **Technical Assistance** – IMI will supply structured training in classroom management. Instructors will be expected to deal effectively with a wide range of student behaviors. When necessary, regional field staff must provide additional training in a timely fashion.

(3) **Interaction With Center Activities** – IMI field staff must ensure that IMI instructors are contributing to the effectiveness of the center CDSS Plan, and the goals of the overarching program. Performance standards must reflect a team approach with center and career transition staff to ensure students have every opportunity to achieve their goals.

(4) **Actions on Staff Issues** – Where significant problems associated with a particular IMI instructor are verified, either in the performance of his/her basic responsibilities or as a participant in other center activities and programs, IMI field staff must take immediate and appropriate corrective action. If warranted, such action may ultimately include the permanent removal of an IMI instructor. However, before a final decision of this type is made, the Center Director and assigned Regional COR/Project Manager must be notified. These individuals must have the opportunity to expeditiously assess the impact of such a decision on the operations and administration of the center, and to share this information with the appropriate IMI official(s) for consideration prior to a final decision being made by IMI.

(5) **Business Linkages** – IMI field staff must play a vital role in establishing meaningful relationships with business agents and other local union officials, business councils, and affiliated organizations in labor markets where students return to seek employment in the construction industry. Such efforts are intended to promote and establish Registered Apprenticeship and other career opportunities for qualified graduates.

(6) **Communication With Center Directors During Visits** – As stated above, while effective use of desk monitoring, conference calls, and e-mail is strongly encouraged, IMI field staff will visit centers, when justified. To the extent practicable in these situations, the Center Director must be notified in advance of visits. Further, following each visit, IMI field staff must conduct an exit conference with the Center Director, or his/her designee, and other officials, as appropriate, to review significant findings, and address issues affecting program performance, particularly if the program is on probation and/or under a PIP.
(7) **Communication With Regional CORs/Project Managers** – IMI field staff must also establish and maintain contact with appropriate Regional CORs/Project Managers concerning IMI programs and instructor performance, as well as significant findings/issues resulting from monitoring that could not be resolved at the center level. IMI field staff are strongly encouraged to share monitoring reports with appropriate project managers, especially for those programs on probation and/or under a PIP.

(8) **Meeting with Regional Directors** – IMI field staff and their executives must meet with the Regional Directors via teleconferencing or videoconferencing at least once each program year to share Labor Market Information and economic factors that impact IMI program performance, review program outcomes, and discuss program change options, etc.

b. **NTC Instructors**

While IMI instructors perform as part of an IMI national contract, they must cooperate with and be a part of the center and its operation. As required of all center staff, IMI instructors must function as mentors, models, and monitors of all Career Success Standards when working with students. In addition, they must be active partners with center staff in evaluating student progress and meeting students’ needs in support of their social and career development.

(1) **Career Technical Training** – IMI instructors must plan, deliver, and evaluate career technical training to Job Corps students in various specialty areas, including both classroom instruction (theory learning) and hands-on practices (Career Technical Skills Training and Work-Based Learning). Instructors are expected to provide students the opportunity to complete all required Training Achievement Records (TARs) in their chosen program. They are also expected to train students to be sufficiently competent to enter: a Registered Apprenticeship training program; a high growth/high demand/high wage occupation for career development; a community/technical college for advanced training; or the U.S. Armed Forces, and earn a passing score on written and/or performance tests associated with nationally recognized certification and/or state licensure, as applicable.

(2) **Professional Development** – To the extent that adequate resources are made available, IMI instructors must participate in all professional development activities sponsored by IMI, centers, Regional Offices (ROs), and the National Office of Job Corps (NOJC), as applicable, to increase their effectiveness in developing and delivering standards-based integrated instruction; coordinating instruction; utilizing evidence-based instructional techniques; and implementing effective student-engagement strategies.

(3) **Role-Modeling** – IMI instructors are expected to serve as role models for students. Any abusive or other inappropriate behavior by instructors toward students or staff, failure to properly supervise students and maintain order, effectiveness, and safety, or
a disregard for center rules and regulations, will not be tolerated and will result in
disciplinary action, possibly the loss of employment. IMI field and headquarters
officials must take immediate and appropriate action when such incidences are
verified. Where an NTC fails to respond expeditiously and adequately, the NTC COR
will become involved and initiate whatever corrective actions/measure may be
needed.

(4) Communication With Center Staff – IMI instructors must periodically
communicate with other center staff who also serve IMI students in other program
areas (e.g., academic and residential). The purpose of such contact is to determine if
IMI students are meeting their responsibilities in these other required activities, and
especially to identify students having problems that could lead to early separation if
not dealt with immediately and effectively. Where this appears to be the case, the IMI
instructor, acting as a role model,

The responsibility described above is in addition to IMI instructors’ participation in
Evaluation of Student Progress (ESP) panels, and is primarily intended to prevent
Zero Tolerance (ZT) terminations, UAs, etc., and increase the number of IMI career
technical training graduates and placements.

(5) Center Activities – IMI instructors are expected to support and participate in pre-
planned, scheduled activities/projects that have been established by center officials
and staff to support center goals and objectives. Such activities/projects, which
usually involve most center components, may take place outside of normal working
hours, including weekends, and at sites other than the Job Corps center.

(6) Business Linkages – IMI instructors must play a vital role in establishing meaningful
relations with business agents and other local union officials, business councils,
and affiliated organizations in labor markets where students return to seek employment.
Such efforts are intended to promote and establish Registered Apprenticeships and
other career opportunities for qualified graduates, and will be carried out to the extent
that adequate resources are available for this purpose.

(7) Driving Compliance – IMI instructors must comply with all related PRH and
IMI/center-specific requirements related to driving privileges for employment as well
as operating NTC/Center/GSA vehicles. When requested by center officials, IMI
instructors who use center vehicles must show proof of a valid driver’s license. IMI
instructors will also immediately notify appropriate center officials of any
changes/restrictions to their licenses, when these occur.

6. RESOLVING ISSUES

a. Process for Resolving Issues – IMI instructors must work cooperatively with Center
Directors and appropriate staff to informally resolve all issues. Where necessary, these
efforts must also involve the assigned Field Coordinator, IMI headquarters officials, and
the regional COR/project manager. However, in the event that an informal resolution is not possible, the IMI leadership must immediately request the assistance of the NTC COR; concurrently, the Center Director must notify the assigned Regional COR/Project Manager to assist in the resolution process.

The NTC COR and Regional COR/Project Manager will work cooperatively and expeditiously to fully investigate matters that could not be resolved informally, and jointly render a final decision that will be binding on all parties involved. However, if this is not achievable, the Job Corps National Deputy Director will be the final arbiter. At no time during this entire process will the Center Director or NTC officials/staff, including field staff and instructors, take any action that could adversely affect the training of students in the IMI program or functioning of the center.

b. **Center Request(s) for IMI Personnel Change(s)** – In the instances where the Center Director requests permanent removal of an IMI instructor, such requests must be in writing and concurrently transmitted to the NTC COR and the designated Regional COR/Project Manager, with copies to the assigned IMI Field Coordinator and IMI executive leadership. The written communication must include the specific reason(s) justifying the request for removal, along with any documented violations of center rules, operating policy, etc., that were committed by the instructor in the past. In consultation with the organization’s human resources and legal staff, IMI will follow its policies and procedures in determining the appropriate course of action.

c. **Center Request(s) for IMI Program Change(s)** – In the instances where the Center Director requests the permanent addition or removal of an IMI training program, such requests must be submitted to the Job Corps National Office, through the Regional Director who must approve the request. All requests must be submitted in accordance with Appendix 307 - *Job Corps Career Technical Training Change Request*. The request must be developed in collaboration with the center operator, the regional COR/Project Manager, and IMI. The Job Corps National Office will make a final determination of the request after verification of all facts and reasoning in conjunction with all related parties.

d. **IMI Request(s) for Program Change(s)** – To initiate any changes to the contracted training programs (program and slots), IMI is required to follow the Career Technical Training Change Request process established by the National Office of Job Corps (NOJC), see PRH Appendix 306. Following approval from the Regional Office (RO), the National Office of Job Corps (NOJC) will make a final determination of the request after verification of all facts and reasoning in conjunction with all related parties, including centers and Regional Offices (ROs). The DOL Contracting Officer and the NTC COR will develop and execute a Contract Modification for each IMI program change, following approval from the National Director of Job Corps.

The above four provisions apply to all Job Corps centers where IMI programs operate, including agency-operated centers.
7. PERFORMANCE

a. Annual Performance Assessment – IMI performance must be evaluated annually by Job Corps regional staff, the NTC COR, and other appropriate Job Corps National Office staff, using data from the Career Technical Training Report Card (CTTRC) and assessment mechanisms specific in the PRH Appendix 501d. For programs that have performed at the “unsatisfactory” level (Grade ‘D’ on the CTTRC) for one year and have been recommended by the National Office of Job Corps (NOJC) for probation, IMI must develop a Performance Improvement Plan (PIP), in cooperation with affective centers and Regional Office (RO) staff. A copy of the PIP will also be submitted to the NTC COR.

IMI must work with appropriate center management and regional officials/staff to implement PIPs so that performance outcomes of such programs in the following program year will be elevated to the “average” level (Grade ‘C’), at a minimum. For programs that have performed at the “unsatisfactory” level (Grade ‘D’) for two consecutive years, and recommended by the National Office of Job Corps (NOJC) for closure or slot reduction, IMI can develop, in close cooperation with related centers, an appeal to file with the National Office of Job Corps (NOJC). Following the appeal process, the National Office of Job Corps (NOJC) will render a final decision, which could result in program closure or slot reductions.

b. Registered Apprenticeship Placements – IMI must develop and maintain a productive and meaningful relationship with associated local unions, Registered Apprenticeship programs, district councils, national/regional/local business-industry organizations, and individual employers that can place Job Corps graduates into Registered Apprenticeship training programs and other meaningful career opportunities that offer sustainable wages. In addition to meeting all performance expectations stipulated in PRH Appendix 501d, IMI staff are expected to annually increase graduate placement into Registered Apprenticeship programs and/or industry-based training programs or employment, based on historical data and realistic projections and with consideration of local, regional, and national economic conditions impacting the construction industry.

Where applicable, IMI must collaborate with specific employers to develop and implement training programs/modules tailored specifically to their labor needs.

Job Corps centers are expected to cooperate with IMI in placing graduates in Registered Apprenticeship programs and training-related jobs. In this regard, it is particularly important for centers to ensure that prior to graduation IMI students have an opportunity to secure a valid driver’s license.

8. REQUIREMENTS FOR FACILITY, EQUIPMENT, AND SUPPORT SERVICES

In consultation with appropriate unions, industry groups, individual employers, and OSHA (as well as state and local OSHA counterparts), IMI must determine the equipment, tools, materials, and supplies necessary to ensure quality training and protect students’/instructors’ safety and
health. As appropriate, these activities will be coordinated with the Center Safety Officer and/or the Health and Wellness Manager/Administrator.

The Center Operator must provide IMI with appropriate and adequate career technical shop training, administrative space, and the support services described below. Subject to a center’s fire, security, and related safety policies, IMI must be responsible for maintaining security of the assigned space during training hours – including the establishment of a limited access policy.

IMI must work cooperatively with centers to implement these policies to ensure effective maintenance, stewardship, and accountability of government-owned personal property during normal IMI operation hours and in accordance with all government property management regulations and requirements.

The center operator must provide IMI, at no cost, the following equipment and support services as part of the center operator’s contract.

a. Shop and career technical training equipment, materials, and supplies (a detailed listing of equipment by IMI for each career technical training program that they offer at a specific center must be included as part of the MOU) (Desks and chairs for classrooms will also be provided.)

b. Reasonable accommodations/modifications, where needed, to provide students with disabilities the opportunity to successfully complete the TAR(s) required in the trade

c. Acquisition, maintenance, repair, and replacement of career technical and administrative equipment

d. Telephone installation in instructor offices and ongoing service, including local and long distance service, in support of providing job development, placement, transition support services, follow-up activities, and for other official Job Corps business (In addition, cell phones will be provided to IMI instructors when working with students off center, or at remote areas on center, to ensure that the need for medical/emergency support can be quickly communicated.)

e. Fax and copying services in instructor offices (Where this is not possible, other arrangements must be in place that are convenient for instructors to use such services.)

f. Safe and adequately equipped vehicles to support training activities/projects

g. Mail (postage)

h. Trash and garbage collection

i. Utilities

j. Locking file cabinets
k. Computer equipment (This includes hardware and software in each IMI instructor’s office, capable of accessing the Internet, CIS3g, CTS, and the Job Corps Community Website. It also includes hardware and software in each IMI classroom/shop, capable of accessing the Internet, to support student learning. Instructors will also be provided with a printer. Computer training, if scheduled for center staff, must also be made available to IMI staff.)

l. DVD/CD players, VCRs, monitors, and related equipment, as necessary, to support training

m. Transportation and meals for students participating in CTST, WBL, and other work-experience activities

n. Fire protection and OSHA-approved safety programs at career technical facilities

o. OSHA-required safety equipment (e.g., eye, hand, face, and fall protection), and other personal protective equipment that is required in the trade and meets OSHA and industry standards

p. The provision of Federal Tax Credit Conditional Certifications for eligible graduates, prior to separation, as long as these programs continue to be statutorily authorized and target-group documentation is accessible

q. Student career technical training clothing including, where applicable, special and foul weather clothing, hard-toed safety shoes, and replacement items, including those students who may be assigned by the center above the contracted class/surge level (Clothing provided must have the logo of the NTC clearly visible, as applicable, and when financially feasible.)

r. Appropriate attire for CTST projects and WBL assignments and, as applicable, requirements imposed by OSHA, state law, and industry standards, as well as the specific job site

s. Immediate and accurate entry into the CIS, the following IMI-provided information/data: (a) career technical student data, including entry dates and completion status, as they occur; (b) any and all corrections, when notified by IMI along with verification to IMI when the corrections are made; and (c) placement results, as determined by the center or as provided by IMI

t. Copies of the 6-78 Forms and CTTRC 10 and 20 Reports, or subsequently developed career technical training performance reports, on a regular and timely basis, and provision of quality staff training regarding the CTTRC reports, when necessary

u. Shipping tool kits to students, when required by IMI programs

v. Transportation to and from WBL, CTST sites, industry/trade certification-accreditation sessions/tests, and job interviews
w. Consistent with the Center CDSS Plan, as described in the PRH, IMI staff will be a part of all training designated for career technical instructors, including standard First-Aid and CPR

x. Secretarial/clerical assistance, when the need is justified

y. Security for career technical training facilities, including on-center CTST sites, outside of normal working hours

9. TRAINING MATERIALS AND SUPPORT

a. Instructional Materials – IMI must provide each student and instructor with instructional materials and publications, as necessary, to adequately conduct quality career technical training. Training-related courseware (CD-ROM or Internet-based) or videos that have proven to be successful in supporting classroom instruction will also be made available by IMI, as well as an updated listing of Internet websites that contribute to student learning and the professional development of IMI instructors.

b. Student Tool Kits – IMI must provide tool kits for students in training, in accordance with established policy in the PRH. Tool kits must be made available at no cost to IMI students who successfully complete career technical training and obtain a job training match upon initial placement. A copy of approved tool lists must be provided to Center Directors by IMI.

The NTCs will work in partnership with the Center Director to ensure that the tool kits meet, as much as practicable, the needs of the industries involved so that students can be successful in securing and retaining training-related jobs.

10. AUTOMATED CAREER TRANSITION SYSTEM (CTS)

It is imperative that IMI comply with Job Corps policies (Program Instructions No. 06-08 and No. 06-25) to safeguard students’ Personally Identifiable Information (PII), and use the CDSS Suites of Job Corps’ Center Information System (CIS3g) exclusively for all data purposes related to recruitment, training, placement, follow-up, and other student services. IMI must also protect students’ PII in all the paper-based documents, including TARs, in accordance with Job Corps policies and procedures.

Center Directors must collaborate with and provide assistance to IMI to meet this important requirement.

a. Data Entry into CTS – IMI instructors and field staff/coordinators will be responsible for the timely and accurate entry of the following data into the automated Career Transition System.
(1) Post-center contact with graduates including updated graduate contact information, job development, referral and placement activity, and transition support needs and services provided

(2) Upgraded information related to graduates, especially acceptance into Registered Apprenticeship programs, wage increases, and job training match data

b. Verification of Placement Data by CTS Providers – Each Career Transition Services (CTS) provider assigned an IMI graduate is responsible for verifying the placement, when IMI records such accomplishment in the CTS. Verification activities must be initiated by the CTS provider in a timely manner and, when this process is fully completed, the CTS provider has the responsibility to report the verified placement to the CIS as expeditiously as possible.

c. Resolving Issues With CTS Providers – If a CTS provider routinely delays the verification and/or placement reporting process, IMI must report this matter to the appropriate official in the CTS provider organization, the Center Director, and the assigned Regional COR/Project Manager, in an attempt to correct the problem. Where this is not successful, the NTC COR must be notified in writing including, at a minimum, the following information:

(1) The name of the CTS-provider (contractor) organization involved, and the dates and names of the organization’s official(s) contacted by IMI to resolve the delays.

(2) The IMI graduate’s name, student identification number, the date the placement was recorded in the CTS reporting system by IMI, and how many calendar days it took for the CTS provider to
   (a) complete the verification process, and
   (b) record the verified placement in the CTS.

Other pertinent information should be reported, such as: delay(s) that extend beyond the window for recording placements; the impact on annual performance results, and, if applicable, the future of the specific IMI training program where the student completed training.

11. ADMINISTRATIVE PROVISIONS

a. IMI Staff Leave Provisions

(1) Workday – The workday (starting and ending times) must be in accordance with center policy.

(2) Annual Leave – With the exception of emergencies, leave must be scheduled and coordinated with the Center Director sufficiently in advance to ensure that there is no adverse effect on center operations and that quality student instruction continues uninterrupted. Actual approval of annual leave is the responsibility of IMI and may be
granted only after timely notification has been provided to the Center Director, or his/her designee, and their comments have been carefully considered by IMI.

(3) **Sick Leave** – To the extent practicable, IMI instructors are expected to notify the Center Director, or his/her designee, prior to the first scheduled class when sick leave must be taken.

(4) **Overtime** – No overtime or center holiday work will be performed unless requested in writing by the government and accepted by the NTC; overtime pay, when approved, will be reimbursed at the rate established for the area in which the work is performed.

b. **Substitute Instructors**

The Center Director must provide qualified substitutes for up to the first 10 working days that an IMI instructor is on sanctioned leave, or where there is an unexpected termination or resignation of an IMI instructor. After the first 10 working days, IMI is responsible for providing a qualified substitute or, as warranted, hiring a fully qualified replacement instructor.

c. **Time Sheet Verification**

The Center Director, or his/her designee, must sign weekly time sheets verifying IMI instructor(s) time on center.

12. **SIGNATURES**

__________________________
Name and Title of Center Director or Designee (Please Print)

__________________________
Signature of Center Director or Designee Date

__________________________
Name and Title of IMI Executive or Designee (Please Print)

__________________________
Signature of IMI Executive or Designee Date
APPENDIX 302C
MEMORANDUM OF UNDERSTANDING
INTERNATIONAL UNION OF OPERATING ENGINEERS
NATIONAL TRAINING FUND (IUOE NTF)

Where the International Union of Operating Engineers (IUOE NTF) Job Corps Program operates, the provisions of this Memorandum of Understanding (MOU) apply to IUOE NTF Job Corps officials and staff, and Center Directors (including designees). No deviations from the MOU are authorized without the specific and written approval of the Job Corps National Director.

Wherever the acronym IUOE NTF appears throughout this MOU, it represents the IUOE NTF Job Corps program. Should any differences exist between this MOU and the Statement of Work (SOW) for IUOE NTF, the provisions of the SOW take precedence.

1. PURPOSE

This document constitutes a working agreement between IUOE NTF and the ____ Job Corps Center Director entered into this _________________ day of ____________, 20__. (Appropriate signatures are required at the end of this Agreement.)

2. CENTERS, PROGRAMS, SLOTS, AND RATIOS

IUOE NTF must provide 27 contracted CTT instructors at 10 centers (including USDA Forest Service Civilian Conservation Centers [CCCs]), totaling 384 slots (these figures are valid as of January 2014).

<table>
<thead>
<tr>
<th>IUOE NTF Training Program</th>
<th>Number</th>
<th>Slots</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heavy Equipment Operator</td>
<td>15</td>
<td>180</td>
</tr>
<tr>
<td>Heavy Equipment Mechanic</td>
<td>9</td>
<td>144</td>
</tr>
<tr>
<td>Paving (Basic)</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Paving (Advanced)</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Stationary Engineering</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>27</strong></td>
<td><strong>384</strong></td>
</tr>
</tbody>
</table>

To modify any of the above figures, IUOE NTF is required to follow the Career Technical Training Change Request process established by the Office of Job Corps (PRH Change Notice No. 05-17 and PRH Appendix 307), in conjunction with Job Corps Regional Offices (ROs) and Center Directors. All changes in any of the above categories must be reflected through fully executed contract modifications initiated by the National Office of Job Corps (NOJC).

Unless a formal deviation of slots has been approved by the National Office of Job Corps (NOJC), IUOE NTF will offer training programs in accordance with the student/instructor ratios listed below.
### IUOE NTF Training Program

<table>
<thead>
<tr>
<th>IUOE NTF Training Program</th>
<th>Total Slots per Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heavy Equipment Operator</td>
<td>12</td>
</tr>
<tr>
<td>Heavy Equipment Mechanic</td>
<td>16</td>
</tr>
<tr>
<td>Paving (Basic)</td>
<td>20</td>
</tr>
<tr>
<td>Paving (Advanced)</td>
<td>20 (10 full-time)</td>
</tr>
<tr>
<td>Stationary Engineering</td>
<td>20</td>
</tr>
</tbody>
</table>

### 3. BASIC RESPONSIBILITIES FOR PROGRAMS AND SERVICES

IUOE NTF, in collaboration with centers where IUOE NTF programs operate and provide services, and to the extent that adequate resources are made available, must provide all necessary administrative and training personnel, services, off-center administrative facilities and materials, and staff travel and subsistence required to accomplish contracted training services with Job Corps. IUOE NTF must deliver these in accordance with the:

- Workforce Innovation and Opportunity Act (WIOA)
- Job Corps Policy and Requirements Handbook (PRH), as well as other Job Corps instructions and policy issuances
- Career Development Services System (CDSS)
- Memorandum of Understanding (MOU) signed by an IUOE NTF Executive or designee and each Center Director or designee where IUOE NTF operates career technical training programs

The following are specific responsibilities for IUOE NTF and all Center Directors where IUOE NTF programs exist:

#### a. NTC Operation Plan

IUOE NTF must develop, in conjunction with centers and Regional Offices (ROs), as appropriate, an *Operation Plan* and submit it to the Job Corps NTC Contracting Officer’s Representative (COR) within 90 days of the plan template being available following final definition of contract terms and award in the base year. For each option year, provided that the National Office of Job Corps (NOJC) extends the contract with IUOE NTF, IUOE NTF must revise its *Operation Plan* and submit a summary of all changes, if applicable, to the COR within 60 days of contract extension award. In accordance with Job Corps policy, regulations, and requirements, the *Operation Plan* should contain detailed descriptions of IUOE NTF’s Job Corps Program’s administrative structure, operation systems, and processes for recruitment, training, placement (including Registered Apprenticeship programs), and follow-up services to students; IUOE NTF staff qualifications and annual professional development plans, and activities to align training to the latest industry skill/training standards. The format of the *Operation Plan* can be similar to a Job Corps Center Plan.

#### b. Industry Skill/Training Standards

IUOE NTF must provide training programs that lead to high growth, high demand, and high wage positions in the construction industry. IUOE NTF must align all their technical training programs to the latest skills/training standards of the construction industry.
As a contractor for an advanced paving program, IUOE NTF must develop instructional materials and completion requirements that exceed the level of rigor in the basic training programs within the same technical field. The instructional and curricular materials and completion requirements must be approved by the Office of Job Corps before being executed.

c. Training Outcomes – IUOE NTF must provide assigned students training in career technical, career success, and applied academic skills so that they become agile workers with expanded career options, and maintain long-term attachment to the labor market or educational opportunities. Specifically, training outcomes from IUOE NTF programs must include at least one of the following categories:

(1) Students enter a Registered Apprenticeship training program leading to full journeyman status, a customized employer-based training program that leads to career opportunities

(2) Students enter a specific area of the craft/trade that pays sustainable wages and offers the opportunity for long-term employment and career advancement, or enter the U.S. Armed Forces

(3) Students enter a community college or technical training school-level program to pursue further technical training or degree-based education, if they choose not to pursue further training or job placement in the occupation for which IUOE NTF has provided the training

(4) Students earn a passing score on written and/or performance tests associated with national recognized certification and/or state licensure. Instructors certify students have completed necessary training and certification(s) to fulfill program requirements

d. Placement Services – To the extent that adequate resources are made available, IUOE NTF must provide initial job placement services for the period of time specific in PRH Chapter 4, 4.2, R2.a from separation, to the graduates of their programs. In addition to job placement services, IUOE NTF may also provide career transition support services to graduates, such as making arrangements for housing and transportation, where IUOE NTF has the capability to effectively deliver such services and the provisions of such services has first been coordinated with the designated career transition services (CTS) provider.

IUOE NTF instructors and field staff must work collaboratively with Job Corps regional officials and center staff to ensure that IUOE NTF-provided job placement and, as applicable, CTS, are coordinated with the development and implementation of each center’s Career Development Services System (CDSS) Plan.

e. Enrollment of Female Students and Instructors – As an entity that provides instruction and job placement in trades predominantly occupied by males, IUOE NTF must make
every effort to recruit female students to achieve meaningful improvement in the number of female graduates.

In an effort to achieve the above objective, IUOE NTF must develop and use creative and effective techniques and strategies during Outreach and Admissions (OA) and the Career Preparation Period (CPP), to educate and interest female students in careers in construction. As applicable, IUOE NTF will work closely with Job Corps Regional Office (RO) officials, recruitment contractors, the national public relations contract staff and center staff who manage CPP about adopting such recommendations.

IUOE NTF is also encouraged to seek and develop meaningful partnerships with local, state, and national organizations that provide assistance in recruiting qualified female instructors, as vacancies occur.

Center Directors must provide assistance to IUOE NTF in these efforts.

f. **Collaboration with Other Job Corps Entities** – IUOE NTF must establish and maintain open and professional communication with the United States Department of Labor (USDOL) regional officials, center staff, center operators, and OA and CTS contractors. The National Office of Job Corps (NOJC) encourages IUOE NTF to work with all related entities referenced above, within established protocol, to address and resolve areas of concern prior to seeking the involvement of the NTC COR and the National Office of Job Corps (NOJC). Within available resources, IUOE NTF will conduct a minimum of one video or teleconference meeting with each USDOL Regional Director in each program year to synchronize goals, priorities, and solutions to problems.

Center Directors must provide corresponding cooperation to IUOE NTF in all areas related to IUOE NTF contracted services.

g. **Center Curriculum Development** – IUOE NTF must have appropriate staff fully participate in the curriculum development process at each center where IUOE NTF operates a career technical training program. This includes serving as an active member of the center Curriculum Development Committee and, if authorized by IUOE NTF national executive, sharing IUOE NTF-developed instructional resources, techniques, and methods that contribute to student success.

Standards-Based Education and Training – IUOE NTF must fully support the advancement to standards-based education and training across all Job Corps Centers. When fully integrated, centers will have incorporated some or all of the following components: Industry or CTT Foundations courses, student cohorts, evening studies, revised CTT schedules for students, multi-step instruction for students, and assigned collaboration time for staff. IUOE NTF will be required to participate in the associated staff development sessions and collaborative meetings, as applicable. IUOE NTF will work collaboratively with the Job Corps centers, Regional Offices (ROs), and National Office staff to implement required Job Corps policies applicable to IUOE NTF career technical training providers.
h. **Center Workforce Council and Business Community Participation** – IUOE NTF must fully support the functioning of the Center Workforce Council, and the center’s business and community activities, including the Community Relations Council, to improve the quality of career technical training programs and creating meaningful linkages with individual employers; labor and business organizations; One-Stop Centers/American Job Centers and partners; state and local Workforce Development Boards; and youth standing committees, where established.

On centers where IUOE NTF career technical training programs operate, the IUOE NTF instructors or Field Coordinator will serve as the primary contact(s) for communications with IUOE NTF affiliated union, district council, association, or organizations and employers signatory to IUOE NTF local and national agreements. Further, IUOE NTF instructors and Field Coordinator will fully assist CTS contractors, and center staff in obtaining accurate graduate placement and upgrade verification information through CIS case notes and other methods of contact.

i. **Disability Issues** – IUOE NTF must follow all federal laws, government regulations, and Job Corps policy related to accommodations for students with disabilities. IUOE NTF will work closely with the Center Director’s designee for disability issues to ensure that students with disabilities who are interested in IUOE NTF trades are provided reasonable accommodations/modifications, if needed, to perform the trade-related skills required by the Training Achievement Records (TARs). IUOE NTF must ensure that no Job Corps student with a disability is denied entry into IUOE NTF programs for any discriminatory reason.

j. **Safety** – IUOE NTF must follow federal, state, local, center, and IUOE NTF-specific safety regulations and requirements during the technical training process and, in cooperation with center officials, ensure that all training areas are clean and well-maintained. IUOE NTF must advise the centers and NTC COR, in writing, of current industry standards and employer-partner specifications in terms of safety design, requirements, and operation in the training facilities on centers. Additionally, IUOE NTF instructors are required to 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.

k. **Recruits From Industry/Business** – As applicable, IUOE NTF must inform local unions, other established business/industry affiliates, apprenticeship committees/councils, contractors, and individual employers, of the opportunity to refer potential employees, who are eligible for Job Corps, to related IUOE NTF training at Job Corps centers. IUOE NTF staff must coordinate with the appropriate OA contractor(s) and center staff to ensure the availability of program openings prior to finalizing arrangements for potential enrollees.

Center Directors and designated staff must support IUOE NTF in such recruitment efforts.
1. **Student Selection of IUOE NTF Programs** – IUOE NTF must follow center procedures for the assignment of students to basic and advanced career technical programs. To the greatest extent possible, these should include the participation of IUOE NTF instructors in the selection process, and providing students an opportunity to learn as much as possible about IUOE NTF specialty training programs before final selection, including an opportunity to observe and participate in daily training activities.

In accordance with PRH Chapter 1, 1.1, R1.e, Job Corps-qualified applicants referred to specific IUOE NTF programs by the groups cited above in “k. Recruits from Industry/Business” must be admitted to those programs. These students, as all others, are first required to participate in and successfully complete all activities included in the center’s CPP, the only exception being an activity directly related to the selection of a trade. However, in the event that a student in this category expresses interest in exploring other trades, and selects another trade, he/she will be permitted to do so.

As slots are available, qualified Job Corps students will apply to the advanced paving program through their designated centers. These students are required to meet the eligibility criteria outlined in PRH, Chap. 3.14 (R6).

Center Directors and designated staff must collaborate with IUOE NTF in such trade selection efforts.

**m. Enrollment Criteria for IUOE NTF Programs** – The specific selection criteria for students participating in IUOE NTF training programs are as follows:

1. **Age**

   No student can be denied access to an IUOE NTF program because of age. However, because most IUOE NTF programs and related employers, as a condition of employment in the construction industry, require applicants to be at least 18 years of age, and certain IUOE NTF trades have significant safety-related responsibilities, the Center Director, or his/her designee, and IUOE NTF instructor(s)/Field Coordinator must jointly address these issues. Based upon relevant factors, particularly student safety, but also including demographics and employment opportunities, a solution must be agreed upon that will not adversely impact students or IUOE NTF performance.

2. **Driver’s License**

   Students in IUOE NTF programs must be provided every opportunity to obtain a valid driver’s license before they graduate. Employers in the industries served by these programs consider a driver’s license an essential tool in securing and maintaining employment. Students who had their driver’s licenses revoked due to previous violations, etc. must not be enrolled in IUOE NTF programs requiring a license as a condition of employment.
(3) Health

Unless the Center Physician determines that participation in a particular program would be a direct threat to the student, other students and/or the instructor, the condition of a student’s health must not be a factor affecting his/her participation in an IUOE NTF trade. In this regard, and in accordance with Job Corps Program Instruction No. 01-11, dated November 27, 2001, IUOE NTF is not authorized to collect information, formally or otherwise, regarding the health, disability status, or history of a potential enrollee, or a student who has or has not, as yet, entered an IUOE NTF trade. These matters are solely within the purview of the Center Physician (see PRH, Appendix 302).

The center must maintain a Respirator Medical Evaluation Program in compliance with OSHA (29 CFR, Part 1919.134 App. C). Students must be approved for training by the Center Physician prior to the student’s assignment to applicable IUOE NTF training programs. A copy of the signed approval must be provided to the IUOE NTF instructor for his/her records.

Once a student is enrolled in an IUOE NTF program, the Center Physician and wellness staff are responsible for immediately notifying IUOE NTF instructors when a student’s health condition, including prescribed medication, may be aggravated by certain training activities or environmental conditions associated with particular training activities.

For students with disabilities who have a reasonable accommodation plan, IUOE NTF instructors will ensure that the reasonable accommodations/modifications indicated in the plan and provided by the center operator are made available during training. The center disability coordinator will inform IUOE NTF instructors and/or the supervisors of the existence of an accommodation plan for a particular student.

(4) Academics

Students must have a proficiency level in reading and math that will enable learning in a IUOE NTF trade, understanding and following instructions and, where applicable, adhering to safety regulations and procedures. These proficiencies are particularly essential for trades that require proper use of power tools, equipment, and machinery, and adherence to specific Occupational Safety and Health Administration (OSHA)/industry safety guidelines. The contractor will work closely with center staff to ensure every student is given an opportunity to become proficient, in order to succeed in the career technical training programs offered by IUOE NTF.

4. STUDENT TRAINING

a. Career Preparation Period (CPP) – During the CPP, IUOE NTF instructors must assist and collaborate with center staff to train all students to learn, demonstrate, and practice personal responsibility and career success skills required at the workplace.
b. **Career Development Period (CDP)** – IUOE NTF instructors must work collaboratively with center officials and staff to ensure that student learning and training experiences, including those arranged through employer partnerships, meet Center-Based and Work-Based Learning (WBL) standards described in the PRH.

(1) **Work-Based Learning** – IUOE NTF instructors must work in partnership with appropriate center staff in establishing meaningful WBL opportunities associated with IUOE NTF trades. Work experience for students will reflect a balance between Career Technical Skills Training (CTST) projects and WBL opportunities. This includes, but is not limited to, the creation of opportunities for all IUOE NTF students to observe work-site activities early in the career technical training, as well as for qualified employer representatives to be present during CTST activities to provide meaningful advice and guidance to students regarding their employability and career technical skills as well as their adherence to established safety and health standards.

(2) **Assessing Student Readiness for Work-Site Assignments** – During the Career Development Period, there must be a process for determining each student’s readiness to benefit from work-site experience. This process includes input from all relevant components at the Job Corps center, including IUOE NTF instructors.

(3) **Standards-Based Education in CTST Projects** – IUOE NTF instructors and field staff must work cooperatively with center officials and staff to make CTST and WBL opportunities viable learning experiences that incorporate Job Corps applied academic standards for the construction industry. In this regard, IUOE NTF instructors will be actively involved in the development and teaching, including coordinated instruction and team teaching, of lessons that include construction industry applied academic standards. IUOE NTF instructors will also use evidence-based instructional approaches identified by Job Corps to support standards-based training to the extent funding is available.

(4) **Management of Class Size** – IUOE NTF will ensure that the staff-to-student ratio is maintained at the contracted level at all times. Students will be assigned to fill slots that are open due to activities such as WBL, full-time academics, or career transition readiness assignments.

If class sizes drop below 60%, IUOE NTF instructors must assist with the following:
- Monitoring existing WBL sites and helping to develop new sites
- Strengthening working relationships with local unions, employer organizations, and individual employers/contractors
- Working with Job Corps entities to plan and establish various career technical training clusters
- Working with academic instructors to develop relevant academic lessons
- Providing short-term (up to 10 days) introductory training to students on the waiting list for IUOE NTF trades, who continue to have a strong desire to enter and complete the trade
c. Career Technical Skills Training (CTST)

(1) Planning – CTST projects must be planned for each program year in accordance with the PRH. The Center Director must designate a qualified, competent center staff member to plan and oversee all CTST projects. IUOE NTF instructor(s) must assist this individual in developing and carrying out the CTST Plan. IUOE NTF’s designee and the Center Director’s designee must each sign off, or provide a letter of concurrence, on the annual CTST Plan and any modification to the plan, including a Safety Hazard Analysis for each project in the CTST Plan, prior to submitting the plan/modification to the Job Corps Regional Office (RO).

(2) Developing CTST Opportunities – In cooperation with the Center Director’s designee, IUOE NTF staff and appropriate local community members/officials will make every effort to develop CTST opportunities that support student learning and meet not only the center’s needs, but community needs as well. Community projects expand community ties and student participation in community activities.

(3) CTST Meetings – The individual designated by the Center Director to oversee CTST projects must initiate coordinating sessions with IUOE NTF instructor(s) involved in CTST projects. These meetings must be scheduled at least biweekly for the purpose of: assessing the progress on current CTST projects, reviewing/adjusting the plans/schedules for the next 2-week period, ensuring that all issues and concerns related to job safety and scheduling are satisfactorily addressed, and formulating long-range plans. Minutes of each meeting will be maintained by the Center Director’s representative and copies provided in a timely manner to all attendees as well as to those who were not present.

(4) Off-Site CTST Projects – Off-site assignments (i.e., community projects and Spike Camps) will not be approved unless they meet all requirements of the PRH, including those for education, supervision, safety, residential, and support services commensurate with those at the center. IUOE NTF instructors must not be assigned responsibility for the supervision of students after normal working hours, unless prior arrangements have been made and agreed upon by all appropriate parties. Where CTST assignments make it necessary for IUOE NTF staff to live at the CTST site, the prevailing General Services Administration (GSA) per diem rate will apply. In the event housing is provided, the prevailing GSA, Meals and Incidental Expenses (M&IE) rates must be applicable and paid for by the center operator.

(5) Student Involvement in CTST Planning – IUOE NTF instructors must involve students in the planning of CTST projects. Further, academic instruction and career success standards training, in addition to the application of technical skills, must be incorporated in all CTST projects as part of the overall learning experience and the skills essential for success on the job.
d. Related Training Issues

(1) **Realistic Working Environment** – All IUOE NTF training must be conducted in an environment and under conditions as close as possible to those found in the construction industry, and, as applicable, must be the same as required for apprentices as outlined in the craft Apprenticeship Training Standards published by the USDOL’s Office of Apprenticeship, when such training standards exist.

(2) **TAR Completion and Certification/Apprenticeship Enrollment Test** – IUOE NTF must ensure instructional materials are upgraded as necessary to remain aligned with the latest construction industry and/or apprenticeship skills/training standards. IUOE NTF TAR(s) must be developed and formatted in a manner consistent with these standards. IUOE NTF must assist each student completing an IUOE NTF program to take the appropriate industry certification or qualifying test for apprenticeship training programs, if applicable.

(3) **Career Success Skills Standards** – Throughout their training, students will be taught the importance of attaining and applying the career success and applied academic standards listed in each TAR. They will be provided assistance and support in mastering and demonstrating these skills during their career technical training experience, including CTST and Work-Based Learning.

(4) **Scheduling** – IUOE NTF staff must work closely with center staff to develop student schedules. Every effort must be made to schedule students to attend career technical classes for the maximum period per day, including an appropriate amount of time for lunch. However, the training day may be less than the traditional eight hours to accommodate activities that clearly and directly support students’ success in securing and retaining training-related employment. For example, the time required by both academic and IUOE NTF instructors to plan for curriculum integration, establishing mentoring arrangements and WBL sites with employers, fall into this category. Such exceptions notwithstanding, and in accordance with the PRH, “Centers must: develop a schedule which ensures that, prior to graduation, students receive substantial practice and experience in working an 8-hour day, or working hours and conditions consistent with the anticipated workforce.”

(5) **Hands-on Training vs. Classroom Instruction** – Hands-on training and related shop-classroom instruction must be divided approximately 70% and 30%, respectively.

(6) **Training Week** – A standard training week must be 40 hours, Monday through Friday, excluding center-observed holidays.

(7) **Length of Training** – IUOE NTF must require students to receive technical training in a time frame commensurate with typical industry time requirements for technical training, before being eligible for graduation. The IUOE NTF instructor has the responsibility to determine when a student has satisfactorily completed all training
requirements and is capable of performing pre-apprenticeship level skills at a training-related work site.

(8) IUOE NTF Instructor Supervision – During the training period, IUOE NTF instructors must be responsible for:

- *Center Safety and Occupational Health Plan*, as well as industry, state, local, and OSHA trade-related safety rules, regulations, and standards
- Center rules and regulations, including those pertaining to safety
- Student conduct standards
- Student accountability, including and especially during CTST projects and activities

IUOE NTF instructors must work closely with the Center Safety Officer, and the Health and Wellness Manager/Administrator, on all matters concerning the health and safety of students.

e. Student Conduct Standards

(1) Student Conduct Standards – IUOE NTF staff must use Center Director-established student conduct standards and disciplinary procedures as the basis for dealing with any significant student problem while in career technical training.

(2) Suspension and Dismissal of Students for Safety and Disciplinary Reasons – To prevent injuries to students/instructors, IUOE NTF instructors have the authority to immediately suspend from class a student who has violated safety/disciplinary rules or regulations. In these situations, IUOE NTF instructors must advise the Center Director of the action taken as soon as practicable, with adequate documentation. Further, IUOE NTF instructors must recommend to the Career Technical Training Manager and Center Director the permanent removal of students from IUOE NTF trades who continue to disregard safety rules and procedures, with adequate documentation.

IUOE NTF instructors must be part of the center’s process for determining the readmission of such students to IUOE NTF classes.

f. Student-Related Activities

(1) Involvement With Center Activities – IUOE NTF instructors must be actively involved with center officials and staff in helping to establish programs, activities, and training conducted during the CPP as defined in PRH Chapter 2.

(2) Evaluation of Student Progress Panel – IUOE NTF instructors must actively participate in the Evaluation of Student Progress (ESP) panels for students enrolled in IUOE NTF training programs. IUOE NTF and center staff will work cooperatively to ensure that the scheduling of these activities results in the least disruption to career technical training classes.
(3) **Coordination of CTS for Graduating Students** – IUOE NTF instructors must notify appropriate center staff, on a timely basis, when students are within 60 days of career technical training completion, so that career transition planning can be initiated. However, in those instances when a training-related job becomes available on short notice, particularly a Registered Apprenticeship opportunity, IUOE NTF instructor and center management must work expeditiously to ensure that the scheduling of career transition readiness activities is not a deterrent to the job-related placement of the graduate. In this situation, every effort will be made to provide departing graduates with transition allowances and WBL funds, ensure that they receive all appropriate transitional services, and meet with assigned CTS staff, where applicable.

(4) **Driver Education** – IUOE NTF must work closely with Center Directors in support of each center’s responsibility to provide driver’s education training for all eligible students beginning in the Career Preparation Period. This is especially important for those students assigned to construction and transportation trades. IUOE NTF must make every effort to collaborate with center management to help students attain a valid driver’s license or learner’s permit before graduation.

5. **IUOE NTF STAFF RESPONSIBILITIES**

a. **IUOE NTF Field Staff/Coordinators**

(1) **Monitoring Performance** – IUOE NTF field staff must be fully knowledgeable about the performance of IUOE NTF programs and instructors. As required by the Career Technical Training Reporting and Improvement System (CTTRIS), for individual training programs performing below established standards or on probation, IUOE NTF field staff must work collaboratively with the instructor, as well as center and regional staff, to develop, implement, and monitor Program Improvement Plans (PIPs). IUOE NTF field staff must actively participate in the Regional Appeal Process for their programs facing sanctions, including closure and reduction. In this regard, also, slot utilization is a cost-effectiveness issue that must continually be monitored. When warranted, IUOE NTF field staff must collaborate with centers and Regional Offices (ROs) to effectively address issues related to slot utilization.

To ensure effective and efficient use of resources, IUOE NTF field staff will first make productive use of all available means of communication, including electronic, and fully assess performance reports generated by the Job Corps Data Center and IUOE NTF, before center visits are planned. Center travel must be limited to situations where face-to-face contact is absolutely essential.

(2) **Technical Assistance** – IUOE NTF will supply structured training in classroom management. Instructors will be expected to deal effectively with a wide range of student behaviors. When necessary, regional field staff must provide additional training in a timely fashion.
(3) **Interaction With Center Activities** – IUOE NTF field staff must ensure that IUOE NTF instructors are contributing to the effectiveness of center CDSS Plans, and the goals of the overarching program. Performance standards must reflect a team approach with center and career transition staff to ensure students have every opportunity to achieve their goals.

(4) **Actions on Staff Issues** – Where significant problems associated with a particular IUOE NTF instructor are verified, either in the performance of his/her basic responsibilities or as a participant in other center activities and programs, IUOE NTF field staff must take immediate and appropriate corrective action. If warranted, such action may ultimately include the permanent removal of an IUOE NTF instructor. However, before a final decision of this type is made, the Center Director and assigned regional COR/Project Manager must be notified. These individuals must have the opportunity to expeditiously assess the impact of such a decision on the operations and administration of the center, and to share this information with the appropriate IUOE NTF official(s) for consideration prior to a final decision being made by IUOE NTF.

(5) **Business Linkages** – IUOE NTF field staff must play a vital role in establishing meaningful relationships with business agents and other local union officials, business councils, and affiliated organizations in labor markets where students return to seek employment in the construction industry. Such efforts are intended to promote and establish Registered Apprenticeship and other career opportunities for qualified graduates.

(6) **Communication With Center Directors During Visits** – As stated above, while effective use of desk monitoring, conference calls, and e-mail is strongly encouraged, IUOE NTF field staff will visit centers, when justified. To the extent practicable in these situations, the Center Director must be notified in advance of visits. Further, following each visit, IUOE NTF field staff must conduct an exit conference with the Center Director, or his/her designee, and other officials, as appropriate, to review significant findings, and address issues affecting program performance, particularly if the program is on probation and/or under a PIP.

(7) **Communication With Regional CORs/Project Managers** – IUOE NTF field staff must also establish and maintain contact with appropriate Regional CORs/Project Managers concerning IUOE NTF programs and instructor performance, as well as significant findings/issues resulting from monitoring that could not be resolved at the center level. IUOE NTF field staff are strongly encouraged to share monitoring reports with appropriate project managers, especially for those programs on probation and/or under a PIP.

(8) **Meeting with Regional Directors** – IUOE NTF field staff and the executives must meet with the Regional Directors via teleconferencing or videoconferencing at least once each program year to share LMI and economic factors that impact IUOE NTF
program performance, review program outcomes, and discuss program change options, etc. Results of these meetings must be documented in the quarterly report.

b. NTC Instructors

While IUOE NTF instructors perform as part of an IUOE NTF national contract, they must cooperate with and be a part of the center and its operation. As required of all center staff, IUOE NTF instructors must function as mentors, models, and monitors of all Career Success Standards when working with students. In addition, they must be active partners with center staff in evaluating student progress and meeting students’ needs in support of their social and career development.

(1) Career Technical Training – IUOE NTF instructors must plan, deliver, and evaluate career technical training to Job Corps students in various specialty areas, including both classroom instruction (theory learning) and hands-on practices (Career Technical Skills Training and Work-Based Learning). Instructors are expected to provide students the opportunity to complete all required Training Achievement Records (TARs) in their chosen program. They are also expected to train students to be sufficiently competent to enter a: Registered Apprenticeship training program; a high growth/high demand/high wage occupation for career development; a community/technical college for advanced training; or the U.S. Armed Forces, and earn a passing score on written and/or performance tests associated with nationally recognized certification and/or state licensure, as applicable.

(2) Professional Development – To the extent that adequate resources are made available, IUOE NTF instructors must participate in all professional development activities sponsored by IUOE NTF, centers, Regional Offices (ROs), and the National Office of Job Corps (NOJC), as applicable, to increase their effectiveness in developing and delivering standards-based integrated instruction; coordinating instruction; utilizing evidence-based instructional techniques; and implementing effective student-engagement strategies.

(3) Role-Modeling – IUOE NTF instructors are expected to serve as role models for students. Any abusive or other inappropriate behavior by instructors toward students or staff, failure to properly supervise students and maintain order, effectiveness, and safety, or a disregard for center rules and regulations, will not be tolerated and will result in disciplinary action, possibly the loss of employment. IUOE NTF field and headquarters officials must take immediate and appropriate action when such incidences are verified. Where an NTC fails to respond expeditiously and adequately, the NTC COR will become involved and initiate whatever corrective actions/measures may be needed.

(4) Communication With Center Staff – IUOE NTF instructors must periodically communicate with other center staff who also serve IUOE NTF students in other program areas (e.g., academic and residential). The purpose of such contact is to determine if IUOE NTF students are meeting their responsibilities in these other
required activities, and especially to identify students having problems that could lead to early separation if not dealt with immediately and effectively. Where this appears to be the case, the IUOE NTF instructor, acting as a role model, must endeavor to positively influence the student and steer him/her in a better direction.

The responsibility described above is in addition to IUOE NTF instructors’ participation in Evaluation of Student Progress (ESP) panels, and is primarily intended to prevent Zero Tolerance (ZT) terminations, UAs, etc., and increase the number of IUOE NTF career technical training graduates and placements.

(5) **Center Activities** – IUOE NTF instructors are expected to support and participate in pre-planned, scheduled activities/projects that have been established by center officials and staff to support center goals and objectives. Such activities/projects, which usually involve most center components, may take place outside of normal working hours, including weekends, and at sites other than the Job Corps center.

(6) **Business Linkages** – IUOE NTF instructors must play a vital role in establishing meaningful relationships with business agents and other local union officials, business councils, and affiliated organizations in labor markets where students return to seek employment. Such efforts are intended to promote and establish Registered Apprenticeships and other career opportunities for qualified graduates, and will be carried out to the extent that adequate resources are available for this purpose.

(7) **Driving Compliance** – IUOE NTF instructors must comply with all related PRH and IUOE NTF/center-specific requirements related to driving privileges for employment as well as operating NTC/Center/GSA vehicles. When requested by center officials, IUOE NTF instructors who use center vehicles must show proof of a valid driver’s license. IUOE NTF instructors will also immediately notify appropriate center officials of any changes/restrictions to their licenses, when these occur.

6. **RESOLVING ISSUES**

a. **Process for Resolving Issues** – IUOE NTF instructors must work cooperatively with Center Directors and appropriate staff to informally resolve all issues. Where necessary, these efforts must also involve the assigned Field Coordinator, IUOE NTF headquarters officials, and the regional COR/project manager. However, in the event that an informal resolution is not possible, the IUOE NTF leadership must immediately request the assistance of the NTC COR; concurrently, the Center Director must notify the assigned Regional COR/Project Manager to assist in the resolution process.

The NTC COR and Regional COR/Project Manager will work cooperatively and expeditiously to fully investigate matters that could not be resolved informally, and jointly render a final decision that will be binding on all parties involved. However, if this is not achievable, the Job Corps National Deputy Director will be the final arbiter. At no time during this entire process will the Center Director or NTC officials/staff, including
field staff and instructors, take any action that could adversely affect the training of students in the IUOE NTF program or functioning of the center.

b. **Center Request(s) for IUOE NTF Personnel Change(s)** – In the instances where the Center Director requests permanent removal of an IUOE NTF instructor, such requests must be in writing and concurrently transmitted to the NTC COR and the designated Regional COR/Project Manager, with copies to the assigned IUOE NTF Field Coordinator and the IUOE NTF executive. The written communication must include the specific reason(s) justifying the request for removal, along with any documented violations of center rules, operating policy, etc., that were committed by the instructor in the past. In consultation with the organization’s human resources and legal staff, IUOE NTF will follow its policies and procedures in determining the appropriate course of action.

c. **Center Request(s) for IUOE NTF Program Change(s)** – In the instances where the Center Director requests the permanent addition or removal of an IUOE NTF training program, such requests must be submitted to the Job Corps National Office, through the Regional Director who must approve the request. All requests must be submitted in accordance with Appendix 307 - Job Corps Career Technical Training Change Request. The request must be developed in collaboration with the center operator, the regional COR/Project Manager, and IUOE NTF. The Job Corps National Office will make a final determination of the request after verification of all facts and reasoning with all related parties.

d. **IUOE NTF Request(s) for Program Change(s)** – To initiate any changes to the contracted training programs (program and slots), IUOE NTF is required to follow the Career Technical Training Change Request process established by the National Office of Job Corps NOJC, see PRH Appendix 306. Following approval from the Regional Office (RO), the National Office of Job Corps (NOJC) will make a final determination of the request after verification of all facts and reasoning in conjunction with all related parties, including centers and Regional Offices (ROs). The DOL Contracting Officer and the NTC COR will develop and execute a Contract Modification for each IUOE NTF program change, following approval from the National Director of Job Corps.

The above four provisions apply to all Job Corps centers where IUOE NTF programs operate, including agency-operated centers.

7. **PERFORMANCE**

a. **Annual Performance Assessment** – IUOE NTF performance must be evaluated annually by Job Corps Regional Directors, the NTC COR, and other appropriate National Office staff, through center assessment visits and desk monitoring with data from the Career Technical Training Report Card (CTTRC) specified in the PRH Appendix 501d. The assessments are in the forms of regular center assessments by Regional Offices (ROs) and desk-monitoring by the NTC COR. For programs that have performed at the “unsatisfactory” level (Grade ‘D’ on the CTTRC) for one year and have been
recommended by the National Office of Job Corps (NOJC) for probation, IUOE NTF must develop, in close cooperation with related centers, and submit to DOL Regional Offices (ROs) a Performance Improvement Plan (PIP), with a copy to the NTC COR. IUOE NTF must work with related center management and regional officials to implement PIPs so that performance outcomes of such programs in the following program year will be elevated into the “average” level (Grade ‘C’), at a minimum.

For programs that have performed at the “unsatisfactory” level (Grade ‘D’) for two consecutive years, and have been recommended by the National Office of Job Corps (NOJC) for closure or slot reduction, IUOE NTF must develop, in close cooperation with related centers, an appeal to file with the Job Corps National Office. Following the appeal process, the National Office will render a final decision, which could result in program closure or slot reductions.

b. Registered Apprenticeship Placements – IUOE NTF must develop and maintain a productive and meaningful relationship with associated local unions, Registered Apprenticeship programs, national, regional, or local business/industry organizations, and individual employers that can place Job Corps graduates into Registered Apprenticeship training programs and other meaningful career opportunities that offer sustainable wages. In addition to meeting all performance expectations stipulated in PRH Appendix 501d, IUOE NTF staff are expected to annually increase graduate placements into Registered Apprenticeship programs and/or industry-based training programs or employment, based on historical data and realistic projections and with consideration of local, regional, and national economic conditions impacting the construction and transportation industries.

Where applicable, IUOE NTF must collaborate with specific employers to develop and implement training programs/modules tailored specifically to their labor needs.

Job Corps centers are expected to cooperate with IUOE NTF in placing graduates in Registered Apprenticeship programs and training-related jobs. In this regard, it is particularly important for centers to ensure that prior to graduation IUOE NTF students have an opportunity to secure a valid driver’s license.

8. REQUIREMENTS FOR FACILITY, EQUIPMENT, AND SUPPORT SERVICES

In consultation with appropriate unions, industry groups, individual employers, and OSHA (as well as state and local OSHA counterparts), IUOE NTF must determine the equipment, tools, materials, and supplies necessary to ensure quality training and protect students’/instructors’ safety and health. As appropriate, these activities will be coordinated with the Center Safety Officer and/or the Health and Wellness Manager/Administrator.

The Center Operator must provide IUOE NTF with appropriate and adequate career technical training, administrative space, and the support services described below. Subject to a center’s fire, security, and related safety policies, IUOE NTF must be responsible for maintaining security of the assigned space during training hours – including the establishment of a limited access policy.
IUOE NTF must work cooperatively with centers to implement these policies to ensure effective maintenance, stewardship, and accountability of government-owned personal property during normal IUOE NTF operation hours and in accordance with all government property management regulations and requirements.

The center operator must provide IUOE NTF, at no cost, the following equipment and support services as part of the center operator’s contract.

a. Shop and career technical training equipment, materials, and supplies (a detailed listing of equipment must be included as part of the MOU) (Desks and chairs for classrooms will also be provided.)

b. Reasonable accommodations/modifications, where needed, to provide students with disabilities the opportunity to successfully complete the TAR(s) required in the trade

c. Acquisition, maintenance, repair, and replacement of career technical and administrative equipment

d. Telephone installation in instructor offices and ongoing service, including local and long distance service, in support of providing job development, placement, transition support services, follow-up activities, and for other official Job Corps business (In addition, cell phones will be provided to IUOE NTF instructors when working with students off center, or at remote areas on center, to ensure that the need for medical/emergency support can be quickly communicated.)

e. Fax and copying services in instructor offices (Where this is not possible, other arrangements must be in place that are convenient for instructors to use such services.)

f. Safe and adequately equipped vehicles to support training activities/projects

g. Mail (postage)

h. Trash and garbage collection

i. Utilities

j. Locking file cabinets

k. Computer equipment (This includes hardware and software in each IUOE NTF instructor’s office, capable of accessing the Internet, CIS3G, CTS, and the Job Corps Community Website. It also includes hardware and software in each IUOE NTF classroom/shop, capable of accessing the Internet, to support student learning. Instructors will also be provided with a printer. Computer training, if scheduled for center staff, must also be made available to IUOE NTF staff.)

l. DVD/CD players, VCRs, monitors, and related equipment, as necessary, to support training
m. Transportation and meals for students participating in CTST, WBL, and other work-experience activities

n. Fire protection and OSHA-approved safety programs at career technical facilities

o. OSHA-required safety equipment (e.g., eye, hand, face, and fall protection), and other personal protective equipment that is required in the trade and meets OSHA and industry standards

p. The provision of Federal Tax Credit Conditional Certifications for eligible graduates, prior to separation, as long as these programs continue to be statutorily authorized and target-group documentation is accessible

q. Student career technical training clothing including, where applicable, special and foul weather clothing, hard-toed safety shoes, and replacement items, including those students who may be assigned by the center above the contracted class/surge level (Clothing provided must have the logo of the NTC clearly visible, as applicable, and when financially feasible.)

r. Appropriate attire for CTST projects and WBL assignments and, as applicable, requirements imposed by OSHA, state law, and industry standards, as well as the specific job site

s. Immediate and accurate entry into the CIS the following IUOE NTF-provided information/data: (a) career technical student data, including entry dates and completion status, as they occur; (b) any and all corrections, when notified by IUOE NTF along with verification to IUOE NTF when the corrections are made; and (c) placement results, as determined by the center or as provided by IUOE NTF

t. Copies of the 6-78 Forms and CTTRC 10 and 20 Reports, or subsequently developed career technical training performance reports, on a regular and timely basis, and provision of quality staff training regarding the CTTRC reports, when necessary

u. Shipping tool kits to students, when required by IUOE NTF programs

v. Transportation to and from WBL/WEP/CTST sites, industry/trade certification-accreditation sessions/tests, and job interviews

w. Consistent with the Center CDSS Plan, as described in the PRH, IUOE NTF staff will be a part of all training designated for career technical instructors, including standard First-Aid and CPR

x. Secretarial/clerical assistance, when the need is justified

y. Security for career technical training facilities, including on-center CTST sites, outside of normal working hours
9. TRAINING MATERIALS AND SUPPORT

a. Instructional Materials – IUOE NTF must provide each student and instructor with instructional materials and publications, as necessary, to adequately conduct quality career technical training. Training-related courseware (CD-ROM or Internet-based) or videos that have proven to be successful in supporting classroom instruction will also be made available by IUOE NTF, as well as an updated listing of Internet websites that contribute to student learning and the professional development of IUOE NTF instructors.

b. Student Tool Kits – IUOE NTF must provide tool kits for students in training, in accordance with established policy in the PRH. Tool kits must be made available at no cost to IUOE NTF students who successfully complete career technical training and obtain a job training match upon initial placement. A copy of approved tool lists must be provided to Center Directors by IUOE NTF.

IUOE NTF will work in partnership with the center operator/director to ensure that the tool kits meet, as much as practicable, the needs of the industries involved so that students can be successful in securing and retaining training-related jobs.

10. AUTOMATED CAREER TRANSITION SYSTEM (CTS)

It is imperative that IUOE NTF comply with Job Corps policies (Program Instructions No. 06-08 and No. 06-25) to safeguard students’ Personally Identifiable Information (PII), and use the CDSS Suites of Job Corps’ Center Information System (CIS3G) exclusively for all data purposes related to recruitment, training, placement, follow-up, and other student services. IUOE NTF must also protect students’ PII in all the paper-based documents, including TARs, in accordance with Job Corps policies and procedures.

Center Directors must collaborate with and provide assistance to IUOE NTF to meet this important requirement.

a. Data Entry into CTS – IUOE NTF instructors and field staff/coordinators must be responsible for the timely and accurate entry of the following data into the automated Career Transition System.

(1) Post-center contact with graduates including updated graduate contact information, job development, referral and placement activity, and transition support needs and services provided

(2) Upgraded information related to graduates, especially acceptance into Registered Apprenticeship programs, wage increases, and job training match data

b. Verification of Placement Data by CTS Providers – Each Career Transition Services (CTS) provider assigned an IUOE NTF graduate is responsible for verifying the placement, when IUOE NTF records such accomplishment in the CTS. Verification
activities must be initiated by the CTS provider in a timely manner and, when this process is fully completed, the CTS provider has the responsibility to report the verified placement to the CIS as expeditiously as possible.

c. **Resolving Issues With CTS Providers** – If a CTS provider routinely delays the verification and/or placement reporting process, IUOE NTF must report this matter to the appropriate official in the CTS provider organization, the Center Director, and the assigned Regional COR/Project Manager, in an attempt to correct the problem. Where this is not successful, the NTC COR must be notified in writing including, at a minimum, the following information:

1. The name of the CTS-provider (contractor) organization involved, and the dates and names of the organization’s official(s) contacted by IUOE NTF to resolve the delays.

2. The IUOE NTF graduate’s name, student identification number, the date the placement was recorded in the CTS reporting system by IUOE NTF, and how many calendar days it took for the CTS provider to
   (a) complete the verification process, and
   (b) record the verified placement in the CTS.

Other pertinent information should be reported, such as: delay(s) that extend beyond the window for recording placements; the impact on annual performance results, and, if applicable, the future of the specific IUOE NTF training program where the student completed training.

11. **ADMINISTRATIVE PROVISIONS**

   a. **IUOE NTF Staff Leave Provisions**

      (1) **Workday** – The workday (starting and ending times) must be in accordance with center policy.

      (2) **Annual Leave** – With the exception of emergencies, leave must be scheduled and coordinated with the Center Director sufficiently in advance to ensure that there is no adverse effect on center operations and that quality student instruction continues uninterrupted. Actual approval of annual leave is the responsibility of IUOE NTF and may be granted only after timely notification has been provided to the Center Director, or his/her designee, and his/her comments have been carefully considered by IUOE NTF.

      (3) **Sick Leave** – To the extent practicable, IUOE NTF instructors are expected to notify the Center Director, or his/her designee, prior to the first scheduled class when sick leave must be taken.

      (4) **Overtime** – No overtime or center holiday work must be performed unless requested in writing by the government and accepted by the NTC; overtime pay, when
approved, will be reimbursed at the rate established for the area in which the work is performed.

b. **Substitute Instructors**

The Center Director must provide qualified substitutes for up to the first 10 working days that an IUOE NTF instructor is on sanctioned leave, or where there is an unexpected termination or resignation of an IUOE NTF instructor. After the first 10 working days, IUOE NTF is responsible for providing a qualified substitute or, as warranted, hiring a fully qualified replacement instructor.

c. **Time Sheet Verification**

The Center Director, or his/her designee, must sign weekly time sheets verifying IUOE NTF instructor(s) time on center.

**12. SIGNATURES**

<table>
<thead>
<tr>
<th>Name and Title of Center Director or Designee (Please Print)</th>
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<tbody>
<tr>
<td>Signature of Center Director or Designee</td>
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<table>
<thead>
<tr>
<th>Name and Title of IUOE NTF Executive or Designee (Please Print)</th>
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<tbody>
<tr>
<td>Signature of IUOE NTF Executive or Designee</td>
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APPENDIX 302D
MEMORANDUM OF UNDERSTANDING
INTERNATIONAL UNION OF PAINTERS AND ALLIED TRADES (IUPAT)

Where the International Union of Painters and Allied Trades (IUPAT) Job Corps Program operates, the provisions of this Memorandum of Understanding (MOU) apply to IUPAT Job Corps officials and staff, and Center Directors (including designees). No deviations from the MOU are authorized without the specific and written approval of the Job Corps National Director.

Wherever the acronym IUPAT appears throughout this MOU, it represents the IUPAT Job Corps program. Should any differences exist between this MOU and the Statement of Work (SOW) for IUPAT, the provisions of the SOW take precedence.

1. PURPOSE

This document constitutes a working agreement between IUPAT and the _____________________ Job Corps Center Director entered into this ___________ day of ____________, 20__. (Appropriate signatures are required at the end of this Agreement.)

2. CENTERS, PROGRAMS, SLOTS, AND RATIOS

IUPAT must provide 46 contracted career technical training instructors at 42 centers (including USDA Forest Service Civilian Conservation Centers [CCCs]), totaling 924 slots (these figures are valid as of January 2014).

<table>
<thead>
<tr>
<th>IUPAT Training Program</th>
<th>Number</th>
<th>Slots</th>
</tr>
</thead>
<tbody>
<tr>
<td>Painting</td>
<td>40</td>
<td>804</td>
</tr>
<tr>
<td>Glazing</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Floor Covering</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Sign, Billboard &amp; Display</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>46</strong></td>
<td><strong>924</strong></td>
</tr>
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</table>

To modify any of the above figures, IUPAT is required to follow the Career Technical Training Change Request process established by the Office of Job Corps (PRH Change Notice No. 05-17 and PRH Appendix 307), in conjunction with Job Corps Regional Offices (ROs) and Center Directors. All changes in any of the above categories must be reflected through fully executed contract modifications initiated by the National Office of Job Corps (NOJC).

Unless a formal deviation of slots has been approved by the National Office of Job Corps (NOJC), IUPAT must offer training programs in accordance with the student/instructor ratios listed below.

<table>
<thead>
<tr>
<th>IUPAT Training Program</th>
<th>Total Slots per Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Painting</td>
<td>20</td>
</tr>
<tr>
<td>Glazing</td>
<td>20</td>
</tr>
<tr>
<td>Floor Covering</td>
<td>20</td>
</tr>
<tr>
<td>Sign and Billboard Display</td>
<td>20</td>
</tr>
</tbody>
</table>
3. **BASIC RESPONSIBILITIES FOR PROGRAMS AND SERVICES**

IUPAT, in collaboration with centers where IUPAT programs operate and provide services, and to the extent that adequate resources are made available, must provide all necessary administrative and training personnel, services, off-center administrative facilities and materials, and staff travel and subsistence required to accomplish contracted training services with Job Corps. IUPAT must deliver these in accordance with the:

- Workforce Innovation and Opportunity Act (WIOA) Job Corps Policy and Requirements Handbook (PRH), as well as other Job Corps instructions and policy issuances
- Career Development Services System (CDSS)
- Memorandum of Understanding (MOU) signed by an IUPAT Executive or designee and each Center Director or designee where IUPAT operates career technical training programs

The following are specific responsibilities for IUPAT and all Center Directors where IUPAT programs exist:

a. **NTC Operation Plan** – IUPAT must develop, in conjunction with centers and Regional Offices (ROs), as appropriate, an *Operation Plan* and submit it to the Job Corps NTC Contracting Officer’s Representative (COR) within 90 days of the plan template being available following final definition of contract terms and award in the base year. For each option year, provided that the National Office of Job Corps (NOJC) extends the contract with IUPAT, IUPAT must revise its *Operation Plan* and submit a summary of all changes, if applicable, to the COR within 60 days of contract extension award. In accordance with Job Corps policy, regulations, and requirements, the *Operation Plan* should contain detailed descriptions of IUPAT’s Job Corps Program’s administrative structure, operation systems, and processes for recruitment, training, placement (including Registered Apprenticeship programs), and follow-up services to students; IUPAT staff qualifications and annual professional development plans, and activities to align training to the latest industry skill/training standards. The format of the *Operation Plan* can be similar to a Job Corps Center Plan.

b. **Industry Skill/Training Standards** – IUPAT must provide training programs that lead to high growth, high demand, and high wage positions in the construction industry. IUPAT must align all their technical training programs to the latest skills/training standards of the construction industry.

c. **Training Outcomes** – IUPAT must provide assigned students training in career technical, career success, and applied academic skills so that they become agile workers with expanded career options, and maintain long-term attachment to the labor market or educational opportunities. Specifically, training outcomes from IUPAT programs must include at least one of the following categories:
(1) Students enter a Registered Apprenticeship training program leading to full journeyman status, a customized employer-based training program that leads to career opportunities.

(2) Students enter a specific area of the craft/trade that pays sustainable wages and offers the opportunity for long-term employment and career advancement, or enter the U.S. Armed Forces.

(3) Students enter a community college or technical training school-level program to pursue further technical training or degree-based education, if they choose not to pursue further training or job placement in the occupation for which IUPAT has provided the training.

(4) Students earn a passing score on written and/or performance tests associated with national recognized certification and/or state licensure. Instructors certify students have completed necessary training and certification(s) to fulfill program requirements.

d. Placement Services – To the extent that adequate resources are made available, IUPAT must provide initial job placement services for the period of time specific in PRH Chapter 4, 4.2, R2.a from separation to the graduates of their programs. In addition to job placement services, IUPAT may also provide career transition support services to graduates, such as making arrangements for housing and transportation, where IUPAT has the capability to effectively deliver such services and the provisions of such services has first been coordinated with the designated career transition services (CTS) provider.

IUPAT instructors and field staff must work collaboratively with Job Corps regional officials and center staff to ensure that IUPAT-provided job placement and, as applicable, CTS, are coordinated with the development and implementation of each center’s CDSS Plan.

e. Enrollment of Female Students and Instructors – As an entity that provides instruction and job placement in trades predominantly occupied by males, IUPAT must make every effort to recruit female students to achieve meaningful improvement in the number of female graduates.

In an effort to achieve the above objective, IUPAT must develop and use creative and effective techniques and strategies during Outreach and Admissions (OA) and the Career Preparation Period (CPP), to educate and interest female students in careers in construction. As applicable, IUPAT will work closely with Job Corps Regional Office (RO) officials, recruitment contractors, the national public relations contract staff and center staff who manages CPP about adopting such recommendations.

IUPAT is also encouraged to seek and develop meaningful partnerships with local, state, and national organizations that provide assistance in recruiting qualified female instructors, as vacancies occur.
Center Directors must provide assistance to IUPAT in these efforts.

f. **Collaboration with Other Job Corps Entities** - IUPAT must establish and maintain open and professional communication with the United States Department of Labor (USDOL) regional officials, center staff, center operators, and OA and CTS contractors. The National Office of Job Corps (NOJC) encourages IUPAT to work with all related entities referenced above, within established protocol, to address and resolve areas of concern prior to seeking the involvement of the NTC COR and the National Office of Job Corps (NOJC). IUPAT will conduct a minimum of one video or teleconference meeting with each USDOL Regional Director in each program year to synchronize goals, priorities, and solutions to problems.

Center Directors must provide corresponding cooperation to IUPAT in all areas related to IUPAT contracted services.

g. **Center Curriculum Development** – IUPAT must have appropriate staff fully participate in the curriculum development process at each center where IUPAT operates a career technical training program. This includes serving as an active member of the center Curriculum Development Committee and, if authorized by IUPAT national executive, sharing IUPAT-developed instructional resources, techniques, and methods that contribute to student success.

Standards-Based Education and Training – IUPAT must fully support the advancement to standards-based education and training across all Job Corps Centers. When fully integrated, centers will have incorporated some or all of the following components: Industry or CTT Foundations courses, student cohorts, evening studies, revised CTT schedules for students, multi-step instruction for students, and assigned collaboration time for staff. IUPAT will be required to participate in the associated staff development sessions and collaborative meetings, as applicable. IUPAT will work collaboratively with the Job Corps centers, Regional Offices (ROs), and National Office of Job Corps (NOJC) staff to implement required Job Corps policies applicable to IUPAT CTT providers.

h. **Center Workforce Council and Business Community Participation** – IUPAT must fully support the functioning of the Center Workforce Council, and the center’s business and community activities, including the Community Relations Council, to improve the quality of career technical training programs and creating meaningful linkages with individual employers; labor and business organizations; One-Stop Centers/American Job Centers and partners; state and local Workforce Development Boards; and youth standing committees, where established.

On centers where IUPAT career technical training programs operate, the IUPAT instructors or Field Coordinator must serve as primary contact for communications with IUPAT affiliated union, district council, association, or organizations and employers signatory to IUPAT local and national agreements. Further, IUPAT instructors and Field
Coordinator must fully assist CTS contractors, and center staff in obtaining accurate graduate placement and upgrade verification information through CIS case notes and other methods of contact.

i. **Disability Issues** – IUPAT must follow all federal laws, government regulations, and Job Corps policy related to accommodations for students with disabilities. IUPAT will work closely with the Center Director’s designee for disability issues to ensure that students with disabilities who are interested in IUPAT trades are provided reasonable accommodations/modifications, if needed, to perform the trade-related skills required by the Training Achievement Records (TARs). IUPAT must ensure that no Job Corps student with a disability is denied entry into IUPAT programs for any discriminatory reason.

j. **Safety** – IUPAT must follow federal, state, local, center, and IUPAT-specific safety regulations and requirements during the technical training process, and in cooperation with center officials, ensure that all training areas are clean and well-maintained. IUPAT must advise the centers and NTC COR, in writing, of current industry standards and employer-partner specifications in terms of safety design, requirements, and operation in the training facilities on centers. Additionally, IUPAT instructors are required to 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.

k. **Recruits From Industry/Business** – As applicable, IUPAT must inform local unions, other established business/industry affiliates, apprenticeship committees/councils, contractors, and individual employers, of the opportunity to refer potential employees, who are eligible for Job Corps, to related IUPAT training at Job Corps centers. IUPAT staff must coordinate with the appropriate OA contractor(s) and center staff to ensure the availability of program openings prior to finalizing arrangements for potential enrollees.

Center Directors and designated staff must support IUPAT in such recruitment efforts.

l. **Student Selection of IUPAT Programs** – IUPAT must follow center procedures for the assignment of students to career technical programs. To the greatest extent possible, these should include the participation of IUPAT instructors in the selection process, and providing students an opportunity to learn as much as possible about IUPAT specialty training programs before final selection, including an opportunity to observe and participate in daily training activities.

In accordance with PRH Chapter 1, 1.1, R1.e, Job Corps-qualified applicants referred to specific IUPAT programs by the groups cited above in “k. Recruits from Industry/Business” must be admitted to those programs. These students, as all others, are first required to participate in and successfully complete all activities included in the center’s CPP, the only exception being an activity directly related to the selection of a trade. However, in the event that a student in this category expresses interest in exploring other trades, and selects another trade, he/she must be permitted to do so.
Center Directors and designated staff must collaborate with IUPAT in such trade selection efforts.

m. Enrollment Criteria for IUPAT Programs – The specific selection criteria for students participating in IUPAT training programs are as follows:

(1) Age

No student can be denied access to an IUPAT program because of age. However, because most IUPAT programs and related employers, as a condition of employment in the construction industry, require applicants to be at least 18 years of age, and certain IUPAT trades have significant safety-related responsibilities, the Center Director, or his/her designee, and IUPAT instructor(s)/Field Coordinator must jointly address these issues. Based upon relevant factors, particularly student safety, but also including demographics and employment opportunities, a solution must be agreed upon that will not adversely impact students or IUPAT performance.

(2) Driver’s License

Students in IUPAT programs must be provided every opportunity to obtain a valid driver’s license before they graduate. Employers in the industries served by these programs consider a driver’s license an essential tool in securing and maintaining employment. Students who had their driver’s licenses revoked due to previous violations, etc. must not be enrolled in IUPAT programs requiring a license as a condition of employment.

(3) Health

Unless the Center Physician determines that participation in a particular program would be a direct threat to the student, other students and/or the instructor, the condition of a student’s health must not be a factor affecting his/her participation in an IUPAT trade. In this regard, and in accordance with Job Corps Program Instruction No. 01-11, dated November 27, 2001, IUPAT is not authorized to collect information, formally or otherwise, regarding the health, disability status, or history of a potential enrollee, or a student who has or has not, as yet, entered an IUPAT trade. These matters are solely within the purview of the Center Physician (see PRH, Appendix 302).

The center must maintain a Respirator Medical Evaluation Program in compliance with OSHA (29 CFR, Part 1919.134 App. C). Students must be approved for training by the Center Physician prior to the student’s assignment to applicable IUPAT training programs. A copy of the signed approval must be provided to the IUPAT instructor for his/her records.
Once a student is enrolled in an IUPAT program, the Center Physician and wellness staff are responsible for immediately notifying IUPAT instructors when a student’s health condition, including prescribed medication, may be aggravated by certain training activities or environmental conditions associated with particular training activities.

For students with disabilities who have a reasonable accommodation plan, IUPAT instructors will ensure that the reasonable accommodations/modifications indicated in the plan and provided by the center operator are made available during training. The center disability coordinator will inform IUPAT instructors and/or the supervisors of the existence of an accommodation plan for a particular student.

(4) Academics

Students must have a proficiency level in reading and math that will enable learning in an IUPAT trade, understanding and following instructions and, where applicable, adhering to safety regulations and procedures. These proficiencies are particularly essential for trades that require proper use of power tools, equipment, and machinery, and adherence to specific Occupational Safety and Health Administration (OSHA)/industry safety guidelines. IUPAT will work closely with center staff to ensure every student is given an opportunity to become proficient, in order to succeed in the Painting, Glazing, Floor Covering and Sign, Billboard and Display training programs.

4. STUDENT TRAINING

a. Career Preparation Period (CPP) – During the Career Preparation Period (CPP), IUPAT instructors must assist and collaborate with center staff to train all students to learn, demonstrate, and practice personal responsibility and career success skills required at the workplace.

b. Career Development Period (CDP) – IUPAT instructors must work collaboratively with center officials and staff to ensure that student learning and training experiences, including those arranged through employer partnerships, meet center-based and Work-Based Learning (WBL) standards described in the PRH.

(1) Work-Based Learning – IUPAT instructors must work in partnership with appropriate center staff in establishing meaningful WBL opportunities associated with IUPAT trades. Work experience for students will reflect a balance between Career Technical Skills Training (CTST) projects and WBL opportunities. This includes, but is not limited to, the creation of opportunities for all IUPAT students to observe work-site activities early in the career technical training, as well as for qualified employer representatives to be present during CTST activities to provide meaningful advice and guidance to students regarding their employability and career technical skills as well as their adherence to established safety and health standards.
(2) **Assessing Student Readiness for Work-Site Assignments** – During the Career Development Period, there must be a process for determining each student’s readiness to benefit from work-site experience. This process includes input from all relevant components at the Job Corps center, including IUPAT instructors.

(3) **Standards-Based Education in CTST Projects** – IUPAT instructors and field staff must work cooperatively with center officials and staff to make CTST and WBL opportunities viable learning experiences that incorporate Job Corps applied academic standards for the construction industry. In this regard, IUPAT instructors will be actively involved in the development and teaching, including coordinated instruction and team teaching, of lessons that include construction industry applied academic standards.

IUPAT instructors will also use evidence-based instructional approaches identified by Job Corps to support standards-based training to the extent funding is available.

(4) **Management of Class Size** – IUPAT will ensure that the staff-to-student ratio is maintained at the contracted level at all times. Students will be assigned to fill slots that are open due to activities such as WBL, full-time academics, or career transition readiness assignments.

If class sizes drop below 60%, IUPAT instructors must assist with the following:
- Monitoring existing WBL sites and helping to develop new sites
- Strengthening working relationships with local unions, employer organizations, and individual employers/contractors
- Working with Job Corps entities to plan and establish various career technical training clusters
- Working with academic instructors to develop relevant academic lessons
- Providing short-term (up to 10 days) introductory training to students on the waiting list for IUPAT trades, who continue to have a strong desire to enter and complete the trade

**c. Career Technical Skills Training (CTST)**

(1) **Planning** – CTST projects must be planned for each program year in accordance with the PRH. The Center Director must designate a qualified, competent center staff member to plan and oversee all CTST projects. IUPAT instructor(s) must assist this individual in developing and carrying out the CTST Plan. IUPAT’s designee and the Center Director’s designee must each sign off, or provide a letter of concurrence, on the annual CTST Plan and any modification to the plan, including a Safety Hazard Analysis for each project in the CTST Plan, prior to submitting the plan/modification to the Job Corps Regional Office (RO).

(2) **Developing CTST Opportunities** – In cooperation with the Center Director’s designee, IUPAT staff and appropriate local community members/officials will make every effort to develop CTST opportunities that support student learning and meet not
only the center’s needs, but community needs as well. Community projects expand community ties and student participation in community activities.

(3) **CTST Meetings** – The individual designated by the Center Director to oversee CTST projects must initiate coordinating sessions with IUPAT instructor(s) involved in CTST projects. These meetings must be scheduled at least biweekly for the purpose of: assessing the progress on current CTST projects, reviewing/adjusting the plans/schedules for the next 2-week period, ensuring that all issues and concerns related to job safety and scheduling are satisfactorily addressed, and formulating long-range plans. Minutes of each meeting will be maintained by the Center Director’s representative and copies provided in a timely manner to all attendees as well as to those who were not present.

(4) **Off-Site CTST Projects** – Off-site assignments (i.e., community projects and Spike Camps) will not be approved unless they meet all requirements of the PRH, including those for education, supervision, safety, residential, and support services commensurate with those at the center. IUPAT instructors will not be assigned responsibility for the supervision of students after normal working hours, unless prior arrangements have been made and agreed upon by all appropriate parties. Where CTST assignments make it necessary for IUPAT staff to live at the CTST site, the prevailing General Services Administration (GSA) per diem rate will apply. In the event housing is provided, the prevailing GSA, Meals and Incidental Expenses (M&IE) rates must be applicable and paid for by the center operator.

(5) **Student Involvement in CTST Planning** – IUPAT instructors must involve students in the planning of CTST projects. Further, academic instruction and career success standards training, in addition to the application of technical skills, must be incorporated in all CTST projects as part of the overall learning experience and the skills essential for success on the job.

d. **Related Training Issues**

(1) **Realistic Working Environment** – All IUPAT training must be conducted in an environment and under conditions as close as possible to those found in the construction industry, and, as applicable, must be the same as required for apprentices as outlined in the craft Apprenticeship Training Standards published by the USDOL’s Office of Apprenticeship, when such training standards exist.

(2) **TAR Completion and Certification/Apprenticeship Enrollment Test** – IUPAT must ensure instructional materials are upgraded as necessary to remain aligned with the latest construction industry and/or apprenticeship skills/training standards. IUPAT TAR(s) must be developed and formatted in a manner consistent with these standards.

IUPAT must assist each student completing an IUPAT program to take the appropriate industry certification or qualifying test for apprenticeship training programs, if applicable.
(3) **Career Success Skills** – Throughout their training, students will be taught the importance of attaining and applying the career success and applied academic standards listed in each TAR. They will be provided assistance and support in mastering and demonstrating these skills during their career technical training experience, including CTST and WBL.

(4) **Scheduling** – IUPAT staff must work closely with center staff to develop student schedules. Every effort must be made to schedule students to attend career technical classes for the maximum period per day, including an appropriate amount of time for lunch. However, the training day may be less than the traditional eight hours to accommodate activities that clearly and directly support students’ success in securing and retaining training-related employment. For example, the time required by both academic and IUPAT instructors to plan for curriculum integration, establishing mentoring arrangements and WBL sites with employers, fall into this category. Such exceptions notwithstanding, and in accordance with the PRH, “Centers must: develop a schedule which ensures that, prior to graduation, students receive substantial practice and experience in working an 8-hour day, or working hours and conditions consistent with the anticipated workforce.”

(5) **Hands-on Training vs. Classroom Instruction** – Hands-on training and related shop-classroom instruction must be divided approximately 70% and 30%, respectively.

(6) **Training Week** – A standard training week must be 40 hours, Monday through Friday, excluding center-observed holidays.

(7) **Length of Training** – IUPAT must require students to receive technical training in a time frame commensurate with typical industry time requirements for technical training, before being eligible for graduation. The IUPAT instructor has the responsibility to determine when a student has satisfactorily completed all training requirements and is capable of performing pre-apprenticeship level skills at a training-related work site.

(8) **IUPAT Instructor Supervision** – During the training period, IUPAT instructors must be responsible for:

- *Center Safety and Occupational Health Plan*, as well as industry, state, local, and OSHA trade-related safety rules, regulations, and standards
- Center rules and regulations, including those pertaining to safety
- Student conduct standards
- Student accountability, including and especially during CTST projects and activities

IUPAT instructors must work closely with the Center Safety Officer, and the Health and Wellness Manager/Administrator, on all matters concerning the health and safety of students.
e. **Student Conduct Standards**

   (1) **Student Conduct Standards** – IUPAT staff must use Center Director-established student conduct standards and disciplinary procedures as the basis for dealing with any significant student problem while in career technical training.

   (2) **Suspension and Dismissal of Students for Safety and Disciplinary Reasons** – To prevent injuries to students/instructors, IUPAT instructors have the authority to immediately suspend from class a student who has violated safety/disciplinary rules or regulations. In these situations, IUPAT instructors must advise the Center Director of the action taken as soon as practicable, with adequate documentation. Further, IUPAT instructors must recommend to the Career Technical Training Manager and Center Director the permanent removal of students from IUPAT trades who continue to disregard safety rules and procedures, with adequate documentation.

   IUPAT instructors must be part of the center’s process for determining the readmission of such students to IUPAT classes.

f. **Student-Related Activities**

   (1) **Involvement With Center Activities** – IUPAT instructors must be actively involved with center officials and staff in helping to establish programs, activities, and training conducted during the CPP as defined in PRH Chapter 2.

   (2) **Evaluation of Student Progress Panel** – IUPAT instructors must actively participate in the Evaluation of Student Progress (ESP) panels for students enrolled in IUPAT training programs. IUPAT and center staff will work cooperatively to ensure that the scheduling of these activities results in the least disruption to career technical training classes.

   (3) **Coordination of CTS for Graduating Students** – IUPAT instructors must notify appropriate center staff, on a timely basis, when students are within 60 days of career technical training completion, so that career transition planning can be initiated. However, in those instances when a training-related job becomes available on short notice, particularly a Registered Apprenticeship opportunity, IUPAT instructor and center management must work expeditiously to ensure that the scheduling of career transition readiness activities is not a deterrent to the job-related placement of the graduate. In this situation, every effort will be made to provide departing graduates with transition allowances and WBL funds, ensure that they receive all appropriate transitional services, and meet with assigned CTS staff, as applicable.

   (4) **Driver Education** – IUPAT must work closely with Center Directors in support of each center’s responsibility to provide driver’s education training for all eligible students beginning in the Career Preparation Period. This is especially important for those students assigned to the construction trades. IUPAT must make every effort to
collaborate with center management to help students attain a valid driver’s license or learner’s permit before graduation.

5. **IUPAT STAFF RESPONSIBILITIES**

   a. **IUPAT Field Staff/Coordinators**

      (1) **Monitoring Performance** – IUPAT field staff must be fully knowledgeable about the performance of IUPAT programs and instructors. As required by the Career Technical Training Reporting and Improvement System (CTTRIS), for individual training programs performing below established standards or on probation, IUPAT field staff must work collaboratively with the instructor, as well as center and regional staff, to develop, implement, and monitor Program Improvement Plans (PIPs). IUPAT field staff must actively participate in the Regional Appeal Process for their programs facing sanctions, including closure and reduction. In this regard, also, slot utilization is a cost-effectiveness issue that must continually be monitored. When warranted, IUPAT field staff must collaborate with centers and Regional Offices (ROs) to effectively address issues related to slot utilization.

      To ensure effective and efficient use of resources, IUPAT field staff will first make productive use of all available means of communication, including electronic, and fully assess performance reports generated by the Job Corps Data Center and IUPAT, before center visits are planned. Center travel must be limited to situations where face-to-face contact is absolutely essential.

      (2) **Technical Assistance** – IUPAT will supply structured training in classroom management. Instructors will be expected to deal effectively with a wide range of student behaviors. When necessary, regional field staff must provide additional training in a timely fashion.

      (3) **Interaction With Center Activities** – IUPAT field staff must ensure that IUPAT instructors are contributing to the effectiveness of the center CDSS Plan, and the goals of the overarching program. Performance standards must reflect a team approach with center and career transition staff to ensure students have every opportunity to achieve their goals.

      (4) **Actions on Staff Issues** – Where significant problems associated with a particular IUPAT instructor are verified, either in the performance of his/her basic responsibilities or as a participant in other center activities and programs, IUPAT field staff must take immediate and appropriate corrective action. If warranted, such action may ultimately include the permanent removal of an IUPAT instructor. However, before a final decision of this type is made, the Center Director and assigned regional COR/Project Manager must be notified. These individuals must have the opportunity to expeditiously assess the impact of such a decision on the operations and administration of the center, and to share this information with the
appropriate IUPAT official(s) for consideration prior to a final decision being made by IUPAT.

(5) **Business Linkages** – IUPAT field staff must play a vital role in establishing meaningful relationships with business agents and other local union officials, business councils, and affiliated organizations in labor markets where students return to seek employment in the construction industry. Such efforts are intended to promote and establish Registered Apprenticeship and other career opportunities for qualified graduates.

(6) **Communication With Center Directors During Visits** – As stated above, while effective use of desk monitoring, conference calls, and e-mail is strongly encouraged, IUPAT field staff will visit centers, when justified. To the extent practicable in these situations, the Center Director must be notified in advance of visits. Further, following each visit, IUPAT field staff must conduct an exit conference with the Center Director, or his/her designee, and other officials, as appropriate, to review significant findings, and address issues affecting program performance, particularly if the program is on probation and/or under a PIP.

(7) **Communication With Regional CORs/Project Managers** – IUPAT field staff must also establish and maintain contact with appropriate Regional CORs/Project Managers concerning IUPAT programs and instructor performance, as well as significant findings/issues resulting from monitoring that could not be resolved at the center level. IUPAT field staff are strongly encouraged to share monitoring reports with appropriate project managers, especially for those programs on probation and/or under a PIP.

(8) **Meeting with Regional Directors** – IUPAT field staff and their executives must meet with the Regional Directors via teleconferencing or videoconferencing at least once each program year to share Labor Market Information and economic factors that impact IUPAT program performance, review program outcomes, and discuss program change options, etc.

b. **NTC Instructors**

While IUPAT instructors perform as part of an IUPAT national contract, they must cooperate with and be a part of the center and its operation. As required of all center staff, IUPAT instructors must function as mentors, models, and monitors of all Career Success Standards when working with students. In addition, they must be active partners with center staff in evaluating student progress and meeting students’ needs in support of their social and career development.

(1) **Career Technical Training** – IUPAT instructors must plan, deliver, and evaluate career technical training to Job Corps students in various specialty areas, including both classroom instruction (theory learning) and hands-on practices (Career Technical Skills Training and Work-Based Learning). Instructors are expected to provide
students the opportunity to complete all required Training Achievement Records (TARs) in their chosen program. They are also expected to train students to be sufficiently competent to enter: a Registered Apprenticeship training program; a high growth/high demand/high wage occupation for career development; a community/technical college for advanced training; or the U.S. Armed Forces, and earn a passing score on written and/or performance tests associated with nationally recognized certification and/or state licensure, as applicable.

(2) **Professional Development** – To the extent that adequate resources are made available, IUPAT instructors must participate in all professional development activities sponsored by IUPAT, centers, Regional Offices (ROs), and the National Office of Job Corps (NOJC), as applicable, to increase their effectiveness in developing and delivering standards-based integrated instruction; coordinating instruction; utilizing evidence-based instructional techniques; and implementing effective student-engagement strategies.

(3) **Role-Modeling** – IUPAT instructors are expected to serve as role models for students. Any abusive or other inappropriate behavior by instructors toward students or staff, failure to properly supervise students and maintain order, effectiveness, and safety, or a disregard for center rules and regulations, will not be tolerated and will result in disciplinary action, possibly the loss of employment. IUPAT field and headquarters officials must take immediate and appropriate action when such incidences are verified.

Where an NTC fails to respond expeditiously and adequately, the NTC COR will become involved and initiate whatever corrective actions/measures may be needed.

(4) **Communication With Center Staff** – IUPAT instructors must periodically communicate with other center staff who also serve IUPAT students in other program areas (e.g., academic and residential). The purpose of such contact is to determine if IUPAT students are meeting their responsibilities in these other required activities, and especially to identify students having problems that could lead to early separation if not dealt with immediately and effectively. Where this appears to be the case, the IUPAT instructor, acting as a role model, must endeavor to positively influence the student and steer him/her in a better direction.

The responsibility described above is in addition to IUPAT instructors’ participation in Evaluation of Student Progress (ESP) panels, and is primarily intended to prevent Zero Tolerance (ZT) terminations, UAs, etc., and increase the number of IUPAT career technical training graduates and placements.

(5) **Center Activities** – IUPAT instructors are expected to support and participate in pre-planned, scheduled activities/projects that have been established by center officials and staff to support center goals and objectives. Such activities/projects, which usually involve most center components, may take place outside of normal working hours, including weekends, and at sites other than the Job Corps center.
(6) **Business Linkages** – IUPAT instructors must play a vital role in establishing meaningful relationships with business agents and other local union officials, business councils, and affiliated organizations in labor markets where students return to seek employment. Such efforts are intended to promote and establish Registered Apprenticeships and other career opportunities for qualified graduates, and will be carried out to the extent that adequate resources are available for this purpose.

(7) **Driving Compliance** – IUPAT instructors must comply with all related PRH and IUPAT/center-specific requirements related to driving privileges for employment as well as operating NTC/Center/GSA vehicles. When requested by center officials, IUPAT instructors who use center vehicles must show proof of a valid driver’s license. IUPAT instructors will also immediately notify appropriate center officials of any changes/restrictions to their licenses, when these occur.

6. **RESOLVING ISSUES**

a. **Process for Resolving Issues** – IUPAT instructors must work cooperatively with Center Directors and appropriate staff to informally resolve all issues. Where necessary, these efforts must also involve the assigned Field Coordinator, IUPAT headquarters officials, and the regional COR/Project Manager. However, in the event that an informal resolution is not possible, the IUPAT leadership must immediately request the assistance of the NTC COR; concurrently, the Center Director must notify the assigned Regional COR/Project Manager to assist in the resolution process.

The NTC COR and Regional COR/Project Manager will work cooperatively and expeditiously to fully investigate matters that could not be resolved informally, and jointly render a final decision that will be binding on all parties involved. However, if this is not achievable, the Job Corps National Deputy Director will be the final arbiter. At no time during this entire process will the Center Director or NTC officials/staff, including field staff and instructors, take any action that could adversely affect the training of students in the IUPAT program or functioning of the center.

b. **Center Request(s) for IUPAT Personnel Change(s)** – In the instances where the Center Director requests permanent removal of an IUPAT instructor, such requests must be in writing and concurrently transmitted to the NTC COR and the designated Regional COR/Project Manager, with copies to the assigned IUPAT Field Coordinator and IUPAT executive leadership. The written communication must include the specific reason(s) justifying the request for removal, along with any documented violations of center rules, operating policy, etc., that were committed by the instructor in the past. In consultation with the organization’s human resources and legal staff, IUPAT will follow its policies and procedures in determining the appropriate course of action.

c. **Center Request(s) for IUPAT Program Change(s)** – In the instances where the Center Director requests the permanent addition or removal of an IUPAT training program, such requests must be submitted to the Job Corps National Office, through the Regional Director who must approve the request. All requests must be submitted in accordance
with Appendix 307 - *Job Corps Career Technical Training Change Request*. The request must be developed in collaboration with the center operator, the regional COR/Project Manager, and IUPAT. The Job Corps National Office will make a final determination of the request after verification of all facts and reasoning in conjunction with all related parties.

d. **IUPAT Request(s) for Program Change(s)** – To initiate any changes to the contracted training programs (program and slots), IUPAT is required to follow the Career Technical Training Change Request process established by the National Office of Job Corps (NOJC), see PRH Appendix 306. Following approval from the Regional Office (RO), the National Office of Job Corps (NOJC) will make a final determination of the request after verification of all facts and reasoning in conjunction with all related parties, including centers and Regional Offices (ROs). The DOL Contracting Officer and the NTC COR will develop and execute a Contract Modification for each IUPAT program change, following approval from the National Director of Job Corps.

The above four provisions apply to all Job Corps centers where IUPAT programs operate, including agency-operated centers.

7. **PERFORMANCE**

a. **Annual Performance Assessment** – IUPAT performance must be evaluated annually by Job Corps regional staff, the NTC COR, and other appropriate Job Corps National Office staff, using data from the Career Technical Training Report Card (CTTRC) and assessment mechanisms specific in the PRH Appendix 501d. For programs that have performed at the “unsatisfactory” level (Grade ‘D’ on the CTTRC) for one year and have been recommended by the National Office of Job Corps (NOJC) for probation, IUPAT must develop a Performance Improvement Plan (PIP), in cooperation with affected centers and Regional Office (RO) staff. A copy of the PIP will also be submitted to the NTC COR.

IUPAT must work with appropriate center management and regional officials/staff to implement PIPs so that performance outcomes of such programs in the following program year will be elevated to the “average” level (Grade ‘C’), at a minimum. For programs that have performed at the “unsatisfactory” level (Grade ‘D’) for two consecutive years, and recommended by the National Office of Job Corps (NOJC) for closure or slot reduction, IUPAT can develop, in close cooperation with related centers, an appeal to file with the National Office. Following the appeal process, the Office of Job Corps will render a final decision, which could result in program closure or slot reductions.

b. **Registered Apprenticeship Placements** – IUPAT must develop and maintain a productive and meaningful relationship with associated local unions, Registered Apprenticeship programs, district councils, national/regional/local business-industry organizations, and individual employers that can place Job Corps graduates into Registered Apprenticeship training programs and other meaningful career opportunities
that offer sustainable wages. In addition to meeting all performance expectations stipulated in PRH Appendix 501d, IUPAT staff are expected to annually increase graduate placement into Registered Apprenticeship programs and/or industry-based training programs or employment, based on historical data and realistic projections and with consideration of local, regional, and national economic conditions impacting the construction industry.

Where applicable, IUPAT must collaborate with specific employers to develop and implement training programs/modules tailored specifically to their labor needs. Job Corps centers are expected to cooperate with IUPAT in placing graduates in Registered Apprenticeship programs and training-related jobs. In this regard, it is particularly important for centers to ensure that prior to graduation IUPAT students have an opportunity to secure a valid driver’s license.

8. **REQUIREMENTS FOR FACILITY, EQUIPMENT, AND SUPPORT SERVICES**

In consultation with appropriate unions, industry groups, individual employers, and OSHA (as well as state and local OSHA counterparts), IUPAT must determine the equipment, tools, materials, and supplies necessary to ensure quality training and protect students’/instructors’ safety and health. As appropriate, these activities will be coordinated with the Center Safety Officer and/or the Health and Wellness Manager/Administrator.

The Center Operator must provide IUPAT with appropriate and adequate career technical shop training, administrative space, and the support services described below. Subject to a center’s fire, security, and related safety policies, IUPAT must be responsible for maintaining security of the assigned space during training hours – including the establishment of a limited access policy.

IUPAT must work cooperatively with centers to implement these policies to ensure effective maintenance, stewardship, and accountability of government-owned personal property during normal IUPAT operation hours and in accordance with all government property management regulations and requirements.

The center operator must provide IUPAT, at no cost, the following equipment and support services as part of the center operator’s contract.

a. Shop and career technical training equipment, materials, and supplies (a detailed listing of equipment by IUPAT for each career technical training program that they offer at a specific center must be included as part of the MOU) (Desks and chairs for classrooms will also be provided.)

b. Reasonable accommodations/modifications, where needed, to provide students with disabilities the opportunity to successfully complete the TAR(s) required in the trade

c. Acquisition, maintenance, repair, and replacement of career technical and administrative equipment
d. Telephone installation in instructor offices and ongoing service, including local and long distance service, in support of providing job development, placement, transition support services, follow-up activities, and for other official Job Corps business (In addition, cell phones will be provided to IUPAT instructors when working with students off center, or at remote areas on center, to ensure that the need for medical/emergency support can be quickly communicated.)

e. Fax and copying services in instructor offices (Where this is not possible, other arrangements must be in place that are convenient for instructors to use such services.)

f. Safe and adequately equipped vehicles to support training activities/projects

g. Mail (postage)

h. Trash and garbage collection

i. Utilities

j. Locking file cabinets

k. Computer equipment (This includes hardware and software in each IUPAT instructor’s office, capable of accessing the Internet, CIS3g, CTS, and the Job Corps Community Website. It also includes hardware and software in each IUPAT classroom/shop, capable of accessing the Internet, to support student learning. Instructors will also be provided with a printer. Computer training, if scheduled for center staff, must also be made available to IUPAT staff.)

l. DVD/CD players, VCRs, monitors, and related equipment, as necessary, to support training

m. Transportation and meals for students participating in CTST, WBL, and other work-experience activities

n. Fire protection and OSHA-approved safety programs at career technical facilities

o. OSHA-required safety equipment (e.g., eye, hand, face, and fall protection), and other personal protective equipment that is required in the trade and meets OSHA and industry standards

p. The provision of Federal Tax Credit Conditional Certifications for eligible graduates, prior to separation, as long as these programs continue to be statutorily authorized and target-group documentation is accessible

q. Student career technical training clothing including, where applicable, special and foul weather clothing, hard-toed safety shoes, and replacement items, including those students who may be assigned by the center above the contracted class/surge level (Clothing provided must have the logo of the NTC clearly visible, as applicable, and when financially feasible.)
r. Appropriate attire for CTST projects and WBL assignments and, as applicable, requirements imposed by OSHA, state law, and industry standards, as well as the specific job site

s. Immediate and accurate entry into the CIS, the following IUPAT-provided information/data: (a) career technical student data, including entry dates and completion status, as they occur; (b) any and all corrections, when notified by IUPAT along with verification to IUPAT when the corrections are made; and (c) placement results, as determined by the center or as provided by IUPAT

t. Copies of the 6-78 Forms and CTTRC 10 and 20 Reports, or subsequently developed career technical training performance reports, on a regular and timely basis, and provision of quality staff training regarding the CTTRC reports, when necessary

u. Shipping tool kits to students, when required by IUPAT programs

v. Transportation to and from WBL, CTST sites, industry/trade certification-accreditation sessions/tests, and job interviews

w. Consistent with the Center CDSS Plan, as described in the PRH, IUPAT staff will be a part of all training designated for career technical instructors, including standard First-Aid and CPR

x. Secretarial/clerical assistance, when the need is justified

y. Security for career technical training facilities, including on-center CTST sites, outside of normal working hours

9. **TRAINING MATERIALS AND SUPPORT**

a. **Instructional Materials** – IUPAT must provide each student and instructor with instructional materials and publications, as necessary, to adequately conduct quality career technical training. Training-related courseware (CD-ROM or Internet-based) or videos that have proven to be successful in supporting classroom instruction will also be made available by IUPAT, as well as an updated listing of Internet websites that contribute to student learning and the professional development of IUPAT instructors.

b. **Student Tool Kits** – IUPAT must provide tool kits for students in training, in accordance with established policy in the PRH. Tool kits must be made available at no cost to IUPAT students who successfully complete career technical training and obtain a job training match upon initial placement. A copy of approved tool lists must be provided to Center Directors by IUPAT.

The NTCs will work in partnership with the Center Director to ensure that the tool kits meet, as much as practicable, the needs of the industries involved so that students can be successful in securing and retaining training-related jobs.
10. **AUTOMATED CAREER TRANSITION SYSTEM (CTS)**

It is imperative that IUPAT comply with Job Corps policies (Program Instructions No. 06-08 and No. 06-25) to safeguard students’ Personally Identifiable Information (PII), and use the CDSS Suites of Job Corps’ Center Information System (CIS3g) exclusively for all data purposes related to recruitment, training, placement, follow-up, and other student services. IUPAT must also protect students’ PII in all the paper-based documents, including TARs, in accordance with Job Corps policies and procedures.

Center Directors must collaborate with and provide assistance to IUPAT to meet this important requirement.

a. **Data Entry into CTS** – IUPAT instructors and field staff/coordinators must be responsible for the timely and accurate entry of the following data into the automated Career Transition System.

   (1) Post-center contact with graduates including updated graduate contact information, job development, referral and placement activity, and transition support needs and services provided

   (2) Upgraded information related to graduates, especially acceptance into Registered Apprenticeship programs, wage increases, and job training match data

b. **Verification of Placement Data by CTS Providers** – Each Career Transition Services (CTS) provider assigned an IUPAT graduate is responsible for verifying the placement, when IUPAT records such accomplishment in the CTS. Verification activities must be initiated by the CTS provider in a timely manner and, when this process is fully completed, the CTS provider has the responsibility to report the verified placement to the CIS as expeditiously as possible.

c. **Resolving Issues With CTS Providers** – If a CTS provider routinely delays the verification and/or placement reporting process, IUPAT must report this matter to the appropriate official in the CTS provider organization, the Center Director, and the assigned Regional COR/Project Manager, in an attempt to correct the problem. Where this is not successful, the NTC COR must be notified in writing including, at a minimum, the following information:

   (1) The name of the CTS-provider (contractor) organization involved, and the dates and names of the organization’s official(s) contacted by IUPAT to resolve the delays.

   (2) The IUPAT graduate’s name, student identification number, the date the placement was recorded in the CTS reporting system by IUPAT, and how many calendar days it took for the CTS provider to
      (a) complete the verification process, and
      (b) record the verified placement in the CTS.
Other pertinent information should be reported, such as: delay(s) that extend beyond the window for recording placements; the impact on annual performance results, and, if applicable, the future of the specific IUPAT training program where the student completed training.

11. **ADMINISTRATIVE PROVISIONS**

a. **IUPAT Staff Leave Provisions**

(1) **Workday** – The workday (starting and ending times) must be in accordance with center policy.

(2) **Annual Leave** – With the exception of emergencies, leave must be scheduled and coordinated with the Center Director sufficiently in advance to ensure that there is no adverse effect on center operations and that quality student instruction continues uninterrupted. Actual approval of annual leave is the responsibility of IUPAT and may be granted only after timely notification has been provided to the Center Director, or his/her designee, and his/her comments have been carefully considered by IUPAT.

(3) **Sick Leave** – To the extent practicable, IUPAT instructors are expected to notify the Center Director, or his/her designee, prior to the first scheduled class when sick leave must be taken.

(4) **Overtime** – No overtime or center holiday work must be performed unless requested in writing by the government and accepted by the NTC; overtime pay, when approved, will be reimbursed at the rate established for the area in which the work is performed.

b. **Substitute Instructors**

The Center Director must provide qualified substitutes for up to the first 10 working days that an IUPAT instructor is on sanctioned leave, or where there is an unexpected termination or resignation of an IUPAT instructor. After the first 10 working days, IUPAT is responsible for providing a qualified substitute or, as warranted, hiring a fully qualified replacement instructor.

c. **Time Sheet Verification**

The Center Director, or his/her designee, must sign weekly time sheets verifying IUPAT instructor(s) time on center.
12. **SIGNATURES**

Name and Title of Center Director or Designee (Please Print)

<table>
<thead>
<tr>
<th>Signature of Center Director or Designee</th>
<th>Date</th>
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</table>

Name and Title of IUPAT Executive or Designee (Please Print)

<table>
<thead>
<tr>
<th>Signature of IUPAT Executive or Designee</th>
<th>Date</th>
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</table>
APPENDIX 302E
MEMORANDUM OF UNDERSTANDING
NATIONAL PLASTERING INDUSTRY’S
JOINT APPRENTICESHIP TRUST FUND (NPIJATF)

Where the National Plastering Industry’s Joint Apprenticeship Trust Fund (NPIJATF) Job Corps Program operates, the provisions of this Memorandum of Understanding (MOU) apply to NPIJATF Job Corps officials and staff, and Center Directors (including designees). No deviations from the MOU are authorized without the specific and written approval of the Job Corps National Director.

Wherever the acronym NPIJATF appears throughout this MOU, it represents the NPIJATF Job Corps program. Should any differences exist between this MOU and the Statement of Work (SOW) for NPIJATF, the provisions of the SOW take precedence.

1. PURPOSE

This document constitutes a working agreement between NPIJATF and the ______________ Job Corps Center Director entered into this ____________ day of ____________, 20___. (Appropriate signatures are required at the end of this Agreement.)

2. CENTERS, PROGRAMS, SLOTS, AND RATIOS

NPIJATF must provide 47 contracted career technical training instructors at 36 centers (including USDA Forest Service Civilian Conservation Centers [CCCs]), totaling 940 slots (these figures are valid as of January 2014).

<table>
<thead>
<tr>
<th>NPIJATF Training Program</th>
<th>Number</th>
<th>Slots</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cement Masonry – Basic</td>
<td>32</td>
<td>640</td>
</tr>
<tr>
<td>Cement Masonry – Advanced</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Plastering – Basic</td>
<td>14</td>
<td>280</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>47</td>
<td>940</td>
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To modify any of the above figures, NPIJATF is required to follow the Career Technical Training Change Request process established by the Office of Job Corps (PRH Change Notice No. 05-17 and PRH Appendix 307), in conjunction with Job Corps Regional Offices (ROs) and Center Directors. All changes in any of the above categories must be reflected through fully executed contract modifications initiated by the National Office of Job Corps (NOJC).

Unless a formal deviation of slots has been approved by the National Office of Job Corps (NOJC), NPIJATF must offer training programs in accordance with the student/instructor ratios listed below.

<table>
<thead>
<tr>
<th>NPIJATF Training Program</th>
<th>Total Slots per Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cement Masonry – Basic</td>
<td>20</td>
</tr>
<tr>
<td>Cement Masonry – Advanced</td>
<td>20</td>
</tr>
<tr>
<td>Plastering</td>
<td>20</td>
</tr>
</tbody>
</table>
3. BASIC RESPONSIBILITIES FOR PROGRAMS AND SERVICES

NPIJATF, in collaboration with centers where NPIJATF programs operate and provide services, and to the extent that adequate resources are made available, must provide all necessary administrative and training personnel, services, off-center administrative facilities and materials, and staff travel and subsistence required to accomplish contracted training services with Job Corps. NPIJATF must deliver these in accordance with the:

- Workforce Innovation and Opportunity Act (WIOA)
- Job Corps Policy and Requirements Handbook (PRH), as well as other Job Corps instructions and policy issuances
- Career Development Services System (CDSS)
- Memorandum of Understanding (MOU) signed by an NPIJATF Executive or designee and each Center Director or designee where NPIJATF operates career technical training programs

The following are specific responsibilities for NPIJATF and all Center Directors where NPIJATF programs exist:

a. NTC Operation Plan – NPIJATF must develop, in conjunction with centers and Regional Offices (ROs), as appropriate, an Operation Plan and submit it to the Job Corps NTC Contracting Officer’s Representative (COR) within 90 days of the plan template being available following final definition of contract terms and award in the base year. For each option year, provided that the National Office of Job Corps (NOJC) extends the contract with NPIJATF, NPIJATF must revise its Operation Plan and submit a summary of all changes, if applicable, to the COR within 60 days of contract extension award. In accordance with Job Corps policy, regulations, and requirements, the Operation Plan should contain detailed descriptions of NPIJATF’s Job Corps Program’s administrative structure, operation systems, and processes for recruitment, training, placement (including Registered Apprenticeship programs), and follow-up services to students; NPIJATF staff qualifications and annual professional development plans, and activities to align training to the latest industry skill/training standards. The format of the Operation Plan can be similar to a Job Corps Center Plan.

b. Industry Skill/Training Standards – NPIJATF must provide training programs that lead to high growth, high demand, and high wage positions in the construction industry. NPIJATF must align all their technical training programs to the latest skills/training standards of the construction industry.

As a contractor for an advanced cement masonry program, NPIJATF must develop instructional materials and completion requirements that exceed the level of rigor in the basic training programs within the same technical field. The instructional and curricular materials and completion requirements must be approved by the Office of Job Corps before being executed.
c. **Training Outcomes** – NPIJATF must provide assigned students training in career technical, career success, and applied academic skills so that they become agile workers with expanded career options, and maintain long-term attachment to the labor market or educational opportunities. Specifically, training outcomes from NPIJATF programs must include at least one of the following categories:

1. Students enter a Registered Apprenticeship training program leading to full journeyman status, a customized employer-based training program that leads to career opportunities

2. Students enter a specific area of the craft/trade that pays sustainable wages and offers the opportunity for long-term employment and career advancement, or enter the U.S. Armed Forces

3. Students enter a community college or technical training school-level program to pursue further technical training or degree-based education, if they choose not to pursue further training or job placement in the occupation for which NPIJATF has provided the training

4. Students earn a passing score on written and/or performance tests associated with national recognized certification and/or state licensure. Instructors certify students have completed necessary training and certification(s) to fulfill program requirements

d. **Placement Services** – To the extent that adequate resources are made available, NPIJATF must provide initial job placement services for the period of time specific in PRH Chapter 4, 4.2, R2.a from separation to the graduates of their programs. In addition to job placement services, NPIJATF may also provide career transition support services to graduates, such as making arrangements for housing and transportation, where NPIJATF has the capability to effectively deliver such services and the provisions of such services has first been coordinated with the designated career transition services (CTS) provider.

NPIJATF instructors and field staff must work collaboratively with Job Corps regional officials and center staff to ensure that NPIJATF-provided job placement and, as applicable, CTS, are coordinated with the development and implementation of each center’s CDSS Plan.

e. **Enrollment of Female Students and Instructors** – As an entity that provides instruction and job placement in trades predominantly occupied by males, NPIJATF must make every effort to recruit female students to achieve meaningful improvement in the number of female graduates.

In an effort to achieve the above objective, NPIJATF must develop and use creative and effective techniques and strategies during Outreach and Admissions (OA) and the Career Preparation Period (CPP), to educate and interest female students in careers in construction. As applicable, NPIJATF will work closely with Job Corps Regional Office
(RO) officials, recruitment contractors, the national public relations contract staff and center staff who manage CPP about adopting such recommendations.

NPIJATF is also encouraged to seek and develop meaningful partnerships with local, state, and national organizations that provide assistance in recruiting qualified female instructors, as vacancies occur.

Center Directors must provide assistance to NPIJATF in these efforts.

f. **Collaboration with Other Job Corps Entities** – NPIJATF must establish and maintain open and professional communication with the United States Department of Labor (USDOL) regional officials, center staff, center operators, and OA and CTS contractors. The National Office of Job Corps (NOJC) encourages NPIJATF to work with all related entities referenced above, within established protocol, to address and resolve areas of concern prior to seeking the involvement of the NTC COR and the National Office of Job Corps (NOJC). NPIJATF will conduct a minimum of one video or teleconference meeting with each USDOL Regional Director in each program year to synchronize goals, priorities, and solutions to problems.

Center Directors must provide corresponding cooperation to NPIJATF in all areas related to NPIJATF contracted services.

g. **Center Curriculum Development** – NPIJATF must have appropriate staff fully participate in the curriculum development process at each center where NPIJATF operates a career technical training program. This includes serving as an active member of the center Curriculum Development Committee and, if authorized by NPIJATF national executive, sharing NPIJATF-developed instructional resources, techniques, and methods that contribute to student success.

Standards-Based Education and Training – NPIJATF must fully support the advancement to standards-based education and training across all Job Corps Centers. When fully integrated, centers will have incorporated some or all of the following components: Industry or CTT Foundations courses, student cohorts, evening studies, revised CTT schedules for students, multi-step instruction for students, and assigned collaboration time for staff. NPIJATF will be required to participate in the associated staff development sessions and collaborative meetings, as applicable. NPIJATF will work collaboratively with the Job Corps centers, Regional Offices (ROs), and National Office of Job Corps (NOJC) staff to implement required Job Corps policies applicable to NPIJATF CTT providers.

h. **Center Workforce Council and Business Community Participation** – NPIJATF must fully support the functioning of the Center Workforce Council, and the center’s business and community activities, including the Community Relations Council, to improve the quality of career technical training programs and creating meaningful linkages with individual employers; labor and business organizations; One-Stop Centers/American Job
Centers and partners; state and local Workforce Development Boards; and youth standing committees, where established.

On centers where NPIJATF career technical training programs operate, the NPIJATF instructors or Field Coordinator will serve as the primary contact(s) for communications with NPIJATF affiliated unions, district council, association, or organizations and employers signatory to NPIJATF local and national agreements. Further, NPIJATF instructors and Field Coordinator must fully assist CTS contractors, and center staff in obtaining accurate graduate placement and upgrade verification information through CIS case notes and other methods of contact.

i. **Disability Issues** – NPIJATF must follow all federal laws, government regulations, and Job Corps policy related to accommodations for students with disabilities. NPIJATF will work closely with the Center Director’s designee for disability issues to ensure that students with disabilities who are interested in NPIJATF trades are provided reasonable accommodations/modifications, if needed, to perform the trade-related skills required by the Training Achievement Records (TARs). NPIJATF must ensure that no Job Corps student with a disability is denied entry into NPIJATF programs for any discriminatory reason.

j. **Safety** – NPIJATF must follow federal, state, local, center, and NPIJATF-specific safety regulations and requirements during the technical training process and, in cooperation with center officials, ensure that all training areas are clean and well-maintained. NPIJATF must advise the centers and NTC COR, in writing, of current industry standards and employer-partner specifications in terms of safety design, requirements, and operation in the training facilities on centers. Additionally, NPIJATF instructors are required to 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.

k. **Recruits From Industry/Business** – As applicable, NPIJATF must inform local unions, other established business/industry affiliates, apprenticeship committees/councils, contractors, and individual employers, of the opportunity to refer potential employees, who are eligible for Job Corps, to related NPIJATF training at Job Corps centers. NPIJATF staff must coordinate with the appropriate OA contractor(s) and center staff to ensure the availability of program openings prior to finalizing arrangements for potential enrollees.

Center Directors and designated staff will support NPIJATF in such recruitment efforts.

l. **Student Selection of NPIJATF Programs** – NPIJATF must follow center procedures for the assignment of students to basic and advanced career technical programs. To the greatest extent possible, these should include the participation of NPIJATF instructors in the selection process, and providing students an opportunity to learn as much as possible about NPIJATF specialty training programs before final selection, including an opportunity to observe and participate in daily training activities.
In accordance with PRH Chapter 1, 1.1, R1.e, Job Corps-qualified applicants referred to specific NPIJATF programs by the groups cited above in “k. Recruits and Industry/Business” must be admitted to those programs. These students, as all others, are first required to participate in and successfully complete all activities included in the center’s CPP, the only exception being an activity directly related to the selection of a trade. However, in the event that a student in this category expresses interest in exploring other trades, and selects another trade, he/she must be permitted to do so.

As slots are available, qualified Job Corps students will apply to the advanced cement masonry program through their designated centers. These students are required to meet the eligibility criteria outlined in PRH, Chapter 3, 3.14, R6.

Center Directors and designated staff must collaborate with NPIJATF in such trade selection efforts.

m. Enrollment Criteria for NPIJATF Programs – The specific selection criteria for students participating in NPIJATF training programs are as follows:

(1) Age

No student can be denied access to an NPIJATF program because of age. However, because most NPIJATF programs and related employers, as a condition of employment in the construction industry, require applicants to be at least 18 years of age, and certain NPIJATF trades have significant safety-related responsibilities, the Center Director, or his/her designee, and NPIJATF instructor(s)/Field Coordinator must jointly address these issues. Based upon relevant factors, particularly student safety, but also including demographics and employment opportunities, a solution must be agreed upon that will not adversely impact students or NPIJATF performance.

(2) Driver’s License

Students in NPIJATF programs must be provided every opportunity to obtain a valid driver’s license before they graduate. Employers in the industries served by these programs consider a driver’s license an essential tool in securing and maintaining employment. Students who had their driver’s licenses revoked due to previous violations, etc. must not be enrolled in NPIJATF programs requiring a license as a condition of employment.

(3) Health

Unless the Center Physician determines that participation in a particular program would be a direct threat to the student, other students and/or the instructor, the condition of a student’s health must not be a factor affecting his/her participation in an NPIJATF trade. In this regard, and in accordance with Job Corps Program Instruction No. 01-11, dated November 27, 2001, NPIJATF is not authorized to
collect information, formally or otherwise, regarding the health, disability status, or history of a potential enrollee, or a student who has or has not, as yet, entered an NPIJATF trade. These matters are solely within the purview of the Center Physician (see PRH, Appendix 302).

The center must maintain a Respirator Medical Evaluation Program in compliance with OSHA (29 CFR, Part 1919.134 App. C). Students must be approved for training by the Center Physician prior to the student’s assignment to applicable NPIJATF training programs. A copy of the signed approval must be provided to the NPIJATF instructor for his/her records.

Once a student is enrolled in a NPIJATF program, the Center Physician and wellness staff are responsible for immediately notifying NPIJATF instructors when a student’s health condition, including prescribed medication, may be aggravated by certain training activities or environmental conditions associated with particular training activities.

For students with disabilities who have a reasonable accommodation plan, NPIJATF instructors will ensure that the reasonable accommodations/modifications indicated in the plan and provided by the center operator are made available during training. The center disability coordinator will inform NPIJATF instructors and/or the supervisors of the existence of an accommodation plan for a particular student.

(4) Academics

Students must have a proficiency level in reading and math that will enable learning in a NPIJATF trade, understanding and following instructions and, where applicable, adhering to safety regulations and procedures. These proficiencies are particularly essential for trades that require proper use of power tools, equipment, and machinery, and adherence to specific Occupational Safety and Health Administration (OSHA)/industry safety guidelines. NPIJATF will work closely with center staff to ensure every student is given an opportunity to become proficient, in order to succeed in the Cement Masonry and Plastering training programs.

4. **STUDENT TRAINING**

a. **Career Preparation Period (CPP)** – During the CPP, NPIJATF instructors must assist and collaborate with center staff to train all students to learn, demonstrate, and practice personal responsibility and career success skills required at the workplace.

b. **Career Development Period (CDP)** – NPIJATF instructors must work collaboratively with center officials and staff to ensure that student learning and training experiences, including those arranged through employer partnerships, meet center-based and Work-Based Learning (WBL) standards described in the PRH.

(1) **Work-Based Learning** – NPIJATF instructors must work in partnership with
appropriate center staff in establishing meaningful WBL opportunities associated with NPIJATF trades. Work experience for students will reflect a balance between Career Technical Skills Training (CTST) projects and WBL opportunities. This includes, but is not limited to, the creation of opportunities for all NPIJATF students to observe work-site activities early in the career technical training, as well as for qualified employer representatives to be present during CTST activities to provide meaningful advice and guidance to students regarding their employability and career technical skills as well as their adherence to established safety and health standards.

(2) Assessing Student Readiness for Work-Site Assignments – During the Career Development Period, there must be a process for determining each student’s readiness to benefit from work-site experience. This process includes input from all relevant components at the Job Corps center, including NPIJATF instructors.

(3) Standards-Based Education in CTST Projects – NPIJATF instructors and field staff must work cooperatively with center officials and staff to make CTST and WBL opportunities viable learning experiences that incorporate Job Corps applied academic standards for the construction industry. In this regard, NPIJATF instructors will be actively involved in the development and teaching, including coordinated instruction and team teaching, of lessons that include construction industry applied academic standards. NPIJATF instructors will also use evidence-based instructional approaches identified by Job Corps to support standards-based training to the extent funding is available.

(4) Management of Class Size – NPIJATF will ensure that the staff to student ratio is maintained at the contracted level at all times. Students will be assigned to fill slots that are open due to activities such as WBL, full-time academics, or career transition readiness assignments.

If class sizes drop below 60%, NPIJATF instructors must assist with the following:
• Monitoring existing WBL sites and helping to develop new sites
• Strengthening working relationships with local unions, employer organizations, and individual employers/contractors
• Working with Job Corps entities to plan and establish various career technical training clusters
• Working with academic instructors to develop relevant academic lessons
• Providing short-term (up to 10 days) introductory training to students on the waiting list for NPIJATF trades, who continue to have a strong desire to enter and complete the trade

c. Career Technical Skills Training (CTST)

(1) Planning – CTST projects must be planned for each program year in accordance with the PRH. The Center Director must designate a qualified, competent center staff member to plan and oversee all CTST projects. NPIJATF instructor(s) must assist this individual in developing and carrying out the CTST Plan. NPIJATF’s designee and
the Center Director’s designee must each sign off, or provide a letter of concurrence, on the annual CTST Plan and any modification to the plan, including a Safety Hazard Analysis for each project in the CTST Plan, prior to submitting the plan/modification to the Job Corps Regional Office (RO).

(2) Developing CTST Opportunities – In cooperation with the Center Director’s designee, NPIJATF staff and appropriate local community members/officials will make every effort to develop CTST opportunities that support student learning and meet not only the center’s needs, but community needs as well. Community projects expand community ties and student participation in community activities.

(3) CTST Meetings – The individual designated by the Center Director to oversee CTST projects must initiate coordinating sessions with NPIJATF instructor(s) involved in CTST projects. These meetings must be scheduled at least biweekly for the purpose of: assessing the progress on current CTST projects, reviewing/adjusting the plans/schedules for the next 2-week period, ensuring that all issues and concerns related to job safety and scheduling are satisfactorily addressed, and formulating long-range plans. Minutes of each meeting will be maintained by the Center Director’s representative and copies provided in a timely manner to all attendees as well as to those who were not present.

(4) Off-Site CTST Projects – Off-site assignments (i.e., community projects and Spike Camps) will not be approved unless they meet all requirements of the PRH, including those for education, supervision, safety, residential and support services commensurate with those at the center. NPIJATF instructors must not be assigned responsibility for the supervision of students after normal working hours, unless prior arrangements have been made and agreed upon by all appropriate parties. Where CTST assignments make it necessary for NPIJATF staff to live at the CTST site, the prevailing General Services Administration (GSA) per diem rate will apply. In the event housing is provided, the prevailing GSA, Meals and Incidental Expenses (M&IE) rates must be applicable and paid for by the center operator.

(5) Student Involvement in CTST Planning – NPIJATF instructors must involve students in the planning of CTST projects. Further, academic instruction and career success standards training, in addition to the application of technical skills, must be incorporated in all CTST projects as part of the overall learning experience and the skills essential for success on the job.

d. Related Training Issues

(1) Realistic Working Environment – All NPIJATF training must be conducted in an environment and under conditions as close as possible to those found in the construction industry, and, as applicable, must be the same as required for apprentices as outlined in the craft Apprenticeship Training Standards published by the USDOL’s Office of Apprenticeship, when such training standards exist.
(2) TAR Completion and Certification/Apprenticeship Enrollment Test – NPIJATF must ensure instructional materials are upgraded as necessary to remain aligned with the latest construction industry and/or apprenticeship skills/training standards. NPIJATF TAR(s) must be developed and formatted in a manner consistent with these standards.

NPIJATF must assist each student completing an NPIJATF program to take the appropriate industry certification or qualifying test for apprenticeship training programs, if applicable.

(3) Career Success Skills – Throughout their training, students will be taught the importance of attaining and applying the career success and applied academic standards listed in each TAR. They will be provided assistance and support in mastering and demonstrating these skills during their career technical training experience, including CTST and Work-Based Learning.

(4) Scheduling – NPIJATF staff must work closely with center staff to develop student schedules. Every effort must be made to schedule students to attend career technical classes for the maximum period per day, including an appropriate amount of time for lunch. However, the training day may be less than the traditional eight hours to accommodate activities that clearly and directly support students’ success in securing and retaining training-related employment. For example, the time required by both academic and NPIJATF instructors to plan for curriculum integration, establishing mentoring arrangements and WBL sites with employers, fall into this category. Such exceptions notwithstanding, and in accordance with the PRH, “Centers must: develop a schedule which ensures that, prior to graduation, students receive substantial practice and experience in working an 8-hour day, or working hours and conditions consistent with the anticipated workforce.”

(5) Hands-on Training vs. Classroom Instruction – Hands-on training and related shop-classroom instruction must be divided approximately 70% and 30%, respectively.

(6) Training Week – A standard training week must be 40 hours, Monday through Friday, excluding center-observed holidays.

(7) Length of Training – NPIJATF must require students to receive technical training in a time frame commensurate with typical industry time requirements for technical training, before being eligible for graduation. The NPIJATF instructor has the responsibility to determine when a student has satisfactorily completed all training requirements and is capable of performing pre-apprenticeship level skills at a training-related work site.

(8) NPIJATF Instructor Supervision – During the training period, NPIJATF instructors must be responsible for:
• Center Safety and Occupational Health Plan, as well as industry, state, local, and OSHA trade-related safety rules, regulations, and standards
• Center rules and regulations, including those pertaining to safety
• Student conduct standards
• Student accountability, including and especially during CTST projects and activities

NPIJATF instructors must work closely with the Center Safety Officer, and the Health and Wellness Manager/Administrator, on all matters concerning the health and safety of students.

e. Student Conduct Standards

(1) Student Conduct Standards – NPIJATF staff must use Center Director-established student conduct standards and disciplinary procedures as the basis for dealing with any significant student problem while in career technical training.

(2) Suspension and Dismissal of Students for Safety and Disciplinary Reasons – To prevent injuries to students/instructors, NPIJATF instructors have the authority to immediately suspend from class a student who has violated safety/disciplinary rules or regulations. In these situations, NPIJATF instructors must advise the Center Director of the action taken as soon as practicable, with adequate documentation. Further, NPIJATF instructors must recommend to the Career Technical Training Manager and Center Director the permanent removal of students from NPIJATF trades who continue to disregard safety rules and procedures, with adequate documentation.

NPIJATF instructors must be part of the center’s process for determining the readmission of such students to NPIJATF classes.

f. Student-Related Activities

(1) Involvement With Center Activities – NPIJATF instructors must be actively involved with center officials and staff in helping to establish programs, activities, and training conducted during the CPP as defined in PRH Chapter 2.

(2) Evaluation of Student Progress Panel – NPIJATF instructors must actively participate in the Evaluation of Student Progress (ESP) panels for students enrolled in NPIJATF training programs. NPIJATF and center staff will work cooperatively to ensure that the scheduling of these activities results in the least disruption to career technical training classes.

(3) Coordination of CTS for Graduating Students – NPIJATF instructors must notify appropriate center staff, on a timely basis, when students are within 60 days of career technical training completion, so that career transition planning can be initiated. However, in those instances when a training-related job becomes available on short
notice, particularly a Registered Apprenticeship opportunity, NPIJATF instructor and center management must work expeditiously to ensure that the scheduling of career transition readiness activities is not a deterrent to the job-related placement of the graduate. In this situation, every effort will be made to provide departing graduates with transition allowances and WBL funds, ensure that they receive all appropriate transitional services, and where applicable, meet with assigned CTS staff.

(4) **Driver Education** – NPIJATF must work closely with Center Directors in support of each center’s responsibility to provide driver’s education training for all eligible students beginning in the CPP. This is especially important for those students assigned to the construction trades. NPIJATF must make every effort to collaborate with center management to help students attain a valid driver’s license or learner’s permit before graduation.

5. **NPIJATF STAFF RESPONSIBILITIES**

   a. **NPIJATF Field Staff/Coordinators**

      (1) **Monitoring Performance** – NPIJATF field staff must be fully knowledgeable about the performance of NPIJATF programs and instructors. As required by the Career Technical Training Reporting and Improvement System (CTTRIS), for individual training programs performing below established standards or on probation, NPIJATF field staff must work collaboratively with the instructor, as well as center and regional staff, to develop, implement, and monitor Program Improvement Plans (PIPs). NPIJATF field staff must actively participate in the Regional Appeal Process for their programs facing sanctions, including closure and reduction. In this regard, also, slot utilization is a cost-effectiveness issue that must continually be monitored. When warranted, NPIJATF field staff must collaborate with centers and Regional Offices (ROs) to effectively address issues related to slot utilization.

      To ensure effective and efficient use of resources, NPIJATF field staff will first make productive use of all available means of communication, including electronic, and fully assess performance reports generated by the Job Corps Data Center and NPIJATF, before center visits are planned. Center travel must be limited to situations where face-to-face contact is absolutely essential.

      (2) **Technical Assistance** – NPIJATF will supply structured training in classroom management. Instructors will be expected to deal effectively with a wide range of student behaviors. When necessary, regional field staff must provide additional training in a timely fashion.

      (3) **Interaction With Center Activities** – NPIJATF field staff must ensure that NPIJATF instructors are contributing to the effectiveness of the center CDSS Plan, and the goals of the overarching program. Performance standards must reflect a team approach with center and career transition staff to ensure students have every opportunity to achieve their goals.
(4) **Actions on Staff Issues** – Where significant problems associated with a particular NPIJATF instructor are verified, either in the performance of his/her basic responsibilities or as a participant in other center activities and programs, NPIJATF field staff must take immediate and appropriate corrective action. If warranted, such action may ultimately include the permanent removal of an NPIJATF instructor. However, before a final decision of this type is made, the Center Director and assigned regional COR/Project Manager must be notified. These individuals must have the opportunity to expeditiously assess the impact of such a decision on the operations and administration of the center, and to share this information with the appropriate NPIJATF official(s) for consideration prior to a final decision being made by NPIJATF.

(5) **Business Linkages** – NPIJATF field staff must play a vital role in establishing meaningful relationships with business agents and other local union officials, business councils, and affiliated organizations in labor markets where students return to seek employment in the construction industry. Such efforts are intended to promote and establish Registered Apprenticeship and other career opportunities for qualified graduates.

(6) **Communication With Center Directors During Visits** – As stated above, while effective use of desk monitoring, conference calls, and e-mail is strongly encouraged, NPIJATF field staff will visit centers, when justified. To the extent practicable in these situations, the Center Director must be notified in advance of visits. Further, following each visit, NPIJATF field staff must conduct an exit conference with the Center Director, or his/her designee, and other officials, as appropriate, to review significant findings, and address issues affecting program performance, particularly if the program is on probation and/or under a PIP.

(7) **Communication With Regional CORs/Project Managers** – NPIJATF field staff must also establish and maintain contact with appropriate Regional CORs/Project Managers concerning NPIJATF programs and instructor performance, as well as significant findings/issues resulting from monitoring that could not be resolved at the center level. NPIJATF field staff are strongly encouraged to share monitoring reports with appropriate project managers, especially for those programs on probation and/or under a PIP.

(8) **Meeting with Regional Directors** – NPIJATF field staff and their executives must meet with the Regional Directors via teleconferencing or videoconferencing at least once each program year to share Labor Market Information and economic factors that impact NPIJATF program performance, review program outcomes, and discuss program change options, etc.

b. **NTC Instructors**

While NPIJATF instructors perform as part of an NPIJATF national contract, they must cooperate with and be a part of the center and its operation. As required of all center
staff, NPIJATF instructors must function as mentors, models, and monitors of all Career Success Standards when working with students. In addition, they must be active partners with center staff in evaluating student progress and meeting students’ needs in support of their social and career development.

(1) **Career Technical Training** – NPIJATF instructors must plan, deliver, and evaluate career technical training to Job Corps students in various specialty areas, including both classroom instruction (theory learning) and hands-on practices (Career Technical Skills Training and Work-Based Learning). Instructors are expected to provide students the opportunity to complete all required Training Achievement Records (TARs) in their chosen program. They are also expected to train students to be sufficiently competent to enter: a Registered Apprenticeship training program; a high growth/high demand/high wage occupation for career development; a community/technical college for advanced training; or the U.S. Armed Forces, and earn a passing score on written and/or performance tests associated with nationally recognized certification and/or state licensure, as applicable.

(2) **Professional Development** – To the extent that adequate resources are made available, NPIJATF instructors must participate in all professional development activities sponsored by NPIJATF, centers, Regional Offices (ROs), and the National Office of Job Corps (NOJC), as applicable, to increase their effectiveness in developing and delivering standards-based integrated instruction; coordinating instruction; utilizing evidence-based instructional techniques; and implementing effective student-engagement strategies.

(3) **Role-Modeling** – NPIJATF instructors are expected to serve as role models for students. Any abusive or other inappropriate behavior by instructors toward students or staff, failure to properly supervise students and maintain order, effectiveness, and safety, or a disregard for center rules and regulations, will not be tolerated and will result in disciplinary action, possibly the loss of employment. NPIJATF field and headquarters officials must take immediate and appropriate action when such incidences are verified. Where an NTC fails to respond expeditiously and adequately, the NTC COR will become involved and initiate whatever corrective actions/measures may be needed.

(4) **Communication With Center Staff** – NPIJATF instructors must periodically communicate with other center staff who also serve NPIJATF students in other program areas (e.g., academic and residential). The purpose of such contact is to determine if NPIJATF students are meeting their responsibilities in these other required activities, and especially to identify students having problems that could lead to early separation if not dealt with immediately and effectively. Where this appears to be the case, the NPIJATF instructor, acting as a role model, must endeavor to positively influence the student and steer him/her in a better direction.

The responsibility described above is in addition to NPIJATF instructors’ participation in Evaluation of Student Progress (ESP) panels, and is primarily
intended to prevent Zero Tolerance (ZT) terminations, UAs, etc., and increase the number of NPIJATF career technical training graduates and placements.

(5) **Center Activities** – NPIJATF instructors are expected to support and participate in pre-planned, scheduled activities/projects that have been established by center officials and staff to support center goals and objectives. Such activities/projects, which usually involve most center components, may take place outside of normal working hours, including weekends, and at sites other than the Job Corps center.

(6) **Business Linkages** – NPIJATF instructors must play a vital role in establishing meaningful relationships with business agents and other local union officials, business councils, and affiliated organizations in labor markets where students return to seek employment. Such efforts are intended to promote and establish Registered Apprenticeships and other career opportunities for qualified graduates, and will be carried out to the extent that adequate resources are available for this purpose.

(7) **Driving Compliance** – NPIJATF instructors must comply with all related PRH and NPIJATF/center-specific requirements related to driving privileges for employment as well as operating NTC/Center/GSA vehicles. When requested by center officials, NPIJATF instructors who use center vehicles must show proof of a valid driver’s license. NPIJATF instructors will also immediately notify appropriate center officials of any changes/restrictions to their licenses, when these occur.

6. **RESOLVING ISSUES**

a. **Process for Resolving Issues** – NPIJATF instructors must work cooperatively with Center Directors and appropriate staff to informally resolve all issues. Where necessary, these efforts must also involve the assigned Field Coordinator, NPIJATF headquarters officials, and the regional COR/Project Manager. However, in the event that an informal resolution is not possible, the NPIJATF leadership must immediately request the assistance of the NTC COR; concurrently, the Center Director must notify the assigned Regional COR/Project Manager to assist in the resolution process.

The NTC COR and Regional COR/Project Manager must work cooperatively and expeditiously to fully investigate matters that could not be resolved informally, and jointly render a final decision that will be binding on all parties involved. However, if this is not achievable, the Job Corps National Deputy Director must be the final arbiter. At no time during this entire process must the Center Director or NTC officials/staff, including field staff and instructors, take any action that could adversely affect the training of students in the NPIJATF program or functioning of the center.

b. **Center Request(s) for NPIJATF Personnel Change(s)** – In the instances where the Center Director requests permanent removal of an NPIJATF instructor, such requests must be in writing and concurrently transmitted to the NTC COR and the designated Regional COR/Project Manager, with copies to the assigned NPIJATF Field Coordinator and NPIJATF executive leadership. The written communication must include the
specific reason(s) justifying the request for removal, along with any documented violations of center rules, operating policy, etc., that were committed by the instructor in the past. In consultation with the organization’s human resources and legal staff, NPIJATF will follow its policies and procedures in determining the appropriate course of action.

c. **Center Request(s) for NPIJATF Program Change(s)** – In the instances where the Center Director requests the permanent addition or removal of an NPIJATF training program, such requests must be submitted to the Job Corps National Office, through the Regional Director who must approve the request. All requests must be submitted in accordance with Appendix 307 - *Job Corps Career Technical Training Change Request*. The request must be developed in collaboration with the center operator, the regional COR/Project Manager, and NPIJATF. The Job Corps National Office will make a final determination of the request after verification of all facts and reasoning in conjunction with all related parties.

d. **NPIJATF Request(s) for Program Change(s)** – To initiate any changes to the contracted training programs (program and slots), NPIJATF is required to follow the Career Technical Training Change Request process established by the National Office of Job Corps (NOJC), see PRH Appendix 306. Following approval from the Regional Office (RO), the National Office of Job Corps (NOJC) will make a final determination of the request after verification of all facts and reasoning in conjunction with all related parties, including centers and Regional Offices (ROs). The DOL Contracting Officer and the NTC COR will develop and execute a Contract Modification for each NPIJATF program change, following approval from the National Director of Job Corps.

The above four provisions apply to all Job Corps centers where NPIJATF programs operate, including agency-operated centers.

7. **PERFORMANCE**

a. **Annual Performance Assessment** – NPIJATF performance must be evaluated annually by Job Corps regional staff, the NTC COR, and other appropriate Job Corps National Office staff, using data from the Career Technical Training Report Card (CTTRC) and assessment mechanisms specific in the PRH Appendix 501d. For programs that have performed at the “unsatisfactory” level (Grade ‘D’ on the CTTRC) for one year and have been recommended by the National Office of Job Corps (NOJC) for probation, NPIJATF must develop a Performance Improvement Plan (PIP), in cooperation with affective centers and Regional Office (RO) staff. A copy of the PIP will also be submitted to the NTC COR.

NPIJATF must work with appropriate center management and regional officials/staff to implement PIPs so that performance outcomes of such programs in the following program year will be elevated to the “average” level (Grade ‘C’), at a minimum. For programs that have performed at the “unsatisfactory” level (Grade ‘D’) for two consecutive years, and recommended by the National Office of Job Corps (NOJC) for
closure or slot reduction, NPIJATF can develop, in close cooperation with related centers, an appeal to file with the National Office of Job Corps (NOJC). Following the appeal process, the National Office of Job Corps (NOJC) will render a final decision, which could result in program closure or slot reductions.

b. Registered Apprenticeship Placements – NPIJATF must develop and maintain a productive and meaningful relationship with associated local unions, Registered Apprenticeship programs, district councils, national/regional/local business-industry organizations, and individual employers that can place Job Corps graduates into Registered Apprenticeship training programs and other meaningful career opportunities that offer sustainable wages. In addition to meeting all performance expectations stipulated in PRH Appendix 501d, NPIJATF staff are expected to annually increase graduate placement into Registered Apprenticeship programs and/or industry-based training programs or employment, based on historical data and realistic projections and with consideration of local, regional, and national economic conditions impacting the construction industry.

Where applicable, NPIJATF must collaborate with specific employers to develop and implement training programs/modules tailored specifically to their labor needs.

Job Corps centers are expected to cooperate with NPIJATF in placing graduates in Registered Apprenticeship programs and training-related jobs. In this regard, it is particularly important for centers to ensure that prior to graduation NPIJATF students have an opportunity to secure a valid driver’s license.

8. REQUIREMENTS FOR FACILITY, EQUIPMENT, AND SUPPORT SERVICES

In consultation with appropriate unions, industry groups, individual employers, and OSHA (as well as state and local OSHA counterparts), NPIJATF must determine the equipment, tools, materials, and supplies necessary to ensure quality training and protect students’/instructors’ safety and health. As appropriate, these activities will be coordinated with the Center Safety Officer and/or the Health and Wellness Manager/Administrator.

The Center Operator must provide NPIJATF with appropriate and adequate career technical shop training, administrative space, and the support services described below. Subject to a center’s fire, security, and related safety policies, NPIJATF must be responsible for maintaining security of the assigned space during training hours – including the establishment of a limited access policy.

NPIJATF must work cooperatively with centers to implement these policies to ensure effective maintenance, stewardship, and accountability of government-owned personal property during normal NPIJATF operation hours and in accordance with all government property management regulations and requirements.

The center operator must provide NPIJATF, at no cost, the following equipment and support services as part of the center operator’s contract.
a. Shop and career technical training equipment, materials, and supplies (a detailed listing of equipment by NPIJATF for each career technical training program that they offer at a specific center must be included as part of the MOU) (Desks and chairs for classrooms will also be provided.)

b. Reasonable accommodations/modifications, where needed, to provide students with disabilities the opportunity to successfully complete the TAR(s) required in the trade

c. Acquisition, maintenance, repair, and replacement of career technical and administrative equipment

d. Telephone installation in instructor offices and ongoing service, including local and long distance service, in support of providing job development, placement, transition support services, follow-up activities, and for other official Job Corps business (In addition, cell phones will be provided to NPIJATF instructors when working with students off center, or at remote areas on center, to ensure that the need for medical/emergency support can be quickly communicated.)

e. Fax and copying services in instructor offices (Where this is not possible, other arrangements must be in place that are convenient for instructors to use such services.)

f. Safe and adequately equipped vehicles to support training activities/projects

g. Mail (postage)

h. Trash and garbage collection

i. Utilities

j. Locking file cabinets

k. Computer equipment (This includes hardware and software in each NPIJATF instructor’s office, capable of accessing the Internet, CIS3g, CTS, and the Job Corps Community Website. It also includes hardware and software in each NPIJATF classroom/shop, capable of accessing the Internet, to support student learning. Instructors will also be provided with a printer. Computer training, if scheduled for center staff, must also be made available to NPIJATF staff.)

l. DVD/CD players, VCRs, monitors, and related equipment, as necessary, to support training

m. Transportation and meals for students participating in CTST, WBL, and other work-experience activities

n. Fire protection and OSHA-approved safety programs at career technical facilities
o. OSHA-required safety equipment (e.g., eye, hand, face, and fall protection), and other personal protective equipment that is required in the trade and meets OSHA and industry standards

p. The provision of Federal Tax Credit Conditional Certifications for eligible graduates, prior to separation, as long as these programs continue to be statutorily authorized and target-group documentation is accessible

q. Student career technical training clothing including, where applicable, special and foul weather clothing, hard-toed safety shoes, and replacement items, including those students who may be assigned by the center above the contracted class/surge level (Clothing provided must have the logo of the NTC clearly visible, as applicable, and when financially feasible.)

r. Appropriate attire for CTST projects and WBL assignments and, as applicable, requirements imposed by OSHA, state law, and industry standards, as well as the specific job site

s. Immediate and accurate entry into the CIS, the following NPIJATF-provided information/data: (a) career technical student data, including entry dates and completion status, as they occur; (b) any and all corrections, when notified by NPIJATF along with verification to NPIJATF when the corrections are made; and (c) placement results, as determined by the center or as provided by NPIJATF

t. Copies of the 6-78 Forms and CTTRC 10 and 20 Reports, or subsequently developed career technical training performance reports, on a regular and timely basis, and provision of quality staff training regarding the CTTRC reports, when necessary

u. Shipping tool kits to students, when required by NPIJATF programs

v. Transportation to and from WBL, CTST sites, industry/trade certification-accreditation sessions/tests, and job interviews

w. Consistent with the Center CDSS Plan, as described in the PRH, NPIJATF staff will be a part of all training designated for career technical instructors, including standard First-Aid and CPR

x. Secretarial/clerical assistance, when the need is justified

y. Security for career technical training facilities, including on-center CTST sites, outside of normal working hours

9. TRAINING MATERIALS AND SUPPORT

a. Instructional Materials – NPIJATF must provide each student and instructor with instructional materials and publications, as necessary, to adequately conduct quality career technical training. Training-related courseware (CD-ROM or Internet-based) or videos that have proven to be successful in supporting classroom instruction will also be
made available by NPIJATF, as well as an updated listing of Internet websites that contribute to student learning and the professional development of NPIJATF instructors.

b. **Student Tool Kits** – NPIJATF must provide tool kits for students in training, in accordance with established policy in the PRH. Tool kits must be made available at no cost to NPIJATF students who successfully complete career technical training and obtain a job training match upon initial placement. A copy of approved tool lists must be provided to Center Directors by NPIJATF.

The NTCs will work in partnership with the Center Director to ensure that the tool kits meet, as much as practicable, the needs of the industries involved so that students can be successful in securing and retaining training-related jobs.

10. **AUTOMATED CAREER TRANSITION SYSTEM (CTS)**

It is imperative that NPIJATF comply with Job Corps policies (Program Instructions No. 06-08 and No. 06-25) to safeguard students’ Personally Identifiable Information (PII), and use the CDSS Suites of Job Corps’ Center Information System (CIS3g) exclusively for all data purposes related to recruitment, training, placement, follow-up, and other student services. NPIJATF must also protect students’ PII in all the paper-based documents, including TARs, in accordance with Job Corps policies and procedures.

Center Directors must collaborate with and provide assistance to NPIJATF to meet this important requirement.

a. **Data Entry into CTS** – NPIJATF instructors and field staff/coordinators must be responsible for the timely and accurate entry of the following data into the automated Career Transition System.

   (1) Post-center contact with graduates including updated graduate contact information, job development, referral and placement activity, and transition support needs and services provided

   (2) Upgraded information related to graduates, especially acceptance into Registered Apprenticeship programs, wage increases, and job training match data

b. **Verification of Placement Data by CTS Providers** – Each Career Transition Services (CTS) provider assigned an NPIJATF graduate is responsible for verifying the placement, when NPIJATF records such accomplishment in the CTS. Verification activities must be initiated by the CTS provider in a timely manner and, when this process is fully completed, the CTS provider has the responsibility to report the verified placement to the CIS as expeditiously as possible.

c. **Resolving Issues With CTS Providers** – If a CTS provider routinely delays the verification and/or placement reporting process, NPIJATF must report this matter to the appropriate official in the CTS provider organization, the Center Director, and the
assigned Regional COR/Project Manager, in an attempt to correct the problem. Where this is not successful, the NTC COR must be notified in writing including, at a minimum, the following information:

(1) The name of the CTS-provider (contractor) organization involved, and the dates and names of the organization's official(s) contacted by NPIJATF to resolve the delays.

(2) The NPIJATF graduate's name, student identification number, the date the placement was recorded in the CTS reporting system by NPIJATF, and how many calendar days it took for the CTS provider to
   (a) complete the verification process, and
   (b) record the verified placement in the CTS.

Other pertinent information should be reported, such as: delay(s) that extend beyond the window for recording placements; the impact on annual performance results, and, if applicable, the future of the specific NPIJATF training program where the student completed training.

11. ADMINISTRATIVE PROVISIONS

a. NPIJATF Staff Leave Provisions

(1) Workday – The workday (starting and ending times) must be in accordance with center policy.

(2) Annual Leave – With the exception of emergencies, leave must be scheduled and coordinated with the Center Director sufficiently in advance to ensure that there is no adverse effect on center operations and that quality student instruction continues uninterrupted. Actual approval of annual leave is the responsibility of NPIJATF and may be granted only after timely notification has been provided to the Center Director, or his/her designee, and their comments have been carefully considered by NPIJATF.

(3) Sick Leave – To the extent practicable, NPIJATF instructors are expected to notify the Center Director, or his/her designee, prior to the first scheduled class when sick leave must be taken.

(4) Overtime – No overtime or center holiday work must be performed unless requested in writing by the government and accepted by the NTC; overtime pay, when approved, will be reimbursed at the rate established for the area in which the work is performed.

b. Substitute Instructors

The Center Director must provide qualified substitutes for up to the first 10 working days that an NPIJATF instructor is on sanctioned leave, or where there is an unexpected
termination or resignation of an NPIJATF instructor. After the first 10 working days, NPIJATF is responsible for providing a qualified substitute or, as warranted, hiring a fully qualified replacement instructor.

c. **Time Sheet Verification**

The Center Director, or his/her designee, must sign weekly time sheets verifying NPIJATF instructor(s) time on center.

12. **SIGNATURES**

Name and Title of Center Director or Designee (Please Print)

________________________________________________________
Signature of Center Director or Designee Date

Name and Title of NPIJATF Executive or Designee (Please Print)

________________________________________________________
Signature of NPIJATF Executive or Designee Date
APPENDIX 302F
MEMORANDUM OF UNDERSTANDING
TRANSPORTATION COMMUNICATIONS INTERNATIONAL UNION – INTERNATIONAL ASSOCIATION OF MACHINISTS AND AEROSPACE WORKERS JOB TRAINING FUND, INC. (TCU-IAM)

Where the Transportation Communications International Union – International Association of Machinists and Aerospace Workers Job Training Fund, Inc. (TCU-IAM) Program operates, the provisions of this Memorandum of Understanding (MOU) apply to TCU-IAM Job Corps officials and staff, and Center Directors (including designees). No deviations from the MOU are authorized without the specific and written approval of the Job Corps National Director.

Wherever the acronym TCU-IAM appears throughout this MOU, it represents the TCU-IAM Job Corps program. Should any differences exist between this MOU and the Statement of Work (SOW) for TCU-IAM, the provisions of the SOW take precedence.

1. PURPOSE
This document constitutes a working agreement between TCU-IAM and the ___________ Job Corps Center Director entered into this ___________ day of ___________, 20___. (Appropriate signatures are required at the end of this Agreement.)

2. CENTERS, PROGRAMS, SLOTS, AND RATIOS
TCU-IAM must provide contracted advanced career technical training instructors at 9 centers, totaling 900 slots (these figures are valid as of January 2014).

<table>
<thead>
<tr>
<th>TCU-IAM Advanced Training Programs</th>
<th>Number</th>
<th>Slots</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atlanta</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Excelsior Springs</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Gary</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Hubert Humphrey</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Potomac</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>St. Louis</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>San Jose</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Shriver</td>
<td>1</td>
<td>100</td>
</tr>
</tbody>
</table>

To modify any of the above figures, TCU-IAM is required to follow the Career Technical Training Change Request process established by the Office of Job Corps (PRH Change Notice No. 05-17 and PRH Appendix 307), in conjunction with Job Corps Regional Offices (ROs) and Center Directors. All changes in any of the above categories must be reflected through fully executed contract modifications initiated by the National Office of Job Corps (NOJC).
Unless a formal deviation of slots has been approved by the National Office of Job Corps (NOJC), TCU-IAM must offer training programs in accordance with the student/instructor ratios listed below.

<table>
<thead>
<tr>
<th>TCU-IAM Training Program</th>
<th>Total Slots per Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Advanced Programs, to include:</td>
<td>100</td>
</tr>
<tr>
<td>Transportation Services Worker</td>
<td></td>
</tr>
<tr>
<td>Rail Mechanical Services Worker</td>
<td></td>
</tr>
<tr>
<td>Machinist, Rail Worker</td>
<td></td>
</tr>
</tbody>
</table>

3. BASIC RESPONSIBILITIES FOR PROGRAMS AND SERVICES

TCU-IAM, in collaboration with centers where TCU-IAM programs operate and provide services, and to the extent that adequate resources are made available, must provide all necessary administrative and training personnel, services, off-center administrative facilities and materials, and staff travel and subsistence required to accomplish contracted training services with Job Corps. TCU-IAM must deliver these in accordance with the:

- Workforce Innovation and Opportunity Act (WIOA);
- Job Corps Policy and Requirements Handbook (PRH), as well as other Job Corps instructions and policy issuances
- Career Development Services System (CDSS)
- Memorandum of Understanding (MOU) signed by a TCU-IAM Executive or designee and each Center Director or designee where TCU-IAM operates career technical training programs

The following are specific responsibilities for TCU-IAM and all Center Directors where TCU-IAM programs exist:

a. NTC Operation Plan – TCU-IAM must develop, in conjunction with centers and Regional Offices (ROs), as appropriate, an Operation Plan and submit it to the Job Corps NTC Contracting Officer’s Representative (COR) within 90 days of the plan template being available following final definition of contract terms and award in the base year. For each option year, provided that the National Office of Job Corps (NOJC) extends the contract with TCU-IAM, TCU-IAM must revise its Operation Plan and submit a summary of all changes, if applicable, to the COR within 60 days of contract extension award. In accordance with Job Corps policy, regulations, and requirements, the Operation Plan should contain detailed descriptions of TCU-IAM’s Job Corps Program’s administrative structure, operation systems, and processes for recruitment, training, placement (including Registered Apprenticeship programs), and follow-up services to students; TCU-IAM staff qualifications and annual professional development plans, and activities to align training to the latest industry skill/training standards. The format of the Operation Plan can be similar to a Job Corps Center Plan.

b. Industry Skill/Training Standards – TCU-IAM must provide training programs that lead to high growth, high demand, and high wage positions in the transportation industry.
TCU-IAM must align all their technical training programs to the latest skills/training standards of the transportation industry.

As a contractor for advanced training programs, TCU/IAM must develop instructional materials and completion requirements that exceed the level of rigor in basic training programs in the same technical fields. The instructional and curricular materials and completion requirements must be approved by the Office of Job Corps before being executed.

c. **Training Outcomes** – TCU-IAM must provide assigned students training in career technical, career success, and applied academic skills so that they become agile workers with expanded career options, and maintain long-term attachment to the labor market or educational opportunities. Specifically, training outcomes from TCU-IAM programs must include at least one of the following categories:

(1) Students enter a Registered Apprenticeship training program leading to full journeyman status, a customized employer-based training program that leads to career opportunities

(2) Students enter a specific area of the craft/trade that pays sustainable wages and offers the opportunity for long-term employment and career advancement, or enter the U.S. Armed Forces

(3) Students enter a community college or technical training school-level program to pursue further technical training or degree-based education, if they choose not to pursue further training or job placement in the occupation for which TCU-IAM has provided the training

(4) Students earn a passing score on written and/or performance tests associated with national recognized certification and/or state licensure. Instructors certify students have completed necessary training and certification(s) to fulfill program requirements

d. **Placement Services** – To the extent that adequate resources are made available, TCU-IAM must provide initial job placement services for the period of time specific in PRH Chapter 4, 4.2, R2.a from separation, to the graduates of their programs. In addition to job placement services, TCU-IAM may also provide career transition support services to graduates, such as making arrangements for housing and transportation, where TCU-IAM has the capability to effectively deliver such services and the provisions of such services has first been coordinated with the designated career transition services (CTS) provider.

TCU-IAM instructors and field staff must work collaboratively with Job Corps regional officials and center staff to ensure that TCU-IAM-provided job placement and, as applicable, CTS, are coordinated with the development and implementation of each center’s CDSS Plan.
e. **Enrollment of Female Students and Instructors** – As an entity that provides instruction and job placement in trades predominantly occupied by males, TCU-IAM must make every effort to recruit female students to achieve meaningful improvement in the number of female graduates.

In an effort to achieve the above objective, TCU-IAM must develop and use creative and effective techniques and strategies during Outreach and Admissions (OA) and the Career Preparation Period (CPP), to educate and interest female students in careers in transportation. As applicable, TCU-IAM will work closely with Job Corps Regional Office (RO) officials, recruitment contractors, the national public relations contract staff and center staff who manages CPP about adopting such recommendations.

TCU-IAM is also encouraged to seek and develop meaningful partnerships with local, state, and national organizations that provide assistance in recruiting qualified female instructors, as vacancies occur.

Center Directors must provide assistance to TCU-IAM in these efforts.

f. **Collaboration with Other Job Corps Entities** – TCU-IAM must establish and maintain open and professional communication with the United States Department of Labor (USDOL) regional officials, center staff, center operators, and OA and CTS contractors. The National Office of Job Corps (NOJC) encourages TCU-IAM to work with all related entities referenced above, within established protocol, to address and resolve areas of concern prior to seeking the involvement of the NTC COR and the National Office of Job Corps (NOJC). TCU-IAM will conduct a minimum of one video or teleconference meeting with each USDOL Regional Director in each program year to synchronize goals, priorities, and solutions to problems.

Center Directors must provide corresponding cooperation to TCU-IAM in all areas related to TCU-IAM contracted services.

g. **Center Curriculum Development** – TCU-IAM must have appropriate staff fully participate in the curriculum development process at each center where TCU-IAM operates a career technical training program. This includes serving as an active member of the center Curriculum Development Committee and, if authorized by TCU-IAM national executive, sharing TCU-IAM-developed instructional resources, techniques, and methods that contribute to student success.

Standards-Based Education and Training – TCU-IAM must fully support the advancement to standards-based education and training across all Job Corps Centers. When fully integrated, centers will have incorporated some or all of the following components: Industry or CTT Foundations courses, student cohorts, evening studies, revised CTT schedules for students, multi-step instruction for students, and assigned collaboration time for staff. TCU-IAM will be required to participate in the associated staff development sessions and collaborative meetings, as applicable. TCU-IAM will work collaboratively with the Job Corps centers, Regional Offices (ROs), and National
Office of Job Corps (NOJC) staff to implement required Job Corps policies applicable to TCU-IAM CTT providers.

**h. Center Workforce Council and Business Community Participation** – TCU-IAM must fully support the functioning of the Center Workforce Council, and the center’s business and community activities, including the Community Relations Council, to improve the quality of career technical training programs and creating meaningful linkages with individual employers; labor and business organizations; One-Stop Centers/American Job Centers and partners; state and local Workforce Development Boards; and youth standing committees, where established.

On centers where TCU-IAM career technical training programs operate, the TCU-IAM instructors or Field Coordinator must serve as the primary contact(s) for communications with TCU-IAM affiliated unions, district council, association, or organizations and employers signatory to TCU-IAM local and national agreements. Further, TCU-IAM instructors and Field Coordinator must fully assist CTS contractors, and center staff in obtaining accurate graduate placement and upgrade verification information through CIS case notes and other methods of contact.

**i. Disability Issues** – TCU-IAM must follow all federal laws, government regulations, and Job Corps policy related to accommodations for students with disabilities. TCU-IAM will work closely with the Center Director’s designee for disability issues to ensure that students with disabilities who are interested in TCU-IAM trades are provided reasonable accommodations/modifications, if needed, to perform the trade-related skills required by the Training Achievement Records (TARs). TCU-IAM must ensure that no Job Corps student with a disability is denied entry into TCU-IAM programs for any discriminatory reason.

**j. Safety** – TCU-IAM must follow federal, state, local, center, and TCU-IAM-specific safety regulations and requirements during the technical training process, and in cooperation with center officials, ensure that all training areas are clean and well-maintained. TCU-IAM must advise the centers and NTC COR, in writing, of current industry standards and employer-partner specifications in terms of safety design, requirements, and operation in the training facilities on centers. Additionally, TCU-IAM instructors are required to 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.

**k. Recruits From Industry/Business** – As applicable, TCU-IAM must inform local unions, other established business/industry affiliates, apprenticeship committees/councils, contractors, and individual employers, of the opportunity to refer potential employees, who are eligible for Job Corps, to related TCU-IAM training at Job Corps centers. TCU-IAM staff must coordinate with the appropriate OA contractor(s) and center staff to ensure the availability of program openings prior to finalizing arrangements for potential enrollees.
Center Directors and designated staff must support TCU-IAM in such recruitment efforts.

1. **Student Selection of TCU-IAM Programs** – TCU-IAM must follow center procedures for the assignment of students to advanced career technical programs. To the greatest extent possible, these should include the participation of TCU-IAM instructors in the selection process, and providing students an opportunity to learn as much as possible about TCU-IAM specialty training programs before final selection, including an opportunity to observe and participate in daily training activities, when feasible.

As slots are available, qualified Job Corps students will apply to TCU/IAM programs through their designated centers. These students are required to meet the eligibility criteria outlined in PRH Chapter 3, 3.14, R6.

Center Directors and/or designated staff must collaborate with TCU-IAM staff to ensure eligible candidates are able to enroll into the advanced training programs.

**m. Enrollment Criteria for TCU-IAM Programs** – The specific selection criteria for students participating in TCU-IAM training programs are as follows:

(1) **Age**

No student can be denied access to a TCU-IAM program because of age. However, because most TCU-IAM programs and related employers, as a condition of employment in the transportation industry, require applicants to be at least 18 years of age, and certain TCU-IAM trades have significant safety-related responsibilities, the Center Director, or his/her designee, and TCU-IAM instructor(s)/Field Coordinator must jointly address these issues. Based upon relevant factors, particularly student safety, but also including demographics and employment opportunities, a solution must be agreed upon that will not adversely impact students or TCU-IAM performance.

(2) **Driver’s License**

Students in TCU-IAM programs must be provided every opportunity to obtain a valid driver’s license before they graduate. Employers in the industries served by these programs consider a driver’s license an essential tool in securing and maintaining employment. Students who had their driver’s licenses revoked due to previous violations, etc. must not be enrolled in TCU-IAM programs requiring a license as a condition of employment.

(3) **Health**

Unless the Center Physician determines that participation in a particular program would be a direct threat to the student, other students and/or the instructor, the condition of a student’s health must not be a factor affecting his/her participation in a TCU-IAM trade. In this regard, and in accordance with Job Corps Program
Instruction No. 01-11, dated November 27, 2001, TCU-IAM is not authorized to collect information, formally or otherwise, regarding the health, disability status, or history of a potential enrollee, or a student who has or has not, as yet, entered a TCU-IAM trade. These matters are solely within the purview of the Center Physician (see PRH, Appendix 302).

The center must maintain a Respirator Medical Evaluation Program in compliance with OSHA (29 CFR, Part 1919.134 App. C). Students must be approved for training by the Center Physician prior to the student’s assignment to applicable TCU-IAM training programs. A copy of the signed approval must be provided to the TCU-IAM instructor for his/her records.

Once a student is enrolled in a TCU-IAM program, the Center Physician and wellness staff are responsible for immediately notifying TCU-IAM instructors when a student’s health condition, including prescribed medication, may be aggravated by certain training activities or environmental conditions associated with particular training activities.

For students with disabilities who have a reasonable accommodation plan, TCU-IAM instructors will ensure that the reasonable accommodations/modifications indicated in the plan and provided by the center operator are made available during training. The center disability coordinator will inform TCU-IAM instructors and/or the supervisors of the existence of an accommodation plan for a particular student.

(4) Academics

Academics - Students must meet the requirements for advanced training, including a proficiency level in reading and math that will enable learning in the TCU/IAM trade, understanding and following instructions, and where applicable, adhering to safety regulations and procedures. These proficiencies are particularly essential for trades that require the proper use of power tools, equipment, machinery, and adherence to specific Occupational Safety and Health Administration (OSHA)/industry safety guidelines. The contractor will work closely with center staff to ensure every student is given an opportunity to become proficient, in order to succeed in the advanced training programs for transportation.

(5) TCU/IAM Specific Enrollment Requirements

TCU/IAM is authorized to establish and implement additional specific enrollment requirements for students, in accordance with prevailing transportation industry labor standards and employment practices, and with approval from the Office of Job Corps. Job Corps centers are expected to comply with TCU/IAM specific enrollment requirements when transferring students to this NTC.
4. **STUDENT TRAINING**

   a. **Career Preparation Period (CPP)** – During the CPP, TCU-IAM instructors may assist and collaborate with center staff to train all students to learn, demonstrate, and practice personal responsibility and career success skills required at the workplace.

   b. **Career Development Period (CDP)** – TCU-IAM instructors must work collaboratively with center officials and staff to ensure that student learning and training experiences, including those arranged through employer partnerships, meet center-based and Work-Based Learning (WBL) standards described in the PRH.

(1) **TCU/IAM Work Experience Program (WEP) and Federal Internship Training Program (FITP)** – These programs are intended to assist TCU/IAM students through the transition from classroom instruction to actual on-the-job working conditions. If TCU/IAM determines that the student will have insufficient funds to successfully complete WEP or FITP and make the transition to independent living, TCU/IAM may use their contract funds, if available, to provide additional assistance such as lodging, meals, transportation, clothing, or other job-related expenses.

   If it is determined that the student will require additional financial assistance beyond the normal WEP period (30 work days), TCU/IAM may, with prior approval of the NTC COR, provide additional financial assistance for the COR approved extension period.

(2) **Assessing Student Readiness for Work-Site Assignments** – During the Career Development Period, there must be a process for determining each student’s readiness to benefit from work-site experience. This process includes input from all relevant components at the Job Corps center, including TCU-IAM instructors.

(3) **Standards-Based Education in Work Experience** – TCU/IAM instructors and field staff must work cooperatively with center officials and staff to make working opportunities viable learning experiences that incorporate Job Corps applied academic standards for the transportation industry. In this regard, TCU/IAM instructors will be actively involved in the development and teaching, including coordinated instruction and team teaching, of lessons that include transportation industry applied academic standards. TCU/IAM instructors will also use evidence-based instructional approaches identified by Job Corps to support standards-based training to the extent funding is available.

(4) **Management of Class Size** – Generally, centers must not backfill TCU/IAM career technical training slots occupied by students that have been assigned a working assignment, except in those situations where the student(s) will be separating from Job Corps (i.e., for employment) within two weeks after completing the working assignment. However, in this regard, every effort must be made to avoid situations where TCU/IAM instructors have very few students in their class over an extended period of time. TCU/IAM will ensure that the staff to student ratio is maintained at
the contracted level at all times. If class sizes drop below 60%, TCU/IAM instructors must assist with the following:
• monitoring existing WEP sites, and helping to develop new sites
• strengthening working relationships with local unions, district councils, employer organizations, and individual employers/contractors
• working with Job Corps entities to plan and establish various career technical training clusters
• working with academic instructors to develop relevant academic lessons
• providing short-term (up to 10 days) introductory training to students on the waiting list for TCU/IAM’s advanced training, who continue to have a strong desire to enter and complete

c. Related Training Issues

(1) **Realistic Working Environment** – All TCU-IAM training must be conducted in an environment and under conditions as close as possible to those found in the transportation industry, and, as applicable, must be the same as required for apprentices as outlined in the craft Apprenticeship Training Standards published by the USDOL’s Office of Apprenticeship, when such training standards exist.

(2) **TAR Completion and Certification/Apprenticeship Enrollment Test** – TCU-IAM must ensure instructional materials are upgraded as necessary to remain aligned with the latest transportation industry and/or apprenticeship skills/training standards. TCU-IAM TAR(s) must be developed and formatted in a manner consistent with these standards.

TCU-IAM must assist each student completing a TCU-IAM program to take the appropriate industry certification or qualifying test for apprenticeship training programs, if applicable.

(3) **Career Success Skills** – Throughout their training, students will be taught the importance of attaining and applying the career success and applied academic standards listed in each TAR. They will be provided assistance and support in mastering and demonstrating these skills during their career technical training experience, including actual work experiences.

(4) **Scheduling** – TCU-IAM staff must work closely with center staff to develop student schedules. Every effort must be made to schedule students to attend career technical classes for the maximum period per day, including an appropriate amount of time for lunch. However, the training day may be less than the traditional eight hours to accommodate activities that clearly and directly support students’ success in securing and retaining training-related employment. For example, the time required by both academic and TCU-IAM instructors to plan for curriculum integration, establishing mentoring arrangements and WBL sites with employers, fall into this category. Such exceptions notwithstanding, and in accordance with the PRH, “Centers must: develop a schedule which ensures that, prior to graduation, students receive substantial
practice and experience in working an 8-hour day, or working hours and conditions consistent with the anticipated workforce.”

(5) **Hands-on Training vs. Classroom Instruction** – Hands-on training and related shop-classroom instruction must be divided approximately 70% and 30%, respectively.

(6) **Training Week** – A standard training week must be 40 hours, Monday through Friday, excluding center-observed holidays.

(7) **Length of Training** – TCU-IAM must require students to receive technical training in a time frame commensurate with typical industry time requirements for technical training, before being eligible for graduation. The TCU-IAM instructor has the responsibility to determine when a student has satisfactorily completed all training requirements and is capable of performing pre-apprenticeship level skills at a training-related work site.

(8) **TCU-IAM Instructor Supervision** – During the training period, TCU-IAM instructors must be responsible for:

- *Center Safety and Occupational Health Plan*, as well as industry, state, local, and OSHA trade-related safety rules, regulations, and standards
- Center rules and regulations, including those pertaining to safety
- Student conduct standards
- Student accountability, including and especially during CTST projects and activities

TCU-IAM instructors must work closely with the Center Safety Officer, and the Health and Wellness Manager/Administrator, on all matters concerning the health and safety of students.

d. **Student Conduct Standards**

(1) **Student Conduct Standards** – TCU-IAM staff must use Center Director-established student conduct standards and disciplinary procedures as the basis for dealing with any significant student problem while in career technical training.

(2) **Suspension and Dismissal of Students for Safety and Disciplinary Reasons** – To prevent injuries to students/instructors, TCU-IAM instructors have the authority to immediately suspend from class a student who has violated safety/disciplinary rules or regulations. In these situations, TCU-IAM instructors must advise the Center Director of the action taken as soon as practicable, with adequate documentation. Further, TCU-IAM instructors must recommend to the Career Technical Training Manager and Center Director the permanent removal of students from TCU-IAM trades who continue to disregard safety rules and procedures, with adequate documentation.
TCU-IAM instructors must be part of the center’s process for determining the readmission of such students to TCU-IAM classes.

e. Student-Related Activities

(1) **Involvement With Center Activities** – TCU-IAM instructors must be actively involved with center officials and staff in helping to establish programs, activities, and training conducted during the CPP as defined in PRH Chapter 2.

(2) **Evaluation of Student Progress Panel** – TCU-IAM instructors must actively participate in the Evaluation of Student Progress (ESP) panels for students enrolled in TCU-IAM training programs. TCU-IAM and center staff will work cooperatively to ensure that the scheduling of these activities results in the least disruption to career technical training classes.

(3) **Coordination of CTS for Graduating Students** – TCU-IAM instructors must notify appropriate center staff, on a timely basis, when students are within 60 days of career technical training completion, so that career transition planning can be initiated. However, in those instances when a training-related job becomes available on short notice, particularly a Registered Apprenticeship opportunity, TCU-IAM instructor and center management must work expeditiously to ensure that the scheduling of career transition readiness activities is not a deterrent to the job-related placement of the graduate. In this situation, every effort will be made to provide departing graduates with transition allowances and WBL funds, ensure that they receive all appropriate transitional services, and where applicable, meet with assigned CTS staff.

(4) **Driver Education** – TCU-IAM must work closely with Center Directors in support of each center’s responsibility to provide driver’s education training for all eligible students beginning in the CPP. This is especially important for those students assigned to the transportation trades. TCU-IAM must make every effort to collaborate with center management to help students attain a valid driver’s license or learner’s permit before graduation.

5. **TCU-IAM STAFF RESPONSIBILITIES**

a. **TCU-IAM Field Staff/Coordinators**

(1) **Monitoring Performance** – TCU-IAM field staff must be fully knowledgeable about the performance of TCU-IAM programs and instructors. As required by the Career Technical Training Reporting and Improvement System (CTTRIS), for individual training programs performing below established standards or on probation, TCU-IAM field staff must work collaboratively with the instructor, as well as center and regional staff, to develop, implement, and monitor Program Improvement Plans (PIPs). TCU-IAM field staff must actively participate in the Regional Appeal Process for their programs facing sanctions, including closure and reduction. In this regard, also, slot utilization is a cost-effectiveness issue that must continually be monitored. When
warranted, TCU-IAM field staff must collaborate with centers and Regional Offices (ROs) to effectively address issues related to slot utilization.

To ensure effective and efficient use of resources, TCU-IAM field staff will first make productive use of all available means of communication, including electronic, and fully assess performance reports generated by the Job Corps Data Center and TCU-IAM, before center visits are planned. Center travel must be limited to situations where face-to-face contact is absolutely essential.

(2) **Technical Assistance** – TCU-IAM will supply structured training in classroom management. Instructors will be expected to deal effectively with a wide range of student behaviors. When necessary, regional field staff must provide additional training in a timely fashion.

(3) **Interaction With Center Activities** – TCU-IAM field staff must ensure that TCU-IAM instructors are contributing to the effectiveness of the center CDSS Plan, and the goals of the overarching program. Performance standards must reflect a team approach with center and career transition staff to ensure students have every opportunity to achieve their goals.

(4) **Actions on Staff Issues** – Where significant problems associated with a particular TCU-IAM instructor are verified, either in the performance of his/her basic responsibilities or as a participant in other center activities and programs, TCU-IAM field staff must take immediate and appropriate corrective action. If warranted, such action may ultimately include the permanent removal of a TCU-IAM instructor. However, before a final decision of this type is made, the Center Director and assigned regional COR/Project Manager must be notified. These individuals will have the opportunity to expeditiously assess the impact of such a decision on the operations and administration of the center, and to share this information with the appropriate TCU-IAM official(s) for consideration prior to a final decision being made by TCU-IAM.

(5) **Business Linkages** – TCU-IAM field staff must play a vital role in establishing meaningful relationships with business agents and other local union officials, business councils, and affiliated organizations in labor markets where students return to seek employment in the transportation industry. Such efforts are intended to promote and establish Registered Apprenticeship and other career opportunities for qualified graduates.

(6) **Communication With Center Directors During Visits** – As stated above, while effective use of desk monitoring, conference calls, and e-mail is strongly encouraged, TCU-IAM field staff will visit centers, when justified. To the extent practicable in these situations, the Center Director must be notified in advance of visits. Further, following each visit, TCU-IAM field staff must conduct an exit conference with the Center Director, or his/her designee, and other officials, as appropriate, to review
significant findings, and address issues affecting program performance, particularly if
the program is on probation and/or under a PIP.

(7) Communication With Regional CORs/Project Managers – TCU-IAM field staff
must also establish and maintain contact with appropriate Regional CORs/Project
Managers concerning TCU-IAM programs and instructor performance, as well as
significant findings/issues resulting from monitoring that could not be resolved at the
center level. TCU-IAM field staff is strongly encouraged to share monitoring reports
with appropriate project managers, especially for those programs on probation and/or
under a PIP.

(8) Meeting with Regional Directors – TCU-IAM field staff and their executives must
meet with the Regional Directors via teleconferencing or videoconferencing at least
once each program year to share Labor Market Information and economic factors that
impact TCU-IAM program performance, review program outcomes, and discuss
program change options, etc.

b. NTC Instructors

While TCU-IAM instructors perform as part of a TCU-IAM national contract, they shall
cooperate with and be a part of the center and its operation. As required of all center
staff, TCU-IAM instructors must function as mentors, models, and monitors of all Career
Success Standards when working with students. In addition, they must be active partners
with center staff in evaluating student progress and meeting students’ needs in support of
their social and career development.

(1) Career Technical Training – TCU-IAM instructors must plan, deliver, and evaluate
career technical training to Job Corps students in various specialty areas, including
both classroom instruction (theory learning) and hands-on practices. Instructors are
expected to provide students the opportunity to complete all required Training
Achievement Records (TARs) in their chosen program. They are also expected to
train students to be sufficiently competent to enter: a Registered Apprenticeship
training program; a high growth/high demand/high wage occupation for career
development; a community/technical college for advanced training; or the U.S.
Armed Forces, and earn a passing score on written and/or performance tests
associated with nationally recognized certification and/or state licensure, as
applicable.

(2) Professional Development – To the extent that adequate resources are made
available, TCU-IAM instructors must participate in all professional development
activities sponsored by TCU-IAM, centers, Regional Offices (ROs), and the National
Office of Job Corps (NOJC), as applicable, to increase their effectiveness in
developing and delivering standards-based integrated instruction; coordinating
instruction; utilizing evidence-based instructional techniques; and implementing
effective student-engagement strategies.
(3) **Role-Modeling** – TCU-IAM instructors are expected to serve as role models for students. Any abusive or other inappropriate behavior by instructors toward students or staff, failure to properly supervise students and maintain order, effectiveness, and safety, or a disregard for center rules and regulations, will not be tolerated and will result in disciplinary action, possibly the loss of employment. TCU-IAM field and headquarters officials must take immediate and appropriate action when such incidences are verified. Where an NTC fails to respond expeditiously and adequately, the NTC COR will become involved and initiate whatever corrective actions/measures may be needed.

(4) **Communication With Center Staff** – TCU-IAM instructors must periodically communicate with other center staff who also serve TCU-IAM students in other program areas (e.g., academic and residential). The purpose of such contact is to determine if TCU-IAM students are meeting their responsibilities in these other required activities, and especially to identify students having problems that could lead to early separation if not dealt with immediately and effectively. Where this appears to be the case, the TCU-IAM instructor, acting as a role model, must endeavor to positively influence the student and steer him/her in a better direction.

The responsibility described above is in addition to TCU-IAM instructors’ participation in Evaluation of Student Progress (ESP) panels, and is primarily intended to prevent Zero Tolerance (ZT) terminations, UAs, etc., and increase the number of TCU-IAM career technical training graduates and placements.

(5) **Center Activities** – TCU-IAM instructors are expected to support and participate in pre-planned, scheduled activities/projects that have been established by center officials and staff to support center goals and objectives. Such activities/projects, which usually involve most center components, may take place outside of normal working hours, including weekends, and at sites other than the Job Corps center.

(6) **Business Linkages** – TCU-IAM instructors must play a vital role in establishing meaningful relationships with business agents and other local union officials, business councils, and affiliated organizations in labor markets where students return to seek employment. Such efforts are intended to promote and establish Registered Apprenticeships and other career opportunities for qualified graduates, and will be carried out to the extent that adequate resources are available for this purpose.

(7) **Driving Compliance** – TCU-IAM instructors must comply with all related PRH and TCU-IAM/center-specific requirements related to driving privileges for employment as well as operating NTC/Center/GSA vehicles. When requested by center officials, TCU-IAM instructors who use center vehicles must show proof of a valid driver’s license. TCU-IAM instructors will also immediately notify appropriate center officials of any changes/restrictions to their licenses, when these occur.
6. **RESOLVING ISSUES**

a. **Process for Resolving Issues** – TCU-IAM instructors must work cooperatively with Center Directors and appropriate staff to informally resolve all issues. Where necessary, these efforts must also involve the assigned Field Coordinator, TCU-IAM headquarters officials, and the regional COR/Project Manager. However, in the event that an informal resolution is not possible, the TCU-IAM leadership must immediately request the assistance of the NTC COR; concurrently, the Center Director will notify the assigned Regional COR/Project Manager to assist in the resolution process.

The NTC COR and Regional COR/Project Manager will work cooperatively and expeditiously to fully investigate matters that could not be resolved informally, and jointly render a final decision that will be binding on all parties involved. However, if this is not achievable, the Job Corps National Deputy Director will be the final arbiter. At no time during this entire process will the Center Director or NTC officials/staff, including field staff and instructors, take any action that could adversely affect the training of students in the TCU-IAM program or functioning of the center.

b. **Center Request(s) for TCU-IAM Personnel Change(s)** – In the instances where the Center Director requests permanent removal of a TCU-IAM instructor, such requests must be in writing and concurrently transmitted to the NTC COR and the designated Regional COR/Project Manager, with copies to the assigned TCU-IAM Field Coordinator and TCU-IAM executive leadership. The written communication must include the specific reason(s) justifying the request for removal, along with any documented violations of center rules, operating policy, etc., that were committed by the instructor in the past. In consultation with the organization’s human resources and legal staff, TCU-IAM will follow its policies and procedures in determining the appropriate course of action.

c. **Center Request(s) for TCU-IAM Program Change(s)** – In the instances where the Center Director requests the permanent addition or removal of a TCU-IAM training program, such requests must be submitted to the Job Corps National Office, through the Regional Director who must approve the request. All requests must be submitted in accordance with Appendix 307 - *Job Corps Career Technical Training Change Request*. The request must be developed in collaboration with the center operator, the regional COR/Project Manager, and TCU-IAM. The Job Corps National Office will make a final determination of the request after verification of all facts and reasoning in conjunction with all related parties.

d. **TCU-IAM Request(s) for Program Change(s)** – To initiate any changes to the contracted training programs (program and slots), TCU-IAM is required to follow the Career Technical Training Change Request process established by the National Office of Job Corps (NOJC), see PRH Appendix 306. Following approval from the Regional Office (RO), the National Office of Job Corps (NOJC) will make a final determination of the request after verification of all facts and reasoning in conjunction with all related parties, including centers and Regional Offices (ROs). The DOL Contracting Officer and
the NTC COR will develop and execute a Contract Modification for each TCU-IAM program change, following approval from the National Director of Job Corps.

The above four provisions apply to all Job Corps centers where TCU-IAM programs operate, including agency-operated centers.

7. PERFORMANCE

a. Annual Performance Assessment – TCU-IAM performance must be evaluated annually by Job Corps Regional Staff, the NTC COR, and other appropriate Job Corps National Office staff, using data from the Career Technical Training Report Card (CTTRC) and assessment mechanisms specific in the PRH Appendix 501d. For programs that have performed at the “unsatisfactory” level (Grade ‘D’ on the CTTRC) for one year and have been recommended by the National Office of Job Corps (NOJC) for probation, TCU-IAM must develop a Performance Improvement Plan (PIP), in cooperation with affective centers and Regional Staff. A copy of the PIP will also be submitted to the NTC COR.

TCU-IAM must work with appropriate center management and regional officials/staff to implement PIPs so that performance outcomes of such programs in the following program year will be elevated to the “average” level (Grade ‘C’), at a minimum. For programs that have performed at the “unsatisfactory” level (Grade ‘D’) for two consecutive years, and recommended by the National Office of Job Corps (NOJC) for closure or slot reduction, TCU-IAM can develop, in close cooperation with related centers, an appeal to file with the National Office of Job Corps (NOJC). Following the appeal process, the National Office will render a final decision, which could result in program closure or slot reductions.

b. Registered Apprenticeship and Industry-Based Placements – TCU-IAM must develop and maintain a productive and meaningful relationship with associated local unions, Registered Apprenticeship programs, district councils, national/regional/local business-industry organizations, and individual employers that can place Job Corps graduates into Registered Apprenticeship training programs and other meaningful career opportunities that offer sustainable wages. In addition to meeting all performance expectations stipulated in PRH Appendix 501d, TCU-IAM staff are expected to annually increase graduate placement into Registered Apprenticeship programs and/or industry-based training programs or employment, based on historical data and realistic projections and with consideration of local, regional, and national economic conditions impacting the transportation industry.

Where applicable, TCU-IAM must collaborate with specific employers to develop and implement training programs/modules tailored specifically to their labor needs.

Job Corps centers are expected to cooperate with TCU-IAM in placing graduates in Registered Apprenticeship programs and training-related jobs. In this regard, it is particularly important for centers to ensure that prior to graduation TCU-IAM students have an opportunity to secure a valid driver’s license.
8. REQUIREMENTS FOR FACILITY, EQUIPMENT, AND SUPPORT SERVICES

In consultation with appropriate unions, industry groups, individual employers, and OSHA (as well as state and local OSHA counterparts), TCU-IAM must determine the equipment, tools, materials, and supplies necessary to ensure quality training and protect students'/instructors’ safety and health. As appropriate, these activities will be coordinated with the Center Safety Officer and/or the Health and Wellness Manager/Administrator.

The Center Operator must provide TCU-IAM with appropriate and adequate career technical shop training, administrative space, and the support services described below. Subject to a center’s fire, security, and related safety policies, TCU-IAM will be responsible for maintaining security of the assigned space during training hours – including the establishment of a limited access policy.

TCU-IAM must work cooperatively with centers to implement these policies to ensure effective maintenance, stewardship, and accountability of government-owned personal property during normal TCU-IAM operation hours and in accordance with all government property management regulations and requirements.

The center operator must provide TCU-IAM, at no cost, the following equipment and support services as part of the center operator’s contract.

   a. Shop and career technical training equipment, materials, and supplies (a detailed listing of equipment by TCU-IAM for each career technical training program that they offer at a specific center must be included as part of the MOU) (Desks and chairs for classrooms will also be provided.)

   b. Reasonable accommodations/modifications, where needed, to provide students with disabilities the opportunity to successfully complete the TAR(s) required in the trade

   c. Acquisition, maintenance, repair, and replacement of career technical and administrative equipment

   d. Telephone installation in instructor offices and ongoing service, including local and long distance service, in support of providing job development, placement, transition support services, follow-up activities, and for other official Job Corps business (In addition, cell phones will be provided to TCU-IAM instructors when working with students off center, or at remote areas on center, to ensure that the need for medical/emergency support can be quickly communicated.)

   e. Fax and copying services in instructor offices (Where this is not possible, other arrangements must be in place that are convenient for instructors to use such services.)

   f. Safe and adequately equipped vehicles to support training activities/projects

   g. Mail (postage)
h. Trash and garbage collection

i. Utilities

j. Locking file cabinets

k. Computer equipment (This includes hardware and software in each TCU-IAM instructor’s office, capable of accessing the Internet, CIS3g, CTS, and the Job Corps Community Website. It also includes hardware and software in each TCU-IAM classroom/shop, capable of accessing the Internet, to support student learning. Instructors will also be provided with a printer. Computer training, if scheduled for center staff, must also be made available to TCU-IAM staff.)

l. DVD/CD players, VCRs, monitors, and related equipment, as necessary, to support training

m. Transportation and meals for students participating in CTST, WBL, and other work-experience activities

n. Fire protection and OSHA-approved safety programs at career technical facilities

o. OSHA-required safety equipment (e.g., eye, hand, face, and fall protection), and other personal protective equipment that is required in the trade and meets OSHA and industry standards

p. The provision of Federal Tax Credit Conditional Certifications for eligible graduates, prior to separation, as long as these programs continue to be statutorily authorized and target-group documentation is accessible

q. Student career technical training clothing including, where applicable, special and foul weather clothing, hard-toed safety shoes, and replacement items, including those students who may be assigned by the center above the contracted class/surge level (Clothing provided must have the logo of the NTC clearly visible, as applicable, and when financially feasible.)

r. Appropriate attire for WBL and WEP assignments and, as applicable, requirements imposed by OSHA, state law, and industry standards, as well as the specific job site

s. Immediate and accurate entry into the CIS, the following TCU-IAM-provided information/data: (a) career technical student data, including entry dates and completion status, as they occur; (b) any and all corrections, when notified by TCU-IAM along with verification to TCU-IAM when the corrections are made; and (c) placement results, as determined by the center or as provided by TCU-IAM

t. Copies of the 6-78 Forms and CTTRC 10 and 20 Reports, or subsequently developed career technical training performance reports, on a regular and timely basis, and provision of quality staff training regarding the CTTRC reports, when necessary
u. Shipping tool kits to students, when required by TCU-IAM programs

v. Transportation to and from WBL, industry/trade certification-accreditation sessions/tests, and job interviews

w. Consistent with the Center CDSS Plan, as described in the PRH, TCU-IAM staff will be a part of all training designated for career technical instructors, including standard First-Aid and CPR

x. Secretarial/clerical assistance, when the need is justified

y. Security for career technical training facilities, including on-center CTST sites, outside of normal working hours

9. **TRAINING MATERIALS AND SUPPORT**

a. **Instructional Materials** – TCU-IAM must provide each student and instructor with instructional materials and publications, as necessary, to adequately conduct quality career technical training. Training-related courseware (CD-ROM or Internet-based) or videos that have proven to be successful in supporting classroom instruction will also be made available by TCU-IAM, as well as an updated listing of Internet websites that contribute to student learning and the professional development of TCU-IAM instructors.

b. **Student Tool Kits** – TCU-IAM must provide tool kits for students in training, in accordance with established policy in the PRH. Tool kits must be made available at no cost to TCU-IAM students who successfully complete career technical training and obtain a job training match upon initial placement. A copy of approved tool lists must be provided to Center Directors by TCU-IAM.

The NTCs will work in partnership with the Center Director to ensure that the tool kits meet, as much as practicable, the needs of the industries involved so that students can be successful in securing and retaining training-related jobs.

10. **AUTOMATED CAREER TRANSITION SYSTEM (CTS)**

It is imperative that TCU-IAM comply with Job Corps policies (Program Instructions No. 06-08 and No. 06-25) to safeguard students’ Personally Identifiable Information (PII), and use the CDSS Suites of Job Corps’ Center Information System (CIS3g) exclusively for all data purposes related to recruitment, training, placement, follow-up, and other student services. TCU-IAM must also protect students’ PII in all the paper-based documents, including TARs, in accordance with Job Corps policies and procedures.

Center Directors must collaborate with and provide assistance to TCU-IAM to meet this important requirement.
a. **Data Entry into CTS** – TCU-IAM instructors and field staff/coordinators must be responsible for the timely and accurate entry of the following data into the automated Career Transition System.

(1) Post-center contact with graduates including updated graduate contact information, job development, referral and placement activity, and transition support needs and services provided.

(2) Upgraded information related to graduates, especially acceptance into Registered Apprenticeship programs, wage increases, and job training match data.

b. **Verification of Placement Data by CTS Providers** – Each Career Transition Services (CTS) provider assigned a TCU-IAM graduate is responsible for verifying the placement when TCU-IAM records such accomplishment in the CTS. Verification activities must be initiated by the CTS provider in a timely manner and, when this process is fully completed, the CTS provider has the responsibility to report the verified placement to the CIS as expeditiously as possible.

c. **Resolving Issues With CTS Providers** – If a CTS provider routinely delays the verification and/or placement reporting process, TCU-IAM must report this matter to the appropriate official in the CTS provider organization, the Center Director, and the assigned Regional COR/Project Manager, in an attempt to correct the problem. Where this is not successful, the NTC COR will be notified in writing including, at a minimum, the following information:

(1) The name of the CTS-provider (contractor) organization involved, and the dates and names of the organization’s official(s) contacted by TCU-IAM to resolve the delays.

(2) The TCU-IAM graduate’s name, student identification number, the date the placement was recorded in the CTS reporting system by TCU-IAM, and how many calendar days it took for the CTS provider to
   a. complete the verification process, and
   b. record the verified placement in the CTS.

Other pertinent information should be reported, such as: delay(s) that extend beyond the window for recording placements; the impact on annual performance results, and, if applicable, the future of the specific TCU-IAM training program where the student completed training.

11. **ADMINISTRATIVE PROVISIONS**

a. **TCU-IAM Staff Leave Provisions**

(1) **Workday** – The workday (starting and ending times) must be in accordance with center policy.
(2) **Annual Leave** – With the exception of emergencies, leave must be scheduled and coordinated with the Center Director sufficiently in advance to ensure that there is no adverse effect on center operations and that quality student instruction continues uninterrupted. Actual approval of annual leave is the responsibility of TCU-IAM and may be granted only after timely notification has been provided to the Center Director, or his/her designee, and their comments have been carefully considered by TCU-IAM.

(3) **Sick Leave** – To the extent practicable, TCU-IAM instructors are expected to notify the Center Director, or his/her designee, prior to the first scheduled class when sick leave must be taken.

(4) **Overtime** – No overtime or center holiday work will be performed unless requested in writing by the government and accepted by the NTC; overtime pay, when approved, will be reimbursed at the rate established for the area in which the work is performed.

b. **Substitute Instructors**

The Center Director must provide qualified substitutes for up to the first 10 working days that a TCU TCU-IAM instructor is on sanctioned leave, or where there is an unexpected termination or resignation of a TCU-IAM instructor. After the first 10 working days, TCU-IAM is responsible for providing a qualified substitute or, as warranted, hiring a fully qualified replacement instructor.

c. **Time Sheet Verification**

TCU/IAM maintains full responsibility for ensuring the accuracy of employee time and attendance records, and conducting regularly scheduled audits.

12. **SIGNATURES**

Name and Title of Center Director or Designee (Please Print)

______________________________
Signature of Center Director or Designee

Date
<table>
<thead>
<tr>
<th>Name and Title of TCU-IAM Executive or Designee (Please Print)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature of TCU-IAM Executive or Designee</td>
</tr>
<tr>
<td>Date</td>
</tr>
</tbody>
</table>
APPENDIX 302G
MEMORANDUM OF UNDERSTANDING
UNITED AUTOMOBILE WORKERS –
LABOR EMPLOYMENT AND TRAINING CORPORATION (UAW-LETC)

Where the United Automobile Workers – Labor Employment and Training Corporation Program operates, the provisions of this Memorandum of Understanding (MOU) apply to UAW-LETC Job Corps officials and staff, and Center Directors (including designees). No deviations from the MOU are authorized without the specific and written approval of the Job Corps National Director.

Wherever the acronym UAW-LETC appears throughout this MOU, it represents the UAW-LETC Job Corps program. Should any differences exist between this MOU and the Statement of Work (SOW) for UAW-LETC, the provisions of the SOW take precedence.

1. PURPOSE

This document constitutes a working agreement between UAW-LETC and the ___________ Job Corps Center Director entered into this __________ day of __________, 20___. (Appropriate signatures are required at the end of this Agreement.)

2. CENTERS, PROGRAMS, SLOTS, AND RATIOS

UAW-LETC must provide contracted basic and advanced career technical training instructors at 7 centers, totaling 1,048 slots (these figures are valid as of January 2014).

<table>
<thead>
<tr>
<th>UAW-LETC Basic and Advanced Training Programs</th>
<th>Number</th>
<th>Slots</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angel – Basic</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td>Clearfield – Basic</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Clearfield – Advanced</td>
<td>19</td>
<td>456</td>
</tr>
<tr>
<td>Clements – Basic</td>
<td>4</td>
<td>96</td>
</tr>
<tr>
<td>Clements – Advanced</td>
<td>9</td>
<td>216</td>
</tr>
<tr>
<td>Edison - Basic</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Edison – Advanced</td>
<td>4</td>
<td>96</td>
</tr>
<tr>
<td>Montgomery – Basic</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Pine Knot – Basic</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Timber Lake - Basic</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>45</td>
<td>1,048</td>
</tr>
</tbody>
</table>

To modify any of the above figures, UAW-LETC is required to follow the Career Technical Training Change Request process established by the Office of Job Corps (PRH Change Notice No. 05-17 and PRH Appendix 307), in conjunction with Job Corps Regional Offices (ROs) and Center Directors. All changes in any of the above categories will be reflected through fully executed contract modifications initiated by the National Office of Job Corps (NOJC).
Unless a formal deviation of slots has been approved by the National Office of Job Corps (NOJC), UAW-LETC must offer training programs in accordance with the student/instructor ratios listed below.

<table>
<thead>
<tr>
<th>UAW-LETC Training Program</th>
<th>Total Slots per Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Programs</td>
<td>20 or 24</td>
</tr>
<tr>
<td>Advanced Programs</td>
<td>24</td>
</tr>
</tbody>
</table>

3. **BASIC RESPONSIBILITIES FOR PROGRAMS AND SERVICES**

UAW-LETC, in collaboration with centers where UAW-LETC programs operate and provide services, and to the extent that adequate resources are made available, must provide all necessary administrative and training personnel, services, off-center administrative facilities and materials, and staff travel and subsistence required to accomplish contracted training services with Job Corps. UAW-LETC must deliver these in accordance with the:

- Workforce Innovation and Opportunity Act (WIOA)
- Job Corps Policy and Requirements Handbook (PRH), as well as other Job Corps instructions and policy issuances
- Career Development Services System (CDSS)
- Memorandum of Understanding (MOU) signed by an UAW-LETC Executive or designee and each Center Director or designee where UAW-LETC operates career technical training programs

The following are specific responsibilities for UAW-LETC and all Center Directors where UAW-LETC programs exist:

a. **NTC Operation Plan** – UAW-LETC must develop, in conjunction with centers and Regional Offices (ROs), as appropriate, an *Operation Plan* and submit it to the Job Corps NTC Contracting Officer’s Representative (COR) within 90 days of the plan template being available following final definition of contract terms and award in the base year. For each option year, provided that the National Office of Job Corps (NOJC) extends the contract with UAW-LETC, UAW-LETC must revise its *Operation Plan* and submit a summary of all changes, if applicable, to the COR within 60 days of contract extension award. In accordance with Job Corps policy, regulations, and requirements, the *Operation Plan* should contain detailed descriptions of UAW-LETC’s Job Corps Program’s administrative structure, operation systems, and processes for recruitment, training, placement (including Registered Apprenticeship programs), and follow-up services to students; UAW-LETC staff qualifications and annual professional development plans, and activities to align training to the latest industry skill/training standards. The format of the *Operation Plan* can be similar to a Job Corps Center Plan.

b. **Industry Skill/Training Standards** – UAW-LETC must provide training programs that lead to high growth, high demand, and high wage positions in the automotive industry. UAW-LETC must align all their technical training programs to the latest skills/training standards of those industries.
As a contractor for advanced training programs, UAW-LETC must develop instructional materials and completion requirements that exceed the level of rigor in basic training programs in the same technical fields. The instructional and curricular materials and completion requirements must be approved by the Office of Job Corps before being executed.

c. **Training Outcomes** – UAW-LETC must provide assigned students training in career technical, career success, and applied academic skills so that they become agile workers with expanded career options, and maintain long-term attachment to the labor market or educational opportunities. Specifically, training outcomes from UAW-LETC programs must include at least one of the following categories:

(1) Students enter a Registered Apprenticeship training program leading to full journeyman status, a customized employer-based training program that leads to career opportunities

(2) Students enter a specific area of the craft/trade that pays sustainable wages and offers the opportunity for long-term employment and career advancement, or enter the U.S. Armed Forces

(3) Students enter a community college or technical training school-level program to pursue further technical training or degree-based education, if they choose not to pursue further training or job placement in the occupation for which UAW-LETC has provided the training

(4) Students earn a passing score on written and/or performance tests associated with national recognized certification and/or state licensure. Instructors certify students have completed necessary training and certification(s) to fulfill program requirements

d. **Placement Services** – To the extent that adequate resources are made available, UAW-LETC must provide initial job placement services for the period of time specific in PRH Chapter 4, 4.2, R2.a from separation, to the graduates of their programs. In addition to job placement services, UAW-LETC may also provide career transition support services to graduates, such as making arrangements for housing and transportation, where UAW-LETC has the capability to effectively deliver such services and the provisions of such services has first been coordinated with the designated career transition services (CTS) provider.

UAW-LETC instructors and field staff must work collaboratively with Job Corps regional officials and center staff to ensure that UAW-LETC-provided job placement and, as applicable, CTS, are coordinated with the development and implementation of each center’s CDSS Plan.

e. **Enrollment of Female Students and Instructors** – As an entity that provides instruction and job placement in trades predominantly occupied by males, UAW-LETC must make
every effort to recruit female students to achieve meaningful improvement in the number of female graduates.

In an effort to achieve the above objective, UAW-LETC must develop and use creative and effective techniques and strategies during Outreach and Admissions (OA) and the Career Preparation Period (CPP), to educate and interest female students in careers in automotive. As applicable, UAW-LETC will work closely with Job Corps Regional Office (RO) officials, recruitment contractors, the national public relations contract staff and center staff who manage CPP about adopting such recommendations.

UAW-LETC is also encouraged to seek and develop meaningful partnerships with local, state, and national organizations that provide assistance in recruiting qualified female instructors, as vacancies occur.

Center Directors must provide assistance to UAW-LETC in these efforts.

f. **Collaboration with Other Job Corps Entities** - UAW-LETC must establish and maintain open and professional communication with the United States Department of Labor (USDOL) regional officials, center staff, center operators, and OA and CTS contractors. The National Office of Job Corps (NOJC) encourages UAW-LETC to work with all related entities referenced above, within established protocol, to address and resolve areas of concern prior to seeking the involvement of the NTC COR and the National Office of Job Corps (NOJC). UAW-LETC will conduct a minimum of one video or teleconference meeting with each USDOL Regional Director in each program year to synchronize goals, priorities, and solutions to problems.

Center Directors must provide corresponding cooperation to UAW-LETC in all areas related to UAW-LETC contracted services.

g. **Center Curriculum Development** – UAW-LETC must have appropriate staff fully participate in the curriculum development process at each center where UAW-LETC operates a career technical training program. This includes serving as an active member of the center Curriculum Development Committee and, if authorized by UAW-LETC national executive, sharing UAW-LETC-developed instructional resources, techniques, and methods that contribute to student success.

Standards-Based Education and Training – UAW-LETC must fully support the advancement to standards-based education and training across all Job Corps Centers. When fully integrated, centers will have incorporated some or all of the following components: Industry or CTT Foundations courses, student cohorts, evening studies, revised CTT schedules for students, multi-step instruction for students, and assigned collaboration time for staff. UAW-LETC will be required to participate in the associated staff development sessions and collaborative meetings, as applicable. UAW-LETC will work collaboratively with the Job Corps centers, Regional Offices (ROs), and National Office of Job Corps (NOJC) staff to implement required Job Corps policies applicable to UAW-LETC CTT providers.
h. Center Workforce Council and Business Community Participation – UAW-LETC must fully support the functioning of the Center Workforce Council, and the center’s business and community activities, including the Community Relations Council, to improve the quality of career technical training programs and creating meaningful linkages with individual employers; labor and business organizations; One-Stop Centers/American Job Centers and partners; state and local Workforce Development Boards; and youth standing committees, where established.

On centers where UAW-LETC career technical training programs operate, the UAW-LETC instructors or Field Coordinator must serve as the primary contact(s) for communications with UAW-LETC affiliated unions, district council, association, or organizations and employers signatory to UAW-LETC local and national agreements. Further, UAW-LETC instructors and Field Coordinator must fully assist CTS contractors, and center staff in obtaining accurate graduate placement and upgrade verification information through CIS case notes and other methods of contact.

i. Disability Issues – UAW-LETC must follow all federal laws, government regulations, and Job Corps policy related to accommodations for students with disabilities. UAW-LETC will work closely with the Center Director’s designee for disability issues to ensure that students with disabilities who are interested in UAW-LETC trades are provided reasonable accommodations/modifications, if needed, to perform the trade-related skills required by the Training Achievement Records (TARs). UAW-LETC must ensure that no Job Corps student with a disability is denied entry into UAW-LETC programs for any discriminatory reason.

j. Safety – UAW-LETC must follow federal, state, local, center, and UAW-LETC-specific safety regulations and requirements during the technical training process, and in cooperation with center officials, ensure that all training areas are clean and well-maintained. UAW-LETC must advise the centers and NTC COR, in writing, of current industry standards and employer-partner specifications in terms of safety design, requirements, and operation in the training facilities on centers. Additionally, UAW-LETC instructors are required to 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.

k. Recruits From Industry/Business – As applicable, UAW-LETC must inform local unions, other established business/industry affiliates, apprenticeship committees/councils, contractors, and individual employers, of the opportunity to refer potential employees, who are eligible for Job Corps, to related UAW-LETC training at Job Corps centers. UAW-LETC staff must coordinate with the appropriate OA contractor(s) and center staff to ensure the availability of program openings prior to finalizing arrangements for potential enrollees.

Center Directors and designated staff must support UAW-LETC in such recruitment efforts.
1. **Student Selection of UAW-LETC Programs** – UAW-LETC must follow center procedures for the assignment of students to basic and advanced career technical programs. To the greatest extent possible, these should include the participation of UAW-LETC instructors in the selection process, and providing students an opportunity to learn as much as possible about UAW-LETC specialty training programs before final selection, including an opportunity to observe and participate in daily training activities, when feasible.

As slots are available, qualified Job Corps students will apply to advanced UAW-LETC programs through their designated centers. These students are required to meet the eligibility criteria outlined in PRH Chapter 3, 3.14, R6.

Center Directors and/or designated staff must collaborate with UAW-LETC staff to ensure eligible candidates are able to enroll into the advanced training programs.

**m. Enrollment Criteria for UAW-LETC Programs** - The specific selection criteria for students participating in UAW-LETC training programs are as follows:

(1) **Age**

No student can be denied access to a UAW-LETC program because of age. However, because most UAW-LETC programs and related employers, as a condition of employment in the automotive industry, require applicants to be at least 18 years of age, and certain UAW-LETC trades have significant safety-related responsibilities, the Center Director, or his/her designee, and UAW-LETC instructor(s)/Field Coordinator must jointly address these issues. Based upon relevant factors, particularly student safety, but also including demographics and employment opportunities, a solution must be agreed upon that will not adversely impact students or UAW-LETC performance.

(2) **Driver’s License**

Students in UAW-LETC programs must be provided every opportunity to obtain a valid driver’s license before they graduate. Employers in the industries served by these programs consider a driver’s license an essential tool in securing and maintaining employment. Students who had their driver’s licenses revoked due to previous violations, etc. must not be enrolled in UAW-LETC programs requiring a license as a condition of employment.

(3) **Health**

Unless the Center Physician determines that participation in a particular program would be a direct threat to the student, other students and/or the instructor, the condition of a student’s health must not be a factor affecting his/her participation in a UAW-LETC trade. In this regard, and in accordance with Job Corps Program Instruction No. 01-11, dated November 27, 2001, UAW-LETC is not authorized to
collect information, formally or otherwise, regarding the health, disability status, or history of a potential enrollee, or a student who has or has not, as yet, entered a UAW-LETC trade. These matters are solely within the purview of the Center Physician (see PRH, Appendix 302).

The center must maintain a Respirator Medical Evaluation Program in compliance with OSHA (29 CFR, Part 1919.134 App. C). Students must be approved for training by the Center Physician prior to the student’s assignment to applicable UAW-LETC training programs. A copy of the signed approval must be provided to the UAW-LETC instructor for his/her records.

Once a student is enrolled in a UAW-LETC program, the Center Physician and wellness staff are responsible for immediately notifying UAW-LETC instructors when a student’s health condition, including prescribed medication, may be aggravated by certain training activities or environmental conditions associated with particular training activities.

For students with disabilities who have a reasonable accommodation plan, UAW-LETC instructors will ensure that the reasonable accommodations/modifications indicated in the plan and provided by the center operator are made available during training. The center disability coordinator will inform UAW-LETC instructors and/or the supervisors of the existence of an accommodation plan for a particular student.

(4) Academics

Academics - Students must meet the requirements for advanced training, including a proficiency level in reading and math that will enable learning in the UAW-LETC trade, understanding and following instructions, and where applicable, adhering to safety regulations and procedures. These proficiencies are particularly essential for trades that require the proper use of power tools, equipment, machinery, and adherence to specific Occupational Safety and health Administration (OSHA)/industry safety guidelines. The contractor will work closely with center staff to ensure every student is given an opportunity to become proficient, in order to succeed in the advanced training programs for automotive.

(5) UAW-LETC Specific Enrollment Requirements

UAW-LETC is authorized to establish and implement additional specific enrollment requirements for students, in accordance with prevailing automobile industry labor standards and employment practices, and with approval from the Office of Job Corps. Job Corps centers are expected to comply with UAW-LETC specific enrollment requirements when transferring students to this NTC.

4. **STUDENT TRAINING**
a. **Career Preparation Period (CPP)** – During the CPP, UAW-LETC instructors may assist and collaborate with center staff to train all students to learn, demonstrate, and practice personal responsibility and career success skills required at the workplace.

b. **Career Development Period (CDP)** – UAW-LETC instructors must work collaboratively with center officials and staff to ensure that student learning and training experiences, including those arranged through employer partnerships, meet center-based and Work-Based Learning (WBL) standards described in the PRH.

(1) **Work-Based Learning (WBL)** – UAW-LETC instructors must work in partnership with appropriate center staff in establishing meaningful WBL opportunities. Work experience for students will reflect a balance between Career Technical Skills Training (CTST) projects and WBL opportunities. This includes, but is not limited to, the creation of opportunities for all UAW-LETC students to observe work-site activities early in their career technical training, as well as for qualified employer representatives to be present during CTST activities to provide meaningful advice and guidance to students regarding their employability and career technical skills as well as their adherence to established safety and health standards.

(2) **Assessing Student Readiness for Work-Site Assignments** – During the Career Development Period, there must be a process for determining each student’s readiness to benefit from work-site experience. This process includes input from all relevant components at the Job Corps center, including UAW-LETC instructors.

(3) **Standards-Based Education in CTST Projects** – UAW-LETC instructors and field staff must work cooperatively with center officials and staff to make working opportunities viable learning experiences that incorporate Job Corps applied academic standards for the automotive industry. In this regard, UAW-LETC instructors will be actively involved in the development and teaching, including coordinated instruction and team teaching, of lessons that include automotive industry applied academic standards. UAW-LETC instructors will also use evidence-based instructional approaches identified by Job Corps to support standards-based training to the extent funding is available.

(4) **Management of Class Size** – UAW-LETC will ensure that the staff to student ratio is maintained at the contracted level at all times. Students will be assigned to fill slots that are open due to activities such as: WBL, full-time academics or career transition readiness assignments.

If class sizes drop below 60%, UAW-LETC instructors must assist with the following:

- monitoring existing WBL sites, and helping to develop new sites
- strengthening working relationships with local unions, employer organizations, and individual employers/contractors
- working with Job Corps entities to plan and establish various career technical training clusters
• working with academic instructors to develop relevant academic lessons
• providing short-term (up to 10 days) introductory training to students on the waiting list for UAW-LETC trade, who continue to have a strong desire to enter and complete the trade

c. Career Technical Skills Training (CTST)

(1) Planning – CTST projects must be planned for each program year in accordance with the PRH. The center director must designate a qualified, competent center staff member to plan and oversee all CTST projects. UAW-LETC instructors must assist this individual in developing and carrying-out the CTST Plan. UAW-LETC’s designee and the center director's designee must each sign-off, or provide a letter of concurrence, on the annual CTST Plan and any modification to the plan, including a Safety Hazard Analysis for each project in the CTST Plan prior to submitting the plan/modification to the Job Corps Regional Office (RO).

(2) Developing CTST Opportunities – In cooperation with the center director's designee, UAW-LETC staff and appropriate local community members/officials will make every effort to develop CTST opportunities that support student learning and meet not only center’s needs, but community needs as well. Community projects expand community ties and student participation in community activities.

(3) CTST Meetings – The individual designated by the center director to oversee CTST projects must initiate coordinating sessions with UAW-LETC instructor(s) involved in CTST projects. These meetings must be scheduled at least bi-weekly for the purpose of: assessing the progress on current CTST projects, reviewing/adjusting the plans/schedules for the next two week period, ensuring that all issues and concerns related to job safety and scheduling are satisfactorily addressed, and formulating long-range plans. Minutes of each meeting will be maintained by the center director's representative and copies provided in a timely manner to all attendees as well as to those who were not present.

(4) Off-site CTST Projects – Off-site assignments (i.e., community projects and Spike Camps) will not be approved unless they meet all requirements of the PRH, including those for education, supervision, safety, residential, and support services commensurate with those at the center. UAW-LETC instructors must not be assigned responsibility for the supervision of students after normal working hours, unless prior arrangements have been made and agreed upon by all appropriate parties. Where CTST assignments make it necessary for UAW-LETC staff to live at the CTST site, the prevailing General Services Administration (GSA) per diem rate will apply. In the event housing is provided, the prevailing GSA, Meals and Incidental Expenses (M&IE) rates must be applicable and paid for by the center operator.

(5) Student Involvement in CTST Planning – UAW-LETC instructors must involve students in the planning of CTST projects. Further, academic instruction and career success standards training, in addition to the application of technical skills, must be
incorporated in all CTST projects as part of the overall learning experience and the skills essential for success on the job.

d. Related Training Issues

(1) **Realistic Working Environment** – All UAW-LETC training must be conducted in an environment and under conditions as close as possible to those found in the automotive industry, and, as applicable, must be the same as required for apprentices as outlined in the craft Apprenticeship Training Standards published by the USDOL’s Office of Apprenticeship, when such training standards exist.

(2) **TAR Completion and Certification/Apprenticeship Enrollment Test** – UAW-LETC must ensure instructional materials are upgraded as necessary to remain aligned with the latest automotive industry and/or apprenticeship skills/training standards. UAW-LETC TAR(s) must be developed and formatted in a manner consistent with these standards.

UAW-LETC must assist each student completing a UAW-LETC program to take the appropriate industry certification or qualifying test for apprenticeship training programs, if applicable.

(3) **Career Success Skills** – Throughout their training, students will be taught the importance of attaining and applying the career success and applied academic standards listed in each TAR. They will be provided assistance and support in mastering and demonstrating these skills during their career technical training experience, including WBL and CTST.

(4) **Scheduling** – UAW-LETC staff must work closely with center staff to develop student schedules. Every effort must be made to schedule students to attend career technical classes for the maximum period per day, including an appropriate amount of time for lunch. However, the training day may be less than the traditional eight hours to accommodate activities that clearly and directly support students’ success in securing and retaining training-related employment. For example, the time required by both academic and UAW-LETC instructors to plan for curriculum integration, establishing mentoring arrangements and WBL sites with employers, fall into this category. Such exceptions notwithstanding, and in accordance with the PRH, “Centers must: develop a schedule which ensures that, prior to graduation, students receive substantial practice and experience in working an 8-hour day, or working hours and conditions consistent with the anticipated workforce.”

(5) **Hands-on Training vs. Classroom Instruction** – Hands-on training and related shop-classroom instruction must be divided approximately 70% and 30%, respectively.

(6) **Training Week** – A standard training week must be 40 hours, Monday through Friday, excluding center-observed holidays.
(7) **Length of Training** – UAW-LETC must require students to receive technical training in a time frame commensurate with typical industry time requirements for technical training, before being eligible for graduation. The UAW-LETC instructor has the responsibility to determine when a student has satisfactorily completed all training requirements and is capable of performing pre-apprenticeship level skills at a training-related work site.

(8) **UAW-LETC Instructor Supervision** – During the training period, UAW-LETC instructors must be responsible for:

- *Center Safety and Occupational Health Plan*, as well as industry, state, local, and OSHA trade-related safety rules, regulations, and standards
- Center rules and regulations, including those pertaining to safety
- Student conduct standards
- Student accountability, including and especially during CTST projects and activities

UAW-LETC instructors must work closely with the Center Safety Officer, and the Health and Wellness Manager/Administrator, on all matters concerning the health and safety of students.

e. **Student Conduct Standards**

(1) **Student Conduct Standards** – UAW-LETC staff must use Center Director-established student conduct standards and disciplinary procedures as the basis for dealing with any significant student problem while in career technical training.

(2) **Suspension and Dismissal of Students for Safety and Disciplinary Reasons** – To prevent injuries to students/instructors, UAW-LETC instructors have the authority to immediately suspend from class a student who has violated safety/disciplinary rules or regulations. In these situations, UAW-LETC instructors must advise the Center Director of the action taken as soon as practicable, with adequate documentation. Further, UAW-LETC instructors must recommend to the Career Technical Training Manager and Center Director the permanent removal of students from UAW-LETC trades who continue to disregard safety rules and procedures, with adequate documentation.

UAW-LETC instructors must be part of the center’s process for determining the readmission of such students to UAW-LETC classes.

f. **Student-Related Activities**

(1) **Involvement With Center Activities** – UAW-LETC instructors must be actively involved with center officials and staff in helping to establish programs, activities, and training conducted during the CPP as defined in PRH Chapter 2.
(2) **Evaluation of Student Progress Panel** – UAW-LETC instructors must actively participate in the Evaluation of Student Progress (ESP) panels for students enrolled in UAW-LETC training programs. UAW-LETC and center staff will work cooperatively to ensure that the scheduling of these activities results in the least disruption to career technical training classes.

(3) **Coordination of CTS for Graduating Students** – UAW-LETC instructors must notify appropriate center staff, on a timely basis, when students are within 60 days of career technical training completion, so that career transition planning can be initiated. However, in those instances when a training-related job becomes available on short notice, particularly a Registered Apprenticeship opportunity, UAW-LETC instructor and center management must work expeditiously to ensure that the scheduling of career transition readiness activities is not a deterrent to the job-related placement of the graduate. In this situation, every effort will be made to provide departing graduates with transition allowances and WBL funds, ensure that they receive all appropriate transitional services, and where applicable, meet with assigned CTS staff.

(4) **Driver Education** – UAW-LETC must work closely with Center Directors in support of each center’s responsibility to provide driver’s education training for all eligible students beginning in the CPP. This is especially important for those students assigned to the automotive trades. UAW-LETC must make every effort to collaborate with center management to help students attain a valid driver’s license or learner’s permit before graduation.

5. **UAW-LETC STAFF RESPONSIBILITIES**

a. **UAW-LETC Field Staff/Coordinators**

   (1) **Monitoring Performance** – UAW-LETC field staff must be fully knowledgeable about the performance of UAW-LETC programs and instructors. As required by the Career Technical Training Reporting and Improvement System (CTTRIS), for individual training programs performing below established standards or on probation, UAW-LETC field staff must work collaboratively with the instructor, as well as center and regional staff, to develop, implement, and monitor Program Improvement Plans (PIPs). UAW-LETC field staff must actively participate in the Regional Appeal Process for their programs facing sanctions, including closure and reduction. In this regard, also, slot utilization is a cost-effectiveness issue that must continually be monitored. When warranted, UAW-LETC field staff must collaborate with centers and Regional Offices (ROs) to effectively address issues related to slot utilization.

   To ensure effective and efficient use of resources, UAW-LETC field staff will first make productive use of all available means of communication, including electronic, and fully assess performance reports generated by the Job Corps Data Center and UAW-LETC, before center visits are planned. Center travel must be limited to situations where face-to-face contact is absolutely essential.
(2) **Technical Assistance** – UAW-LETC will supply structured training in classroom management. Instructors will be expected to deal effectively with a wide range of student behaviors. When necessary, regional field staff must provide additional training in a timely fashion.

(3) **Interaction With Center Activities** – UAW-LETC field staff must ensure that UAW-LETC instructors are contributing to the effectiveness of the center CDSS Plan, and the goals of the overarching program. Performance standards must reflect a team approach with center and career transition staff to ensure students have every opportunity to achieve their goals.

(4) **Actions on Staff Issues** – Where significant problems associated with a particular UAW-LETC instructor are verified, either in the performance of his/her basic responsibilities or as a participant in other center activities and programs, UAW-LETC field staff must take immediate and appropriate corrective action. If warranted, such action may ultimately include the permanent removal of a UAW-LETC instructor. However, before a final decision of this type is made, the Center Director and assigned regional COR/Project Manager must be notified. These individuals must have the opportunity to expeditiously assess the impact of such a decision on the operations and administration of the center, and to share this information with the appropriate UAW-LETC official(s) for consideration prior to a final decision being made by UAW-LETC.

(5) **Business Linkages** – UAW-LETC field staff must play a vital role in establishing meaningful relationships with business agents and other local union officials, business councils, and affiliated organizations in labor markets where students return to seek employment in the automotive industry. Such efforts are intended to promote and establish Registered Apprenticeship and other career opportunities for qualified graduates.

(6) **Communication With Center Directors During Visits** – As stated above, while effective use of desk monitoring, conference calls, and e-mail is strongly encouraged, UAW-LETC field staff will visit centers, when justified. To the extent practicable in these situations, the Center Director must be notified in advance of visits. Further, following each visit, UAW-LETC field staff must conduct an exit conference with the Center Director, or his/her designee, and other officials, as appropriate, to review significant findings, and address issues affecting program performance, particularly if the program is on probation and/or under a PIP.

(7) **Communication With Regional CORs/Project Managers** – UAW-LETC field staff must also establish and maintain contact with appropriate Regional CORs/Project Managers concerning UAW-LETC programs and instructor performance, as well as significant findings/issues resulting from monitoring that could not be resolved at the center level. UAW-LETC field staff are strongly encouraged to share monitoring reports with appropriate project managers, especially for those programs on probation and/or under a PIP.
8. Meeting with Regional Directors – UAW-LETC field staff and their executives must meet with the Regional Directors via teleconferencing or videoconferencing at least once each program year to share Labor Market Information and economic factors that impact UAW-LETC program performance, review program outcomes, and discuss program change options, etc.

b. NTC Instructors

While UAW-LETC instructors perform as part of a UAW-LETC national contract, they must cooperate with and be a part of the center and its operation. As required of all center staff, UAW-LETC instructors must function as mentors, models, and monitors of all Career Success Standards when working with students. In addition, they must be active partners with center staff in evaluating student progress and meeting students’ needs in support of their social and career development.

1. Career Technical Training – UAW-LETC instructors must plan, deliver, and evaluate career technical training to Job Corps students in various specialty areas, including both classroom instruction (theory learning) and hands-on practices. Instructors are expected to provide students the opportunity to complete all required Training Achievement Records (TARs) in their chosen program. They are also expected to train students to be sufficiently competent to enter: a Registered Apprenticeship training program; a high growth/high demand/high wage occupation for career development; a community/technical college for advanced training; or the U.S. Armed Forces, and earn a passing score on written and/or performance tests associated with nationally recognized certification and/or state licensure, as applicable.

2. Professional Development – To the extent that adequate resources are made available, UAW-LETC instructors must participate in all professional development activities sponsored by UAW-LETC, centers, Regional Offices (ROs), and the National Office of Job Corps, as applicable, to increase their effectiveness in developing and delivering standards-based integrated instruction; coordinating instruction; utilizing evidence-based instructional techniques; and implementing effective student-engagement strategies.

3. Role-Modeling – UAW-LETC instructors are expected to serve as role models for students. Any abusive or other inappropriate behavior by instructors toward students or staff, failure to properly supervise students and maintain order, effectiveness, and safety, or a disregard for center rules and regulations, will not be tolerated and will result in disciplinary action, possibly the loss of employment. UAW-LETC field and headquarters officials must take immediate and appropriate action when such incidences are verified. Where an NTC fails to respond expeditiously and adequately, the NTC COR will become involved and initiate whatever corrective actions/measures may be needed.
(4) **Communication With Center Staff** – UAW-LETC instructors must periodically communicate with other center staff who also serve UAW-LETC students in other program areas (e.g., academic and residential). The purpose of such contact is to determine if UAW-LETC students are meeting their responsibilities in these other required activities, and especially to identify students having problems that could lead to early separation if not dealt with immediately and effectively. Where this appears to be the case, the UAW-LETC instructor, acting as a role model, must endeavor to positively influence the student and steer him/her in a better direction.

The responsibility described above is in addition to UAW-LETC instructors’ participation in Evaluation of Student Progress (ESP) panels, and is primarily intended to prevent Zero Tolerance (ZT) terminations, UAs, etc., and increase the number of UAW-LETC career technical training graduates and placements.

(5) **Center Activities** – UAW-LETC instructors are expected to support and participate in pre-planned, scheduled activities/projects that have been established by center officials and staff to support center goals and objectives. Such activities/projects, which usually involve most center components, may take place outside of normal working hours, including weekends, and at sites other than the Job Corps center.

(6) **Business Linkages** – UAW-LETC instructors must play a vital role in establishing meaningful relationships with business agents and other local union officials, business councils, and affiliated organizations in labor markets where students return to seek employment. Such efforts are intended to promote and establish Registered Apprenticeships and other career opportunities for qualified graduates, and will be carried out to the extent that adequate resources are available for this purpose.

(7) **Driving Compliance** – UAW-LETC instructors must comply with all related PRH and UAW-LETC/center-specific requirements related to driving privileges for employment as well as operating NTC/Center/GSA vehicles. When requested by center officials, UAW-LETC instructors who use center vehicles must show proof of a valid driver’s license. UAW-LETC instructors will also immediately notify appropriate center officials of any changes/restrictions to their licenses, when these occur.

6. **RESOLVING ISSUES**

   a. **Process for Resolving Issues** – UAW-LETC instructors must work cooperatively with Center Directors and appropriate staff to informally resolve all issues. Where necessary, these efforts must also involve the assigned Field Coordinator, UAW-LETC headquarters officials, and the regional COR/Project Manager. However, in the event that an informal resolution is not possible, the UAW-LETC leadership must immediately request the assistance of the NTC COR; concurrently, the Center Director must notify the assigned Regional COR/Project Manager to assist in the resolution process.
The NTC COR and Regional COR/Project Manager will work cooperatively and expeditiously to fully investigate matters that could not be resolved informally, and jointly render a final decision that will be binding on all parties involved. However, if this is not achievable, the Job Corps National Deputy Director will be the final arbiter. At no time during this entire process will the Center Director or NTC officials/staff, including field staff and instructors, take any action that could adversely affect the training of students in the UAW-LETC program or functioning of the center.

b. **Center Request(s) for UAW-LETC Personnel Change(s)** – In the instances where the Center Director requests permanent removal of a UAW-LETC instructor, such requests must be in writing and concurrently transmitted to the NTC COR and the designated Regional COR/Project Manager, with copies to the assigned UAW-LETC Field Coordinator and UAW-LETC executive leadership. The written communication must include the specific reason(s) justifying the request for removal, along with any documented violations of center rules, operating policy, etc., that were committed by the instructor in the past. In consultation with the organization’s human resources and legal staff, UAW-LETC will follow its policies and procedures in determining the appropriate course of action.

c. **Center Request(s) for UAW-LETC Program Change(s)** – In the instances where the Center Director requests the permanent addition or removal of a UAW-LETC training program, such requests must be submitted to the Job Corps National Office, through the Regional Director who must approve the request. All requests must be submitted in accordance with Appendix 307 - *Job Corps Career Technical Training Change Request*. The request must be developed in collaboration with the center operator, the regional COR/Project Manager, and UAW-LETC. The Job Corps National Office will make a final determination of the request after verification of all facts and reasoning in conjunction with all related parties.

d. **UAW-LETC Request(s) for Program Change(s)** – To initiate any changes to the contracted training programs (program and slots), UAW-LETC is required to follow the Career Technical Training Change Request process established by the National Office of Job Corps (NOJC), see PRH Appendix 306. Following approval from the Regional Office (RO), the National Office of Job Corps (NOJC) will make a final determination of the request after verification of all facts and reasoning in conjunction with all related parties, including centers and Regional Offices (ROs). The DOL Contracting Officer and the NTC COR will develop and execute a Contract Modification for each UAW-LETC program change, following approval from the National Director of Job Corps.

The above four provisions apply to all Job Corps centers where UAW-LETC programs operate, including agency-operated centers.

7. **PERFORMANCE**

a. **Annual Performance Assessment** – UAW-LETC performance must be evaluated annually by Job Corps Regional Staff, the NTC COR, and other appropriate Job Corps
National Office staff, using data from the Career Technical Training Report Card (CTTRC) and assessment mechanisms specific in the PRH Appendix 501d. For programs that have performed at the “unsatisfactory” level (Grade ‘D’ on the CTTRC) for one year and have been recommended by the National Office of Job Corps (NOJC) for probation, UAW-LETC must develop a Performance Improvement Plan (PIP), in cooperation with affective centers and Regional Staff. A copy of the PIP will also be submitted to the NTC COR.

UAW-LETC must work with appropriate center management and regional officials/staff to implement PIPs so that performance outcomes of such programs in the following program year will be elevated to the “average” level (Grade ‘C’), at a minimum. For programs that have performed at the “unsatisfactory” level (Grade ‘D’) for two consecutive years, and recommended by the National Office of Job Corps (NOJC) for closure or slot reduction, UAW-LETC can develop, in close cooperation with related centers, an appeal to file with the National Office of Job Corps (NOJC). Following the appeal process, the National Office of Job Corps (NOJC) will render a final decision, which could result in program closure or slot reductions.

b. **Registered Apprenticeship and Industry-Based Placements** – UAW-LETC must develop and maintain a productive and meaningful relationship with associated local unions, Registered Apprenticeship programs, district councils, national/regional/local business-industry organizations, and individual employers that can place Job Corps graduates into Registered Apprenticeship training programs and other meaningful career opportunities that offer sustainable wages. In addition to meeting all performance expectations stipulated in PRH Appendix 501d, UAW-LETC staff are expected to annually increase graduate placement into Registered Apprenticeship programs and/or industry-based training programs or employment, based on historical data and realistic projections and with consideration of local, regional, and national economic conditions impacting the automotive industry.

Where applicable, UAW-LETC must collaborate with specific employers to develop and implement training programs/modules tailored specifically to their labor needs.

Job Corps centers are expected to cooperate with UAW-LETC in placing graduates in Registered Apprenticeship programs and training-related jobs. In this regard, it is particularly important for centers to ensure that prior to graduation UAW-LETC students have an opportunity to secure a valid driver’s license.

8. **REQUIREMENTS FOR FACILITY, EQUIPMENT, AND SUPPORT SERVICES**

In consultation with appropriate unions, industry groups, individual employers, and OSHA (as well as state and local OSHA counterparts), UAW-LETC must determine the equipment, tools, materials, and supplies necessary to ensure quality training and protect students’/instructors’ safety and health. As appropriate, these activities will be coordinated with the Center Safety Officer and/or the Health and Wellness Manager/Administrator.
The Center Operator must provide UAW-LETC with appropriate and adequate career technical shop training, administrative space, and the support services described below. Subject to a center’s fire, security, and related safety policies, UAW-LETC must be responsible for maintaining security of the assigned space during training hours – including the establishment of a limited access policy.

UAW-LETC must work cooperatively with centers to implement these policies to ensure effective maintenance, stewardship, and accountability of government-owned personal property during normal UAW-LETC operation hours and in accordance with all government property management regulations and requirements.

The center operator must provide UAW-LETC, at no cost, the following equipment and support services as part of the center operator’s contract:

- Shop and career technical training equipment, materials, and supplies (a detailed listing of equipment by UAW-LETC for each career technical training program that they offer at a specific center must be included as part of the MOU) (Desks and chairs for classrooms will also be provided.)
- Reasonable accommodations/modifications, where needed, to provide students with disabilities the opportunity to successfully complete the TAR(s) required in the trade
- Acquisition, maintenance, repair, and replacement of career technical and administrative equipment
- Telephone installation in instructor offices and ongoing service, including local and long distance service, in support of providing job development, placement, transition support services, follow-up activities, and for other official Job Corps business (In addition, cell phones will be provided to UAW-LETC instructors when working with students off center, or at remote areas on center, to ensure that the need for medical/emergency support can be quickly communicated.)
- Fax and copying services in instructor offices (Where this is not possible, other arrangements must be in place that are convenient for instructors to use such services.)
- Safe and adequately equipped vehicles to support training activities/projects
- Mail (postage)
- Trash and garbage collection
- Utilities
- Locking file cabinets
k. Computer equipment (This includes hardware and software in each UAW-LETC instructor’s office, capable of accessing the Internet, CIS3g, CTS, and the Job Corps Community Website. It also includes hardware and software in each UAW-LETC classroom/shop, capable of accessing the Internet, to support student learning. Instructors will also be provided with a printer. Computer training, if scheduled for center staff, must also be made available to UAW-LETC staff.)

l. DVD/CD players, VCRs, monitors, and related equipment, as necessary, to support training

m. Transportation and meals for students participating in CTST, WBL, and other work-experience activities

n. Fire protection and OSHA-approved safety programs at career technical facilities

o. OSHA-required safety equipment (e.g., eye, hand, face, and fall protection), and other personal protective equipment that is required in the trade and meets OSHA and industry standards

p. The provision of Federal Tax Credit Conditional Certifications for eligible graduates, prior to separation, as long as these programs continue to be statutorily authorized and target-group documentation is accessible

q. Student career technical training clothing including, where applicable, special and foul weather clothing, hard-toed safety shoes, and replacement items, including those students who may be assigned by the center above the contracted class/surge level (Clothing provided must have the logo of the NTC clearly visible, as applicable, and when financially feasible.)

r. Appropriate attire for WBL and WEP assignments and, as applicable, requirements imposed by OSHA, state law, and industry standards, as well as the specific job site

s. Immediate and accurate entry into the CIS, the following UAW-LETC-provided information/data: (a) career technical student data, including entry dates and completion status, as they occur; (b) any and all corrections, when notified by UAW-LETC along with verification to UAW-LETC when the corrections are made; and (c) placement results, as determined by the center or as provided by UAW-LETC

t. Copies of the 6-78 Forms and CTTRC 10 and 20 Reports, or subsequently developed career technical training performance reports, on a regular and timely basis, and provision of quality staff training regarding the CTTRC reports, when necessary

u. Shipping tool kits to students, when required by UAW-LETC programs

v. Transportation to and from WBL, industry/trade certification-accreditation sessions/tests, and job interviews
w. Consistent with the Center CDSS Plan, as described in the PRH, UAW-LETC staff will be a part of all training designated for career technical instructors, including standard First-Aid and CPR

x. Secretarial/clerical assistance, when the need is justified

y. Security for career technical training facilities, including on-center CTST sites, outside of normal working hours

9. **TRAINING MATERIALS AND SUPPORT**

   a. **Instructional Materials** – UAW-LETC must provide each student and instructor with instructional materials and publications, as necessary, to adequately conduct quality career technical training. Training-related courseware (CD-ROM or Internet-based) or videos that have proven to be successful in supporting classroom instruction will also be made available by UAW-LETC, as well as an updated listing of Internet websites that contribute to student learning and the professional development of UAW-LETC instructors.

   b. **Student Tool Kits** – UAW-LETC must provide tool kits for students in training, in accordance with established policy in the PRH. Tool kits must be made available at no cost to UAW-LETC students who successfully complete career technical training and obtain a job training match upon initial placement. A copy of approved tool lists must be provided to Center Directors by UAW-LETC.

   The NTCs will work in partnership with the Center Director to ensure that the tool kits meet, as much as practicable, the needs of the industries involved so that students can be successful in securing and retaining training-related jobs.

10. **AUTOMATED CAREER TRANSITION SYSTEM (CTS)**

    It is imperative that UAW-LETC comply with Job Corps policies (Program Instructions No. 06-08 and No. 06-25) to safeguard students’ Personally Identifiable Information (PII), and use the CDSS Suites of Job Corps’ Center Information System (CIS3g) exclusively for all data purposes related to recruitment, training, placement, follow-up, and other student services. UAW-LETC must also protect students’ PII in all the paper-based documents, including TARs, in accordance with Job Corps policies and procedures.

    Center Directors must collaborate with and provide assistance to UAW-LETC to meet this important requirement.

    a. **Data Entry into CTS** – UAW-LETC instructors and field staff/ coordinators must be responsible for the timely and accurate entry of the following data into the automated Career Transition System.
(1) Post-center contact with graduates including updated graduate contact information, job development, referral and placement activity, and transition support needs and services provided

(2) Upgraded information related to graduates, especially acceptance into Registered Apprenticeship programs, wage increases, and job training match data

b. Verification of Placement Data by CTS Providers – Each Career Transition Services (CTS) provider assigned a UAW-LETC graduate is responsible for verifying the placement, when UAW-LETC records such accomplishment in the CTS. Verification activities must be initiated by the CTS provider in a timely manner and, when this process is fully completed, the CTS provider has the responsibility to report the verified placement to the CIS as expeditiously as possible.

c. Resolving Issues With CTS Providers – If a CTS provider routinely delays the verification and/or placement reporting process, UAW-LETC must report this matter to the appropriate official in the CTS provider organization, the Center Director, and the assigned Regional COR/Project Manager, in an attempt to correct the problem. Where this is not successful, the NTC COR will be notified in writing including, at a minimum, the following information:

(1) The name of the CTS-provider (contractor) organization involved, and the dates and names of the organization’s official(s) contacted by UAW-LETC to resolve the delays.

(2) The UAW-LETC graduate’s name, student identification number, the date the placement was recorded in the CTS reporting system by UAW-LETC, and how many calendar days it took for the CTS provider to

(a) complete the verification process, and

(b) record the verified placement in the CTS.

Other pertinent information should be reported, such as: delay(s) that extend beyond the window for recording placements; the impact on annual performance results, and, if applicable, the future of the specific UAW-LETC training program where the student completed training.

11. ADMINISTRATIVE PROVISIONS

a. UAW-LETC Staff Leave Provisions

(1) Workday – The workday (starting and ending times) must be in accordance with center policy.

(2) Annual Leave – With the exception of emergencies, leave must be scheduled and coordinated with the Center Director sufficiently in advance to ensure that there is no adverse effect on center operations and that quality student instruction continues
uninterrupted. Actual approval of annual leave is the responsibility of UAW-LETC and may be granted only after timely notification has been provided to the Center Director, or his/her designee, and their comments have been carefully considered by UAW-LETC.

(3) **Sick Leave** – To the extent practicable, UAW-LETC instructors are expected to notify the Center Director, or his/her designee, prior to the first scheduled class when sick leave must be taken.

(4) **Overtime** – No overtime or center holiday work must be performed unless requested in writing by the government and accepted by the NTC; overtime pay, when approved, will be reimbursed at the rate established for the area in which the work is performed.

**b. Substitute Instructors**

The Center Director must provide qualified substitutes for up to the first 10 working days that a UAW-LETC instructor is on sanctioned leave, or where there is an unexpected termination or resignation of a UAW-LETC instructor. After the first 10 working days, UAW-LETC is responsible for providing a qualified substitute or, as warranted, hiring a fully qualified replacement instructor.

**c. Time Sheet Verification**

The center director, or his/her designee, must sign weekly time sheets verifying the UAW-LETC instructor(s) time on center.

12. **SIGNATURES**

________________________
Name and Title of Center Director or Designee (Please Print)

________________________
Signature of Center Director or Designee Date

________________________
Name and Title of UAW-LETC Executive or Designee (Please Print)

________________________
Signature of UAW-LETC Executive or Designee Date
**APPENDIX 302H**

**MEMORANDUM OF UNDERSTANDING**

**UNITED BROTHERHOOD OF CARPENTERS**

**NATIONAL JOB CORPS TRAINING FUND (UBC NJCTF)**

Where the United Brotherhood of Carpenters National Job Corps Training Fund (UBC NJCTF) Program operates, the provisions of this Memorandum of Understanding (MOU) apply to UBC NJCTF Job Corps officials and staff, and Center Directors (including designees). No deviations from the MOU are authorized without the specific and written approval of the Job Corps National Director.

Wherever the acronym UBC NJCTF appears throughout this MOU, it represents the UBC NJCTF Job Corps program. Should any differences exist between this MOU and the Statement of Work (SOW) for UBC NJCTF, the provisions of the SOW take precedence.

1. **PURPOSE**

This document constitutes a working agreement between UBC NJCTF and the ___________ Job Corps Center Director entered into this ___________ day of __________, 20 ___. (Appropriate signatures are required at the end of this Agreement.)

2. **CENTERS, PROGRAMS, SLOTS, AND RATIOS**

UBC NJCTF will provide 86 contracted career technical training instructors at 58 centers (including USDA Forest Service Civilian Conservation Centers [CCCs]); totaling 1720 slots (these figures are valid as of January 2014).

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<thead>
<tr>
<th>UBC NJCTF Training Program</th>
<th>Number</th>
<th>Slots</th>
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<tbody>
<tr>
<td>Basic Carpentry</td>
<td>86</td>
<td>1720</td>
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To modify any of the above figures, UBC NJCTF is required to follow the Career Technical Training Change Request process established by the Office of Job Corps (PRH Change Notice No. 05-17 and PRH Appendix 307), in conjunction with Job Corps Regional Offices (ROs) and Center Directors. All changes in any of the above categories will be reflected through fully executed Contract Modifications initiated by the National Office of Job Corps (NOJC).

Unless a formal deviation of slots has been approved by the National Office of Job Corps (NOJC), UBC NJCTF shall offer training programs in accordance with the student/instructor ratios listed below.

<table>
<thead>
<tr>
<th>UBC NJCTF Training Program</th>
<th>Total Slots per Instructor</th>
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<tbody>
<tr>
<td>Basic Carpentry</td>
<td>20</td>
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3. **BASIC RESPONSIBILITIES FOR PROGRAMS AND SERVICES**

UBC NJCTF, in collaboration with centers where UBC NJCTF programs operate and provide services, and to the extent that adequate resources are made available, must provide all necessary administrative and training personnel, services, off-center administrative facilities and materials, and staff travel and subsistence required to accomplish contracted training services with Job Corps. UBC NJCTF must deliver these in accordance with the:

- Workforce Innovation and Opportunity Act (WIOA)
- Job Corps Policy and Requirements Handbook (PRH), as well as other Job Corps instructions and policy issuances
- Career Development Services System (CDSS)
- Memorandum of Understanding (MOU) signed by an UBC NJCTF Executive or designee and each Center Director or designee where UBC NJCTF operates career technical training programs

The following are specific responsibilities for UBC NJCTF and all Center Directors where UBC NJCTF programs exist:

a. **NTC Operation Plan** – UBC NJCTF must develop, in conjunction with centers and Regional Offices (ROs), as appropriate, an *Operation Plan* and submit it to the Job Corps NTC Contracting Officer’s Representative (COR) within 90 days of the plan template being available following final definition of contract terms and award in the base year. For each option year, provided that the National Office of Job Corps (NOJC) extends the contract with UBC NJCTF, UBC NJCTF must revise its *Operation Plan* and submit a summary of all changes, if applicable, to the COR within 60 days of contract extension award. In accordance with Job Corps policy, regulations, and requirements, the *Operation Plan* should contain detailed descriptions of UBC NJCTF’s Job Corps Program’s administrative structure, operation systems, and processes for recruitment, training, placement (including Registered Apprenticeship programs), and follow-up services to students; UBC NJCTF staff qualifications and annual professional development plans, and activities to align training to the latest industry skill/training standards. The format of the *Operation Plan* can be similar to a Job Corps Center Plan.

b. **Industry Skill/Training Standards** – UBC NJCTF must provide training programs that lead to high growth, high demand, and high wage positions in the construction industry. UBC NJCTF must align all their technical training programs to the latest skills/training standards of the construction industry.

c. **Training Outcomes** – UBC NJCTF must provide assigned students training in career technical, career success, and applied academic skills so that they become agile workers with expanded career options, and maintain long-term attachment to the labor market or educational opportunities. Specifically, training outcomes from UBC NJCTF programs must include at least one of the following categories:
(1) Students enter a Registered Apprenticeship training program leading to full journeyman status, a customized employer-based training program that leads to career opportunities.

(2) Students enter a specific area of the craft/trade that pays sustainable wages and offers the opportunity for long-term employment and career advancement, or enter the U.S. Armed Forces.

(3) Students enter a community college or technical training school-level program to pursue further technical training or degree-based education, if they choose not to pursue further training or job placement in the occupation for which UBC NJCTF has provided the training.

(4) Students earn a passing score on written and/or performance tests associated with national recognized certification and/or state licensure. Instructors certify students have completed necessary training and certification(s) to fulfill program requirements.

d. Placement Services – To the extent that adequate resources are made available, UBC NJCTF must provide initial job placement services for the period of time specific in PRH Chapter 4, 4.2, R2.a from separation, to the graduates of their programs. In addition to job placement services, UBC NJCTF may also provide career transition support services to graduates, such as making arrangements for housing and transportation, where UBC NJCTF has the capability to effectively deliver such services and the provisions of such services has first been coordinated with the designated career transition services (CTS) provider.

UBC NJCTF instructors and field staff must work collaboratively with Job Corps regional officials and center staff to ensure that UBC NJCTF-provided job placement and, as applicable, CTS, are coordinated with the development and implementation of each center’s CDSS Plan.

e. Enrollment of Female Students and Instructors – As an entity that provides instruction and job placement in trades predominantly occupied by males, UBC NJCTF must make every effort to recruit female students to achieve meaningful improvement in the number of female graduates.

In an effort to achieve the above objective, UBC NJCTF must develop and use creative and effective techniques and strategies during Outreach and Admissions (OA) and the Career Preparation Period (CPP), to educate and interest female students in careers in construction. As applicable, UBC NJCTF will work closely with Job Corps Regional Office (RO) officials, recruitment contractors, the national public relations contract staff and center staff who manages CPP about adopting such recommendations.

UBC NJCTF is also encouraged to seek and develop meaningful partnerships with local, state, and national organizations that provide assistance in recruiting qualified female instructors, as vacancies occur.
Center Directors must provide assistance to UBC NJCTF in these efforts.

f. **Collaboration with Other Job Corps Entities** – UBC NJCTF must establish and maintain open and professional communication with the United States Department of Labor (USDOL) regional officials, center staff, center operators, and OA and CTS contractors. The National Office of Job Corps (NOJC) encourages UBC NJCTF to work with all related entities referenced above, within established protocol, to address and resolve areas of concern prior to seeking the involvement of the NTC COR and the National Office of Job Corps (NOJC). UBC NJCTF will conduct a minimum of one video or teleconference meeting with each USDOL Regional Director in each program year to synchronize goals, priorities, and solutions to problems.

Center Directors must provide corresponding cooperation to UBC NJCTF in all areas related to UBC NJCTF contracted services.

g. **Center Curriculum Development** – UBC NJCTF must have appropriate staff fully participate in the curriculum development process at each center where UBC NJCTF operates a career technical training program. This includes serving as an active member of the center Curriculum Development Committee and, if authorized by UBC NJCTF national executive, sharing UBC NJCTF-developed instructional resources, techniques, and methods that contribute to student success.

Standards-Based Education and Training – UBC NJCTF must fully support the advancement to standards-based education and training across all Job Corps Centers. When fully integrated, centers will have incorporated some or all of the following components: Industry or CTT Foundations courses, student cohorts, evening studies, revised CTT schedules for students, multi-step instruction for students, and assigned collaboration time for staff. UBC NJCTF will be required to participate in the associated staff development sessions and collaborative meetings, as applicable. UBC NJCTF will work collaboratively with the Job Corps centers, Regional Offices (ROs), and National Office of Job Corps (NOJC) staff to implement required Job Corps policies applicable to UBC NJCTF CTT providers.

h. **Center Workforce Council and Business Community Participation** – UBC NJCTF must fully support the functioning of the Center Workforce Council, and the center’s business and community activities, including the Community Relations Council, to improve the quality of career technical training programs and creating meaningful linkages with individual employers; labor and business organizations; One-Stop Centers/American Job Centers and partners; state and local Workforce Development Boards; and youth standing committees, where established.

On centers where UBC NJCTF career technical training programs operate, the UBC NJCTF instructors or Field Coordinator must serve as the primary contact(s) for communications with UBC NJCTF affiliated unions, district council, association, or organizations and employers signatory to UBC NJCTF local and national agreements. Further, UBC NJCTF instructors and Field Coordinator must fully assist CTS contractors,
and center staff in obtaining accurate graduate placement and upgrade verification information through CIS case notes and other methods of contact.

i. **Disability Issues** – UBC NJCTF must follow all federal laws, government regulations, and Job Corps policy related to accommodations for students with disabilities. UBC NJCTF will work closely with the Center Director’s designee for disability issues to ensure that students with disabilities who are interested in UBC NJCTF trades are provided reasonable accommodations/modifications, if needed, to perform the trade-related skills required by the Training Achievement Records (TARs). UBC NJCTF must ensure that no Job Corps student with a disability is denied entry into UBC NJCTF programs for any discriminatory reason.

j. **Safety** – UBC NJCTF must follow federal, state, local, center, and UBC NJCTF-specific safety regulations and requirements during the technical training process, and in cooperation with center officials, ensure that all training areas are clean and well-maintained. UBC NJCTF must advise the centers and NTC COR, in writing, of current industry standards and employer-partner specifications in terms of safety design, requirements, and operation in the training facilities on centers. Additionally, UBC NJCTF instructors are required to 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.

k. **Recruits From Industry/Business** – As applicable, UBC NJCTF must inform local unions, other established business/industry affiliates, apprenticeship committees/councils, contractors, and individual employers, of the opportunity to refer potential employees, who are eligible for Job Corps, to related UBC NJCTF training at Job Corps centers. UBC NJCTF staff must coordinate with the appropriate OA contractor(s) and center staff to ensure the availability of program openings prior to finalizing arrangements for potential enrollees.

Center Directors and designated staff must support UBC NJCTF in such recruitment efforts.

l. **Student Selection of UBC NJCTF Programs** – UBC NJCTF must follow center procedures for the assignment of students to career technical programs. To the greatest extent possible, these should include the participation of UBC NJCTF instructors in the selection process, and providing students an opportunity to learn as much as possible about UBC NJCTF specialty training programs before final selection, including an opportunity to observe and participate in daily training activities.

In accordance with PRH Chapter 1, 1.1, R1.e, Job Corps-qualified applicants referred to specific UBC NJCTF programs by the groups cited above in “k. Recruits from Industry/Business” must be admitted to those programs. These students, as all others, are first required to participate in and successfully complete all activities included in the center’s CPP, the only exception being an activity directly related to the selection of a
trade. However, in the event that a student in this category expresses interest in exploring other trades, and selects another trade, he/she must be permitted to do so.

Center Directors and designated staff must collaborate with UBC NJCTF in such trade selection efforts.

**m. Enrollment Criteria for UBC NJCTF Programs** – The specific selection criteria for students participating in UBC NJCTF training programs are as follows:

1. **Age**

   No student can be denied access to a UBC NJCTF program because of age. However, because most UBC NJCTF programs and related employers, as a condition of employment in the construction industry, require applicants to be at least 18 years of age, and certain UBC NJCTF trades have significant safety-related responsibilities, the Center Director, or his/her designee, and UBC NJCTF instructor(s)/Field Coordinator must jointly address these issues. Based upon relevant factors, particularly student safety, but also including demographics and employment opportunities, a solution must be agreed upon that will not adversely impact students or UBC NJCTF performance.

2. **Driver’s License**

   Students in UBC NJCTF programs must be provided every opportunity to obtain a valid driver’s license before they graduate. Employers in the industries served by these programs consider a driver’s license an essential tool in securing and maintaining employment. Students who had their driver’s licenses revoked due to previous violations, etc. must not be enrolled in UBC NJCTF programs requiring a license as a condition of employment.

3. **Health**

   Unless the Center Physician determines that participation in a particular program would be a direct threat to the student, other students and/or the instructor, the condition of a student’s health must not be a factor affecting his/her participation in an UBC NJCTF trade. In this regard, and in accordance with Job Corps Program Instruction No. 01-11, dated November 27, 2001, UBC NJCTF is not authorized to collect information, formally or otherwise, regarding the health, disability status, or history of a potential enrollee, or a student who has or has not, as yet, entered an UBC NJCTF trade. These matters are solely within the purview of the Center Physician (see PRH, Appendix 302).

   The center must maintain a Respirator Medical Evaluation Program in compliance with OSHA (29 CFR, Part 1919.134 App. C). Students must be approved for training by the Center Physician prior to the student’s assignment to applicable UBC NJCTF
training programs. A copy of the signed approval must be provided to the UBC NJCTF instructor for his/her records.

Once a student is enrolled in a UBC NJCTF program, the Center Physician and wellness staff are responsible for immediately notifying UBC NJCTF instructors when a student’s health condition, including prescribed medication, may be aggravated by certain training activities or environmental conditions associated with particular training activities.

For students with disabilities who have a reasonable accommodation plan, UBC NJCTF instructors will ensure that the reasonable accommodations/modifications indicated in the plan and provided by the center operator are made available during training. The center disability coordinator will inform UBC NJCTF instructors and/or the supervisors of the existence of an accommodation plan for a particular student.

(4) Academics

Students must have a proficiency level in reading and math that will enable learning in a UBC NJCTF trade, understanding and following instructions and, where applicable, adhering to safety regulations and procedures. These proficiencies are particularly essential for trades that require proper use of power tools, equipment, and machinery, and adherence to specific Occupational Safety and Health Administration (OSHA)/industry safety guidelines. UBC NJCTF will work closely with center staff to ensure every student is given an opportunity to become proficient, in order to succeed in the Cement Masonry and Plastering training programs.

4. STUDENT TRAINING

a. Career Preparation Period (CPP) – During the CPP, UBC NJCTF instructors must assist and collaborate with center staff to train all students to learn, demonstrate, and practice personal responsibility and career success skills required at the workplace.

b. Career Development Period (CDP) – UBC NJCTF instructors must work collaboratively with center officials and staff to ensure that student learning and training experiences, including those arranged through employer partnerships, meet center-based and Work-Based Learning (WBL) standards described in the PRH.

(1) Work-Based Learning – UBC NJCTF instructors must work in partnership with appropriate center staff in establishing meaningful WBL opportunities associated with UBC NJCTF trades. Work experience for students will reflect a balance between Career Technical Skills Training (CTST) projects and WBL opportunities. This includes, but is not limited to, the creation of opportunities for all UBC NJCTF students to observe work-site activities early in the career technical training, as well as for qualified employer representatives to be present during CTST activities to provide meaningful advice and guidance to students regarding their employability and
career technical skills as well as their adherence to established safety and health standards.

(2) **Assessing Student Readiness for Work-Site Assignments** – During the Career Development Period, there must be a process for determining each student’s readiness to benefit from work-site experience. This process includes input from all relevant components at the Job Corps center, including UBC NJCTF instructors.

(3) **Standards-Based Education in CTST Projects** – UBC NJCTF instructors and field staff must work cooperatively with center officials and staff to make CTST and WBL opportunities viable learning experiences that incorporate Job Corps applied academic standards for the construction industry. In this regard, UBC NJCTF instructors will be actively involved in the development and teaching, including coordinated instruction and team teaching, of lessons that include construction industry applied academic standards. UBC NJCTF instructors will also use evidence-based instructional approaches identified by Job Corps to support standards-based training to the extent funding is available.

(4) **Management of Class Size** – UBC NJCTF will ensure that the staff to student ratio is maintained at the contracted level at all times. Students will be assigned to fill slots that are open due to activities such as WBL, full-time academics, or career transition readiness assignments.

If class sizes drop below 60%, UBC NJCTF instructors must assist with the following:
- Monitoring existing WBL sites and helping to develop new sites
- Strengthening working relationships with local unions, employer organizations, and individual employers/contractors
- Working with Job Corps entities to plan and establish various career technical training clusters
- Working with academic instructors to develop relevant academic lessons
- Providing short-term (up to 10 days) introductory training to students on the waiting list for UBC NJCTF trades, who continue to have a strong desire to enter and complete the trade

c. **Career Technical Skills Training (CTST)**

(1) **Planning** – CTST projects must be planned for each program year in accordance with the PRH. The Center Director must designate a qualified, competent center staff member to plan and oversee all CTST projects. UBC NJCTF instructor(s) must assist this individual in developing and carrying out the CTST Plan. UBC NJCTF’s designee and the Center Director’s designee shall each sign off, or provide a letter of concurrence, on the annual CTST Plan and any modification to the plan, including a Safety Hazard Analysis for each project in the CTST Plan, prior to submitting the plan/modification to the Job Corps Regional Office (RO).
(2) **Developing CTST Opportunities** – In cooperation with the Center Director’s designee, UBC NJCTF staff and appropriate local community members/officials will make every effort to develop CTST opportunities that support student learning and meet not only the center’s needs, but community needs as well. Community projects expand community ties and student participation in community activities.

(3) **CTST Meetings** – The individual designated by the Center Director to oversee CTST projects must initiate coordinating sessions with UBC NJCTF instructor(s) involved in CTST projects. These meetings must be scheduled at least biweekly for the purpose of: assessing the progress on current CTST projects, reviewing/adjusting the plans/schedules for the next 2-week period, ensuring that all issues and concerns related to job safety and scheduling are satisfactorily addressed, and formulating long-range plans. Minutes of each meeting will be maintained by the Center Director’s representative and copies provided in a timely manner to all attendees as well as to those who were not present.

(4) **Off-Site CTST Projects** – Off-site assignments (i.e., community projects and Spike Camps) will not be approved unless they meet all requirements of the PRH, including those for education, supervision, safety, residential, and support services commensurate with those at the center. UBC NJCTF instructors must not be assigned responsibility for the supervision of students after normal working hours, unless prior arrangements have been made and agreed upon by all appropriate parties. Where CTST assignments make it necessary for UBC NJCTF staff to live at the CTST site, the prevailing General Services Administration (GSA) per diem rate will apply. In the event housing is provided, the prevailing GSA, Meals and Incidental Expenses (M&IE) rates must be applicable and paid for by the center operator.

(5) **Student Involvement in CTST Planning** – UBC NJCTF instructors must involve students in the planning of CTST projects. Further, academic instruction and career success standards training, in addition to the application of technical skills, must be incorporated in all CTST projects as part of the overall learning experience and the skills essential for success on the job.

d. **Related Training Issues**

(1) **Realistic Working Environment** – All UBC NJCTF training must be conducted in an environment and under conditions as close as possible to those found in the construction industry, and, as applicable, must be the same as required for apprentices as outlined in the craft Apprenticeship Training Standards published by the USDOL’s Office of Apprenticeship, when such training standards exist.

(2) **TAR Completion and Certification/Apprenticeship Enrollment Test** – UBC NJCTF must ensure instructional materials are upgraded as necessary to remain aligned with the latest construction industry and/or apprenticeship skills/training standards. UBC NJCTF TAR(s) must be developed and formatted in a manner consistent with these standards.
UBC NJCTF must assist each student completing an UBC NJCTF program to take the appropriate industry certification or qualifying test for apprenticeship training programs, if applicable.

(3) Career Success Skills – Throughout their training, students will be taught the importance of attaining and applying the career success and applied academic standards listed in each TAR. They will be provided assistance and support in mastering and demonstrating these skills during their career technical training experience, including CTST and Work-Based Learning.

(4) Scheduling – UBC NJCTF staff must work closely with center staff to develop student schedules. Every effort must be made to schedule students to attend career technical classes for the maximum period per day, including an appropriate amount of time for lunch. However, the training day may be less than the traditional eight hours to accommodate activities that clearly and directly support students’ success in securing and retaining training-related employment. For example, the time required by both academic and UBC NJCTF instructors to plan for curriculum integration, establishing mentoring arrangements and WBL sites with employers, fall into this category. Such exceptions notwithstanding, and in accordance with the PRH, “Centers must: develop a schedule which ensures that, prior to graduation, students receive substantial practice and experience in working an 8-hour day, or working hours and conditions consistent with the anticipated workforce.”

(5) Hands-on Training vs. Classroom Instruction – Hands-on training and related shop-classroom instruction must be divided approximately 70% and 30%, respectively.

(6) Training Week – A standard training week must be 40 hours, Monday through Friday, excluding center-observed holidays.

(7) Length of Training – UBC NJCTF must require students to receive technical training in a time frame commensurate with typical industry time requirements for technical training, before being eligible for graduation. The UBC NJCTF instructor has the responsibility to determine when a student has satisfactorily completed all training requirements and is capable of performing pre-apprenticeship level skills at a training-related work site.

(8) UBC NJCTF Instructor Supervision – During the training period, UBC NJCTF instructors must be responsible for:
  • *Center Safety and Occupational Health Plan*, as well as industry, state, local, and OSHA trade-related safety rules, regulations, and standards
  • Center rules and regulations, including those pertaining to safety
  • Student conduct standards
  • Student accountability, including and especially during CTST projects and activities
UBC NJCTF instructors must work closely with the Center Safety Officer, and the Health and Wellness Manager/Administrator, on all matters concerning the health and safety of students.

e. **Student Conduct Standards**

   (1) **Student Conduct Standards** – UBC NJCTF staff must use Center Director-established student conduct standards and disciplinary procedures as the basis for dealing with any significant student problem while in career technical training.

   (2) **Suspension and Dismissal of Students for Safety and Disciplinary Reasons** – To prevent injuries to students/instructors, UBC NJCTF instructors have the authority to immediately suspend from class a student who has violated safety/disciplinary rules or regulations. In these situations, UBC NJCTF instructors must advise the Center Director of the action taken as soon as practicable, with adequate documentation. Further, UBC NJCTF instructors must recommend to the Career Technical Training Manager and Center Director the permanent removal of students from UBC NJCTF trades who continue to disregard safety rules and procedures, with adequate documentation.

   UBC NJCTF instructors must be part of the center’s process for determining the readmission of such students to UBC NJCTF classes.

f. **Student-Related Activities**

   (1) **Involvement With Center Activities** – UBC NJCTF instructors must be actively involved with center officials and staff in helping to establish programs, activities, and training conducted during the CPP as defined in PRH Chapter 2.

   (2) **Evaluation of Student Progress Panel** – UBC NJCTF instructors must actively participate in the Evaluation of Student Progress (ESP) panels for students enrolled in UBC NJCTF training programs. UBC NJCTF and center staff will work cooperatively to ensure that the scheduling of these activities results in the least disruption to career technical training classes.

   (3) **Coordination of CTS for Graduating Students** – UBC NJCTF instructors must notify appropriate center staff, on a timely basis, when students are within 60 days of career technical training completion, so that career transition planning can be initiated. However, in those instances when a training-related job becomes available on short notice, particularly a Registered Apprenticeship opportunity, UBC NJCTF instructor and center management must work expeditiously to ensure that the scheduling of career transition readiness activities is not a deterrent to the job-related placement of the graduate. In this situation, every effort will be made to provide departing graduates with transition allowances and WBL funds ensure that they receive all appropriate transitional services, and where applicable, meet with assigned CTS staff.
(4) **Driver Education** – UBC NJCTF must work closely with Center Directors in support of each center’s responsibility to provide driver’s education training for all eligible students beginning in the CPP. This is especially important for those students assigned to the construction trades. UBC NJCTF must make every effort to collaborate with center management to help students attain a valid driver’s license or learner’s permit before graduation.

5. **UBC NJCTF STAFF RESPONSIBILITIES**

   a. **UBC NJCTF Field Staff/Coordinators**

      (1) **Monitoring Performance** – UBC NJCTF field staff must be fully knowledgeable about the performance of UBC NJCTF programs and instructors. As required by the Career Technical Training Reporting and Improvement System (CTTRIS), for individual training programs performing below established standards or on probation, UBC NJCTF field staff must work collaboratively with the instructor, as well as center and regional staff, to develop, implements, and monitor Program Improvement Plans (PIPs). UBC NJCTF field staff must actively participate in the Regional Appeal Process for their programs facing sanctions, including closure and reduction. In this regard, also, slot utilization is a cost-effectiveness issue that must continually be monitored. When warranted, UBC NJCTF field staff must collaborate with centers and Regional Offices (ROs) to effectively address issues related to slot utilization.

      To ensure effective and efficient use of resources, UBC NJCTF field staff will first make productive use of all available means of communication, including electronic, and fully assess performance reports generated by the Job Corps Data Center and UBC NJCTF, before center visits are planned. Center travel must be limited to situations where face-to-face contact is absolutely essential.

      (2) **Technical Assistance** – UBC NJCTF will supply structured training in classroom management. Instructors will be expected to deal effectively with a wide range of student behaviors. When necessary, regional field staff must provide additional training in a timely fashion.

      (3) **Interaction With Center Activities** – UBC NJCTF field staff must ensure that UBC NJCTF instructors are contributing to the effectiveness of the center CDSS Plan, and the goals of the overarching program. Performance standards must reflect a team approach with center and career transition staff to ensure students have every opportunity to achieve their goals.

      (4) **Actions on Staff Issues** – Where significant problems associated with a particular UBC NJCTF instructor are verified, either in the performance of his/her basic responsibilities or as a participant in other center activities and programs, UBC NJCTF field staff must take immediate and appropriate corrective action. If warranted, such action may ultimately include the permanent removal of an UBC NJCTF instructor. However, before a final decision of this type is made, the Center
Director and assigned regional COR/Project Manager will be notified. These individuals will have the opportunity to expeditiously assess the impact of such a decision on the operations and administration of the center, and to share this information with the appropriate UBC NJCTF official(s) for consideration prior to a final decision being made by UBC NJCTF.

(5) Business Linkages – UBC NJCTF field staff must play a vital role in establishing meaningful relationships with business agents and other local union officials, business councils, and affiliated organizations in labor markets where students return to seek employment in the construction industry. Such efforts are intended to promote and establish Registered Apprenticeship and other career opportunities for qualified graduates.

(6) Communication With Center Directors During Visits – As stated above, while effective use of desk monitoring, conference calls, and e-mail is strongly encouraged, UBC NJCTF field staff will visit centers, when justified. To the extent practicable in these situations, the Center Director must be notified in advance of visits. Further, following each visit, UBC NJCTF field staff must conduct an exit conference with the Center Director, or his/her designee, and other officials, as appropriate, to review significant findings, and address issues affecting program performance, particularly if the program is on probation and/or under a PIP.

(7) Communication With Regional CORs/Project Managers – UBC NJCTF field staff must also establish and maintain contact with appropriate Regional CORs/Project Managers concerning UBC NJCTF programs and instructor performance, as well as significant findings/issues resulting from monitoring that could not be resolved at the center level. UBC NJCTF field staff is strongly encouraged to share monitoring reports with appropriate project managers, especially for those programs on probation and/or under a PIP.

(8) Meeting with Regional Directors – UBC NJCTF field staff and their executives must meet with the Regional Directors via teleconferencing or videoconferencing at least once each program year to share Labor Market Information and economic factors that impact UBC NJCTF program performance, review program outcomes, and discuss program change options, etc.

b. NTC Instructors

While UBC NJCTF instructors perform as part of an UBC NJCTF national contract, they must cooperate with and be a part of the center and its operation. As required of all center staff, UBC NJCTF instructors must function as mentors, models, and monitors of all Career Success Standards when working with students. In addition, they must be active partners with center staff in evaluating student progress and meeting students’ needs in support of their social and career development.
(1) **Career Technical Training** – UBC NJCTF instructors must plan, deliver, and evaluate career technical training to Job Corps students in various specialty areas, including both classroom instruction (theory learning) and hands-on practices (Career Technical Skills Training and Work-Based Learning). Instructors are expected to provide students the opportunity to complete all required Training Achievement Records (TARs) in their chosen program. They are also expected to train students to be sufficiently competent to enter: a Registered Apprenticeship training program; a high growth/high demand/high wage occupation for career development; a community/technical college for advanced training; or the U.S. Armed Forces, and earn a passing score on written and/or performance tests associated with nationally recognized certification and/or state licensure, as applicable.

(2) **Professional Development** – To the extent that adequate resources are made available, UBC NJCTF instructors must participate in all professional development activities sponsored by UBC NJCTF, centers, Regional Offices (ROs), and the National Office of Job Corps (NOJC), as applicable, to increase their effectiveness in developing and delivering standards-based integrated instruction; coordinating instruction; utilizing evidence-based instructional techniques; and implementing effective student-engagement strategies.

(3) **Role-Modeling** – UBC NJCTF instructors are expected to serve as role models for students. Any abusive or other inappropriate behavior by instructors toward students or staff, failure to properly supervise students and maintain order, effectiveness, and safety, or a disregard for center rules and regulations, will not be tolerated and will result in disciplinary action, possibly the loss of employment. UBC NJCTF field and headquarters officials must take immediate and appropriate action when such incidences are verified. Where an NTC fails to respond expeditiously and adequately, the NTC COR will become involved and initiate whatever corrective actions/measures may be needed.

(4) **Communication With Center Staff** – UBC NJCTF instructors must periodically communicate with other center staff who also serve UBC NJCTF students in other program areas (e.g., academic and residential). The purpose of such contact is to determine if UBC NJCTF students are meeting their responsibilities in these other required activities, and especially to identify students having problems that could lead to early separation if not dealt with immediately and effectively. Where this appears to be the case, the UBC NJCTF instructor, acting as a role model, must endeavor to positively influence the student and steer him/her in a better direction.

The responsibility described above is in addition to UBC NJCTF instructors’ participation in Evaluation of Student Progress (ESP) panels, and is primarily intended to prevent Zero Tolerance (ZT) terminations, UAs, etc., and increase the number of UBC NJCTF career technical training graduates and placements.

(5) **Center Activities** – UBC NJCTF instructors are expected to support and participate in pre-planned, scheduled activities/projects that have been established by center
officials and staff to support center goals and objectives. Such activities/projects, which usually involve most center components, may take place outside of normal working hours, including weekends, and at sites other than the Job Corps center.

(6) **Business Linkages** – UBC NJCTF instructors must play a vital role in establishing meaningful relationships with business agents and other local union officials, business councils, and affiliated organizations in labor markets where students return to seek employment. Such efforts are intended to promote and establish Registered Apprenticeships and other career opportunities for qualified graduates, and will be carried out to the extent that adequate resources are available for this purpose.

(7) **Driving Compliance** – UBC NJCTF instructors must comply with all related PRH and UBC NJCTF/center-specific requirements related to driving privileges for employment as well as operating NTC/Center/GSA vehicles. When requested by center officials, UBC NJCTF instructors who use center vehicles must show proof of a valid driver’s license. UBC NJCTF instructors will also immediately notify appropriate center officials of any changes/restrictions to their licenses, when these occur.

6. **RESOLVING ISSUES**

a. **Process for Resolving Issues** – UBC NJCTF instructors must work cooperatively with Center Directors and appropriate staff to informally resolve all issues. Where necessary, these efforts must also involve the assigned Field Coordinator, UBC NJCTF headquarters officials, and the regional COR/Project Manager. However, in the event that an informal resolution is not possible, the UBC NJCTF leadership must immediately request the assistance of the NTC COR; concurrently, the Center Director must notify the assigned Regional COR/Project Manager to assist in the resolution process.

The NTC COR and Regional COR/Project Manager will work cooperatively and expeditiously to fully investigate matters that could not be resolved informally, and jointly render a final decision that will be binding on all parties involved. However, if this is not achievable, the Job Corps National Deputy Director will be the final arbiter. At no time during this entire process will the Center Director or NTC officials/staff, including field staff and instructors, take any action that could adversely affect the training of students in the UBC NJCTF program or functioning of the center.

b. **Center Request(s) for UBC NJCTF Personnel Change(s)** – In the instances where the Center Director requests permanent removal of an UBC NJCTF instructor, such requests must be in writing and concurrently transmitted to the NTC COR and the designated Regional COR/Project Manager, with copies to the assigned UBC NJCTF Field Coordinator and UBC NJCTF executive leadership. The written communication must include the specific reason(s) justifying the request for removal, along with any documented violations of center rules, operating policy, etc., that were committed by the instructor in the past. In consultation with the organization’s human resources and legal
staff, UBC NJCTF will follow its policies and procedures in determining the appropriate course of action.

c. **Center Request(s) for UBC NJCTF Program Change(s)** – In the instances where the Center Director requests the permanent addition or removal of an UBC NJCTF training program, such requests must be submitted to the Job Corps National Office, through the Regional Director who must approve the request. All requests must be submitted in accordance with Appendix 307 - *Job Corps Career Technical Training Change Request*. The request must be developed in collaboration with the center operator, the regional COR/Project Manager, and UBC NJCTF. The Job Corps National Office will make a final determination of the request after verification of all facts and reasoning in conjunction with all related parties.

d. **UBC NJCTF Request(s) for Program Change(s)** – To initiate any changes to the contracted training programs (program and slots); UBC NJCTF is required to follow the Career Technical Training Change Request process established by the National Office of Job Corps (NOJC), see PRH Appendix 306. Following approval from the Regional Office (RO), the National Office of Job Corps (NOJC) will make a final determination of the request after verification of all facts and reasoning in conjunction with all related parties, including centers and Regional Offices (ROs). The DOL Contracting Officer and the NTC COR will develop and execute a Contract Modification for each UBC NJCTF program change, following approval from the National Director of Job Corps.

The above four provisions apply to all Job Corps centers where UBC NJCTF programs operate, including agency-operated centers.

7. **PERFORMANCE**

a. **Annual Performance Assessment** – UBC NJCTF performance must be evaluated annually by Job Corps regional staff, the NTC COR, and other appropriate Job Corps National Office staff, using data from the Career Technical Training Report Card (CTTRC) and assessment mechanisms specific in the PRH Appendix 501d. For programs that have performed at the “unsatisfactory” level (Grade ‘D’ on the CTTRC) for one year and have been recommended by the National Office of Job Corps (NOJC) for probation, UBC NJCTF must develop a Performance Improvement Plan (PIP), in cooperation with affective centers and Regional Office (RO) staff. A copy of the PIP will also be submitted to the NTC COR.

UBC NJCTF must work with appropriate center management and regional officials/staff to implement PIPs so that performance outcomes of such programs in the following program year will be elevated to the “average” level (Grade ‘C’), at a minimum. For programs that have performed at the “unsatisfactory” level (Grade ‘D’) for two consecutive years, and recommended by the National Office of Job Corps (NOJC) for closure or slot reduction, UBC NJCTF can develop, in close cooperation with related centers, an appeal to file with the National Office of Job Corps (NOJC). Following the
appeal process, the National Office of Job Corps (NOJC) will render a final decision, which could result in program closure or slot reductions.

b. **Registered Apprenticeship Placements** – UBC NJCTF must develop and maintain a productive and meaningful relationship with associated local unions, Registered Apprenticeship programs, district councils, national/regional/local business-industry organizations, and individual employers that can place Job Corps graduates into Registered Apprenticeship training programs and other meaningful career opportunities that offer sustainable wages. In addition to meeting all performance expectations stipulated in PRH Appendix 501d, UBC NJCTF staff are expected to annually increase graduate placement into Registered Apprenticeship programs and/or industry-based training programs or employment, based on historical data and realistic projections and with consideration of local, regional, and national economic conditions impacting the construction industry.

Where applicable, UBC NJCTF must collaborate with specific employers to develop and implement training programs/modules tailored specifically to their labor needs.

Job Corps centers are expected to cooperate with UBC NJCTF in placing graduates in Registered Apprenticeship programs and training-related jobs. In this regard, it is particularly important for centers to ensure that prior to graduation UBC NJCTF students have an opportunity to secure a valid driver’s license.

8. **REQUIREMENTS FOR FACILITY, EQUIPMENT, AND SUPPORT SERVICES**

In consultation with appropriate unions, industry groups, individual employers, and OSHA (as well as state and local OSHA counterparts), UBC NJCTF must determine the equipment, tools, materials, and supplies necessary to ensure quality training and protect students’/instructors’ safety and health. As appropriate, these activities will be coordinated with the Center Safety Officer and/or the Health and Wellness Manager/Administrator.

The Center Operator must provide UBC NJCTF with appropriate and adequate career technical shop training, administrative space, and the support services described below. Subject to a center’s fire, security, and related safety policies, UBC NJCTF must be responsible for maintaining security of the assigned space during training hours – including the establishment of a limited access policy.

UBC NJCTF must work cooperatively with centers to implement these policies to ensure effective maintenance, stewardship, and accountability of government-owned personal property during normal UBC NJCTF operation hours and in accordance with all government property management regulations and requirements.

The center operator must provide UBC NJCTF, at no cost, the following equipment and support services as part of the center operator’s contract.
a. Shop and career technical training equipment, materials, and supplies (a detailed listing of equipment by UBC NJCTF for each career technical training program that they offer at a specific center must be included as part of the MOU) (Desks and chairs for classrooms will also be provided.)

b. Reasonable accommodations/modifications, where needed, to provide students with disabilities the opportunity to successfully complete the TAR(s) required in the trade

c. Acquisition, maintenance, repair, and replacement of career technical and administrative equipment

d. Telephone installation in instructor offices and ongoing service, including local and long distance service, in support of providing job development, placement, transition support services, follow-up activities, and for other official Job Corps business (In addition, cell phones will be provided to UBC NJCTF instructors when working with students off center, or at remote areas on center, to ensure that the need for medical/emergency support can be quickly communicated.)

e. Fax and copying services in instructor offices (Where this is not possible, other arrangements must be in place that are convenient for instructors to use such services.)

f. Safe and adequately equipped vehicles to support training activities/projects

g. Mail (postage)

h. Trash and garbage collection

i. Utilities

j. Locking file cabinets

k. Computer equipment (This includes hardware and software in each UBC NJCTF instructor’s office, capable of accessing the Internet, CIS3g, CTS, and the Job Corps Community Website. It also includes hardware and software in each UBC NJCTF classroom/shop, capable of accessing the Internet, to support student learning. Instructors will also be provided with a printer. Computer training, if scheduled for center staff, must also be made available to UBC NJCTF staff.)

l. DVD/CD players, VCRs, monitors, and related equipment, as necessary, to support training

m. Transportation and meals for students participating in CTST, WBL, and other work-experience activities

n. Fire protection and OSHA-approved safety programs at career technical facilities

o. OSHA-required safety equipment (e.g., eye, hand, face, and fall protection), and other
personal protective equipment that is required in the trade and meets OSHA and industry standards

p. The provision of Federal Tax Credit Conditional Certifications for eligible graduates, prior to separation, as long as these programs continue to be statutorily authorized and target-group documentation is accessible

q. Student career technical training clothing including, where applicable, special and foul weather clothing, hard-toed safety shoes, and replacement items, including those students who may be assigned by the center above the contracted class/surge level, (Clothing provided must have the logo of the NTC clearly visible, as applicable, and when financially feasible.)

r. Appropriate attire for CTST projects and WBL assignments and, as applicable, requirements imposed by OSHA, state law, and industry standards, as well as the specific job site

s. Immediate and accurate entry into the CIS, the following UBC NJCTF-provided information/data: (a) career technical student data, including entry dates and completion status, as they occur; (b) any and all corrections, when notified by UBC NJCTF along with verification to UBC NJCTF when the corrections are made; and (c) placement results, as determined by the center or as provided by UBC NJCTF

t. Copies of the 6-78 Forms and CTTRC 10 and 20 Reports, or subsequently developed career technical training performance reports, on a regular and timely basis, and provision of quality staff training regarding the CTTRC reports, when necessary

u. Shipping tool kits to students, when required by UBC NJCTF programs

v. Transportation to and from WBL, CTST sites, industry/trade certification-accreditation sessions/tests, and job interviews

w. Consistent with the Center CDSS Plan, as described in the PRH, UBC NJCTF staff will be a part of all training designated for career technical instructors, including standard First-Aid and CPR

x. Secretarial/clerical assistance, when the need is justified

y. Security for career technical training facilities, including on-center CTST sites, outside of normal working hours

9. TRAINING MATERIALS AND SUPPORT

a. Instructional Materials – UBC NJCTF must provide each student and instructor with instructional materials and publications, as necessary, to adequately conduct quality career technical training. Training-related courseware (CD-ROM or Internet-based) or videos that have proven to be successful in supporting classroom instruction will also be
made available by UBC NJCTF, as well as an updated listing of Internet websites that contribute to student learning and the professional development of UBC NJCTF instructors.

b. **Student Tool Kits** – UBC NJCTF must provide tool kits for students in training, in accordance with established policy in the PRH. Tool kits must be made available at no cost to UBC NJCTF students who successfully complete career technical training and obtain a job training match upon initial placement. A copy of approved tool lists must be provided to Center Directors by UBC NJCTF.

The NTCs will work in partnership with the Center Director to ensure that the tool kits meet, as much as practicable, the needs of the industries involved so that students can be successful in securing and retaining training-related jobs.

10. **AUTOMATED CAREER TRANSITION SYSTEM (CTS)**

It is imperative that UBC NJCTF comply with Job Corps policies (Program Instructions No. 06-08 and No. 06-25) to safeguard students’ Personally Identifiable Information (PII), and use the CDSS Suites of Job Corps’ Center Information System (CIS3g) exclusively for all data purposes related to recruitment, training, placement, follow-up, and other student services. UBC NJCTF must also protect students’ PII in all the paper-based documents, including TARs, in accordance with Job Corps policies and procedures.

Center Directors must collaborate with and provide assistance to UBC NJCTF to meet this important requirement.

a. **Data Entry into CTS** – UBC NJCTF instructors and field staff/coordinators must be responsible for the timely and accurate entry of the following data into the automated Career Transition System.

1. Post-center contact with graduates including updated graduate contact information, job development, referral and placement activity, and transition support needs and services provided.

2. Upgraded information related to graduates, especially acceptance into Registered Apprenticeship programs, wage increases, and job training match data.

b. **Verification of Placement Data by CTS Providers** – Each Career Transition Services (CTS) provider assigned an UBC NJCTF graduate is responsible for verifying the placement, when UBC NJCTF records such accomplishment in the CTS. Verification activities must be initiated by the CTS provider in a timely manner and, when this process is fully completed, the CTS provider has the responsibility to report the verified placement to the CIS as expeditiously as possible.

c. **Resolving Issues With CTS Providers** – If a CTS provider routinely delays the verification and/or placement reporting process, UBC NJCTF must report this matter to
the appropriate official in the CTS provider organization, the Center Director, and the assigned Regional COR/Project Manager, in an attempt to correct the problem. Where this is not successful, the NTC COR must be notified in writing including, at a minimum, the following information:

(1) The name of the CTS-provider (contractor) organization involved, and the dates and names of the organization’s official(s) contacted by UBC NJCTF to resolve the delays.

(2) The UBC NJCTF graduate’s name, student identification number, the date the placement was recorded in the CTS reporting system by UBC NJCTF, and how many calendar days it took for the CTS provider to
   (a) complete the verification process, and
   (b) record the verified placement in the CTS.

Other pertinent information should be reported, such as: delay(s) that extend beyond the window for recording placements; the impact on annual performance results, and, if applicable, the future of the specific UBC NJCTF training program where the student completed training.

11. **ADMINISTRATIVE PROVISIONS**

   a. **UBC NJCTF Staff Leave Provisions**

      (1) **Workday** – The workday (starting and ending times) must be in accordance with center policy.

      (2) **Annual Leave** – With the exception of emergencies, leave must be scheduled and coordinated with the Center Director sufficiently in advance to ensure that there is no adverse effect on center operations and that quality student instruction continues uninterrupted. Actual approval of annual leave is the responsibility of UBC NJCTF and may be granted only after timely notification has been provided to the Center Director, or his/her designee, and their comments have been carefully considered by UBC NJCTF.

      (3) **Sick Leave** – To the extent practicable, UBC NJCTF instructors are expected to notify the Center Director, or his/her designee, prior to the first scheduled class when sick leave must be taken.

      (4) **Overtime** – No overtime or center holiday work must be performed unless requested in writing by the government and accepted by the NTC; overtime pay, when approved, will be reimbursed at the rate established for the area in which the work is performed.
b. **Substitute Instructors**

The Center Director must provide qualified substitutes for up to the first 10 working days that an UBC NJCTF instructor is on sanctioned leave, or where there is an unexpected termination or resignation of an UBC NJCTF instructor. After the first 10 working days, UBC NJCTF is responsible for providing a qualified substitute or, as warranted, hiring a fully qualified replacement instructor.

c. **Time Sheet Verification**

The Center Director, or his/her designee, must sign weekly time sheets verifying UBC NJCTF instructor(s) time on center.

12. **SIGNATURES**

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<tr>
<th>Name and Title of Center Director or Designee (Please Print)</th>
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<tr>
<td>Signature of Center Director or Designee</td>
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<tr>
<td>Name and Title of UBC NJCTF Executive or Designee (Please Print)</td>
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<td>Signature of UBC NJCTF Executive or Designee</td>
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APPENDIX 303

CAREER TECHNICAL SKILLS TRAINING

Career Technical Skills Training (CTST) projects provide opportunities for students to learn and practice career technical skills and workplace competencies through projects that result in improved facilities, projects or finished products. Projects accomplished through the CTST program provide students with quality training in a wide range of skills required for employment in their chosen career fields.

General Requirements

1. The National Director of the Office of Job Corps will allocate CTST funds to support training projects for designated career technical training (CTT) programs that use projects in the Construction, Advanced Manufacturing, Automotive and Machine Repair, Information Technology (Network Cable Installation only), Transportation, or Renewable Resources and Energy industries as the primary method of training. Training provided in these programs should offer a minimum of 65 percent hands-on activities/project-based learning resulting in finished products, projects or improved facilities.

2. Additional programs and projects may be eligible for CTST funding if determined to be appropriate by the National Director.

3. CTST projects must be described by the center in an annual CTST Plan prepared for the upcoming program year, and submitted by February 1, annually using approved CTST Submittal forms from the Construction Rehabilitation and Acquisition (CRA)/Funded-Not-Corrected (FNC)/Career Technical Skills Training (CTST) Job Corps Citrix Website. Upon completion of all required fields within the form, Centers will upload the completed form to the CRA/FNC/CTST Job Corps Citrix Website for review and approval. When National Training Contractor (NTC) trades are involved, the annual CTST Plan must be developed in full cooperation with the NTC instructor(s). An NTC representative must sign the CTST Plan or provide a letter of concurrence with it, as well as for any modification to the plan, submit to the National Office, as prescribed below.

4. CTST Plans must be based on providing a wide range of training experiences for students within the funding allocated by the National Office of Job Corps (NOJC), and the student training time available for CTST work during the program year. Every effort should be made to actively involve students in planning and budgeting CTST projects and should be considered part of their project-based learning process.

Programs Eligible for CTST Funding

1. The annual CTST program budget for each center must be determined on the basis of the total authorized training slots for the following career technical offerings which use hands-on, project-based learning as the primary method of training. The following program areas, both basic and advanced, are eligible for CTST funding (Basic and Advanced designation is provided through the Centers Approved Master Profile):
• Bricklayer
• Brick Masonry
• Building Construction Technology
• Carpentry
• Cement Masonry
• Construction Craft Laborer
• Electrical
• Facilities Maintenance
• Floor Covering
• Forestry Conservation and Firefighting
• Glazing
• Heating, Ventilation and Air Conditioning (HVAC)
• Heavy Construction Equipment Mechanic
• Heavy Equipment Operations
• Heavy Truck Driving
• Landscaping
• Machining
• Manufacturing Technology
• Network Cable Installation
• Overhead Line Construction
• Painting
• Paving Machine Operator
• Petroleum Technician
• Plastering
• Plumbing
• Sign, Billboard, and Display
• Smart Meter and Instrumentation Technician
• Solar Installer and Repairer (PV and Thermal)
• Stationary Engineering
• Surveying
• Tile Setting
• Underground Residential Distribution
• Urban Forestry
• Water/Wastewater Operator
• Weatherization
• Welding

CTST Funding

1. Funding allocated to each center for CTST programming must be established by the National Office of Job Corps (NOJC) on a program year basis and per training slot for each eligible career technical training (CTT) program as specified above.

2. CTST funds must be maintained and accounted for by the center as a separate budget line item and not transferred to any other budget category.

3. Centers may use single project underrun to support/balance out existing approved project(s), provided single underrun project is in 100 percent completion status within the applicable CTST program year (PY) cycle.

4. The total estimated cost of the center’s CTST Plan must not exceed the annual allocated funding level established by the National Director of the Office of Job Corps.

5. The center’s annual CTST Plan must include estimated costs of individual CTST projects.

a. CTST funds may be used for the following:
   (1) Materials, tools and supplies (including health, safety, and personal protection equipment (PPE) and public identification)
   (2) Jobsite power tools (specific to the completion of CTST projects)
   (3) Equipment rental
   (4) Contracted services
(5) Agency technical services (USDA Forest Service Civilian Conservation Centers [CCCs] only)
(6) Motor vehicle operations and maintenance

b. The total combined costs for a CTST project contracted services and agency technical assistance must not exceed 50 percent of the total cost of the individual project for which it is requested.

c. The use of CTST funds for mock-up training must be limited to materials, jobsite power tools, and equipment necessary to construct installed training aids or work stations.

6. CTST funds must not be used to:

a. Supplement budgets or operations that are unrelated to or beyond the scope of hands-on training.

b. Pay any center staff salaries.

c. Purchase separately funded career technical training, consumable materials used in classroom training, curriculum, training aids, audiovisuals, or texts.

d. Offset or prorate salary, administrative, or support costs above the center level.

e. Maintain, rehabilitate, or construct staff housing.

f. Subcontract for the purpose of accelerating a project completion date.

7. Funding for CTST off-center projects may be supplemented in whole or in part by the benefiting agency, but:

a. Costs to Job Corps must be limited to those items that are directly related to student training, and essential heating, plumbing, and electricity.

b. Benefiting agencies/organizations must provide all technical assistance, materials, planning, design, and ancillary features and equipment that do not contribute to or involve student training.

**Annual CTST Plans**

1. Plan Contents - Each center’s annual CTST plan shall be prepared and submitted using the annual CTST Form approved by the National Office, which shall be posted on the Job Corps Construction Rehabilitation and Acquisition (CRA)/Funded-Not-Corrected (FNC), Career Technical Skills Training Website.

2. Project Selection - Centers must select CTST projects in accordance with the following priorities
a. Projects that address skill items on Electronic Training Achievement Records (e-TARs) for each career technical training (CTT) area to ensure a wide range of skills development and that ensure the training inherent in the proposed projects is geared to job placement in the field for which students are being trained.

b. On-center construction, rehabilitation, and maintenance projects, including items identified in the facility survey (In situations where contracted services are required, priority must be given to projects that fulfill these services through another Job Corps center’s or other career technical skill training program’s participation, whenever reasonably possible.)

c. Off-center projects on federal, state, county, or municipal public lands (Priority must be given to those projects for which the benefiting agency provides the most financial support. Benefiting agencies must provide technical assistance, materials, and other resources.) Justification must be provided for projects that require more than one hour travel in each direction:
   (1) Promote, preserve, or protect the economic self-interest of private individuals or groups, whether profit or nonprofit.
   (2) Involve capital construction that would normally be provided through city funding, industry funding, or through bond issues.

d. Public service projects for nearby communities, limited to public lands or to support community-based organizations (Such organizations need not be involved in providing job training services. Community service projects must be considered on-center projects in establishing priorities, provided the cost to Job Corps does not exceed $5,000.)

e. Repetitive or production-oriented projects that provide short-term or inclement weather activities, such as production of cattle guards, picnic tables, and other such items.

f. Construction of cut-away displays, mock-ups and work stations.

g. Special projects as assigned and approved by the National Office.

3. Prohibited Projects - Centers must not include the following in CTST Plans:

a. Projects that displace currently employed or contractually required workers, or impair existing contracts for services.

b. Costs of administrative direction, management assistance, or overall program planning and support provided by the center operator when such costs are not directly related to the planning or execution of any specific project.

4. Spike Camps/Off-Center Residential Facilities – Spike camps/off-center residential facilities must be established only in support of a specific CTST project proposal.

5. Spike camp proposals must include full justification and meet the following criteria:
a. Be located 75 miles or less from the center, or further distance if approved by the Regional Office

b. Be temporary and not maintained beyond the life of the CTST project

c. Provide academic and residential support services and supervision of students 24 hours each day, commensurate with the level of services provided at the center

d. Exclude beginning readers from participation

e. Provide student supervision by staff other than career technical training instructors during non-working hours

f. Provide adequate medical/dental coverage for students

g. Have prior inspection and approval by the Center Safety Officer

h. Provide adequate communications between the spike camp and the center

i. Be operational only during the training week. Students must be returned to the center at the end of the last training day of the week

j. Have prior agreement from any involved NTC

k. Maintain costs involved with the spike camp operation separately from center operations to enable analysis of cost-effectiveness of the operation

6. Center-to-Center Collaborative Projects

a. Centers must make every effort to use existing CTST programs including those at other centers, when planning CTST projects.

b. Centers are encouraged to review local and distance centers for available CTST support for proposed projects that the existing center does not have the CTST program offering. No distance limitations are placed on center to center collaboration.

CTST Plan Submission and Approval

1. National Office Approval - centers must not begin any CTST project construction without express approval by NOJC.

   a. Centers not submitting by the deadline established by NOJC may be determined to have forfeited/or delayed availability to CTST funds.
b. The NOJC Division of Education Services, Career Technical Training (CTT) Unit will maintain record of and manage the review process, including review by the Job Corps Division of Facilities and Asset Management, if necessary.

c. Centers may submit corrections or alternative/replacement projects using the annual CTST Form approved by the National Office and formally notifying the CTT Unit Supervisor of their intent to do so, but not later than April 30.

2. Allocations - The National Office, via CTT, will communicate final allocation status to the Regional Office not later than July 1 and the Regional Office shall distribute CTST funds to centers for CTST projects approved by the National Office between July 1 and July 31.

3. 90 Day Rule - The Regional Offices shall place 100 percent of the center’s allocation on the existing center operations contract unless said contract is scheduled to terminate/expire within 90 calendar days of the funds being made available to the Regional Offices. In cases where the contract is scheduled to terminate/expire within 90 calendar days, the Regional Office will place 100 percent of the available CTST funding on the new contract, once awarded.

4. Spending of Funds by Centers - The center shall spend all CTST funds on its designated plan and projects by March 31 or forfeit unspent funds to the National Office. Each center must also complete the reconciliation contained in the CTST form at least twice annually, or at a frequency directed by the NOJC. The bi-annual status report must be submitted for July 1 through December 31 activity by 5:00 p.m. Eastern Standard Time January 31. The reporting for the period of July 1 through June 30 report must be submitted by 5:00 p.m. Eastern Standard Time July 31.

Operation of CTST Projects

1. Center management must designate a staff member to coordinate and manage CTST project implementation. NTCs involved with specific projects must assist the designated staff member in carrying out the plan.

2. The individual designated to oversee CTST projects must coordinate with all career technical training programs on center involved in CTST projects and the Safety Coordinator.

3. The Regional Office will report withdrawal and deferment of an approved CTST project and instances of unauthorized projects or expenditures in writing immediately to the National Office CTT Unit.

4. All major CTST projects in progress and all completed projects and products, including buildings, campgrounds, or other permanent projects, must be prominently marked as having been produced by Job Corps. All movable products must be identified by either affixing a marked, non-corroding metal plate or by branding/stamping the project with the Job Corps name or emblem.
APPENDIX 303A
CAREER TECHNICAL SKILLS TRAINING (CTST) INSTRUCTIONS FOR COMPLETING CTST FORM

The CAREER TECHNICAL SKILLS TRAINING (CTST) FORM summarizes and requests approval for the annual plan of CTST projects for a center. This appendix provides definitions of terms used within the form and detailed instructions on the completion of the form. The form in its entirety is comprised of 25 (twenty-five) tabs:

- Instructions. The Instruction tab is highlighted in black and provides instructions on completing the form. Please see #1 below for more information.
- Summary. The Summary tab is for National Office of Job Corps (NOJC) use only. Users are instructed to not manipulate any of the cells in this spreadsheet or attempt to enter any data on this tab.
- Signatures. Please see #2 below for more information.
- Project Tabs 1-20. Please see #3 below for more information.
- Reconciliation. Please see #4 below for more information.
- Review. The Review tab is for National Office of Job Corps (NOJC) use only. Users are instructed to not manipulate any of the cells in this spreadsheet or attempt to enter any data on this tab.

The two tabs highlighted in red (Summary and NOJC Review) are for National Office of Job Corps use only. Centers are asked not to manipulate or enter data in any of the cells on these spreadsheets with red tabs. Centers are to enter data only in the tabs highlighted in green (numbered tabs [PY]-01-20); as well as the reconciliation tab for the periods ending December 31 and June 30. For more information on the reconciliation process, refer to PRH Appendix 303.

Centers are requested to provide as much information as possible and fill in all required cells based on the number of projects requested. When entering dollar figures in the costing of projects, users are asked to round all numbers up to the nearest whole dollar.

1. INSTRUCTIONS TAB. The instructions describe the use of the Microsoft Excel-based document to record CTST projects, describe each tab included in the document, and define the information and data to be entered into each field of these tabs.

2. SIGNATURES TAB. Print this tab and circulate on center for all required signatures. This page should be printed and signatures collected; do not mark "Signature on file" or indicate similarly. Titles and required signatures differ by individual center and center operators, so it is the responsibility of each center to ensure that all necessary signatures are affixed. NOJC accepts no responsibility for any projects that are not expressly authorized for completion by center and/or corporate management. Once all required signatures are affixed, scan and upload the Signatures page to the “Attachments” section of [PY]-01 tab. Note that all signatories agree and confirm that they have read and agree to each project contained within the CTST submission. No exceptions will be made to this by NOJC.
a. PRINT/TYP NAME: Signatories should legibly print their name here after signing.

b. DATE: Signatories should legibly print the date of signing after signing.

c. TITLE: Signatories should legibly print formal titles after signing.

3. PROJECT TABS. The following fields are required to be completed for each project requested for the applicable program year. Centers are to complete numbered tabs equal to the number of projects requested. For example, if the center is requesting seven CTST projects, they must complete tabs [PY-01 through PY-07]. Please note that the form will be updated each year to represent the appropriate program year. For example, the form exclusive for use in Program Year 2017 will be numbered 17-01 through 17-20; for Program Year 2018, 18-01 through 18-20; and so on. Please note that the descriptions below contain [PY] as a placeholder for the applicable program year. Individual projects involving less than $2,500 in direct project costs must be combined under one project number and titled “Miscellaneous Construction Projects.”

a. REGION: The center’s region from the drop-down menu.

b. CENTER: The center name from the drop-down menu.

c. START DATE: Enter the estimated date work on the project is expected to begin.

d. PROJECT TITLE: For each project requested, provide a descriptive title of the project in plain English. For example, “New Lights Female Dorm (Bldg. 12) Bathrooms.”

e. ESTIMATED # OF DAYS TO COMPLETE: Enter the number of calendar days in which the center expects to complete the project.

f. TRADE: From the drop-down boxes, select each on-center trade that will be involved with the project.

g. # OF SLOTS: Enter the number of slots assigned to the applicable trade (2.f above).

h. WORK DAYS: Enter the number of work days the applicable trade (2.f above) will be involved with the execution of the project. For example, if the project is expected to take four weeks to complete without holiday interruption and a Monday through Friday schedule, the estimated number of days to complete the project would be 20 days.

i. PROJECT DESCRIPTION AND NARRATIVE: Enter a descriptive narrative of the project in plain English. Be sure to include what kind of work will be completed, what the finished product(s) will be, how the work supports trade Electronic Training Achievement Record (e-TAR) line items, and what benefit the project will have to
trade students and the center as a whole. Do not limit the description to a listing of which e-TAR line items will be addressed by the work. Doing so is not a complete narrative description and will result in the CTST form being returned to the center and/or loss/forfeiture of CTST funding for the applicable program year. For more information on the execution of the Project Description and Narrative fields, please refer to Appendix 303b.

j. MATERIAL OR SUPPLY DESCRIPTION: List all the materials and/or supplies needed to complete the requested project. Populate the “# of Units” and “Unit Cost” columns for each Material/Supply listed. For each unit cost, round all numbers up to the next whole dollar. Do not manipulate cells in the “Line Cost” column. Doing so will erase built-in formulas which automatically calculate cells. NOTE: This list is an estimate only; instructors have the ability to ensure that the correct materials supplies and tools are ordered on the purchase requisitions based on the actual project requirements at the time of beginning the project. Centers must allow for this flexibility in the ordering process due to timing, changes, weather, safety issues, and local and state building codes, etc.

k. JOBSITE POWER TOOL AND EQUIPMENT ESTIMATE: List all the power tools and equipment needed on-site to complete the requested project. Populate the “# of Units” and “Unit Cost” columns for each power tool/equipment listed. For each unit cost, round all numbers up to the next whole dollar. Do not manipulate cells in the “Line Cost” column. Doing so will erase built-in formulas which automatically calculate cells.

l. EQUIPMENT RENTAL ESTIMATE: List all the rented equipment needed on-site to complete the requested project. Populate the “# of Units” and “Unit Cost” columns for each rental equipment item listed. For each unit cost, round all numbers up to the next whole dollar. Do not manipulate cells in the “Line Cost” column. Doing so will erase built-in formulas which automatically calculate cells.

m. CONTRACTED SERVICES ESTIMATE: List all the contracted services needed to complete the requested project. Populate the “# of Units” and “Unit Cost” columns for each contracted service listed. For each unit cost, round all numbers up to the next whole dollar. Do not manipulate cells in the “Line Cost” column. Doing so will erase built-in formulas which automatically calculate cells.

n. AGENCY TECHNICAL SERVICES ESTIMATE: This tab is to be completed by USDA Forest Service-managed centers only. List all the contracted services needed to complete the requested project. Populate the “# of Units” and “Unit Cost” columns for each contracted service listed. For each unit cost, round all numbers up to the next whole dollar. Do not manipulate cells in the “Line Cost” column. Doing so will erase built-in formulas which automatically calculate cells.

o. MOTOR VEHICLE OPERATIONS/MAINTENANCE ESTIMATE: List all the costs associated with motor vehicle operations/maintenance (travel to/from site or vehicle
use on site) needed to complete the requested project. Populate the “# of Units” and “Unit Cost” columns for each item listed. For each unit cost, round all numbers up to the next whole dollar. Do not manipulate cells in the “Line Cost” column. Doing so will erase built-in formulas which automatically calculate cells.

p. ACTION/HAZARD DESCRIPTION: This section assists in limiting student exposure to injury and fatality during the CTST project and provides reviewers with detailed risk assessment information. From the drop-down menus, select all the hazard(s) expected to be associated with the project being requested. From the page below, cut and paste the proposed control/abatement to match each selected hazard. An entry in the Action/Hazard Description field may present several possible Hazard Category possibilities; each may be addressed using the same or different Proposed Control/Abatement categories. For instance, the Action/Hazard Description used above may also produce the Hazard Category entry "Mechanical/Vibration (Chaffing/Fatigue),” identifying the possibility that the grinding disc may break and disperse. Furthermore, the Proposed Control/Abatement may be the same as the original record, or may involve other solutions. In this case, a solution to replace the grinding discs with a more stable product would result in a Proposed Control/Abatement of "Engineer control - Substitute cause of hazard with other material/process” or the use of protective gear would result in a Proposed Control/Abatement of "Personal Protective Equipment (PPE) - Protective body clothing/footwear" and "PPE - Safety eyewear”. In such cases, the Action/Hazard Description should be repeated and the subsequent and unique Hazard Category and a Proposed Control/Abatement identified to specifically address the new record.

q. ATTACHMENTS: Include all attachments in support of this project including architectural renderings, drawings, site plans, and measurements. Provide a concise narrative for each attachment. Missing documents may cause processing or approval delay. For projects proposing renovation or new construction of a structure or building, attachments should provide the following elements.
   i. Single line technical drawings illustrating and/or describing the project outcome’s location and situation; basic dimensions and construction features; adherence to federal standards and local code; if applicable, details of any major systems changes; building and construction types utilized; and approximate square footage.
   ii. List and schedule of required licenses, authorizations, and/or permits.
   iii. Plan to accommodate current building functions while construction/rehabilitation is underway.
   iv. Centers may also, but are not required to, include supporting images that are numbered and include a caption or legend; technical specification documentation of equipment to be installed; letters of community support; and other such consequential records.

DO NOT manipulate any fields or enter data in any cell in the CTST ENGINEERING REVIEW section. This section is for NOJC use only.
4. **RECONCILIATION TAB.** Each center is required to provide the total expenditures to date for each approved project biannually. Each centers’ approved CTST form posted on the Funded-Not-Corrected (FNC) application within the Job Corps Citrix environment must be updated with reconciliation data twice annually; once for the period ending December 31 (due January 31); and once for the period ending June 30 (due July 31). Please note that NOJC reserves the right to request more frequent reconciliation data, including quarterly requests. NOJC also reserves the right to take back CTST funds that have not been spent by a specified date.

a. For each reconciliation period, enter (in whole, rounded up dollars) the total amount of funds spent on each project.

Please enter data only in green-highlighted cells. Do not enter data into or attempt to manipulate any cells highlighted in gray.

5. **MODIFICATIONS.** The two categories of CTST modifications are as follows.

a. Administrative modifications are identified as those encompassing the provision of absent but required signatures or documentation or the correction of minor calculation errors. Centers must resubmit an updated and complete CTST form to the Funded-Not-Corrected application.

b. Major modifications are identified as those encompassing change in scope, project location or building identification, trade participation, fund request amount, or similarly significant project elements. Centers shall:
   i. Withdraw the project via written request to NOJC identifying the project by project ID number and title.
   ii. Submit a complete replacement project (if applicable) via an updated CTST form uploaded to the Funded-Not-Corrected application. The revised CTST form must be followed up with formal notification to the Career Technical Training Unit within NOJC, summarizing the reason for the change and completion of all required fields above, as if submitting a new project for approval.

All modification requests will be handled by NOJC on an ad hoc basis, and the NOJC reserves the right to limit the number of modification requests processed in each program year cycle.
APPENDIX 303B
CTST SAMPLE PROJECT DESCRIPTIONS

As part of the Career Technical Skills Training (CTST) submission process, centers are required to provide detailed project descriptions. The Outcome and Training Description should address the “who, what, where and how” of the training the students will perform. The narrative descriptions are to be inserted in the box labeled (Outcome and Training Descriptions Narrative) on each CTST project tab.

EXAMPLES:
“Female Dorm Light Fixture Replacement, Project ID 17-01” Amount: $5,200

• PROJECT DESCRIPTION: The Electrician students propose to repair and/or replace fluorescent lighting fixtures throughout the female dorm (BLD #7), and remove and replace non-working fluorescent lamp ballasts, and replace lamps with energy-efficient T5 bulbs. Students will remove and replace broken light switches; and will install new receptacles, lights, and switches as required.

• TRAINING DESCRIPTION: The Electrician students will receive Occupational Safety and Health Administration (OSHA) 10 safety training, and will learn and demonstrate all jobsite safety. They will receive training in proper installation of light fixtures, receptacles and switches following all applicable local and National Electrical Codes (NEC). They will receive training in construction math, and demonstrate the proper use of hand and power tools and personal protective equipment (PPE). When completed with project, they will learn how to test circuits for proper operation, and will be able to explain lockout/tag out procedures. The students will learn and practice the Career Success Skills, as well as the employability skills needed to become successful in their personal and professional lives.

“Cement Mason Miscellaneous, Project ID 17-02” Amount: $4,800

• PROJECT DESCRIPTION: The Cement Mason trade proposes to do a variety of concrete projects throughout the campus. This project will address problem areas where concrete walks, curbs and walls may need repair or replacement. These are projects of a small nature that do not require their own heading, but support the Academy's effort to maintain its facility, as well as support the community to include Construction Rehab projects, handicap access and parking, smoking areas; and support to the city/town/agency of XXXXX and Habitat for Humanity.

• TRAINING DESCRIPTION: The Cement Mason students will receive training in concrete patching and repair, placement, screening and finishing, layout and sub-grade prep, form work, tool and job safety; and a variety of challenges from planning and excavation, to forming and pouring. All projects will provide excellent training for the students. They will receive training in construction math, and demonstrate the proper use of hand and power tools, and PPE. The students will learn and practice the Career Success Skills, as well as the employability skills needed to become successful in their personal and professional lives.
“Outdoor Pavilion, Project ID 17-03” Amount: $12,500

**PROJECT DESCRIPTION:** The Carpentry students propose to construct a 24’ X 48’ pavilion. The location will be approximately 100 feet to the right of our gym (See footprint drawing attached). This will be a pressure treated wood structure with prefabricated engineered roof trusses, designed to code to handle the North East snow loads. Student will set concrete forms and pour a 24’ X 48’ X 6” concrete slab with reinforcement rod set to code. Students will screed and provide expansion joints as required. The Carpentry students will set 6 X 6 pressure-treated post every 8 feet with 2 X 10 double carrier’s for the rafters to set on. After rafters are set students will install purlins and metal roofing sheets. The Electrical students will install outdoor lighting using low energy LED lights throughout the ceiling area and will install solar lighting at ground level around perimeter of the pavilion (Engineered Blueprints of the pavilion are attached).

**TRAINING DESCRIPTION:** The Carpentry students will receive OSHA 10 safety training, and will learn and demonstrate all jobsite safety. They will receive training in proper installation of concrete forms, setting of post and installation of roof rafters following all local, state and federal building codes. Electrician students will receive training on installation of light fixtures, receptacles and switches following all applicable local and NEC codes. They will receive training in construction math, and demonstrate the proper use of hand and power tools, and PPE. When completed with project, they will learn how to test circuits for proper operation, and will be able to explain lockout/tag out procedures. The students will learn and practice the Career Success Skills, as well as the employability skills needed to become successful in their personal and professional lives.
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:


   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.

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 305
### CHECKLIST FOR EXEMPTION FROM TESTS OF ADULT BASIC EDUCATION FOR STUDENTS WITH DOCUMENTED COGNITIVE DISABILITIES AND FORM FOR REQUEST FOR A DISABILITY WAIVER FROM TABE TESTING

Centers must use the following checklist prior to recommending that a student with a cognitive disability be exempt from follow-up Tests of Adult Basic Education (TABE) testing. Eligible students are those who have documentation of cognitive disabilities and who have not shown progress (at least one EFL level 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 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 Individualized Education Plans (IEPs), 504 Plans, or medical/psycho-educational documentation reviewed and included accommodations/strategies used, as appropriate
- □ General and testing accommodations that have been provided to the student while in Job Corps (i.e., review of effectiveness of accommodations, changes to accommodation plan, etc.)
- □ Instruction and support provided in consideration of student’s learning style (as one component of instructional delivery)
- □ Teaching techniques and strategy use utilized by instructors
- □ Student’s attendance and participation in academic classes
- □ Test preparation class completed

*The center will prepare a summary statement showing how the criteria above were considered in making the request to waive further TABE testing. This summary will be included with the Disability Waiver Form to be sent to the Regional Office (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 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 RAC 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

Disability Coordinator

REGIONAL OFFICE REVIEW:

Regional Director or Designee
APPROVED

Regional Director or Designee
NOT APPROVED

Date

Date

Date
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.
The Career Technical Training (CTT) Change Request process supports Job Corps efforts to provide training that meets industry workforce needs. Key components of the change process include:

- **Alignment of Job Corps Training with In-Demand Industry Sectors or Occupations:** Job Corps, in cooperation with the external business and education community, aligns its CTT programs with the requirements of in-demand industry sectors or occupations across the country (e.g., industry-based certifications, state licensure, and the Registered Apprenticeship system).

- **Clustering/Concentration of Training Offerings:** Where applicable, Job Corps clusters occupations related to particular in-demand industry sectors. Rather than each center offering training programs in multiple, generally unrelated occupations, centers offer “clusters” of training programs that focus on career pathways within a specific industry or across industries.

- **Increased Focus on Long-Term Student Outcomes:** Program performance includes an emphasis on long-term student outcomes. It is critical that Job Corps’ CTT programs prepare students not only for entry-level employment, but also for a career path that provides opportunities for continued advancement and learning, including postsecondary education.

**Roles and Responsibilities**

**Center/NTC Management**

A. Center management staff will work closely with the Center Workforce Council members to regularly evaluate the performance of each CTT program and constantly monitor the local labor demand/supply in geographic areas where most students return for employment.

When performance and/or labor market factors justify the need to make changes in a center-operated career technical program, the Center Director will initiate a CTT Change Request Form (Appendix 307) and submit it to the Regional Director for review and initial approval. The Regional Director will forward requests that merit further consideration to the National Office of Job Corps (NOJC) for final approval.

When performance and/or labor market factors justify the need to make changes to an NTC CTT program, the Regional Director, Center Director/Operator, and NTC Administrator will collaborate to develop a CTT Change Request and submit it to the National Office of Job Corps (NOJC) for review and approval.

A CTT Change Request needs to be initiated for any change to an existing CTT program that may include, but is not limited to, one or more of the following:
• Closure of an existing program, including Other Training Provider (OTP), Advanced Training (AT), or Advanced Career Training (ACT)

• Establishment of a new program, including proposed Other Training Provider (OTP), Advanced Training (AT), or Advanced Career Training (ACT)

• Conversion of Center-Based Training to Other Training Provider or Center-Based Training to NTC Training

• Conversion of Other Training Provider to Center-Based Training or NTC Training to Center-Based Training

• Increase in Contracted Slots for Career Technical Training program

• Decrease in Contracted Training Slots for Career Technical Training program

• Re-allocation of CTT contract slots not resulting from closure of an existing program or establishment of a new program

All completed request forms and supporting documentation should be submitted to the National Office of Job Corps, to the attention of the Division of Educational Services, Career Technical Training & Certification and Apprenticeships Team Leader.

Operators/Agencies

A. Operators and agency offices that oversee the operation of Job Corps centers will work closely with the centers and NTCs to finalize recommendations on any proposed CTT program changes. They will also assist the centers and NTCs with filing the CTT Change Request and providing adequate and valid justifications and supporting data. The National Office of Job Corps (NOJC) staff in charge of safety will review and approve all safety-related aspects of the request, if applicable, before the centers or NTCs submit the final version to the Regional Director for review and sign-off. The Regional Director will forward the request and all supporting documentation to the National Office of Job Corps, to the attention of the Division of Educational Services, Career Technical Training & Certification and Apprenticeships Team Leader, for final approval.

DOL Regional Offices (RO)

A. Regional Directors will be involved, from the beginning, in the development of recommendations for center or NTC CTT program changes and should be knowledgeable about the rationale for the request.

B. Within 30 days of receipt of a CTT Change Request, the Regional Director will review the request and reach a decision after thorough examination of all the justifications and supporting documentation.
C. After the Regional Director reviews and approves the center and/or NTC CTT Change Request, a copy of the package will be forwarded to the National Office of Job Corps (Attention: Division of Program Educational Services, Career Technical Training & Certification and Apprenticeships Team Leader) for review and final approval.

D. The Regional Director will communicate the National Office decision to the requesting center.

National Office of Job Corps (NOJC)

A. For center CTT Change Requests approved and forwarded by the Regional Director, the National Office of Job Corps (NOJC) will work with the regional team to designate the precise TAR name, Occupational Information Network (O*NET)-Standard Occupational Classification (SOC) code, and training slots, and will coordinate with the Job Corps Data Center (JCDC) to incorporate these into the CIS and CTTRC. The National Office of Job Corps (NOJC) will notify the Regional Director and the requesting centers upon completion of such actions.

B. For NTC CTT Change Requests, the National Office NTC COTR will review each request thoroughly and consult the National Office Team Leader before rendering a recommendation. Disapprovals will be communicated directly by the National Office to the NTC, with a copy to the Regional Director.

C. If the NTC proposal is approved, the National Office will work in collaboration with NTC representatives and Regional Offices (ROs) to update the center’s data and notify JCDC of approved TAR name, O*NET-SOC codes, and slots.

D. National Office of Job Corps (NOJC) staff will maintain an active database of all CTT Change Requests.

Job Corps Data Center

A. All changes to O*NET-SOC titles, codes, and training slots are processed and approved by the National Office of Job Corps (NOJC). Approval of CTT Change Requests will be communicated to JCDC to incorporate all approved changes in O*NET-SOC titles, codes, and training slots into CIS and CTTRC. JCDC will inform the National Office of the completion of each request so that the National Office can inform the Regional Office (RO) and requesting center when changes become effective.
APPENDIX 307
CAREER TECHNICAL TRAINING (CTT) CHANGE REQUEST FORM

This form is designed for review and approval by both the Regional and National Offices of Job Corps of Career Technical Training (CTT) program change requests. Regional Offices (ROs), however, may add sections that are of particular importance to their regional goals, priorities, or plans.

I. CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Job Corps Center:</th>
<th>Operator:</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOL Region:</td>
<td>NTC:</td>
</tr>
<tr>
<td>Contact Person:</td>
<td>Title:</td>
</tr>
<tr>
<td>Phone:</td>
<td>Fax:</td>
</tr>
<tr>
<td>E-mail:</td>
<td></td>
</tr>
</tbody>
</table>

II. NATURE OF CAREER TECHNICAL TRAINING CHANGE REQUEST

Please select all the changes that apply to your specific request.

<table>
<thead>
<tr>
<th>Changes in Career Technical Programs</th>
<th>□ Addition of Career Technical Training program, including Other Training Provider (OTP), Advanced Training (AT), or Advanced Career Training (ACT)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Name of program(s):</strong></td>
</tr>
<tr>
<td>□ Deletion of Career Technical Training program, including Other Training Provider (OTP), Advanced Training (AT), or Advanced Career Training (ACT)</td>
<td></td>
</tr>
<tr>
<td>□ Conversion of Center-Based Training to Other Training Provider or Center-Based Training to NTC Training</td>
<td></td>
</tr>
<tr>
<td>□ Conversion of Other Training Provider to Center-Based Training or NTC Training to Center-Based Training</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Changes in Career Technical Training Slots</th>
<th>□ Increase in Contracted Slots for Career Technical Training program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Decrease in Contracted Training Slots for Career Technical Training program</td>
</tr>
<tr>
<td></td>
<td>□ Reallocation of Contracted Training Slots</td>
</tr>
</tbody>
</table>

Provide the program title and brief description of how the program will be implemented. Please
attach DRAFT TAR with this proposal for review if a new training program that is unique to an individual center is being proposed.

Will proposed change(s) impact CTST (VST) funding? If yes, attach revised CTST Plan.

III. SPECIFIC DESCRIPTION OF THE CHANGE REQUEST

Provide a clear description of the Career Technical Training (CTT) Change Request:

IV. JUSTIFICATION FOR CHANGE REQUEST

<table>
<thead>
<tr>
<th>Please provide information on the center’s OBS</th>
<th>Contracted OBS</th>
<th>Current OBS</th>
<th>% Utilization</th>
</tr>
</thead>
</table>

For each affected career technical training (CTT) program, submit adequate justifications that address the following elements, where applicable:

1. For the deletion of a career technical training program or decrease of contracted training slots, describe the specific reasons in one or more of the following areas:

   a. History of unsatisfactory performance in accordance with the Career Technical Training Rating and Improvement System (CTTRIS), including all CTTRC indicators and the Minimum Productivity Rule, if applicable.

   b. Significant changes in local or regional labor demands (where most Job Corps graduates return to seek employment) that have major negative impact on the placement of Job Corps graduates in the specific industry. Centers must (1) submit a copy of the local
Workforce Development Board Plan and (2) explain how the requested change supports the WIB Plan.

c. Other reasons (such as contract modification initiated by Regional Office (RO), changes in training facilities, etc.).

d. Projected impact on capacity utilization/OBS.

2. For the addition of a career technical training program or increase of training slots, describe the specific reasons in one or more of the following areas:

a. Projected positive impact of the addition or expansion of the career technical training program or cluster, in one or more of the following areas:
   (1) Capacity utilization/OBS
   (2) All applicable CTTRC indicators
   (3) Registered Apprenticeships, work-based learning, internship, and placement opportunities with local employers
   (4) Opportunities for Job Corps graduates to achieve industry-recognized certifications
   (5) Prospect to attract and enroll more female students into non-traditional occupations (provide an annual goal)
   (6) Suitability to Job Corps students’ academic profile, age, interest, and aptitude
b. Significant changes in local or regional labor demands (where most Job Corps graduates return to seek employment) which have major **positive** impact on the placement of Job Corps graduates in the specific industry. Centers must (1) submit a copy of the local Workforce Development Board Plan, and (2) explain how the requested change supports the WIB Plan.

c. Other reasons (such as contract modification initiated by Regional Office (RO), changes in training facilities, etc.).

d. Letters in support of the above change request, from key local employers, trade organizations, and Center Workforce Council or Regional Workforce Council members who are experts in the specific industry or on Labor Market Information.

e. How does the requested change support the region’s career pathways strategy? Please identify how this request will advance standards-based training.
V. **JUSTIFICATIONS FOR RESOURCES NEEDED TO IMPLEMENT THE CHANGE(S) REQUESTED**

1. **Instructor**
   a. For each career technical training program that will be replaced or deleted, describe the manner in which the number of instructional staff will be reduced. Include the estimated cost savings due to change(s) in personnel.

   b. For each career technical training program that will be added or expanded, describe the manner in which additional instructional staff will be recruited, trained, and retained. Include the number of instructors required and the specific industry and/or teaching certifications required for such instructional staff to possess before or after hiring. If no instructor with the required certification is immediately available, describe how the center and/or NTC will recruit an uncertified instructor and assist him/her to obtain certification within a specific time frame.

2. **Program Certification or Accreditation by Industries, if applicable**
   a. Identify the available and applicable industry-based program certification(s) that the new or expanded career technical training program will achieve. Describe your major steps and time frame to achieve such industry-based program certification, if applicable.
3. Curriculum

a. Identify the existing National Office-developed Training Achievement Record (TAR) that will be used for the new or expanded career technical training program. If an NTC program, please identify applicable NTC TAR(s).

b. Attach TAR(s) developed by entities other than the National Office. Identify the skill standards and certification requirements with which the TAR(s) is aligned. Identify employers or industry representatives (name, job title, organizational affiliation) that have contributed to the development and/or reviewed the attached TAR(s).

4. Facility Availability

a. Describe the classroom or shop space that is currently available, in terms of square footage, structure, and condition (including existing fixtures and equipment). For the addition of a career technical training program or increase of training slots, does the existing classroom or shop space meet the minimum required training space?
b. Describe any facility changes that will need to be made, through CTST and/or regular rehabilitation funds, to accommodate the career technical training change proposed, including cost estimates, safety requirements, and time frame for completion. Will these facility changes meet guidelines on space utilization (please refer to the center’s latest Facility Survey)?

5. Employer-Based Support System

a. Describe work-based learning and/or internship agreements that are established or will be established with local employers to maximize students’ opportunities for work experience and job placement. List each site, point of contact, phone number, negotiated slots, and schedule/frequency of assignments. A minimum of three sites is required.

b. Describe any other employer-based support systems, such as mentoring, job shadowing, scholarships, or contracted projects (e.g., students in Manufacturing program fabricate parts on center for a company as a form of hands-on practice) that you have established or will establish to enhance students’ exposure to the work world and their chances for employment.

6. Other Resources
VI. LABOR MARKET INFORMATION/EMPLOYMENT OUTLOOK

**Instructions:** The initiator of the CTT Change Request should complete this section in close collaboration with the Career Transition Services (CTS) providers for each career technical program or specialty training area to be added, expanded, reduced, or deleted. Labor Market Information (LMI) and employment commitments should be obtained primarily in locations where students will be returning for employment after completion of Job Corps training. If the Change Request involves more than one geographic area where most students return for employment, provide the LMI/Employment Outlook for each location by duplicating the following tables.

**LMI Employment Outlook**

<table>
<thead>
<tr>
<th>Local Labor Market Information/Placement Outlook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geographic Areas Covered:</td>
</tr>
<tr>
<td>Entry-Level Training Requirements:</td>
</tr>
<tr>
<td>Certification Requirements, if Applicable:</td>
</tr>
<tr>
<td>Entry-Level Wages:</td>
</tr>
<tr>
<td>Demand for Entry-Level Workers:</td>
</tr>
<tr>
<td>Availability of Full-time Employment in Next 5 to 10 Years:</td>
</tr>
<tr>
<td>Employment Commitment from Local Employers:</td>
</tr>
</tbody>
</table>

VII. CURRENT CENTER CAREER TECHNICAL TRAINING PROGRAMS

<table>
<thead>
<tr>
<th>Current Career Technical Programs Offered</th>
<th>Current Training Provider*</th>
<th>Number of Instructors</th>
<th>Current Number of Training Slots</th>
<th>Number of Contracted Training Slots</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Current Total Approved CTT Slots

* If a training program is offered by the center, write "center." If it is offered by an NTC, write the specific name of the NTC, such as HBI, NPIJATF, etc. If it is an Advanced Career Training (ACT) or Other Training Provider (OTP) program, write “ACT” or “OTP.”
Explain any discrepancies between the number of current training slots and the contracted number of training slots:

<table>
<thead>
<tr>
<th>VIII. CAREER TECHNICAL TRAINING CHANGE SUMMARY FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center Name:</td>
</tr>
<tr>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Proposed Programs</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Totals</td>
</tr>
<tr>
<td>Deleted Programs</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Totals</td>
</tr>
</tbody>
</table>

1. Identify providers. Choices are: Center, NTC, ACT, or OTP.

<table>
<thead>
<tr>
<th>IX. CAREER TECHNICAL TRAINING CHANGE – COST SHEET</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Provider: Center NTC Other (Specify)</td>
</tr>
<tr>
<td>B. Career Technical Program: CTST: □ Yes □ No</td>
</tr>
<tr>
<td>C. Number of Instructors:</td>
</tr>
<tr>
<td>D. Training Slots (2 Training Slots Per Full-Time Student):</td>
</tr>
<tr>
<td>E. Start Date: / /</td>
</tr>
<tr>
<td>F. Center Contract Cost:</td>
</tr>
<tr>
<td>1. One-time Phase-in Costs (Equipment, Furniture, etc., by Center) $</td>
</tr>
<tr>
<td>Other (Specify: ) $</td>
</tr>
<tr>
<td>Indirect Costs (Rate: %) $</td>
</tr>
</tbody>
</table>
2. Ongoing Center Operating Savings (Annualized) $ __________
   Salaries, Wages, Benefits $ __________
   Materials Replacements $ __________
   Other Direct Costs (Attach List w/Prices) $ __________
   Indirect Costs (Rate: __________ %) $ __________
   Annual CTST Cost Reduction (SEs @ $1,500) $ __________

G. NTC Costs and Savings (To Be Completed by NTC):

1. One-time Phase-in Costs (Uniform, Curricula, Tool Kits, etc.) $ __________
   Other (Specify: ____________________________) $ __________
   Indirect Costs (Rate: __________ %) $ __________

2. Ongoing Center Operating Savings (Annualized) $ __________
   Salaries, Wages, Benefits $ __________
   Materials Replacements $ __________
   Other Direct Costs (Attach List w/Prices) $ __________
   Indirect Costs (Rate: __________ %) $ __________

Comments:
REVIEW AND APPROVAL

I. REGIONAL OFFICE
   (Applicable to Changes in Career Technical Training Programs and/or Specialty Training Areas Proposed by Either Centers or NTCs)

1. For all career technical training changes proposed 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 changes consistent with other regional goals or priorities? Explain.

3. For programs or specialty training areas that will be expanded or added, provide estimated one-time and annual/ongoing costs. Also explain the source(s) and manner of funding.

   One-Time Cost: $  
   Funding Source: 
   Annual/Ongoing: $  
   Funding Source: 
   Funding through PY: 
   Will funds be re-directed to/from an NTC?* 

   * If yes, the National Office NTC COTR will complete NTC data.

   a. What is the budget variance from the most recent 2110? Can the center support the change without additional monies?
b. Will region use the regional equipment reserves to fund one-time start-up costs?


4. Regional Director Review and Decision

Approve: ___________________________ Disapprove: ___________________________

Regional Director ___________________________ Date ___________________________

II. NATIONAL OFFICE OF JOB CORPS (NOJC)
   (Applicable to Changes in Career Technical Training programs and/or Specialty Training Areas by Either Centers or NTCs)

1. For all the changes proposed, do the National Office of Job Corps (NOJC) and the Regional Director concur with the specific justifications quoted by the center or NTC (if applicable)? If no, please explain.


2. Are the proposed changes consistent with other national goals or priorities? Explain.


3. For the career technical programs or specialty training areas that will be reduced or deleted, provide the estimated one-time and annual/ongoing savings.

   One-time: $______________________  Annual/Ongoing: $______________________
4. For the career technical programs or specialty training areas that will be expanded or added, provide the estimated one-time and annual/ongoing costs. Explain the source(s) and manner of funding.

<table>
<thead>
<tr>
<th>Cost Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-time Cost</td>
<td>$</td>
</tr>
<tr>
<td>Annual/Ongoing Cost</td>
<td>$</td>
</tr>
<tr>
<td>Funding through PY</td>
<td>$</td>
</tr>
<tr>
<td>Career Technical Training Funds Appropriated from National Office</td>
<td>$</td>
</tr>
<tr>
<td>Funding through NTC Contract Modifications</td>
<td>$</td>
</tr>
</tbody>
</table>

Further Explanation:

5. Recommendation by National NTC COTR (For NTC Changes Only)

**Recommended for Approval:** __________  **Recommended for Disapproval:** _______

National COTR __________________________ Date __________

6. Final decision by National Office of Job Corps (NOJC)

**Approve:** ____________________________  **Disapprove:** ____________________________

Division of Educational Services/ CTT Team Leader __________________________ Date __________
APPENDIX 307A
ABBREVIATED CTT CHANGE REQUEST/PROGRAM/TAR CODE REQUEST FORM

National Office of Job Corps

Career Technical Training Program Code Request Form (Abbreviated 307) to be completed upon Regional Office (RO) permission (in lieu of Career Technical Change Request Process proposal) and submitted to the National Office for final approval.

Please provide a brief description of the request for training titles and codes for programs to be deleted and/or added, please complete the chart below. Note: This form is for CTT Changes that require no funding from the National Office.

Justification for change request:

Changes requested:

Action 1:  *(Please insert a description of the change you are requesting here. Include the projected implementation date, student teacher ratio, total slots, and complete the chart below.)*

<table>
<thead>
<tr>
<th>Operated by</th>
<th>Industry Area</th>
<th>TAR/Training Title</th>
<th>Occ. Code</th>
<th>TAR Code</th>
<th>TPA</th>
<th>Slots</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Approvals:

Center Director: ____________________________________________________________

Regional Office: __________________________________________________________

National Office: __________________________________________________________
To meet the requirements for work-based learning (WBL), centers must assign students to acceptable WBL activities that meet or exceed the following:

**Field Trips.** Well-planned field trips to businesses and industries provide students with exposure to workplaces and are excellent opportunities for career exploration. In the Career Preparation Period (CPP), these trips must be structured so that students are not only able to observe workers and their activities, but also to discuss topics such as the knowledge and skills required by the jobs, the challenges faced by workers, and career pathways. In the Career Development Period (CDP), field trips must be planned around specific jobs/tasks that may not be readily available for students to experience, to provide students exposure to specialized technology or equipment being used in the industry (e.g., a field trip for students in cement masonry or heavy equipment operation to observe a concrete pour/finishing on a bridge construction or a field trip to an industry convention in the local area).

**Job Shadowing.** Students typically engage in job shadowing as part of their career exploration activities during CPP. The student “shadows” an employee or worker at a work site to learn more about a particular occupation or industry. Similar to field trips, job shadowing activities must be structured and supported by in-class preparation and follow-up to help students make the connection between the experience and their academic coursework, career technical choices, career success skills development, and/or future educational options. Students in CDP also benefit from job shadowing in helping them refine their My Pathway to Achieving Career Excellence (MyPACE) Career Plan goals, complete their Pathway Achievement Record (PAR) and prepare for other WBL engagements. Students can obtain WBL credit through participation in the Annual Groundhog Job Shadow Day.

**Career Technical Skills Training.** Students who are training in career technical areas eligible for Career Technical Skills Training (CTST) funding can be assigned to work on CTST projects, except for construction mock-ups, as part of their WBL assignment. Students must be involved in CTST project planning and evaluation, as feasible.

**Service Learning and Special Projects.** Students training in career technical areas that are not eligible for CTST funding can obtain WBL credit through service learning and special projects. For volunteer community service to qualify as a service learning project, the objectives of the community service must be linked with learning objectives. Centers must ensure that the activity focuses on the students’ acquisition and comprehension of values, skills, and knowledge content related to their PCDP goals during their participation in the project. Special projects are a means for centers to take advantage of opportunities to participate in special events in their local area. Students must be engaged in assignments that are directly related to their career technical training to obtain WBL credit. The staff assigned as project coordinator should evaluate the quality of student participation in these projects.

**Center-Based Enterprises.** A center-based enterprise engages students in producing goods and services as part of their Job Corps training. These experiences must be structured to provide
students with a venue to learn and practice not only their career technical skills, but also career success skills, customer service, and the basics of entrepreneurship. With staff assistance, students must be assigned to perform business functions such as planning, scheduling, budgeting, record keeping, and the production and distribution of goods and services. For instance, many centers operate an in-house restaurant as part of the Food Services or Culinary Arts program, while others offer in-house computer repair and maintenance as part of the center’s Technology program. A supervising staff member must provide guidance, feedback, and formal performance assessments to participating students.

**Clinical Experiences.** Clinical experiences are typically required in Health Occupations programs, with many states setting a minimum number of clinical hours as part of the requirement for completing a course of study. These assignments are generally supervised by a licensed professional, who provides direct oversight of student activities at the clinical site. In other career technical areas, such as Child Development, minimum practicum hours are also specific to the requirements of the state, or the college if the course is articulated. Centers that have child care facilities on site should take advantage of WBL assignments that may be available on center under the supervision of the child care center director.

**Cooperative Education.** Cooperative education focuses on job-specific assignments at employer sites, designed to provide highly individualized experiences for students, based on their career focus and the skills/competencies that they need to acquire. These assignments require formal memoranda of agreement between the center and the employer, a training plan that lists the Training Achievement Record (TAR) competencies that the student needs to acquire from the WBL assignment, and defined performance standards. The Job Corps career technical instructor or the center WBL staff must work in close coordination with the on-site WBL supervisor to evaluate student performance and deal with any issue that may arise in relation to the student’s assignment. Cooperative education assignments are local assignments (on or off center) appropriate at predetermined CTT completion benchmarks.

**Internships.** Internships are short-term placements, similar to cooperative education, that provide students with on-the-job experiences directly related to their career technical areas of training. However, unlike cooperative education, which focuses on the acquisition of skills and competencies, internships focus intensely on the actual practice of career technical, applied academic, and career success skills, and the demonstration of student readiness for actual job placement. These paid or unpaid assignments, whether on or off center, must be covered by formal memoranda of agreement. For the duration of the assignment, students must be treated the same way the employer treats any of its employees. Any internship assignment must be accompanied by specific job functions and responsibilities to which the student is held accountable by a work site supervisor who provides the center with each intern’s performance evaluation at the conclusion of the assignment. Internships are appropriate for local and home-based WBL assignments that help determine students’ career transition readiness. Centers must continuously identify internship opportunities that lead to permanent employment.
### APPENDIX 309
**OTP PROGRAM CODE REQUEST FORM**

Regional Office Program Managers will submit an OTP Program Code Request Form to the National Office to ensure timely processing of OTP program codes in the data collection system. The form should be submitted to the National Office of Job Corps (NOJC), Attention: Division of Educational Services/Career Technical Training Team Leader. The National Office will inform the Job Corps Data Center (JCDC) of approved program codes and slots.

<table>
<thead>
<tr>
<th>Region</th>
<th>Center</th>
<th>Training Program</th>
<th>Training Title</th>
<th>Training O*NET Code</th>
<th>Compl. Level</th>
<th>CIP Code</th>
<th>Slot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philadelphia</td>
<td>Old Dominion</td>
<td>Automotive</td>
<td>General Service Technician</td>
<td>85302JT</td>
<td>C</td>
<td>47a</td>
<td>5</td>
</tr>
</tbody>
</table>
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 Technical Representative (COTR) will review each request and will consult the National Office Team Leader before rendering a recommendation. The National Office will notify NTCs directly about the approval or disapproval of each request.
3. The National Office will notify the Job Corps Data Center (JCDC) of any approved center CTT Credential Request and ask JCDC to incorporate approved credentials into the CTT Credential Module in CIS.

4. The National Office will maintain an active database of all CTT Credential Requests.

E. Job Corps Data Center (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.
APPENDIX 311
CAREER TECHNICAL TRAINING CREDENTIAL REQUEST FORM

This form is designed for review and approval by the Regional and National Offices of Job Corps 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

<table>
<thead>
<tr>
<th>Job Corps Center:</th>
<th>Operator/NTC:</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOL Region:</td>
<td>Region Project Manager:</td>
</tr>
<tr>
<td>Center Director:</td>
<td>Center Director Phone:</td>
</tr>
<tr>
<td>Center Director E-mail:</td>
<td>Center Fax:</td>
</tr>
</tbody>
</table>

II. NATURE OF CTT CREDENTIAL REQUEST

<table>
<thead>
<tr>
<th>CTT Programs</th>
<th>Name of program(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Addition of a credential to existing national center-operated, NTC-operated, or center-specific training program</td>
<td></td>
</tr>
<tr>
<td>□ Modification of an existing credential to an approved, NTC-operated or center-specific program</td>
<td></td>
</tr>
</tbody>
</table>

For the following indicators, please refer to the Glossary of Terms on page 5.

<table>
<thead>
<tr>
<th>ADDITION OF CREDENTIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Please insert additional lines if more than one credential is being added.)</td>
</tr>
<tr>
<td>* Enter N/A if appropriate.</td>
</tr>
<tr>
<td>Industry Area:</td>
</tr>
<tr>
<td>Training Program Area (TPA):</td>
</tr>
<tr>
<td>Training Program:</td>
</tr>
<tr>
<td>Occupational Code:</td>
</tr>
<tr>
<td>e-TAR Code:</td>
</tr>
<tr>
<td>Credential Title:</td>
</tr>
<tr>
<td>Credential Sponsor:</td>
</tr>
<tr>
<td>Administrator(s):*</td>
</tr>
<tr>
<td>Version(s):*</td>
</tr>
<tr>
<td>Level(s):*</td>
</tr>
<tr>
<td>Effective Start Date:</td>
</tr>
</tbody>
</table>
### 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.
## APPENDIX 312
### CTT CREDENTIAL APPEAL FORM

### INSTRUCTIONS FOR COMPLETION

Please submit the appeal to the National Office of Job Corps, Attn: Tracy Bradshaw-Morris, bradshaw-morris.t@dol.gov, and copy the center’s regional program manager (PM).

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

### CENTER INFORMATION

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

### CREDENTIAL INFORMATION

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

### CREDENTIAL NARRATIVE

Please utilize this space to explain, where applicable, how the credential meets the criteria. Please refer to PRH Appendix 310 for additional guidance.

### CRITERIA

<table>
<thead>
<tr>
<th>CRITERIA</th>
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4.0 OBJECTIVES

To provide eligible Job Corps students with personalized career transition services that lead to economic self-sufficiency and opportunities for advancement through one of the following:

- Employment in an in-demand industry sector or occupation,
- Entry into an apprenticeship program,
- Enlistment in the U.S. Armed Forces,
- Participation in advanced training, or
- Enrollment in postsecondary education

To ensure that graduates and former enrollees remain successfully attached to the workforce and/or further education and training by connecting them with transitional support services within their communities.
4.1 CAREER TRANSITION PERIOD PLAN

PURPOSE

P1. To ensure the efficient, effective, and coordinated delivery of career transition services to graduates and former enrollees.

REQUIREMENTS

R1. Career Transition Period (CTP) Plan

a. Centers and Career Transition Services (CTS) providers must prepare and implement a Career Transition Plan (CTP), as part of the overall Career Development Services System (CDSS) Plan. The Plan must be submitted for Regional Office approval in accordance with PRH Chapter 5, Section 5.1, R3.c, Career Development Services System (CDSS) Plan.

b. Career transition services reflected in the Plan must be customized to the individual needs of each graduate and former enrollee.

c. At a minimum, the Career Transition Period (CTP) Plan must include:

1. The rationale for the Career Transition Period (CTP) design and how it will ensure the provision of individualized services to assist each graduate and former enrollee.

2. The organizational structure of CTP and a detailed description of:
   (a) How the career transition services function will be staffed
   (b) Where staff will be deployed to provide center-based placement services
   (c) How career transition services staff will coordinate and collaborate with center career development staff to ensure the continuity of services to graduates and former enrollees, including assistance with post-center certification testing or work experience requirements to attain industry credentials
   (d) How career transition services staff will interact with students and other staff during the Career Preparation and Career Development Periods
   (e) How career transition services staff will coordinate efforts with One-Stop Centers/American Job Centers, National Training Contractors (NTCs), and other post-center support providers to meet the post-center needs of graduates and former enrollees, including tracking and documenting student certification attainment
   (f) How the My Pathway to Achieving Career Excellence (MyPACE) Career Plan and the Pathway Achievement Records (PAR) will be used to continue the development of a transition plan (including support services) for one of the following career pathways, based on students’ demonstrated skills attainment, and when applicable, students’ industry-recognized certification(s) and/or licensing:
• Direct job placement
• Apprenticeship
• Advanced training
• Military careers
• Postsecondary educational

(g) How career transition services staff will inform graduates that transition payments will be forfeited if they do not cash received checks within 12 months of the date of separation, fail to report non-receipt of checks, or fail to update contact information to ensure proper delivery of transition payments
(h) How career transition services staff will make and document reasonable efforts to locate graduates when mailed checks are returned or undeliverable

3. Methods, resources, and tools to accomplish the following:
(a) Contacting graduates and former enrollees throughout CTP
(b) Assessing placement and transition needs utilizing MyPACE Career Plan and PAR, including assessment and counseling to determine competencies, capabilities, and readiness for career transition services
(c) Developing personalized job search skills and strategies
(d) Assisting graduates in improving skills in resume preparation, interviewing techniques and job search strategies
(e) Identifying and referring students to transition support services
(f) Identifying job leads or education and training opportunities through coordination with partners of local Workforce Development Boards; Center Workforce Councils; Youth Standing Committees, where established; One-Stop operators/American Job Centers and community stakeholders such as, employers, apprenticeship programs, unions, and industry organizations
(g) Counseling to support job retention
(h) Distributing and safeguarding payments, to include locating graduates when checks are returned and/or unclaimed to ensure that students receive payments
(i) Informing graduates that failure to report non-receipt of transition payments or failure to cash a received transition payment check within 12 months of separation will result in forfeiture of the payment, and that graduates have the obligation to update their contact information with their CTS provider
(j) Identification of and referral to postsecondary educational opportunities and federal funding options, as appropriate
4.2 ELIGIBILITY FOR SERVICES

PURPOSE

P1. To establish the eligibility criteria for services provided during the Career Transition Period (CTP).

P2. To establish the duration of the Career Transition Period (CTP).

REQUIREMENTS

R1. Definitions

a. Graduate – a student who has voluntarily applied for, been selected for, and enrolled in the Job Corps program and as a result of participation in the program has
   1. received a High School Diploma (HSD) or High School Equivalency (HSE), and/or
   2. completed the requirements of a career technical training (CTT) program.

b. Former Enrollee – a student who has voluntarily applied for, been selected for, and enrolled in the Job Corps program, but left the program prior to becoming a graduate.

c. Uncommitted Student – a student who has
   1. been enrolled in the Job Corps program, and remained in Job Corps for less than 60 calendar days (regardless of achievement), or
   2. who has exited for a Level 1 Zero Tolerance (ZT) infraction at any time (see Exhibit 3-1, Infraction Levels and Appropriate Center Sanctions, and Appendix 501, Introduction).

d. Placement Window – the period of time from when a graduate/former enrollee has graduated or separated from the Job Corps program, attained a valid job and/or education placement, and the placement was verified.
   1. For graduates – the placement window is 12-months from the student’s separation/graduation date.
   2. For former enrollees – the placement window is three months from the student’s separation date.

R2. Eligibility for and Duration of the Career Transition Services Period

a. Graduates must receive job placement and support services for up to 12 months following graduation.
b. Final transition payments are available to graduates for up to 12 months from the date of separation. The transition payment can be incentive-based to reflect a graduate’s completion of academic, career technical training, and/or attainment of postsecondary credentials. Graduates must be informed that transition payments will be forfeited if they do not cash received checks within 12 months of the date of separation, fail to report non-receipt of checks, or fail to update contact information to ensure proper delivery of transition payments.

c. Regional Directors have the discretion to reissue checks to graduates who do not receive their final transition payment within 12 months following separation. Transition payments, however, may not be reissued beyond 24 months from the date of separation.

d. Former enrollees must be provided with initial placement services for a period of up to three months following separation.

e. Uncommitted students are not eligible for career transition services. Centers must provide uncommitted students with a referral to a One-Stop Center/American Job Center or other service provider.
4.3 **CAREER TRANSITION SERVICES FOR GRADUATES**

**PURPOSE**

P1. To identify and match graduates with placement opportunities in careers in in-demand industry sectors or occupations, apprenticeship programs, advanced training, the U.S. Armed Forces, or postsecondary education that lead to economic self-sufficiency and opportunities for advancement.

P2. To provide graduates with ongoing support to ensure continued employment, education, or industry certification/licensing, and career progression.

P3. To assist graduates in identifying and obtaining support services within the communities in which they work and live.

**REQUIREMENTS**

**R1. Contact**

Career Transition Services (CTS) providers must:

a. Make direct contact with projected graduates prior to separation to assess their needs in accordance with ePRH Chapter 3, Section 3.22, Career Transition Readiness. If a student separates as a former enrollee, see ePRH Chapter 4, Section 4.4, Career Transition Services for Former Enrollees.

b. Maintain direct contact with all graduates at least every 30 days during the service period to reassess their needs and document in the Career Transition System Case Notes module.

c. Provide or arrange for the following services:

1. Job placement assistance/job re-placement assistance

2. Job retention assistance

3. Additional placement services for those whose initial placement ended during the service period

4. Assistance with career advancement and certification and/or licensing attainment, where applicable

5. Other transition support services (housing, transportation, childcare, I-9 completion, etc.) as appropriate

6. For graduates that require accommodations, supplemental support resources for job
placement, job re-placement, and job development efforts through One-Stop/American Job Center partners and the State vocational rehabilitation agency.

d. Maintain case-note documentation in the Job Corps Career Transition System web-based application of all services provided directly to, or on behalf of the student. All mandatory follow-up case-note documentation must be entered within 24 hours in Career Transition System Case Notes module.

**R2. Needs Assessment**

Career Transition Services (CTS) providers must:

a. Provide each graduate with an assessment and counseling to determine their capabilities, and based on their capabilities, provide assistance in updating resumes, improving interviewing skills, developing self-advocacy skills, and developing additional job search strategies throughout the Career Transition Period (CTP).

b. Continue to collaborate with each graduate throughout the Career Transition Period (CTP) to assess his or her transition needs and to ensure progress toward career goals, including certification or licensing, as outlined in the student’s My Pathway to Achieving Career Excellence (MyPACE) Career Plan and Pathway Achievement Record (PAR).

**R3. Placement Services**

Career Transition Services (CTS) providers must:

a. Use labor market information (LMI) and other resources to work with each graduate to develop placement strategies customized to meet their individual needs and career goals.

b. For graduates who have not attained a postsecondary credential while enrolled, identify testing opportunities and collaborate with the graduate to ensure progress toward certification(s) and/or licensing during the post-center period.

c. Provide assistance to graduates in obtaining additional educational and training opportunities and federal funding, as appropriate, to meet certification and/or licensing requirements.

d. Identify job leads and/or educational and training opportunities for which the graduate qualifies, and which meet the placement definition as specified in Exhibit 4-1, Placement Definitions.

e. Promote training that leads to better paying jobs (e.g., apprenticeships) and/or jobs with college tuition reimbursement programs.
f. Develop job leads through the use of Internet sources and direct contact with partners of local Workforce Development Boards; Center Workforce Councils; Youth Standing Committees, where established; One-Stop/American Job Centers and community stakeholders such as, employers, apprenticeship programs, unions, and industry organizations.

g. Provide direct referrals to suitable job opportunities and/or education and training opportunities for graduates in need of placement services.

R4. Transitional Support

Career Transition Services providers must:

a. In each locale to which graduates return upon separation, identify resources and provide direct referrals to community employment and/or social services that provide assistance with the following, at a minimum:

1. Housing
2. Transportation
3. Child care
4. Health care, including substance abuse support
5. Work clothing and tools
6. Food and nutrition
7. Financial planning
8. Counseling/mentoring
9. Job retention
10. Legal services

b. Provide ongoing counseling and transition support to resolve job-related issues and to support job retention throughout the Career Transition Period (CTP).
4.4 CAREER TRANSITION SERVICES FOR FORMER ENROLLEES

PURPOSE

P1. To assist former enrollees in securing initial placement in jobs, the military, or further education and training.

P2. To assist former enrollees in identifying and obtaining support services within the communities in which they live and work.

REQUIREMENTS

R1. Contact

Career Transition Services (CTS) providers must contact all assigned graduates and former enrollees at least every 30 days during the service period to reassess their needs and maintain case-note documentation in the Job Corps Career Transition System of all services provided directly to, or on behalf of former enrollees.

R2. Placement Services

Career Transition Services (CTS) providers must (in accordance with PRH Chapter 4, 4.2, Eligibility for Services):

a. Use labor market information (LMI) and other resources to work with each former enrollee to develop placement strategies customized to meet his or her individual needs and career goals.

b. Identify certification testing opportunities and collaborate with the former enrollee to support progress toward certification and/or licensing attainment.

c. Provide assistance to former enrollees in obtaining additional education and training opportunities and federal funding, as appropriate, that meet certification and/or licensing requirements.

d. Identify job leads and/or educational and training opportunities for which the former enrollee qualifies, and which meet the placement definition as specified in Exhibit 4-1, Placement Definitions.

e. Develop job leads and provide referrals through use of Internet sources and direct contact with partners of local Workforce Development Boards; Youth Standing Committees, where established; One-Stop operators/American Job Centers and community stakeholders such as, employers, apprenticeship programs, unions and industry organizations.
4.5 DOCUMENTATION, REPORTING, AND VERIFICATION PROCESS

PURPOSE

P1. To ensure accurate documentation of graduate and former enrollee placements.

P2. To establish a uniform system for reporting placement transactions and the provision of transition support services.

REQUIREMENTS

R1. Recordkeeping

Centers and other designated Career Transition Services (CTS) providers must:

a. Track and document placement status, including updating student contact information, referrals, employment data, career progress, and attainment of certification(s) and/or licensing, using the Career Transition System, the approved web-based application designed to record and track student placement information, manage student transition checks, and transfer students.

b. Release confidential graduate/former enrollee information only in accordance with procedures specified in Appendix 601, Student Rights to Privacy and Disclosure of Information.

c. Update information regarding outstanding transition payments. Notify students of the responsibility to cash the received check within 12 months of the date of separation or risk forfeiture of the payment.

d. Upon receipt of an undeliverable or returned check, make reasonable attempts to contact the graduate to obtain updated contact information necessary to reissue the check.

R2. Reporting

Centers and other designated Career Transition Services (CTS) providers must:

a. Report all graduate placements that meet the criteria specified in Exhibit 4-1, Placement Definitions and which occur within 12 months of separation from the Job Corps program. Once a graduate is placed within 12 months of separation, tracking and updating of placement status in the Career Transition System must continue throughout the service period and for three months following the close of the 12-month service period.

b. Report all certification and licensing attainment of graduates, in addition to job placement.
c. Report all former enrollee placements in the Career Transition System that meet the criteria specified in Exhibit 4-1, Placement Definitions and which occur within three months of separation from the Job Corps program.

d. Report placement data according to the following timelines (as specified in Appendix 501 Introduction):

1. **Date Reported** – the date the student first enters a placement during their initial placement window, regardless of whether they meet Job Corps’ placement definition, and regardless of when the CTS provider first learns of the student’s placement.

   Exceptions to the “date reported” policy are currently allowed in the following circumstances:
   (a) If the student enters a placement prior to their separation date, the “date reported” must be recorded as the date following the separation date.
   (b) If the student transfers from one CTS provider to another, the “date reported” cannot be earlier than the transfer date; therefore, if the student is placed prior to the transfer date, the “date reported” must be recorded as the date of transfer.

   For placement upgrades, the “date reported” is the first day the student starts the upgraded placement (whether this is the first day at a new, upgraded placement, or the first day the position, hours, wages or credits improved in an existing placement). A chart outlining the placement upgrade policy can be found in Appendix 501 Introduction, Attachment 2, PY 2017 Initial Placements and Allowable Upgrades. Note that all subsequent placements that occur after the initial placement, yet during the placement window, should be recorded for informational purposes, regardless of whether the placement is an upgrade.

2. **Date Placed** – the date the student meets the Job Corps definition for placement, and must be at least 7 calendar days after the date reported in order to ensure that the placement criteria have been met.

3. **Date Verified** – the date that documentation is received verifying the placement (including the hours, duration, and/or wage as appropriate).

   **Note**: In order to be considered a valid placement, the placement verification must be received and reported to the Job Corps Data Center (JCDC) via the Career Transition System within 90 days of date reported.

   **Note**: If the placement is not considered valid because the verification is not received and the information entered into the Career Transition System within the above-specified time frame, the CTS provider will not receive the initial placement credit for this student. However, if the student is a graduate, and responds to the follow-up surveys, the CTS agency may receive Quarter 2 and Quarter 4 placement
credits.

e. Use Appendix 401, Job Corps Job Training Match (JTM) Crosswalk, to determine job training match placements.

f. Maintain case-note documentation in the Job Corps Career Transition System Case Notes module of all services provided directly to, or on behalf of the student.

R3. Verification

Centers or other designated Career Transition Services (CTS) providers must:

a. Verify and document 100% of initial placements; these placements will also be verified by a third-party source at through the Quarter 2 and Quarter 4 surveys.

b. Obtain placement verification documentation as specified in Exhibit 4-2, Initial Placement Verification and Documentation Requirements. Placements must be considered to be verified when such documentation is obtained.

c. Ensure that verification is obtained and the placement is reported in the Career Transition System within 90 days after the student reports to work.

d. Maintain documentation of all placement verification for three years.

e. Verify certification and licensure attainment by requesting copies of certificates, diplomas, or registry data.
### EXHIBIT 4-1

**PLACEMENT DEFINITIONS**

<table>
<thead>
<tr>
<th>Full-time</th>
<th>Job Placement</th>
<th>Educational Placement</th>
<th>Combination Job/College</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Job Placement</strong></td>
<td>To be considered a valid job placement, employment must be:</td>
<td><strong>Educational Placement</strong></td>
<td><strong>Combination Job/College</strong></td>
</tr>
<tr>
<td>i.</td>
<td>paid;</td>
<td>1. High School/High School Equivalency: no less than 20 hours in class or online per week for an expected duration of one semester/trimester/quarter; or</td>
<td>1. A combination of work and university/college: a minimum of 16 hours work at one job in a seven-consecutive-day period and a minimum 6 credit hours per semester/trimester/quarter, or a minimum 3 credit hours per summer session, at a two-year or four-year university/college accredited by an agency recognized by the U.S. Department of Education or the Council for Higher Education Accreditation as an accrediting agency for higher education and that offers, at minimum, an associate’s degree;</td>
</tr>
<tr>
<td>ii.</td>
<td>unsubsidized; and</td>
<td>2. Postsecondary career technical training or technical education program: no less than 20 hours in class per week at a program where it is expected that a certificate or certification will be achieved; or</td>
<td>2. A combination of work and online university/college: a minimum of 16 hours work at one job in a seven-consecutive-day period and a minimum 6 credit hours per semester/trimester/quarter, or a minimum 3 credit hours per summer session, at a two-year or four-year university/college accredited by an agency recognized by the U.S. Department of Education or the Council for Higher Education Accreditation as an accrediting agency for distance education and that offers, at minimum, an associate’s degree;</td>
</tr>
<tr>
<td>iii.</td>
<td>within compliance of wage requirements of Fair Labor Standards Act, unless employment is in Puerto Rico, U.S. Virgin Islands, or the U.S. Trust Territories.</td>
<td>3. University/College: registered for no less than 9 credit hours per semester/trimester/quarter, or no less than 6 credit hours per summer session, at a two-year or four-year university/college accredited by an agency recognized by the U.S. Department of Education or the Council for Higher Education Accreditation as an accrediting agency for higher education and that offers, at minimum, an associate’s degree; or</td>
<td>3. Armed Forces: 40 hours minimum per week of active duty. This includes initial Reserve Forces and National Guard training but does not include weekend and summer training sessions. Pre-enlistments are not considered placements.</td>
</tr>
<tr>
<td>1.</td>
<td>32 hours or more in one or two jobs in a seven consecutive-day period; or</td>
<td>4. Online University/College: registered for no less than 9 credit hours per semester/trimester/quarter, or no less than 6 credit hours per summer session, at a two-year or four-year university/college accredited by an agency recognized by the U.S. Department of Education as an accrediting agency for distance education and that offers, at minimum, an associate’s degree.</td>
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<tr>
<td>2.</td>
<td>An apprenticeship job registered by the Office of Apprenticeship or a State Apprenticeship Council, that combines supervised, structured on-the-job training with related theoretical instruction leading to defined levels of skill and career advancement, and where the student receives a wage; or</td>
<td></td>
<td><strong>Combination Job/College</strong></td>
</tr>
<tr>
<td>3.</td>
<td>Armed Forces: 40 hours minimum per week of active duty. This includes initial Reserve Forces and National Guard training but does not include weekend and summer training sessions. Pre-enlistments are not considered placements.</td>
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**Placement Definitions**

- **Job Placement**
  - Full-time: Employment must be paid, unsubsidized, and within compliance of wage requirements of the Fair Labor Standards Act, unless employment is in Puerto Rico, U.S. Virgin Islands, or the U.S. Trust Territories.
  - To be considered a valid job placement, employment must:
    - Be paid.
    - Be unsubsidized.
    - Be within compliance of wage requirements of the Fair Labor Standards Act, unless employment is in Puerto Rico, U.S. Virgin Islands, or the U.S. Trust Territories.
  - Requirements:
    1. At least 32 hours or more in one or two jobs in a seven consecutive-day period.
    2. An apprenticeship job registered by the Office of Apprenticeship or a State Apprenticeship Council, that combines supervised, structured on-the-job training with related theoretical instruction leading to defined levels of skill and career advancement, and where the student receives a wage; or
    3. Armed Forces: 40 hours minimum per week of active duty. This includes initial Reserve Forces and National Guard training but does not include weekend and summer training sessions. Pre-enlistments are not considered placements.

- **Educational Placement**
  - High School/High School Equivalency: No less than 20 hours in class or online per week for an expected duration of one semester/trimester/quarter.
  - Postsecondary career technical training or technical education program: No less than 20 hours in class per week at a program where it is expected that a certificate or certification will be achieved.
  - University/College: Registered for no less than 9 credit hours per semester/trimester/quarter, or no less than 6 credit hours per summer session.
  - Online University/College: Registered for no less than 9 credit hours per semester/trimester/quarter, or no less than 6 credit hours per summer session.

- **Combination Job/College**
  - A combination of work and university/college: A minimum of 16 hours work at one job in a seven-consecutive-day period and a minimum 6 credit hours per semester/trimester/quarter, or a minimum 3 credit hours per summer session, at a two-year or four-year university/college accredited by an agency recognized by the U.S. Department of Education or the Council for Higher Education Accreditation as an accrediting agency for higher education and that offers, at minimum, an associate’s degree.
  - A combination of work and online university/college: A minimum of 16 hours work at one job in a seven-consecutive-day period and a minimum 6 credit hours per semester/trimester/quarter, or a minimum 3 credit hours per summer session, at a two-year or four-year university/college accredited by an agency recognized by the U.S. Department of Education or the Council for Higher Education Accreditation as an accrediting agency for distance education and that offers, at minimum, an associate’s degree.
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<tr>
<th>Job Placement</th>
<th>Educational Placement</th>
<th>Combination Job/College</th>
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<tr>
<td></td>
<td>for distance education and that offers, at minimum, an associate’s degree; or</td>
<td>5. On-the-job-training or other subsidized employment: no less than 20 hours per week; or</td>
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<td>6. Other training program: no less than 20 hours in class per week for an expected duration of at least 90 calendar days.</td>
<td>I. University/college enrollment for a minimum of 6 credit hours per semester/quarter/trimester, or a minimum 3 credit hours per summer session, and a minimum of 10 hours work at one job per week.</td>
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<tr>
<td>Part-time</td>
<td>To be considered a valid job placement, employment must be:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>i. paid;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ii. unsubsidized; and</td>
<td></td>
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<tr>
<td></td>
<td>iii. within compliance of wage requirements of Fair Labor Standards Act, unless employment is in Puerto Rico, U.S. Virgin Islands, or the U.S. Trust Territories.</td>
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<tr>
<td></td>
<td>1. 20 hours or more, but less than 32, in one or two jobs in a seven-consecutive-day period</td>
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<td>International Placement</td>
<td>For a placement to be considered valid, the student must be placed in a job or education program located in the United States, Puerto Rico, the U.S. Virgin Islands, the U.S. Trust Territories, or in overseas locations in the following circumstances:</td>
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<td>a. the student is a member of the U.S. Armed Forces and is deployed overseas; or</td>
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<tr>
<td></td>
<td>b. the student is employed by the U.S. federal government and has an overseas assignment.</td>
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</table>
EXHIBIT 4-2
INITIAL PLACEMENT VERIFICATION AND DOCUMENTATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Job Placement</th>
<th>Education Placement</th>
<th>Combination Job/College</th>
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</thead>
<tbody>
<tr>
<td><strong>Verification Requirements</strong></td>
<td>100 percent of initial placements must be verified and documented with the employer (or with student, if self-employed) or armed forces branch. To be considered a valid job placement, employment must be: i. Paid ii. Unsubsidized, and iii. Within compliance of wage requirements of Fair Labor Standards Act, unless employment is in Puerto Rico, U.S. Virgin Islands, or the U.S. Trust Territories.</td>
<td>100 percent of education placements must be verified and documented directly with the university/college (including online university/college) or other education training program. Participation in a university/college (including online university/college) or other education training program is considered a placement only after actual continued enrollment of one week.</td>
</tr>
</tbody>
</table>

**Verification of combination job and university/college (including online university/college) must comply with the requirements of each category.**

**Documentation Requirements**

1. Placement verification must include the following information:
   i. Employer’s name;
   ii. Date the student actually reported for employment;
   iii. Number of hours per week student actually worked;
   iv. Hourly wage;
   v. Name, title, and phone number of person at the place of employment who provided information; and
   vi. Date of verification.

2. Placement verification documentation must be submitted via:
   i. U.S. mail
   ii. Fax, or
   iii. Electronic scan and e-mail

3. Acceptable verification documentation includes:
   i. A copy of an official pay stub or employer

1. Verification of a university/college (including online university/college) or other education training program placement must include confirmation of 1 week’s continued enrollment as well as the following information:
   i. Name of university/college or training institution;
   ii. Date the student actually enrolled or reported for class;
   iii. Credit hours for which enrolled, or hours attended class or hours worked at on-the-job training/subsidized employment for the week being verified;
   iv. Specific duration requirements, if applicable;
   v. Name, title, and phone number of person at institution who provided information;

**Verification of combination job and university/college (including online university/college) will include the information obtained for the job placement, as well as for the education placement.**
<table>
<thead>
<tr>
<th>Job Placement</th>
<th>Education Placement</th>
<th>Combination Job/College</th>
</tr>
</thead>
<tbody>
<tr>
<td>wage record indicating both hours per week worked and wages paid to the student (Note: For part-time placements where a biweekly pay stub indicates that the student worked between 40 and 63 hours during the two weeks, and the pay stub does not specify the actual number of hours worked for each seven-day period, it is acceptable to record half the hours reported on the pay stub as the hours worked per week); or ii. Direct written or electronic employer confirmation of placement on letterhead, indicating both hours per week worked and wages paid to the student; or iii. An employer verification form indicating both hours per week worked and wages paid to the student with a business card, fax band stating the employer’s name, or official stamp affixed; or iv. An electronic employer verification form or electronic third-party verification as approved by the Office of Job Corps (e.g., The Work Number).</td>
<td>and vi. Date of verification. 2. Placement verification documentation must be submitted via: i. U.S. mail ii. Fax, or iii. Electronic scan and e-mail 3. Acceptable verification documentation includes: i. A copy of an official school transcript indicating the date and number of hours enrolled; ii. Direct written or electronic school confirmation of enrollment on letterhead indicating the date and number of hours enrolled; iii. A school verification form indicating the date and number of hours enrolled with a fax band stating the school’s name or official stamp affixed; or iv. An electronic third party verification as approved by the Office of Job Corps (e.g., National Student Clearing House).</td>
<td>4. Verification of placements, which are combinations of two jobs, will include, for each job, the information as defined above. Where a placement consists of a combination of two jobs, verification of both jobs</td>
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</table>
### Job Placement

<table>
<thead>
<tr>
<th>Education Placement</th>
<th>Combination Job/College</th>
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</thead>
<tbody>
<tr>
<td>must be for the same 7 consecutive-day period. Both verification dates will be reported.</td>
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</tbody>
</table>

5. Verification for a student who is self-employed must include at least one of the following source documents:
   - Business license;
   - Employer ID number;
   - Copies of income checks;
   - Job materials and/or equipment;
   - Wage records;
   - Newspaper and/or other advertising for business; or
   - 1099 MISC Form.

1. Unverifiable placements identified through the “post-placement follow-up survey” will be determined as “questionable placements” until re-verification by the Career Transition Services provider is completed and placements are determined to be valid, invalid, or unverifiable.
2. All re-verification information must be returned directly to the Regional Office within 30 days of notification.
3. Readmission to Job Corps is not considered a placement.
4. Verification forms may have an electronic signature.
### APPENDIX 401

**JOB CORPS JOB TRAINING MATCH (JTM) CROSSWALK**

**PY 2012 (MARCH 2013)**

<table>
<thead>
<tr>
<th>Ind</th>
<th>Industry</th>
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<tbody>
<tr>
<td><strong>1</strong></td>
<td>AdM: Advanced Manufacturing</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>AMR: Automotive &amp; Machine Repair</td>
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<td><strong>3</strong></td>
<td>CON: Construction</td>
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<tr>
<td><strong>4</strong></td>
<td>FBz: Finance &amp; Business</td>
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<tr>
<td><strong>5</strong></td>
<td>HEA: Health Care</td>
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<td>Sign &amp; Billboard</td>
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<td>Welding</td>
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<tr>
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</table>

A 22-page index of all placement codes and the TPAs for which each earns a JTM credit is attached. TARs are listed Basic before Advanced; by TAR Code (Old); OJC-NTC-OTP. All military and postsecondary education placements also earn a JTM credit.
<table>
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<tr>
<th>TAR Code (Old)</th>
<th>TAR Title</th>
<th>Occ. Code</th>
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<th>O*NET-SOC Title</th>
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Industry Sector: AdM / Advanced Manufacturing

Occupational Codes: EL, ZB
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<th>O*NET-SOC Title</th>
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Training Program Area (TPA): ENGRG / Industrial Engineering Technician

Occ. Codes: AD, AE, AG, OE

Industry Sector: AdM / Advanced Manufacturing
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<th>TAR Code (Old)</th>
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<th>Occ. Code</th>
<th>TAR Code (New)</th>
<th>O*NET-SOC Code</th>
<th>O*NET-SOC Title</th>
<th>[Placement]</th>
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### Job Corps Job Training Match (JTM) Crosswalk

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### Job Corps Job Training Match (JTM) Crosswalk

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**Occupation Codes**: WC, WP

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### Job Corps Job Training Match (JTM) Crosswalk

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## Job Corps Job Training Match (JTM) Crosswalk

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## Job Corps Job Training Match (JTM) Crosswalk

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### Crosswalk Details

- **TAR Code (Old)**: Identifier for the training area.
- **TAR Title**: Description of the training area.
- **Occ. Code**: Occupation code.
- **TAR Code (New)**: New code for the training area.
- **O*NET-SOC Code** and **O*NET-SOC Title**: Details of the corresponding occupation and title.

### Industry Sector: FBz / Finance & Business

- **Placement**:
  - 23-2093.00: Title Examiners, Abstractors, and Searchers
  - 29-2071.00: Medical Records and Health Information Technicians
  - 41-1011.00: First-Line Supervisors of Retail Sales Workers
  - 41-2021.00: Counter and Rental Clerks
  - 41-2022.00: Parts Salespersons
  - 43-1011.00: First-Line Supervisors of Office and Administrative Support Workers
  - 43-2021.00: Telephone Operators
  - 43-3021.01: Statement Clerks
  - 43-3021.02: Billing, Cost, and Rate Clerks
  - 43-3051.00: Payroll and Timekeeping Clerks
  - 43-3071.00: Tellers
  - 43-4021.00: Correspondence Clerks
  - 43-4031.01: Court Clerks
  - 43-4031.02: Municipal Clerks
  - 43-4031.03: License Clerks
  - 43-4041.01: Credit Authorizers
  - 43-4041.02: Credit Checkers
  - 43-4051.00: Customer Service Representatives
  - 43-4071.00: File Clerks
  - 43-4111.00: Interviewers, Except Eligibility and Loan
  - 43-4121.00: Library Assistants, Clerical
  - 43-4131.00: Loan Interviewers and Clerks
  - 43-4141.00: New Accounts Clerks
  - 43-4151.00: Order Clerks
  - 43-4161.00: Human Resources Assistants, Except Payroll and Timekeeping
  - 43-4171.00: Receptionists and Information Clerks
  - 43-4181.00: Reservation and Transportation Ticket Agents and Travel Clerks
  - 43-5011.00: Cargo and Freight Agents
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### Job Corps Job Training Match (JTM) Crosswalk

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**Industry Sector:** HOS / Hospitality

- **Occupation Codes:** HL, ZH

#### Training Program Area (TPA): HOTEL / Hotel & Lodging

- 13-1121.00 Meeting, Convention, and Event Planners
- 35-3031.00 Waiters and Waitresses
- 35-3041.00 Food Servers, Nonrestaurant
- 35-9031.00 Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop
- 37-1011.00 First-Line Supervisors of Housekeeping and Janitorial Workers
- 37-2012.00 Maids and Housekeeping Cleaners
- 39-3031.00 Ushers, Lobby Attendants, and Ticket Takers
- 39-3091.00 Amusement and Recreation Attendants
- 39-3093.00 Locker Room, Coatroom, and Dressing Room Attendants
- 39-6011.00 Baggage Porters and Bellhops
- 39-6012.00 Concierges
- 39-7011.00 Tour Guides and Escorts
- 39-9041.00 Residential Advisors
- 41-2011.00 Cashiers
- 41-2012.00 Gaming Change Persons and Booth Cashiers
- 41-2021.00 Counter and Rental Clerks
- 41-2022.00 Parts Salespersons
- 43-2021.00 Telephone Operators
- 43-3041.00 Gaming Cage Workers
- 43-3051.00 Payroll and Timekeeping Clerks
- 43-4051.00 Customer Service Representatives
- 43-4081.00 Hotel, Motel, and Resort Desk Clerks
- 43-4171.00 Receptionists and Information Clerks
- 43-4181.00 Reservation and Transportation Ticket Agents and Travel Clerks
- 43-5081.01 Stock Clerks, Sales Floor
- 51-6011.00 Laundry and Dry-Cleaning Workers
- 51-6021.00 Pressers, Textile, Garment, and Related Materials
- 53-6021.00 Parking Lot Attendants
- 53-6061.00 Transportation Attendants, Except Flight Attendants
- 99-AMER.CO Americorps
- 99-NCCC.00 National Civilian Community Corps
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## Job Corps Job Training Match (JTM) Crosswalk

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## Job Corps Job Training Match (JTM) Crosswalk

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### Job Corps Job Training Match (JTM) Crosswalk

**Training Program Area (TPA):** CHILD / Child Development  
**Occ. Codes:** TC, ZZ  
**Industry Sector:** RSS / Retail Sales & Service

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### Job Corps Job Training Match (JTM) Crosswalk

**Training Program Area (TPA):** COSME / Cosmetology  
**Occ. Codes:** CS  
**Industry Sector:** RSS / Retail Sales & Service

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### Job Corps Job Training Match (JTM) Crosswalk

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### Job Corps Job Training Match (JTM) Crosswalk

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### Index of O*NET-SOC Codes & the TPAs for Which They Earn a JTM Credit

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<tr>
<th>O*NET-SOC Code</th>
<th>O*NET-SOC Title</th>
<th>JZ</th>
<th>Training Program Areas (TPAs) that Earn a JTM Credit</th>
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*JZ = Job Zone rating (from 1 to 5), na = not available*
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**JZ = Job Zone rating (from 1 to 5), na = not available**
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### Index of O*NET-SOC Codes & the TPAs for Which They Earn a JTM Credit

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*JZ = Job Zone rating (from 1 to 5), na = not available*
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<td>Bakers</td>
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<td>CULIN</td>
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<tr>
<td>51-3021.00</td>
<td>Butchers and Meat Cutters</td>
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<td>51-3022.00</td>
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<td>51-3023.00</td>
<td>Slaughterers and Meat Packers</td>
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<td>51-3091.00</td>
<td>Food and Tobacco Roasting, Baking, and Drying Machine Operators and Tenders</td>
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<td>51-3092.00</td>
<td>Food Batchmakers</td>
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<td>51-3093.00</td>
<td>Food Cooking Machine Operators and Tenders</td>
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<td>51-4011.00</td>
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<td>51-4012.00</td>
<td>Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic</td>
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<td>Foundry Mold and Coremakers</td>
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<td>Tool and Die Makers</td>
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<td>51-4121.00</td>
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**JZ = Job Zone rating (from 1 to 5), na = not available**
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--- | --- | ---
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Heat Treating Equipment Setters, Operators, and Tenders, Metal and Plastic | 2 | ENGRG MACHI MANUT WELDG
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Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders, Metal and Plastic | 2 | ENGRG MACHI MANUT WELDG
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Printing Press Operators | 3 | SIGNB VISUA VISUA
Print Binding and Finishing Workers | 2 | MANUT VISUA VISUA
Laundry and Dry-Cleaning Workers | 2 | HOTEL RETAI
Pressers, Textile, Garment, and Related Materials | 1 | HOTEL
Sewing Machine Operators | 1 |
Shoe and Leather Workers and Repairers | 2 |
Shoe Machine Operators and Tenders | 2 |
Sewers, Hand | 2 |
Tailors, Dressmakers, and Custom Sewers | 3 |
Textile Bleaching and Dyeing Machine Operators and Tenders | 2 |
Textile Cutting Machine Setters, Operators, and Tenders | 2 |
Textile Knitting and Weaving Machine Setters, Operators, and Tenders | 2 |
Textile Winding, Twisting, and Drawing Out Machine Setters, Operators, and Tenders | 2 |
Extruding and Forming Machine Setters, Operators, and Tenders, Synthetic and Glass Fibers | 2 |
Fabric and Apparel Patternmakers | 3 |
Upholsterers | 2 |
Cabinetmakers and Bench Carpenters | 3 | CARPE FACMA MANUT SOLAR WEATH
Furniture Finishers | 1 | CARPE SOLAR WEATH
Model Makers, Wood | 3 | MANUT
Patternmakers, Wood | 3 | CARPE FACMA MANUT SOLAR WEATH
Sawing Machine Setters, Operators, and Tenders, Wood | 2 | ENGRG FORCF MANUT URFOR
Woodworking Machine Setters, Operators, and Tenders, Except Sawing | 2 |
Nuclear Power Reactor Operators | 3 |
Power Distributors and Dispatchers | 3 | STATG
Power Plant Operators | 3 | STATG
Stationary Engineers and Boiler Operators | 3 | STATG
Water and Wastewater Treatment Plant and System Operators | 3 | FACMA SOLAR STATG WATER WEATH
Chemical Plant and System Operators | 2 | ROUST
Gas Plant Operators | 3 |
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<td>51-8099.01</td>
<td>Biofuels Processing Technicians</td>
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<td>51-8099.02</td>
<td>Methane/Landfill Gas Generation System Technicians</td>
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<td>51-8099.03</td>
<td>Biomass Plant Technicians</td>
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<td>51-8099.04</td>
<td>Hydroelectric Plant Technicians</td>
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<td>51-9011.00</td>
<td>Chemical Equipment Operators and Tenders</td>
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<td>Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders</td>
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<td>Crushing, Grinding, and Polishing Machine Setters, Operators, and Tenders</td>
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<td>Mixing and Blending Machine Setters, Operators, and Tenders</td>
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<tr>
<td>51-9031.00</td>
<td>Cutters and Trimmers, Hand</td>
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<td>CULIN FACMA GLAZI MANUT SIGNB CMENT DRAFT</td>
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<td>Cutting and Slicing Machine Setters, Operators, and Tenders</td>
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<td>51-9041.00</td>
<td>Extruding, Forming, Pressing, and Compacting Machine Setters, Operators, and Tenders</td>
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<td>51-9051.00</td>
<td>Furnace, Kiln, Oven, Drier, and Kettle Operators and Tenders</td>
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<td>51-9061.00</td>
<td>Inspectors, Testers, Sorters, Samplers, and Weighers</td>
<td>2</td>
<td>AUTOT BRICK CARPE ELECA ELECT ENGRG FACMA HEMEC HVACC LANHB MACHI MANUT MECRO PAINT PLUMB SOLAR STATG TROFC WEATH WELDG</td>
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<tr>
<td>51-9071.01</td>
<td>Jewelers</td>
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<td>51-9071.06</td>
<td>Gem and Diamond Workers</td>
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<td>51-9071.07</td>
<td>Precious Metal Workers</td>
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<td>51-9081.00</td>
<td>Dental Laboratory Technicians</td>
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<td>DENTA</td>
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<td>51-9082.00</td>
<td>Medical Appliance Technicians</td>
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<td>CMEDA</td>
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<td>51-9083.00</td>
<td>Ophthalmic Laboratory Technicians</td>
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<td>51-9111.00</td>
<td>Packaging and Filling Machine Operators and Tenders</td>
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<tr>
<td>51-9121.00</td>
<td>Coating, Painting, and Spraying Machine Setters, Operators, and Tenders</td>
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<td>AUTOT ENGRG FACMA MANUT PAINT PLAST SOLAR WEATH</td>
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<td>51-9122.00</td>
<td>Painters, Transportation Equipment</td>
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<td>AUTOT PAINT</td>
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<tr>
<td>51-9123.00</td>
<td>Painting, Coating, and Decorating Workers</td>
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<td>AUTOT CMENT DRAFT FACMA PAINT PLAST SIGNB SOLAR VISUA WEATH</td>
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<tr>
<td>51-9141.00</td>
<td>Semiconductor Processors</td>
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<td>ELECA</td>
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<td>51-9151.00</td>
<td>Photographic Process Workers and Processing Machine Operators</td>
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<td>51-9191.00</td>
<td>Adhesive Bonding Machine Operators and Tenders</td>
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<td>51-9192.00</td>
<td>Cleaning, Washing, and Metal Pickling Equipment Operators and Tenders</td>
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<td>51-9193.00</td>
<td>Cooling and Freezing Equipment Operators and Tenders</td>
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<td>Etchers and Engravers</td>
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<td>VISUA</td>
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<td>51-9195.03</td>
<td>Stone Cutters and Carvers, Manufacturing</td>
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<td>CMENT</td>
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<tr>
<td>51-9195.04</td>
<td>Glass Blowers, Molders, Benders, and Finishers</td>
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<td>51-9196.00</td>
<td>Paper Goods Machine Setters, Operators, and Tenders</td>
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<td>Tire Builders</td>
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<td>51-9198.00</td>
<td>Helpers--Production Workers</td>
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<td>Recycling and Reclamation Workers</td>
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<td>Aircraft Cargo Handling Supervisors</td>
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<td>53-1021.00</td>
<td>First-Line Supervisors of Helpers, Laborers, and Material Movers, Hand</td>
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<td>Recycling Coordinators</td>
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<td>First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators</td>
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<td>53-2011.00</td>
<td>Airline Pilots, Copilots, and Flight Engineers</td>
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<td>53-2012.00</td>
<td>Commercial Pilots</td>
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<td>Air Traffic Controllers</td>
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<td>Airfield Operations Specialists</td>
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<td>Ambulance Drivers and Attendants, Except Emergency Medical Technicians</td>
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<td>HTDRI</td>
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<td>53-3022.00</td>
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<td>Driver/Sales Workers</td>
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<td>53-3032.00</td>
<td>Heavy and Tractor-Trailer Truck Drivers</td>
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<tr>
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<td>Locomotive Firers</td>
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<td>Mates- Ship, Boat, and Barge</td>
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<td>Automotive and Watercraft Service Attendants</td>
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<td>Aviation Inspectors</td>
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*JZ = Job Zone rating (from 1 to 5), na = not available*

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<td>HEOPS SEAMA</td>
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<td>Loading Machine Operators, Underground Mining</td>
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5.0 OBJECTIVES

To enable Job Corps Centers (JCC), Outreach and Admissions (OA), and Career Transition Services (CTS) providers to deliver quality services by establishing systems that ensure:

- Effective program organization and management
- Program integrity and accountability
- Staff professionalism and development
- Services are provided in a cost-effective and fiscally responsible manner

To ensure that Job Corps provides safe, clean, well-maintained facilities that are adequately furnished and equipped to meet student needs.
5.1 PROGRAM MANAGEMENT

PURPOSE

P1. To establish and maintain systems that support the admission, career preparation, career development, and career transition of students.

P2. To monitor and track operations and outcomes to ensure program accountability, integrity, performance, and quality.

P3. To establish processes and assign responsibilities for handling media inquiries, and situations and circumstances when it is reasonable to anticipate media interest or participation.

REQUIREMENTS

R1. Goal Achievement

Centers operated by contractors and federal agencies, and Outreach and Admissions/Career Transition Services (OA/CTS) contractors, must establish:

a. Procedures to develop and clearly communicate goals to staff and students

b. Procedures to hold staff responsible for achieving communicated goals

R2. Quality Assurance

Centers operated by contractors and federal agencies, and OA/CTS contractors, must:

a. Establish procedures and conduct periodic self-evaluations and audits to ensure integrity, accountability, and prevention of fraud and program abuse. The Quality Assurance Plans and Procedures shall be submitted annually to the Regional Office for approval, as outlined in Exhibit 5-2. Approval of the Quality Assurance Plan shall be based upon:

1. The extent to which the oversight, monitoring, and assessment plan will provide a reasonable assurance of contractor/agency compliance and quality.

2. The extent to which the contractor’s/agency’s data validation system ensures the accuracy and integrity of student outcomes and financial data.

3. The extent to which the contractor’s/agency’s quality assurance activities track and ensure that corrective action is taken to maintain outcomes and quality standards.

4. The degree to which the contractors/agencies document the results of inspections, tests, audits, and assessments.
b. Establish systems to ensure performance is accurately tracked and reported, and necessary corrective actions are taken to achieve the performance outcome goals and quality standards established by the National Director, Job Corps, and contained in Appendices 501a through 501d.

c. Conduct comprehensive assessments of center or OA/CTS operations.

Job Corps Regional Offices shall:

a. Perform unannounced assessments on a risk management-based schedule. Regional Office Center Assessments (ROCAs) will occur twice during the life of a contract, ideally during Year 2 and Year 4. ROCAs for Forest Service centers will occur every 2 years. Assessments of centers on a Performance Improvement Plan (PIP) will occur annually. Targeted assessments, which may also be unannounced, will focus on program areas that are deficient in the initial or full assessment, or identified as potential causes of concern based on a risk analysis.

Triggers that could initiate a targeted or full assessment:

1. Unfavorable results of performance, operational and/or financial audits
2. Issues with student safety, security and culture
3. Constituent complaints (includes e-mails, telephone calls, and hotline report)
4. Unsatisfactory center progress in response to a PIP
5. Category of performance that is significantly below standard
6. Failure to address initially cited Regional Office Center Assessment (ROCA) weaknesses
7. Significant Incident Reports (either a very serious single incident or a negative trend)
8. Sharp decline in Student Satisfaction Survey results
9. Significant facility issues
10. Significant findings and concerns on operator annual assessments

b. Conduct audits of approximately 10 percent (contracted On-board Strength [OBS] or average CTS caseload) of all student records associated with performance measurements during center and CTS program assessments, using targeted samples generated by the National Office of Job Corps.
c. Document the results of program assessments and audits, and provide a copy of the completed report to the National Office and the contractor or federal agency. If excessive reporting problems are present, the extent of misreporting shall be brought to the immediate attention of the Office of Job Corps.

d. Assess liquidated damages from contractor’s base/incentive fee for instances of misreporting data based on the following schedule:

<table>
<thead>
<tr>
<th>Description</th>
<th>Liquidated Damages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invalid HSD/HSE Credits</td>
<td>$200 each</td>
</tr>
<tr>
<td>Invalid CTT Completion Credits</td>
<td>$500 each</td>
</tr>
<tr>
<td>Artificially Extending Enrollment and/or Invalid Leave Days</td>
<td>15% of the budgeted cost per day, per student</td>
</tr>
<tr>
<td></td>
<td>The cost per day, per student is calculated as follows: (approved center operations budget that is in place for the contract year in which the misreporting occurs) / (duration of contract year in days) / (contracted student slots for the contract year)</td>
</tr>
<tr>
<td>Invalid Placement Credit</td>
<td>$750 each</td>
</tr>
</tbody>
</table>

e. Require the operator to post the liquidated damages to the fee line applicable in the ETA 2110 form. The region will request an Annual Advanced Procurement Plan/Financial Operating Plan (AAPP/FOP) change to document the assessment or damages and recover the funds through a contract modification. Misreporting data by agency-operated centers shall be reported to the Office of Job Corps and the respective federal agency for corrective action.

Notify the Office of Job Corps and the Job Corps Data Center (JCDC) to remove invalid (High School Diploma/High School Equivalency [HSD/HSE], career technical training (CTT) completion, and Placement) credits from the Outcome Management System(s) (OMS).

Note: Invalid credits will be removed from each measure that is affected regardless of the report card (OMS, Outreach and Admissions Outcome Measurement System [OAOMS], Placement Outcome Measurement System [POMS], CTT Report Card [CTTRC]) or contractor responsible for the error (OA, Center, or CTS). For example, where verification of a HSD/HSE has been invalidated, credit would be removed for the HSD/HSE Attainment measure. In this instance, if the HSD/HSE was the sole determinant of his/her graduate status, the student would also be removed from the pool for any placement-related measure(s) in the OMS, POMS, and CTTRC report cards. Similarly, a credited placement that has been found to have been misreported by a CTS provider would lead to the removal of the student from the placement pool of both the CTS and the center OMS report cards. Both scenarios hold true whether the center operator and the CTS provider are separate, or one and the same.

f. Contracting Officers must exercise discretion when assessing liquidated damages in cases where an error or omission occurred, or when the action was determined to be careless or was the result of an innocent mistake. This is particularly true if the data was improperly recorded but the student outcome was likely achieved. For example, a
CTT completion, a HSD/HSE credit, or a placement credit that was incorrectly reported but there is verification that the student actually did earn the credit.

g. When a Contracting Officer becomes aware of apparent fraud, the matter should be thoroughly investigated. If the investigation leads the Contracting Officer to conclude there is a likelihood of fraud, it should be referred to the Regional Office of the Office of Inspector General (OIG) by filing an incident report. The Incident Report Form can be found at:


In addition to filing the report, the Contracting Officer will inform the OIG of the actions intended to address the incident. The Contracting Officer will make it clear that he/she intend to take these actions, unless the OIG specifically instructs the Contracting Officer not to do so. The Contracting Officer will then proceed with contract enforcement, unless otherwise directed.

R3. Standard Operating Procedures and Plans

Center contractors, agencies, and OA/CTS contractors must:

a. Establish standard operating procedures (SOPs), as shown in Exhibit 5-1 (Standard Operating Procedures), and submit them to the Regional Office for approval within 90 days of contract award. Updates and revisions shall be submitted as changes occur.

b. For agency-operated centers, provide up-to-date SOPs, as shown in Exhibit 5-1, with annual plans and amendments to SOPs submitted to the Department of Labor (DOL) Regional Office for approval by June 1 for the upcoming program year.

c. Career Development Services System Plan

Each Job Corps Center and each OA/CTS contractor must:

1. Develop a Career Development Services System (CDSS) Plan. The Plan must include:
   (a) An overview of the contractor’s/federal agency’s role in each phase of CDSS, as appropriate for each contractor/agency.
   (b) A description of how services will be delivered and coordinated with other partners for Outreach/Admissions, Career Preparation, Career Development, and Career Transition Periods.
   (c) The requirements shown in PRH Chapters 1-4, as applicable.

2. CDSS plans shall be submitted to the Regional Office for approval within 90 days of contract award. Agency centers shall submit the plan for approval when required by the DOL Regional Office. Approval shall be based on a determination that all required parts of the plan are in place, and that the plan is consistent with the overall
Regional CDSS Plan.

3. CDSS plans shall be kept current. Revisions shall be submitted to the Regional Office for approval prior to implementation.

R4. Media Inquiries

Responsibilities of federal contractors and others operating Job Corps centers, as well as Outreach and Admission, and Career Transition Services contractors:

a. Notify the Job Corps Regional Office (RO) responsible for the region in which the center is located of all media inquiries, and provide a copy of each inquiry if it was submitted in writing. The notice must be provided as early as practicable and should include the date, time, location, and point of contact for the request.

b. Coordinate with the RO to receive guidance on responding to incoming media inquiries before issuing a response.

c. Maintain the confidentiality of student information. Personally Identifiable Information (PII) and any other information capable of identifying a student should not be released without the student’s written consent. If the student is a minor, the written consent of the student’s parent or guardian is required before releasing information to the media or otherwise making it publicly available.

Responsibilities of ROs:

a. Forward media inquiries they receive to their designated contact in the regional Office of Public Affairs (OPA) for review and guidance on responding.

b. Notify the National Office of Job Corps before, or simultaneous to, providing notice to OPA.

R5. Media Related Events

Responsibilities of federal contractors and others operating Job Corps centers concerning media related events are below.

a. Provide the RO advance written notice of planned events or activities where media interest or participation might exist. This notice should include information sufficient for Job Corps and others to assess the level of media interest (e.g., type of event, date, location, participants, type of media interest or participation is anticipated, and any concerns related to the media’s interest or participation in the event).

b. Advise media organizations that Job Corps prefers they only interview students 18 years of age and older.
c. Provide written notice to students in advance of a media visit to their Job Corps center. The notice must inform students that they are not required to appear in media coverage or broadcasts, and can refuse to speak or be interviewed, filmed, photographed, or otherwise recorded during a media visit.

d. Refrain from taking disciplinary actions against students that limit the exercise of their First Amendment protections. These protections include, but are limited to, initiating media contact and publishing information about the Job Corps program.

R6. Center Visits by Elected Officials

Job Corps wants to be transparent about center operations while also ensuring student privacy, minimizing disruptions to normal center operations. From time to time, Federal, state and local elected officials may request tours or visits to Job Corps centers. Job Corps seeks to accommodate those requests whenever possible.

Federal contractors and others operating Job Corps centers often extend or receive unsolicited requests for tours or visits of centers. These entities cannot grant elected officials or their staff permission to tour, visit, or speak at Job Corps centers without prior notice and approval by the Department of Labor (DOL). The notice and approval process is outlined below.

a. The center operator must submit a written approval request to the RO. When possible, the center operator must submit the request at least ten business days before the proposed visit by the elected official or his/her staff.

b. The approval request must describe the purpose of the visit or appearance, and what news media, if any, may attend or accompany the official.

c. Job Corps’ RO must notify the National Office of Job Corps of the requested visit. Job Corps’ National Office will coordinate review of the request with DOL’s Office of Congressional and Intergovernmental Affairs and OPA. The National Office of Job Corps will also ensure that the RO and center operator are advised of any DOL visit guidance and requirements.

d. Center operators must comply with all DOL guidance and requirements for requested and approved visits by elected officials or their staff, including but not limited to the general prohibitions below.

1. Declared candidates for public office, including incumbents who have declared their intent to seek re-election, may not visit a Job Corps center for the purpose of campaigning at a Job Corps center.

2. Declared candidates for public office may not use the center, its grounds and facilities, and its staff or students for a campaign event or an event that could affect the candidate’s campaign, including debates and forums.
3. Declared candidates for public office may not use the Job Corps logo or other intellectual property associated with the Job Corps program for campaign materials, media, or any other purpose.

R7. Reporting

Center operators, federal agencies, and OA/CTS contractors shall submit reports in accordance with Exhibit 5-2 (Plan and Report Submission Requirements).

R8. Records and Reports Maintenance

Center operators, agencies, and OA/CTS contractors must maintain records and reports for three years. Records of disclosures of protected health information shall be kept for six years. Exceptions to this retention period shall be communicated by the National Office of Job Corps on a case-by-case basis.
5.2 PERSONNEL

PURPOSE

P1. To recruit, hire, and retain qualified personnel to deliver all program components.

P2. To ensure that staff members work in an environment that is fair and nondiscriminatory.

P3. To ensure the proper screening, training, and supervision of volunteers.

REQUIREMENTS

R1. Organization and Staffing

   a. Center operators and Outreach and Admissions/Career Transition Services (OA/CTS) contractors must:

      1. Develop and submit a staffing plan (organizational chart) to the Regional Office for approval within 90 days of contract award.

      2. Submit current job position descriptions for Regional Office approval within 90 days of contract award.

   b. Federal agency operators must develop and submit a staffing plan (organizational chart) to the Office of Job Corps and Regional Offices annually.

R2. Staffing Ratios

   Center Operators must comply with the following staffing requirements:

   a. The student-to-teacher ratio for academic instructional activities is 18:1. Career Technical Training (CTT) programs will remain unchanged and in accordance with revised Exhibit 3-6. Student-to-teacher ratios may not be changed except through the written approval of the Office of Job Corps. For purposes of defining CTT training slots, one full-time CTT student is equivalent to two CTT training slots. Therefore, a 15:1 student-to-teacher ratio is equivalent to a 30:1 slot-to-teacher ratio.

   b. Student-to-staff ratios for national training contract (NTC) programs must be in accordance with contract provisions.

   c. Minimum staffing levels for health programs are specified in Chapter 6, Exhibit 6-5 (Center Health Services Staffing Requirements).

   d. All other staffing levels must be based on center configuration and must be approved by the Regional Office.
R3. Personnel Policies

Center Operators and OA/CTS contractors must:

a. Develop and implement personnel management policies to include hiring, supervision, evaluation, conduct, and disciplinary procedures.

b. Define standards for acceptable and unacceptable behavior between students and staff that protect individuals from exploitative, coercive, and traumatic experiences. Ensure that center rules for acceptable and unacceptable behavior are communicated equally, understood, and applied to all staff members. These rules, which should be included in the Employee Handbook, must provide a clear explanation and rationale for appropriate and inappropriate behavior, and clearly state the consequences for unacceptable staff behavior. Staff should know the legal consequences of unacceptable behavior, if applicable.

c. Establish labor management relations in accordance with agency guidelines for federally operated centers, and in accordance with the provisions of the National Labor Relations Act for contractors. The U.S. Department of Labor will not undertake conciliation, mediation, or arbitration of organizations, nor will Job Corps pay legal or other fees generated by such disputes as direct costs against contracts.

d. Develop and implement volunteer management policies to include volunteer screening, training, and supervision. At a minimum, plans should include background checks for all volunteers in accordance with state laws, and plans to ensure volunteers are covered by the contractor’s liability insurance while they are performing their assigned tasks.

R4. Staff Qualifications

a. Center and OA/CTS contractors must ensure that all staff that are hired meet the minimum qualifications specified in Exhibit 5-3 (Minimum Staff Qualifications).

b. Center and OA/CTS contractors must request written approval or waivers from the Regional Director for the following:

1. Hiring staff who do not meet minimum qualifications as specified in the approved position descriptions, in which case, a professional development plan must be submitted and updated annually

2. Hiring relatives of current staff

3. The appointment, continued assignment, or change in employment status of the Center Director, Project Director, or senior staff. This also includes all supervisory personnel who report directly to the Center Director.

c. Regional Offices will not grant a waiver if it would negatively impact the center’s eligibility for accreditation or its ability to produce high school graduates.
d. Federal agency operators must advise the Regional Office of changes in employment status of Center Directors and senior staff.

e. Centers must request a waiver from the National Office prior to filling the following health and wellness positions if the minimum requirements set forth in Exhibit 5-3 are not met:

1. Trainee Employee Assistance Program (TEAP) Specialist: A one-time, one-year waiver for the TEAP Specialist must include a professional development plan identifying the steps necessary to meet the minimum requirements within one year of employment. A copy of the license or certification must be shared with the National Office once obtained. If the license or certification is not achieved within one year, the waiver is terminated, and the staff member can no longer be employed as the TEAP Specialist.

2. Center Mental Health Consultant (CMHC): A one-time waiver may be issued for CMHCs with a master’s degree or higher in behavioral health, and a license to practice independently in the state. This one-time waiver will only be considered if there is unsuccessful recruitment for a clinical/counseling psychologist or clinical social worker. Those approved for the one-time waivers will not be required to have a professional development plan.

Providers must meet all requirements for license renewal to maintain an active license as set forth by their state boards. The one-time waiver for the CMHC covers the hiring period and is automatically renewed on an annual basis.

f. Centers must request a waiver from the National Office prior to hiring the following health and wellness positions if the minimum coverage requirements set forth in Exhibit 6-5 are not met:

1. Nurse Practitioner (NP): A one-time waiver for the NP may be requested if an NP assumes more coverage than 2 hours/100 students/week with supervision. The supervising physician will be the center’s Medical Director. This supervision arrangement must be clearly defined as part of the NP contract and in the collaborative agreement.

An annual waiver for the NP may be requested in independent practice states, where an NP with an active Drug Enforcement Agency (DEA) registration could serve as Medical Director.

2. Physician Assistant (PA): A one-time waiver for the PA may be requested if a PA assumes more coverage that 2 hours/100 students/week. Supervision is always required, and the supervising physician will be the center’s Medical Director. This supervision arrangement must be clearly defined as part of the PA contract and in the collaborative agreement.
g. Regional Health Specialists will review all health and wellness staff waivers prior to National Office approval/denial of the request.

R5. **Background Checks and Credential Verification for Employees of Job Corps Contractors**

Center Operators and other Job Corps contractors, which include all subcontractors of a Job Corps contractor (collectively referred to below as “Job Corps Contractors”), must conduct a nationwide (to include all United States territories) criminal background check on all employees and all applicants for employment prior to making an offer of employment. Each background check and any employment decision based upon them must conform to the requirements set out below. Further, Job Corps Contractors must verify that all applicants receiving an employment offer and all employees have obtained all licenses, certifications, or other credentials required, and that the individual is in good standing with the licensing body for their profession.

a. All criminal background checks must be conducted by a third-party background checking company in accordance with the Fair Credit Reporting Act, and result in a written report from the third-party company.

b. All criminal background checks must include a review of the history of all state (including United States territories) and Federal criminal convictions.

1. Decisions on the employability of applicants and continued employment of employees must only be made on records of convictions, not arrest records or indictments.

2. Consideration must be given to any conviction or release from incarceration during the 7 years prior to the date of the applicant’s application for employment or the initial employment date of an employee, except for convictions referenced in subparagraph c.1. below.

c. Disqualifying convictions

1. If an employee or applicant for employment has been convicted or adjudicated responsible as a juvenile of any of the crimes listed below, regardless of when the conviction or adjudication occurred, that employee or applicant cannot be employed by a Job Corps Contractor:
   (a) Murder;
   (b) Child Abuse; and
   (c) Rape or Sexual Assault.
2. Health-and-wellness staff, or any other employee with access to prescription medications, cannot be employed by a Job Corps Contractor if they have been convicted of the following crimes:
   (a) Fraud, theft, larceny, and similar crimes involving deception; and
   (b) Drug-related offenses.

d. If an employee or applicant for employment has been convicted or released from incarceration for a crime not identified in c.1., the Job Corps Contractor must determine the relevance of the record of conviction or release from incarceration to the duties of the position of the employee or position for which the applicant is applying. In making an employment decision, the Job Corps Contractor must use an individualized assessment for each applicant and employee.

1. Individualized assessment means that the Job Corps Contractor must:
   (a) Inform the individual that he/she may be excluded because of past criminal conduct;
   (b) Provide an opportunity to the individual to present additional information regarding the criminal conduct and demonstrate that the exclusion does not properly apply to them; and
   (c) Consider whether the additional information provided by the individual shows that the policy as applied is not job-related and consistent with business necessity.

2. In doing an individualized assessment for an employee or applicant with criminal convictions, the Job Corps Contractor must consider the following:
   (a) Whether the conviction was a felony or a misdemeanor;
   (b) The nature of the conviction(s) and the facts underlying it, and whether they involve serious or repeated violence;
   (c) The amount and frequency of contact the employee has, or the applicant will have with students;
   (d) The age of the employee or applicant at the time of the conviction;
   (e) Whether the employee or applicant has a history of multiple convictions that suggests a pattern of criminal behavior or bad judgment;
   (f) The length of time between the conviction and/or completion of any sentence and the employee’s initial employment date or applicant’s application to work at the center; and
   (g) Any evidence of rehabilitation in the time period since the conviction.

e. When asking questions about criminal records, inquiries must be consistent with business necessity.
1. Questions must be limited to records for which exclusion or potential exclusion would be job related for the position in question.

2. Information about applicants’ and employees’ criminal records must be kept confidential and used only for the purpose for which it was intended.

f. For each employee or applicant hired, the Job Corps Contractor must document:

1. That he/she conducted a background check according to the requirements above;

2. What, if any information from the background check, factored into the Job Corps Contractor’s employment decision; and

3. Details of the individualized assessment the Job Corps Contractor undertook in accordance with the above before making an employment decision based on the information from the background check.

g. Job Corps Contractors must conduct a new background check for each employee every 3 years. The documentation requirements in f. above apply.

h. Job Corps Contractors also must verify that all employees and applicants for employment or other individuals providing services under an agreement or contract have obtained all licenses, certifications, or other credentials required under state and Federal law, and that the individual is in good standing with the licensing body or regulatory authority for his/her profession. Job Corps Contractors must verify this information every 3 years.

i. Requests for exceptions for the hiring or continuation of employment restrictions imposed by this policy must be made in writing to the National Director. The National Director may waive the requirements in this policy for an employee or applicant for employment based on compelling evidence that such an exception is in the best interest of Job Corps, and Job Corps students and staff.

j. Job Corps Contractors may continue to use existing criminal background check procedures, provided those procedures are stricter than and do not conflict with the procedures outlined in the policy above. If a Job Corps Contractor’s existing policy is less stringent or inconsistent with the policy outlined above, the Job Corps Contractor must modify the policy so that it is in line with the requirements outlined above.

R6. Staff Coverage

Center operators must provide coverage for staff absences for those positions that have
direct staff/student interaction. Use of students or volunteers for this purpose is prohibited. All substitutes must be trained in safety procedures.

**R7. Staff Performance Appraisal**

Center operators and OA/CTS contractors must develop a staff performance appraisal system that allows for documentation of staff competence, to include:

a. Maintaining staff requirements specified in Exhibit 5-3 (Minimum Staff Qualifications)

b. The areas listed in Exhibit 5-4 (Required Staff Training)

c. Staff’s modeling, mentoring, and monitoring each of the eight Career Success Standards (CSS)

d. Support of students’ career development goals, the zero-tolerance (ZT) policy, and student placement efforts

**R8. Equal Employment Opportunity/Civil Rights**

Center operators and OA/CTS contractors must:

a. Not deny employees equal opportunity/civil rights because of race, color, religion, sex (including pregnancy and gender identity), national origin, age, disability (physical or mental), genetic information, parental status, sexual orientation, marital status, political affiliation or belief, or any other prohibited factor. Sexual harassment is prohibited in Job Corps. Discrimination is prohibited in all contracts, grants, and programs funded by the Department of Labor.

b. Provide prompt, fair, and impartial consideration of discrimination or other civil rights complaints through an established and approved grievance system.

c. Submit an affirmative-action plan to the Regional Office for approval within 90 days of contract award in accordance with Chapter 6, Appendix 602 (Civil Rights and Nondiscrimination).

d. Submit a plan to employ and advance the employment of veterans to the Regional Office for approval within 90 days of contract award in accordance with Public Law 107-228 HR 4015, Section 2. 4215 (priority of service for veterans in Department of Labor job training programs), Part b (Employment of Veterans with Respect to Federal Contracts).
5.3 STAFF TRAINING

PURPOSE

P1. To ensure staff acquire and maintain the skills necessary to perform their job duties and responsibilities, and serve as role models for students.

P2. To allow staff the opportunity for professional development and upward mobility.

REQUIREMENTS

R1. Staff Training Plan

Centers and Outreach and Admission (OA)/Career Transition Services (CTS) contractors shall:

a. Submit for approval to the Regional Office an Annual Staff-Training Plan.

b. Include, at a minimum, the topics and frequencies specified in Exhibit 5-4 (Required Staff Training).

c. Submit a professional development plan for all staff on waivers.

R2. Staff Training Content

Centers shall include, at a minimum, the following:

a. Five hours of annual training in adolescent growth and development for all staff. Topics could include effective communications, anger management, sexuality, suicide prevention, behavior management system, zero tolerance (ZT) policy, appropriate staff/student boundaries, sexual assault prevention and response, sexual harassment and related social skills training, crisis intervention techniques, bullying prevention, violence prevention, and safety issues.

b. An additional five hours of annual training designed to enhance each employee’s professional development. Such training may include professional seminars, conferences, and classroom training provided on or off center, in-service training, and technology skills training.

R3. Documentation

Centers and OA/CTS contractors shall maintain up-to-date records of training completed by each employee.
5.4 PERSONAL SAFETY AND SECURITY

PURPOSE

P1. To protect the personal safety and security of students, staff, and property on center at all times.

P2. To protect students’ rights and guarantee privacy and protection from unreasonable search and seizure.

REQUIREMENTS

R1. Center Safety and Security Standard Operating Procedures

a. Center operators must establish and comply with agreements with law enforcement, in accordance with the requirements of Sections R3 and R4 below. Center operators must submit these law enforcement agreements to the National Office of Job Corps (NOJC) and the Regional Offices (ROs) as required by Exhibit 5-2.

b. Center operators must establish and comply with their Center Safety and Security Standard Operating Procedure (SOP). This SOP will supplement a local law enforcement agreement, or when necessary, govern how the center operator will respond to center security issues that are not addressed in a local law enforcement agreement. Center operators must submit these SOPs to the NOJC and the ROs as required by Exhibit 5-2.

c. A Center Safety and Security SOP must address the following requirements:

1. How it will regulate the entry, exit, and conduct of any person who seeks access to the campus, including students, staff, family, and visitors. The SOPs must include language indicating that a map of the campus will be displayed in a prominent location and will also be made readily available to law enforcement and medical personnel in emergency situations.

2. How the center will handle, secure, and timely dispose of any illegal drugs and all weapons (as defined in Section R5 below) confiscated or otherwise found on center or in a center-sponsored activity that the local law enforcement agency will not retrieve. Disposal must be done in accordance with state and local law. Disposal of illegal drugs must be consistent with the center SOP on Medication Management.

3. How the center operator will address the confiscation and return of weapons and items that are barred from Job Corps centers under R5 below, but that students may legally possess off-center, such as licensed or registered firearms. This procedure must align with R6 (d) below.
(a) Such weapons and items must always be confiscated and must not be returned to the student while the student is still on center.
(b) The Center Safety and Security SOP also must include what steps the center operator, in conjunction with local law enforcement where possible, will take to verify if the student complied with any registration and licensing requirements to possess the confiscated weapons or items.
(c) Even if the student can legally possess a weapon or other prohibited item off center, the center still must sanction any student determined to have brought a weapon or other unauthorized good on center, according to Exhibit 3-1.

4. How the center operator will handle, secure, and, if necessary, timely dispose of other unauthorized goods prohibited from being on center in Section R5 below.

5. How the center will record and track all illegal drugs and all weapons confiscated or otherwise found on center. The SOP must include the date the illegal drugs or weapons were found, the date(s) they were secured and where they were secured, and the date on which they were disposed or returned and how they were disposed or returned. If illegal drugs or weapons are found or confiscated from a student or staff member, this record must include the student’s or staff member’s name and identification number, how the illegal drugs or weapons were located, and what disciplinary actions the student or staff member faced following the discovery.

6. The circumstances and process under which law enforcement will be contacted, consistent with Section R2 and any law enforcement agreement.

7. How the center operator will return stolen property to its rightful owner.

**R2. Requirement to Contact Local Authorities**

a. Center operators must report criminal incidents according to the terms of the law enforcement agreements described in R3 and R4.

b. Regardless of the terms of the law enforcement agreements described in R3 and R4, center operators must contact local law enforcement if a serious crime or emergency occurs on center or in a center-sponsored activity. A serious crime includes, but is not limited to:

1. A homicide
2. A theft of a vehicle or other significant government-owned property
3. An assault or battery
4. A riot or similarly violent incident involving five or more students or persons
5. A sexual assault or rape as defined under state law. Center operators also must comply with the requirements of PRH 6.11, R6 in dealing with sexual assaults and rapes.

6. Unauthorized distribution of a controlled substance

c. Center operators may not prohibit any center personnel or student from calling 911 or any law enforcement agency, and may not limit the personnel or students who may call 911 or law enforcement.

R3. Agreements with Local Law Enforcement Agencies

a. Pursuant to Job Corps’ regulations at 20 C.F.R. § 686.925(b), center operators must develop and maintain written cooperative agreements with its nearest local law enforcement agency. An up-to-date, unexpired agreement must be submitted to the NOJC and ROs on July 1 of each program year. The submitted agreement must reflect that the agreement will be in effect for that upcoming program year.

These agreements must contain, at a minimum:

1. The names of each center and of the local law enforcement agency

2. The roles and responsibilities of the center operator and the local law enforcement agency, including at a minimum:
   (a) The circumstances and process under which the center’s operator will contact the local law enforcement agency consistent with the requirements of Sections R1 and R2 above;
   (b) How the center operator will handle, secure, and timely dispose of illegal drugs and all weapons confiscated or otherwise found on center or in a center-sponsored activity, as well as the handling, securing, and, if necessary, disposal of any other unauthorized good prohibited from being on center in Section R5 below.
   This portion of the agreement also should address how the center operator will work with local law enforcement to ensure that students have met the licensing and registration of items, such as firearms, that are barred from Job Corps centers under R5 below, but that students may otherwise legally possess.
   (c) A statement that the local law enforcement agency will be contacted for searches as required at Section R9 below;

3. The expiration date for the agreement;

4. The process for renewing, altering, or terminating the agreement;

5. The signatures of the operator’s center director and an authorized signatory from the local law enforcement agency;
6. The date the operator and the local law enforcement agency signed the agreement

b. If the center operator is unable to reach an agreement with the local law enforcement agency, or the local law enforcement agency will not agree to address all of the topics described in subsection R3 (a) in its agreement, no later than the last day of each program year, the center must provide to the NOJC and ROs:

   1. Written evidence of the operator’s good faith effort to reach an agreement with the local law enforcement agency on all of these terms. For the purposes of this requirement, a good faith effort is one in which the center operator makes a diligent and honest effort to obtain a local law enforcement agreement annually; and

   2. What, if any, agreement the center operator was able to reach with the local law enforcement agency.

   3. The portions of the SOP established as a supplement to or in place of a law enforcement agreement in accordance with R1.

R4. Agreements with Federal and State Law Enforcement Agencies

a. Pursuant to Job Corps’ regulations at 20 C.F.R. § 686.925(b), center operators must establish agreements with federal and state law enforcement agencies for criminal enforcement purposes by reaching out to the local offices of state law enforcement and the Federal Bureau of Investigation (for contract centers) or Forest Service Law Enforcement for Job Corps Civilian Conservation Centers (CCCs). An up-to-date, unexpired agreement must be submitted to the NOJC and ROs on July 1 of each program year. The submitted agreement must reflect that the agreement will be in effect for that program year. Such agreements must contain the same terms described in Section R3 (a)(1)-(6) above;

b. If the center operator is unable to reach an agreement with the local office of the federal or state law enforcement agency, or the local office of the federal or state law enforcement agency will not agree to address all of the topics described in subsection R3 (a)(1)–(6) in its agreement, no later than the last day of each program year, the center must provide to the NOJC and ROs:

   1. Written evidence of the operator’s good faith effort to reach an agreement with the local office of the federal or state law enforcement agency on all of these terms. For the purposes of this requirement, a good faith effort is one in which the center operator makes a diligent and honest effort to obtain a local law enforcement agreement annually; and

   2. What, if any, agreement the center operator was able to reach with the local office of the federal or state law enforcement agency.
R5. Unauthorized Goods

Center operators must ensure that the following unauthorized goods are not permitted on center:

a. Firearms and ammunition

b. Explosives and incendiaries

c. Knives

d. Homemade weapons

e. All other weapons and instruments for which the primary use is to inflict injury

f. Drugs, defined as any substance listed on any schedule of the Controlled Substances Act, including seeds and residue, except when the drug is possessed and used in accordance with a valid prescription; and drug paraphernalia

   Note: Under the Controlled Substances Act, no valid prescription can be provided for Schedule I drugs, including marijuana.

g. Stolen property

h. Alcohol

i. Tobacco for minors

j. Any other items that are illegal under state law or that could pose a danger to safety and security

R6. Disposal of Unauthorized Goods

Center operators must dispose of unauthorized goods as follows:

a. Stolen property must be returned to its rightful owner.

b. Illegal drugs (as defined in R5.f, above) must be secured and disposed of according to agreements described in R3 and R4. Disposal of any substance not covered by an agreement described in R3 and R4 must be disposed of in accordance with state and local law, consistent with center SOPs on Medication Management and Center Safety and Security.

c. Confiscated weapons (including firearms) must be secured and reported to law enforcement and disposed of according to agreements described in R3 and R4 and in accordance with the center operator’s Center Safety and Security SOPs. The center
must track and record all weapons and illegal drugs, including: the individual’s name and his or her staff or student identification number, the date the illegal drugs or weapons were found, how they were located, disciplinary actions faced following the discovery, disposition of the illegal drugs or weapons and the date of disposition.

d. When a student brings a weapon or potentially dangerous item that the student may legally own but is not permitted to possess on center, the item must be returned to the student according the student’s choice of either:

1. returning the item after the student is sent home in accordance with the student disciplinary process, by arranging a date on which the student may safely pick up the item; or

2. mailing or shipping the item to an address where the student may later safely pick it up.

If a student does not want the item returned or does not provide an address for return, the item shall be considered abandoned property and the center operator must dispose of it according to the requirements of its local law enforcement agreement and Center Safety and Security SOP. Center operators must comply with all PRH recording and reporting requirements for these items before making arrangements for their return.

**R7. Prohibition of Firearms**

Center operators must not allow anyone to bring a firearm onto a Job Corps Center except for:

a. Licensed security personnel contracted by the center operator to provide security during distribution of student payroll; and

b. Law enforcement personnel when:

1. Providing security services to a Job Corps Center pursuant to a written agreement between the center operator and the relevant law enforcement agency outlining the terms and condition of the arrangement, which addresses licensure, firearms certification, type of firearm, and additional weapons requirements and verification requirements, including the law enforcement personnel’s duties at the center; or

2. Employed by a center operator as center security personnel and acting within the scope of their duty, provided that such employment, including the use of their official firearm or other licensed firearm, is permitted by the relevant law enforcement agency.

NOTE: Nothing in this policy prohibits law enforcement personnel from conducting official law enforcement activities, including the use of firearms in accordance with the established policy of that agency, in the line of duty, including when law
enforcement personnel are in the line of duty and armed on a Job Corps center campus.

R8. **Active Shooter Response**

An active shooter is defined as an individual actively engaged in killing/injuring or attempting to kill/injure people in a confined and populated area; in most cases, active shooters use firearm(s), and there is no pattern or method to their selection of victims.

Upon discovery of an Active Shooter event, as soon as it is safe to do so, law enforcement (911) must be called, and communicate, “There is an Active Shooter event in progress.”

The 911 call (from a safely concealed area) should provide the following information:

a. Description and possible location of suspect(s) if known
b. Number and types of weapons
c. Suspect’s direction of travel
d. Location and condition of any victim(s)

Safety and Security Officers and/or the person in charge must be prepared to meet and guide law enforcement officers if possible. The goal of law enforcement is to locate, isolate, and neutralize the shooter as quickly as possible to prevent any deaths or injuries.

In response to an Active Shooter event, the guidelines listed below should be followed.

1. **Evacuate.** If there is an accessible escape path, attempt to leave the premises
   (a) Have an escape route and plan in mind
   (b) Evacuate regardless of whether others agree to follow
   (c) Leave belongings behind
   (d) Help others escape, if possible
   (e) Prevent individuals from entering an area where the active shooter may be
   (f) Do not attempt to move wounded people
   (g) Call 911 when you are safe
   (h) Follow the instructions of any law enforcement officials/authorities
   (i) Keep your hands visible in the presence of law enforcement officials/authorities

2. **Hide Out.** If evacuation is not an option, find a place to hide where the active shooter is less likely to go. Direct others into resident rooms or adjacent rooms, close the door and attempt to barricade the door. The hiding place should:
   (a) Be out of the active shooter’s view
   (b) Provide protection if shots are fired
   (c) Not entrap or restrict options for movement
If the active shooter is nearby:
- Lock the door
- Silence your cell phone, pager, and/or other electronic devices
- Turn off any source of noise (i.e., radios, televisions)
- Hide behind large items (i.e., cabinets, desks)
- Blockade the door with heavy furniture
- Stay as low to the floor as possible and remain quiet

If evacuation and hiding out are not options:
- Remain calm
- Call 911, if possible, to alert police to the active shooter’s location
- If you cannot speak, leave the line open and allow the dispatcher to listen

3. **Take Action.** If your life is in imminent danger, as a last resort, attempt to disrupt and/or incapacitate the active shooter by:
   (a) Acting as aggressively as possible against the active shooter
   (b) Throwing items and improvising weapons
   (c) Yelling
   (d) Committing to your actions

Announce an “All Clear” when the scene is declared safe by law enforcement officials/authorities.

**R9. Search and Seizure**

Center operators shall conduct searches and seizures only in the following circumstances:

a. General inspections of dorm rooms, lockers, and other center facilities may be conducted periodically.

b. Searches for unauthorized goods may be conducted only when the Center Director believes such goods are being hidden on center. The reasons for the search must be documented.

c. The scope of search may be no wider than what is necessary to accomplish the specific purpose of the search. Unauthorized goods found as a result of a search must be confiscated.

d. A search of a person of an entire group of Job Corps students is prohibited when the information in the possession of Job Corps officials indicates that only some members, or less than all members, of the group are in possession of contraband that is prohibited on center property.

e. Job Corps shall not conduct strip searches of students. If the Center Director believes a strip search of a student is necessary, local law enforcement authorities must be contacted and requested to perform the search.
f. Searches for evidence of crime may be conducted for evidence in criminal prosecution. These must always be done by a law enforcement officer with a search warrant, except when delay would endanger the physical well-being of students.

**R10. Student Notification**

Center operators must notify all students of the center’s policies and procedures regarding unauthorized goods, and search and seizures.

**R11. Use of Physical Restraint and Isolation**

Center operators must:

a. Limit use of physical restraint to only those situations that seriously threaten persons or property. Ensure that no student is restrained for more than one hour without at least verbal consultation and approval from a physician. Staff cannot use handcuffs, mace, pepper spray (or any derivatives) on students. Staff must be aware of and abide by any state laws regarding restraint and isolation.

b. Use on-center isolation facilities for temporary segregation of students from their peers only when behavior constitutes an immediate threat to themselves, other persons, or property.

A student placed in an isolation facility must be observed every 15 minutes and this observation must be documented on a signed log giving the exact time of observation and the signature of the staff member conducting the observation. Isolation cannot exceed 12 hours unless accompanied by a statement from the center physician that the isolation is not medically prohibited.
5.5 MANAGEMENT AND REPORTING OF SIGNIFICANT INCIDENTS

PURPOSE

P1. To ensure proper and effective management of serious incidents involving program participants, staff, or facilities.

REQUIREMENTS

R1. Reportable Events

Centers and OA/CTS contractors shall report the following types of significant incidents to the National and Regional Offices:

a. Death or work/training-related hospitalization of one or more active students or on-duty staff in one incident, work training related amputations, and work/training related losses of an eye

b. Serious illness, or serious injury** (e.g., epidemic, hospitalization, emergency room treatment requiring hospital admission or surgery, reaction to medication/immunization) to an active student and/or on-duty staff member

c. Physical assault

d. Inappropriate sexual behavior

e. Indication that a student is a danger to himself/herself or others

f. Incident requiring law-enforcement involvement

g. Incident involving illegal activity

h. Arrest of current student or on-duty staff member

i. Motor vehicle accident involving injuries, or damage to a center vehicle

j. Theft or damage to center, staff, or student property

k. Incident threatening to close down the center or disrupt the center’s operation

l. Incident involving a missing minor student

m. Incident attracting potentially negative media attention

n. Any infraction identified in Exhibit 3-1, Infraction Levels, Definitions, and Appropriate Center Actions, requiring a(n) SIR
** Please see PRH Chapter 5, Section 5.18, R2.b for a detailed classification of serious medical injuries.

R2. Incidents Requiring Immediate Contact With the Appropriate Regional Office

Centers must immediately report within 2 hours of center management becoming aware of the incident, described below, to the appropriate Regional Office, by either telephone or text messaging, and by e-mail. Regional Offices will notify centers and corporate offices of the appropriate points of contact for reporting these incidents.

a. Death of an active student. Job Corps centers must also immediately contact the Office of Workers’ Compensation Programs.

b. Death of a staff member on-duty

c. Hospitalization of one or more active students and/or on-duty staff in one incident, work/training related amputations, and work/training related losses of an eye

d. Any incident:
   1. Requiring law enforcement involvement (If the incident involves a minor student and requires law enforcement involvement, then centers must notify his/her parents immediately.)
   2. Involving a missing minor student
   3. With the potential to garner negative media attention
   4. Where substantial property damage has occurred

The incidents above, also require a significant incident report be submitted through the Significant Incident Reporting (SIR) System, as outlined in R4, below.

R3. Incidents That Require Occupational Safety and Health Administration (OSHA) Notification

In accordance with 29 CFR 1904.39(a), centers must contact OSHA within 6 hours of one or more of the following events:

a. Death of an active student

b. Death of a staff member on-duty

c. Hospitalization of one or more active students and/or on-duty staff, work/training related amputations, and work/training related losses of an eye
Centers must orally report the fatality/multiple hospitalization by telephone or in person to the OSHA Area Office nearest to the site of the incident, or use the OSHA toll-free central telephone number, 800-321-OSHA (800-321-6742). Should no one answer the National toll free number you must leave a telephone message with the following information:

1. Establishment name
2. The location of the incident
3. The time of the incident
4. The number of fatalities or hospitalized employees
5. The names of any injured employees
6. Your contact person and his or her phone number
7. A brief description of the incident

d. **Centers must maintain a record of notification on center for a period of three years.**

**R4. Incidents Requiring Electronic Submission of Significant Incident Report**

All incidents outlined in R1, above, must be reported through the web-based Significant Incident Reporting (SIR) System. Centers should contact the appropriate Regional Office if there is confusion as to whether a(n) SIR should be submitted.

Centers must:

a. Submit an initial SIR, even if a resolution has not yet been determined for the students/staff involved, according to the timelines below.

1. Within 6 hours of the center being made aware of an active student or on-duty staff death
2. Within 24 hours of the center being made aware of other incidents

b. Continue to submit supplemental reports monthly, or more frequently, if new information is obtained, until a final report has been submitted. Until a report is submitted as final, a supplemental report, at minimal, is required every 30 days following the submission of the initial report.

c. In the event that a student suffers an injury while on duty or on an authorized day pass, record the incident in Employees’ Compensation Operations and Management Portal
(ECOMP) within seven calendar days (including weekends) of supervisor notification. ECOMP information, including internal control number (ICN), must be added to victim and/or perpetrator information with the initial SIR, or as soon as it is available.

d. In the event that a staff member suffers a work-related injury or occupational illness/disease, record the incident in ECOMP (OSHA 301, and OSHA 300 if applicable, only) within seven calendar days of supervisor notification. ECOMP information, including ICN, must be included in the narrative portion of the report with the initial SIR, or as soon as it is available.

R5. Usernames and Passwords

a. Each staff member who is responsible for submitting SIRs through the web-based system is required to have a unique username and password. Upon initial entry into the system, users will be required to change their password to an eight-digit alphanumeric password of their choosing.

Two types of users are assigned:

1. Advanced Users: These are users who may enter, approve, and submit a(n) SIR. Each center must have at least two Advanced Users. An Advanced User can enter and submit a(n) SIR to Job Corps National/Regional Offices without approval from the Center Director or another staff member.

2. Basic Users: These are users who may enter information but may not approve/submit a(n) SIR to Job Corps National/Regional Offices.

b. Regional and corporate staff may be added to the SIR e-mail distribution list by contacting the health support contractor directly.

R6. Display of Student Identifying Information

a. The SIR System does not accept Social Security Numbers (SSNs) as student identifiers. Instead, when entering student data into the SIR System, centers must use the six-digit student ID numbers assigned by Job Corps upon entry to the program. Although centers will enter student ID numbers, as well as related student information in the SIR data-entry fields, the following student identifying information will not be displayed in submitted reports that are e-mailed back to the Advanced User, as well as others who are on the authorized SIR e-mail distribution list:

1. Student first name

2. Date of birth

b. To ensure student privacy, centers must not use student first and last names in the “Description of Incident” field in the SIR. Instead, centers should use the terms “Victim
1,” “Victim 2,” “Perpetrator 1,” “Perpetrator 2,” etc., when describing the incident.

R7. Management

Center and OA/CTS contractor management must:

a. Investigate each significant incident

b. Initiate appropriate action to resolve the incident

c. Identify and implement appropriate procedures to prevent recurrence, to the maximum extent possible
5.6 PROCUREMENT AND PROPERTY MANAGEMENT

PURPOSE

P1. To procure property, services, and supplies in a cost-efficient manner in accordance with government policies.

P2. To provide procedures for receipt and accountability of government-owned property, materials, and supplies.

REQUIREMENTS

R1. Procurement

Center operators and Outreach and Admissions (OA)/Career Transition Services (CTS) contractors must follow all applicable procurement regulations, to include those contained in the Federal Acquisition Regulations (FAR), Department of Labor Acquisition Standards, Office of Management and Budget (OMB) Circulars, and Executive Orders (EO).

R2. Internal Controls

Center operators and OA/CTS contractors must:

a. Develop written procedures to procure materials and services on a timely basis and submit these procedures to the Contracting Officer as part of the standard operating procedures. Federal agency centers must use established agency procedures for procurement of materials and services (see Exhibit 5-1, Standard Operating Procedures).

b. Communicate procurement rules and procedures to all staff members involved in the purchase, receipt, custody, oversight, documentation, or inventory of materials and services.

c. Establish systems for the periodic self-evaluation of procurement activities to ensure integrity, accountability, and prevention of fraud, waste, and abuse.

R3. Reporting

Center operators and OA/CTS contractors shall submit subcontracting reports in accordance with the reporting requirements and schedule described in Exhibit 5-2 (Plan and Report Submission Requirements).

R4. Receipt and Control of Property

a. Ensure that all supplies and equipment are received and signed into custody by persons other than those who authorize purchases.
b. Receive Safety Data Sheets (SDS) for all potentially hazardous material and distribute them to appropriate departments.

c. Develop and maintain an inventory system to account for all expendable property in accordance with procedures in Employment Training Administration (ETA) 359, ETA Property Management Handbook.

d. Maintain an inventory system to account for all non-expendable property through the use of the Electronic Property Management System (EPMS).

e. Conduct a thorough inventory of non-expendable property annually and report the results to the Contracting Officer.

f. Conduct a thorough inventory of all expendable property quarterly.

R5. Motor Vehicles

Center operators and OA/CTS contractors shall follow the requirements of ETA Handbook 359 and 48 CFR Chapter 1 Subpart 51.2 regarding acquisition and use of motor vehicles.
5.7 **FINANCIAL MANAGEMENT**

**PURPOSE**

P1. To establish and maintain a financial management system that provides accurate, complete, and current disclosures by each contractor and agency receiving Job Corps funds.

P2. To maintain sufficient cost data for effective planning, monitoring, and evaluation of program activities.

P3. To ensure that expenditures of funds are necessary, reasonable, and auditable.

**REQUIREMENTS**

**R1. Budgeting**

Center operators and Outreach and Admission (OA)/Career Transition Services (CTS) contractors must assure that budgets are developed, prepared, revised, and submitted in accordance with the requirements contained in Appendices 502 (Financial Management for Center Contracts) and 503 (Job Corps Outreach/Admissions and Career Transition Services Cost Reporting and Budgeting Requirements).

**R2. Financial Reporting**

Center operators and OA/CTS contractors must assure that required monthly reports are prepared and submitted, on time, in accordance with the requirements contained in Appendices 502 and 503.

**R3. Vouchering**

Center operators and OA/CTS contractors must submit vouchers for the reimbursement of expenses, on time, in accordance with the procedures outlined in Appendices 502 and 503.

**R4. Internal Controls**

Center operators and OA/CTS contractors must:

a. Establish internal controls to provide reasonable assurance that:

   1. Management is made aware at an early stage of any situation in which available funding for contracted services is not adequate to secure the delivery of such services.

   2. The integrity of the funds provided by the government is not being compromised.

   3. Assets are properly safeguarded.
b. Submit written descriptions of control procedures to the Contracting Officer as part of the standard operating procedures in accordance with the schedule shown in Exhibit 5-1 (Standard Operating Procedures). Control procedures must include:

1. Separation of duties
2. Approval requirements
3. Documentation requirements

c. Establish procedures to regularly communicate budgetary goals and rates of expenditure to management staff who have responsibility for authorizing expenditures.

**R5. Student Benefit Fund**

Conduct an annual audit of the Student Benefit Fund to assure that the requirements listed in PRH Chapter 3, Section 3.20, R3 (Student Benefit Fund) are met.

**R6. Sale of Center-Produced Goods and Services**

The sale of goods produced or services rendered by students or at Job Corps centers is prohibited except in the following cases:

a. Objects or services may be sold at cost to students or center employees. For USDA Forest Service Civilian Conservation Centers (CCCs), sales to staff must be in accordance with approved agency policy.

b. Objects or services may be sold in the community when both of the following criteria are met:

1. The sale of such products or services does not represent unfair competition with private sources in the area.
2. The center has received approval from the Regional Office.

c. Vehicle repair services may be offered only when the following additional conditions are met:

1. Such services are made available to staff and the general public on an equal basis.
2. Vehicles serviced are selected on a first come, first served basis.
3. Prior to acceptance for service of any vehicle, the owner signs an agreement relieving Job Corps of any responsibility for damage, and agreeing to pay for all
parts and materials.

4. Repair services shall not be provided to rebuild vehicles purchased for speculation or resale.

5. Repair of vehicles owned by non-center Department of Labor and non-center federal employees of operating agencies is prohibited.

d. The proceeds from the sale of goods must be credited to the cost category for the purchase of the materials.

e. Students cannot sell arts and crafts objects made with center-provided materials for personal profit.

f. The sale of objects made with materials purchased by the Student Benefit Fund is permitted only if proceeds are credited to the Student Benefit Fund.

R7. Taxation of Job Corps Contractors by States or Localities

If state or local taxes are levied on a center or OA/CTS contractor, the contractor must follow the procedures set forth in Appendix 504 (Taxation of Job Corps Contractors by States or Subdivisions Thereof).
5.8 ESTABLISHMENT OF JOB CORPS CENTERS

PURPOSE

P1. To evaluate and select appropriate sites for new Job Corps centers.

REQUIREMENTS

R1. Establishment of Job Corps Centers

The authority to initiate the following actions related to the establishment of Job Corps centers is reserved for the National Director:

a. The determination that a center should be established, relocated, or expanded.

b. Approval of the location and size of all Job Corps centers.

c. The initiation of site evaluations. A site evaluation shall include:

1. A market survey

2. An environmental assessment

3. A preliminary engineering evaluation of the condition and capacity of existing buildings, pavements, utility systems, major equipment, and all other real property components

4. A preliminary cost estimate for acquisition, rehabilitation, and new construction

d. The initiation of action to purchase or otherwise acquire new sites.

e. Final approval of the design of new centers in accordance with Job Corps facility standards.

f. Initiation of the construction of new centers.

R2. Notifications

Proposals to establish new centers must be approved by the governor of the state in which the center is to be located. Notification of the governor shall be by the Secretary of Labor. Governors shall be permitted 30 days from the date of notification to approve or disapprove the establishment of the center. Notice of disapproval shall be submitted in writing to the Secretary of Labor.
### 5.9 FACILITY STANDARDS

#### PURPOSE

P1. To ensure that centers provide adequate facilities to meet student needs, and to achieve program goals.

P2. To provide a place of employment that is free from recognized hazards.

P3. To maintain center facilities in a safe, clean, and attractive manner.

#### REQUIREMENTS

All persons involved in the design, construction, and rehabilitation of Job Corps centers must adhere to the following standards.

**R1. Legally Mandated Standards**


   1. Occupational Safety and Health — 29 CFR Parts 1910, 1926 and 1960
   2. Historical Preservation — 36 CFR Part 800
   4. Disability/Accessibility — 28 CFR Part 36
   6. General Services Administration (GSA) Facility Standards (P100) (Note: GSA [P100] applies to all federally owned or leased property.)

b. Building codes used in the United States (U.S.):

   Centers must adhere to the most recent applicable building codes adopted by the state or local jurisdiction that has authority over the center. The center must maintain a copy of the relevant local adopted building codes and have them available during assessments.

   Applicable codes may include, but are not limited to:

   2. Uniform Building Code (UBC)

4. International Building Code (IBC)

5. GSA P11, Facility Standards

6. NFPA and other National Consensus Standards

R2. Job Corps Standards

a. Bathrooms and showers must be adequate in number, clean, brightly lit, odor-free, well ventilated, and adequately supplied.

b. Facilities

1. Residential buildings must provide sleeping rooms, bath and lounge facilities, appropriate administrative spaces, and lockable storage space for student belongings.

2. Counselors must be provided with private, secured offices with easy student access.

3. Laundry facilities must be available for student use.

4. Recreational facilities must include access to a gymnasium, multi-purpose recreation areas, and sports fields.

5. Academic buildings must have adequate space for classrooms, computer labs, and learning resources.

6. Career technical training (CTT) areas must have classroom and training space to satisfy the needs of each training program, and resemble the workplace to the extent possible.

c. Dining and cafeteria facility must include a food preparation area, serving area, dining area, and storage areas.

d. Health services facilities must include private medical examining rooms; a nurse’s station; separate infirmary space for males and females; dental facilities; a secure drug storage area; and private space for mental health consultations, dentists, physicians, and TEAP specialists.

e. Administrative areas must include general office and meeting space.

f. Storage areas must include adequate, lockable storage to safeguard confidential records, supplies, equipment, and hazardous materials, and to secure excess property.
g. Child development centers and residential parent/child programs must adhere to standards in Exhibit 6-9 (Facility Requirements for Child Development Centers and Residential Parent/Child Programs).

h. Furnishings must be in satisfactory condition, adequate in number, and appropriate for use.
5.10 FACILITY MAINTENANCE PROGRAMS

PURPOSE

P1. To assess conditions and prioritize facility rehabilitation, construction, and maintenance needs.

P2. To provide funds needed to affect facility improvements and emergency repairs.

REQUIREMENTS

R1. Facility Survey

a. Purpose

1. The Job Corps National Office will issue procedures to conduct periodic facility surveys of centers.

2. The purpose of the facility survey process is to assess and document the condition of facilities, identify deficient conditions, and provide recommendations and estimates for correction. These surveys serve as the primary method of assessing center conditions, and identifying future rehabilitation and repair projects.

3. All building deficiencies are classified and prioritized for rehabilitation and repair as follows (see R5 for sub-classifications and details):
   (a) Class I – Life safety and health (highest priority)
   (b) Class II – Code violation
   (c) Class III – Repair and replacement
   (d) Class IV – Programmatic needs

b. Responsibilities:

The National Office of Job Corps will:

1. Arrange for a facility survey of each Job Corps center every three years.

2. Use the facility survey as the principle document to establish yearly and five-year funding requirements and priorities for construction and rehabilitation activities at Job Corps facilities.

3. Use the Job Corps Facilities Database to maintain center data and results of the facility survey. The data base includes, but is not be limited to:
   (a) The site and building conditions for the center
   (b) Real estate assets and warranties
   (c) Observations concerning the site layout, drainage, site lighting, infrastructure, utility delivery, accessibility, and other conditions
(d) Type of construction, age of the facility, environmental, accessibility, and major system configuration of each building on center

4. Ensure funded deficiencies are entered into the Job Corps Facilities Database.

5. Ensure Construction Rehab and Acquisition (CRA) contract modifications for approved and funded deficiencies are issued to center operating contactors in a timely manner.

6. Ensure Regional Offices continually track progress of Funded-Not-Corrected (FNC) deficiencies, and initiate appropriate action to address delays in completing funded projects and closeout of funded projects.

The Engineering Support Contractor (ESC) must perform the following:

1. Deploy a team to conduct the facility survey. The length of the survey varies by the center size, but is typically one week in duration.

2. Execute a survey that includes a visit to each building and structure, a thorough review of the infrastructure and site, and validate previous survey findings, progress, and status.

3. During the ESC’s site visit all ongoing projects are evaluated and completed/funded projects will be verified and closed-out.

4. The ESC will enter results of the facility survey into the Job Corps Facilities Database. Entries will include, but are not limited to:
   (a) A review of real estate assets and warranties
   (b) Specific observations concerning the site’s layout, drainage, site lighting, general electrical outlet conditions, heating and ventilation system conditions, heat pump conditions, infrastructure, utility delivery, accessibility, and other conditions
   (c) The type of construction, age of the facility, environmental, accessibility, and major system configuration of each building on center
   (d) Deficiencies that negatively impact center operations and training objectives

The Regional Office will:

Work with the center operator to plan facility-survey site visits. This includes the compilation of specific facility data.

The center must:

1. Provide the facility survey team easy access to all on-site buildings and structures.

2. Participate in the facility survey process that includes:
(a) Long-range planning  
(b) Review and discussion of the facility survey findings  
(c) Development and implementation of measures to meet Federal mandates such as, resource conservation, green initiatives and other environmental issues

R2. Project Implementation and Demolition

a. National Office CRA Projects:

The National Office will:

1. Arrange for the designated Federal staff to oversee the ESC to review and make recommendations for design and construction of identified, funded, major construction projects.

2. Federal staff will provide ESC oversight, including plan review and approval, specifications and cost estimates, at each stage of the design depending upon the complexity of the project.

The center, when directed, must:

1. Participate in the 15 percent (schematic) design review and provide programmatic input. The center will also be invited to participate in any subsequent design reviews that are conducted on center.

2. Coordinate with the National Office Federal staff in requesting technical assistance from the ESC and the construction contractor during the construction phase to ensure a safe working environment.

3. Provide sufficient access and space for the ESC.

The Certificate of Substantial Completion performed for National Office of Job Corps projects will satisfy Office of Job Corps pre-occupancy inspection requirements.

b. Center Construction or Rehabilitation Projects (FNC Projects)

1. Where the contracting responsibility for approved construction or rehabilitation has been delegated to a center, the center must ensure prompt completion in a cost effective manner.

2. Centers must provide advanced notice or seek Contracting Officer consent through the region as outlined in the center’s operating contract and/or Contractor’s Purchasing System Review (CPSR).

3. Before engaging in facility rehabilitation, including Career Technical Skills Training (CTST) projects, which meets either of the conditions listed below, centers
must seek and receive approval from the National Office. Requests must be submitted through Regional Offices (or agency headquarters for USDA Forest Service Civilian Conservation Centers [CCCs]), which must forward the requests, with recommendations for modification or approval, to the Job Corps National Director designate responsible for the oversight of CRA projects:

Approval must be obtained if the project involves
(a) changes to any building’s structural system; or
(b) changes to major mechanical, electrical, plumbing, egress, or fire and safety systems.

4. Projects to construct new facilities, rehabilitate existing facilities, or repair or replace existing facilities, including CTST projects that involve student labor and cost more than $25,000 must be constructed in conformance with professionally prepared plans and specifications, in accordance with 48 CFR part 36.

c. Demolition Process

1. The center must prepare and submit Parts 1 and 2 of the Demolition Request Package (Appendix 512a and b) to the region (or agency headquarters for CCCs). The Package shall be submitted via the CRA website.

2. The region or agency shall review and forward the Demolition Request Package to the National Office.

3. The National Office will review and approve the Demolition Request Package. The National Office review includes environmental, real estate, and historic preservation issues, all of which must be resolved before approval.

4. Following approval by the National Office, the center should obtain quotes for the demolition and submit a request for funding using the CRA Web site.

d. Career Technical Skills Training (CTST) projects

1. Projects are approved and funded by the Regional Office in accordance with PRH Appendix 303.

2. Projects include major facility renovations such as new classrooms, remodeled bathrooms, or new dorm rooms.

3. CTST projects that include construction activities requiring professional design and installation by licensed contractors, including structural changes, installation of electrical wiring and/or utility upgrades, must be reviewed and approved by the National Office of Job Corps, Division of Facility and Asset Management in accordance with PRH Appendix 303.
4. The center must ensure that all CTST projects that involve student labor and cost more than $25,000, or that involve significant facility alterations, are accomplished in accordance with a set of professionally prepared, sealed or stamped plans and specifications including a cost estimate. These plans, specifications, and cost estimates must be reviewed by the center Facility Maintenance Manager and must be submitted as part of the CTST project approval process for review and final approval by the Job Corps National Office, Division of Facilities and Asset Management.

5. The Certificate of Substantial Completion must be issued by the appropriate staff instructor.

6. Centers must coordinate with the state or local jurisdiction of authority to obtain all required construction permits and preoccupancy inspections, if applicable.

7. CTST projects that result in new facilities or significant renovations without professional approval may be directed to be removed.

(See PRH Chapter 3, Section 3.14, Career Technical Training.)

**R3. CRA and Funded-Not-Corrected (FNC) Reporting**

a. The Job Corps Construction/Rehab Report (Exhibit 5-19) must be submitted quarterly by each Job Corps center via the CRA Website, reviewed by their Regional Offices (or agency headquarters for CCCs), and forwarded to the National Office. The updated Construction/Rehab Report must be updated and submitted with each CRA Funding Request.

b. The National Office will ensure all approved CRA deficiencies are placed on the FNC Web site.

c. The Regional Office will use the FNC Website to assist in the management of CRA projects and funds.

d. Centers must update the status of each FNC deficiency at least monthly or more frequently as the status changes from receiving funds, procurement, construction award, construction progress, and completion. The updates must include:

1. CRA modification number, date, amount and CRA funding code
2. Project Status
3. Project Schedule
4. Comments on the progress
5. Reasons the project is delayed if applicable

e. Every effort must be made to complete the FNC within the time frames detailed in R5 – Timeframes for Completion of FNC Deficiencies.

f. Centers must ensure funds are used within the three-year period of obligation. When the three-year period of obligation has passed those funds will remain on the center operating contract. If not subsequently used before the end of the operating contract, the funds will be de-obligated by the region and returned to the U.S. Treasury.

R4. CRA Furniture, Furnishings, and Equipment

When a National Office project is performed for a dormitory, cafeteria, or new Job Corps center, the National Office will assist in the selection of the furniture and furnishings.

a. Approximately 6-9 months from completion, the ESC Interior Design Specialist will contact the center to arrange a presentation of the proposed furniture and furnishings.

b. The ESC will complete a furniture and furnishings binder that contains the specifications and quotes from three vendors which includes delivery and installation. The ESC will provide the completed recommendation binder to the center.

c. The center must prepare a CRA funding request for the furniture and furnishings, and additional equipment needed for the initial fit out(s) of the building(s) (e.g., microwaves, common-area televisions, etc.). These requests must be submitted via the CRA Funding Request system.

d. The region will forward to the National Office for approval, the requests and prepare a Financial Operating Plan (FOP).

e. The CRA funds will be modified to the center operating contract.

f. The center must proceed with the purchases, and coordinate delivery and installation.

R5. Timeframes for Completion of Funded-Not-Corrected (FNC) Deficiencies

a. Class IA – Life Safety and Health (top priority)

1. Depending on the complexity and potential harm associated with the deficiency, a Class IA deficiency may be corrected within a few days, but should be completed within 60 days of contract modification. Corrective actions, including engineering controls that require more than 60 days to complete will require an abatement plan documented on the FNC Website.

2. Class IA life safety and health violations include, but are not limited to:
   (a) Inadequate or deficient fire alarm systems in residential, classroom,
instructional, or administration buildings
(b) Inadequate or deficient emergency exit signage or lighting in a residential, classroom, or administration building
(c) Inadequate or deficient sprinkler systems in a residential, administration, classroom, or instructional building

b. Class IIA, IIB, and IIC – Code Violations

1. Depending on the complexity and possible results associated with the deficiency, a Class IIA deficiency (that may shut down center operations) may be corrected within a few days, but should be completed within 90 days after contract modification. Corrective actions, including engineering controls that require more than 90 days to complete will require an abatement plan documented on the FNC Web site.

2. Class IIA deficiencies include, but are not limited to:
   (a) Lack of or deficient emergency shut-off switches for power tools or appliances
   (b) Large roof leaks in a residential, administration, classroom, or instructional building
   (c) Lack of portable fire extinguishers

3. A Class IIB deficiency (that would not result in interruption of center operations) would depend on complexity, but should be corrected within 90 days after contract modification. This would have a lower priority than Class IIA deficiencies.

4. Class IIB deficiencies include, but are not limited to:
   (a) Dryer ducts posing fire hazards in residential buildings
   (b) Kitchen hoods without fire suppression or power shut down
   (c) Ceiling panels not fire-rated in residential buildings

5. Class IIC deficiencies would be corrected when performing a significant renovation of that area. When funded, the deficiency should be completed within 270 days after contract modification.

6. Class IIC deficiencies include, but are not limited to accessibility in restrooms.

c. Class IIIA and IIIB – Repair and Replacement

1. Depending on the complexity of the correction and availability of funding, a Class IIIA deficiency (that may shut down center operations) may take up to two years or longer to get funded. When funded, the deficiency should be completed within 270 days after contract modification.

2. Class IIIB deficiencies (that would not result in interruption of center operations) may await funding through multiple CRA budget requests. When funded, the deficiency should be completed within 270 days after contract modification.
d. Class IVA and IVB – Programmatic Needs

1. Class IVA deficiencies for repairs that would improve the quality of instruction, may be completed within one year if funding is available, and longer if it has to await funding.

2. Class IVB deficiencies would be desirable enhancements that may take 10 years or more to complete, depending on available funding.

R6. Preoccupancy Survey for Center Projects

For National Office of Job Corps Projects, the Certificate of Substantial Completion will satisfy Office of Job Corps preoccupancy inspection requirements.

For center projects, centers are responsible for ensuring that all construction projects conducted on center meet Federal, state and local building code requirements, and must coordinate with the local building official and obtain any necessary permits and inspections. The National Office does not have the authority to inspect and approve a building, structure, or facility for occupancy. Therefore, centers should not contact the National Office for preoccupancy inspections.

Preoccupancy surveys must be arranged by the center, with the assistance of the architect, engineer, project manager, CTST project manager in charge of the project, or local jurisdiction (Fire Department).

a. A preoccupancy survey must be performed prior to moving students and staff into:

1. A new center, dormitory, administration, or other center facilities (e.g., temporary classroom buildings)

2. A facility that has been renovated so as to change any building structural system or major mechanical, electrical, plumbing, egress, or fire and safety system

b. Certificate of Substantial Completion must be issued to indicate that the project is ready, and approved for student and staff occupancy. A Punch List must be generated by the contractor performing the work and must contain those items that still need to be completed. Remaining Punch List, non-NFPA 101 Life Safety Code items must be completed within 30 days of occupancy.

c. Certificate of Substantial Completion will not be issued if the Punch List includes NFPA 101 Life Safety Code deficiencies. NFPA 101 deficiencies must be abated prior to occupancy.

d. Career Technical Skills Training (CTST) Projects
Centers must coordinate with the state or local authorities that have jurisdiction to obtain any required construction permits and preoccupancy inspections, if applicable. A preoccupancy inspection must be conducted by the center Safety Officer per PRH Chapter 5, 5.15, R2.g. The Certificate of Substantial Completion must be issued by the applicable staff instructor.

e. Civilian Conservation Centers (CCCs)

Preoccupancy surveys or a substantial completion walk-through of new construction and/or renovation projects performed on CCCs, including CTST and projects funded through the CRA, must be performed by U.S. Department of Agriculture (USDA) Forest Service engineers.

f. Written inspection reports, including Certificates of Substantial Completion, Punch List of items completed, and inspections performed by jurisdiction of authority, must be maintained on center. Copies must be distributed to the National Office and the appropriate Regional Office Project Manager.

g. Centers are responsible for providing the Office of Job Corps Occupational Safety and Health (OSH) program contract reviewers with information about construction or renovation projects completed, and outstanding deficiencies since the last annual OSH review. Copies of all inspection reports, including Certificates of Substantial Completion and inspections performed by jurisdiction of authority, must be made available to the reviewers at the time of the annual OSH program review.
5.11 FACILITY MAINTENANCE AND PROTECTION

PURPOSE

P1. To maintain center facilities in a safe and attractive condition.

REQUIREMENTS

R1. Facility Maintenance Program

Center Operators must maintain all buildings, grounds, roads, sidewalks, and equipment for which the center is responsible by implementing a center maintenance program that includes:

a. Written preventive maintenance procedures must be submitted to the Regional Office for approval within 90 days of contract award, in accordance with Exhibits 5-1 Standard Operating Procedures and 5-2 Plan and Report Submission Requirements. A report on the status of accomplishing preventive maintenance shall be submitted annually to the Regional Office. The preventive maintenance program and procedures and reports shall include at a minimum those items on the Center Preventive Maintenance Plan (PMP) Checklist, Exhibit 5-22. Regional Offices shall use the PMP Checklist when reviewing the centers’ initial and annual submissions. These reports and reviews shall be submitted using the Construction, Rehabilitation and Acquisition (CRA) website.

b. Qualified maintenance personnel must be available or on call 24 hours.

c. A tracking system that documents scheduled maintenance, work orders, Operations and Maintenance (O&M) deficiencies, and the amount of time taken to complete work.

d. Procedures for inspecting, repairing, encapsulating, and/or removing asbestos-containing materials and/or lead-based paint; procedures for updating and maintaining an asbestos and/or lead-based paint O&M plan that meets Federal, state, and local jurisdiction requirements; and assigning qualified staff to manage the asbestos and/or lead-based paint program.

e. Procedures for obtaining assistance to handle specialized emergency problems beyond the scope and/or expertise of maintenance personnel.

f. Procedures for maintenance staff to complete rehabilitation projects, provided that such projects are not subject to the prevailing wage provisions of the Davis-Bacon Act. If the projects are subject to the Act, centers must ensure requirements of the Act are met. Centers must document the reasons the projects are exempt from the Act, and if they are not, centers must document actions taken to assure compliance.
g. Procedures for handling emergency maintenance problems at all times including
weekends, holidays, and after-hours.

h. Provisions for qualified staff to supervise students performing maintenance work as part
of an approved career technical training program or center support program.

**R2. Use of Maintenance Funds**

a. Centers must not use maintenance funds for capital improvement projects. Capital
improvements are defined as:

1. The construction, installation, or assembly of a new asset (i.e. a building or
structure), or the alteration, expansion, or extension of an existing asset to
accommodate a change of function or un-met programmatic needs, or to incorporate
new technology. This may include major renovation of an entire existing asset in
order to properly restore and/or extend the life of the asset without change of
function. This includes constructed asset deficiencies where there is non-
compliance to codes (e.g., life safety, Americans with Disabilities Act,
Occupational Safety and Health Administration [OSHA], environmental, etc.), and
other regulatory or Executive Order compliance requirements.

2. Capital improvements include expenses for constructing or making long-lasting
physical improvements to structures, utilities (e.g., heating and plumbing), roads
and grounds, as well as the purchase and installation of major pieces of equipment,
during a rehabilitation or construction project, that are permanently attached to
structures such as air conditioners, walk-in freezers, refrigerators, ovens and stoves,
and cafeteria dishwashers.

b. Centers are encouraged to use center maintenance and available under-run funds in
excess of low on-board strength shortfall to address unfunded O&M deficiencies.
Priority must be given to unfunded life-safety O&M deficiencies.

O&M deficiencies are defined as: A minor maintenance and repair action that is
normally accomplished as part of the Job Corps center operating funds. This includes
the cost of maintenance to repair unscheduled and scheduled deficiencies during the
time period in which they occur.

Operations and Maintenance (O&M) includes:

1. Preventive maintenance for buildings, structures and Installed Building Equipment
(IBE), including but not limited to heating, ventilation, and air conditioning
(HVAC) equipment, fuel-burning and electric appliances, food service equipment,
boilers, and plumbing, as recommended by the manufacturer:
   (a) Activities related to the normal functions intended for a facility or IBE,
      including costs for utilities (electricity, water, sewage), fuel, janitorial services,
      window cleaning, and pest control
(b) Upkeep of grounds, vehicle rentals, waste management, periodic condition assessments, roof inspections, specialized services, e.g., fire alarm/protection

2. Routine maintenance of center facilities, including painting, carpeting/flooring, curtains, etc., when such maintenance is not part of a classifiable construction and rehabilitation project

3. In-place management of asbestos-containing building materials and lead-based paint, in accordance with 40 CFR part 763 and 40 CFR part 745

**R3. Inactive Center Facilities**

a. The Job Corps National Director will be responsible for protecting and maintaining a center when it is closed, in accordance with GSA requirements.

b. The center is responsible for protecting a building or structure that is vacant or closed.

c. The demolition of inactive center facilities will be accomplished in accordance with ePRH Chapter 5, Section 5.10 R2. Project Implementation and Demolition.
5.12 CENTER SUSTAINABILITY

PURPOSE

P1. To promote energy and water conservation at Job Corps centers.

P2. To reduce overall center operations costs by reducing energy and water usage.

REQUIREMENTS

R1. Center Sustainability

Executive Orders (EO) and Federal statutes require Job Corps to meet certain sustainability requirements, including those found in EO 13423, Strengthening Federal Environmental, Energy, and Transportation Management, and EO 13514, Federal Leadership in Environmental, Energy, and Economic Performance.

Job Corps centers must adhere closely to the sustainability and high-performance building requirements and principles, and must implement sustainable practices wherever feasible and cost-effective on a life-cycle cost basis.

a. Centers must assign responsibility for each sustainability requirement and goal below to key individuals. Centers must educate and encourage staff and students on the importance of resource conservation.

b. Centers must develop and implement written policies and procedures that include:

1. Procedures to reduce energy and water consumption. Centers with advanced meters must review data at least monthly and implement changes in facility usage based on this data. In addition, with approval from the National Office, centers must investigate and participate in utility-sponsored programs for demand-response, advanced metering with load shedding, and incentives for the installation of energy conserving equipment.

2. Procedures to reduce fuel consumption by motor vehicles.

3. Solid Waste Management Policies that include reuse and recycling strategies to reduce the amount of solid waste and increase the waste diversion rate. Waste diversion means redirecting solid waste that might otherwise be placed in the waste stream to reuse, recycle, compost, or recover.

c. Greenhouse Gas (GHG) Emissions Reduction: Centers must reduce direct GHG emissions, primarily from building energy usage and fleet energy usage, by 2.5 percent per year or more. Centers must take steps to reduce indirect GHG emissions from business travel, waste disposed, commuting travel, student transportation, and from the increased use of renewable energy. Job Corps has been, and will continue to use the
GSA Carbon Footprint Reduction Tool to assist in capturing and reporting carbon emissions for all Job Corps centers.

d. Executive Order 13514 mandates that 15 percent of agency buildings and leases (more than 5,000 gross square feet) must meet the Guiding Principles of Federal Leadership in High Performance and Sustainable Buildings by 2015, and agencies must make annual progress toward 100 percent compliance. Centers must demonstrate compliance or consistent progress in addressing the requirements.

1. Integrated Operations and Maintenance: Centers must use an integrated team to develop and implement policies regarding sustainable operations and maintenance. Centers must assess existing condition and operational procedures of the building and major building systems and identify areas for improvement. Centers must use a computerized maintenance management system with occupant feedback capabilities.

2. Retro-commissioning: Centers chosen to participate in the retro-commissioning process must cooperate fully with the commissioning agent in order to produce a comprehensive and effective retro-commissioning study. Retro-commissioning is an exercise to assess the existing facility and the associated building systems to ensure that all building components and systems are functioning as intended by the original design.

3. Environmental Purchasing: Centers must establish an environmentally preferred purchasing policy for ongoing consumables and durable goods that will protect the environment and public health, conserve natural resources, and minimize waste. The policy should include purchasing:

   (a) Energy Star and Federal Energy Management Program-designated energy efficient products
   (b) Environmental Protection Agency WaterSense-labeled products or other water conserving products when available
   (c) Products meeting or exceeding EPA’s recycled content recommendations for building modifications, maintenance, and cleaning (For other products, use materials with recycled content where available at a reasonable cost. If EPA-designated products meet performance requirements and are available at a reasonable cost, a preference for purchasing them shall be included in all solicitations relevant to construction, operation, maintenance of or use in the building.)
   (d) Materials with low Volatile Organic Compounds (VOC) and other pollutants (Consideration of using low-VOC material shall apply to composite wood products, adhesives, sealants, interior paints and finishes, solvents, carpet systems, janitorial supplies, and furnishings.)
   (e) Products with the highest content level per United States Department of Agriculture’s biobased content recommendations (For other products, use biobased products made from rapidly renewable resources and certified
sustainable wood products. If these designated products meet performance requirements and are available at a reasonable cost, a preference for purchasing them should be included in all solicitations relevant to construction, operation, maintenance of or use in center buildings.)

4. Products that have a lesser or reduced effect on human health and the environment over their lifecycle when compared with competing products or services that service the same purchase.

5. Outdoor Water Irrigation: Centers identify ways to reduce potable water irrigation use or to no longer use potable irrigation water through the use of water conserving products such as EPA’s WaterSense-labeled products and to use landscape design concepts that incorporate low impact design and native, drought resistant plant.

6. Storm-water Management: Centers identify ways to reduce storm- water runoff via a storm-water runoff mitigation strategy and a storm water pollution plan.

7. Integrated Pest Management: Centers use integrated pest management techniques as appropriate to minimize pesticide usage. Use EPA-registered pesticides only when needed.

8. Ozone Depleting Compounds (ODC): Centers eliminate the use of ozone-depleting compounds where alternative environmentally preferable products are available. Lists of acceptable and unacceptable substitutes, which are updated several times a year.

9. Tobacco Smoke Control: Centers prohibit smoking within buildings (as required by PRH Chapter 6, Section 6.11, R3), and within 25 feet of all building entrances, operable windows, and building ventilation intakes.

10. Moisture Control: Centers provide policy and illustrate the use of an appropriate moisture control strategy to prevent building damage, minimize mold contamination, and reduce health risks related to moisture. Centers shall investigate and repair where possible, water leaks within 48 hours of their start.

e. Reporting: Centers must complete the following reports in accordance with Exhibit 5-2, Plan and Report Submission Requirements.

1. Centers must upload energy and water consumption data into the designated online system (currently Energy Watchdog) on a monthly basis. The system may be used to review performance data and trends.

2. Centers must submit Quarterly Waste Reports using the CRA funding website.

3. Centers must enter applicable Greenhouse Gas (GHG) information (other than energy and water data which will be entered by the ESC) into the GSA Carbon
Footprint Reduction Tool annually.

4. Centers must submit updates on center sustainability measures implemented, and any new or modified procedures, using Appendix 511, Center Sustainability Measures Update, to the National Office through the Regional Office bi-annually.
5.13 FLEET MANAGEMENT

PURPOSE

P1. To ensure accurate documentation and reporting of all contractor-operated Job Corps fleet information.

P2. To inform the Job Corps community of the requirements for all contractor-operated Job Corps centers acquiring new or replacement vehicles and for returning General Services Administration (GSA) lease vehicles.

REQUIREMENTS

R1. Goal Achievement

The National Office of Job Corps will work continuously to reduce petroleum fuel consumption through the following measures:

a. Increasing the number of Alternative Fuel Vehicles (AFV) in Job Corps’ fleet.

   Job Corps centers must make every effort to attain AFVs when replacing existing fleet or when acquiring new leases

b. Maintaining oversight of all new vehicle acquisitions, replacements, and returns

   1. Job Corps centers with a need to acquire or replace a vehicle must justify this need or action to the Office of Job Corps.

   2. To acquire a new or replacement vehicle, the requesting center must submit the Request to Lease a GSA Vehicle form to the center’s Project Manager (PM) for submission to the Office of Job Corps (see Appendix 507). Information on AFVs that can be leased directly from GSA can be found at www.GSA.gov in the most current Product Guide for Alternative Fuel Vehicles (AFV). Appendix 506 contains descriptions of alternative fuels and additional AFV resources.

   To ensure accurate completion of the report, when acquiring new vehicles or renewing existing leases, the agency code 1680 should be used to complete all necessary paperwork.

c. Reducing the consumption of petroleum fuel through efficient fleet policies

   Center operators must examine their center’s fleet to determine which vehicles are necessary for center operations. Vehicles that are being consistently underutilized (driven less than 800 miles per month) for three consecutive months should be viewed as candidates for return. In order to retain these vehicles, justification must be provided to the Office of Job Corps, Division of Program Accountability and Support. There are
no eligibility requirements for returning a vehicle to GSA.

d. Establishing fleet standards that will lead to more efficient operations

Center staff must acquire vehicles based upon the fleet standards established by the Office of Job Corps, replacing high-fuel-consumption vehicles with fuel-efficient vehicles.

Center operators must examine which of their vehicles are high-fuel-consumption vehicles and replace them with more fuel-efficient vehicles. Although vehicle returns may be made at any time, replacements must meet the eligibility requirements set forth by GSA. Vehicle replacements must follow the process outlined in R1.a and R1.b above.

Vehicle replacement standards are the criteria used to determine whether a GSA-leased vehicle is eligible for replacement. This information is listed in Exhibit 5-5, Minimum Requirements for Replacing Vehicles Leased From the General Services Administration Prior to the End of the Lease.

e. Providing General Services Administration (GSA) with annual fleet acquisition requirements

Upon the announcement of GSA’s annual solicitation for the fleet acquisition requirements for the upcoming fiscal year, each Job Corps center must prepare its fleet acquisition requirements and send to its Project Manager by August 15 for approval. Acquisition requirements will be forwarded to GSA by the Project Manager (PM). Appendix 508, GSA Annual Fleet Requirements Spreadsheet, must be used by centers to submit this information.

R2. Standard Operating Forms and Procedures

Center operators must ensure that centers have standard forms and procedures in place to document the vehicle information that must be reported to the National Office of Job Corps on a monthly basis. The National Office has developed standard forms to assist in the tracking of fleet information. The standard forms include Exhibit 5-6, Vehicle Log, and Exhibit 5-7, Vehicle Maintenance Log.

R3. Reporting

Center operators must ensure that:

a. Fleet Managers are entering all vehicle information into the Job Corps Fleet Tracking Management System on a monthly basis.

b. Vehicle information is reported by the 10th day of the current month for the previous month. This information must be recorded in the Job Corps Fleet Tracking
Management System. The information entered into the system will assist the Office of Job Corps with its reporting requirements.
# 5.14 Introduction to Environmental Safety and Occupational Health for Job Corps Centers

## PURPOSE

**P1.** To ensure that students and staff work and live in environmentally healthy surroundings.

**P2.** To provide a training, living, and working environment that ensures the occupational safety and health of students and staff.

## REQUIREMENTS

**R1. Governing Regulations and Policy**

Centers must comply with federal, state, and local regulations and Job Corps policy regarding environmental safety and occupational health.

**R2. Occupational Safety and Health Plan**

a. Center operators must develop, implement, and maintain a center-specific Occupational Safety and Health Plan, which must be signed by the Center Director. Corporate plans or templates cannot be used and are not acceptable. Plans must be tailored to each center.

b. Plans must be evaluated annually by the center and revised when one of the following occurs:

1. A new or revised PRH or regulatory standard necessitates revision of specific plan.
2. The center introduces a new trade resulting in new potential hazards.
3. New hazards exist due to changes in equipment or materials.

c. Plans must contain a revision tracking sheet that lists each component of the Plan and documents changes made to the Plan (i.e., specific change and date of revision).

d. Plans must remain on center when there is a change in center operator. Center operator policies and procedures regarding safety that are considered proprietary should not be part of center safety program plans. This information should be maintained separate from the PRH Occupational Safety and Health program requirements.

e. Each Occupational Safety and Health Plan must consist of the following components at a minimum, where applicable:

1. Center Safety Orientation
2. Staff Training

3. Basic Equipment for Safety Officers

f. All center Safety Officers must possess the following equipment, at a minimum, to
effectively perform their responsibilities:

1. A quality camera
2. Safety shoes
3. Safety helmet/hardhat
4. Safety goggles/glasses
5. Gloves
6. Use of computer with word processing, e-mail and Internet capability
7. Flashlight
8. Electrical circuit tester and Ground Fault Circuit Interrupter tester (GFCI)

Additional equipment may be required depending on the center’s hazard analysis.

g. The following items should be available when appropriate and necessary to identify and
control hazards:

1. Lockout/tagout kits
2. Air flow meter (Alnor Velometer® Jr.)
3. Hearing protection
4. Swimming pool test kits
5. Low-volume air sampling pumps
6. High-volume air sampling pumps
7. Sound level meter with octave band analyzer
8. Noise Dosimeters

h. Regulations and Policies

All center operators, Center Directors, and Safety Officers must follow and refer to the
following policy and regulatory information in performing their safety and health program review activities:


3. Department of Labor Manual, Series (DLMS) 4, Chapter 800, DOL Safety and Health Program

4. Job Corps Policy and Requirements Handbook (PRH)

5. NFPA 70, National Electrical Code® (NEC)

i. Occupational Safety and Health Committee

1. Overview

   Each center must establish an Occupational Safety and Health Committee in accordance with 29 CFR 1960.58 to:
   (a) Review reported accidents, injuries, and illnesses.
   (b) Consider the adequacy of action taken to prevent recurrence of such accidents, injuries, or illnesses.
   (c) Plan, promote, and implement DOL and Job Corps occupational safety and health programs.

2. Committee Membership

   The Center Director must actively participate on the Occupational Safety and Health Committee. In addition to the Center Director, committee membership must include:
   (a) The center Safety Officer (facilitator)
   (b) Manager of residential living
   (c) A Maintenance Unit Supervisor
   (d) A Health Services Supervisor
   (e) A CTT Supervisor
   (f) A Recreation Supervisor
   (g) A Food Service Supervisor
   (h) A minimum of two students, selected by their peers
   (i) Representatives from other organizational units, as appropriate

3. Duties of Committee Members

   Committee member duties must include, but not be limited to, the following:
   (a) Assist in safety inspections when requested by the Safety Officer. Student
committee members must participate in safety inspections at least monthly.
(b) Observe and report infractions of safety rules and regulations.
(c) Review accident reports to determine if corrective action is necessary or if harmful trends exist.
(d) Review inspection reports prepared by the center Safety Officer identifying unsafe/unhealthful conditions, and suggest techniques or strategies for correction/abatement.
(e) Review all suggestions and concerns submitted by students and staff, and make recommendations for implementation to the Center Director.
(f) Develop and implement a safety awards and recognition program.

4. Training for Committee Members

In accordance with 29 CFR 1960.58, safety committee members must complete training commensurate with the scope of their assigned responsibilities within six months of appointment. Such training must include:
(a) The center’s Occupational Safety and Health program (recommend training within 30 days of appointment)
(b) Section 19 of the OSH Act of 1970
(c) Executive Order 12196 – Occupational Safety and Health programs for federal employees
(d) General content contained in 29 CFR 1910, 1926, and 1960
(e) Center procedures for the reporting, evaluation, and abatement of hazards
(f) Center procedures for reporting and investigating allegations of reprisal, and the recognition of hazardous conditions and environments
(g) Identification and use of occupational safety and health standards, and other appropriate rules and regulations

5. Occupational Safety and Health Committee Meetings

Meetings must be held monthly and/or when called by the Center Director or Safety Officer. Copies of minutes must be maintained at the center for three years and made available upon request.

R3. Occupational Safety and Health Program

Center operators must establish and operate an Occupational Safety and Health program in accordance with the requirements established in this section. The center’s program must fully comply with current Occupational Safety and Health Administration (OSHA) standards at 29 CFR 1904, 1910, 1926, and 1960, and with U.S. Department of Labor (DOL) regulations, policies, and procedures. It must include, but not be limited by, the following features:

a. Appointment of a center Safety Officer who is properly trained in OSHA courses listed in Exhibit 5-4 (Required Staff Training)
b. Development of an Occupational Safety and Health Plan, which is updated as needed or as directed by OSHA or the Office of Job Corps (see R2 above). Center plans must include the following, if applicable (see referenced section below for plan details):

1. Personal Protective Equipment (PPE) Plan (See PRH Chapter 5, Section 5.20, R1)
2. Fire Safety and Prevention Plan (See PRH Chapter 5, Section 5.20, R2)
3. Emergency Action Plan (See PRH Chapter 5, Section 5.20, R3)
4. Hazard Communication Plan (See PRH Chapter 5, Section 5.16, R6)
5. Recreational Safety Plan (See PRH Chapter 5, Section 5.20, R5)
6. Asbestos Operations and Maintenance Plan (See PRH Chapter 5, Section 5.16, R5)
7. Confined Space Entry Plan (See PRH Chapter 5, Section 5.20, R7)
8. Bloodborne Pathogens Plan (See PRH Chapter 5, Section 5.20, R8)
9. Respiratory Protection Plan (See PRH Chapter 5, Section 5.20, R9)
10. Hearing Conservation Plan (See PRH Chapter 5, Section 5.20, R10)
11. Lead Exposure Plan (See PRH Chapter 5, Section 5.16, R4)
12. Hexavalent Chromium Exposure Plan (See PRH Chapter 5, Section 5.16, R9)
13. Lockout/Tagout Plan (See PRH Chapter 5, Section 5.20, R13)
14. Powered Industrial Vehicle Plan (See PRH Chapter 5, Section 5.20, R14)

c. Investigation and reporting of accidents and injuries

d. Enforcement of safety and health rules and regulations

e. Conduct of safety inspections and initiation of corrective actions

f. Development of a safety recognition program

g. Establishment of Occupational Safety and Health Committees

R4. Center Occupational Safety and Health Responsibilities and Duties

a. General Responsibilities
The center operator must be responsible for safeguarding the occupational safety and health of all students and staff and ensuring a safe and healthful environment in which to live, work, and train. This responsibility will be inherent in all aspects of the program, whether stated explicitly or implied.

b. Center Operating Contractors and Federal Agencies Center operating contractors and agencies must:

1. Ensure a training, living, and working environment that is free from recognized hazards.

2. Ensure that the Center Director is an active participant on the Occupational Safety and Health Committee.

3. Appoint a center Safety Officer and provide necessary training and equipment for the performance of those duties. The center Safety Officer will report directly to the Center Director on matters of safety.

4. Ensure that the Center Director or designee (e.g., Safety Officer) has the authority to terminate any activity where a hazard exists.

5. Enforce occupational health and safety rules, regulations, and standards.

6. Ensure that personal protective equipment (PPE) is worn in the trade programs to comply with OSHA standards.

7. Report fatalities, injuries, and occupational illnesses to DOL in a timely manner and use the Significant Incident Reporting (SIR) System appropriately.

8. Instruct students and staff in safe practices and methods of operation.

9. Conduct required occupational health and safety inspections and surveys and take prompt corrective action to deal with hazards identified.

10. Provide medical and dental services and supplies for injured and occupationally ill students.

11. Investigate accidents and complete and submit appropriate reports.

12. Encourage and evaluate student suggestions on safety and health improvements.

13. Develop and implement a safety awards and recognition program.

14. Ensure that safety and health evaluation reports provided by the Office of Job Corps are responded to within 30 days of receipt and that corrective action is taken to abate hazards noted.
c. Job Corps Regional Offices will:
   1. Ensure that centers have adequate Occupational Safety and Health programs.
   2. Approve abatement plans for occupational safety and health violations.
   3. Monitor centers’ quarterly environmental health reports and ensure corrective action is applied.

d. Office of Job Corps

   The Office of Job Corps will:

   1. Implement DOL occupational safety and health standards, policies, procedures, and programs.
   2. Develop and disseminate programs to promote occupational safety and health in Job Corps.
   3. Ensure the accurate and timely reporting of accidents, occupational illnesses, injuries, and environmental hazards to appropriate offices.
   4. Monitor the current status of injury and occupational illness claims by students.
   5. Provide occupational safety and health literature to Job Corps centers and related training and technical assistance, as needed.
   6. Develop an annual Occupational Safety and Health Work Plan in cooperation with OSHA.
   8. Provide a written report to the Job Corps Regional Director and Center Director within 30 days after the annual Occupational Safety and Health (OSH) Program Review.
   9. Conduct center evaluations, announced or unannounced, as a result of a complaint from a student or staff member, or if there is reason to believe that there are serious safety and health hazards. These evaluations will be accompanied by a written report to the Job Corps Regional Director and Center Director.
   10. Provide regions and centers with up-to-date information and regulations concerning occupational safety and environmental health issues such as polychlorinated biphenyls (PCB), underground tanks, asbestos, and small-quantity hazardous waste.
e. Center Director

The Center Director must:

1. Ensure that all occupational safety and health requirements are implemented.

2. Provide leadership, direction, enforcement, and accountability for the center safety program.

3. Develop a center Occupational Safety and Health program and plan.

4. Ensure that personal protective equipment (PPE) is worn in the trade programs to comply with OSHA standards.

5. Ensure a training, living, and working environment that is free from recognized hazards. Maintain facilities and grounds in a sanitary and healthful manner.

6. Participate in all Occupational Safety and Health Committee meetings.

7. Appoint a center Safety Officer and provide necessary training and equipment for the performance of those duties. The center Safety Officer will report directly to the Center Director on matters of safety.

8. Terminate any activity where a hazard exists; additionally, the authority to terminate any such hazardous activity may be given to a designee (e.g., Safety Officer).


10. Report fatalities, injuries, and occupational illnesses to DOL in a timely manner and use the Significant Incident Reporting (SIR) System appropriately.

11. Instruct students and staff in safe practices and methods of operation.

12. Conduct required occupational health and safety inspections and surveys and take prompt corrective action to deal with hazards identified.

13. Provide medical and dental services and supplies for injured and occupationally ill students.

14. Investigate accidents and complete and submit appropriate reports.

15. Encourage and evaluate student suggestions on safety and health improvements.

16. Establish a formal written safety awards and recognition program, and use it to
recognize students and staff who make significant contributions toward the prevention of injury or illness.

17. Review safety awards and recognition programs annually.

18. Ensure that safety and health evaluation reports provided by the Office of Job Corps are responded to within 30 days of receipt and that corrective action is taken to abate hazards noted.

f. Center Safety Officer

The center Safety Officer must:

1. Assist the Center Director in preparing the center Occupational Safety and Health Plan and implement the plan.

2. Provide orientation and training to students and staff on the center Safety and Health Plan.

3. Promote safety campaigns on center to reduce accidents and injuries.

4. Inspect all center areas for safety and health violations.

5. Ensure that personal protective equipment (PPE) is worn in the trade programs to comply with OSHA standards.

6. Complete all required accident and injury reports in full compliance with the PRH and OSHA regulations.

7. Advise the Center Director of safety and health concerns.

8. Facilitate required Occupational Safety and Health Committee meetings; retain meeting minutes for three years and make them available upon request.

9. Coordinate with other safety and health staff (e.g., nurse, maintenance supervisor, CTT/education instructors, and others) to ensure a safe and healthful environment in which to live, work, and train.


R5. Center Occupational Safety and Health Orientation and Training

In accordance with 29 CFR 1960.58, centers must provide the appropriate safety and occupational health training to students and staff including specialized training appropriate to the training or work tasks performed. Center safety and health orientation and training
must be included in the following:

a. Introduction to Center Life (New Students) – Career Preparation Period (CPP) (see PRH Chapter 2, Section 2.2)

b. New Staff Training (see Exhibit 5-4)

c. Ongoing Staff Training

The center must provide required occupational safety and health training included as part of the center’s annual training plan. Each plan must include anticipated occupational safety and health training needs, such as the anticipated number of staff members to be trained, where and when the training is to be performed, and the estimated cost (see Exhibit 5-4).

d. Training Standards and Documentation

Safety training must be conducted in accordance with current OSHA standards 29 CFR 1904, 1910, 1926, and 1960 and DOL guidance provided by the National Office of Job Corps. Center Safety Officers must have and maintain these references and regulations on hand at all times. Further, all completed training must be properly documented and maintained on center in the individual’s personnel or continuing education file for up to three years, and one year beyond employment. Training records must be available upon request.

e. Minimum Training Requirements for Center Safety Officers

1. Center Human Resources Manager must implement a professional development program (signed by the Center Director) for the Safety Officer that shall include but is not limited to the courses listed in Exhibit 5-4.

2. Center Safety Officer must complete the Occupational Safety and Health for Other Federal Agencies course with expanded segment on accident/incident investigation training (OSHA 600) within the first 180 days of initial assignment.

3. Center Safety Officer must complete Asbestos Identification and Handling course, if applicable, within 90 days of initial assignment.

4. Center Safety Officer must complete Lead Based Paint Identification and Handling course, if applicable, within 90 days of initial assignment.

5. The center operator and Center Director must ensure that the Safety Officer receives training in the remaining safety-related courses referenced in Exhibit 5-4 within 18–24 months of appointment.

6. In accordance with PRH Chapter 5, Section 5.3, annual advanced or refresher
training must be provided to the center Safety Officer after basic required courses are completed.

7. In accordance with DLMS 4, Chapter 800, Paragraph 822, the Center Director must ensure that a written professional development plan is developed and implemented for the center Safety Officer. Further, all completed courses must be properly documented and maintained on center in the individual’s personnel or professional development file for the duration of employment, and one year beyond employment. Training records must be available upon request.
5.15 SAFETY INSPECTIONS, OBSERVATIONS AND OSH PROGRAM REVIEW

PURPOSE

P1. To ensure that students and staff work and live in environmentally healthy surroundings.

P2. To provide a training, living, and working environment that ensures the occupational safety and health of students and staff.

REQUIREMENTS

R1. Imminent Danger

Imminent danger exists when a condition or practice presents a danger that could reasonably be expected to cause death or serious physical harm. If such a situation exists and is observed, the student(s) and staff in danger must be immediately removed from the area and not permitted to return until the problem is corrected. The center Safety Officer must immediately notify the Center Director of the hazard and recommend corrective action.

The Center Director must take appropriate action(s) to correct the hazard. If the hazard cannot be corrected promptly by the center, the Center Director must consult the appropriate Regional Office and/or the Office of Job Corps for advice and assistance in correcting the hazard. The action recommended by the center Safety Officer and the resulting action taken must be documented in writing and maintained on center for a period of three years.

R2. Required Inspections and Observations

a. All occupational safety and health inspections and observations must be:

1. Conducted by appropriate center staff in accordance with 29 CFR 1960.25 and DLMS 4 Chapter 800, paragraph 825

2. Submitted according to Exhibit 5-2, Plan and Report Submission Requirements

3. The responsibility of the center Safety Officer, managers, supervisors, and instructors

4. Documented and maintained on center for a period of five years, then destroyed

b. Observations on a daily basis, and weekly or monthly inspections are required for all center:

1. Buildings
2. Facilities

3. Career Technical Training (CTT) facilities including tool inventory, accountability, and security procedures

4. Career Technical Skills Training (CTST) projects including tool inventory, accountability, and security procedures

5. Academic classrooms and other learning/study areas

6. Cafeterias

7. Dormitories

8. Health services

9. Administrative offices

10. Recreation areas

11. Gymnasiums

12. Swimming pools

13. Child development center facilities, including playgrounds

14. Equipment

15. Vehicles used to transport students

Identified deficiencies must be corrected promptly. Weekly and monthly inspections, and hazards identified during daily observations, must be documented. Records of inspections and actions taken to correct deficiencies must be maintained by the center Safety Officer for three years, and made available upon request.

c. Daily Observations

1. Food service supervisors must check food preparation and food serving areas of cafeterias.

2. Residential advisors/residential counselors must check dormitories, snack bars, and canteens and document their findings in a log book.

3. The center Safety Officer, and CTT and academic managers/instructors, must check classrooms/shops (including CTST projects); tool inventory, accountability, and
security procedures; motor vehicles; and all equipment to be used by students and staff.

4. Child development supervisors must check the child development center, equipment, toys, and the playground.

5. Recreation supervisors/staff must check the gymnasium, exercise equipment, and other frequently used recreation areas.

d. Weekly Inspections

The center Safety Officer must inspect:

1. All food service facilities, including cafeterias, culinary arts facilities, snack bars, and canteens
2. Gymnasiums, exercise equipment, and swimming pools during times of operation
3. CTT facilities and CTST projects including tool inventory, accountability, and security procedures

e. Monthly Inspections

The center Safety Officer must inspect:

1. Dormitories
2. Child development centers
3. CTT facilities and CTST projects (see PRH Chapter 3, Section 3.2) including tool inventory, accountability, and security procedures
4. Academic classrooms
5. Health services
6. Administrative offices, warehouses, and other buildings occupied by students and staff

f. Quarterly Inspections

Centers must arrange for quarterly environmental health inspections by qualified non-center personnel in the following areas:

1. Food service facilities
2. Residential facilities

3. Training facilities

4. Educational facilities, including offices, classrooms, recreational facilities, and wellness center

5. Water supply and distribution facilities, when not a part of municipal systems

6. Wastewater treatment facilities, except for septic systems, which must be inspected annually, and municipal sewer systems, which are exempt from this requirement

7. Child development centers, where appropriate

Centers must submit quarterly environmental health reports and necessary corrective action, simultaneously, to the Regional Office and the National Office of Job Corps within seven days of receipt (see Exhibit 5-2, Plan and Report Submission Requirements).

g. CTST and Other Projects

The center Safety Officer and appropriate instructor must inspect all CTST projects daily. The appropriate instructor must ensure full tool inventory, accountability, and security, ensuring that all tools are accounted for before the end of each class, or the end of each day if off-site, and ensuring that all tools that are unaccounted for are found and all tools are secured. The center Safety Officer must inspect and approve all final CTST projects, on and off center, before site occupancy and project completion.

Inspection checklists, photographs, tool inventory lists, and associated corrective actions must be maintained on center indefinitely and made available upon request.

R3. Annual Occupational Safety and Health (OSH) Program Reviews

a. The annual Occupational Safety and Health (OSH) Program Review is conducted in accordance with Executive Order 12196, Title 29 Code of Federal Regulations (CFR) part 1960, Department of Labor Manual Series (DLMS) 4, Chapter 800, and the Job Corps Policy and Requirements Handbook (PRH). The review verifies that each center has implemented the Occupational Safety and Health program outlined in the PRH and identifies any outstanding occupational health and safety deficiencies.

b. The review is conducted using the Job Corps Program Assessment Guide (PAG), PRH Chapter 5, Sections 5.14–5.20. The PAG is a companion to the PRH. It provides a standardized approach and framework for the review and evaluation of contractors’/operators’ delivery of services as specified in the PRH. The review consists of an on-site visit including opening and closing conferences, walk-through of facilities, document verification, and student/staff interviews.
c. The review process is designed to determine the extent to which program operations meet the government’s requirements and expected outcomes. The PRH requirements set benchmarks for the government’s expectations. Job Corps uses an adjectival rating system to assign ratings to each requirement and overall program component. The adjectival rating system uses five adjectives, as recommended by the Office of Federal Procurement Policy, to define the degree to which expectations are met. Adjectival ratings are defined as follows:

**Exceptional**
Programs, procedures, and systems are well organized, clearly communicated, and administered to ensure quality delivery of all requirements. Innovative approaches result in program enhancements and improved outcomes. Through rigorous self-assessments and quality assurance, the operator safeguards program assets and maintains the integrity of program data.

**Very Good**
Programs, procedures, and systems are consistently in place to ensure delivery of requirements. Some innovative approaches are employed to promote continuous improvement. A viable quality assurance plan ensures integrity and accountability of program assets and data.

**Satisfactory**
Requirements are generally evident in applicable program areas with minor exceptions. A quality assurance plan is in place that demonstrates adequate controls to ensure integrity and accountability of program assets and data.

**Marginal**
Requirements are missing or minimally evident in applicable program areas. Quality assurance is minimal, resulting in inconsistencies in accountability and integrity of program assets and data.

**Unsatisfactory**
Critical requirements are missing or minimally evident. The program lacks procedures and controls necessary to ensure compliance, quality, and data integrity.

d. For the purpose of the OSH Program Review, the adjectival ratings definitions are designed to assist evaluators in assigning scores for each requirement by describing what is expected for each adjectival level.

The ratings are made against a 10-point scale, as shown below.

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e. At the end of each PAG section, the ratings for each requirement are averaged. The average compliance and quality ratings for all sections 5.14-5.20 are then averaged to
produce final ratings. The final compliance and quality ratings constitute the final OSH Program Review score.

f. Documentation Examined During Review

Documentation is critical. Reviewers will assess only the documentation provided to them while they are on center. Should the required documentation not be presented, the center will not be credited with the associated item. The reviewer will give the center Safety Officer (or designee) an opportunity to present any omitted documentation before the end of the review.

Documentation that is created during or after the opening day of the review, however, will not be considered. OSH Program Review rebuttals based upon missing or unaccepted documentation at the time of the review will be rejected and the final score will not be changed.

g. Interviews During the Review

The strategies outlined in the PAG necessitate interviews with the Center Director, staff members, and students to determine knowledge and involvement. In cases where verbal statements and documentation conflict, reviewers will use their professional judgment in deciding whether to award credit. Rebuttals or scoring changes based upon discussions with the reviewer that are not substantiated by the rationale for rating or other documentation will be rejected and the final score will not be changed.

h. Documentation of Deficiencies and Abatement Activities

National Office OSH Program Reviewers are required to document deficiencies in the Abatement Tracking System (ATS) website. Job Corps centers are required to document and post deficiencies manually on the DOL Form DL1-2029. Blank forms can be obtained from the Job Corps Community website. Center abatement activities must be documented in ATS. The ATS website can be accessed at: http://ats.dol.gov/.

R4. Occupational Safety and Health Facility Survey (Preoccupancy)

a. An Occupational Safety and Health Environmental Facility Survey (Preoccupancy) must be conducted before moving students into

1. a new center, dormitory, or classroom; or

2. a facility that has been renovated so as to change any building structural system or major mechanical, electrical, plumbing, egress, or fire and safety system.

b. Centers must contact the Regional Office (RO) Project Manager to schedule a pre-occupancy survey 30 days prior to project completion.
c. The preoccupancy survey must be coordinated through the RO and conducted by the center Safety Officer and/or the Office of Job Corps. The Office of Job Corps will determine who will conduct the preoccupancy inspection.

d. Major deficiencies must be corrected before occupancy.

e. The survey report will be distributed prior to occupancy, and it will be maintained by the National Office, Regional Office, and the center.

R5. **Monitoring of Work-Based Learning Sites**

Centers are responsible for ensuring that students are placed in safe and healthful working conditions at work-based learning locations. However, Job Corps’ responsibility will not extend to reviewing or inspecting private employer businesses for compliance with OSHA standards because this authority rests only with OSHA.

To ensure the occupational safety and health of students at private employer work sites, appropriate career development staff and/or the center Safety Officer must:

a. Visually survey the work site for potential hazards and discuss safety and health requirements with the employer.

b. Ensure the employer signs a work-based learning agreement, Exhibit 3-4, 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).

R6. **Abatement Plans for Violations Identified in Annual Occupational Safety and Health (OSH) Program Review**

a. Abatement Procedures and Time Frames

The following procedures must be followed by centers and Regional Offices (ROs) in responding to safety and health violations cited during annual safety and health reviews:

1. As part of the OSH Program Review, the center will receive a detailed verbal briefing regarding all hazards identified. The center must immediately begin to
address those concerns. A log of the corrected item(s) must be maintained, indicating what action was taken, by whom, and the date of action.

2. The center and the RO will receive a formal OSH Program Review report from the National Office of Job Corps within 60 days of a review. Violations must be documented manually on Form DL1-2029, Notice of Unsafe or Unhealthful Condition, which is to be created by the center. The violations documented on the DL1-2029 are the same as those documented in the Abatement Tracking System (ATS), which is the Web-based system designed to facilitate an information exchange between the reviewer, the RO, and the center, and to allow the National Office to monitor case status to ensure prompt and timely hazard abatement.

3. The roles of each ATS user are as follows:

(a) At the national level, the National Office inputs DL1-2029 center violation data into ATS and transmits the data to the RO to initiate tracking.

(b) At the regional level, both the Job Corps Regional Director and the center’s Project Manager are authorized to access ATS to view new cases transmitted from the National Office and centers’ abatement responses. Either individual in the RO can transmit the DL1-2029 in ATS to the Job Corps center. The RO can edit the center response and can close out the case only after all violations have been abated.

(c) At the center level, the Center Director and the center Safety Officer are authorized to access ATS to view new cases transmitted from the RO and can respond to violations. Most violations should be abated within 30 days. If abatement is not completed, an abatement plan is required. Centers can indicate in ATS whether the response is a corrective action or an abatement plan. Funding requests can also be indicated. After the center transmits the response electronically to the RO, the RO will determine whether to accept the abatement response in part or in whole.

ATS is not capable of providing users e-mail notification, so the system should be checked frequently.

b. Posting Requirements

Official response to violations noted during the occupational safety and health review occurs via ATS. A copy of the paper DL1-2029, which must be created by the center, is to be posted by the center at or near each place where an unsafe or unhealthful condition is referred to in the notice. It must remain posted until all violations cited are abated, or for three training days, whichever is longer.
5.16 ENVIRONMENTAL HAZARDS

PURPOSE

P1. To ensure that students and staff work and live in environmentally healthy surroundings.

P2. To provide a training, living, and working environment that ensures the occupational safety and health of students and staff.

REQUIREMENTS

R1. Hazardous Materials Management

Centers must comply with federal, state, and local regulations and Job Corps policy regarding hazardous waste generation, storage, and disposal.

a. Centers that ship hazardous materials off center must comply with pre-transportation regulations per 49 CFR 262 Subpart C.

b. Centers that store or handle hazardous materials, such as flammable/combustible materials, acids, caustics, compressed gases, oxidizers, etc., must comply with Occupational Safety and Health Administration (OSHA) 1910 Subpart Z and all applicable substance-specific standards.

c. Centers that use hazardous or toxic chemicals must comply with the regulations of the Emergency Planning and Community Right-to-Know Act (EPCRA) of 1986.

d. Centers must notify the Environmental Protection Agency (EPA), the Job Corps Regional Director, and the National Office of Job Corps Safety Team leader when a release of hazardous substance occurs. A release includes any discharge, spill, or leak into the air, water, or land, as stipulated in 40 CFR 302.

e. Emergency response to a spill or leak of hazardous materials must be performed by the local hazardous materials response team or licensed contractor.

f. Chemical-specific information such as Safety Data Sheets (SDS) must be readily accessible to emergency response personnel.

R2. Polychlorinated Biphenyls (PCBs)

Centers must comply with federal, state, and local regulations and Job Corps policy regarding polychlorinated biphenyls (PCB) in electrical transformers.

a. Centers that are using electrical equipment known to contain PCBs must register with the EPA’s Transformer Registration and PCB Activity Database. A copy of the registration certificate can be obtained from EPA and must be maintained on center
indefinitely, and must be available for review upon request.

b. Centers must prepare an inventory of all center equipment, including transformers, capacitors, fluorescent lights and ballasts, and hydraulic oils that may contain PCBs. The inventory shall include the following:

1. Type of equipment, installation date, and manufacturer

2. Overall condition

3. Contact information for nearest PCB waste hauler

R3. Underground Storage Tanks (USTs)/Aboveground Storage Tanks (ASTs)

Centers must comply with federal, state, and local regulations and Job Corps policy regarding underground storage tanks (UST) and aboveground storage tanks (AST). Each center operator, Center Director, and Safety Officer must coordinate to ensure that all USTs and ASTs comply with 40 CFR Parts 112 and 280, and all applicable state requirements.

R4. Lead

Centers must comply with federal, state, and local regulations and Job Corps policy regarding lead-containing building materials.

Lead was a common paint additive used until 1978. Due to the age of many Job Corps center facilities, it is assumed that lead-based paint is present in buildings constructed prior to 1978 unless testing has proven otherwise. Centers that plan to disturb a surface that may contain lead must perform dust, air, and/or water sampling to determine the potential for exposure to lead. Centers in which there is a potential exposure to lead by students, staff, or young children (in child development or residential facilities) must develop a written lead-based paint compliance program in conformance with 29 CFR that includes the following:

a. Designation and training of a competent person, capable of identifying existing and predictable lead hazards in the surroundings or working areas and having the authority to take prompt corrective action.

b. Procedures to ensure that all CTST projects involving construction work will be tested for lead prior to initiation. No student or staff may be exposed to lead at concentrations greater than 50 micrograms per cubic meter of air (50 ug/m³) averaged over an eight-hour period.

c. Procedures for notifying staff and students of the health hazards of lead-based paint. Inventory documentation must be maintained on center and with the Office of Job Corps and Regional Office Project Manager.

d. Appropriate hazard warning will be posted in all regulated areas.
e. Annual student and staff awareness training will be provided in accordance with the minimum requirements of 29 CFR 1926.62.

**R5. Asbestos Operations and Maintenance**

a. Centers must comply with federal, state, and local regulations and Job Corps policy regarding asbestos-containing building materials (ACBM).

b. ACBM not immediately removed must be managed as part of an Asbestos Operations and Maintenance (O&M) program, in conformance with 29 CFR 1910.1001 and 40 CFR Part 763. Centers in which there are buildings containing ACBM must have an O&M program that includes the following:

1. Documentation, including copies of the initial asbestos survey report, subsequent ACBM surveys or inspection reports, and all asbestos abatement records, and laboratory analysis and exposure monitoring results, which must be maintained on center in a centralized asbestos record depository indefinitely, and made available upon request.

2. Designation of an Asbestos Coordinator who must be responsible for ensuring compliance with all asbestos regulations and policies. The designated Asbestos Coordinator must receive initial training in asbestos O&M within one month of appointment. Training must consist of a minimum of 16 hours of both classroom and practical asbestos O&M training provided by an EPA-accredited training provider.

3. Annual asbestos awareness training for all employees (including custodial and maintenance employees) and contract employees. Initial training must consist of a minimum of two hours of training in accordance with 29 CFR 1910.1001(j) within one week of hire.

4. Annual refresher training for the Asbestos Coordinator and all custodial/maintenance employees. Documentation of training must be maintained in the central asbestos record depository as well as the individual’s personnel file.

5. Notification of the presence of asbestos within center buildings to all students and employees at least annually through a written notice or posting of a statement in the common areas of all buildings containing asbestos. The notice must contain a brief description of the location and type of ACBM, and the name and contact information for the designated Asbestos Coordinator.

6. Posting of asbestos warning signs in all mechanical rooms, crawlspaces, custodial closets, or other work areas where maintenance or custodial employees may come into contact with ACBM. Warning signs must meet the requirements specified in 29 CFR 1910.1001, and must be posted so as to be visible immediately upon entering the room or workspace.
7. Inclusion of employees and contract employees working in areas where ACBM is present in the center’s respiratory protection program and medical surveillance program.

8. Inspection of all ACBM in center buildings at least twice each year to verify the physical condition and identify any significant damage. Evidence of significant damage and/or other deterioration in physical condition that presents a potential health hazard must be reported to the Office of Job Corps and Regional Office via the Significant Incident Reporting (SIR) System.

9. Repair or abatement of ACBM must be performed by licensed asbestos abatement contractors. Clean-up of damaged ACBM by Job Corps personnel is strictly prohibited.

10. Review and documentation of all CTST or center-managed renovation projects by the Asbestos Coordinator to ensure that no ACBM will be affected by the proposed project. The center’s Asbestos Coordinator will ensure that the proper warning signs are posted in the work area per 29 CFR 1910.1001.

R6. Hazard Communication

Centers must comply with federal, state, and local regulations and Job Corps policy regarding chemical hazard communication. Each center operator, Center Director, and center Safety Officer must coordinate and ensure that hazards associated with the use of all chemicals produced or imported by chemical manufacturers or importers, and used by Job Corps students/staff, are evaluated. Such information concerning chemical hazards must be communicated to affected students and staff via a comprehensive written hazard communication program in accordance with 29 CFR 1910.1200. The Center Director must ensure that the center Safety Officer or other designee structures the hazard communication program to include:

a. A complete chemical inventory or master list of chemical products used on center and a process to keep the inventory current. The inventory must include the name of the product and the location(s) where it is used. Ensure that students and staff know the location of the chemical inventory.

b. Organization and ongoing maintenance of Safety Data Sheets (SDSs) for all chemical products purchased by or used at the center. SDSs for chemical products used in a given area must be available to and easily accessible by all staff and students. SDSs can be stored in a three-ring binder or be accessible via computer.

c. Clearly readable identifying labels securely placed on all incoming containers of hazardous chemical products, and such labels are not removed or defaced. Chemicals transferred to other approved containers must be labeled accordingly as well. Labels must contain at least:
1. Product identification

2. Hazard warning showing what parts of the body could be affected (Hazardous Materials Identification System [HMIS] or National Fire Protection Association [NFPA] system)

3. Name and address of the manufacturer or supplier

d. Supervisor/instructor maintenance of up-to-date SDS file for each hazardous chemical product used within their respective areas.

e. Proper training and instruction delivered to all users of hazardous chemical products, including:

   1. Identification of such products

   2. The specific hazards associated with such products

   3. Measures that users can take to protect themselves (including PPE requirements)

   4. Methods and observations that may be used to detect the presence or release of hazardous chemicals

   5. Potential physical health effects of chemicals used in the workplace

f. Proper communication of chemical hazards associated with non-routine tasks.

g. An established and approved chemical products purchase list. SDSs must be reviewed by the center Safety Officer before the products are used in the workplace.

**R7. Mercury**


a. Each center operator, Center Director, and center Safety Officer must coordinate to ensure that all sources of mercury have been identified and are properly disposed of in accordance with the local/state health department or department of the environment regulations.

b. All mercury-containing paints, batteries, thermometers, blood pressure meters, thermostats, light ballasts, etc., currently in use should be replaced when it is fiscally possible. Center students/staff are strictly prohibited from attempting to clean up spills
or releases. Clean-up must be performed by the local fire department, hazmat team, or a licensed contractor.

**R8. Freon 113 and Other Ozone-Depleting Chemicals**

a. Centers must comply with federal, state, and local regulations and Job Corps policy regarding Freon 113 and other ozone-depleting chemicals in the replacement and disposal of air conditioning and refrigeration units.

b. Air conditioning and refrigeration units installed before 1995 that may contain ozone-depleting chemicals must be disposed of in accordance with federal and state hazardous materials regulations.

**R9. Hexavalent Chromium (Cr(VI))**

Centers must comply with OSHA standard 29 CFR 1910.1026 and Job Corps policy regarding hexavalent chromium (Cr(VI)).

a. Centers that offer trades that may potentially expose students/staff to hexavalent chromium (Cr(VI)) must develop, implement, and maintain an exposure control plan that contains the following minimum requirements:

1. Trade(s) or center functions that may result in exposure

2. Exposure-monitoring results for the affected trade(s) or center functions

3. Engineering controls used to maintain Cr(VI) concentrations below the permissible exposure limit (PEL) and action level

4. Personal protective equipment (PPE) required during performance of training or center function

5. Method(s) of communicating hazards associated with Cr(VI) (See hazard communication training, PRH Chapter 5, Section 5.16, R6.)

b. Centers offering the welding trade must perform one round of initial and confirmation exposure monitoring no matter how often welding of stainless steel occurs. No additional monitoring is necessary if both the initial and confirmation sample results are below the PEL of 5.0 µg/m³ and the action level of 2.5 µg/m³ calculated as eight-hour time-weighted averages (TWA).

5.17 FOOD HANDLING AND STORAGE, PEST CONTROL, UNSANITARY CONDITIONS, AND WATER TREATMENT

PURPOSE

P1. To ensure that students and staff work and live in environmentally healthy surroundings.

P2. To provide a training, living, and working environment that ensures the occupational safety and health of students and staff.

REQUIREMENTS

R1. Food Handling

Centers must ensure that food handling practices comply with the state, local, or U.S. Public Health Service Food Code, whichever is more stringent. Centers must develop and implement a Hazard Analysis and Critical Control Point (HACCP) program as outlined in Annex 4 of the U.S. Public Health Service Food Code. All meat products must meet U.S. Department of Agriculture standards.

R2. Food Storage

Centers must ensure that storage of food complies with the state, local, or U.S. Public Health Service Food Code, whichever is more stringent, and does the following:

a. Storage areas protect food from the elements, fire, rodents, insects, organisms, and other causes of spoilage.

b. Chemicals, soaps, and poisons are properly labeled in accordance with Hazard Communication Standard (29 CFR Part 1910.1200) and stored separately from food.

c. Storerooms are well ventilated and food items are stored a minimum of six inches above the floor in a manner that protects the food from splash, dust, and other contamination and permits easy cleaning of the area. Exceptions are:

1. Metal pressurized beverage containers and cased food packaged in cans, glass, or other waterproof containers, and milk containers in plastic crates

2. Containers stored on dollies, racks, or pallets, provided such equipment is easily mobile

d. Storerooms are free of exposed or unprotected sewer lines, water lines (except automatic fire protection sprinkler heads), uninsulated steam lines, water heaters, refrigeration condensing units, or other heat-producing devices.

e. All refrigeration equipment (refrigerators and freezers) must be monitored to ensure
proper temperature ranges are maintained at all times.

f. Open food containers, cooked and fresh, are covered, labeled, and dated to ensure proper usage.

**R3. Pest Control**

Centers must:

a. Take adequate measures to control insects and rodents in all areas. Only pesticides that are safe for use in food service areas shall be used in food service facilities.

b. Ensure that pesticides are applied only by a licensed professional pest control contractor in food service, residential, and education facilities. The following information must be obtained from the contractor and kept on file for at least three years:

1. Name/type of chemicals used
2. Amount of chemical applied
3. Areas where applied and amount specific to location
4. Date when applied
5. Safety Data Sheets (SDSs) for the chemicals used

c. Ensure that pesticides are not stored for usage on centers except those that are approved by EPA for use in landscaping and gardening projects. Proper training on storage, use, and application of these chemicals must be provided to staff and students.

**R4. Unsanitary Conditions**

In accordance with Section 5(a) of the Occupational Safety and Health Act of 1970, centers must ensure that staff and students are not required or permitted to reside, work, be trained, or receive services in buildings or surroundings that are unsanitary, hazardous, or lack proper ventilation.

**R5. Water Treatment**

Centers must ensure that when non-municipal water and waste treatment facilities are used, the following requirements are met:

a. Water supplies meet center needs and satisfy National Primary Drinking Water Regulations (40 CFR 142).
b. Prior to construction or renovation, the standards or regulations of federal, state, and local health authorities are consulted. Renovation/building plans and specifications are sent to the National Office of Job Corps, with a copy to the Regional Office, for review.

c. Records are maintained showing the amount of water treated, amount of chlorine used, daily free chlorine residual, and other data pertaining to water treatment.

d. All required bacterial and chemical tests are performed by state or local health authorities, with the exception of the daily routine residual chlorine test that is to be conducted by center staff.

e. The center complies with the water quality and related standards of the state and with the standards established by the Federal Water Pollution Control Act 33 U.S.C. 1251 et seq.

f. Records are maintained documenting the water/wastewater treatment pursuant to standards set by the Environmental Protection Agency (EPA) and local authorities and should be maintained on center indefinitely. Waste treatment problems are brought to the attention of the appropriate EPA coordinator and the Regional Office.

g. Records of influent and effluent monitoring data are maintained as required by the plant’s effluent discharge permit and other data pertaining to wastewater treatment.

h. The analysis of all influent and effluent, as required by the discharge permit, is performed by a certified laboratory.
5.18 STUDENT AND STAFF INJURY REPORTS AND RECORDKEEPING

PURPOSE

P1. To ensure documentation of compliance with required elements of the center’s Occupational Safety and Health program and ensure compliance with OSHA and all other applicable statutes.

P2. To notify appropriate officials that an injury, occupational illness/disease, or death has occurred.

P3. To record hazards identified and corrective actions taken, indicate trends, and provide a basis for formulating future plans.

P4. To permit an evaluation of progress being made in preventing accidents.

P5. To document incidents for assurance of proper medical treatment and potential processing of claims.

REQUIREMENTS

R1. Occupational Safety and Health Administration (OSHA) Notification Requirements

In accordance with 29 CFR 1904.39(a), centers must contact OSHA within six (6) hours of one or more of the following events:

a. Death of an active student

b. Death of a staff member on-duty

c. Hospitalization of one or more active students or on-duty staff

Centers must orally report the fatality/multiple hospitalization by telephone or in person to the Area OSHA Office nearest to the site of the incident, or use the OSHA toll-free central telephone number, 1-800-321-OSHA (800-321-6742). Should no one answer the national toll-free number you must leave a telephone message with the following information:

a. Establishment name

b. Location of the incident

c. Time of the incident

d. Number of fatalities or hospitalized employees

e. Names of any injured employees
f. A contact person’s name and his or her phone number

g. A brief description of the incident

R2. **Student Injury, Occupational Illness/Disease, and Fatality Recordkeeping**

Occupational illness/disease in this context is defined as illness or disease acquired from/due to the Job Corps training and/or living environment (e.g., hearing loss, coronary/vascular condition, asbestos-related illness, carpal tunnel syndrome, etc.).

Student injuries and occupational illnesses/diseases must be documented in the Department of Labor’s Employees’ Compensation Operations and Management Portal (ECOMP). ECOMP is an electronic database that assists the Department in meeting the reporting requirements of both the Occupational Safety and Health Administration (OSHA) and the Office of Workers’ Compensation Programs (OWCP). The only injuries and occupational illnesses/diseases that should not be documented in ECOMP are those that occur while the student is

- at home on pass or leave
- engaged in leisure time employment, or
- in an Unauthorized Absence (UA) status.

Regardless of the severity of the injury or occupational illness/disease, an incident will minimally require the submission, in ECOMP, of the two documents below:

a. The OSHA 301, Injury and Illness Incident Report

b. One of the forms below:

1. OWCP CA-1, Notice of Traumatic Injury and Claim for Compensation

2. OWCP CA-2, Notice of Occupational Disease and Claim for Compensation (The CA-2 submission is rarely used; if you think a CA-2 is warranted, contact the National Office.)

Student fatalities are not documented in ECOMP. These incidents should be reported to the National Office of Job Corps immediately. Centers are required to complete the OWCP CA-6 manual form. The National Office will complete any other recordkeeping requirement.

A complete list of the OSHA and OWCP forms, and a description of their use, are below. Please note that all occupational safety and health records must be maintained for a five-year period, unless otherwise indicated by a specific OSHA standard, the Department of Labor Manual Series (DLMS), or the Program Requirements Handbook (PRH).
Electronic Forms Submitted in ECOMP

a. OSHA 301, Injury and Illness Incident Report, is completed in ECOMP for each student injury or occupational illness in accordance with 29 CFR 1904. The OSHA form is required to be retained for five years.

b. OSHA 300, Log of Work-Related Injuries and Illnesses: For OSHA 301 Incident Reports that are work-related (see definition in criterion 1, below), centers must maintain a single current log in ECOMP, known as the OSHA 300 Log. For an incident to be entered in the OSHA 300 Log, it must meet each of the three OSHA-recordable criteria below:

1. The injury or occupational illness is work-related. For Job Corps purposes, this means that the injury or occupational illness occurred while the student was involved in training or educational activities.

2. The injury or occupational illness represents a new case in the system.

3. The injury or occupational illness results in one or more of the following:
   (a) Days away from work (training or educational activities)
   (b) Restricted work or transfer to another job
   (c) Medical treatment beyond first aid
   (d) Loss of consciousness
   (e) A significant injury or illness diagnosed by a physician or other licensed health care professional
   (f) A needlestick or sharp injury exposing the student to another person’s blood or potentially infectious material
   (g) A Standard Threshold Shift (STS) in hearing in one or both ears where the employee’s total hearing level is at least 25 decibels above audiometric zero in the same ear(s) as the STS
   (h) Exposure to persons with a case of active tuberculosis (TB), where the student subsequently develops a TB infection.

Student injuries resulting from horseplay while engaged in training or educational activities must also be recorded. Any student injury must be recorded in the OSHA 300 Log in ECOMP.

The OSHA 300 Log is required to be retained for five years.

c. CA-1, Notice of Traumatic Injury and Claim for Compensation, is completed in ECOMP within seven calendar days of supervisor notification.

In the event that an injury requires separation from Job Corps, center staff must obtain Office of Job Corps approval prior to forwarding a CA-1 to OWCP. When the CA-1 is filed with OWCP at separation, a CA-16 manual form, Authorization for Examination and/or Medical Treatment, and an OWCP-1500 manual form, the Health Insurance
Claim Form, are sent to the provider. If the injury is not severe enough to cause separation, the CA-1 should be completed, electronically filed in ECOMP within seven calendar days of supervisor notification, printed, signed by the student, and filed in the student’s health folder.

d. CA-2, Notice of Occupational Disease and Claim for Compensation, is rarely used in Job Corps because there are very few cases of occupational disease or illness related to enrollment in Job Corps. If such a situation does occur, contact the Office of Job Corps before filing a CA-2.

Manual Forms

a. CA-6, Official Supervisor's Report of Employee’s Death, is filed with the OWCP district office if a student dies as a result of an illness/injury incurred while in performance of duty. In the event of a student fatality, the Center Director must notify OWCP immediately by telephone, email, or fax, and mail the CA-6 to the OWCP district office. Do not document student fatalities in ECOMP.

The Center Director must report student fatalities to the National and Regional Offices within six hours of the event via Significant Incident Report (SIR).

b. CA-7, Claim for Compensation Due to Traumatic Injury or Occupational Disease: Unlike other federal employees, Job Corps students are not eligible for continuation of pay for 45 days. However, they may submit a CA-7 after medical separation to receive compensation for injury or illness. The center must complete the CA-7 and have the student sign and date Section 7 of the form. In the event that the student is unable to sign the CA-7, the Center Director may sign as his or her authorized representative.

Upon Office of Job Corps approval to forward a CA-1 or CA-2 to OWCP in ECOMP, the center must fax or e-mail a copy of the completed CA-7 to the Office of Job Corps for submission to OWCP. The Office of Job Corps must file the copy sent to them by the center with OWCP within five days of the student’s signature.

The original CA-7, signed by the student, should be filed in the student’s health folder.

c. CA-16, Authorization for Examination and/or Treatment: Whenever a student separates from Job Corps and needs examination and/or treatment as a result of traumatic injury, the Center Director should issue a CA-16 to the physician or medical facility. This form authorizes the injured student's examination and/or treatment from a physician or medical facility. When a CA-2 is electronically submitted to OWCP in cases of separation because of work-related illness or disease, a CA-16 is issued only if prior approval is obtained from OWCP. If a CA-16 is submitted, do not submit a CA-20.

This form provides OWCP with an initial medical report and the physician or medical facility with a billing form for emergency treatment. Issuance of the CA-16 authorizes OWCP to pay medical expenses incurred.
Part A is completed by the student’s supervisor and submitted to the physician or medical facility within 48 hours of examination and/or treatment. Part B is completed by the attending physician as promptly as possible after initial examination and sent to the appropriate OWCP district office.

When there is a need for medical follow-up for the work-related injury by a second health-care provider, the center must email/mail the name and address of that provider to OWCP or instruct the student (in writing) to do so.

d. OWCP-1500 (also known as HCFA-1500)—Health Insurance Claim Form:

This form accompanies the CA-16 to all medical care providers, except hospitals.

It is issued by health-care providers to bill the OWCP district office for services rendered.

e. CA-20, Attending Physician’s Report: This report provides medical support of claims for compensation. It is submitted to OWCP upon completion of the medical examination and treatment. It is also used to provide additional medical information regarding the claim. If a CA-20 is submitted, do not submit a CA-16.

R3. Definitions and Procedures for Handling Job Corps Student Injuries

a. Job Corps Injuries Designated as First Aid

1. First aid is defined as any one-time treatment, and any follow-up visit for the purpose of observation, of minor scratches, cuts, burns, or splinters, which does not ordinarily require medical care. Such one-time treatment and follow-up visits are considered first aid even if they are provided by a physician or other registered professional personnel.

2. First aid injuries must be documented in ECOMP.

3. The following procedures are generally considered first aid treatment (e.g., one-time treatment and subsequent observation of minor injuries):
   (a) Application of antiseptics during initial visit to medical personnel
   (b) Treatment of first degree burn(s)
   (c) Application of bandage(s) during any visit to medical personnel
   (d) Use of elastic bandage(s) during initial visit to medical personnel
   (e) Removal of foreign bodies from wound if procedure is uncomplicated (e.g., by tweezers or other simple technique)
   (f) Use of nonprescription medications and administration of single dose of prescription medication on initial visit for minor injury or discomfort
   (g) Soaking therapy on initial visit to medical personnel or removal of bandages by soaking
(h) Application of hot or cold compress(es) during first visit to medical personnel
(i) Application of ointments to abrasions to prevent drying or cracking
(j) Application of heat therapy during first visit to medical personnel
(k) Negative x-ray diagnosis
(l) Observation of injury during visit to medical personnel

4. The administration of a tetanus shot or booster by itself is not considered medical treatment. However, these shots are often given in conjunction with more serious injuries; consequently, injuries requiring these shots may be filed in ECOMP for other reasons.

b. More Serious Injuries Not Resulting in Student Separation

1. This category includes injuries that result in medical treatment beyond first aid, and are serious enough to need a specialized referral but do not require a medical separation.

2. An example of this type of injury would be a student sustained a strain or sprain, but is able to continue training with restrictions.

3. These injuries must be documented in ECOMP. Some examples of this category of injury are:
   (a) Fractures
   (b) Head injuries with loss of consciousness
   (c) Positive x-ray diagnosis
   (d) Lacerations with nerve or tendon damage
   (e) Injuries needing sutures/SteriStrips/adhesive butterfly
   (f) Foreign body embedded in the eye
   (g) Jaw fractures/dental damage
   (h) Treatment of infection
   (i) Treatment of 2nd- or 3rd-degree burns
   (j) Food poisoning
   (k) Dislocated shoulder

   c. Injuries Resulting in Separation from Job Corps

1. This category includes injuries resulting in the student’s death or serious injuries that result in the student’s separation from Job Corps.

2. An example of this type of injury would be: a student sustained a traumatic injury in the performance of duty that requires surgery, additional medical treatment that cannot be provided on center, or the student can no longer perform in the program.

3. These injuries must be documented in ECOMP.

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

R4. **Staff Injury, Occupational Illness/Disease, and Fatality Recordkeeping**

Staff is defined as all contractors, federal employees, and temporary employees who work at a Job Corps center.

All work-related staff injuries and occupational illnesses must be documented in the Department of Labor’s Employees’ Compensation Operations and Management Portal (ECOMP) in accordance with 29 CFR 1960 Subpart I and 29 CFR 1904. These regulations require that a single OSHA 300 Log be maintained for each federal agency establishment; each Job Corps center is classified as an establishment. As such, all work-related injuries and occupational illnesses suffered by federal employees and contractors at the establishment must be captured on the same OSHA 300 Log. This requirement has no bearing on the requirements of the corporate office or other federal agency.

Centers are only required to report the death of a staff member if the fatality occurs while in duty status on- or off-center. The Center Director must report staff deaths to the National and Regional Offices within six hours of the event via Significant Incident Report (SIR).

A CA-1 or CA-2 is never completed for staff in the Department of Labor’s ECOMP.

a. OSHA 301, Injury and Illness Incident Report, is completed in ECOMP for each staff injury or occupational illness in accordance with 29 CFR 1904. The OSHA form is required to be retained for five years.

b. OSHA 300, Log of Work-Related Injuries and Illnesses: All centers must maintain a single current log in ECOMP of all work-related accidents, injuries, and occupational illnesses incurred by students and staff in accordance with 29 CFR 1904. The OSHA 300 Log is required to be retained for five years.

Staff injuries resulting from horseplay while engaged in work-related tasks or activities must also be recorded. Any staff injury must be recorded in ECOMP.

R5. **OSHA Form 300A, Summary of Work-Related Injuries and Illnesses**

Each year, Job Corps centers are required to post OSHA Form 300A, also called the OSHA 300A Summary, from February 1 through April 30 in accordance with 29 CFR 1904.32. OSHA Form 300A summarizes data contained in the OSHA 300 Log, which is maintained electronically in ECOMP, for the calendar year just prior to posting for the purpose of notifying students and staff of the injuries that have occurred on center. This report may be
generated through ECOMP reports.

Following the required three-month posting period, the OSHA 300A must be retained for five years.
5.19 VEHICLE SAFETY AND ACCIDENT RECORDKEEPING

PURPOSE

P1. To ensure student and staff safety while traveling in government vehicles on- and off-center.

P2. To ensure documentation of accidents involving government vehicles.

REQUIREMENTS

R1. Overview of Center Director Responsibilities

Each Center Director must be responsible for:

a. Administration of the motor vehicle safety program.

b. A program for training, testing, and licensing students.

c. A comprehensive vehicle maintenance and inspection program.

d. Promotion and incentive awards programs to encourage traffic safety.

e. Compliance with state and local motor vehicle laws.

f. An effective accident investigation and analysis system.

g. An on-center system of traffic control to include appropriate signs and lines.

R2. Overview of Requirements

a. Government-owned vehicles and leased vehicles, collectively called GOV, must be operated by individuals meeting the following qualifications:

1. Drivers must possess a valid state driver’s license.

2. Drivers must possess a valid federal employee identification or Job Corps identification.

b. Student operation of GOV must be authorized by the Center Director and limited to driver’s training only.

c. All over-the-road vehicles must be equipped with fire extinguishers, emergency warning lights, and well-maintained first-aid kits.

d. In GOV, all drivers and passengers must wear seat belts in all over-the-road vehicles
(except buses where seat belts are not available). When infants and/or children are being transported, safety restraints must meet applicable state requirements for size/weight.

e. Drivers shall not engage in cell phone usage, text messaging, or use personal or government-supplied electronic equipment, when operating GOV or when driving privately owned vehicles (POV) while on official government business.

f. No vehicle will be loaded (with personnel or materials) beyond the vehicle’s rated capacity.

g. All operators shall adhere to applicable federal, state, and local vehicle operator licensing and safe operator requirements. Federal requirements may include, but are not limited to, Hours of Service (Part 395 of the Federal Motor Carrier Safety Administration [FMCSA] regulations).

h. Students will not be transported in the back bed of a pickup truck or other open-bed vehicle, including vehicles equipped with caps covering the bed of the truck, unless such vehicle has been equipped with appropriately designed and constructed seating and safety restraints.

i. If a bus has an auxiliary gas tank that powers the air conditioner, the vehicle must have that tank properly guarded.

j. Aisles in buses and vans must be kept free of obstructions that may hinder orderly evacuation of the vehicle during an emergency. Passengers must be seated at all times. Tools, equipment, luggage, and other personal belongings must be properly stored and secured before operating the vehicle.

k. No bus transporting students or staff shall have the emergency door locked or constricted.

l. All vehicles that are driven by staff and students on center must meet appropriate federal and state safety requirements.

m. While a commercial driver’s license (CDL) is preferred for those drivers operating 12- and 15-passenger vans, operators must, at a minimum, adhere to the vehicle operator licensing and safe operator requirements for the state or local jurisdiction.

n. All 12-passenger vans currently leased or owned by Job Corps contractors and agencies are to be operated in a manner that reduces the risk of vehicle rollover and other known risks associated with operating the vehicles. Job Corps contractors and agencies are permitted to purchase new vans and retain 12-passenger vans that are currently in their GSA fleet inventory. The vans shall be operated in accordance with the guidelines and restrictions detailed below:
1. The 12-passenger vans will carry a maximum of eight passengers, including the driver. If there is a need to transport more than eight passengers, it must be done using multiple vehicles.

2. Roof racks must be removed, except those that carry only light loads (e.g., ladder rack, rowing oars, etc.). No loads over 60 pounds should be placed on the roof.

3. Rear seats must be removed.

o. All 15-passenger vans currently leased or owned by Job Corps contractors and agencies are to be modified and operated in a manner that decreases known risks associated with operating the vehicles. Job Corps contractors and agencies are permitted to retain 15-passenger vans that are currently in their GSA fleet inventory in accordance with the guidelines and restrictions detailed below; however, centers are encouraged to explore other fiscally responsible transportation options before purchasing, leasing, or renting additional 15-passenger vans.

1. All 15-passenger vans will carry a maximum of 10 passengers, including the driver. If there is need to transport more than 10 passengers, it must be done using a higher capacity vehicle, or by using multiple smaller vehicles.

2. Roof racks must be removed, except those that carry only light loads (e.g., ladder rack, rowing oars, etc.). No loads over 60 pounds should be placed on the roof.

3. Rear seats must be removed.

**R3. Vehicle Accident Recordkeeping**

a. SF-91, Operator’s Report of Motor Vehicle Accident

The operator of any government vehicle involved in an accident will complete an SF-91 form at the scene of the accident, if possible. The center will develop procedures to ensure that copies of the SF-91, and other applicable forms, are available in each vehicle, including privately owned vehicles, rentals, and GSA vehicles used for official business.

b. SF-91A, Investigation Report of Motor Vehicle Accident

This report is used for motor vehicle accidents resulting in vehicle and/or property damage over $500, or disabling work injuries including fatalities caused by a motor vehicle accident.
5.20 OCCUPATIONAL SAFETY AND HEALTH (OSH) PROGRAM AND WRITTEN PLANS

PURPOSE

P1. To develop, implement, and evaluate a safety and occupational health program that includes written plans in accordance with 29 CFR 1960, the OSHA Act of 1970, Executive Order (EO) 12196, and Job Corps policy.

P2. To develop and document all of the plans described in the following requirements, if applicable.

REQUIREMENTS

R1. Personal Protective Equipment (PPE) Plan

In accordance with 29 CFR 1910.132, centers are required to develop, implement, and maintain a written PPE plan and program that includes at least the following:

a. Perform hazard assessments for all trades and/or work areas to assess the need for PPE. Maintain hazard assessment records that identify hazards and risks, and document the type of PPE required. Develop procedures to notify the center Safety Officer when new processes are introduced or when existing processes change.

If a new career technical training (CTT) program is introduced, a hazard assessment must be performed to determine PPE needs according to training activities. Hazard assessment based upon other trades and activities cannot be the bases of the PPE requirements for a new trade.

b. Select PPE based on hazard assessments by the trade supervisor in conjunction with the center Safety Officer. Methods for selecting PPE are well-documented, appropriate, and properly implemented.

c. Develop a PPE training program that will address student and staff needs. The written training program includes:

1. When PPE use is necessary

2. What PPE is necessary

3. How to properly don (put on), doff (remove), adjust, and wear PPE

4. The proper care, maintenance, useful life, and disposal of PPE

d. Maintain PPE training records for students and staff for three years. Additional retention requirements are as follows:
1. Retain student training records for one year following completion of training or termination of enrollment.

2. Retain staff training records for one year following resignation or termination of employment.

e. Establish procedures to inspect, clean, and maintain PPE. Ensure that supervisors, staff, and students are trained in these procedures and follow the established criteria.

f. Establish procedures to remove damaged equipment from service.

R2. Fire Safety and Prevention Plan


Centers will establish a policy, based upon the proximity to emergency response personnel (i.e., fire and/or hazardous materials response teams) that specifies full evacuation or incipient stage fire suppression by staff in response to a fire alarm.

a. Fire Prevention Plan

The center Safety Officer must perform the following activities to ensure that students and staff are familiar with all center fire alarms and evacuation procedures:

1. Center Safety Officers must perform and log monthly inspections of:
   (a) Fire alarm systems
   (b) Sprinkler systems
   (c) Illuminated exit signs
   (d) Emergency lighting
   (e) Fire extinguishers

2. Centers must conduct monthly fire drills during high student/staff activity levels and when students are in the dormitories. Center Safety Officers will document the accountability and timeliness of fire drills.

3. Centers must establish and implement a Fire Watch Plan, included as part of the Fire Prevention Plan, to be implemented when there is a nonfunctional alarm system. The Fire Watch Plan will include the following:
   (a) Establishment of fire warden and security staff duties and responsibilities
   (b) Establishment of minimum required equipment for security staff
   (c) Establishment of a process for reporting fires and notifying building occupants

b. Fire Safety Plan Elements
The center Safety Officer must ensure that at least the following elements are included in the Fire Safety Plan:

1. List of major fire hazards and proper handling and storage procedures for hazardous materials

2. List of all potential ignition sources, control procedures, and the type of fire protection equipment or suppression system used to control a fire

3. List of staff responsible for maintaining fire protection equipment or systems to prevent or control ignition fires

4. List of staff responsible for control of fuel source hazards

5. List of staff responsible for sounding alarms and contacting local fire department or other appropriate officials

6. Evacuation and accountability procedures, including the posting of evacuation maps, assembly areas, and maintaining safe distance from affected buildings until areas are cleared for occupancy

7. Emergency notification telephone numbers

8. List of temporary shelters and contacts

9. List of staff responsible for assessing damage to center and coordinating re-entry to center or affected buildings

10. List of staff responsible for communications with local media, Regional Office, and National Office of Job Corps

c. Training

All centers must provide ongoing fire prevention and fire extinguisher training for staff and students according to their roles and responsibilities within the Fire Prevention Plan. Training resources include state or local fire marshals, insurance companies, universities, or the Occupational Safety and Health Administration (OSHA). Training programs must be customized to center location, offerings, and programs, and must include the following elements, as appropriate:

1. Training for fire wardens and security staff
   (a) Fire classes and the appropriate extinguishing agent
   (b) Proper maintenance and use of fire extinguishers
   (c) Evacuation and accountability procedures, as defined by NFPA Life Safety Code
   (d) Proper use of warning equipment/alarm systems
(e) Fire watch system and alternative warning systems
(f) Fire warden responsibilities
(g) Fire safety inspections, including housekeeping practices, flammable and combustible waste materials accumulation, and inspection and maintenance of fire equipment or systems

2. Training for students
   (a) Assigned evacuation routes and assembly areas
   (b) Procedures for reporting a fire or potential for fire
   (c) Procedures for disposal of combustible and flammable materials
   (d) Location of smoking areas and receptacles

3. Training for staff
   (a) Proper use of fire extinguishers
   (b) Assigned evacuation routes and assembly areas
   (c) Procedures for reporting a fire or potential for fire
   (d) Procedures for disposal of combustible and flammable materials
   (e) Location of smoking areas and receptacles

d. Required Documentation

   Documentation of fire safety training, drills, and inspections must be maintained on center for three years and made available for review upon request.

e. Incipient Fire Suppression and Portable Fire Extinguishers

   1. OSHA defines incipient fire as a fire in the initial or beginning stage that can be controlled or extinguished using a portable fire extinguisher, Class II standpipe, or small hose system without the need for protective clothing or equipment (e.g., breathing apparatus). OSHA requires centers to provide fire extinguishing equipment for an incipient fire. However, OSHA allows centers to address incipient fires and building evacuation in one of the following two ways:
      (a) Evacuation of all or most of the building’s occupants to a safe area without attempting to fight the fire
      (b) Evacuation of all building occupants except those who are properly trained and designated to use portable fire extinguishers

   2. Fire prevention plans must comply with 1910.157, Portable Fire Extinguishers, according to the center’s established policy concerning incipient fires.

   3. Incipient firefighting should be based upon a thorough hazard assessment, and proximity and response time of local fire department or emergency response team.

R3. Emergency Action Plan

   Centers are required to develop an Emergency Action Plan (EAP) in accordance with 29
CFR 1910.38 if fire extinguishers are located in each building and students and staff are required to evacuate the building in the event of a fire or other emergency.

a. Emergency Action Plan (EAP) Elements

1. Procedures to handle hazards and threats including:
   (a) Natural disasters typical for the geographic area in which the center is located; e.g., earthquakes, hurricanes, tornadoes, severe/extreme weather, blackouts, utility failures, and weather-related conditions
   (b) Criminal activity including arson/fire, bomb threats, suspicious packages, vandalism, civil disturbance, and weapons on center
   (c) Terrorist threats including radioactive, biological, or cyber attacks
   (d) Medical emergencies, such as pandemic influenza or food poisoning (E. coli or Salmonella) outbreaks
   (e) Other hazards specific to the surrounding area, such as hazardous materials spills or explosion

2. A list of emergency personnel and contact information (The Center Director or his or her designee shall act as the responsible official during the emergency.)

3. The Center Director or his or her designee must ensure that an Emergency Coordinator and Area/Floor Monitors are identified, and ensure that assistance is available for the physically challenged

4. Procedures for emergency situations that require centers to shelter-in-place, evacuate, and provide for mass care of students and staff

5. Identification of assembly areas on and off center for students and staff to relocate depending upon the nature of the emergency

6. Evacuation route maps indicating emergency exits, primary and secondary evacuation routes, location of fire extinguishers and fire alarm pull stations, and assembly points must be posted in all center buildings, including but not limited to:
   (a) Residential facilities
   (b) Child development centers, if applicable
   (c) Academic facilities
   (d) Food service facilities
   (e) CTT facilities and classrooms
   (f) Recreation areas
   (g) Warehouse(s)
   (h) Center maintenance
   (i) Administration facilities

7. Procedures for staff required to remain on center after an evacuation to perform critical activities (e.g., shut down utilities) and secure the center
8. Procedures to account for students and staff after evacuation to assembly areas on and off center, including students training or working off center at the time of the emergency.

9. Procedures for transporting students and staff to off-center assembly areas, including students training or working off center.

10. Procedures for staff and students responsible for providing medical assistance (The plan should also provide for instances when individuals responsible for providing medical assistance are not available.)

11. An alarm system must be implemented that provides a distinctive sound or tone for each purpose (type of emergency and procedure) in accordance with 29 CFR 1910.165.

12. Procedures for returning the center to normal operations following an emergency (Procedures should be emergency-specific.)

b. Emergency Response Drills

1. Centers must perform fire drills on a monthly basis. The drills should be performed during normal business hours and after hours.

2. Centers must participate in federal, state, and local emergency preparedness drills, including terrorist attack and pandemic outbreak response, when possible.

3. Centers must establish and maintain contact with federal, state, and local emergency response coordinators to ensure that current information regarding emergency response procedures is maintained.

4. All drill and post-drill activities designed to improve student and staff performance during drills must be documented and kept on file in the Safety Officer’s office and made available upon request.

5. Copies of drill performance and improvement reports must be maintained on the center for three years and made available for review upon request.

6. Centers must coordinate with the local emergency management authority, local health department, and local fire department to participate in federal, state, or local emergency response drills.

R4. Hazard Communication Plan

(See PRH Chapter 5, Section 5.16, R6.)
R5. Recreational Safety Plan

a. Water Safety (See PRH Chapter 3, Section 3.19, R.5.)

1. Job Corps centers operating swimming pools must incorporate the Centers for Disease Control and Prevention (CDC) chlorine disinfection timetable for killing common germs.

2. Cleaning and disinfecting procedures must also include the area surrounding the pool, including chairs, towels, floors, etc., to prevent the onset of recreational water-related illnesses.

3. Provide staff and students with awareness training on the prevention of recreational water-related illnesses.

4. Ensure that swimming pool areas are secured after hours to prohibit unauthorized access.

5. Post proper warning signs, safety rules, and emergency response procedures.

6. Ensure that necessary rescue equipment is maintained in good working order and easily accessible.

b. General Recreational Safety

The Center Director must:

1. Ensure that students receive adequate training prior to engaging in recreational activities such as weight lifting, basketball, arts and crafts, etc.

2. Provide supervision during recreational activities to ensure that students follow proper techniques and are fit for the activity, thereby not placing the participant’s safety at above-normal risk and reducing the risk of injury at all times.

3. Advise students that “horseplay” is not tolerated during recreational activities.

4. Ensure that all recreational facilities and equipment are of safe design and free of known hazards.

5. Ensure that recreational and athletic equipment purchases meet safety guidelines established by agencies nationally recognized by the Consumer Product Safety Commission (CPSC).

c. Gymnasium and Recreational Equipment

1. Gym equipment must be positioned to allow for an unrestricted route of egress from
the area during an emergency.

2. Personal protective equipment (PPE) such as helmets, padding, wrap-around eye protection, and gloves must be provided for students involved in recreational activities such as:
   (a) Bicycling
   (b) Skateboarding
   (c) Rollerblading
   (d) Racquet ball

3. Recreational facilities and equipment must be inspected daily. Damaged equipment must be immediately removed from use and repaired or replaced as soon as fiscally possible.

d. Competitive Sports

To ensure student and staff safety and security during on- and off-center events, centers are encouraged to prepare plans that contain the following elements, at minimum:

1. Consider limiting participants and spectators to current Job Corps students and staff.

2. Ensure that there is sufficient supervision for off-center games and events. The recommended ratio is one staff member for every five students.

3. Coordinate security arrangements between visiting and host centers in advance of each activity. Visiting centers must provide a list of team members, Job Corps spectators, and player family members at least one week prior to the event. Limit entry into events to pre-approved spectators with proper identification.

4. Host centers are encouraged to arrange for additional security through local law enforcement when there is a history of past serious incidents.

5. Communicate safety and security procedures to athletes, staff, and spectators prior to the event.

**R6. Asbestos Operations and Maintenance Plan**

(See PRH Chapter 5, Section 5.16, R5.)

**R7. Confined Space Entry Plan**

a. Overview

   A confined space is one that is large enough and configured in a manner that would allow a person to enter the space to perform work. The space has limited or restricted
means of entry or exit and is not designed for continuous human occupancy. Hazards may also exist in the space, such as combustible gases, toxic materials, or mechanical or electrical hazards, or the space may be oxygen deficient.

A Confined Space Entry Plan is not necessary if one of the following is in place:

1. There are no confined spaces on center.

2. Students and staff are prohibited from entering or performing work in any confined space.

b. Confined Space Inventory

1. Centers must conduct a survey to identify and label all confined spaces located on center. Each space must be identified as “non-permit required” or “permit required.”
   (a) A permit-required confined space is one that contains one or more of the following characteristics:
      (1) Contains or has the potential to contain a hazardous atmosphere
      (2) Contains a material that has the potential for engulfment or entrapment
      (3) Has an internal configuration such that an entrant could be trapped or asphyxiated
      (4) Contains any other serious safety hazard
   (b) Non-permit-required confined space does not contain or have the potential to contain a hazardous atmosphere or any other hazard capable of causing death or serious physical harm.
   (c) Re-evaluate all confined spaces annually and maintain documentation.
   (d) Permit-required confined spaces are marked as such with appropriate signage.
   (e) Ensure that permit-required confined spaces are locked or blocked to deter access (if possible).

2. Centers that require students, staff, or contractors to perform work in confined spaces are required to develop, implement, and maintain a Confined Space Entry program in accordance with 29 CFR 1910.146. The Plan must consist of the following elements:
   (a) Designated confined space entry coordinator
   (b) Entrant and supervisor responsibilities
   (c) Non-permit-required confined space entry procedures
   (d) Location-specific, permit-required confined space entry procedures
   (e) List of center departments and/or career technical training (CTT) programs that require confined space entry
   (f) Emergency procedures
   (g) Training and documentation of training

3. Maintain confined-space-entry training records for students and staff for three years. Additional retention requirements are as follows:
(a) Retain student training records for one year following completion of training or termination of enrollment.
(b) Retain staff training records for one year following resignation or termination of employment.

4. Maintain cancelled entry permits for one year.

R8. Bloodborne Pathogens Plan

a. Centers must develop, implement, and maintain a Bloodborne Pathogens Control Plan that is in compliance with the OSHA Occupational Exposure to Bloodborne Pathogens; Needlestick and Other Sharp Injuries; Final Rule (29 CFR 1910.1030). The Plan, which is submitted to the Regional Office, must be reviewed and approved by the Regional Health Specialist. Once the Plan has been approved, the Plan does not need to be updated again until at least one of the following occurs:

1. New or revised PRH or regulatory standards necessitate revision of the plan.
2. Center introduces a new trade resulting in new potential exposure to bloodborne pathogens.
3. New engineering controls, including safer equipment or procedures, are introduced.

b. The plan must contain the following minimum requirements:

1. Identification of job classifications where there is high, medium, or low risk of exposure to blood or other potentially infectious materials

2. Explanation of the protective measures in effect to prevent occupational exposure to blood or other potentially infectious materials and a schedule and methods of compliance to be implemented

3. Schedule and method of implementation for administering Hepatitis B vaccination and conducting post-exposure evaluation and follow-up
   (a) Job classifications with high risk of exposure will be provided the Hepatitis B vaccine.
   (b) Job classifications with medium risk of exposure should be offered the vaccine or administered the vaccine as needed (i.e., post-exposure vaccine). Staff trained in CPR and first aid and required to render aid in an emergency as part of their job duties must be offered the Hepatitis B vaccine or administered the vaccine as stated above.
   (c) Job classifications with low risk of exposure should be administered the vaccine as needed (i.e., post-exposure vaccine).

Regardless of job classification, staff who decline the Hepatitis B vaccine must sign a declination form in accordance with 29 CFR 1910.1030 Appendix A.
4. Schedule and method of implementation for communicating hazards to employees
5. Schedule and method of implementation for recordkeeping
6. Procedures for evaluating the circumstances of an exposure incident

**R9. Respiratory Protection Plan**

a. Centers must develop and implement a Respiratory Protection program, including a written plan in accordance with 29 CFR 1910.134, if any of the following conditions exist:

1. Center offers trades that could potentially expose students or staff to airborne contaminants that meet or exceed the OSHA eight-hour Permissible Exposure Limits (PELs) or action levels for known respiratory hazards.

2. Asbestos-containing building materials (ACBMs) are present and may be disturbed during routine maintenance, housekeeping, renovation, or demolition activities.

3. Lead-based paint or other materials are present and may be disturbed during renovation and demolition activities.

4. Students and staff are exposed or may be potentially exposed to airborne contaminants and disease through contact with individual(s) engaged in providing student and staff health services or engaged in allied health training.

b. Centers are not required to implement a written Respiratory Protection program if filtering face piece respirators (i.e., dust masks) are used on a voluntary basis and there is no potential for airborne particulate levels to meet or exceed the OSHA eight-hour PEL or action levels.

Voluntary use of tight-fitting, negative pressure air-purifying or powered air-purifying respirators requires a written plan, in accordance with 29 CFR 1910.134, Appendix D.

c. Centers must identify and evaluate respiratory hazards in the workplace through:

1. Air sampling and exposure monitoring;

2. National Institute for Occupational Safety and Health (NIOSH) trade-specific data regarding airborne contaminants; or

3. General or construction industry accepted best practices.

d. The Respiratory Protection program must contain worksite-specific procedures and elements for required respirator use.
e. Center Director or his or her designee must select a Respiratory Protection Program Coordinator to manage the center’s Respiratory Protection program.

f. The written Respiratory Protection Plan must contain the following elements:

1. Reservoir selection procedures and criteria that ensure that exposure to hazardous substances occurs at or below maximum use concentrations

2. Medical surveillance for staff and students required to wear respirators

3. Fit-testing procedures for tight-fitting respirators

4. Procedures for the proper use of respirators in routine and emergency situations

5. Procedures and timelines for cleaning, disinfecting, storing, inspecting, repairing, discarding, and general maintenance of respirators

6. Procedures for ensuring air quality, quantity, and flow of breathing air for atmosphere-supplying respirators if applicable

7. Student and staff initial and annual refresher training that includes:
   (a) Potential respiratory hazards during routine or emergency situations
   (b) Proper use, donning, removal of respirators
   (c) Limitations of respirator use
   (d) Regular maintenance of respirators

8. Procedures for evaluating the effectiveness of the program

9. Medical evaluations conducted by a licensed health care professional in accordance with 29 CFR 1910.134(e)(1) through (e)(7)(iv)

10. Maintenance of respiratory protection training records for students and staff for three years. Additional retention requirements are as follows:
    (a) Retain student training records for one year following completion of training or termination of enrollment.
    (b) Retain staff training records for one year following resignation or termination of employment.

g. Centers must establish a cartridge change-out schedule in accordance with OSHA and manufacturers’ recommendations to ensure cartridge effectiveness.

h. Qualitative and quantitative fit-testing of tight-fitting respirators shall be done in accordance with 29 CFR 1910.134 Appendix A, Fit Testing Procedures (Mandatory). Fit-testing of respirators used to protect against asbestos or lead exposure shall be done in accordance with the appropriate OSHA standards.
R10. Hearing Conservation Plan

a. Centers must conduct noise monitoring at least every other year to identify potential sources of hazardous noise or whenever new noise sources are introduced into the working or training environment.

b. Centers must identify hazardous noise areas with warning signs or markings to ensure that hearing protection is used in those areas.

c. Centers must develop and implement a Hearing Conservation program in accordance with 29 CFR 1910.95 if the following conditions exist:

1. Results of noise measurements have identified hazardous noise sources that may result in staff or student exposures that exceed 85dB (decibels).

2. Exposure monitoring indicates that student and staff noise exposures equal or exceed an eight-hour time weighted average (TWA) of 85dB measured on the A-scale (slow response) or 50 percent dose.

d. The Hearing Conservation program (HCP) must consist of the following elements:

1. Monitoring program that identifies students and/or staff for inclusion in the HCP and to facilitate selection of appropriate hearing protectors.

2. Audiometric testing to monitor staff and students whose exposures equal or exceed an eight-hour TWA of 85dB, including:
   (a) Baseline audiogram to be administered within six months of the initial exposure equal to or in excess of 85dB to be compared against subsequent audiograms.
   (b) Audiograms administered at least annually following the baseline audiogram.
   (c) Audiogram evaluation.
   (d) Purchase of audiometric testing equipment is not required. However, if the center conducts audiometric testing, equipment and the testing environment must meet the requirements set forth in 29 CFR 1910.95, Appendices C and D. If the center does not conduct audiometric testing, the center must ensure that individuals included in the Hearing Conservation program are administered audiograms in accordance with the OSHA standard.
   (e) Audiometric testing must be performed by a licensed or certified audiologist, otolaryngologist, or other physician, or by a technician certified by the Council of Accreditation in Occupational Hearing Conservation, or who has demonstrated competence in administering audiometric examinations, obtaining valid audiograms, and properly using, maintaining, and checking calibration and proper function of the audiometers being used. A technician who performs audiometric tests using a microprocessor audiometer does not need to be certified but must be responsible to an audiologist, otolaryngologist, or physician.
(f) Centers located in rural areas that are not equipped to conduct audiometric testing on center or find it difficult to locate audiometric testing centers must contact the Job Corps Regional Office Project Manager who will contact the National Office of Job Corps safety representative.

3. Hearing protector evaluation for specific hazardous noise environments to ensure attenuation to below 85dB. Evaluation methods should be done in accordance with 29 CFR 1910.95 Appendix B, “Methods for Estimating the Adequacy of Hearing Protection Attenuation.”

4. Selection and distribution of hearing protectors:
   (a) Hearing protectors must be provided at no cost to staff or students.
   (b) The hearing protectors selected should be appropriate for the task and provide the required noise attenuation.
   (c) Students and staff who have not yet had a baseline audiogram should be issued hearing protection.
   (d) Students or staff who have experienced a standard threshold shift must be issued hearing protectors.

5. Training that will be administered annually that includes but is not limited to the following:
   (a) Effects of noise on hearing
   (b) Purpose of hearing protectors
   (c) Disadvantages, attenuation of various types of hearing protectors
   (d) Instructions on selection, fitting, use, and care of hearing protectors
   (e) Purpose of audiometric testing and an explanation of the test procedures

6. Staff and students, or their representatives, must have access to monitoring results, audiometric test results, and training materials in accordance with 29 CFR 1910.95.

7. Centers must maintain records as follows:
   (a) Exposure monitoring results are maintained for two years.
   (b) Audiometric testing results are maintained for the duration of the student’s enrollment and the duration of staff employment.
   (c) Student and staff hearing protection attenuation and selection, and training records are maintained for two years.

8. Centers must retain all records associated with the hearing conservation program, upon transfer of center operations to another operator.

**R11. Lead Exposure Plan**

(See PRH Chapter 5, Section 5.16, R4.)

**R12. Hexavalent Chromium Exposure Plan**

(See PRH Chapter 5, Section 5.16, R9.)
R13. Lockout/Tagout Plan

a. Centers must develop written procedures for the control of hazardous energy in accordance with 29 CFR 1910.147 if students and staff are responsible for servicing or performing maintenance of machines or equipment.

b. A Lockout/Tagout Plan is not required when one of the following scenarios exists:
   
   1. Servicing equipment that is powered by plugging into an electrical outlet and is under complete control of the individual performing the work
   
   2. Making normal adjustments, including minor tool changes and other minor servicing activities that take place during normal production operations which are routine, repetitive, and integral to the use of that production equipment, as long as workers are effectively protected by alternative measures that provide effective machine safeguarding protection.

c. When a written Lockout/Tagout Plan is required, the program must include the following minimum elements:

   1. Name of the machines or equipment and its purpose
   
   2. Compliance requirements (policy)
   
   3. Type of compliance enforcement for violation of policy
   
   4. Name of students or staff affected and method of communication
   
   5. Name of students or staff authorized to perform lockout/tagout
   
   6. Type and magnitude of energy, its hazards, and the methods to control the energy
   
   7. Type and location of machine or equipment operating controls
   
   8. Type and location of energy isolating devices; lockout/tagout devices are sufficient in number, uniform, legible, understandable, and durable
   
   9. Types of stored energy—methods to dissipate or restrain
   
   10. Methods of verifying the isolation of the equipment
   
   11. Training for affected and authorized students and staff
   
   12. Method for evaluating lockout/tagout procedures at least annually and documenting results
13. Procedures for removing locks/tags when the owner of the lock or tag is not available

14. Plan is updated when changes in process, equipment, procedures, or audit warrants revision

**R14. Powered Industrial Vehicle Plan**

a. Centers that own or provide access to gas-powered or electric-powered fork trucks, tractors, platform lift trucks, motorized hand trucks (pallet jacks) or other specialized vehicles must develop a written Powered Industrial Vehicle Plan.

b. The plan must address the requirements outlined in 29 CFR 1910.178.

c. The plan must also include:
   1. Complete list of covered vehicles
   2. Fuel handling and storage procedures (if applicable)
   3. Battery charging, changing, and storage procedures (if applicable)
   4. Spill response procedures and fire prevention
   5. Areas where trucks are used
   6. Operator training
   7. Daily inspection process
   8. Process for removing vehicles from service

d. Powered industrial truck operators must be at least 18 years of age in accordance with the Fair Labor Standards Act (FLSA).

e. Operator training must be conducted by a certified trainer and the training must be in accordance with 29 CFR 1910.178(l).
5.21 Naming of Job Corps Centers and Facilities

Purpose

P1. To ensure a consistent and transparent policy for naming Job Corps centers.

Requirements

R1. Naming and Renaming of Job Corps Centers

a. Job Corps centers will be named or renamed in accordance with procedures outlined by the U.S. Department of Labor.

b. Job Corps centers may not be named or renamed by center operators or any other party.

c. Interested parties may petition the U.S. Department of Labor to name or rename a Job Corps center by making a formal request to the Assistant Secretary for Employment and Training.

R2. Naming and Renaming of Job Corps Facilities and Property

The naming or renaming of Job Corps facilities and real property, including signage, will be done in consultation with the Office of Job Corps.
## Exhibit 5-1
### Standard Operating Procedures

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# Exhibit 5-2
## Plan and Report Submission Requirements

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<tr>
<td>Preventive Maintenance Status Report</td>
<td>Annually</td>
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<td>National Office (via CRA Website)</td>
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<tr>
<td>SF 294, Subcontracting Report</td>
<td>Semiannually</td>
<td>4/25, 10/25</td>
<td>Regional Office</td>
<td>Chapter 5</td>
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<tr>
<td>Physical Inventory of Nonexpendable Property</td>
<td>Annually</td>
<td>Contract Anniversary</td>
<td>Contracting Officer</td>
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**Personnel Reports**

<table>
<thead>
<tr>
<th>Report Title</th>
<th>Frequency</th>
<th>Due Date</th>
<th>Destination</th>
<th>PRH Reference</th>
<th>Centers</th>
<th>Outreach/Admissions</th>
<th>CTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Staff Compensation Report</td>
<td>Annually</td>
<td>1/10</td>
<td>Regional Office</td>
<td>Contract</td>
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<tr>
<td>Staff Incentive Plan</td>
<td>Annually</td>
<td>Contract Anniversary</td>
<td>Regional Office</td>
<td>Contract</td>
<td>X</td>
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<tr>
<td>Staff Training Plan</td>
<td>Annually</td>
<td>Contract Anniversary</td>
<td>Regional Office</td>
<td>Chapter 5</td>
<td>X</td>
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<tr>
<td>Affirmative Action Plan</td>
<td>Annually</td>
<td>Contract Anniversary</td>
<td>Regional Office</td>
<td>Chapter 5</td>
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<tr>
<td>VETS-100 Report</td>
<td>Annually</td>
<td>9/30</td>
<td>Regional Office</td>
<td>Contract</td>
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**Health Reports**

<table>
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<tr>
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<th>Due Date</th>
<th>Destination</th>
<th>PRH Reference</th>
<th>Centers</th>
<th>Outreach/Admissions</th>
<th>CTS</th>
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</thead>
<tbody>
<tr>
<td>Health Services Program Description</td>
<td>Annually</td>
<td>8/15</td>
<td>Regional Office</td>
<td>Chapter 6</td>
<td>X</td>
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<td>National Office</td>
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<tr>
<td>Health Services Time Distribution</td>
<td>Annually</td>
<td>8/15</td>
<td>Regional Office</td>
<td>Chapter 6</td>
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<td>National Office</td>
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</tr>
<tr>
<td>Health Care Guidelines</td>
<td>Annually</td>
<td>Contract Anniversary</td>
<td>Regional Office</td>
<td>Chapter 6</td>
<td>X</td>
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<td>[contract centers; Program Year (CCC)]</td>
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<tr>
<td>Health Services Utilization Report</td>
<td>Monthly</td>
<td>15th</td>
<td>Remains on center for review</td>
<td>Chapter 6</td>
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<tr>
<td>Alcohol Testing Summary</td>
<td>Quarterly</td>
<td>1/10, 4/10, 7/10, 10/10</td>
<td>Regional Office</td>
<td>Chapter 6</td>
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**Career Technical Training Reports**

<table>
<thead>
<tr>
<th>Report Title</th>
<th>Frequency</th>
<th>Due Date</th>
<th>Destination</th>
<th>PRH Reference</th>
<th>Centers</th>
<th>Outreach/Admissions</th>
<th>CTS</th>
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<tbody>
<tr>
<td>CTS-1/CTS-2</td>
<td>Annually and as revised</td>
<td>2/1</td>
<td>Regional Office</td>
<td>Chapter 3</td>
<td>X</td>
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<tr>
<td>CTS-3</td>
<td>Semiannually</td>
<td>1/20, 7/20</td>
<td>Regional Office</td>
<td>Chapter 3</td>
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<tr>
<td>Report Title</td>
<td>Frequency</td>
<td>Due Date</td>
<td>Destination</td>
<td>PRH Reference</td>
<td>Centers</td>
<td>Outreach/Admissions</td>
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<td><strong>Annual Plans</strong></td>
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<tr>
<td>Career Development Services System Plan (Outreach, CPP, CDP, and CTP)</td>
<td>Annually</td>
<td>Contract Anniversary</td>
<td>Regional Office</td>
<td>Chapter 3</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Quality Assurance Plan</td>
<td>Annually</td>
<td>Contract Anniversary</td>
<td>Regional Office</td>
<td>Chapter 5</td>
<td>X</td>
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<tr>
<td>Bloodborne Pathogen Control Plan</td>
<td>Annually</td>
<td></td>
<td>Regional Office</td>
<td>Chapter 5</td>
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<tr>
<td>CTST Plan</td>
<td>Annually</td>
<td>2/1</td>
<td>Regional Office</td>
<td>Chapter 3, Appendix 303</td>
<td>X</td>
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<td><strong>Occupational Safety and Health Reports and Forms</strong></td>
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<tr>
<td>OSHA 301, Incident Report</td>
<td>As needed</td>
<td>Within 7 calendar days of supervisor notice</td>
<td>Employees’ Compensation Operations and Management Portal (ECOMP)</td>
<td>Chapter 5</td>
<td>X</td>
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<tr>
<td>OSHA 300, Log of Work-Related Injuries and Illnesses</td>
<td>As needed</td>
<td>Within 7 calendar days of supervisor notice</td>
<td>Employees’ Compensation Operations and Management Portal (ECOMP)</td>
<td>Chapter 5</td>
<td>X</td>
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<tr>
<td>OSHA 300A, Summary of Work-Related Injuries and Illnesses</td>
<td>Annually</td>
<td>2/1 through 4/30</td>
<td>Post On-Center</td>
<td>Chapter 5</td>
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<tr>
<td>CA-1, Employee Notice of Traumatic Injury</td>
<td>As needed</td>
<td>Within 7 calendar days of supervisor notice</td>
<td>Employees’ Compensation Operations and Management Portal (ECOMP)</td>
<td>Chapter 5</td>
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<td>CA-2, Employee Notice of Occupational Disease</td>
<td>As needed</td>
<td>Within 7 calendar days of supervisor notice</td>
<td>Employees’ Compensation Operations and Management Portal (ECOMP)</td>
<td>Chapter 5</td>
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<td>Report Title</td>
<td>Frequency</td>
<td>Due Date</td>
<td>Destination</td>
<td>PRH Reference</td>
<td>Centers</td>
<td>Outreach/Admissions</td>
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<td>CA-6, Official Superior’s Report of Employee’s Death</td>
<td>As needed</td>
<td>Within 10 workdays after knowledge by supervisor of an employee’s work-related death</td>
<td>Appropriate OWCP district office (Paper form)</td>
<td>Chapter 5</td>
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<tr>
<td>CA-7, Claim for Compensation</td>
<td>As needed</td>
<td>Within 5 calendar days of student signature</td>
<td>National Office (Paper form) by e-mail or fax</td>
<td>Chapter 5</td>
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<tr>
<td>CA-16, Authorization for Examination and/or Treatment</td>
<td>As needed</td>
<td>As promptly as possible after initial medical examination</td>
<td>U.S. Department of Labor, DFEC Central Mailroom (Paper form)</td>
<td>Chapter 5</td>
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<td><strong>Other</strong></td>
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<tr>
<td>Energy and Water Consumption Report</td>
<td>Monthly</td>
<td>30th of each month</td>
<td>Regional Office National Office (via Energy Watchdog website)</td>
<td>Chapter 5</td>
<td>X</td>
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<tr>
<td>GSA Carbon Footprint</td>
<td>Annually</td>
<td>12/1</td>
<td>National Office (via GSA Carbon Footprint Website)</td>
<td>Chapter 5</td>
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<tr>
<td>Environmental Health Inspections</td>
<td>Quarterly</td>
<td>3/31, 6/30, 9/30, 12/31; reports must be submitted within 15 days following end of quarter</td>
<td>Regional Office National Office</td>
<td>Chapter 5</td>
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<tr>
<td>OA/Contractor Application Data Report</td>
<td>Monthly</td>
<td>10th of each month</td>
<td>Regional Office</td>
<td>Chapter 1</td>
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<td>Report Title</td>
<td>Frequency</td>
<td>Due Date</td>
<td>Destination</td>
<td>PRH Reference</td>
<td>Centers</td>
<td>Outreach/Admissions</td>
<td>CTS</td>
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<td>Monthly Fleet Report</td>
<td>Monthly</td>
<td>10th of each month</td>
<td>National Office</td>
<td>Chapter 5</td>
<td>X</td>
<td>X</td>
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<td>Annual GSA Fleet Requirements</td>
<td>Monthly</td>
<td>8/15, 9/1</td>
<td>Regional Office, National Office</td>
<td>Chapter 5</td>
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<td>Law Enforcement Agreements</td>
<td>Annually</td>
<td>7/1</td>
<td>Regional Office, National Office</td>
<td>Chapter 5</td>
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<tr>
<td>Center Safety and Security Standard Operating Procedures (SOPs)</td>
<td>Annually</td>
<td>7/1</td>
<td>Regional Office, National Office</td>
<td>Chapter 5</td>
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<td><strong>Non-Recurring Reports</strong></td>
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<td>Significant Incident Reports:</td>
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<tr>
<td>□ Initial</td>
<td>As needed</td>
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<td>□ Initial</td>
<td>Regional Office, National Office</td>
<td>Chapter 5</td>
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<tr>
<td>□ Supplemental</td>
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<tr>
<td>□ Final</td>
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<td>HIV Notification</td>
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<td>Chapter 6</td>
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<td>SF 91, Motor Vehicle Accident Report</td>
<td>As needed</td>
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<td>Regional Office</td>
<td>Chapter 5</td>
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### EXHIBIT 5-3
**MINIMUM STAFF QUALIFICATIONS**

<table>
<thead>
<tr>
<th>Position</th>
<th>Primary Duties</th>
<th>Minimum Qualifications¹</th>
</tr>
</thead>
</table>
| Center Director                                    | Provides direction, management, and supervision of the Job Corps campus and all related activities.                                                                                                           | • Bachelor’s degree  
• Five years experience in program management and direction  
• Experience working with youth                                                                                                                   |
| Outreach and Admissions Counselor                  | Assists and provides guidance to prospective Job Corps enrollees by determining basic eligibility, conducting screening, and providing career-based counseling.                                           | • Bachelor’s degree in human services, psychology, counseling, education, social science, communications, or closely related field; or  
• Associate’s degree in human services, psychology, counseling, education, social science, communications, or closely related field, and two years related experience. Experience may include successful Job Corps outreach and admissions experience or successful outreach and admissions experience with other youth development programs. |
| Career Transition Services Specialist              | Assists and provide guidance to separated or separating students during the prescribed service period, providing placement (employment, apprenticeship and post-secondary education enrollment), and transition services. Establishes robust relationships with employers, community colleges, and other entities to ensure successful placements with good career pathway opportunities for economic self-sufficiency. Establishes thorough knowledge of and referrals to community-based services available to assist Job Corps graduates with successful transition into independent living. Provides positive, individualized services to Job Corps graduates and former enrollees and documented case notes that reflect services provided. | • Bachelor’s degree in human services, psychology, counseling, education, social science, business, communications, or closely related field; or  
• Associate’s degree in human services, psychology, counseling, education, social science, business, communications, or closely related field and two years related experience. |
<p>| Career Preparation Period (CPP) Instructor (and designated backup) | Assists new students in acclimating to center; provides career exploration and career planning to all new students by delivering the My Pathway to Achieving Career Excellence (MyPACE) curriculum with fidelity; and facilitates the implementation of all other CPP requirements. | • High school diploma or high school equivalency                                                             |</p>
<table>
<thead>
<tr>
<th>Position</th>
<th>Primary Duties</th>
<th>Minimum Qualifications¹</th>
</tr>
</thead>
</table>
| Outreach and Admissions/Career Transition Services Project Director    | Provides oversight and management of admissions office operations, or career transition services office operations, or both. | • Bachelor’s degree in human services, psychology, counseling, education, social science, business, communications, or closely related field, and two years related supervisory experience.  
• Associate’s degree in human services, psychology, counseling, education, social science, business, communications, or closely related field, and four years related supervisory experience. |
| Academic Instructor                                                    | Conducts and manages academic classes                                                               | • Certified to teach in state in which center is located (RO may waive if center is unable to hire certified teachers, but the candidate must pursue certification) |
| Career Technical Training Instructor                                   | Conducts and manages career technical training                                                      | • Certified, licensed, or accredited in the state in which the center is located, or is accredited by a professional trade organization  
• For NTC, instructor must be certified by union or trade organization, or by a national trade certifying organization (RO may waive if center is unable to hire certified or licensed instructors, but candidates must pursue certification) |
<p>| Residential Advisor                                                    | Manages dormitory living                                                                             | • High School Diploma or High School Equivalency                                        |
| Residential Counselor                                                  | Manages dormitory living                                                                             | • Bachelor’s degree (including 15 semester hours of instruction in social services-related instruction), and one year experience in counseling or related field |
| Senior Residential Advisor                                             | Conducts social development training                                                                 | • High School Diploma or High School Equivalency, and one year experience working with youth and young adults |
| Senior Residential Counselor                                           | Conducts social development training                                                                 | • Bachelor’s degree (including 15 semester hours of instruction in social services-related instruction), one year experience in counseling or related field, plus one year experience working with youth and young adults |
| Residential Manager                                                    | Supervises residential program                                                                       | • Postsecondary degree and two years experience working with youth and young adults      |</p>
<table>
<thead>
<tr>
<th>Position</th>
<th>Primary Duties</th>
<th>Minimum Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residential Supervisor</td>
<td>Supervises residential program</td>
<td>• High School Diploma or High School Equivalency and two years experience working with youth and young adults</td>
</tr>
<tr>
<td>Counseling Manager</td>
<td>Supervises counseling supervisor, personal and career development programs, and residential programs</td>
<td>• Bachelor’s degree (including 15 semester hours of instruction in social services-related instruction), five years experience in counseling or related field, and two years experience working with youth and young adults</td>
</tr>
<tr>
<td>Counseling Supervisor</td>
<td>Supervises personal and career development programs, and residential programs</td>
<td>• Bachelor’s degree (including 15 semester hours of instruction in social services-related instruction), two years experience in counseling or related field, plus two years experience working with youth and young adults</td>
</tr>
<tr>
<td>Senior Counselor</td>
<td>Supervises center counselors</td>
<td>• Bachelor’s degree (including 15 semester hours of instruction in social services-related instruction), one year experience in counseling or related field, plus two years experience working with youth and young adults</td>
</tr>
<tr>
<td>Counselor</td>
<td>Conducts career technical/academic, social, and personal and career development counseling</td>
<td>• Bachelor’s degree (including 15 semester hours of instruction in social services-related instruction), and one year experience in counseling or related field</td>
</tr>
<tr>
<td>Recreation Specialist</td>
<td>Organizes, conducts, and supervises recreation and leisure time activities</td>
<td>• Associate of arts degree or one year of related experience working with youth</td>
</tr>
<tr>
<td>Health and Wellness Manager</td>
<td>Provides daily management and oversight of the Health and Wellness Center</td>
<td>• Registered Nurse</td>
</tr>
<tr>
<td></td>
<td>Provides nursing services</td>
<td>• Minimum of an Associate’s Degree in nursing</td>
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<td></td>
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<td>• Active, unrestricted license to practice in state where center is located</td>
</tr>
<tr>
<td>Staff Nurse</td>
<td>Provides nursing services</td>
<td>• Registered Nurse or Licensed Practical Nurse</td>
</tr>
<tr>
<td></td>
<td>Licensed Practical Nurse must be supervised by a Registered Nurse in accordance with state nurse practice act</td>
<td>• Active, unrestricted license to practice in state where center is located</td>
</tr>
<tr>
<td>Center Mental Health Consultant</td>
<td>Provides mental health services/consultation/training</td>
<td>• Active, unrestricted license to practice as an independent practitioner in state where center is located</td>
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<tr>
<td></td>
<td></td>
<td>• Clinical/Counseling Psychologist or Clinical Social Worker</td>
</tr>
<tr>
<td>Position</td>
<td>Primary Duties</td>
<td>Minimum Qualifications(^1)</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Consulting Psychiatrist as needed and determined by center (not a required position)</td>
<td>Provides psychotropic medication services and monitoring as needed</td>
<td>• Active, unrestricted license to practice in state where center is located</td>
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<tr>
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<td>• Board certification preferred</td>
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<tr>
<td></td>
<td></td>
<td>• Current DEA registration</td>
</tr>
<tr>
<td>Physician</td>
<td>Provides medical services, serves as medical director, and provides supervision in accordance with state practice, rules and regulations</td>
<td>• Active, unrestricted license to practice in state where center is located</td>
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<tr>
<td></td>
<td></td>
<td>• Primary care physician preferred—family medicine, pediatrics, or internal medicine</td>
</tr>
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<td></td>
<td></td>
<td>• Board certification preferred</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Current DEA registration</td>
</tr>
<tr>
<td>Nurse Practitioner (NP)/Physician Assistant (PA)</td>
<td>Provides primary care services based on individual state practice acts</td>
<td>• Active, unrestricted license to practice in state where center is located</td>
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<tr>
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<td>• NP only: certificate/license as a NP to meet individual state practice act</td>
</tr>
<tr>
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<td>• Current DEA registration, if applicable</td>
</tr>
<tr>
<td>Dentist</td>
<td>Provides dental services and program supervision</td>
<td>• Active, unrestricted license to practice in state where center is located</td>
</tr>
<tr>
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<td></td>
<td>• Current DEA registration</td>
</tr>
<tr>
<td>Dental Hygienist</td>
<td>Provides prophylactic dental services and promotes oral health and wellness</td>
<td>• Active, unrestricted license to practice in state where center is located</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>Assists dentist in providing services and promotes oral health and wellness</td>
<td>• Certified to take x-rays</td>
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<td>TEAP Specialist</td>
<td>Active, unrestricted substance abuse license or certification that meets minimum state licensing or certification requirements to practice in the state where the center is located</td>
<td>• Active, unrestricted substance abuse license or certification that meets minimum state licensing or certification requirements to practice in the state where the center is located</td>
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</tbody>
</table>

\(^1\) For Civilian Conservation Centers, all federal positions must meet X-118 standards.
# Exhibit 5-4
## Required Staff Training

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<tr>
<th>Training Requirement</th>
<th>Frequency</th>
<th>Staff</th>
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<td>1st 90 Days</td>
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<td>New Staff Orientation</td>
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<tr>
<td>• JC organization, purpose, policies, and outcomes</td>
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<td>• Student Conduct System and Zero Tolerance Policy</td>
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<td>• Diversity Training</td>
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<td>• EEO, Civil Rights, including Religious Rights and Ban on Sexual Harassment, Anti-Bullying Policies, Code of Conduct and Ethics</td>
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<td>• Performance expectations</td>
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<td>• Modeling, Mentoring, and Monitoring Appropriate Workplace Behavior</td>
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<td>• CPR/First Aid</td>
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<td>– Duties and responsibilities</td>
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<td>– Safety/emergency procedures</td>
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<td>• Relationships with other departments</td>
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<td>be completed via Job Corps Learning Management System)</td>
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<td>• Disaster sanitation</td>
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<td>• Zoonoses, vectors, pests, and weeds</td>
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## Training Requirement

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<td>• Knowledge of academic, career technical, and social concepts and subject matter</td>
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<td>• Classroom management</td>
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<td>• Using educational research to improve skills of teachers</td>
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<td>• Methods of teaching students with special</td>
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## Training Requirements

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<td></td>
<td>1st 90 Days</td>
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<td>• Designated staff members who assist and support students requiring additional time in completing Career Preparation Period lesson plans/activities, (i.e., evening studies support staff) or designated staff members who assist in Pathway Achievement Record (PAR) completion</td>
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<td>MyPACE career planning system Level III competency requirements</td>
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<td>MyPACE curriculum certifications</td>
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* Course requirement established by OSHA.

* Courses that are included in safety officer’s professional development plan must be completed within the first 18-24 months of initial assignment.
**EXHIBIT 5-5**

**MINIMUM REQUIREMENTS FOR REPLACING VEHICLES LEASED FROM THE GENERAL SERVICES ADMINISTRATION PRIOR TO THE END OF THE LEASE**

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<th>Years and Miles</th>
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<td>Any</td>
<td>3 years and 36,000 miles or 4 years and any miles or any number of years and 60,000 miles</td>
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<td>Non-diesel</td>
<td>7 years or 60,000 miles</td>
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<td>Diesel</td>
<td>8 years or 150,000 miles</td>
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<td>Medium Trucks 4x2, 4x4</td>
<td>Non-diesel</td>
<td>10 years or 100,000 miles</td>
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<td>Diesel</td>
<td>10 years or 150,000 miles</td>
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<tr>
<td>Heavy Trucks 4x2, 4x4, 6x4, 6x6</td>
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<td>Ambulances</td>
<td>Non-Diesel</td>
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<td>Conventional Buses</td>
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<td>Forward Control Buses</td>
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<td>10 years or 250,000 miles</td>
</tr>
<tr>
<td>Transit Buses</td>
<td>Any</td>
<td>12 years or 500,000 miles</td>
</tr>
<tr>
<td>Intercity Coach</td>
<td>Any</td>
<td>15 years or 1,000,000 miles</td>
</tr>
</tbody>
</table>
**EXHIBIT 5-6**  
**GSA VEHICLE LOG**

Vehicle Tag Number

**Instructions:** Each time a GSA vehicle is driven, the driver must log his/her use of the vehicle as shown in the example below. The information required includes the driver’s name, the date of use, the beginning odometer reading, the ending odometer reading, whether or not the vehicle has been fueled, the number of gallons of fuel, and the cost per gallon (rounded to the nearest cent). (The number of gallons of fuel and the cost per gallon can be found on the gas receipt.) Multiply the number of gallons of fuel by the cost per gallon for the total cost of fuel for that date. At the end of each month, the number of gallons of fuel and the total cost of fuel should be totaled for each vehicle by the fleet manager and entered into the Fleet Tracking Management System (FTMS).

<table>
<thead>
<tr>
<th>Driver’s Name</th>
<th>Date</th>
<th>Beginning Odometer Reading</th>
<th>Ending Odometer Reading</th>
<th>Fueled Yes/No</th>
<th>Number of Gallons of Fuel Purchased</th>
<th>Cost Per Gallon</th>
<th>Total Cost of Fuel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane Doe</td>
<td>10/05/2014</td>
<td>2,563</td>
<td>3,964</td>
<td>No</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>John Doe</td>
<td>10/07/2015</td>
<td>3,964</td>
<td>4,010</td>
<td>Yes</td>
<td>14</td>
<td>$2.00</td>
<td>$28.00</td>
</tr>
</tbody>
</table>
**EXHIBIT 5-7**  
**GSA VEHICLE MAINTENANCE LOG**

**Instructions**: Please use this form to track GSA vehicle maintenance. Each time maintenance is performed on a GSA vehicle, please enter the vehicle tag number, the date of the maintenance, the type of the maintenance (e.g., coolant flushing, oil change, new tires, etc.), and the cost of the maintenance. Please update each vehicle’s maintenance cost monthly in the Fleet Tracking Management System (FTMS).

<table>
<thead>
<tr>
<th>Vehicle Tag Number</th>
<th>Maintenance Date</th>
<th>Maintenance Type</th>
<th>Cost of Maintenance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: G12-23454</td>
<td>10/10/2005</td>
<td>Oil Change</td>
<td>$40.00</td>
</tr>
</tbody>
</table>
**EXHIBIT 5-8**

**2110 REPORT FOR CENTER CONTRACTS**

<table>
<thead>
<tr>
<th>U.S. DEPARTMENT OF LABOR</th>
<th>2110 REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOB CORPS CONTRACT CENTER FINANCIAL REPORT</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1. CENTER NAME</th>
<th>2. CONTRACTOR NAME</th>
<th>3. REPORT PERIOD END DATE (MONTH, DAY, YEAR)</th>
<th>3a. Comment:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. CONTRACT NUMBER</th>
<th>5. LATEST CONTRACT MOD NUMBER</th>
<th>6A. APPROVED BUDGET NUMBER</th>
<th>6B. PENDING PROPOSAL DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>7. DURATION OF CONTRACT (Month, Day, Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begins:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Ends:</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. STUDENT YEARS (SYS) PRODUCED, CONTRACT YEAR TO DATE (CYTD)</th>
<th>10. EXPECTED UNDERRUN IF OBS IS LESS THAN 98.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Current Month Planned Average OBS</td>
<td>a. Expected Savings per SY Not Delivered (block 9a x 15%)</td>
</tr>
<tr>
<td>b. Current Month Actual Average OBS</td>
<td>b. SY Shortfall, CYTD (block 8d less 8e)</td>
</tr>
<tr>
<td>c. Capacity Percent Current Month</td>
<td>c. Minimum Expected Underrun (a x b)</td>
</tr>
<tr>
<td>d. Planned SY, CYTD</td>
<td>d. Reported Variance (pg. 2, In30)</td>
</tr>
<tr>
<td>e. Actual SY, CYTD</td>
<td>e. Underrun Deficit (c – d; blank if c &lt; d)</td>
</tr>
<tr>
<td>f. Capacity Percent, CYTD</td>
<td></td>
</tr>
<tr>
<td>g. Slot Capacity @ End of Report Period</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. STUDENT YEAR COST (IN DOLLARS)</th>
<th>11. SIGNATURE OF AUTHORIZED CONTRACTOR REPRESENTATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Planned Cost/SY for CYTD</td>
<td>a. Signature see comment Date:</td>
</tr>
<tr>
<td>b. Actual Cost/SY, CYTD</td>
<td>b. Typed Name/Title:</td>
</tr>
</tbody>
</table>

**NOTE 1**

JCDC should design and install a more precise methodology - one which displays results two places past the decimal. The methodology would actually compute the solutions out further behind the scenes, but would round (NOT TRUNCATE) the contract-year-to-date solutions to two places past the decimal. The methodology should accumulate the planned and actual SY's on a daily basis. This means that what happens in a month with 31 days has slightly greater weight than what happens in a month with 30 days.
### U.S. DEPARTMENT OF LABOR

#### OFFICE OF JOB CORPS

#### JOB CORPS CONTRACT CENTER FINANCIAL REPORT

<table>
<thead>
<tr>
<th>A. CENTER NAME</th>
<th>B. CONTRACTOR NAME</th>
<th>C. PERIOD END DATE</th>
<th>D. CONTRACT NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**E. BASIS FOR PLANNED EXPENSE, CYTD**  
Prorated 2181:  
Custom Detail Budget:

**F. CONTRACT YEAR BEGINS:**  
Ends:

#### G. NET CENTER OPERATIONS EXPENSE

<table>
<thead>
<tr>
<th>Expense Categories</th>
<th>(a) Current Month Actual</th>
<th>(b) Budget for This Contract Year</th>
<th>(c) Planned Expense CYTD</th>
<th>(d) Actual Expense CYTD</th>
<th>(e) Variance (c – d)</th>
<th>(f) Variance Threshold</th>
<th>(g) Cum Expense From Inception</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Academic Personnel Expense</td>
<td>see comment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2 Other Academic Expense</td>
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<tr>
<td>3 Career Tech Training Personnel Expense</td>
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<tr>
<td>4 Other Career Tech Training Expense</td>
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<tr>
<td>5 Career Success Personnel Expense</td>
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<tr>
<td>6 Other Career Success Expense</td>
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<tr>
<td>7 Food</td>
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<tr>
<td>8 Clothing</td>
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<tr>
<td>9 Support Service Personnel Expense</td>
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<tr>
<td>10 Other Support Service Expense</td>
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<tr>
<td>11 Medical Personnel Expense</td>
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<td>12 Other Medical Expense</td>
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<tr>
<td>13 CP/CTR Personnel Expense</td>
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<tr>
<td>14 Other CP/CTR Expense</td>
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<tr>
<td>15 Admin Personnel Expense</td>
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<tr>
<td>16 Other Administrative Expense</td>
<td></td>
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<tr>
<td>17 Indirect Administrative Expense</td>
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<tr>
<td>18 Facilities Maintenance Personnel Expense</td>
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<tr>
<td>19 Other Faculties Maintenance Expense</td>
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<tr>
<td>20 Security Personnel Expense</td>
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<td>21 Other Security Expense</td>
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<td>22 Communications</td>
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<tr>
<td>23 Utilities and Fuel</td>
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</tr>
<tr>
<td>24 Facility Lease Cost</td>
<td></td>
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<tr>
<td>25 Insurance</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>26 Motor Vehicle Operating Expense</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>27 Travel and Training</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>28 Contractor's Fixed/Base Fee</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>29 Contractor's Incentive/Award Fee</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>30 Net Center Operations Expense</td>
<td>see comment</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
## E. NET CENTER ACTUAL EXPENSE – ALL CATEGORIES

<table>
<thead>
<tr>
<th>Expense Categories</th>
<th>(a) Current Month</th>
<th>(b) Contract Year to Date</th>
<th>(c) Cumulative Through Prior Year</th>
<th>(d) Cumulative From Inception</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Center Operations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1a Center Operations – Reimbursable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1b Center Operations – Fee (Pg. 2, Lines 28 + 29)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1c Net Center Operations (1a + 1b; or Pg. 2, Line 30)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Construction/Facility Rehab</td>
<td></td>
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</tr>
<tr>
<td>3 Equipment/Furniture</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>4 GSA Vehicles Rental</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>5 Career Technical Skills Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Student Transport/Meal Allowance</td>
<td></td>
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</tr>
<tr>
<td>7 Outreach/Admissions</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8 Career Transition Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Other</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>10 Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 Grand Total (Lines 1c – 10)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11a Subtotal of Operating Expense</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## F. CENTER OPERATIONS INVENTORY CHANGE FROM INCEPTION OF CONTRACT THROUGH REPORT DATE

<table>
<thead>
<tr>
<th>(a) Clothing</th>
<th>(b) Food</th>
<th>(c) Medical And Dental</th>
<th>(d) Fuel Oil and Propane</th>
<th>(e) Other</th>
<th>(f) Total</th>
<th>(g) Contract Value Amount for Inventory Change, If Any</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 Value of Inventory at Contract Inception</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 Net Inventory Change</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 Value of Inventory at Report Date (Lines 12 + 13)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

## G. CENTER OPERATIONS EXPENSE – RECONCILIATION OF CONTRACT VALUE WITH 2110 DATA (FOR CONTRACT YEARS 2 AND ABOVE):

<table>
<thead>
<tr>
<th>15 Cumulative Cost Through Prior Year (Line 1c, Col. c)</th>
<th>20 Cumulative Cost Through Prior Year (Line 1, Col. c)</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 Budget for Current Year (Pg. 2)</td>
<td>21 Prior Year Cum per Approved 2181</td>
</tr>
<tr>
<td>17 Implied Contract Value (Line 15 + 16 + 13g)</td>
<td>22 Variance (Line 20 – 21)</td>
</tr>
<tr>
<td>18 Contract Value per Latest Mod</td>
<td></td>
</tr>
<tr>
<td>19 Variance (Line 17 – 18)</td>
<td></td>
</tr>
</tbody>
</table>
### JOB CORPS CONTRACT CENTER FINANCIAL REPORT

<table>
<thead>
<tr>
<th>A. CENTER NAME</th>
<th>B. CONTRACTOR NAME</th>
<th>C. PERIOD END DATE</th>
<th>D. CONTRACT NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. DEPARTMENT OF LABOR</td>
<td>OFFICE OF JOB CORPS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### E. CONTRACTOR OBLIGATIONS

<table>
<thead>
<tr>
<th>Expense Categories</th>
<th>(a) Vouchered Reimbursable Expense</th>
<th>(b) Unvouchered Reimbursable Expense</th>
<th>(c) Unvouchered Accounts Payable</th>
<th>(d) Undelivered Commitments</th>
<th>(e) Total Obligations (a+b+c+d)</th>
<th>(f) Contract Funding</th>
<th>(g) % Funding Obligated</th>
<th>(h) Contract Value</th>
<th>(i) % Value Obligated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Net Center Operations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2 Construction/Facility Rehab</td>
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<tr>
<td>3 Equipment/Furniture</td>
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<td></td>
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</tr>
<tr>
<td>4 GSA Vehicles Rental</td>
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<td></td>
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<tr>
<td>5 Career Technical Skills Training</td>
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<tr>
<td>6 Student Transport/ Meal Allowance</td>
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<tr>
<td>7 Outreach/Admissions</td>
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<tr>
<td>8 Career Transition Services</td>
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<tr>
<td>9 Other</td>
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<td>10 Other</td>
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<tr>
<td>11 Grand Total</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>11a Subtotal of Operating Expense</td>
<td>see comment</td>
<td></td>
<td>see comment</td>
<td>see comment</td>
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</tbody>
</table>

**Percent of Performance Period Completed:**

<table>
<thead>
<tr>
<th>F. VOUCHER RECONCILIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cumulative Vouchered Through This Period</td>
</tr>
<tr>
<td>Per Voucher # Dated:</td>
</tr>
<tr>
<td>(a) Operating Expense</td>
</tr>
<tr>
<td>12 Cumulative Vouchered</td>
</tr>
<tr>
<td>13 Difference with Sec. E, Col. (a)</td>
</tr>
</tbody>
</table>

**G. ADJUSTMENTS TO EXPENSE**

<table>
<thead>
<tr>
<th>(a) Operating Expense</th>
<th>(b) Facility Construction and Rehab (CRA)</th>
<th>(c) Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 Page 4 Total Expense (Line 11, Cols. a+b+c)</td>
<td>Page 3 Cumulative Expense, Col. d (Ops. @ Line 11a; CRA @ Line 2)</td>
<td>Other adjustments are to be explained in Variance/Reasons Section.</td>
</tr>
</tbody>
</table>

Page 4 of 5
<table>
<thead>
<tr>
<th>Expense Categories</th>
<th>Variance: $</th>
<th>Reason</th>
<th>Resolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Academic Expense</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clothing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Page 3, Line 19 (Est. Cost Variance)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Page 4, Line 13 (Voucher Variance-Ops)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Page 4, Line 13 (Voucher Variance-CRA)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Page 4, Line 16c (Other Adjustment-Ops)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Page 4, Line 16c (Other Adjustment-CRA)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Page 3 – Correction of Previous Errors</td>
<td>Net of All Corrections: $</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Page 3 – Adjustment Per Physical Inventory</td>
<td>Expense Adjustment: $</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Page 5 of 5
<table>
<thead>
<tr>
<th>Note Number</th>
<th>Topic</th>
<th>Notes</th>
<th>PRH Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>General</td>
<td>Changes are being requested in the yellow-highlighted cells. The changes are described in comment balloons that are appended to those cells. A number of these changes are discussed further in these notes as deemed necessary.</td>
<td>The basic requirement for submitting the 2110 is covered in PRH Appendix 502, Section D.</td>
</tr>
<tr>
<td>2</td>
<td>Cut-Over Issues</td>
<td>In order for FMS to generate appropriate monthly cost amounts and CYTD amounts in the initial 2110 which uses the new format (which will be the report submitted for the period ending 07/31/2009), it will be necessary for operators to submit a special, one-time base-line report of center operating expense for the period ending 06/30/2009. This special base-line report would be submitted after the final pre-cut-over report is submitted for period ending 06/30/2009 but before the 07/31/2009 2110 report is submitted using the new format. This special report would be limited to manual entries in the Page 2 columns in the new format for Actual Expense-CYTD and Cum Expense from Inception. With this information, FMS will be able to automatically populate the Current Month Actual amounts and the Actual Expense CYTD amounts in the 07/31/2009 and later reports. However, special algorithms might be needed during the remainder of the contract year that is in effect when the cut-over occurs.</td>
<td>These requirements would be issued in special implementation/ cut-over guidelines rather than as PRH/Appendix language.</td>
</tr>
<tr>
<td>3</td>
<td>Service Year Computation</td>
<td>Reference is to 2110 page 1, block B, lines a, b, d, and e. If this has not been done already, it is important that JCDC correct and revise the process that populates these cells.</td>
<td>Appendix 502, Section D.8.a.8 (a, b, d, e)</td>
</tr>
<tr>
<td>4</td>
<td>Line Item Changes - Lines 13, 14</td>
<td>Another important change is to eliminate the Child Care line items and establish a new line in its place: CP/CTR Staff (Career Preparation/Career Transition Readiness). This is not a simple label change, but reflects a material change in the chart of accounts.</td>
<td>Appendix 502, Section C.5.a (contract centers).</td>
</tr>
<tr>
<td>4a</td>
<td>Disposition of Child Care Expense</td>
<td>In the new version, Child Care Expense will be reported in and subsumed under the Other Support Expense lines.</td>
<td>Same as preceding.</td>
</tr>
<tr>
<td>4b</td>
<td>Current Classification of CP/CTR Expense</td>
<td>CP/CTR Expenses are currently budgeted in a variety of different lines: Academic, Academic Other, Career Technical Training, Career Success, and possibly others. For all practical purposes, it will not be possible to accomplish an airtight 2181 crosswalk of CP/CTR from the old line item structure to the new line item structure. It does not appear that this will be the source of any serious problems.</td>
<td>Same as preceding.</td>
</tr>
<tr>
<td>5</td>
<td>Line Item Changes - Lines 28, 29</td>
<td>Another set of changes affects Lines 28 and 29. In the 2110 for center contracts, Line 29 will no longer be used for FECA Chargeback (CCC). Instead, it will be used to report that portion of a contractor's fee that consists of Incentive/Award Fee. Line 28 will be changed to report only the portion of a contractor's fee that consists of Base/Fixed Fee. Please note that FECA Chargeback (CCC) will continue to be reported by CCC agencies on Line 29 in the 2110F.</td>
<td>Appendix 502, Section C.5.a (contract centers).</td>
</tr>
<tr>
<td>6</td>
<td>Variance Thresholds</td>
<td>Variance thresholds that are reported on 2110 Page 2, Section G, column f are changed and will require a reworking of the software that populates these cells. Please see the referenced section in the new Appendix 502.</td>
<td>Appendix 502, Section A.5.</td>
</tr>
<tr>
<td>7</td>
<td>Inventory Reporting</td>
<td>Substantial changes are made in the reporting of inventory activity on 2110 Page 3, Section F. This section has been totally redesigned and simplified. Please see the referenced section in the new Appendix 502. The record layout and data entry process will need to be substantially revised.</td>
<td>Appendix 502, Section D.8.c, Heading F INVENTORY ACTIVITY.</td>
</tr>
<tr>
<td>8</td>
<td>Archive Issues</td>
<td>It is recommended that FMS draw a bright line between pre-cut-over 2110s and post-cut-over 2110s (PY 2009 and later). If a 2110 monthly report or national roll-up report is requested for a pre-cut-over period (essentially any report ending date of 06/30/2009 or earlier), the pre-cut-over labeling should be used when the reports or files are generated. There need not be any functionality that would attempt to translate the old labeling and categories into the new labeling or categories.</td>
<td>NA</td>
</tr>
</tbody>
</table>
### 2181 Budget for Center Contracts

**ETA 2181**

Contract Center Operations Budget

**Center Name:**

**Contract Number:**

**Contract Year Number:**

**Ending:**

Current Year/Next Year/Base Year 3:

<table>
<thead>
<tr>
<th>Expense Categories</th>
<th>Prior Budget</th>
<th>Adjustments</th>
<th>Revised Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Academic Personnel Expense</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Other Academic Expense</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Career Tech Training Personnel Expense</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Other Career Tech Training Expense</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Career Success Personnel Expense</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Other Career Success Expense</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Food</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Clothing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Support Service Personnel Expense</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Other Support Service Expense</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Medical Personnel Expense</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Other Medical Expense</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. CP/CTR Personnel Expense</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Other CP/CTR Expense</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Administrative Personnel Expense</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Other Administrative Expense</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Indirect Administrative Expense</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Facilities Maintenance Personnel Expense</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>19. Other Facilities Maintenance Expense</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>20. Security Personnel Expense</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Other Security Expense</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Communications</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Utilities and Fuel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. Facility Lease Cost</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. Insurance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. Motor Vehicle Expense</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27. Travel and Training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. Contractor's Fixed/Base Fee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29. Contractor's Incentive/Award Fee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30. Net Center Operations Expense (Lines 1 thru 29)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31. Cumulative Expense Thru Prior Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32. Budgeted Inventory Change</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) Desired Inventory Level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Carry Over From Prior Contract</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) Net Inventory Change Budgeted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33. Cumulative Budgeted Expense (Line 30+31+32c)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34. Reconciliation to Current Estimated Cost</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(a) Current Est. Cost of Contract
(b) Per Mod Number
(c) Difference (33 - 34a)

**Contractor Submittal:**

**Regional Office Approval:**

Signature: ___________________________  Signature: ___________________________

Name: ___________________________  Name: ___________________________

Date Submitted: ___________________________  Date Approved: ___________________________
<table>
<thead>
<tr>
<th>Note Number</th>
<th>Topic</th>
<th>Notes</th>
<th>PRH Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>General</td>
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<td>The basic requirement for submitting the 2181 is covered in PRH Appendix 502, Section G.</td>
</tr>
<tr>
<td>2</td>
<td>Cut-Over Issues</td>
<td>It appears that center contractors should be required to enter the initial 2181 using the new format during a window that starts after the submittal of the June 2009 2110 using the old format (due 07/20/2009) through 08/06/2009 (which is two weeks prior to the due date for the July 2009 2110 using the new format. This provides ample time for RO's to review and approve the new 2181's before the July 2009 2110's are due.</td>
<td>These requirements would be issued in special implementation/cut-over guidelines rather than as PRH/App language.</td>
</tr>
<tr>
<td>3</td>
<td>Base Year 3</td>
<td>With the recent procurement policy change that allows for a three-year base period under certain circumstances, it is necessary that the FMS be modified to allow for not only the current year and next year 2181's, but also a base-year three 2181 when such a contract is in the first year of its base period.</td>
<td>PRH Appendix 502, Section G.3.d.</td>
</tr>
<tr>
<td>4</td>
<td>Line Item Changes - Lines 13, 14</td>
<td>Another important change is to eliminate the Child Care line items and establish a new line in its place: CP/CTR Staff (Career Preparation/Career Transition Readiness). This is not a simple label change, but reflects a material change in the chart of accounts.</td>
<td>Appendix 502, Section C.5.a (contract centers).</td>
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<tr>
<td>4a</td>
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<tr>
<td>4b</td>
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<tr>
<td>6</td>
<td>Archive Issues</td>
<td>It is recommended that FMS draw a bright line between pre-cut-over 2181s and post-cut-over 2181s (PY 2009 and later). If a 2181 or 2110 monthly report or national roll-up report is requested for a pre-cut-over period (essentially any report ending date of 06/30/2009 or earlier), the pre-cut-over labeling should be used when the reports or files are generated. There need not be any functionality that would attempt to translate the old labeling and categories into the new labeling or categories.</td>
<td>NA</td>
</tr>
</tbody>
</table>
### EXHIBIT 5-10

**SF 1034 PUBLIC INVOICE, CENTER CONTRACT EXAMPLE**

<table>
<thead>
<tr>
<th>U.S. DEPARTMENT, BUREAU, OR ESTABLISHMENT AND LOCATION</th>
<th>VOUCHER NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td>OFFICE OF JOB CORPS, USDOL</td>
<td>12</td>
</tr>
<tr>
<td>CHICAGO REGIONAL OFFICE</td>
<td></td>
</tr>
<tr>
<td>1111 SOUTH WACKER DRIVE, RM 5005</td>
<td></td>
</tr>
<tr>
<td>CHICAGO, IL, 55555</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DATE VOUCHER PREPARED</th>
<th>SCHEDULE NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/09/2011</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONTRACT NUMBER AND DATE</th>
<th>PAID BY</th>
</tr>
</thead>
<tbody>
<tr>
<td>AE99999999</td>
<td></td>
</tr>
<tr>
<td>03/02/2011</td>
<td></td>
</tr>
</tbody>
</table>

| REQUISITION NUMBER AND DATE | |
|----------------------------| |
|                           | |

**PAYEE’S NAME AND ADDRESS**

XYZ Corporation
202 Hill Street
Pleasantville, OH 44444

**SHIPPED FROM**

**TO**

**WEIGHT**

**GOVERNMENT B/L NUMBER**

**NUMBER AND DATE OF ORDER**

**DATE OF DELIVERY OR SERVICE**

**ARTICLE OR SERVICES**

(Enter description, item number of contract or Federal supply schedule, and other information deemed necessary)

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>QUANTITY</th>
<th>UNIT PRICE</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOB CORPS OPERATING EXPENSE</td>
<td>1</td>
<td></td>
<td>$450,000.00</td>
</tr>
<tr>
<td>JOB CORPS CONSTRUCTION/REHAB EXPENSE</td>
<td>1</td>
<td></td>
<td>$20,000.00</td>
</tr>
</tbody>
</table>

**PAYMENT:**

- □ PROVISIONAL
- □ COMPLETE
- □ PARTIAL
- □ FINAL
- □ PROGRESS
- □ ADVANCE

**APPROVED FOR**

**$**

**EXCHANGE RATE**

**= $1.00**

**DIFFERENCES**

- Amount verified; correct for payment

**PAYEE’S ACCOUNT NUMBER**

**TOTAL**

$470,000.00

**Pursuant to authority vested in me, I certify that this voucher is correct and proper for payment.**

(Date)

(Authorized Certifying Officer)

(Title)

**ACCOUNTING CLASSIFICATION**

**PER**

JOHN J. SMITH

**TITLE**

CHIEF FINANCIAL OFFICER

**CHECK NUMBER**

ON ACCOUNT OF THE U.S. TREASURY

**CHECK NUMBER**

ON (Name of Bank)

**PAYEE**

XYZ CORPORATION

1. When stated in foreign currency, insert name of currency.
2. If the ability to certify and authority to approve are combined in one person, one signature only is necessary; otherwise the approving officer will sign in the space provided, over his official title.
3. When a voucher is receipted in the name of a company or corporation, the name of the person writing the company or corporate name, as well as the capacity in which he signs, must appear. For example: “John Doe Company, per John Smith, Secretary”, or “Treasurer”, as the case may be.

**PRIVACY ACT STATEMENT**

The information requested on this form is required under the provisions of 31 U.S.C. 62b and 62c, for the purpose of disbursing Federal money. The information requested is to identify the particular creditor and the amounts to be paid. Failure to furnish this information will hinder discharge of the payment obligation.
EXHIBIT 5-11
VOUCHER BACK-UP SHEET FOR CENTER CONTRACTS AND EXAMPLE

<table>
<thead>
<tr>
<th>A. IDENTIFYING INFORMATION</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Contractor Name</td>
<td>XYZ CORPORATION</td>
<td></td>
</tr>
<tr>
<td>2 Contract Number</td>
<td>AE99999999</td>
<td></td>
</tr>
<tr>
<td>3 This Voucher Number</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>4 For Reimbursement of Expenses Incurred Through</td>
<td>8/31/2011</td>
<td></td>
</tr>
<tr>
<td>5 Current Contract Modification Number</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. AMOUNTS VOUCHERED VERSUS CONTRACT FUNDING</th>
<th>Operating Expense</th>
<th>CRA Expense</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Payments Actually Received to Date</td>
<td>$3,960,000.00</td>
<td>$100,000.00</td>
<td>$4,060,000.00</td>
</tr>
<tr>
<td>2 Pending Payments Based on Vouchers Previously Submitted</td>
<td>$445,000.00</td>
<td>$8,000.00</td>
<td>$453,000.00</td>
</tr>
<tr>
<td>3 Amount Requested on this Voucher</td>
<td>$450,000.00</td>
<td>$20,000.00</td>
<td>$470,000.00</td>
</tr>
<tr>
<td>4 Cumulative to Date, Including this Voucher (B1+B2+B3)</td>
<td>$4,855,000.00</td>
<td>$128,000.00</td>
<td>$4,983,000.00</td>
</tr>
<tr>
<td>5 Current Contract Funding</td>
<td>$6,800,000.00</td>
<td>$145,000.00</td>
<td>$6,945,000.00</td>
</tr>
<tr>
<td>6 Balance of Contract Funding Remaining After This Voucher</td>
<td>$1,945,000.00</td>
<td>$17,000.00</td>
<td>$1,962,000.00</td>
</tr>
</tbody>
</table>

C. COMMENTS

INSTRUCTIONS

SECTION A
1. Self-Explanatory
2. Self-Explanatory
3. Vouchers must be numbered sequentially.
4. Normally either the last day of the month or the 15th.
5. Number of the most recent contract modification when the voucher is submitted.

SECTION B - Enter Amounts for Operating Expense, CRA, and Totals Under the Appropriate Columns
B1. Amount of payments actually received by the contractor for this contract as of voucher submittal date.
B2. Amount of payments that are pending for this contract based on vouchers previously submitted by the contractor.
B3. Amount of payment requested on this voucher (taken from SF 1034).
B4. Enter total of Lines B1, B2, and B3.
B5. Enter contract funding amount per current contract modification.
B6. Enter result of Contract Funding minus Cumulative Vouchered Amount to Date. All columns should be positive.

SECTION C
Contractor may use this section to provide any comments deemed appropriate, such as identifying the previous vouchers that were paid in amounts other than requested.

* In vouchers that are prepared for expense through the end of a month, these amounts should be in agreement with the cumulative vouchered reimbursable expense amounts shown in page 4, Section E, of the 2110 cost report that is submitted for that month.
## Exhibit 5-12
### 2110 Report for Outreach/Admissions and Career Transition Services

<table>
<thead>
<tr>
<th>U.S. Department of Labor</th>
<th>Office of Job Corps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outreach/Admissions and Career Transition Services Financial Report</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A. CONTRACT SCOPE</th>
<th>B. CONTRACTOR NAME</th>
<th>C. REPORT PERIOD END DATE</th>
<th>D. CONTRACT NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>C.1. Comment:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. LATEST CONTRACT MOD NUMBER</th>
<th>F. CONTRACT DURATION</th>
<th>G. CURRENT CONTRACT YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Begins:</td>
<td>Begins:</td>
</tr>
<tr>
<td></td>
<td>Ends:</td>
<td>Ends:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>H. OA EXPENSE</th>
<th>Approved OA Budget:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expense Categories</th>
<th>(a) Current Month Expense</th>
<th>(b) Budget for This Contract Year</th>
<th>(c) Planned CYTD Pro Rata</th>
<th>(d) Actual CYTD Expense</th>
<th>(e) Variance (c – d)</th>
<th>(f) Variance Threshold</th>
<th>(g) Cum Expense From Inception</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 OA Personnel Expense</td>
<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
</tr>
<tr>
<td>2 Staff Travel/Training Expense</td>
<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
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<td>see comment</td>
<td>see comment</td>
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</tr>
<tr>
<td>3 Facilities Expense</td>
<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
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</tr>
<tr>
<td>4 Media Advertising Expense</td>
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<td>see comment</td>
<td>see comment</td>
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<tr>
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<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
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<tr>
<td>6 Contractor’s Fixed/Base Fee</td>
<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
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</tr>
<tr>
<td>7 Contractor’s Incentive/Award Fee</td>
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<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
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<tr>
<td>8 Other OA Operating Expense</td>
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<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
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<tr>
<td>9 Total OA Operating Expense (Lines 1 thru 8)</td>
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<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
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<tr>
<td>11 OA GSA Vehicle Rental</td>
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<tr>
<td>12 TOTAL OA EXPENSE (Line 9 thru 11)</td>
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<td>see comment</td>
<td>see comment</td>
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<table>
<thead>
<tr>
<th>I. CTS EXPENSE</th>
<th>Approved CTS Budget:</th>
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<table>
<thead>
<tr>
<th>Expense Categories</th>
<th>(a) Current Month Expense</th>
<th>(b) Budget for This Contract Year</th>
<th>(c) Planned CYTD Pro Rata</th>
<th>(d) Actual CYTD Expense</th>
<th>(e) Variance (c – d)</th>
<th>(f) Variance Threshold</th>
<th>(g) Cum Expense From Inception</th>
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<tr>
<td>1 CTS Personnel Expense</td>
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<tr>
<td>2 Staff Travel/Training Expense</td>
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<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
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<tr>
<td>3 Facilities Expense</td>
<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
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<tr>
<td>4 Media Advertising Expense</td>
<td>see comment</td>
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<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
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<tr>
<td>5 Indirect Administrative Expense</td>
<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
</tr>
<tr>
<td>6 Contractor’s Fixed/Base Fee</td>
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<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
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<tr>
<td>7 Contractor’s Incentive Fee</td>
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<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
</tr>
<tr>
<td>8 Other CTS Operating Expense</td>
<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
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<tr>
<td>9 Total CTS Operating Expense (Lines 1 - 8)</td>
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<td>see comment</td>
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<td>see comment</td>
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<tr>
<td>10 CTS Furniture/Equipment Expense</td>
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<td>see comment</td>
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<td>see comment</td>
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<tr>
<td>11 CTS GSA Vehicles Rental</td>
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<td>see comment</td>
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<tr>
<td>12 TOTAL CTS EXPENSE (Line 1 - 11)</td>
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<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
<td>see comment</td>
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<table>
<thead>
<tr>
<th>J. SIGNATURE OF AUTHORIZED CONTRACTOR REPRESENTATIVE (see comment)</th>
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Typed Name/Title: ______________________________________ Signature: __________________ Date Submitted: ____________
### U.S. Department of Labor

#### Office of Job Corps

#### Outreach/Admissions and Career Transition Services Financial Report

<table>
<thead>
<tr>
<th>A. CONTRACT SCOPE</th>
<th>B. CONTRACTOR NAME</th>
<th>C. PERIOD END DATE</th>
<th>D. CONTRACT NUMBER</th>
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</table>

<table>
<thead>
<tr>
<th>E. NET CONTRACT ACTUAL EXPENSE – ALL CATEGORIES</th>
<th>(a) Current Month</th>
<th>(b) Contract Year to Date</th>
<th>(c) Cumulative Through Prior Year</th>
<th>(d) Cumulative From Inception</th>
</tr>
</thead>
</table>

1. **OA Expense**
   - 1a OA – Reimbursable Expense
   - 1b OA – Fee (Pg. 1/Sec. H, Lines 6 + 7)
   - 1c Total OA Expense (Lines 1a + 1b)

2. **CTS Expense**
   - 2a CTS – Reimbursable Expense
   - 2b CTS – Fee (Pg. 1/Sec. I, Lines 6 + 7)
   - 2c Total CTS Expense (Line 2a + 2b)

3. **Student Transportation Expense**

4. **Other Expense (Non-OA/CTS)**

5. **Total Expense (Lines 1c + 2c + 3 + 4)**

<table>
<thead>
<tr>
<th>F. CONTRACTOR OBLIGATIONS</th>
<th>(a) Vouched Reimbursable Expense</th>
<th>(b) Unvouched Reimbursable Expense</th>
<th>(c) Unvouched Accounts Payable</th>
<th>(d) Undelivered Obligations</th>
<th>(e) Total Obligations</th>
<th>(f) Contract Funding</th>
<th>(g) % Funding Obligated</th>
<th>(h) Contract Value</th>
<th>(i) % Value Obligated</th>
</tr>
</thead>
</table>

1. **OA Expense**
2. **CTS Expense**
3. **Student Transportation Expense**
4. **Support Expense (Non-OA/CTS)**

Total (Lines 1 through 4)

### G. VOUCHER DATA (Only if Stand Alone)

- Per Voucher # ______________ Dated: _________________________
- 1 Cumulative Voucher Under This Contract
- 2 Difference with Reimbursable Expense Above
- Explain Difference (Authorized Advance, Unfounded Expense, etc.)

### H. RECONCILIATION OF CONTRACT VALUE WITH EXPENSE AND PLAN DATA

- 1 Cumulative Cost Through Prior Year
- 2 Budget for Current Contract Year
- 3 Implied Contract Value (Lines 1 + 2)
- 4 Contract Value per Latest Mod
- 5 Variance (Line 3 – Line 4); Explain if not Zero

### I. Planned Contract Year Goals/Workload and Actuals to Date

- OA Goals for Performance
- CTS New Assignees – Planned and Actual
- Contract Year Arrival Goals
- Planned New Assignees for Services
- Actual Arrivals to Date
- Actual New Assignees for Services
- % of Year Completed: __________
- As % of Contract Year Goal
- As % of Planned Contract Year New Assignees

---

Page 2 of 3
<table>
<thead>
<tr>
<th>Expense Categories</th>
<th>Reason</th>
<th>Variance: $</th>
<th>Resolution</th>
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<tr>
<td>Outreach/Admissions</td>
<td>2 Staff Travel/Training Expense</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Page 2 – Correction of Previous Errors</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td>Note Number</td>
<td>Topic</td>
<td>Notes</td>
<td>PRH Reference</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
<td>------------------------------------</td>
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<tr>
<td>1</td>
<td>General</td>
<td>Changes are being requested in the yellow-highlighted cells. The changes are described in</td>
<td>The basic requirement for</td>
</tr>
<tr>
<td></td>
<td></td>
<td>comment balloons that are appended to those cells. A number of these changes are discussed</td>
<td>submitting the 2110 is covered</td>
</tr>
<tr>
<td></td>
<td></td>
<td>further in these notes as deemed necessary.</td>
<td>in PRH Appendix 503, Section D.</td>
</tr>
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<td>2</td>
<td>Cut-Over Issues</td>
<td>With respect to OA/CTS financial data, there are no changes in data content or record</td>
<td>These requirements would be issued</td>
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<td></td>
<td></td>
<td>layout, unlike the case with center operations costs. Consequently, there does not appear</td>
<td>in special implementation/cut-over</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to be any need for users to enter a special June 2009 baseline 2110-OA/CTS using the new</td>
<td>guidelines rather than as PRH/Appendix</td>
</tr>
<tr>
<td></td>
<td></td>
<td>procedures/data entry screens. Moreover, depending on JCDC's assessment of workload and</td>
<td>language.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>technical concerns, JCDC may either: draw a bright line between pre-cutover and post-</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>cutover outputs OR allow pre-cutover reports to display data that is crosswalked into</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>post-cut-over formats.</td>
<td></td>
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<tr>
<td>3</td>
<td>Repositioned Line Items</td>
<td>As per requests from a majority of workgroup members, two of the line items that are the</td>
<td>PRH Appendix 503, Section C.6.a.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>equivalent of &quot;below-the-line&quot; capital categories in center operations contracts have</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>been repositioned so that they appear &quot;below-the-line&quot;, the &quot;line&quot; being a subtotal of</td>
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<tr>
<td></td>
<td></td>
<td>&quot;operational&quot; expense categories. The two line items thus affected are Equipment and GSA</td>
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<td></td>
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<td>Vehicle Rental.</td>
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<td>4</td>
<td>Line Item Changes - Lines 6</td>
<td>Another set of changes affects new Lines 6 and 7, which provide a breakout of the</td>
<td>PRH Appendix 503, Section C.6.a.</td>
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<tr>
<td></td>
<td>and 7</td>
<td>amount that had previously been entered in Line 8 of the old layout. Line 6 in the new</td>
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<td></td>
<td></td>
<td>layout will be changed to report only the portion of a contractor's fee that consists of</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Base/Fixed Fee. Line 7 will be used to report that portion of a contractor's fee that</td>
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<tr>
<td></td>
<td></td>
<td>consists of Incentive/Award Fee.</td>
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<tr>
<td>5</td>
<td>Variance Thresholds</td>
<td>Variance thresholds that are reported on 2110-OA/CTS Page 1, column f are changed and</td>
<td>Appendix 503, Section B.5.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>will require a reworking of the software that populates these cells. Please see the</td>
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<td></td>
<td></td>
<td>referenced section in the new Appendix 503.</td>
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<tr>
<td>6</td>
<td>Page 2, Section E and F in</td>
<td>In the current printed version of a submitted 2110-OA/CTS, Section E and F data are</td>
<td>Appendix 503, Section D.8 (Page 2).</td>
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<tr>
<td></td>
<td>Printed Reports</td>
<td>suppressed in instances where the OA and/or CTS expenses are being reported under a</td>
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<tr>
<td></td>
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<td>center operations contract. This should be modified in FMS to permit the display of data</td>
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<td>on Lines 1 and 2 in Sections E and F (but continuing to suppress the data on Lines 3, 4,</td>
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<tr>
<td></td>
<td></td>
<td>and 5).</td>
<td></td>
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<td>7</td>
<td>Importation of Workload Data</td>
<td>It appears that FMS requires users to manually enter OA and CTS contract year goals/</td>
<td>Appendix 503, Section D.8 (Page 2).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>workload numbers along with CYTD actuals. It appears that the FMS contract mod data</td>
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<td>entry process should be able to supply the contract year planned numbers and that other</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>JCDC database sources should be able to supply the CYTD actuals. JCDC is asked to address</td>
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<td></td>
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<td>this situation and to determine whether these particular data cells can be populated</td>
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<tr>
<td></td>
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<td>automatically instead of via manual entry in each month's OA/CTS cost report.</td>
<td></td>
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<tr>
<td>8</td>
<td>Special Explanations</td>
<td>Per review of FMS Technical Guide, it does not appear that OA/CTS stand-alone contracts</td>
<td>Appendix 503, Section D.6. and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>have data entry screens that require entry of an explanation in instances where: the</td>
<td>D.8 (Page 2).</td>
</tr>
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<td>cumulative vouched amount differs from the cumulative cost amount (Page 2, Section G, Line</td>
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</tr>
<tr>
<td></td>
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<td>2); or the current month's cost report incorporates corrections to errors that were made</td>
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<td>in the prior month's report. Such explanations, when required to be entered, should be</td>
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<td>displayed in the Page 3 Variance Explanations/Resolutions. This functionality needs to</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>be added with respect to OA/CTS stand-alone contracts.</td>
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<td>9</td>
<td>Archive Issues</td>
<td>It is recommended that FMS draw a bright line between pre-cutover 2110s and post-cutover</td>
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<td>2110s (PY 2009 and later). If a 2110 monthly report or national roll-up report is</td>
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<td>requested for a pre-cutover period (essentially any report ending date of 06/30/2009 or</td>
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<td>earlier), the pre-cutover labeling should be used when the reports or files are</td>
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<td>generated.</td>
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<td>There need not be any functionality that would attempt to translate the old labeling</td>
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<td></td>
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<td>and categories into the new labeling or categories.</td>
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## Exhibit 5-13
### ETA 2110S Report for Staff Vacancy

**U.S. Department of Labor**  
**Employment and Training Administration**  
**Job Corps Monthly Center Staff Vacancy and Separation Report**

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<thead>
<tr>
<th>Center Name</th>
<th>Sunny Valley</th>
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<tr>
<td>Residential Slots</td>
<td>348</td>
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<tr>
<td>Nonresidential Slots</td>
<td>12</td>
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<tr>
<td>Off-Center Training Slots (FTE)</td>
<td>30</td>
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<td>On-Center Slots</td>
<td>330</td>
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<td>Total Center Slot Capacity</td>
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<tr>
<th>Position Categories</th>
<th>FTE Positions Authorized</th>
<th>On Board (End of Month)</th>
<th>Vacancies (End of Month)</th>
<th>Separations This Month</th>
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<td>Other Academic Staff</td>
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</tr>
<tr>
<td>Maintenance Staff</td>
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</tr>
<tr>
<td>Security Staff</td>
<td>13.0</td>
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<tr>
<td><strong>Totals</strong></td>
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<td><strong>6.0</strong></td>
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*ETA 2110S (May 2002)*
## U.S. Department of Labor

### Employment and Training Administration

#### Job Corps Monthly Center Staff Vacancy and Separation Report

<table>
<thead>
<tr>
<th>Center Name</th>
<th>Sunny Valley</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Center Operator</td>
<td>XYZ Corp</td>
</tr>
<tr>
<td>Report for Month Ending</td>
<td>12/31/2001</td>
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<tr>
<td>Total Center Slot Capacity</td>
<td>360</td>
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<table>
<thead>
<tr>
<th></th>
<th>Residential Slots</th>
<th>Nonresidential Slots</th>
<th>Off-Center Training Slots (FTE)</th>
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</thead>
<tbody>
<tr>
<td>..........................</td>
<td>348</td>
<td>12</td>
<td>30</td>
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<table>
<thead>
<tr>
<th>Position Categories</th>
<th>FTE Positions Authorized</th>
<th>On Board (End of Month)</th>
<th>Vacancies (End of Month)</th>
<th>Separations This Month</th>
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<tbody>
<tr>
<td>Academic Instructors</td>
<td>7.00</td>
<td>7.00</td>
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<tr>
<td>Other Academic Staff</td>
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<td>2.00</td>
<td>0.00</td>
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<tr>
<td>Career Tech Instructors - Center</td>
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<td>4.00</td>
<td>0.00</td>
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<tr>
<td>Career Tech Instructors - NTC</td>
<td>7.00</td>
<td>7.00</td>
<td>0.00</td>
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<tr>
<td>Other Career Tech Staff</td>
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<td>1.00</td>
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<tr>
<td>Counselors</td>
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<td>0.00</td>
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<td>Residential Advisors/Residential Counselors</td>
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<td>Arts/Recreation Specialists</td>
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<td>Other Career Success Staff</td>
<td>6.00</td>
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<td>0.00</td>
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<tr>
<td>Food Service</td>
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<tr>
<td>Other Support Staff</td>
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<td>Nurses</td>
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<td>Other Medical Staff</td>
<td>3.00</td>
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<tr>
<td>CP/CTR Staff</td>
<td>5.00</td>
<td>4.00</td>
<td>1.00</td>
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</tr>
<tr>
<td>Administration Staff</td>
<td>16.00</td>
<td>15.00</td>
<td>1.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Maintenance Staff</td>
<td>9.00</td>
<td>8.00</td>
<td>1.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Security Staff</td>
<td>13.00</td>
<td>11.00</td>
<td>2.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Totals</td>
<td><strong>123.50</strong></td>
<td><strong>117.50</strong></td>
<td><strong>6.00</strong></td>
<td><strong>6.00</strong></td>
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</table>

ETA 2110S (July 2009)
## NOTES CONCERNING CHANGES IN THE 2110S REPORT AS OF 2009

<table>
<thead>
<tr>
<th>Note Number</th>
<th>Topic</th>
<th>Notes</th>
<th>PRH Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>General</td>
<td>Changes are being requested in the yellow highlighted cells. The changes are described in comment balloons that are appended to those cells. A number of these changes are discussed further in these notes as deemed necessary.</td>
<td>The basic requirement for submitting this report is covered in new PRH Appendix 510, Section A.</td>
</tr>
<tr>
<td>2</td>
<td>Cut-Over Issues</td>
<td>If practical, it would be desirable for operators to submit dual reports for June 2009 - one using the old structure/format and the other using the new structure/format. This would provide a way to determine how many authorized FTE are being moved around from which categories. If dual reports for June 2009 are deemed troublesome, then the new format would first be used in the July 2009 reports - and comparison could be made of the July 2009 reports versus the June 2009 reports to quantify the reclassifications of authorized FTE to the new CP/CTR category.</td>
<td>If adopted, this requirement would be issued in special implementation/cut-over guidelines rather than as PRH/Appendix language.</td>
</tr>
<tr>
<td>3</td>
<td>Import Most of the Slot Level Numbers</td>
<td>Student slot levels should be imported from the Student Strength Database rather than entered manually by operators. The only exception would be continued manual entry of Other Training Provider Slots and the automatic formula update of On-Center Training Slots (which is set equal to Total Center Slots minus Other Training Provider Slots).</td>
<td>PRH Appendix 510, Section A.6/Total Center Slots</td>
</tr>
<tr>
<td>4</td>
<td>Line Item Changes</td>
<td>The primary change is to eliminate the Child Care Staff line and establish a new line in its place: CP/CTR Staff (Career Preparation/Career Transition Readiness). This is not a simple label change, but involves the re-categorization of numerous staff positions.</td>
<td>PRH Appendix 510, refers the User to Appendix 502, Section C.5.a (contract centers) and new Appendix 509, Section C.1/Center Operations Expense (CCCs).</td>
</tr>
<tr>
<td>5</td>
<td>Disposition of Child Care Staff</td>
<td>In the new version, Child Care Staff will be reported in and subsumed under the Other Support Staff line.</td>
<td>Same as preceding.</td>
</tr>
<tr>
<td>6</td>
<td>Current Classification of CP/CTR Staff</td>
<td>CP/CTR Staff are currently being reported in a variety of different lines: Academic Instructor, Academic Other, Career Tech Instructor, Other Career Tech Staff, Other Career Success Staff, and possibly others. For all practical purposes, it will be impossible to accomplish an airtight crosswalk of Career Prep/Transition Readiness Staff in the Rolling 12 Reports that are generated for July 2009 through May 2010.</td>
<td>Same as preceding.</td>
</tr>
<tr>
<td>7</td>
<td>Issues with Rolling 12 Reports</td>
<td>Options and recommendations would be appreciated from JCDC concerning the treatment of the Rolling 12 Reports during the July 2009 - May 2010 period.</td>
<td>PRH Appendix 510, Section A.5, JCDC-FMS Output Reports</td>
</tr>
<tr>
<td>7a</td>
<td>One Possible Resolution</td>
<td>One possible solution would be to shift to a PY-Cumulative-to-Date modality during PY 2009 and then switch back to Rolling 12 Reports in PY 2010 (starting with the July 2010 reports).</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Archive Considerations</td>
<td>It is recommended that FMS draw a bright line between 2110S data from PY 2008 (pre-cut-over) and prior versus data from PY 2009 and later (post-cut-over). That is, JCDC need not develop report-generating software that merges data from these two “eras”. In order to accommodate Users who wish to attempt to merge data from these two “eras”, JCDC should develop file download procedures for 2110S data that generates separate files for pre-cut-over and post-cutover data, respectively. The Users will then be able to merge the data in whatever ways they see fit. Also, if a 2110S monthly report, rolling 12 report, or file download is requested for pre-cut-over periods, the pre-cut-over labeling should be used when the reports or files are generated.</td>
<td></td>
</tr>
</tbody>
</table>
## Exhibit 5-14

### 2181 Budget for OA/CTS Contracts

**ETA 2181 Outreach/Admissions Budget**

**Contract Scope:**
- Contract Number:
- Contractor Name:
- Budget Number:

**Budget for the Current Contract Year**

<table>
<thead>
<tr>
<th>Expense Categories</th>
<th>Prior Budget</th>
<th>Adjustments</th>
<th>Revised Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 OA Personnel Expense</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Staff Travel/Training Expense</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Facilities Expense</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Media Advertising Expense</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5 Indirect Administrative Expense</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6 Contractor's Fixed/Base Fee</td>
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<tr>
<td>7 Contractor's Incentive/Award Fee</td>
<td></td>
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</tr>
<tr>
<td>8 Other OA Operating Expense</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>9 Total OA Operating Expense (Lines 1 through 8)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 OA Equipment Expense</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>11 OA GSA Vehicle Rental</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 TOTAL OA EXPENSE (Lines 9 through 11)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 Prior Year Cumulative</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>14 Implied Contract Value</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 Reconciliation to Current Estimated Cost</td>
<td>15a Current Estimated Cost</td>
<td>15b Per Mod Number</td>
<td>15c Implied Change</td>
</tr>
</tbody>
</table>

**Budget for the Next Contract Year**

<table>
<thead>
<tr>
<th>Expense Categories</th>
<th>Prior Budget</th>
<th>Adjustments</th>
<th>Revised Budget</th>
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</thead>
<tbody>
<tr>
<td>1 OA Personnel Expense</td>
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<tr>
<td>10 OA Equipment Expense</td>
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<td></td>
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<tr>
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<td>13 Prior Year Cumulative</td>
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<td>14 Implied Contract Value</td>
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<tr>
<td>15 Reconciliation to Current Estimated Cost</td>
<td>15a Current Estimated Cost</td>
<td>15b Per Mod Number</td>
<td>15c Implied Change</td>
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**Budget for Base Year 3 (If Needed)**

<table>
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<th>Expense Categories</th>
<th>Prior Budget</th>
<th>Adjustments</th>
<th>Revised Budget</th>
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<tbody>
<tr>
<td>1 OA Personnel Expense</td>
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<tr>
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<td>6 Contractor's Fixed/Base Fee</td>
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<tr>
<td>12 TOTAL OA EXPENSE (Lines 9 through 11)</td>
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<td>13 Prior Year Cumulative</td>
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<tr>
<td>15 Reconciliation to Current Estimated Cost</td>
<td>15a Current Estimated Cost</td>
<td>15b Per Mod Number</td>
<td>15c Implied Change</td>
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**Contractor Submittal:**

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<th>Signature:</th>
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<tbody>
<tr>
<td>Name:</td>
<td>Name:</td>
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<tr>
<td>Date Submitted:</td>
<td>Date Submitted:</td>
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**Regional Office Approval:**

<table>
<thead>
<tr>
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<th>Signature:</th>
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</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Name:</td>
</tr>
<tr>
<td>Date Submitted:</td>
<td>Date Submitted:</td>
</tr>
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</table>
## ETA 2181 Career Transition Services Budget

### Contract Scope:
- **Contract Number:**
- **Contractor Name:**
- **Budget Number:**

### Budget for the Current Contract Year

<table>
<thead>
<tr>
<th>Expense Categories</th>
<th>Prior Budget</th>
<th>Adjustments</th>
<th>Revised Budget</th>
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</thead>
<tbody>
<tr>
<td>1. CTS Personnel Expense</td>
<td></td>
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</tr>
<tr>
<td>2. Staff Travel/Training Expense</td>
<td></td>
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<tr>
<td>3. Facilities Expense</td>
<td></td>
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</tr>
<tr>
<td>4. Media Advertising Expense</td>
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</tr>
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<td>8. Other CTS Operating Expense</td>
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<tr>
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<td><strong>15c Implied Change</strong></td>
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### BUDGET FOR THE NEXT CONTRACT YEAR

<table>
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<th>Expense Categories</th>
<th>Prior Budget</th>
<th>Adjustments</th>
<th>Revised Budget</th>
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</thead>
<tbody>
<tr>
<td>1. CTS Personnel Expense</td>
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</tbody>
</table>

### BUDGET FOR BASE YEAR 3 (If Needed)

<table>
<thead>
<tr>
<th>Expense Categories</th>
<th>Prior Budget</th>
<th>Adjustments</th>
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<tr>
<td>5. Indirect Administrative Expense</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Contractor's Fixed/Base Fee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Contractor's Incentive/Award Fee</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>8. Other CTS Operating Expense</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Total CTS Operating Expense (Lines 1 through 8)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. CTS Equipment Expense</td>
<td></td>
<td></td>
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<tr>
<td>11. CTS GSA Vehicle Rental</td>
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<tr>
<td>12. TOTAL CTS EXPENSE (Lines 9 through 11)</td>
<td></td>
<td></td>
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<tr>
<td>13. Prior Year Cumulative</td>
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</tr>
<tr>
<td>14. Implied Contract Value</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Reconciliation to Current Estimated Cost</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>15a Current Estimated Cost</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>15b Per Mod Number</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>15c Implied Change</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### CONTRACTOR SUBMITTAL:

- **Signature:**
- **Name:**
- **Date Submitted:**

### REGIONAL OFFICE APPROVAL:

- **Signature:**
- **Name:**
- **Date Submitted:**
<table>
<thead>
<tr>
<th>Note Number</th>
<th>Topic</th>
<th>Notes</th>
<th>PRH Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>General</td>
<td>Changes are being requested in the yellow-highlighted cells. The changes are described in comment balloons that are appended to those cells. A number of these changes are discussed further in these notes as deemed necessary. The basic requirement for submitting the 2181 is covered in PRH Appendix 503, Section G.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Cut-Over Issues</td>
<td>It appears that center contractors should be required to enter the initial 2181 using the new format during a window that starts after the submittal of the June 2009 2110 using the old format (due 07/20/2009) through 08/06/2009 (which is two weeks prior to the due date for the July 2009 2110 using the new format. This provides ample time for RO's to review and approve the new 2181's before the July 2009 2110's are due. These requirements would be issued in special implementation/cut-over guidelines rather than as PRH/Appendix language.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Base Year Three</td>
<td>With the recent procurement policy change that allows for a three-year base period under certain circumstances, it is necessary that the FMS be modified to allow for not only the current year and next year 2181's, but also a base-year three 2181 when such a contract is in the first year of its base period. PRH Appendix 503, Section G.3.d.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Repositioned Line Items</td>
<td>As per requests from a majority of workgroup members, two of the line items that are the equivalent of &quot;below-the-line&quot; capital categories in center operations contracts have been repositioned so that they appear &quot;below-the-line&quot;, the &quot;line&quot; being a subtotal of &quot;operational&quot; expense categories. The two line items thus affected are Equipment and GSA Vehicle Rental. PRH Appendix 503, Section C.6.a.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Line Item Changes - Lines 6 and 7</td>
<td>Another set of changes affects new Lines 6 and 7, which provide a breakout of the amount that had previously been entered in Line 8 of the old layout. Line 6 in the new layout will be changed to report only the portion of a contractor's fee that consists of Base/Fixed Fee. Line 7 will be used to report that portion of a contractor's fee that consists of Incentive/Award Fee. PRH Appendix 503, Section C.6.a.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Archive Issues</td>
<td>It is recommended that FMS draw a bright line between pre-cut-over 2181s and post-cut-over 2181s (PY 2009 and later). If a 2181 or 2110 monthly report or national roll-up report is requested for a pre-cut-over period (essentially any report ending date of 06/30/2009 or earlier), the pre-cut-over labeling should be used when the reports or files are generated. There need not be any functionality that would attempt to translate the old labeling and categories into the new labeling or categories. NA</td>
<td></td>
</tr>
</tbody>
</table>
## EXHIBIT 5-15
### SF 1034 PUBLIC INVOICE, OA/CTS CONTRACTS AND EXAMPLE

**PUBLIC VOUCHER FOR PURCHASES AND SERVICES OTHER THAN PERSONAL**

<table>
<thead>
<tr>
<th>VOUCHER NO.</th>
<th>12</th>
</tr>
</thead>
</table>

**U.S. DEPARTMENT, BUREAU, OR ESTABLISHMENT AND LOCATION**

<table>
<thead>
<tr>
<th>OFFICE OF JOB CORPS, USDOL</th>
<th>CONTRACT NUMBER AND DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHICAGO REGIONAL OFFICE</td>
<td>AE88888888</td>
</tr>
<tr>
<td>1111 SOUTH WACKER DRIVE, RM 5005</td>
<td>03/01/2011</td>
</tr>
<tr>
<td>CHICAGO, IL, 55555</td>
<td>PAYEE’S ACCOUNT NUMBER</td>
</tr>
</tbody>
</table>

**PAYEE’S NAME AND ADDRESS**

<table>
<thead>
<tr>
<th>ACME CORPORATION</th>
<th>303 OAK STREET</th>
</tr>
</thead>
<tbody>
<tr>
<td>RIVERVILLE, MO 55555</td>
<td></td>
</tr>
</tbody>
</table>

**SHIPPED FROM TO**

<table>
<thead>
<tr>
<th>WEIGHT</th>
</tr>
</thead>
</table>

**GOVERNMENT B/L NUMBER**

<table>
<thead>
<tr>
<th>NUMBER AND DATE OF ORDER</th>
<th>DATE OF DELIVERY OR SERVICE</th>
</tr>
</thead>
</table>

**ARTICLE OR SERVICES**

<table>
<thead>
<tr>
<th>(Enter description, item number of contract or Federal supply schedule, and other information deemed necessary)</th>
</tr>
</thead>
</table>

**AMOUNT**

<table>
<thead>
<tr>
<th>QUANTITY</th>
<th>UNIT PRICE</th>
<th>COST PER</th>
</tr>
</thead>
<tbody>
<tr>
<td>SERVICES DURING 08/16/2011 THROUGH 08/31/2011</td>
<td>$45,000.00</td>
<td></td>
</tr>
</tbody>
</table>

**PAYMENT:**

<table>
<thead>
<tr>
<th>Payment</th>
<th>APPROVED FOR</th>
<th>EXCHANGE RATE</th>
<th>DIFFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROVISIONAL</td>
<td>= $</td>
<td>= $1.00</td>
<td></td>
</tr>
<tr>
<td>COMPLETE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PARTIAL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FINAL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PROGRESS</td>
<td>TITLE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADVANCE</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Amount verified; correct for payment

(Signature or initials)

Pursuant to authority vested in me, I certify that this voucher is correct and proper for payment.

(Date) (Authorized Certifying Officer) (Title)

**ACCOUNTING CLASSIFICATION**

<table>
<thead>
<tr>
<th>ACCOUNTING CLASSIFICATION</th>
</tr>
</thead>
</table>

**CHECK NUMBER**

<table>
<thead>
<tr>
<th>CHECK NUMBER ON ACCOUNT OF THE U.S. TREASURY</th>
<th>CHECK NUMBER ON (Name of Bank)</th>
</tr>
</thead>
</table>

**PAYEE**

<table>
<thead>
<tr>
<th>ACME CORPORATION</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>CASH</th>
<th>DATE</th>
</tr>
</thead>
</table>

| $ | |

**PER**

<table>
<thead>
<tr>
<th>JOHN J. SMITH</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>TITLE</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>CHIEF FINANCIAL OFFICER</th>
</tr>
</thead>
</table>

1. When stated in foreign currency, insert name of currency.
2. If the ability to certify and authority to approve are combined in one person, one signature only is necessary; otherwise the approving officer will sign in the space provided, over his official title.
3. When a voucher is receipted in the name of a company or corporation, the name of the person writing the company or corporate name, as well as the capacity in which he signs, must appear. For example: “John Doe Company, per John Smith, Secretary”, or “Treasurer”, as the case may be.
### EXHIBIT 5-16

**VOUCHER BACK-UP SHEET FOR OA/CTS CONTRACTS AND EXAMPLE**

#### D. IDENTIFYING INFORMATION

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Contractor Name</td>
<td>ACME CORPORATION</td>
</tr>
<tr>
<td>2</td>
<td>Contract Number</td>
<td>AE88888888</td>
</tr>
<tr>
<td>3</td>
<td>This Voucher Number</td>
<td>12</td>
</tr>
<tr>
<td>4</td>
<td>For Reimbursement of Expenses Incurred Through</td>
<td>8/31/2011</td>
</tr>
<tr>
<td>5</td>
<td>Current Contract Modification Number</td>
<td>5</td>
</tr>
</tbody>
</table>

#### E. AMOUNTS VOUCHERED VERSUS CONTRACT FUNDING

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Payments Actually Received to Date</td>
<td>$440,000.00</td>
</tr>
<tr>
<td>2</td>
<td>Pending Payments Based on Vouchers Previously Submitted</td>
<td>$42,000.00</td>
</tr>
<tr>
<td>3</td>
<td>Amount Requested on this Voucher</td>
<td>$45,000.00</td>
</tr>
<tr>
<td>4</td>
<td>Cumulative to Date, Including this Voucher (B1+B2+B3)</td>
<td>$527,000.00</td>
</tr>
<tr>
<td>5</td>
<td>Current Contract Funding</td>
<td>$780,000.00</td>
</tr>
<tr>
<td>6</td>
<td>Balance of Contract Funding Remaining After This Voucher</td>
<td>$253,000.00</td>
</tr>
</tbody>
</table>

#### F. COMMENTS

**INSTRUCTIONS**

**SECTION A**

6. Self-Explanatory  
7. Self-Explanatory  
8. Vouchers must be numbered sequentially  
9. Normally either the last day of the month or the 15th  
10. Number of the most recent contract modification when the voucher is submitted

**SECTION B - Enter Amounts for Operating Expense, CRA, and Totals Under the Appropriate Columns**

1. Amount of payments actually received by the contractor for this contract as of voucher submittal date  
2. Amount of payments that are pending for this contract based on vouchers previously submitted by the contractor  
3. Amount of payment requested on this voucher (taken from SF 1034)  
4. Enter total of Lines B1, B2, and B3  
5. Enter contract funding amount per current contract modification  
6. Enter result of Contract Funding minus Cumulative Vouchered Amount to Date (This should be a positive amount)

**SECTION C**

Contractor may use this section to provide any comments deemed appropriate, such as identifying the previous vouchers that were paid in amounts other than requested.

* In vouchers that are prepared for expense through the end of a month, the cumulative amount should be in agreement with the cumulative vouchered reimbursable expense amounts shown in page 2, Section F, of the 2110-OA/CTS cost report that is submitted for that month.
<table>
<thead>
<tr>
<th>A. CENTER NAME</th>
<th>B. AGENCY NAME</th>
<th>C. PERIOD END DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Qtr. Number:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>End Date:</td>
</tr>
</tbody>
</table>

**E. STUDENT YEARS (SYS) PRODUCED, PROGRAM YEAR TO DATE (PYTD)**

1. Current Quarter Planned Average OBS
2. Current Quarter Actual Average OBS
3. Capacity Percent Current Quarter
4. Planned SY, PYTD
5. Actual SY, PYTD
6. Capacity Percent, PYTD
7. Slot Capacity @ End of Quarter

**G. EXPECTED UNDERRUN IF OBIS IS LESS THAN 98.0%**

1. Expected Savings per SY Not Delivered
2. SY Shortfall, SYTD (block E4 less E5)
3. Minimum Expected Underrun (G1 x G2)
4. Reported Variance (Pg. 2, Line 30)
5. Underrun Deficit (G3 – G4; blank if G3 < G4)

**F. STUDENT YEAR COST (IN DOLLARS)**

1. Planned for PYTD
2. Actual Cost/SY, PYTD

**H. SIGNATURE OF AUTHORIZED AGENCY REPRESENTATIVE**

1. Signature: ___________________________ Date: ____________
2. Name/Title: ___________________________________________
## U.S. DEPARTMENT OF LABOR
### JOB CORPS CIVILIAN CONSERVATION CENTER FINANCIAL REPORT

### OFFICE OF JOB CORPS FORM 2110F

<table>
<thead>
<tr>
<th>A. CENTER NAME</th>
<th>B. AGENCY NAME</th>
<th>C. PERIOD END DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Quarter Number:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>End Date:</td>
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</table>

<table>
<thead>
<tr>
<th>D. STATUS</th>
<th>E. BASIS FOR PLANNED EXPENSE, CYTD:</th>
<th>F. NET CENTER OPERATIONS EXPENSE</th>
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<tbody>
<tr>
<td></td>
<td>Prorated POP</td>
<td>(a) Current Quarter Actual</td>
</tr>
<tr>
<td>1</td>
<td>Academic Personnel Expense</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Other Academic Expense</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Career Technical Training Personnel Expense</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Other Career Technical Training Expense</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Career Success Personnel Expense</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Other Social Skills Expense</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Food</td>
<td></td>
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<tr>
<td>8</td>
<td>Clothing</td>
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</tr>
<tr>
<td>9</td>
<td>Support Service Personnel Expense</td>
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<tr>
<td>10</td>
<td>Other Support Service Expense</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Medical Personnel Expense</td>
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<tr>
<td>12</td>
<td>Other Medical Expense</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Career Prep/TR Personnel Expense</td>
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</tr>
<tr>
<td>14</td>
<td>Other Career Prep/TR Expense</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Administrative Personnel Expense</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Other Administrative Expense</td>
<td></td>
</tr>
<tr>
<td>17 Line</td>
<td>Reserved for Later Use</td>
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</tr>
<tr>
<td>18</td>
<td>Facilities Maintenance Personnel Expense</td>
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<td>19</td>
<td>Other Facilities Maintenance Expense</td>
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<td>20</td>
<td>Security Personnel Expense</td>
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<td>21</td>
<td>Other Security Expense</td>
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<td>22</td>
<td>Communications</td>
<td></td>
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<td>23</td>
<td>Utilities and Fuel</td>
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<td>24</td>
<td>Facility Lease Cost</td>
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<tr>
<td>25</td>
<td>Insurance</td>
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<td>26</td>
<td>Motor Vehicle Expense</td>
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<td>27</td>
<td>Travel and Training</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Line Reserved for Later Use</td>
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</tr>
<tr>
<td>29</td>
<td>FECA Charge Back</td>
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<tr>
<td>30</td>
<td>Subtotal of Direct Expense (Lines 1 thru 29)</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Program Direction Expense (Allocated)</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Total Center Operations Expense (Lines 30+31)</td>
<td></td>
</tr>
<tr>
<td>Categories of Expense</td>
<td>Budget For Program Year</td>
<td>Current Quarter Expense</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>1 Center Operations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Direct Expense</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Program Direction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Total Center Operations (Lines 1a + 1b)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Equipment/Furniture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Vehicle Rental</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 CTST Materials</td>
<td></td>
<td></td>
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<tr>
<td>5 Student Transport/Meal Allowance</td>
<td></td>
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</tr>
<tr>
<td>6 Outreach/Admissions</td>
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<td>7 Career Transition Services</td>
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<tr>
<td>8 Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Operating Fund Totals (Lines 1 thru 9)</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>E. STATUS OF CRA FUNDS IN ACTIVE/CURRENT APPROPRIATIONS</th>
<th>Accounts Expiring This Program Year</th>
<th>Accounts Expiring Next Program Year</th>
<th>Accounts Expiring in Later Program Year</th>
<th>Total of Current Accounts (a+b+c)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Transfers Budgeted by DOL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Actual Transfers (EOP)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3 Balance of Transfers Due (Line 1 - 2)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Cumulative Obligations EOP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Cumulative Obligations thru Prior Program Year</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>6 Budgeted for Obligation This PY (Line 1 - 5)</td>
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</tr>
<tr>
<td>7 Net Obligations This PY (Line 4 - 5)</td>
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<tr>
<td>8 Unobligated Balance EOP (Line 6 - 7)</td>
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<tr>
<td>9 Net Obligations This Quarter</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
U.S. DEPARTMENT OF LABOR

OFFICE OF JOB CORPS

FORM 2110F

JOB CORPS CIVILIAN CONSERVATION CENTER FINANCIAL REPORT

<table>
<thead>
<tr>
<th>A. CENTER NAME</th>
<th>B. AGENCY NAME</th>
<th>C. PERIOD END DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Quarter Number:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>End Date:</td>
</tr>
</tbody>
</table>

D. STATUS

E. VARIANCE REASONS/RESOLUTIONS

<table>
<thead>
<tr>
<th>Expense Categories</th>
<th>Variance: $</th>
<th>Resolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Other Academic Expense</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Clothing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### EXHIBIT 5-18
2110HQ JOB CORPS CCC NATIONAL ROLL-UP FINANCIAL REPORT

<table>
<thead>
<tr>
<th>Expense Categories</th>
<th>Program Year Budget</th>
<th>Program Year Current Quarter Expense</th>
<th>Program Year to Date (PYTD) Expense</th>
<th>Program Year to Date (PYTD) Expense As % PY Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Center Operations</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>a. Direct Expense</td>
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</tr>
<tr>
<td>b. Program Direction</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>c. Total Center Operations (Line 1a + 1b)</td>
<td></td>
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</tr>
<tr>
<td>2 CTST Materials</td>
<td></td>
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<tr>
<td>3 Vehicle Rental</td>
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<tr>
<td>4 Student Transport/Meal Allowance</td>
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<tr>
<td>6 Outreach/Admissions</td>
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<tr>
<td>7 Career Transition Services</td>
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<tr>
<td>8 Other 1</td>
<td></td>
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<tr>
<td>9 Other 2</td>
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<tr>
<td>10 Subtotal of Operating Funds (Lines 1 thru 9)</td>
<td></td>
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</tr>
<tr>
<td>11 Facility Construction/Rehab/ Acquisition (CRA)</td>
<td></td>
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</tr>
<tr>
<td>12 Grand Total (Lines 10+11)</td>
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</tbody>
</table>

### F. NET OBLIGATIONS OF CURRENT/ACTIVE FUNDS IN CURRENT PY (PYTD)

<table>
<thead>
<tr>
<th>Expense Categories</th>
<th>Budget For Program Year</th>
<th>PYTD Obligations</th>
<th>PYTD Obligations As % PY Budget (b / a)</th>
<th>From Current/Active Funds</th>
<th>From Expired Funds</th>
<th>Total (d + e)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Center Operations</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>a. Direct Expense</td>
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<tr>
<td>b. Program Direction</td>
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<tr>
<td>c. Total Center Operations (Line 1a + 1b)</td>
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<tr>
<td>2 CTST Materials</td>
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</tr>
<tr>
<td>3 Vehicle Rental</td>
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<tr>
<td>4 Student Transport/Meal Allowance</td>
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<tr>
<td>6 Outreach/Admissions</td>
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<tr>
<td>7 Career Transition Services</td>
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<td>8 Other 1</td>
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<tr>
<td>10 Subtotal of Operating Funds (Lines 1 thru 9)</td>
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<tr>
<td>12 Grand Total (Lines 10+11d)</td>
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### E. STATUS OF JOB CORPS OPERATIONS FUNDS RECEIVED BY AGENCY – CUMULATIVE

<table>
<thead>
<tr>
<th>Treasury Appropriation Fund Symbol (TAFS)</th>
<th>Appropriation Expiration Date</th>
<th>Amount Transferred</th>
<th>Amount Obligated</th>
<th>Obligations As % of Transfers</th>
<th>Unobligated Balance (EOP)</th>
<th>Unpaid Obligations (EOP)</th>
</tr>
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<tbody>
<tr>
<td>12-16-0174 8 \ 9</td>
<td>6/30/2009</td>
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<tr>
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<tr>
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<tr>
<td>12-16-0174 \ 6</td>
<td>6/30/2006</td>
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<tr>
<td>12-16-0174 \ 5</td>
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<td><strong>Expired Appropriation Subtotal</strong></td>
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### F. STATUS OF JOB CORPS CONSTRUCTION/REHAB FUNDS RECEIVED BY AGENCY – CUMULATIVE

<table>
<thead>
<tr>
<th>Treasury Appropriation Fund Symbol (TAFS)</th>
<th>Appropriation Expiration Date</th>
<th>Amount Transferred</th>
<th>Amount Obligated</th>
<th>Obligations As % of Transfers</th>
<th>Unobligated Balance (EOP)</th>
<th>Unpaid Obligations (EOP)</th>
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<tbody>
<tr>
<td>12-16-0174 9 \ 11</td>
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<td></td>
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<tr>
<td>12-16-0174 8 \ 11</td>
<td>6/30/2011</td>
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<td></td>
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<tr>
<td>12-16-0174 7 \ 10</td>
<td>6/30/2010</td>
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<tr>
<td>12-16-0174 7 \ 9</td>
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<td>6/30/2005</td>
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<tr>
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<tr>
<td><strong>Expired Appropriation Subtotal</strong></td>
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### EXHIBIT 5-19

**JOB CORPS QUARTERLY CONSTRUCTION/REHAB REPORT**

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</tr>
</thead>
<tbody>
<tr>
<td>Deficiency ID# or FOP#</td>
<td>Project Description and Location</td>
<td>FUND CODE</td>
<td>Fund Expiration</td>
<td>Contract Modification Number</td>
<td>Contract Modification Date</td>
<td>Amount Funded</td>
<td>Amount Expensed</td>
<td>Undelivered Commitments</td>
<td>Cost to Complete</td>
<td>Estimated Project Cost Total Cost</td>
<td>Balance</td>
<td>Project Dates Start</td>
<td>Project Dates End</td>
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<td>38700</td>
<td>Window Replacement - Dorm 2</td>
<td>1013</td>
<td>6/30/2013</td>
<td>6</td>
<td>07/01/13</td>
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<td>$50,500</td>
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<td>9/30/2013</td>
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<td>39701</td>
<td>Window Replacement - Dorm 3</td>
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<td>07/01/13</td>
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<td>$49,500</td>
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<td>9/30/2013</td>
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<td>45123</td>
<td>Roof Replacement - Bldg 123</td>
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<td>6/30/2014</td>
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<td>09/14/15</td>
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<td>$20,000</td>
<td>$20,000</td>
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<td>45770</td>
<td>Cafeteria Door Replacement</td>
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<td>04/01/14</td>
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<td>Gym Floor Replacement</td>
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<td>$30,000</td>
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<td>$30,000</td>
<td>$30,000</td>
<td>6/15/2014</td>
<td>6/30/2015</td>
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</table>

| TOTAL | | | | | | | | | | | | | |
|-------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | $162,200 | $162,000 | $12,000 | $13,500 | $161,750 | $450 |

- Report **must** be submitted quarterly.
- Report is due January 20, April 20, July 20, and October 20 for quarters ending December 30, March 31, June 30, and September 30 respectively.
- DOL and/or operators may request more frequent updates.
## Instructions

### Job Corps Quarterly Construction/Rehab Report

<table>
<thead>
<tr>
<th>Line</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Center Name</td>
<td>Enter the full name of the center.</td>
</tr>
<tr>
<td>2</td>
<td>For Quarter Ending</td>
<td>Enter the last day of the calendar quarter for which the report is being submitted, i.e., 3/31, 6/30, 9/30, 12/31.</td>
</tr>
<tr>
<td>3</td>
<td>Cy End</td>
<td>Enter the current contract year end date.</td>
</tr>
<tr>
<td>4</td>
<td>Center Number</td>
<td>Enter the full center number.</td>
</tr>
<tr>
<td>5</td>
<td>Contract Number</td>
<td>Enter the full contract number.</td>
</tr>
<tr>
<td>6</td>
<td>Center Operator</td>
<td>Enter the Center's ID number. Each Job Corps Center is assigned a unique DOL identification number. This number is listed on the top right hand corner of the cover page on the facility survey. It is also listed on the monthly Design and Construction Status Reports.</td>
</tr>
<tr>
<td>7</td>
<td>Deficiency ID# or FOP#</td>
<td>Enter the CRA Deficiency ID# if available. If it is not available. Enter the FOP# in which the amounts were funded. Once the Deficiency ID is known, update the report.</td>
</tr>
<tr>
<td>8</td>
<td>Project Description and Location</td>
<td>Enter a complete description of the project including building number.</td>
</tr>
<tr>
<td>9</td>
<td>Fund Code</td>
<td>Enter or select the Fund Code (part of the appropriation string) from the Contract Modification. The Fund Code is located in Block 12 of the Contract Modification and is usually the four digits in positions 7-10. It is the same number recorded in Funded Not Corrected when funds are received.</td>
</tr>
<tr>
<td>10</td>
<td>Fund Expiration</td>
<td>Automatic - Calculates the Expiration Date of the funds based on the Fund Code.</td>
</tr>
<tr>
<td>11</td>
<td>Contract Modification # and Date</td>
<td>Enter the contract modification number and date of the mod approval by the Contracting Officer.</td>
</tr>
<tr>
<td>12</td>
<td>Amount Funded</td>
<td>Enter the amount funded for each project. If funding is deobligated the expiration of a contract year, the funded amount will be reduced and remarks should be included.</td>
</tr>
<tr>
<td>13</td>
<td>Amount Expensed</td>
<td>Enter the amount Expensed. The amount expensed must equal the sum of vouchered reimbursable, unvouchered reimbursable, and unvouchered accounts payable listed on the ETA 2110.</td>
</tr>
<tr>
<td>14</td>
<td>Undelivered Commitments</td>
<td>Enter the total amount undelivered commitments (open purchase orders). This should also reconcile with the ETA 2110.</td>
</tr>
<tr>
<td>15</td>
<td>Cost to Complete</td>
<td>Enter the amount of funding needed to complete the project. This amount is the anticipated costs that have not been paid or otherwise committed to the project. For instance, if funds were just received, the entire amount should be listed in &quot;Cost to Complete.&quot;</td>
</tr>
<tr>
<td>16</td>
<td>Estimated Project Total Cost</td>
<td>Automatic - This column automatically calculates the sum of columns 12 through 15 to determine the total costs of the project.</td>
</tr>
<tr>
<td>17</td>
<td>Balance</td>
<td>Automatic - This column automatically calculates the difference between the Amount Funded (12) and the Estimated Project Total Cost (16).</td>
</tr>
<tr>
<td>18</td>
<td>Project Start and End Dates</td>
<td>Enter the subcontract award or start date and anticipated completion date or completion date.</td>
</tr>
<tr>
<td>19</td>
<td>Percent Complete</td>
<td>Enter the percentage of work in place (actual work completed). Do not enter the percentage of funds obligated to date.</td>
</tr>
<tr>
<td>20</td>
<td>Remarks</td>
<td>Enter the description of the status of the project and any pertinent data related to the project.</td>
</tr>
<tr>
<td>21</td>
<td>Approved Completed RO/ESC</td>
<td>When the project is complete the center should notify the region and the engineering support contractor (ESC) to schedule inspection. Enter the initials of the ESC or RO project manager who confirmed completion.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Expiration</th>
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<td>6/30/2019</td>
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<td>1720</td>
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### EXHIBIT 5-20
**JOB CORPS EMERGENCY FUNDING REQUEST REPORT**

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<th>(7) Deficiency ID# or FOP#</th>
<th>(8) Project Description and Location</th>
<th>(9) FUND CODE</th>
<th>(10) Fund Expiration</th>
<th>(11) Modification or Approval Number Date</th>
<th>(12) Amount Funded</th>
<th>(13) Amount Expensed</th>
<th>(14) Undelivered Commitments</th>
<th>(15) Cost to Complete</th>
<th>(16) Estimated Project Costs</th>
<th>(17) Start</th>
<th>(18) End</th>
<th>(19) Percent Complete</th>
<th>(20) Remarks</th>
<th>(21) Complete RO/ESC</th>
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<tr>
<td>246</td>
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<tr>
<td>123</td>
<td>SUPPLEMENTAL</td>
<td>1114</td>
<td>9/30/2014</td>
<td>20 07/02/14</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>125</td>
<td>RECOVERY/OBLIGATION</td>
<td>1215</td>
<td>9/30/2015</td>
<td>22 07/03/14</td>
<td>$ 4,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$ 51,000</td>
<td></td>
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<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(22) RD Approval Date</th>
<th>(23) Remarks</th>
<th>(24) Complete RO/ESC</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/01/13</td>
<td>ESC</td>
<td></td>
</tr>
<tr>
<td>04/15/14</td>
<td>ESC</td>
<td></td>
</tr>
<tr>
<td>03/31/15</td>
<td>ESC</td>
<td></td>
</tr>
</tbody>
</table>

| TOTALS                    | $ 48,000                             |                     |

Report must be submitted with any requests to use available Emergency Funds. Additionally, the report is due January 20, April 20, July 20, and October 20 for quarters ending December 30, March 31, June 30, and September 30 respectively, with the CRA Status Report.
# INSTRUCTIONS

## JOB CORPS EMERGENCY FUNDING REQUEST REPORT

<table>
<thead>
<tr>
<th>LINE</th>
<th>TITLE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CENTER NAME</td>
<td>Enter the full name of the center.</td>
</tr>
<tr>
<td>2</td>
<td>FOR QUARTER ENDING OR REPORT DATE</td>
<td>Enter the report date or if a quarterly report, enter the last day of the calendar quarter for which the report is being submitted i.e. 3/31, 6/30, 9/30, 12/31.</td>
</tr>
<tr>
<td>3</td>
<td>CY END</td>
<td>Enter the current contract year end date.</td>
</tr>
<tr>
<td>4</td>
<td>CENTER NUMBER</td>
<td>Enter the full contract number.</td>
</tr>
<tr>
<td>5</td>
<td>CONTRACT NUMBER</td>
<td>Enter the full contract number.</td>
</tr>
<tr>
<td>6</td>
<td>CENTER OPERATOR</td>
<td>Enter the Center’s ID number. Each Job Corps Center is assigned a unique DOL identification number. This number is listed on the top right hand corner of the cover page on the facility survey. It is also listed on the monthly Design and Construction Status Reports.</td>
</tr>
<tr>
<td>7</td>
<td>DEFICIENCY ID# OR FOP#</td>
<td>Enter the CRA Deficiency ID# if available. If it is not available. Enter the FOP# in which the amounts were funded. Once the Deficiency ID is known, update the report.</td>
</tr>
<tr>
<td>8</td>
<td>PROJECT DESCRIPTION AND LOCATION</td>
<td>Enter the funding provided or deobligated in the top portion. Enter a complete description of the project including building number in the bottom portion.</td>
</tr>
<tr>
<td>9</td>
<td>FUND CODE</td>
<td>Enter or select the Fund Code (part of the appropriation string) from the Contract Modification. The Fund Code is located in Block 12 of the Contract Modification and is usually the four digits in positions 7-10. It is the same number recorded in Funded Not Corrected when funds are received.</td>
</tr>
<tr>
<td>10</td>
<td>FUND EXPIRATION</td>
<td>Automatic - Calculates the Expiration Date of the funds based on the Fund Code.</td>
</tr>
<tr>
<td>11</td>
<td>CONTRACT MODIFICATION # AND DATE</td>
<td>Enter the contract modification number and date of the mod approval by the Contracting Officer.</td>
</tr>
<tr>
<td>12</td>
<td>AMOUNT FUNDED</td>
<td>Enter the amount funded for each project. If funding is deobligated the expiration of a contract year, the funded amount will be reduced and remarks should be included.</td>
</tr>
<tr>
<td>13</td>
<td>AMOUNT EXPENSED</td>
<td>Enter the amount Expensed. The amount expensed must equal the sum of vouchered reimbursable, unvouchered reimbursable, and unvouchered accounts payable listed on the ETA 2110.</td>
</tr>
<tr>
<td>14</td>
<td>UNDELIVERED COMMITMENTS</td>
<td>Enter the total amount undelivered commitments (open purchase orders). This should also reconcile with the ETA 2110.</td>
</tr>
<tr>
<td>15</td>
<td>COST TO COMPLETE</td>
<td>Enter the amount of funding needed to complete the project. This amount is the anticipated costs that have not been paid or otherwise committed to the project. For instance, if funds were just received, the entire amount should be listed in &quot;Cost to Complete.&quot;</td>
</tr>
<tr>
<td>16</td>
<td>ESTIMATED PROJECT TOTAL COST</td>
<td>Automatic - This column automatically calculates the sum of columns 12 through 15 to determine the total costs of the project.</td>
</tr>
<tr>
<td>17</td>
<td>PROJECT START AND END DATES</td>
<td>Enter the subcontract award or start date and anticipated completion date or completion date.</td>
</tr>
<tr>
<td>18</td>
<td>PERCENT COMPLETE</td>
<td>Enter the percentage of work in place (actual work completed). Do not enter the percentage of funds obligated to date.</td>
</tr>
<tr>
<td>19</td>
<td>REMARKS</td>
<td>Enter the description of the status of the project and any pertinent data related to the project.</td>
</tr>
<tr>
<td>20</td>
<td>APPROVED COMPLETED RO/ESC</td>
<td>When the project is complete the center should notify the region and the engineering support contractor (ESC) to schedule inspection. Enter the initials of the ESC or RO project manager who confirmed completion.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Expiration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1012</td>
<td>6/30/2012</td>
</tr>
<tr>
<td>1013</td>
<td>6/30/2013</td>
</tr>
<tr>
<td>1114</td>
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<td>1214</td>
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<tr>
<td>1215</td>
<td>6/30/2015</td>
</tr>
<tr>
<td>1316</td>
<td>6/30/2016</td>
</tr>
<tr>
<td>1417</td>
<td>6/30/2017</td>
</tr>
<tr>
<td>1518</td>
<td>6/30/2018</td>
</tr>
<tr>
<td>1619</td>
<td>6/30/2019</td>
</tr>
<tr>
<td>1720</td>
<td>6/30/2020</td>
</tr>
</tbody>
</table>
**EXHIBIT 5-21**

**B1 CRA - ETA 2110 RECONCILIATION**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CRA FUNDS</td>
<td></td>
<td>$162,200</td>
<td>$136,250</td>
<td>$12,000</td>
<td>$13,500</td>
<td>$161,750</td>
<td>$450</td>
</tr>
<tr>
<td>EMERGENCY FUNDS</td>
<td></td>
<td>$51,000</td>
<td>$48,000</td>
<td>$0</td>
<td>$0</td>
<td>$48,000</td>
<td>$3,000</td>
</tr>
<tr>
<td>TOTAL B1 FUNDS</td>
<td></td>
<td>$213,200</td>
<td>$184,250</td>
<td>$12,000</td>
<td>$13,500</td>
<td>$209,750</td>
<td>$3,450</td>
</tr>
</tbody>
</table>

**ETA 2110, Page 4, Section E. Contractor Obligations**

|--------------------------------|--------------------------------------------------------|------------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|-------------------------------|--------------|
| CONSTRUCTION/FACILITY          |                                                        | $213,200                                 | $150,000                                      | $34,250                                       | $12,000                                      | $196,250                      | $16,950 

Less: COST TO COMPLETE  
BALANCE  
BALANCE CHECK

$13,500  
$3,450  
YES

Report must be submitted quarterly. Report is due January 20, April 20, July 20, and October 20 for quarters ending December 30, March 31, June 30, and September 30 respectively. DOL and/or operators may request more frequent updates.
## INSTRUCTIONS B1 CRA – ETA 2110 RECONCILATION

<table>
<thead>
<tr>
<th>LINE</th>
<th>TITLE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CENTER NAME</td>
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</tr>
<tr>
<td>2</td>
<td>FOR QUARTER ENDING OR REPORT DATE</td>
<td>Enter the report date or if a quarterly report, enter the last day of the calendar quarter for which the report is being submitted. i.e. 3/31, 6/30, 9/30, 12/31.</td>
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<td>3</td>
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</tr>
<tr>
<td>7</td>
<td>ETA 2110 DATE</td>
<td>Enter the data of the ETA 2110 month end report used for the reconciliation.</td>
</tr>
<tr>
<td>8</td>
<td>CATEGORY</td>
<td>Automatic - Describes the funding type for all B1 funds. No entry required.</td>
</tr>
<tr>
<td>9</td>
<td>AMOUNT FUNDED</td>
<td>Automatic - Pulls the funding data from the Quarterly CRA Status Report and the Emergency Funding Request Report.</td>
</tr>
<tr>
<td>10</td>
<td>AMOUNT EXPENSED</td>
<td>Automatic - The amount expensed is pulled from the Quarterly CRA Status Report and the Emergency Funding Request Report.</td>
</tr>
<tr>
<td>11</td>
<td>UNDELIVERED COMMITMENTS</td>
<td>Automatic - The undelivered commitments are pulled from the Quarterly CRA Status Report and the Emergency Funding Request Report.</td>
</tr>
<tr>
<td>12</td>
<td>COST TO COMPLETE</td>
<td>Automatic - The cost to complete figures are pulled from the Quarterly CRA Status Report and the Emergency Funding Request Report.</td>
</tr>
<tr>
<td>13</td>
<td>ESTIMATED PROJECT TOTAL COST</td>
<td>Automatic - This column automatically calculates the sum from the Quarterly CRA Status Report and the Emergency Funding Request Report.</td>
</tr>
<tr>
<td>14</td>
<td>BALANCE</td>
<td>Automatic - This column automatically calculates balance of funds available that are not expensed, committed or otherwise reserved for approved projects.</td>
</tr>
<tr>
<td>15 - 20</td>
<td>ETA 2110 CONTRACTOR OBLIGATIONS</td>
<td>Enter the applicable information in columns 16 through 20 from the ETA 2110 report. The column headings show where to pull the data from the report.</td>
</tr>
<tr>
<td>21</td>
<td>BALANCE</td>
<td>Automatic - Adjustment to capture cost to complete of CRA and Emergency Funded Projects.</td>
</tr>
<tr>
<td>22</td>
<td>LESS: COST TO COMPLETE</td>
<td>Automatic - Adjustment to capture cost to complete of CRA and Emergency Funded Projects.</td>
</tr>
</tbody>
</table>

### Code and Expiration

<table>
<thead>
<tr>
<th>Code</th>
<th>Expiration</th>
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</thead>
<tbody>
<tr>
<td>1012</td>
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<tr>
<td>1013</td>
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</tr>
<tr>
<td>1215</td>
<td>6/30/2015</td>
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<tr>
<td>1316</td>
<td>6/30/2016</td>
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<td>1518</td>
<td>6/30/2018</td>
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<tr>
<td>1619</td>
<td>6/30/2019</td>
</tr>
<tr>
<td>1720</td>
<td>6/30/2020</td>
</tr>
</tbody>
</table>
### CENTER PREVENTIVE MAINTENANCE PLAN (PMP) CHECKLIST

**Center Preventive Maintenance Plan (PMP) Checklist**

| Center Name: |  |
| Center Address: |  |
| Center Operator: |  |
| Regional Office COR: |  |
| Reviewed By: |  |
| Review Date: |  |

#### GENERAL REVIEW

<table>
<thead>
<tr>
<th>Y/N</th>
<th>Assessment Item</th>
<th>Review Comment or Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Plan includes quantity and qualifications of maintenance staff?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plan provides list of qualified vendors that will be used to provide maintenance activities?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plan includes how the center will address health and safety requirements for maintenance activities?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plan describes how Computerized Maintenance Management System (CMMS) will be used to schedule and manage the preventive maintenance program?</td>
<td></td>
</tr>
</tbody>
</table>

#### CUSTODIAL

<table>
<thead>
<tr>
<th>Y/N</th>
<th>Assessment Item</th>
<th>Review Comment or Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Plan includes custodial work plan that addresses each facility and articulates frequency of activity to ensure a safe, clean, and sanitary environment for Job Corps students (e.g., cleaning and stocking of all restrooms, kitchen areas, dining areas, and other common areas daily)?</td>
<td></td>
</tr>
</tbody>
</table>
### GROUNDS/SNOW REMOVAL

<table>
<thead>
<tr>
<th>Y/N</th>
<th>Assessment Item</th>
<th>Review Comment or Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Y</td>
<td>Plan includes grounds requirements for each facility to include provisions for ensuring safe, clean, neat, and sanitary grounds and landscaping?</td>
<td></td>
</tr>
<tr>
<td>☐ N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Y</td>
<td>Plan includes provisions for timely snow and ice removal for center pavements to ensure a safe environment?</td>
<td></td>
</tr>
<tr>
<td>☐ N</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### PEST MANAGEMENT

<table>
<thead>
<tr>
<th>Y/N</th>
<th>Assessment Item</th>
<th>Review Comment or Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Y</td>
<td>Plan addresses minimal federal and local requirements for development of Integrated Pest Management (IPM) plan, licensure requirements for pest specialists, and handling requirements for chemicals and pesticides?</td>
<td></td>
</tr>
<tr>
<td>☐ N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Y</td>
<td>Plan includes weekly monitoring, inspections, and mitigation of pests, such as termites and rodents, to ensure a clean and safe environment?</td>
<td></td>
</tr>
<tr>
<td>☐ N</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### WASTE MANAGEMENT

<table>
<thead>
<tr>
<th>Y/N</th>
<th>Assessment Item</th>
<th>Review Comment or Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Y</td>
<td>Plan includes provisions for ensuring waste, including recycling waste, is collected and removed from center as required to maintain clean and sanitary conditions?</td>
<td></td>
</tr>
<tr>
<td>☐ N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Y</td>
<td>Waste and Recycling operations are in accordance with center’s Solid Waste Management Plan and support waste diversion goals?</td>
<td></td>
</tr>
<tr>
<td>☐ N</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### SECURITY SYSTEM

<table>
<thead>
<tr>
<th>Y/N</th>
<th>Assessment Item</th>
<th>Review Comment or Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Y</td>
<td>Plan includes periodic inspection of security systems to ensure they are working properly?</td>
<td></td>
</tr>
<tr>
<td>☐ N</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### FIRE EXTINGUISHERS / EMERGENCY LIGHTING

<table>
<thead>
<tr>
<th>Y/N</th>
<th>Assessment Item</th>
<th>Review Comment or Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Y</td>
<td>Plan includes documented monthly inspections and annual certification of all center fire extinguishers?</td>
<td></td>
</tr>
<tr>
<td>☐ N</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### FIRE EXTINGUISHERS / EMERGENCY LIGHTING (CHECK HERE IF N/A □)

<table>
<thead>
<tr>
<th>Y/N</th>
<th>Assessment Item</th>
<th>Review Comment or Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>Plan includes documented monthly inspections of all center illuminated exit signs and emergency lighting?</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### KITCHEN HOOD FIRE SUPPRESSION SYSTEMS (CHECK HERE IF N/A □)

<table>
<thead>
<tr>
<th>Y/N</th>
<th>Assessment Item</th>
<th>Review Comment or Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>Plan includes annual testing and certification by vendor?</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>Plan includes semiannual maintenance by qualified vendor?</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>Plan includes hood duct grease removal service by qualified vendor at regular intervals in accordance with manufacturer recommendations?</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### FIRE ALARM AND SMOKE DETECTION SYSTEMS (CHECK HERE IF N/A □)

<table>
<thead>
<tr>
<th>Y/N</th>
<th>Assessment Item</th>
<th>Review Comment or Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>Plan includes weekly inspection of fire alarm systems for alarm and issues?</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>Plan includes provision for the repair of identified fire alarms and fire alarm issues by a qualified vendor in a timely manner?</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>Plan includes provisions for a fire watch if a system is out of service?</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>Plan includes annual testing and inspection of the entire fire alarm system (including duct smoke detection system and all dampers) by qualified personnel to ensure it is operational?</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### FIRE SUPPRESSION SYSTEMS (CHECK HERE IF N/A □)

<table>
<thead>
<tr>
<th>Y/N</th>
<th>Assessment Item</th>
<th>Review Comment or Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>Plan includes weekly inspection of dry system gauges to ensure that proper pressures are maintained?</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>Plan includes weekly inspection of valves to ensure they are in the proper position?</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>Plan includes quarterly inspection of wet system gauges to ensure that proper pressures are maintained?</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>Plan includes weekly inspection of the fire pump system to ensure there are no leaks and that it is operational?</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### FIRE SUPPRESSION SYSTEMS (CHECK HERE IF N/A □)

- Y Plan includes quarterly inspection of waterflow alarms and supervisor signal devices?
- N Plan includes annual testing and inspection of the entire system by qualified personnel to ensure it is operational?

### FIRE HYDRANT SYSTEMS (CHECK HERE IF N/A □)

<table>
<thead>
<tr>
<th>Y/N</th>
<th>Assessment Item</th>
<th>Review Comment or Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>Annual lubrication of all stems, caps, plugs, and threads to ensure proper operation?</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>N Plan includes annual testing of fire hydrants with full flow for at least one minute per hydrant (or until all foreign material has cleared) to ensure removal of sediment and hydrants are functioning properly?</td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>N Plan includes flow testing at minimum 5-year intervals of fire hydrant system to validate that the required flow and pressure is achieved?</td>
<td></td>
</tr>
</tbody>
</table>

### ELEVATORS (CHECK HERE IF N/A □)

<table>
<thead>
<tr>
<th>Y/N</th>
<th>Assessment Item</th>
<th>Review Comment or Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>Plan includes monthly, quarterly, and annual maintenance requirements in accordance with manufacturer’s recommendations performed by qualified personnel or vendor?</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>Y Plan includes annual certification testing by an authorized and qualified third-party elevator inspector in the state of jurisdiction?</td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>N Plan includes load testing every 5 years (or as required by local jurisdiction) by qualified elevator vendor.</td>
<td></td>
</tr>
</tbody>
</table>

### GROUND AND ELEVATED WATER STORAGE TANKS (CHECK HERE IF N/A □)

<table>
<thead>
<tr>
<th>Y/N</th>
<th>Assessment Item</th>
<th>Review Comment or Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>Y Plan includes thorough inspection in accordance with American Water Works Association (AWWA) D101-53 to include tank structure at minimum every 5 years by qualified professionals?</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>N Plan includes washout of tanks at minimum every 5 years or more frequently in areas prone to sediment problems?</td>
<td></td>
</tr>
<tr>
<td>WATERTREATMENTSYSTEMS (CHECKHEREIF N/A □)</td>
<td><strong>Y/N</strong></td>
<td><strong>Assessment Item</strong></td>
</tr>
<tr>
<td>---------------------------------------------</td>
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</tr>
<tr>
<td>□  Y</td>
<td></td>
<td>Plan includes quarterly environmental health inspection by qualified non-center personnel?</td>
</tr>
<tr>
<td>□  Y</td>
<td></td>
<td>Plan includes provision to record amount of water treated, amount of chlorine used, and daily free chlorine residual?</td>
</tr>
<tr>
<td>□  Y</td>
<td></td>
<td>Plan includes regular verification that primary and secondary disinfection systems are working properly?</td>
</tr>
<tr>
<td>□  Y</td>
<td></td>
<td>Plan includes provision for bacterial and chemical tests to be performed by state or local health authorities?</td>
</tr>
<tr>
<td>□  Y</td>
<td></td>
<td>Plan includes annual environmental health inspection by qualified non-center personnel (N/A for septic systems)?</td>
</tr>
<tr>
<td>□  Y</td>
<td></td>
<td>Plan addresses requirement for wastewater treatment operators to be licensed and trained per state, federal, and local requirements?</td>
</tr>
<tr>
<td>□  Y</td>
<td></td>
<td>Plan includes maintaining records of water treatment variables (pH, dissolved oxygen, total suspended solids, BOD) as needed to check the system’s operation?</td>
</tr>
<tr>
<td>□  Y</td>
<td></td>
<td>Plan includes regular inspection for undesirable objects and chemicals, and removal or additional safety training/education as needed?</td>
</tr>
<tr>
<td>□  Y</td>
<td></td>
<td>For septic systems, plan includes regular checking of tank level and provisions to pump the tank before solids reach the overflow?</td>
</tr>
<tr>
<td>□  Y</td>
<td></td>
<td>For septic systems, plan includes periodic inspection and removal of debris from pretreatment devices and periodic pumping of solids from trap as needed?</td>
</tr>
<tr>
<td>□  Y</td>
<td></td>
<td>For septic systems, plan includes periodic inspection and cleaning of effluent filters?</td>
</tr>
<tr>
<td>□  Y</td>
<td></td>
<td>For septic systems, plan includes monthly inspection of drain field for odors or septic tank effluent on surface?</td>
</tr>
<tr>
<td>□  Y</td>
<td></td>
<td>For lagoons, plan includes periodic mowing and if possible, removal of burrowing animals from lagoon banks?</td>
</tr>
<tr>
<td>□  Y</td>
<td></td>
<td>For lagoons, plan includes inspection for noxious odor, floating plant life, excessive algae, or high solid content in effluent, and dredging if necessary?</td>
</tr>
<tr>
<td>□  Y</td>
<td></td>
<td>For packaged plants, plan includes daily inspection of system to ensure pre-treatment devices, aeration tanks, sludge pumps, settling tanks, dosing tanks/pumps, chlorination/de-chlorination systems are working properly?</td>
</tr>
</tbody>
</table>
### WATER TREATMENT SYSTEMS (CHECK HERE IF N/A □)
- **Y** For packaged plants, plan includes maintenance of system to include scraping of hopper walls, washing of plant structures, lubrication of mechanical devices, replacement of air filters and belts as needed, cleaning of diffusers?

### BOILER SYSTEMS (CHECK HERE IF N/A □)
<table>
<thead>
<tr>
<th>Y/N</th>
<th>Assessment Item</th>
<th>Review Comment or Recommendation</th>
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<tbody>
<tr>
<td><strong>Y</strong></td>
<td>Plan includes monthly chemical testing of system water and adjustment as needed?</td>
<td></td>
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<tr>
<td><strong>N</strong></td>
<td>Plan includes monthly inspection of fuel filter and replacement as needed?</td>
<td></td>
</tr>
<tr>
<td><strong>Y</strong></td>
<td>Plan includes quarterly blowdown of drain valve and inspection of system?</td>
<td></td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>Plan includes semiannual inspection and adjustment of control system?</td>
<td></td>
</tr>
<tr>
<td><strong>Y</strong></td>
<td>Plan includes annual maintenance requirements including inspection/cleaning of combustion chamber and refractory, inspection of safety devices, and tuning to ensure optimal performance?</td>
<td></td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>Plan includes annual testing and certification requirements in accordance with federal, state, and local requirements by a qualified vendor?</td>
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</tbody>
</table>

### BUILDING MANAGEMENT (HVAC CONTROLS) SYSTEM (CHECK HERE IF N/A □)
<table>
<thead>
<tr>
<th>Y/N</th>
<th>Assessment Item</th>
<th>Review Comment or Recommendation</th>
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</thead>
<tbody>
<tr>
<td><strong>Y</strong></td>
<td>Plan includes monthly inspection of air compressor systems for pneumatic systems and checking pneumatic lines for blockage?</td>
<td></td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>Plan includes monthly inspection of control set-points and timing with adjustment as needed?</td>
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</tr>
</tbody>
</table>

### AIR HANDLING SYSTEMS (CHECK HERE IF N/A □)
<table>
<thead>
<tr>
<th>Y/N</th>
<th>Assessment Item</th>
<th>Review Comment or Recommendation</th>
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</thead>
<tbody>
<tr>
<td><strong>Y</strong></td>
<td>Plan includes at minimum quarterly inspection of air handling systems for excessive vibration, worn parts, and improper operation?</td>
<td></td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>Plan includes at minimum quarterly inspection and/or replacement of air filters?</td>
<td></td>
</tr>
<tr>
<td><strong>Y</strong></td>
<td>Plan includes at minimum quarterly inspection and/or replacement of belts?</td>
<td></td>
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</tbody>
</table>
### OTHER MECHANICAL SYSTEMS (CHECK HERE IF N/A □)

<table>
<thead>
<tr>
<th>Y/N</th>
<th>Assessment Item</th>
<th>Review Comment or Recommendation</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Y Chillers and Refrigeration Equipment - Plan includes at minimum quarterly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>testing, proper operation, refrigerant and fluid leaks, proper alignment,</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>lubrication and adjustment of components, and repairs as needed?</td>
<td></td>
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<tr>
<td></td>
<td>Y Cooling Towers - Plan includes at minimum monthly water testing and quarterly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>inspection to include proper operation of towers and chemical injection system,</td>
<td></td>
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<tr>
<td></td>
<td>belt tension and wear, inspection/clearing of blowdown system, lubrication and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>adjustment of components?</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Y Steam Distribution Systems - Plan includes at minimum quarterly testing of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>system condensate and feed water and treatment as necessary, inspection of safety</td>
<td></td>
</tr>
<tr>
<td></td>
<td>devices for proper operation, inspection/clearing of blowdown system, inspection/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>cleaning of steam traps, pumps, controls?</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Y Furnaces - Plan includes at minimum inspection of fuel and air filters and</td>
<td></td>
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<tr>
<td></td>
<td>replacement as needed, inspection of belt tension and condition and replacement</td>
<td></td>
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<td></td>
<td>as needed?</td>
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<tr>
<td>N/A</td>
<td>Y Aboveground Storage Tanks/Underground Storage Tanks (AST/UST) - Plan includes</td>
<td></td>
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<tr>
<td></td>
<td>inspecting tanks, secondary containment and ancillary equipment in accordance</td>
<td></td>
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<tr>
<td></td>
<td>with applicable SP001, etc. regulations.</td>
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### GREASE INTERCEPTOR SYSTEMS (CHECK HERE IF N/A □)

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<thead>
<tr>
<th>Y/N</th>
<th>Assessment Item</th>
<th>Review Comment or Recommendation</th>
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<tbody>
<tr>
<td></td>
<td>Y Plan includes at minimum monthly inspection and grease removal/disposal at</td>
<td></td>
</tr>
<tr>
<td></td>
<td>required intervals by qualified vendor?</td>
<td></td>
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<tr>
<td></td>
<td>Y Plan includes at minimum monthly inspection of inlet, outlet, and air relief</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ports for obstructions, and connections for leaks?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Y Plan includes provision for storage of used grease in approved containers and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>disposal by qualified vendor to minimize introduction of grease into drainage</td>
<td></td>
</tr>
<tr>
<td></td>
<td>systems?</td>
<td></td>
</tr>
</tbody>
</table>

### RENEWABLE ENERGY SYSTEMS (CHECK HERE IF N/A □)

<table>
<thead>
<tr>
<th>Y/N</th>
<th>Assessment Item</th>
<th>Review Comment or Recommendation</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Y Solar Water Systems - Plan includes at minimum quarterly inspection for leaks,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>loose connections,</td>
<td></td>
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</tbody>
</table>
# RENEWABLE ENERGY SYSTEMS (CHECK HERE IF N/A □)

<table>
<thead>
<tr>
<th>Y/N</th>
<th>Assessment Item</th>
<th>Review Comment or Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Insulation wear, proper pump operations, and proper controls operations?</td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>Solar Electric Systems - Plan includes at minimum quarterly inspection for damage, loose connections, and proper controls operations?</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Wind Turbine Systems - Plan includes at minimum maintenance and inspections in accordance with manufacturer’s recommendations by qualified vendor?</td>
<td></td>
</tr>
</tbody>
</table>

# ELECTRICAL SYSTEMS (CHECK HERE IF N/A □)

<table>
<thead>
<tr>
<th>Y/N</th>
<th>Assessment Item</th>
<th>Review Comment or Recommendation</th>
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</thead>
<tbody>
<tr>
<td>Y</td>
<td>Transformers (to include those containing PCBs) - Plan includes at minimum quarterly inspection for leaks, corrosion, structural support issues, removal of brush and other debris from around transformers, loose connections, insulation and conductor condition, proper locked enclosure as needed for safety?</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>Electrical Panels - Plan includes at minimum quarterly inspection for damage, proper labeling, breaker failure, proper securing of panel doors for safety, loose connections?</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>Electrical Outlets - Plan includes at minimum quarterly inspection and replacement of damaged outlets and outlet covers and testing of GFCI breakers to ensure proper operation?</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>Generators - Plan includes at minimum regular maintenance by qualified personnel to include monthly exercise of generators and fluid checks/replacement as needed?</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>Plan includes provisions for Lockout/Tagout in accordance with 29 Code of Federal Regulations (CFR) 1910.147 to safeguard workers from hazardous energy releases during maintenance or repair activities?</td>
<td></td>
</tr>
</tbody>
</table>
### LIGHTING SYSTEMS (CHECK HERE IF N/A □)

<table>
<thead>
<tr>
<th>Y/N</th>
<th>Assessment Item</th>
<th>Review Comment or Recommendation</th>
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<tbody>
<tr>
<td>Y</td>
<td>Plan includes regular inspections of exterior lighting systems and re-lamping</td>
<td></td>
</tr>
<tr>
<td></td>
<td>as required to ensure safe illumination levels during hours of darkness?</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>Plan includes regular inspections of interior lighting systems and re-lamping</td>
<td></td>
</tr>
<tr>
<td></td>
<td>as required to ensure adequate illumination levels?</td>
<td></td>
</tr>
</tbody>
</table>

### PLUMBING SYSTEMS (CHECK HERE IF N/A □)

<table>
<thead>
<tr>
<th>Y/N</th>
<th>Assessment Item</th>
<th>Review Comment or Recommendation</th>
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</thead>
<tbody>
<tr>
<td>Y</td>
<td>Backflow Preventers – Plan includes annual inspection and certification</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of backflow prevention devices by a certified professional as required by</td>
<td></td>
</tr>
<tr>
<td></td>
<td>federal, state, or local requirements?</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>Plan includes regular inspection of gas, water, and drainage piping systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and fixtures for leaks, insulation damage, proper operation, and repairs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>as needed?</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Plan includes at minimum quarterly inspection of pump lift stations for</td>
<td></td>
</tr>
<tr>
<td></td>
<td>proper operation and maintenance/repairs as needed?</td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>Water Heaters - Plan includes at minimum quarterly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>inspection water heaters for proper set point, condition of water and draining</td>
<td></td>
</tr>
<tr>
<td></td>
<td>as needed, condition of element and replacement as needed, and for any leaks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and corrosion?</td>
<td></td>
</tr>
</tbody>
</table>

### BUILDING ENVELOPE SYSTEMS (CHECK HERE IF N/A □)

<table>
<thead>
<tr>
<th>Y/N</th>
<th>Assessment Item</th>
<th>Review Comment or Recommendation</th>
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</thead>
<tbody>
<tr>
<td>Y</td>
<td>Roofs – Plan includes at minimum, semi-annual inspection of roofs and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>maintenance to include removal of debris from drainage devices, inspection</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of flashing systems and penetrations for leaks, inspection of interior</td>
<td></td>
</tr>
<tr>
<td></td>
<td>finishes for water damage, and repairs as needed?</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>Plan includes regular inspection of windows to include replacement of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>weather-stripping as needed?</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>Plan includes regular inspection of doors and designated emergency exits to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ensure proper closure and ease of egress?</td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>Plan includes regular inspections of the building envelope system for leaks and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or damage and repairs as needed?</td>
<td></td>
</tr>
<tr>
<td>BUILDING ENVELOPE SYSTEMS (CHECK HERE IF N/A □)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td></td>
<td></td>
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<tr>
<td>Y Plan includes recurring protection of exposed building envelope surfaces to include repainting as needed?</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>GENERAL MAINTENANCE (CHECK HERE IF N/A □)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y/N Assessment Item</td>
</tr>
<tr>
<td>Y Plan includes periodic inspection of building interior finishes to include ceiling tiles, flooring, wall finishes and repair, replacement, repainting as required?</td>
</tr>
<tr>
<td>N Plan includes periodic inspection of laundry facilities, dryer vent systems, electrical, as required for repair or replacement?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KITCHEN PREVENTIVE MAINTENANCE (CHECK HERE IF N/A □)</th>
</tr>
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<tbody>
<tr>
<td>Y/N Assessment Item</td>
</tr>
<tr>
<td>Y Plan includes maintenance requirements for kitchen equipment including refrigeration systems, hood ventilation systems, steamers, ovens, and dishwashers?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PAVEMENTS MAINTENANCE (CHECK HERE IF N/A □)</th>
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</thead>
<tbody>
<tr>
<td>Y/N Assessment Item</td>
</tr>
<tr>
<td>Y Plan includes periodic inspection of rigid and flexible pavements for damage and proper drainage, removal of debris and vegetation as needed, repair of potholes and sealing of cracks as needed to prevent further damage.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HAZARDOUS MATERIALS MANAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y/N Assessment Item</td>
</tr>
<tr>
<td>Y Plan includes provisions for ensuring proper handling and disposal of Asbestos-Containing Materials (ACM) and lead-based paint by qualified personnel or vendor as needed?</td>
</tr>
<tr>
<td>N Plan includes provisions for ensuring proper handling, storage, and disposal of hazardous materials by qualified personnel or vendor as needed?</td>
</tr>
</tbody>
</table>
### STATE HEALTH INSPECTION (CHECK HERE IF N/A □)

<table>
<thead>
<tr>
<th>Y/N</th>
<th>Assessment Item</th>
<th>Review Comment or Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>Plan includes provision to ensure required health inspections are scheduled with local and state authorities as required for food services and child development center facilities?</td>
<td></td>
</tr>
<tr>
<td>N</td>
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</table>

### STORMWATER MANAGEMENT SYSTEMS (CHECK HERE IF N/A □)

<table>
<thead>
<tr>
<th>Y/N</th>
<th>Assessment Item</th>
<th>Review Comment or Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>Plan includes periodic inspection for and removal of sediment and vegetation in storm-water systems to ensure unobstructed flow and proper capacity?</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>Plan includes periodic mowing, litter removal, and debris removal as required in swales to ensure unobstructed storm-water flow?</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>Plan includes repair of eroded embankments as required to maintain unobstructed flow and proper capacity?</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>Plan addresses requirement for storm-water permitting as required per state, federal, and local requirements?</td>
<td></td>
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<tr>
<td>N</td>
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</table>

### COMPUTERIZED MAINTENANCE MANAGEMENT SYSTEM (CHECK HERE IF N/A □)

<table>
<thead>
<tr>
<th>Y/N</th>
<th>Assessment Item</th>
<th>Review Comment or Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>Plan includes center’s plan for use of a system to schedule and track all preventive and corrective maintenance activities? It is recommended that this include all facilities maintenance and repair activities including subcontracted activities.</td>
<td></td>
</tr>
<tr>
<td>N</td>
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Attachments
A. General

Job Corps has established a comprehensive performance management system to assess program effectiveness across multiple components of services and programs offered to Job Corps students. This system evaluates Outreach and Admissions (OA) contractors, Job Corps Center operators, Career Transition Services (CTS) contractors, and Career Technical Training (CTT) programs based on the outcomes of program participants. The performance management system serves three primary purposes:

1) To meet accountability requirements for establishing performance measures (also known as metrics) and reporting student outcomes for the Job Corps system under the program’s authorizing legislation (the Workforce Innovation and Opportunity Act [WIOA]), and U.S. Department of Labor (DOL) priorities.

2) To assess centers’ and contractors’ accomplishments in meeting the level of performance expected by the Department of Labor, implementing program priorities and serving students effectively.

3) To have a Federal management tool that focuses on useful and relevant feedback on performance, while holding all centers, OA and CTS contractors accountable for continuous program improvement.

Job Corps has an interwoven set of performance metrics that meet multiple reporting requirements. The system is designed to answer four basic questions:

1) Are Job Corps students effectively recruited and retained in the program?

2) While enrolled in Job Corps, do students achieve fundamental qualifications and credentials that could lead to either a career path with opportunity for advancement and economic stability or higher education?

3) Are Job Corps students successfully transitioning into the workforce, enrolling in additional education or training, or entering the military after they leave the program?

4) How is each Job Corps contractor (Center, OA, and CTS) performing compared to the established annual performance goals and other contractors?

In short, Job Corps’ performance management system conveys the program’s effectiveness in executing the program’s mission. Additionally, the system meets the intent of Job Corps’ authorizing legislation and other reporting requirements.

Job Corps’ performance management system is comprised of four Outcome Measurement System (OMS) Report Cards, each of which is designed to reflect results in a specific area of student services and represents a discrete pool of students. At the same time, the system is designed with intentional overlap of performance metrics across multiple
Report Cards to represent a comprehensive picture of performance throughout all phases of students’ Job Corps experience. This overlap encourages collaboration across service contractors, as they strive to meet clearly defined program goals. The four Report Cards are:

✓ Outreach and Admissions Report Card OAOMS
✓ Center Report Card Center OMS
✓ Career Transition Services Report Card POMS
✓ Career Technical Training Report Card CTT

In addition to the above quantitative components of the performance management system, Job Corps uses a Center Quality Assessment process to provide a more comprehensive view of the program’s performance. This Center Quality Assessment has three components: an On-Board Strength (OBS) rating, a Quality Rating (QR), and a Student Satisfaction Survey (SSS) rating. More information regarding the quality assessment of centers can be found in Appendix 501a.

In PY 2016, Job Corps implemented the Performance Improvement Plan (PIP) System as an accountability and management tool to assist operators in improving their performance when it has not met the levels expected by the Office of Job Corps. Details on the PIP System can be found in Appendix 501e.

B. Background

Annual Revision of the Performance Management System

The Office of Job Corps annually reviews and revises its performance management system so it continues to support program goals and DOL priorities and meet Job Corps’ legislative reporting requirements. Over the years, Job Corps has made changes to its performance management system that reflect programmatic changes, account for current labor market conditions, and ensure effective delivery of services to students, while keeping the system relatively stable.

Job Corps’ performance management system has served the program well in focusing on key metrics, improving performance on measured outcomes, and meeting program management requirements. To further align with WIOA reporting requirements and strengthen focus on driving students’ long-term career success and upward economic mobility, Job Corps undertook a major reform initiative of its performance management system for PY 2018. The goals of the reform initiative were:

- Further align with and support reporting requirements of the primary WIOA measures;
- Simplify the system so it is easier for stakeholders to understand;
- Prioritize post-center outcomes that are central to Job Corps’ mission;
- Improve internal consistency of the OMS so that high overall performers also rank relatively high on key individual measures; and,
• Continue to meet program management needs to effectively oversee the program.

To meet these goals, Job Corps developed a streamlined performance management system with a reduced number of measures that are more closely aligned with the primary measures reported under WIOA and places more emphasis on measures that support Job Corps’ mission of placing students in meaningful jobs or further education. Job Corps has planned a two-year transition for meeting this goal, culminating in increased weights on long-term placement and wage measures for PY 2019. (Please see Attachment 1 of ePRH Appendix 501 Introduction for more information on the primary measures required under WIOA.)

**Workforce Innovation Opportunity Act (WIOA) Reporting Requirements**

The Workforce Innovation and Opportunity Act (WIOA) requires Job Corps to report on the six primary indicators of performance, common to all WIOA programs, that provide key outcome information. This includes how many students attained employment or were placed in education or training, their median wages, whether they attained credentials, their measurable skills gains during training, and the effectiveness of the program in serving employers. Please see Attachment 1 of ePRH Appendix 501 Introduction for more details on the WIOA Reporting System, the definitions of the pools and credits for the six primary WIOA measures, and an overview of how the six primary measures differ from the way Job Corps has traditionally reported similar program outcomes under prior legislative reporting requirements and through OMS.

To collect the data necessary to report on the primary WIOA measures, in PY 2016 Job Corps replaced its post-placement surveys (13-week reverification and the 6- and 12-month follow up surveys for graduates) with two new surveys. The new surveys re-verify CTS placements and capture placement outcomes in the second quarter (Quarter 2) and fourth quarter (Quarter 4) after exit for a broader group of students. Job Corps implemented these post-separation surveys using a program-specific definition of the time period constituting the second quarter after exit and the fourth quarter after exit. Under this definition, Quarter 2 is the second three-month period and Quarter 4 is the fourth three-month period immediately following the student’s exit date. These Quarter 2 and Quarter 4 definitions, based on individual students’ exit date, were utilized in all surveys completed during PYs 2016 and 2017.

Beginning in PY 2018, Job Corps adopted the definition used by other DOL programs to define Quarter 2 as the second calendar quarter after the exit quarter, and Quarter 4 as the fourth calendar quarter after the exit quarter. For example, if the participant’s exit date is between January 1st and March 31st, the second quarter after exit would be July 1st through September 30th.

As described in Job Corps Data Center (JCDC) Notice 17-207, Job Corps effected a gradual transition to the new Quarter 2 and Quarter 4 timeframes over the last two months of PY 2017. All surveys conducted as of July 1, 2018 use the new definitions of Quarter 2 and Quarter 4.
The implementation of WIOA requires Job Corps to also collect and report annually on the program performance and accountability measures outlined in Sections 116 and 159 of the authorizing legislation. The Job Corps WIOA Annual Report, with outcomes by center, CTS contractor, OA contractor and nationally, will be made available to Congress and the Office of Management and Budget (OMB).

National targets will not be set for the WIOA measures until sufficient annual data has been collected and any inconsistencies in the data collection have been resolved. Until the new WIOA performance system has been fully implemented, stabilized, and targets have been set, Job Corps will continue to use OMS reports for decision making in the areas of contract and option year awards, past effectiveness scores, incentive fees, performance assessments, and Performance Improvement Plan (PIP) placement and graduation evaluations.

C. Approach

For PY 2018, Job Corps undertook a major initiative to reform its performance management system. Job Corps conducted an extensive review of WIOA reporting requirements, program management needs, and lessons learned over the past 30 years to determine the essential elements of a reformed system. Based upon the identified needs, Job Corps developed a prototype system for PY 2018 intended to meet each of the reform goals. This prototype was refined, and goals and weights assigned based upon extensive analysis of historical and more recent data. The Secretary’s Office and ETA reviewed and approved the new design, which was implemented in PY 2018. For PY 2019, Job Corps is maintaining this new design, including the planned Center Report Card weight changes. Given the transition to the Test of Adult Basic Education (TABE) 11/12 being implemented in PY 2019, Job Corps modified the learning gains indicators under the Measurable Skills Gains measure. The specific changes made to each of the four report cards and to associated policies can be found in Sections E and F below.

D. Design of the PY 2019 Performance Management System

Job Corps has made changes to the PY 2019 performance management system from PY 2018. These changes affect only the Center Report Card and involve a shift in measure weights as announced for PY 2019 in the PY 2018 Appendix 501, modifications to the two learning gain indicators under the Measurable Skills Gains measure in light of the transition to the new TABE 11/12, and the addition of the new, unweighted measure of Employer Retention to further align with WIOA reporting requirements.

The design of the performance management system for PY 2019 is as follows:

1. Core Components

    The Appendix 501 Introduction provides readers with an overall understanding of the performance management system. It includes an overview of the components and provides background information that applies to multiple report cards, such as
basic definitions of student status, Zero Tolerance (ZT) policies and administrative status issues. The Appendix 501 Introduction also includes additional policies that apply to multiple report cards, such as the grace period for new centers, transfers to Advanced Training (AT) programs, placement upgrades, the Job Training Match (JTM) Crosswalk policy, and, the post-separation surveys.

The Appendix 501 Introduction includes the four OMS Report Cards for the program year and all attachments.

Following the Appendix 501 Introduction are five sections:

 ✓ Appendix 501a – Center Report Card
 ✓ Appendix 501b – Outreach and Admissions Report Card
 ✓ Appendix 501c – Career Transition Services Report Card
 ✓ Appendix 501d – Career Technical Training Report Card
 ✓ Appendix 501e – Performance Improvement Plan System

Each OMS Report Card consists of four basic components: results-oriented measures, goals, weights, and ratings, including an overall rating, described as follows:

• Performance measures (also known as metrics) are the categories of outcomes under evaluation that reflect the program priorities and objectives important to Job Corps’ mission and also align or support legislative reporting requirements.
  o Job Corps has used performance measures composed of a single indicator. For example, the PY 2019 Placement Rate measure is calculated based upon the number of graduates and former enrollees in the pool that entered a placement during the reporting period.
  o Beginning in PY 2018, Job Corps began using composite measures. These measures are calculated based upon the weighted performance of two or more indicators against their goals that produces a performance rating in Center and CTS Report Cards. The term “indicator” is used to distinguish between the main measures and a metric that is used, in combination with other metrics, to calculate a composite measure. Goals for composite measures are set to 100%, indicating that the goal for the composite measure is to meet the individual goals for each of the indicators that combine to make up the measure.

• Performance goals are quantitative targets for each measure that are set to establish an expected level of performance. Goals are established to promote high expectations for student and operator/contractor performance.

• Relative weights are assigned to performance measures to indicate areas of emphasis among responsibilities for serving students. Each weight is expressed as a percentage with the sum of all weights in a Report Card.
totaling 100%.

- The *rating* is the performance (actual percent of goal achieved) on each measure, expressed as a percentage. The *overall rating* is the weighted aggregate of all individual performance measure ratings expressed as a percentage.

In addition to the OMS Report Cards, the performance management system contains a qualitative component to provide a more comprehensive review of performance. The Center Quality Assessment is composed of three discrete measures. On-Board Strength (OBS), which measures student capacity utilization on Job Corps centers; the Quality Rating (QR), which is issued during Regional Office Compliance Assessments (ROCA) of OA, center, and CTS contracts; and the Student Satisfaction Survey (SSS), which gauges students’ perceptions of center safety and security and overall satisfaction with the Job Corps program. Each of these elements is independent of the others and there is no aggregation of results across the measures.

These three measures are valuable management tools that complement the other systems by assessing the quality of services provided by Job Corps and capturing information on aspects of center life that are not reflected in the other management systems.

2. **Performance Goals**

As stated above, performance goals are the quantitative targets for each measure and indicator of the four Report Cards. Each outcome measure (and each indicator) is scored against its performance goal to report a percentage of the goal achieved.

*Example:* If the goal for the Placement Rate in the Center Report Card is 83%, and a center has Placement Rate of 70%, then its *rating* on that measure would be 84.3%, meaning that the center has reached 84.3% of the goal (70/83 = 84.3). The rating indicates there is room to grow in achieving the goal.

Performance goals may be national or model-based, as follows:

(a) **National Goals:** National goals are set and are generally applied to centers, OA, CTS, and CTT contractors equally for the same measure to maintain internal consistency and equitability. Where performance can reasonably be expected to be different for the same measure across report cards (e.g., due to differences in student pools), different national goals may be established.

(b) **Model-Based Goals:** Model-based goals are used for specific measures and indicators that require adjustments to ensure equity in making comparisons of performance across centers and contractors. Model-based
goals are statistically adjusted for circumstances that are beyond the operator’s control and help to level the playing field in assessing performance. A model is calculated, based on regression analysis, by estimating the effect of various factors on the achievement of the measure using a regression model. The cumulative effect of these factors provides the amount by which the national goal should be adjusted (upward or downward) for each center and CTS contractor (the OA Report Card has only national goals). The model-based goals for one center can significantly differ from those of other centers in the same state or region, as the goals are calculated using a combination of center-specific and local county economic data.

For PY 2019, the model-based goals for the HSD/HSE Attainment Rate incorporates results of the 2019 OMS Factor Verification Survey. The model-based goals for the Average Hourly Wage at Placement indicator are based on student characteristics and local economic factors. Center-specific model-based goals are applied to the CTT report card for the average hourly wage measures and the average earnings measure in Quarter 2 after exit quarter.

For PY 2019, center- and CTS contractor-specific models are estimated for the Graduate and Former Enrollee Average Earnings in Quarter 2 measure based upon data from the Quarter 2 survey.

For the CTT Report Card, the center-specific goal adjustments will be applied to the national goal of $5,700 for the CTT Completer Average Earnings in the Quarter 2 measure.

For PY 2019, Job Corps will not be applying model-based goals for the learning indicators under the Measurable Skills Gains Rating measure, as data are not available for TABE 11/12 outcomes for use in developing appropriate models. Model-based goals for these two indicators will be reintroduced in PY 2020 based upon the data collected for TABE 11/12 gains during PY 2019.

(1) **PY 2019 Model-Based Goals.** The following measures and indicators in the Center, CTS and/or CTT Report Cards, use model-based goals, as applicable:

- Credential Attainment Rating Measure
- HSD or HSE Attainment Rate
- Graduate and Former Enrollee Average Hourly Wage at Placement
- JTM Average Hourly Wage
- Graduate and Former Enrollee Average Earnings in Quarter 2 after Exit Quarter
• CTT Completer Average Earnings in Quarter 2 after Exit Quarter

Model-based goals for all Center, CTS and CTT measures can be found in Appendix 501 Introduction, Attachments 10, 11, and 12, respectively.

(2) **Appeal Process for Model-Based Goals:** Model-based goals are developed using the most recent data available. As a result, the goals are meant to accurately represent the factors beyond the control of a center or CTS contractor that impact the achievement of the specific measure. An appeal of a model-based goal may be filed *only if* there are new or extenuating circumstances that cannot be resolved during the program year, and that have not already been factored into the model.

**NOTE:** For PY 2019, appeals can be filed and will be processed for the model-based goals for all the applicable measures and indicators. If approved, the changes will be applied to both the Center Report Card and the related measures/indicators on the CTS and CTT Report Cards as applicable.

Appeals for model-based goals must include, (a) a written request outlining the justification for the appeal, and, (b) supporting data and/or official documentation supporting the appeal. The Office of Job Corps will review the request and documentation and determine if the appeal will be granted.

Appeals for model-based goals are to be submitted **no later than October 31, 2019.** The written justification and supporting documentation can be scanned and emailed to:

Modelbasedgoalsappeals@dol.gov

3. **Weights, Performance Ratings and Overall Rating**

Weights are assigned to each measure of the four Report Cards to underscore the relative importance in accountability for achieving student outcomes. Each weight is expressed as a percentage with the sum of all weights in a Report Card totaling 100%. A weighted performance rating for a measure is the actual percent of goal achieved (the performance rating calculated by dividing actual performance by the goal) multiplied by the measure weight.

Results across each of the weighted measures are aggregated to create an overall rating. These ratings are reviewed to assess program effectiveness and play a key role in the procurement process. Overall ratings are also used to determine the performance ranges for performance-based service contracting.
Similarly, composite measures are comprised of indicators that are assigned weights that collectively sum to 100%. The performance rating for a composite measure is the sum of the weighted performance rating of each of the individual indicators. The table provided below is an illustration of how the performance rating of a composite measure is calculated.

**EXAMPLE: CALCULATING PERFORMANCE RATING OF A COMPOSITE MEASURE**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Actual Performance</th>
<th>Indicator Goal</th>
<th>Performance Rating</th>
<th>Indicator Relative Weight</th>
<th>Weighted Performance Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator 1</td>
<td>68.2%</td>
<td>65%</td>
<td>104.9%</td>
<td>37.5%</td>
<td>39.3%</td>
</tr>
<tr>
<td>Indicator 2</td>
<td>66.0%</td>
<td>70%</td>
<td>94.3%</td>
<td>25.0%</td>
<td>23.6%</td>
</tr>
<tr>
<td>Indicator 3</td>
<td>92.3%</td>
<td>90%</td>
<td>102.6%</td>
<td>25.0%</td>
<td>25.6%</td>
</tr>
<tr>
<td>Indicator 4</td>
<td>57.5%</td>
<td>60%</td>
<td>95.8%</td>
<td>12.5%</td>
<td>12.0%</td>
</tr>
</tbody>
</table>

**Composite Measure Performance Rating**

To calculate the performance rating for a composite measure:
1. Calculate the performance rating of each indicator by dividing the actual performance on the indicator by the indicator goal.
2. Calculate the weighted performance of each indicator by multiplying the performance rating by the indicator’s relative weight.
3. Sum the weighted performance ratings of the four indicators to produce the overall rating for the credential attainment measure.

The overall rating for a Report Card is then calculated by summing the weighted performance ratings of all weighted single and composite measures. The table below illustrates how the overall rating is calculated.

**SAMPLE OMS REPORT CARD**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Actual Performance</th>
<th>Measure Goal</th>
<th>Performance Rating</th>
<th>Measure Weight</th>
<th>Weighted Performance Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single Measure 1</td>
<td>79%</td>
<td>75%</td>
<td>105.3%</td>
<td>40%</td>
<td>42.1%</td>
</tr>
<tr>
<td>Single Measure 2</td>
<td>54%</td>
<td>60%</td>
<td>90.0%</td>
<td>25%</td>
<td>22.5%</td>
</tr>
<tr>
<td>Composite Measure 3</td>
<td>90%</td>
<td>100%</td>
<td>90.0%</td>
<td>35%</td>
<td>31.5%</td>
</tr>
</tbody>
</table>

**Overall Report Card Rating**

To calculate the Overall Report Card Rating:
1. Calculate the performance rating of each measure by dividing the actual performance on the measure by the measure goal (actual performance/Goal).
2. Calculate the weighted performance of each measure by multiplying the performance rating by the measure’s weight (Performance Rating x Weight).
3. Sum the weighted performance ratings of all the measures to produce the Overall Report Card Rating.
4. **Job Corps Students in the Performance Management System**

Provided below is a description of the pool of students included in and excluded from the performance management system:

(a) **Definitions of Student Separation Status:** The criteria for graduate, former enrollee, and uncommitted student status, as defined in the Job Corps Policy and Requirements Handbook (PRH), Chapter 4, Section 4.2, apply to the Performance Management System.

(1) **Graduate:** One who has completed 60 or more calendar days of enrollment and has completed the requirements of CTT, or earned a HSD or HSE, or who completes both, while enrolled in Job Corps. Students who have exited for any Level 1 Zero Tolerance (ZT) infraction, at any time, do not qualify as graduates.

(2) **Former Enrollee:** One who has completed 60 or more calendar days of enrollment, has not attained graduate status, and whose exit is for reasons other than any Level 1 ZT infraction.

(3) **Uncommitted Student:** One who has remained in Job Corps less than 60 calendar days (regardless of achievement), or who has separated for a Level 1 ZT infraction at any time.

(b) **Zero Tolerance (ZT) for Purposes of Exclusion in OMS Pools:** The Job Corps program has a strict policy of Zero Tolerance (ZT) for drugs, alcohol, weapons possession, and violence, and requires that all students sign a commitment to remain drug- and violence-free. Students who violate Job Corps’ ZT Policy are automatically separated from the program and generally not allowed to re-enter the program. Exceptions can be found in Exhibit 3-1.

For the Center and CTT Report Cards, students who exit due to Level 1 ZT infractions within 30/45 days are not included in the pools and credits for the “direct center services” measures. Specifically, the pools for the on-center measures do not include students who remained in Job Corps:

- less than 30 days and exit under codes 5.1a or 5.2b;
- less than 30 days and exit under code 5.3c for an infraction that is categorized as alcohol abuse or alcohol possession, consumption or distribution while on center or under center supervision; or,
- less than 45 days and exit under code 5.2a.

Students who exit due to Level 1 ZT infractions after 30/45 days, however, are included in all pools of the direct center services measures, and credit will be given for attainments earned prior to exit.
Since all students who exit due to Level 1 ZT infractions, regardless of timing (within or after 30/45 days), are not considered former enrollees or graduates, they are ineligible for post-center services, and are, therefore, excluded from all post-center pools in the Center, CTS and CTT Report Cards.

The list of Level 1 ZT infractions can be found in the PRH, Chapter 3, Exhibit 3-1 (Infraction Levels and Appropriate Center Actions).

(c) **Students Who Are Medical Separations With Reinstatement Rights (MSWR).** Per the PRH, Chapter 6, Section 6.4, R5a, students who are medically separated with reinstatement rights are allowed an expedited return within 180 days if the medical condition has been resolved.

The JCDC will report the student outcomes only at the time of final separation. Thus, OMS outcomes for an MSWR student will be recorded either at 180 days after MSWR, if the student does not return to the program, or at final separation, if the student resumes participation in the program.

The following summarizes how specific instances are recorded in the OMS:

1. **Student is reinstated back to the Job Corps center before the 180 days ends:** Student outcomes will be reported at the time of final separation.

2. **Student did not return to the Job Corps center within the 180 days:** In this case, at the end of the 180 days, the system will automatically separate the student under the “MSWR Final Closeout” (MSFC) status using the 180th day as the date of MSFC separation. At that time, the system will determine the student’s separation status and placement services eligibility status. If the student is eligible for placement services, he or she will be active for CTS contractors to enter placement data in CTS. The placement service period will start at the 181st day and the Quarter 2 and Quarter 4 survey timeframes will be based on the student’s MSFC date.

3. **Student notifies the center before the 180 days end that he or she does not intend to return to the Job Corps center:** In this case, the center will perform MSFC in the Center Information System (CIS). The MSFC date will be the date the student officially notified the center. At that time, the system will determine the student’s separation status and placement service
eligibility status. If the student is eligible for placement services, he or she will be active in the CTS system for CTS contractors to enter placement data. The Quarter 2 and Quarter 4 survey timeframes will be based on the student’s MSFC date.

(d) **Students Who Are Administrative Separations with Reinstatement Rights (ASWR):** Per the PRH, Chapter 6, Section 6.4, R5a, administrative separations with reinstatement rights are allowed an expedited return within 12 months.

JCDC will report the student outcomes only at the time of final separation. Thus, OMS outcomes for an ASWR student will be recorded either at 12 months after ASWR if the student does not return to the program, or at final separation if the student resumes participation in the program.

The following summarizes how specific circumstances are recorded in the OMS:

1. **Student is reinstated back to the Job Corps center before the 12 months end:** Student outcomes will be reported at the time of final separation.

2. **Student did not return to the Job Corps center within the 12 months:** In this case, at the end of the 12 months, the system will automatically separate the student under the “ASWR Final Close-Out” (ASFC) status using the 365th day as the date of MSFC separation. At that time, the system will determine the student’s separation status and placement services eligibility status. If the student is eligible for placement services, he or she will be active for CTS contractors to enter placement data in CTS. The placement service period will start at the 366th day, and the Quarter 2 and Quarter 4 survey time frames will be based on the student’s ASFC date.

3. **Student notifies the center before the end of the 12 months that he or she does not intend to return to the Job Corps center:** In this case, the center will separate the student under the ASFC status in CIS. The “close-out” date will be the date the student officially notified the center. At that time, the system will determine the student’s separation status and placement services eligibility status. If the student is eligible for placement services, he or she will be active in the CTS system for CTS contractors to enter placement data. The Quarter 2 and Quarter 4 survey time frames will be based on the student’s ASFC date.
(e) **Deceased Students:** In the event of a student’s death while enrolled in Job Corps, the student will be removed from all Center, CTS, and CTT Report Card outcome pools. The student will also be removed from all OA Report Card outcome pools with the exception of the pools of the Total Arrivals and, where appropriate, Female Arrivals measures.

In the event of death after separation and during the eligible placement window, the CTS contractor should enter the student's death into the CTS system, and the student will be removed from all CTS placement measure pools and, when appropriate, from the Quarter 2 and Quarter 4 survey queues. Please note that center and CTS contractor staff must adhere to Job Corps policy and Federal reporting requirements regarding student deaths.

5. **Reporting Timeframes and Formats of Performance Reports**

Job Corps will continue to produce OMS Report Cards for two distinct reporting timeframes:

(a) **Rolling 12-Month Report:** The rolling 12-month report covers a 12-month reporting period and “rolls over” each month to a new 12-month period. This report is continuous and does not begin anew at the start of a new program year.

Data will continue to be reported using the 12-month rolling format when a new contractor takes over the operation of an existing center. New centers, however, will begin with one month of data and will build up to a rolling report by the 13th month.

In PY 2019, Job Corps will resume the production of the rolling 12-month OMS reports since the major changes implemented in PY 2018 have accumulated one full year’s data.

(b) **Program Year (PY) Cumulative Report:** The PY cumulative report begins with data for the first month of the PY (July 1) and continues to incorporate monthly data as the PY progresses, culminating with 12 months of data by June 30 of the following year. This report does begin anew at the start of a new program year.

Job Corps will also continue to produce Report Cards using two formats:

(a) **Performance Rating Report:** The performance rating report provides for each center, region and nationally, the actual performance on each measure, the performance rating (calculated by dividing actual performance by the measure goal), and the overall rating calculated by summing the weighted performance rating for each measure.
(b) Performance Ranking Report: The performance ranking report ranks centers, OA and CTS contractors in order of highest to lowest based upon their overall rating, and also includes their performance rating and the ranking for each measure. There is no ranking report for the CTT Report Card.

For PY 2019, Job Corps will continue producing a supplemental report for the Center and CTS Report Cards that provides information on the performance of each center and CTS contractor, respectively, on the composite measures and their indicators. These reports are intended for use by centers and CTS contractors to monitor attainments across all the indicators credited under a composite measure. These reports will be published according to the same schedule and using the same timeframes as the Center and CTS Report Cards.

6. Performance Improvement Plan

In PY 2016, Job Corps implemented the Performance Improvement Plan (PIP). The PIP is required by WIOA as part of DOL’s oversight responsibilities. The PIP system is a major performance accountability and management tool to assist operators whose performance is not at the level expected by the Office of Job Corps to improve their performance. Please see Appendix 501e for details.

7. Effective Date

Data reporting under the PY 2019 system begins on July 1, 2019.

E. Changes to the Outcome Measurement System Report Cards for PY 2019

Center Report Card

For PY 2019, Job Corps has made changes to the Center Report Card. The changes include a shift in the weighting scheme for PY 2019 presented in the PY 2018 Appendix 501, adjustments to the Average Literacy and Average Numeracy Gain indicators to account for transition to the new TABE 11/12 in effect as of July 1, 2019, and the addition of a new, unweighted measure of Employer Retention to further align with the WIOA performance measures.

As indicated in the PY 2018 Appendix 501, Job Corps has shifted weights for the PY 2019 Center Report Card to place greater emphasis on the Quarter 2 and Quarter 4 measures. Weight on the Credential Attainment Rating measure is decreased from 30% to 15% to reduce the overall weight on Direct Center Services from 35% to 20%. Weights for the Quarter 2 and Quarter 4 Placement measures have increased from 13.75% to 20% each in PY 2019. Similarly, the weight for the Quarter 2 Earnings measure has increased from 7.5% and 10% in PY 2019, shifting the weight of the Q2/Q4 Placement Outcomes from 35% in PY 2018 to 50%. These increases support WIOA’s emphasis on long-term outcomes and ensure better internal consistency throughout the system so that overall high performance includes high performance on these key metrics.
In addition to changes in the weighting scheme, Job Corps revised the two learning gains indicators to adjust for the transition to the new TABE 11/12 that is in effect as of July 1, 2019. The resulting TABE 11/12 scale scores are only translated to Educational Functioning Levels (EFLs) – not Grade Level Equivalents (GLEs) as available under the TABE 9/10 test. Furthermore, the criteria for determining if a student is “basic skills deficient” based upon initial TABE results has been revised for PY 2019. These two factors required Job Corps to modify the algorithms for calculating the Average Reading Gains and Average Math Gains indicators under the Measurable Skill Gains measure. For PY 2019, gains are calculated using EFLs instead of GLEs, and a national goal of 1 EFL will be used for all centers. Model-based goals will not be calculated for centers for PY 2019 due to the lack of TABE 11/12 test data to develop appropriate models. Models will be calculated for PY 2020 based upon the data collected in PY 2019. The change in the benchmark for determining “basic skills deficient” has also required Job Corps to modify the criteria for inclusion in the OMS learning gains pools. Students who score EFL 4 or below on the initial reading TABE 11/12 test and EFL 5 or below on the initial math TABE 11/12 test will respectively be included in the Average Literacy Gains and Average Numeracy Gains pools. Similarly, students taking the initial TABE Espanol tests beginning in PY 2019 will be in the appropriate learning gains pools if they score at or below EFL 4 on the reading or math tests.

In light of the scale of the modifications to the new learning gain indicators, Job Corps has implemented certain accommodations for crediting students who were on center prior to PY 2019 and who separate from Job Corps on or after July 1, 2019. Specifically:

- Students who took a valid initial TABE 9/10 test or TABE Espanol test prior to July 1, 2019 and tested out of the Average Reading Gain and/or Average Math Gain OMS pools based upon the criteria in place at the time of testing (e.g., scored above 552 or 551 respectively on the TABE 9/10 initial reading or math tests, or above 751 or 764 respectively on the TABE Espanol initial reading or math tests), will not be included in the PY 2019 pools for the respective indicators.

- Students whose valid initial TABE 9/10 tests placed them in the OMS learning gain pools (e.g., scored at or below 552 or 551 respectively on the TABE 9/10 initial reading or math tests) but who scored 567 or above on a TABE 9/10 reading test, form M or D, and 566 or above on a follow-up TABE 9/10 math test, form M or D prior to July 1, 2019 will be included in the PY 2019 pools for the respective indicators, and will receive a credit for 1 or more EFL gains as applicable.

- Students who scored at or below 552 or 551 respectively on a valid TABE 9/10 initial reading or math test, but did not achieve scores of 567 or 566 or above on a follow-up TABE 9/10 (form M or D) reading or math test respectively are required to take an initial TABE 11/12 test as of July 1, 2019 as stipulated in Program Instruction Notice (PIN) 18-06, dated June 6, 2019. These students will be included in the PY 2019 OMS learning gains pools unless their initial TABE 11/12 test results are above EFL 4 for reading or EFL 5 for math. EFL gains for these students will be calculated as the higher of either their TABE 9/10 EFL gains (based upon their valid initial and follow up TABE 9/10 tests taken prior to July 1, 2019) or TABE 11/12 EFL gains (based upon their valid initial and follow up TABE 11/12 tests taken on or after July 1,
2019), as long as an initial TABE 11/12 test is taken within the timeframes stipulated in PIN 18-06. If a student does not take the initial TABE 11/12 test, then the student is in the PY 2019 OMS pools but is not credited with any gains. NOTE: TABE 9/10 and TABE 11/12 EFL gains cannot be combined, therefore only the highest EFL gains from either the 9/10 or 11/12 versions will be credited.

- Students who did not take a valid TABE 9/10 initial reading and/or math test within the allotted 21-days are required to take an initial TABE 11/12 test as of July 1, 2019. These students will be included in the PY 2019 OMS learning gains pools unless their initial TABE 11/12 test results are above EFL 4 for reading or EFL 5 for math. EFL gains will be calculated solely on TABE 11/12 results, as long as an initial TABE 11/12 test is taken within the timeframes stipulated in PIN 18-06.

For PY 2019 Job Corps is introducing a new measure of Employer Retention for informational purposes only. This measure aligns with Measure 6 of the WIOA performance measures that reports on the proportion of students in a job during Quarter 2 after the exit quarter that are still with the same employer in Quarter 4 after the exit quarter. Based upon analysis of available data, a goal of 60% has been set for this measure for PY 2019.

**CTS, CTT and OA Report Cards**

For PY 2019, Job Corps made no changes to the measures, goals and weights of the CTS, CTT and OA Report Cards.

**F. Additional Policies**

Provided below are additional policies in effect for PY 2019:

1. **Grace Period for New Job Corps Centers**

   Prior to PY 2007, new centers were granted a one-year grace period during which they were not held accountable to the same degree as more established centers for outcomes and performance results. Effective PY 2007, the grace period for newly opened centers was increased from one year to two years, primarily to allow sufficient time for students to enroll and progress through all stages of Job Corps services, and to have student data populate in all performance pools. The grace period was extended to two years based upon the Average Length of Stay (ALOS) for all students and graduates, as well as time required for students to populate the longer-term placement pools. The two-year grace period is calculated from the start date of the contract, not when the center enrolls its first student. Performance outcome data will still be captured in the CIS as students enter and separate, but the center will not be held accountable for purposes of OMS.
2. Policy for Crediting Transfers to Advanced Training (AT) Programs

Job Corps offers both basic and advanced CTT programs. CTT completers are encouraged to enroll in a Job Corps Advanced Training (AT) program to earn additional and higher-level industry-recognized credentials and enhance their employability. The National Office has approved a variety of AT programs at certain Job Corps centers. Students enrolled in AT programs have the opportunity to extend their enrollment up to one full year beyond the current two-year enrollment limitation. All students who are placed in an approved AT program must meet the AT program’s specific eligibility criteria. Job Corps’ policy for crediting centers in situations where CTT completers are transferred to AT programs is outlined below. **NOTE:** This policy does not apply to Advanced Career Training (ACT) transfers.

(a) **General:** The crediting policy for AT transfers applies solely to those cases where a student physically transfers to a *different* center to enroll in that center’s AT program. The underlying philosophy behind the policy for AT credit is that sending and receiving centers should be held accountable for the specific outcome measures and accomplishments that are earned while the students are at their respective centers.

All placement accomplishments are credited to both the sending and the AT centers. The AT centers, however, are not credited for on-center accomplishments achieved at the sending center, nor can they obtain credit for the Measurable Skills Gains Rating measure nor the HSD/HSE indicator. AT centers can receive credit for the following indicators of the Credential Attainment measure, as applicable, when the student completes the AT program: CTT completion, and Primary IRC attainment.

In those cases where both the sending center and the AT center are credited for the same measure, the regional total and national total count the credit only once. In other words, the regional and national totals do not double-count credits for one student’s accomplishments.

**NOTE:** In situations where a student enters the AT program at the *same* center (that is, the sending center and the AT center are one and the same), the student is not considered an AT transfer, and the policy regarding crediting does not apply. Students who enter an AT program at the same center will be placed in the pools for direct center service measures (Credential Attainment Rating and Measurable Skills Gains Rating) upon separation from Job Corps.

A table summarizing the crediting policy can be found in Appendix 501 Introduction, Attachment 3: PY 2019 Center Report Card Pools and Credits for Graduates Transferred to Advanced Training (AT) Programs.
(b) Sending Centers:

(1) **Credits for Transferring Students to AT Programs:** At the time of the transfer:

- The sending center will receive an automatic education placement credit for the Placement Rate measure. If the student is subsequently placed in a job or education/training program after separating from the AT center, the automatic education placement credit will be replaced by a credit for the student’s actual placement.
- The sending center will receive applicable credits for all direct center services measures based upon the student’s attainment while at that center. For PY 2019, this includes:

  ✓ **Credential Attainment Rating measure:**
    - HSD or HSE Attainment Rate
    - CTT Completion Rate
    - Primary IRC Attainment Rate
  ✓ **Measurable Skills Gains Rating measure:**
    - Average Literacy Gain
    - Average Numeracy Gain

(2) **Credits at Separation, CTS Placement, and Quarter 2 and Quarter 4 Placement:** At the time of separation from the AT center:

- The sending center will not receive any credits for direct center services measures that are earned while the student is at the AT center.
- The sending center will receive “flow-back” credits as applicable for all placement measures. Specifically, if the student is placed in a job after separating from the AT center, the student will be placed in the sending center’s Placement Quality Rating pool for Quality Placement Rate and for Average Hourly Wage at Placement and will receive credit as applicable. If the placement is a job training match (JTM) to the student’s training received at the sending center, then the student will also be placed in the sending center’s CTT Completer JTM pool and will receive credit. If the job placement is not a JTM to the student’s training received at either the sending or receiving center, the student will be placed in the sending center’s CTT Completer JTM pool and receive a negative credit. If a student is placed in postsecondary education/training after separating from the AT center, the student will be placed in
the sending center’s Placement Quality Rating pool for one indicator (Quality Placement Rate), and will receive credit.

* For students who respond to the Quarter 2 survey, the student will be included in the sending center’s pool for the Graduate and Former Enrollee Placement Rate in Quarter 2 measure and will receive credit as applicable for that measure based on the answers to the survey questions. If the placement is a full- or part-time job, the student will be placed in the Graduate and Former Enrollee Average Earnings in Quarter 2 measure pool and the sending center will receive credit for the student’s earnings as calculated based on the information provided in the survey.  

For students who respond to the Quarter 4 survey, the student will be placed in the sending center’s pool for the Graduate and Former Enrollee Placement Rate in Quarter 4 measure and will receive credit as applicable for that measure based on the answers to the survey questions.

(c) Receiving AT Centers: Credits at Separation, CTS Placement, and Quarter 2 and Quarter 4 Placement: At the time of separation from the AT center:

* The student will be entered in the AT center’s pool for two of the Credential Attainment Measure indicators (CTT Completion Rate and Primary IRC Attainment Rate). The credit for these indicators will only be based on the student’s accomplishments while at the AT center. For example, if the student completed his or her CTT program at the sending center but did not complete the trade at the AT center, the AT center would not receive credit for the CTT Completion Rate indicator. However, from the perspective of the Job Corps program, the student will be regarded as a CTT completer (having completed a CTT program at the sending center) and as noted below, will be included in the JTM pool if he or she is placed in a job after separation.

* The student will not be included in the pool for the HSD or HSE Attainment Rate indicator, or the Measurable Skills Gains Rating measure at the AT center.

* The AT center will receive credits as applicable for the CTS placement measures. Specifically, the student will be placed in the AT center’s pool for the Placement Rate measure and will receive credit as applicable. If the student is placed in a job, the student will be placed in the pools of both indicators of the AT center’s Placement Quality Rating measure (JTM Placement Rate and Quality Placement Rate) and for Average Hourly Wage at Placement and receive credit as applicable. If the job is a JTM for the sending center but not the AT center, the student will not be in
the pool for the JTM indicator of the AT center. If the student is placed in an education/training program, the student is placed in the Quality Placement Rate indicator of the AT center’s Placement Quality Rating measure.

• For students who respond to the Quarter 2 survey, the student will be put in the AT center’s pool for the Graduate and Former Enrollee Placement Rate in Quarter 2 measure and will receive credit as applicable for that measure based on the answers to the survey questions. If the placement is a full- or part-time job, the student will be placed in the Graduate and Former Enrollee Average Earnings in Quarter 2 measure pool and receive credits for the student’s earnings as calculated based on the information provided in the survey.

• For students who respond to the Quarter 2 survey, the student will be put in the AT center’s pool for the Graduate and Former Enrollee Placement Rate in Quarter 4 measure and will receive credit as applicable for that measure based on the answers to the survey questions.

(d) **Multiple AT Transfers: Credit at Transfer, Separation, CTS Placement, and Quarter 2 and Quarter 4 Placement:** If a student transfers from one center to another center to enroll in an AT program and then subsequently transfers either back to the sending center, or to another center, credit is assigned as follows:

• The center that first transfers a student to an AT program at another center is the only center that will receive an automatic education credit for the Placement Rate measure. No subsequent center that the student transfers from will receive an automatic placement education credit at the time of the transfer.

• The student will be placed in the pools of the following indicators of the Credential Attainment Rating measure at all subsequent new centers transferred to, regardless of whether a CTT program is completed or a primary IRC is attained while at that center: CTT Completion Rate and Primary IRC Rate Credit will only be granted for on-center accomplishments achieved at that specific center.

**NOTE:** If the student transfers back to the sending center, the student will not be placed in that center’s CTT completion pool again.

• The first center and all subsequent centers are accountable for post-center measures, regardless from which center the student ultimately separates.
3. **Timelines for Reporting Placement Data**

Per the PRH, Chapter 4, Section 4.5, the timelines surrounding reporting, verifying, and entering placement data are as follows:

(a) **Date Reported:** This is the date the student first enters a placement during their *initial placement window*, regardless of whether they meet Job Corps’ placement definition, and regardless of when the CTS contractor first learns of the student’s placement. The Date Reported must occur within the **placement service window** time frame.

Exceptions to the Date Reported policy are currently allowed in the following circumstances:

- If the student enters a placement prior to their separation date, the Date Reported must be recorded as the date following the separation date.
- If the student transfers from one CTS contractor to another, the Date Reported cannot be earlier than the transfer date; therefore, if the student is placed prior to the transfer date, the Date Reported must be recorded as the date of transfer.

For placement upgrades, the Date Reported is the first day the student starts the upgraded placement - whether this is the first day at a new, upgraded placement or the first day the position, hours, wages or credits improved in an existing placement.

(b) **Date Placed:** This is the date the student meets the Job Corps definition for placement and must be at least 7 calendar days after the Date Reported in order to ensure that the placement criteria have been met. For example, if the Date Reported is April 1, then the Date Placed must be on or after April 8.

(c) **Date Verified:** This is the date that documentation is received verifying the placement, including the hours, duration, and/or wage as appropriate.

(d) **Date Approved:** This is the date, after all the placement and verification information is entered into the CTS System, that the placement is approved by either a CTS Manager or Coordinator.

**NOTE:** For crediting purposes, the placement verification must be received and reported to the JCDC via the CTS System within 90 calendar days of Date Reported. The Date Placed, Date Verified, and Date Approved are not required to be in the placement service window. However, the time from the Date Reported to the Date Approved must be 90 calendar days or less.
If the verification is not received and/or the information is not entered into the CTS system within the above-specified time frame, the CTS contractor and center will not receive credit for the Placement Rate measure for this student. The student will not be in the pool of any of the Placement Quality Rating indicators and Graduate and Former Enrollee Average Hourly Wage at Placement and the CTS contractor and center will not receive credit for these measures. JCDC will, however, include these placements in the National and Regional totals of the CTS placement measures if they otherwise meet placement requirements.

If the student responds to the post-separation surveys, the CTS contractor and center can receive credit for the Quarter 2 and Quarter 4 placement and Quarter 2 Average Earning measures as appropriate.

4. Placement Upgrades

Placement upgrades occurring while the student’s placement service window is active will continue to be credited in PY 2019. As in prior years, placement upgrades that occur during the placement window are credited for the Placement Rate measure, Graduate and Former Enrollee Average Hourly Wage at Placement, and Placement Quality Rating measure (and its two indicators as applicable: JTM Rate and Quality Placement Rate). All students (graduates and former enrollees) are eligible for upgrades that occur while their placement windows are active.

Example: A graduate separates from a center and is initially reported as placed in a $7.50 per hour, non-JTM, and full-time job. Credit for that student is given in the Center Report Card for the Placement Rate measure and for the following: Average Hourly Wage at Placement (at $7.50 per hour), and Placement Quality Rate (for a full-time job). During the placement window, the graduate obtains another full-time position that is a JTM and has an hourly wage of $8.00; a placement record for this job should be submitted since there has been a change in the placement information. The Date Reported is entered as the first date the wage increase is in effect. Upon submission of the verified increase, the higher wage and job information replaces the lower, thereby “upgrading” the result for the student. That is, credit for the Placement Rate, Average Hourly Wage at Placement and Placement Quality Rate indicators is replaced by the $8.00 per hour job, and credit is now also given for the JTM Rate.

NOTE: For upgraded placements, the Date Reported is the first day the student starts the upgraded placement (whether this is the first day at a new, upgraded placement or the first day the position, hours, wages or credits improved in an existing placement). From Date Reported, CTS contractors have 90 calendar days to verify and approve the upgraded placement in the CTS system. All subsequent placements that occur after the initial placement, yet during the placement
window, should be recorded for informational purposes, regardless of whether the placement is an upgrade. However, only those placements that are upgrades are credited for the CTS placement measures. A chart outlining the placement upgrade policy can be found in Appendix 501 Introduction, Attachment 2: PY 2019 Initial Placements and Allowable Upgrades. Upgrades are credited to align the systems with the CTT Report Card, emphasize the importance of continuous progress in the workforce, and encourage JTM and post-secondary education/training placements.

5. **Filing a Request to Add a Placement Code to the Job Training Match (JTM) Crosswalk**

The process created in PY 2007 for requesting the addition of an O*NET-SOC placement code to the JTM Crosswalk will continue to be available for PY 2019. A request should be submitted only if the current JTM Crosswalk does not already contain a specific placement code that: (a) is the most appropriate O*NET-SOC code to describe a placement outcome, and (b) is directly related to one of the Training Achievement Records (TARs), released in PY 2006 or thereafter, as they are aggregated into Training Program Areas (TPAs) within the crosswalk. If the request is approved, the proposed O*NET-SOC placement code will be added to the placement portion of the JTM Crosswalk, and JTM credit will be given to every student who completes any TAR in the same TPA and is placed in a position that is properly assigned the identified placement code. Please ensure that requests are filed using the PY 2019 version of the Request Form located in Appendix 501 Introduction, Attachment 6: PY 2019 Instructions for Filing a Request to Add a Placement Code to the JTM Crosswalk and Request Form.

6. **Military Wage at Placement**

Job Corps uses a standardized hourly wage rate to record the salary of Job Corps students placed in the military. This rate applies for all students who enter the military during their initial placement (or as a placement upgrade). Standardized weekly earnings rates are also used for students who are enlisted in the military in Quarter 2 after exit.

To develop the standardized military hourly wage at placement, the estimated gross annual earnings is calculated by summing the gross annual basic pay for E-1 enlists at entry (<4 months), the annual initial clothing allowance (weighted by the most recent CY student placements across military branch and gender), the annual subsistence allowance, the estimated value of the house services received, plus the tax-value of the latter three benefits. The total adjusted gross amount is divided by 2,080 hours to yield an average hourly wage at placement.

The annual gross values for all components, except basic pay, remain the same in calculating the standardized military wage at placement and for the second quarter after exit. In calculating weekly earnings at Quarter 2 after exit, the value for
basic pay for E-1 enlistees active for 4 or more months is used (since, depending on when the student separated from Job Corps during a particular calendar quarter, Quarter 2 can be 4 to 6 months, 5 to 7 months, or 6 to 8 months after exit).

Beginning January 2017, the standardized military hourly wage and weekly earnings at Quarter 2 after exit used by Job Corps is adjusted annually to reflect the most current military compensation levels typically updated at the start of the calendar year. The annual adjustments account for the military base pay percentage increases determined by the House Armed Services Committee as well as increases in the allowances rates. The annual military hourly wage at placement and Quarter 2 weekly earnings values are shared with the Job Corps community via a Program Information Notice at the beginning of each calendar year.

NOTE: While students who enlist in the military may be eligible for incentive/special pays, bonuses, retirement, vacation, and education assistance, these additional benefits are not included in the calculation of the standardized wage rate in order to ensure a degree of uniformity of measurement with the wages recorded for students who are in civilian positions (which do not include any benefits that may be received, such as free or subsidized medical coverage, subsidized transportation, retirement savings contributions, etc.).

7. Second Quarter (Quarter 2) and Fourth Quarter (Quarter 4) after Exit Quarter Surveys

In PY 2019, Job Corps will continue to report graduate and former enrollee placements in Quarter 2 and Quarter 4 after exit quarter and graduate and former enrollee average earnings in Quarter 2 after exit quarter. Job Corps’ post-separation surveys capture such information for all students who have demonstrated a commitment to the program (i.e., those who have completed the Career Preparation Period or have been enrolled for 60 or more days). Data from these surveys are used to calculate placement and earnings credits for the three Quarter 2 and Quarter 4 placement and earnings measures in the OMS.

Job Corps originally implemented the post-separation surveys using a program-specific definition of the time period constituting the second quarter after exit and the fourth quarter after exit. Under this definition, Quarter 2 is the second three-month period and Quarter 4 the fourth three-month period immediately following the student’s exit date. Beginning PY 2018, Job Corps adopted the definition used by other DOL programs to define Quarter 2 as the second calendar quarter after the exit quarter, and Quarter 4 as the fourth calendar quarter after the exit quarter. For example, if the participant’s date of exit is between January 1st and March 31st, the second quarter after exit would be July 1st through September 30th.
The transition from the previous to these new reporting timeframes was implemented in May and June 2018 as stated in JCDC Notice 17-207. As of July 1, 2018, all post-separation surveys use the new reporting timeframes.

Provided below is a description of the survey process and requirements:

(a) **Data Validity:** Job Corps is committed to the highest standards of data validity and integrity for all data collected and used in the performance management systems. In particular, this applies to all information obtained from students through the Quarter 2 and Quarter 4 after exit surveys. It is important that all Job Corps staff recognize the policies and procedures that need to be followed when collecting data from human subjects to ensure the validity and integrity of these data. Provided below is background on the information provided to students when the surveys are administered, followed by examples of behaviors that potentially threatens the validity and integrity of the data.

The Office of Job Corps and the survey contractors are committed to the ethical conduct of the Quarter 2 and Quarter 4 survey data collection to protect the rights of participants. This includes providing participants with information about the survey and their rights as participants so that they can make an informed decision about whether to participate. The survey is voluntary, which means that participants have the right to refuse to participate and must not be subject to coercion or otherwise made to feel that a benefit of the program will be denied to them if they do not participate.

(b) **Survey Protocol:** Before beginning the questionnaire, survey staff read each participant a statement of “informed consent” that includes the following guidelines and principles:

- Their participation in the survey is voluntary
- They have the right to refuse to participate in the survey or to refuse to answer any questions they do not wish to answer
- Their refusal to participate in the survey will not impact any benefit they are eligible to receive as participants in the Job Corps program
- The information they provide will be confidential and will only be used by Job Corps for purposes of program evaluation

(c) **Prohibited Activities:** To ensure that participation in Job Corps’ Second and Fourth Quarter after exit surveys remains voluntary and that Job Corps program staff does not engage in any practice that might be construed as coercion, the following practices should be avoided by all Job Corps staff:

- Linking the receipt of any payments, awards, or benefits that Job
Corps students are otherwise eligible to receive for their program participation to the conduct or result of the survey is inappropriate. Whether the student completes the surveys and whether answers result in a positive credit for the program, center, or CTS contractor, survey results should never be used to give or deny students any payments, awards, or benefits for which they are otherwise eligible.

- Instructing students that they should not participate in the surveys unless they are employed or in school is inappropriate and would lead to invalid measures of program performance.
- Coaching students on their responses, such as providing or suggesting “correct” or “incorrect” answers to questions is inappropriate.
- Listening in on the telephone while the student takes a confidential survey is inappropriate. If former students call the survey line from a counselor’s office, the counselor should leave the room so that the participant can answer the survey in private.
- Calling the survey line professing to be the student to complete the survey(s) in place of the student is inappropriate and leads to invalid outcome measures.
- Requesting students whose responses to the survey resulted in zero credit to call the survey line and take the survey over again is inappropriate. Moreover, if a student has already completed the survey, the survey contractor will not administer a second survey.

**NOTE:** If a student’s survey resulted in no credit and the center or CTS contractor believes the student was in a qualified placement, the appropriate step is to file an appeal.

- Withholding known contact information for students who do not currently have a Job Corps-valid job or educational placement is inappropriate and will lead to invalid outcome measures.
- Encouraging students in their survey windows to call the survey contractors instead of waiting to be contacted by the survey contractors is inappropriate. The Quarter 2 and Quarter 4 after exit quarter survey system is designed for out-bound calls by contractors to former students in their survey windows to sustain the third-party objectivity and data integrity. Encouraging and organizing student call-ins undermines the integrity of the system.

The Office of Job Corps actively responds to violations of this policy. Consequences for unethical or fraudulent contact could include:

- Dismissal of the responsible contractor staff;
- Invalidation of any credits received for the second and fourth quarter after exit surveys (as applicable) in the Center, CTS, and CTT Report Cards;
- Administrative movement of the contractor to the bottom of the
Report Cards, affecting their performance and incentive bonus, as well as their internal scores for earning future contracts; and/or

- Cancellation of the contract.

**NOTE:** These or similar repercussions may be imposed when such behavior is identified.

(d) **Appeal Process:**

For PY 2019, appeals will be accepted for both placement and earnings outcomes reported from the Quarter 2 survey and placement outcomes reported from the Quarter 4 survey for the following measures:

- Graduate and Former Enrollee Placement Rate in Quarter 2 after Exit;
- Graduate and Former Enrollee Average Earnings in Quarter 2 after Exit;
- Graduate and Former Enrollee Placement Rate in Quarter 4 after Exit; and
- Graduate Average Earnings in Quarter 4 after Exit (for verification of Quarter 4 placement).

Placement and earnings outcomes appeals are only approved if supporting documentation can validate that student’s placement was in the applicable survey quarter and met Job Corps’ placement definitions. Appeals will be accepted and processed only when all the four conditions below are met:

- a student is working, in education or training, or in the military during the survey quarter with adequate documentation,
- completed the Quarter 2 or Quarter 4 survey;
- received negative survey results, and
- the 8-week survey window has expired

All appeals for job placements, including active duty military, must include an appeal for earnings for the same quarter. Earnings only appeals are accepted where a positive job placement is credited (through data collected via the post-separation surveys). Please note that the survey appeals are not designed for verification of initial placement outcomes. It is also important to note that the required placement documentation must cover the survey quarter, not for the 8-week survey window.

The following table provides the Quarter 2 and Quarter 4 start and end dates according to a student’s separation date:
<table>
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<tr>
<th></th>
<th>Exit Quarter</th>
<th>Q2 Survey Reference Quarter</th>
<th>Q2 Survey Quarter Start of 8-Week Survey Window</th>
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<td>Q2</td>
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<tr>
<td>Q4</td>
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**Documentation:** Appeals submitted for a placement must include a completed PY 2019 Job Corps Appeal Form for Quarter 2 or Quarter 4 Placement Outcomes using the template and instructions provided in Appendix 501-Introduction, Attachment 4.

Centers must submit supporting documentation to validate the placement and are required to provide justification for their appeal. Acceptable documentation for placement appeals includes:

- pay stubs,
- written statements from employer or educational entity on letterhead,
- business cards or office stamp from employer or educational entity on a center or CTS verification form,
- school/training institution transcript, or
- third party employment verification documentation such as The Work Number, or the SCRA website (for military placement verification only).

Placement appeals are only considered if the supporting documentation can validate that the student’s placement was in the applicable survey quarter and met Job Corps’ placement requirements.
Earnings appeals must include a completed PY 2019 Job Corps Appeal Form for Quarter 2 Earnings Outcomes using the template and instructions provided in Appendix 501-Introduction, Attachment 5.

All earnings appeals must include documentation to completely validate the earnings reported for the student for the entire quarter. For a complete list of the documentation required to validate total earnings received by the student in the quarter, please see the instructions in Attachment 5. Documentation is required to validate total earnings received for all hours worked in the quarter and for all jobs held by the student in the quarter. This includes:

- All part-time and full-time jobs the student held in the quarter even if some of the jobs do not meet the Job Corps placement criteria.
  - Earnings must be calculated for hours worked in the quarter at all jobs, plus any overtime, tips, and commissions earned from work conducted in the quarter. If a student receives income from bonuses, tips, or commissions earned during the appeal quarter and previous quarter(s), the earnings appeal should only include the portion earned and verified during the appeal quarter, some of which might be paid during the next quarter.
  - At least one job must meet Job Corps job placement criteria, and earnings included in the earnings appeal and the relevant verification documentation should be from all employers or approved third-party verifiers.
- Each job during the appeal quarter must have one of the following forms of documentation to verify all earnings for that entire quarter:
  - pay stubs;
  - proof of income for tax purposes (e.g., W-2); third party verification (e.g., The Work Number,);
  - earnings statement from the employer or payroll company; or timesheet record.

All verification documentation from an employer must include a signature from a point of contact. As specified in Table 1, Attachment 5 of Appendix 501 Introduction, Verification of Employment forms are required when other forms of documentation do not include enough information to fully verify students’ quarterly wage.

To protect students’ Personally Identifiable Information (PII), appeal submissions and supporting documentation should ONLY include students’ names and Student ID numbers issued by Job Corps for
identification purposes. Under no circumstances should any appeal and/or supporting documentation contain a student’s Social Security Number (SSN). Job Corps requires that SSNs be redacted from any supporting document before submission to the National Office.

**Submission of Appeals:** Completed appeal form(s), justification and required supporting documentation are to be scanned/e-mailed to:

surveyappeals@dol.gov

Appeals must be submitted and received by close of business (COB), two working days prior to the last working day of the month to be processed within that month.

The following timetable outlines the PY 2019 dates during which appeals must be received by the National Office, Program Performance Team:

<table>
<thead>
<tr>
<th>Appeals for</th>
<th>Received from</th>
<th>To COB</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2019</td>
<td>6/26/19</td>
<td>7/29/19</td>
</tr>
<tr>
<td>August 2019</td>
<td>7/30/19</td>
<td>8/28/19</td>
</tr>
<tr>
<td>September 2019</td>
<td>8/29/19</td>
<td>9/26/19</td>
</tr>
<tr>
<td>October 2019</td>
<td>9/27/19</td>
<td>10/29/19</td>
</tr>
<tr>
<td>November 2019</td>
<td>10/30/19</td>
<td>11/27/19</td>
</tr>
<tr>
<td>December 2019</td>
<td>11/28/19</td>
<td>12/27/19</td>
</tr>
<tr>
<td>January 2020</td>
<td>12/28/19</td>
<td>1/29/20</td>
</tr>
<tr>
<td>February 2020</td>
<td>1/30/20</td>
<td>2/26/20</td>
</tr>
<tr>
<td>April 2020</td>
<td>3/28/20</td>
<td>4/28/20</td>
</tr>
<tr>
<td>June 2020</td>
<td>5/28/20</td>
<td>6/26/20</td>
</tr>
</tbody>
</table>

Appeals must be filed within 90 calendar days from the date the first report was issued with the individual student’s outcomes (OMS-20, CTT-20, or CTS-20).

The Office of Job Corps will review (according to the timetable above) the appeal and all supporting documentation to determine if the justification supports granting an appeal. Documentation and decisions will be retained for future reference. Notification of outcomes (both approvals and denials) will be e-mailed by the Office of Job Corps to the appealing entity in the month following processing. For example, notifications of the outcomes of appeals processed in July will be e-mailed in August.
G. **Data Integrity**

Job Corps’ performance management system is also an integral tool for continuous program improvement and is a key factor for performance-based contracting. To maintain the highest level of data integrity, the Office of Job Corps has established a Data Integrity Audit (DIA) system to ensure the validity and reliability of the information supporting the performance management systems. Using random and targeted samples, DIAs identify and report on specific instances of improperly reported or anomalous data, as well as management practices that could potentially affect data integrity. The Office of Job Corps conducts DIAs on center records pertaining to HSD/HSE attainment, CTT completion, student leave, and on CTS contractor records pertaining to CTS placement results. All validated errors and discrepancies are corrected, and Regional Offices impose liquidated damages as appropriate. As a system, each level of program staff is responsible for the integrity of the data it generates, collects, or records. As a program, the Office of Job Corps continues to conduct rigorous DIAs and remains vigilant and responsive to all data integrity issues.

H. **PY 2019 OMS Report Cards**

Provided on the following pages are summary tables depicting the PY 2018 OMS Report Cards followed by the PY 2019 OMS Report Cards (and the supplemental report cards for calculating the composite measures). New measures/indicators and changes in goals and weights for PY 2019 compared to PY 2018, are represented in red font. See Appendices 501a, 501b, 501c, and 501d for specific information on the individual outcome measurement systems, including changes, for PY 2019.
<table>
<thead>
<tr>
<th>Measure</th>
<th>Definition</th>
<th>Goal</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DIRECT CENTER SERVICES (35%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credential Attainment Rating</td>
<td>Rating based on weighted performance on three indicators relative to goals: (1) HSD/HSE attainment rate*, (2) CTT completion rate, and (3) Primary IRC attainment rate</td>
<td>100%</td>
<td>30%</td>
</tr>
<tr>
<td>Measurable Skills Gains Rating*</td>
<td>Rating based on average performance of two indicators relative to goals: Average Literacy Gains and Average Numeracy Gains</td>
<td>100%</td>
<td>5%</td>
</tr>
<tr>
<td><strong>CTS PLACEMENT OUTCOMES (30%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placement Rate</td>
<td>No. of graduates and former enrollees placed in a job, the military, an education/training program, or who transferred to an approved Advanced Training program at another center. No. of graduates and former enrollees whose placement records are due or received or who transferred to an approved Advanced Training program at another center</td>
<td>83%</td>
<td>10%</td>
</tr>
<tr>
<td>Graduate and Former Enrollee Average Hourly Wage at Placement*</td>
<td>Sum of hourly wages of graduates and former enrollees placed in a job or the military. No. of graduates and former enrollees placed in a job or the military</td>
<td>$12.00</td>
<td>7.5%</td>
</tr>
<tr>
<td>Placement Quality Rating</td>
<td>Rating based on weighted performance on two indicators relative to goals: (1) job-training match rate, and (2) quality placement rate (percentage of all initially placed graduates and former enrollees in apprenticeship programs, full-time jobs, the military, full-time college, full-time college/job combination, or full-time post-secondary training)</td>
<td>100%</td>
<td>12.5%</td>
</tr>
<tr>
<td><strong>Q2/Q4 PLACEMENT OUTCOMES (35%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate and Former Enrollee Placement Rate in Quarter 2 After Exit Quarter</td>
<td>No. of graduates and former enrollees who report on the Quarter 2 survey they are in a job, the military, or an education/training program divided by No. of graduates and former enrollees who complete the Quarter 2 survey</td>
<td>80%</td>
<td>13.75%</td>
</tr>
<tr>
<td>Graduate and Former Enrollee Placement Rate in Quarter 4 After Exit Quarter</td>
<td>No. of graduates and former enrollees who report on the Quarter 4 survey they are in a job, the military, or an education/training program divided by No. of graduates and former enrollees who complete the Quarter 4 survey</td>
<td>80%</td>
<td>13.75%</td>
</tr>
<tr>
<td>Graduate and Former Enrollee Average Earnings in Quarter 2 After Exit Quarter*</td>
<td>Sum of earnings of graduates and former enrollees who report they are in a job or the military on the Quarter 2 survey divided by No. of graduates and former enrollees who complete the Quarter 2 survey and report they are in a job or the military in the second quarter after exit quarter</td>
<td>$5,500</td>
<td>7.5%</td>
</tr>
</tbody>
</table>

*Model-Based Goal
# PY 2018 SUPPLEMENTAL CENTER REPORT CARD

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Definition</th>
<th>Goal</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CREDENTIAL ATTAINMENT RATING</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSD/HSE Attainment Rate*</td>
<td>No. of students who attain either an HSD or HSE&lt;br&gt;No. of separated students without an HSD or HSE at entry</td>
<td>65%</td>
<td>40%</td>
</tr>
<tr>
<td>Career Technical Training (CTT) Completion Rate</td>
<td>No. of students who complete a CTT program&lt;br&gt;No. of separated students</td>
<td>70%</td>
<td>30%</td>
</tr>
<tr>
<td>CTT Primary IRC Attainment Rate</td>
<td>No. of CTT students who attain an approved Primary industry-recognized credential or complete an NTC program&lt;br&gt;No. of separated students assigned to a CTT program</td>
<td>90%</td>
<td>30%</td>
</tr>
<tr>
<td>*Model-based Goal</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td><strong>MEASURABLE SKILLS GAINS RATING</strong></td>
<td></td>
<td></td>
<td>3.00 GLE</td>
</tr>
<tr>
<td>Average Literacy Gains*</td>
<td>Sum of Grade Level Equivalent gains attained on the highest valid subsequent TABE reading test&lt;br&gt;No. of students who score 552 or lower on the initial TABE reading test and students who do not take a valid initial reading test during the first 21 calendar days on center</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Average Numeracy Gains*</td>
<td>Sum of Grade Level Equivalent gains attained on the highest valid subsequent TABE math test&lt;br&gt;No. of students who score 551 or lower on the initial TABE math test and students who do not take a valid initial math test during the first 21 calendar days on center</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>*Model-based Goal</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td><strong>PLACEMENT QUALITY RATING</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Technical Training (CTT) Completer Job Training Match (JTM) Rate</td>
<td>No. of CTT completers placed in a training-related job or the military&lt;br&gt;No. CTT completers placed in a job or the military</td>
<td>65%</td>
<td>35%</td>
</tr>
<tr>
<td>Full-Time Quality Placement Rate</td>
<td>No. of graduates and former enrollees placed in an apprenticeship program, a full-time job, the military, full-time college, full-time job/college combination or a full-time post-secondary training program&lt;br&gt;No. of initially placed graduates and former enrollees</td>
<td>75%</td>
<td>65%</td>
</tr>
<tr>
<td>*Model-based Goal</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Measure</td>
<td>Definition</td>
<td>Goal</td>
<td>Weight</td>
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<tr>
<td>------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td><strong>DIRECT CENTER SERVICES (20%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credential Attainment Rating</td>
<td>Rating based on weighted performance on three indicators relative to goals: (1) HSD/HSE attainment rate*, (2) CTT completion rate, and (3) Primary IRC attainment rate</td>
<td>100%</td>
<td>15%</td>
</tr>
<tr>
<td>Measurable Skills Gains Rating</td>
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<td>100%</td>
<td>5%</td>
</tr>
<tr>
<td><strong>CTS PLACEMENT OUTCOMES (30%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placement Rate</td>
<td>No. of graduates and former enrollees placed in a job, the military, an education/training program, or who transferred to an approved Advanced Training program at another center</td>
<td>83%</td>
<td>10%</td>
</tr>
<tr>
<td>Graduate and Former Enrollee Average Hourly Wage at Placement*</td>
<td>Sum of hourly wages of graduates and former enrollees placed in a job or the military</td>
<td>$12.00</td>
<td>7.5%</td>
</tr>
<tr>
<td>Placement Quality Rating</td>
<td>Rating based on weighted performance on three indicators relative to goals: (1) job-training match rate, and (2) quality placement rate (percentage of all initially placed graduates and former enrollees in apprenticeship programs, full-time jobs, the military, full-time college, full-time college/job combination, or full-time post-secondary training)</td>
<td>100%</td>
<td>12.5%</td>
</tr>
<tr>
<td><strong>Q2/Q4 PLACEMENT OUTCOMES (50%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Graduate and Former Enrollee Placement Rate in Quarter 2 After Exit Quarter | No. of graduates and former enrollees who report on the Quarter 2 survey they are in a job, the military, or an education/training program
No. of graduates and former enrollees who complete the Quarter 2 survey | 80%    | 20%    |
| Graduate and Former Enrollee Placement Rate in Q4 After Exit Quarter   | No. of graduates and former enrollees who report on the Quarter 4 survey they are in a job, the military, or an education/training program
No. of graduates and former enrollees who complete the Quarter 4 survey | 80%    | 20%    |
| Graduate and Former Enrollee Average Earnings in Quarter 2 After Exit Quarter* | Sum of earnings of graduates and former enrollees who report they are in a job or the military on the Quarter 2 survey and report they are in a job or the military in the second quarter after exit quarter | $5,500 | 10%    |
| Employer Retention Rate                                               | No. of graduates and former enrollees who were employed by the same employer in Quarter 2 and Quarter 4 after exit quarter
No. of graduates and former enrollees who complete the Quarter 4 survey and were employed in Quarter 2 after exit quarter | 60%    | 0%     |

*Model-Based Goal
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Definition</th>
<th>Goal</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CREDENTIAL ATTAINMENT RATING</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSD/HSE Attainment Rate*</td>
<td>No. of students who attain either an HSD or HSE</td>
<td>65%</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>No. of separated students without an HSD or HSE at entry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Technical Training (CTT) Completion Rate</td>
<td>No. of students who complete a CTT program</td>
<td>70%</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>No. of separated students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTT Primary IRC Attainment Rate</td>
<td>No. of CTT students who attain an approved Primary industry-recognized</td>
<td>90%</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>credential or complete an NTC program</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No. of separated students assigned to a CTT program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Model-based Goal</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td><strong>MEASURABLE SKILLS GAINS RATING</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Literacy Gains</td>
<td>Sum of Educational Functioning Level gains attained on the highest valid</td>
<td>1 EFL</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>subsequent TABE reading test</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No. of students who score Educational Functioning Level 4 or below on the</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>initial TABE reading test and students who do not take a valid initial</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>reading test during the first 21 calendar days on center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Numeracy Gains</td>
<td>Sum of Educational Functioning Level gains attained on the highest</td>
<td>1 EFL</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>valid subsequent TABE math test</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No. of students who score Educational Functioning Level 5 or below on the</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>initial TABE math test and students who do not take a valid initial math</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>test during the first 21 calendar days on center</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PLACEMENT QUALITY RATING</strong></td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Career Technical Training (CTT) Completer Job Training</td>
<td>No. of CTT completers placed</td>
<td>65%</td>
<td>35%</td>
</tr>
<tr>
<td>Match (JTM) Rate</td>
<td>in a training-related job or the military</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No. CTT completers placed in a job or the military</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Full-Time Quality Placement Rate</td>
<td>No. of graduates and former enrollees placed in an apprenticeship program,</td>
<td>75%</td>
<td>65%</td>
</tr>
<tr>
<td></td>
<td>a full-time job, the military, full-time college, full-time job/college</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>combination or a full-time post-secondary training program</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No. of initially placed graduates and former enrollees</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Measure</td>
<td>Definition</td>
<td>Goal</td>
<td>Weight</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>QUANTITY/PRODUCTION (60%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female Arrival Rate</td>
<td>No. of female arrivals</td>
<td>100%</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Total female contracted quota</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Arrival Rate</td>
<td>No. of total arrivals</td>
<td>100%</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Total contracted quota</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>QUALITY/COMMITMENT (40%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Level 1 Zero Tolerance (ZT) Separation Rate</td>
<td>No. of student arrivals who do not separate for a Level 1 ZT infraction under codes 5.1a, 5.2b or 5.3c within the first 30 calendar days or under code 5.2A within the first 45 calendar days No. of student arrivals with the opportunity to stay in the program for at least 45 calendar days</td>
<td>98%</td>
<td>5%</td>
</tr>
<tr>
<td>Arrivals With 90-Day Commitment Rate</td>
<td>No. of students in the pool who stay for 90 or more calendar days No. of student arrivals with the opportunity to stay in the program for at least 90 calendar days</td>
<td>85%</td>
<td>30%</td>
</tr>
<tr>
<td>Graduate Rate</td>
<td>No. of students who separate as graduates No. of separated students</td>
<td>65%</td>
<td>5%</td>
</tr>
</tbody>
</table>

100%
### PY 2019 OA REPORT CARD

<table>
<thead>
<tr>
<th>Measure</th>
<th>Definition</th>
<th>Goal</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>QUANTITY/PRODUCTION (60%)</strong></td>
<td></td>
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<td>30%</td>
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<tr>
<td></td>
<td>Total female contracted quota</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Arrival Rate</td>
<td>No. of total arrivals</td>
<td>100%</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Total contracted quota</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>QUALITY/COMMITMENT (40%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Level 1 Zero Tolerance (ZT)</td>
<td>No. of student arrivals who do not separate for a Level 1 ZT infraction</td>
<td>98%</td>
<td>5%</td>
</tr>
<tr>
<td>Separation Rate</td>
<td>under codes 5.1a, 5.2b or 5.3c within the first 30 calendar days or</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>under code 5.2A within the first 45 calendar days</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No. of student arrivals with the opportunity to stay in the program for</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>at least 45 calendar days</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arrivals With 90-Day Commitment Rate</td>
<td>No. of students in the pool who stay for 90 or more calendar days</td>
<td>85%</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>No. of student arrivals with the opportunity to stay in the program for</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>at least 90 calendar days</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Rate</td>
<td>No. of students who separate as graduates</td>
<td>65%</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>No. of separated students</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Measure</td>
<td>Definition</td>
<td>Goal</td>
<td>Weight</td>
</tr>
<tr>
<td>--------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>CTS PLACEMENT OUTCOMES (50%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Placement Rate                                              | No. of graduates and former enrollees placed in a job, the military, an education/training program, or a job/college combination  
   No. of graduates and former enrollees whose placement records are due or received | 83%   | 20%    |
| Placement Average Wage*                                      | Sum of hourly wages of graduates and former enrollees placed in a job or the military  
   No. of graduates and former enrollees placed in a job or the military | $12.00 | 10%    |
| Placement Quality Rating                                    | Rating based on weighted performance on two indicators relative to goals: (1) job-training match rate, and (2) quality placement rate (percentage of all initially placed graduate and former enrollees in apprenticeship programs, full-time jobs, the military, full-time college, full-time college/job combination, or full-time post-secondary training) | 100%  | 20%    |
| **Q2/Q4 PLACEMENT OUTCOMES (50%)**                          |                                                                                                                                                                                                          |       |        |
| Graduate and Former Enrollee Placement Rate in Quarter 2 After Exit Quarter | No. of graduates and former enrollees who report on the Quarter 2 survey they are in a job, the military, or an education/training program  
   No. of graduates and former enrollees who complete the Quarter 2 survey | 80%   | 20%    |
| Graduate and Former Enrollee Placement Rate in Q4 After Exit Quarter | No. of graduates and former enrollees who report on the Quarter 4 survey they are in a job, the military, or an education/training program  
   No. of graduates and former enrollees who complete the Quarter 4 survey | 80%   | 20%    |
| Graduate and Former Enrollee Average Earnings in Quarter 2 After Exit Quarter* | Sum of earnings of graduates and former enrollees who report they are in a job or the military on the Quarter 2 survey  
   No. of graduates and former enrollees who complete the Quarter 2 survey and report they are in a job or the military | $5,500 | 10%    |

*Model-Based Goal
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Definition</th>
<th>Goal</th>
<th>Weight</th>
</tr>
</thead>
</table>
| Career Technical Training (CTT) Completer Job Training Match (JTM) Rate  | No. of CTT program completers placed in a training-related job or the military  
No. CTT program completers placed in a job or the military              | 65%   | 35%    |
| Full-Time Quality Placement Rate                                          | No. of graduates and former enrollees placed in an apprenticeship program, a full-time job, the military, full-time college, full-time job/college combination or a full-time post-secondary training program  
No. of placed graduates and former enrollees                            | 75%   | 65%    |
<p>|                                                                          |                                                                            |       | 100%   |</p>
<table>
<thead>
<tr>
<th>Measure</th>
<th>Definition</th>
<th>Goal</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Placement Rate</strong></td>
<td>No. of graduates and former enrollees placed in a job, the military, an education/training program, or a job/college combination. No. of graduates and former enrollees whose placement records are due or received</td>
<td>83%</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Placement Average Wage</strong></td>
<td>Sum of hourly wages of graduates and former enrollees placed in a job or the military.</td>
<td>$12.00</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Placement Quality Rating</strong></td>
<td>Rating based on weighted performance on two indicators relative to goals: (1) job-training match rate and (2) quality placement rate (percentage of all initially placed graduate and former enrollees in apprenticeship programs, full-time jobs, the military, full-time college, full-time college/job combination, or full-time post-secondary training).</td>
<td>100%</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Graduate and Former Enrollee Placement Rate in Quarter 2 After Exit Quarter</strong></td>
<td>No. of graduates and former enrollees who report on the Quarter 2 survey they are in a job, the military, or an education/training program. No. of graduates and former enrollees who complete the Quarter 2 survey.</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Graduate and Former Enrollee Placement Rate in Q4 After Exit Quarter</strong></td>
<td>No. of graduates and former enrollees who report on the Quarter 4 survey they are in a job, the military, or an education/training program. No. of graduates and former enrollees who complete the Quarter 4 survey.</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Graduate and Former Enrollee Average Earnings in Quarter 2 After Exit Quarter</strong></td>
<td>Sum of earnings of graduates and former enrollees who report they are in a job or the military on the Quarter 2 survey. No. of graduates and former enrollees who complete the Quarter 2 survey and report they are in a job or the military.</td>
<td>$5,500</td>
<td>10%</td>
</tr>
</tbody>
</table>

*Model-Based Goal"
<table>
<thead>
<tr>
<th>Indicator</th>
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<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Technical Training (CTT) Completer Job Training Match (JTM) Rate</td>
<td>No. of CTT program completers placed in a training-related job or the military</td>
<td>65%</td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td>No. of CTT program completers placed in a job or the military</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-Time Quality Placement Rate</td>
<td>No. of graduates and former enrollees placed in an apprenticeship program, a full-time job, the military, full-time college, full-time job/college combination or a full-time post-secondary training program</td>
<td>75%</td>
<td>65%</td>
</tr>
<tr>
<td></td>
<td>No. of placed graduates and former enrollees</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Measure</td>
<td>Definition</td>
<td>Goal</td>
<td>Weight</td>
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<tr>
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</tr>
<tr>
<td><strong>DIRECT CENTER SERVICES (20%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Technical Training (CTT) Program Completion Rate</td>
<td>No. of students who complete a CTT program No. of separated students assigned to a CTT program</td>
<td>80%</td>
<td>10%</td>
</tr>
<tr>
<td>CTT Industry-Recognized Credential (IRC) I Attainment Rate</td>
<td>No. of CTT students who attain an approved Primary IRC or complete an NTC program No. of separated students assigned to a CTT program</td>
<td>90%</td>
<td>7.5%</td>
</tr>
<tr>
<td>CTT Industry-Recognized Credential (IRC) II Attainment Rate</td>
<td>No. of CTT students who attain an approved Secondary IRC or an approved second Primary IRC No. of separated students assigned to a CTT program</td>
<td>90%</td>
<td>2.5%</td>
</tr>
<tr>
<td><strong>CTS PLACEMENT OUTCOMES (40%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTT Completer Placement Rate</td>
<td>No. of CTT completers placed in a job, the military, an education/training program, a job/college combination, or who transferred to an approved Advanced Training program at another center No. of CTT completers whose placement records are due or received or who transferred to an approved Advanced Training program at another center</td>
<td>92%</td>
<td>10%</td>
</tr>
<tr>
<td>CTT Completer Average Hourly Wage at Placement*</td>
<td>Sum of hourly wages of CTT completers placed in a job or the military No. of CTT completers placed in a job or the military</td>
<td>$12.25</td>
<td>5%</td>
</tr>
<tr>
<td>CTT Completer Full-Time Quality Placement Rate</td>
<td>No. of CTT completers placed in an apprenticeship program, a full-time job, the military, full-time college, full-time job/college combination or a full-time post-secondary training program No. of initially placed CTT completers</td>
<td>75%</td>
<td>10%</td>
</tr>
<tr>
<td>CTT Completer Job Training Match (JTM) Placement Rate</td>
<td>No. of CTT completers placed in a training-related job or the military No. of CTT completers placed in a job or the military</td>
<td>65%</td>
<td>10%</td>
</tr>
<tr>
<td>CTT Completer Job Training Match (JTM) Average Hourly Wage*</td>
<td>Sum of hourly wages of CTT completers placed in a training-related job or the military No. of CTT completers placed in a training-related job or the military</td>
<td>$12.85</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Q2/Q4 PLACEMENT OUTCOMES (40%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTT Completer Placement Rate in Quarter 2 After Exit Quarter</td>
<td>No. of CTT completers who report on the Quarter 2 survey they are in a job, the military, or an education/training program No. of CTT completers who complete the Quarter 2 survey</td>
<td>83%</td>
<td>15%</td>
</tr>
<tr>
<td>CTT Completer Placement Rate in Q4 After Exit Quarter</td>
<td>No. of CTT completers who report on the Quarter 4 survey they are in a job, the military, or an education/training program No. of CTT completers who complete the Quarter 4 survey</td>
<td>83%</td>
<td>15%</td>
</tr>
<tr>
<td>CTT Completer Average Earnings in Quarter 2 After Exit Quarter*</td>
<td>Sum of earnings of CTT completers who report they are in a job or the military on the Quarter 2 survey No. of CTT completers who complete the Quarter 2 survey and report they are in a job or the military in the second quarter after exit quarter</td>
<td>$5,700</td>
<td>10%</td>
</tr>
</tbody>
</table>

*Model-Based Goal (center level)
<table>
<thead>
<tr>
<th>Measure</th>
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<th>Goal</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Center Services (20%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Technical Training (CTT) Program Completion Rate</td>
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<td>10%</td>
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<td></td>
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<td>CTT Completer Placement Rate</td>
<td>No. of CTT completers placed in a job, the military, an education/training program, or who transferred to an approved Advanced Training program at another center No. of CTT completers whose placement records are due or received or who transferred to an approved Advanced Training program at another center</td>
<td>92%</td>
<td>10%</td>
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<td>CTT Completer Average Hourly Wage at Placement*</td>
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<td>5%</td>
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<td>No. of CTT completers placed in an apprenticeship program, a full-time job, the military, full-time college, full-time job/college combination or a full-time post-secondary training program No. of initially placed CTT completers</td>
<td>75%</td>
<td>10%</td>
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<td>No. of CTT completers placed in a training-related job or the military No. of CTT completers placed in a job or the military</td>
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<td>10%</td>
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<td>5%</td>
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<tr>
<td><strong>Q2/Q4 Placement Outcomes (40%)</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>CTT Completer Placement Rate in Quarter 2 After Exit Quarter</td>
<td>No. of CTT completers who report on the Quarter 2 survey they are in a job, the military, an education/training program, or a job/college combination No. of CTT completers who complete the Quarter 2 survey</td>
<td>83%</td>
<td>15%</td>
</tr>
<tr>
<td>CTT Completer Placement Rate in Q4 After Exit Quarter</td>
<td>No. of CTT completers who report on the Quarter 4 survey they are in a job, the military, an education/training program, or a job/college combination No. of CTT completers who complete the Quarter 4 survey</td>
<td>83%</td>
<td>15%</td>
</tr>
<tr>
<td>CTT Completer Average Earnings in Quarter 2 After Exit Quarter*</td>
<td>Sum of earnings of CTT completers who report they are in a job or the military on the Quarter 2 survey No. of CTT completers who complete the Quarter 2 survey and report they are in a job or the military in the second quarter after exit quarter</td>
<td>$5,700</td>
<td>10%</td>
</tr>
</tbody>
</table>

*Model-Based Goal (center level)
APPENDIX 501 - Attachments

POLICIES AND PROCEDURES
FOR
PROGRAM YEAR (PY) 2019
OUTCOME MEASUREMENT SYSTEM
APPENDIX 501 - Attachments

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Attachment 5: PY 2019 Instructions for Filing an Appeal of Second Quarter or Fourth Quarter After Exit Quarter Survey Data for Earnings Outcomes and Appeal Form (Center, CTS and CTT)

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Model-Based Goals

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Attachment 11: PY 2019 CTT Center Level Model-Based Goals (CTT)
Attachment 1

Workforce Innovation Opportunity Act (WIOA) Performance Reporting System

Following guidance from the Office of Management and Budget (OMB) and the Employment and Training Administration (ETA) of Department of Labor (DOL), Job Corps (JC) has established a Workforce Innovation and Opportunity Act (WIOA) Reporting System, independent of the Performance Management System and the Outcome Measurement System (OMS) Report Cards.

While Job Corps began collecting data through this new reporting system in Program Year (PY) 2016, national targets will not be set for the WIOA measures until sufficient annual data has been collected and any inconsistencies in the data collection have been resolved. Until the new WIOA performance system has been fully implemented, stabilized, and targets have been set, Job Corps will continue to use OMS reports for decision making in the areas of contract and option year awards, past effectiveness scores, incentive fees, performance assessments, and Performance Improvement Plan (PIP) graduation evaluations.

Beginning PY 2018, Job Corps is developing a system to use quarterly wage records, as available, as the primary data source to report on the employment status and wages of Job Corps participants. This use of quarterly wage record data to assess participants’ outcomes is required under section 159(e) of WIOA. Job Corps will continue to use its post-separation survey to collect responses regarding employment, education and training status, and earnings at Quarter 2 and Quarter 4 after exit (OMB No. 1205-0426, Placement Verification and Follow-up of Job Corps Participants) as a supplemental data source to the quarterly wage records.

Additionally, as of PY 2018, Job Corps has adopted the definition used by other DOL programs to define Quarter 2 as the second calendar quarter after the exit quarter, and Quarter 4 as the fourth calendar quarter after the exit quarter. For example, if the participant’s date of exit is between January 1st and March 31st, the second quarter after exit would be July 1st through September 30th. This change in the definitions of the reporting quarters serves two goals:

- Alignment with other DOL employment and training programs that all employ this definition; and,
- Alignment with how quarterly wage records are reported, which will serve as the primary data source for reporting employment status and earnings for Job Corps (with the surveys serving as supplemental data sources) under WIOA.
Under Job Corps’ WIOA Reporting System, a new WIOA Quarterly Performance Report (QPR) is used to report Job Corps’ outcomes on the six primary WIOA measures detailed in Section 116 of the legislation. In PY 2018, Job Corps began transmitting data quarterly, including results from the post-separation surveys, to the DOL Workforce Integrated Performance System (WIPS). WIPS will utilize the transmitted data to obtain quarterly wage record matches through the Common Reporting Information System (CRIS) and subsequently produce the QPRs with results for the six primary performance measures. The QPR is designed in the same format as the other adult and youth programs administered by DOL/ETA, the U.S. Department of Education (ED), and the U.S. Department of Health and Human Services (HHS), to enable performance comparison across these programs.

In accordance with proposed regulations for implementing WIOA, as indicated in the DOL and U.S. Education Department joint regulations, Job Corps has developed the following specifications for the six primary measures.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Pool</th>
<th>Credit</th>
<th>Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measure 1:</strong> Employment or Education/Training Rate (Quarter 2 After Exit)</td>
<td>All JC participants who demonstrated a commitment to the program (completed Career Preparation Period (CPP) or remained in the program at least 60 days) and exited</td>
<td>Number of participants who exited that were employed and/or in an education/training program during the second quarter after the exit quarter</td>
<td>Number employed, or in education/training during the second quarter after the exit quarter</td>
</tr>
<tr>
<td><strong>Measure 2:</strong> Employment or Education/Training Rate (Quarter 4 After Exit)</td>
<td>All JC participants who demonstrated a commitment to the program (completed CPP or remained in the program at least 60 days) and exited</td>
<td>Number of participants who exited that were employed and/or in an education/training program during the fourth quarter after the exit quarter</td>
<td>Number employed, or in education/training during the fourth quarter after the exit quarter</td>
</tr>
<tr>
<td><strong>Measure 3:</strong> Median Earnings (Quarter 2 After Exit)</td>
<td>All JC participants who demonstrated a commitment to the program (completed CPP or remained in the program at least 60 days) exited, and were employed in the second quarter after the exit quarter</td>
<td>Quarterly earnings for each participant is calculated as the sum of gross dollars (before taxes) earned on all jobs worked during the second quarter after exit, where earnings include wages, overtime pay, bonuses, commission, and tips</td>
<td>Median earnings in the second quarter after the exit quarter is the midpoint value of quarterly total earnings, between the highest and lowest amounts earned among participants who exited and who were employed in the second quarter after the exit quarter</td>
</tr>
</tbody>
</table>
**WIOA PRIMARY PERFORMANCE MEASURES**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Pool</th>
<th>Credit</th>
<th>Formula</th>
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</thead>
<tbody>
<tr>
<td><strong>Measure 4: Credential Attainment Rate</strong></td>
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<td></td>
<td><strong>Cohort 1 Credentials + Cohort 2 Credentials</strong></td>
</tr>
<tr>
<td></td>
<td>The credential attainment measure includes two cohorts of participants.</td>
<td>The credential attainment measure includes the credentials for two cohorts of participants.</td>
<td><strong>Cohort 1 Pool + Cohort 2 Pool</strong></td>
</tr>
<tr>
<td></td>
<td>Cohort 1 Pool: The number of participants without a high school diploma or equivalent at entry, who exited having demonstrated a commitment to the program (completed CPP or remained in program at least 60 days), and were in a secondary education program (at or above the 9th grade level) while in Job Corps. Participants in a secondary education program (at or above the 9th grade level) will be considered to be all participants without an HSD/HSE at enrollment who enrolled in an HSD/HSE program while in Job Corps.</td>
<td>Cohort 1 Credentials: The number of committed participants who exited who obtained a secondary school diploma or its equivalent during the program or within one year after exit AND who were also employed or enrolled in an education or training program leading to a postsecondary credential within one year after exit.</td>
<td>Below is the more detailed formula:</td>
</tr>
<tr>
<td></td>
<td>Cohort 2 Pool: The number of participants who exited having demonstrated a commitment to the program (completed CPP or remained in program at least 60 days) and were in a postsecondary education or training program while in Job Corps. Participants in a postsecondary education or training program while in Job Corps will be considered to be those who enrolled with an HSD/HSE if, while enrolled in Job Corps (or within 1 year after exit), he/she:</td>
<td>Cohort 2 Credentials: The number of participants who exited who obtained a recognized postsecondary credential during the program or within one year after exit.</td>
<td><strong>Number without an HSD/HSE at entry who were in a secondary education program (≥ 9th grade) while in Job Corps and obtained an HSD/HSE during the program or within one year after exit AND who were also employed or enrolled in an education/training program leading to a postsecondary credential within one year after exit, PLUS the number with an HSD/HSE at entry, who were in a postsecondary education/training program while in Job Corps and obtained a postsecondary credential (i.e., completed CTT, completed AT, completed ACT, or obtained a primary training-related IRC) during the program or within one year after exit.</strong></td>
</tr>
<tr>
<td></td>
<td>(1) Entered a CTT program;</td>
<td>A participant with an HSD/HSE at entry who enrolled in a postsecondary education or training program while in Job Corps will have earned a recognized postsecondary credential if, while enrolled in Job Corps (or within 1 year after exit), he/she:</td>
<td><strong>Number of committed participants without an HSD/HSE at entry who exited and were in a secondary education program while in Job Corps, PLUS the number of committed participants with an HSD/HSE at entry who exited and were in a postsecondary education/training program while in Job Corps, PLUS the number of committed participants with an HSD/HSE at entry who exited and were in a postsecondary education/training program while in Job Corps</strong></td>
</tr>
<tr>
<td></td>
<td>(2) Entered an AT program;</td>
<td>(1) Completed a CTT program;</td>
<td><strong>PLUS the number of committed participants with an HSD/HSE at entry who exited and were in a postsecondary education/training program while in Job Corps</strong></td>
</tr>
<tr>
<td></td>
<td>or (3) Entered an Advanced Career Training (ACT) program.</td>
<td>(2) Completed an AT program;</td>
<td><strong>PLUS the number of committed participants with an HSD/HSE at entry who exited and were in a postsecondary education/training program while in Job Corps</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(3) Completed an ACT; or</td>
<td><strong>PLUS the number of committed participants with an HSD/HSE at entry who exited and were in a postsecondary education/training program while in Job Corps</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(4) Obtained a primary training-related industry recognized credential (IRC).</td>
<td><strong>PLUS the number of committed participants with an HSD/HSE at entry who exited and were in a postsecondary education/training program while in Job Corps</strong></td>
</tr>
</tbody>
</table>
### WIOA PRIMARY PERFORMANCE MEASURES

<table>
<thead>
<tr>
<th>Measure &amp; Title</th>
<th>Pool</th>
<th>Credit</th>
<th>Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measure 5:</strong> Measurable Skill Gains Rate</td>
<td>The pool for this measure is based on participants served and is not restricted to exiters. The participants served pool includes: (1) All participants who demonstrated a commitment to Job Corps and exited during the program year; and (2) All students who completed CPP or enrolled in the program at least 60 days prior to the end of the program year and did not exit.</td>
<td>A participant will be considered to have obtained a measurable skill gain if during the program year he/she obtained one (or more) of the following types of skill gains: (1) Obtained at least 1 EFL gain on the last TABE reading and/or math test in the reporting period as compared to the initial test; (2) Obtained an HSD/HSE; (3) Completed a CTT program; (4) Completed an AT program; (5) Obtained a primary training-related industry recognized credential; (6) Completed at least 12 credits in ACT; or (7) Completed an approved industry foundations course.</td>
<td>Number who obtained one (or more) of the following during the program year: at least 1 GLE gain, an HSD/HSE, a CTT, an AT, or a training-related primary IRC.</td>
</tr>
</tbody>
</table>

Number of committed participants served during the program year

| **Measure 6:** Effectiveness in Serving Employers Rate | All JC participants who demonstrated a commitment to the program (completed CPP or remained in program at least 60 days) and exited and were employed in quarter 2 after the exit quarter | The number of committed participants who worked for the same employer in both quarter 2 and in quarter 4 after the exit quarter. | Number employed by the same employer in quarter 2 and quarter 4 after the exit quarter |

Number of committed participants who exited and were employed in quarter 2 after the exit quarter

Although the broad description of several of the primary WIOA measures above may appear very similar to performance measures that Job Corps has used in the past, the definitions of the primary WIOA measures actually differ significantly on key elements.

1. **Broader Student Pools.** Job Corps has reported placement results for two groups of students – former enrollees and graduates – with all long-term placement-related measures focused on graduates. Under WIOA, specifically Measures 1-3, the pools for the placement measures include the broader group of students who demonstrate a commitment to the program (i.e., complete CPP or stay 60 or more days in Job Corps). Students who meet this definition are defined as “participants” for the purpose of WIOA reporting. As of PY 2018, Job Corps is required to use quarterly
wage record matches as the primary data sources for reporting on WIOA Measures 1-3, with survey data used as a supplemental data source. For this reason, Job Corps must include all committed participants, not just those who complete the appropriate post-separation survey, in its pools for reporting on Measures 1 and 2. Similarly, the pool for WIOA Measure 3, Median Earnings in Quarter 2, will include all committed participants who were in an unsubsidized job and had earnings in Quarter 2 as reported either through quarterly wage records or the post-separation surveys.

2. **Timing of Long-term Placement Outcomes.** Prior to PY 2016, Job Corps reported placements, for initially placed graduates, at the sixth month and twelfth month after their initial placement. For a placement to be considered, the student must have been in a job/military or in education/training during the week prior to the week the survey is conducted, and earnings are reported for that one-week period. In contrast, WIOA requires that placement results be reported, for all participants for the second and fourth quarters after the exit quarter. WIOA also credits a placement that occurs at any point during the quarter, and reports the earnings obtained during the entire quarter.

3. **Calculation of Long-Term Earnings.** WIOA requires reporting of median earnings over the quarter, whereas Job Corps has historically reported average earnings over the week prior to the survey.

4. **Attainment of Multiple Accomplishments.** Job Corps has traditionally reported the attainment of various credentials and skill gains as separate measures. In contrast, WIOA Measures 4 and 5 consider the attainment of participants’ accomplishments (e.g., learning gains, attainment of HSD/HSE, CTT, and primary IRCs) collectively and credit a participant’s attainment of any one of these.

5. **Credential/Skill Attainments Pool.** Job Corps has always reported student accomplishments for a cohort of separated students. In contrast, the pool for the WIOA Measure 5, Measurable Skill Gains, is composed of participants served that includes both active/enrolled and separated participants (i.e., all participants who are in the program at the beginning of the reporting period and all participants who enroll during the reporting period). Credit is then given for any skill gain(s) obtained during the program year by these active/enrolled and separated participants.
Since credit is given for attainments made by participants while they are active/enrolled, it is important that these accomplishments be reported in real-time as they occur. Delays in reporting when students enter or complete CTT programs or complete other accomplishments in a timely manner will result in underreporting and will negatively impact Job Corps’ performance on this measure.

6. **Effectiveness in Serving Employers.** WIOA added a measure of effectiveness in serving employers. Following guidance from ETA, Job Corps interprets this measure as working for the same employer in the second and fourth quarters after the exit quarter.
## PY 2019 INITIAL PLACEMENT AND ALLOWABLE UPGRADES

<table>
<thead>
<tr>
<th>INITIAL PLACEMENT CATEGORY</th>
<th>ALLOWABLE UPGRADES</th>
</tr>
</thead>
</table>
| A. Full-time JTM Job Placement | • Full-time JTM with wage increase  
| | • Registered Apprenticeship |
| B. Post-secondary School/Training, College Placement or Full-time Job/College Combination (PSC) | • Full-time JTM Job Placement  
| | • Registered Apprenticeship |
| C. Full-time Non-JTM Job Placement | • Full-time JTM with same or higher wage  
| | • Post-secondary School/Training, College Placement or Full-time Job/College Combination (PSC)  
| | • Full-time Non-JTM Job with wage increase  
| | • Registered Apprenticeship |
| D. Part-time JTM Job Placement | • Full-time JTM Job Placement with same or higher wage  
| | • Post-secondary School/Training, College Placement or Full-time Job/College Combination (PSC)  
| | • Part-time JTM Job with higher wage  
| | • Registered Apprenticeship |
| E. Part-time Job/College Combination (PSC) | • Full-time JTM Job Placement  
| | • Post-secondary School/Training, College Placement or Full-time Job/College Combination (PSC)  
| | • Part-time JTM Job Placement  
| | • Registered Apprenticeship |
| F. Part-time Non-JTM Job Placement | • Full-time JTM with same or higher wage  
| | • Post-secondary School/Training, College Placement or Full-time Job/College Combination (PSC)  
| | • Full-time Non-JTM Job Placement with same or higher wage  
| | • Part-time JTM Job with same or higher wage  
| | • Part-time Job/College Combination (PSC)  
| | • Part-time Non-JTM Job with wage increase  
| | • Registered Apprenticeship |
| G. High School, Other Training Program, On the Job Training (OJT)/Subsidized Employment | • Full-time JTM Job Placement  
• Post-secondary School/Training, College Placement or Full-time Job/College Combination (PSC)  
• Full-time Non-JTM Job Placement  
• Part-time JTM Job Placement  
• Part-time Job/College Combination (PSC)  
• Part-time Non-JTM Job Placement  
• Registered Apprenticeship |
| --- | --- |
| H. Registered Apprenticeship | • Full-time JTM Job Placement with same or higher wage  
• Full-time Non-JTM Job with wage increase  
• Post-secondary School/Training, College Placement or Full-time Job/College Combination (PSC) |
## Attachment 3

### PY 2019 Center Report Card Pools and Credits for Students Transferred to Advanced Training (AT) Programs at Another Center

<table>
<thead>
<tr>
<th>Event</th>
<th>Measure(s)</th>
<th>Indicator</th>
<th>Sending Center</th>
<th>AT Center</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pool</td>
<td>Credit</td>
</tr>
<tr>
<td>Student Transfers to AT Center</td>
<td>Credential Attainment Rating</td>
<td>HSD/HSE</td>
<td>As applicable</td>
<td>As applicable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CTT Completion</td>
<td>As applicable</td>
<td>As applicable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Primary IRC/NTC Completion</td>
<td>As applicable</td>
<td>As applicable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Combination HSD/HSE, CTT and Primary IRC/NTC Completion</td>
<td>As applicable</td>
<td>As applicable</td>
</tr>
<tr>
<td>Measurable Skill Gains Rating</td>
<td>Literacy Gains</td>
<td>As applicable</td>
<td>As applicable</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>Numeracy Gains</td>
<td>As applicable</td>
<td>As applicable</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>Placement Rate (placement code updated based upon placement status after separation)</td>
<td>1</td>
<td>1</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>Placement Quality Rating</td>
<td>JTM Rate</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Average Hourly Wage</td>
<td>0</td>
<td>0</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>Full-time Quality Placement</td>
<td>0</td>
<td>0</td>
<td>n/a</td>
</tr>
<tr>
<td>Graduate Separates from AT Center</td>
<td>Credential Attainment Rating</td>
<td>CTT Completion</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>Primary IRC/NTC Completion</td>
<td>n/a</td>
<td>n/a</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Combination HSD/HSE, CTT and Primary IRC/NTC Completion</td>
<td>n/a</td>
<td>n/a</td>
<td>1</td>
</tr>
<tr>
<td>Graduate Placed or Placement Window Closes</td>
<td>Placement Rate</td>
<td>n/a</td>
<td>1</td>
<td>1/0</td>
</tr>
<tr>
<td>Placed in Job/Military</td>
<td>Placement Quality Rating</td>
<td>JTM Rate:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>if JTM for both centers</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>if JTM for neither center</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>if JTM for sending center only</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>if JTM for receiving center only</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Average Hourly Wage</td>
<td>1</td>
<td>add wage to total</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Full-time Quality Placement</td>
<td>1</td>
<td>1/0</td>
<td>1</td>
</tr>
<tr>
<td>Placed in School</td>
<td>Placement Rate</td>
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<td>n/a</td>
<td>1</td>
</tr>
<tr>
<td>Placement</td>
<td>JTM Rate</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Event</td>
<td>Measure(s)</td>
<td>Indicator</td>
<td>Sending Center</td>
<td>AT Center</td>
</tr>
<tr>
<td>-------</td>
<td>------------</td>
<td>-----------</td>
<td>----------------</td>
<td>-----------</td>
</tr>
<tr>
<td></td>
<td>Quality Rating</td>
<td>Average Hourly Wage</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Full-time Quality Placement</td>
<td>1</td>
<td>1/0</td>
</tr>
<tr>
<td></td>
<td>Place in combination of School &amp; Job Placement Rate</td>
<td>n/a</td>
<td>n/a</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quality Rating JTM Rate</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>Not Placed</td>
<td>Placement Rate</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quality Rating JTM Rate</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>Second and Fourth Quarter After Exit Surveys</td>
<td>Graduate and Former Enrollee Placement Placement Rate</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>If Q2/Q4 survey not completed</td>
<td>Graduate and Former Enrollee Average Earnings in Quarter 2,</td>
<td>1</td>
<td>1/0</td>
</tr>
<tr>
<td></td>
<td>If Q2/Q4 survey completed and student is working in a job</td>
<td></td>
<td>add earnings to total</td>
<td>add earnings to total</td>
</tr>
</tbody>
</table>

**Note:** This does not apply to ACT transfers
GENERAL INSTRUCTIONS
1. Use this form to file an appeal for Q2 and Q4 survey placement outcomes only.
2. The appeal must be filed within 90 days of the month in which the student’s record first appears on the Center OMS-20, CTT-20, or CTS OMS-20.
3. Job Corps Centers, CTS contractors, and National Training Contractors (NTCs) may file an appeal.
4. Appeals must be submitted with supporting documentation.
   Note: Do not include the student’s Social Security Number on any documentation.
5. Submit the completed and signed fillable appeal form(s) with scanned supplemental documentation by email only, to:
   surveyappeals@dol.gov
6. See the timetable in Appendix 501 Introduction, 8(d) Appeal Process for dates during which appeals must be received by the National Office in order to be processed for each month in PY 2019.

INSTRUCTIONS FOR COMPLETING THE APPEAL FORM

Check Box for Appeal
1. Check the appropriate box(es) to indicate which survey (Quarter 2 or Quarter 4) and which placement outcome you are appealing.
2. This form may be used to file an appeal for a job, education, or training placement. To file an earnings appeal, use the “PY 2019 Job Corps Appeal Form Quarter 2 and Quarter 4 Survey Earnings Outcomes” found in ePRH, Appendix 501 Introduction Attachment 5.
   Note: All appeals for job placements must also include an appeal for earnings for the same quarter

Student Information
1. Enter the student’s Job Corps-assigned student Identification Number.
2. Enter the student’s last name, followed by middle initial, and first name.
3. Enter the name of the center from which the student separated.
4. Enter the month, day, and year that the student exited the program.

5-6. You must determine the survey reference quarter for which you are filing an appeal based on the student’s separation date. The table below shows the Quarter 2 and Quarter 4 periods based upon the quarter the student separated.

<table>
<thead>
<tr>
<th>Q2</th>
<th>Exit Quarter</th>
<th>Q2 Survey Reference Quarter</th>
<th>Q2 Survey Quarter Start of 8-Week Survey Window</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Q4</th>
<th>Exit Quarter</th>
<th>Q4 Survey Reference Quarter</th>
<th>Q4 Survey Quarter Start of 8-Week Survey Window</th>
</tr>
</thead>
</table>

Note: If no survey record appears in CIS, then an appeal cannot be filed.

Use the table below to determine which sections to complete for different types of placements:

<table>
<thead>
<tr>
<th>Type of Placement:</th>
<th>If Appealing:</th>
<th>Then Complete:</th>
</tr>
</thead>
<tbody>
<tr>
<td>One part-time or full-time job</td>
<td>Same</td>
<td>Section A</td>
</tr>
<tr>
<td>School or training placement</td>
<td>Same</td>
<td>Section B</td>
</tr>
</tbody>
</table>

Section A: Employment

If you are appealing data on employment status, complete Section A.

1. Enter the employer’s name.

2. Enter the total number of hours that the student worked during a 1-week period, and also enter the start and end dates of the reference week. The student must have worked the minimum number of hours required to meet Job Corps’ placement definition, during a 7-day consecutive period at any time in the applicable quarter for the job(s), to qualify for credit. That is, for full-time employment, the student must have worked 32 hours in
1 or more unsubsidized job(s), or 40 hours in the Armed Forces, or be in a paid, registered apprenticeship job during a 7-day consecutive period at any time in the quarter. For part-time employment, the student must have worked 20 or more hours but less than 32 hours in one or more unsubsidized job(s) during a 7-day consecutive period at any time in the quarter. Additionally, the job placement must meet any other criteria stipulated in Exhibit 4-1.

3. Check the appropriate box to indicate the student’s earnings unit (i.e., if the student was paid hourly, weekly, monthly, or daily) as indicated on the student’s pay stub.

4. Enter the dollar amount of earnings on the line that corresponds with the earnings unit selected as indicated on the student’s pay stub. **Note:** The student must have earned at least the Federal Minimum Wage (FMW) for this to qualify as a valid Job Corps Job Placement.

5. If the student earned other payments from this job during the 7-day consecutive period identified in Item 2 above (e.g., bonus, tips, commission, etc.), enter the dollar amount on the appropriate line of Item 4.

**You must attach written documentation of employment information.** Pay information must at a minimum, (1) include the complete 7-day consecutive period (identified in Item 2 above) that occurs within the applicable quarter and (2) show that the student worked a minimum of 20 hours during the 7-day consecutive period. **For example:** The quarter is from January 1 to April 1. The student is paid by the week and the pay stub covers February 6th to February 12th when the student worked 22 hours. The overlap in dates and the documentation of the minimum required hours will serve as valid documentation. **Written documentation may include:** a pay stub, a written statement from the employer on letterhead, or a business card/official stamp affixed to an Employer Verification Form. Documentation through a third-party verifier such as *The Work Number*, detailing the student’s employment information (such as employment verification, hours, and payment) in such a way as to meet Job Corps’ placement requirements, will also be accepted for verification. The Employer Verification Form should be completed and signed by the employer and submitted to the National Office as part of the appeal package. **Please see Exhibit 4-2 for further information regarding documentation requirements.**

**Section B: Education**

If appealing data on education status, complete Section B.

1. Enter the name of the school or training institution.

2. Check the appropriate box to indicate the type of school, college, or training program the student attends or attended. The student must attend or have attended school/training for the minimum number of hours required, or be enrolled for the minimum number of credits, to meet Job Corps’ educational placement definition during a 7-day consecutive period at any time in the applicable quarter for the school/training to qualify for credit. Additionally, the educational placement must meet any other criteria stipulated in Exhibit 4-1.

3. Enter information on attendance/enrollment in this column if the student:
   a. is enrolled in high school, enter the **grade level** and the **number of hours**
student attended during a 7-day consecutive period at any time in the applicable quarter. The student must be enrolled in 9th grade or higher to qualify.

b. was enrolled in a post-secondary CTT or technical school, enter the number of hours the student attended during a 7-day consecutive period at any time in the applicable quarter.

c. was enrolled in college, record the number of course credit hours the student was registered to take for the period that includes the dates of a 7-day consecutive period at any time in the applicable quarter.

d. was enrolled in an on-the-job training program or was working in a subsidized job, enter the number of hours the student worked during a 7-day consecutive period at any time in the applicable quarter.

e. was enrolled in an “other” program (e.g., a program to obtain a High School Equivalency (HSE), etc.), enter the number of hours the student attended during a 7-day consecutive period at any time in the applicable quarter.

4. If other training was completed during the survey week, specify the type of program and training.

You must attach written documentation from the school, training program, college (on official letterhead or with an official stamp) or third-party verification such as the National Student Clearinghouse, documenting that the student was enrolled or attended during the 7-day consecutive period at any time in the applicable quarter. Please see Exhibit 4-2 for further information regarding documentation requirements.

Information on Person Completing the Form

1. Enter your last name and first name.

2. Enter the name of the center or placement contractor where you are located and the appropriate six-digit identification code for your center/contractor.

3. Enter the telephone number at which you may be reached.

4. Enter the e-mail address at which you may be reached.

5. Sign your name.

6. Enter the date you are submitting the form.
U.S. Department of Labor  
PY 2019 JOB CORPS APPEAL FORM QUARTER 2 AND QUARTER 4 SURVEY PLACEMENT OUTCOMES

Student Information (Please Print):  
Check Box for Appeal:

1. Student Identification Number:  
Q2 Placement  
Q4 Placement  

2. Last Name: MI  
First Name  

3. Center Attended:  
4. Date of Separation:  
Month  
Day  
Year  

Correct Start and End Dates for the Appropriate Quarter (Quarter 2 or Quarter 4 after Exit Quarter)

5. Start Date of Quarter:  
Month  
Day  
Year  
6. End Date of Quarter:  
Month  
Day  
Year

Complete Section A and/or Section B Below:

Section A: Complete this section if appeal is for employment during the quarter. Attach a pay stub which shows start and end dates for (minimally) a one week period that occurred at any time during the appropriate quarter after exit.

1. Employer’s Name:  
2. Reference Week Start/End Dates (7-day Consecutive Period of Employment)  
Total Hours (worked 7-day reference week during the quarter):  
3. Earnings* Unit (check one):  
   - Hourly $  
   - Weekly $  
   - Monthly $  
   - Daily $  
5. Other weekly payments (e.g., bonuses, tips, commission, etc.): $  

* Earnings per hour must equal or exceed the Federal Minimum Wage to qualify as a valid placement.

Section B: Complete this section if the appeal is for education data. Attach a letter from the institution stating student attended or was enrolled for the minimum hours required for a valid Job Corps placement for, minimally, a one week period at any point during the quarter.

1. Enter Name of School/Training Institution:  
2. Type of School/Training Program (check one):  
   - High School  
   - Post-secondary CTT/Technical School  
   - College  
   - On-the-Job Training or Subsidized Employment  
   - Other Training  
3. Enter Information on School/Training Below:  
   - Grade:  
   - Hours attended in one week:  
   - No. of hours attended in one week:  
   - No. of credit hours enrolled:  
   - No. of hours attended in one week:  
4. If Other Training, specify type:
### INFORMATION OF PERSON COMPLETING THE FORM:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Print Your Name:</td>
<td>2. Contractor Name/Code (six-digit ID Code):</td>
</tr>
<tr>
<td>3. Your Telephone: ( )</td>
<td>4. Your e-mail address:</td>
</tr>
<tr>
<td>5. Signature:</td>
<td>6. Date form submitted:</td>
</tr>
</tbody>
</table>

National Office Use Only

Reviewed by: | Date: |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- [ ] Approved
- [ ] Not Approved

Reason for Denial:
Attachment 5

PY 2019 Instructions for Filing an Appeal of Second Quarter or Fourth Quarter After Exit Quarter Survey Data – Earnings Outcomes

GENERAL INSTRUCTIONS

1. Use this form to file an appeal for Q2 survey earnings outcomes only. One summary sheet must be submitted along with one completed worksheet for each job the student held during the quarter.

2. The appeal must be filed within 90 days of the month in which the student’s record first appears on the Center OMS-20, CTT-20, or CTS OMS-20.

3. Job Corps Centers, CTS contractors, and National Training Contractors (NTCs) may file an appeal.

4. Appeals must be submitted with supporting documentation.

   Note: Do not include the student’s Social Security Number on any documentation.

5. Submit the completed and signed fillable appeal form(s) with scanned supplemental documentation by e-mail only, to:

   surveyappeals@dol.gov

6. See the timetable in Appendix 501 Introduction, 9(d) Appeal Process for dates during which appeals must be received by the National Office in order to be processed for each month in PY 2019.

INSTRUCTIONS FOR COMPLETING THE APPEAL FORM

All appeals require a completed Summary Page. For the earnings appeal that you are submitting, please do the following:

Check Box for Appeal

1. Check the appropriate box(es) to indicate whether you are appealing earnings outcomes for Quarter 2 or Quarter 4.

2. All earnings appeals must be either for a job placement that has been credited for the appropriate quarter (student took the survey and received a positive result), or be accompanied by a job placement appeal.

Student Information

1. Enter the student’s Job Corps-assigned student Identification Number.

2. Enter the student’s last name, followed by middle initial, and first name.

3. Enter the name of the center from which the student separated.
4. Enter the month, day, and year that the student exited the program.

5-6. You must determine the service reference period for which you are filing an appeal based on the student’s separation date. The table below shows the Quarter 2 period based upon the quarter the student separated.

<table>
<thead>
<tr>
<th>Q2 Exit Quarter</th>
<th>Q2 Survey Reference Quarter</th>
<th>Q2 Survey Quarter Start of 8-Week Survey Window</th>
</tr>
</thead>
</table>

Note: If no survey record appears in CIS, then an appeal cannot be filed.

**Information on Person Completing the Form**

1. Enter your last name and first name.
2. Enter your full position title with no abbreviations.
3. Enter the telephone number at which you may be reached.
4. Enter the e-mail address at which you may be reached.
5. Enter the name of the center or placement contractor where you are located and the appropriate six-digit identification code for your center/contractor.
6. Enter the date you are submitting the form.
7. Sign your name.

**Summary Job Placement Information**

1. Enter the number of total jobs held during the appealed quarter for which verification documentation is being submitted with this appeal. Enter all jobs regardless of the duration, hours, and pay of that job. A separate job worksheet must be completed for each of these jobs. Please note that placements in AmeriCorps VISTA, National Civilian Community Corps (NCCC) and Public Allies are classified as training placements and are not included in the pools of the earnings measures.

2. Enter the total quarterly earnings for all jobs held in the appealed quarter for which documentation is being submitted with this appeal. These total earnings must equal the sum of the total quarterly earnings of each job for which a Job Worksheet has been completed as part of this appeal.

3. Enter the number of total pages included in the appeal paperwork; this includes the completed form, completed worksheets for each job, and all supporting documentation of the earnings received through each job for hours worked in the quarter.
INSTRUCTIONS FOR COMPLETING THE JOB WORKSHEET

Complete one worksheet per job held by the student during the quarter.

1. Enter the name of the employer.
2. Enter the start date of employment. The start date can be before or during the appeal quarter.
3. Enter the end date of employment. The end date can be within or after the appeal quarter.
   If the student is still employed enter “Active.”
4. Enter the employer’s business address.
5. Select the type of documentation submitted to verify the earnings for this job. Multiple types of documentation may need to be submitted for one job dependent upon the type of documentation obtained and the information it contains. For a list of acceptable documentation, including what specifically the documentation must include, and how to submit the documentation to NOJC, please see Table 1 below.

The following section contains the worksheet to determine the quarter’s pay for that job. The worksheet is comprised of rows and columns to ultimately calculate the total pay the student received from this job for hours worked during the quarter.

Each row should contain information for one pay period worked during the quarter as shown on the earnings documentation. A pay period could be for the entire month, bi-monthly, bi-weekly, or weekly. A quarter is comprised of 13 weeks; however, this may not correspond perfectly with the student’s work weeks, and the pay periods, for the quarter, may actually fall across 15 work weeks. Only those hours worked during the quarter and the corresponding earnings should be entered in the worksheet.

The columns show for each pay period the start- and end-date of the pay period, the details of wages, hours and earnings to calculate base pay, the details for calculating extra pay, and the total pay.

Enter the begin-date and end-date of the period; the begin date must be no earlier than the start of the quarter and the end date can be no later than the end of the quarter.

For the columns under “Standard Pay” and “Extra Pay”, only the relevant columns in the worksheet need to be completed; determining the relevant columns is dependent upon the information supplied through the documentation validating the earnings for this job. For example, if a pay stub is obtained that indicates the number of hours worked in the pay period, hourly wage and earnings made in the pay period, then this information needs to be entered into the “Number of hours worked per period,” “Wage per hour,” and “Gross earnings for the period,” respectively. Similarly, under the “Extra Pay” columns only enter information on Overtime, Tips, and Commissions earned from hours worked during
the quarter that are shown in the documentation. If there is information for “Other Pay,”
include an explanation in the area indicated of the type of payment.

The “Base Pay Subtotal,” is to be calculated based upon information entered in the
previous five columns. The following formulas can be used to calculate Base Pay:

- “Number of days worked” x “Number of hours worked per day” x “Wage per hour”
- “Number of hours worked per period” x “Wage per hour”
- “Gross Earnings per the period”

The “Extra Pay Subtotal” is to be calculated based upon information entered in the
previous six columns. The following formula can be used to calculate Extra Pay:

- “Overtime Pay”* + “Tips” + “Commissions” + “Other”
  *“Overtime Pay” is calculated by multiplying “Overtime Wage” by “Overtime Hours”

For each pay period, sum the “Base Pay Subtotal” with the “Extra Pay Subtotal” to calculate the
“Total Pay.”

When information has been entered for all pay periods, sum the “Total Pay” to obtain the
“Quarter Total Pay” for that job.

When you have entered all information for all jobs and earnings during the quarter under appeal,
add the total earnings from each individual job together. This number must be the total for the
summary sheet.
## Table 1. Acceptable Documentation for Earnings Appeals for Each Job

<table>
<thead>
<tr>
<th>Type of Documentation</th>
<th>Required Information</th>
<th>Additional Documentation Required</th>
<th>Must be scanned and emailed to NOJC</th>
</tr>
</thead>
<tbody>
<tr>
<td>All pay stubs for earnings received from work conducted in the quarter</td>
<td>All pay stubs from all employers in the quarter must be included in the appeal. All pay stubs must include: 1) Earnings for the pay period or the hourly pay rate in the pay period; 2) Hours per pay period; 3) Start and end dates for each pay period; 4) Overtime and commission if included on the Earnings Appeal Form; and, 5) The company name and address.</td>
<td>If any criteria listed under required information is missing then a Verification of Employment form is required. Verification of Employment form must include: 1) Dates of employment; 2) Company name; 3) Employer address; 4) Employer phone number; 5) Employer point of contact including their title, phone number, and signature with date. 6) Business card, stamp, or proof of company location; 7) Hours worked by pay rate throughout the quarter for each unique pay rate, and timeline for any raises; and, 8) Overtime, tips, and commission earned during the quarter, if any.</td>
<td>Only if Verification of Employment form is included</td>
</tr>
<tr>
<td>Proof of income for tax purposes (e.g., W-2) and Verification of Employment form</td>
<td>Documentation showing all income received from the job worked during the quarter that minimally covers the entire period identified on the Earnings Appeal Form for each job.</td>
<td>Verification of Employment form must include: 1) Dates of employment; 2) Company name; 3) Employer address; 4) Employer phone number; 5) Employer point of contact including their title, phone number, and signature with date. 6) Business card, stamp, or proof of company location; 7) Hours worked by pay rate throughout the quarter for each unique pay rate, and timeline for any raises; and, 8) Overtime, tips, and commission earned during the quarter, if any.</td>
<td>Yes; Verification of Employment form must be an original or have proof that it was faxed or emailed from employer</td>
</tr>
<tr>
<td>Third Party (e.g., The Work Number,) Documentation</td>
<td>Third-party documentation is an acceptable form of verification. Any earnings based on tips will need to be documented on the third party documentation or an alternative from of documentation will be needed. Third-party documentation must include: 1) Each pay period as a separate line with the pay</td>
<td>If any criteria listed under required information is missing then a Verification of Employment form is required. Verification of Employment form must include: 1) Dates of employment; 2) Company name; 3) Employer address; 4) Employer phone number; 5) Employer point of contact including their title, phone number, and signature with date.</td>
<td>Only if Verification of Employment form is included</td>
</tr>
<tr>
<td>Type of Documentation</td>
<td>Required Information</td>
<td>Additional Documentation Required</td>
<td>Must be scanned and emailed to NOJC</td>
</tr>
<tr>
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<td>------------------------------------</td>
</tr>
<tr>
<td>Earnings Statement</td>
<td>period start or end date, hours worked, and gross earnings.</td>
<td>6) Business card, stamp, or proof of company location;</td>
<td></td>
</tr>
<tr>
<td>from employer or</td>
<td>4) Overtime, tips and commission if included on the Earnings Appeal Form; and,</td>
<td>7) Hours worked by pay rate throughout the quarter for each unique pay rate, and timeline for any raises; and,</td>
<td></td>
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<tr>
<td>payroll company</td>
<td>5) Employer company name and address.</td>
<td>8) Overtime, tips, and commission earned during the quarter, if any.</td>
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<tr>
<td>Timesheet record</td>
<td>Earnings Statement must include:</td>
<td>If any criteria listed under required information is missing, then a Verification of Employment form is required. Verification of Employment form must include:</td>
<td>Only if Verification of Employment form is included</td>
</tr>
<tr>
<td>AND Verification</td>
<td>1) Earnings for the pay period or hourly pay rate in the pay period;</td>
<td>1) Dates of employment;</td>
<td></td>
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<tr>
<td>of Employment Form</td>
<td>2) Hours per pay period;</td>
<td>2) Company name;</td>
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<td></td>
<td>3) Start and end date of the earnings;</td>
<td>3) Employer address;</td>
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<td></td>
<td>4) Overtime, tips, and commission if included on the Earnings Appeal Form; and</td>
<td>4) Employer phone number;</td>
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<td></td>
<td>5) Employer company name and address.</td>
<td>5) Employer point of contact including their title, phone number, and signature with date.</td>
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<td>6) Business card, stamp, or proof of company location;</td>
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<td>7) Hours worked by pay rate throughout the quarter for each unique pay rate, and timeline for any raises; and,</td>
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<td>8) Overtime, tips, and commission earned during the quarter, if any.</td>
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<td></td>
<td>Timesheet record AND Verification of Employment Form</td>
<td>Verification of Employment Form for each job worked in the quarter must include:</td>
<td>Yes: Verification of Employment form must be original or have proof that it was faxed or emailed from employer</td>
</tr>
<tr>
<td></td>
<td>Printed (not handwritten) timesheet(s) for the entire appeal period showing the hours worked at each job in the quarter. The timesheets must contain employer’s company name, the printed name (as applicable) and signature of the person signing the timesheets.</td>
<td>1) Dates of employment;</td>
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<td></td>
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<td>2) Company name;</td>
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<td>3) Employer address;</td>
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<td>4) Employer phone number;</td>
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<td>5) Point of contact at the employer including their title, phone number, and signature with date.</td>
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<td>6) Business card, stamp, or proof of company location;</td>
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<td>7) Hours worked by pay rate throughout the quarter for each unique pay rate, and timeline for any raises; and,</td>
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<td>8) Overtime, tips, and commission earned during the quarter, if any.</td>
<td></td>
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</tbody>
</table>
U.S. Department of Labor  
PY 2019 JOB CORPS APPEAL FORM QUARTER 2 AND QUARTER 4 SURVEY EARNINGS OUTCOMES

### Student Information (Please Print):

<table>
<thead>
<tr>
<th>1. Student Identification Number:</th>
<th>Q2 Earnings</th>
<th>Q4 Earnings</th>
<th>Job Placement Appeal Submitted</th>
</tr>
</thead>
</table>

| 2. Last Name: | MI | First Name |

<table>
<thead>
<tr>
<th>3. Center Attended:</th>
<th>4. Date of Separation:</th>
<th>Month</th>
<th>Day</th>
<th>Year</th>
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</table>

**Correct Start and End Dates for the Appropriate Quarter (Quarter 2 after Exit Quarter)**

<table>
<thead>
<tr>
<th>5. Start Date of Quarter:</th>
<th>Month</th>
<th>Day</th>
<th>Year</th>
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<tr>
<th>6. End Date of Quarter:</th>
<th>Month</th>
<th>Day</th>
<th>Year</th>
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### Information of Person Completing the Form:

<table>
<thead>
<tr>
<th>1. Print Your Name:</th>
<th>2. Your Position Title:</th>
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<tr>
<th>3. Your Telephone: ( )</th>
<th>4. Your e-mail address:</th>
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<tr>
<th>5. Contractor Name/Code (six-digit ID Code):</th>
<th>6. Date form submitted:</th>
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| 7. Signature: | |
|---------------||

### Summary Job Placement Information:

<table>
<thead>
<tr>
<th>1. Number of Jobs Held During Quarter:</th>
<th>2. Total Earnings from All Jobs in the Quarter:</th>
<th>3. Number of Pages Included in Appeal Paperwork:</th>
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<th>National Office Use Only</th>
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**Reviewed by:**

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<th>Date:</th>
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- [ ] Approved
- [ ] Not Approved

**Reason for Denial:**

FOR EACH JOB HELD BY THE STUDENT DURING THE QUARTER, PLEASE COMPLETE A JOB WORKSHEET USING THE TEMPLATE ON THE FOLLOWING PAGE. COMPLETE ONE WORKSHEET FOR EACH JOB.
**JOB WORKSHEET**

1. Employer’s Name: 
2. Employment Start Date: 
3. Employment End Date: 
4. Employer’s Address: 

Complete the following worksheet for each pay period in documentation*. Note, the quarter period is comprised of 13 weeks; however, this may not correspond perfectly with the work weeks, and the quarter period may actually fall across 15 work weeks. Record quarter total for all employment in section “Summary Job Placement Information” box 2.

<table>
<thead>
<tr>
<th>Period</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Number of days worked</th>
<th>Number of hours worked per day</th>
<th>Number of hours worked per period</th>
<th>Wage per hour</th>
<th>Gross Earnings for the period</th>
<th>Base Pay Subtotal</th>
<th>Overtime Subtotal</th>
<th>Extra Pay Subtotal</th>
<th>Total Pay</th>
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</tbody>
</table>

*QUARTER TOTAL*

*Explain any values entered under “Extra Pay” or “Other”:

____________________________________________________________________________________
GENERAL INSTRUCTIONS
1. This form is to be used to request the addition of a Placement Code to the Job Training Match (JTM) Crosswalk. This form should be submitted only if the current JTM Crosswalk does not already contain an appropriate placement job code that: (a) is the most appropriate O*NET-SOC code to describe a specific placement outcome and (b) is directly related to one of the new Training Achievement Records (TARs), released in PY 2006 or thereafter, as they are aggregated into Training Program Areas (TPAs) within the crosswalk. If the request is approved, the proposed O*NET-SOC placement code will be added to the placement portion of the JTM Crosswalk, and JTM credit will be given to every student who completes any TAR in the same TPA and is placed in a position that is properly assigned the identified placement code.

2. The request must be filed within 90 days of the month in which the student’s record first appears on the Center OMS-20, CTT-20, or CTS OMS-20.

3. Job Corps Centers, CTS contractors, and National Training Contractors (NTCs) may file a request.

4. Submit the request with documentation to:

   U.S. Department of Labor/National Office of Job Corps
   200 Constitution Avenue, NW, Room N-4507
   Washington, DC 20210
   Attention: Career Technical Training Team

INSTRUCTIONS FOR COMPLETING THE REQUEST FORM

Student Information
1. Enter the student’s Job Corps Student Identification Number in the box.
2. Enter the student’s last name, followed by middle initial, and first name.
3. Enter the name of the center from which the student separated.
4. Enter the month, day, and year that the student reported to work.

Proposed Job Training Match Codes
1. Enter the proposed official placement code, as found in O*NET-SOC, Example: 31-1011.00
2. Enter the proposed official job title as found in O*NET-SOC, Example: Home Health Aides
3. Enter the proposed Training Program Area(s) (TPAs) that should receive a JTM credit whenever a student placement outcome is assigned the proposed placement code, Example: BRICK and CEMENT (Do not list a TAR code or title here).

4. Provide rationale for the proposed placement code/title addition to the JTM Crosswalk. Appropriate JTM placement codes/titles must correspond to the training received by the student.

**Information About You (Bottom of Form)**

1-2. Enter your name and sign the form in the appropriate boxes.

3. Enter the name of the center or placement contractor where you are located and the six-digit identification code for your center/contractor.

4. Enter the telephone number at which you may be reached.

5. Enter the e-mail address at which you may be reached.

6. Enter the date you are submitting the request form.

7. Sign your name.
# NATIONAL OFFICE OF JOB CORPS
## PY 2019 FORM TO REQUEST ADDITION OF A PLACEMENT CODE TO THE JOB TRAINING MATCH CROSSWALK

### Student Information (Please Print):

<table>
<thead>
<tr>
<th>1. Student ID #</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Last Name</td>
<td>First Name</td>
</tr>
<tr>
<td>3. Center Attended</td>
<td></td>
</tr>
</tbody>
</table>

### Proposed Job Training Match Code:

<table>
<thead>
<tr>
<th>1. O*NET-SOC Job Code</th>
<th>2. O*NET-SOC Job Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Training Program Area(s)</td>
<td></td>
</tr>
<tr>
<td>4. Rationale for JTM Placement</td>
<td></td>
</tr>
</tbody>
</table>

### INFORMATION OF PERSON COMPLETING THE FORM:

<table>
<thead>
<tr>
<th>1. Print Your Name:</th>
<th>2. Signature:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Contractor/Center Name and Six-Digit ID Code:</td>
<td>4. Your Telephone: (     )</td>
</tr>
</tbody>
</table>

**National Office Use Only:**

<table>
<thead>
<tr>
<th></th>
<th>5. Your E-mail Address:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Date Form Submitted:</td>
<td>□ Approved □ Not Approved</td>
</tr>
</tbody>
</table>

| Date: |   |
Attachment 7

PY 2019 Career Technical Training (CTT) Continuous Improvement Plan (CTT-CIP)

CTT-CIP Documentation for Low Performing CTT Offerings

In acknowledgement of standardized language in the electronic Policy and Requirements Handbook (ePRH) regarding the performance improvement process, the current documentation process is inconsistent across Job Corps’ regions and centers. As a result, the Office of Job Corps has created a standardized template which can be easily completed, regularly monitored and fairly evaluated. The Office of Job Corps and regional offices have joint responsibility in the oversight of CTT Continuous Improvement Plans (CTT-CIPs).

Included here is a model for CTT-CIPs that the ePRH states are required for CTT programs with a “D” grade. The key components are an annual specific, measurable, achievable, realistic, and time-based (SMART) goal for the program (see definition below), as well as quarterly benchmarks identified by the center and monitored by the Regional and National offices. A completed sample model is included for your review and feedback.

Proposed Model for a CTT Continuous Improvement Plan (CTT-CIP)

Root-Cause Analysis – to be completed by the operator’s center staff, and reviewed and approved by Regional Office staff

The primary aim of Root-Cause Analysis (RCA) is to identify what behaviors, actions, inactions, or conditions exist and need to be changed to improve a program’s performance. To be effective, an RCA must be performed systematically, usually as part of an investigation, with conclusions and root causes that are endorsed by documented evidence. A team effort is required. There may be more than one root cause for an event or a problem. The challenge is demonstrating the persistence, and sustaining the effort required to determine them. When reviewing the center’s RCA submission, it is important for the Project Manager to be ask questions, look beyond the superficial, and dig deeper to uncover the underlying cause(s).

Root causes that are identified depend on the way in which the problem or event is defined. It is important to be as detailed as possible when defining a root cause. How does the identified cause impact desired outcomes? The purpose of identifying a problem’s solutions is to prevent recurrence at the lowest cost, and in the simplest way. If there are alternatives that are equally effective, then the simplest or lowest cost approach is preferred.
To be effective, the analysis should establish a sequence of events or a timeline to understand the relationships between contributing factors, root cause(s) and the desired outcomes. RCA can help transform a reactive culture (that reacts to problems) into a forward-looking culture that solves problems before they occur or escalate. More importantly, it reduces the frequency of problems occurring over time within the environment where the RCA process is used.

Once the root causes for the program’s low performance are identified, the center should generate a SMART goal. A simple example of conducting a root cause analysis can be found at:


A SMART goal should meet the following criteria: **SMART**

- **S** - is specific, and also stretching, systematic, synergistic, significant and shifting.
- **M** - means measurable, but also recommend meaningful, memorable, and motivating.
- **A** - is an achievable goal but A also needs to stand for action plans, accountability, acumen and agreed-upon.
- **R** - means relevant, but it also stands for realistic, reasonable, resonating, results-oriented, rewarding, responsible, reliable, rooted in facts and remarkable.
- **T** - means time-based and it also represents timely, tangible and thoughtful.

For Example:

The center will improve graduate initial placement rates for **ABC Trade** from 70 percent to 90 percent by the end of PY 2019.
Directions for review and management of goals:

1. Center completes shaded areas of the CTT-CIP template, and indicates acceptance by typing its name in the appropriate boxes.

2. Center sends the completed plan to the Regional Director, Division Chief, Program Manager, and Unit Chief of Career Technical Training (CTT) at the National Office.

3. Region reviews the document and works with the center until the plan is approved. Once approved, the Regional Director and Program Manager will type their names into the approval section, and forward the updated/approved plan to the National Office of Job Corps.

4. Region sends e-mail to center and Unit Chief of Career Technical Training at the National Office, confirming the region has approved the plan.

5. At the end of each quarter, the center updates the plan with the prior quarter’s results and the prior version of the form as outlined above, then sends an e-mail notifying the Regional and National Offices that the plan has been updated.
Sample CTT-CIP Form Completed:

<table>
<thead>
<tr>
<th>Center name:</th>
<th>ABC Job Corps</th>
<th>Past performance ratings:</th>
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<tbody>
<tr>
<td>CTT Program name:</td>
<td>ABC Trade</td>
<td>PY2016</td>
</tr>
<tr>
<td>Baseline CTT-10 data:</td>
<td>70 percent graduate initial placement rate based on CTT-10 report card dated 6/30/2019, not meeting 90 percent goal and main contributing factor to Overall “D” Rating</td>
<td></td>
</tr>
<tr>
<td>Root cause: Why is the program struggling?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Why are students entering the trade, yet struggle to be successful?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Why are students not receiving proper guidance about the trade?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Why do instructors lack the capacity to modify instruction for students attracted to the trade? Why do students struggle to read and complete applications correctly?</td>
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<tr>
<td>Annual SMART Goal:</td>
<td>The center will improve graduate placement rates for ABC Trade from 70 percent to 90 percent by the end of PY 2019. Annual Overall Rating to increase from a “D” to “C” or higher.</td>
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<tr>
<td>Quarterly SMART goals:</td>
<td>Quarterly results: (completed after each quarter)</td>
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</tr>
<tr>
<td>Quarter 1 Benchmark: Sept. 30</td>
<td>By the end of the quarter, all dorms will increase the amount of time students practice completing online applications by 10 percent, with emphasis on supporting ABC Trade students.</td>
<td>Results: 80 percent of the students were able to meet this goal.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Comments: Issues with computers in Aspen Dorm prevented 100 percent of the students from practicing.</td>
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<tr>
<td>Quarter 2 Benchmark: Dec.31</td>
<td>By the end of the quarter, all students in academics will read three articles on their desired trade and be able to articulate what the workers do on the job. <strong>ABC Trade</strong> students will receive remedial support from Reading teachers.</td>
<td>Results: 100 percent of the students met this goal.</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Comments: Academic team excited about the TABE increases, and has expanded remediation to <strong>XYZ Trade</strong> students.</td>
<td></td>
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<tr>
<td>Quarter 3 Benchmark: March 31</td>
<td>By the end of the quarter, each Monday meeting will feature a 10-minute talk by a different tradesperson corresponding to the trades taught on center, specifically <strong>ABC Trade</strong>.</td>
<td>Results: 8 out of 10 Monday meetings had speakers.</td>
</tr>
<tr>
<td></td>
<td>Comments: Two of the speakers were no shows. Four of the speakers returned to develop WBL agreements with the center.</td>
<td></td>
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<tr>
<td>Quarter 4 Benchmark: June 30</td>
<td>By the end of the quarter, all of the students at 75 percent complete or greater will meet with a mentor for an hour weekly to discuss transition and placement goal plans. Emphasis will be put on supporting <strong>ABC Trade</strong> student’s goals.</td>
<td>Results: 60 percent of the students were able to meet with a mentor on a weekly basis.</td>
</tr>
<tr>
<td></td>
<td>Comments: A lack of mentors resulted in the BCL developing different partnerships with the Chamber of Commerce and recently 25 new mentors completed training.</td>
<td></td>
</tr>
<tr>
<td>Year-end Results</td>
<td>Based on the CTT-10 Report Card dated 06/30/2019, the centers <strong>ABC Trade</strong> initial placement rate was 92 percent and is exceeding the DOL goal.</td>
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<tr>
<td>Year-end Comments</td>
<td>Overall rating improved from “D” to high “C”. Trade results show marked improvement and solid effort made by Instructor and good support from center staff.</td>
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</table>
The goals have been reviewed and approved

<table>
<thead>
<tr>
<th></th>
<th>Name</th>
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<tbody>
<tr>
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<tr>
<td>CTT Manager or Designee</td>
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<td>Center Director:</td>
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<tr>
<td>NTC (if applicable):</td>
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<tr>
<td>Project Manager:</td>
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<td>Regional Director:</td>
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Contracting Officer’s Representative (COR) Comments

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<th>Comments</th>
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### CTT Continuous Improvement Plan (CTT-CIP) Form for low performing CTT offerings

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<tr>
<th>Center name:</th>
<th>Past Performance Ratings</th>
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<td>CTT Program name:</td>
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Baseline CTT-10 data:

Root cause: Why is the program struggling?

<table>
<thead>
<tr>
<th>Annual SMART Goal:</th>
<th>Quarterly SMART goals:</th>
<th>Quarterly (completed after each quarter)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Quarter Benchmark: Sept. 30</td>
<td>Results:</td>
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<tr>
<td>Second Quarter Benchmark: Dec. 31</td>
<td>Results:</td>
<td></td>
</tr>
<tr>
<td>Third Quarter Benchmark: March 31</td>
<td>Results:</td>
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</tr>
<tr>
<td>Fourth Quarter Benchmark: June 30</td>
<td>Results:</td>
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</table>

Year-end Results

Year-end Comments
The goals have been reviewed and approved

<table>
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<th></th>
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<th>Date</th>
</tr>
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<tbody>
<tr>
<td>Instructor:</td>
<td></td>
<td></td>
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<tr>
<td>CTT Manager or Designee</td>
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<td>Center Director:</td>
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<tr>
<td>NTC (if applicable):</td>
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<td>Regional Director:</td>
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**COR Comments**

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<tr>
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<tr>
<td>Quarter 3</td>
</tr>
<tr>
<td>Quarter 4</td>
</tr>
</tbody>
</table>
DIRECTIONS FOR REVIEW AND MANAGEMENT OF GOALS

6. Center completes shaded areas of the CTT-CIP template, and indicates acceptance by typing its name in the appropriate boxes.

7. Center sends the completed plan to the Regional Director, Division Chief, Program Manager, and Unit Chief of Career Technical Training (CTT) at the National Office.

8. Region reviews the document and works with the center until the plan is approved. Once approved, the Regional Director and Program Manager will type their names into the approval section, and forward the updated/approved plan to the National Office of Job Corps.

9. Region sends e-mail to center and Unit Chief of Career Technical Training at the National Office, confirming the region has approved the plan.

10. At the end of each quarter, the center updates the plan with the prior quarter’s results and the prior version of the form as outlined above, then sends an e-mail notifying the Regional and National Offices that the plan has been updated.
Attachment 8

PY 2019 JOB CORPS CTT REPORT CARD
REGIONAL OFFICE APPEAL FORM

I. Program Information

<table>
<thead>
<tr>
<th>CTT Program:</th>
<th>Slots:</th>
<th>□ Basic</th>
<th>□ AT</th>
<th>□ NTC</th>
<th>□ OTP</th>
<th>□ ACT</th>
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<tbody>
<tr>
<td>Center:</td>
<td>Region (name):</td>
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</table>

II. Program Performance Status

<table>
<thead>
<tr>
<th>Performance Status in Most Immediately Completed PY: C □ D</th>
<th>Performance Status in Preceding PY: □ A □ B □ C □ D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Score: □</td>
<td>Overall Score: □ N/A</td>
</tr>
</tbody>
</table>

| Program was on CTT Performance Improvement Plan (CTT-PIP) in Most Immediately Completed PY: Yes □ No | Substantial Improvement from Preceding PY: □ Yes □ No □ N/A |
|--------------------------------------------------------------------------------------------------------|

III. Mitigating Circumstance(s) Supporting This Appeal (only essential documents should be attached)

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
VI. **Support for This Appeal**

Operator/Contractor Official: Name ________________ Title ________________ Date __________

NTC Official (if applicable): Name ________________ Title ________________ Date __________

---

**Regional Use Only**

V. **Final Decisions**

- [ ] Neither CTT-PIP nor Probation
- [ ] CTT-PIP Only, no Probation
- [ ] CTT-PIP and Probation
- [ ] Recommend Closure or Training Slot Reduction
## Attachment 9

**PY 2019 Center Report Card Model-Based Goals for HSD/HSE Rate, Graduate and Former Enrollee Average Hourly Wage at Placement, and Average Earnings in Quarter 2 After Exit Quarter**

<table>
<thead>
<tr>
<th>Center</th>
<th>HSD/HSE</th>
<th>Graduate and Former Enrollee Average Hourly Wage at Placement</th>
<th>Average Earnings in Quarter 2 After Exit Quarter</th>
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<td>Average Earnings in Quarter 2 After Exit Quarter</td>
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<td>6 San Francisco Region</td>
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## Center Model

### PY 2019 HSD/HSE Attainment Rate Model Worksheet

**National Total**

<table>
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<tr>
<th>Local Adjustment Factors</th>
<th>(1) Center Average</th>
<th>(2) National Average</th>
<th>(3) Differences (1-2)</th>
<th>(4) Weights</th>
<th>Effect of Factor on Expected Performance (3x4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Age 16 at Enrollment</td>
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<td>% Age 17 at Enrollment</td>
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<td>% Age 18 at Enrollment</td>
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<tr>
<td>% Completed Grade 8 or Below at Enrollment</td>
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<tr>
<td>% Completed Grade 9 at Enrollment</td>
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<tr>
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<td>% Completed Grade 11 at Enrollment</td>
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*Excluding centers in Puerto Rico

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<tr>
<td>National Goal</td>
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<tr>
<td>Model Adjusted Goal</td>
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### Center Model

**PY 2019 Graduate and Former Enrollee Average Hourly Wage at Placement Model Worksheet**

#### National Total

<table>
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<tr>
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<th>(1) Center Average</th>
<th>(2) National Average</th>
<th>(3) Differences (1-2)</th>
<th>(4) Weights</th>
<th>Effect of Factor on Expected Performance (3x4)</th>
</tr>
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<tbody>
<tr>
<td>Average Age at Enrollment</td>
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<td>0.0020</td>
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</tr>
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</tr>
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<td>% Initial Math TABE Educational Functioning Level 3</td>
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</tr>
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</tr>
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<td>% Training in Advanced Manufacturing</td>
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</tr>
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<td>% Training in Automotive and Machine Repair</td>
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<td>0.0</td>
<td>0.0019</td>
<td>0.0000</td>
</tr>
<tr>
<td>% Training in Construction</td>
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</tr>
<tr>
<td>% Training in Finance and Business</td>
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<td>0.0</td>
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<tr>
<td>% Training in Health Care</td>
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</tr>
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</tr>
<tr>
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<tr>
<td>% Training in Retail Sales and Services</td>
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<td>0.0</td>
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<td>% Training in Transportation</td>
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</tr>
<tr>
<td>Average Wage in All Industries in County ($1,000's)</td>
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<td>52.7</td>
<td>0.0</td>
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<tr>
<td>% Placed in Job in State With High Minimum Wage</td>
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<td>Average Percent of Families in Poverty in County</td>
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Subtotal: 0.00

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<tr>
<td>Model Adjusted Goal</td>
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## Center Model

### PY 2019 Average Earnings in Quarter 2 After Exit Quarter Model Worksheet

#### National Total

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<th>Local Adjustment Factors</th>
<th>(1) Center Average</th>
<th>(2) National Average</th>
<th>(3) Differences (1-2)</th>
<th>(4) Weights</th>
<th>Effect of Factor on Expected Performance (3x4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Age at Enrollment</td>
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<td>% Training in Advanced Manufacturing</td>
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<tr>
<td>% Training in Automotive and Machine Repair</td>
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<td>% Training in Construction</td>
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<td>% Training in Finance and Business</td>
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<td>% Training in Homeland Security</td>
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<td>0.0000</td>
</tr>
<tr>
<td>% Training in Hospitality</td>
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<td>9.6</td>
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<td>0.0000</td>
</tr>
<tr>
<td>% Training in Information Technology</td>
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<td>2.8</td>
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<td>0.0000</td>
</tr>
<tr>
<td>% Training in Renewable Resources and Energy</td>
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<td>1.2</td>
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<td>9.8969</td>
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<tr>
<td>% Training in Retail Sales and Services</td>
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<td>0.9</td>
<td>0.0</td>
<td>-2.6033</td>
<td>0.0000</td>
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<td>52.7</td>
<td>0.0</td>
<td>10.0381</td>
<td>0.0000</td>
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<tr>
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<td>5.0446</td>
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<td>Average Percent of Families in Poverty in County</td>
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<td>0.0</td>
<td>-33.0410</td>
<td>0.0000</td>
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</table>

| Subtotal                                                      | 0                  |
| National Goal                                                | $5,500             |
| Model Adjusted Goal                                           | $5,500             |
### PY 2019 CTS Contractor Model-Based Goals for Graduate and Former Enrollee Average Hourly Wage at Placement and Average Earnings in Quarter 2 After Exit Quarter

<table>
<thead>
<tr>
<th>CTS Contractor</th>
<th>Graduate and Former Enrollee Average Hourly Wage at Placement</th>
<th>Average Earnings in Quarter 2 After Exit Quarter</th>
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## CTS Contractor Model

### PY 2019 Graduate and Former Enrollee Average Hourly Wage at Placement

#### Model Worksheet

**National Total**

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<tr>
<th>Local Adjustment Factors</th>
<th>(1) Contractor Average</th>
<th>(2) National Average</th>
<th>(3) Differences (1-2)</th>
<th>(4) Weights</th>
<th>Effect of Factor on Expected Performance (3x4)</th>
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| Subtotal | 0.00 |
| National Goal | $12.00 |
| Model Adjusted Goal | $12.00 |
CTS Contractor Model
PY 2019 Average Earnings in Quarter 2 After Exit Quarter Model Worksheet
National Total

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<th>Local Adjustment Factors</th>
<th>(1) Contractor Average</th>
<th>(2) National Average</th>
<th>(3) Differences (1-2)</th>
<th>(4) Weights</th>
<th>Effect of Factor on Expected Performance (3x4)</th>
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Subtotal 0
National Goal $5,500
Model Adjusted Goal $5,500
### Attachment 11

PY 2019 CTT Report Card Model-Based Goals (Center Level) for CTT Completer Average Hourly Wage at Placement, CTT Completer JTM Average Hourly Wage at Placement, and CTT Completer Average Earnings in Quarter 2 After Exit Quarter

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<th>CTT Completer Average Hourly Wage at Placement</th>
<th>CTT Completer JTM Average Hourly Wage at Placement</th>
<th>CTT Completer Average Earnings in Quarter 2 After Exit Quarter</th>
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# APPENDIX 501A

**POLICIES AND PROCEDURES FOR JOB CORPS’ PROGRAM YEAR (PY) 2019**

**PERFORMANCE MANAGEMENT SYSTEM**

**CENTER OUTCOME MEASUREMENT SYSTEM**

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I. CENTER REPORT CARD FOR PY 2019

Prior to reviewing this section, please read the Introduction to Appendix 501. The Introduction provides rationale, policies, and procedural changes that apply to all of the Program Year (PY) 2019 Outcome Measurement System (OMS) Report Cards, as well as Attachments pertaining to this section.

A. Overview

The Center Report Card measures and accounts for performance across all Job Corps centers. This system collects and evaluates data regarding students’ credential attainments, skill gains, placements and earnings. The performance measures are primarily derived from the program’s authorizing legislation, the Workforce Innovation and Opportunity Act (WIOA), and the U.S. Department of Labor’s (DOL’s) priorities.

In PY 2018, Job Corps made substantive reforms to the Center Report Card to be implemented over two years. In PY 2018, the Center Report Card was streamlined with a reduced number of measures that are more closely aligned with the primary measures reported under WIOA. For PY 2019, Job Corps completed the transition to the new system by shifting further weight to the long-term placement measures. This revised system ultimately places more emphasis on measures that support Job Corps’ mission of placing students in meaningful jobs or further education. Details on the changes made to the Center Report Card for PY 2019 can be found in Section B of this Appendix 501a.

In PY 2019, Job Corps has also made changes to the definition of the time period constituting the second quarter (Quarter 2) and fourth quarter (Quarter 4) after exit for its post-separation surveys. When the surveys were originally implemented in PY 2016, Quarter 2 was defined as the second three-month period and Quarter 4 the fourth three-month period immediately following the student’s exit date. These Quarter 2 and Quarter 4 definitions, based on individual students’ exit date, were utilized in all surveys completed during PYs 2016 and 2017. Beginning in PY 2018, Job Corps has adopted the definition used by other DOL programs to define Quarter 2 as the second calendar quarter after the exit quarter, and Quarter 4 as the fourth calendar quarter after the exit quarter. For example, if the participant’s date of exit is between January 1st and March 31st, the second quarter after exit would be July 1st through September 30th.

As described in Job Corps Data Center (JCDC) Notice 17-207, Job Corps effected a gradual transition to the new Quarter 2 and Quarter 4 timeframes over the last two months of PY 2017. All surveys conducted as of July 1, 2018 use the new definitions of Quarter 2 and Quarter 4.

The following table provides the new Quarter 2 and Quarter 4 start and end dates according to a student’s separation date.
Until the new WIOA performance system has been fully implemented, stabilized, and targets have been set, Job Corps will continue to use OMS reports for decision making in the areas of contract and option year awards, past effectiveness scores, incentive fees, performance assessments, and Performance Improvement Plan (PIP) placement and graduation evaluations.

**B.  PY 2019 Changes in Appendix 501A**

Provided below is a description of changes to the Center Report Card for PY 2019.

For PY 2019, Job Corps has made further changes to the Center Report Card to meet the goals of the performance management system reform initiative described in Section B of the Appendix 501-Introduction, to adjust for the transition to the Test of Adult Basic Education (TABE) 11/12, and to further align with WIOA performance measures.

The changes to the Center Report Card are outlined below.

As was announced in the PY 2018 Appendix 501, for PY 2019 Job Corps has made further revisions to the weighting scheme for the Center Report Card to place greater emphasis on the Quarter 2 and Quarter 4 measures. Weight on the Credential Attainment Rating measure is decreased from 30% to 15% to reduce the overall weight on Direct Center Services from 35% to 20%. The weights for the Quarter 2 and Quarter 4 Placement measures have increased from 13.75% to 20% each in PY 2019. Similarly, the weight for the Quarter 2 Earnings measure has increased from 7.5% and 10% in PY 2019, shifting the weight of the Q2/Q4 Placement Outcomes from 35% in PY 2018 to

<table>
<thead>
<tr>
<th>Q2</th>
<th>Exit Quarter</th>
<th>Q2 Survey Reference Quarter</th>
<th>Q2 Survey Quarter Start of 8-Week Survey Window</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Q4</th>
<th>Exit Quarter</th>
<th>Q4 Survey Reference Quarter</th>
<th>Q4 Survey Quarter Start of 8-Week Survey Window</th>
</tr>
</thead>
</table>
50%. These increases support WIOA’s emphasis on long-term outcomes and ensure better internal consistency throughout the system so that overall high performance includes high performance on these key metrics.

In addition to the changes in the weighting scheme, Job Corps has made changes to the two learning gains indicators to adjust for the transition to the new TABE 11/12 test that is in effect as of July 1, 2019. The resulting TABE 11/12 scale scores are only translated to Educational Functioning Levels (EFLs) – not Grade Level Equivalents (GLEs) as available under the TABE 9/10 test. Furthermore, the criteria for determining if a student is “basic skills deficient” based upon initial TABE results has been revised for PY 2019. These two factors have required Job Corps to modify the algorithms for calculating the Average Reading Gains and Average Math Gains indicators under the Measurable Skill Gains measure. For PY 2019, gains are calculated using EFLs instead of GLEs, and a national goal of 1 EFL will be used for all centers. Model-based goals will not be calculated for centers for PY 2019 due to the lack of TABE 11/12 test data to develop appropriate models. Models will be calculated for PY 2020 based upon the data collected in PY 2019. The change in the benchmark for determining “basic skills deficient” has also required Job Corps to modify the criteria for inclusion in the OMS learning gains pools. Students who score EFL 4 or below on the initial reading TABE 11/12 test and EFL 5 or below in the initial math TABE 11/12 test will respectively be included in the Average Literacy Gains and Average Numeracy Gains pools. Similarly, students taking the initial TABE Espanol tests beginning in PY 2019 will be in the appropriate learning gains pools if they score at or below EFL 4 on the reading or math tests.

In light of the scale of the modifications to the new learning gain indicators, Job Corps has implemented certain accommodations for crediting students who were on center prior to PY 2019 and separate from Job Corps on or after July 1, 2019. Specifically:

- Students who took a valid initial TABE 9/10 test or TABE Espanol test prior to July 1, 2019 and tested out of the Average Reading Gain and/or Average Math Gain OMS pools based upon the criteria in place at the time of testing (e.g., scored above 552 or 551 respectively on the TABE 9/10 initial reading or math tests, or above 751 or 764 respectively on the TABE Espanol initial reading or math tests) will not be included in the PY 2019 pools for the respective indicators.
- Students whose valid initial TABE 9/10 tests placed them in the OMS learning gain pools (e.g., scored at or below 552 or 551 respectively on the TABE 9/10 initial reading or math tests) but who scored 567 or above on a TABE 9/10 reading test, form M or D, and 566 or above on a TABE 9/10 math test, form M or D prior to July 1, 2019 will not be included in the PY 2019 pools for the respective indicators, and will receive a credit for 1 or more EFL gains as applicable.
- Students who scored at or below 552 or 551 respectively on a valid TABE 9/10 initial reading or math test, but did not achieve scores of 567 or 566 or above on a follow-up TABE 9/10 (form M or D) reading or math test respectively are required to take an initial TABE 11/12 test as of July 1, 2019 as stipulated in Program Instruction Notice (PIN) 18-06, dated June 6, 2019. These students will be included in the PY 2019 OMS learning gains pools unless their initial TABE 11/12 test results are above EFL
4 for reading or EFL 5 for math. EFL gains for these students will be calculated as the higher of either their TABE 9/10 EFL gains (based upon their valid initial and follow up TABE 9/10 tests taken prior to July 1, 2019) or TABE 11/12 EFL gains (based upon their valid initial and follow up TABE 11/12 tests taken on or after July 1, 2019), as long as an initial TABE 11/12 test is taken within the timeframes stipulated in PIN 18-06. If a student does not take the initial TABE 11/12 test, then the student is in the PY 2019 OMS pools but is not credited with any gains. NOTE: TABE 9/10 and TABE 11/12 EFL gains cannot be combined, therefore only the highest EFL gains from either the 9/10 or 11/12 versions will be credited.

- Students who did not take a valid TABE 9/10 initial reading and/or math test within the allotted 21-days are required to take an initial TABE 11/12 test as of July 1, 2019. These students will be included in the PY 2019 OMS learning gains pools unless their initial TABE 11/12 test results are above EFL 4 for reading or EFL 5 for math. EFL gains will be calculated solely on TABE 11/12 results, as long as an initial TABE 11/12 test is taken within the timeframes stipulated in PIN 18-06.

For PY 2019 Job Corps is introducing a new measure of Employer Retention for informational purposes only. This measure aligns with Measure 6 of the WIOA performance measures that reports on the proportion of students in a job during Quarter 2 after the exit quarter that are still with the same employer in Quarter 4 after the exit quarter. Based upon analysis of available data, a goal of 60% has been set for this measure for PY 2019.

All attachments pertaining to the Center Report Card can be found in Appendix 501 Introduction.

Specific changes in the PY 2019 Center Report Card are as follows:

**Credential Attainment Rating:** The weight of the Credential Attainment Rating measure is reduced from 30% to 15% on PY 2019. This change aligns with the proposed weight shift announced in the PY 2018 Appendix 501 to redirect weight from Direct Center Service measures to long-term placement measures in support of Job Corps’ mission of establishing students’ long-term connection to the job market or entering higher education as well as WIOA’s emphasis on longer-term placement.

**Measurable Skill Gains Rating:** The Measurable Skill Gains Rating measure is unchanged for PY 2019. However, the Average Literacy Gains and Average Numeracy Gains indicators upon which this measure is based have been modified for PY 2019 due to the transition to the TABE 11/12.

a) **The Average Literacy Gains** indicator is calculated using Educational Functioning Level (EFL) gains and has a national goal of 1 EFL. This goal has been determined based upon current TABE 9/10 results, the anticipated expansion of the pool for this indicator due to a change in the benchmark for determining “basic skills deficient” (EFL 4 on the TABE 11/12 and TABE Espanol), and the perceived differences between the TABE 9/10 and TABE 11/12 tests. For PY 2019, centers and regions will not have model-based goals
for this indicator as TABE 11/12 data are not available to estimate reasonable models. Model-based goals will be developed for PY 2020 based upon data collected in PY 2019.

b) The **Average Numeracy Gains** indicator is calculated using Educational Functioning Level (EFL) gains and has a national goal of 1 EFL. This goal has been determined based upon current TABE 9/10 results, the anticipated expansion of the pool for this indicator due to a change in benchmarks for determining “basic skills deficient” (EFL 5 on the TABE 11/12 and EFL 4 on the TABE Espanol), and the perceived differences between the TABE 9/10 and TABE 11/12 tests. For PY 2019, centers, contractors, and regions will not have model-based goals for this indicator as TABE 11/12 data are not available to estimate reasonable models. Model-based goals will be developed for PY 2020 based upon data collected in PY 2019.

**Graduate and Former Enrollee Placement Rate in Quarter 2 After Exit Quarter:**
For PY 2019, the weight has increased from 13.75% to 20%. This weight increase supports WIOA’s emphasis on long-term outcomes and ensures better internal consistency throughout the system so that overall high performance includes high performance on this key metric.

**Graduate and Former Enrollee Average Earnings in Quarter 2 After Exit Quarter:**
For PY 2019, the weight has increased from 7.5% to 10%. As with the Quarter 2 Placement measure, increased emphasis on this measure aligns with WIOA priorities and improves the system’s internal consistency. For PY 2019, centers and regions continue to have model-based goals for this measure.

**Graduate and Former Enrollee Placement Rate in Quarter 4 After Exit Quarter:**
For PY 2019, the weight has increased from 13.75% to 20%. As with the Placement in Quarter 2 measure, this weight increase supports WIOA’s emphasis on long-term outcomes and ensures better internal consistency throughout the system so that overall high performance includes high performance on this key metric.

Provided on the next page is a summary table outlining the PY 2019 Center Report Card.
<table>
<thead>
<tr>
<th>Measure</th>
<th>Definition</th>
<th>Goal</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DIRECT CENTER SERVICES (20%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credential Attainment Rating</td>
<td>Rating based on weighted performance on three indicators relative to goals: (1) HSD/HSE attainment rate*, (2) CTT completion rate, and (3) Primary IRC attainment rate</td>
<td>100%</td>
<td>15%</td>
</tr>
<tr>
<td>Measurable Skills Gains Rating</td>
<td>Rating based on average performance of two indicators relative to goals: Average Literacy Gains and Average Numeracy Gains</td>
<td>100%</td>
<td>5%</td>
</tr>
<tr>
<td><strong>CTS PLACEMENT OUTCOMES (30%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placement Rate</td>
<td>No. of graduates and former enrollees placed in a job, the military, an education/training program, or who transferred to an approved Advanced Training program at another center No. of graduates and former enrollees whose placement records are due or received or who transferred to an approved Advanced Training program at another center</td>
<td>83%</td>
<td>10%</td>
</tr>
<tr>
<td>Graduate and Former Enrollee Average Hourly Wage at Placement*</td>
<td>Sum of hourly wages of graduates and former enrollees placed in a job or the military No. of graduates and former enrollees placed in a job or the military</td>
<td>$12.00</td>
<td>7.5%</td>
</tr>
<tr>
<td>Placement Quality Rating</td>
<td>Rating based on weighted performance on three indicators relative to goals: (1) job-training match rate, and (2) quality placement rate (percentage of all initially placed graduates and former enrollees in apprenticeship programs, full-time jobs, the military, full-time college, full-time college/job combination, or full-time post-secondary training)</td>
<td>100%</td>
<td>12.5%</td>
</tr>
<tr>
<td><strong>Q2/Q4 PLACEMENT OUTCOMES (50%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate and Former Enrollee Placement Rate in Quarter 2 After Exit Quarter</td>
<td>No. of graduates and former enrollees who report on the Quarter 2 survey they are in a job, the military, or an education/training program No. of graduates and former enrollees who complete the Quarter 2 survey</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>Graduate and Former Enrollee Placement Rate in Q4 After Exit Quarter</td>
<td>No. of graduates and former enrollees who report on the Quarter 4 survey they are in a job, the military, or an education/training program No. of graduates and former enrollees who complete the Quarter 4 survey</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>Graduate and Former Enrollee Average Earnings in Quarter 2 After Exit Quarter*</td>
<td>Sum of earnings of graduates and former enrollees who report they are in a job or the military on the Quarter 2 survey and report they are in a job or the military in the second quarter after exit quarter No. of graduates and former enrollees who complete the Quarter 2 survey and were employed in the same employer in Quarter 2 and Quarter 4 after exit quarter</td>
<td>$5,500</td>
<td>10%</td>
</tr>
<tr>
<td>Employer Retention Rate</td>
<td>No. of graduates and former enrollees who were employed by the same employer in Quarter 2 and Quarter 4 after exit quarter No. of graduates and former enrollees who complete the Quarter 4 survey and were employed in Quarter 2 after exit quarter</td>
<td>60%</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Model-Based Goal
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Definition</th>
<th>Goal</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CREDENTIAL ATTAINMENT RATING</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSD/HSE Attainment Rate*</td>
<td>No. of students who attain either an HSD or HSE No. of separated students without an HSD or HSE at entry</td>
<td>65%</td>
<td>40%</td>
</tr>
<tr>
<td>Career Technical Training (CTT) Completion Rate</td>
<td>No. of students who complete a CTT program No. of separated students</td>
<td>70%</td>
<td>30%</td>
</tr>
<tr>
<td>CTT Primary IRC Attainment Rate</td>
<td>No. of CTT students who attain an approved Primary industry-recognized credential or complete an NTC program No. of separated students assigned to a CTT program</td>
<td>90%</td>
<td>30%</td>
</tr>
<tr>
<td>*Model-based Goal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MEASURABLE SKILLS GAINS RATING</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Literacy Gains</td>
<td>Sum of Educational Functioning Level gains attained on the highest valid subsequent TABE reading test No. of students who score Educational Functioning Level 4 or below on the initial TABE reading test and students who do not take a valid initial reading test during the first 21 calendar days on center</td>
<td>1 EFL</td>
<td>50%</td>
</tr>
<tr>
<td>Average Numeracy Gains</td>
<td>Sum of Educational Functioning Level gains attained on the highest valid subsequent TABE math test No. of students who score Educational Functioning Level 5 or below on the initial TABE math test and students who do not take a valid initial math test during the first 21 calendar days on center</td>
<td>1 EFL</td>
<td>50%</td>
</tr>
<tr>
<td><strong>PLACEMENT QUALITY RATING</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Technical Training (CTT) Completer Job Training Match (JTM) Rate</td>
<td>No. of CTT completers placed in a training-related job or the military No. CTT completers placed in a job or the military</td>
<td>65%</td>
<td>35%</td>
</tr>
<tr>
<td>Full-Time Quality Placement Rate</td>
<td>No. of graduates and former enrollees placed in an apprenticeship program, a full-time job, the military, full-time college, full-time job/college combination or a full-time post-secondary training program No. of initially placed graduates and former enrollees</td>
<td>75%</td>
<td>65%</td>
</tr>
</tbody>
</table>
C. **Impact of Level 1 Zero Tolerance (ZT) Separations on the Center Report Card**

For the Center Report Card, students who exit due to Level 1 ZT infractions within 30/45 days are *not* included in the pools and credits for the “direct center service” measures. Specifically, the pools for the on-center measures do not include students who remained in Job Corps:

- less than 30 days and exit under codes 5.1a or 5.2b
- less than 30 days and exit under code 5.3c for an infraction that is categorized as alcohol abuse or alcohol possession, consumption or distribution while on center or under center supervision
- less than 45 days and exit under code 5.2a

Students who exit the program due to Level 1 ZT infractions incurred after 30/45 days will be included in all pools for on-center measures, and credit will be given for academic, career technical training (CTT) and primary industry recognized credential (IRCs) attainments made prior to separation. However, students who exit for Level 1 ZT infractions are considered neither former enrollees nor graduates and are excluded from all post-center pools since they are ineligible for post-center services.

The list of Level 1 ZT infractions can be found in the Job Corps electronic Policy and Requirements Handbook (ePRH), Chapter 3, Exhibit 3-1 (Infraction Levels and Appropriate Center Actions).

D. **Direct Center Services Measures**

Provided below is a description of the on-center, or direct center services, performance measures and indicators.

1. **Credential Attainment Rating:** This composite measure, introduced in PY 2019, aligns with the WIOA Credential Attainment Rate metric while still incentivizing the attainment of multiple credentials that are associated with higher success in the workforce and in education settings.

   **Measure:** The measure is calculated based upon the sum of the weighted performance relative to goals on the following three indicators: HSD/HSE Attainment, CTT Completion, and Primary IRC attainment. The combined weight of the three indicators equals 100%. The composite measure is then calculated as an overall rating of the three indicators.

   **Goal:** 100%

   **Weight:** 15%

   Below are the specifications of each of the three indicators.
(a) **High School Diploma (HSD) or High School Equivalency (HSE) Attainment Rate:** This indicator supports WIOA’s mission for Job Corps to prepare students for successful careers in in-demand industry sectors, occupations, or the Armed Forces, that will result in economic self-sufficiency and opportunities for career advancement or enrollment in post-secondary education, including apprenticeship programs.

**Pool:** All separated students without an HSD or HSE at entry into Job Corps (excluding 30/45 day Level 1 ZTs).

**Indicator:** The percentage of separated students who attained an HSD or HSE while enrolled in Job Corps. **NOTE:** For purposes of the Center Report Card, credit is granted for the achievement of one academic credential only, even if a student earned both an HSD and an HSE during enrollment.

**Goal:** The national goal is 65%; centers and regions have model-based goals for this measure. A model statistically adjusts each center’s goal to account for factors beyond the operator’s control (such as the abilities of students at entry) that have been shown to impact their outcomes for this measure. The model aggregates the effects of the various factors for each center, and adjusts the national goal accordingly for that center, to set a center-specific goal. See Appendix 501 Introduction, Attachment 9: PY 2019 Center Model-Based Goals and Worksheets, for a template of the factors utilized in the models and for specific goals.

**Weight:** 40%

**Formula:** \[
\frac{\text{Number of students who attain either an HSD or an HSE}}{\text{Number of separated students without an HSD or an HSE at entry}}
\]

(b) **Career Technical Training (CTT) Completion Rate:** This measure is important to ensure placement success, and to support the mission of Job Corps to provide students with the necessary skills and education to become employable in the 21st century economy.

**Pool:** All students who separate from the program (excluding 30/45 day Level 1 ZTs).

**Indicator:** The percentage of separated students who have completed a CTT program.

**Goal:** The national goal is 70%.
Weight: 30%

Formula: \[
\frac{\text{Number of students who complete a CTT program}}{\text{Number of separated students}}
\]

(c) Career Technical Training (CTT) Primary Industry-Recognized Credential (IRC) Attainment Rate: In PY 2010, a measure of IRC attainment was added to the OMS. Beginning in PY 2015, the Center Report Card featured primary IRCs as the preferred student credential attainment. Primary credentials represent knowledge and skill levels of a particular job and are considered critical for qualification and placement into permanent employment with sustainable wages. Secondary credentials are supportive in nature, and while important, are viewed as more supplemental than critically essential to the job. While the Center Report Card only captures outcomes pertaining to primary attainments, the Career Technical Training Report Card (CTT 10) features both the primary and secondary credential attainment measure and outcomes. In PY 2017, some moderate changes were made to the IRC list for PY 2019, extensive revisions were made to improve alignment with CTT offerings and employer requirements.

Pool: All students who are assigned to a CTT program (excluding 30/45 day Level 1 ZTs).

Indicator: The percentage of separated students who have attained an approved primary industry-recognized credential or students who have completed a training program offered by a National Training Contractor (NTC).

Goal: The national goal is 90%.

Weight: 30%

Formula: \[
\frac{\text{Number of CTT students who attain an approved primary industry-recognized credential or students who complete an NTC program}}{\text{Number of separated students assigned to a CTT program}}
\]

2. Measurable Skill Gains Rating: This composite measure, introduced in PY 2018, aligns with the WIOA Measurable Skill Gains metric and tracks progress in improving reading and math skills.

Measure: The measure is calculated based upon the sum of the weighted performance relative to goals on the following two indicators: Average Literacy Gains and Average Numeracy Gains. The combined weight of the two indicators equals 100%. The composite measure is then calculated as an overall rating of the two indicators.

Goal: 100%
Below are the specifications of the two indicators.

(a) **Average Literacy Gain:** This indicator supports programs such as the HSD Initiative and the English Language Learner (ELL) Initiative and will help centers by tracking those youth who have achieved significant gains in literacy, but who have not yet reached the proficiency level required to obtain an HSD or pass an HSE. Please note that centers must adhere to policy as stated in PRH Chapter 3, Appendix 301: TABE® Requirements and Instructions.

**Pool:** All students who exit the program (excluding 30/45 day Level 1 ZTs) who scored at or below Educational Functioning Level (EFL) 4 on a valid initial TABE reading test (level E, M, D, or A) or EFL 4 on a valid initial TABE Español reading test (level E or M) and students who did not take an initial reading test during the first 21 calendar days* on center.

**Indicator:** The average of all of the positive EFL gains (negative gains will be counted as a zero gain) made by the students in the pool on the highest valid subsequent TABE reading test (level E, M, D, or A) or TABE Español reading test (level E or M), taken after the student has received 60 hours of instruction in the content area.

**Goal:** The national goal is 1 EFL. For PY 2019, centers and regions do not have model-based goals for this measure as there are no TABE 11/12 testing data available to develop models at this time. It is anticipated that data collected in PY 2019 will be used to develop model-based goals for PY 2020, and as such, it is important to ensure that initial and follow up testing are conducted as required to obtain as complete data as possible for creating the center-specific goals.

**Weight:** 50%

**Formula:** Sum of Educational Functioning Level gains attained on the highest valid subsequent TABE reading test
Number of students who score at or below Educational Functioning Level 4 on the initial TABE reading test (Level 4 on the TABE Español) and students who do not take a valid initial reading test during the first 21 calendar days* on center
Note: For crediting purposes, initial TABE tests must be administered within the first 21 calendar days* on center. Due to the transition from TABE 9/10 to TABE 11/12, students who enrolled in Job Corps prior to July 1, 2019 may be entitled to a longer maximum period for initial TABE testing to occur.

- Students who enrolled between June 17, 2019 and June 30, 2019, and therefore did not take an initial TABE 9/10 test, must complete their initial TABE 11/12 reading test no later than July 31, 2019.
- Students who enrolled prior to June 17, 2019, scored at or below 552 on the initial reading test, and did not achieve a score at or above 567 on a follow-up test must take the initial TABE test by August 14, 2019.

Please refer to PIN 18-06, dated 06/06/2019 for more information regarding the period for initial testing on the TABE 11/12 for those who entered Job Corps prior to PY 2019.

*For exceptions, see Appendix 301: TABE® Requirements and Instructions. Exceptions include a specific sub-group of Limited English Proficient (LEP) students.

NOTE: The winter break and time separated under medical separation with reinstatement rights (MSWR) and administrative separations with reinstatement rights (ASWR) do not count toward the 21 calendar days. If a student does not attain a valid test score (as defined in Appendix 301), the initial reading TABE test must be retaken within the 21-day period and only the valid test score will count as the initial test score. Individuals who take their initial test on their 22nd day on center (or later) are treated as not having an initial test, are included in the pool along with those who do not take a test, and cannot obtain a literacy gain. For crediting of learning gains, a follow-up test must be after the student has received 60 hours of instruction in the content area, in accordance with testing guidelines (Appendix 301).

EFLs range from 1 to 6 and each EFL is linked to a specific scale score range. A gain is made when a student attains a higher EFL on a follow-up TABE test than the EFL of their initial TABE test; credit is given for the difference between the EFL of the highest follow-up TABE test score and the EFL of the initial TABE test. For example, moving from an EFL of 2 on the initial TABE test to an EFL of 4 on the highest subsequent TABE test equals a 2.0 credit for that student. If the student’s highest subsequent TABE test result is lower than the initial TABE test result, a 0 credit will be given for that student. The center’s average gain is then calculated by dividing the sum of all credits received (including zero gains) by the number of students in the pool.
(b) **Average Numeracy Gain:** This indicator supports programs such as the HSD Initiative and the ELL Initiative and will help centers by tracking those youth who have achieved significant gains in numeracy, but who have not yet reached the proficiency required to obtain an HSD or pass an HSE. Please note that centers must adhere to policy as stated in Appendix 301: TABE® Requirements and Instructions.

**Pool:** All students (excluding 30/45 day Level 1 ZTs) who scored at or below EFL 5 on a valid initial TABE math test (level E, M, D, or A) or EFL 4 on a valid initial TABE Español math test (level E or M) and students who did not take an initial math test during the first 21 calendar days on center.

**Indicator:** The average of all of the positive EFL gains (negative gains will be counted as a zero gain) made by the students in the pool on the highest valid subsequent TABE math test (level E, M, D, or A) or TABE Español math test (level E or M) taken after the student has received 60 hours of instruction in the content area.

**Goal:** The national goal is 1 EFL. For PY 2019, centers and regions do not have model-based goals for this measure as there are no TABE 11/12 testing data available to develop models at this time. It is anticipated that data collected in PY 2019 will be used to develop model-based goals for PY 2020, and as such, it is important to ensure that initial and follow up testing are conducted as required to obtain as complete data as possible for creating the center-specific goals.

**Weight:** 50%

**Formula:** Sum of Educational Functioning Level gains attained on the highest valid subsequent TABE math test

Number of students who score at or below Educational Functioning Level 5 on the initial TABE math test (Level 4 on the TABE Español) and students who do not take a valid initial math test during the first 21 calendar days on center

**Note:** For crediting purposes, initial TABE tests must be administered within the first 21 calendar days on center. Due to the transition from TABE 9/10 to TABE 11/12, students who enrolled in Job Corps prior to July 1, 2019 may be entitled to a longer maximum period for initial TABE testing to occur.

- Students who enrolled between June 17, 2019 and June 30, 2019, and therefore did not take an initial TABE 9/10 test, must complete their initial TABE 11/12 reading test no later than July 31, 2019.
- Students who enrolled prior to June 17, 2019, scored at or below 552 on the initial reading test, and did not achieve a score at or
above 567 on a follow-up test must take the initial TABE test by August 14, 2019.

Please refer to PIN 18-06, dated 06/06/2019 for more information regarding the period for initial testing on the TABE 11/12 for those who entered Job Corps prior to PY 2019.

*See ePRH Chapter 3, Appendix 301: TABE® Requirements for exceptions. Exceptions include a specific sub-group of Limited English Proficient (LEP) students.

**NOTE:** The winter break and time separated under MSWR and ASWR do not count toward the 21 calendar days. If a student does not attain a valid test score (as defined in Appendix 301), the initial numeracy TABE test must be retaken within the 21-day period and only the valid test score will count as the initial test score.

Individuals who take their initial test on their 22nd day on center (or later) are treated as not having an initial test, are included in the pool along with those who do not take a test, and cannot obtain a numeracy gain. For crediting of learning gains, a follow-up test must be administered after the student has received 60 hours of instruction in the content area, in accordance with testing guidelines (Appendix 301).

EFLs range from 1 to 6 and each EFL is linked to a specific scale score range. A gain is made when a student attains a higher EFL on a follow-up TABE test than the EFL of their initial TABE test; credit is given for the difference between the EFL of the highest follow-up TABE test score and the EFL of the initial TABE test. For example, moving from an EFL of two on the initial TABE test to an EFL of four on the highest subsequent TABE test equals a 2.0 credit for that student. If the student’s highest subsequent TABE test result is lower than the initial TABE test result, a 0 credit will be given for that student. The center’s average gain is then calculated by dividing the sum of all credits received (including zero gains) by the number of students in the pool.

E. **Career Transition Services (CTS) Placement Measures**

Provided below is a description of the post-center, career transition services placement outcomes performance measures. The following criteria apply to these measures:
- For a placement to be credited it must
  1. meet the criteria described in PRH, Exhibit 4-1,
  2. have documentation consistent with the criteria in PRH, Exhibit 4-2
  3. be entered and approved in CTS according to the timelines in PRH, Chapter 4, Section 4.5.

If the verification is not received and/or the information is not entered into the CTS system for a valid placement within the time frame specified in Section 4.5, the center (and the CTS contractor) will not receive credit for the Placement Rate measure for this student. The student will not be in the pool of any of the Placement Quality Rating indicators and center (and CTS contractor) will not receive credit for the Placement Quality Rating measure. JCDC will include these placements in the National and Regional totals of the CTS placement measures if they otherwise meet placement requirements.

- Initial placement upgrades that occur during the placement window for former enrollees and graduates will be credited and may change the statistical status associated with a particular student. See Appendix 501 Introduction, Attachment 2: PY 2019 Initial Placements and Allowable Upgrades, for a chart outlining the upgrade hierarchy.

- An automatic education placement credit is given to the sending center for students who transfer to an approved Advanced Training (AT) program at another center. See Appendix 501 Introduction, Attachment 3: PY 2019 Center Report Card Pools and Credits for Students Transferred to Advanced Training (AT) Programs. This does not apply to ACT transfers.

1. Placement Rate: The Placement Rate serves as a strong indicator of the program’s success in equipping Job Corps graduates and former enrollees with the basic skills necessary for an effective job search and preparing them for engagement and retention in the workforce or further education.

   Pool: All graduates and former enrollees whose placement records are due or received, or who transfer to an approved AT program at another center during the period.

   Measure: The percentage of graduates and former enrollees in the pool who are placed in a job, the military, an educational program, or a job/college combination according to the Job Corps placement definition in Exhibit 4-1, or who transfer to an approved AT program at another center.

   Goal: The national goal is 83%.

   Weight: 10%

   Formula: Number of graduates and former enrollees placed in a job, the military, an educational/training program, or a job/college combination or who transferred to an approved Advanced Training program at another
Number of graduates and former enrollees whose placement records are due or received or who transferred to an approved Advanced Training program at another center

2. **Placement Average Wage:** The Average Hourly Wage at Placement is a required measure to assess centers’ ability to secure jobs that will place graduates and former enrollees on the path to economic self-sufficiency.

**Pool:** All Graduates and Former Enrollees placed in a job or the military according to the Job Corps placement definition in Exhibit 4-1.

**Indicator:** The average hourly wage of Graduates and Former Enrollees in the pool associated with their initial or upgrade placement in a job or the military.

**Goal:** The national goal is $12.00; Centers and Regions have model-based goals for this indicator. A model statistically adjusts each center’s goal to account for factors beyond the operator’s control (such as the characteristics of the labor market) that have been shown to impact their outcomes for this indicator. The model aggregates the effects of the various factors for each center, and adjusts the national goal accordingly for that center, to set a center-specific goal. See Appendix 501 Introduction, Attachment 9: PY 2019 Center Model-Based Goals and Worksheets, for a template of the factors utilized in the models and for specific goals.

**Weight:** 7.5%

**Formula:**

\[
\text{Sum of hourly wages of graduates and former enrollees placed in a job or military}
\div \text{Number of graduates and former enrollees placed in a job or military}
\]

3. **Placement Quality Rating:** This composite measure, introduced in PY 2018, is intended to incentivize higher-quality placements that are ultimately linked to better success in, and longer-term connection to, the workforce. Quality placements are defined as those that are full-time jobs or in full-time post-secondary education, higher paying jobs, and jobs that match the career training completed.

**Measure:** The measure is calculated based upon the sum of the weighted performance relative to goals on the following two indicators: JTM Rate and Full-Time Quality Placement Rate. The combined weight of the two indicators equals 100%. The composite measure is then calculated as an overall rating of the two indicators.
Goal:  100%

Weight:  12.5%

Below are the specifications of the two indicators.

a) Career Technical Training (CTT) Completer Job Training Match (JTM) Rate: In PY 2005, a Job Training Match (JTM) Placement rate measure, crediting CTT completers placed in training-related jobs or the military, was added to the Center Report Card. The measure was intended to lead to improved student long-term outcomes and career success by encouraging student placement in the trades for which they have been trained. In PY 2007, to further align with the program’s emphasis on education, the measure was expanded to also credit CTT completers that enter a postsecondary education or postsecondary training as Postsecondary Credit (PSC). In PY 2018, the measure was refocused on matching job placements with training received and removes from the pools and credits post-secondary education and training placements. While post-secondary education/training is highly valued and encouraged as a placement by Job Corps, it is now credited under the new measure of CTT Completer Full-Time Quality Placement.

In PY 2010, an improved Job Training Match (JTM) Crosswalk was introduced that more directly aligned training programs with jobs. Between 2010 and 2014, the Office of Job Corps issued revised versions of the JTM Crosswalk each year to refine alignment with O*NET-SOC, the industry-recognized national occupational database. From 2014 to PY 2018, minor adjustments were made to the Crosswalk as new training programs were added to the system. For PY 2019, a more extensive revision to the crosswalk has been made to update and further align with current training programs offered by Job Corps.

Pool:  All CTT completers placed in a job or the military.

Indicator:  The percentage of CTT completers in the pool who are initially placed or have a placement upgrade, in a training-related job or the military.

Goal:  The national goal is 65%.

Weight:  35%

Formula:  Number of CTT completers placed in a training-related job or the military
Number of CTT completers placed in a job or the military

The process created in PY 2007 for requesting the addition of an O*NET-SOC placement code to the JTM Crosswalk will continue to be available for PY 2019. A request should be submitted only if the
current JTM Crosswalk does not already contain a specific placement code that: (a) is the most appropriate O*NET-SOC code to describe a placement outcome, and (b) is directly related to one of the Training Achievement Records (TARs), released in PY 2006 or thereafter, as they are aggregated into Training Program Areas (TPAs) within the crosswalk. If the request is approved, the proposed O*NET-SOC placement code will be added to the placement portion of the JTM Crosswalk, and JTM credit will be given to every student who completes any TAR in the same TPA and is placed in a position that is properly assigned the identified placement code. See Appendix 501 Introduction, Attachment 6: PY 2019 Instructions for Filing a Request to Add a Placement Code to the JTM Crosswalk and Request Form, for the request form and instructions.

b) **Full-Time Quality Placement Rate:** Incentivizing the placement of graduates and former enrollees in positions that are full-time – whether full-time employment or full-time higher education – reinforces the importance of ensuring these students are placed in positions that would lead to long-term attachment to the workforce and a defined career path.

**Pool:** All graduates and former enrollees placed in a job or the military according to the Job Corps placement definition in Exhibit 4-1.

**Indicator:** The percentage of graduates and former enrollees in the pool who are placed in a full-time apprenticeship program, full-time job, the military, full-time college, full-time job/college combination or full-time post-secondary training program.

**Goal:** The national goal is 75%.

**Weight:** 65%

**Formula:** No. of graduates and former enrollees placed in an apprenticeship program, a full-time job, the military, full-time college, full-time job/college combination or a full-time post-secondary training program

No. of initially placed graduates and former enrollees

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**F. Quarter 2 and Quarter 4 Placement Measures**

Provided below is a description of the post-center, Quarter 2 and Quarter 4 placement measures that align with the WIOA’s Quarter 2 and Quarter 4 metrics and its focus on longer-term employment.
1. **Graduate and Former Enrollee Placement Rate in Quarter 2 After Exit Quarter**: This measure is a program priority for the system and aligns with WIOA reporting requirements. All phases of Job Corps services work toward the goal of helping students achieve long-term success as a result of their participation in Job Corps.

   **Pool**: All graduates and former enrollees who complete the Quarter 2 survey.

   **Measure**: The percentage of graduates and former enrollees in the pool who report in the survey that they are employed, in the military, or enrolled in an educational program (that meets the Job Corps placement definition in Exhibit 4-1) or a job/college combination during the second quarter after exit quarter.

   **Goal**: The national goal is 80%.

   **Weight**: 20%

   **Formula**: No. of graduates and former enrollees who report on the Quarter 2 survey they are in a job, the military, or an education/training program
   No. of graduates and former enrollees who complete the Quarter 2 survey

2. **Graduate and Former Enrollee Placement Rate in Quarter 4 After Exit Quarter**: This measure gauges graduates’ and former enrollees’ attachment to the workforce or advanced education environment and aligns with WIOA reporting requirements.

   **Pool**: All graduates and former enrollees who complete the Quarter 4 survey.

   **Measure**: The percentage of graduates and former enrollees in the pool who report in the survey that they are employed, in the military, or enrolled in an educational program (that meets the Job Corps placement definition in Exhibit 4-1) or a job/college combination during the fourth quarter after exit quarter.

   **Goal**: The national goal is 80%.

   **Weight**: 20%

   **Formula**: No. of graduates and former enrollees who report on the Quarter 4 survey they are in a job, the military, or an education/training program
   No. of graduates and former enrollees who complete the Quarter 4 survey

3. **Graduate and Former Enrollee Average Earnings in Quarter 2 After Exit**
**Quarter:** This measure serves as a barometer of graduates’ and former enrollees’ long-term success and aligns with WIOA reporting requirements.

**Pool:** All graduates and former enrollees who complete the Quarter 2 survey and report in the survey they are in a job or in the military (that meets the Job Corps placement definition in Exhibit 4-1).

**Measure:** The average earnings of graduates and former enrollees in the pool.

**Goal:** The national goal is $5,500. Centers and regions have model-based goals for this measure. A model statistically adjusts each center’s goal to account for factors beyond the operator’s control (such as the characteristics of the labor market) that have been shown to impact their outcomes for this measure. The model aggregates the effects of the various factors for each center, and adjusts the national goal accordingly for that center, to set a center-specific goal. See Appendix 501 Introduction, Attachment 9: PY 2019 Center Model-Based Goals and Worksheets, for a template of the factors utilized in the models and for specific goals.

See Appendix 501 Introduction, Attachment 9: PY 2019 Center Model-Based Goals and Worksheets for a template of the factors utilized in the models and for specific goals.

**Weight:** 10%

**Formula:** Sum of earnings of graduates and former enrollees who report they are in a job or the military on the Quarter 2 survey
Number of graduates and former enrollees who complete the Quarter 2 survey and report they are in a job or the military in the second quarter after exit quarter

4. **Employer Retention Rate:** This measure gauges graduates’ and former enrollees’ attachment to the workforce and aligns with WIOA reporting requirements.

**Pool:** All graduates and former enrollees who complete the Quarter 4 survey and were employed in the second quarter after exit quarter

**Measure:** The percentage of graduates and former enrollees in the pool who report in the Quarter 4 survey that they are employed by the same employer in the second and the fourth quarters after exit quarter

**Goal:** The national goal is 60%.

**Weight:** 0%
Formula: No. of graduates and former enrollees who were employed by the same employer in Quarter 2 and Quarter 4 after exit quarter
No. of graduates and former enrollees who complete the Quarter 4 survey and were employed in Quarter 2 after exit quarter

G. **Performance Goals**

Performance goals serve as the quantitative benchmarks to assess performance. A single performance goal is established for each measure and indicator, and performance is measured as a percentage of the goal(s) achieved. Thorough analyses of historical data, where available, have been conducted to assist in establishing reasonable and attainable goals for the system.

For PY 2019, the following measures and indicators have *national* goals:

- Credential Attainment Rating
  - Career Technical Training (CTT) Completion Rate
  - CTT Primary Industry-Recognized Credential Attainment Rate
- Measurable Skill Gains Rating
  - Average Literacy Gain
  - Average Numeracy Gain
- Placement Rate
- Placement Quality Rating
  - Job Training Match (JTM) Rate
  - Quality Placement Rate
- Graduate and Former Enrollee Placement Rate in Quarter 2
- Graduate and Former Enrollee Placement Rate in Quarter 4

For PY 2019, the following measures/indicators have *model-based* goals:

- Credential Attainment Rating
  - HSD or HSE Attainment Rate
- Graduate and Former Enrollee Average Hourly Wage at Placement
- Graduate and Former Enrollee Average Earnings in Quarter 2

Model-based goals for all Center measures and indicators can be found in Appendix 501 – Introduction, Attachment 9: PY 2019 Center Model-Based Goals and Worksheets. Details regarding model-based goals can be found in the PRH, Chapter 5, Appendix 501, Introduction, D.2.(b).

H. **Weights**

A weight is assigned to each measure and indicator to reflect: 1) areas of emphasis in centers’ accountability for achieving positive student outcomes; 2) the importance attached to each measure; and 3) the number of students in the pool for each measure.
The weighting scheme of the Center Report Card has been altered from PY 2018 to meet the goals of the OMS reform initiative and further increase emphasis on Quarter 2 and Quarter 4 measures made to the CTS and CTT Report Cards. Overall, weight has shifted to the Quarter 2 and Quarter 4 measures (from 35 percent to 50 percent), decreasing the Direct Center Services measures from 35 percent to 20 percent, while the CTS placement measures remain at 30 percent for PY 2019. The two Direct Center Services measures are weighted at 15 percent for Credential Attainment Rating and 5 percent for the Measurable Skill Gains Rating. The three CTS Placement measures are weighted 12.5 percent for quality placement, 7.5 percent for initial placement average wage, and 10 percent for initial placements. Weights in the Quarter 2 and Quarter 4 placement measures have increased from 13.75 percent to 20 percent each. Similarly, weights on the Quarter 2 earnings measure increased from 7.5 percent to 10 percent. This two-year shift in weight distribution aligns with WIOA’s focus on long-term success in the workforce (and higher education) which is measured through the Quarter 2 and Quarter 4 placement outcomes.

I. **Overall Rating**

Weighted performance ratings across each of the weighted measures are aggregated to create a Center overall rating. These ratings are reviewed to assess program effectiveness and play a key role in the procurement process. Overall ratings are also used to determine the performance ranges for performance-based service contracting.

II. **CENTER QUALITY ASSESSMENT FOR PY 2019**

A. **Overview**

The Center Quality Assessment, which reviews the quality of the program and services offered at all Job Corps centers, is the second component that is used for evaluating center performance. Job Corps is committed to providing more than a statistical accounting of the Job Corps program. Quality makes the difference and adds an important dimension to students’ well-being and sense of security, and the statistics that report their outcomes. To capture an accurate reflection of center quality, focus is placed on the following three areas of life on a center:

- The center’s ability to operate at full capacity (On-Board Strength [OBS])
- The center quality rating (Quality Rating [QR]) based on an on-site review by a team of federal representatives;
- Students’ perception of safety (Student Satisfaction Survey [SSS])

The results of each center’s OBS, QR, and SSS stand alone. There is no aggregation of performance results across these components. These three elements supplement the Center Report Card by qualifying the statistics and are valuable tools for assessing the operation of a Job Corps center by accounting for aspects of center life that otherwise would not be a systematic part of the Job Corps accountability system.
B. **Student On-Board Strength (OBS)**

On-Board Strength is an efficiency rating that demonstrates the extent to which a center operates at full capacity. The measure is reported as a percentage, calculated by the average number of students on-board divided by the average planned on-board strength (daily number of students that a center is authorized to serve). **The national goal for OBS is 100%** in order to operate the program at full capacity, maximize program resources, and fulfill the mission of serving the underserved student population.

C. **Center Quality Rating (QR)**

The Quality/Compliance Rating system consists of an on-site center assessment by a Regional Office team, usually conducted as part of the center review. It is a quality and compliance evaluation of center operations.

The quality/compliance evaluation of a center operation is based on the six functional areas outlined in the PRH:

- Outreach and Admissions
- Career Preparation Period
- Career Development Period
- Career Transition Period
- Management
- Administrative Support

There are quality indicators (QIs) and strategies for assessing the quality in each area of the PRH. The center is given a score of 0 to 9 on each element. Each element is weighted according to relative importance and weighted scores for each element are aggregated for an overall quality rating. This is not a cumulative score. Each time a quality/compliance review is conducted, the new score replaces the previous one. An overall score of 4.0 or above is considered satisfactory.

In addition to assessing the above functional areas, the National Office of Job Corps requires mandatory audits of student records concurrent with annual center quality assessments to validate performance data (see Job Corps Information Notice 04-14 and Attachment 04-14a, dated December 10, 2004). The mandatory audits are a direct response to data integrity concerns identified in audits of Job Corps centers by the Office of Inspector General (OIG).

D. **Student Satisfaction Survey (SSS)**

The SSS elicits students’ perceptions on a broad range of services and center activities and focuses on students’ experiences during the last month. The SSS is administered to all students enrolled in Job Corps, including new arrivals, and is available in both English and Spanish. Beginning in August 2008, per Job Corps Program Instruction Notice
08-06, the frequency of the SSS administration was reduced from quarterly to semi-annually and is now administered in September and March.

A national survey protocol has been established to assist centers in effective administration of the survey. Confidentiality is guaranteed to survey participants and the survey protocol takes steps to protect anonymity. **It is vital for the survey to be distributed to all students, including those who may arrive on the center on the day of the survey administration.** The response, “don’t know/does not apply” provides an option for students who may be new to the center and do not have an opinion about one or more of the questions.

**It is critical that centers ensure the survey protocol is followed explicitly.** Every six months, staff must carefully read the instructions and materials to ensure their familiarity with the protocol for that semi-annual survey. Only the instructions and materials provided with the surveys should be used for that particular administration because the protocol is occasionally revised. The procedures outlined in the protocol have been tested on many centers and are known to enhance the validity of the survey data. No other surveys or forms are to be administered concurrently with the national SSS and no interpretation of the survey questions or answer categories, other than what is provided in the protocol, are to be provided to the students. Centers are also encouraged to collect feedback from students and may use their own forms. However, this cannot occur in conjunction with the SSS and should occur at some other time during the program year.

**Prohibited “Coaching” Activities.** The National Office is committed to ensuring the integrity of the semi-annual SSS results. In an attempt to provide greater clarification, the National Office has developed the following guidelines for centers in regard to “coaching.” Copies of this guidance are included with the survey package sent semi-annually to centers.

**It is inappropriate for anyone at the center (staff or students) to attempt to bias student responses before, during, or after the survey in any way. This does not preclude utilizing the results of the survey in discussions with students regarding center improvement.**

More specifically, the following activities are strictly prohibited:

- Coaching students to answer the survey in a particular way by providing or suggesting “correct” or “incorrect” answers to questions;
- Paraphrasing questions and/or providing interpretations to questions (e.g., encouraging students to answer certain items positively or to refrain from answering certain items negatively);
- Coaching student proctors to interpret questions to students in a way that biases responses toward positive outcomes for the center;
- Promising or implying that rewards (such as new equipment, services, privileges, etc.) would be granted or secured for center-wide positive survey results;
- Conducting meetings, pep rallies, and/or group activities that include discussions,
presentations, or guidelines regarding survey questions or possible answers; and/or

- Suggesting that negative responses or a lack of response to the survey will result in negative consequences for the student or the center (e.g., the center will be closed).

Although a high response rate is desirable, centers are reminded that the SSS is voluntary, and that students have the right to decline to take the SSS, or to skip over questions they choose not to answer, without fear of repercussions from the center.

The SSS includes 12 questions on personal safety issues that are used to calculate the center’s performance on student safety. When assessing center quality, the results from the 12 questions related to the student’s perception of safety are used for calculating the center’s performance. The 12 safety questions are presented on the following page.

**The national goal for the Student Safety measure is 90%**. In constructing the safety measure, students who respond positively to at least six items (i.e., six out of 12) are assumed to be reporting feeling “safe.” If a student does not respond to all 12 items, a safety indicator will be calculated if at least seven of the 12 items have a valid response. These responses constitute the “valid response rate” used in data analysis. If a student does not respond to at least seven of the 12 items, that student’s responses will not be included in the center’s overall calculations of student safety. The scoring of the safety items is calculated as follows:

- A score of “1” indicates feeling safe on the given item, where a score of “0” indicates feeling unsafe.
- A total score for each student is then calculated as the sum of the scores across all of the items answered.
- This total score is divided by the total number of items, out of 12 possible, to which the student responded.
- This score must be greater than or equal to 50% to indicate that the student reported feeling safe. As indicated above, students who do not answer at least seven items will be excluded from this calculation.

The SSS yields useful information regarding the quality of services provided to students, which is utilized at national, regional, and center levels. Insufficient response rates can compromise the quality of the data collected. To gain the most accurate picture of how students evaluate their Job Corps experience, it is in the program’s best interest to see that every student has the opportunity to provide feedback.
<table>
<thead>
<tr>
<th>Safety Item</th>
<th>Condition for “Safe” Indicator (1)</th>
<th>Condition for “Unsafe” Indicator (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student would be terminated if he/she was found with a weapon - like a knife, club, or sharp object - on center.</td>
<td>Very True Mostly True</td>
<td>Partly True and Partly False Mostly False Very false</td>
</tr>
<tr>
<td>The Zero Tolerance policy was applied equally to all students.</td>
<td>Very True Mostly True</td>
<td>Partly True and Partly False Mostly False Very False</td>
</tr>
<tr>
<td>I could talk to my Residential Advisor (RA)/Residential Counselor (RC) if I was threatened by another student.</td>
<td>Very True Mostly True</td>
<td>Partly True and Partly False Mostly False Very False</td>
</tr>
<tr>
<td>I could talk to my Counselor if I was threatened by another student.</td>
<td>Very True Mostly True</td>
<td>Partly True and Partly False Mostly False Very False</td>
</tr>
<tr>
<td>I thought about leaving Job Corps because of a personal safety concern.</td>
<td>Mostly False Very False</td>
<td>Very True Mostly True Partly True and Partly False</td>
</tr>
<tr>
<td>I thought about going to a different Job Corps center because I felt threatened by other students.</td>
<td>Mostly False Very False</td>
<td>Very True Mostly True Partly True and Partly False</td>
</tr>
<tr>
<td>How often did you hear a student threaten another student on center?</td>
<td>Never or Not in the Last Month</td>
<td>Once or Twice About Once a Week About Daily</td>
</tr>
<tr>
<td>How often did other students pick on you even after you asked them to stop?</td>
<td>Never or Not in the Last Month</td>
<td>Once or Twice About Once a Week About Daily</td>
</tr>
<tr>
<td>How often did other students say things to you to make you feel like you are not important?</td>
<td>Never or Not in the Last Month</td>
<td>Once or Twice About Once a Week About Daily</td>
</tr>
<tr>
<td>How often did you see a physical fight between students on center?</td>
<td>Never or Not in the Last Month</td>
<td>Once or Twice</td>
</tr>
<tr>
<td>How often were you in a physical fight with a student on center?</td>
<td>Never or Not in the Last Month</td>
<td>Once or Twice About Once a Week About Daily</td>
</tr>
<tr>
<td>How often did you carry a weapon - like a knife, club, or a sharp object - with you on center?</td>
<td>Never or Not in the Last Month</td>
<td>Once or Twice About Once a Week About Daily</td>
</tr>
</tbody>
</table>
III. ROLES AND RESPONSIBILITIES

A. National Office

The Office of Job Corps is responsible for:
- Establishing national policy for the center OMS each program year
- Providing model-based goals for designated performance measures/indicators and administering the appeals process of the adjusted goals
- Administering the National Office appeals process of Quarter 2 and Quarter 4 outcomes reported from the post-separation survey
- Monitoring the JCDC issuance of the Center Report Card and reports on each of the Center Quality Assessment metrics
- Tracking and verifying performance of Job Corps centers
- Communicating with Regional Offices to implement program or policy changes or adjustments
- Providing information, technical assistance and training to the Regional Offices and Job Corps community as needed
- Developing and supporting a standardized audit methodology for Regional Office staff
- Establishing an administrative low rating to centers for lack of credible data
- Reviewing the development, implementation, and monitoring of center PIPs
- Issuing performance goals for new centers at the beginning of the second program year of their contract, or as otherwise specified by the National Director of Job Corps.

B. Regional Offices

Regional Offices are responsible for:
- Determining that proposals, contracts, and USDA Forest Service Civilian Conservation Center (CCC) plans are consistent with center performance goals and requirements
- Considering performance in both the Center Report Card and Center Quality Assessment components (OBS, QR, and SSS) in procurement and contract administration activities
- Monitoring the performance of all centers monthly using the Center Report Card, the Center Quality Assessment, and information gathered from center visits, assessments, and review of other reports and analyses
- Reviewing information submitted by centers who fail to meet performance goals on extenuating circumstances and/or unique factors to substantiate the shortfall
- Evaluating the extenuating circumstances/unique factors in conjunction with the operator’s compliance with all other terms and conditions of the contract/agreement and the results of any Office of Inspector General (OIG) audits and special review findings in making procurement-related decisions
• Determining if adjustments are warranted, and consequently transmitting a justification for the adjustment as part of the Contractor Performance Assessment System

C. **Center Operators**

Center operators, including the U.S. Department of Agriculture, Forest Service, are responsible for:

- Implementing performance goals with their respective centers
- Providing staff training and technical assistance
- Monitoring monthly performance against goals on the Center Report Card and performance on the Center Quality Assessment
- Submitting information to Regional Offices regarding extenuating circumstances and/or unique factors that could justify poor Center Report Card performance
- Recommending corrective action, as required, and submitting corrective action plans to Job Corps Regional Offices when appropriate
- Implementing corrective action plans as directed

D. **Job Corps Centers**

Job Corps Centers are responsible for:

- Sharing the information in this Appendix 501a with all applicable staff
- Accurate and timely data entry into CIS to ensure data integrity
- Data verification and correction prior to a student’s separation and processing of transitional allowance
- Maintaining all documents and automated information necessary for audits of activity
- Updating student’s contact and alternate (family and friends) contacts information prior to separation in CIS or CTS to provide post-separation survey staff with the most current contact information increasing the likelihood of reaching students for the Quarter 2 and Quarter 4 surveys. (Complete and accurate alternate contact information for family members or friends (at a different address) is essential to obtaining high survey completion rates.)

E. **Job Corps Data Center (JCDC)**

JCDC is responsible for:

- Ensuring that the Center Report Card, Center Quality Assessment components, and other reports are issued in accordance with the target release dates
- Coordinating specifications of the Center Report Card and the reports for the Center Quality Assessment components (OBS, SSS, and QR) with National Office staff
- Ensuring that data generated in the reports accurately reflect the policy and programming design
- Providing Help Desk services regarding Job Corps center data, reporting and oversight of CIS, and training and services to the regions on CIS
APPENDIX 501B
POLICIES AND PROCEDURES FOR JOB CORPS’
PROGRAM YEAR (PY) 2019
PERFORMANCE MANAGEMENT SYSTEM
OUTREACH AND ADMISSIONS OUTCOME MEASUREMENT SYSTEM

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I. OUTREACH AND ADMISSIONS (OA) REPORT CARD FOR PY 2019

Prior to reviewing this section, please read the Introduction to Appendix 501. The Introduction provides rationale, policies, and procedural changes that apply to all of the Program Year (PY) 2019 Outcome Measurement System (OMS) Report Cards.

A. Overview.

The Outreach and Admissions (OA) Report Card is the accountability tool used to measure and account for performance of OA contractors nationwide. The OA Report Card reflects OA contractors’ success in achieving specific goals and objectives pertaining to the recruitment of eligible students to reach center capacity, the initial retention of those students in the program, and positive program outcomes.

OA contractors are important to the continuum of service delivery to students since they are the first to encounter prospective Job Corps students. Specifically, they help to lay the foundation for a beneficial and rewarding experience for students. OA contractors must focus their efforts on enrolling eligible youth who are ready for program participation, and effectively preparing them for career pathways.

B. PY 2019 Changes in Appendix 501B

The performance measures included in the PY 2019 OA Report Card are intended to encourage the recruitment of committed students that will be successful in the program and ultimately enter into the workforce. As such, the measures on the OA Report Card are classified as either quantity/production measures (i.e., recruitment of students), or quality/commitment measures (i.e., retention of recruited students that are successful in Job Corps).

For PY 2019, Job Corps has made no changes to the definitions, weights, or goals of any of the measures in the OA Report Card.

Provided below is a chart outlining the PY 2019 OA Report Card.
<table>
<thead>
<tr>
<th>Measure</th>
<th>Definition</th>
<th>Goal</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quantity/Production (60%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female Arrival Rate</td>
<td>No. of female arrivals &lt;br&gt;Total female contracted quota</td>
<td>100%</td>
<td>30%</td>
</tr>
<tr>
<td>Total Arrival Rate</td>
<td>No. of total arrivals &lt;br&gt;Total contracted quota</td>
<td>100%</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Quality/Commitment (40%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Level 1 Zero Tolerance (ZT) Separation Rate</td>
<td>No. of student arrivals who do not separate for a &lt;br&gt;Level 1 ZT infraction under codes 5.1a, 5.2b or 5.3c &lt;br&gt;within the first 30 calendar days or &lt;br&gt;under code 5.2A within the first 45 calendar days</td>
<td>98%</td>
<td>5%</td>
</tr>
<tr>
<td>Arrivals With 90-Day Commitment Rate</td>
<td>No. of students in the pool who stay for &lt;br&gt;90 or more calendar days &lt;br&gt;No. of student arrivals with the opportunity to stay in the program for at least 90 calendar days</td>
<td>85%</td>
<td>30%</td>
</tr>
<tr>
<td>Graduate Rate</td>
<td>No. of students who separate as graduates &lt;br&gt;No. of separated students</td>
<td>65%</td>
<td>5%</td>
</tr>
</tbody>
</table>

100%
C. **Quantity/Production Measures**

These measures are consistent with the need for Job Corps centers to operate at full capacity. OA contracts stipulate the OA contractor’s input schedule for eligible arrivals for the length of the contract. These input schedules, or quotas, are determined by Job Corps National Enrollee Assignment Plan (NEAP) and represent the OA contractors’ obligation to ensure the centers they serve reach full capacity.

The goals for the arrival measures are set at 100 percent of OA contractors’ contractual goals. Thus, if a Regional Office needs to adjust an OA contractor’s input schedule to meet changing regional or center needs, this system provides the flexibility to do so, as the goals will remain at 100 percent of the newly assigned quotas.

1. **Female Arrival Rate:** The Female Arrival Rate is the number of female arrivals compared to the total female arrival quota, as specified by the contract.

   - **Pool:** Female arrival contracted quota.
   - **Measure:** The percentage of female arrivals achieved.
   - **Goal:** 100% of the contracted female quota.
   - **Weight:** 30%
   - **Formula:** \[
   \frac{\text{Number of female arrivals}}{\text{Total female contracted quota}}
   \]

2. **Total Arrival Rate:** The Total Arrival Rate is the number of total arrivals (both Male and Female) compared to the total arrival quota, as specified by the contract.

   - **Pool:** Total (male and female) contracted quota.
   - **Measure:** The percentage of total (male and female) arrivals achieved.
   - **Goal:** 100% of the contracted quota.
   - **Weight:** 30%
   - **Formula:** \[
   \frac{\text{Number of total arrivals}}{\text{Total contracted quota}}
   \]

**Note:** For OA contractors that do not have responsibility for female arrivals, the Total Arrival Rate will be given 60% weight, that is, all of the weight for production.
D. **Quality/Commitment Measures**

These measures are consistent with the need to obtain students who will remain on center for more than 60 days to acquire some tangible benefit from the program, such as a learning gain, a High School Diploma (HSD) or High School Equivalency (HSE), or a Career Technical Training (CTT) completion. The longer students remain in Job Corps, the more opportunity they have to acquire all of the benefits Job Corps has to offer.

Making a commitment to students in this critical period should inspire students to make a commitment to Job Corps in return. OA contractors are responsible for providing applicants with in-depth information about the program, such as policies, expectations, and center residential life, and for preparing incoming students to make a commitment to both themselves and Job Corps. In addition, these quality/commitment measures reflect the relationship between the enrollment of eligible and committed students, and its impact on students’ length of stay at centers, which correlates to quality achievements and placements.

1. **Non-Level 1 Zero Tolerance (ZT) Separation Rate:** This measure includes all students who were recruited by the OA contractor.
   
   **Pool:** All students who had the opportunity to stay in the program for at least 45 calendar days.
   
   **Measure:** The percentage of students in the pool who do not separate for a Level 1 ZT infraction under codes 5.1a, 5.2b or 5.3c (for an infraction that is categorized as alcohol abuse or alcohol possession, consumption or distribution while on center or under center supervision) within the first 30 calendar days or under code 5.2a within the first 45 calendar days. Level 1 ZT infractions are described in Exhibit 3-1, and in the Introduction to Appendix 501.
   
   **Goal:** The national goal is 98%.
   
   **Weight:** 5%
   
   **Formula:** Number of student arrivals who do not separate for a Level 1 ZT infraction under codes 5.1a, 5.2b or 5.3c within the first 30 calendar days or under code 5.2a within the first 45 calendar days. All student arrivals with the opportunity to stay in the program for at least 45 calendar days

2. **Arrivals with 90-Day Commitment Rate:** This measure also includes all students who were recruited by the OA contractor.
   
   **Pool:** All students who had the opportunity to stay in the program for at least 90 calendar days.
Measure: The percentage of students in the pool who stay in the program for 90 or more calendar days.

Goal: The national goal is 85%.

Weight: 30%

Formula: Number of student arrivals in the pool who stay in the program for 90 or more calendar days
Number of student arrivals with the opportunity to stay in the program for at least 90 calendar days

3. **Graduate Rate**: The Graduate Rate measure serves as an indicator of the OA contractor’s success in arriving committed and prepared students who can benefit from the program.

Pool: All separated students.

Measure: The percentage of students in the pool who meet the requirements for graduate status, as defined in Section 4.2, at the time of separation.

Goal: The national goal is 65%.

Weight: 5%

Formula: Number of students who separate as graduates
Number of separated students

E. **Performance Goals**

Performance goals serve as the quantitative benchmarks to assess performance. A single performance goal is established for each measure, and performance is measured as a percentage of the goal(s) achieved. Typically, analyses of historical data are conducted to assist in establishing reasonable and attainable goals for the system. All measures use national goals for the OA Report Card.

F. **Weights**

A weight is assigned to each measure to reflect: (1) areas of emphasis in OA contractors’ accountability for achieving positive student outcomes; (2) the importance attached to each measure; and (3) the number of students in the pool for each measure.

For PY 2019, Job Corps has made no changes to the weighting of the OA Report Card from the previous year. As in PY 2018, greater emphasis is placed on the production measures at 60% as compared to the commitment measures at 40%. The two production
measures continue to be equally weighted at 30% each to emphasize the importance of recruiting female participants in the program as well as keeping centers full. Under the commitment measures the 90-Day Commitment Rate measure remains at 30% to highlight the importance of arriving students who are committed to the program, while the Graduate Rate measure and the Non-Level 1 ZT Separation Rate remain weighted at 5 percent each.

G. **Overall Rating**

Weighted performance ratings across each of the weighted measures are aggregated to create an OA contractor overall rating. These ratings are reviewed to assess program effectiveness and play a key role in the procurement process. Overall ratings are also used to determine the program ranges for performance-based service contracting plans.

II. **ROLES AND RESPONSIBILITIES**

A. **National Office**

The National Office of Job Corps is responsible for:

- Establishing overall policy for the OA OMS each program year
- Monitoring the Job Corps Data Center’s (JCDC’s) issuance of the OA Report Card
- Tracking and verifying performance of OA contractors and conducting trend analyses of outcomes and processes
- Communicating with Regional Offices to implement program or policy changes or adjustments
- Providing information, technical assistance, and training to the Regional Offices and Job Corps community as needed
- Establishing an administrative low rating to contractors for lack of credible data.

B. **Regional Offices**

Regional Offices are responsible for preparing the Requests for Proposals (RFPs) and awarding the contracts, receiving and reviewing data reports, and monitoring OA contractor performance as follows:

1. **RFPs and Contracts**: Regional Offices ensure that proposals, contracts, and plans comply with the OA Report Card system established herein and that all OA contractor RFPs include language that informs the contractor that new arrival quotas will be established, based on Job Corps data that demonstrate program demand in the assigned recruitment area, and will be issued each contract year through a unilateral modification (regardless of the base-year period or the award of an option year). Regional Offices must issue an amendment to the RFP to modify the award document prior to execution. Prior to contract award and after the RFP is issued, new arrival quotas are established by the Regional Office based
on Job Corps data. **The Regional Office must also ensure that accurate arrival quotas are entered into the Financial Management System (FMS) in a timely manner.** Delays in entering quotas in FMS is a data integrity issue. Quotas not entered for one or more months in a reporting period can lead to over-inflated or missing results for the arrival measures in the OA Report Card, affecting the performance ratings and overall rating for that OA contractor.

2. **Data Reports:** Regional Offices should review and forward electronic National Office data analysis reports to OA contractors and notify both the National Office of Job Corps and JCDC of OA contractor contract changes (locations or service) **prior** to implementing the change. **Regional Offices must also enter monthly OA arrival quotas into FMS in a timely manner** to ensure that data reports contain accurate information that is based on program demand within the assigned recruitment area. They must also maintain and provide annually (or as revised) an updated list of OA contractors, contact addresses, and codes to the National Office of Job Corps.

3. **Monitoring Contractors:** Regional Offices must monitor and assess contractor performance against goals that are based on program demand within the assigned recruitment area, using OA Report Card overall ratings for procurement and contract administration activities. As noted previously, delays in entering monthly quotas in FMS leads to over-inflated or missing performance ratings and overall ratings in the OA Report Card. **It is important to therefore enter quotas in a timely manner to ensure the integrity of the data and Report Card results.**

The Regional Offices should transmit any contractor’s explanation of poor performance as part of the Contractor Performance Assessment Reporting System. Regional Directors will evaluate information submitted by the OA contractor, analyze numbers of referrals sent to the contractor through Outreach and Admissions Student Information System (OASIS [online applications and callers to the toll free number (800-733-5627 (JOBS)) who were pre-screened as eligible]), and perform an assessment of the contractor’s compliance with Job Corps policy and all other terms and conditions of the contract or agreement. Other factors, such as the Office of Inspector General (OIG) audits and special review findings, should also be taken into account in procurement-related decisions.

C. **Outreach and Admissions (OA) Contractors**

All contractors providing OA services, as well as centers providing OA activities, are responsible for maintaining all documents, case notes, and automated information necessary for audits of activity. It is critical that accurate data are reported and entered into the Outreach and Admissions Student Input System (OASIS). The contractor must ensure that the OA Report Card system is used to provide maximum benefit to Job Corps applicants by immediately notifying JCDC, by e-mail to the JCDC Help Desk (helpdesk@jobcorps.org), of any address, phone, or fax changes (copy the Regional
Further, OA contractors must monitor progress against goals on an ongoing basis and take corrective action or implement program/procedural improvements, as appropriate. Most importantly, OA contractors must submit information regarding extenuating circumstances and/or unique factors, which can temporarily justify poor performance, to the Regional Office. This must include information on the numbers of prospect referrals received through OASIS (online applications and callers to the toll free number (800-733-5627 (JOBS)) who were pre-screened as eligible). OA contractors must share the information in this appendix and implement the Job Corps OA Report Card goals with their respective employees. They must also monitor performance, recommend corrective action as required, submit corrective action plans to Job Corps Regional Offices when appropriate, implement corrective action plans as directed, and make recommendations to the federal officer regarding approaches to better serve applicants, meet program demand, and improve performance.

D. **Job Corps Centers**

Job Corps centers are responsible for:

- Timely and accurate transmittal of OA information in OASIS and the Center Information System (CIS)
- Ensuring accurate coding of OA Identification codes when completing the OASIS and CIS obligations
- Assisting OA contractors to promote timely arrivals of eligible students. **Job Corps centers must ensure expedient processing of applicant folders to fully support 100 percent on-board strength (OBS)**
- Providing center-specific information to OA contractors and work cooperatively with them to encourage retention once students arrive on center

**Note:** A general failure to accurately enter data into OASIS or CIS, or otherwise report information to JCDC, not only negatively affects the overall performance rating of individual OA contractors but also reflects negatively on the integrity of Job Corps program reports and outcomes. In addition, since enrollee information is critical to other data reports, any inaccurate OA data negatively impacts other Job Corps program reports and outcomes.

E. **Job Corps Data Center (JCDC)**

JCDC is responsible for:

- Ensuring that the OA Report Card and other reports are issued in accordance with the target release dates
- Coordinating specifications of the OA Report Card with National Office staff
- Ensuring the data generated in the reports accurately reflect the policy and programming design
- Providing Help Desk services regarding OA contractor data, reporting and oversight of OASIS, recruitment website hosting, online application receipt and
routing through OASIS, online application data, and training and services to the regions and OA contractors on the use of OASIS
## APPENDIX 501C
**POLICIES AND PROCEDURES FOR JOB CORPS’ PROGRAM YEAR (PY) 2019**
**PERFORMANCE MANAGEMENT SYSTEM**
**CAREER TRANSITION SERVICES OUTCOME MEASUREMENT SYSTEM**

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#### II. ROLES AND RESPONSIBILITIES

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<tr>
<td>E. Job Corps Data Center (JCDC)</td>
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</tr>
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</table>
I. CAREER TRANSITION SERVICES (CTS) REPORT CARD FOR PY 2019

Prior to reviewing this section, please read the Introduction to Appendix 501. The Introduction provides rationale, policies, and procedural changes that apply to all of the Program Year (PY) 2019 Outcome Measurement System (OMS) Report Cards, as well as Attachments pertaining to this section.

A. Overview

Contractors with Career Transition Services (CTS) responsibilities play a vital role in the continuum of service delivery to students. Job Corps emphasizes students’ long-term success as a major indicator of the program’s effectiveness. CTS contractors have the primary responsibility of ensuring that Graduates and Former Enrollees stay attached to the workforce after separation from the program.

The CTS Report Card is the accountability tool used to measure and account for performance of all contractors with CTS responsibilities. The CTS Report Card reflects CTS contractors’ success in achieving specific goals and objectives pertaining to both the placement of Graduates and Former Enrollees, and their earnings.

B. PY 2019 Changes in Appendix 501C

For PY 2019, Job Corps has made no changes to the CTS Report Card measures, goals, and weights so as to allow time for CTS providers to fully adjust to the significant changes made in the previous year. In PY 2018 Job Corps substantially reformed the CTS Outcome Measurement System (OMS) to align with revisions to the Center Report Card. These revisions included reducing the number of measures and increasing emphasis on measures that support the program’s mission of placing students in meaningful jobs or further education.

Additionally in PY 2018, Job Corps redefined the time period constituting the second quarter (Quarter 2) and fourth quarter (Quarter 4) after exit for its post-separation survey to align with the definition used by other DOL programs. As of July 1, 2018, Quarter 2 is defined as the second calendar quarter after the exit quarter, and Quarter 4 as the fourth calendar quarter after the exit quarter.

All attachments pertaining to the CTS Report Card can be found in the Appendix 501 Introduction.

Provided on the next page is a summary table outlining the PY 2019 CTS Report Card.
### PY 2019 CTS OMS REPORT CARD

<table>
<thead>
<tr>
<th>Measure</th>
<th>Definition</th>
<th>Goal</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CTS PLACEMENT OUTCOMES (50%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placement Rate</td>
<td>No. of graduates and former enrollees placed in a job, the military, an education/training program, or a job/college combination. No. of graduates and former enrollees whose placement records are due or received</td>
<td>83%</td>
<td>20%</td>
</tr>
<tr>
<td>Placement Average Wage*</td>
<td>Sum of hourly wages of graduates and former enrollees placed in a job or the military. No. of graduates and former enrollees placed in a job or the military</td>
<td>$12.00</td>
<td>10%</td>
</tr>
<tr>
<td>Placement Quality Rating</td>
<td>Rating based on weighted performance on two indicators relative to goals: (1) job-training match rate and (2) quality placement rate (percentage of all initially placed graduates and former enrollees in apprenticeship programs, full-time jobs, the military, full-time college, full-time college/job combination, or full-time post-secondary training)</td>
<td>100%</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Q2/Q4 PLACEMENT OUTCOMES (50%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate and Former Enrollee Placement Rate in Quarter 2 After Exit Quarter</td>
<td>No. of graduates and former enrollees who report on the Quarter 2 survey they are in a job, the military, or an education/training program. No. of graduates and former enrollees who complete the Quarter 2 survey</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>Graduate and Former Enrollee Placement Rate in Q4 After Exit Quarter</td>
<td>No. of graduates and former enrollees who report on the Quarter 4 survey they are in a job, the military, or an education/training program. No. of graduates and former enrollees who complete the Quarter 4 survey</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>Graduate and Former Enrollee Average Earnings in Quarter 2 After Exit Quarter*</td>
<td>Sum of earnings of graduates and former enrollees who report they are in a job or the military on the Quarter 2 survey and report they are in a job or the military</td>
<td>$5,500</td>
<td>10%</td>
</tr>
</tbody>
</table>

*Model-Based Goal

### PY 2019 SUPPLEMENTAL CTS REPORT CARD

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Definition</th>
<th>Goal</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PLACEMENT QUALITY RATING</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Technical Training (CTT) Completer Job Training Match (JTM) Rate</td>
<td>No. of CTT program completers placed in a training-related job or the military. No. of CTT program completers placed in a job or the military</td>
<td>65%</td>
<td>35%</td>
</tr>
<tr>
<td>Full-Time Quality Placement Rate</td>
<td>No. of graduates and former enrollees placed in an apprenticeship program, a full-time job, the military, full-time college, full-time job/college combination or a full-time post-secondary training program. No. of placed graduates and former enrollees</td>
<td>75%</td>
<td>65%</td>
</tr>
</tbody>
</table>
C. **Impact of Level 1 Zero Tolerance (ZT) Separations on the CTS Report Card**

Students who separate due to Level 1 Zero Tolerance (ZT) infractions or students who are enrolled in Job Corps for less than 60 days will not be included in the CTS Report Card since they are ineligible for post-center services.

The list of Level 1 ZT infractions can be found in the Job Corps Policy and Requirements Handbook (PRH), Chapter 3, Exhibit 3-1 (Infraction Levels, Definitions, and Appropriate Center Actions).

D. **Career Transition Services Placement Measures**

Provided below is a description of the career transition services placement outcomes performance measures. The following criteria apply to these measures:

- For a placement to be credited it must
  1. meet the criteria described in PRH, Exhibit 4-1,
  2. have documentation consistent with the criteria in PRH, Exhibit 4-2, and
  3. be entered and approved in CTS according to the timelines in PRH, Chapter 4, Section 4.5.

If the verification is not received and/or the information is not entered into the CTS system for a valid placement within the time frame specified in Section 4.5, the center (and the CTS contractor) will not receive credit for the Placement Rate measure for this student. The student will not be in the pool of any of the Placement Quality Rating indicators and the center (and CTS contractor) will not receive credit for the Placement Quality Rating measure. JCDC will, however, include these placements in the National and Regional totals of the CTS placement measures if they otherwise meet placement requirements.

- Initial placement upgrades that occur during the placement window for Former Enrollees and Graduates will be credited and may change the statistical status associated with a particular student. See Appendix 501 Introduction, Attachment 2: PY 2019 Initial Placements and Allowable Upgrades, for a chart outlining the upgrade hierarchy; and

1. **Placement Rate:** The Placement Rate serves as a strong indicator of the program’s success in equipping Job Corps graduates and former enrollees with the basic skills necessary for an effective job search and preparing them for engagement and retention in the workforce or further education.

   **Pool:** All graduates and former enrollees whose placement records are due or received.

   **Measure:** The percentage of graduates and former enrollees in the pool who are placed in a job, the military, an educational program, or a job/college
combination according to the Job Corps placement definition in Exhibit 4-1.

Goal: The national goal is 83%.

Weight: 20%

Formula: Number of Graduates and Former Enrollees placed in a job, the military, an educational program, or a job/school combination

Number of Graduates and Former Enrollees whose placement records are due or received

2. **Graduate and Former Enrollee Average Hourly Wage at Placement:** The Average Hourly Wage at Placement holds CTS contractors accountable for their ability to secure jobs that will place graduates and former enrollees on the path to economic self-sufficiency.

Pool: All graduates and former enrollees placed in a job or the military according to the Job Corps placement definition in Exhibit 4-1.

Indicator: The average hourly wage of graduates and former enrollees in the pool associated with their initial or upgrade placement in a job or the military.

Goal: The national goal is $12.00; CTS contractors and regions have model-based goals for this measure. A model statistically adjusts each contractor’s goal to account for factors beyond their control (such as the characteristics of the labor market) that have been shown to impact their outcomes for this measure. The model aggregates the effects of the various factors for each contractor, and adjusts the national goal accordingly for that contractor, to set a contractor-specific goal. See Appendix 501 Introduction, Attachment 10: PY 2019 CTS Contractor Model-Based Goals and Worksheets, for a template of the factors utilized in the models and for specific goals.

Weight: 10%

Formula: Sum of hourly wages of graduates and former enrollees placed in a job or military

Number of graduates and former enrollees placed in a job or military

3. **Placement Quality Rating:** This composite measure, introduced in PY 2019, is intended to incentivize higher-quality placements that are ultimately linked to better success in, and longer-term connection to, the workforce. Quality placements are defined as those that are full-time jobs or in full-time post-secondary education, higher paying jobs, and jobs that match the career training
completed.

**Measure:** The measure is calculated based upon the sum of the weighted performance relative to goals on the following two indicators: CTT Completer JTM Placement and Full-Time Quality Placement. The combined weight of the two indicators equals 100%. The composite measure is then calculated as an overall rating of the two indicators.

**Goal:** 100%

**Weight:** 20%

Below are the specifications of the two indicators.

**a) Career Technical Training (CTT) Completer Job Training Match (JTM) Rate:** In PY 2005, a Job Training Match (JTM) Placement rate measure, crediting CTT completers placed in training-related jobs or the military, was added to the CTS Report Card. The measure was intended to lead to improved student long-term outcomes and career success by encouraging student placement in the trades for which they have been trained. In PY 2007, to further align with the program’s emphasis on education, the measure was expanded to also credit CTT completers that enter a postsecondary education or postsecondary training as Postsecondary Credit (PSC). For PY 2019, the measure has been refocused on matching job placements with training received and removes from the pools and credits post-secondary education and training placements. While post-secondary education/training is highly valued and encouraged as a placement by Job Corps, it is now credited under the new measure of Full-Time Quality Placement Rate.

In PY 2010, an improved Job Training Match (JTM) Crosswalk was introduced that more directly aligned training programs with jobs. Between 2010 and 2014, the Office of Job Corps issued revised versions of the JTM Crosswalk each year to refine alignment with O*NET-SOC, the industry-recognized national occupational database. While minor adjustments were made, the Crosswalk remained largely unchanged.

**Pool:** All CTT completers placed in a job or the military.

**Indicator:** The percentage of CTT completers in the pool who are initially placed or have a placement upgrade, in a training-related job or the military.

**Goal:** The national goal is 65%.

**Weight:** 35%
**Formula:** Number of CTT program completers placed in a training-related job or the military

Number of CTT program completers placed in a job or the military

The process created in PY 2007 for requesting the addition of an O*NET-SOC placement code to the JTM Crosswalk will continue to be available for PY 2019. A request should be submitted only if the current JTM Crosswalk does not already contain a specific placement code that: (a) is the most appropriate O*NET-SOC code to describe a placement outcome, and (b) is directly related to one of the Training Achievement Records (TARs), released in PY 2006 or thereafter, as they are aggregated into Training Program Areas (TPAs) within the crosswalk. If the request is approved, the proposed O*NET-SOC placement code will be added to the placement portion of the JTM Crosswalk, and JTM credit will be given to every student who completes any TAR in the same TPA and is placed in a position that is properly assigned the identified placement code. See Appendix 501 Introduction, Attachment 6: PY 2019 Instructions for Filing a Request to Add a Placement Code to the JTM Crosswalk and Request Form, for the request form and instructions.

b) **Full-Time Quality Placement Rate:** Incentivizing the placement of graduates and former enrollees in positions that are full-time – whether full-time employment or full-time higher education – reinforces the importance of ensuring these students are placed in positions that would lead to long-term attachment to the workforce and a defined career path.

**Pool:** All graduates and former enrollees placed in a job or the military according to the Job Corps placement definition in Exhibit 4-1.

**Indicator:** The percentage of graduates and former enrollees in the pool who are placed in a full-time apprenticeship program, full-time job, the military, full-time college, full-time job/college combination or full-time post-secondary training program.

**Goal:** The national goal is 75%.

**Weight:** 65%

**Formula:** No. of graduates and former enrollees placed in an apprenticeship program, a full-time job, the military, full-time college, full-time job/college combination or a full-time post-secondary training program

No. of placed graduates and former enrollees
E. Quarter 2 and Quarter 4 Placement Measures

Provided below is a description of the post-center, Quarter 2 and Quarter 4 placement measures that align with the WIOA’s Quarter 2 and Quarter 4 metrics and its focus on longer-term employment. Appeals of placement and/or earnings outcomes reported from the Quarter 2 and Quarter 4 surveys may be filed as noted in Appendix 501 Introduction, Section F.8 (d) for the Placement Rate in Quarter 2 after Exit Quarter, Placement Rate in Quarter 4 after Exit Quarter, and Average Earnings in Quarter 2 after Exit Quarter measures. The placement appeal and earnings appeal instructions and forms can be found in Appendix 501 Introduction, Attachments 4 and 5, respectively.

1. Graduate and Former Enrollee Placement Rate in Quarter 2 After Exit Quarter: This measure is a program priority for the system and aligns with WIOA reporting requirements. All phases of Job Corps services work toward the goal of helping students achieve long-term success as a result of their participation in Job Corps.

   Pool: All graduates and former enrollees who complete the Quarter 2 survey.

   Measure: The percentage of graduates and former enrollees in the pool who report in the survey that they are employed, in the military, or enrolled in an educational program (that meets the Job Corps placement definition in Exhibit 4-1) or a job/college combination during the second quarter after exit quarter.

   Goal: The national goal is 80%.

   Weight: 20%

   Formula: \[
   \frac{\text{No. of graduates and former enrollees who report in the survey that they are employed, in the military, or enrolled in an educational program or a job/college combination during the second quarter after exit quarter}}{\text{No. of graduates and former enrollees who complete the Quarter 2 survey}} \times 100
   \]

2. Graduate and Former Enrollee Placement Rate in Quarter 4 After Exit Quarter: This measure gauges graduates’ and former enrollees’ attachment to the workforce or advanced education environment and aligns with WIOA reporting requirements.

   Pool: All graduates and former enrollees who complete the Quarter 4 survey.

   Measure: The percentage of graduates and former enrollees in the pool who report in the survey that they are employed, in the military, or enrolled in an educational program (that meets the Job Corps placement definition in the PRH, Chapter 4, Exhibit 4-1) or a job/college combination during the fourth quarter after exit quarter.
Goal: The national goal is 80%.

Weight: 20%

Formula: No. of graduates and former enrollees who report on the Quarter 4 survey they are in a job, the military, or an education/training program
No. of graduates and former enrollees who complete the Quarter 4 survey

3. Graduate and Former Enrollee Average Earnings in Quarter 2 After Exit Quarter: This measure serves as a barometer of graduates’ and former enrollees’ long-term success and aligns with WIOA reporting requirements.

Pool: All graduates and former enrollees who complete the Quarter 2 survey and report in the survey that they are in a job (that meets the Job Corps placement definition in Exhibit 4-1) or in the military.

Measure: The average earnings of graduates and former enrollees in the pool.

Goal: The national goal is $5,500. CTS contractors and regions have model-based goals for this measure. A model statistically adjusts each contractor’s goal to account for factors beyond their control (such as the characteristics of the labor market) that have been shown to impact their outcomes for this measure. The model aggregates the effects of the various factors for each contractor, and adjusts the national goal accordingly for that contractor, to set a contractor-specific goal. See Appendix 501 Introduction, Attachment 10: PY 2019 CTS Contractor Model-Based Goals and Worksheets, for a template of the factors utilized in the models and for specific goals.

Weight: 10%

Formula: Sum of earnings of graduates and former enrollees who report they are in a job or the military on the Quarter 2 survey
No. of graduates and former enrollees who complete the Quarter 2 survey and report they are in a job or the military

F. Performance Goals

Performance goals serve as the quantitative benchmarks to assess performance. A single performance goal is established for each measure, and performance is measured as a percentage of the goal(s) achieved. Typically, analyses of historical data, where available, are conducted to assist in establishing reasonable and attainable goals for the system.

The following measures have national goals:
• Placement Rate
• Placement Quality Rating
  ✓ Job Training Match (JTM) Rate
  ✓ Quality Placement Rate
• Graduate and Former Enrollee Placement Rate in Quarter 2
• Graduate and Former Enrollee Placement Rate in Quarter 4

The following measures have *model-based* goals:

• Graduate Average Hourly Wage at Placement
• Graduate and Former Enrollee Average Earnings in Quarter 2 after Exit Quarter

Model-based goals for all CTS measures and indicators can be found in Appendix 501 – Introduction, Attachment 10: PY 2019 CTS Contractor Model-Based Goals and Worksheets. Details regarding model-based goals can be found in Appendix 501, Introduction, Section D.2.(b).

G. **Weights**

A weight is assigned to each measure to reflect: 1) areas of emphasis in CTS contractors’ accountability for achieving positive student outcomes; 2) the importance attached to each measure; and 3) the number of students in the pool for each measure.

The weighting scheme of the CTS Report Card has not been altered from PY 2018. The CTS Placement measures and Quarter 2 and Quarter 4 Placement measures remain weighted at 50 percent each. Under the CTS Placement measures, the Quality Placement and Placement Rate measures are weighted equally at 20 percent with the Graduate and Former Enrollee Average Wage measure weighted at 10 percent. The Quarter 2 and Quarter 4 Placement measures are weighted the highest at 20 percent each with the Quarter 2 earnings measure at 10 percent. This weight distribution aligns with WIOA’s focus on long-term success in the workforce (and higher education) which is measured through the Quarter 2 and Quarter 4 placement outcomes.

H. **Overall Rating**

Weighted performance ratings across each of the weighted measures are aggregated to create a CTS contractor overall rating. These ratings are reviewed to assess program effectiveness and play a key role in the procurement process. Overall ratings are also used to determine the performance ranges for performance-based service contracting.
II. ROLES AND RESPONSIBILITIES

A. National Office

The National Office of Job Corps is responsible for:

- Establishing national policy for the CTS OMS each program year
- Providing model-based goals for designated performance measures/indicators and administering the appeals process of the adjusted goals
- Administering the National Office appeals process of Quarter 2 and Quarter 4 outcomes reported from the post-separation survey
- Monitoring the JCDC issuance of the CTS Report Card
- Tracking and verifying performance of CTS contractors
- Communicating with Regional Offices to implement program or policy changes or adjustments
- Providing information, technical assistance and training to the Regional Offices and the Job Corps community as needed
- Establishing an administrative low rating to contractors for lack of credible data.
- Developing and supporting a standardized audit methodology for Regional Office staff

B. Regional Offices

Regional Offices are responsible for:

- Determining that proposals, contracts, and plans are consistent with CTS contractor performance goals and requirements
- Considering performance of CTS contractors in procurement and contract administration activities
- Ensuring that all CTS contractor Requests for Proposals (RFPs) include language that informs the contractor that new goals are issued each contract year through a unilateral modification (regardless of the base year period or the award of an option year)
- Issuing an amendment to the RFP or modifying the award document before execution if the RFP is issued and new goals are established by the National Office of Job Corps before the award of a contract and after the RFP is issued
- Monitoring the performance of all CTS contractors monthly using the CTS Report Card, the Center Quality Assessment, and information gathered from center visits, assessments, and review of other reports and analyses
- Reviewing information submitted by CTS contractors who fail to meet performance goals on extenuating circumstances and/or unique factors to substantiate the shortfall and sharing this information with the National Office Performance Team
- Evaluating the extenuating circumstances/unique factors in conjunction with the operator’s compliance with all other terms and conditions of the contract/agreement and the results of any Office of Inspector General (OIG) audits and special review findings in making procurement-related decisions
Regional Directors will notify both the National Office of Job Corps and JCDC of CTS contractor changes (locations or service) prior to implementing the change; and maintain and provide annually (or as revised), an updated list of CTS contractors, contact addresses, and codes to National Office staff.

C. **CTS Contractors**

All contractors providing career transition services, as well as centers with CTS contractor activities, are responsible for:

- Sharing the information in this Appendix 501c with all applicable staff
- Accurate and timely data entry of valid placement data within the reporting period specified in PRH, Chapter 4, Section 4.5 to ensure data integrity
- Data correction of errors in a timely manner, as requested and substantiated by centers and/or National Training Contractors (NTCs)
- Maintaining all documents, case notes, and automated information necessary for audits of activity
- Updating placement records with the most current student’s contact and alternate (family and friends) contacts information to provide post-separation survey staff with the most current contact information increasing the likelihood of reaching students for the Quarter 2 and Quarter 4 surveys. (Complete and accurate alternate contact information for family members or friends (at a different address) is essential to obtaining high survey completion rates.)
- Ensuring the Career Transition System, the approved Web-based application, is used to provide maximum benefit to Job Corps students eligible for post-center services
- Monitoring monthly performance against goals on the CTS Report Card
- Submitting information to Regional Offices regarding extenuating circumstances and/or unique factors that could possibly, temporarily, justify poor CTS Report Card performance
- Recommending corrective action, as required, and submitting corrective action plans to Job Corps Regional Offices when appropriate
- Implementing corrective action plans as directed

**NOTE:** A general failure to enter data accurately or otherwise report information to JCDC not only negatively affects the overall performance rating of the individual contractors, but also reflects negatively on the integrity of Job Corps program reports and outcomes. Please pay particular attention to:

1. Entering “yes” or “no” in the “Apprenticeship Box” and/or the “Placed by NTC Box” on the Placement Record data entry screen
2. Entering accurate placement O*NET codes for the position in which the former enrollee or graduate was placed on the Placement Record data entry screen
3. Coordinating contract updates with the Regional Office staff
D. **Job Corps Centers**

Job Corps centers are responsible for:
- Timely and accurate transmittal of placement-related Former Enrollees’ and Graduates’ information to CTS contractors
- Accurate coding of placer IDs when completing the Center Information System (CIS)/CTS termination screen
- Assisting CTS contractors and NTCs in placing Former Enrollees and Graduates in jobs, apprenticeships, the military, or educational programs

E. **Job Corps Data Center (JCDC)**

JCDC is responsible for:
- Ensuring that the CTS Report Card and other reports are issued in accordance with the target release dates
- Coordinating specifications of the CTS Report Card with National Office staff
- Ensuring the data generated in the reports accurately reflect the policy and programming design
- Providing Help Desk services regarding CTS contractor data, reporting and oversight of CTS, and training and services to the regions on CTS.
APPENDIX 501D
POLICIES AND PROCEDURES FOR JOB CORPS’
PROGRAM YEAR (PY) 2019
PERFORMANCE MANAGEMENT SYSTEM
CAREER TECHNICAL TRAINING OUTCOME MEASUREMENT SYSTEM

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I. CAREER TECHNICAL TRAINING (CTT) REPORT CARD FOR PY 2019

Prior to reviewing this section, please read the Introduction to Appendix 501. The Introduction provides rationale, policies, and procedural changes that apply to all of the Program Year (PY) 2019 Outcome Measurement System (OMS) Report Cards, as well as Attachments pertaining to this section.

A. Overview

The Career Technical Training (CTT) Report Card is a comprehensive system used to measure the performance of all Job Corps career technical training (CTT) programs, both center-operated and National Training Contractor (NTC)-operated. The CTT Report Card provides data regarding students’ participation in CTT programs, as well as achievement of industry-recognized credentials and participation in the workforce with sustainable earnings.

B. PY 2019 Changes in Appendix 501D

For PY 2019 Job Corps has made no changes to the CTT Report Card measures, goals, and weights. The CTT Report Card for PY 2019 continues to mirror the Center and CTS Report Cards with the exception of the use of composite measures. For PY 2019, Job Corps decided not to incorporate composite measures – which combine two or more performance indicators into one measure – in the CTT Report Card so as to maintain a stable system and allow centers to fully adjust to the changes made in the previous year.

All attachments pertaining to the CTT Report Card can be found in Appendix 501 Introduction.

Provided on the next page is a summary table outlining the PY 2019 CTT Report Card.
### PY 2019 CTT OMS REPORT CARD

<table>
<thead>
<tr>
<th>Measure</th>
<th>Definition</th>
<th>Goal</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Center Services (20%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Technical Training (CTT) Program Completion Rate</td>
<td>No. of students who complete a CTT program No. of separated students assigned to a CTT program</td>
<td>80%</td>
<td>10%</td>
</tr>
<tr>
<td>CTT Industry-Recognized Credential (IRC) I Attainment Rate</td>
<td>No. of CTT students who attain an approved Primary IRC or complete an NTC program No. of separated students assigned to a CTT program</td>
<td>90%</td>
<td>7.5%</td>
</tr>
<tr>
<td>CTT Industry-Recognized Credential (IRC) II Attainment Rate</td>
<td>No. of CTT students who attain an approved Secondary IRC or an approved second Primary IRC No. of separated students assigned to a CTT program</td>
<td>90%</td>
<td>2.5%</td>
</tr>
<tr>
<td><strong>CTS Placement Outcomes (40%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTT Completer Placement Rate</td>
<td>No. of CTT completers placed in a job, the military, an education/training program, or who transferred to an approved Advanced Training program at another center No. of CTT completers whose placement records are due or received or who transferred to an approved Advanced Training program at another center</td>
<td>92%</td>
<td>10%</td>
</tr>
<tr>
<td>CTT Completer Average Hourly Wage at Placement*</td>
<td>Sum of hourly wages of CTT completers placed in a job or the military No. of CTT completers placed in a job or the military</td>
<td>$12.25</td>
<td>5%</td>
</tr>
<tr>
<td>CTT Completer Full-Time Quality Placement Rate</td>
<td>No. of CTT completers placed in an apprenticeship program, a full-time job, the military, full-time college, full-time job/college combination or a full-time post-secondary training program No. of initially placed CTT completers</td>
<td>75%</td>
<td>10%</td>
</tr>
<tr>
<td>CTT Completer Job Training Match (JTM) Placement Rate</td>
<td>No. of CTT completers placed in a training-related job or the military No. of CTT completers placed in a job or the military</td>
<td>65%</td>
<td>10%</td>
</tr>
<tr>
<td>CTT Completer Job Training Match (JTM) Average Hourly Wage*</td>
<td>Sum of hourly wages of CTT completers placed in a training-related job or the military No. of CTT completers placed in a training-related job or the military</td>
<td>$12.85</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Q2/Q4 Placement Outcomes (40%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTT Completer Placement Rate in Quarter 2 After Exit Quarter</td>
<td>No. of CTT completers who report on the Quarter 2 survey they are in a job, the military, an education/training program, or a job/college combination No. of CTT completers who complete the Quarter 2 survey</td>
<td>83%</td>
<td>15%</td>
</tr>
<tr>
<td>CTT Completer Placement Rate in Q4 After Exit Quarter</td>
<td>No. of CTT completers who report on the Quarter 4 survey they are in a job, the military, an education/training program, or a job/college combination No. of CTT completers who complete the Quarter 4 survey</td>
<td>83%</td>
<td>15%</td>
</tr>
<tr>
<td>CTT Completer Average Earnings in Quarter 2 After Exit Quarter*</td>
<td>Sum of earnings of CTT completers who report they are in a job or the military on the Quarter 2 survey No. of CTT completers who complete the Quarter 2 survey and report they are in a job or the military in the second quarter after exit quarter</td>
<td>$5,700</td>
<td>10%</td>
</tr>
</tbody>
</table>

*Model-Based Goal

100%
C. **Impact of Level 1 Zero Tolerance (ZT) Separations on the CTT Report Card**

For the CTT Report Card, students who exit due to Level 1 ZT infractions within 30/45 days are not included in the pools and credits for the three direct center services measures: CTT Completion, Industry-Recognized Credential I, and Industry-Recognized Credential II. Specifically, the pools for the three on-center measures do not include students who remained in Job Corps:

- less than 30 days and exit under codes 5.1a, 5.2b, or 5.3c;
- less than 45 days and exit under code 5.2a

The list of Level 1 ZT infractions can be found in PRH Section 3, Exhibit 3-1 (Infraction Levels, Definitions, and Appropriate Center Actions).

D. **Career Technical Training (CTT) Measures**

*Direct Center Services Measures*

1. **Career Technical Training (CTT) Program Completion Rate**

   **Pool:** All separated students who entered a CTT program. Students who entered more than one CTT program but did not complete any CTT program, shall be included in the CTT completion pool of the program in which they were enrolled the longest. Students who completed one or more CTT offerings are assigned to the CTT completion pool of each training program completed.

   **Measure:** The percentage of students in the pool who complete a CTT program.

   **Goal:** The national goal is 80%.

   **Weight:** 10%

   **Formula:** \[
   \frac{\text{Number of students who complete a CTT program}}{\text{Number of separated students assigned to a CTT program}}
   \]

2. **Career Technical Training (CTT) Industry-Recognized Credential I Attainment Rate**:

   In PY 2010, a measure of Industry Recognized Credential (IRC) attainment was added to the OMS to increase student marketability and employability. This measure was further refined in PY 2015 to focus on credentials that are of “primary” importance to a particular training program, versus those that are “secondary”. Primary credentials represent knowledge and skill levels of a particular job and are considered critical for qualification and placement into permanent employment with sustainable wages. Secondary credentials are
supportive in nature, and while important, are viewed as more supplemental than critically essential to the job.

**Pool:** All students who are assigned to a CTT program (excluding 30/45 day Level 1 ZTs)

**Measure:** The percentage of separated students who have attained an approved Primary Industry-Recognized Credential or students who have completed a training program offered by a National Training Contractor (NTC).

**Goal:** The national goal is 90%.

**Weight:** 7.5%

**Formula:**\[
\frac{\text{Number of CTT students who attain an approved Primary IRC or complete an NTC program}}{\text{Number of students assigned to a CTT Program}}
\]

3. **Career Technical Training (CTT) Industry-Recognized Credential II Attainment Rate:**

**Pool:** All students who are assigned to a CTT program (excluding 30/45 day Level 1 ZTs)

**Measure:** The percentage of separated students who have attained an approved Secondary Industry-Recognized Credential or a second Primary Industry-Recognized Credential.

**Note:** For a list of credentials classified as primary or secondary, please visit the Career Technical Training (CTT) web page on the Job Corps Community web site.

**Goal:** The national goal is 90%.

**Weight:** 2.5%

**Formula:**\[
\frac{\text{Number of CTT students who attain an approved Secondary IRC or an approved second Primary IRC}}{\text{Number of students assigned to a CTT Program}}
\]

**CTS Placement Outcome Measures**

Provided below is a description of the career transition services placement outcomes measures. The following criteria pertain to all placement measures, as applicable:
- For placement to be credited it must:
  1. Meet the criteria described in PRH, Exhibit 4-1,
  2. Add documentation consistent with the criteria in PRH, Exhibit 4-2, and
  3. Be entered and approved in CTS according to the timelines in PRH, Chapter 4, Section 4.5.

If the verification is not received and/or the information is not entered into the CTS system for a valid placement within the timeframe specified in Section 4.5, the center (and the CTS contractor) will not receive credit for the Placement Rate Measure for the student. The student will not be in the pool of any of the Placement Quality Rating indicators and the center (and the CTS contractor) will not receive credit for the Placement Quality Rating Measure. JCDC will, however, include these placements in the National and Regional totals of the CTS placement measures if the student otherwise meets placement requirements.

- Initial placement upgrades that occur during the placement window for former enrollees and graduates will be credited and may change the statistical status associated with a particular student. See Appendix 501 Introduction, Attachment 2: PY 2019 Initial Placements and Allowable Upgrades, for a chart outlining the hierarchy.

- An automatic education placement credit is given to the sending center for students who transfer to an approved Advanced Training (AT) program at another center. See Appendix 501 Introduction, Attachment 3: PY 2019 Center Report Card Pools and Credit for Students Transferred to Advanced Training (AT) Programs, for a chart outlining allowable center credits for AT transfers. This does not apply to ACT transfers.

4. Career Technical Training (CTT) Completer Placement Rate

**Pool:** All CTT completers whose initial placement records are due or received\(^1\) or who transfer to an approved AT program at another center.

Separated students who complete one or more CTT programs are assigned to the placement pool of each program completed.

**Measure:** The percentage of CTT completers in the placement pool who are placed in a job, the military, an educational program, or a job/school combination (per Job Corps’ placement definition in Exhibit 4-1), or who transfer to an approved AT program at another center.

Students who are in the placement pool for more than one CTT

---

\(^1\) In this usage, the term “due or received” refers to the sum of the number of CTT completers for whom placement information was reported; i.e., “received,” plus the number of CTT completers for whom placement information was not reported and for whom the placement window had expired; i.e., “due.”
offering shall remain in those pools, whether placed or not, and shall be included in the calculation for the placement measure of each of those training programs.

**Goal:** The national goal is 92%.

**Weight:** 10%

**Formula:** Number of CTT completers placed in a job, the military, an education/training program, a job/college combination, or who transferred to an approved Advanced Training program at another center

Number of CTT completers whose placement records are due or received or who transferred to an approved Advanced Training program at another center

5. **Career Technical Training (CTT) Completer Average Hourly Wage at Placement:**

**Pool:** All CTT completers placed in a job or the military per the Job Corps placement definition.

**Measure:** The average hourly wage of CTT completers in the pool associated with their initial or upgrade placement in a job or the military.

**Goal:** The national goal is $12.25. Since PY 2014, centers and regions are assigned center-level model-based goals for this measure. A center-level model statistically adjusts each center’s goal to account for factors beyond the operator’s control (such as the characteristics of the labor market) that have been shown to impact their outcomes for this measure. The model aggregates the effects of the various factors for each center, and adjusts the national goal accordingly for that center, to set a center-specific goal. See Appendix 501 Introduction, Attachment 11: PY 2019 CTT Center Level Model-Based Goals.

**Weight:** 5%

**Formula:** Sum of hourly wages of CTT completers placed in a job or the military

Number of CTT completers placed in a job or the military

6. **Career Technical Training (CTT) Completer Full-Time Quality Placement Rate**

**Pool:** All CTT completers who entered a placement that meets the Job Corps placement definition.
**Measure:** The percentage of CTT completers in the pool who are placed in an apprenticeship program, a full-time job (one to two jobs that equal full-time hours), the military, full-time college, full-time job/college combination or full-time post-secondary training.

**Goal:** The national goal is 75%.

**Weight:** 10%

**Formula:** Number of CTT completers placed in an apprenticeship program, a full-time job, the military, full-time college, full-time job/college combination or a full-time post-secondary training program 

Number of initially placed CTT completers

**7. Career Technical Training (CTT) Completer Job Training Match (JTM) Placement Rate**

In PY 2005, a Job Training Match (JTM) Placement rate measure, crediting CTT completers initially placed in training-related jobs or the military, was added to the Center Report Card. The measure was intended to lead to improved student long-term outcomes and career success by encouraging student placement in the trades for which they have been trained. In PY 2007, to further align with the program’s emphasis on education, the measure was expanded to also credit CTT completers that enter a post-secondary education or post-secondary training as Postsecondary Credit (PSC). For PY 2019, the measure has been refocused on matching job placements with training received and removes from the pools and credits post-secondary education and training placements. While post-secondary education/training is highly valued and encouraged as a placement by Job Corps, it is now credited under the new measure of CTT Completer Full-Time Quality Placement.

In PY 2010, an improved Job Training Match (JTM) Crosswalk was introduced that more directly aligns training programs with jobs. The JTM Crosswalk provides the link to determine whether students’ placement in employment is related to the career technical training received in Job Corps. The JTM Crosswalk is the fundamental data source for the JTM measures; therefore, it is essential that the Crosswalk accurately links relevant jobs to appropriate training. While updates have been made to the JTM Crosswalk since its introduction in 1998 (for example, the conversion to O*NET-SOC 2009 placement codes), a major overhaul of the Crosswalk and its structure was necessary to ensure the continued accuracy and validity of the outcomes reported. Between 2010 and 2014, the Office of Job Corps issued revised versions of the JTM Crosswalk each year to reflect enhanced alignment among Training Achievement Records (TARs), Training Program Areas (TPAs), and O*NET-SOC, the industry-recognized national occupational database – including the addition of placements recommended by practitioners from the field.
Pool: All CTT completers who are placed in a job or the military.

Students who completed one or more CTT programs are assigned to the JTM pool of each trade completed.

Measure: The percentage of CTT completers in the pool who are initially placed, or have a placement upgrade, in a training-related job or the military.

For students who completed more than one CTT offering and are placed in the military, all applicable training programs receive a JTM Placement credit.

If a student completed more than one CTT offering and is placed in a job related to all of them, all receive a JTM Placement credit. If the placement relates to only one of the CTT offerings, only that training program will receive credit for this measure. Further, this same student will be removed from the JTM pool of the other CTT offering(s) completed.

If, however, a student is placed in a job that does not match any of the CTT programs completed, the student enters the JTM Placement Rate pools for all programs’, but no program receives credit since a JTM did not occur.

Goal: The national goal is 65%.

Weight: 10%

Formula: Number of CTT completers placed in a training-related job or the military

Number of CTT completers placed in a job or the military

The process created in PY 2007 for requesting the addition of an O*NET-SOC placement code to the JTM Crosswalk will continue to be available for PY 2019. A request should be submitted only if the current JTM Crosswalk does not already contain a specific placement code that: (a) is the most appropriate O*NET-SOC code to describe a placement outcome, and (b) is directly related to one of the Training Achievement Records (TARs), released in PY 2006 or thereafter, as they are aggregated into Training Program Areas (TPAs) within the crosswalk. If the request is approved, the proposed O*NET-SOC placement code will be added to the placement portion of the JTM Crosswalk, and JTM credit will be given to every student who completes any TAR in the same TPA and is placed in a position that is properly assigned the identified placement code. See Appendix 501 Introduction, Attachment 6: PY 2019 Instructions for Filing a Request to Add a Placement Code to the JTM Crosswalk/Request Form, for the
request form and instructions.

8. **Career Technical Training (CTT) Completer Job Training Match (JTM)**

   **Average Hourly Wage**

   **Pool:** All CTT completers who were placed in a training-related job or the military.

   **Measure:** The average hourly wage of CTT completers placed in training-related jobs or the military.

   **Goal:** The national goal is $12.85. Since PY 2014 centers and regions have been assigned model-based goals for this measure. A center-level model statistically adjusts each center’s goal to account for factors beyond the operator’s control (such as the characteristics of the labor market) that have been shown to impact their outcomes for this measure. The model aggregates the effects of the various factors for each center, and adjusts the national goal accordingly for that center, to set a center-specific goal. See Appendix 501 Introduction, Attachment 11: PY 2019 CTT Center Level Model-Based Goals.

   **Weight:** 5%

   **Formula:** \[
   \text{Sum of hourly wages of CTT completers placed in a training-related job or the military} / \text{Number of CTT completers placed in a training-related job or the military}
   \]

**Quarter 2 and Quarter 4 Placement Measures**

Provided below is a description of the Quarter 2 and Quarter 4 Placement Measures that align with WIOA’s Quarter 2 and Quarter 4 metrics and its focus on longer-term employment. Appeals of placement and/or earnings outcomes reported from the Quarter 2 and Quarter 4 surveys may be filed as noted in Appendix 501 Introduction, Section F.8 and (d) for the CTT Completer Placement in Quarter 2, CTT Completer Placement in Quarter 4, and CTT Completer Average Earnings in Quarter 2 measures. The placement appeal and earnings appeals instructions and forms can be found in Appendix 501 Introduction, Attachments 4 and 5, respectively.

9. **Career Technical Training (CTT) Completer Placement Rate in Quarter 2 After Exit Quarter**

   **Pool:** All CTT completers placed in a job, the military, an education/training program, or a job/school combination and who complete the Quarter 2 survey.
Measure: The percentage of CTT completers in the pool who report on the Quarter 2 survey that they are in a job, the military, an education/training program, or a job/school combination (per the Job Corps placement definition).

Goal: The national goal is 83%.

Weight: 15%

Formula: Number of CTT completers who report on the Quarter 2 survey they are in a job, the military, or an education/training program

Number of CTT completers who complete the Quarter 2 Survey

10. Career Technical Training (CTT) Completer Placement Rate in Quarter 4 After Exit Quarter

Pool: All CTT completers placed in a job, the military, an education/training program, or a job/school combination and who complete the Quarter 4 survey.

Measure: The percentage of CTT completers in the pool who report on the Quarter 4 survey that they are in a job, the military, an education/training program, or a job/school combination (per the Job Corps placement definition).

Goal: The national goal is 83%.

Weight: 15%

Formula: Number of CTT completers who report on the Quarter 4 survey they are in a job, the military, or an education/training program

Number of CTT completers who complete the Quarter 4 Survey

11. Career Technical Training (CTT) Completer Average Earnings in Quarter 2 After Exit Quarter

Pool: All CTT completers who complete the Quarter 2 survey and report in the survey they are working in a job (that meets the Job Corps definition of placement) or the military.

Measure: The average earnings of placed CTT completers in the pool.

Goal: The national goal is $5,700. The PY 2019 center-level model-based goal is applied to all training programs offered by a center. See Appendix 501 Introduction, Attachment 11: PY 2019 CTT Center
Level Model-Based Goals.

**Weight:** 10%

**Formula:** Sum of earnings of CTT completers who report they are in a job or the military on the Quarter 2 Survey

\[
\frac{\text{Number of CTT completers who complete the Quarter 2 survey and report they are in a job or the military in the second quarter after exit}}{\text{Weight}}
\]

E. **Performance Goals**

Performance goals serve as the quantitative targets to assess performance. A single performance goal is established for each measure, and performance is measured as a percentage of the goal(s) achieved. Typically, a thorough analysis of historical data, where available, is conducted to assist in establishing reasonable stretch goals for the system. For PY 2019, goals for all measures in the CTT Report Card remain unchanged from PY 2018.

Since PY 2014, center-level model-based goals are included for wage and earnings measures in the CTT Report Card. Model-based goals are used for specific measures that require adjustments that ensure equities in making comparison of performance across centers and contractors. Center-level model-based goals for the CTT Report Card are based on the factors identified for center OMS wage and earnings goals. Setting center-level goals that adjust for differences in key factors that are beyond the operator’s control helps to “level the playing field” in assessing performance. The models used are applied for all trades at each center.

For PY 2019, appeals to the Center Report Card wage and earnings model-based goals will be processed and if approved, the changes will be applied both to the Center Report Card and the related measures on the CTT Report Card. See Appendix 501 Introduction, Section D. 2 (b) for more detailed information regarding model-based goals.

The following measures have national goals:

- CTT Program Completion Rate
- Industry-Recognized Credential I (Primary or NTC Completion)
- Industry-Recognized Credential II (Secondary or Second Primary)
- CTT Completer Placement Rate
- CTT Completer Quality Full-Time Placement Rate
- CTT Completer Job Training Match (JTM) Placement Rate
- CTT Completer Placement Rate in Quarter 2
- CTT Completer Placement Rate in Quarter 4.

The following three measures have center-level model-based goals:

- CTT Completer Average Hourly Wage at Placement
- CTT Completer JTM Average Hourly Wage
- CTT Completer Average Earnings in Quarter 2 After Exit Quarter
Center-level model-based goals for CTT measures can be found in Appendix 501 Introduction, Attachment 11: PY 2019 CTT Center Level Model-Based Goals.

F. **Weights**

A weight is assigned to each measure to reflect: 1) areas of emphasis in CTT programs’ accountability for achieving positive student outcomes; 2) the importance attached to each measure; and 3) the number of students in the pool for each measure.

The weighting scheme of the CTT Report Card has not been altered from PY 2018. The CTS Placement measures and the Quarter 2 and Quarter 4 measures remain weighted at 40 percent each, with the Direct Center services measures weighted at 20 percent. This weight distribution aligns with WIOA’s focus on long-term success in the workforce as measured in the Quarter 2 and Quarter 4 placement outcomes.

G. **Overall Rating**

Weighted performance ratings across each of the weighted measures are aggregated to create a CTT program overall rating. These ratings are reviewed to assess program effectiveness and play a key role in the procurement process.

H. **Program Performance**

The primary purpose of the CTT Report Card, consistent with other OMS reports, is to account for results based on established program parameters and goals. The measures on the CTT Report Card represent key indicators of program success related to student preparation for the labor market and overall employment. Performance is ultimately determined based on the degree to which goals are met or exceeded, and the ability of programs to strategically and proficiently demonstrate a focus on maximizing student outcomes on a consistent basis. The system is designed to assist Job Corps officials, at all levels, to:

- better monitor and evaluate CTT program performance
- recognize programs that consistently perform well
- work to improve programs that exhibit average performance to prevent further decline
- actively assist, at the earliest indication, programs that demonstrate unsatisfactory performance
- initiate corrective action for programs that consistently perform at an unsatisfactory level

Based on the PY 2019 CTT Report Card, programs will receive an overall rating and will be graded on the basis of the following scale:

- **A** Exceptional performance 110.0% and higher
The CTT Report Card will display each program’s score and grade for the preceding program year.

1. **Grade A (Exceptional Performance):**

   Programs in Grade A status will be recognized as appropriate by their respective Regional Office.

2. **Grade B (Above Average Performance):**

   Programs in Grade B status will also be recognized as appropriate by their respective Regional Office.

3. **Grade C (Average Performance):**

   Regional Offices may require programs with performance in Grade C (including National Training Contractors [NTC] programs) to have a CTT Continuous Improvement Plan (CTT-CIP), especially those that repeatedly have overall ratings between 80.0 percent and 84.9 percent (low Grade C). CTT-CIPs will be developed, implemented, regularly monitored and, as necessary, adjusted by all entities involved with the CTT program (i.e., Regional Office, center and, as appropriate, NTC).

4. **Grade D (Unsatisfactory Performance):**

   a. **First Year of Grade D Performance:**

      At the end of PY 2019, Regional Offices are required to identify all CTT programs in Grade D for the first year (including NTC programs) and initiate a process for corrective action – which will include an opportunity for operators/Center Directors and, as applicable, NTCs, to (within 20 business days) appeal the proposal for corrective action by presenting evidence of mitigating circumstances that they believe caused or contributed to the unsatisfactory performance. For NTC programs, operators/Center Directors and NTCs are encouraged to jointly develop and submit a single appeal; where this is not possible, separate appeals may be submitted to the Regional Office.

      Following the Regional Office corrective action and appeals process, which includes a thorough analysis of all appeals submitted, Regional Offices will notify operators/Center Directors and, as appropriate, NTC officials, of CTT programs that will:

\[B \quad \text{Above average performance} \quad 95.0 \text{ percent} - 109.9\%
\]
\[C \quad \text{Average performance} \quad 80.0 \text{ %} - 94.9\%
\]
\[D \quad \text{Unsatisfactory performance} \quad 0 - 79.9\%\]
• serve probation and require a CTT-CIP;
• not serve probation, but require a CTT-CIP; or
• neither serve probation, nor a CTT-CIP.

Regional Offices are required to submit to the Office of Job Corps, Division of Educational Services, a composite list of those programs designated to serve probation and a copy of the CTT-CIP for each targeted center.

All CTT programs designated to serve probation by the Regional Office will be required to have a CTT-CIP. The center, Contracting Officer’s Representative (COR) and, as appropriate, National Training Contractor (NTC), will work together to develop and implement CTT-CIPs. CTT-CIPs will be updated quarterly, and be reviewed by Regional and National offices as follows:

1. Center completes shaded areas of the CTT-CIP template and indicates acceptance by typing its name in the appropriate boxes.

2. Center uploads template to regional SharePoint site in “Performance” folder in the shared documents section of the site.

3. Center sends an e-mail to Regional Director, Program Manager and National CTT Unit confirming the template has been uploaded.

4. Region reviews the document and works with the center (using current CTT-CIP forms that include SMART analysis) until the plan is approved. Once approved, the Regional Director and Program Manager will type their names in the approval section and save the updated document in the same location by overwriting prior center version with the new version that includes the region’s approval.

5. Region sends e-mail to center and National CTT Unit confirming the region has approved the plan.

6. At the end of each quarter, center updates the template with the prior quarter’s results and the prior version of the form as outlined above, and sends an email notifying the Regional and National offices that the template has been updated and the updated version has been saved to the SharePoint site.

7. At the end of the four quarters, the Regional Office makes a recommendation to the Office of Job Corps to either remove the program from the CTT-CIP process or to move to a second year of
program improvement planning.

8. See Appendix 501 Introduction, Attachments 8 and 9 for further guidance. If necessary, quarterly goals should be modified with approvals from Regional and National offices.

b. Second Year of Grade D Performance for Programs Having Served 1 Year of Corrective Action:

At the end of the first program year, if the program remains in Grade D, it will be subject to additional corrective action, and an appeals process administered by the Office of Job Corps, as follows:

- The Office of Job Corps will formally notify the Regional Directors and, as applicable, NTCs, of programs that were on corrective action, and continued to perform at Grade D.
- Regional Directors/NTCs will have 20 business days to submit appeals to:
  
  U.S. Department of Labor/Office of Job Corps  
  200 Constitution Avenue, NW, Room N-4507  
  Washington, DC 20210  
  Attention: Career Technical Training Team

- For NTC programs, Regional Directors and NTCs are encouraged to jointly develop and submit a single appeal; however, where this is not possible, separate appeals may be submitted to the Office of Job Corps.
- Office of Job Corps staff will thoroughly review all appeals, consult with Regional Directors and NTCs, as necessary, and recommend to the National Director of Job Corps one of the following actions for each program:
  - Closure/slot reduction;
  - Probation for another program year (requiring the Regional Office to develop another CTT-CIP or modification of the existing CTT-CIP, as warranted);
  - No sanctions; however, require that a new CTT-CIP be developed or the existing CTT-CIP be modified, as warranted; or
  - No sanctions or CTT-CIP.
- The National Director will make all final decisions regarding the disposition of programs, and formal notification will be transmitted to appropriate officials.
II. **ROLES AND RESPONSIBILITIES**

A. **National Office**

The Office of Job Corps is responsible for:

- Establishing national policy for the CTT OMS each program year
- Providing model-based goals for designated performance measures indicators and administering the appeals process of the adjusted goals
- Administering the National Office appeals process of Quarter 2 and Quarter 4 outcomes reported from the post-separation survey
- Tracking and verifying performance of CTT contractors
- Communicating with Regional Offices to implement program or policy changes or adjustments
- Providing information, technical assistance, and training to the Regional Offices and the Job Corps community as needed
- Administering the National Office appeals process for programs subject to closure/slot reduction
- Reviewing the development, implementation, and monitoring of CTT-CIPs for all programs in Grade D and, as determined by the Regional Office, those in low Grade C

B. **Regional Offices**

Regional Offices are responsible for:

- Monitoring the performance of all CTT programs monthly, including NTC programs, using the CTT Report Card and information gathered from center visits, assessments, and review of other reports and analyses
- Administering the Regional Office appeals process and, as justified, placing programs on probation
- Assisting in the development, implementation, and monitoring of CTT-CIPs for all programs in Grade D and, as determined by the Regional Office, those in low Grade C
- Participating in the National Office-administered appeals process
- Developing, as needed, CTT change recommendations and related CTT modernization plans in cooperation with centers, Industry Councils and, as applicable, NTCs

C. **Job Corps Centers**

Job Corps centers are responsible for:

- Accurate and timely data entry into CIS to ensure data integrity
- Ensuring, in cooperation with Industry Councils, the most meaningful and productive trade-mix using relevant local labor market supply and demand data
and other economic information

- Coordinating closely with Industry Councils and, as applicable, NTCs, to regularly monitor and improve CTT program performance, based on data contained in the monthly CTT Report Card
- Participating, as applicable, in the Regional Office-administered and/or National Office-administered Appeals Process
- Providing staff training, monitoring performance regularly, and working with Regional Office staff and, as applicable, NTC staff, to develop, implement, and monitor CTT-CIPs
- Initiating organizational, operational, and other changes that help achieve long-term job retention and economic self-sufficiency for students/graduates.

D. **National Training Contractors (NTCs)**

NTCs, working closely with the NTC Contracting Officer Representative (COR) and center staff, are responsible for:

- Coordinating with Regional Office staff, operators, and center staff to implement the new CTT Report Card
- Initiating organizational, operational, and other changes that increase and improve long-term job retention and economic self-sufficiency for students/graduates
- Participating in the Regional Office-administered and/or National Office-administered Appeals Process, as applicable
- Providing NTC staff training, monitoring NTC performance frequently, and working with Regional Office and center staff to develop, implement, and regularly monitor CTT-CIPs for NTC programs

E. **Job Corps Data Center (JCDC)**

JCDC is responsible for:

- Ensuring that the CTT Report Card and other reports are issued in accordance with the target release dates
- Coordinating specifications of the CTT Report Card report with National Office staff
- Ensuring the data generated in the reports accurately reflect the policy and programming design
- Providing Help Desk services regarding CTT program data, including NTC data, reporting and oversight of CIS and CTS, and training and services to the regions on CIS and CTS
APPENDIX 501e

POLICIES AND PROCEDURES
FOR PROGRAM YEAR (PY) 2019
PERFORMANCE IMPROVEMENT PLAN
(PIP) SYSTEM
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I. PERFORMANCE IMPROVEMENT PLAN (PIP) SYSTEM FOR PY 2019

A. **Overview.** The Workforce Innovation and Opportunity Act (WIOA) requires Job Corps to develop and implement a performance improvement plan for Job Corps centers that fail to meet expected levels of performance. As a result, Job Corps designed a new Performance Improvement Plan (PIP) system released July 1, 2016. The PIP was subsequently revised and re-released on December 21, 2016 through ePRH Change Notice 16-08. The PIP system provides performance improvement assistance and increased oversight to the lowest performing centers that fail to meet Job Corps’ expected levels of performance. The PIP system uses OMS data to determine if centers are meeting performance goals; place the lowest performing centers on a PIP and provide guidance; communicate consequences for not meeting established performance goals within a defined time period; and takes corrective actions if centers on PIPs do not improve performance and meet performance criteria. Under the transition authority provided by Section 503 (a) of WIOA, Job Corps will use PY 2018 OMS performance results to identify centers that will be placed on a PIP for PY 2019.

The new PIP system is nationally administered, implemented annually, and directed at center-level accountability, whether operated by private contractors or the U.S. Department of Agriculture, Forest Service (USDA FS). The new PIP system also defines the consequences for failing to perform or make progress to improve performance at a Center.

WIOA requires that all youth training programs, including Job Corps, use six primary performance measures to evaluate contractors’ performance. In PY 2016, Job Corps established a new system to collect and report WIOA program outcomes, and began collecting data through this new reporting system. Job Corps did not set targets for the new measures because there was no sufficient annual data on the new measures. In PY 2017 and PY 2018, Job Corps adjusted the WIOA reporting system to align with other ETA training programs and began collecting performance data. Until the new WIOA performance system has been fully implemented, stabilized, and targets have been set, Job Corps will continue to use OMS reports for decision making on such things as contract and option year awards, past effectiveness scores, incentive fees, performance assessments, and PIP placement and graduation evaluations.
B. **PIP Entry Criteria.** The PIP system has two entry criteria for Job Corps centers to be placed on a PIP. If both of the criteria are met, the center is placed on a PIP.

1. **OMS Ranking.** A center is first identified as ranked among the bottom ten (10) percent of Job Corps centers on the OMS-10R report for the most recent full PY year-end report.

2. **Overall OMS Rating Score.** After a center is identified as ranked among the lowest 10 percent of centers, a second criterion is applied. If a center ranked in the bottom 10 percent has an end-of-PY overall OMS score that is at 88% or less of the year’s OMS national average, the center is placed on a PIP.

C. **PIP Graduation Criteria.** To graduate from a PIP, a center’s performance must demonstrate OMS ranking in the top two quartiles on the mid-year (PY based) or year-end OMS-10R report.

D. **Probationary Period**

1. Each center that is placed on a PIP will serve a minimum of twelve months on that PIP, with evaluations against graduation criteria conducted at mid-PY (mid-year) and end of PY (year-end). The Department reserves the right to end this process at any point if it determines that it is in the best interest of the Government to do so.

2. When a PIP center meets the graduation criterion at mid-year or year-end, the center enters a probationary period lasting six (6) additional months. The probationary period is to ensure the center’s improved performance can be maintained. If the center continues to meet the graduation criterion by the end of the six-month probationary period, the center will formally graduate from the PIP.

E. **Sources for PIP Performance Measures.** The following Outcome Measurement System reports will be used in the mid-year and year-end PIP assessments.

1. **OMS-10R Report** from 7/1/20xx to 12/31/same year – To evaluate mid-year performance outcomes for graduation consideration.

2. **OMS-10R Report** from 7/1/20xx to 6/30/next year – To assess centers for placement on a PIP, and evaluate PY year-end performance outcomes for graduation consideration.
F. **Time Limitation for PIP Status**

1. The minimum period for a center to serve on a PIP is 12 months, or six months plus a six-month probation period. As noted above, the Department reserves the right to end the PIP prior to this time period if it determines that it is in the best interest of the Government to do so.

2. The maximum period for a center to serve on a PIP is 42 months, or three full program years plus a six-month probation period.

G. **Timeline for Placing Centers on a PIP**

1. **September:** The National Office will identify new centers for placement on a PIP using finalized end of PY OMS report data. The finalized PY 2018 OMS10 Report Card will be used for identification of PIP centers for PY 2019. The National Director of Job Corps shall formally notify centers of their PIP status and request a comprehensive Performance Improvement Plan from their operators. In the case of contracted centers, the National Director’s notification will be co-signed by the Contracting Officer. That joint correspondence will convey to the operators the possible contractual implications of being on a PIP, and explain that each contractor’s progress on its PIP will be considered in the Contracting Officer’s determination of whether to award an option or short-term sole source contract under the current contract. The circumstances leading to the PIP and subsequent improvement or lack thereof may also be considered in evaluations of that contractor’s Past Performance in a competitive procurement for a follow-on contract or any other center operation contract.

2. **October:** The Regional Office (RO) will review and either reject, in whole or in part, or accept the center operator’s proposed PIP. If the PIP is rejected in whole or in part, it will be returned to the operator for appropriate revision. If accepted, the Regional Office signs and submits the PIP to the National Director. The National Office may request revisions to the center PIPs. The Contracting Officer will send correspondence to the center operator, indicating that the PIP is approved, and it will be incorporated into the contract requirements.
H. **Timeline for PIP Graduation Evaluations**

1. **February:** The National Office will conduct the mid-PY PIP graduation evaluation, using the PY mid-year (7/1/20xx – 12/31/same year) OMS 10-R report. If a PIP center meets the graduation criterion based on this evaluation, the center will enter the six-month probationary period. If a PIP center that entered the probationary period six months earlier has met the graduation criterion again based on this evaluation, the center will officially graduate from the PIP. In either case, the center will receive an official notification from the National Director of Job Corps. The Contracting Officer will also send correspondence to the center operator, denoting that the center has either entered the probationary period or graduated from the PIP.

2. **October:** The National Office will conduct the end-of-PY PIP graduation evaluation, using the finalized PY end-of-year (7/1/20xx – 6/30/next year) OMS10-R report. If a PIP center meets the graduation criterion based on this evaluation, the center will enter the six-month probationary period. If a PIP center that entered the probationary period six months earlier has met the graduation criterion again based on this evaluation, the center will officially graduate from the PIP. In either case, the center will receive an official notification from the National Director of Job Corps. The Contracting Officer will also send correspondence to the center operator, denoting that the center has either entered the probationary period or graduated from the PIP.

I. **Deciding Sanctions for Not Graduating from a PIP**

For centers that have not graduated from the PIP, there will be correspondence from the Department regarding the actions that will be taken. This notification will inform the operator (USDA/private contractor) of the necessary steps that it must take and/or the actions that DOL will be taking to address the performance concerns at the center. This notification does not preclude DOL from taking actions at different points in the process and does not have any impact on DOL’s ability to take any and all actions that it believes are appropriate regarding these performance concerns or matters unrelated to the performance problems.
J. **General PIP Policy and Sanctions.** It is Job Corps’ intent that no center remain on a PIP beyond three program years. A center on a PIP must manage to meet the graduation criterion by the 36th month after being placed on a PIP. This aligns with the statutory three-year limitation for under-performance for the USDA Forest Service Civilian Conservation Centers (CCC) in Section 159(f)(4) of WIOA.

Job Corps will not accept prolonged or permanent underperformance, and expects all centers placed on a PIP to demonstrate substantial and sustained performance improvement and graduate as soon as possible, but no longer than 42 months after serving on a PIP (including the six-month probationary period). Under Section 159(f)(2) of WIOA, Job Corps can take any of the following actions to help centers on a PIP to improve performance and graduate from the PIP:

1. Providing technical assistance to the center;
2. Changing the vocational training offered at the center;
3. Changing the management staff of the center;
4. Replacing the operator of the center;
5. Reducing the capacity of the center;
6. Relocating the center; or
7. Closing the center.

Although the Department reserves the right to take any appropriate measure to address performance concerns at a Center at any time, Job Corps intends to have a progressive application of such sanctions to allow operators time to improve performance. The process described below generally describes how the approach will be implemented, and should not be viewed as requiring that the available actions provided in Section 159(f)(2)
be taken in a specific sequence. When taking corrective action, the National Office will give due consideration to factors that are beyond the control of the center(s) on a PIP that significantly contributed to the underperformance, such as natural disasters, epidemics, drastic changes in the local economic environment, etc. All mitigating factors must be thoroughly documented, substantiated, and submitted to the National Office through the related Regional Office. The existence of a PIP does not affect the Contracting Officer’s discretion to decline to exercise an option or to terminate a contract center operator for reasons related or unrelated to imposition of the PIP in accordance with the Federal Acquisition Regulations.

1. **First Program Year on a PIP**

This is the program year that a center is officially placed on a PIP, based on its underperformance in the previous program year. During this year, the Regional Office will provide technical guidance and support, including actions to assist the operator in meeting the PIP graduation requirements. These potential actions should be outlined in the fully executed Performance Improvement Plan.

(a) During the first year, the National Office of Job Corps, in consultation with the related Regional Office, may opt to change the center’s career technical training offerings and/or suggest other changes in the center’s operation. If a center’s performance shows measurable improvement at the sixth month or 12th month, however, the National Office may choose not to exercise these options.

(b) From the day a center is placed on a PIP until its graduation from the PIP, the related Regional Office will enhance its oversight activities, including but not limited to: more frequent communications with the center management, more frequent monitoring trips (announced and unannounced), and more frequent Regional Office Center Assessments (ROCA). The Contracting Officer, in consultation with the Regional Office and the National Office, may also send correspondence to the center operator about the underperformance, including Letters of Concern, Cure Letters, and other devices through, and within the boundaries of, the existing contract. The Contracting Officer may consider this information as part of the decision about whether to exercise the option year for continued performance by the operator at the center.

2. **Second Program Year on a PIP**

If a center enters the second year on a PIP, in addition to the actions previously taken during the first year, the National Office may exercise more serious sanctions, including
reduction of the center’s On-Board Strength (OBS), terminating the contract, or competing a USDA FS center through the procurement process required by WIOA. While deciding whether continued operation by a contract center is in the best interest of the Government, the Contracting Officer will consider the fact that a center remained on a PIP for a second year. If a center’s performance shows measurable and sustained improvement during the course of the second year, however, the National Office may choose not to apply any of these sanctions.

3. **Third Program Year on a PIP**

This is the last program year any center is allowed to remain on a PIP. If a center does not meet the graduation criterion after two years on a PIP, in addition to the actions described above, the National Office, in consultation with the Office of Contracts Management (OCM), the related Regional Office, and the USDA Forest Service, as applicable, may impose the most serious sanctions, including relocating the center, replacing the operator, and/or closing the center.

If a center meets the graduation criterion by the middle or the end of the third program year on a PIP and enters the six-month probation period, the National Office may choose not to exercise any new sanctions beyond those previously executed in the first or second PIP year.

If a center fails to meet the graduation criterion by the end of the third year (36 months), the National Office, in consultation with the OCM, the related Regional Office, and the USDA Forest Service, as applicable, will impose the most serious sanctions, including relocating the center, re-competing the center, and/or closing the center.

Centers that have graduated from a PIP but later fall back into PIP status will go through the PIP process again and may face increasingly escalating sanctions as needed.

It is important to note that while implementation of a national PIP system provides a concrete process for improving performance at low-performing Job Corps centers, the Department of Labor reserves the right to decline to exercise an option, terminate an operation contract, or close centers at any time when it deems that doing so is in the best interest of the program. This new PIP system should not be construed as the only process through which a Job Corps center operator can be replaced or a center can be closed.
II. ROLES AND RESPONSIBILITIES

A. **National Office.** The National Office will be responsible for:

1. Providing oversight and managing the PIP system in close collaboration with related Regional Offices and OCM;
2. Designing and revising the PIP system based on valid feedback from the Regional Offices and the Job Corps community;
3. Reviewing, approving or disapproving PIPs submitted by centers and accepted by related Regional Offices.
4. Conducting PY end-of-year data analyses to identify centers for placement on a PIP and sharing results with related Regional Offices and OCM;
5. Conducting PY mid-year and PY year-end data analyses to evaluate graduation qualifications, and sharing results with related Regional Offices and OCM;
6. Consulting with OCM and related Regional Offices regarding appropriate actions and effective sanctions for centers that do not meet graduation criterion at the end of each year on a PIP, as well as those that fall back into PIP status; and
7. Making final determinations regarding sanctions for centers failing to meet graduation criterion at the end of each year.

B. **Regional Offices.** Job Corps Regional Offices routinely provide oversight and support to all centers to include on-site ROCAs; targeted monitoring visits to low-performing centers; and on-going direct communication with centers regarding improvements in all deficient areas. For centers on a PIP, Regional Offices will commit additional resources, as needed, to conduct more frequent visits, audits, and technical support activities in order to assist centers in graduating from a PIP within one program year.

With regard to the PIP system, Regional Offices will be responsible for:

1. Working closely with the National Office on data analyses to identify centers to be placed on a PIP, evaluating PIP graduation status, and recommending appropriate and effective sanctions;
2. Requesting each PIP center to submit a PIP in the template provided; Reviewing, revising, and accepting the initial PIP plans from centers placed on a PIP, and forwarding to the National Office;

3. Integrating any existing corrective actions that are already in place for centers, if applicable, into the PIP and submitting the final signed copy to the National Office;

4. Working closely with center operators and their center management teams to implement the fully executed PIP;

5. Monitoring and conducting frequent site visits to evaluate and assess, in detail, specific performance issues to be addressed by the PIP centers;

6. Providing regular updates to the National Office to assist with the PY mid-year and PY year-end evaluations;

7. Collaborating with the Contracting Officer and the National Office to take appropriate contract actions against the operator of the PIP center (e.g. Letter of Concern, Cure Notice); and

8. Implementing sanctions imposed by the National Director for centers that fail to graduate by the end of their PIP period or fall back into PIP status after graduation.

C. **Office of Contracts Management (OCM).** OCM will be responsible for:

1. Determining, based on collaboration with the National Office of Job Corps and Regional Offices, what and if any contract management tools should be used against the operators of PIP contract centers, including formal contractual action, as warranted.

2. Determining and executing, if appropriate, based on collaboration with the Job Corps National and Regional Offices, the more serious sanctions within the parameters of the existing contracts, such as termination of a contract for default, not renewing an option year, converting a USDA FS center into a contract center through procurement, reducing OBS, relocating a center, and closing a center.

D. **Centers and Operators.** Centers and Center Operators will be responsible for:

1. Assessing and monitoring center performance monthly to identify areas that need improvement prior to PIP actions by the National and Regional offices;

2. Developing a detailed and measurable plan to address all problem areas that caused or contributed to the center being placed on a PIP, with specific goals and completion deadlines;
3. Submitting the proposed performance improvement plan on the provided template in a timely fashion to the Regional Office for review;
4. Adhering to the terms of the executed PIP;
5. Implementing PIPs in accordance with PRH Appendix 501e and following directions from the National Office and related Regional Offices;
6. Working collaboratively with related Regional Offices to make timely, substantial, and sustained improvements in problem areas in order to graduate from a PIP within one year; and
7. Working collaboratively with related Regional Offices to implement sanctions imposed by the National Director.

E. **Job Corps Data Center (JCDC).** JCDC will be responsible for:

1. Ensuring that the OMS-10R reports related to the PIP system are issued in accordance with the target release dates;
2. Coordinating specifications of the OMS-10R reports with National Office staff and ensuring that the data generated in the reports accurately reflect the policy and programming design; and
3. Providing Help Desk services regarding data necessary for the PIP system (identification and graduation of centers), and for monitoring and oversight of PIP centers.
APPENDIX 502
FINANCIAL MANAGEMENT FOR CENTER CONTRACTS

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A. INTRODUCTION

1. Scope

Appendix 502 contains instructions and requirements for budgeting and reporting the costs of operating Job Corps contract centers. Financial management requirements for federally administered Job Corps CCCs are located in Appendix 509.

This appendix is not intended to supersede the proposal development requirements prescribed in the standard request for proposal (RFP). However, the cost categories established in this appendix are being used in the budget formats contained in the standard RFP. The requirements of this appendix become applicable after award of a center contract, and are intended to cover: (i) the reporting of actual costs, (ii) the process for revising the contractually approved budget, and (iii) the process for refining and reconciling the contract budget upon issuance of annual extensions.

2. Purpose

The procedures and requirements contained in this appendix are intended to serve as the basis of a financial management system that provides Job Corps Program Managers, at several different levels, with important information for managing resources and determining the efficient allocation of funds. The Job Corps center Financial Management System (FMS) provides for:

- Periodic, detailed review of actual expenses and, in the case of contract centers, a comparison between planned (budgeted) versus actual expense.
- The reliable identification of variances from budget that may require corrective action.
- The ratification of appropriate adjustments in current year and out-year budgets.
- The compilation of nationwide Job Corps cost data for inclusion in reports to Congress and the public.

B. SYSTEM OVERVIEW

1. Uniform Cost Categories

A major feature of the Job Corps center financial management system is the use of uniform cost categories that allow for (i) comparability between centers, and (ii) the compilation of national and regional totals for analytical and public reporting purposes. The cost categories have been defined in a way that will provide information that is immediately relevant to ongoing managerial and oversight functions.
2. **Initial Budget Formulation**

For a contract center, the initial budget is formulated during the procurement process through which the contract is awarded. The approved budget for a contract center is reflected in the formal contract document in summarized form within the estimated cost clause.

It is a requirement of this appendix that the summarized budget set forth in the estimated cost clause is always backed up by a current line-item budget that is prepared using the Form 2181, Budget For Center Contracts. Except for the final year of a center contract, 2181 budgets are normally prepared in sets of two: (i) one for providing a line-item budget for the current contract year and (ii) another for the next contract year. The initial 2181 budgets that are prepared upon contract award are for the first contract year and the second contract year and are based on the contractor’s proposal. However, the initial budget may incorporate minor revisions as agreed to or required by the Regional Office.

If a contract is in the first year of a three-year base period, it is also necessary to have an additional 2181 budget in place to cover the third contract year. This is to ensure that 2181s are in place to cover the full three year period of the contract.

3. **Reporting of Actual Expenses**

Contract centers are required to report actual expenses on a monthly basis. For center financial management and Job Corps monitoring purposes it is important that analysis be performed on data that is as current as possible. Moreover, the availability of monthly cost data allows an analysis of trends that could not be identified through less frequent reporting.

For contract centers, the reports (on multi-page Form 2110, Report For Center Contracts) will display line-item data on costs for the current month and cumulative costs incurred to date during the current contract year (Year 1, Year 2, Year 3, etc., whichever is the current year) and cumulative from contract inception.

4. **Comparing Actual Versus Planned Costs**

For center operating expense, the cost reports for contract centers require a comparison of actual expenses versus planned expenses. The comparison of actual versus planned expenses at contract centers is in the context of the line-item budget that is in place for center operating expenses during the current contract year.

Center operators may elect to make these comparisons through either one of two methods.

Method One: The center operator breaks out the budget for the entire current year into an internal month-by-month, line-item budget that takes into account the seasonal variations that influence some line-items (e.g., fuel and utilities). This
internal budget is then used as the basis for entering the amounts of the planned line-
item expenses for the current contract year-to-date.

Method Two: Compute the current year expenses that are planned through the end of
the current month via a simple straight-line proration of the approved budget for the
entire current year. The proration of planned expenses is done on the basis of days
rather than months. This second method, though not as precise as the first, is
deemed to be generally adequate for Job Corps financial management purposes.

The method of reporting Planned Expense cannot be changed during a contract
year.

5. Displays and Evaluation of Variances

For center operating expense, the cost reports for contract centers will identify
budgetary variances by individual cost category on a contract year-to-date basis. A
line-item variance is simply the difference between planned contract year-to-date cost
and the actual contract year-to-date cost.

For individual Line-Items, 1-29, an explanation is required if the variance is 5
percent or more (plus or minus) of the line-item amount budgeted for the entire
contract year. However, no explanation is required if the dollar amount of the
variance for an individual line-item represents less than 0.1 percent of the total center
operations budget (Line 30) for the entire contract year. To illustrate: if the contract
year budget for a particular line-item is $100,000, the first alternative variance
threshold is $100,000 x 5.0 percent = $5,000. If the total Center Operations budget
for the contract year is $8,000,000, the second alternative variance threshold is
$8,000,000 x 0.1 percent = $8,000. Since $8,000 is the larger of the two dollar
amounts, then $8,000 is used as the variance threshold for the budget line-item in
question instead of $5,000.

An explanation is further required whenever the current contract year-to-date total
Actual Expense for Center Operations exceeds the Planned Total Expense by an
amount equating to one percent of the total budget for the current contract year.

Please note that the thresholds for explaining variances are determined as a
percentage of the full year’s budget amount. This may appear contrary to intuition,
which would say that the variances should be viewed in terms of planned expense
to date. The purpose of the non-intuitive approach prescribed above is to lessen the
narrative reporting burden relative to variances that occur in the early months of the
contract year. This permits center operators an opportunity to resolve or reverse
variance trends before being officially required to explain them to the Department of
Labor (DOL).

Reported variances may occur for a number of reasons, including: (i) erroneous
assumptions in the formulation of the budget, (ii) unforeseen events requiring greater
or fewer financial resources than anticipated, (iii) poorly controlled spending, and/or (iv) internal reporting or computational errors. The identification and analysis of variances may lead to a wide range of corrective actions, to include:

- Spending constraints to reduce or stabilize overruns
- Increased spending in areas where adequate resources have not been utilized to provide prescribed services
- Improvements to internal administrative control systems and the provision of training to appropriate staff
- Budget revision request to more reasonably distribute financial resources between cost categories
- Initiation of requests for an increase or decrease in the contract estimated cost to adjust for unforeseen cost or program changes
- DOL decision not to award a yearly extension, but to re-compete the center contract early

6. **Formal Budget Revisions**

It is generally appropriate to accomplish a formal revision to the 2181 budget only when: (i) there is a need to change the net amount for center operations expense in the estimated cost clause of the contract and the change affects the current contract year; or (ii) a realignment of existing line-item amounts is clearly needed to resolve a gross misallocation of costs. However, frequent reshuffling of funds between line-items as a means to eliminate reportable variances is not generally considered a useful or appropriate practice.

For contract centers, 2181 budgets and revisions thereto must be approved by the cognizant Regional Office. Regional Offices should refer to current internal Annual Advanced Procurement Plan (AAPP) administration guidelines to identify circumstances where prior National Office approvals are needed for bottom line estimated cost changes.

7. **Next-Year and Base-Year Three Estimates**

As mentioned in Section 2 above, 2181 budgets are normally prepared in sets of two: (i) one providing a line-item budget for the current contract year and (ii) providing another line-item budget for the next contract year. Most center operations contracts are initially awarded with a two-year base period. In this case, the initial 2181 budgets that are prepared upon contract award are for the first contract year and the second contract year. Except for the final year of the contract, this pattern is maintained throughout the life cycle of the contract. For example, when the contract enters its second year, the required pair of 2181 budgets will cover the second year of the contract (which will be the Current Year) and the third contract year (which will then be considered as the Next Year).

If a contract is initially awarded with a three-year base period, it will also be
necessary for the contractor to maintain a Base Year Three budget, but only during the first contract year. After the first contract year has been completed, the contract returns to the normal pattern, in which the requirement is only for the maintenance of Current Year and Next Year 2181s. This is discussed more fully in a later section that provides detailed requirements for 2181 Contract Center Operations Budgets.

Whenever the current year budget is being revised, it is also necessary to: (i) identify any adjustments that are of an ongoing nature such as those that might involve permanently deleting or adding slots; (ii) accurately calculate the impact of such changes on the next contract year, and (iii) revise the 2181 budget for the next year accordingly and the Base Year Three budget if one is being maintained.

Maintain a current next-year cost estimate in this manner will provide for a smoother transition from one contract year to another and will help avoid budget related issues from developing between DOL and the contractor. The current AAPP Estimated Cost Profile, which DOL makes available to the contractor, will facilitate the preparation of next-year budgets. Under normal conditions Regional Offices are expected to keep center contracts in agreement with the AAPP Estimated Cost Profile. Questions or concerns about dollar amounts that are contained in AAPP Estimated Cost Profiles may be referred to Employment and Training Administration Budget Office staff.

8. **Integration of Financial Management Systems**

The requirements and procedures of this appendix have been designed in a way that is intended to ensure or promote consistency of data across different aspects of center financial management: DOL/Job Corps allocation of funds for center contracts, contractual documents concerning cost and funding, detailed operational budgeting, monthly cost reporting, and contractor vouchering for payments.

a. **Job Corps Fund Allocation System (JFAS)**

JFAS is a web-based in-house internet technology (IT) application that is used by DOL/Job Corps to control the allocation of funds to center operations contracts and other contracts and activities that deliver and support the delivery of services to Job Corps students. It is DOL policy to share various types of JFAS reports and documents with center contractors. The JFAS reports and data sheets that are available to contractors include: the Estimated Cost Profile, the Fiscal Plan, the Financial Operating Plan (FOP) Allocations Report, the career technical skills training (CTST) Worksheet, the Contract Footprint Report, and the Payments Transaction Report. These reports will help contractors to prepare and plan for future modifications that are scheduled for their contracts (including modifications for incremental contract funding) and also to facilitate the identification of discrepancies and pending issues that require follow-up action.
Pending the development of an IT application that will provide contractors with direct access to their respective JFAS reports and documents, Job Corps Regional Offices are required to provide contractors with copies of these reports (which are normally available in PDF format) on a timely basis upon request. Please note, however, that DOL does not share one contractor’s reports with any other contractor. If a Job Corps Regional Office is not able to fulfill its responsibility in this area, a contractor may instead request the Office of Job Corps to supply copies of its JFAS reports and documents.

b. Contract Award and Maintenance

Contract award and modification documents are currently maintained and executed in ink-signed hard-copy form. These documents contain information about agreed-to contract costs and DOL/Job Corps funding that is available for payment to the contractor. Many items of information in these hard-copy documents must be abstracted and entered into the FMS.

c. Job Corps Financial Management System (FMS)

Center contractors fulfill most of their financial reporting and operational budgeting responsibilities using the FMS, which is a web-based IT application administered by the Job Corps Data Center (JCDC). The FMS is used to prepare and submit 2110 cost reports, 2110S monthly staff vacancy and separation reports, and 2181 budgets. The FMS is also used to enter key elements of financial data that are abstracted from contract documents and from Job Corps contract vouchers. Data entry procedures can be found on the JCDC website and in training and orientation materials that have been published by JCDC. The FMS is a secure IT system with access being controlled by user names and passwords.

d. Vouchering

The great majority of center contractors receive payment from DOL on the basis of hard-copy vouchers and back-up sheets that are submitted to DOL/Job Corps on a semi-monthly schedule. (A small number of governmental and non-profit contractors are eligible to be paid via electronic draw-downs.) Some data items from vouchers must be abstracted and entered into the FMS.

C. COST CATEGORY DEFINITIONS

1. Overall Structure of Categories

The major cost categories that are used on center cost reports and budgets are structured as described below (Detailed definitions and descriptions are provided in a later section):
Center Operations Expense

This major expense group includes 29 different line-item categories, which are separately displayed on Page 2 of the 2110 cost reports and on the 2181 line-item budgets. These reports and budgets also display center operating expense totals. In DOL contracts for center operations, the budgetary clauses do not generally display the 29 line-item categories of center operating expense but typically display the center operating expense total, along with the display of sensitive subcategories of expense, such as contractor fee and indirect administrative expense.

Center Capital Expenses

This group consists of the following four cost categories:

• Construction/Facility Rehab

  Note: Starting in 1988, Congress has appropriated Job Corps funds in two separate accounts: (i) OPERATING FUNDS and (ii) CRA FUNDS (facility construction, rehabilitation and acquisition). DOL ensures separate tracking of these funds by requiring that all CRA FUNDS be reported in the Construction/Facility Rehab expense category. Moreover, that expense category is used exclusively for CRA FUNDS. As a consequence, all other expense categories fall under the appropriation for OPERATING FUNDS.

• Equipment/Furniture
• GSA Vehicle Rental
• Career Technical Skills Training (CTST) Materials

These above four categories are displayed individually on 2110 cost reports and in the estimated cost and funds available clauses of center contracts.

Student Transport/Meal Allowance Expense

This cost category refers to Job Corps-paid expenses for inter-city transportation of newly enrolled students and current students, including the payment of travel-related meal allowances to newly enrolled students and current students. This expense category is not in common use under center operations contracts, but is available when needed.

Outreach/Admissions (OA) Expense

This cost category applies when the center contract expressly includes an estimated cost amount for the provision of activities for the outreach and admission of new students. When a center contract contains an estimated cost amount for Outreach/Admissions, supplementary 2181s and 2110s must be prepared.
Career Transition Services (CTS) Expense

This cost category applies when the center contract expressly includes an estimated cost amount for the provision of career transition services to graduates and former enrollees. When a center contract contains an estimated cost amount for Career Transition Services, supplementary 2181s and 2110s must be prepared.

Other Expense Categories Not Pre-Printed on the Forms

Blank lines are provided in the reporting formats for writing in other categories that might be expressly included in the estimated cost and funds available clauses of a center operations contract, such as special funding for program support functions.

2. Subcontract Expense

The costs of subcontracts issued by center operators are classified differently depending on the characteristics of the subcontract. For purposes of Job Corps cost classification, subcontracts fall into two different and mutually exclusive categories: (i) Staffing Subcontract; and (ii) Non-Staffing Subcontract. The following are definitions and criteria for determining the category that applies to a particular subcontract, along with the cost allocation policies that apply to that category.

a. Staffing Subcontracts

This category applies to any subcontract that provides one or more staff persons who are employed at the center on a full-time basis or any subcontract that provides a number of part-time staff persons who are employed at the center and whose scheduled hours of work at the center collectively represent one or more full-time positions. The cost allocation policies that apply to subcontracts in this category are as follows:

• **Subcontractor Personnel Expense:** The cost of compensation (salaries/wages and benefits) which the subcontractor pays to its staff who work at the center shall be allocated to the appropriate functional or programmatic line-item as a personnel expense (e.g., Line 1-Academic Personnel, Line 3-Career Technical Training Personnel, and so forth).

**Other Direct Subcontractor Expense:** The direct costs of the subcontractor that are for non-personnel items shall be reported in the appropriate functional or programmatic line-item as an “Other” cost (e.g., Line 2-Other Academic Expense, Line 4-Other Career Technical Training Expense, and so forth).
• **Subcontractor Indirect Expense (Overhead/General & Administrative [G&A]):** The subcontractor’s overhead and G&A expense shall be reported on Line 16—Other Administrative Expense. DO NOT report these costs on Line 17—Indirect Administrative Expense which is used exclusively to report the prime contractor’s Overhead/G&A expense.

• **Subcontractor Fee:** If the terms of the prime contract expressly designate the subcontract as a MAJOR STAFFING SUBCONTRACT and require that the subcontractor fee be paid from a fee pool that is shared with the prime contractor, then subcontractor fee expense shall be reported on Lines 28 and 29, combined with fees that are received by the prime contractor. If the terms of the prime contract DO NOT require such fee pooling for the subcontract in question, then subcontractor fee shall be allocated to the appropriate functional or programmatic line-item as a non-personnel cost (e.g., Line 2—Other Academic Expense, Line 4—Other Career Technical Training Expense, and so forth).

In some cases, expenses may not be currently detailed on the subcontractor's invoice because the service is being provided at a fixed price or fixed unit price (e.g., meals served, billable labor hours). In these cases, adequate detail can usually be obtained from the subcontractor's proposal as a means to formulate the required break out of total expense into the line-items identified above. If detail is not provided in the proposal, then supplementary information should be obtained from the subcontractor.

b. **Non-Staffing Subcontracts**

This category applies to any subcontract that does not qualify as a staffing subcontract. In addition to subcontracts that are solely for the procurement of supplies, equipment, commodities, and so forth, the non-staffing category also typically applies to:

• Subcontracts for facility repairs or renovations
• Subcontracts for intermittent services such as trash collection and pest control
• Subcontracts with individual medical practitioners who work less than full-time at the center

The costs of a non-staffing subcontract will normally be allocated to a single budget line-item. For example, the entire costs of a trash collection subcontract would be assigned to Line 19—Other Facility Maintenance Expense.
3. **Personnel Expenses**

This term is used in this appendix to refer to all salaries, wages, and all other associated personnel compensation costs absorbed by the employer such as performance bonuses, earned leave upon termination, retirement contributions, social security taxes, life insurance premiums, health insurance premiums, worker’s compensation insurance, etc. All direct employees of the center operator as well as employees of staffing subcontractors, as defined in the preceding section, are to be included.

If a particular staff position involves work in more than one area such as part-time in academics and part-time in career technical training, or if a secretarial position is split between two departments, the cost must be broken out between the appropriate line-items. The basis for the allocation must be documented in a *salary allocation plan* which briefly explains the rationale for the allocation. The allocation plan must be available for review by DOL auditors. If the duties of the position are substantially changed, the salary allocation plan must be reviewed and amended as appropriate. Salary allocation plans must be reviewed annually as a routine matter to assure that they remain valid.

With regard to managerial positions (which may be defined as those that involve supervision of supervisors), those which oversee three or more different departments or programmatic functions should normally be treated as executive positions whose costs should be allocated to Line 15-Administrative Personnel. However, this guidance is not a hard and fast rule; and circumstances may exist that justify the formulation of a salary allocation plan for this type of position.

With regard to front-line supervisors who function as team leaders who supervise or coach diverse groups of practitioners that might consist of academic instructors, career technical training instructors, counselors, and so forth, it is recommended that salary allocation plans be formulated which break out the personnel costs into as many line-items as are appropriate.

**Note:** Personnel costs for center employees while they participate in corporate center reviews of other centers will be charged to indirect administrative expense since they are performing corporate functions.

4. **Treatment of Money Received**

a. **Reimbursements**

When money is received by a center it is most often a reimbursement of cost. Such reimbursements are recorded as reductions (credits) in the appropriate expense accounts in order to reflect true center operating expenses. Examples are as follows:
• Food sales to staff and visitors are credited as a reduction to center food costs.
• Reimbursements by GSA for vehicle maintenance and fuel are credited as a reduction to center vehicle operating costs.
• Reimbursements of fuel costs from tenants are credited as a reduction of center fuel costs.
• Reimbursement for Workforce Innovation and Opportunity Act (WIOA) or other buy-ins are credited as a reduction to center academic and/or career technical training costs.
• Prompt payment discounts, cash rebates and refunds are credited as a savings to the account to which the product or service was originally charged.

b. Net Income

In some cases, money received by the center cannot be credited as a reduction to a specific expense account. These situations are generally limited to items where there is little or no initial expense to the center, the expense category cannot be identified, or there is a For-Profit operation. When these situations occur, the money received will be classified as net income within the administrative operating expense account (Line 16–Other Administrative Expense), which will have the effect of reporting a net decrease in the center's administrative costs. Conversely, if negative income is reported as a result of a prior-period correction or expenses exceeding receipts, then the result will be a reported increase in center administrative expenses.

The following are examples of situations where net income might properly be reported:

• Vending and video game machines not for student use
• For-profit operations, such as a lithography shop or snack bar for the public. Include both income and expense in the income account. Only net income is reported.
• Employee housing net rental income is reported. Income and all expense of maintaining the housing are included in this account. Only net income is reported.

The following are examples of sources of cash receipts which are **not** considered as income since the receipts should accrue to the Student Benefit Fund. These transactions are not relevant to and should be kept outside the center's Job Corps financial management system.

• Vending machines for student use
• Pay telephone income, unless a plan is approved by the Regional Office to treat funds differently
• Proceeds from a student-related concession
5. **Cost Category Definitions**

The following are definitions for the cost categories that are used in the 2110 center cost reports and in the 2181 line-item center budgets. The categories are discussed in the same order as they appear on the 2110 report. Also note that the lists of example expense items that are provided for each cost category are not considered exhaustive or all-inclusive. For expense items that are not specifically identified in the lists of examples, contractors may use their own good judgment to determine which cost categories apply, or they may refer the question to the Office of Job Corps for guidance.

a. **2110 Page 2 - Center Operations Expense Line-Item Subcategories:**

   **Line 1-Academic Personnel Expense:** Includes the cost of all personnel whose primary duties are in academic programs, including positions such as those listed below:

   - Managers
   - Education and Training Manager
   - Academic Manager
   - Academic Instructors
   - Reading Instructor
   - Math Instructor
   - HSE Instructor
   - Driver Education Instructor
   - English Language Learner (ELL) Instructor
   - Communications Instructor
   - Wellness/Safety Instructor
   - Academic Instructor Substitutes

   **Support Staff**
   - Academic Testing Coordinator
   - ACT/OTP Coordinator
   - Career Development Specialist
   - Secretarial/Clerical assigned to support academic staff

   **Line 2-Other Academic Expense:** This category consists of all non-personnel expenses that are immediately related to a center's academic programs, including the types of expenses listed below:

   - **Academic Materials and Supplies:** Includes the cost of materials and supplies (e.g., books, workbooks, testing materials) used in conducting academic programs for students. This will also include the cost of expendable items for exclusive use in the classrooms
such as: drapes, wall hangings, bulletin boards, computer software, and DVDs.

**Not included** are general purpose items such as paper, pencils, paper clips, rubber bands, erasers, etc., which are reported on Line 16-Other Administration Expense.

**Academic Services:** Includes the cost of contractual services for student academics, including repair and maintenance of academic equipment.

**Academic Tuition:** Includes the cost of tuition for off-center academic instruction. If the tuition is prepaid, please see later discussions of accrual and vouchering of prepaid items.

**Academic Rentals:** Includes the cost of facilities and equipment (but not motor vehicles) rented for student academic programs. Rental of Driver Education vehicles will be charged here.

**Other:** Other expenses that should be assigned to the academic operating expense category but which do not match any of the above examples.

**Line 3-Career Technical Training (CTT) Personnel Expense:** Includes the cost of all personnel whose primary duties are in the career technical training programs (previously referred to as vocational training) including positions such as those listed below:

- **Managers**
  - Education and Training Manager
  - CTT Program Manager

- **Instructors**
  - CTT Instructors
  - CTT Instructor Substitutes
  - Career Exploration Instructor

- **Support Staff**
  - CTST Coordinator
  - Work-Based Learning (WBL) Coordinator
  - CTT Testing Coordinator
  - Secretarial/Clerical assigned to support CTT staff

**Line 4-Other Career Technical Training (CTT) Expense:** This category consists of all non-personnel expenses that are immediately related to a center's career technical training programs, including the types of expense
listed below.

CTT Materials and Supplies: Includes the cost of all materials and supplies (e.g., books, workbooks, testing materials) used in conducting CTT programs for students. This will also include the cost of expendable items for exclusive use in the classrooms such as: draperies, wall hangings, bulletin boards, computer software, and DVDs.

Not included are general purpose items such as paper, pencils, paper clips, rubber bands, erasers, etc., which are reported on Line 16-Other Administration Expense.

CTT Services: Includes the cost of contractual services acquired for student career technical training including repair and maintenance of CTT equipment.

CTT Tuition: Includes the cost of tuition for off-center career technical instruction. If the tuition is prepaid, please see later discussions of accrual and vouchering of prepaid items.

CTT Rentals: Includes the cost of facilities and equipment (but not motor vehicles) rented for career technical training.

Other: Includes other expenses that should be assigned to the CTT operating expense category but which do not match any of the above examples.

Line 5-Career Success Personnel Expense: Includes the cost of all personnel whose primary duties are in the career success programs, including positions such as those listed below.

Managers
Director of Residential Living
Director of Counseling
Residential Living Manager/Counseling Manager
Recreation Manager

Counselors
Counselor (includes UA retrieval)
Counselor Aide
Center Standards Officer

Residential Advisors/Residential Counselors
Residential Advisors/Residential Counselors and Aides
Group Leaders and Aides
Coordinators
Career Preparation Leader
Diversity Coordinator
Student Government/Leader/SWF Advisor
Student Safety Advisor/Coordinator*

Recreation Staff
Recreation Specialist/Coordinator
Arts/Crafts Instructor/Coordinator

Support Staff
Secretarial/Clerical assigned to above areas

*Refers to activities for instilling "safety consciousness/awareness" in students. Does not relate to security personnel costs, which are assigned instead to Line 20-Security Personnel Expense.

Line 6-Other Career Success Expense: This category consists of all non-personnel expenses that are immediately related to a center's career success program, including the types of expense, listed below.

Career Success Materials and Supplies: Includes the cost of supplies and materials used in the counseling program, the dormitory supervision program and any other career success program. Also includes the cost of student incentive programs, including any that focus on academic or career technical training achievement.

Not included are general purpose items such as paper, pencils, paper clips, rubber bands, erasers, etc., which are reported on Line 16-Other Administration Expense. Also not included are driver education costs that are reported as an academic expense (Line 1 or 2).

Career Success Services: Includes the cost of contractual services acquired to implement career success programs and activities.

Career Success Rentals: Includes the cost of facilities and equipment rented to carry out career success activities. This will not include motor vehicle rental or GSA charges.

Morale-Recreation-Welfare Materials and Supplies: Includes the cost of supplies and materials used in the morale-recreation-welfare program.

Morale-Recreation-Welfare Services: Includes the cost of
contractual services acquired to implement the morale-recreation-welfare program. Includes repair and maintenance of recreational equipment.

**Morale-Recreation-Welfare Rentals:** Includes the cost of facilities and equipment rented to carry out morale-recreation-welfare activities. This will not include motor vehicle rental or GSA charges.

**Other:** Includes other expenses that should be assigned to the career success operating expense category but which do not match any of the above examples.

**Line 7-Food:** Includes the cost of food purchased for the center's dining hall and the cost of purchased meals that are served to students. This category includes:

- **Dining Hall Food:** Includes the cost of food issued for the dining halls and related direct freight charges. This account must include the cost of food provided or purchased in connection with subcontracted food service. **Subcontracted labor and other non-food costs incurred are not charged to this account**, but will be charged to Line 9-Support Services Personnel Expense, Line 10-Other Support Service Expense, or other appropriate line-items as defined in Section C.3. Receipts (Personal Expenses) from sale of meals to staff and visitors are credited as a reduction to expense.

- **Purchased Meals:** Includes the cost of meals purchased for students while engaged in off-site activities such as academic, career technical training, and recreational trips.

**Line 8-Clothing:** Includes the cost of clothing and cash clothing allowances furnished to students, including:

- **Issue Clothing:** Issue of personal clothing and ditty bags.

- **Cash Clothing Allowance:** Cost of cash clothing allowances as discussed in PRH Chapter 6, 6.5, R2, a-b.

- **Career Technical Training Clothing:** Cost of student special clothing such as work clothes, career technical training uniforms and protective clothing as discussed in PRH Chapter 6, Section 6.5, R1, a-c.

- **Recreation Clothing:** Cost of student recreational clothing.
Line 9-Support Services Personnel Expense: Includes the cost of all personnel, whose primary duties are in the area of support services, including positions such as those listed below.

Managers
Dining Hall Manager
Child Care Manager
Laundry Manager
Vehicle Fleet Manager

Food Service
Cooks
Dining Hall Workers

Childcare Workers
Child Care Teacher
Child Care Specialist
Child Care Aide/Teacher Aide

Note: It is usually the case that childcare workers at Job Corps centers are employed by local agencies at no cost to Job Corps.

Laundry Service
Laundry Operator

Drivers
All Drivers employed at center.

Incidental Outreach/Admissions (OA) and Career Transition Services (CTS) Staff
Any part-time or intermittent OA/CTS staff when OA or CTS is not included as a specific, separate line-item in the center estimated cost clause.

Other Support Staff
Secretarial/Clerical assigned to above areas

Line 10-Other Support Services Expense: Includes the non-personnel/non-food operating expenses associated with the provision of room and board to Job Corps students, including the types of expenses listed below.

Dormitory Linens and Supplies: Includes the costs of initial issue and replacement of all expendable items purchased for use in the dormitories such as:

• Sheets, blankets and bedspreads
• Pillows and pillow cases
• Mattresses and mattress covers
• Dormitory curtains and drapes
• Laundry supplies for students
• Bulletin boards
• Throw rugs
• Pictures and wall hangings
• Irons and ironing boards

Not included are cleaning supplies for dormitories. This expense will be charged to Line 19-Other Facilities Maintenance Expense - Materials and Supplies.

Commercial Laundry and Linen Service: Includes the cost of linens and uniforms supplied by a subcontractor as well as the cost of laundry service for center-owned linens and uniforms, including those used in the medical facility.

Kitchen and Dining Hall Supplies: Includes the cost of non-food supplies and materials required in the operation of the kitchen and dining halls, including chemical and cleaning agents used for maintaining the kitchen, the initial and replacement cost of linens, mess uniforms, dishes, and utensils.

Subcontracted Food Service: Includes the cost of all services other than the cost of food and personnel in a subcontracted operation.

Note: The cost of food in a subcontracted operation will be reported on Line 7-Food. The cost of personnel and fringe benefits in a subcontracted operation will be reported on Line 9-Support Services Personnel Expense.

Kitchen and Dining Hall Non-Food Services: Includes the cost of services rendered in connection with the operation of the kitchen and dining hall such as equipment maintenance, etc.

Child Care Expense: These costs will usually be reimbursed to the center. These reimbursements should be credited to Line 10.

• Materials and Supplies: The cost of all supplies, materials, toys, games, diapers, laundry supplies, etc., purchased for the childcare operation. Not included are general purpose items such as paper, pencils, paper clips, rubber bands, erasers, etc., which are reported on Line 16-Other Administration Expense.

• Pre-Packaged/Catered Food: Includes cost of pre-packaged
baby food, snacks and other meals purchased specifically for the children. Does not include meals prepared by the center dining hall.

- **Child care Services**: Includes the cost of contractual services acquired for the childcare program, including repair and maintenance of child care furniture and equipment.

- **Child care Rentals**: Includes the cost of facilities and equipment (but not motor vehicles) rented for the childcare program.

**On-Center Laundry Supplies**: Includes the cost of supplies and consumables needed to operate any on-center laundry facilities. Does not include laundry supplies furnished directly to students.

**On-Center Laundry Facility Services**: Includes the cost of contractual services acquired for equipment maintenance and repairs.

**Student Local Transportation**: Includes the cost of local public transportation such as bus passes or tokens for students and for children attending child care between home and the center, and expense to and from academic and career technical training sites.

**Student Lodging Expense**: Includes the cost of student lodging expense while on center sponsored trips, (i.e., academic, career technical training, recreation) and the costs of temporary local lodging due to center dormitory problems that require temporary off-center housing. Staff lodging expense will be charged to Line 27-Staff Travel and Training.

**Incidental Outreach, Admissions and Career Transition Services Expense**: Includes the cost of any incidental OA/CTS expense not included as a separate line-item in the center estimated cost clause and considered part of the center operating expense.

**Other**: Includes other expenses that should be assigned to the support service operating expense category but which do not match any of the above examples.

**Line 11-Medical/Dental Personnel Expense**: Includes the cost of personnel whose primary duties are in the area of health program services, including positions such as those listed below.

**Managers**

Medical Service Director
Health Services Administrator

Medical Professionals
Doctors of Medicine
Doctors of Osteopathy Optometrist

Mental Health Professionals
Psychiatrist
Psychologist Social Worker
Substance Abuse Counselor

Dental Professionals
Dentist
Oral Surgeon
Orthodontist
Endodontist
Periodontists

Allied Medical Workers
Physician’s Assistant
Nurse Practitioner
Medical Assistant
Registered Nurse
Licensed Practical Nurse
Licensed Vocational Nurse
Nurse Assistant
Laboratory Technician
Reproductive Health Coordinator*
Trainee Employee Assistance Program (TEAP) Coordinator*

*If the Reproductive Health or TEAP coordinator also serves as a counselor, the cost should be prorated between Social Skills Training and Medical salaries.

Allied Dental Workers
Dental Hygienist
Dental Assistant
Dental Technician

Support Staff
Secretarial/Clerical assigned to above areas

Line 12-Other Medical/Dental Expense: This category consists of all non-personnel expenses that are immediately related to a center's health services programs, including the types of expense listed below.
Medical and Mental Health Fees: Includes fees charged by non-salaried health providers including physicians (doctors of medicine, doctors of osteopathy), psychiatrists, psychologists, optometrists and social workers, excluding dentists, for “as needed” health services performed regardless where the services were rendered. This includes x-rays and other laboratory services included in the providers’ bills. This also includes charges based on a “by procedure rate.”

Note: This will not include charges from subcontracted providers who bill at an hourly rate. The entire amount will be charged to Line 11-Medical/Dental Personnel Expense.

Medical Support: Includes cost of medical services rendered by other than the providers listed above, such as:

- Hospitals
- Medical laboratory and x-ray services when billed separately.
- Ambulance and mortuary costs
- Environmental health inspections and services.

Dentist Fees: Includes fees charged by non-salaried dentists (including oral surgeons, orthodontists, endodontists and periodontists) for “as needed” dental services performed regardless where the services were rendered. This includes x-rays and other laboratory services provided by a dentist and included in the bill.

Note: This will not include charges from subcontracted providers, which will instead be charged to Line 11-Medical/Dental Personnel Expense.

Dental Support: Includes cost of dental services rendered by other than the providers listed above, such as:

- Clinics or other institutions
- Dental laboratory and x-ray services when billed by separately

Medical Supplies and Pharmaceuticals: Includes the cost of all medical and dental supplies and pharmaceuticals (e.g., bandages, dental material, disposable syringes, medicines, drugs, eyeglasses, etc.), regardless of source.

Other: Includes other expenses that should be assigned to the medical/dental operating expense category but which do not match any of the above examples.
Line 13-Career Preparation and Career Transition Readiness Services: Includes the cost of personnel whose primary duties are in the area of Career Preparation (CP) and Career Transition Readiness (CTR) services, including positions such as those listed below:

Managers
CP and/or CTR Director or Manager
CP Instructor
CP Coordinator/Specialist
CTR Coordinator/Specialist

Support Staff
Secretarial/Clerical assigned to above areas

Line 14-Other CP/CTR Expense: This category consists of all non-personnel expenses that are immediately related to CP/CTR services that are available for students who have children, including the types of expenses listed below.

CP/CTR Materials and Supplies: Includes the cost of all materials and supplies (i.e., books, workbooks, testing materials) used in conducting CP/CTR programs for students. This will also include the cost of expendable items for exclusive use in the classrooms such as: drapes, wall hangings, bulletin boards, computer software, films and filmstrips.

Not included are general purpose items such as paper, pencils, paper clips, rubber bands, erasers, etc., which are reported on Line 16-Other Administration Expense.

CP/CTR Services: Includes the cost of contractual services acquired for student CP/CTR services including repair and maintenance of CP/CTR equipment.

CP/CTR Tuition: Includes the cost of tuition for off-center CP/CTR instruction. If the tuition is prepaid, please see later discussions of accrual and vouchering of prepaid items.

CP/CTR Rentals: Includes the cost of facilities and equipment (but not motor vehicles) rented for CP/CTR services.

Other: Includes other expenses that should be assigned to the CP/CTR operating expense category but which do not match any of the above examples.

Line 15-Administrative Personnel Expense: Includes the cost of personnel, whose primary duties are in the area of overall center management and
administrative services and support, including positions such as those listed below.

**Executive Leadership**
Center Director
Deputy Director
Training Director

**Administration Operations**
Administration Manager or Director
Administrative Assistant
Personnel Manager/Specialist
EEO Coordinator

**Finance Manager/Staff**
Procurement Manager/Staff
Student Accountability Officer
Student Records and Payroll Staff
Transportation Clerk
Legal Services Clerk
Scheduling Clerk
ADP Specialist/Programmer

**Supply Operations**
Property Manager
Property Specialist
Warehouse Staff
Supply Clerk
Clothing Clerk

**Support Staff**
Secretarial/Clerical assigned to assist above personnel
Secretarial/Clerical not classifiable in other categories
PBX Operator

Line 16-Other Administrative Expense: This category consists of all non-personnel expenses that are immediately related to administrative support functions at the center, including the types of expenses listed below.

**Office Materials and Supplies:** Includes the cost of general office supplies used throughout the center such as: paper, pencils, paper clips, rubber bands, and ink cartridges.

**Note:** Charge special items used in the academic and career technical programs such as drafting supplies, sketching pads, special forms, etc., to those activities in the appropriate accounts reported on Line
2-Other Academic Expense or Line 4-Other Career Technical Training Expense.

**Office Services**: Includes the cost of contractual services required for center administration, such as the cost of subcontracted duplicating and printing services.

**Office Equipment Rentals**: Includes the rental cost of photocopying and data processing equipment.

**Office Equipment Maintenance**: Includes cost for maintenance and repair of office equipment. Costs incurred under lease purchase agreements are considered rental costs.

**Legal Services**: Includes the cost of legal services acquired for the center. The cost of legal services on behalf of students will be paid by the Job Corps Regional Offices if public defenders are not available, when proper documentation is supplied and approved by the Regional Director. Legal expenses relating to personnel matters or actions brought by employees against the contractor are indirect administrative expenses unless the contractor's approved cost accounting standards provide for classifying these expenses as a direct cost to contracts. The charging of these costs to a Federal contract is still subject to the allowability standards set forth in applicable cost standards.

**Accounting Services**: Includes the cost of subcontracted accounting services acquired for the center and corporate charges for service or equipment where corporate accounting, practices, and the indirect cost agreement, require an allocation to direct cost and the allocation of costs is in agreement with the business management proposal submitted for operation of the center. Since there is no specific contract requirement, center audits performed by Public Accounting firms are not allowable costs. A corporate audit which as part of its “tests” audits a portion of a specific contract is considered to be an indirect administrative expense.

**Consultant Costs**: Includes the fees charged by outside consultants and their related travel and per diem expenses. A consultant is one who analyzes, gives advice or helps determine how functions should be performed. Written approval from the Contracting Officer must be obtained before a consultant is hired, regardless of contract type (hourly or fixed price). The title “consultant” does not necessarily indicate that the cost of retaining such an expert should be reported on this line. Mental health consultants are part of the
medical function and are not chargeable here, but should be charged to either Line 11-Medical/Dental Personnel or Line 12-Other Medical/Dental Expense. Staff trainers are often called “consultants,” but they are the performers of the function and are rightfully chargeable to Line 27-Staff Travel and Training.

**Net Income:** This includes monetary receipts that cannot be credited as reductions to other budget line-items. See discussion that appears earlier in this appendix.

**Subcontract Overhead/G&A Expense:** This includes subcontractor overhead and G&A expense as discussed in Section C.2 above.

**Other/Miscellaneous Administrative Expense:** Includes the cost of miscellaneous supplies and services required in the operation of the center such as the following:

- Consumable supplies such as paper towels, toilet tissue, soap, etc.
- Packing, handling, and shipping cost to transfer excess property to or from a holding facility
- Shipment of separated student belongings
- Community relations expense
- Miscellaneous equipment repairs not chargeable elsewhere
- Any miscellaneous administrative expenses outside the definitions of office supplies and services
- Gross receipts tax payments. See following discussion on Sales Tax assessments
- Penalties and interest charges resulting from Sales Tax assessments. See following discussion on Sales Tax assessments

**Expenses not to be included are:**

- **Incoming freight charges** should not be lumped indiscriminately into the administrative expense category. Where possible these charges should be prorated to the individual items received (inventory or capital). When it is not practical to charge this cost to the individual items covered by the freight charges, because of the late receipt of the invoice or the large number of items covered, the cost should be prorated and directly charged to the appropriate expense categories.

- **Sales tax assessments** should not be lumped indiscriminately into the administrative expense category.
When the center is forced to pay sales tax assessments, the cost should be prorated to the various affected categories based on the total cost of purchases for the assessment period.

Since taxes will be paid "under protest," records must be maintained detailing all payments. Penalties and interest charges will be charged to Miscellaneous Administrative Expense.

- **Phase-out costs** should not be lumped indiscriminately into the administrative expense category, but should be distributed to the appropriate cost categories. Severance pay and accrued vacation pay are to be charged to the categories of personnel costs where the affected individuals' salaries were charged.

**Line 17-Indirect Administrative Expense:** This line includes the cost of the contractor's general and administrative expenses at the rate specified in the center contract or the current approved rate, whichever is lower. Indirect Administrative Expenses related to Outreach/Admissions or Career Transition Services, if separate items in the contract, will be charged respectively to those cost categories as appropriate. When the contract contains an indirect cost ceiling clause, the total amount charged may not exceed the ceiling rate. Indirect administrative expense should be accrued for amounts earned on other accruals (unvouchered accounts payable) and be reported as unvouchered reimbursable expense on Page 4.

**Note Concerning Indirect Cost Base:** It is DOL’s preference that the base that is used to compute indirect costs consist NOT of total direct cost (TDC) but instead be comprised of a narrower base that is limited to center operations expense net of indirect cost and fee. This is to avoid indirect costs amounts that are skewed due to the tendency for “cost spikes or lumpiness” in pass-through allocations and expenditures for “capital” items such as construction/rehab projects and furniture/equipment purchases. Contractors are expected to use this narrower base in the indirect cost proposals that they submit to their cognizant agency, whenever possible (cognizant agency is most often DOL). Exceptions will be allowed if it is not feasible for a contractor to utilize this narrower base due to the demands of its parent company or establishment of a TDC base in an indirect cost agreement that has already been finalized with a cognizant agency other than DOL.

**Line 18-Facilities Maintenance Personnel Expense:** Includes the cost of personnel assigned to center maintenance functions, including positions such as those listed below.
Managers
Maintenance Manager
Maintenance Supervisor

Maintenance Workers
Maintenance Engineer
Maintenance Mechanic
Maintenance Helper
Groundskeeper
Janitorial Staff

Support Staff
Sec/Clerical assigned to the maintenance section

**Line 19-Other Facilities Maintenance Expense:** This category consists of all non-personnel expenses that are immediately related to maintenance of center facilities, including the types of expenses listed below.

**Materials and Supplies:** Includes the cost of materials and supplies required for routine maintenance and repair of center physical facilities including sidewalks, fences, grounds, roads, and any equipment affixed to a structure as an integral component. Also includes the cost of general cleaning and janitorial supplies and any special work clothes or items of personal safety equipment (e.g., goggles) purchased for use by maintenance staff.

**Contracted Services:** Includes the cost of contracted services required for routine maintenance of center facilities (e.g., painting) and systems (e.g., servicing of fire alarm systems and fire extinguishers), but not including any contracts that are classifiable as construction and rehab projects. Also includes contracts for trash pick-up and pest control.

**Equipment Rental:** Includes the cost of equipment rented, or being acquired on a lease purchase agreement, in connection with maintenance and repair of center facilities, excluding motor vehicles.

**Equipment Operation, Maintenance and Repair:** Includes the costs of operating, maintaining, and repairing motorized and mobile equipment (e.g., power mowers, tractors, portable generators, etc.) Include equipment owned by other agencies (i.e., GSA) leased on a mileage or use basis.

**Note:** Report operation, maintenance, and repair cost of other motorized equipment chargeable to work projects on Line 35-
Career Technical Skills Training.

Other: Includes other expenses that should be assigned to the maintenance operating expense category but which do not match any of the above examples.

Line 20-Security Personnel Expense: Includes the cost of all personnel assigned to the security function, including positions such as those listed below.

Manager
   Security Manager
   Security Supervisor

Security Staff
   Security Officers
   Guards

Support Staff
   Secretarial/Clerical assigned to security section

Line 21-Other Security Expense: This category consists of all non-personnel expenses that are immediately related to the provision of a guard force or security force at the center, including the types of expenses listed below.

Supplies and services: The cost of supplies and services required for the performance of this function, such as the center-furnished uniforms and the laundering of these items.

Subcontracted security services: The cost of all subcontracted security costs other than those classifiable as personnel expense. An example would be augmentation of normal security forces in connection with a special event or emergency.

Equipment Rental: The cost of equipment rented, or being acquired on a lease purchase agreement, in connection with the security function.

Other: Includes other expenses that should be assigned to the security operating expense category but which do not match any of the above examples.

Line 22-Communications: Includes cost for communications services, including the types of expense listed below.

Local Telephone Service: Includes the cost of local telephone
service -- basic monthly service, equipment lease costs, any message unit charges, access charges and taxes.

Cell Phones and Pagers: Includes the cost of cell phone and pager service.

**Long Distance Calls:** The cost of long distance calls at contract centers, placed through the federal telephone system (FTS) will *not be charged to the center*, but will be charged to DOL. The long distance costs that should be reported on this line will be for incoming collect long distance calls and the costs of long distance calls that, for any reason, cannot be placed through FTS.

**Telephone Service Charges and Communications Equipment Rental Charges:** Includes the cost of service for telephone equipment changes, repairs, the installation of additional telephones and related equipment, and the cost of FAX and other communications equipment rental and maintenance.

**In-Center Communications System:** Includes the cost of operating and maintaining radio, closed circuit television, and other in-center communication systems.

**Postage:** The cost of USPS postage and/or expedited services such as Federal Express and postage meter rental and maintenance.

**Other Communications Costs:** Any communications costs that do not match any of the above examples.

**Line 23-Utilities and Fuel:** Includes cost utilities and fuel consumed by the center, such as the types of expenses listed below.

- Natural Gas
- Electricity
- Coal
- Heating Oil
- Propane
- Water
- Sewage
- Cable TV
- Other (as determined by the center)

**Note 1:** Supplies of heating oil and propane should not be expensed as purchased, but maintained as inventory.

**Note 2:** Fuel for vehicles is not reported here, but on Line 26-
Motor Vehicle Operating Expense.

Line 24-Facility Lease Expense: Includes costs for leasing center facilities where the center operator/contractor is the lessee or where the government is the lessee, but funds have been placed on the center operating contract and payment is made by the contractor. Also record in this account any separate property taxes and insurance premiums, payment of which is made to the lesser, by the terms of the facility lease.

Note: Equipment lease costs are not to be recorded in this account.

Line 25-Insurance: Includes cost of authorized or required liability insurance that is carried by the center operator, including as listed below.

- Automobile Insurance (liability and property damage)
- Employee Liability Insurance
- Other Required Insurance

Note: On the 2110 cost report, if insurance is prepaid the entire amount is vouchered, but the amount for future months is not expensed since the cost applies to a future period. The amount of prepaid insurance is shown as a negative Unvouched Accounts Payable. Expense is reduced by the amount of prepaid insurance and this amount is reported as a negative Unvouched Accounts Payable. Each succeeding month, the portion of prepaid insurance applicable to the period is expensed and the negative Unvouched Accounts Payable reduced by a like amount. If insurance is billed at a later date, the cost for the unbilled months must be accrued.

Line 26-Motor Vehicles Operating Expense: Includes as listed below.

- GSA Mileage as shown on the GSA Detailed Billing Register
- Commercial Vehicle Rental
- Operation, Maintenance and Repair of Center Owned Vehicles

The following types of vehicle rentals are not reported here, but elsewhere as indicated:

- Operation, maintenance and repair cost of construction equipment for CTST projects. These costs will be charged to Line 35-CTST.
- Rental of vehicles of staff while on travel assignments is charged to Line 27-Staff Travel and Training.
• GSA monthly charges and charges for damage to vehicles will be reported on Page 3, GSA Vehicles Rental.
• Commercial rentals of driver education vehicles are charged to Line 2-Other Academic Expense.

**Line 27-Staff Travel and Training:** Includes the cost of staff travel, per diem and miscellaneous expenses in connection with work assignments that involve travel away from the center and the costs of providing technical or professional training to center staff. Please note that Job Corps center operating contracts normally contain clauses that require contractor travel costs to be within the parameters and limits of Federal Travel Regulations. The types of expenses to be included are listed below.

**Training Related Travel:** Includes center staff transportation, per diem cost and miscellaneous expenses for training purposes. This account is used whether training is provided by the center, the center operator, the DOL Regional Office, or the DOL National Office. Cost includes travel in privately owned vehicles, commercial transportation, leased vehicles, meals, lodging, and incidental expenses. If training or technical assistance is provided by center staff to another center, all travel expenses will be charged to the center receiving the training or assistance and expensed to that center's staff travel and training account unless the Contractor’s proposal or Indirect Cost agreement provided for the cost to be charged to the contractor's indirect cost pool.

**Non-Training Related Travel:** Includes the cost of center staff for transportation, per diem and miscellaneous expenses for work assignments other than those related to staff training.

**Note:** All travel expense incurred by center staff for participation in corporate center reviews will be charged to indirect administrative expense since they are performing corporate functions as required in the contract. Costs incurred by center staff for providing technical assistance to other centers will be charged as discussed above.

**Change of Station Costs:** Includes relocation costs associated with the transfer of personnel to the center, including movement of household goods, house-hunting expenses, real estate fees, transportation of employee and family, allowance for temporary quarters (per diem) and other incidental expenses associated with a change of duty station.

**Staff Training and Tuition:** Includes the cost of tuition and fees for staff training that the center has determined is beneficial for the
center and is job-related.

Reimbursement to staff under an employer education policy will be charged as an employee benefit to the appropriate category of personnel expense. Also includes the cost of materials and services such as trainers, rental of facilities and equipment, supplies, printing and duplicating, and contractual support.

Lines 28 and 29-Contractor’s Base and Incentive Fees: If any of the below guidance on the treatment of fee is in conflict with the particular terms of a center contract, the contractual terms shall prevail. The below guidance is intended to describe the standard vouchering and reporting practices for the fee arrangement that is now in use for center operations contracts, which provides for both base fees and incentive fees. Line 28 is used to report the cost of Base Fees earned per contractual terms. Line 29 is used to report the cost of provisional and earned Incentive Fees. Fee earned for Outreach / Admissions or Career Transition Services, separately stated in the contract, will be reported as OA or CTS expense, as appropriate.

Line 28-Base Fee: For each contract year, the cost of a contractor’s Base Fee will be an equal monthly proration of the Base Fee stated or reflected in the contract for that contract year. If the contractor’s fee consists solely of Fixed Fee, then fee cost should be reported on Line 28 only, and the monthly costs should be calculated in the same manner as for Base Fee.

Line 29-Incentive Fee: The cost of a contractor’s Incentive Fee is determined as follows:

Cost prior to final determination of amount earned: The exact amount of incentive fee that is earned for performance achievements during a contract year cannot be determined until 2 to 4 months after completion of the contract year. In order to mitigate cash flow hardships that would otherwise result from such a long lag time, contractors are generally permitted to voucher provisionally for incentive fee during the performance of a contract year. The provisional monthly costs and billings of Incentive Fee prior to determination of final amount earned will therefore be an equal proration of the contractually stipulated incentive fee amount for average performance.

Cost adjustment/reconciliation upon final determination of amount earned: When the contractor is notified as to the exact amount of incentive fee that has been earned for performance during a recently completed contract year, the notification will specify by what amount the earned incentive fee is above or below the amount of the provisional payments that were made to the contractor. DOL
staff are expected to complete the reconciliation of provisional fee to final amount earned and notify the contractor within three months after the completed contract year. The difference between provisional incentive fee payments and final amount earned will be treated as an adjustment to cost and billings in the succeeding contract year and reflected appropriately as such on the next available cost report and invoice that is submitted by the contractor. However, if performance of the contract has been fully completed, the adjustment to cost and billings will be reported and treated as post-termination activity.

The following is an example of expensing Base Fee, Provisional Incentive Fee, and Final Post-Contract Year Incentive Fee adjustment:

In this example, the contract has been newly awarded and the Fee amounts stipulated for the first contract year (which is exactly one calendar year in duration) are as shown below. The same amounts are also stipulated for the second contract year (which is also exactly one calendar year in duration).

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Fee</td>
<td>$225,000</td>
</tr>
<tr>
<td>Provisional Incentive Fee</td>
<td>$75,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$300,000</strong></td>
</tr>
</tbody>
</table>

- In the first contract year, the monthly costs equals $300,000 divided by 12 months, yielding a monthly expense of $25,000. Total fee costs and billings in year 1 are $300,000, consisting of $225,000 base fee and $75,000 of provisional incentive fee.

- In the first two months of the second contract year, the monthly fee costs and billings continue at $25,000. However, in the third month, the contractor is officially notified, via contract modification, that its final incentive fee earned based on achievements in the first contract year is $85,000. The notification specifies that the final amount earned is $10,000 above the provisional amount billed and that the contractor should include the $10,000 fee increase on its very next voucher and should reflect the $10,000 of additional fee expense on Line 29 of its very next cost report.

This adjustment process also includes a revised 2181 center operating budget, increasing the Line 29 incentive fee amount by $10,000 for the current (second) contract year. The incentive fee expense reported in the third month of the second contract year would therefore be $35,000, or $10,000 above the provisional level of $25,000. Thereafter, monthly fee expense and billings would return to the provisional
level of $25,000 for the duration of the second contract year.

- Note concerning liquidated damages. Liquidated damages assessments affect fee. Please refer to the later section that addresses liquidated damages.

**Line 30-Net Center Operating Expense**: Line 30 is used to display the total of center operating costs, Lines 1 through 29 above.

**Note to Regions**: Center operating expense equates to cost code A-Center Operations Expense in the internal DOL AAPP/FOP financial management system.

### b. 2110 Page 3 - Special Subcategories of Center Operations Expense:

**Lines 1a, 1b, 1c-Center Operations**: These lines provide a highly summarized representation of the center operations expense detail provided on Page 2. The center operations expense totals on Page 2, Line 30 are broken out into two subcategories that are commonly used in the estimated cost clauses of center operations contracts. These subcategories consist of:

- **Line 1a, Center Operations-Reimbursable**: This subcategory incorporates center operations Line items 1 through 27, which comprise the reimbursable expenses within the Center Operations category.

- **Line 1b, Center Operations-Fee**: This subcategory consists of center operations Line-Items 28 and 29, which comprise contractor fee payments that are included within the Center Operations category.

- **Line 1c, Total Center Operations**: This line-item displays the sum of amounts on Lines 1a and 1b. These amounts will also be the same as those displayed on Page 2, Line 30.
c. 2110 Page 3 - Capital Expense Categories:

Line 2 - Construction/Facility Rehabilitation: This line is limited to funds that are provided from the Job Corps CRA (Facility Construction, Rehabilitation and Acquisition) appropriation. Moreover, all CRA funds that are made available to a center contract must be reported in this expense category.

Includes expenses for constructing or making long-lasting physical improvements to structures, utilities (e.g., heating and plumbing), roads and grounds, as well as the purchase and installation of major pieces of equipment, during a rehabilitation or construction project, that are permanently attached to structures such as air conditioners, walk in freezers and refrigerators, ovens and stoves, cafeteria dishwashers and wall to wall carpeting. Also included within the meaning of this term are the costs of architectural and engineering services (design) that are required for such construction or improvements and have been approved as part of the project. Purchase or lease of equipment and the cost of special motor vehicles required for completion of projects will also be charged here.

At contract centers, construction and rehabilitation work is to be performed only on the basis of: (i) identified projects for which specific construction/rehab funding has been approved for the contract; and (ii) emergency repairs that are authorized per guidelines contained in PRH Chapter 5, Part 10. Separate records should be maintained on the individual construction/rehab projects that have been approved in the center contract.

The construction and rehabilitation account does not include:

* Career Technical Skills Training Activities, funded as CTST projects, wherein Job Corps students receive hands-on training by participating in construction projects or other projects that result in physical improvements to center facilities.
* Equipment other than the major items of the type described above.
* Facility leases.
* Architectural and engineering management support services, including procurement support, facilities surveys, site surveys or facility utilization studies when performed under an Office of Job Corps contract.
* Management support services for the acquisition or leasing of facilities.

Note to Regions: This expense category equates to B1-Cnst/Rehab in the internal DOL AAPP/FOP financial management system.
Line 3-Equipment/Furniture: Includes costs for purchase of NON-EXPENDABLE PERSONAL PROPERTY. Non-expendable personal property (also known as movable durable property) is defined as property that is complete in itself; is not fixed to real property; does not lose its identify or become a component part of another article when put into use; is movable; is durable; and has an expected service life of at least 1 year.

Note to Regions: This expense category equates to cost code B2-Eqpt in the internal DOL AAPP/FOP financial management system.

Line 4-GSA Vehicles Rental: Includes GSA monthly/daily charges and charges for damage to vehicles. This category does not include GSA mileage charges, which instead should be assigned to center operating expense, Line 26, Vehicle Operating Expense.

Note to Regions: This expense category equates to B3-GSA Vehicle Rental in the internal DOL AAPP/FOP financial management system.

Line 5-CTST Materials: Includes the costs of building materials, consumable supplies and allowable construction and equipment installation contracts in connection with work training projects performed by Job Corps students that result in improvements to center facilities or public property. Records should be maintained separately for each identifiable CTST project. Only projects on the approved CTST plan may be performed with CTST funds.

Note to Regions: This expense category equates to B4-CTST Materials in the internal DOL AAPP/FOP financial management system.

d. 2110 Page 3 - Other Major Expense Categories:

Line 6-Student Transportation/Meal Allowances: Includes the costs of government-furnished inter-city travel (including prescribed meal allowances), such as travel associated with new enrollee arrival, government paid leaves, winter break, transfers to other centers, travel home upon separation, and so forth. This line-item does not refer to the costs of local student travel (which are considered to be center operating expense).

Note to Regions: This expense category equates to D-Transportation in the internal DOL AAPP/FOP financial management system.

Line 7-Outreach/Admissions (O/A): Includes costs incurred for outreach to and admission of prospective new students. Expenses should be charged to this cost category only if specifically funded in the center contract. If a center contract includes OA funding, a special “2181” and “2110” must be prepared in accordance with Appendix 503.
Note to Regions: This expense category equates to C1-Outreach, Admissions in the internal DOL AAPP/FOP financial management system.

Line 8-Career Transition Services (CTS): Includes costs incurred for providing post-separation career transition services to graduates and former enrollees. Expenses should be charged to this cost category only if specifically funded in the center contract. If a center contract includes CTS funding, a special “2181-OA/CTS” and “2110-OA/CTS” must be prepared in accordance with Appendix 503.

Note to Regions: This expense category equates to C2-Career Transition Services in the internal DOL AAPP/FOP financial management system.

Lines 9, 10-Non-Standard Expense Categories: On Pages 3 and 4 of the 2110, two lines are left blank in order for center operators to write in any other additional categories of expense. Expenses should be charged to a "write-in" category only if specifically funded in the center contract or the program operating plan. One example of a "write-in" category is the travel/logistical support function at the Sunny Valley Job Corps center.

Please note that most pilot projects conducted at Job Corps centers are not reported in a “write-in” category. This is because the pilot efforts normally involve variations on or augmentations of normal service delivery programs – e.g., implementing newly developed academic curricula in order to test their effectiveness. The types of activities funded in Job Corps pilot efforts usually fit within the scope and purpose of established center operations cost categories. Therefore, expenditures for Job Corps pilot efforts must normally be budgeted and reported appropriately within the structure of pre-printed standard cost categories.

Also note that neither “phase-in” nor “phase-out” costs should be reported as write-ins on Lines 9 or 10. These types of expenditures should also be budgeted and reported appropriately within the structure of pre-printed cost categories. DOL Regional Offices will not require separate reporting or vouchering of either phase-in or phase-out expenses.

Line 11a-Subtotal of Operating Expense: In 2110 Page 3/Sec E and Page 4/Sec E, Line 11 provides the totals of all expense categories. Immediately below, Line 11a shows the subtotal of Operating Expense. This is the Line 11 total minus the amount in Line 2 for Construction/Rehab. The Line 11a Subtotal of Operating Expense is intended to reflect expenses that are financed and paid from Job Corps appropriations of Operating Funds, while Line 2 Construction/Rehab is intended to reflect expenses that are financed and paid from Job Corps appropriations of CRA funds.
D. JOB CORPS CONTRACT CENTER 2110 FINANCIAL REPORT

1. Purpose of the 2110

The Job Corps 2110 Center Financial Report is used by operators of contract centers to report accrued expenses and other pertinent data necessary to analyze cost trends and cost effectiveness in center operations, with a sharp focus on current contract year expenses.

2. Originators

These reports are prepared and submitted by organizations that have a contract to operate a Job Corps center. Where there is more than one contractor at a particular Job Corps center, each with specific center responsibilities and a separate contract with DOL, each contractor will complete this report for their area(s) of responsibility.

Also, a separate set of reports may be required for major program components falling under one contract (e.g., satellite center versus main center) if requested by the DOL-Job Corps Regional or Office of Job Corps.

3. Time Frames

a. Contract Years

It is a required practice to segment the performance period of a center operations contract into “contract years.” It is desirable that each contract year have a duration of one full calendar year (365 days or 366 days, depending on leap year).

• A Contract Year May Not Exceed One Full Calendar Year: The technical parameters of the FMS system do not allow any contract year to have a duration that exceeds one full calendar year.

• A Contract Year May Be of Lesser Duration: FMS does permit a contract year to be of lesser duration than a full calendar year. This is to accommodate certain exigencies. A typical example of this would be a unilateral contract extension (usually of about a four-month duration) that is issued to provide continuity of operations after the final option year contained in the original contract. In this situation, the extension should be treated as a new contract year.

Note: If it becomes necessary to issue further contract extensions, these extensions should be incorporated into the contract year that was established via the original extension, provided that the total new
contract year duration does not exceed a full calendar year.

b. **Reporting Periods**

The reports will display line-item data on costs for the:

- Current month
- Cumulative costs incurred to date in the current contract year (year 1, 2, 3, 4, 5, 6, or 7), whichever is in effect at the time
- Cumulative costs incurred to date from the inception of the contract (i.e., from the first day of the contract performance period)

The 2110 report normally displays data for a full calendar month. However, if a contract begins on a date other than the first of the month, the first report will report costs for the period from the contract beginning through the end of the first calendar month.

If a contract year ends on a day other than the last of the month, it will be necessary to submit a 2110 report for the portion of the month which ends on the final day of the contract year as well as a second 2110 report for the portion of the month that falls within the next contract year. For example:

- The contract year begins March 15, 2010 and ends March 14, 2011. In March 2010 the only costs to report are for the period March 15 through March 31; and a report will be submitted reflecting actual and budgeted expenses for only this period.
- In March 2011 two reports must be submitted. The first report will constitute the final report for the just-completed contract year and in the “current month” columns will report expenses during the period of March 1 through March 14. The period-ending date would be reported as March 14, 2011.
- The second report for the month will constitute the initial report of the new contract year, and in the “current month” columns will report expenses during the period of March 15 through March 31.

4. **Reporting after Contract Expiration (Post-Expiration 2110s)**

When a contract expires, it is of course necessary to submit a fully detailed ETA 2110 with a report period ending date that coincides with the contract expiration date. Thereafter, the monthly reporting requirement for the contract continues until all undelivered commitments and unvouchered accounts payable are liquidated. It is necessary to continue to submit 2110 reports until financial activity under the
contract has ceased. However, such post-expiration 2110 reports will not display the annual budgets, the planned expense-CYTD, or the variance data that normally appear on Page 2 of the 2110, Columns (b), (c), (e) and (f).

If there is no financial activity in a month, only a completed Page 1 must be submitted, and should be noted “NO ACTIVITY” in block 3a of Page 1 of the 2110. The “Period Ending” will always be shown as the current reporting month, not the month in which the contract expired.

After liquidation of all obligations, no further reports are required on an expired contract until close out. This last report should be marked “FINAL-PENDING CLOSE OUT” in block 3a on Page 1 of the 2110. If there are adjustments to costs that need to be reported when the contractor submits its formal close out package to DOL, a final 2110 report must be submitted in FMS to reflect any changes to costs. This report should be marked “FINAL/CLOSE OUT” in block 3a on Page 1 of the 2110; and the date entered in block 3 on Page 1 of the 2110 should be on or a few days before the submittal date of the contractor’s closeout package.

5. **Accrual Reporting**

Costs reported on the 2110 must always be on the accrual basis, i.e., the cost of materials and services used, or issued from inventory (not when received), regardless of when the purchases are made or when invoices are received or paid. Many costs, such as Medical, Mental Health and Dentist Fees, hospital charges, GSA charges, utility costs, subcontract costs, and telephone bills, as a few examples, are not normally invoiced promptly. It is important that all such charges, including earned, but unpaid salaries and payroll related costs, be accrued so that reported costs include all incurred expenses. Please note the following points:

- **Earned but unpaid leave will not be accrued, reported as expense, or vouchered.** Earned leave that is paid when an employee terminates from the center will be reported as personnel expense when paid and will be vouchered at that time.

- **Prepaid items should be expensed as consumed.** The full amount of a prepaid item (such as off-center tuition or insurance premiums) may be vouchered, but the portion of the cost that is allocable to future months is not expensed on a 2110 cost report since the cost applies to a future period. The expensing of prepaid items is normally accomplished via simple time-based proration of the full prepaid amount until the time period covered by the pre-payment has been completed.

6. **Error Corrections**

A corrected report for a given month may be submitted, but only if the report for the following month has not yet been submitted. Otherwise, any adjustments made to
correct erroneous information on past reports (contract to date adjustments) will be reflected in the current month's expenses; and the adjustment must be explained in the Variance Exceptions/Comments section. Errors are always to be avoided, of course; but it is particularly important to ensure that reports submitted for the ending dates of contract years are as free from errors as possible.

7. Preparing and Submitting the 2110 Report

Contractors submit their 2110 reports using DOL’s web-based Job Corps Financial Management System (FMS) that is administered by the Job Corps Data Center (JCDC). The FMS has been designed in a way that minimizes the volume of data that must be entered each month and that ensures consistency and accuracy in all internal mathematical operations present in the report. Contractors may obtain detailed guidance and training on FMS procedures for entering and submitting 2110 reports from JCDC representatives.

With respect to time-frames for the submittal of monthly 2110 reports, contractors must prepare and submit them into FMS by no later than the 10th of the month following the reported month.

8. Descriptions and Definitions of 2110 Data Items

Detailed instructions and guidance for entering 2110 data into FMS is available from JCDC sources. The following discussion is not intended to supply instructions for entry of 2110 data, but is intended to provide detailed definitions and descriptions of the information that appears on a submitted 2110 report when it is viewed in its printable output form.

a. 2110 Page 1

1. Center Name: This is the name used to identify the center for which the report has been submitted as that name has been registered in FMS. If the report is for a major component as previously described, the component name will appear after the center name e.g., “Pine Top-Utopia Satellite.” Center names are spelled out fully. Abbreviations are not used. The words “Job Corps Center” are not used as part of the center name. The center name appears at the top of each succeeding page of the 2110 report.

2. Contractor Name: This is the name of the contractor organization as that name has been registered in the FMS. The expectation is that this name will match that which appears on the formal center contract documents. The contractor name appears at the top of each succeeding page of the 2110 report.

3. Report Period Ending: This is the last day of the calendar month for
which the report is being prepared. The date will be for the current month even if the report is for an expired contract. The only exception will be for contract year-end reports in contract years which end on any day other than the last day of the month as discussed in previous section on time frame. The report period ending date appears at the top of each succeeding page of the 2110 report.

4. Contract Number: This is the DOL identification number of the contract for which data are being reported as that number has been registered in FMS. The contract number appears at the top of each succeeding page of the 2110 report.

5. Latest Contract Modification Number: This is the number of the latest contract modification in effect on the final day of the reporting period and which had been recorded in the FMS at the time when the 2110 report is submitted.

6.a. Approved Budget No: This is the number of the latest approved 2181 budget submission.

6.b. Pending Proposal Date: If the contractor has submitted a proposal to the Regional Office that has not yet been returned to the contractor, this is the date that the budget was sent to the Regional Office.

7. Duration of Contract:

   Begins: This is the inception date of the contract (i.e., the very first day of the contract performance period).

   Ends: This is the current expiration date of the contract (i.e., the very last day of the contract performance period as currently stated or reflected in the latest contract modification.

8. Student Years (SY) Produced, Contract Year-to-Date (CYTD):

   Note: Block 8 is left blank in post-termination 2110’s.

   a. Current Month Planned Average OBS: This is the planned average OBS for the month (or partial month) being reported according to information stored in the JCDC-WSSR (JCDC-Weekly Student Strength Report database).

   b. Current Month Actual Average OBS: This is the average number of students on-board during the month (or partial month) as reflected in the JCDC-WSSR.
c. **Capacity Percent Current Month:** This is the current month actual OBS as a percent of planned average OBS. This is calculated as the value in 8b divided by the value in 8a.

d. **Planned SY, CYTD:** This is the planned number of Student Years for the contract year through the current reporting period according to information stored in JCDC-WSSR. This reflects the average planned slot capacity during the CYTD period, which is then prorated to an annualized figure (number of days in CYTD/365 days) to yield Planned CYTD SYs.

e. **Actual SY, CYTD:** This is the actual Student Years produced during the CYTD period according to information stored in JCDC-WSSR. This reflects the average actual on-board strength during the CYTD period, which is then prorated to an annualized figure (number of days in CYTD/365 days).

f. **Capacity Percent, CYTD:** This is the contract year-to-date actual student years produced as compared to plan. This is calculated as the value in 8e divided by the value in 8d.

g. **Slot Capacity @ End of Report Period:** This is the planned slot capacity on the final day of the report period according to information contained in JCDC-WSSR.

9. **Student Year Cost:**

**Note:** Block 9 is left blank in post-termination 2110’s.

a. **Planned for CYTD:** This is the planned cost CYTD from 2110 Page 2, Line 30, Column (c), divided by planned SY CYTD as displayed in item 8d above.

b. **Actual Cost/SY, CYTD:** This is the actual cost CYTD from 2110 Page 2, Line 30, Column (d), divided by actual SY CYTD as displayed in item 8e above.

10. **Expected Underrun if OBS is Less than 98.0 percent:**

**Note:** Data is shown in this block only if the value in item 8f is less than 98.0 percent. Also, block 10 is left blank in post-termination 2110’s.

a. **Expected Savings per SY Not Delivered:** Item 9a (Planned
Cost per SY) x 15 percent.

b. **SY Shortfall, Contract Year-to-date:** Item 8d (Planned SY, CYTD) minus Item 8e (Actual SY, CYTD).

c. **Minimum Underrun Expected:** Item10a x item 10b.

d. **Reported Variance, Excluding:** This is the CYTD center operations cost variance reported on Page 2, Line 30, Column (e). An underrun will be positive. An overrun will be negative.

e. **Underrun Deficit:** If item 10d is greater than item 10c, this data cell is left blank. Otherwise, enter item 10c minus item 10d. Entry in 10e is always required if 10d entry is a negative number. The amount in item 10e is that portion of the expected underrun that has not been obtained. Provide explanation in the Variance Exceptions and Concerns section on Page 5.

11. **Signature of Authorized Contractor Representative:** This block shows the name of the authorized contractor representative who is submitting the 2110 to DOL via the FMS. The signature line is reserved for use when the necessary e-signature technology is applied.

12. **This is the date when the report was formally submitted into FMS.**

b. **2110 Page 2**

A. **CENTER NAME:** Same as Page 1, Block 1.

B. **CONTRACTOR NAME:** Same as Page 1, Block 2.

C. **PERIOD ENDING (Date):** Same as Page 1, Block 3.

D. **CONTRACT NO:** Same as Page 1, Block 4.

E. **Basis for Planned Expense, CYTD (Prorated vs 2181 Custom Detail Budget):** This indicates whether the contractor has elected to report Planned Expense-CYTD in Column (c) as either a pro-ration of the ETA 2181 full contract year amounts or in amounts that are taken from month by month Custom Detail budget.

F. **CONTRACT YEAR BEGINS, ENDS:** Beginning and ending dates of the current contract year.
G. **NET CENTER OPERATIONS EXPENSE:** The following are
descriptions and definitions for entries in Columns (a) through (g).

**Expense Categories Column:** See the Cost Category Section of this appendix for definitions.

**Current Month Actual (a):** This column displays the actual net expenses for the current month for each expense category.

**Budget for this Contract Year (b):** This column displays the budgeted amount for the entire contract year for each expense category as shown on the latest approved 2181 budget. If a submitted budget at the beginning of a contract has not yet been approved, the submitted budget amounts will be used since no other budget is available.

**Planned Expense-CYTD (c):** This column displays the amount of expense for each expense category which has been planned (budgeted) to accumulate from the start of the current contract year through the end of the reporting period (i.e., contract year-to-date/CYTD). The center has an option whether to report budgeted costs derived pro rata (straight line budget) from the ETA 2181 or a custom detail budget as discussed in section E above. The option may not be changed during a contract year.

**Prorated from ETA 2181:** The amount reported will be the current year’s straight line budget through the end of the reported month. These amounts are prorated by a factor that is calculated as follows:

\[
\text{Prorated Amount} = \frac{\text{Days From Start of Contract Year Through End of Report Period}}{\text{Days in Full Contract Year}} \times \text{ETA 2181 Budget}
\]

**Budget from Custom Detail Budget:** The amount will be the current year’s cumulative monthly budget through the end of the current month.

**Actual Expense-CYTD (d):** This column displays actual net expense that has accumulated since the beginning of the current contract year.

**Variance (e):** This is the difference between CYTD planned expense versus CYTD actual expense, computed as Column (c) less Column (d). If the actual expense exceeds the budget (an overrun) the variance will be in brackets (negative variance).

**Variance Threshold (f):** This column displays the variance thresholds that, if exceeded (plus or minus), require the center
operator to enter narrative explanations and corrective action plans that will appear starting on Page 5 of the 2110 report. The variance threshold amounts are calculated in accordance with the formulas discussed in the earlier section on Display and Evaluation of Variances.

**Cumulative Expense from Inception (g):** For each expense category this is the actual net expense that has accumulated since the very beginning of the contract.

**Column Totals (Line 30):** Column totals appear on Line 30.

c. **2110 Page 3**

A. **CENTER NAME:** Same as Page 1, Block 1.

B. **CONTRACTOR NAME:** Same as Page 1, Block 2.

C. **PERIOD END DATE:** Same as Page 1, Block 3.

D. **CONTRACT NUMBER:** Same as Page 1, Block 4.

E. **NET CENTER ACTUAL EXPENSE-ALL CATEGORIES:**

Following are descriptions and definitions for amounts appearing in Columns (a) through (c) in Section E:

**Expense Categories Column:** See the Cost Category Section of this appendix for definitions.

**Contract Year-to-date (b):** This column displays the actual net expense that has accumulated since the beginning of the current contract year.

**Cumulative Through Prior Year (c):** For each expense category, this column displays the Cumulative From Inception (d) reported through the end of the prior contract year. In the first year of the contract this column will be blank.

**Cumulative Expense from Inception (d):** For each expense category, this column displays the actual net expense that has accumulated since the very beginning of the contract.

**Column Totals (Line 11):** Column totals for Lines 1-10 are displayed on Line 11.
F. **INVENTORY ACTIVITY:**

Contractors are encouraged to maintain inventories at levels necessary to support the mission without unnecessarily crowding storage facilities and creating a burdensome physical inventory system. Centers are permitted to use just-in-time ordering and immediately expense supplies and materials as long as the supplies and materials will not be warehoused, but will be immediately distributed for consumption. Supplies and materials for which on-hand quantities of 30 days or more are maintained will be recorded in the center/contractor accounting system as inventory. Adequate and accurate accounting for inventory, through perpetual inventory records, is essential for proper control of financial resources and reporting of costs and government assets. It is important to note that inventory is a government-owned asset and must be protected and accurately reported. All receipts and issues in the inventory accounts must be recorded. Abnormally high or low usage in a particular category may not be evident if records do not reflect total usage. Proper recording of accruals will keep discrepancies between book value and physical inventory count to a minimum. Periodic adjustments that are needed to achieve agreement with the physical count must be reflected in the records of issues and in the appropriate expense categories.

Inventory records must be maintained for CTST materials, but will not be reported on the ETA 2110. These inventory records must be available for review during Regional assessments and audits.

**Categories:**

- **Clothing (Column a):** This will include career technical training, recreational and issue clothing that will be charged to the appropriate expense category when issued.

- **Food (Column b):** This will include all stored food items that have not been issued to the kitchen for use.

- **Medical/Dental (Column c):** This will include all Medical/Dental supplies no matter where stored (consistent with requirements, elsewhere in PRH, pertaining to control inventories of medical supplies until dispensed to users).

- **Fuel Oil (Column d):** This will include the current value of stored fuel oil and propane, as discussed under "Inventory Valuation Method" which follows.
• **Other (Column e):** Any inventory which does not belong in Clothing, Food, Training, Medical or Fuel Oil will be reported as Other Inventory, but will be charged to the appropriate expense account when issued (e.g. 02-Academic Other expense for academic instructional materials, 04-Career Technical Training Other expense for career technical training materials and supplies, and so forth).

• **Total (Column f):** The total of Columns (a) through Column (e) on each line.

**Contract Value Amount That is Budgeted for Inventory Change (Column g):** If this is the first contract for a new center, enter the dollar amount reflected in the current estimated cost of the contract that were expressly budgeted to establish a working inventory. If this is a contract for an established Job Corps center, and the estimated cost of the contract expressly provides for an increase to inadequate inventory levels that were carried over from the prior contract, enter the dollar amount thus included in the contract’s estimated cost. Otherwise, this amount is zero.

**Stub Item Definitions:** The following are descriptions and definitions for the amounts displayed in Rows 12, 13, and 14.

• **Row 12-Value of Inventory at Contract Inception:** At the expiration of a contract, a physical inventory must be taken to determine the ending inventory of the old contract and the carryover to the new contract. The amounts on Row 12 represent the value of the inventory reported at the end of the predecessor contract. Any adjustments required as a result of the physical inventory must be recorded on the predecessor contract inventory and the adjusted balance reported as the carryover to the new contract (Value of Inventory at Contract Inception). If inventory is received on the basis of undelivered commitment after expiration of the of the predecessor contract and is paid for under the predecessor contract, it will be treated as a receipt under the predecessor contract and reflected in the new contract on Row 12.

• **Row 13-Net Inventory Change:** The amounts on Row 13 represent the net change in the value of inventory since the inception of the contract, which is a function of Receipts less Issues. The following are guidelines for the treatment of receipts and issues.

  o **Receipts:** The receipts that are reflected in the Net
Change amounts are cumulative receipts from contract inception through the end of the current reporting period, including accruals. Also recall that receipts resulting from Undelivered Commitments on an expired predecessor contract will be reported on the expired contract. Prior contract inventory carry-over is not recorded as a receipt. Inventory received at no cost to the current center contract (i.e., surplus, commodities, donations) will be recorded at zero cost on inventory records. Any freight charges, incurred on no cost inventory, may be charged to the benefitting expense category.

- **Issues**: The issues that are reflected in the Net Change amount are cumulative from contract inception through the end of the current reporting period, including issues of accrued receipts as recorded in the perpetual inventory records or physical inventory count (beginning inventory, plus receipts, minus ending inventory equals issues). Issues out of the prior contract’s inventory balance that was carried over will be recorded as issues in this contract.

An expired contract should not report any issues unless there is an adjustment pertaining to a prior period. If issues are reported for an expired contract, the reason must be explained in the Exceptions section (Page 5) of the 2110 report for the expired contract. Inventory received at no cost to the center will be issued with no cost recorded.

Inventory stored in a using area must not be considered as issued if the amount on-hand exceeds a 30-day supply. Materials transferred to using areas will only be considered as “Issues” when the amount of material does not exceed a 30-day supply. Excessive amounts of inventory can be accumulated when there is no accounting for materials and it can become difficult, if not impossible to know when to reorder. This can create shortages of needed materials or amounts in excess of requirements.

If a physical inventory reveals a shortage, or excess material is disposed of by Federal Excess Property Procedures, the contractor’s inventory records should reflect an appropriate increase in issues; and this adjustment should be described and explained in the Variance Exceptions and Concerns.
section of the ETA 2110 (Page 5) of the next available 2110 report. Current month expense reported in the 2110 will be increased by the amount of the adjustment.

If a physical inventory reveals an overage, the contractor’s inventory records should reflect an appropriate reduction in issues; and this adjustment should be described and explained in the Variance Exception section of the next available 2110 report. Current month expense reported in the 2110 will be reduced by the amount of the adjustment.

Minor variances from the perpetual inventory are expected, but if physical inventories continually reveal large discrepancies, the record keeping must be examined to determine the cause and corrective action instituted. It is necessary that all adjustments be processed through issues since issues determine reported cost.

Issue value may be determined on the Average Unit Price Method (described below) or on the First-In, First-Out Method; no other pricing method may be used.

**Average Unit Price:** This accounting method prices all issues from inventory at the average unit price of all like material in stock at the time. The advantage of this method is that, although based on actual costs, it equalizes price fluctuations over the period of use. Enter on the property record (stock cards) receipts, issues, and balances on hand. Use two vertical, parallel columns, one for quantity and one for monetary value. When materials are received, enter the actual quantity and the price paid in the received columns. Add to the total shown in the balance columns. When materials are issued, the appropriate average unit costs are easily calculated; divide the current total balance value by the balance quantity. This average unit cost is used to determine the issued value, which is then deducted from the balance value and the issued quantity, which is deducted from the balance quantity. The average unit cost may be noted on the top of the page of individual property records. There is no need to recompute the average unit cost unless there are additional receipts between the last and the upcoming issue.
First-In, First-Out: This accounting method prices all issues from inventory at the actual cost of the material issued. This method assumes that the first material issued was the first received, even when the actual material cannot be identified as to receipt date, and the issue is priced at the cost of the oldest inventory in stock.

- Row 14-Value of Inventory at Report Date (Lines 12 + 13): These amounts are a function of Value of Inventory at Contract Inception plus Net Inventory Change. Note that this is the current computed book value of the inventories.

G. Center Operations Expense - Reconciliation of Contract Value with 2110 Data (for Contract Years 2 and Above):

This section identifies inconsistencies between a) the official contract estimated cost for center operations expense and b) data contained in the 2110 report.

Line 15-Cumulative Cost thru Prior Year: This is the same amount as shown on this Page 3, in Section E, Line 1, Column (c).

Line 16-Annual Budget for Current Year: This is the same amount as shown on Page 2, in Section G, Line 30, Column (b).

Line 17-Implied Contract Value: Calculated as the sum of entries in Lines 15 and 16. In the framework of data contained in the 2110, this is the expected cumulative center operations expenditure through the current contract expiration date, but netting out any budgeted expenditure for inventory increase.

Line 18-Contract Value per Latest Mod: This is the total current estimated cost for center operations expense as stated in the contract Estimated Cost clause for the full contract period as per the latest contract modification.

Line 19-Variance (Line 17 less Line 18): This is the variance between the official contract estimated cost for center operations expense and the cumulative spending target reflected in the 2110 report. Variances greater than $1,000 need to be reconciled either by revising the 2181 budget for the current contract year or by seeking a contract modification from DOL to amend the estimated cost.

H. Center Operations Expense - Reconciliation of 2181 Prior Year Cum
with 2110 Data (for Contract Years 2 and Above):

This section provides for the identification of any discrepancy between the cumulative through prior year center operations expense reported on the 2110 report and the amount that is stated in the currently approved 2181 budget.

**Line 20-Cumulative Cost thru Prior Year**: Same as amount on Page 3, in Section E, Line 1, Column (c).

**Line 21-Prior Year Cum per Approved 2181**: In the currently approved 2181, this is the amount on Line 31 in the Revised Budget column.

**Line 22-Variance (Line 20 less Line 21)**: This is the variance between 2110 data and 2181 data concerning cumulative expense through the prior contract year. Any reported variances must be reconciled, normally by revising the 2181 budget for the current contract year.

d. **2110 Page 4**

A. **CENTER NAME**: Same as Page 1, Block 1.

B. **CONTRACTOR NAME**: Same as Page 1, Block 2.

C. **PERIOD END DATE**: Same as Page 1, Block 3.

D. **CONTRACT NO**: Same as Page 1, Block 4.

E. **CONTRACTOR OBLIGATIONS**: This section reports the status of all center obligations for the full contract period to date, in relationship to contract funding (also referred to as “funds available”) and value (also referred to as “estimated cost”). This information is supplied for each applicable major contract budget line-item. The following are descriptions and definitions for entries in Columns (a) through (i) in this Section E:

**Expense Categories**: See the Cost Category Section of this appendix for definitions. All major budget line-items reflected in the contract estimated cost clause are reported in this Section E. Line 11 is used to report the columnar totals or averages of Columns (a) through (h). Line 11a is used to report columnar subtotals of Operating Expense, which are calculated in terms of Grand Total amounts on Line 11 less Construction/Facility Rehab amounts on Line 2.
Vouched Reimbursable Expenses (a): The amounts in Column (a) for each applicable expense category represent the total amount of all vouchers submitted to DOL for payment for the contract to date, including the voucher prepared for the reported month. Please refer to discussion of vouchering criteria in previous section.

Unvouched Reimbursable Expenses (b): The amounts in Column (b) for each applicable expense category represent the current total of all reimbursable amounts due the contractor, but not yet submitted on a voucher. Examples follow:

- Invoices paid but not included on a voucher because of early cut-off.
- Indirect Administrative Expense accrued on Unvouchered Accounts Payable accruals.
- Accounting errors, which omitted items from the voucher.
- Amounts which exceed the amount of funds available in the contract as per discussion of vouchering criteria contained in the later section on Vouchering.

Unvouchered Accounts Payable (c): The amounts in Column (c) for each applicable expense category represent the current total of all accruals as per the discussion of accrual reporting contained in a previous section.

Undelivered Commitments (d): The amounts in Column (d) for each applicable expense category represent the current total of the value of all undelivered goods and services for which the center has made commitments, but has not yet received the material or service. This is simply the total of all open purchase orders.

These are firm commitments only and therefore do not include total blanket purchase orders, but do include orders placed for current delivery against such open or blanket purchase agreements. This column is not used to report subcontracts or long-term leases for equipment or facilities.

It is essential that all commitments to each contract be shown accurately so that users of this report will receive reliable information on the status of contractor obligations. When a contract expires, only the commitments made before the expiration of the contract may be paid from that contract.

If payments are made by the contractor after the expiration of a contract for the cost of unrecorded commitments, the contractor must be able to document that the firm commitments were made prior to
contract expiration. An auditor may recommend disallowance for costs where the commitment date is questionable.

**Total Obligations (e):** The sum of the previous four Columns (a through d) represents the total obligations of the center.

**Note:** It is particularly important that the total obligations (and its constituent parts) be reported accurately in the 2110s that are submitted upon contract expiration. This is so in view of the normal DOL practice to remove excess funding from an expired contract based on the difference of Actual Funding minus Reported Contractor Obligations. At the same time, DOL procurement officials are cautioned to avoid the unnecessary administrative burdens that often result from hasty de-obligation of unvouchered funds which will later be needed to cover a contractor’s unvouchered reimbursable expenses and payables and its undelivered commitments.

**Contract Funding (f):** The amounts in Column (f) for each applicable expense category represent the current total contract funding as stated in the contract Summary of Funds Available clause, per the most recent contract modification that was effective prior to the end of the reported period.

**Percent of Funding Obligated (g):** These percentages are calculated by dividing the Total Contract Obligations, Column (e) by Total Contract Funding, Column (f).

**Contract Value (h):** The amounts in Column (h) for each applicable expense category represent the current total contract estimated cost as stated in the contract Estimated Cost and Fixed Fee clause, per the most recent contract modification that was effective as of the end of the reported period.

**Percent of Value Obligated (i):** These percentages are calculated by dividing Total Contract Obligations, Column (e) by Total Contract Estimated Cost, Column (h).

**Percent Performance Period Completed (i):** The percentage figure in the cell below Line 11 is provided as a basis of comparison with percentages of contractor obligations versus contract value. The percentage value in this is cell is calculated by dividing the number of days from the inception date of contract through report period end date by the number of days from the inception date of the contract through the current expiration date of the contract.

**F. VOUCHER RECONCILIATION:** This section reports information
that identifies any discrepancies between certain data on the 2110 report and data appearing on the voucher submitted by the contractor for the end of the same period being reported on the 2110. In the title box of this section F, the contractor’s identifying number of the voucher submitted for the end of the reported period is supplied, along with the contractor’s signature date on that voucher.

Operating Expense (a) versus Facility Construction and Rehab (b): Column (a) is used to provide information concerning operating expense, which includes all expense categories other than Construction and Rehab. Column (b) is used to report amounts for Construction and Rehab; and Column (c) provides the totals of amounts in Columns (a) and (b). This segregation of Job Corps funds into two primary categories reflects the Congressional appropriation for Job Corps. Separate amounts are appropriated for operating expense versus facility construction and rehab.

Cumulative Vouchered, (Line 12): The amounts on Line 12 represent the contract inception to date totals of amounts vouchered for operating expense and facility construction and rehab, respectively. The combined total of both categories is shown in Column (c). This information is taken from the required back-up page submitted with the voucher for the end of the reported period.

Difference with Section E, Column (a), (Line 13): Line 13 shows any differences between the amounts appearing on Line 12 (taken from the voucher back-up sheet) and the amounts appearing in Column (a) of Section E above.

Explanations: If any differences are reported on Line 13, an explanation should also appear in the space provided.

G. ADJUSTMENTS TO EXPENSE: This section displays information that may be used to help determine the reasonableness of accruals reflected in the expense data that appears on Page 3, Section E of the 2110 report. This is done by accounting for the differences between amounts in Page 3, Section E versus those in Page 4 Section E.

Operating Expense (a) Versus Facility Construction and Rehab (b): In Section G, Column (a) is used to provide information concerning operating expense, which includes all expense categories other than Construction and Rehab. Column (b) is used to report amounts for Construction and Rehab; and Column (c) provides the totals of amounts in Columns (a) and (b).

Page 4 Total Expense (Line 14): The amounts on Line 14 represent
the sums of vouchered reimbursable expense, unvouchered reimbursable expense, and unvouchered accounts payable, and are taken from Page 4, Section E, Columns (a), (b), and (c).

Page 3 Total Expense (Line 15): The amounts on Line 15 are taken from Page 3, Section E, Column (d). The Operating Expense amount is taken from Line 11a and the Construction/Rehab amount is taken from Line 2.

Net Adjustment (Line 16): The amounts on Line 16 are equal to Line 14 amounts less Line 15 amounts. These represent differences between the Total Obligations reported on Page 4 (excluding Undelivered Commitments) minus the Total Expense amounts reported on Page 3 in Section E. The lines provided immediately below Line 16 are used to reconcile these differences and consist of:

Line (a) Prepaid: The amounts on Line 16a represent unaccrued prepaid expense reflected in Line 14, above. The term “prepaid” refers to items that have been paid for in advance by the contractor but not yet consumed or utilized by the center. As used for purposes of this report, the term “prepaid” excludes any items that are reported on Page 3 in Section F (Inventory Activity). Typical prepaid items might include insurance premiums and tuition payments for students and staff.

Line (b) Center Ops Inventory Change: This amount is taken from Page 3, Section F, Line 13, Column (f).

Line (c) Other Adjustments: The amounts displayed on Line 16c represent any remaining balances to the Line 16 Net Adjustments that are not resolved by Prepaid and/or Center Operations Inventory Change. Normally, these entries will be “zeros.” Any entries other than “zero” must be explained in the space provided.

e. 2110 Page 5

A. CENTER NAME: Same as Page 1, Block 1.

B. CONTRACTOR NAME: Same as Page 1, Block 2.

C. PERIOD ENDING (Date): Same as Page 1, Block 3.

D. CONTRACT NO: Same as Page 1, Block 4.
E. **VARIANCE REASONS/SOLUTIONS:** This section automatically identifies each Line-Item on Page 2 where actual expense differs from planned expense by a significant margin (referred to as the variance threshold). Other reportable anomalies from Pages 3 and 4 are also automatically identified. For each Page 2 Line-Item Variance or other anomaly that is listed, there is a block that shows the dollar amount of the variance/anomaly, along with blocks in which preparers of the 2110 report are required to supply both reasons for and the resolutions of these variances and anomalies. The following guidance and advice is provided to those who formulate the reason and resolution statements:

**Reasons:** The Reason Block is used to explain the cause of the variance or anomaly and its present and future impact on center costs and program performance. It is often the case that the reasons for variances cannot be determined solely by the finance department of the center. Input should normally be sought from appropriate program managers. The discussion of the reasons for a variance or anomaly should be brief, but clearly stated so that they can be understood by a reviewer not aware of specific conditions at the center.

**Resolutions:** The Resolutions Block is used to briefly explain the action that has been taken or is planned to be taken to correct or resolve the variance or anomaly. Preparers are advised that simple repetition of resolution statements from month to month suggest that the planned actions are either ineffective, inappropriate or not being implemented. If no action is possible, it should be so noted and explained.

E. **CONTRACTOR VOUCHERING**

If any of the below guidance on vouchering is in conflict with the particular terms of a center contract, the contractual terms shall prevail. The below guidance is intended to describe the standard vouchering practices now in use for center operations contracts and should be followed to the extent not contradicted by specific contractual terms.

1. **Basic Parameters**

Vouchers submitted for payment by contractors must include only those amounts actually paid by the center and amounts earned by and due to the contractor (indirect administrative expense and fee). The requirement for payment of costs before vouchering are considered met if all of the following conditions exist:

- Contractor has received the material or service.
- An invoice has been received.
• The center paid or has begun processing documents for payment.

2. **Frequency of Vouchering**

Contract centers may normally submit vouchers no more than twice a month. The first voucher will cover the first of the month through the fifteenth; and the second voucher will cover the sixteenth through the end of the month. The amounts reported as Vouchered Reimbursable Expense on Page 4 of the 2110 must agree with the month-end vouchers. The voucher for the first through the fifteenth of the month will be a reasonable estimate of voucherable costs for the period and will normally not exceed 50 percent of the current month’s budget.

3. **Special Considerations**

The following considerations also apply to vouchering by center contractors:

• The amount vouchered **may not exceed** the current funds available to the contract as stated in the Funds Available Clause of the contract. This restriction applies separately to: (a) Construction/Rehab (CRA) expense; and (b) Operating expense (which consists of the combined total of the following major line-items: Center Operations; Equipment; GSA Vehicle Rental, CTST; Outreach/Admissions; Career Transition Services; Student Transportation; and write-in Support expense categories. Due to these particular restrictions on vouchering by contractors, it is important that DOL staff and officials prepare incremental contract funding actions in a timely and accurate manner.

• All salaries and fringe benefits earned during the month, whether paid or unpaid at month end, other than unpaid leave, will be accrued and reported as expense and may be vouchered. Unpaid leave is **not** to be vouchered, accrued or reported as expense.

• GSA vehicle expense (mileage-Motor Vehicle Expense, and monthly amortization charge - GSA Vehicle Rental) charges tend to be late in billing and **both charges must be accrued and the costs reported, but not vouchered, until the above stated conditions for vouchering have been met.**

• Inventory purchased, but not issued, is not reported as expense, but the cost **is vouchered if it meets the vouchering criteria.**

• Prepaid items (such as insurance premiums or off-center tuition) are expensed as the services are consumed, but the full cost is vouchered if it meets the vouchering criteria.

• Base/Fixed fee and Incentive fee are vouchered and expensed as explained in
the earlier description of Lines No. 28 and 29.

- Prior payment requirements do not apply when the contractor is a Small Business Concern, FAR 52.216-7(c). Nonetheless, the cost of undelivered commitments is not billed, nor can accrued leave be billed.

- Vouchers may continue to be submitted after expiration of the contract as circumstances warrant (late billings submitted to and paid by contractor, adjustments for incentive fees, and so forth). Post-expiration vouchers that are submitted prior to formal contract closeout (which cannot occur until final indirect cost rates have been determined) should be marked: INTERIM FINAL PENDING CLOSEOUT.

4. Formats and Information Required

- Center contractors will submit, to the Regional Office only, an original plus two (2) copies of the voucher claiming reimbursement for provisional payment.
- The voucher will be prepared on SF 1034.
- The voucher shall break out the total Job Corps funds being requested into CRA costs and Operating costs for the current voucher period.
- The voucher must bear a certification by the contractor that the amounts vouchered do not exceed the amount of funds available in the contract.
- Month-end voucher backup sheets must reconcile exactly to the Center Financial Report (Form 2110) which is submitted for that month.
- The voucher must be accompanied by a backup sheet to substantiate certain data.
- Provided as Exhibit 5-10 is a sample of a completed voucher, SF1034.
- Provided as Exhibit 5-11 is a sample of the required backup sheet, including instructions for its preparation.

5. Advance Payment Arrangements

Some center contractors are eligible to receive advance payments. Those who elect advance payments will receive them in the form of draw-downs from the Health and Human Services Payments Management System (HHS-PMS). Instructions for drawdowns will be provided from the Regional Office.

F. LIQUIDATED DAMAGES

1. Assessment Amounts

As a means to promote program integrity, and to ensure that Job Corps students receive the services for which DOL expends public funds, DOL shall assess contractors for liquidated damages for misreporting of student achievement data. The amount of the assessment for each instance of verified misreporting will be based on the following schedule:
• Invalid HSD/HSE Credit: $200 for each instance

• Invalid Career Technical Training Completion Credit: $500 for each instance

• Artificially Extending Enrollment and/or Invalid Leave Days: For each day a student is improperly carried as enrolled or carried in an invalid leave status, the assessment shall be 15 percent of the budgeted cost per day, per student. The cost per day, per student is calculated as follows: (approved center operations budget that is in place for the contract year in which the misreporting occurs) / (duration of contract year in days) / (contracted student slots for the contract year)

• Invalid Placement Credit: $750 for each instance

2. JFAS-AAPP/FOP Considerations

The cognizant Regional Office is responsible for promptly notifying the Office of Job Corps to enter a liquidated damages assessment in the JFAS-AAPP/FOP system as a planned estimated cost reduction.

3. Contract Modification

The cognizant DOL Contracting Officer is responsible for promptly preparing a contract modification that reduces the fee contained in the estimated cost clause by the amount of the liquidated damages assessment.

4. Recovery From Contractor Fee

DOL will recover liquidated damages assessments through reductions in contractor fee. Upon receiving a fully executed contract modification that contains an assessment for liquidated damages, a contractor shall:

• Post the liquidated damages amount as a negative expense in the fee line item in its current year center operations budget so that it is reflected in the very next 2110 cost report that is due from the contractor. If the contract has Fixed Fee only, the negative expense (credit) is posted in the Base/Fixed Fee line. If the contract has Base Fee and Incentive Fee, the negative expense (credit) is posted in the Incentive Fee line-item.

• Duly incorporate the negative fee expense (credit) into the very next invoice that is submitted by the contractor for reimbursement of costs under the contract.

Note: Concerning Repayment for Lost or Damaged Government Property:
This same mechanism for re-payment via fee reduction may be employed by DOL to obtain reimbursement from a contractor for Government property that the contractor causes to be lost or damaged, or is deemed liable for loss or damage.

5. **Data Correction**

The cognizant Regional Office is responsible for promptly notifying the Office of Job Corps and the Job Corps Data Center (JCDC) to remove invalid credits (High School Diploma/High School Equivalency [HSD/HSE], Career Technical Training Completion, and Placement) from the Outcome Measurement System (OMS). Invalid credits will be removed from each measure that is affected regardless of the report card (OAOMS, OMS, POMS, Career Technical Training Report Card [CTTRC]) or contractor responsible for the error (OA, center, or CTS). For example, where verification of a HSD/HSE has been invalidated, credit would be removed for the HSD/HSE Attainment measure. In this instance, if the HSD/HSE was the sole determinant of his/her graduate status, the student would also be removed from the pool for any placement related measure(s) in the OMS, POMS, and CTTRC report cards. Similarly, a credited placement that has been found to have been misreported by a CTS provider would lead to the removal of the student from the placement pool of both the CTS and the center OMS report cards. Both scenarios hold true whether the center operator and the CTS provider are separate, or one and the same.

6. **Good Faith Errors**

Contracting Officers, after consulting with appropriate DOL Job Corps officials, are permitted to exercise discretion and not assess liquidated damages in cases where it appears that the misreported data is most likely due to a good faith error. Another mitigating circumstance may be where data was erroneously recorded but the student outcome was likely achieved. For example a career technical training completion, an HSE credit, or a placement credit that was incorrectly reported but where there is verification that the student actually did earn the credit.

Contracting Officers may also, after consulting with appropriate DOL Job Corps officials, exercise discretion and not assess liquidated damages in cases where liability for government property has been determined and where a good faith error occurred.

7. **If Fraud is Suspected**

When a DOL official or staff member becomes aware of apparent fraud by a center operator or others, the matter will be reported using established channels and procedures.
G. 2181 CONTRACT CENTER OPERATIONS BUDGETS

1. Scope of the 2181

The instructions in this Section apply only to the treatment of center operating expenses. Section G does not apply to the budgeting of capital cost categories nor to non-center cost categories, such as OA/CTS. Budgeting requirements of OA/CTS contracts or OA/CTS components within center contracts are covered in a separate PRH Appendix. Center operators should follow guidance from the Regional Offices regarding budgeting requirements for capital cost categories and other miscellaneous categories.

2. Purpose

This section provides instructions for the development and presentation of line-item budgets of center operating expenses. A line-item budget is needed for each year that a center contract is in place. The guidelines in this section cover the initial development of line-item budgets, as well as procedures for their subsequent revision. The line-item budgets are intended to facilitate financial management and control by providing a detailed break out of the center operating costs that are summarized in the estimated cost clause of the center operating contract.

3. Overview of Requirements

a. Format and Method of Preparation and Submittal

The 2181 is prepared and submitted via entry of data in the FMS and used to display approved or proposed line-item budgets for:

- Current Contract Year
- Next Contract Year, if any remains
- Base-Year 3, if the contract is in the first year of a 3-year base period

b. Time Frames

Center operating contracts normally last five to seven years, with the final three or four years being option years that are primarily contingent on the demonstration of satisfactory contractor performance.

- Contracts with Two-Year Base Periods: During the first year of the contract, budgets are prepared and maintained for the “Current” Year (Contract Year 1) and the “Next” Year (Contract Year 2). Both budgets are reviewed and approved as a “set” until the end of the first year. As Year 1 is closed and Year 2 begins, what had been the Next Year budget in Year 1 becomes the “Current” budget for Year 2. At that time, it is required that a new Next Year budget be prepared for
contract Year 3.

This pattern is maintained for the life of the contract.

- **Contracts with Three-Year Base Periods**: The requirements are essentially the same as for contracts with two-year base periods, except during the first contract year. During the first contract year (and only during the first contract year), it is necessary to maintain an additional 2181 covering the 3rd contract year (which is referred to as base-year three).

c. **Current Year Line-Item Budgets**

An approved line-item budget (2181) must be in place for the current contract year. Data from the approved form 2181 that covers the current year of the contract is used in the 2110 cost reports during that year of the contract.

It should be noted that form 2181 does not call for the display of “historical” cost data on a detailed line-item basis. The intent is to focus attention primarily on the current year. However, it is necessary to account for prior years' spending on a bottom line basis in order to assure reconciliation of data between form 2181 and the estimated cost clause in the contract.

d. **Next Year Estimates and Base Year 3 Estimates**

The 2181 is also to maintain an updated “Next-Year” line-item budget for the next available contract year, if any. This is to ensure that an agreed-to 2181 budget is in place immediately at the start of the next contract year. Whenever the current year budget is being revised, it is further necessary to:

1. Identify any adjustments that are of an ongoing nature (e.g., permanently deleting or adding slots);
2. Accurately calculate the impact of such changes on the operating budget for the next contract year; and
3. Revise the form 2181 next-year line-item budget for the next contract year accordingly.

If a contract has a 3-year base period, an additional 2181 must be maintained for the third year of the base period, but this requirement applies only during the first contract year. The requirement is intended to enable reconciliation of 2181 dollar amounts and the dollar amounts for center operations expense that are contained in the estimated cost clause of the contract.

Again, there is no need to maintain a “Base Year 3” line-item budget after the end of the first contract year. Also note that when the second contract year begins, the “Base Year 3” budget becomes the “Next Year” budget.
e. **Estimated Cost Clause**

The budgetary information on the approved form 2181 that is in place for the current year must be kept in agreement with the amounts shown for center operating costs within the estimated cost clause of the contract. If a contract modification is issued that changes the total center operating cost (up or down), a revised set of forms 2181 (current year plus next contract year [two 2181 forms]) should be prepared as soon as possible after issuance of the contract modification. Conversely, if the Regional Office approves a change in the 2181 that affects the cumulative amount of center operating costs, then a contract modification to revise the estimated cost clause is also needed. The key point being made in this section is that the financial data in form 2181 and the data in the estimated cost clause should be kept in agreement. If these documents somehow come into disagreement, steps should be taken to resolve the discrepancy and put them back into agreement.

f. **AAPP/FOP Considerations**

The acronym AAPP/FOP stands for Annual Advance Procurement Plan/Financial Operating Plan and refers to the previously described JFAS system of the DOL-Office of Job Corps that is used for planning and controlling the allocation of budgetary resources. Regional Offices must adhere to current internal guidelines when reviewing and considering budget increases at contract centers and formally approve only those that are within AAPP/FOP levels. If a proposed current year or “next year” increase is in excess of the AAPP/FOP levels that have been established for the contract, the region must request and obtain the appropriate AAPP/FOP adjustment from the National Office before the increase can be included in a formal contract modification. Pending activation of an IT application that will give contractors direct access to their respective JFAS AAPP/FOP reports, Regional Offices are required to provide contractors with current Estimated Cost Profiles and Fiscal Plans with every contract modification.

g. **Underruns Due to Low On-Board Strength (OBS)**

Contract center operators are expected to control expenditures for items that are sensitive to on-board student strength to ensure that expenditures for such items are commensurate with average student OBS. Expense items that are considered OBS-sensitive include food, clothing, and other consumables that normally comprise about 15 percent of a center’s operating budget. In any contract year when the center operates at less than 98 percent of planned capacity, the contractor will be expected to generate an appropriate year-end cost underrun as a result of reduced spending for OBS-sensitive items. The amount of the expected underrun is computed as follows: numerical shortfall in Student Service Years (SY) during the contract year x the budgeted cost
per SY (i.e., annual operating budget/planned SY) x 15 percent = anticipated year-end underrun. Anticipated low-OBS under-run data appears automatically on each month’s 2110 cost report if capacity utilization is running less than 98 percent.

If the anticipated “low-OBS” underrun does materialize at the close of the contract year, the unspent funds will be returned to DOL by means of a contract modification that makes an appropriate reduction in the contract estimated cost for operating expense. If an anticipated “low OBS” underrun fails to materialize in full at the end of a contract year, DOL will consider whether an adverse finding should be noted in the contractor’s record of performance, based on a determination of inadequate contractor financial management; and DOL will recover via contract mod whatever portion of the anticipated underrun did materialize.

h. **Treatment of Overruns**

If a net cost overrun is reported at the end of a contract year and contract performance continues into a new contract year, the JFAS-AAPP/FOP system contains default mechanisms that provide an automatic offset to the overrun via a reduction in the AAPP-approved operating budget for the following contract year. These are internal transactions that have zero net impact on the AAPP-approved estimated cost of the contract. If a contractor believes that a year-end overrun should instead be resolved or covered through a funding increase (to avoid harmful spending reductions in the following contract year), it should prepare and submit a request for budget adjustment. For procedural guidance, refer to the later section that is captioned: Requesting a Budget Adjustment.

*Note:* Contractors are reminded to be aware of and to comply with any contract clauses which require that they provide DOL with timely, formal notification of pending or actual overruns. Failure to comply with such contract clauses may compromise a contractor’s ability to obtain reimbursement for expenses that are in excess of those provided for in the estimated cost clause or funds available clause of the contract.

i. **Staff Compensation Supplement**

When submitting the initial 2181 budget for the first contract year or the initial 2181 budgets for subsequent contract years, the contractor must provide a Staff Compensation Supplement that indicates average budgeted salaries for each job category at the center, along with other information that permits a reconciliation with the amounts budgeted in the various personnel expense line-items.

The 2181 Supplement is prepared and submitted via entry of data in the
FMS. The JCDC Supplement output report has been designed, in part, to provide information that will be helpful in determining if and to what extent the staff compensation (salaries and benefits) offered by the center are competitive within the local labor market. To do this, the spreadsheet compares a center’s budgeted compensation rates with model-based compensation rates that are intended to reflect local labor market conditions. The formulation of DOL model-based rates depends heavily on the geographic adjustment factor that has been assigned to each center and which is intended to reflect and compensate for the degree to which the center’s local labor rates vary from national averages.

If a center operator believes that a center’s geographic adjustment factor is no longer accurate or otherwise believes that the model-based rates are substantially incorrect or unrealistic, the center operator may request DOL to review and amend its model based rates for the center in question. Such requests may be submitted directly to the Office of Job Corps via e-mail (with copies directed to appropriate Regional Office staff) and should include thorough factual information that supports the need for a DOL review.

Please note that reviews should not be requested in situations where only a few staff positions appear to be affected. There should be no expectation that center compensation rates closely match the DOL model-based rates across the board or that the model-based rates are extremely precise. Moreover, there should be no firm expectation that DOL will be able to provide additional funding in order to remedy perceived compensation gaps even if it is determined that the model-based rates should be amended upward.

4. **Multiple Budgets**

Where there is more than one contractor at a particular Job Corps center, each with specific center responsibilities and a separate contract with Job Corps, a separate set of records (contracts, 2181 budgets, 2110 cost reports and contract funding/estimated Cost entries) must be maintained for each contractor. A separate set of records (contracts, 2181 budgets, 2110 cost reports and contract funding/estimated Cost entries) also may be required for major program components falling under one contract (e.g., satellite center versus main center), if requested by DOL.

5. **When Submittals Are Needed**

a. **Initial Submittals-Contract Year 1**

Using the FMS, the center operator must submit initial 2181 budgets within ten (10) days after the effective date of the contract. The initial submittal must include a form 2181 for the first year and another for the second year of the contract. If the new contract contains a third base year,
then a “base year three” 2181 is also required to be submitted.

Unless extensive follow up or Office of Job Corps authorizations are required, the Regional Office should normally approve the initial 2181 budgets within two weeks after submittal by the contractor. The Regional Office and the contractor should schedule this process to ensure that an approved 2181 budget is available in time for use in the first monthly cost report. The approved 2181 budget must be available to the contractor by the 15th day of the second calendar month of contract Year 1.

b. **Year-End Close Out and Reconciliation**

The following discussion is in the framework of closing out the first contract year. However, the same pattern of events and timeframes apply at the close of each contract year, except the very last year.

Soon after the end of contract year 1, the contractor must submit a proposed new 2181 budget in which Year 2 becomes the “current year” and Year 3 becomes the “next year.” The contractor’s proposed new 2181 budget should be submitted into the FMS within 30 days after the start of Year 2. This schedule allows 10 days development time between the due date of the final cost report for Contract Year 1 and the submittal of the proposed new 2181 budget to the Regional Office. As part of this process, the proposed new 2181 must address and reconcile the variances between actual and budgeted expense that existed at the end of the preceding contract year. The types of questions that tend to arise during this process are as follows:

If actual bottom line spending fell below the Year 1 budget, is there a reasonable basis for rolling over the unspent funds and adding them to various line-items in the new 2181 budget for Year 2? Or should some or all of the unspent funds from Year 1 be deleted from the contract via a net reduction in the estimated cost clause?

If actual bottom line spending exceeded the total amount budgeted for Year 1, should the new 2181 budget for Year 2 be reduced to offset the overspending in Year 1 and thus eliminate the need to request an increase in the contract estimated cost? Or should a net increase in the estimated cost of the contract be requested in order to avoid programmatic disruptions that could result from absorbing a Year 1 overrun with cuts in Year 2?

Do the line-item variances that exist at the close of Year 1 (up or down) represent one-time occurrences or do they represent changes in the underlying ongoing costs for operating the Job Corps center? If the variances indicate changes in the underlying costs, the new 2181 that is being proposed for Year 2 must also reflect appropriate changes in the “next year” budget that is provided for Year 3.
Unless extensive follow up or Office of Job Corps authorizations are required, the Regional Office should normally approve the reconciled Year 2 budget within two weeks after receipt of the contractor's proposal. The Regional Office and the contractor should schedule this process to ensure that an approved 2181 budget is available in time for use in the first monthly cost report due for Year 2. The reconciled 2181 budget for Year 2, along with any necessary contract modification in the estimated cost clause, must be available to the contractor by the 10th day of the second calendar month of contract Year 2.

c. **Option Year Extensions**

When a Regional Office determines to issue an option year extension, normal practice prior to the start of the option year is for the Regional Office to issue a contract modification that increases the estimated cost for operating expenses in the amount of the approved “next year” 2181 budget, which is then on file for the “new year.” The Regional Office must further ensure that any estimated cost increase is within the limits of the AAPP/FOP.

Differences between actual and approved spending that exist at the end of the prior contract year may have an impact on the budget for the new year as well as the official estimated cost of the contract. The issues and questions that must be addressed are the same as those discussed above for the reconciliation at the end of Contract Year 1 and may result in a contract modification to revise or “fine tune” the estimated cost for center operating expense.

d. **Midyear Revisions**

Midyear revisions of the line-item budget are normally processed only when there is a need to change the bottom line of the Current Year center operating budget. Contractors are not encouraged to propose formal revisions of 2181 budgets merely to shift amounts between line-items in order to minimize apparent "variances,” although such proposals will be entertained by Regional Offices if good reasons are offered. Requests for midyear revisions should be prepared and submitted using FMS and should normally be limited to the following situations:

(1) When there is a pending contract modification approved and funded by the Office of Job Corps for a programmatic change, such as the provision of funds for installing new curricula or programmatic initiatives. In these situations, the contractor will normally be requested by the Regional Office to prepare and submit a budget revision proposal that distributes the prescribed funds to the appropriate line-items.
(2) When there has been or will be an unavoidable bottom line variance of material proportion that cannot or should not be totally resolved through changes in spending patterns during the remaining months of the current contract year, and which must clearly be accommodated with an adjustment in the bottom line of the center operating budget for the current year.

(3) In line with procedures for the treatment of fee as discussed in a later paragraph, a midyear revision to the form 2181 is required when award or incentives are earned and formally incorporated into the estimated cost of the contract via contract modification.

Regional Offices should respond promptly to contractors’ requests for mid-year budget revisions. Unless extensive follow up is required, the Regional Office should resolve these requests within two weeks after submittal of the contractor's proposal. The Regional Office must ensure, however, that any estimated cost increase is within the limits of the JFAS-AAPP/FOP established by the National Office.

6. **Monthly Budgets - Straight Line Versus Custom**

An important feature of the FMS is a requirement that monthly 2110 cost reports provide a comparison between actual contract-year-to-date (CYTD) costs against planned CYTD costs. Center operators may elect one of two different methods for determining monthly planned CYTD costs. Once a choice has been elected for a contract year, the operator may not change to the other method during the remainder of that contract year.

- The first choice is to permit the planned costs to be determined automatically by FMS by simple prorations of the budget for the full contract year. If the operator selects this option, no further entries are needed.

- The second choice is a manually entered custom budget. If the operator selects this option, it is necessary to enter a planned spending amount for each budget line-item for each month of the contract year.

7. **Requesting Funding/Budget Adjustments (Operating Expense Only)**

The following are basic steps and requirements for preparing and submitting a request for an adjustment in contractually approved budgets or funding for Operating Expense. Please recall that the term Operating Expense can be loosely defined as all categories of expense other than Construction/Rehab - which has its own Congressional appropriation. With respect to Construction/Rehab funding requests, basic procedures and requirements are found in PRH Chapter 5, Section 5.10
(Facility Improvements), Requirement 4 (Emergency Repairs and Requirements).

a. **When Is a Request for a Funding/Budget Adjustment Needed**

A request should be prepared and submitted when a center operator believes that a funding/budget adjustment is required in order to maintain the effectiveness of the Job Corps center **AND** when such an adjustment will involve a net change in one or more of the major categories of Operating Expense. The major categories of Operating Expense consist of: A-Center Operations; B2-Equipment; B3- GSA Vehicle Rental; B4-CTST Materials; C1-Outreach and Admissions; C2-Career Transition Services; D-Student Transportation; and S-Support.

b. **A Word of Caution**

Center operators are discouraged from submitting Requests for Funding/Budget Adjustments except in the most urgent and compelling cases. The DOL expectation is that center contractors should maintain staffing and deliver services in a satisfactory manner within the contractually agreed budgets and funding levels. DOL’s contingency reserves are tightly controlled and restricted.

c. **Format**

There are no rigid requirements for formatting a Request for Funding/Budget Adjustment. It is recommended that the request be in the form of a brief explanatory statement along with whatever exhibits or tables are appropriate. Electronic “soft-copy” is preferred over hard copy.

d. **Content**

There are no rigid requirements or specifications concerning the content of a Request for Funding/Budget Adjustment. The level of detail depends on the complexity of the situation. Elaborate presentations are not required, but a briefly stated justification for the change in funding, along with appropriate back-up in the form of pricing data and computations is required. The request should also indicate which major categories of operating expense would be affected. In cases where the increase is of an ongoing nature, it is imperative that the request specify the effective date of the change, the net change amount in the current contract year, and the change amount that will be needed in the next contract year.

e. **Submitting a Request**

Center contractors should, via email, submit Requests for Funding/Budget Adjustment to the Director of the Job Corps Regional Office that is
responsible for their center contract, as well as to their Regional Project Manager. It is recommended that this email and its attachments also be “cc’d” to the Budget Team Leader within the National Office Division of Budget and Acquisition Support. These types of requests may be submitted at any time. Center contractors should strive to submit these types of requests as soon as possible after the need for a funding adjustment becomes evident.

f. **Turn-Around Time**

The Office of Job Corps will strive to provide the center contractor with a substantive response to its request within two weeks of submittal, depending on the complexity and/or policy implications of the issues that need to be addressed.

8. **Submittal Procedures and Requirements**

Contractors submit 2181 budgets using DOL’s web-based Job Corps Financial Management System (FMS), administered by the Job Corps Data Center (JCDC). The FMS has been designed in a way that minimizes the volume of data that must be entered for the 2181, and ensures consistency and accuracy in internal mathematical operations that are present in the budget. Contractors may obtain detailed guidance concerning FMS procedures for entering and submitting 2181s by referring to the FMS Technical Guide that is available from the FMS website.

9. **Descriptions and Definitions of 2181 Data Items**

Form 2181 budgets are prepared, submitted, and approved in sets, consisting most often of a Form 2181 for the CURRENT CONTRACT YEAR and an additional form 2181 for the NEXT CONTRACT YEAR, if any. In some instances, as described above, it is necessary to submit and maintain a third form 2181 for BASE YEAR 3. The following are brief descriptions of the elements of information that appear on the form 2181.

**HEADING INFORMATION**

**Center Name:** This is the name of the Job Corps center. If the form is being prepared for a “major component” rather than an entire center, the component name will appear after the center name e.g., “Pine Top-Utopia Satellite.” Center names are spelled out fully. Abbreviations are not used. The words “Job Corps Center” are not used as part of the center name.

**Contractor Name:** This is the name of the contractor organization as that name has been registered in the FMS. The expectation is that this name will match that which appears on the formal center contract documents.

**Contract Number:** This is the DOL identification number of the contract
for which data is being reported and as that number has been registered in FMS.

**Budget Number:** The initial set of 2181’s for the first and second contract years (and possibly the third contract year) are numbered “1” and all later pairs of approved 2181’s are to be numbered sequentially as they are approved by the Regional Office. The same number is given to all current year and next-year 2181’s in a given set. For example, the set of 2181s for budget number “1” will include a number 1 budget for the first contract year, a number 1 budget for contract Year 2, and (if applicable) a number 1 budget for base-year three.

**Contract Year Number:** This is the number of the contract year for which the form 2181 has been prepared.

**Approved or Pending:** If the budget has been approved by the Regional Office, the term “Approved” will appear. If the budget is a proposal that is still pending regional approval, the term “Pending” will appear.

**Ending:** This is the ending date (mm/dd/yyyy) of the contract year identified in the block for Contract Year Number.

**Current Year / Next Year / Base Year 3:** If the form applies to the current contract year, the term “Current Year” will appear. If the form applies to the next contract year, the term “Next Year” will appear. If the form applies to Base Year 3, the term “Base Year 3” will appear.

**BUDGET INFORMATION**

**Column Headings**

**Prior Budget:** This column is used to display the last previous approved budget for the particular contract year. For example, if the form is used for approved budget number 8, then the “PRIOR BUDGET” column will display the “REVISED BUDGET” from approved budget number 7.

**Adjustments:** This column is used to display the adjustments being requested or approved, depending on the purpose of the form.

**Revised Budget:** This column is used to display the revised budget that results from the requested or approved adjustments. The entries under this column are the sums of the entries made under PRIOR BUDGET and ADJUSTMENTS.
Row Headings

Lines 1-29: Center Operations Expenses Categories: See earlier section of this appendix for definitions of cost categories.

Line 30: Net Center Operations Expense: Totals of Lines 1 through 29.

Note: Lines 31-34 are intended to reconcile to the Estimated Cost Clause in the contract. When the contract is in its final base year or in an option year, these lines will appear only in the 2181 for the current contract year. However, if the contract is still within its base period, but in a contract year that is prior to the final year of the base period, these lines will appear in the 2181 that applies to the final year of the base period - which will be either the form 2181 for the Next Year or the form 2181 for Base Year 3, whichever is appropriate.

Line 31: Cumulative Expense through Prior Year:

This line displays the actual or budgeted cost through the immediately preceding contract year.

Lines 32a, 32b, and 32c: Budgeted Inventory Change (plus or minus):
These lines are used to compute and display the budgetary impact of a planned increase or decrease in the amount of inventory that was carried over from the previous contract. Line 32a is used to reflect the dollar value of the desired inventory level; Line 32b is used to reflect the dollar value of the inventory on-hand at the start of contract (day 1 of contract year 1); and Line 32c is Line 32a minus Line 32b.

Desired inventory levels per Line 32a should normally remain constant during the life of a contract, but occasions may arise where substantial increases or decreases are necessary. For example, inventory increases are needed when new centers are opened or existing centers are expanded, or in instances where carryover inventory levels from the previous contract are below reasonable operating needs. In these cases, provision must be made in the estimated cost clause to finance the inventory build up even though the build up does not, of itself, change the amount of the accrued costs that will be reported under the contract.

Where excessive amounts of carryover inventory are on hand and will be reduced, operating expenses under the current contract are being financed with federal funds provided under the previous contract - the amount of which must be subtracted from the estimated cost of the current contract.

Line 32b (Carryover from Prior Contract) should remain constant during the life of the contract, except that an ADJUSTMENT in Line 32b might be
expected in the early months of contract year 1 if inventory discrepancies are identified by a new incumbent contractor.

Please note that Lines 32a-32c are **not** intended to report fluctuations in actual inventory levels during the life of a contract; they are to be used for planned, budgeted changes only.

**When the contract is within its base period, this information appears in the form 2181 that applies to the final year of the base period (either the form 2181 for the Next Year or the form 2181 for Base Year 3, whichever applies.**

**Line 33: Cumulative Budgeted Expense:** This line displays the cumulative budgeted expense through the end of the contract year and consists of the actual or budgeted cost through the end of the preceding contract year plus the budgeted cost of the contract year for which the 2181 applies. This represents the contract value that is implied in the 2181 data.

**Line 34a-34c: Reconciliation to Current Estimated Cost:** The information on these rows is intended to reveal whether and to what extent there is disagreement between the form 2181 line-item budgets and the official estimated cost of the contract, with respect to center operations expense. This information includes:

**Line 34a: Current Estimated Cost of Contract:** This is the current estimated cost of the contract for center operations expense per financial information entered into FMS that has been abstracted from the original contract and its subsequent modifications.

**Line 34b: Per Mod Number:** This is the most recent contract modification number for which information has been entered into FMS.

**Line 34c: Difference (33 - 34a):** This is the dollar difference between the implied estimated cost of the contract per the form 2181 and the official estimated cost of the contract per the most recent contract modification. If the result is not zero, then there is disagreement between the contract and the 2181. If disagreement exists, the reasons for the disagreement should be researched and identified and appropriate corrective action taken.

**Note:** When a contract is still within its base period, the data on Line 34a - 34c will appear only on the form 2181 that applies to the final year of the base period. Depending on the number of years in the base period and the number of the current contract year, this could be the 2181 for the CURRENT CONTRACT YEAR, THE
NEXT CONTRACT YEAR, or BASE YEAR 3.

CONTRACTOR SUBMITTAL BLOCK

This block shows the name of authorized contractor representative who is submitting a proposed new 2181 to the Contracting Officer and the date submitted. The signature line is reserved for use when the necessary e-signature technology can be applied.

REGIONAL OFFICE APPROVAL BLOCK

This block shows the name of authorized DOL representative who has approved the new 2181 and the date of that approval. The signature line is reserved for use when the necessary e-signature technology can be applied.
# APPENDIX 503

**JOB CORPS OUTREACH/ADMISSIONS AND CAREER TRANSITION SERVICES**  
**COST-REPORTING AND BUDGETING REQUIREMENTS**

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A. INTRODUCTION

1. Scope

This appendix contains instructions and requirements for cost reporting and budgeting under Job Corps Outreach/Admissions (OA) expense and Career Transition Services (CTS) contracts. This appendix is applicable to Job Corps contract centers that are expressly funded to perform OA and/or CTS functions, as well as to stand-alone contracts for the performance of OA and/or CTS functions. This appendix is not applicable to CCCs that are funded for OA or CTS. CCC agencies that are funded for OA and/or CTS activities are referred instead to Appendix 509 for guidance on cost reporting and budgeting.

This appendix is not intended to supersede the proposal development requirements prescribed in the OA and/or CTS Request for Proposal (RFP). However, the cost categories established in this appendix will be incorporated into the OA and/or CTS RFP’s. The requirements of this appendix become applicable after award of an OA/CTS contract and are intended to cover: (i) the reporting of actual costs, (ii) the process for revising the contractually approved budget, and (iii) the process for refining and reconciling the contract budget upon issuance of annual extensions.

2. Purpose

The procedures and requirements contained in this appendix are intended to serve as the basis for a Financial Management System (FMS) that provides Job Corps Program Managers at several levels with information that is necessary for determining the efficient allocation of funds. The Job Corps Financial Management System (FMS) provides for:

- Periodic, detailed review of actual expenses and a comparison with planned (budgeted) expenses.
- The reliable identification of variances from budget that may require corrective action.
- The ratification of appropriate adjustments in current year and out-year budgets.
- The compilation of nationwide Job Corps cost data for inclusion in reports to the Congress and the public.

B. SYSTEM OVERVIEW

1. Uniform Cost Categories

A major feature of the FMS is the use of uniform cost categories that allow for comparability between OA and CTS contractors and for the compilation of national and regional totals for analytical and public reporting purposes. The cost categories have been defined in a way that will provide information that is immediately
relevant to ongoing managerial and oversight functions.

2. **Initial Budget Formulation**

The initial budget is normally formulated during the procurement process through which the contract is awarded. The approved budget for OA and/or CTS expense is reflected in the formal contract document in summarized form within the estimated cost clause. It is a requirement of this appendix that the contract’s estimated cost amount for OA expense always be backed up by a current line-item budget that is prepared using the Form 2181-OA, and that the contractor’s estimated cost amount for CTS expense always be backed up by a current line-item budget that is prepared using the Form 2181-CTS. Except for the final year of a contract, 2181 budgets are normally prepared in sets of two: one providing a line-item budget for the Current Contract Year and one for the Next Contract Year. The initial 2181 budgets that are prepared upon contract award are for the first contract year and the second contract year, and should be based on the contractor’s proposal. However, the initial budget may incorporate minor revisions as agreed to or required by the Regional Office.

If a contract is in the first year of a three-year base period, it is necessary to have an additional 2181 budget in place to cover the third contract year. This is to ensure that 2181’s are in place for the full initial performance period of the contract.

3. **Reporting of Actual Expenses**

Contractors are required to report actual expenses on a monthly basis. For contractor financial management and Job Corps monitoring, it is important that analysis be performed on data that is as current as possible. Moreover, the availability of monthly cost data allows an analysis of trends that could not be identified through less frequent reporting.

Form 2110-OA/CTS will display line-item data on costs for the current month and cumulative costs incurred to date during the Current Contract Year (Year 1, Year 2, Year 3, etc., whichever is in effect at the time). The reports will also display line-item cost data for the entire contract period to date.

4. **Comparing Actual Expense Versus Expected Expense**

The 2110-OA and the 2110-CTS that is generated by the FMS based on contractor input provides a comparison of actual expense versus expected expense. This comparison is in the context of the line-item budget that is in place during the Current Contract Year. The methodology is to compute the Current Year expenses that are “planned” through the end of the current month via a simple straight-line pro-rataion of the approved budget for the entire Current Year. The pro-ration of planned expenses is done on the basis of days rather than months.
5. **Display and Evaluation of Variances**

The cost reports will identify budgetary variances by individual cost category. A line-item variance is simply the difference between planned contract year to date expense (as a pro-ration of the contract-year budget) and the actual contract year to date expense. Contractors must attach a narrative explanation of cause and corrective action for any line-item variance that exceeds an amount that is 5.0 percent or more (plus or minus) of the Current Year budget for that line-item, or 1% of the total OA or CTS budget for the Current Contract Year (whichever is the higher). To illustrate: if the contract year OA budget for a particular line-item is $20,000, the first alternative variance threshold is $20,000 x 5 percent = $1,000. If the total OA budget for the contract year is $200,000, the second alternative variance threshold is $200,000 x 1 percent = $2,000. Since $2,000 is the higher of the two dollar amounts, then $2,000 is used as the variance threshold for the budget line-item in question instead of $1,000.

An explanation is further required whenever the Current Contract Year to date total Actual Expense for either OA or CTS exceeds the Planned Total Expense by an amount equating to 2 percent of the total budget for OA or CTS, whichever is applicable, for the Current Contract Year.

Please note that the threshold for explaining variances is determined as a percentage of the full contract year budget amount. This is contrary to intuition, which would say that the variances should be viewed in terms of planned expense to date. The purpose of the non-intuitive approach prescribed above is to lessen the narrative reporting burden relative to variances that occur in the early months of the budget year. This permits contractors an opportunity to resolve or reverse variance trends before being officially required to explain them to DOL.

Reported variances may occur for a number of reasons, including: (i) erroneous assumptions in the formulation of the budget, (ii) unforeseen events requiring greater or fewer financial resources than anticipated, (iii) poorly controlled spending, and/or (iv) internal reporting or computational errors. The identification and analysis of variances may lead to a wide range of corrective actions, including:

- Spending constraints to reduce or stabilize overruns
- Increased spending in areas where adequate resources have not been utilized to properly provide services
- Improvements to internal administrative control systems and the provision of training to appropriate staff
- Budget revision request to more reasonably distribute financial resources between cost categories
- Initiation of requests for an increase or decrease in the contract estimated cost to adjust for unforeseen cost or program changes
- DOL decision not to award option year extension, but to re-compete the
contract early

6. **Formal Budget Revisions**

It is generally appropriate to accomplish a formal revision to the 2181-OA or 2181-CTS line-item budgets only when there is: (i) a need to change the net amount for either OA expense or CTS expense in the estimated cost clause of the contract and the change affects the Current Contract Year; or (ii) a realignment of existing line-item amounts is clearly needed to resolve a gross misallocation of costs. However, frequent reshuffling of funds between line-items as a means to eliminate reportable variances is not generally considered a useful or legitimate practice. The 2181-OA and 2181-CTS line-item budgets and revisions thereto must be approved by the cognizant Regional Office. Regional Offices should refer to current internal Annual Advanced Procurement Plan (AAPP) administration guidelines to identify circumstances where prior Office of Job Corps clearances are needed for bottom-line estimated cost changes.

7. **Next-Year Estimates**

As indicated in Section 2 above, 2181 budgets are prepared in sets of two: one providing a line-item budget for the Current Contract Year and one for the Next Contract Year. The initial 2181 budgets that are prepared upon contract award are for the first contract year and the second contract year. Except for the final year of the contract, this pattern is maintained throughout the life cycle of the contract. For example, when the contract enters its second year, the required pair of 2181 budgets will cover the second year of the contract (which will be the “current year”) and the third contract year (which will be the “next year”).

If a contract is initially awarded with a three-year base period, it will also be necessary for the contractor to maintain a “base Year 3” budget, but only during the first contract year. After the first contract year has been completed, the contract returns to the normal pattern, in which the requirement is only for the maintenance of “current year” and “next year” 2181’s. This is discussed more fully in the later section that provides detailed requirements for 2181 Budgets.

Whenever the current year OA or CTS budget is being revised, it is also necessary: (1) to identify any adjustments that are of an ongoing nature (e.g., those that involve permanently deleting or adding OA or CTS workload), (2) to accurately calculate the impact of such changes on the next contract year, and (3) to revise the 2181 budget for the next year accordingly.

Maintaining an updated “next-year” cost estimate in this manner will provide for a smoother transition from one contract year to another and will help avoid budget-related issues from developing between DOL and the contractor. The current AAPP Estimated Cost Profile, which is available for viewing and downloading by the contractor via the FMS, will facilitate the preparation of “next year” budgets.
Under normal conditions Regional Offices are expected to keep OA and/or CTS contracts in agreement with the AAPP Estimated Cost Profiles. Questions or concerns about dollar amounts that are contained in AAPP Estimated Cost Profiles may be referred to the Office of Job Corps National financial staff. In certain situations it will be necessary for the contractor to maintain a “Base Year 3” budget. This is discussed more fully in the later section that provides detailed requirements for 2181 Contract Center Operations Budgets.

8. Integration of Financial Management Systems

The requirements and procedures of this appendix have been designed in a way that is intended to ensure or promote consistency of data across different aspects of OA/CTS financial management: DOL/Job Corps allocation of funds for OA/CTS contracts, contractual documents concerning cost and funding, line-item budgeting, monthly cost reporting; and contractor vouchering for payments.

a. Job Corps Fund Allocation System (JFAS)

JFAS is a web-based in-house information technology (IT) application that is used by DOL/Job Corps to control the allocation of funds to OA/CTS contracts and other contracts and activities that support the delivery of services to Job Corps students. It is DOL policy to share various types of JFAS reports and documents with OA/CTS contractors.

The JFAS reports and data sheets that are available to contractors include: the Estimated Cost Profile, the Fiscal Plan, the Financial Operating Plan (FOP) Allocations Report, the Contract Footprint Report, and the Payments Transaction Report. These reports will help contractors to prepare and plan for future modifications that are scheduled for their contracts (including modifications for incremental contract funding) and also to facilitate the identification of discrepancies and pending issues that require follow-up action.

Pending the development of an IT application that will provide contractors with direct access to their respective JFAS reports and documents, Job Corps Regional Offices are required to provide contractors with copies of these reports (which are normally available in PDF format) on a timely basis upon request. Please note, however, that DOL does not share one contractor’s reports with any other contractor. If a Job Corps Regional Office is not able to fulfill its responsibility in this area, a contractor may instead request that the Office of Job Corps supply copies of its JFAS reports and documents.
b.  **Contract Award and Maintenance**

Contract award and modification documents are currently maintained and executed in ink-signed hard-copy form. These documents contain information about agreed-to contract costs and DOL/Job Corps funding that is available for payment to the contractor. Many items of information in these hard-copy documents must be abstracted and entered into the Job Corps FMS.

c.  **Job Corps Financial Management System (FMS)**

OA/CTS contractors fulfill most of their financial reporting and budgeting responsibilities using the Job Corps FMS, which is a web-based IT application administered by the Job Corps Data Center (JCDC). The FMS is used to prepare and submit 2110-OA/CTS cost reports, 2110S-OA/CTS monthly staff vacancy and separation reports, and 2181-OA/CTS budgets. The FMS is also used to enter key elements of financial data that are abstracted from contract documents and from Job Corps contract vouchers. Data entry procedures can be found on the JCDC website and in training and orientation materials that have been published by JCDC. The FMS is a secure IT system, with access being controlled by user names and passwords.

d.  **Vouchering**

The great majority of OA/CTS contractors receive payment from Department of Labor (DOL) on the basis of hard-copy vouchers and back-up sheets that are submitted to DOL/Job Corps on a semi-monthly schedule. A small number of governmental and non-profit contractors are eligible to be paid via electronic draw-downs. Some data items from vouchers must be abstracted and entered into the Job Corps FMS.

C.  **COST CATEGORY DEFINITIONS**

1.  **Overall Structure of Categories**

Because it is not unusual for individual contracts to provide for both OA and CTS functions, the 2110-OA/CTS Cost Report has been designed to report both activities. However, the data on OA and CTS are fully segregated on this reporting instrument. The cost category structures for OA and CTS are parallel, and the cost category labeling and definitions are much the same.

2.  **Subcontract Expense**

The costs of subcontracts issued by OA/CTS contractors are classified differently depending on the characteristics of the subcontract. For purposes of Job Corps cost classification, subcontracts fall into two different and mutually exclusive
categories: Staffing Subcontract and Non-Staffing Subcontract. The following are definitions and criteria for determining the category that applies to a particular subcontract, along with the cost allocation policies that apply to that category.

a. **Staffing Subcontract**

This category applies to any subcontract that provides one or more staff persons who are employed to perform duties under the OA/CTS contract on a full-time basis or any subcontract that provides a number of part-time staff persons who are employed to perform duties under the OA/CTS contract and whose scheduled hours of work in connection with these duties collectively represent one or more full-time positions (FTP). The cost allocation policies that apply to subcontracts in this category are as follows:

- **Subcontractor Personnel Expense**: The cost of compensation (salaries/wages and benefits) which the subcontractor pays to its staff who work at the center shall be allocated to the OA Personnel Expense category and/or the CTS Personnel Expense category, as appropriate.
- **Other Direct Subcontractor Expense**: The direct costs of the subcontractor that are for non-personnel items shall be reported in the appropriate non-personnel line-item(s).
- **Subcontractor Indirect Expense (Overhead/General and Administrative [G&A])**: The subcontractor’s overhead and G&A expense shall be reported on Line 8 (OA and/or CTS as appropriate) - Other Operating Expense. Do NOT report these costs on Line 5 - Indirect Administrative Expense which is used exclusively to report the prime contractor’s Overhead/G&A expense.
- **Subcontractor Fee**: If the terms of the prime contract expressly designate the subcontract as a MAJOR STAFFING SUBCONTRACT and require that the subcontractor fee be paid from a fee pool that is shared with the prime contractor, then the subcontractor fee expense shall be reported on Lines 6 and 7 (OA and/or CTS, as appropriate), combined with fees that are received by the prime contractor. If the terms of the prime contract DO NOT require such fee pooling for the subcontract in question, then the subcontractor fee shall be reported on Line 8 (OA and/or CTS as appropriate) - Other Operating Expense.
- **Reference to Contractor’s Proposal**: In some cases, expenses might not be currently detailed on the subcontractor's invoice because the service is being provided at a fixed price or fixed unit price (e.g., meals served, billable labor hours). In these types of cases, adequate detail can usually be obtained from the subcontractor's proposal as a means to formulate the required break out of total expense into the line-items identified above. If detail is not provided in the proposal, then supplementary information should be obtained from the
b. **Non-Staffing Subcontract**

This category applies to any subcontract that does not qualify as a Staffing Subcontract. Non-staffing subcontracts include those that are solely for the procurement of supplies, equipment, commodities, IT/technical support services, medial outreach services, other intermittent services, and so forth. The costs of a Non-Staffing subcontract are most often allocated to a single budget line-item within the OA and/or CTS categories. For example, the entire costs of a media outreach subcontract would be assigned to Line 4-Media Advertising Expense.

3. **Personnel Expenses**

This term is used in this appendix to refer to all salaries, wages, and all other associated personnel costs borne by the employer such as performance bonuses, earned leave upon termination, retirement contributions, Social Security taxes, life insurance premiums, health insurance premiums, worker’s compensation insurance, etc. All direct employees of the contract as well as employees of Staffing Subcontractors (as defined in the preceding section) are to be included.

4. **Allocation of Split Duties**

If an employee works in more than one area, such as part time in OA and part time in CTS, or a secretary is assigned to two departments, the cost must be allocated to the appropriate categories. The basis for the allocation must be documented in a salary allocation plan explaining the rationale for the allocation. If the employee’s assignment is changed, the allocation should be changed. All salary allocations should be reviewed annually to assure that the basis for allocation is still valid. If the staff time cannot be reasonably predicted between OA and CTS, time records must be maintained to allocate costs.

5. **Treatment of Money Received**

When third-party money is received by an OA and/or CTS contractor, it is most often a reimbursement or refund of cost previously incurred. Such reimbursements and refunds are recorded as reductions (credits) in the appropriate expense accounts in order to reflect true operating expenses. For example, prompt payment discounts, cash rebates, and refunds are credited as a savings to the account to which the product or service was originally charged. In some cases, money received by the contractor cannot be credited as a reduction to a specific expense account. In these cases, the money received will be classified as net income to the contract within Line 8-Other Operating Expense (OA and/or CTS, as appropriate).
6. **Cost Category Definitions**

OA and CTS expense are segregated and reported separately on the 2110-OA/CTS cost report. However, both OA and CTS use parallel cost categories. The following are definitions for the categories that are used to categorize both OA and CTS expense, respectively. The categories are discussed in the same order as they appear on the form 2110-OA/CTS. For expense items that are not specifically identified in the lists of examples, contractors may use their own good judgment to determine which cost categories apply; or they may refer the question to the Office of Job Corps for guidance.

a. **2110-OA/CTS, Page 1**

   **Line 1-Personnel Expense:** The cost of personnel compensation (salary, benefits, bonuses) that is directly charged to the contract. Examples of positions typically covered include:

   - **OA Staff**
     - Manager/Supervision (of OA Coordinators and AC)
     - Outreach/Admissions Coordinator
     - Admissions Counselor
     - Administrative/Secretarial/Clerical (assigned to support OA staff)

   - **CTS Staff**
     - Manager/Supervision (of CTS Counselors/Coordinators, Placers)
     - CTS Counselors and Coordinators
     - Placement Specialist
     - Administrative/Secretarial/Clerical (assigned to support CTS staff)

   **Line 2-Staff Travel/Training Expense:** Includes the cost of staff travel, per diem, and miscellaneous expenses in connection with work assignments that involve travel away from the work site. This category includes the types of expenses listed below.

   - **Staff Travel:** Includes the cost for staff transportation, per diem, and miscellaneous expenses for work assignments and training.

   - **GSA Vehicle Mileage Expense:** All GSA Vehicle mileage expense will be recorded in this line-item category, but the monthly rental charge will be charged to GSA Vehicle Rental.

   - **Staff Training and Tuition:** Includes the cost of tuition and fees for staff training that has been determined to be beneficial for the operation and is job related. (Reimbursement to staff under an employer education policy will be charged as an employee benefit to the appropriate category of personnel expense.) Also includes the
cost of materials and services, such as trainers, rental of facilities and equipment, supplies, printing and duplicating, and contractual support.

**Other:** As determined by the contractor.

**Line 3—Facilities Expense:** This category includes all types of facility expenses, including those listed below.

- **Lease Cost (Rent):** Includes costs for leasing space or, if located at a Job Corps center, the prorated charge from the center for space, if applicable.

- **Facilities Maintenance:** Includes all charges for contracted maintenance, including materials, labor, and all supplies including any cleaning and janitorial supplies.

- **Utilities:** Includes the cost of all utilities paid at the facility (i.e., natural gas, electricity/heating oil, water, and sewage).

- **Other:** As determined by the contractor.

**Note:** If the OA and/or CTS facility expense being reported are incurred under the umbrella of a center operations contract and if the facility related expenses of the OA and/or CTS activities cannot be directly determined (via separate utilities metering, separate facility leases, etc.), the facility costs should be allocated pro rata based on number of full-time equivalent (FTE) staff assigned to each function (Center Operations, OA, CTS).

**Line 4—Media Advertising:** Includes the cost of media advertising/promotion, printing, and distribution of materials pertaining to the Outreach/Admissions or CTS/Placement effort. This category includes the types of expenses listed below.

- **Media Advertising:** Includes the cost of all advertising/promotions and the preparation of materials for the programmatic effort within the contractor’s area of responsibility. The term media is intended to include all forms of advertising, such as newspaper, magazine, TV, radio, etc. Newspaper expenses for staff help-wanted advertising is not charged to this category, but should be charged to Line 9 instead.

- **Printing of Materials:** Includes the cost of printing brochures, posters, and other necessary printed materials for public display or distribution to clients and client influencers.
Postage: Includes only the postage expense for distribution of printed materials as described above.

Other: As determined by the contractor.

Line 5-Indirect Administrative Expense: This line includes the contractor’s G&A expense at the rate specified in the contract or the current approved rate, whichever is lower. The total amount charged may not exceed the contract ceiling rate. On the 2110-OA/CTS, G&A expense should be accrued for amounts earned on other accruals (unvouched accounts payable) and be reported as Unvouched Reimbursable Expenses, Page 2, Section F, Column (b).

Note Concerning Indirect Cost Base: It is DOL’s preference that the base that is used to compute indirect costs consist NOT of total direct cost (TDC) but instead be comprised of a narrower base that is limited to Total OA/CTS Operating Expense net of indirect cost and fee. This would also exclude Equipment and GSA Vehicle Rental expense from the base. In effect, the recommended base for determining Line 5 Indirect Costs consists of the combined amounts for Lines 1, 2, 3, 4 and 8. This is to ensure consistency with the practices that are normally in force with respect to center operations contracts and to avoid indirect costs amounts that are skewed due to the tendency for “cost spikes or lumpiness” in pass-through allocations for equipment/furniture purchases. Contractors are expected to use this narrower base, if at all possible, in the indirect cost proposals that they submit to their cognizant agency (which is most often DOL). Exceptions will be allowed if it is not feasible for a contractor to utilize this narrower base due to the demands of its parent company or establishment of a TDC base in an indirect cost agreement that has already been finalized with a cognizant agency other than DOL.

Lines 6 and 7-Contractors Base and Incentive Fees: If any of the guidance below on the treatment of fee is in conflict with the particular terms of the contract, the contractual terms shall prevail. The guidance below is intended to describe the standard vouchering and reporting practices for the fee arrangement that is now in use for OA/CTS contracts, which provides for both base fees and incentive fees. Line 6 is used to report the cost of Base Fees earned per contractual terms. Line 7 is used to report the cost of provisional and earned Incentive Fees.

Line 6-Base Fee: For each contract year, the cost of a contractor’s Base Fee will be an equal monthly proration of the Base Fee stated or reflected in the contract for that contract year. If the contractor’s fee consists solely of Fixed Fee, then fee cost should be reported on Line 6 only, and the monthly costs
should be calculated in the same manner as for Base Fee.

**Line 7-Incentive Fee:** The cost of a contractor’s Incentive Fee is determined as follows:

**Cost prior to final determination of amount earned:** The exact amount of incentive fee that is earned for performance achievements during a contract year cannot be determined until two to four months after completion of the contract year. In order to mitigate cash flow hardships that would otherwise result from such a long lag-time, contractors are generally permitted to voucher provisionally for incentive fee during the performance of a contract year. The provisional monthly costs and billings of Incentive Fee prior to determination of final amount earned will therefore be an equal proration of the contractually stipulated Incentive Fee amount for average performance.

**Cost adjustment/reconciliation upon final determination of amount earned:** When the contractor is notified as to the exact amount of Incentive Fee that has been earned for performance during a recently completed contract year, the notification will specify by what amount the earned incentive fee is above or below the amount of the provisional payments that were made to the contractor. DOL staff are expected to complete the reconciliation of provisional fee to final amount earned and notify the contractor within three months after the completed contract year. The difference between provisional Incentive Fee payments and final amount earned will be treated as an adjustment to cost and billings in the succeeding contract year and reflected appropriately as such on the next available cost report and invoice that is submitted by the contractor. However, if performance of the contract has been fully completed, the adjustment to cost and billings will be reported and treated as post-termination activity.

The following is an example of expensing Base Fee, Provisional Incentive Fee, and Final Post-Contract Year Incentive Fee adjustment. In this example, the contract has been newly awarded and the fee amounts stipulated for the first contract year (which is exactly one calendar year in duration):

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Fee</td>
<td>$22,500</td>
</tr>
<tr>
<td>Provisional Incentive Fee</td>
<td>$7,500</td>
</tr>
<tr>
<td>Total</td>
<td>$30,000</td>
</tr>
</tbody>
</table>

- In the first contract year, the monthly costs equal $30,000 divided by 12 months, yielding a monthly expense of $2,500.
Total fee costs and billings in Year 1 are $30,000, consisting of $22,500 base fee and $7,500 provisional Incentive Fee.

- In the first 2 months of the second contract year, the monthly fee costs and billings continue at $2,500. However, in the third month, the contractor is officially notified, via contract modification, that the final Incentive Fee earned, based on achievements in the first contract year is $8,500. The notification specifies that the final amount earned is $1,000 above the provisional amount billed and that the contractor should include the $1,000 fee increase on its very next voucher and should reflect the $1,000 of additional fee expense on Line 7 of its very next cost report. This adjustment process also includes a revised 2181-OA/CTS budget, increasing the Line 7-Incentive Fee amount by $1,000 for the current (second) contract year. The Incentive Fee expense reported in the third month of the second contract year would therefore be $3,500, or $1,000 above the provisional level of $2,500. Thereafter, monthly fee expense and billings would return to the provisional level of $2,500 for the duration of the second contract year.

- Note concerning liquidated damages: Liquidated damages assessments affect fee. Please refer to the later section that addresses liquidated damages.

**Line 8-Other Operating Expense:** Includes all operating costs associated with the OA or CTS functions that are not assignable to any of the above expense categories or to the GSA Vehicle Rental and Equipment expense categories. Other Operating Expense includes such items as:

- **Office Materials and Supplies:** General office supplies such as paper, pencils, paper clips, rubber bands, and ink cartridges.
- **Contracted Office Services:** Includes the cost of contractual services required for office administration, such as the cost of subcontracted duplicating and printing services.
- **Office Equipment Rentals:** Includes the rental cost of photocopying and IT equipment.
- **Office Equipment Maintenance:** Includes the cost for maintenance and repair of office equipment. Costs incurred under lease purchase agreements are considered rental costs.
- **Legal Services:** Includes the cost of legal services acquired for the
operation. Legal expenses relating to personnel matters or actions brought by employees against the contractor are corporate G&A expenses unless the contractor’s approved cost accounting standards provide for classifying these expenses as a direct cost to contracts. The charging of these costs to a federal contract is still subject to the allowability set forth in the applicable cost standards.

**Accounting Services:** Includes the cost of subcontracted accounting services acquired for the contract and corporate charges for service or equipment where corporate accounting practices, and the indirect cost agreement, require an allocation to direct cost and the allocation of costs is in agreement with the business management proposal submitted for operation of the contract. Since there is no specific contract requirement, audits performed by public accounting firms are not an allowable cost. A corporate audit, which as part of its “tests” audits a portion of a specific contract, is considered to be a corporate G&A expense.

**Miscellaneous Administrative Expense:** Includes the cost of miscellaneous supplies and services required in the operation, such as the following: Consumable supplies such as paper towels, toilet tissue, soap, etc., or any miscellaneous administrative expenses outside the definitions of office supplies and services.

- Packing, handling, and shipping cost to transfer excess property to or from a holding facility, if applicable.
- Gross receipts tax, sales tax assessments, and penalties and interest charges resulting from tax assessments. When the contractor is forced to pay these costs, they should be paid “under protest.”

**Local Telephone Service:** Includes the cost of local telephone service – basic monthly service, equipment lease costs, any message unit charges, access charges, and taxes.

**Cell Phones and Pagers:** Includes the cost of cell phone and pager services.

**Long-Distance Calls:** The cost of long distance calls placed through the Federal Telephone System (FTS) will not be charged to the center, but will be charged to DOL. Costs that should be reported on this line will be those for incoming collect, long-distance calls and long-distance calls which, for any reason, cannot be placed through FTS.

**Telephone Service Charges and Communications Equipment Rental**
Charges: Includes the cost of service for telephone equipment changes, repairs, and the installation of additional telephones and related equipment, and the cost of facsimile or other communications equipment rental and maintenance.

Postage: The cost of postage or expedited services such as Federal Express, and postage meter rental and maintenance.

Court Fees: The costs of obtaining court checks of applicants.

Other: As determined by the contractor.

Line 9-Total OA or CTS Operating Expense: Total of Lines 1 through 8.

Line 10-Equipment/Furniture Expense: Includes costs for purchase of NON-EXPEND-ABLE PERSONAL PROPERTY.

Line 11-GSA Vehicles Rental: Includes GSA monthly/daily charges and charges for damage to vehicles. This category does not include GSA mileage charges, which instead should be assigned to Line 2-Staff Travel/Training Expense.

Line 12-Total OA or CTS Expense: This is the sum of amounts in Lines 9, 10, and 11.

b. 2110-OA/CTS, Page 2

Lines 1a, 1b, 1c-OA Expense: These lines provide a highly summarized representation of the OA expense detail provided in Page 1, Section H. The OA expense totals on Page 1, Section H, Line 12 are broken out into two subcategories that are commonly used in the estimated cost clauses of OA contracts. These subcategories consist of:

Line 1a, OA-Reimbursable: This subcategory incorporates all OA line-items on Page 1 except for line-items 6 and 7, which are used for fee. The reimbursable line-items therefore consist of Lines 1-5, 8, 10, and 11.

Line 1b, OA-Fee: This subcategory totals the amounts on OA Lines 6 and 7, on Page 1.

Line 1c, Total OA Expense: This line-item totals the amounts on Lines 1a and 1b. The amounts on Line 1c will also equal the Line 12 OA total on Page 1.

Note: This expense category equates to C1-
Outreach/Admissions in the internal DOL AAPP/FOP FMS.

Lines 2a, 2b, 2c-CTS Expense: These lines provide a highly summarized representation of the CTS expense detail provided in Page 1, Section I. The CTS expense totals on Page 1, Section I, Line 12 are broken out into two subcategories that are commonly used in the estimated cost clauses of CTS contracts. These subcategories consist of:

Line 2a, CTS-Reimbursable: This subcategory incorporates all CTS line-items on Page 1 except for line-items 6 and 7, which are used for fees. The reimbursable line-items therefore consist of Lines 1-5, 8, 10, and 11.

Line 2b, CTS-Fee: This subcategory totals the amounts on CTS Lines 6 and 7, on Page 1.

Line 2c, Total CTS Expense: This line item totals the amounts on Lines 2a and 2b. The amounts on Line 2c will also equal the Line 12 CTS total on Page 1.

Note: This expense category equates to C2-Career Transition Services in the internal DOL AAPP/FOP FMS.

Line 3-Student Transportation/Meal Allowances: This line-item is used in stand-alone OA/CTS contracts only. If the OA/CTS services have been included under an umbrella center operations contract, the Student Transportation/Meal Expense are to be reported and entered in the center’s overall 2110 and not in the subsidiary 2110-OA/CTS. Otherwise, for stand-alone OA/CTS contracts, this Line 3 on Page 2 should include the costs of government-furnished inter-city travel (including prescribed meal allowances), such as travel associated with new enrollee arrival or travel home upon separation.

Note: This expense category equates to D-Transportation in the internal DOL AAPP/FOP FMS.

Line 4-Other Expense (Non-OA/CTS): This line-item is used in stand-alone OA/CTS contracts only. If the OA/CTS services have been included under an umbrella center operations contract, the Non-Standard Expenses are to be reported and entered in the center’s overall 2110 and not in the subsidiary 2110-OA/CTS. Otherwise, for stand-alone OA/CTS contracts, this Line 4 on Page 2 should be used only if non-OA/CTS expenses have been specifically funded in the OA/CTS contract.

Note: This expense category equates to S-Support in the internal
DOL AAPP/FOP FMS.

D. JOB CORPS OA/CTS FINANCIAL REPORT (2110-OA/CTS)

1. Purpose

The Job Corps Outreach and Admissions (OA) and Career Transition Services (CTS) Financial Report, 2110-OA/CTS, is used by contractors whose contracts provide for OA and/or CTS functions. This includes both stand-alone OA/CTS contracts and center contracts that have been funded to provide OA and/or CTS services. The report is used to provide monthly information on accrued expenses and other pertinent data necessary to analyze cost trends and cost-effectiveness, with a sharp focus on the current contract year.

2. Originators

These reports are prepared and submitted by organizations that have a DOL contract to furnish Job Corps OA and/or CTS services.

3. Time Frames

a. Contract Years

It is a required practice to segment the performance period of an OA/CTS contract into “contract years.” It is desirable that each contract year have a duration of one full calendar year (365 days or 366 days, depending on leap year).

- A Contract Year May Not Exceed One Full Calendar Year: The technical parameters of the FMS system do not allow any contract year to have a duration that exceeds one full calendar year.

- A Contract Year May Be of Lesser Duration: FMS does permit a contract year to be of lesser duration than a full calendar year. This is to accommodate certain exigencies. A typical example of this would be a unilateral contract extension (usually of about four months duration) that is issued to provide continuity of operations after the final option year contained in the original contract. In this situation, the extension should be treated as a new contract year.

Note: If it becomes necessary to issue further contract extensions, these extensions should be incorporated into the contract year that was established via the original extension, provided that the total new contract year duration does not exceed a full calendar year.

b. Reporting Periods
The reports will display line-item costs for the:

- Current month
- Cumulative costs incurred to date during the current contract year (Years 1, 2, 3, 4, 5, 6, or 7, whichever is in effect at the time)
- Cumulative costs incurred to date from the inception of the contract (i.e., from the first day of the contract performance period)

The 2110-OA/CTS report normally displays data for a full calendar month. However, if a contract begins on a date other than the first of the month, the first report will report costs for the period from the contract beginning through the end of the first calendar month.

If a contract year ends on a day other than the last of the month, it will be necessary to submit a 2110-OA/CTS report for the portion of the month which ends on the final day of the contract year as well as a second form 2110-OA/CTS report for the portion of the month that falls within the next contract year. For example:

- The contract year begins March 15, 2011 and ends March 14, 2012. In March 2011, the only costs to report are for the period March 15 through March 31, and a report will be submitted reflecting actual and budgeted expenses for only this period. In March 2012, two reports must be submitted.

- The first report will cover the period March 1 through March 14, 2012, and the period ending date would be reported as March 14, 2012. Only the following will be reported.

- Page 1, Column (a) will report actual, only for the period through March 14. All other columns will display budget and actual through March 14.

- The second report for the month will constitute the initial report of the new contract year and in the “current month” columns, will report expense during the period of March 15 through March 31.

4. **Reporting After Contract Expiration**

When a contract expires, it is of course necessary to submit a fully detailed 2110-OA/CTS report with a report period ending date that coincides with the contract expiration date. Thereafter, the monthly reporting requirement for the contract continues until all undelivered commitments and unvoucherced accounts payable are liquidated. It is necessary to continue to submit 2110-OA/CTS reports until financial activity under the contract has ceased. However, such post-expiration 2110-OA/CTS reports that are submitted for subsequent periods need not contain or reflect the
annual budgets, the planned expense-CYTD, or the variance data that normally appear on Page 1 of the 2110, columns (b), (c), (e) and (f).

If there is no financial activity in a month, only a completed Page 1 must be submitted, and should be noted “NO ACTIVITY” in block C1, on Page 1 of the 2110-OA/CTS report. The “Period Ending” will always be shown as the current reporting month, not the month in which the contract expired.

After liquidation of all obligations, no further reports are required on an expired contract until closeout. This last report should be marked “FINAL-PENDING CLOSEOUT” in block C1 on Page 1 of the 2110-OA/CTS report. If there are adjustments to costs that need to be reported when the contractor submits its formal closeout package to DOL, a final 2110-OA/CTS report must be submitted in FMS to reflect any changes to costs. This report should be marked “FINAL/CLOSEOUT” in block C1 on Page 1 of the 2110-OA/CTS report; and the date entered in block C on Page 1 of the 2110-OA/CTS report should be on or a few days before the submittal date of the contractor’s closeout package.

5. **Accrual Reporting**

Costs reported on the form 2110-OA/CTS must always be on the accrual basis, i.e., the cost of materials and services received, regardless of when the purchases are made or when invoices are received or paid. Many costs are not normally invoiced promptly and it is therefore important that all such charges, including earned but unpaid salaries and payroll related costs, be accrued so that reported costs include all incurred expenses.

Earned but unpaid leave will not be accrued, reported as expense, nor vouchered. Earned leave that is paid when an employee terminates will be reported as personnel expense when paid and will be vouchered at that time.

6. **Error Corrections**

A corrected report for a given month may be submitted, but only if the report for the following month has not yet been submitted. Otherwise, any adjustments made to correct erroneous information on past reports (contract to date adjustments) will be reflected in the current month’s expenses; and the adjustment must be explained in the Variance exceptions/Comments section. Errors are always to be avoided, of course, but it is particularly important to ensure that reports submitted for the ending dates of contract years are as free from errors as possible.

7. **Preparing and Submitting the 2110-OA/CTS Report**

Contractors submit their 2110 reports using DOL’s web-based FMS that is administered by the Job Corps Data Center (JCDC). The FMS has been designed in a way that minimizes the volume of data that must be entered each month and
which ensures consistency and accuracy in internal mathematical operations that are present in the report. Contractors may obtain detailed guidance and training on FMS procedures for entering and submitting 2110 reports from JCDC representatives.

With respect to time-frames for the submittal of monthly 2110 reports, contractors must prepare and submit them into FMS by no later than the 10th of the month following the reported month.

8. **Descriptions and Definitions of 2110-OA/CTS Data Items**

Detailed instructions and guidance for entering 2110-OA/CTS data into FMS is available from JCDC sources. The following discussion is not intended to supply instructions for entry of 2110-OA/CTS data, but is intended to provide detailed definitions and descriptions of the information that appears on a submitted 2110-OA/CTS report when it is viewed in its printable output form.

**2110-OA/CTS, Page 1**

A. **Contract Scope**: If the report is for OA and/or CTS expense that is funded under a center contract, this is the name of the center. If the report is for a stand-alone OA and/or CTS contract, this is the geographic area covered by the contract.

B. **Contractor Name**: This is the name of the contractor.

C. **Report Period End Date (Month, Day, Year)**: This is the last day of the calendar month for which the report is being prepared. The date will be for the current month even if the report is for an expired contract. The only exception will be for contracts which end on any day other than the last day of the month, as discussed in the previous section on time frame.

D. **Contract Number**: This is the DOL identification number of the contract for which data is being reported.

E. **Latest Contract Modification Number**: This is the number of the latest contract modification signed by the Contracting Officer that was effective during the reported period.

F. **Contract Duration**: These are the inclusive dates of the contract performance period, consisting of the contract inception/effective date and the current contract expiration date.

G. **Contract Period-Current Contract Year**: These are the inclusive dates of the current contract year, consisting of the beginning date and the ending date of the current contract year.
H. **OA Expense:** Section H contains data if the contract is funded for OA services.

**Approved Budget Number:** This is the number of the latest approved budget submission, Employment and Training Administration (ETA) 2181-OA.

I. **CTS Expense:** Section I contains data if the contract is funded for CTS services.

**Approved Budget No:** This is the number of the latest approved budget submission, ETA 2181-CTS.

**H and I Columnar Instructions:** The following are descriptions and definitions for entries in Sections G and H in Columns (a) through (g).

**Expense Categories Column:** See the Cost Category Section of this appendix for definitions.

**Current Month Actual (a):** This column displays the actual net expenses for the current month for each expense category.

**Budget for this Contract Year (b):** This column displays the budgeted amount for the entire contract year for each expense category as shown on the latest approved 2181 budget. If a submitted budget at the beginning of a contract has not yet been approved, the submitted budget amounts will be used since no other budget is available.

**Planned-CYTD, Pro rata (c):** These amounts are prorated by a factor that is calculated as follows: Days from Start of Contract Year through End of Report Period divided by Days in Full Contract Year.

**Actual Expense-CYTD (d):** This column displays the actual net expense that has accumulated since the beginning of the current contract year.

**Variance (e):** This is the difference between CYTD planned expense versus actual expense (computed as Column c less Column d). If the actual expense exceeds the budget (an overrun), the variance is in brackets (negative variance).

**Variance Threshold (f):** This column displays the variance thresholds that, if exceeded (plus or minus), require the center operator to enter narrative explanations and corrective action plans that will appear starting on Page 5 of the 2110 report. The variance threshold amounts are calculated in accordance with the formulas discussed in the earlier section on Display and Evaluation of Variances.
Cumulative Expense From Inception (g): For each expense category this is the actual net expense that has accumulated since the very beginning of the contract.

J. Signature of Authorized Contractor Representative: This block shows the name of the authorized contractor representative who is submitting the 2110 to DOL via the FMS. The signature line is reserved for use when the necessary e-signature technology can be applied.

2110-OA/CTS, Page 2

Page 2 is fully completed for stand-alone OA and/or CTS contracts. However, for center contracts that have OA and/or CTS funding, partial information will appear in Sections E and F, and no information will appear in Section G (Voucher Data). The omitted data for center operations contracts appears instead on Pages 3 and 4 of the 2110 report that is prepared for the umbrella center operations contract.

A. Contract Scope: Same as Page 1, Block A.

B. Contractor Name: Same as Page 1, Block B.

C. Period End Date: Same as Page 1, Block C.

D. Contract Number: Same as Page 1, Block D.

E. Net Contract Actual Expense-All Categories: The following are descriptions and definitions for entries in columns (a) through (d) in Section E.

Note: In Section E, expense categories 3 (Student Transportation) and 4 (Other Expense/Non-OA/CTS) are left blank if the 2110-OA/CTS report applies to OA/CTS activities funded under an umbrella center operations contract.

Expense Categories Column: See the Cost Category Section of this appendix for definitions. Please note that Line 1c and Line 2c are carry forwards of the Line 12 OA and CTS totals entries on Page 1.

Current Month (a): This column displays the actual net expenses for the current month for each expense category.

Contract Year to Date (b): This column displays the actual net expense that has accumulated since the beginning of the current year.

Cumulative through Prior Year (c): This column displays the Cumulative Costs From Inception (d) reported through the end of the prior contract year. In the first year of the contract this column will be blank.
**Cumulative Expense From Inception (d):** For each expense category, this column displays the actual net expense that has accumulated since the very beginning of the contract. Current Month Actual is added to the Cumulative Expense From Inception data from the preceding month. In the very first month of the contract, this will be the same amount reported as Current Month Actual (a).

**Column Totals (Line 5):** Column totals for Lines 1 through 4 in Section E are displayed on Line 5.

**F. Contractor Obligations:** This section reports the status of contractor obligations for the full contract period to date, in relationship to contract funding (also referred to as “funds available”) and value (also referred to as “estimated cost”). This information is supplied, as applicable for OA expense, CTS expense, Student Transportation Expense, and any other Non-OA/CTS expenses that are funded in the contract.

Please note that, in Section F, Expense Categories 3 (Student Transportation) and 4 (Other Expense/Non OA/CTS) are left blank in those 2110-OA/CTS reports that are prepared for OA/CTS activities funded in an umbrella center operations contract.

The following are descriptions and definitions for entries in columns (a) through (i) in this Section F:

**Vouchered Reimbursable Expenses (a):** The amounts in column (a), for each applicable expense category represent the total amount of all vouchers submitted to DOL for payment for the contract to date, including the voucher prepared for the reported month. Please refer to the discussion of vouchering criteria in a previous section.

**Unvouchered Reimbursable Expenses (b):** The amounts in column (b), for each applicable expense category represent the current total of all reimbursable amounts due the contractor, but not yet submitted on a voucher. Examples follow:

- Invoices paid but not included on a voucher because of early cut-off.
- Indirect Administrative Expense accrued on Unvouched Accounts Payable accruals.
- Accounting errors that omitted items from the voucher.
- Amounts that exceed the amount of funds available in the contract as per discussion of vouchering criteria contained in Section E.
Unvouched Accounts Payable (c): The amounts in column (c), for each applicable expense category represent the current total of all accruals as per the discussion of accrual reporting contained in a previous section.

Undelivered Commitments (d): The amounts in column (d), for each applicable expense category represent the current total of the value of all undelivered goods and services for which the contractor has made commitments, but has not yet received the material or service. This is simply the total of all open purchase orders. These are firm commitments only and therefore do not include total blanket purchase orders, but do include orders placed for current delivery against such open or blanket purchase agreements. Do not report subcontracts or long-term equipment or facility leases.

• It is essential that all commitments to each contract be shown accurately so that users of this report will receive reliable information on the status of contractor obligations. When a contract expires, only the commitments made before the expiration of the contract may be paid from that contract. Excess funding is removed from the contract by the Contracting Officer based on amounts reported as Total Contractor Obligations.

• If payments are made by the contractor after the expiration of the contract for the cost of unrecorded commitments, the contractor must be able to document that the firm commitments were made prior to contract expiration. An auditor may recommend disallowance for costs where the commitment date is questionable.

Total Obligations (e): The sum of the previous four columns (a through d) represents the total obligations of the contractor.

Note: It is particularly important that the total obligations (and constituent parts) be reported accurately in the 2110-OA/CTS data submitted upon contract expiration. This is in view of the normal DOL practice to remove excess funding from an expired contract based on the difference of Actual Funding minus Reported Contractor Obligations. At the same time, DOL procurement officials are cautioned to avoid the unnecessary administrative burdens that often result from hasty de-obligations of unvoucheded funds which will later be needed to cover a contractor’s unvoucheded reimbursable expenses, payables, and its undelivered commitments.

Total Contract Funding (f): The amounts in Column (f), for each
applicable expense category represent the current total contract
funding as stated in the contract Summary of Funds Available
clause, per the most recent contract modification that was effective
prior to the end of the reported period.

**Percent of Funding Obligated (g):** These percentages are calculated
by dividing the Total Contract Obligations, Column (e), by Total
Contract Funding, Column (f).

**Contract Value (h):** The amounts in Column (h), for each
applicable expense category, represent the current total contract
estimated cost as stated in the contract Estimated Cost and Fixed
Fee clause, per the most recent contract modification that was
effective prior to the end of the reported period.

**Percent of Value Obligated (i):** These percentages are calculated
by dividing Total Obligations, Column (e), by Contract Value,
Column (h).

**Percent Contract Completed (i):** The percentage figure in the cell
below Line 4 is provided as a basis of comparison with the
percentages of contractor obligations versus contract value. The
percentage value in this cell is calculated by dividing the number of
days from the inception date of contract through report period end
date by the number of days from the start date of the contract through
the current expiration date of the contract.

**G. VOUCHER DATA:** This section is to be completed only for stand-alone OA
and/or CTS contracts. This section reports information that identifies any
discrepancies between certain data on the 2110-OA/CTS report and data
appearing on the voucher submitted by the contractor for the end of the same
period being reported on the 2110-OA/CTS report. In the title box of this
section G, the contractor’s identifying number of the voucher submitted for
the end of the reported period is supplied, along with the contractor’s
signature date on that voucher.

**Cumulative Vouchered Under This Contract (Line 1):** The amount on Line
1 represents the contract to date total amount that has been vouchered as
of the voucher identified above.

**Difference with Reimbursable Expense (Line 2):** The amount on Line 2
represents any difference between the amount entered in Line 1 in this
section, and the amount entered in column (a), Line 4, of Section F.

**Explanations:** Any differences reported on Line 2 must be explained in the
space provided.
H. RECONCILIATION OF CONTRACT VALUE WITH EXPENSE AND PLAN DATA: This section provides for the identification of any inconsistencies between (a) the official contract estimated cost for OA and/or CTS expense and (b) data contained in the 2110 report. The following are descriptions and definitions of data appearing in this Section H:

Line 1-Cumulative Cost Through Prior Year: For OA expense, this is the same amount shown for OA in Section E, Column (c). For CTS expense, this is the same amount shown for CTS in Section E, Column (c).

Line 2-Annual Budget for Current Year: These are the OA and CTS totals from page 1 that are contained in Column (b).

Line 3-Implied Contract Value: These amounts are calculated as the sum of entries in preceding Lines 1 and 2. In the framework of data contained in the 2110-OA/CTS report, these are the expected cumulative OA and CTS expenditures through the current contract expiration date.

Line 4-Contract Value per Latest Mod: This is the total current estimated cost for OA expense and CTS expense as stated in the contract Estimated Cost clause for the full contract period as per the latest contract modification.

Line 5-Variance (Line 3 less Line 4): This is the variance between the official contract estimated costs for OA/CTS expense and the cumulative spending targets reflected in the 2110 report. Variances greater than $1,000 need to be reconciled either by revising the 2181-OA/CTS budgets for the current contract year or by seeking a contract modification from DOL to amend the estimated cost.

I. PLANNED CONTRACT YEAR WORKLOAD AND ACTUAL WORKLOAD TO DATE: Percent of Year Completed. This is computed as days elapsed from start of Current Contract Year through the end date of the report period divided by the number of days in the contract year and expressed as a percentage.

OA Goals and Performance:

- Contract Year Arrival Goal: This is the contractual goal for arrivals this contract year.

- Actual Arrivals to Date: This is the number of arrivals achieved in
this contract year through the end of the reporting period. This is also expressed as a percent of the annual goal.

**CTS Workload - Planned/Actual:**

- **Contract Year Plan - New Assignees:** For both graduates and former enrollees, this is the contractual workload in terms of new individuals who will be assigned to the contractor for CTS services during the contract year.

- **Actual New Assignees to Date:** This is the number of new graduates and former enrollees who have been assigned to the contractor for CTS services since the start of the current contract year through the end date of the reporting period. This is also expressed as percentages of the annual assignee workloads.

**2110-OA/CTS, Page 3**

A. **Contract Scope:** Same as Page 1, Block A.

B. **Contractor Name:** Same as Page 1, Block B.

C. **Period Ending (Date):** Same as Page 1, Block C.

D. **Contract No:** Same as Page 1, Block D.

E. **VARIANCE EXCEPTIONS/CONCERNS:**

This section automatically identifies each line-item on Page 1 where actual expense differs from planned expense by a significant margin (referred to as the variance threshold). Other reportable anomalies from Page 2 are also automatically identified. For each Page 1 Line-Item Variance or other anomaly that is listed, there is a block that shows the dollar amount of the variance/anomaly, along with blocks in which preparers of the 2110-OA/CTS report are required to supply both reasons for and the resolutions of these variances and anomalies. The following guidance and advice is provided to those who formulate the reason and resolution statements:

**Reasons:** The Reason Block is used to explain the cause of the variance or anomaly and its present and future impact on contract costs and program performance. The reasons for many variances and anomalies cannot be determined solely by finance staff. Input should normally be sought from appropriate Program Managers. The discussion of the reasons for a variance should be brief, but clearly stated so that they can be understood by a reviewer not aware of specific conditions that have affected contract performance.
Resolutions: The Resolutions Block is used to briefly explain the action that has been taken or is planned to be taken to correct or resolve the variance or anomaly. Preparers are advised that simple repetition of resolution statements from month to month suggest that the planned actions are either ineffective, inappropriate, or are not being implemented. If no action is possible, it should be noted and explained.

E. CONTRACTOR VOUCHERING CONSIDERATIONS

If any of the guidance below on vouchering is in conflict with the particular terms of a center contract, the contractual terms shall prevail. The guidance below is intended to describe the standard vouchering practices now in use for center operations contracts and should be followed to the extent not contradicted by specific contractual terms.

Vouchering by center contractors that have been funded for OA/CTS functions is governed by the provisions of Appendix 502. The following guidelines are therefore addressed to contractors that have stand-alone OA and/or CTS contracts:

1. Basic Parameters

Vouchers submitted for payment by contractors must include only those amounts actually paid by the contractor and amounts earned by and due to the contractor (indirect administrative expense and fee). The requirement for payment of costs before vouchering are considered met if all of the following conditions exist:

- Contractor has received the material or service.
- An invoice has been received.
- The contractor has paid or has begun processing documents for payment.

2. Frequency of Vouchering

Contractors may normally submit vouchers no more than twice a month. The first voucher will cover the first of the month through the 15th; and the second voucher will cover the 16th through the end of the month. The amounts reported as Vouchered Reimbursable Expense on Page 2 of the 2110-OA/CTS must agree with the month-end vouchers.

3. Special Considerations

The following considerations also apply to vouchering by OA/CTS contractors:

- The amount vouchered may not exceed the funds available in the contract. Due to this particular restriction on vouchering by contractors, it is important that DOL staff and officials prepare incremental contract funding actions in a timely and accurate manner.
- All salaries and fringe benefits earned during the month, whether paid or
unpaid at month end, other than unpaid leave, will be accrued and reported as expenses and may be vouchered. Unpaid leave is not to be vouchered, accrued, or reported as expense.

- GSA vehicle expense (mileage-Motor Vehicle Expense, and monthly amortization charge-GSA Vehicle Rental) charges tend to be late in billing, and both charges must be accrued and the costs reported but not vouchered until the above-stated conditions for vouchering have been met.
- Base/Fixed Fee and Incentive Fee is vouchered and expensed as explained in the earlier description of Lines 6 and 7.
- Prior payment requirements do not apply when the contractor is a Small Business Concern, FAR 52.216-7(c). Nonetheless, the cost of undelivered commitments is not billed, nor can accrued leave be billed.
- Vouchers may continue to be submitted after expiration of the contract as circumstances warrant (late billings submitted to and paid by contractor, adjustments for incentive fees, and so forth). Post-expiration vouchers that are submitted prior to formal contract closeout (which cannot occur until final indirect cost rates have been determined) should be marked: INTERIM FINAL PENDING CLOSEOUT.

4. Formats and Information Required

- Contractors will submit, to the Regional Office only, an original plus two copies of the voucher claiming reimbursement for provisional payment.
- The voucher will be prepared on SF 1034.
- Month-end vouchers must reconcile exactly to the 2110-OA/CTS report which is submitted for that month.
- The voucher must be accompanied by a backup sheet to substantiate certain data.
- Provided as Exhibit 5-15 is a sample of a completed voucher, SF 1034, including instructions for its preparation. Exhibit 5-16 provides an example of the required back-up sheet.

5. Advance Payment Arrangements

Some contractors are eligible to receive advance payments. Those who elect advance payments will receive them in the form of draw-downs from the Health and Human Services Payments Management System (HHS-PMS). Instructions for draw-downs will be provided from the Regional Office.

F. LIQUIDATED DAMAGES

1. Assessment Amounts

As a means to promote program integrity and to ensure that Job Corps students receive the services for which DOL expends public funds, DOL shall assess contractors for liquidated damages for misreporting of student achievement data. The
amount of the assessment for each instance of verified misreporting of OA/CTS related accomplishments will be based on the following schedule:

- Invalid Placement Credit: $750 for each instance.

2. **JFAS-AAPP/FOP Considerations**

The cognizant Regional Office is responsible for promptly notifying the National Office to enter a liquidated damages assessment in the JFAS-AAPP/FOP system as a planned estimated cost reduction.

3. **Contract Modification**

The cognizant DOL Contracting Officer is responsible for promptly preparing a contract modification that reduces the fee contained in the estimated cost clause by the amount of the liquidated damages assessment.

4. **Recovery From Contractor Fee**

DOL will recover liquidated damages assessments through reductions in contractor fee. Upon receiving a fully executed contract modification that contains an assessment for liquidated damages, a contractor shall:

- Post the liquidated damages amount as a negative expense in the Fee line item in its Current Year Center Operations budget so that it is reflected in the very next 2110-OA/CTS cost report due from the contractor. If the contract has Fixed Fee only, the negative expense (credit) is posted in the Base/Fixed Fee line. If the contract has Base Fee and Incentive Fee, the negative expense (credit) is posted in the Incentive Fee line-item.

- Duly incorporate the negative fee expense (credit) into the very next invoice that is submitted by the contractor for reimbursement of costs under the contract.

**Note:** Concerning Repayment for Lost or Damaged Government Property: This same mechanism for re-payment via fee reduction may be employed by DOL to obtain reimbursement from a contractor for government property that the contractor causes to be lost or damaged, or is deemed liable for loss or damage.

5. **Data Correction**

The cognizant Regional Office is responsible for promptly notifying the Office of Job Corps and the Job Corps Data Center to remove invalid Placement) credits from the Outcome Management System(s) (OMS). A credited placement that has been found to have been misreported by a CTS provider would lead to the removal of the student from the placement pool of both the CTS and the center OMS report cards. Both scenarios hold true whether the center operator and the CTS provider are
separate, or one and the same.

6. **Good Faith Errors**

Contracting Officers, after consulting with appropriate DOL Job Corps officials, are permitted to exercise discretion and not assess liquidated damages in cases where it appears that the data misreporting is most likely due to a good faith error. Another mitigating circumstance might be cases where data was erroneously recorded but the student outcome was likely achieved.

Contracting Officers may also, after consulting with appropriate DOL Job Corps officials, exercise discretion and not assess liquidated damages in cases where liability for government property has been determined and where a good faith error occurred.

7. **If Fraud is Suspected**

When a DOL official or staff member becomes aware of apparent fraud by a center operator or others, the matter should be reported or disposed of by using established channels and procedures.

G. **JOB CORPS OA and CTS BUDGETS (2181-OA, 2181-CTS)**

1. **Scope**

This section applies only to the treatment of OA and CTS costs. This applies to stand-alone OA/CTS contracts and also includes OA/CTS funds that have been added to center operations contracts.

2. **Purpose**

This section provides instructions for the development and presentation of line-item budgets of OA expense and for CTS expense. Line-item budgets are needed for each year that a contract is in place, including option years. The guidelines in this section cover the initial development of line-item budgets as well as procedures for their subsequent revision. The line-item budgets are intended to facilitate financial management and control by providing a detailed breakout of both OA and CTS costs that are summarized in the estimated cost clause of the contract.

3. **Overview of Requirements**

a. **Formats and Method of Preparation and Submittal**

The 2181 is prepared and submitted via entry of data in the FMS and used to display approved or proposed line-item budgets for:
Appendix 503 (Page 32)

- The Current Contract Year
- The Next Contract Year, if any remains
- Base-Year Three, if the contract is in the first year of a three-year base period

b. Time Frames

OA/CTS contracts normally last five to seven years, with the final three or four years being option years that are primarily contingent on the demonstration of satisfactory contractor performance.

- Contracts with Two-Year Base Periods: During the first year of the contract, budgets are prepared and maintained for the “Current” Year (Contract Year 1) and the “Next” Year (Contract Year 2). Both budgets are reviewed and approved as a “set” until the end of the first year. As Year 1 is closed and Year 2 begins, what had been the Next Year budget in Year 1 becomes the “Current” budget for Year 2. At that time, it is required that a new Next Year budget be prepared for Contract Year 3. This pattern is maintained for the life of the contract.

- Contracts with Three-Year Base Periods: The requirements are essentially the same as for contracts with two-year base periods, except during the first contract year. During the first contract year (and only during the first contract year), it is necessary to maintain an additional 2181 covering the 3rd contract year (which is referred to as base-year three).

c. Current Year Line-Item Budgets

An approved line-item budget (2181-OA and/or 2181-CTS) must be in place for the current contract year. Data from the approved 2181(s) covering the current year of the contract is used in the 2110-OA/CTS cost reports during that year of the contract.

It should be noted that the 2181 does not call for the display of “historical” cost data on a line-item basis. The intent is to focus attention primarily on the current year. However, it is necessary to account for prior years’ spending on a bottom-line basis within the 2181 in order to provide reconciliation of data between the 2181 and the estimated cost clause in the contract.

d. Next Year Estimates and Base-Year Three Estimates

Next Year Estimates: Form is used to maintain an updated “next year” line item budget for the next contract year that remains in the contract. This is to ensure that an agreed-to 2181 budget is in place immediately at the start of the next contract year. Whenever the current year budget is being revised, it is
further necessary: (1) to identify any adjustments that are of an ongoing nature (e.g., permanently deleting or adding workload); (2) to accurately calculate the impact of such changes on the budget for the next contract year; and (3) to revise the form 2181 line-item budget for the next contract year accordingly.

**Base-Year Three Estimates:** This requirement applies only to contracts that have three base years. While a contract with three base years is in its first contract year, it will be necessary to maintain a “Base-Year Three” line-item budget. This is to help identify any situations where a change in the estimated cost of the contract needs to be considered as a result of ongoing changes that occur in the first contract year. There is no need to maintain a “Base-Year Three” line-item budget after the end of the first contract year. When the second contract year begins, the “Base-Year Three” budget becomes the “Next Year” budget.

e. **Estimated Cost Clause**

The budgetary information on the approved form 2181 that is in place for the current year must be kept in agreement with the amounts shown for OA and/or CTS within the estimated cost clause of the contract. If a contract modification is issued that changes (up or down) the total OA and/or CTS cost, a revised set of 2181’s (current year plus next contract year and base-year three, if applicable) should be prepared and approved as soon as possible after issuance of a contract modification. Conversely, if the Regional Office approves a change in the 2181 that affects the cumulative amount of center operating costs, then a contract modification to revise the estimated cost clause is also needed. The key point made in this section is that the financial data in form 2181 and the data in the estimated cost clause should be kept in agreement. If these documents come into disagreement, steps should be taken to resolve the discrepancy and put them back into agreement.

f. **AAPP/FOP**

The acronym AAPP/FOP stands for Annual Advance Procurement Plan/Financial Operating Plan and refers to the previously described JFAS system of the DOL-Office of Job Corps that is used for planning and controlling the allocation of budgetary resources. Regional offices must adhere to current internal guidelines when reviewing and considering budget increases at contract centers and formally approve only those that are within AAPP/FOP levels. If a proposed current year or “next year” increase is in excess of the AAPP/FOP levels that have been established for the contract, the Region must request and obtain the appropriate AAPP/FOP adjustment from the National Office before the increase can be included in a formal contract modification. As indicated in an earlier section, OA/CTS contractors
are entitled to receive or be given access to copies of their respective JFAS data reports and should thus be able to determine whether a proposed contract budget change will likely first require a funding approval within the AAPP/FOP.

g. **Underrun Rollovers**

At the end of a contract year, if a net cost underrun is reported, DOL may approve the contractor’s retention of some or all of the underrun amount by rolling it over and adding it to the operating budget for the next contract year. Rollovers will normally be limited to an amount equating to five percent of the annual operating budget for the year just ended or $100,000, whichever is less. This underrun-rollover process is intended to provide contractors with a reasonable measure of flexibility in the timing of purchases and expenditures, to provide resources for payment of staff bonuses earned on the basis of good performance in the just-ended contract year, and to avoid wasteful administrative effort that might result from a rigid requirement for DOL to recover all underrun amounts, regardless of immateriality. The following are general limitations and ground rules for underrun rollovers:

1. The Job Corps National Director, in consideration of overall budgetary conditions, may reduce the rollover limits stated in the preceding subsections, even to the extent of eliminating all rollovers. Such reductions in rollover limits will be promulgated in writing in the form of a Job Corps Information Notice.

2. With respect to treatment of rollovers in the JFAS-AAPP/FOP system, there are default mechanisms that automatically provide for the approval of the maximum rollover amount that is consistent with current limitations and requirements.

3. DOL may consider and approve individual exceptions to the above rollover limits if warranted by special circumstances, such as contractor errors of material dimensions being made in year-end 2110-OA/CTS reports. If a contractor believes that a year-end rollover should be approved in a higher than normal amount, it should prepare and submit a request and justification to its cognizant regional office that can be endorsed and forwarded to the Job Corps National Office for consideration and response. If approved, this request will result in the processing of appropriate AAPP/FOP changes. DOL will strive to address and resolve such requests within two weeks of receipt.

4. Any portion of a contract year-end underrun that is not approved for rollover will be returned to DOL via contract modification that implements a net reduction in the estimated cost of the contract.
h. Treatment of Overruns

If a net cost overrun is reported at the end of a contract year and contract performance continues into a new contract year, the JFAS-AAPP/FOP system contains default mechanisms that provide an automatic offset to the overrun via a reduction in the AAPP-approved operating budget for the following contract year. These are internal transactions that have zero net impact on the AAPP-approved estimated cost of the contract. If a contractor believes that a year-end overrun should instead be resolved or covered through a funding increase (to avoid harmful spending reductions in following contract year), it should prepare and submit a request for budget adjustment. For procedural guidance, refer to the later section that is captioned: Requesting a Budget Adjustment.

Note: Contractors are reminded to be aware of and to comply with any contract clauses that require them to provide DOL with timely, formal notification of pending or actual overruns. Failure to comply with such contract clauses may compromise a contractor’s ability to obtain reimbursement for expenses that are in excess of those provided for in the estimated cost clause or funds available clause of the contract.

4. When Submittals Are Needed

a. Initial Submittals-Contract Year 1

Using the FMS, the contractor must submit initial 2181 budgets within 10 days after the effective date of the contract. The initial submittal must include a form 2181 (for OA and/or CTS, as appropriate) for the first year and another for the second year of the contract. If the new contract contains a third base year, then a “base-year 3” 2181 is also required to be submitted. Unless extensive follow-up or the Office of Job Corps authorizations are required, the Regional Office should normally approve the initial 2181 budgets within two weeks after submittal by the contractor. The Regional Office and the contractor should schedule this process to ensure that an approved 2181 budget is available in time for use in the first monthly cost report. The approved 2181 budget must be available to the contractor by the 15th day of the second calendar month of Contract Year 1.

b. Year-End Closeout and Reconciliation

The following discussion is in the framework of closing out the first contract year. However, the same pattern of events and timeframes apply at the close of each contract year except the very last year.

Soon after the end of Contract Year 1, the contractor must submit a set of proposed new 2181 budgets in which year 2 becomes the “current year” and
year 3 becomes the “next year.” The contractor’s proposed new 2181 budgets should be submitted into the FMS within 30 days after the start of year 2. This schedule allows 10 days development time between the due date of the final cost report for Contract Year 1 and the submittal of the proposed new 2181 budget to the Regional Office. As part of this process, the proposed new 2181’s must address and reconcile the variances between actual and budgeted expense that existed at the end of the preceding contract year. The types of issues that tend to arise during this process are as follows:

- If actual bottom-line spending fell below the year 1 budget, is there a reasonable basis for rolling over the unspent funds and adding them to various line-items in the new 2181 budget for year 2? Or should some or all of the unspent funds from year 1 be deleted from the contract via a net reduction in the estimated cost clause?

- If actual bottom-line spending exceeded the total amount budgeted for year 1, should the new 2181 budget for year 2 be reduced to offset the overspending in year 1 and thus eliminate the need to request an increase in the contract estimated cost? Or should a net increase in the estimated cost of the contract be requested in order to avoid programmatic disruptions that could result from absorbing a year 1 overrun with cuts in year 2?

- Do the line-item variances that exist at the close of year 1 (up or down) represent one-time occurrences or do they represent changes in the underlying ongoing costs for operating the Job Corps center? If the variances indicate changes in the underlying costs, the new 2181 that is being proposed for year 2 must also reflect appropriate changes in the “next year” budget that is provided for year 3.

Unless extensive follow-up or Office of Job Corps authorizations are required, the Regional Office should normally approve the reconciled year 2 budget within 2 weeks after receipt of the contractor’s proposal. The Regional Office and the contractor should schedule this process to ensure that an approved 2181 budget is available in time for use in the first monthly cost report due for Year 2. The reconciled 2181 budget for year 2, along with any necessary contract modification in the estimated cost clause, must be available to the contractor by the 10th day of the second calendar month of Contract Year 2.

c. **Option Year Extensions**

When a Regional Office determines to issue an option year extension, the normal practice prior to the start of the option year is for the Regional Office to issue a contract modification that increases the estimated cost for operating expenses in the amount of the approved “next year” 2181 budget(s) on file
for the “new year.” The Regional Office must further ensure that any estimated cost increase is within the limits of the AAPP/FOP.

Differences between actual and approved spending that exist at the end of the prior contract year may have an impact on the budget for the new year as well as the official estimated cost of the contract. The issues and questions that must be addressed are the same as those discussed above for the reconciliation at the end of Contract Year 1 and may result in a contract modification to revise or “fine-tune” the estimated cost for OA and/or CTS expense.

d. **Midyear Revisions**

Midyear revisions of the line-item budget are normally processed only when there is a need to change the bottom line of the current year budget. Contractors are not encouraged to propose formal revisions of 2181 budgets merely to shift amounts between line-items in order to minimize apparent “variances,” although such proposals will be entertained by Regional Offices if good reasons are offered. Requests for midyear revisions should be prepared and submitted using FMS and should normally be limited to the following situations:

1. **When there is a pending contract modification approved and funded by the Office of Job Corps for a programmatic change, such as the provision of funds for installing new staff training initiatives.** In these situations, the contractor will normally be requested by the Regional Office to prepare and submit a budget revision proposal that distributes the prescribed funds to the appropriate line-items.

2. **When there has been or will be an unavoidable bottom-line variance of material proportion that cannot or should not be totally resolved through changes in spending patterns during the remaining months of the current contract year and which must clearly be accommodated within adjustment in the bottom-line of the budget for the current year.**

3. **In line with procedures for the treatment of fee as discussed in a later paragraph, a midyear revision to the form 2181 is required when award or incentive fees are earned and formally incorporated into the estimated cost of the contract via contract modification.**

Regional Offices should respond promptly to contractor’s requests for midyear budget revisions. Unless extensive follow-up is required, the Regional Office should resolve these requests within two weeks after receipt of the contractor’s proposal. The Regional Office must ensure, however, that any estimated cost increase is within the limits of the AAPP/FOP established by
the National Office.

5. **Requesting Funding/Budget Adjustments**

Following are basic steps and requirements for preparing and submitting a request for an adjustment in contractually approved budgets or funding.

a. **When is a Formal Request for a Funding/Budget Adjustment Needed?**
A formal request should be prepared and submitted when a contractor believes that a funding/budget adjustment is required in order to maintain the effectiveness of the OA/CTS services AND when such an adjustment will involve a net change in one or more of the major cost categories: C1-Outreach and Admissions; C2-Career Transition Services; D-Student Transportation; or S-Support.

b. **A Word of Caution**
Contractors are discouraged from submitting Requests for Funding/Budget Adjustments except in the most urgent and compelling cases. The DOL expectation is that contractors should maintain staffing and deliver services in a satisfactory manner within the contractually agreed budgets and funding levels. It is also the case that DOL’s contingency reserves are rarely abundant and strictly controlled.

c. **Format**
There are no rigid requirements for formatting a Request for Funding/Budget Adjustment. It is recommended that the request be in the form of a brief explanatory statement along with whatever exhibits or tables are appropriate. Electronic “softcopy” is preferred over hardcopy.

d. **Content**
There are no rigid requirements or specifications concerning the content of a Request for Funding/Budget Adjustment. The level of detail depends on the complexity of the situation. Elaborate presentations are not required, but a concisely stated explanation and justification for the change in funding is required, along with appropriate back-up in the form of pricing data and computations. Requests also should indicate which major categories of expense would be affected. In cases where the increase is of an ongoing nature, it is imperative that the request specify the effective date of the change, the net change in the current contract year and the change amount that will be needed in the next contract year.

e. **Submitting A Request**
OA/CTS contractors should, via email, submit Requests for Funding/Budget Adjustment to the Director of the Job Corps Regional Office that is responsible for their contract as well as to their Regional Project Manager. It is recommended that this email and its attachments also be “cc’d” to the Budget Team Leader within the National Office Division of Budget and Acquisition Support. These types of requests may be submitted at any time. Contractors should strive to submit these types of requests as soon as possible after the need for a funding adjustment becomes evident.

f. Turn-Around-Time

The Office of Job Corps will strive to provide the contractor with a substantive response to its request within two weeks of submittal, depending on the complexity and/or policy implications of the issues that need to be addressed.

6. Submittal Procedures and Requirements

Contractors submit their 2181 budgets using DOL’s web-based Job Corps Financial Management System (FMS) that is administered by the Job Corps Data Center (JCDC). The FMS has been designed in a way that minimizes the volume of data that must be entered for the 2181, and ensures consistency and accuracy in internal mathematical operations that are present in the budget. Contractors may obtain detailed guidance concerning FMS procedures for entering and submitting 2181s by referring to the FMS Technical Guide that is available from the FMS website.

7. Descriptions and Definitions of 2181 Data Items

The following provides definitions and descriptions of the information that appears on a submitted form 2181 when it is viewed in its printable output form. Form 2181-OA and 2181-CTS budgets are prepared and approved in sets, consisting of a form 2181 for the current year and an additional form 2181 for each future year that remains in the contract. In some instances, as discussed previously, a “Base Year Three” 2181 is also required. The following are brief descriptions of the elements of information entered on the form 2181.

**Heading Information**

**Contract Scope:** If the budget is for an OA and/or CTS expense that is funded under a center contract, this is the name of the center. If the budget is for a stand-alone OA and/or CTS contract, this is the geographic area covered by the contract.

**Contract No:** This is the number of the contract for which data is being reported.
**Contractor Name:** This is the name of the contractor organization as registered in the FMS. The expectation is that this name will match that which appears on the formal center contract documents.

**Budget Number:** The initial pair of 2181’s for the first and second contract years (and possibly the third contract year) are numbered “1” and all later pairs of approved 2181s are to be numbered sequentially as they are approved by the Regional Office. The same number is given to both the current year and next year 2181s in a given pair. For example, the pair of 2181s for budget number “1” will include a number 1 budget for the first contract year and a number 1 budget for Contract Year 2.

**Approved or Pending:** If the budget has been approved by the Regional Office, enter Approved. If the budget is a proposal that is still pending regional approval, enter Pending.

**Contract Year Number:** This is the number of the contract year for which the form 2181 has been prepared.

**Ending:** This is the ending date of the contract year (mm/dd/yyyy) that is identified in the Contract Year Number block.

### Budget Information

There are two sections, an upper section for the Current Year budget and a lower section for the Next Year budget.

### Column Headings

**Prior Budget:** This column is used to display the last approved budget for the particular contract year. For example, if the form is used for proposed budget number 8, then the “PRIOR BUDGET” column will display the “REVISED BUDGET” from approved budget number 7.

**Adjustments:** This column is used to display the adjustments being requested or approved, depending on the purpose of the form.

**Revised Budget:** This column is used to display the revised budget that results from the approved adjustments. The entries under this column are the sums of the entries made under PRIOR BUDGET and ADJUSTMENTS.

### Row Headings

**Lines 1-9 - OA and CTS Expenses Subcategories:** See earlier section of this appendix for definitions of cost categories.
Line 10-Total OA or CTS Expense: Totals of Lines 1 through 9.

Note: Lines 13 and 14 are intended to reconcile to the Estimated Cost Clause in the contract. When the contract is in its final base year or in an option year, these lines will normally appear only in the 2181 for the current contract year. However, if the contract is still within its base period, but in a contract year that is prior to the final year of the base period, these lines will appear in the 2181 that applies to the final year of the base period - which will be either the form 2181 for the Next Year or the form 2181 for Base-Year Three, whichever is appropriate.

Line 13-Prior Year Cumulative: This line displays the actual or budgeted cost through the immediately preceding contract year.

Line 14-Implied Contract Value: This line displays the cumulative budgeted expense through the end of the contract year and consists of the actual or budgeted cost through the end of the preceding contract year and the budgeted cost of the contract year for which this 2181 applies. This represents the contract value that is implied in the 2181 data.

Line 15-Reconciliation to Current Estimated Cost: The information on these rows is intended to reveal whether and to what extent there is disagreement between the form 2181 line-item budgets and the official estimated cost of the contract, with respect to center operations expense. This information includes:

Line 15a-Current Estimated Cost of Contract: This is the current estimated cost of the contract for either OA and/or CTS expense per financial information entered into FMS that has been abstracted from the original contract and its subsequent modifications.

Line 15b-Per Mod Number: This is the most recent contract modification number for which information has been entered into FMS.

Line 15c-Implied Change (14-15a): This is the dollar difference between the implied estimated cost of the contract per the 2181 and the official estimated cost of the contract per the most recent contract modification. If the result is not zero, then there is disagreement between the contract and the 2181. If disagreement exists, the reasons for the disagreement should be researched and identified and appropriate corrective action taken.

Note: When a contract is still within its base period, the data on Line 15a-15c will appear only on the 2181 that
applies to the final year of the base period. Depending on the number of years in the base period and the number of the current contract year, this could be the 2181 for the CURRENT CONTRACT YEAR, THE NEXT CONTRACT YEAR, or BASE YEAR 3.

**Contractor Submittal Block**

This block shows the name of authorized contractor representative who is submitting a proposed new 2181 to the Contracting Officer and the date submitted. The signature line is reserved for use when the necessary e-signature technology is applied.

**Regional Office Approval Block**

This block shows the name of the authorized DOL representative who has approved the new 2181 and the date of that approval. The signature line is reserved for use when the necessary e-signature technology is applied.
APPENDIX 504
TAXATION OF JOB CORPS CONTRACTORS BY STATES OR SUBDIVISIONS THEREOF

1. Section 158(d) of the Workforce Innovation and Opportunity Act (WIOA) 20 U.S.C. Sec. 9201 addresses state taxation of Job Corps contractors.

Taxation of Job Corps Operations Prohibited

Section 158(d) sets forth the following prohibition:

Transactions conducted by a private for-profit or nonprofit entity that is an operator or service provider for a Job Corps center shall not be considered to be generating gross receipts. Such an operator or service provider shall not be liable, directly or indirectly, to any state or subdivision of a State (nor to any person acting on behalf of such a State or subdivision) for any gross receipts taxes, business privilege taxes measured by gross receipts, or any similar taxes imposed on, or measured by, gross receipts in connection with any payments made to or by such entity for operating or providing services to a Job Corps center. Such an operator or service provider shall not be liable to any State or subdivision of a State to collect or pay any sales, excise, use or similar tax imposed on the sale to or use by such operator or service provider of any property, service, or other item in connection with the operation of or provision of services to a Job Corps center.

2. Whenever a State or subdivision thereof levies a tax against a Job Corps contractor which is prohibited by the provisions of WIOA, the following actions must be undertaken:

   a. The contractor must exhaust all of its State and/or local remedies before payment is made. (This may result in the assessment of interest penalties by the State). In such cases, the payment of penalties is an allowable cost under the contract.

   b. This must be accomplished through a written appeal based on Section 158(d) of WIOA.

   c. After all State and/or local remedies have been exhausted, DOL/Job Corps will provide the contractor with the funds to pay the assessed taxes “under protest.” The check or any other instrument of payment must clearly state the payment is being made under protest. (This statement is necessary to permit the Department of Justice to institute legal action in federal court to recoup the funds expended if the contractor is unsuccessful in its State appeal effort.)

   d. Any center assessed local or state tax shall submit the following information to the National Office through the Regional Office:

      (1) Title of tax assessed;
      (2) Authority under which tax is assessed;
      (3) Statement as to whether tax has been paid under protest;
(4) The source of funds used to pay the tax; and
(5) Documentation of actions taken to recover payments made.

e. The Regional Director will advise the center contractor to pay assessed taxes under protest as soon as all State and local remedies have been exhausted in order to keep penalties to a minimum. To the extent that this action results in costs in excess of the estimated contract amount, the Regional Director will request an amendment to the Regional Financial Operating Plan.
APPENDIX 505
ADMINISTRATION AND MANAGEMENT OF JOB CORPS CONTRACTOR-HELD GOVERNMENT-FURNISHED PROPERTY

1. General Administration

   a. Property funded, leased, or owned by U.S. Department of Labor (DOL)/Job Corps and furnished to Job Corps contractors is contractor-held government-furnished property. Government-furnished property (GFP) is administered by the Job Corps National Office, with assistance from the Job Corps Regional Offices, and is managed on location by Job Corps contractors. Appropriate stewardship of government property is a contractual requirement. A National Property Officer for Job Corps is assigned by the Job Corps Administrator to direct and manage the Job Corps GFP Administration Program in accordance with all applicable rules, regulations, and policies.

   b. Rules and regulations pertaining to administration of contractor-held GFP are included in the Code of Federal Regulations (CFR), Federal Management Regulations (FMR), the Federal Acquisition Regulation (FAR), and other regulations, including those established by the General Services Administration (GSA). Policies within the Job Corps GFP Administration Program align with those of its parent agency and with the Department of Labor with regard to contractor-held GFP. DOL/Job Corps contractors are bound by contract to adhere to applicable regulations and policies for management and stewardship of government property.

   c. Rules and regulations pertaining to contractor-held GFP differ from government property in other categories. Property in other categories includes, for example, that which is assigned to federal offices, and property that is held by grantees. Job Corps currently administers the largest volume of contractor-held GFP within the Department of Labor.

   d. Job Corps’ Electronic Property Management System (EPMS) and Fleet Tracking Management System (FTMS) are managed by the Job Corps Data Center (JCDC), and help to support the Job Corps GFP Property Administration Program. Because of the high volume of contractor-held inventory, volume of activity, and unique rules associated with contractor-held GFP, the GFP Administration Program (along with the Job Corps EPMS and FTMS) is managed separately from the property and fleet tracking systems established at the DOL level. However, the Job Corps EPMS and FTMS provide information for various reports to DOL and to other federal agencies as needed.

   e. The National Office of Job Corps is responsible for providing information to DOL for inclusion in accounting and reporting systems as required.

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2 Variances resulting from Job Corps updates are noted.
f. Where requirements or procedures are not included in this policy, PRH Chapter 5, Administration and Management, and the ETA 359 Property Management Handbook (August 2003) will be consulted. With some variances as noted herein, Chapters VIII (Closeout Procedures) and IX (Motor Vehicles) of the ETA 359 shall be incorporated in whole into this policy, along with all example forms included in the ETA 359 appendices.

g. Contractors are encouraged to review the use of Voluntary Consensus Standards for property management as established by the National Institute of Standards and Technology (NIST), and to make determinations for adopting such standards, as practicable, and wherever such determinations do not directly or indirectly conflict with this policy. (See GSA Bulletin FMR B-18 http://www.gsa.gov/graphics/ogp/bulletinb-18.doc for additional information.)

h. Job Corps has not implemented an exchange/sale program for personal property. Therefore, except as otherwise provided in this policy, the sale or exchange of GFP is expressly prohibited.

2. Categories of Contractor-Held GFP in Job Corps

a. Movable Durable Property (MDP): Training equipment, furniture, and vehicles are good examples of MDP in Job Corps. MDP includes property that historically has been referred to as “Personal Property.” MDP is not:

   • Real estate property (including buildings, lands, plumbing and fixed appliances like refrigerators, washing machines, etc.)
   • Expendable (such as food, paper supplies, and other items that generally are used up or are expected to be used up to meet their purpose, or lose their identity in contract performance)

b. Unless otherwise stated, where the term “property” appears in this policy, it shall be construed as MDP that is furnished or funded by the government to contractors for dedicated contract use.

c. Sensitive and Non-Sensitive MDP:

   MDP is categorized in Job Corps as sensitive or non-sensitive. For Job Corps’ purposes, sensitive property is property that is at high risk for loss. All sensitive property in Job Corps must be reported into the EPMS. Non-sensitive property also must be reported if it meets or exceeds the dollar threshold for reporting established by Job Corps (see Section 9, Dollar Thresholds).

d. Fleet:

   (1) Fleet vehicles in Job Corps are mobile vehicles that are:
• Leased (usually from GSA)
• Rented (for a special purpose; for instance, a bucket truck for a specific on-site use)
• Owned (purchased outright by the government, or acquired by transfer or donation)

(2) Fleet vehicles are considered MDP but are reported in the Job Corps Fleet Tracking Management System (FTMS) rather than in the EPMS.

(3) Vehicles used exclusively as student training aids in Automotive Career Technical Training Programs are not considered fleet but are considered to be training equipment and, therefore, are reported in the EPMS.

3. **Reporting and Accountability**

a. Effective July 1, 2010, all non-expendable property with an original purchase cost of $3,000 or higher shall be reported in the Job Corps EPMS. In addition, all sensitive property, regardless of original purchase cost, shall be reported. (See Section 9 for examples of sensitive property.)

b. All fleet vehicles are considered reportable property. Because of their special category and requirements, fleet vehicles are reported separately from other property. This includes both GSA-leased and non-GSA-leased vehicles (but excludes vehicles used as training equipment in Automotive Career Technical Training programs).

c. Property acquired via incoming transfer or donation shall be subject to the same reporting and accountability requirements as property that is purchased and leased.

d. All property established by Job Corps to be reportable must be entered into the EPMS or FTMS within three days following arrival on site. All property (including leased or rented items) will be entered into the system with required identifying information, including location designation. Reportable items must remain on the contractor’s inventory within the EPMS and/or FTMS until such time as removed following final disposition or transfer from the contract. Entries for final disposition or transfer from the contract are not made by contractors but are completed by authorized federal staff at the Regional Office. Transfers and final dispositions must be approved in advance by the region or the National Office prior to EPMS or FTMS adjustment.

e. Job Corps contractors will establish an internal accountability system for all expendable and non-expendable property. Reportable property, as established by Job Corps in this policy, must be reported in Job Corps’ EPMS. Contractors may

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3 This is a variance from the ETA 359 Property Management Handbook (August 2003).
use the EPMS to conduct inventory management for other non-expendable inventory. Accountability systems for expendable and non-expendable property shall be described in writing in the Contractor’s Property Management Plan (see below) and are subject, at all times, to review and inspection by the government.

f. Job Corps contractors must comply with the provisions of this policy, and establish and submit a Contractor’s Property Management Plan (CPMP) annually for review and approval by the appropriate Regional Office. CPMPs are due to Regional Offices, attention Regional Property Officer, by October 1 of each year. Regions will review and approve CPMPs by December 1 for implementation annually by January 1. Deficiencies in the CPMPs will be identified by the regions, communicated to contractors, and addressed adequately and timely. The government’s assumption of risk may be revoked where a Contractor’s Property Management Plan is not approved, or where identified deficiencies have not been sufficiently addressed by the contractor. Copies of the regionally approved CPMP will be held in the offices of the Center Director, Property Manager, and Fleet Manager, or other managers of the contractor, as appropriate, and will remain available on-site for inspection by the government.

g. The CPMP will include the following elements for all government-furnished property held by the contractor, and its subcontractors, where the use of government-furnished property exists:

1. System and procedures used to account for reportable property using a “cradle to grave” approach, from authorized purchase requests (Property Requirements Lists [PRLs]), to receipt of property, to assignment, use, protection, and disposition

2. System and procedures used to account for non-reportable property (including expendable inventory)

3. System and procedures used to account for and report fleet vehicles

4. Management and security measures established to protect and preserve property, including fleet; ensure integrity of purpose; and control and monitor use

5. Systems and procedures used to ensure that environmentally friendly practices are implemented for property and fleet use, maintenance, and disposition

6. Training provided to center management and staff for appropriate use, security, transfer, and disposition of property

7. Actions taken in instances of waste, fraud, misuse, or abuse of property
(8) Actions taken in instances of theft or otherwise missing property

(9) Names and titles of key personnel included in the contractor’s property management system

(10) Specific actions taken to ensure subcontractor implementation into the contractor’s property management system

(11) A basic summary report that reflects, for the prior fiscal year (10/1 through 9/30): (a) all ETA 396 Reports of Missing or Damaged Property submitted for the contract, and subsequent determinations by federal officials; and (b) a report of the total number of property items that were moved into disposition, with a breakdown reflecting how many of those items were “reportable” property items vs. “non-reportable” items, and disposition type, to include redistribution (contractor-to-contractor transfer), GSA transfer, donation, recycling, or disposal

(12) Continuous improvement and quality assurance systems

h. Identification and labeling of property are key accountability elements (see Section 6, Contractor Requirements).

i. Quarterly inventories conducted by the contractor, property assessments and surveys conducted by federal (or federally designated) officials, and annual inventory certifications, are key accountability elements (see Section 6, Contractor Requirements).

4. Support Elements

a. Administration and Management: The Job Corps National Office establishes the GFP Administration Program for contractor-held property, sets policy, provides guidance, and interprets rules and regulations, as appropriate. Job Corps Regional Offices implement policy, oversee, and monitor property actions in their regions. For GSA-leased fleet vehicles, the General Services Administration provides specific guidelines and requirements for use and for reporting in addition to those set by this policy.

b. Technology Systems and Reporting: Both the EPMS and FTMS are web-based applications that are accessible through the Job Corps CITRIX system. The Job Corps Data Center provides training and technical assistance to system users on all Job Corps CITRIX applications.

c. Training and Technical Assistance: On-demand and web-based training is provided to Job Corps personnel with key responsibility for management of property. All federal Project Managers/COTRs, Regional Property Officers (RPOs), and other individuals as assigned by Regional Directors or the National
Property Officer must complete training as directed. Additional technical assistance is made available as appropriate by the Job Corps National Office, Job Corps Regional Offices, and the General Services Administration (GSA).

d. **Surveys and Assessments:** Job Corps contractors will perform surveys of property on an ongoing basis. They will also perform assessments of their property management program quarterly, at the time of internal 100% inventory audits conducted by the contractor. Regional Project Managers and/or Regional Property Officers will conduct desk- and on-site monitoring of contractors’ property programs, as appropriate.

e. **Forms and Template:** Forms and templates to document and support property actions are contained in the ETA 359 Property Management Handbook (August 2003) appendices. Where possible, property actions will be documented electronically, and where paper copy is used, forms and templates will be made available on the EPMS and/or FTMS for download and printing. Property forms may be updated, changed, or eliminated as goals to optimize electronic tools, improve efficiency, and reduce paperwork are met.

f. **Continual Improvement:** The Job Corps National Office conducts periodic review of policies and procedures for the administration of contractor-held GFP in Job Corps. Suggestions and concerns may be forwarded to the Office of Job Corps, U.S. Department of Labor, Employment and Training Administration, 200 Constitution Ave., NW, Washington, DC 20210, Attention: National Property Officer.

5. **General Roles and Responsibilities**

a. **Acronyms for Key Personnel:** For purposes of the remaining sections of this policy, references to the Contractor’s On-Site Property Manager will appear as “CPM.” References to the Contractor’s On-Site Fleet Manager will appear as “CFM.” References to the federal Regional Property Officer will appear as “RPO.” References to the federal National Property Officer will appear as “NPO.” References to the federal Contracting Officer will appear as “CO.”

b. An effective system for managing Job Corps contractor-held property necessarily includes adherence to the following organizational roles and responsibilities. Detailed duty descriptions are included in Section 7.

1. **Contractor - On-Site:** includes Center Director, Administrative Manager, CPM, CFM, property custodians, and appropriate IT system users. It is expected that these personnel will be familiar with the guidance contained in this policy and with resources that are available if further information is needed. Contractors must ensure that all on-site personnel understand appropriate uses of government property, implement its requirements, take all prescribed and reasonable measures to protect and preserve property,
and that appropriate training is undertaken at each level.

(2) **Contractor - Corporate**: includes upper management with oversight responsibility for contract performance. Corporate managers must ensure adherence to this policy and ensure that the approved CPMP is responsibly implemented, monitored, and included in regular corporate management reviews, with corrective actions established.

(3) **Job Corps Regional (Federal) Officers**: includes Project Managers/COTRs and Regional Property Officers (RPOs), will provide approvals for specific actions/requests, review and approve CPMPs, enter EPMS adjustments, and provide guidance to contractors.

(4) **Job Corps National (Federal) Officials**: includes the NPO designated by the Job Corps Administrator, and the National Job Corps Data Center. The NPO establishes Job Corps’ program for administration of contractor-held GFP, in conjunction with DOL, GSA, and other agencies, and works with the Job Corps Regional Offices and contractors to implement and fulfill the goals of the program. The Job Corps Data Center develops and maintains reporting systems for property and fleet, generates reports as requested by National or Regional Offices, and provides training and technical assistance for users of the EPMS and FTMS.

(5) **Property Support Contractors**: serves as directed by the Job Corps National or Regional Offices. They have limited delegated authority to conduct property reviews and transactions on behalf of the government, and to provide general technical assistance.

(6) **Federal Contracting Officers (COs)**: incorporates Job Corps property policy into DOL/Job Corps contracts, provide formal authorization for contractors to use official government supply sources, and who determine and communicate the extent of contractor liability in cases where relief has not been granted for missing or damaged property.

6. **Contractor Requirements**

   a. **Cognizance and Demonstration of Responsible Stewardship**: Job Corps contractors will be cognizant of and maintain knowledge of policies and procedures pertaining to government-furnished property for Job Corps contracts, and will ensure that appropriate management practices are actively in place to establish an effective and responsible system that demonstrates good stewardship of public resources and taxpayer dollars.

   b. **Compliance**: Contractors will comply with all provisions of this policy and all federal guidelines as outlined in the CFR, FMR, FAR, and Job Corps’ Policy and Requirements Handbook (PRH). For fleet vehicles, contractors also will comply
with terms of use and guidelines established by GSA. Contractors will establish and implement procedures to control the use of government property in a way that protects, preserves, and maintains the property in good operating condition, and must ensure that all government property is used only for the purposes contractually set forth.

c. **Property Management Plan**: Contractors will develop and implement an approved Contractor Property Management Plan (CPMP) that describes effective on-site property management elements, as designated in Section 3 of this policy.

d. **Communications**: Contractors must inform the appropriate federal Project Manager of property requirements in the early stages of project preparation, and provide updated information as needed. Property actions involving purchases, acquisitions, transfers, donations, disposals, and other significant actions must be communicated to the federal Project Manager in advance for approval. For fleet vehicles, requests to add, exchange, or remove vehicles from a location require the advance approval of the federal Project Manager as well as the NPO. Federal Project Managers also must be informed when a new GSA vehicle arrives on center, either as a replacement for a vehicle as part of GSA’s replacement cycle, or as a new addition to the fleet. Similarly, federal Project Managers also must be informed when GSA reclaims a fleet vehicle. The contractor also will inform the federal Project Manager and RPO promptly with regard to changes in contract property or fleet personnel.

e. **Duty Designation**: Contractors must designate an employee as the on-site CPM, who must become familiar with the provisions of this policy and serve as the point of contact for property-related actions, communications, directions, and questions from site personnel. Contractors also must designate location custodians who will assume day-to-day charge of property assigned to their areas and under their immediate supervision. This may include instructional, residential, recreation, maintenance, security, administrative, and other staff throughout various operational locations. The CPM will ensure that location custodians conduct recordkeeping and maintain records for property assigned to their respective areas, and will hold regular meetings (at least quarterly) with location custodians to review and discuss the status and disposition of property. Contractor property meetings will include center administration, CPM, CFM, and location custodians. Records of meetings will be maintained as part of the CPMP, and will remain available for inspection by federal officials at all times.

f. **Training**: Contractors must ensure that employees with designated responsibility for property management, fleet management, and custodianship receive appropriate information and training, to include this policy, web-based training, and face-to-face training as appropriate; are made aware of their responsibilities; and can demonstrate competence related to their property-related duties.

g. **Recordkeeping**: Contractors will retain and secure property and fleet records for
inspection by the government during the contract performance period. Property records will be maintained by the CPM, except as otherwise stated in this policy, and will include completed forms to document receipt, maintenance, movement, modification, and disposition of property; records of quarterly inventories; property meetings; reports of missing and damaged property; staff training; and related support documentation. CFMs will maintain records similarly, as adapted to fleet and fleet reporting systems. Copies of annual property certifications will be maintained by the Center Director or Administrative Manager. Following contract closeouts/transitions, all property records will be preserved and retained on site for a period of six years and three months after final payment to the contractor. Property records subject to dispute or audit beyond this period of time must be retained through resolution and are subject to rules established by CFR Title 41.

**h. Inventory Requirements:** Contractors are required to perform (a) a 100 percent-inventory certification of all reportable property on an annual basis, and (b) three 100 percent quarterly inventories of all non-expendable property assigned to the contract. Annual certification packages must be completed by the last month of each contract year (for example, contracts with contract year performance periods of September 1 through August 31 must be completed by August 31, for each contract year), or when requested by the National Property Officer. The annual certification process is intended, in large part, to validate a Master Property Inventory List annually. During the quarterly and annual inventory process, items that are identified as damaged, destroyed, or missing will enter the disposition process and be reported to federal officials as outlined in this policy. Annual inventories are conducted by contractors during the last month of each contract year, are reconciled and certified by a corporate official, and submitted in full to the federal Project Manager/COTR, along with a summary memorandum. The summary memorandum will include a total number of items certified and will present and discuss any outstanding reconciliation issues. Failure to submit, or submission of incomplete or inaccurate annual property certifications, will be addressed by the Contracting Officer and reflected on contractor performance reports.

**i. Identification:** All GFP in Job Corps will be permanently marked at time of receipt by the contractor as “PROPERTY OF U.S. DEPT OF LABOR.” Where permanent marking is not possible, semi-permanent markings or labels will be affixed in conspicuous locations on the surface of the property so that they are clearly visible. This applies to all non-expendable property. Reportable property must be bar-coded using the established bar-coding system, wherever feasible. Extra care will be taken to ensure that property unable to host bar-code labeling is accounted for and reported. Property not belonging to the government, such as some Student Government Association (SGA) or Labor Union/NTC property, should be marked as such, be easily distinguishable from government property, and should not be bar-coded. Rented and leased property will not be permanently marked; however, secured labels will be affixed to the item, reading, “Assigned to
U.S. Department of Labor.” CPMs, CFMs, and location custodians will inspect property regularly, and at least quarterly, to ensure that GFP is identified, labeled, and bar-coded as required.

j. Procedures: Contractors must:

1. Conduct quarterly and annual inventories and recordkeeping, as described above. Prepare an annual CPMP and submit to the federal Project Manager by October 1 for review, approval, and implementation by January 1.

2. Enter all required information for reportable property in the Job Corps EPMS. An item code is required at the time of initial reporting. Item codes help to ensure the proper identification of an item, particularly those that are non-serialized, and help to reduce guesswork during physical inventories. Item codes are obtained from a drop-down selection menu contained in the EPMS database.4 Obtain user authorization and access from the JCDC. Direct technical EPMS system questions to the JCDC Help Desk; direct questions related to policies and procedures to the RPO.

3. Enter all required fleet data in the FTMS, at least monthly. Fleet reporting must occur by the 25th of each month for the prior month.5 Obtain user authorization and access from the JCDC. Direct technical FTMS system questions to the JCDC Help Desk; direct questions related to policies and procedures to the federal Project Manager.

4. Receive and subdivide property for the contract into logical units specified by Location Codes within the EPMS, and assign a Property Custodian to each location. (All facility areas on center will have an assigned Property Custodian.)

5. Maintain a historical file containing records of property procurement, acquisitions, transfers (incoming, outgoing, and internal), modification/cannibalization, missing/damaged property, repairs, dispositions, donation, recycling, abandonment, and destruction.

6. Identify and report missing, damaged, or destroyed government property using the Report of Survey/Inventory Adjustment Report (Form ETA 396), and forward to the Regional Office. All contract staff shall be trained on the requirement to report missing or damaged property immediately to senior management. Reports to law enforcement officials will occur at the time it is discovered that property is missing. Efforts to report, locate, and

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4 Item codes have been updated and streamlined in the Job Corps EPMS (as of July 2010). Item codes will thus vary from those shown in the ETA 359 Property Management Handbook (August 2003).

5 This timeline has been updated to allow time for receipt by contractors of monthly GSA statements; these statements contain data required for FTMS reporting.
recover missing property will be documented and maintained with the contractor’s property records and will be submitted concurrently with a completed ETA 396 to the federal Project Manager within 30 days of identification of loss. Items below the $3,000 EPMS reporting threshold may be listed together, if loss is identified at the same time, and reported on a single ETA 396. Items at or above the $3,000 reporting threshold will be reported separately and should not be listed together. Loss of items valued above the reporting threshold shall be reported immediately, upon identification of loss, by e-mail to the Regional Project Manager and RPO, to be followed within 30 days by the ETA 396 report along with supporting documentation. The submission of an ETA 396 form to the Job Corps Regional Office automatically requests relief of liability; however, submission of the ETA 396 does not automatically grant relief to the contractor and should not be assumed.6

(7) Receive prior written approval from the federal Project Manager of both the sending and receiving centers for all transfers of property requested from one contract to another. Items that are listed in the Marketplace (Redistribution) section of the EPMS, and are picked up by another contract, will be documented via a fully executed SF-122 Transfer Order – Excess Personal Property. Note that block 14 in this instance does not receive GSA approval, but DOL approval by the appropriate PM (who may delegate signature authority to the Regional Property Officer). Under no circumstances will property be moved from one contract to another without prior written approval and signature of the appropriate federal staff, and timely adjustment to EPMS inventories.

(8) Conduct transfer or movement of property within the same contract (and at the same site of operation) through use of a Property Transfer Request, which is a hand receipt, and maintain hand receipts with the records of the receiving custodian. Hand receipts should include the description of the property, serial number (if serialized), old location code, new location code, signature and date of sending custodian, and signature and date of receiving custodian. Copies of all hand receipts must be provided to the CPM at time of transfer. If the property location transfer is expected to exceed 30 days, the CPM must forward copies of hand receipts to the RPO as part of the contractor’s quarterly submission package, for location adjustments in the EPMS.

(9) Conduct physical modification or cannibalization of property only as authorized in advance in writing by the federal Project Manager and RPO, and only where such action constitutes the best available option. CPMs will ensure that items are not “stripped for parts” without advance approval from the Regional Office. Complete records of cannibalized

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6 The preceding paragraph contains Job Corps procedural updates that may vary from the ETA 359 Property Management Handbook (August 2003).
items will be maintained with the appropriate authorizing document(s).

(10) Keep documentation for property transactions up to date, including those requiring approval of the federal Project Manager, and send routine actions at least quarterly to the Regional Office for review and processing. Regional officials will review and approve transaction requests as appropriate, and process within 30 days (see Job Requirements for Property Administration – Regional Staff). Non-routine or high-priority actions will be forwarded and processed based on an agreed-upon timeline between the contractor and the Regional Office.

(11) Maintain a suspense file with records of pending transactions (i.e., pending ETA 396 reports/requests, pending disposition requests, etc.). Contractors will follow up with federal Project Managers monthly to finalize outstanding or pending transactions. Transactions pending beyond 90 days in the regions must be communicated by either the RPO or the contractor to the NPO.

(12) Provide for the appropriate and timely disposition of excess property (see Attachment 1, Disposition of Excess Property).

(13) Coordinate with the federal Project Manager, and with GSA, as directed, to conduct leased-vehicle acquisition, utilization, and maintenance in accordance with this policy and with GSA guidelines. Requests for additions, removals, or exchanges of GSA-leased vehicles, or for vehicle maintenance outside of GSA-authorized guidelines or service locations, will be sent to the federal Project Manager for review and approval, subject to final approval by the National Office. Except as otherwise noted herein, contractors and federal staff will follow the ETA 359 Property Management Handbook (August 2003), Chapter IX, Motor Vehicles, for policies and procedures regarding Job Corps fleet vehicles.

(14) Ensure that a Property Requirements List (PRL) is completed by the contractor and submitted to the federal Project Manager for approval, for all property that the contractor wishes to procure with government (contract) funds, as follows:

(a) Items with a unit cost of $200 or above require the advance review and approval of the federal Project Manager/COTR prior to purchase. Advance PRLs will be submitted to the federal Project Manager/COTR as needed by the contractor.

(b) Items with a unit cost of under $200 do not require advance review

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7 This represents a Job Corps procedural variance over the ETA 359 Property Management Handbook (August 2003), Section 3e(3), which requires contractors to forward supporting documentation for all property-related transactions within 10 days.
and approval of the federal Project Manager/COTR prior to purchase. These PRLs may be executed for purchase by the contractor. However, copies of all internal PRLs will be submitted quarterly to the federal Project Manager/COTR along with the quarterly property report for review at the discretion of federal officials.

The PRL format must be consistent and numbered by the contractor in strict numerical sequence. PRL numbers must be easily identified on each page, should the PRL exceed one page or contain attachments. All PRLs shall be readily accounted for and available for review on-site at the request of federal officials. Each PRL must contain the following elements:

- Next sequentially assigned PRL number
- Clear description of the item intended for purchase
- Purpose of item
- Department and location where the item will be assigned
- Unit cost
- Suggested vendor name and location
- Date of purchase (for internal PRLs), or Expected purchase date (for advance PRLs)
- Requestor’s name
- Date of request
- Date received and name of receiver (noted for each item immediately upon receipt)

PRLs are maintained in the on-site purchasing office, matched with shipping and receiving documents upon arrival of goods, and are subject to inspection as part of center assessments, survey, and reviews.

Note that requirements for PRLs are separate from requirements for EPMS reporting. Although PRLs are an important part of property accountability, the PRL process has no bearing on what property is reported in the EPMS.

(15) Ensure that government excess is the first source of supply for obtaining property and equipment, whenever feasible, and that government supply sources are used when they are available and cost effective. Typically, these are GSA supply sources. A Letter of Authority will be received by the contractor from the CO or federal Project Manager/COTR, authorizing the contractor to use government supply sources during the performance period. Contractors must possess a Letter of Authority to obtain an Activity Address Code (AAC) and a GSAXcess User ID and password, in order to access GSA supply sources. AACs are contract-specific and are
assigned by GSA through the Job Corps Regional Office (usually the RPO); they also may be facilitated through the Job Corps National Office. The GSAXcess User ID is specific to individuals, assigned for DOL/Job Corps contractors by GSA through a designated official at the Department of Labor in Washington, D.C. A valid AAC must be established in advance and as part of an application for a GSAXcess user ID.

(16) Strictly control the use of GSAXcess. Contractors must inform the RPO when an employee applies to become authorized to screen for or list government property and when authorized individuals have terminated from the contract. Such notices shall be included in the contractor’s quarterly Property Report to the region.

(17) Ensure that a Property Custodian is designated by the Center Director for each facility area, performs regular audits of property inventory under their stewardship, as appropriate, and immediately reports missing or damaged property to senior management.

(18) Submit a Property Report quarterly to the RPO, to include:

(a) Results of quarterly 100% inventory (for prior quarter)
(b) Reports of missing or damaged property (ETA 396 forms, with supporting documentation)
(c) Copies of hand receipts (for permanent location changes)
(d) Other requests (e.g., SF-120s, 122s, etc.) for approval by the Regional Office
(e) Notes from quarterly property meetings
(f) List of key personnel (with duties for property or fleet, noting any removals or additions)
(g) Training certificates or documentation of completion
(h) GSA Activity Address Code (AAC) for the current contract
(i) List of existing GSA system users (User IDs), noting removals and additions
(j) Highlights, problems, and concerns

(19) Ensure that contract closeout procedures are followed as outlined in the ETA 359 Property Management Handbook (August 2003) policy. Incoming and outgoing contractors will initiate a side-by-side, 100% physical inventory as soon as possible following notice of award. The outgoing contractor will complete a full reconciliation of all property, including all missing or damaged property (by forwarding a completed ETA 396 form to the federal Project Manager/COTR not less than 15 days prior to contract end/changeover), and will present a reconciled property inventory of all expendable and non-expendable property, certified by a corporate official, at time of contract end/changeover.⁸

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7. **Duty Requirements for Property Administration**

a. **Center/Contractor Property Managers:**

Each Job Corps contractor will appoint a Contractor Property Manager (CPM) who is a member of the contractor’s operational management team, and has primary responsibility for ensuring that GFP is appropriately identified, used, maintained, protected, accounted for, and reported as required. The CPM will ensure that the procedural requirements of this policy and subsequent updates are implemented; the contractor has established and implemented an approved CPMP; reporting occurs in the EPMS and FTMS as required; documentation is executed and maintained as directed by this policy and by federal regulation; routine quarterly and annual 100% inventories are conducted for all GFP (expendable and non-expendable); location and area inventories are conducted as needed (e.g., following incidences of damage or theft); records are maintained and protected; incidences of loss, damage, destruction, and theft are identified, reported, documented, and processed as prescribed; excess property is identified and entered into disposition status expediently; repair logs are maintained; modification/cannibalization of property occurs only in rare instances of best available option and as approved in advance by the region; Property Custodians are assigned by the Center Director and lists of Property Custodians remain up-to-date; quarterly Property Meetings are held and documented as outlined in this policy; GSA systems are utilized as required and to the maximum extent possible; quarterly submissions, as designated in this policy, are sent to the region; training is provided to center staff, particularly to Property Custodians, to ensure the appropriate use and protection of property; coordination occurs with on-site administrators, fleet, IT, safety and security managers, location custodians, and others as appropriate, to ensure that the requirements of this policy and compliance with federal regulations are fulfilled, and that integrity of use occurs for all property.

b. **Regional Staff:**

(1) Each Job Corps region will appoint a federal Regional Property Officer (RPO) to oversee property requirements and activities by Job Corps contractors within the region. The RPO will work with and provide assistance to the federal Project Managers/COTRs in order to review and approve CPMPs; initiate and process Regional Boards of Survey (see Section 8, Contractor Liability); review and approve excess property, transfers, donations, modifications, and disposal of property; and adjust contractor EPMS inventory records, as needed. RPOs provide coordination with contractors in their regions to ensure that substantial stores of excess property are moved forward for disposition in a timely manner; a list of CPMs and CFMs is maintained and kept current for all contracts within the region; communication and training for CPMs and
CFMs occurs as needed; GSA Activity Address Codes (AACs) are obtained by Job Corps contractors; GSAXcess User IDs are obtained by contractors, and contractors understand GSA systems that support purchase, acquisition, excess, donation, and disposal; property-related questions by centers and federal staff within the region are answered; regional participation occurs with regard to development of new policies and procedures initiated by the Job Corps NPO or Job Corps Administrator; and that communication occurs with the Regional Director, Regional Project Managers/COTRs, and other staff as needed, with regard to significant property-related matters. RPOs also are responsible for ensuring that each contract-operated center within the region reports fleet data, monthly, as required into the FTMS.

(2) Federal Project Managers/COTRs hold primary responsibility for oversight of contractor-held GFP assigned to their contracts. They maintain the same property-related authorities as Regional Property Officers; however, Project Managers will consult with RPOs whenever possible when conducting property-related actions and reviews. Disputes will be brought to Regional Directors for determination. Federal Project Managers will conduct inspections and surveys of contractor-held GFP as appropriate, to include on-site and remote spot checks, desk monitoring, EPMS and documentation auditing, and other such assessments as needed. Federal Project Managers/COTRs issue, at the direction of the CO, Letters of Authority authorizing contractors to use government supply sources during the performance period, and conduct review of property actions proposed and documented by the contractor, and provide approval (as appropriate). Federal Project Managers shall maintain copies of communications to contractors regarding liability (or relief thereof) in the contract file. Federal Project Managers will ensure that both outgoing and incoming contractors are informed with regard to required procedures prior to contract end/changeover, and will receive and review final property reconciliations and reports of missing/damaged property not later than 15 days prior to the scheduled end/changeover date, for review. The federal Project Manager/COTR will monitor joint inventory efforts between incoming and outgoing contractors during the contract transition period, and ensure that a certified final inventory (signed and certified by an officer of the company) is submitted at time of contract end/changeover.

(3) Regional Directors maintain the same property-related authorities as RPOs and Project Managers; however, Regional Directors hold authority to resolve property matters within the region. Regional Directors are encouraged to consult with the NPO and the CO with regard to property-related matters where property cost is $3,000 and above, and in cases that are atypical, unusual, or appear to require guidance beyond this policy.
c. **Job Corps National Property Officer:**

The Job Corps National Property Officer (NPO) develops policies, procedures, communications, and training pertaining to Job Corps’ Property Administration Program as outlined herein; coordinates with GSA and other federal agencies to ensure that Job Corps is in compliance with existing regulations and requirements; remains informed on systems, support, and new and emerging policies and regulations that may affect the administration of contractor-held GFP in Job Corps; coordinates with DOL and National Office officials to ensure that Job Corps’ Property Program operates in alignment with DOL, agency, and other National Office requirements; interprets regulations, orders, policies, and other guidance and provides decisions pertaining to significant property matters; issues procedural waivers as appropriate; provides guidance to COTRs and RPOs for actions and duties related to property administration; reviews and makes determinations pertaining to contractor liability and/or replacement of property following regional review, as designated in this policy, and forwards determinations of contractor liability to the appropriate CO for approval; establishes workgroups to address elements of administration and oversight of contractor-held GFP; writes policies and directives for approval by the National Director; holds conference calls and trainings with regional and contractor staff as needed; provides reports and information as required to the National Director and other DOL officials; inspects property activities of Project Managers/COTRs, RPOs, and other staff as appropriate; and retains authority to inspect contractor compliance with Job Corps property policies.

d. **National Job Corps Data Center:**

Develops and maintains Job Corps’ Electronic Property Management System (EPMS) and Job Corps’ Fleet Tracking Management System (FTMS); provides technical assistance for EPMS and FTMS users; provides routine and ad hoc reports to the National Office and other federal officials as needed; provides input on development of policies and procedures for contractor-held GFP; and issues guidance as appropriate and in conjunction with the NPO regarding IT equipment utilization.

e. **Contracting Officers:**

1. At the time of new contract award, the assigned CO issues (or directs the COTR to issue) a Letter of Authority to the contractor, to include provisions for the use of government supply sources. The Letter of Authority specifies the contract number and performance period along with other information. A Letter of Authority typically is needed by a contractor in order to obtain a GSA Activity Address Code (AAC). A copy of the Letter of Authority will be maintained by the federal Project Manager/COTR, and will be furnished to the National Office or to GSA upon request.
(2) COs will make final determinations for findings of contractor liability, following Regional and National Office reviews. COs will inform the contractor in writing of findings and required actions, or may request that the Regional Director or COTR issue such communications. RPOs will monitor the status of National Office recommendations and CO decisions regarding contractor liability for replacement of property or reimbursement of costs, and will monitor contractor compliance accordingly (see below, Section 8, Contractor Liability).

8. Contractor Liability

a. Contractors are responsible for the appropriate use, care, protection, and disposition of government property, and for compliance with this policy and applicable federal regulations. The CPMP is central to establishing an effective on-site property management system, a key consideration during determinations of accountability and liability. Contractors are required to inform the federal Project Manager, in writing, of instances of missing, damaged, destroyed, or stolen property, and contractors may be held liable where appropriate controls or management systems were not being followed. All instances of missing, damaged, destroyed, or stolen property will be reported by the contractor to the region. The appropriate Job Corps Regional Office will receive and review reports of all instances of missing, damaged, or destroyed property and will determine whether relief of accountability is to be granted for inventory that is under the established $3,000 threshold. Items at or above the $3,000 threshold will receive a formal Board of Survey at the Regional Office, and results will be forwarded to the NPO along with recommendations.

Where the Job Corps NPO finds that contractor liability is indicated and relief of accountability should not be granted, in whole or in part, he or she will work with the designated CO to establish the amount of liability and mechanisms to reimburse the government so that the contract is made whole. The CO will make and issue final determinations and provide notice to the contractor, or may request that the Regional Director or COTR provide such communication in accordance with the CO’s final determination.

b. The preferred method for reimbursement, where a determination of liability has been issued by the Contracting Officer, is replacement of property – for both function and cost. Replacement costs will be assumed by the contractor from non-contract funds and will be reflected in corporate accounting records, subject to inspection by government officials. In such instances, contractors will replace the property for function – in the same area on center where the loss occurred – at or close to the original purchase cost of the missing/damaged item. Only in instances where this is not feasible (for example, following contract closeout), will a check

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9 This is a variance between Job Corps updated property administration policy and the ETA 359 Property Management Handbook (August 2003).
payment from the contractor for the amount of liability be forwarded to the federal Project Manager/COTR. All such checks will be made payable to the U.S. Department of Labor. Upon receipt, the federal Project Manager will provide copies to the RPO and the CO to provide documentation for closeout of the pending payment, and to authorize adjustment to the contract’s EPMS records. The Regional Office will then forward the contractor’s original check to the NPO, along with an explanation of payment.

c. Where missing/damaged property is reported during contract closeout, the outgoing contractor will be notified of either Job Corps’ or the CO’s findings, in accordance with this policy, for relief of accountability. Notice of findings/final determinations will be provided to the contractor within 30 days under normal circumstances. Such requests for relief of accountability will follow the same procedures as outlined in this policy for all missing or damaged GFP. Job Corps does not grant automatic relief of accountability in instances where more than 30 days have passed to notify contractors of liability decisions. The CO holds final authority to apply discretion, relative to the circumstances, regarding a reasonable and appropriate time frame for notice to a contractor.10

d. Non-capitalized GFP generally is not depreciated for purposes of determining contractor liability. Conversely, capitalized property generally is depreciated for purposes of determining contractor liability. The CO may make determinations regarding depreciation at the time of his or her review, if liability is indicated.

9. Dollar Thresholds

a. The dollar threshold for reporting of contractor-held GFP in Job Corps’ Electronic Property Management System (EPMS) is $3,000.00, except for sensitive property. All sensitive property as outlined in this policy will be reported in the EPMS. Non-sensitive property below an original purchase cost of $3,000 is not required to be reported in the EPMS. Job Corps contractors may use the EPMS as an inventory system to assist in managing all non-expendable GFP, but it is not required.

b. There is no dollar threshold for sensitive property. All sensitive property must be reported in the EPMS. Sensitive property includes electronics, computers, printers, telecommunications devices, video and audio devices (including DVD players), flat screens and monitors, and items that are serialized. Sensitive property also includes power tools (including powered hand tools), tool kits, and specialty tools and equipment used by career technical training (CTT) programs or by center operations and maintenance. When in doubt, contractors may contact the appropriate RPO for additional guidance.

c. The following property is not considered sensitive property in Job Corps: landline

10 This is a variance between Job Corps updated property administration policy and the ETA 359 Property Management Handbook (August 2003).
telephone systems and phone sets, handheld calculators, and cell phones. However, cell phone replacements will **not** be funded from contract funds.

d. **The dollar threshold for contractor reporting of missing, damaged, destroyed, or stolen property is $0.00.** All property that is found to be missing, damaged, destroyed, or stolen must be reported by the contractor to the federal Project Manager/COTR by way of the ETA Form 3-96, and with all supporting documentation/reports as prescribed in this policy.

e. **The dollar threshold for Job Corps NPO review of Boards of Survey and contractor liability is $3,000.00.** The Regional Office will review all instances of property loss under $3,000.00, and where the region finds that relief should be granted, the federal Project Manager/COTR will directly communicate that finding to the contractor and maintain such communications in the contract file. Instances of loss $3,000.00 or above will be forwarded to the NPO along with the results of the Regional Board of Survey, for review and action as described herein.

Related appendices include:

Appendix 505a, Disposition of Excess Property in Job Corps (Procedures)

Appendix 505b, Property Custodian’s Request to Designate Excess Property
APPENDIX 505A
ADMINISTRATION AND MANAGEMENT OF JOB CORPS
CONTRACTOR-HELD GOVERNMENT-FURNISHED PROPERTY:
DISPOSITION OF EXCESS GOVERNMENT-FURNISHED PROPERTY

1. Introduction
   a. Contractor-held excess property is Government-Furnished Property (GFP) that is considered no longer of use to the contract. This can be surplus property, property that is old or obsolete, property that is damaged, property that is unsafe, or property that is otherwise serving no effective useful purpose on the contract. There are strict rules around how to handle excess GFP, and laws and regulations pertaining to handling of certain items during disposal (for example, electronics). Authorized actions for excess property must be approved in advance by the federal Project Manager/Contracting Officer’s Technical Representative (COTR). Such actions include transfers (internal and external), donations, cannibalization (in rare instances), and disposal. Except for sale of scrap material to bona fide recycling companies, as outlined in this policy, there is no sale of property or exchange/sale program in Job Corps, and no sale or exchange of property is authorized outside of sales by the government through General Service Administration (GSA). Each of the authorized pathways for disposition of property is described below. This guidance cannot contain all available information pertaining to authorized disposition of property.

   b. Job Corps Contractor’s On-site Property Managers (CPMs) must become familiar with the procedures that support the disposition of excess GFP; it is a substantial part of the job and requires attention to detail. The CPM always should consult with the federal Project Manager or RPO when in doubt or when clarity is needed.

2. Requirements
   a. Contractors will follow the steps given under Section 3, Process, below for disposition of GFP. Circumstances not addressed in this policy will be brought to the attention of the Regional or National Property Officer.

   b. Contractors will submit a written report as part of the annual Contractor’s Property Management Plan (CPMP), which reflects the number of property items that were authorized for disposition for the prior fiscal year (October 1 through September 30), with a breakdown of disposition type (e.g., Transfer/Redistribution [contractor-to-contractor within the Job Corps system]; Transfer/GSA [external transfer]; Donation, Recycling [including any monies received by Recycling companies and directed to Student Government Association environmental initiatives], and Disposal).
c. Acquisition of GFP by private individuals is expressly prohibited, regardless of the disposition status of the property. Evidence of such activity will establish a basis for legal action/investigation. Contractor managers will ensure that this restriction is included in training for all employees.

3. Process

a. Property considered no longer of use to the contract must first be deemed excess by the CPM, as appropriate. Property custodians will inform the CPM of property that they feel should be categorized as excess, using the report entitled “Administration and Management of Job Corps Contractor-Held Government-Furnished Property: Custodian’s Request to Designate Excess Property” (Appendix 505b). The CPM will review the information and condition of the item and confirm (or reassign) a condition code, and initial the form. Where equipment is re-assigned internally (for re-use within the contract), an Internal Transfer of Property/Hand Receipt will be completed. Where equipment is not re-assigned internally, the CPM will note on the report that the item(s) has moved into disposition, initial and date the form, and affix an adhesive label to the item in a conspicuous location that contains the Disposition Condition Code. This establishes the entry of that item into disposition status. Items moved into disposition status will be reported on an SF-120 and forwarded to the region with the quarterly property submission, for regional review and approval.

b. Condition Code Designations and Descriptions

<table>
<thead>
<tr>
<th></th>
<th>Excellent Condition</th>
<th>Property in new or unused condition, which can be used immediately without modifications or repairs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Usable Condition</td>
<td>Property that shows some wear, but can be used without significant repair.</td>
</tr>
<tr>
<td>7</td>
<td>Repairable Condition</td>
<td>Property that is unusable in its current condition, but can be economically repaired.</td>
</tr>
<tr>
<td>X</td>
<td>Salvage Condition</td>
<td>Property that has value in excess of its basic material content, but repair or rehabilitation is impractical or uneconomical.</td>
</tr>
<tr>
<td>S</td>
<td>Scrap Condition</td>
<td>Property that has no value above its basic material content.</td>
</tr>
</tbody>
</table>

c. All property that has been deemed as excess by the contractor, regardless of condition, must be approved by both the CPM and the Center Director. All SF-120 Reports of Excess Personal Property must contain the signature of both the CPM and the Center Director prior to being forwarded to federal officials for final approval.
d. Contractors should note that as a general rule, computers that are taken offline or replaced should not be reused on center. Doing so often creates system glitches and technical problems on the Job Corps network. Guidance for how to handle old computers, or computers that have been replaced, appears at the end of this section.

e. “Sighting” of Property Generally Rescinded

In the past, contractor-held GFP that was requested to be moved into excess status in Job Corps was required to be “sighted” by a federal representative (or authorized designee). This standard requirement, although it helped to control unauthorized disposition of some property, brought unintended consequences. First, it caused long-term buildup of surplus and excess property on Job Corps centers. Second, it did not, in itself, provide the internal controls that would effectively assist contractors in ensuring that only federally authorized actions took place with regard to those items.

With the issuance of this updated policy, the requirement for federal representatives to conduct an in-person visual inspection (or “sighting”) of the proposed excess property is generally rescinded. However, the federal Project Manager/COTR, RPO, or the NPO retains the authority to require that the property submitted for excess by the contractor be held for visual inspection (by a federal representative) prior to approving the property as excess. All approvals shall be made on a case-by-case basis at the federal regional or national level. In most cases, the contractor will request property to become excessed by using the SF-120, Report of Excess Personal Property, and this form will be reviewed by the federal Project Manager and the RPO. The region may request photographs and additional supporting information as part of its review, and may disallow some or all of the items requested for excess or disposition on a single SF-120.

f. SF-120s – Report of Excess Personal Property

All items reported by the contractor as excess property must be submitted on an SF-120 for review and clearance by the appropriate federal official (Regional Project Manager or RPO). This includes all non-expendable items, not just items that are reported in the EPMS. For example, a set of chairs that are not reported in the EPMS must still be reported on an SF-120 when the contractor is requesting that they be excessed and moved into disposition. Items contained in the EPMS inventory will be reported on a separate SF-120 from those that are not.

g. SF-122 and SF-123 – Transfer Order/Excess/Personal/Surplus Property

Transfers of items from one contract to another, or outside of the contract (to GSA or State Agencies for Surplus Property), are requested and approved by using the SF-122 (Transfer Order Excess Personal Property) or the SF-123

11 This update represents a variance over the ETA 359 Property management Handbook (August 2003).
(Transfer Order Surplus Personal Property) form. The requested transfer actions must be approved by the assigned federal Project Manager or the RPO, for both the sending contract and the receiving contract, as appropriate. The SF-122 is used for intra-agency transfers (for Job Corps contract-to-contract property); the SF-123 is used to list property with GSA for transfer or sale. If the item is transferred to GSA, GSA may generate an automated transfer form, which will be printed by the CPM, a copy of which will be sent by the contractor to the region as part of its quarterly property report. Otherwise, all completed SF-122s and SF-123s (original forms) will be forwarded to the RPO as part of the quarterly report.

Copies of the completed forms will be maintained with the contractor’s on-site property records and remain available for inspection by government officials.

h. Disposition Pathways (Non-Computerized Equipment)

Disposition Pathways vary according to property type and condition code. Computerized equipment should follow the guidance provided below (Section i). For all other property/equipment:

(1) **Condition Code 1 – Excellent**: This property is in new or unused condition and can be used immediately without modifications or repairs. Once federal approval has been obtained via the SF-120 process, this equipment should be moved by the contractor within the EPMS listing into “redistribution” status, for listing on the EPMS Marketplace for 21 days, to make it available for other contractors (Computers generally are not eligible for redistribution in Job Corps; see guidance below for Computerized Equipment [Section i]).

(a) If the property is wanted by another contractor, the SF-122, Transfer Order Excess Personal Property, will be completed by the holding contractor (CPM), and forwarded to the federal Project Manager for approval/signature, who will forward to the receiving Project Manager for approval/signature.

(b) Following a period of 21 calendar days under redistribution status, if no interest has been expressed by another contractor, the property must be listed with GSA via GSAXcess for a period of 21 days or with the local State Agency for Surplus Property (SASP) ([www.gsa.gov/portal/content/100851](http://www.gsa.gov/portal/content/100851)). If no activity has been generated as a result of the above actions, the property is then eligible for donation.

(c) **Donations**: Donations may be made to state and local governments, public libraries, public schools, nonprofit organizations whose primary mission is training or education (e.g., Head Start programs), and where none of the above entities are able to receive
the equipment, to other bona fide nonprofit organizations. (Note that religious organizations are not eligible.) Donations will be documented with the following information: printout of the EPMS list that shows the property, line by line, to be donated (where applicable); the approved SF-120 Report of Excess Personal Property; and a completed Certificate of Abandonment or Destruction (the “Donate to Public Body” option will be marked). At time of donation, recipients must initial and date each inventory item shown on the EPMS listing (to document receipt of each item); and note “RECEIVED,” date, **taxpayer identification number of the organization**, and name and signature of the individual who is receiving the item(s) for the organization. The CPM will make a notation to the SF-120 “DONATED,” date, name of organization to which the equipment was donated, and provide his or her name and signature. The CPM and Center Director will witness the donation and provide attestation on the lower half of the Certificate of Abandonment or Destruction form. The contractor will maintain original documentation in the on-site property records; copies will be forwarded to the federal Project Manager as part of the quarterly property report. The federal Project Manager will review the documentation and approve inventory adjustments by the region, as appropriate.

(2) **Condition Code 4 – Usable:** This property shows some wear, but can be used without significant repair. This property will follow the same procedures as those shown for Condition Code 1.

(3) **Condition Code 7 – Repairable:** This property is unusable in its current condition but can be economically repaired. Such equipment should follow the same procedures for Condition Code 1, however, may also follow the procedures for Salvage or Scrap if the property is not transferred internally via the EPMS Marketplace (Redistribution), or via GSA or the local SASP, or if no suitable donation entity (as outlined above) can receive the equipment after reasonable attempts have been made and documented.

(4) **Condition Code X – Salvage:** This property has value in excess of its basic material content, but repair or rehabilitation is impractical or uneconomical. This property may not be listed for internal redistribution. It should be listed with GSA via GSAxcess or the local SASP may be contacted ([www.gsa.gov/portal/content/100851](http://www.gsa.gov/portal/content/100851)) to pick up the item(s). If, after documenting those efforts and after a reasonable period the property has not been transferred or picked up, it should be recycled wherever possible, or as a last resort, disposed of.

(a) **Recycling:** Property to be recycled must be obtained by a bona
fide, licensed recycler/scrap dealer. Pick up of items for recycling will be documented with the following: printout of the EPMS or other inventory listing that shows the property (line by line) to be recycled or scrapped, where applicable; the approved SF-120 Report of Excess Personal Property; and a completed Certificate of Abandonment or Destruction. The “Scrap Dealer” option will be marked. At time of pickup, dealers must initial and date each inventory item shown on the inventory listing (to document receipt of each item); and note “RECEIVED,” date, taxpayer identification number of the organization, and name and signature of the individual who is receiving the item(s) for the organization. The CPM will make a notation to the SF-120 as either “RECYCLED,” or “SCRAPPED,” date, name of company receiving the property, the dollar amount of monies received from the company as a price paid to the contractor for materiel, if any, and CPM’s name and signature. The CPM and Center Director will witness the dealer pickup and provide attestation on the lower half of the Certificate of Abandonment or Destruction form. The contractor will maintain original documentation in the on-site property records; copies will be forwarded to the federal Project Manager as part of the quarterly property report. The federal Project Manager will review the documentation and approve inventory adjustments by the region, as appropriate. Any monies received as a result of sale of scrap will be directed to the Student Government Association’s environmental initiatives fund (see Section i(11) for additional guidance).

(5) **Condition Code S – Scrap:** Items in this category may go directly into a pathway for Recycling, as noted above, wherever possible. The disposal of GFP will occur only as a last resort, after all other potential pathways for disposition have been exhausted. Disposal will follow the same procedures as those for recycling, except that the Certificate of Abandonment or Destruction will be marked “Abandoned in Place,” and in the explanation section, method of disposal should be noted (e.g., for pickup by waste management company, taken to landfill, etc.) In this instance, there will be no signature of a receiving organization or business; however, the Certificate of Abandonment or Destruction must still be witnessed by both the CPM and the Center Director.

(a) Acquisition of GFP in any disposition status, including Salvage or Scrap, by private individuals is expressly prohibited, and evidence of such activity will establish a basis for legal investigation.

(b) **Electronic Equipment:** The disposal of electronic equipment must follow federal, state, and local laws and regulations, and its
handling must be documented. Only waste management companies licensed to handle electronic equipment may receive and dispose of such equipment. For additional assistance in disposal of electronic equipment, contact local city or county Public Works offices. You also may visit http://www.epa.gov/wastes/conserve/materials/ecycling/donate.htm for additional resources.

i. Disposition Pathways (Computerized Equipment)

(1) Computers should be organized separately as working or non-working, physically identified as such, and stored and protected in a designated area away from operating computers. An SF-120 (Report of Excess Personal Property) will be completed, with federal authorization signature (usually the federal Project Manager), for all excessed computer equipment. A single SF-120 may be completed for all computer equipment excessed at a single point in time and will include all standard identifying information (e.g., description of item, serial number [as available], etc.).

(2) Excess computers (whether working or not) are not eligible for redeployment on center or redistribution via EPMS Redistribution/Marketplace, and should not be listed for internal transfer within Job Corps.

(3) Working computer equipment that is identified for donation must be physically identified as “Pending Donation.”

(4) Prior to donation or disposition, hard drives of computerized equipment will first be sanitized and all student records and/or personally identifiable information (PII) will be removed in accordance with Job Corps policy. A DL-155 form must be completed at the time of sanitization and maintained with the contractor’s property records.

(5) Actions for donations of working computers to an authorized donation site are initiated. Contractors should first attempt to identify an authorized Computer for Learning (CFL) donation site wherever practicable (http://computersforlearning.gov). Once an authorized donation organization is identified, a Certificate of Abandonment & Destruction will be completed. Donation recipients must initial the SF-120 for each item received, and provide a notation on the Certificate of Abandonment & Destruction indicating “RECEIVED,” organization name, signature, and date.

(6) A copy of the approved SF-120, along with the DL-155, EPMS listing that identifies the items donated, and a completed Certificate of Abandonment & Destruction will be forwarded to the RPO for review and subsequent
removal of donated items from the EPMS listing.

(7) Where CFL donation is not available, usable equipment should be listed with GSA (via GSAXcess) for external transfer or sale, or the local State Agency for Surplus Property (SASP) should be contacted (www.gsa.gov/portal/content/100851).

(8) Where GSA is unable to transfer or sell property or where the local SASP has been unable to pick up the property within a reasonable period of time, other donation organizations may be considered. These include local/state governments, libraries, and nonprofit organizations with an educational mission such as Head Start. Such donations shall only be made to legal nonprofit organizations with tax ID numbers. Note that donations to religious organizations are prohibited. All procedures described above for donation of property must be followed in every instance.

(9) Where equipment is not donated, or transferred via GSA or the local SASP, CPMs may contact their local city or county Public Works offices for assistance, and may also visit UNICOR (see item 10 below), or visit http://www.epa.gov/wastes/conserve/materials/ecycling/donate.htm for additional resources. Computer equipment and electronics must follow specific environmental regulations for recycling or disposal. Contractors will ensure that any waste disposal companies used for disposing of computers and electronic equipment can demonstrate that they are licensed to handle electronics waste recycling or disposal and are in compliance with existing federal, state, and local environmental regulations. The same procedures apply for recycling of computers and electronics as those outlined above for donation, except that the “Scrap Dealer” box will be checked on the Certificate of Abandonment or Destruction.

(10) UNICOR is a federally supported organization with a major focus on the recycling of computers, electronics, and other materials. In certain U.S. areas, UNICOR will pick up recyclables, including computers and other equipment, where there is a sufficient amount of material (usually 15 or more computers; however, other equipment may be added to increase the size of the UNICOR pickup). UNICOR operates major donation warehouses where items may be dropped off in Atlanta, GA; Miami, FL; Inglewood, CO; Sheridan, OR; and Landover, MD. The same procedures for donation will apply, as specified above, for all UNICOR donations. UNICOR offers information and customer assistance by phone and online. Visit http://www.unicor.gov/recycling.aspx for more information.

(11) Funds received as a result of scrap sales will be directed to the Student Government Account (SGA) and recorded as a credit to the SGA Environmental Initiatives fund. The date of the credit to the SGA account
will be within three business days of the date of sale and pickup of items. The SGA will use the funds in this account to support environmental projects and initiatives on center, and will conduct such activities in accordance with established SGA procedures.

(12) Failure by the contractor to obtain, maintain, and produce records that support required procedures at the request of the government could result in findings of liability assessed against the contractor.
**APPENDIX 505B**  
**ADMINISTRATION AND MANAGEMENT OF JOB CORPS CONTRACTOR-HELD GOVERNMENT-FURNISHED PROPERTY:**  
**PROPERTY CUSTODIAN’S REQUEST TO DESIGNATE EXCESS PROPERTY**

TO: _____________________________, Contract Property Manager (CPM)

FROM: ___________________________, Property Custodian Name

DATE: ___________________________ LOCATION: ___________________________

The below-listed property is reported as excess property and suggested condition code shown. CPMs will inspect all property reported by the Property Custodian to confirm condition and usability.

CPMs: See Job Corps Property Policy – Disposition of Excess Property in Job Corps (for Contractor-Held GFP) for specific procedures.

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Serial # (or “N/A”)</th>
<th>Condition Code*</th>
<th>CPM Initials</th>
<th>Reassigned/Location</th>
<th>Moved into Disposition</th>
<th>CPM Initials</th>
<th>Date</th>
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*Condition Code Key:

1 = Excellent Condition (in new or used condition, which can be used immediately without modifications or repairs)

4 = Usable Condition (shows some wear, but can be used without significant repair)

7 = Repairable Condition (is unusable in its current condition but can be economically repaired)

X = Salvage Condition (has value in excess of its basic material content but repair is impractical or uneconomical)

S = Scrap Condition (has no value above its basic material content)
An Alternative Fuel Vehicle (AFV) is designed and manufactured to operate in either dual-fuel, flexible-fuel, or dedicated modes on fuels other than gasoline or diesel. This does not include a conventional vehicle that is limited to operation on blended or reformulated gasoline fuels.

Alternative fuel sources most commonly used include the following:

**Liquefied Petroleum Gases (LPG):** Propane, propylene, normal butane, butylene, isobutane, and isobutylene produced at refineries or natural gas processing plants (includes plants that fractionate raw natural gas plant liquids).

**Compressed Natural Gas (CNG):** Natural gas compressed to a volume and density that is practical as a portable fuel supply. (Note: Even when compressed, natural gas is not a liquid.)

**Liquefied Natural Gas (LNG):** Natural gas that has been refrigerated to temperatures at which it exists in a liquid state.

**M85:** A fuel containing a mixture of 85 percent methanol and 15 percent gasoline.

**Ethanol** (otherwise known as ethyl alcohol, alcohol, or grain-spirit): A liquid used in the United States to enhance octane in gasoline and as a gasoline oxygenate (10 percent concentration). Ethanol can also be used in high concentration in vehicles optimized for its use.

**E85:** A fuel containing a mixture of 85 percent ethanol and 15 percent gasoline.

**Biodiesel:** Any liquid biofuel suitable as a diesel fuel substitute or diesel fuel additive or extender. A diesel substitute made from the conversion of oils of vegetables such as soybeans, rapeseed, or sunflowers (end-product known as methyl ester) or from animal tallow (end-product known as methyl tallowate). Biodiesel can also be made by the conversion of hydrocarbons produced by the Fisher-Tropsch process from agricultural by-products such as rice hulls.

**Electricity:** Energy arising from electric charge interaction. Electricity is usually provided by batteries, but can be provided by generators, fuel cells, or electrical conductors. Voltages range from 48 volts to 480 volts, both alternating current (AC) and direct current (DC).

For more information on alternative fuels and AFVs, visit the following web sites:

- [http://www.epa.gov/otaq/consumer/fuels/altfuels/altfuels.htm](http://www.epa.gov/otaq/consumer/fuels/altfuels/altfuels.htm)
# APPENDIX 507

**REQUEST TO LEASE A GSA VEHICLE**

1. Center Name: _____________________________________________
2. Point of Contact (POC) Name: ________________________________
3. Date: _____________________________________________________
4. POC E-mail Address: _______________________________________
5. Local GSA Representative E-mail: _____________________________
6. Is this a Vehicle Replacement or New Vehicle? ___________________
7. Tag Number of the Vehicle Replaced: ___________________________
8. Vehicle Make/Model: _________________________________________
9. Model Year: _______________________________________________
10. Vehicle Type: ______________________________________________
11. Lease Cost: ________________________________________________
12. Period of Lease: ____________________________________________
13. Purpose of the Vehicle: _____________________________________
14. Justification for all new vehicles or non-AFVs (Submit a separate sheet if necessary):

_________________________________________________________________

_________________________________________________________________

This space is designated for authorized parties only.

<table>
<thead>
<tr>
<th>Regional Office Use</th>
<th>National Office Use</th>
<th>OASAM Use*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Received:</td>
<td>Date Received:</td>
<td>Date Received:</td>
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<tr>
<td>Reviewed by:</td>
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<td>☐ Supported ☐ Denied</td>
<td>☐ Approved ☐ Denied</td>
<td>☐ Approved ☐ Denied</td>
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<tr>
<td>Comments:</td>
<td>Comments:</td>
<td>Comments:</td>
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</tbody>
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*If requested, vehicle is a non-AFV.
Instructions for Requesting to Lease a GSA Vehicle

Please complete the “Request to Lease a GSA Vehicle” form to request permission to lease a vehicle from the General Services Administration (GSA).

Upon completion of this form, the form must be e-mailed to the center’s Project Manager. The Center Director must be copied on this e-mail.

1. Enter the name of the Job Corps center requesting the vehicle.
2. Enter the name of the point of contact (POC) for this request.
3. Enter the date of the request.
4. Enter the POC’s e-mail address.
5. Enter the local GSA representative’s e-mail address.
6. Indicate whether the request is for a vehicle replacement or a new vehicle.
7. Enter the vehicle tag number (if this is a replacement vehicle).
8. Enter the vehicle make/model (example: Ford Taurus).
9. Enter the model year.
10. Enter the vehicle type (examples: Sedan, SUV, Bus).
11. Enter the monthly lease cost.
12. Enter the period of the lease (example: May 1, 2005 – May 1, 2008).
13. Enter the purpose for the vehicle (examples: driver’s education, security).
14. Justify the need for a new vehicle or, in the instance of a non-AFV request, why an AFV will not suffice.

The POC, Center Director, Regional Director, and the local GSA representative will receive an e-mail from the Project Manager, stating the approval or denial of the request.

Please do not write below the dotted line. That area is for use by the authorizing parties only.
### APPENDIX 508

**GSA ANNUAL FLEET REQUIREMENTS SPREADSHEET**

**Center Name:** __________________________________________

**Local GSA Representative’s E-mail Address:** __________________________________________

**Note:** If this is not an alternative fuel vehicle (AFV), submit a narrative as to why this vehicle is needed. All non-AFV’s will require National Office and Office of the Assistant Secretary for Administration and Management (OASAM) approval.

<table>
<thead>
<tr>
<th>Make/Model</th>
<th>Vehicle Type</th>
<th>Purpose</th>
<th>Replacement Tag (If Applicable)</th>
<th>Justification for a New Vehicle</th>
<th>Regional Office Support (Yes/No)</th>
<th>Regional Office Comments</th>
<th>National Office Approval (Yes/No)</th>
<th>National Office Comments</th>
<th>OASAM Approval (Yes/No)</th>
<th>OASAM Comments</th>
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1General Services Administration (GSA)
# APPENDIX 509
## FINANCIAL MANAGEMENT FOR CCCs

### A. INTRODUCTION

1. Scope
2. Purpose

### B. SYSTEM OVERVIEW

1. Uniform Cost Categories
2. Initial Budget Formulation
3. Reporting of Actual Expenses
4. Comparing Actual Versus Planned Expense
5. Displays and Evaluation of Variances
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A. INTRODUCTION

1. Scope

Appendix 509 contains instructions and requirements for budgeting and reporting the costs of operating Job Corps centers that are administered by federal conservation agencies. This appendix is applicable only to federally-operated centers (contractor-operated centers should refer to Appendix 502). Federally administered Job Corps centers are referred to as “CCCs,” which stands for: Civilian Conservation Centers. The federal agencies that administer the CCCs are referred to as “CCC agencies.”

The requirements of this appendix address: (i) the reporting of the actual costs of operating the federally administered centers, and (ii) the procedures for revising the initial annual center budget that is approved at the outset of each Program Year. This appendix is not intended to supersede U.S. Department of Labor (DOL) guidance and instructions that are contained in the annual “budget formulation package” that is issued to the CCC agencies prior to the start of each Program Year. If any budget formulation instructions appear to be in conflict with the requirements of this appendix, the budget formulation instructions shall prevail.

2. Purpose

The procedures and requirements contained in this appendix are intended to serve as the basis of a financial management system that provides Job Corps Program Managers at several different levels with important information for managing resources and determining the efficient allocation of funds. The Job Corps center Financial Management System (FMS) provides for:

• Periodic, detailed review of actual expenses and a comparison between planned (budgeted) versus actual expenses
• The reliable identification of variances from budget that may require corrective action
• The ratification of appropriate adjustments in current year budgets
• The compilation of nationwide Job Corps cost data for inclusion in reports to the Congress and the public

B. SYSTEM OVERVIEW

1. Uniform Cost Categories

A major feature of the Job Corps center FMS is the use of uniform cost categories that allow for comparability between centers and for the compilation of national and regional totals for analytical and public reporting purposes. The cost categories have been defined in a way that will provide information that is immediately relevant to ongoing managerial and oversight functions.
2. **Initial Budget Formulation**

CCC budgets are formulated annually in a cycle that coincides with the July 1 through June 30, which is referred to as the Program Year. Several months prior to the start of a Program Year, the DOL-Office of Job Corps issues budget/planning instructions to the CCC agencies to initiate the budget formulation process. One of the main outcomes of this process is the development of a detailed line-item budget for each CCC that is approved at the outset of the Program Year. This approved budget, often referred to as the Program Operating Plan, provides the basis for fund transfers to the CCC agencies throughout the Program Year.

3. **Reporting of Actual Expenses**

CCCs are required to report expenses on a quarterly basis. The reports are prepared using Form 2110F CCC Financial Report and Form 2110HQ CCC National Roll-up Report. These two reports have been designed to display line-item data for expense in the current quarter along with cumulative expense incurred since the beginning of the current Program Year.

4. **Comparing Actual Versus Planned Expense**

With respect to Center Operations Expense, the financial reports for CCCs require a comparison of actual expenses versus planned expenses. The comparison of actual versus planned expense at CCCs is in the context of the line-item budget that is in place for center operating expenses during the current Program Year. CCC agencies may elect to make these comparisons through either one of two methods.

The first method is for the CCC agency to break out the budget for the entire current year into an internal quarter-by-quarter line-item budget that takes into account the seasonal variations that influence some line-items (e.g., fuel and utilities). This internal budget is then used to supply the amounts of the “planned” line-item expenses for the current year to date.

The second method is to compute the current year expenses that are “planned” through the end of the current quarter via a simple straight-line proration of the approved budget for the entire current year. The proration of planned expenses is on the basis of days rather than months. This second method, though not as precise as the first, is deemed to be adequate for Job Corps financial management purposes. The method of reporting Planned Expense cannot be changed during a contract year.

5. **Displays and Evaluation of Variances**

For center operating expense, the cost reports for CCCs will identify budgetary variances by individual cost category on a Program Year to date basis. A line-item
variance is simply the difference between planned program year to date cost and the actual program year to date cost.

For individual line-items, 1-29, an explanation is required if the variance is 5 percent or more (plus or minus) of the line-item amount budgeted for the entire Program Year. However, no explanation is required if the dollar amount of the variance for an individual line-item represents less than 0.1 percent of the total Center Operations Budget (Line 30) for the entire Program Year. To illustrate: if the program year budget for a particular line-item is $100,000, the first alternative variance threshold is $100,000 x 5.0 percent = $5,000. If the total Center Operations Budget for the Program Year is $8,000,000, the second alternative variance threshold is $8,000,000 x 0.1 percent = $8,000. Since $8,000 is the larger of the two dollar amounts, then $8,000 is used as the variance threshold for the budget line-item in question instead of $5,000.

An explanation is further required whenever the current program year to date total, Actual Expense for Center Operations, exceeds the Planned Total Expense by an amount equating to one percent of the total budget for the current Program Year.

Please note that the thresholds for explaining variances are determined as a percentage of the full year's budget amount. This might appear contrary to intuition, which would say that the variances should be viewed in terms of planned expense to date. The purpose of the non-intuitive approach prescribed above is to lessen the narrative reporting burden relative to variances that occur in the early months of the Program Year. This permits CCC agencies an opportunity to resolve or reverse variance trends before being officially required to explain them to DOL.

Reported variances may occur for a number of reasons, including: (i) erroneous assumptions in the formulation of the budget, (ii) unforeseen events requiring greater or fewer financial resources than anticipated, (iii) poorly controlled spending, and/or (iv) reporting or computational errors. The identification and analysis of variances may lead to a wide range of corrective actions, including:

• Spending constraints to reduce or stabilize overruns
• Increased spending in areas where adequate resources have not been utilized to provide prescribed services
• Improvements to internal administrative control systems and the provision of training to appropriate staff
• Budget revision request to more reasonably distribute financial resources between cost categories
• Initiation of requests for an increase or decrease in the approved budget in order to adjust for unforeseen cost or program changes
6. **Formal Budget Revisions**

After the initial program year budget for a CCC has been approved by DOL, it is generally appropriate to accomplish a formal revision to the budget only when there is a net change in bottom line center operating costs or when a realignment of existing funds is clearly needed to resolve a gross misallocation of resources. However, frequent reshuffling of funds between line-items as a means to make reported variances go away is not generally considered a useful or legitimate practice.

*Detailed procedures and requirements for developing, submitting, and approving formal budget revisions are addressed in a later section of this Appendix, 509. These procedures have been crafted to ensure consistency with the relevant provisions of the Interagency Agreements that are in place between DOL and the CCC agencies.*

7. **Related Financial Management Systems**

The requirements and procedures of this appendix have been designed in a way that is intended to ensure or promote consistency of data across different aspects of CCC financial management: DOL/Job Corps allocation of funds for CCCs; detailed operational budgeting; quarterly cost reporting; and interagency fund transfers to cover CCC and CCC-related costs.

a. **Job Corps Fund Allocation System (JFAS)**

JFAS is a web-based in-house information technology (IT) application that is used by DOL/Job Corps to control the allocation of funds to all Job Corps program activities, including those conducted at CCCs. It is DOL policy to share various types of JFAS reports and documents with its center operators, including CCC agencies. The JFAS reports and data sheets that are available to contractors include: the Budget Worksheet, Program Operating Plan Detail Report, Financial Operating Plan (FOP) Allocations Report, and the Budget Authority Transfer Requirements Report. These reports will help CCC agencies to identify discrepancies and pending issues that require follow-up action.

Pending the development of an IT application that will provide CCC agencies with direct access to their respective JFAS reports and documents, the Office of Job Corps, or the center’s Regional Project Manager, may provide CCC agencies with copies of these reports (which are normally available in PDF format) on a routine scheduled basis or upon request of the CCC agency.

b. **Job Corps Financial Management System (FMS)**
CCC agencies fulfill most of their financial reporting and operational budgeting responsibilities using the Job Corps FMS, which is a web-based IT application administered by the Job Corps Data Center (JCDC). The FMS is used by CCC agencies to prepare and submit quarterly 2110F cost reports, 2110HQ cost reports, and 2110S monthly staff vacancy and separation reports. At some point in the future, the FMS will also be used to enter annual program operating plans/budgets. Data entry procedures can be found on the JCDC website and in training and orientation materials that have been published by JCDC. The FMS is a secure IT system, with access being controlled by user names and passwords.

c. Interagency Fund Transfers

DOL provides CCC agencies with Job Corps funds through interagency non-expenditure fund transfers that are processed through the Treasury Department. Such transfers are routinely accomplished on a quarterly basis, but special, ad-hoc interim transfers are made when circumstances so require. The amounts transferred by DOL are formulated using data that is aggregated from the JFAS system.

C. COST CATEGORIES

1. Overall Structure of Categories

The cost categories that are used on center cost reports and budgets are structured as follows:

a. Center Operations Expenses

This category includes staff salaries and benefits, supplies, materials, utilities, fuel, food and all other day-to-day operational expenses that are incurred at a Job Corps center. For CCC budgeting and reporting purposes, Center Operations Expenses are subdivided into Direct Expense and Program Direction Expense.

• Direct Center Operations Expense: These are expenses that are incurred directly at or on behalf of an individual CCC. Direct center operations expense is subdivided into 29 different line-items, two of which are reserved for possible later use. These line-items are separately displayed on Page 2 of the 2110F report. The types of expenses covered in the various line-items are defined and described in detail in a later section.

• Program Direction: This expense category refers to the general administrative and overhead costs of the CCC agency that are incurred to supervise and support its CCCs. Examples of Program Direction Expense might include financial management support,
personnel support, procurement support, and executive direction. These costs are normally incurred at district, regional, and/or national office levels within the CCC agency. In each program year’s budget, DOL provides funding to CCC agencies for these costs in an amount that equals six percent of the total of direct CCC costs approved by DOL for that Program Year, but excluding construction/rehab funds. CCC agencies report actual Program Direction Expense on a national roll-up basis only.

In the quarterly 2110F output reports that are generated by the Job Corps FMS (which are based on data supplied by a CCC agency), the total Program Direction Expense that is reported at the national level is prorated among the individual CCCs based on each CCC’s student slot level. This proration of Program Direction Expense to individual CCCs is done to ensure comparability of CCC cost data with the costs being reported at contractor-operated Job Corps centers.

Transfer-of-Station Fund: An allocation of program direction funds equivalent to 0.25 percent of all initial center operation (A) funding at the inception of each Program Year will be established for the agency to use in filling Center Director vacancies.

This allocation will be transferred to the agency headquarters and expensed on the headquarters quarterly 2110F. Transfer-of-Station (TOS) costs are not to be transferred to or expensed on individual center 2110Fs.

The 0.25 percent allocation of program direction funds will be for TOS only, and the agency is responsible for administering and managing this fund. Once these funds are expended, no additional funding may be used for TOS, unless a supplemental request for funding is received and approved by DOL. Using the third quarter 2110F as a guide, DOL and USDA will work together to determine if all TOS funding will be used by the end of the Program Year; and if excess funds remain, that amount of funding authority will be taken back/withheld in the final Program Year transfer.

b. Center Capital Expenses

This expense group consists of the following four major expense categories:

- Construction, Rehabilitation, and Acquisition (CRA)
- Capital equipment
- GSA Vehicle Rental
- Career Technical Skills Training (CTST) materials
These four categories are separately displayed on cost reports and in the program operating plans.

c. **Student Transportation Expense**

This cost category refers to Job Corps-paid expenses for inter-city transportation of new enrollees and students.

d. **Outreach and Admissions (OA) Expense**

This cost category applies only when a CCC’s program operating plan expressly includes funding for the provision of activities for the outreach and admission of new students. When a CCC’s program operating plan does contain Outreach/Admissions funding, supplementary cost reports and budgets must be prepared.

e. **Career Transition Services (CTS) Expense**

This cost category applies only when a CCC’s program operating plan expressly includes funding for the provision of career transition services to graduates and former enrollees. When a CCC’s program operating plan does contain Career Transition Services funding, supplementary cost reports and budgets must be prepared.

f. **Other Expense Categories Not Preprinted on the Forms**

Blank lines are provided in the reporting formats for writing in other non-standard categories that might be included in a program operating plan.

2. **Contract Expense**

The costs of contracts issued by CCC agencies are classified differently depending on the characteristics of the contract. For purposes of Job Corps cost classification, contracts fall into two different and mutually exclusive categories: Staffing Contract and Non-Staffing Contract. The following are definitions and criteria for determining the category that applies to a particular contract, along with the cost allocation policies that apply to that category.

a. **Staffing Contract**

This category applies to any contract or subcontract that provides one or more staff persons who are employed at the center on a full-time basis or any contract or subcontract that provides a number of part-time staff persons who are employed at the center and whose scheduled hours of work at the center collectively represent one or more full-time positions.
The cost allocation policies that apply to contracts in this category are as follows:

**Contractor Personnel Expense:** The cost of compensation (salaries/wages and benefits), which the contractor pays to its staff who work at the center, shall be allocated to the appropriate functional or programmatic line-item as a personnel expense (e.g., Line 1-Academic Personnel, Line 3-Career Technical Training (CTT) Personnel, and so forth).

**Other Direct Contractor Expense:** The direct costs of the contractor that are for non-personnel items shall be reported in the appropriate functional or programmatic line-item as an “Other” cost (e.g., Line 2-Other Academic Expense, Line 4-Other Career Technical Training Expense, and so forth).

**Contractor Indirect Expense (Overhead/G&A):** The contractor’s overhead and G&A expense shall be reported on Line 16-Other Administrative Expense.

**Contractor Fee:** Contractor fee shall be allocated to the appropriate functional or programmatic line-item as a non-personnel cost (e.g., Line 2-Other Academic Expense, Line 4-Other Career Technical Training Expense, and so forth).

In some cases, expenses might not be currently detailed on the contractor's invoice because the service is being provided at a fixed price or fixed unit price (e.g., meals served, billable labor hours). In these cases, adequate detail can usually be obtained from the contractor's proposal as a means to formulate the required break out of total expense into the line-items identified above. If detail is not provided in the proposal, then supplementary information should be obtained from the subcontractor.

**b. Non-Staffing Contract**

This category applies to any contract or subcontract that does not qualify as a Staffing Contract. In addition to subcontracts that are solely for the procurement of supplies, equipment, commodities, and so forth, the Non-Staffing category also typically applies to:

- Contracts for facility repairs or renovations
- Contracts for intermittent services such as trash collection and pest control
- Contracts with individual medical practitioners working less than full-time at the center

The costs of a Non-Staffing Contract will normally be allocated to a single budget line-item. For example, the entire costs of a trash collection contract would be assigned to Line 19-Other Facility Maintenance Expense.
3. Personnel Expenses

This term is used in this appendix to refer to all salaries, wages, and all associated personnel costs such as payment of earned leave upon termination, employer retirement contributions, Social Security taxes, life insurance, health insurance, worker’s compensation insurance, etc. All direct employees of the center as well as contractor and subcontractor employees who perform ongoing functions at the center, which might otherwise be performed by CCC agency staff, are to be included. However, the cost of contractor staff members who perform work at the center on a one-time or irregular or intermittent basis should be reported in the appropriate non-personnel expense line.

If an employee works in more than one area, such as part-time in academics and part time in career technical training, or a secretary is assigned to two departments, the cost must be allocated to the appropriate categories. The basis for the allocation must be documented in a salary allocation plan, explaining the rationale for the allocation. The allocation plan must be available for review by DOL auditors. If the employee’s assignment is changed, the allocation should be changed. All salary allocations should be reviewed annually to assure that the basis for allocation is still valid.

With regard to managerial positions (which may generally be defined as those that involve supervision of supervisors), those which oversee three or more different departments or programmatic functions should normally be treated as executive positions whose costs should be allocated to Line 15-Administrative Personnel. This guidance is not a hard and fast rule, however; and circumstances may exist that justify the formulation of a salary allocation plan for this type of position.

With regard to front-line supervisors who function as team leaders and who supervise or coach diverse groups of practitioners (such as academic instructors, career technical training instructors, counselors, and so forth), it is recommended that salary allocation plans be formulated which break out the personnel costs into as many line-items as are appropriate.

4. Treatment of Money Received

When money is received by a CCC, it is most often a reimbursement of cost. Such reimbursements are recorded as reductions (credits) in the appropriate expense accounts in order to reflect true CCC operating expenses. Examples are as follows:

- Food sales to staff and visitors are credited as a reduction to center food costs
- Reimbursements by GSA for vehicle maintenance and fuel are credited as a reduction to center vehicle operating costs
- Reimbursements of fuel costs from tenants are credited as a reduction of center fuel costs
• Reimbursement for Workforce Innovation and Opportunity Act (WIOA) or other buy-ins are credited as a reduction to center academic and/or career technical training costs
• Prompt payment discounts, cash rebates and refunds are credited as a savings to the account to which the product or service was originally charged

5. Cost Category Definitions

The following are definitions for the cost categories that are used in the 2110F CCC cost reports and in the line-item CCC budgets/program operating plans. The categories are discussed in the same order as they appear on the 2110F. Also note that the lists of example expense items that are provided for each cost category are not considered exhaustive or all-inclusive. For expense items that are not specifically identified in the lists of examples, agencies may use their own good judgment to determine which cost categories apply; or they may refer the question to the Office of Job Corps for guidance.

a. 2110F, Page 2: Note Regarding Personnel Expense: For purposes of reporting actual expense on a quarterly basis, the costs of federal personnel and non-federal personnel are combined together. In contrast, the annual CCC budget formulation process requires that each line-item of personnel expense (Lines 1, 3, 5, 9, 11, 13, 15, 18, and 20) be broken out for pricing purposes between personnel costs of federal staff versus personnel cost of contractor staff.

Line 1-Academic Personnel Expense: Includes the cost of all personnel whose primary duties are in academic programs, including positions such as those listed below:

Managers
Training Program Director
Academic Manager
Principal Teacher

Instructors
Academic Instructor
Reading Instructor
Math Instructor
HSE Instructor
Driver Education Instructor
ELL Instructor
Communications Instructor
Wellness/Safety Instructor
Instructor Substitutes

Support Staff
Testing Coordinator
Secretarial/Clerical assigned to the academic department

**Line 2-Other Academic Expenses:** This category consists of all non-
personnel expenses that are immediately related to a center’s academic
programs, including the types of expense listed below.

**Academic Materials and Supplies:** Includes the cost of materials and
supplies (e.g., books, workbooks, testing materials) used in
conducting academic programs for students. This will also include
the cost of expendable items for exclusive use in the classrooms
such as: drapery, wall hangings, bulletin boards, computer software,
and DVDs.

*Not included* are general-purpose items such as paper,
pencils, paper clips, rubber bands, erasers, etc., which are
reported on Line 16-Other Administration Expense.

**Academic Services:** Includes the cost of contractual services for
student academics, including repair and maintenance of academic
equipment.

**Academic Tuition:** Includes the cost of tuition for off-center
academic instruction. If the tuition is prepaid, please see discussion
concerning treatment of prepaid items in a later section on accrual
reporting.

**Academic Rentals:** Includes the cost of facilities and equipment (but
motor vehicles will not be charged here).

**Other:** Other expenses that should be assigned to the academic
operating expense category but which do not match any of the above
examples.

**Line 3-Career Technical Personnel Expense:** Includes the cost of all
personnel whose primary duties are in the career technical training programs,
including positions such as those listed below:

**Managers**
Training Program Director
Career Technical Program Manager
Works Program Officer

**Instructors**
Career Technical Instructors
Career Technical Instructor Substitutes
Career Exploration Instructor

Support Staff
CTST Coordinator
Work-Based Learning Coordinator
ACT/OTP Coordinator
Career Technical Testing Coordinator
Secretarial/Clerical assigned to Career Technical department

Line 4-Other Career Technical Expenses: This category consists of all non-personnel expenses that are immediately related to a center’s career technical training programs, including the types of expenses listed below.

Career Technical Materials and Supplies: Includes the cost of all materials and supplies (e.g., books, workbooks, testing materials) used in conducting career technical training programs for students. This will also include the cost of expendable items for exclusive use in the classrooms, such as drapery, wall hangings, bulletin boards, computer software, and DVDs.

Not included are general-purpose items such as paper, pencils, paper clips, rubber bands, erasers, etc., which are reported on Line 16-Other Administration Expense.

Career Technical Services: Includes the cost of contractual services acquired for student career technical training, including repair and maintenance of career technical equipment.

Career Technical Tuition: Includes the cost of tuition for off-center career technical training instruction. If the tuition is prepaid, please see discussion concerning treatment of prepaid items in a later section on accrual reporting.

Career Technical Rentals: Includes the cost of facilities and equipment (but not motor vehicles) rented for career technical training under the appropriate category.

Other: Includes other expenses that should be assigned to the career technical training operating expense category, but which do not match any of the above examples.

Line 5-Career Success Personnel Expense: Includes the cost of all personnel whose primary duties are in career success standards and related social skills training programs, including positions such as those listed below.
Managers
Director of Residential Living
Director of Counseling
Residential Living Managers/Counseling Manager
Recreation Manager

Counselors
Counselor (includes UA retrieval)
Counselor Aide
Center Standards Officer

Residential Advisors/Residential Counselors
Residential Advisors/Residential Counselors and Aides
Group Leaders and Aides

Coordinators
Diversity Coordinator
Student Government/Leader/SWF Advisor
Student Safety Advisor/Coordinator*

Recreation Staff
Recreation Specialist/Coordinator
Arts/Crafts Instructor/Coordinator

Support Staff
Secretarial/clerical assigned to above areas

*Refers to activities for instilling “safety consciousness/awareness” in students. Does not relate to security personnel costs, which are assigned instead to Line 20- Security Personnel Expense.

Line 6-Other Career Success Expense: This category consists of all non-personnel expenses that are immediately related to a center’s Career Success Program or related social skills training, including the types of expenses listed below.

Career Success Materials and Supplies: Includes the cost of supplies and materials used in the counseling program, the dormitory supervision program, and any other career success or social skills development program. Also includes the cost of student incentive programs, including any that focus on academic or career technical achievement.

Not included are general-purpose items such as paper, pencils, paper clips, rubber bands, erasers, etc., which are reported on Line 16-Other Administration Expense. Also not
included are driver education costs that are reported as an academic expense (Line 1 or 2).

**Career Success Services:** Includes the cost of contractual services acquired to implement social skills development programs and activities.

**Career Success Rentals:** Includes the cost of facilities and equipment rented to carry out social skills development activities. This will not include motor vehicle rental or GSA charges.

**Morale-Recreation-Welfare Materials and Supplies:** Includes the cost of supplies and materials used in the morale-recreation-welfare program.

**Morale-Recreation-Welfare Services:** Includes the cost of contractual services acquired to implement the morale-recreation-welfare program. Includes repair and maintenance of recreational equipment.

**Morale-Recreation-Welfare Rentals:** Includes the cost of facilities and equipment rented to carry out morale-recreation-welfare activities. This will not include motor vehicle rental or GSA charges.

**Other:** Includes other expenses that should be assigned to the social skills training operating expense category but which do not match any of the above examples.

**Line 7-Food:** Includes the cost of food purchased for the center’s dining hall and the cost of purchased meals that are served to students. This category includes:

**Dining Hall Food:** Includes the cost of food issued for the dining halls and related direct freight charges. This amount must include the cost of food provided or purchased in connection with subcontracted food service. Subcontracted labor and other non-food costs incurred are not charged to this account, but will be charged to Line 9-Support Services Personnel Expense, Line 10-Other Support Service Expense, or other appropriate line-items as defined in Section C.3 Personnel Expenses. Receipts from sale of meals to staff and visitors are credited as a reduction to expense.

**Purchased Meals:** Includes the cost of meals purchased for students while engaged in off-site activities such as academic, career technical, and recreational trips.
Line 8-Clothing: Includes the cost of clothing and cash clothing allowances furnished to students, including:

**Issue Clothing:** Issue of personnel clothing and ditty bags.

**Cash Clothing Allowance:** Cost of cash clothing allowances as discussed in Chapter 6, Section 6.5, R2, a-b.

**Career Technical Clothing:** Cost of student special clothing such as work clothes, career technical training uniforms, and protective clothing as discussed in Chapter 6, Section 6.5, R1, a-c.

**Recreation Clothing:** Cost of student recreational clothing.

Line 9-Support Services Personnel Expense: Includes the cost of all personnel whose primary duties are in the area of support services, including positions such as those listed below.

**Managers**
- Dining Hall Manager
- Laundry Manager
- Vehicle Fleet Manager

**Food Service**
- Cooks
- Dining Hall Workers

**Laundry Service**
- Laundry Operator

**Drivers**
- All Drivers employed at center

**Incidental Outreach and Admissions (OA), and Career Transition Services (CTS) Staff**
- Any part-time or intermittent OA/CTS staff when OA or CTS is not included as a specific, separate line-item in the CCC program operating plan.

**Other Support Staff**
- Secretarial/Clerical assigned to above areas

Line 10-Other Support Services Expense: Includes the non-personnel/non-food operating expenses associated with the provision of room and board to Job Corps students, including the types of expenses listed below.
Dormitory Linens and Supplies: Includes the costs of initial issue and replacement of all expendable items purchased for use in the dormitories, such as:

- Sheets, blankets, and bedspreads
- Pillows and pillow cases
- Mattresses and mattress covers
- Dormitory curtains and drapery
- Laundry supplies for students
- Bulletin boards
- Throw rugs
- Pictures and wall hangings
- Irons and ironing boards

Not included are cleaning supplies for dormitories. This expense will be charged to Line 19-Other Facilities Maintenance Expense-Materials and Supplies.

Commercial Laundry and Linen Service: Includes the cost of linens and uniforms supplied by a subcontractor as well as the cost of laundry service for center-owned linens and uniforms, including those used in the medical facility.

Kitchen and Dining Hall Supplies: Includes the cost of non-food supplies and materials required in the operation of the kitchen and dining halls, including chemical and cleaning agents used for maintaining the kitchen, the initial and replacement cost of linens, uniforms, dishes, and utensils.

Contracted Food Services: Includes the cost of all services other than the cost of food and personnel in a contracted operation.

Note: The cost of food in a contracted operation will be reported on Line 7-Food. The cost of personnel and fringe benefits in a subcontracted operation will be reported on Line 9-Support Services Personnel Expense.

Kitchen and Dining Hall Non-Food Services: Includes the cost of services rendered in connection with the operation of the kitchen and dining hall, such as equipment maintenance.

On-Center Laundry Supplies: Includes the cost of supplies and consumables needed to operate any on-center laundry facilities. Does not include laundry supplies furnished directly to students.

On-Center Laundry Facility Services: Includes the cost of
contractual services acquired for equipment maintenance and repairs.

**Student Local Transportation:** Includes the cost of local public transportation such as bus passes or tokens for students and for children attending child care between home and the center, and expense to and from academic and career technical training sites.

**Student Lodging Expense:** Includes the cost of student lodging expense while on center-sponsored trips, (i.e., academic, career technical, recreational) and the costs of temporary local lodging due to center dormitory problems that require temporary off-center housing. Staff lodging expense will be charged to Line 27-Staff Travel and Training.

**Incidental Outreach and Admissions (OA) and Career Transition Services (CTS) Expense:** Includes the cost of any incidental OA/CTS expense when OA or CTS is not included as a specific, separate line-item in the CCC program operating plan.

**Other:** Includes other expenses that should be assigned to the support service operating expense category but which do not match any of the above examples.

**Line 11-Medical/Dental Personnel Expense:** Includes the cost of personnel whose primary duties are in the area of health program services, including positions such as those listed below.

**Managers**  
Medical Service Director

**Medical Professionals**  
Doctors of Medicine  
Doctors of Osteopathy  
Optometrist

**Mental Health Professionals**  
Psychiatrist  
Psychologist Social Worker  
Substance Abuse Counselor

**Dental Professionals**  
Dentist  
Oral Surgeon  
Orthodontist  
Endodontist  
Periodontist
Allied Medical Workers
Physician’s Assistant
Nurse Practitioner
Medical Assistant
Registered Nurse
Licensed Practical Nurse
Licensed Career Technical Nurse
Nurse Assistant
Laboratory Technician
Reproductive Health Coordinator*
Trainee Employee Assistance Program (TEAP) Coordinator*

*If the Reproductive Health or TEAP Coordinator also serves as a counselor, the cost should be prorated Social Skills Training and medical salaries.

Allied Dental Workers
Dental Hygienist
Dental Assistant
Dental Technician

Support Staff
Secretarial/Clerical assigned to above areas

Line 12-Other Medical/Dental Expense: This category consists of all non-personnel expenses that are immediately related to a center's health services programs, including the types of expenses listed below.

Medical and Mental Health Fees: Includes fees charged by non-salaried health providers including Physicians (Doctors of Medicine, Doctors of Osteopathy), Psychiatrists, Psychologists, Optometrists and Social Workers, and excluding Dentists, for “as needed” health services performed regardless of where the services were rendered. This includes x-rays and other laboratory services included in the providers’ bills. This also includes charges based on a “by procedure rate.”

Note: This will not include charges from subcontracted providers who bill at an hourly rate. The entire amount will be charged to Line 11-Medical/Dental Personnel Expense.

Medical Support: Includes cost of medical services rendered by other than the providers listed above, such as:

• Hospitals
• Medical laboratory and x-ray services when billed separately
- Ambulance and mortuary costs
- Environmental health inspections and services

**Dentist Fees**: Includes fees charged by non-salaried dentists (including Oral Surgeons, Orthodontists, Endodontists, and Periodontists) for “as needed” dental services performed regardless of where the services were rendered. This includes x-rays and other laboratory services provided by a dentist and included in the bill.

**Note**: This will not include charges from subcontracted providers, which will instead be charged to Line 11-Medical/Dental Personnel Expense.

**Dental Support**: Includes cost of dental services rendered by other than the providers listed above, such as:
- Clinics or other institutions
- Dental laboratory and x-ray services when billed separately

**Supplies and Pharmaceuticals**: Includes the cost of all medical and dental supplies and pharmaceuticals (e.g., bandages, dental material, disposable syringes, medicines, drugs, eyeglasses, etc.) regardless of source.

**Other**: Includes other expenses that should be assigned to the medical/dental operating expense category but which do not match any of the above examples.

**Line 13-Career Preparation (CP) and Career Transition Readiness (CTR) Personnel Expense**: Includes the cost of personnel whose primary duties are in the area of career preparation and career transition readiness, including positions such as those listed below.

**Managers**
CP and/or CTR Director or Manager

**Practitioners**
CP Instructor
CP Leader
CP Coordinator/Specialist
CTR Coordinator/Specialist

**Support Staff**
Secretarial/Clerical assigned to above areas

**Line 14-Other CP/CTR Expense**: This category consists of all non-personnel expenses that are immediately related to CP/CTR services that are available
for students, including the types of expenses listed below.

**CP/CTR Materials and Supplies:** Includes the cost of all materials and supplies (e.g., books, workbooks, testing materials) used in conducting CP/CTR programs for students. This will also include the cost of expendable items for exclusive use in the classrooms such as: drapery, wall hangings, bulletin boards, computer software, and DVDs.

*Not included* are general purpose items such as paper, pencils, paper clips, rubber bands, erasers, etc., which are reported on Line 16-Other Administration Expense.

**CP/CTR Services:** Includes the cost of contractual services acquired for student CP/CTR services including repair and maintenance of CP/CTR equipment.

**CP/CTR Tuition:** Includes the cost of tuition for off-center CP/CTR instruction. If the tuition is prepaid, please see discussion concerning treatment of prepaid items in a later section on accrual reporting.

**CP/CTR Rentals:** Includes the cost of facilities and equipment (but not motor vehicles) rented for CP/CTR services.

**Other:** Includes other expenses that should be assigned to the CP/CTR operating expense category but which do not match any of the above examples.

**Line 15-Administrative Personnel Expense:** Includes the cost of personnel whose primary duties are in the area of overall center management and administrative services and support, including positions such as those listed below.

**Executive Leadership**
Center Director
Deputy Director
Center Director Trainee

**Administration Operations**
Administration Manager or Director
Administration Assistant
Personnel Manager/Specialist
EEO Coordinator
Finance Manager/Staff
Procurement Manager/Staff
Student Accountability Officer
Student Records and Payroll Staff
Transportation Clerk
Legal Services Clerk
Scheduling Clerk
ADP Specialist/Programmer

Supply Operations
Property Manager
Property Specialist
Warehouse Staff
Supply Clerk
Clothing Clerk

Support Staff
Secretarial/Clerical assigned to assist above personnel
Secretarial/Clerical not classifiable in other categories
PBX Operator

Line 16-Other Administrative Expense: This category consists of all non-personnel expenses that are immediately related to administration support functions at the center, including the types of expenses listed below.

Office Materials and Supplies: Includes the cost of general office supplies used throughout the center such as paper, pencils, paper clips, rubber bands, and flash drives.

Note: Charge special items used in the academic and career technical training programs, such as drafting supplies, sketching pads, special forms, etc., to those activities in the appropriate accounts reported on Line 2-Other Academic Expense or Line 4-Other Career Technical Training Expense.

Office Services: Includes the cost of contractual services required for center administration, such as the cost of contracted duplicating and printing services.

Office Equipment Rentals: Includes the rental cost of photocopying and data processing equipment.

Office Equipment Maintenance: Includes cost for maintenance and repair of office equipment. Costs incurred under lease purchase agreements are considered rental costs.

Legal Services: Includes the cost of legal services acquired for the center. The cost of legal services on behalf of students will be paid
by the Job Corps Regional Offices if public defenders are not available, when proper documentation is supplied and approved by the Regional Director.

**Note:** Legal expenses relating to personnel matters or actions brought by employees against the CCC agency are considered indirect administrative expenses (i.e., Program Direction Expense).

**Accounting Services:** Includes the cost of contracted accounting services acquired for the CCC.

**Note:** The costs of financial audits of CCCs are considered to be Program Direction Expenses.

**Consultant Costs:** Includes the fees charged by outside consultants and their related travel and per diem expenses. A consultant is one who analyzes, gives advice, or helps determine how functions should be performed. The title “consultant” does not necessarily indicate that the cost of retaining such an expert should be reported on this line. For example, Mental Health Consultants are part of the medical function and are not chargeable here, but should be charged to either Line 11-Medical/Dental Personnel or Line 12-Other Medical/Dental Expense. Trainers are often called “consultants,” but they are the performers of the function and are rightfully chargeable to Line 27-Staff Travel and Training.

**Contract Overhead/G&A Expense:** This includes contractor overhead and G&A expense as discussed in a previous section.

**Other/Miscellaneous Administrative Expense:** Includes the cost of miscellaneous supplies and services required in the operation of the center, such as the following:

- Consumable supplies such as paper towels, toilet tissue, soap, etc.
- Packing, handling, and shipping cost to transfer excess property to or from a holding facility and shipment of separated student belongings
- Community relations expense
- Miscellaneous equipment repairs not chargeable elsewhere
- Any miscellaneous administrative expenses outside the definitions of office supplies and services

**Expenses not to be included are as follows:**
• **Incoming freight charges** should not be lumped indiscriminately into the administrative expense category. Where possible these charges should be prorated to the individual items received (inventory or capital). When it is not practical to charge this cost to the individual items covered by the freight charges, because of the late receipt of the invoice or the large number of items covered, the cost should be prorated and directly charged to the appropriate expense categories.

• **Phase-out or Closing costs** should not be lumped indiscriminately into the administrative expense category, but should be distributed to the appropriate cost categories. Severance pay and accrued vacation pay are to be charged to the categories of personnel costs where the affected individuals’ salaries were charged.

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**Line 17-Reserved for Later Use:** This line had previously been used for program direction expense, which will now be reported at the agency level.

**Line 18-Facilities Maintenance Personnel Expense:** Includes the cost of personnel assigned to center maintenance functions, including positions such as those listed below.

- **Managers**
  - Maintenance Manager/Supervisor

- **Maintenance Workers**
  - Maintenance Worker
  - Maintenance Mechanic
  - Maintenance Helper
  - Groundskeeper
  - Janitorial/Cleaning Staff

- **Support Staff**
  - Secretarial/Clerical assigned to the maintenance section

**Line 19-Other Facilities Maintenance Expense:** This category consists of all non-personnel expenses that are immediately related to maintenance of center facilities, including the types of expenses listed below.

- **Materials and Supplies:** Includes the cost of materials and supplies required for routine maintenance and repair of center physical facilities, including sidewalks, fences, grounds, roads, and any equipment affixed to a structure as an integral component. Also includes the cost of general cleaning and janitorial supplies and any special work clothes or items of personal safety equipment (e.g.,
goggles) purchased for use by maintenance staff.

**Contracted Services:** Includes the cost of contracted services required for routine maintenance of center facilities (e.g., painting) and systems (e.g., servicing of fire alarm systems and fire extinguishers), but not including any contracts that are classifiable as construction and rehab projects. Also includes contracts for trash pick-up and pest control.

**Equipment Rental:** Includes the cost of equipment rented, or being acquired on a lease purchase agreement, in connection with maintenance and repair of center facilities, excluding motor vehicles.

**Equipment Operation, Maintenance, and Repair:** Includes the costs of operating, maintaining, and repairing motorized and mobile equipment (e.g., power mowers, tractors, portable generators, etc.), excluding motor vehicles. Include equipment owned by other agencies leased on a mileage or use basis.

**Note:** Report operation, maintenance, and repair cost of other motorized equipment chargeable to work projects on Line 35-Career Technical Skills Training.

**Other:** Includes other expenses that should be assigned to the maintenance operating expense category but which do not match any of the above examples.

**Line 20-Security Personnel Expense:** Includes the cost of all personnel assigned to the security function, including positions such as those listed below.

- **Managers**
  - Security Manager
  - Security Supervisor

- **Security Staff**
  - Security Officers Guards

- **Support Staff**
  - Secretarial/Clerical assigned to security section

**Line 21-Other Security Expense:** This category consists of all non-personnel expenses that are immediately related to the provision of a guard force or security force at the center, including the types of expenses listed below.
Supplies and Services: The cost of supplies and services required for the performance of this function, such as the center-furnished uniforms and the laundering of these items.

Contracted Security Services: The cost of all subcontracted security costs other than those classifiable as personnel expense. An example would be augmentation of normal security forces in connection with a special event or emergency.

Equipment Rental: The cost of equipment rented, or being acquired on a lease purchase agreement, in connection with the security function.

Other: Includes other expenses that should be assigned to the security operating expense category but which do not match any of the above examples.

Line 22-Communications: Includes cost incurred by the CCC agency for communications services used by its CCCs, including the types of expense listed below.

Local Telephone Service: Includes the cost of local telephone service - basic monthly service, equipment lease costs, any message unit charges, access charges, and taxes.

Cell Phones and Pagers: Includes the cost of cell phone and pager service.

Long Distance Calls: The cost of long distance voice and data transmission service used by a CCC, along with incoming collect long distance calls.

Telephone Service Charges and Communications Equipment Rental Charges: Includes the cost of service for telephone equipment changes, repairs, and the installation of additional telephones and related equipment and the cost of fax and other communications equipment rental and maintenance.

In-Center Communications System: Includes the cost of operating and maintaining radio, closed-circuit television, and other in-center communication systems.

Postage: The cost of postage or expedited services such as Federal Express and postage meter rental and maintenance.

Other Communications Costs: Any communications costs that do
not match any of the above examples.

**Line 23-Utilities and Fuel:** Includes cost utilities and fuel consumed by the center, such as the types of expenses listed below.

- Natural Gas
- Electricity
- Coal
- Heating oil
- Propane
- Water
- Sewage
- Cable TV
- Other (as determined by the center)

**Note:** Fuel for vehicles is not reported here, but on Line 26-Motor Vehicle Operating Expense.

**Line 24-Facility Lease Expense:** Includes costs for leasing CCC facilities where the CCC agency is the lessee or where DOL is the lessee, but funds have been in a CCC’s program operating plan and payment is made by the CCC agency. Also record in this amount any separate property taxes and insurance premiums, payment of which is made to the lessor, by the terms of the facility lease.

**Note:** Equipment lease costs are not to be recorded in this account.

**Line 25-Insurance:** Includes the cost of authorized or required liability insurance that is carried by CCC agency, including:

- Automobile Insurance (liability and property damage)
- Employee Liability Insurance
- Other Required Insurance

**Note:** CCC agencies are generally self-insured. These types of costs should not be incurred unless expressly approved and funded by DOL in a CCC’s program operating plan.

**Line 26-Motor Vehicle Operating Expense:** Includes:

- Mileage-based costs (such as those shown on a GSA or other Detailed Billing Register)
- Fuel costs
- Commercial Vehicle Rental
- Operation, Maintenance, and Repair of CCC Owned Vehicles
Note: The following types of vehicle rentals are not reported here, but elsewhere as indicated:

- Operation, maintenance, and repair cost of construction equipment for CTST projects; these costs will be charged to Line 35-CTST
- Rental of vehicles for staff while on travel assignments is charged to Line 27-Staff Travel and Training
- Monthly rental charges and charges for damage to rental vehicles will be reported on Page 3, Vehicles Rental/Amortization
- At CCCs, fixed ownership rate charges are also reported on Page 3, Vehicle Rental/Amortization
- Commercial rentals of driver education vehicles are charged to Line 2-Other Academic Expense

Line 27-Staff Travel and Training: Includes the cost of staff travel, per diem, and miscellaneous expenses in connection with work assignments that involve travel away from the center and the costs of providing technical or professional training to CCC staff. The types of expenses to be included are listed below.

Training Related Travel: Includes CCC staff transportation, per diem cost, and miscellaneous expenses for training purposes. This account is used whether training is provided by the CCC, the CCC agency, DOL, the Regional Office, or the Office of Job Corps. Cost includes travel in privately owned vehicles, commercial transportation, and leased vehicles; and meal, lodging, and incidental expenses. If training or technical assistance is provided by CCC staff to another CCC or to a contract center, all travel expenses will be charged to the CCC/center receiving the training or assistance and expensed to that CCC/center’s staff travel and training account.

Non-Training Related Travel: Includes the cost of CCC staff for transportation, per diem, and miscellaneous expenses for work assignments other than those related to staff training.

Note: All travel expense incurred by CCC staff for participation in CCC agency reviews of other CCCs will be charged as a Program Direction Expense since they are performing agency-level oversight functions. Costs incurred by CCC staff for providing technical assistance to other CCCs will be charged as discussed above.

Transfer-of-Station Costs: Associated with filling the Center Director position at one of the 28 Job Corps centers operated by
USDA’s Forest Service, including and limited to: one pre-arrival trip to new duty station for house-hunting in accordance with GSA regulations, movement of household goods, transportation of employee and family to new duty station, allowance for temporary quarters (per diem) in accordance with GSA regulations, and incidental expenses associated with a transfer-of-station.

**Staff Training and Tuition:** Includes the cost of tuition and fees for staff training that the CCC has determined is beneficial for the CCC and is job-related. Reimbursement to staff under an employer education policy will be charged as an employee benefit to the appropriate category of personnel expense. Also includes the cost of materials and services such as trainers, rental of facilities and equipment, supplies, printing and duplicating, and contractual support.

**Line 28-Reserved:** This line is reserved for later use and is presently left blank.

**Line 29-FECA:** This line is used to report cost of Federal Employees’ Compensation Act (FECA) charges that are paid by the CCC agency to DOL’s Employment and Standards Administration to reimburse benefits paid to current or former employees on the basis of injuries sustained while employed at the CCC. These charges are normally paid two years in arrears. Therefore, the exact amount of the payments due from a CCC agency in a given Program Year are known before that Program Year begins.

**Line 30-Subtotal of Direct Expense:** On the 2110F cost reports, Line 30 is used to display the total of direct center operating costs, Lines 1 through 29 above.

**Line 31-Program Direction Expense (Allocated):** This is the CCC’s share of the CCC agency’s program direction expense. Although CCC agencies report program direction expense on an agency totals basis, the Job Corps FMS automatically allocates this total amount among all of the agency’s CCCs. The amount shown for a CCC represents a pro rata allocation based on planned slot/Student Year (SY) levels.

**Line 32-Total Center Operations Expense:** On the 2110F cost reports, Line 32 is used to display the total of direct center operations expense plus program direction expense.

**Note to Regions:** Total center operating expense equates to cost code A-Center Operations in the internal DOL AAPP/FOP financial management system.
b. **2110F, Page 3:**

Line 1-Center Operations Expense: The Page 2 amounts for direct expense, program direction expense and total center operations expense are carried forward to lines 1a, 1b, and 1c, respectively.

Line 2-Equipment/Furniture: Includes costs for purchase of NON-EXPENDABLE PERSONAL PROPERTY.

**Note to Regions:** This expense category equates to cost code B2-Eqpt in the internal DOL AAPP/FOP financial management system.

Line 3-Vehicle Rental/Amortization: Includes GSA or other monthly/daily charges and charges for damage to vehicles. Also at CCCs, includes fixed ownership rate charges for vehicles used by the center. This category does not include mileage charges, which instead should be assigned to center operating expense, Line 26, Vehicle Operating Expense.

**Note to Regions:** This expense category equates to B3-GSA Vehicle Rental in the internal DOL AAPP/FOP financial management system.

Line 4-CTST Materials: Includes the costs of building materials, consumable supplies, and allowable construction, and equipment installation contracts in connection with work training projects performed by Job Corps students that result in improvements separately for each identifiable CTST project. Only projects on the approved CTST plan may be performed with CTST funds.

**Note to Regions:** This expense category equates to B4-CTST Materials in the internal DOL AAPP/FOP financial management system.

Line 5-Student Transportation/Meal Allowances: Includes the costs of government-furnished inter-city travel, including prescribed meal allowances, such as travel associated with new enrollee arrival, government paid leaves, winter break, transfers to other centers, travel home upon separation, and so forth. This line-item does not refer to the costs of local student travel, which are considered to be a center operating expense.

**Note to Regions:** This expense category equates to D-Transportation in the internal DOL AAPP/FOP financial management system.

Line 6-Outreach/Admissions (OA): Includes costs incurred for outreach and admission of prospective new students. Expenses should be charged to
this category only if specifically funded in the CCC program operating plan.

**Note to Regions:** This expense category equates to C1-Outreach, Admissions in the internal DOL AAPP/FOP financial management system.

**Line 7 - Career Transition Services (CTS):** Includes costs incurred for providing post-separation career transition services to graduates and former enrollees. Expenses should be charged to this cost category only if specifically funded in the CCC program operating plan.

**Note to Regions:** This expense category equates to C2-Career Transition Services in the internal DOL AAPP/FOP financial management system.

**Lines 8, 9 - Non-Standard Expense Categories:** On Page 3, of the 2110F, two lines are left blank in order for the CCC agency to write in any other, additional categories of expense. Expenses should be charged to a “write-in” category only if specifically funded in the program operating plan. Please note that most pilot projects conducted at Job Corps centers are not reported in a “write-in” category. This is because the pilot efforts normally involve variations on or augmentations of normal service delivery programs – e.g., implementing newly developed academic curricula in order to test their effectiveness. The types of activities funded in Job Corps pilot efforts usually fit within the scope and purpose of established center operations cost categories. Therefore, expenditures for Job Corps pilot efforts must normally be budgeted and reported appropriately within the structure of preprinted cost categories.

**Line 10 - Subtotal of Operating Funds:** This line is used to report the subtotal of the previous expense categories (Lines 1-9), which are those that are covered from the annual Job Corps appropriations for operating funds.

**Line 11 - Facility Construction/Rehab/Acquisition:** This line is limited to funds that are provided from the Job Corps CRA (Facility Construction, Rehabilitation and Acquisition) appropriation. Moreover, all CRA funds that are made available to a CCC or CCC agency must be reported in this expense category.

Includes expenses for constructing or making long-lasting physical improvements to structures, utilities (e.g., heating and plumbing), roads and grounds, as well as the purchase and installation of major pieces of equipment, during a rehabilitation or construction project, that are permanently attached to structures, such as air conditioners, walk-in freezers and refrigerators, ovens and stoves, cafeteria dishwashers, and wall-to-wall carpeting. Also included within the meaning of this term are the costs of
architectural and engineering services (design) that are required for such construction or improvements and have been approved as part of the project. Purchase or lease of equipment and the cost of special motor vehicles required for completion of projects will also be charged here.

At CCCs, construction and rehabilitation work is to be performed only on the basis of: (i) identified projects for which specific construction/rehab funding has been approved for the CCC’s program operating plan; or (ii) emergency repairs that are authorized per guidelines contained in PRH Chapter 5, Part 10. Separate records should be maintained on the individual construction/rehab projects that have been approved in the CCC program operating plan.

The construction and rehabilitation account does not refer to:

- Career Technical Skills Training Activities, funded as CTST projects, wherein Job Corps students receive hands-on training by participating in construction projects or other projects that result in physical improvements to center facilities
- Equipment other than the major items of the type described above
- Facility leases
- Architectural and engineering management support services, including procurement support, facilities surveys, site surveys, or facility utilization studies when performed under an Office of Job Corps contract
- Management support services for the acquisition or leasing of facilities

Note to Regions: This expense category equates to B1-Cnst/Rehab in the internal DOL AAPP/FOP financial management system.

D. JOB CORPS CENTER FINANCIAL REPORTS FOR CCC’S

1. Purpose

The Job Corps Conservation Center Financial Report (2110F) is used by CCC agencies to report financial activity for individual CCC’s. This report tracks expense on a detailed line-item basis and provides for the comparison of actual versus planned expense in order to identify the existence of potential problem areas.

A second type of report is also required (2110HQ). This format is designed to report expense in the program direction category as well as agency roll-ups of expense reported at individual CCCs. The 2110HQ also reports other key indicators of financial activity at the agency level, such as DOL fund transfers, amounts obligated, and amounts paid.
2. **Originators**

These reports are prepared and submitted to DOL by the federal agencies (referred to as CCC agencies) that operate Job Corps centers.

3. **Time Frames**

CCCs are required to report quarterly based on a cycle that coincides with the Job Corps Program Year. This is the same time frame that is used by DOL and the CCC agencies to budget for Job Corps expenses. The 2110F and 2110HQ provide for quarterly reporting of financial activity, primarily on a PYTD (Program Year to Date) basis. When a new Program Year begins on the following July 1st, the cycle starts anew. The quarterly reporting periods are as follows:

- Quarter 1: July 1 - September 30 (3 months)
- Quarter 2: July 1 - December 31 (6 months)
- Quarter 3: July 1 - March 31 (9 months)
- Quarter 4: July 1 - June 30 (12 months)

4. **Accrual Reporting**

Costs reported on the “2110F” should be on an accrual basis, i.e., the cost of materials and services received, regardless of when the invoices are received or paid. Many costs, such as medical, mental health and dentist fees, hospital charges, vehicle charges, utility costs, contract costs, and communication bills, as a few examples, are not normally invoiced promptly. It is important that all such charges, including earned but unpaid salaries and payroll related costs, be accrued so that reported costs include all incurred expenses. However, please note the following:

- CCCs are permitted to expense inventory when received.
- **Earned but unpaid leave will not be accrued or reported as expense.** Earned leave that is paid when an employee terminates from the agency will be reported as salary expense when paid.
- For items that are prepaid, such as tuition for students to attend off-center instruction, the costs reported at the end of each quarter should be a proration of the full pre-paid amount until the time period covered by the pre-payment has been completed.
- All Job Corps expense incurred during the reporting period should be properly reflected in the 2110F and 2110HQ, including any expense that is being paid from an expired appropriation. It is expected that the great preponderance of reported expense will be paid from current appropriations. However, it is not unusual for an incidental amount of expense to be paid from funds that were duly obligated at an earlier time under an appropriation that has since transitioned into “expired” status and which is so designated in the current Program Year. The reporting of such expense will generally not be taken as a reason to modify the approved budget that is in place for the
current Program Year.

5. **Error Corrections**

With regard to reports submitted for Program Year quarters 1 - 3, a corrected report for a given quarter may be submitted, but only if the report for the following quarter has not yet been submitted. Otherwise, any adjustments made to correct erroneous information on past reports for quarters 1 - 3, will be reflected in the current quarter’s expenses.

With regard to reports that are submitted for the final quarter of a Program Year (the 4th quarter ending June 30th), CCC agencies may submit a revised 4th quarter report until the end of the succeeding Program Year.

6. **Preparing and Submitting the 2110F and 2110HQ Reports**

Each quarter, a separate 2110F report is needed for each CCC and an 2110HQ report is needed for each CCC agency. CCC agencies submit their 2110F and 2110HQ reports using DOL’s web-based Job Corps Financial Management System (FMS) that is administered by the Job Corps Data Center (JCDC). The FMS has been designed in a way that minimizes the volume data that must be entered each month and which ensures consistency and accuracy in all internal mathematical operations that are present in the report. CCC agency staff may obtain detailed guidance and training on FMS procedures for entering and submitting 2110F and 2110HQ reports from JCDC representatives.

The due dates for CCC agency submittal of the quarterly reports are as follows:

- **Quarter 1:** Submit on or before October 10
- **Quarter 2:** Submit on or before January 10
- **Quarter 3:** Submit on or before April 10
- **Quarter 4:** Submit on or before July 10

7. **Descriptions and Definitions of 2110F Data Items**

Detailed instructions and guidance for entering 2110F data into FMS are available from JCDC sources. The following discussion is not intended to supply instructions for entry of 2110F data, but is intended to provide detailed definitions and descriptions of the information that appears on a submitted 2110F report when it is viewed in its printable output form.
a. 2110F, Page 1

A. Center Name: This is the name used to identify the CCC for which the report has been submitted. Center names are spelled out fully. Abbreviations are not used. The words “Job Corps Center” are not used as part of the center name. The center name appears at the top of each page of the 2110F report.

B. Agency Name: This is the name of the federal agency that operates the CCC. The agency name appears at the top of each succeeding page of the 2110F report.

C. Report Period Ending: This is the quarter for which the report is being prepared. The report period ending date appears at the top of each succeeding page of the 2110F report.

D. Status: This is the status of the report in terms of “Submitted” versus “Pending.”

E. Student Years (SY) Produced, Program Year to Date (PYTD):

1. Current Quarter Planned Average OBS: This is the planned average on-board strength (OBS) for the quarter being reported according to information stored in and imported from the JCDC-WSSR (JCDC-Weekly Student Strength Report) database.

2. Current Quarter Actual Average OBS: This is the average number of students on-board during the quarter according to information stored in and imported automatically from the JCDC-SSR database.

3. Capacity Percent Current Quarter: This is the current quarter actual OBS as a percent of planned average OBS. This is calculated as the value in E2 divided by the value in E1.

4. Planned SY, PYTD: This is the planned number of Student Years for the Program Year through the current reporting period (PYTD) according to information stored in and imported from the JCDC-WSSR database. This reflects the average planned slot capacity during the PYTD period, which is then adjusted (by number of days in PYTD/365 days) to yield Planned PYTD SYs.

5. Actual SY, PYTD: This is the actual Student Years
produced during the PYTD period according to information stored in and imported from the JCDC-WSSR database. This reflects the average actual on-board strength during the PYTD period, which is then adjusted (number of days in PYTD/365 days) to yield Actual PYTD SYs.

6. **Capacity Percent, PYTD**: This is the Program Year to Date actual student service years produced compared to plan. This is calculated as the value in E5 divided by the value in E4.

7. **Slot Capacity @ End of Quarter**: This is the planned slot capacity on the final day of the report period according to information contained in the JCDC-WSSR database.

F. **Student Year Cost**:

1. **Planned for PYTD**: This is the planned cost PYTD from 2110F, Page 2, Line 32, Column (c), divided by planned SY PYTD as displayed in item E4 above.

2. **Actual Cost/SY, PYTD**: This is the actual cost PYTD from 2110F, Page 2, Line 32, Column (d), divided by actual SY PYTD as displayed in item E5 above.

G. **Expected Underrun if OBS is Less Than 98.0 Percent**:

   **Note**: Data is shown in this block only if the value in item E6 is less than 98.0 percent.

1. **Expected Savings per SY Not Delivered**: Item F1 (Planned Cost per SY) x 15 percent.

2. **SY Shortfall, Program Year to Date**: Item E4 (Planned SY, PYTD) minus Item E5 (Actual SY, PYTD).

3. **Minimum Underrun Expected**: Item G1 x Item G2.

4. **Reported Variance**: This is the PYTD center operations cost variance reported on Page 2, Line 30, Column (e). An underrun will be positive. An overrun will be negative.

5. **Underrun Deficit**: If item G3 is less than item G4, this data cell is left blank. Otherwise, this data cell displays the value of item G3 minus item G4. The amount in item E5 is that portion of the expected underrun that has not been obtained. This will require the CCC agency to supply an explanation.
in the Variance Exceptions and Concerns section on Page 4, of the 2110F.

H. Signature of Authorized Agency Representative:

1. This block shows the signature of the authorized CCC agency representative who is submitting the 2110F to DOL via the FMS. The signature line is reserved for use when the necessary e-signature technology can be applied. The date block shows the date when the report was formally submitted into FMS.

2. Name and Title: This block shows the name and title of the authorized CCC agency representative.

b. 2110F, Page 2

A. Center Name: Same as Page 1.

B. Agency Name: Same as Page 1.

C. Period Ending (Date): Same as Page 1.

D. Status: Same as Page 1.

E. Basis for Planned Expense, PYTD (Prorated versus Custom Detail Budget): This indicates whether the CCC agency has elected to report Planned Expense-CYTD in Column (c) as either (i) straight line pro-rations of the program operating plan amounts for the full Program Year; or (ii) in amounts that are taken from a quarter-by-quarter Custom Detail budget which considers seasonal cost fluctuations in certain line-items.

F. Net Center Operations Expense: Following are descriptions and definitions for entries in Columns (a) through (e).

Cost Categories Column: See the Cost Category Section of this appendix for definitions.

Current Quarter Actual (a): This column displays the actual expenses for the current quarter for each expense category.

Full Program Year Budget (b): This column displays the budgeted amount for the entire Program Year for each expense category as shown on the latest approved program operating plan.
**Planned Expense PYTD (c):** This column displays the amount of expense for each expense category which has been planned (budgeted) to accumulate from the start of the current Program Year through the end of the reporting period. The CCC agency has an option whether to: (i) have the system report planned expense-PYTD automatically via straight line pro-rataion of the program operating plan; or (ii) have a custom detail budget as discussed in section E above. The option may not be changed during a Program Year.

- **Prorated from Program Operating Plan:** The amount reported will be the current year's straight-line budget through the end of the reported quarter. These amounts are prorated by a factor that is calculated as follows: “Days from Start of Program Year through End of Report Period” divided by “Days in Full Program Year.”
- **Custom Detail Budget:** The amount will be the current year’s cumulative quarterly budget through the end of the current quarter as per the custom detail amounts entered earlier in the FMS by the CCC agency.

**Actual Expense PYTD (d):** This column displays actual expense that has accumulated since the beginning of the current Program Year.

**Variance (e):** This is the difference between PYTD planned expenses versus PYTD actual expense, computed as Column (c) less Column (d). If the actual expense exceeds the budget (an overrun) the variance will be in brackets (negative variance).

**Variance Threshold (f):** This column displays the variance thresholds that, if exceeded (plus or minus), require the CCC agency to enter narrative explanations and corrective action plans that will appear starting on Page 4 of the 2110F report. The variance threshold amounts are calculated in accordance with the formulas discussed in the earlier section on Display and Evaluation of Variances.

**Subtotal of Direct Expense, Lines 1-29 (Line 30):** Line 30 displays the sum of the values in Lines 1 through 29. This represents the totals for direct center-level expense at the CCC in the Center Operations cost category.

**Program Direction Expense - Allocated (Line 31):** This is the CCC’s share of the CCC agency’s program direction expense. Although
CCC agencies report program direction expense on an agency totals basis, the Job Corps FMS automatically allocates this total amount among of the agency’s CCCs. The amount shown for a CCC represents a pro-rata allocation based on planned slot/SY levels.

Total Center Operations Expense - Lines 30+31 (Line 32): Line 32 shows the total of amounts in Lines 30 and 31. Within the Center Operations cost category, this represents the total of both direct and indirect (i.e., Program Direction) costs that are allocable to the CCC.

c. **2110F, Page 3**

   A. **Center Name**: Same as Page 1.

   B. **Agency Name**: Same as Page 1.

   C. **Period End Date**: Same as Page 1.

   D. **Status**: Same as Page 1.

   **Separate Display for Operating Funds Versus CRA Funds**: The differences between Operating (non-CRA) funds and CRA (Construction/Rehab/ Acquisition) funds are such that it is useful to provide separate arrays of finance-related management information for each of these two broad categories. The main difference is that Operating funds are available for obligation only during the current Program Year while CRA funds are available for obligation over the course of three program years. It is also the case that the key tracking indicator for Operating funds is EXPENSE while the key tracking indicator for CRA funds is OBLIGATION. Operating funds are applied to support the day-to-day costs for staffing, consumables, utilities and other ongoing expense. In contrast, CRA funds are applied to contracts and purchases that are needed for major repairs and upgrades to CCC buildings and grounds.

   E. **Status of Operating (Non-CRA) Funds**:

      The following are descriptions and definitions for amounts appearing in Columns (a) through (f) in Section E:

      **Categories of Expense**: See the Cost Category Section of this appendix for definitions.

      **Budget for Program Year (a)**: This column displays the budgeted amount for the entire Program Year for each expense category as shown on the latest approved program
operating plan for the current Program Year.

**Current Quarter Expense (b):** This column displays the actual net expense in the current quarter for each expense category.

**Program Year to Date Expense (Columns c-f):** These three columns display CCC expense that is incurred in the current Program Year. The data displayed in each column is as follows:

**Expense Paid (or Being Paid) from Current Funds (d):** This column displays actual net expense that has accumulated since the beginning of the current Program Year and which has been paid or will be paid from current/active (non-expired) funds.

**Expense Paid (or Being Paid) from Expired Funds (e):** This column displays actual net expense that has accumulated since the beginning of the current Program Year which has been paid or will be paid from expired funds. It is expected that the great preponderance of reported expense will be paid from current appropriations. However, it is not unusual for an incidental amount of expense to be paid from funds that were duly obligated at an earlier time under an appropriation that has since transitioned into “expired” status and is so designated in the current Program Year.

**Total PYTD Expense (e):** This column displays the sum of amounts in Columns (c) and (d).

**Total PYTD Expense as percentage of PY Budget (f):** This column expresses the Total PYTD expense in Column (e) as a percentage of the Program Year Budget amount in Column (a).

### F. Status of CRA Funds:

The following are descriptions and definitions for amounts appearing in Columns (a) through (d) in Section F:

**Status Indicators:** This column contains row headings (labels) for the indicators of financial status that are being reported in this section. The row headings refer to the following:

1. **Transfers Budgeted by DOL:** This heading refers to
CRA funds that DOL has included in its current budget/program operating plan. Amounts are displayed only for current/active appropriations and not for open but expired appropriations.

2. **Actual Transfers EOP**: This heading refers to CRA funds that have actually been transferred to and received by the CCC agency.

3. **Balance of Transfers Due (Line 1-2)**: This heading refers to the amount of funds that DOL will transfer at a later time during the current Program Year.

4. **Cumulative Obligations EOP**: This heading refers to the total amount of obligations that have been made as of the end of the reporting period.

5. **Cumulative Obligations through Prior Program Year**: This heading refers to the total amount of obligations that had been made as of the end of the preceding Program Year.

6. **Budgeted for Obligation this PY (Lines 1-5)**: This heading refers to the amount of DOL-approved funding that is or will be available for the CCC Agency to obligate in the current Program Year.

7. **Net Obligations this PY (Lines 4-5)**: This heading refers to the portion of total obligations that have occurred during the current Program Year.

8. **Unobligated Balance EOP (Lines 6-7)**: This heading refers to the amount that is or will be available for additional obligations during the current Program Year.

9. **Net Obligations this Quarter**: This heading refers to the amount of funds obligated during the quarter being reported. This amount is determined by taking the cumulative obligations reported at the end of the current quarter and netting out the cumulative obligations that were reported at the end of the preceding quarter.

**Accounts Expiring this Program Year (Column a)**: This column is used to report the status of CRA funds that will
expire at the end of the current Program Year. This is the category of funds that has the greatest risk of lapsing. Efforts should be taken to ensure that these funds are fully and properly obligated for approved CRA projects before the end of the current Program Year. As a general rule that is intended to minimize the risk of lapsing CRA resources, accounts that expire earlier should be utilized ahead of accounts that expire later.

**Accounts Expiring Next Program Year (Column b):** This column is used to report the status of CRA funds that will expire at the end of the Program Year that follows the current Program Year.

**Accounts Expiring in a Later Program Year (Column c):** This column is used to report the status of CRA funds that will not expire until sometime after the next Program Year. Funds that are reported under this column are usually available for obligation for one additional year beyond the next Program Year. However, instances have occurred in which CRA funds in particular accounts have been granted extended availability per language in appropriations legislation.

**Total of Current Accounts (a+b+c):** This column is used to display the totals of amounts in columns a through c.

d. **2110F, Page 4**

A. **Center Name:** Same as Page 1.

B. **Agency Name:** Same as Page 1.

C. **Period End Date:** Same as Page 1.

D. **Status:** Same as Page 1.

E. **Variance Reasons/Solutions:**

   This section automatically identifies each line-item, on Page 2, where actual expense differs from planned expense by a significant margin (referred to as the variance threshold). Other reportable anomalies from Pages 1 and 2 are also automatically identified. For each Page 2, Line-Item Variance or other anomaly that is listed, there is a block that shows the dollar amount of the variance/anomaly, along with blocks in which preparers of the 2110F report
are required to supply both reasons for and the resolutions of these variances and anomalies. The following guidance and advice is provided to those who formulate the reason and resolution statements:

Reasons: The Reason Block is used to explain the cause of the variance or anomaly and its present and future impact on CCC costs and program performance. It is often the case that the reasons for variances cannot be determined solely by the finance department of the CCC. Input should normally be sought from appropriate Program Managers. The discussion of the reasons for a variance or anomaly should be brief, but clearly stated so that they can be understood by a reviewer not aware of specific conditions at the center.

Resolutions: The Resolutions Block is used to briefly explain the action that has been taken or is planned to be taken to correct or resolve the variance or anomaly. Preparers are advised that simple repetition of resolution statements from month to month to month suggest that the planned actions are either ineffective, inappropriate or not being implemented. If no action is possible, it should be so noted and explained.

8. **Descriptions and Definitions of 2110HQ Data Items**

Detailed instructions and guidance for entering 2110HQ data into FMS is available from JCDC sources. The following discussion is not intended to supply instructions for entry of 2110HQ data, but is intended to provide detailed definitions and descriptions of the information that appears on a submitted 2110HQ report when it is viewed in its printable output form.

a. **2110HQ, Page 1**

   A. **Agency Name**: This is the name of the federal agency name that has been registered in the FMS. The agency name appears at the top of each succeeding page of the 2110HQ report.

   B. **Quarter End Date**: This is end date of the quarter for which the report is being prepared. The report period ending date appears at the top of both pages of the 2110HQ report.

   C. **Quarter Number**: This is number of the quarter (1, 2, 3, or 4) for which the report is being prepared. The quarter number appears at the top of both pages of the 2110HQ report.
D. **Status:** This is the status of the report in terms of “Submitted” versus “Pending”.

E. **Expense in All Categories:**

Section E in the 2110HQ is patterned exactly after Section E, on Page 3, of the 2110F report. The information in this section of the 2110HQ report consists of agency-wide roll-ups of the expense data reported for agency’s CCCs.

**Categories of Expense:** See the Cost Category Section of this appendix for definitions.

**Budget for Program Year (a):** On an agency-wide basis, this column displays the budgeted amount for the entire program year for each expense category as shown on the latest approved program operating plan for the current Program Year.

**Current Quarter Expense (b):** On an agency-wide basis, this column displays the actual net expense in the current quarter for each expense category.

**Program Year to Date Expense (Columns c – f):** These three columns display agency-wide expense that is incurred in the current Program Year. The data displayed in each column is as follows:

**Expense Paid (or Being Paid) from Current Funds (d):** This column displays actual net expense that has accumulated since the beginning of the current Program Year which has been or will be paid from current/active (non-expired) funds.

**Expense Paid (or Being Paid) from Expired Funds (e):** This column displays actual net expense that has accumulated since the beginning of the current Program Year which has been or will be paid from expired funds. It is expected that the great preponderance of reported expense will be paid from current appropriations. However, it is not unusual for a small portion of expense to be paid from funds that were duly obligated at an earlier time under an appropriation that is designated as “expired” in the current Program Year.

**Total PYTD Expense (e):** This column displays the sum of amounts in Columns (c) and (d).

**Total PYTD Expense as % of PY Budget (f):** This column expresses the Total PYTD expense in Column (e) as a percentage of the
Program Year Budget amount in Column (a).

F. Net Obligation of Current/Active Funds in Current PY (PYTD):

Section F in the 2110HQ is used to report obligations of current/active funds on an agency-wide basis. The term “current/active funds” refers to funds from Job Corps appropriations that are available to obligate during the current Program Year.

Categories of Expense: See the Cost Category Section of this appendix for basic definitions. Please note that Facility Construction/Rehab/Acquisition (CRA) funds need to be broken out in terms of:

a. Funds that will expire at the end of the current Program Year
b. Funds that will expire at the end of the next Program Year
c. Funds that will expire in a later Program Year

Please note that the DOL-approved budget/program operating plan that is issued to a CCC agency reports the cumulative amounts that have been approved for transfer to the CCC agency using the same break-out described above. However, in the 2110HQ report, the amounts shown in the PY Budget Column (a) consist of the cumulatives approved for transfer less the amounts actually obligated prior to the start of the current Program Year. This is to ensure that the current PY budget column accurately reflects the amounts available for obligation during the current Program Year.

This same feature is not needed for the non-CRA accounts due to the fact that current non-CRA funds are not made available for obligation prior to the start of the current Program Year.

Budget for Program Year (a): The amounts in this column are the same as those that appear in Section E. The only difference is the break-out of CRA funds described in the preceding discussion of expense categories.

PYTD Obligations (b): On an agency-wide basis, this column displays the CCC agency’s net obligations that have occurred from the start of the current PY through the end date of the quarter being reported.

PYTD Obligations as percentage of PY Budget (c): This column expresses the Total PYTD obligations in Column (b) as a percentage of the Program Year Budget amount in Column (a).
G. **Net Outlays in Current PY (PYTD):**

Section G in the 2110HQ is used to report net outlays of Job Corps funds that have occurred during the current Program Year.

**Categories of Expense:** See the Cost Category Section of this appendix for basic definitions.

**From Current/Active Funds (d):** This column reports net outlays from current/active accounts that have occurred during the current Program Year.

**From Expired Funds (e):** This column reports net outlays from expired accounts that have occurred during the current Program Year.

**Total (f):** This column reports the total of amounts in Columns (d) and (e).

b. **2110HQ, Page 2**

A. **Agency Name:** Same as Page 1.

B. **Quarter End Date:** Same as Page 1.

C. **Quarter Number:** Same as Page 1.

D. **Status:** Same as Page 1.

E. **Status of Job Corps Operations Funds Received by Agency - Cumulative:**

F. **Status of Job Corps Construction/Rehab Funds Received by Agency – Cumulative:**

These sections summarize the status of all Job Corps funds that have been transferred to the CCC Agency and which are still considered to be “open” accounts. These open accounts include both “current” accounts and “expired” accounts. After an account has been “closed”, which normally occurs after an account/appropriation has been in “expired” status for five full years, there is no need for the CCC agency to provide DOL with any further information about that account. If the required information proves difficult to obtain from internal CCC agency financial systems, it is the case that most of the required information in Sections F and G can be abstracted from quarterly SF 133s that CCC financial staff prepare and submit to the Office of Management and Budget (OMB).
Section F is used to provide information on Job Corps Operating funds. Section G is used to show the status of Job Corps CRA funds. Each of these two sections provide for subtotals to be displayed for “current” accounts/appropriations versus “expired” accounts/appropriations.

The following are descriptions/definitions for amounts appearing in Columns (a) through (g) Treasury Appropriation Fund Symbol/TAFS (a). This column displays the TAFS that has been assigned to each account/appropriation, including the numerals that designate the period of availability for obligation.

**Appropriation Expiration Date (b)**: For each TAFS that is listed, the expiration date of the appropriation must be provided. For Job Corps accounts/appropriations, this date will normally fall on June 30th.

**Amount Transferred (c)**: This column is used to display the cumulative amount of funds in each account/appropriation that has been transferred to the CCC agency. This amount might not be available to abstract from the SF 133 for the quarter being reported, but should be readily available from CCC agency financial records. Contact DOL Job Corps financial staff if assistance is needed to locate this information.

**Amount Obligated (d)**: This column is used to display the cumulative amount of obligations charged to each account/appropriation. One possible way to develop this number is to take the cumulative amount transferred per column c and then net out the current unobligated balance being reported in the SF 133 for that quarter. In other words, the amount in this column may be regarded as the Column (c) amount less then Column (f) amount.

**Obligations As percentage of Transfers (e)**: This is simply the amount in Column (d) divided by the amount in Column (c).

**Unobligated Balance/End of Period (f)**: This is the unobligated remainder from the total amount that has been transferred per Column (c). This unobligated remainder may normally be abstracted from the SF 133 that is prepared for the current quarter.

**Unpaid Obligations/End of Period (g)**: This is the subtotal of the obligated amount reflected in column (d) that has not yet been paid out as of the end date of the quarter being reported. This number may normally be abstracted from the SF 133 that is prepared for the
current quarter.

E. **DOL FUND TRANSFERS**

It is the policy of DOL to ensure that CCC agencies have adequate Job Corps funds available to cover all immediate obligation and outlay requirements of their CCC’s and their supporting program direction activities. In implementing this policy, DOL must be mindful of the parameters that are inherent in the patterns followed by Congress in appropriating Job Corps funds and in the scheduling for apportionments by OMB.

Within these parameters, DOL will strive to observe the following schedule for making fund transfers to each CCC agency in the framework of the agency’s aggregated program operating plan:

1. **Incremental Transfers**

Funds in the expense categories listed below will be transferred in quarterly increments. The amounts of each quarterly transfer will be intended to bring the cumulative transfer amount up to the percentages of the full PY program operating plan as indicated. Except as noted for the 4th quarter transfer, DOL will process the transfers to occur as early as possible in the quarter. Provided that adequate funds have been apportioned to DOL by OMB, the quarterly cumulative target levels are as follows: (i) 1st quarter - 35 percent; (ii) 2nd quarter - 60 percent; (iii) 3rd quarter - 90 percent; (iv) 4th quarter - 100 percent.

The initial fourth quarter transfer will only provide 95 percent of funds to the CCC’s until Low OBS take-back is calculated (for a discussion of Low OBS take-back, see page X). Once the take-back is determined, the remaining 5 percent of funds will be transferred to the agencies, less the take-back amount.

- Center Operations Expense (Including Program Direction)
- Outreach and Admissions
- Career Transition Services

2. **Full Transfers**

Funds in the expense categories listed below will be transferred in full as soon as possible after being approved and incorporated into the program operating plan. This will normally be done on a monthly update basis.

- Equipment and Furniture
- Vehicle Rental/Amortization
- Career Technical Skills Training Materials
- Student Transportation
- Support Activities
- Facility Construction/Rehab/Acquisition (CRA).
DOL will strive to make CRA transfers exclusively from “Advance” appropriations in order to minimize CCC agency accounting and financial reporting burdens. DOL will also strive to use the most recent CRA advance appropriation that is available at the time of the transfer in order to provide the CCC agency with adequate lead times to obligate the funds to construction and related contracts.

F. CCC PROGRAM OPERATING PLANS

1. Purpose/Definitions

The term “Program Operating Plan” refers to the budget that has been agreed to by DOL and the CCC agency to support the Job Corps facilities and operations that will be administered by the CCC agency during a Program Year. A center-level program operating plan is formulated for each CCC as well as for the CCC-agency’s general and administrative functions (referred to as “program direction” activities).

For individual CCCs, program operating plans include annual budgeted amounts for the major expense categories. Center operations expense is further broken out into the line-items described in a previous section. In those line-items that relate to personnel costs, a further break out is provided in terms of federal personnel versus non-federal personnel. Outreach and Admissions, and Career Transition Services funds, if present, are broken out into personnel (federal versus non-federal) and other costs.

Program operating plans are intended to provide the CCC agency with a reliable framework in which to allocate and manage resources for provision of staffing, supplies, and services that are needed for the effective operation of a Job Corps CCC.

2. DOL’s IT Infrastructure

Program operating plans for CCCs are maintained in DOL’s Job Corps Fund Allocation System (JFAS) and are thus integrated into the DOL database containing the Job Corps Advance Annual Procurement/Financial Operating Plan. JFAS is used not only to maintain the approved CCC program operating plans, it is also used to provide IT support for the development of initial program operating plans prior to the start of each Program Year.

3. Formulation of Initial Program Operating Plans

a. Annual Budget Call

The development of the initial program operating plans that are in place at the start of a Program Year is launched many weeks before the Program Year begins. This process is initiated by DOL through issuance of a Budget Call Memo/Package to each CCC agency. The memo contains a discussion of
overall fiscal considerations and policies for the upcoming Program Year, such as allowance levels for scheduled federal pay raises and allowances for to accommodate the effects of anticipated cost inflation in the nation’s economy.

The budget call normally contains overall dollar targets in each major expense category for each CCC agency. Also included in the Budget Call Package are a number of technical exhibits that provide guidance and specifications for the CCC agencies to follow in the preparation of their proposed program operating plans and its required back-up information (e.g., staffing tables, pricing data for supplies and materials, etc.).

b. Schedule for Program Operating Plan Development

The normal schedule for the development of the initial program operating plans is as follows:

- 20 weeks before PY start (on or around February 15): DOL issues budget call memo/package to CCC agencies (copies furnished to DOL regional offices)
- 13 weeks before PY start (on or around April 1): CCC agencies submit proposed program operating plans and back-up materials to Office of Job Corps, and appropriate Regional Office
- 11 weeks before PY start (on or around April 15): DOL Regional Offices provide any comments to Office of Job Corps
- 6 weeks before PY start (on or around May 15): Discussion/ negotiations are completed and approved initial program operating plans are issued by DOL
- Start of new PY (July 1 or first available date apportionment becomes available): DOL initiates 1st quarter fund transfers to the CCC agencies

4. Requesting Mid-Year Funding/Budget Adjustments/Movement of Funds

First note that this section applies to operating (non-CRA) funds only. During the course of a Program Year, the program operating plan of a CCC might require adjustment or revision for a variety of reasons, such as funding for special programmatic initiatives, replacement of fire-damaged supplies and materials, and so forth. In some cases, these adjustments are initiated by DOL (e.g., funding for special initiatives). In most cases, however, proposals for mid-year funding adjustments originate within CCC agencies.

CCC agencies are discouraged from submitting Requests for Funding/Budget Adjustments except in the most urgent and compelling cases. The DOL expectation is that CCC agencies should maintain staffing and deliver services in a satisfactory manner within the resource levels provided in the initial program operating plans.
that are put in place at the start of each program year. It is also the case that DOL’s contingency reserves are rarely abundant.

This section describes the basic steps and requirements that a CCC agency should follow when preparing and submitting a request for a mid-year adjustment in its program operating plan. Please note that this section is concerned only with funding of operating expenses. The term Operating Expense can be defined as all categories of Job Corps expense other than Construction/Rehab - which has its own congressional appropriation. The major expense categories that are considered Operating Expense include: A-Center Operations; B2-Equipment; B3-GSA Vehicle Rental; B4-CTST Materials; C1-Outreach and Admissions; C2-Career Transition Services; D-Student Transportation; and S-Support. With respect to Construction/Rehab funding requests, basic procedures and requirements are found in PRH Chapter 5, Section 5.10 (Facility Improvements), Requirement 4 (Emergency Repairs and Requirements).

a. **When Is a Request for a Mid-Year Funding/Budget Adjustment Needed?**

   A request should be prepared and submitted when a CCC agency believes that a funding/budget adjustment is required in order to maintain the effectiveness of a CCC AND that such an adjustment cannot be accomplished via unilateral internal budget realignments that are within the parameters described in the DOL/CCC Interagency Agreement.

b. **Format**

   The only requirement for a Budget Adjustment or Movement of Funds request is the use of the Movement of Funds Spreadsheet (Attachment x). This spreadsheet was developed by DOL, at the request of the USDA, to formalize the process for Movement of Funds as described in the current Interagency Agreement. The Bureau of Reclamation is not required to use the attachment, but is encouraged to do so. It is recommended that the request be accompanied by brief explanatory statement along with whatever additional exhibits or tables are appropriate. Electronic “soft-copy” is required.

c. **Content**

   There are no rigid requirements or specifications concerning the content of a Request for Funding/Budget Adjustment. The level of detail depends on the complexity of the situation. Elaborate presentations are not required, but a briefly stated justification for the change in funding, along with appropriate back-up in the form of pricing data and computations. The request should also indicate which major categories of operating expense would be affected. In cases where the increase is of an ongoing nature, it is
imperative that the request specify the effective date of the change, the net change amount in the current Program Year and the change amount that will be needed in the next Program Year.

d. Submitting a Request

CCC agencies should, via email, submit Requests for Funding/Budget Adjustment to the Office of Job Corps (to the attention of the budget team), with a courtesy copy being sent to the DOL Job Corps Regional Office that is responsible for monitoring the CCC which is the subject of the request. These types of requests may be submitted at any time. As a general rule, CCC agencies should strive to submit these types of requests as soon as possible after the need for a funding adjustment becomes evident.

e. Turn-Around Time

The Office of Job Corps will strive to provide the CCC agency with a substantive response to its request within two weeks of submittal, depending on the complexity and/or policy implications of the issues that need to be addressed.

5. Underruns Due to Low On-Board Strength (OBS)

CCC agencies are expected to control expenditures for items that are sensitive to on-board student strength to ensure that expenditures for such items are commensurate with average student OBS. Expense items that are considered OBS-sensitive include food, clothing, and other consumables that normally comprise about 15 percent of a CCC’s center operations budget.

In any program year when the CCC operates at less than 98 percent of planned capacity, the CCC agency will be expected to generate an appropriate cost under-run as a result of reduced spending for OBS-sensitive items. The amount of the expected under-run is computed as follows: numerical shortfall in student service years during the program year x the budgeted cost per SY (i.e., annual center operations budget/planned SY) x 15 percent = anticipated under-run. Anticipated low-OBS under-run data appears automatically on each quarter’s 2110F cost report if capacity utilization is running less than 98.0 percent on a program year-to-date (PYTD) basis.

Based on a CCC’s cost report for the quarter ending March 31st, DOL will make an appropriate reduction in the program operating plan of any CCC which has a PYTD capacity utilization of less than 98.0 percent. This reduction will be based on the under-production of student years (SY’s) that has occurred during the first nine months of the program year. The amount of the reduction will be the same as the “Minimum Expected Low OBS Under-Run” that is reported in the March 31st quarterly cost report.
6. **Program Year-End Return Transfers**

   If, during the final quarter of a program year, a CCC agency determines that it will not be able to obligate some portion of the Job Corps funds that have been transferred from DOL, the CCC agency should make arrangements to transfer the funds back to DOL so that funds arrive back to DOL on or before June 1. This will allow DOL to obligate the funds for allowable purposes prior to the end of the Program Year.

   If the funds in question were originally provided for equipment/furniture acquisition, the purchase of CTST materials, facility construction/rehab projects, or similar items that are not of an ongoing, operational nature, DOL will strive to restore these funds to the CCC agency through appropriate compensating budget increases in the CCC agency’s program operating plan for the following program year. In order to assure the restoration of these funds, the return fund transfer to DOL must be accomplished by no later than June 1st in the expiring Program Year.

7. **Formats and Content**

   Detailed instructions and specific formats will be provided in each year’s budget call package that is issued to CCC Agencies by DOL. If DOL intends to introduce material changes in the requirements or formats that have been used in the past, it will, if practicable, share the proposed changes with the CCC Agencies for review and comment beforehand.
# APPENDIX 510
MONTHLY STAFFING REPORTS

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### A. CENTER STAFF VACANCY AND SEPARATION REPORT

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### B. OA/CTS STAFF VACANCY AND SEPARATION REPORT

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A. CENTER STAFF VACANCY AND SEPARATION REPORT

1. Purpose

The Job Corps Monthly Center Staff Vacancy and Separation Report, ETA 2110S, is used by operators of Job Corps centers (contractors and CCC agencies) to report staff vacancy and separation data. This data is used by U.S. Department of Labor (DOL) to create management information that is used to monitor trends in staff vacancies and staff turnover that require attention and possible corrective action.

2. Originators

Job Corps center operators complete this report for each center for which they are currently responsible. Where there is more than one operator at a particular Job Corps center, each with specific center responsibilities and a separate contract or funding agreement with Job Corps, each operator will complete this report for center staff on their payroll. Also, a separate set of reports may be required for major program components falling under one contract or funding agreement (e.g., satellite center versus main center) if requested by the DOL-Job Corps Regional or National Office.

3. Time Frames

Reports will display information for the entire reported calendar month. The reports are due from center operators by the 20th day of the following month. For example, the report for June is due on July 20th.

4. Submittal Procedures

Contractors and CCC agencies submit the 2110S using DOL’s web-based Job Corps Financial Management System (FMS) that is administered by the Job Corps Data Center (JCDC). The FMS has been designed in a way that minimizes the volume of data that must be entered for the 2110S and which ensures consistency and accuracy in all internal mathematical operations that are present in the 2110S output reports. Contractors and CCC agencies may obtain detailed guidance concerning FMS procedures for entering and submitting the 2110S by referring to the FMS Technical Guide that is available from the FMS website.

5. FMS Output Reports

Contractors, CCC agencies, and DOL staff are able to generate useful 2110S-based output reports from FMS, including a 12-month roll-up report that tracks a center’s vacancies and turnover rates for the prior twelve month period, and which compares the center’s data alongside national averages.
6. **2110S Data Descriptions and Definitions**

Detailed instructions and guidance for entering 2110S data into FMS is available from the FMS Technical Guide. The following discussion provides definitions and descriptions of the information that appears on a submitted 2110S report when it is viewed in its basic printable output form.

**Center Name:** This is the name used to identify the Job Corps center being reported. If the report applies to a major component rather than an entire center, the component name will appear after the center name, e.g., "Pine Top-Utopia Satellite."

**Current Center Operator:** This is the name of the operator organization (contractor or CCC agency) as registered in the FMS.

**Report for Month Ending:** This is the last day of the calendar month for which the report has been prepared.

**Total Center Slot Capacity:** This is the official planned slot capacity of the center as of the last day of the month reported, according to information stored in the JCDC-WSSR (JCDC-Weekly Student Strength Report [WSSR]). This is further broken out in terms of:

- Residential Slots vs. Non-residential slots;
- and Off-Center Training Slots vs. On-Center Slots (in FTSE-full time student equivalents)

**Columns:**

**Position Categories:** To determine which positions/job titles are to be reported in which personnel categories, please refer to the appropriate financial management appendix (502 for contract center operators and 509 for CCC agencies) and refer to the sections that describe center operations expense categories.

**Notes:**

- Staff funded in expense categories other than Center Operations, (e.g., OA or CTS) are not to be included in the “center” version of this report.

- Career Technical Training instructors furnished via NTCs (National Training Contractors) are reported separately on the line so labeled.
FTE Positions Authorized: This column displays the current number of funded full-time equivalents (FTE) authorized in each category. This will include all direct center employees of the center, National Training Contract (NTC) staff, and subcontractor employees (or contractor employees at CCC’s) who perform ongoing functions at the center, which might otherwise be performed by direct employees of the center operator.

Notes:

- The term FTE refers to full-time equivalent (e.g., 1 full-time position or 2 half-time positions). Part-time staff will be reported as a portion of an FTE, e.g., 0.5 FTE for a staff member who works half the hours required of a full-time position.

- Substitute positions are not included in the count of Authorized Staff.

- If an employee works in more than one area such as part-time in academics and part-time in career technical training, or a secretary is assigned to two departments, the FTE will be allocated to the appropriate category as explained in the sections contained in the financial management appendices concerning "Allocation of Split Duties."

On Board (End of Month): This is the number of FTE staff on board in each category at the end of the current month. This will include all direct center employees of the center, National Training Contract staff, and subcontractor employees (or contractor employees at CCC’s) who perform ongoing functions at the center, which might otherwise be performed by direct employees of the center operator. Overtime will not be considered when calculating on-board FTE. The maximum FTE for any single staff person will be 1.0.

Vacancies (End of Month): This is the number of vacancies at the end of the month for each category and center total. It is calculated by subtracting “On Board” from “FTE Positions Authorized.”

Separations This Month: This is the number of FTE represented by staff persons who were separated from employment at the center for any reason (transfer to another center, resignation, retirement, fired for cause, etc.) during the month being reported. Staff members who transfer from one job to another at the center are not
counted. If it has been discovered that a staff member was separated in the prior month but not counted on that month’s report, that separation will be counted on the current month’s report.

B. **OA/CTS STAFF VACANCY AND SEPARATION REPORT**

1. **Purpose**

The Job Corps Monthly Outreach and Admissions (OA)/Career Transition Services (CTS) Staff Vacancy and Separation Report, “ETA 2110S-OA/CTS,” is used by DOL-funded providers of OA and/or CTS services (contractors or CCC agencies) to report staff vacancy and separation data. This data is used by DOL to create management information that is used to monitor trends in staff vacancies and staff turnover that require attention and possible corrective action.

2. **Originators**

DOL-funded providers of OA and/or CTS services complete this report for each of their DOL contracts or funding agreements that are currently in place. If the provider is a CCC agency, separate reports are required for each CCC that is being funded for these services. This report must also be submitted by center contractors whose contracts are expressly funded for the provision of OA and/or CTS services.

3. **Time Frames**

Reports will display information for the entire reported calendar month. The reports are due from OA/CTS contractors by the 20th day of the following month. For example, the report for June is due on July 20th.

4. **Submittal Procedures**

OA/CTS providers submit the 2110S-OA/CTS using DOL’s web-based Job Corps Financial Management System (FMS) that is administered by the Job Corps Data Center (JCDC). The FMS has been designed in a way that minimizes the volume of data that must be entered for the 2110S and which ensures consistency and accuracy in all internal mathematical operations that are present in the 2110S-OA/CTS output report. Contractors may obtain detailed guidance concerning FMS procedures for entering and submitting the 2110S-OA/CTS by referring to the FMS Technical Guide that is available from the FMS website.

5. **FMS Output Reports**
OA/CTS providers and DOL staff are able to generate useful output reports from FMS, including a 12-month roll-up report that tracks a provider’s vacancies and turnover rates for the prior twelve-month period, and which compares the provider’s data alongside national averages.

6. **2110S-OA/CTS Data Descriptions and Definitions**

Detailed instructions and guidance for entering 2110S-OA/CTS data into FMS is available from the FMS Technical Guide. The following discussion provides definitions and descriptions of the information that appears on a submitted 2110S report when it is viewed in its basic printable output form.

**Contract Name and Scope:** This identifies the services being provided (OA and/or CTS) and the geographic coverage of the contract or funding agreement.

**Contractor:** This is the name of the OA/CTS provider organization as registered in the FMS.

**Report for Month-Ending:** This is the last day of the calendar month for which the report has been prepared.

**Columns:**

- **Position Categories:** To determine which positions/job titles are to be reported in which personnel categories, please refer to the appropriate financial management appendix (503 for contract center operators and 509 for CCC agencies) and refer to the sections that describe and define the OA and CTS expense categories. Staff funded in expense categories other than OA or CTS (e.g., staff funded under a center operations budget) are not to be reflected in these reports.

- **FTE Positions Authorized:** This column displays the current number of funded FTE authorized in each category. This will include all direct employees of the provider as well as subcontractor employees (or contractor employees at CCC’s) who perform ongoing functions which might otherwise be performed by direct employees of the provider.

**Notes:**

- The term FTE refers to “full-time equivalent” (e.g., 1 full-time position or 2 half-time positions). Part-time staff will be reported as a portion of an FTE, e.g., 0.5 FTE for a staff member who works half the hours required of a full-time position.
• If an employee works in more than one area, such as part-time in OA and part-time in CTS, the FTE will be allocated to the appropriate category as explained in the sections contained in the financial management appendices concerning "Allocation of Split Duties."

**On-Board (End of Month):** This is the number of FTE staff on board in each category at the end of the current month. This will include all direct provider employees and subcontractor employees (or contractor employees at CCC's) who perform ongoing functions which might otherwise be performed by direct employees of the provider. Overtime will not be considered when calculating on-board FTE. **The maximum FTE for any single staff person will be 1.0.**

**Vacancies (End of Month):** This is the number of vacancies at the end of the month for each category and center total. It is calculated by subtracting “On Board” from “FTE Positions Authorized.”

**Separations This Month:** This is the number of FTE represented by staff persons who were separated from employment under the OA/CTS contract or funding agreement for any reason (transfer to another contract, resignation, retirement, fired for cause, etc.) during the month being reported. Staff members who transfer from one job to another that is funded under the same contract or funding agreement are not counted. If it has been discovered that a staff member was separated in the prior month but not counted on that month’s report, that separation will be counted on the current month’s report.
# APPENDIX 511

## CENTER SUSTAINABILITY MEASURES UPDATE

Center Name: __________________ Reporting Period: __________________ Date: __________________

(December - June, or July - December)

<table>
<thead>
<tr>
<th>Sustainability Measure</th>
<th>Relevant Supporting Documents and Notes*</th>
<th>Estimated % Complete</th>
<th>Documentation Provided</th>
<th>Verification By (Name &amp; Title)</th>
<th>Facility Related Problems of Issues**</th>
<th>Progress During Reporting Period; Compliance Status Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Energy Conservation</td>
<td>Implementation of energy conservation measures, including those identified in energy/water audits, and any new or modified procedures.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water Conservation</td>
<td>Implementation of measures in the Water Conservation Program Plan, and any new or modified procedures. Include identification of ways to reduce or eliminate potable water use for irrigation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Waste Reduction and Diversion</td>
<td>Implementation of measures in the Solid Waste Management Policy, and any new or modified procedures.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greenhouse Gas Emissions Reduction</td>
<td>Steps taken to reduce both direct emissions (energy generation and purchase) and indirect emissions (business travel, commuting travel, student transportation, and from the increased use of renewable energy).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrated Operations and Maintenance</td>
<td>Identification of modifications to operational procedures; printouts of computerized maintenance management systems with occupant feedback capabilities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Purchasing</td>
<td>Environmentally preferred purchasing policy for ongoing consumables and durable goods that will protect the environment and public health, conserve natural resources, and minimize waste.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Outdoor Water Irrigation</td>
<td>Identification of ways to reduce or eliminate potable water use for irrigation. (May be addressed by Water Conservation Program Plan.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stormwater Management</td>
<td>Stormwater runoff mitigation strategy and stormwater pollution plan. (May be addressed by Water Conservation Program Plan or Spill Prevention/Control and Countermeasure plan.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sustainability Measure</td>
<td>Relevant Supporting Documents and Notes*</td>
<td>Estimated % Complete</td>
<td>Documentation Provided</td>
<td>Verification By (Name &amp; Title)</td>
<td>Facility Related Problems of Issues**</td>
<td>Progress During Reporting Period; Compliance Status Notes</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-----------------------------------------</td>
<td>----------------------</td>
<td>------------------------</td>
<td>--------------------------------</td>
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<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Integrated Pest Management</td>
<td>Integrated pest management techniques utilized at center to minimize pesticide use.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Ozone Depleting Compounds</td>
<td>Documentation of the elimination of ozone-depleting compounds and the alternative environmentally preferable products used.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tobacco Smoke Control</td>
<td>Documentation of controls to prevent smoking within 25 feet of building entrances, operable windows, and building ventilation intakes, or documented smoking policy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moisture Control</td>
<td>Moisture control policy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Submit supporting documents and notes to the checklist. If sustainability measures are not feasible due to cost or other considerations, submit documentation explaining why.

** Problems or issues that occurred during the reporting period that significantly impacted the centers ability to demonstrate acceptable conservation and sustainability.
APPENDIX 512A
USDOL/ETA JOB CORPS DEMOLITION PACKAGE
PART 1: HISTORIC AND REAL ESTATE CHECKLIST

(Note: Part 1 and 2 of the Demolition Package must be submitted together in order to begin processing the demolition request.)
HISTORIC AND REAL ESTATE CHECKLIST FOR THE DEMOLITION OF BUILDINGS

The purpose of this checklist is to ensure that Federal or state environmental regulations are not violated when government-owned buildings are demolished. When completed properly, this checklist will expedite your request. This form must be submitted with Part 2 of the Demolition Package, Environmental Checklist, in order for the demolition request to be processed.

The completed checklist must be signed by the Regional Director and Center Director or their representatives and accompany the center’s request for demolition.

Please provide answers to each question in the spaces provided. Questions should be directed to the attention of Craig Powell, Director, Real Estate Services, McKissack & McKissack at (703) 516-2263.

JOB CORPS CENTER: ________________________________________________________________

REQUEST TO DEMOLISH OR DONATE GOVERNMENT-OWNED REAL PROPERTY, AND RELATED PERSONAL PROPERTY, LOCATED ON GOVERNMENT-OWNED LAND. (In accordance with FPMR 101-47.5)

CENTER

Description of Property (include photos, site plans, and any other information required to completely identify the property):

Building Name: ________________________________________________________________

Building Number: ________________________________________________________________

Other Descriptive Information: ____________________________________________________

Findings: (Check the applicable responses and include any appropriate documentation.)

☐ A.1. Property has no commercial value; or

☐ A.2. Estimated cost of continued care and handling would exceed the estimated proceeds from its sale.

AND

☐ B. Donation is not feasible (Note: Donation must be accomplished if it should become feasible at any
time prior to actual demolition.)

I have reviewed the above statements and believe they are accurate, and therefore, recommend that the specified property be removed through demolition/donation.

__________________________________________
Title: ______________________________________

REGION

I have reviewed the above information and find it true and accurate to the best of my knowledge and belief, and therefore, recommend that this request be approved by the National Office of Job Corps.

__________________________________________
Title: ______________________________________

DIVISION OF PROPERTY AND ENGINEERING MANAGEMENT

Findings: (Check the applicable responses and include any appropriate documentation.)

☐ A. Land or related personal property had an original cost (estimate if not known) of more than $50,000; or

☐ B. Building(s) is of permanent type Construction; or

☐ C. Retention would enhance the value of the underlying land.

In the event that any of the above is checked, General Services Administration (GSA) concurrence will be needed before demolition can take place.
**Additional Findings:** (Check the applicable responses and include any appropriate documentation.)

- **A.** Property had an original cost (estimate if not known) of not more than $1,000; or
- **B.** Its value is so low or cost of its care and handling so great, that its retention in order to post public notice is clearly not feasible; or
- **C.** Immediate destruction is required in consideration of health, safety, or security; or
- **D.** A delay might jeopardize the assigned mission of the program.

In the event that any of the above is not true, public notice must be given. Said notice shall be given in the following manner:

1. It must be given in the area in which the property lies, containing a general description of the property, and it must include an offering of the property for sale.
   - Completed (attach documentation)
2. A copy of the notice shall be sent to the Regional Office of GSA.
   - Completed (attach a copy of letter to GSA)

I have reviewed the above information and find it is true and accurate to the best of my knowledge and belief, and therefore, approve the request for demolition/donation of the specified real property.

Title: Chief, National Program Support

This approval is contingent on compliance with Environmental Regulations concerning asbestos and polychlorinated biphenyls, PCBs.

(End of Form)
APPENDIX 512B
USDOL/ETA JOB CORPS DEMOLITION PACKAGE
PART 2:
ENVIRONMENTAL CHECKLIST FOR DEMOLISHING BUILDINGS

NOTE: Part 1 and 2 of the Demolition Package must be submitted together in order to begin processing the demolition request.)
ENVIRONMENTAL CHECKLIST FOR DEMOLISHING BUILDINGS

The purpose of this checklist is to ensure that Federal or state environmental regulations are not violated when government-owned buildings are demolished. It is also a reminder that environmental issues must be addressed before demolition can occur. When completed properly, this checklist will expedite your request. This form must be submitted with Part 1 of the Demolition Package, the Historic and Real Estate Information Checklist, in order for the demolition request to be processed.

The completed checklist must be signed by the Regional Director and Center Director or their representatives, and accompany the center’s request for demolition.

Please provide answers to each question in the spaces provided. Questions should be directed to the attention of Craig Powell, Director, Real Estate Services, McKissack & McKissack at (703) 516-2263.

DESCRIPTION

1. Center Name: ____________________________________________

2. Numbers/Names of buildings to be demolished: ______________
   (Attach list if more space is required.)

GENERAL

1. Has this action been coordinated with the Engineering Support Contractor (ESC) Project Manager?
   ☐ Yes ☐ No

2. Are there any construction or improvement projects planned or programmed at the Center, Region or National levels affecting any of these buildings?
   ☐ Yes ☐ No

   If yes, list the project. Include description, year programmed, and dollar amounts for each project. ________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

__________________________________________________________
ASBESTOS

1. Has all asbestos been removed from buildings proposed for demolition? Was the asbestos disposed of by a state-authorized contractor? Was the disposal facility licensed by the Environmental Protection Agency? (If the answer is “no” to any of these questions, please explain.)

- Yes (attach a copy of the disposal facility receipt documents)
- No

2. Is there any asbestos remaining in any of the buildings to be demolished?

- Yes — Please list the buildings: __________________________________________
- No

3. Assuming there is asbestos remaining, have you checked with your local Environmental Protection Agency, state and local environmental officials to determine the correct procedures for removing and disposing of the asbestos before proceeding with demolition?

- Yes — Please explain: __________________________________________
- No

POLYCHLORINATED BIPHENYL (PCBs)

1. Do any of the buildings contain electrical equipment containing PCBs (e.g., transformers, switch gear, insulators)?

- Yes — Please explain: __________________________________________
- No
2. Is there any PCB equipment in the immediate vicinity of the buildings that would interfere with the demolition project?

☐ Yes — Please explain: ______________________________________
________________________________________
________________________________________

☐ No

UNDERGROUND/ABOVE GROUND STORAGE TANKS

1. Are there any storage tanks containing fuel or chemicals that might interfere or conflict with the demolition project?

☐ Yes — Please explain: ______________________________________
________________________________________
________________________________________

☐ No

OTHER

1. Are there chemicals identified or unidentified in the buildings which must be removed or disposed of prior to demolition?

☐ Yes — Please explain: ______________________________________
________________________________________
________________________________________

☐ No

DO YOU KNOW OF ANY OTHER POTENTIAL ENVIRONMENTAL ISSUES OR PROBLEMS ASSOCIATED WITH THIS PROJECT?

☐ Yes — Please explain: ______________________________________
________________________________________
________________________________________

☐ No
STATEMENT OF VERIFICATION/CERTIFICATION

I CERTIFY THAT I HAVE PERSONAL KNOWLEDGE OF THE PROPOSED DEMOLITION PROJECT AS REFLECTED IN THIS CHECKLIST. THERE ARE NO ADVERSE ENVIRONMENTAL IMPLICATIONS ASSOCIATED WITH THIS DEMOLITION PROJECT TO THE BEST OF MY KNOWLEDGE AND BELIEF.

__________________________________  ____________________________________
Center Director  Regional Director

Date: ______________________________  Date: ______________________________

(End of Form)
POLICY AND REQUIREMENTS HANDBOOK

CHAPTER 6: ADMINISTRATIVE SUPPORT

AUGUST 30, 2019
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6.0 OBJECTIVES

To ensure that students receive the support services and benefits necessary for successful participation in the Job Corps program.

To establish uniform systems to account for and document the participation and achievement of program participants.
6.1 STUDENT ATTENDANCE, LEAVE, AND ABSENCES

PURPOSE

P1. To establish that center operators must know at all times a student’s status and location and ensure they are participating in class and training activities.

P2. To establish that center operators must have a system for tracking attendance.

P3. To establish criteria and systems to grant leave to students during their Job Corps enrollment.

P4. To establish a uniform system to report and respond to unauthorized student absences.

REQUIREMENTS

R1. Student Attendance, Whereabouts, and Status

Centers must:

a. Account for and document the whereabouts and status of every Job Corps student for each day and time during that student’s enrollment.

b. Ensure that student attends class or is participating in approved training activities during training periods. Students may not be counted as present for classes or training unless centers can demonstrate they are in a classroom or training area.

c. Be capable of detecting and responding to instances of unauthorized or unexplained student absences.

R2. Attendance System

Centers must:

a. Have a system for tracking students’ attendance that allows them to effectively carry out their responsibilities as described in R1 of this Section. Each center’s system must include the following elements:

1. Conduct a morning attendance check no later than one hour after a student’s scheduled training day start time to establish present-for-duty status for all students. Documentation must be authenticated by the signature of a staff member on the morning attendance check form.

2. Maintain attendance records in Center Information System (CIS) for all scheduled career development activities, including on- and off-center academic and career technical training (CTT) classes, group activities, and off-center trips.
3. Develop a procedure to document student arrivals to and departures from the campus. Departure records must indicate student destination, and estimated and actual time of return.

4. Conduct, at a minimum, two bed checks each night for residential students.

5. Develop a process for new enrollees, transfer students, nonresidential students, and students returning from off-center status, to sign in and alert appropriate center staff to their presence immediately upon their arrival on center.

b. Report each student’s duty status in the Center Information System (CIS) using the guidelines shown in Exhibit 6-1, Duty/Pay/Leave Status Chart, and the procedures stated in the CIS documentation.

c. Document each duty/pay/leave status change and the reason for such change in CIS.

d. Maintain documentation of duty status for a minimum of three years.

e. Encourage and promote regular attendance.

f. Identify and remediate chronic absences, missed appointments, and tardiness.

g. Monitor and document student attendance at off-center training activities, including work-based learning, other training provider (OTP), advanced career training (ACT), and other center-sponsored events.

R3. Authorized Absences

Centers must:

a. Designate, in writing, staff members who are authorized to approve student leave and passes.

b. Grant breaks and leave to students based on the criteria shown in Exhibit 6-1.

  Note: Leave must not be granted as a means of artificially postponing the student’s separation.

c. Approve leaves or overnight passes for minor students only with the written consent of the minor’s parent or legal guardian. Pass consents must include, at a minimum, information specified on the Job Corps Parental Consent Form.

d. Document all leave requested by students on a CIS leave request form. Each automated leave request form must include justification, as appropriate, for the type of leave requested based on criteria shown in Exhibit 6-1.
e. Authorize overnight passes with the following restrictions:

1. Only for periods that do not conflict with scheduled classes unless an accommodation for a class schedule adjustment is approved for a student with a disability.

2. For minors, only to destinations authorized by written parental consent.

f. Report and maintain electronic copies of leave requests in CIS according to procedures shown in the CIS documentation and retain any supporting hard-copy verification documentation in the student’s personnel file. Verification obtained from phone calls must be documented on the CIS leave request form and must include: name of contact person, title, phone number, date of contact, and name and address of the facility.

R4. Unauthorized Absences

Centers must:

a. Identify and report as Unauthorized Absence (UA) any student who fails to return or report within two hours after the student’s required attendance time, whether on- or off-center (e.g., the start of a training day).

The Unauthorized Absence of minor students should be reported to the center records department, center management, and regional office immediately after it is confirmed.

b. If a student who was identified and reported as an Unauthorized Absence contacts the center with a credible and verifiable explanation, the student’s status may be changed to the appropriate leave category, effective the date of the emergency, if the emergency prevented the student from contacting the center timely. Additionally, if the emergency prevents the student from contacting the center and the student has been separated, the student must be reinstated if the student wants to be reinstated. Receipt of documentation to support the status change is required.

c. If a student who was identified and reported as an Unauthorized Absence returns to or reports to the center or off-center activity more than two hours after the student’s required attendance time, but has no credible or verifiable explanation, the student must be listed as being in an Unauthorized Absence status for that day. The student may, however, participate in regularly scheduled activities for that day. The student’s scheduled required attendance time and actual report time should be documented in CIS Case Notes, and a printout of the CIS Case Notes should be included in the student’s personnel folder.

d. Have implemented a step-by-step Standard Operating Procedure (SOP) to report, locate, and contact the student who is in an Unauthorized Absence or Missing Minor Student status. The procedures must include staff notification to center managers and
the Center Director, a center-wide search for the UA student, and discussions with staff and students on center as to the UA student’s suspected whereabouts. The SOP must also detail both procedures for contacting the students’ parent/guardian if the student is a minor and law enforcement reporting, as detailed in Sections e. and f. below. The center must write a written investigative report after every incident, the investigation and retrieval efforts must be documented in CIS Case Notes, and a printout of the investigative report and CIS Case Notes must be included in the student’s personnel folder.

e. In the event that an adult student (i.e., 18 or older) is considered to be in an Unauthorized Absence status, as described in Section a, the center must initiate an investigation to verify the student’s whereabouts, consistent with the SOP described in Section d. If the investigation fails to identify the UA adult student’s location, the center must contact local law enforcement and adhere to their guidelines for reporting of missing persons. The center must document all appropriate notifications and the result of the internal investigation in CIS Case Notes, and include a copy of the CIS case notes in the student’s personnel folder.

**Important note:** if police find a missing adult student whose actions were voluntary, they might not disclose where the person is to the center unless the person gives permission. Filing a missing person report for an adult does not entitle the center to know where they are, only that they are safe.

f. In the event that a minor student (i.e., under 18) is considered an Unauthorized Absence, and as described in Section a, the center must contact the parent/guardian immediately, to inform them of the absence. If the parent/legal guardian is unaware of the student’s whereabouts, the center must immediately report the missing minor to local law enforcement and record the missing minor’s duty status as Missing Minor Student in CIS. The center must fully cooperate with law enforcement in locating the student, as well as conduct a thorough internal investigation to establish the whereabouts of the student consistent with the SOP described in Section d, as long as it does not interfere with the law enforcement investigation. The center must document the parent/guardian/police notification and the result of the internal investigation in CIS Case Notes, include a copy of the CIS case notes in the student’s personnel folder, and follow the Significant Incident Report (SIR) requirement as described in PRH Chapter 5, Section 5.5. To supplement the SIR, the center must provide a written detail of the center’s retrieval efforts to the respective Regional Office. As soon as the students’ whereabouts are known, the center must change the missing minor student’s duty status from Missing Minor Student to the appropriate duty status and begin regular retrieval efforts, as appropriate.

g. Assist the student in arranging return transportation, at the student’s request and expense.

Notify probation or parole officers, if applicable.
6.2 STUDENT ALLOWANCES AND ALLOTMENTS

PURPOSE

P1. To provide students with an allowance to defray the cost of incidental personal expenses while enrolled.

P2. To establish a uniform system for issuing student personal allowances and transition allowances earned through participation and achievement.

P3. To provide a means for Job Corps students to defray the costs of dependent care during enrollment.

REQUIREMENTS

R1. Allowances

Centers must:

a. Issue personal allowances to students in accordance with the procedures specified in Exhibit 6-2, Student Allowance and Allotment System (SAAS).

b. Ensure the physical security and financial accountability of payroll funds pending disbursement to students.

c. Notify all students upon enrollment that they shall receive allowances as follows:

   1. Paid biweekly, in cash, for all days in paid status in amounts specified in Exhibit 6-2.

   2. For re-enrolled students, paid at base allowance levels as if they were newly enrolled (including students with prior fraudulent enrollments).

   3. For reinstated and re-established students, paid at their previous base allowance levels.

   4. Increases in base allowance levels paid automatically as specified in Exhibit 6-2.

   5. Arrival pay in amounts as specified in Exhibit 6-2.

R2. Transition Allowances

a. Outreach and Admissions (OA) contractors must notify all applicants upon enrollment, and centers must notify all students upon arrival, that they may become eligible, at the time of graduation, to receive a transition allowance as an incentive for attainment of academic credentials and those associated with career technical training, such as
industry-recognized credentials, as designated in Exhibit 6-2.

b. At the time of graduation, students must be notified that they must provide forwarding information to ensure proper delivery of the transition allowances.

c. Students must be notified that failure to cash a received transition allowance check or failure to report non-receipt of a check within 12 months of the date of separation will result in forfeiture of the payment.

d. Students who re-enroll and subsequently graduate from the program are entitled to receive a transition allowance based on those academic and career technical training credentials obtained while enrolled in Job Corps according to the requirements stated in Exhibit 6-2, and are also entitled to the transportation benefits as shown in Exhibit 6-3, Student Transportation.

e. Centers must disburse partial transition allowances to graduated students, at time of departure, as shown in Exhibit 6-2.

R3. Allowances and Taxes

a. Advise students that personal allowances, transition allowances, and other benefits are subject to Federal payroll withholding and Social Security taxes, because students are considered Federal employees for purposes of Federal payroll taxes.

b. Ensure that an income tax withholding form (W-4 form) is completed for each new enrollee as required by the tax code.

c. Ensure that wage and tax statements (W-2 forms) received by the center from the Job Corps Data Center (JCDC) are immediately distributed to all enrolled students or forwarded directly to separated students.

R4. Advances and General Indebtedness

a. Centers may issue personal advances to students to help satisfy pressing financial obligation(s), such as a court fine, bail bond, clothing, or other personal needs. Such advances must not exceed $250 at any given time. A personal advance may be issued only upon determination by the Center Director or designee when practical alternatives are not available to the student; failure to satisfy the financial obligation would unduly interfere with the student’s successful enrollment in Job Corps; and there is a reasonable expectation that the student will be able to repay the advance. The Job Corps Data Center (JCDC) will promptly reimburse a center for its disbursement of allowable personal advances to students.

b. Centers must ensure that the following instances of student indebtedness to Job Corps are promptly and accurately recorded in CIS and also documented and maintained in the student’s personnel records. Items of student indebtedness that must be recorded in
CIS include:

1. Personal advance

2. The cost of government-furnished travel needed by the student to return to the center from an Unauthorized Absence

3. The cost of government-furnished travel based upon misrepresentation by the student

4. Student’s share of dependent’s allotment

c. Students must repay their indebtedness to Job Corps. Repayment of indebtedness recorded in CIS shall be initiated through automatic payroll deductions from personal allowances. In no case shall indebtedness deductions from personal allowances exceed 50 percent of the personal allowance. For students separating from the program prior to full reimbursement of indebtedness, the outstanding balance must be collected automatically from any transition payment monies available at the time of separation.

d. Centers must recover Other Student Indebtedness as specified below and in R3.c. above.

1. Reimbursement for lost or damaged government property, with total indebtedness against a student not to exceed $500. Student reimbursement for property loss or damage must not exceed 50 percent per pay period as a deduction against student’s personal allowance. Center operators must apply such student reimbursements as offsets to be credited to the contract or interagency agreement and used to repair and replace damaged property or for other allowable costs. Any balance remaining due from the student at time of separation may be deducted from any transition payment due to the student. Thereafter, any remaining balance due must be treated as uncollectible.

2. Center-imposed disciplinary fines may be collected from the student after the student receives his or her biweekly living allowance, not to exceed $5 per pay period. Such fines must be paid to the Student Benefit Fund. Disciplinary fines may not be collected from any source other than a student’s biweekly living allowance.

R5. Allotments

Centers must initiate allotments for those students who desire to make a support payment for dependents in accordance with Exhibit 6-2 and the following criteria:

a. An allotment may be initiated by a student who has a child(ren) who draws substantial support from the student. The student must provide proof of dependency.

b. Allotment amounts shall be matched by the government at five times the amount of the
allotment. Students may contribute $5 or $10 initially, and then increase the amount to $15, if they choose, after a minimum of 57 paid days in the Job Corps program.

c. Allotments must be paid according to procedures specified in Exhibit 6-2.

d. Students must be advised that the personal allowance and transition allowance will be reduced by the amount of their designated allotment(s).
6.3 STUDENT RECORDS MANAGEMENT

PURPOSE

P1. To ensure accurate documentation of the services provided, skills acquired, and benefits provided to students.

P2. To establish uniform systems for the maintenance and disposition of student records.

P3. To ensure that a student’s right to privacy is safeguarded.

REQUIREMENTS

R1. Records System

Centers must develop and maintain a uniform records system to accurately document and regularly update the following types of information, services, and accomplishments for each student during enrollment, as specified in the designated chapter:

| Administrative Records (enrollment data, allowances and allotments, leaves and absences, and case notes) | Chapter 6 |
| Career Preparation Period and Career Development Period Records | Chapter 2; Chapter 3 |
| Health History and Services | Chapter 6 |
| Personal and Social Development Records (including Fact-Finding Board documentation) | Chapter 3 |
| Career Transition Services Information | Chapter 4 |

R2. Student Personnel File

Centers must maintain for each student throughout enrollment a personnel file, which must include the following documents:

a. Folder Inventory Form

b. Student Job Corps Data Sheet (ETA 6-52)\(^1\) and required enrollment forms

c. Record of Issue/Spent Clothing Allowance

d. Designation of Beneficiary (SF 1152)

e. Zero Tolerance for Violence and Drugs Certification

f. All hard-copy verification documentation supporting pay and leave status, including parental pass consent for minors (Leave/Documentation and Case Notes). Leave

\(^1\) Form generated through OASIS (Outreach and Admissions Student Input System). For forms requiring signature, a signed copy shall be maintained in the student personnel file.
requests must be maintained electronically in CIS.

g. Informed Consent to Receive Mental Health and Wellness Treatment

h. Equal Opportunity Notice (Exhibit 6-11)

i. A hard copy of the My Pathway to Achieving Career Excellence (MyPACE) Career Plan (initial and all versions), justification statement if student changed career pathways during enrollment and a final Pathway Achievement Record (PAR). MyPACE Career Plan and PARs must also be stored electronically and uploaded in the Center Information System (CIS) e-Folder.

**R3. Separation**

a. At the time of a student’s separation from Job Corps, centers must combine all necessary records pertaining to that student into a single record and store it in a central location on center. Records of separated students must contain documents as specified below:

1. All records indicated in R2 above

2. Final Student Profile (ETA 6-40)

3. Health Record

4. Accommodation Record

5. Copy of official High School Equivalency (HSE) certificate or, if not applicable, passing scores, or high school diploma earned while in Job Corps including final high school transcript(s) (if the student earned their diplomas from a center accredited as a degree-conferring high school). Supporting documentation will also include special education services, as applicable for students with documented disabilities.

6. Notice of separation from CIS

7. Training Achievement Record (TAR)

   (a) For students who complete their program while using a paper TAR, the completed original TAR is required for the students’ permanent file.

   (b) For students assigned to an e-TAR, e-TARs will be stored electronically and will be available through the Center Information System (CIS/CIS3G).

   (c) The full e-TAR will be permanently stored in the data warehouse. In addition, as a contingency measure, centers will keep a hard copy of the e-TAR summary
page in the student permanent record file and credential attainment results (refer to PRH Chapter 3, Section 3.2, R.6.b. and c.).

8. Tests of Adult Basic Education (TABE) – Answer Sheets (when the TABE is not administered online) or the Student Testing System (STS) Tickets

9. Fact-Finding Board documentation (whether result was termination or retention)

10. Unauthorized Absence CIS Case Notes

b. Provide a copy of the student’s Job Corps Consent for Release of Information as part of ETA Form 6-52 to the Career Transition Services Contractor within five working days of separation. Information from confidential files shall not be released to Career Transition Services Contractors.

c. Maintain the permanent student record on center for at least three years, at which time it will be archived to the Federal Records Center, as directed by the Regional Office.

R4. Student Death

In the event of a student’s death, centers must forward the entire record to the Office of Job Corps within 10 days. The record must include the sealed health record, death certificate, case notes and records, and autopsy and chemical analysis report if received.

R5. Confidentiality of Student Records

Centers and Outreach and Admissions/Career Transition Services (OA/CTS) contractors must safeguard and ensure the confidentiality of student personal information contained in records, as well as verbal and written communications, in accordance with federal, state, and local law, and as specified in Appendix 601 (Student Rights to Privacy and Disclosure of Information) and Appendix 607 (Transmission, Storage, and Confidentiality of Medical, Health, and Disability-Related Information).

R6. Access to Student Records

Centers and OA/CTS contractors must provide students and parents/guardians of minors with access to their records on request. Access to medical records can be denied in accordance with the Notice of Medical Information Use, Disclosure, and Access (Exhibit 6-10) and Authorization for Use and Disclosure of Your Health Information (Exhibit 1-3).

R7. Release of Information

Centers and OA/CTS providers must respond to requests from former students or third parties for information concerning their enrollments, upon receipt of a written, signed release of information, and in accordance with provisions of Appendix 601. This shall apply as long as the center has custody of the record.
R8. *Freedom of Information Act Requirements*

Centers and OA/CTS contractors must respond to requests for disclosure of personal information about students in accordance with the Freedom of Information Act as specified in Appendix 601.

R9. *Subpoenas for Student Records*

Centers and OA/CTS contractors must forward all subpoenas to produce a student record, or to testify regarding a student record to the Regional Office.
6.4 STUDENT ENROLLMENTS, TRANSFERS, AND SEPARATIONS

PURPOSE

P1. To establish a uniform system that enables centers to enroll new students and account for the transfer of students from one Job Corps center to another.

P2. To establish criteria for the transfer of students between centers.

P3. To establish a standard system that clearly defines the types of separation codes to be used for recordkeeping and data processing at the end of a student’s enrollment in the program.

REQUIREMENTS

R1. Enrollments

Centers must:

a. Accept for enrollment all assigned new or transfer students who arrive at the designated arrival point or who report to the center. Students who depart for the assigned center in government-furnished transportation and do not reach the center are not considered arrivals.

b. Upon arrival, enroll the student by creating a student record in Center Information System (CIS) in accordance with procedures in the CIS documentation. The enrollment date is the scheduled date of departure, provided that the student followed his or her travel itinerary. If the student intentionally changed the itinerary, the date of enrollment must be the date of arrival on center.

R2. Transfers

Centers must:

a. By mutual agreement with another center and with written approval of the Regional Office, arrange for the transfer of a student, including travel arrangements, if the student meets one or more of the following conditions:

1. Interested in and is qualified for a training program along a viable career pathway, as documented on the student’s My Pathway to Achieving Career Excellence (MyPACE) Career Plan, that is not available at the current center.

2. A permanent change in environment or associations for the student will enhance the chances for graduation.

3. Appeal of a disciplinary discharge is upheld and the Regional Director requests a transfer.
4. Has medical needs that cannot be met at the current center and facilities and services are available at another center.

b. The transferring center remains accountable for the student until the day he or she arrives at the receiving center.

c. If the student is receiving or has received medical services, including mental health, oral health, and TEAP, the transferring center will provide a legible or typed summary note on student’s current status, medication, and treatment compliance at least two weeks prior to student arrival. The student health record must arrive at the time of student arrival.

d. Original centers must provide student files to the receiving center in the case of readmitted students.

e. The receiving center is accountable for the student from the day he or she arrives at the receiving center. Transfers are permanent. Only the National Director, as warranted, may approve a student’s return to the originating center.

**R3. Enrollment Extensions**

A student cannot be enrolled in Job Corps for more than two years, except in the following circumstances:

a. An enrollment extension may be granted for a period not to exceed one additional calendar year in order for a student to complete an advanced career training program.

b. An enrollment extension may be granted for a period not to exceed one year in the case of a student with a disability who would reasonably be expected to meet the standards for a Job Corps graduate if allowed to participate in the Job Corps for not more than one additional year.

c. An enrollment extension may be granted to a student who participates in national service by providing assistance in addressing national, State, and local disasters, as authorized by a USDA Forest Service Civilian Conservation Center (CCC) program per PRH Chapter 6, for the amount of time equal to the period of national service.

d. A center may request Regional Office approval to extend a student’s two-year enrollment limit for up to six months in order for the student to qualify for graduation. If approved, centers must maintain documentation of the approval in the student’s personnel folder.

**R4. Separations**

a. Centers must establish an orderly system to process students separating from the Job
Corps program that includes at a minimum:

1. Updating all student accomplishments in CIS, including attainment of High School Diploma (HSD), High School Equivalency (HSE), and/or career technical training completion.

2. Documentation of the reasons for the student’s separation as approved by the Center Director or designee, with the documentation filed in the student’s personnel folder.

3. Arrangements for transportation for the student to the appropriate destination.

4. Notification of the parents/guardians of minor students regarding the student’s separation status, date, and scheduled time of arrival home. Such notification must be documented.

5. A system to provide separating students with originals of any earned credentials, documentation of accomplishments, and contact information for their Career Transition Services Specialists, and support staff at the student’s destination.

6. Assignment of the student to the appropriate career transition services provider in the locale to which the student will return.

7. Written notification to the student of name, location, and phone number of career transition services providers.

8. Notification and transmission of student separation data to the Job Corps Data Center within two working days of the student’s separation, in accordance with procedures in the CIS documentation.

9. Verification and update of student address and alternate contacts.

b. Each student’s separation status and eligibility for career transition services will be determined automatically by CIS based upon data entered regarding the student’s accomplishments while enrolled, and in accordance with criteria shown in PRH Chapter 4, Section 4.2, Eligibility for Services.

c. Centers must enter separation codes for students in accordance with the following definitions and separation codes listed in the CIS documentation:

1. Ordinary Separation – Student has separated as scheduled and none of the following codes apply.

2. Maximum Benefits Separation – Formal determination has been reached through the student performance evaluation process and approved by the Regional Director that the student has achieved as much benefit from the Job Corps program as his or her abilities will allow (see Appendix 608, Maximum Benefits Separation).
3. Resignation Separation – Student freely decides to quit Job Corps. Resignations must be accepted at any time a student requests unless he or she is pursuing it as a means of avoiding a disciplinary discharge. Students in Unauthorized Absence status may resign in person by returning to center, or by telephone. Within two (2) days of a student’s resignation by telephone, center staff must confirm the resignation in writing, by mail or email.

4. Disciplinary Separation – Student has committed a behavioral infraction or has an accumulation of behavioral infractions of such gravity that it disqualifies him or her from further enrollment in Job Corps.

5. Medical Separation – Student is no longer able to participate in Job Corps due to medical (including pregnancy-related conditions), dental, substance use, or mental health reasons; documentation of the student’s medical condition must be provided. If at the time of medical separation, the student is determined to be eligible for reinstatement once the medical condition is resolved, the student is then separated as a Medical Separation With Reinstatement rights (MSWR), and may be reinstated within 180 days (see PRH Chapter 6, Section 6.12, R11(c) and (g)).

6. Withdrawal of Parental Consent Separation – The legally responsible parent/guardian withdraws permission/consent for enrollment of a minor student. The center must verify and document that the requesting parent has legal responsibility for the student.

7. Death Separation – Student dies while enrolled in Job Corps.

8. Fraudulent Enrollment Separation – A determination has been reached, with the approval of the Regional Director or designee, that the student was ineligible for enrollment or that he or she became enrolled as the result of a significant screening error.

9. Unauthorized Absence (UA) Separation – A student will be separated from the program if the student accrues in excess of 6 consecutive unauthorized absence training days or in excess of 12 non-consecutive unauthorized absence training days in the prior 6 months. The effective date of separation is 2 hours after the student’s scheduled training day start-time on either the 7th consecutive training day absence or the 13th training day absence in 6 months, as applicable. It is further noted that if a student who is in Unauthorized Absence status for 6 consecutive training days or 12 non-consecutive training days in a 6-month period reports on the 7th or 13th day (as applicable) within 2 hours of their scheduled training day start-time, the student will not be separated as an Unauthorized Absence Separation.

10. Administrative Separation With Reinstatement (ASWR) – For temporary or anticipated long-term center closure when designated by the Regional or National Office of Job Corps, and for students who are called to active military duty and
must temporarily suspend their participation in Job Corps.

11. Withdraw HIPAA Consent – If the student or parent/legal guardian of a minor student revokes the HIPAA consent.

12. Missing Minor Student Separation – A missing minor student can only be separated with the Regional Director’s concurrence and only after it is evident that the student, through no fault of their own, will not be returning.

R5. Re-enrollments

Centers must effect reinstatements or re-establishments of students according to the following:

a. Reinstatement shall be used to expedite the return to active participation of a student who was separated for medical reasons with reinstatement rights (MSWR) or administrative separation with reinstatement rights (ASWR). Reinstatement is a resumption of the previous enrollment, not a new enrollment. Reinstatement is effective the date the student physically reports back to the center. To qualify for reinstatement under MSWR, the student must:

1. Return within 180 days from separation date.
2. Provide documentation showing resolution of the medical condition (including medical, mental health, oral health, alcohol, or drug abuse conditions) and ability to participate in the program.

To qualify for reinstatement under ASWR, the student must:

1. Return within 12 months from separation date.
2. Provide appropriate military documentation, if the separation reason was a call to active military duty.

b. Re-establishment shall be used, with approval from the Regional Office, to return to active participation a student who:

1. Received disciplinary discharges that were overturned by the Regional Office.
2. Was separated due to arrest for a felony or misdemeanor charge and was later exonerated.
3. Was separated because of clerical error.

Re-establishment is a resumption of the previous enrollment, not a new enrollment. Re-establishment is effective the date the student physically reports back to the
center and must be documented in the student’s personnel file. For re-established students who were separated because of clerical errors, the student will be retroactively placed on paid leave under the Not Present for Duty – Separation in Error leave type as indicated in Exhibit 6-1. For re-established students who were separated because of disciplinary charges or due to an arrest, the student will be retroactively placed in a Not Present for Duty – Disciplinary Overturn leave type, in either paid or unpaid status, as determined by the Regional Office.
6.5 STUDENT CLOTHING

PURPOSE

P1. To ensure that students are adequately clothed to participate in the Job Corps program.

P2. To assist students in building a wardrobe that will be suitable for their chosen career fields.

REQUIREMENTS

R1. **Student Clothing**

Centers must:

a. Issue, at no cost to the student, uniforms, specialized and safety equipment, and clothing necessary for a student to participate in career technical training. Such clothing and equipment must meet safety and health requirements and industry standards so that the student is able to function comfortably and effectively in all weather conditions.

b. Issue, but retain as government property, such clothing and safety equipment that is determined to be serviceable and that can be sanitized.

c. Issue, for retention by the student, safety shoes and other items that cannot be sanitized.

R2. **Cash Clothing Allowance**

Centers must establish a system to provide clothing allowances for students in the amounts indicated and according to the time schedule shown below:

<table>
<thead>
<tr>
<th>Allowance</th>
<th>Amount</th>
<th>Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>First clothing allowance:</td>
<td>$100 (requires minimum 30 days length of stay)</td>
<td></td>
</tr>
<tr>
<td>Second clothing allowance:</td>
<td>$125 (for projected graduates only; may issue within 90 days of projected graduation)</td>
<td></td>
</tr>
<tr>
<td>AT/ACT clothing allowance:</td>
<td>$100 (available at time of transfer)</td>
<td></td>
</tr>
</tbody>
</table>

R3. **Emergency Clothing**

a. Centers must provide for emergency clothing needs and deduct the amount provided from the student’s clothing allowance.

b. In the event of a disaster declaration made by the President under the Stafford Act, at the discretion and approval of the Regional Director, students may be provided with clothing and other personal items up to $500 in value.

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 anytime.

b. Academic Classroom Dress Standards:

1. To allow students the opportunity to use the clothing in real work situations, the academic uniform should be without a center logo, a Job Corps logo, or any type of printing.

2. Shoes are to be neat, clean, laced and tied, and free of graffiti or markings.

c. Career Technical 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, tied, 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, pant suits, or skirts (knee length). Shoes are to be clean, polished and tied, and free of graffiti or markings.
d. Off-Center Activities Dress Standards:

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. Documentation

Centers must maintain records and receipts in each student’s personnel file for each clothing purchase. Such records must include a signed receipt for all clothing allowances issued to the student.

R6. Inventory

Centers must:

a. Conduct and record an inventory of clothing and other personal effects when a student enters the residential program, and update the inventory after each clothing issue or purchase.

b. Inventory and secure a student’s clothing and personal effects when the student is absent from the center without permission for more than 24 hours.

R7. Welcome Kit

Upon arrival, centers must provide each residential student with the following personal items at no cost to the student:

a. Towels and wash cloths

b. Laundry bag

c. Toiletries
6.6 **STUDENT TRANSPORTATION**

**PURPOSE**

P1. To establish a system to provide students with economical and expedient transportation while enrolled in the program.

P2. To ensure staff responsible for the oversight and management of the student transportation systems monitor student travel statements for accuracy, and report misuse of student travel cards.

**REQUIREMENTS**

*R1. Government-Furnished Transportation*

Centers must provide Job Corps students with government-furnished transportation between their home and Job Corps centers in accordance with procedures issued by the Regional Office under the conditions and circumstances shown in Exhibit 6-3 (Student Transportation).

*R2. Travel Costs*

Centers must develop a system to provide economical transportation to enrolled students that includes:

a. Using Federal credit cards or other means as prescribed by the Regional Office to ensure students arrive at their scheduled destinations using the safest, most economical mode of travel.

b. Providing students with meal money in the amount of $5 for each six hours of expected travel status. Reimbursement will be requested in accordance with procedures issued by the Regional Office.

*R3. Monitoring and Reporting*

a. The Regional Offices receive invoices from the travel creditor on a monthly basis. Statements should be reviewed immediately by designated Regional Office staff for accuracy and proper use of the card. The Regional Office will forward a copy of each center’s account statement to the center for review. Any discrepancies with their travel records must be reconciled by the center, and reported to the Regional Office within 25 calendar days of receipt of the statement by the Regional Office. The Regional Office will authorize payment and file dispute forms when necessary, within 30 days of receipt. All documentation must be maintained by the Regional Office.

b. Regional Offices must review the 2110 Report for Center Contracts, Page 3 – Net Center Actual Expense – All Categories, Line 6 – Student Transportation/Meal
Allowances to ensure costs are allowable and auditable. Note: Student transportation/meal allowance includes luggage fees.

**R4. Unused-Ticket Recovery**

Centers must develop a system to promptly identify and report any unused, lost, or stolen travel tickets in accordance with Regional Office direction. Such tickets must be returned to the issuing agency for credit to the government travel account. When tickets are not returned or used, the center must document the amount of the ticket deducted from the student’s allowance.

**R5. Local Transportation**

Centers must:

a. Provide transportation to and from the center daily for nonresidential students.

b. Provide transportation to and from the center’s designated arrival point for students using government-paid transportation.

c. Provide transportation for students to and from off-center training, work-based learning, and off-center activities.

d. Provide transportation for students to and from off-center medical/dental appointments. In lieu of the center providing transportation, the center may approve a student’s request to be transported by a friend, partner, or family member.

**R6. Staff Travel**

Centers must ensure that staff travel expenses for escorts and other purposes are paid from center operating funds.

**R7. Transportation for Dependent Children**

Centers must provide government-paid transportation to and from home to children who participate in Job Corps Residential Parent/Child programs. Such transportation must be authorized to the same extent as it is allowed for their parents.

**R8. Student Vehicles**

Centers must not permit residential students to keep personal vehicles at Job Corps centers.

**R9. Resource**

Department of Labor Manual Series – DLMS 7 – Travel Management: The Department of Labor Manual Series (DLMS) contains Department-wide travel policies and procedures.
6.7 FOOD SERVICE

PURPOSE

P1. To ensure that students receive well-balanced, nutritious meals, which enable them to remain healthy throughout their participation in the program.

REQUIREMENTS

R1. Food and Nutrition

Centers must provide food services to students, to include:

a. Meal service

   1. Provide three meals per day, except on holidays and weekends, when two meals are acceptable. In lieu of the third meal, healthy snacks must be available to students on weekends and holidays.

   2. No more than 14 hours shall elapse between meal services.

   3. Meals must be planned using a minimum of a 28-day cycle cafeteria menu.

   4. Meal service must be consistent with schedules for work-based learning, off-center activities, late arrivals, etc.

b. Food options

   1. Students must receive a minimum of two choices of meat or non-meat protein sources at both lunch and supper.

   2. Students must receive a minimum of the following daily:
      (a) Five choices of fresh or frozen vegetables and/or fruits
      (b) Four servings of grain products
      (c) Low-fat and/or fat-free milk and dairy alternatives and water must be available at all meals

   3. Centers must offer meals and food items that meet the dietary needs and desires of a diverse population, including ethnic, vegetarian, and low-fat alternatives.

c. Nutrition

   1. Meals must reflect the definition of a “Healthy Diet” as described in The Dietary Guidelines for Americans. Meals must:
      (a) Emphasize fruits, vegetables, whole grains, fat-free or low-fat milk and milk products, and dairy alternatives.
(b) Include lean meats, poultry, fish, beans, eggs, and nuts.
(c) Be low in saturated fats, trans fats, cholesterol, salt (sodium), and added sugars.


3. Foods of Minimal Nutritional Value (FMNV) as defined in Appendix B of 7 CFR Part 210 may be available to students in the cafeteria on a limited basis. Students may be given the option to purchase FMNV through vending machines or the student store.

**R2. Dining Environment**

Centers must:

a. Operate a dining room and serving and meal preparation areas that are clean, attractive, and comply with state/local (whichever is stricter) food handling and sanitation standards for the food service industry.

b. Post the most recent environmental health inspection report at the serving line entrance.

**R3. Food Service Staff Health**

Centers must ensure that kitchen and dining hall staff comply with state or local food handling requirements, per PRH Chapter 5, Section 5.13, R4.

**R4. Food Service Management and Control**

Centers must develop procedures for ordering, purchasing, receiving, storing, inventorying, and issuing food products that ensure:

a. Prevention of fraud and abuse

b. Protection of food and food preparation equipment and areas from contaminants, insects, and rodents

c. Safe and sanitary handling and storage of food

**R5. Student Input**

Centers must develop procedures to obtain student input into the planning and evaluation of the content and quality of the meals and service provided.

**R6. Staff/Visitor Meals**

Centers must provide staff and visitors access to meal service during regularly scheduled
serving periods. All non-students must be charged (unless prior Regional Office approval is granted) a price, which covers cost of food and its preparation.
6.8 STUDENT CIVIL RIGHTS, INCLUDING RELIGIOUS RIGHTS, AND LEGAL SERVICES

PURPOSE

P1. To ensure the protection of students’ civil rights, including religious rights, and promote an environment free from discrimination and harassment.

P2. To provide students with access to legal assistance.

P3. To provide students with the opportunity to exercise their religious rights.

REQUIREMENTS

R1. Student Rights

a. Centers and Outreach and Admissions/Career Transition Services (OA/CTS) contractors must inform all applicants and students of their rights and protections regarding civil rights, including disability accommodations (see R2 below), sexual harassment (see R3 below), religious rights (see R4 below), and nondiscrimination (see Appendix 602). At a minimum, centers and contractors must provide applicants and students with the Equal Opportunity Notice set forth in 29 CFR 38.30 (see Exhibit 6-11). The Notice must be included in each student’s file, and provided in alternate formats upon request to applicants and students with visual impairments. Where an alternate-format notice has been provided, a record that such a notice has been given must also be made a part of the student’s file.

b. Staff Training

Job Corps centers must ensure that all Job Corps center staff are fully apprised of, and annually trained in, requirements regarding civil rights, including religious rights (see Exhibit 5-4).

R2. Disability Accommodations

a. Accommodations for Applicants and Students With Disabilities

All applicants and students with disabilities must be provided the opportunity to request and receive reasonable accommodation in accordance with Section 188 of the Workforce Innovation and Opportunity Act of 2014, Section 504 of the Rehabilitation Act of 1973, and their implementing regulations. Guidelines for providing reasonable accommodation are outlined in Appendix 605, Definitions and Documentation Requirements Related to Reasonable Accommodations for Applicants and Students with Disabilities, and on the Job Corps Disability Web site.

b. Definition of Disability
For accommodation purposes, a disability is defined as a physical or mental impairment that substantially limits one or more of a person’s major life activities. Appendix 605 contains information explaining this definition, and related requirements, in detail. Whether a particular person has an impairment that satisfies this definition, and whether a specific accommodation is appropriate for a particular person, must be determined on a case-by-case basis by someone with appropriate expertise in the field.

R3. Bullying and Sexual Harassment Training

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

R4. Religious Activities/Treatment of Religious Organizations

Job Corps places a high value on the right of students in Job Corps to exercise their religious freedom. As detailed in R4.a–h below, Job Corps centers are required to allow students to engage in religious activities on center.

In implementing this requirement, Job Corps centers must not discriminate among students on the basis of religion, religious belief, or lack thereof. Therefore, Job Corps centers must remain neutral in their treatment of various religions; must not require or, based on religion, prohibit participation by any student in religious activities; and must neither encourage students in, nor discourage students from, belief in religion generally, or in any particular religion.

a. Respect for Religious Rights

Job Corps centers must ensure that each student has the right to worship, or not worship, as he or she chooses.

b. Religious Activities Permitted on Center

1. Job Corps centers must permit students to express their views related to religion and to exercise their right to religious freedom. Job Corps centers must permit residents to engage in voluntary religious activities, including holding religious services, on center. Reasonable time, place, and manner restrictions may be imposed, however.

2. Job Corps centers must inform students about their rights to engage in religious activities on center. To the extent applicable, centers must also develop, and inform students about, procedures for scheduling (and monitoring, where appropriate) religious activities to ensure equitable allocation of space and other center

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2 Applicants and students who have a record of a disability, or who are regarded as having a disability, are protected from discrimination by federal disability nondiscrimination laws. However, the laws do not entitle these people to the positive actions, such as reasonable accommodations, that must be provided to applicants and students with current disabilities.
resources. In preparing the calendar of recreational events and activities required by PRH Chapter 3, Section 3.19 (Recreational and Leisure Time Activities), R1.a, centers must include those on-center religious services that are open to all students and/or supervised by Job Corps staff.

c. Religious Accommodations

1. Centers must develop, and inform students how to access procedures for requesting religious accommodations (for example, special diet or exemption from center activities or rules for religious reasons).

2. If a center denies a request for a religious accommodation, the center must:
   (a) Explain to the student the reason for the denial, and any appeal rights and procedures.
   (b) Create and keep a record describing the request, indicating that the request was denied and explaining the reason for the denial.

d. Transportation to Local Religious Facilities

Job Corps centers may provide students with transportation to and from local religious facilities. The decision whether to provide transportation to a particular facility must not be based on religion. However, Job Corps centers may impose reasonable time, place, and manner restrictions. For example, a Job Corps center may decide that it will provide transportation only to facilities that are located within a particular distance from the center. If Job Corps centers choose to provide transportation to religious facilities, these centers must develop, and inform students about, procedures for requesting such transportation. Note: Providing such transportation does not relieve Job Corps centers of the obligation in R4.b above to permit students to engage in voluntary religious activities on center.

e. No Discrimination on the Basis of Religion

In providing Job Corps services, Job Corps centers must not discriminate against or favor a current or prospective student on the basis of religion or religious belief or lack thereof. This requirement does not preclude Job Corps centers from accommodating religion or religious belief (e.g., permitting exemptions from certain Job Corps center rules for students based on religious reasons) nor does it require Job Corps centers to give similar treatment or exemptions to students who desire “accommodations” for reasons unrelated to religion or disability (see R2 above for information about accommodating students with disabilities). Job Corps centers are permitted to supervise on-center religious activities as appropriate to maintain good order and discipline, so long as Job Corps centers do not rely upon the religious (or nonreligious) nature of an activity, or student gathering, in choosing which activities or gatherings to supervise.

f. Prohibited Activities
The following activities are always prohibited on center, regardless of any religious motivation.

1. Acts of violence
2. Animal sacrifice
3. Performance of curses, hexes, or other rituals or actions intended to harm others
4. Public nudity
5. Acts of self-mutilation or infliction of bodily harm
6. Use or display of weapons
7. Exclusion by race, ethnicity, color, or national origin
8. Sexual acts
9. Use, possession, or sale of controlled substances as defined under the Controlled Substances Act; being under the influence of, using, or possessing any narcotic drugs, hallucinogens, marijuana, barbiturates, or amphetamines; operating a motor vehicle while under the influence of alcoholic beverages; and being under the influence of or using alcoholic beverages
10. Possession of unauthorized goods, as defined in the Job Corps regulations at 20 CFR 670.120, which include:
   (a) Firearms and ammunition
   (b) Explosives and incendiaries
   (c) Knives with blades longer than 2 inches
   (d) Homemade weapons
   (e) All other weapons and instruments used primarily to inflict personal injury
   (f) Stolen property
   (g) Drugs, including alcohol, marijuana, depressants, stimulants, hallucinogens, tranquilizers, and drug paraphernalia except for drugs and/or paraphernalia that are prescribed for medical reasons
   (h) Any other goods prohibited by a center operator in a Student Handbook
11. Coercion or harassment of anyone based on religion or lack thereof

g. When Federal Support May Be Used to Support Inherently Religious Activity

Except as described in this PRH, Job Corps centers must not use direct federal support for inherently religious activities such as worship, religious instruction, or proselytization.
At Job Corps facilities where there is such a degree of government control over the program environment that religious exercise would be significantly burdened absent affirmative steps by Job Corps operators (such as at isolated Job Corps facilities), program officials may take affirmative steps to ensure that program beneficiaries are able to exercise their religious freedom, including the use of direct federal support to provide access to religious services and activities where necessary to ensure the opportunity for exercise of religious rights. Indirect federal support – e.g., support received due to the exercise of genuine and independent choice by a Job Corps student – is not subject to these restrictions on providing Department of Labor (DOL) support to inherently religious activities.

Note: Center supervision of students engaged in religious activities and gatherings, to the extent such supervision occurs in a manner consistent with center supervision of students engaged in nonreligious activities and gatherings, does not constitute federal “support” for religious activities.

h. Religious Organizations Must Be Treated on a Basis Equal to That of Other Organizations

Religious organizations are eligible on the same basis as any other organization to participate in Job Corps programs or activities. Job Corps centers must not discriminate against or favor an organization on the basis of the organization’s religious character or affiliation or lack thereof. Religious organizations that participate in Job Corps programs must be permitted to maintain their religious identity. Religious organizations are permitted to use their facilities to provide services to Job Corps without removing or altering religious art, icons, scriptures, or other religious symbols from those facilities.

R5. Applicant/Student Complaints

Job Corps centers must develop and implement systems to respond to complaints of discriminatory treatment of students or applicants, or violation of civil or religious rights, which include the following features:

a. A designated, trained Equal Opportunity Officer who will:

1. Assist students and applicants in filing complaints with the center or with the DOL Civil Rights Center (CRC).

2. Attempt to informally resolve complaints filed with the Job Corps center.

3. Document all complaints filed with the Job Corps center (including keeping a complaint log) and all actions taken in connection with complaints.

4. Provide center-wide training and publicity.
5. Ensure that student complainants are not subjected to retaliation or other adverse treatment.

6. Provide written notice of students’ right to file complaints, and written guidance to assist students in filing complaints.

7. Advise students of appeal rights and procedures.

8. Serve as the center’s liaison with CRC.

9. Monitor and investigate the Job Corps center’s activities to make sure the center is complying with its nondiscrimination and equal opportunity obligations.

10. Report directly to the appropriate official about equal opportunity matters.

11. Undergo training to maintain competency.

b. Complaint resolution procedures as specified in Appendix 602 (Civil Rights and Nondiscrimination).

**R6. Access to Legal Services**

Job Corps centers must provide students with information about the availability of legal assistance within the community at no cost to Job Corps, for those charged with a felony or misdemeanor.

**R7. Student Legal Obligations**

Job Corps centers must assist students in resolving minor legal obligations and civil fines or court-ordered restitution.

**R8. Student Tort Claims**

Job Corps centers must:


b. Assist students in submitting claims to the Regional Office for damage, loss, or destruction of personal property, when the property is under the control and custody of the center, in accordance with the Federal Tort Claims Act, 28 CFR Part 15, in accordance with procedures described in Appendix 602.
6.9 STUDENT SUPPORT SERVICES

PURPOSE

P1. To provide students with the opportunity to exercise their voting rights.

P2. To ensure that students receive basic support services necessary for a comfortable enrollment.

REQUIREMENTS

R1. Voting Rights

Centers must develop and implement procedures to assist students to vote locally or by absentee ballot. Any assistance with voter registration must be conducted with nonpartisan entities free from party affiliation, bias, or designation, e.g., the League of Women Voters, MTV’s Rock the Vote, etc.

R2. Use of Students for Assistance during Emergencies

a. Job Corps USDA Forest Service Civilian Conservation Centers (CCC) may, as necessary, provide emergency assistance, if requested by public officials, in response to national, state, and local disasters.

1. Such service shall be provided consistent with child labor laws.

2. Participating student must be properly trained, equipped, supervised, and dispatched consistent with the standards for the conservation and rehabilitation of wildlife established under the Fish and Wildlife Coordination Act (16 U.S.C. 661 et seq).

b. The National Director may authorize a Job Corps center other than a Civilian Conservation Center to provide emergency assistance if requested by public officials, in response to disasters in their community.

c. All students deployed during these situations must be volunteers and be at least 18 years old or have parental consent to participate.

1. Except during community-wide relief activities, no student shall participate in emergency relief on private property or where the actions would result in private profit.

2. No student shall participate in emergency relief connected with labor shortages, strikes, riots, or civil disturbances.
R3. Civilian Conservation Center Forest Fire Suppression Activities

Civilian Conservation Centers shall allow students to participate in forest fire suppression and camp crews when the student:

a. Has completed the National Incident Management System IS-700 training camp crew or obtained the Firefighter Type 2 (FFT2) certification crew

b. Is at least 18 years old and in good physical and mental condition; however, minors may participate on camp crews with non-suppression duties in accordance with agency policies

c. Is paid by the benefiting organization at the same rate and provided with the same rotational schedule as other firefighters

d. Works in mopping-up no more than five days after the fire is controlled

e. Works no longer than a total of three consecutive weeks, without Regional Office approval

f. Is counted as present for duty

R4. Laundry Services

Centers must provide adequate laundry facilities and supplies to residential students at no cost to the student, and training to students in the proper use of laundry equipment.

R5. Mail Services

Centers must establish a secure, confidential, and prompt system for the receipt and distribution of mail and packages through the U.S. Postal Service and commercial delivery services.

R6. Telephone Services

Centers must arrange for a sufficient number of pay telephones for student use. The establishment of toll-free numbers is not contract reimbursable and cannot be paid for with Job Corps funding.

R7. Linen and Bedding

Centers must provide adequate linen and bedding for all residential students.
6.10 STUDENT HEALTH SERVICES

PURPOSE

P1. To assist students in attaining and maintaining optimal health by providing basic on-center health services to include promotion, prevention, assessment, intervention, treatment, and follow-up.

P2. To educate students on how to maintain a healthy lifestyle, which will contribute to their ability to retain employment.

REQUIREMENTS

R1. Health and Wellness Program (See Exhibit 6-4, Job Corps Basic Health-Care Responsibilities)

Centers must provide basic medical services to students. The Health and Wellness Program must include the following components:

a. A cursory health evaluation, laboratory testing, and a medical history within 48 hours of arrival on center. The medical history must be documented on the Job Corps Health History Form. The cursory health evaluation and medical history must be conducted by a qualified health professional designated by the Center Physician.

b. A complete entrance physical examination and a review of the medical history within 14 days. The cursory evaluation, with the exception of the required entrance laboratory testing, may be omitted if the physical examination is conducted within 72 hours of a student’s arrival on center. The physical examination must be provided by a qualified health professional and documented on the Job Corps Physical Examination Form.

1. When indicated, the center must furnish one pair of glasses that meet American National Standards Institute (ANSI) standards.

2. Contact lenses must be provided if clinically indicated. Students who lose or damage glasses provided by Job Corps must replace them at their own expense.

3. Students identified as having chronic health problems during the cursory or entrance physical must be monitored as directed by the Center Physician or other appropriate center health-care provider.

c. Laboratory tests within the time frames shown below:

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3 For a description of basic services, refer to Exhibit 6-4 (Job Corps Basic Health Care Responsibilities).
4 Reinstated and transfer students are exempt from the cursory health evaluation/physical examinations.
5 Near and distant vision screening, color vision screening, and hearing screening shall be part of the entrance physical examination.
6 As determined by the center physician who authorizes the activity by a written personal authorization.
Entrance Laboratory Testing Requirements | Required Time Frame
--- | ---
HIV Antibody Test | Within 48 hours after arrival (see waiver condition, Section 6.12, R7)
Syphilis Serology | Optional
Hemoglobin or Hematocrit | Within 48 hours after arrival
Sickle Cell Screening (must be offered to all at-risk students) | Within 48 hours after arrival
Urinalysis (dipstick) for Glucose/Protein | Within 48 hours after arrival
Drug Screen (urine) | Within 48 hours after arrival

(Males Only)

Urinalysis (dipstick) for Leukocyte Esterase (gonorrhea screen) | Within 48 hours after arrival
Chlamydia Testing (urine) | Within 48 hours after arrival
Gonorrhea Testing if Leukocyte Esterase Screen is Positive (urine) | Within 48 hours after arrival

(Females Only)

Pregnancy Test (urine) | Within 48 hours after arrival

Pap Smear | Females age ≥ 21 years (unless documented pap smear results within 24 months before arrival on center)
| Within 14 days after arrival
| Students younger than 21 years only require pelvic/speculum exam for clinical indications such as pelvic pain, vaginitis, menstrual disorders, pregnancy, etc.

Chlamydia Testing (endocervical or urine) | All females; perform on urine if age < 21 years
Within 48 hours after arrival (or at time of pelvic exam if age ≥ 21 years)

Gonorrhea Testing (endocervical or urine) | All females; perform on urine if age < 21 years
Within 48 hours after arrival (or at time of pelvic exam if age ≥ 21 years)

d. Immunizations

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

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

2. Hepatitis B vaccine series

7 Center physician may choose to continue screening for syphilis on entry if there is a significant prevalence in the center population.
At a minimum, Hepatitis B vaccine must be provided to health personnel and health occupations training students. Vaccination consent/declination must be documented in the staff member’s personnel file or student health record. Vaccination of health occupations training students must begin six weeks prior to on-site clinical work experience.

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

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

e. A tuberculosis skin test (Mantoux) is required of all new students who do not have documented proof of a previous negative Mantoux test taken within the last 12 months. Annual tuberculin testing should be done for students in health occupations and for students at increased risk of infection. In addition, students in health occupations must receive a Mantoux test prior to clinical work experience in accordance with state or local health department requirements.

Results of tuberculin skin testing should be interpreted without regard to a prior history of BCG vaccination.

Refer to Treatment Guidelines in the Health-Care Guidelines TAG, for management of students with a positive Mantoux test.

f. A daily walk-in clinic outside of the training hours for students to receive routine health care.

g. An inpatient unit (during office hours) for minor conditions, such as respiratory infections or flu symptoms.

h. An appointment system for follow-up during the training day for treatment of chronic, urgent, and other conditions within the capabilities of center health professionals. Treatment guidelines for health must be used to manage common acute and chronic conditions.

i. Access to prescription medications.

j. An off-center specialist referral system.

k. A 24-hour emergency-care system, to include on-center CPR and first aid and written referral plan or agreement for off-center medical, oral health, mental health, substance
use, and inpatient care.

1. Explain and have the student sign, on the first visit to health services, the notice describing how medical information about students may be used and disclosed, and how students can get access to this information (see Exhibit 6-10, Notice of Medical Information Use Disclosure, and Access).

R2. **Oral Health and Wellness Program (See Exhibit 6-4, Job Corps Basic Health Care Responsibilities)**

Centers must provide basic dental services, as described below:

a. The general emphasis of the Oral Health and Wellness Program must be on early detection, diagnosis of oral health problems, basic oral-health care, dental hygiene, and prevention/education (e.g., oral hygiene instructions, caries risk assessments, the relationship between oral health and employability, oral health and wellness plans).

b. A dental readiness inspection must be completed within 14 days after arrival by the center dentist or designee as determined by the center dentist who authorizes the activity by a written personal authorization. The dental readiness inspection must be documented in the appropriate section on the Job Corps Physical Examination Form.

c. An elective oral examination, including bitewing X-rays, priority classification, and treatment plan, must be completed and recorded on the Job Corps approved oral examination form by the center dentist upon student request as a follow up to the dental readiness inspection. The X-ray images should be securely stored as part of the student’s health record.

d. Dental procedures to treat oral disease and correct oral health conditions that may represent employability barriers, to include: restorations, extraction of pathological teeth, root canal therapy on anterior/other strategic teeth, replacement of missing upper anterior teeth with a removable prosthesis, and dental hygiene treatment for periodontal disease.

e. Written referral plan or agreement with community facilities for emergent or urgent conditions treatable beyond the expertise of a general dentist.

f. Job Corps shall not pay for student orthodontics. Applicants with orthodontic appliances must furnish:

1. Proof of orthodontic care visits during previous three months consistent with orthodontic treatment plan.

2. Proof that a treatment plan is in place for continued care.

3. A signed agreement that the cost of continued treatment and transportation related
to treatment will be borne by the student, parent, or legal guardian.

4. A signed agreement by the applicant (parent/guardian of a minor) that he or she will remain compliant with orthodontic care and schedule all orthodontic appointments such that he or she will not exceed authorized leave limits for elective dental treatment.

R3. Mental-Health and Wellness Program (See Exhibit 6-4, Job Corps Basic Health-Care Responsibilities)

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

a. The general emphasis of the Mental-Health and Wellness Program must be on the early identification and diagnosis of mental-health problems, basic mental-health care, and mental-health promotion, prevention, and education designed to help students overcome barriers to employability. The program uses an employee assistance program approach that includes short-term counseling with an employability focus, referral to center support groups, and crisis intervention.

b. Assessment and possible diagnosis, to include:

1. Assessments and recommendations for Job Corps applicants;

2. Review of Social Intake Form (SIF) or intake assessment performed by counseling staff of students who indicate mental-health history, current mental-health problems, or who request to see the Center Mental-Health Consultant within one week of arrival;

3. Mental-health assessments and recommendations for referred students. Students who are assessed as a safety risk to self or others must be continuously supervised, until their case is resolved. Disposition should occur as soon as possible;

4. Determination when a MSWR or medical separation is appropriate and recommended for students with mental health conditions and/or substance use co-occurring conditions.

c. Mental health promotion and education, to include:

1. Minimum of a one-hour presentation on mental-health promotion for all new students during the Career Preparation Period with an emphasis on employability:
   (a) Presentations must explain the Mental-Health and Wellness Program, what services are available, and how to make a self-referral.
   (b) Students will learn basic skills in identifying and responding to a mental health crisis.

2. At least one annual center-wide mental-health promotion and education activity
3. Clinical consultation with Center Director, management staff, and Health and Wellness Manager regarding mental health-related promotion and education efforts for students and staff

4. Coordination with other departments/programs on center, including, but not limited, to residential, recreation, student government association, and HEALs, to develop integrated promotion and education services

d. Treatment, to include:

1. Short-term counseling with mental-health checks as needed. The focus of these sessions should be on retention and behaviors that represent employability barriers;

2. Collaboration with TEAP specialist for short-term counseling of students with co-occurring conditions of mental-health issues and substance use;

3. Collaboration with center physician and Health-and-Wellness staff on psychotropic medication monitoring of stable students, with the advice of consulting psychiatrist, if appropriate;

4. Collaboration with counseling staff in developing and/or leading psychoeducational skill-building groups to promote wellness (e.g., relaxation training, anger management, mood regulation, assertiveness skills, handling relationships, sleep hygiene, etc.);

5. Information exchange through regular case conferences between the Center Mental Health Consultant, counselors, and other appropriate staff based on individual student needs;

6. Crisis intervention, as needed. In the event of a mental health emergency, the Center Mental-Health Consultant or the Center Physician must conduct a mental health evaluation as soon as possible, and when necessary, refer the student for psychiatric care. If the Center Physician or Center Mental-Health Consultant is not available, the student must be referred immediately to the emergency room of the nearest medical facility. If there is a life-threatening situation, 911 or the emergency response team should be called;

7. Referral to off-center mental-health professionals or agencies for ongoing treatment and/or specialized services;

8. A written referral/feedback system must be established and documented in the student-health record.
### 6.11 RELATED HEALTH PROGRAMS

**PURPOSE**

P1. To provide prevention and intervention services and short-term treatment that will enhance student participation in the program and employability.

P2. To promote healthful choices that will have a positive impact on student physical and emotional well-being.

P3. To provide students with information and skills that will allow them to make appropriate choices regarding their health care needs, and to demonstrate acceptable workplace behavior that will enhance their opportunity for employment.

**REQUIREMENTS**

**R1. Trainee Employee Assistance Program (TEAP) (See Exhibit 6-4, Job Corps Basic Health-Care Responsibilities)**

Centers must provide basic TEAP services, as described below:

a. The general emphasis of TEAP must be on prevention, education, identification of substance use problems, relapse prevention, and helping students overcome barriers to employability.

b. Substance use prevention and education, to include:

1. Minimum of a one-hour presentation on substance use prevention for all new students during the Career Preparation Period. This presentation must explain (1) TEAP prevention, education, and intervention services, (2) Job Corps drug and alcohol testing requirements and procedures, and (3) the consequences of testing positive for drug or alcohol use while in Job Corps.

2. Presentation(s) on managing substance misuse, abuse, and dependency symptoms and issues in the workplace for students during the Career Development and Transition Periods.

3. At least three annual center-wide substance use prevention and education activities.

4. Clinical consultation with Center Director, management staff, Center Mental Health Consultant, and Health and Wellness Manager regarding substance use prevention and education efforts for students and staff.

5. Coordination with other departments/programs on center, to include, but not be limited to, residential, recreation, student government association, and Healthy Eating and Active Lifestyles (HEALs), to develop integrated prevention and
education services

c. Assessment for identification of students at risk for substance use problems to include:

1. Review of Social Intake Form (SIF) or intake assessment of all students performed by counseling staff within one week of arrival

2. Formalized assessment measures (e.g., SASSI3 or SASSIA2), and clinical judgment to determine students’ level of risk for substance use

3. Collaboration with the Center Mental Health Consultant to determine when a MSWR or medical separation is appropriate and should be recommended for a student with substance use conditions (see PRH Chapter 6, Section 6.11, R1, e5)

d. Intervention services for students identified at an elevated risk for substance use, to include:

1. Individual and group intervention services with a focus on behaviors that represent employability barriers

2. Collaboration with the Center Mental Health Consultant for students with co-occurring conditions of mental health issues and substance use

3. Referral to off-center substance abuse professionals or agencies for ongoing treatment and/or specialized services. Any student separating from Job Corps who has a substance use condition must be provided with a referral for support services in his or her home community

e. Drug and alcohol testing

1. Drug testing procedures:
   (a) Students in the following categories must be tested for drug use:
      (1) New and readmitted students must be tested within 48 hours of arrival on center.
      (2) Students who tested positive on entrance must be retested between the 37th and 40th day after arrival on center.
      (3) Students who are reasonably suspected\(^8\) of using drugs at any point after arrival on center must be tested; this testing must take place as soon as possible after staff suspects use.
   (b) Biochemical testing is never permissible on a random basis, with the exception of designated licensed student drivers who are subject to 49 CFR Part 391 DOT Federal Motor Carriers Safety Administration. In addition, biochemical testing

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\(^8\) Reasonable suspicion is context specific, supported by specific and articulable facts, and may include (1) direct observation of drug use or behavioral signs or symptoms suggestive of drug use, or (2) specific reliable information that a student recently used drugs.
requested by work experience sites, union trades, or potential employers may only be performed by the requesting entity.

(c) If a student refuses to provide a specimen or has an unexcused absence from his or her follow-up drug test, he or she shall be presumed guilty of the Level I infraction *Drugs: Use of drugs as evidenced by a positive drug test*. Students who state they are unable to produce a specimen must be referred to the center physician or designee for follow up.

(d) Collection of urine for drug testing must be in accord with chain-of-custody principles and conducted by health and wellness staff or a staff member trained in urine collection procedures.

(e) The Job Corps nationally contracted laboratory must be used for all required drug testing. On-center urine drug testing is prohibited.

(f) Reinstated students cannot be subject to entry drug testing upon return to the center. Transfer students cannot be subject to drug testing upon arrival at receiving center. Both reinstated and transfer students shall be subject to testing for drugs upon suspicion of use only.

2. Alcohol testing procedures:
   (a) Students who are reasonably suspected\(^9\) of being intoxicated or consuming alcohol on center or under center supervision must be tested; this testing must take place immediately after staff suspects use.

   (b) Centers must use devices that measure alcohol in the breath or saliva (e.g., breathalyzers or alcohol test strips/tubes/swabs). Alcohol testing must only be administered by a staff member trained in the use of these testing devices. All testing must be documented and the results submitted to the health and wellness center.

   (c) If a student refuses to submit to a breathalyzer or provide a sample for alcohol testing, the student shall be presumed guilty of the Level I infraction *Alcohol: Possession, consumption, or distribution while on center or under center supervision*.

3. Students testing positive for drug or alcohol use:
   (a) New students and readmitted students not previously separated for drug use (ZT separation code 5.2a); possession, use or distribution of drugs on center or under center supervision (ZT separation code 5.2b); possession, consumption, or distribution of alcohol while on center or under center supervision (ZT separation code 5.1b); or abuse of alcohol (ZT separation code 5.1b) who test

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\(^9\) Reasonable suspicion is context specific, supported by specific and articulable facts, and may include (1) direct observation of alcohol use or behavioral signs or symptoms suggestive of alcohol use, or (2) specific reliable information that a student recently used alcohol.
positive on entry must receive intervention services and a follow-up drug test. The results of the follow-up drug test must be received on center prior to the end of the intervention period.

To remain in the program, students who test positive on entry must have a negative drug-test result at the end of the intervention period.

If an intervention period takes place during a center vacation period (i.e., winter break), the intervention period is suspended and resumes the day the student is scheduled to return to the center (e.g., if a student is on day #30 of his or her intervention period at the time of the center vacation, the day count will be suspended at 30 days, and resume as day #31 the day he or she is due back on center). If a student does not report to the center on the day he or she is expected to return, the intervention period still resumes and the student is labeled an Unauthorized Absence.

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

(b) Readmitted students previously separated for drug use (ZT separation code 05.2a) that test positive on entry or any time during their second enrollment at Job Corps must be separated immediately without an intervention period. Such students shall not be allowed to reapply to Job Corps.

(c) Students who test positive for drug use by an off-center facility must be retested on center using the Job Corps nationally contracted laboratory as soon as possible, to include:

1. Work-based learning students who tested positive on a drug test administered by experience sites, union trades, or potential employers;
2. Students who tested positive on a drug test administered at a referral health facility (e.g., hospital emergency department, urgent care facility).

This retest by the Job Corps nationally contracted laboratory must be classified as a suspicion-of-drug-use test. For students who test positive for drug use on this retest, centers must follow the same procedures outlined in (c) above.

(d) Student drivers who test positive for drug use under 49 CFR Part 391 DOT Federal Motor Carriers Safety Administration must follow the same procedures outlined in (c) above for positive suspicion tests. In addition, during the intervention period, student drivers who fall under DOT regulations are not permitted to drive.

(e) Students who test positive for alcohol use on suspicion must be referred to the TEAP specialist for assistance and the center’s student conduct system for
disciplinary action.

4. Student notification of drug or alcohol test results  
   (a) Students who test positive for drug use must be informed of their results by the TEAP specialist, Center Physician, or designee within 24 hours of receipt of positive result, or as soon as possible, given staff and student availability. Minor student’s parent/guardian must be notified of positive test results as required by applicable state laws for the state in which the center is located.

   (b) Alcohol test results must be provided to the student by the person administering the test.

   (c) Drug and alcohol test results must be shared only with center personnel who have a need to know for purposes of discipline, counseling, administration, and delivery of services (in accordance with 42 CFR, Part 2).

   (d) If a student questions the validity of a confirmed positive drug test, he or she must be referred to the Center Physician or designee for counseling.

5. Medical Separations with Reinstatement Rights (MSWR) for substance use conditions:  
   (a) Students may be given a MSWR for a diagnosed substance use condition, allowing the student to return to Job Corps to complete his or her training within 180 days. To return to Job Corps, proof of treatment completion from a qualified provider must be received.

   (b) A MSWR for substance use conditions can only be given if the following conditions are met:
       (1) The TEAP specialist and Center Director agree that the student has a diagnosed substance use condition.
       (2) There is a documented assessment of the student’s diagnosed substance use condition by the TEAP specialist in collaboration with the center mental health consultant.

   (c) A MSWR cannot be granted in lieu of ZT separation when a positive follow-up test is reported during the intervention period.

   (d) If a student is placed on a MSWR during the intervention period, the intervention period is suspended and resumes the day the student is scheduled to return to the center.

R2. Health Aspects of Sports  

   a. All students participating in organized contact or rigorous sports (e.g., football, basketball, boxing, and running) must be medically cleared by a health professional prior to participating. Physical examinations performed by center health personnel
within one year of the organized sports activity can fulfill this requirement, at the discretion of the Center Physician. After one year, a current physical examination is required.

b. A staff member trained in CPR/first aid, with specific authorization in the center’s standing orders, must be present at all organized contact or rigorous sports activities, including practice sessions and sports events.

c. At a minimum, staff certified in CPR/first aid must be present at all student boxing events and contact football games.

d. In case of possible emergency, adequate transportation must be on the scene of all center-sponsored organized sports.

R3. Tobacco Use Prevention Program (TUPP)

Implement a program to prevent the onset of tobacco use and to promote tobacco-free environments and individuals. To support this program, a TUPP Coordinator must be appointed (he or she need not be a health services staff member). At a minimum this program must include:

a. Educational materials and activities that support delay and/or cessation of tobacco use

b. A smoke-free, tobacco-free environment that prohibits the use of all tobacco products in center buildings and center-operated vehicles

c. Designated outdoor smoking areas located a minimum of 25 feet, or as required by state law, away from the building entrance

d. Prohibition of the sale of tobacco products on center

e. Adherence to federal and state laws regarding the use of tobacco products by minors

f. Minors who use tobacco products must be referred to the TUPP

g. All services provided should be documented in the student health record

R4. Family Planning Program

a. A family planning program must be provided to all students on a voluntary basis. At a minimum, this program must include counseling, health promotion activities, and medical services, including birth control. The Center Director must appoint a staff member to implement and monitor this program.

b. Students who are pregnant and/or experiencing pregnancy-related medical conditions must be afforded the same access to medical services, leave and medical separation as
any other student experiencing a medical condition, unless otherwise provided by law.

c. Once a center learns that a student is pregnant, pregnancy-related services must include:

1. Prenatal services on center and/or in the community until separation, to include a comprehensive gestational record.

2. The Center Physician, in conjunction with an obstetrical/gynecological provider and the student, will agree upon a care-management and separation plan that takes into account the health and safety of the pregnant student before and after childbirth.

3. The center must identify available community health/social resources and services, and will make arrangements for transportation for the purpose of obtaining such resources and services consistent with PRH Chapter 6, Section 6.6, R4 (d). In lieu of the center providing transportation, the center may approve a student’s request to be transported by a friend, partner or family member.

4. The center cannot pay for an abortion unless the pregnancy is the result of rape or incest or unless a physician has certified that the student suffers from a physical disorder, injury, illness, or condition that places her in danger of death unless an abortion is performed.\(^\text{10}\)

5. A student that is experiencing a pregnancy-related medical condition may be placed on paid administrative leave in accordance with PRH Exhibit 6-1 (see Pay status: Paid, Duty status: Not Present for Duty-Administrative Leave with Pay).

d. Pregnancy-related services must include information on the options of continuing or terminating the pregnancy.

e. If required by applicable state laws in which the center is located, the center must notify the student’s parent/guardian of her pregnancy if she is a minor, and if required by applicable state law, inform the student of this requirement prior to the disclosure.

R5. HIV/AIDS

Centers must:

a. Test students for HIV infection under the following circumstances:

   1. As part of the cursory medical examination (see PRH Chapter 6, Section 6.10, R1.c)

\(^{10}\) The Departments of Labor, Health and Human Services, and Education, and Related Agencies Appropriations Act of 2014, Title 5, Sec. 507(a) (P.L. 113-76) provides that the prohibition on the use of Federal funds for abortions described in Section 506 “shall not apply to an abortion (1) if the pregnancy is the result of an act of rape or incest; or (2) in the case where a woman suffers from a physical disorder, physical injury, or physical illness, including a life-endangering physical condition caused by or arising from the pregnancy itself, that would, as certified by a physician, place the woman in danger of death unless an abortion is performed.”
2. If a student exhibits signs and/or symptoms of a possible AIDS-related condition

3. Upon reasonable suspicion of student exposure to HIV

4. When student is diagnosed with a newly contracted sexually transmitted disease

5. Upon student request and after physician consultation

b. Submit specimens for HIV testing to the nationally contracted laboratory. Centers shall not be reimbursed for HIV tests performed at other than the nationally contracted lab.

c. Provide pre-test counseling, in accordance with state laws, to all students regarding the HIV test.

   1. Counsel each student about the test and its implications and document in the health record that the student received the HIV pre-test counseling and signed the “HIV Testing Information Sheet” in Exhibit 6-12

2. Student refusal (see PRH Chapter 6, Section 6.10, R1, b1)

3. Testing waiver (see PRH Chapter 6, Section 6.12, R7, Waiver of Medical Care)

d. Provide post-test counseling, in accordance with state laws, to all students regarding HIV test results:

   1. **HIV Negative Students:** Individually inform and counsel (e.g., measures to prevent HIV infection/transmission) all students with a negative HIV test result within 14 calendar days after receipt of test results.

   2. **HIV Indeterminate Students:** Individually inform and counsel all students with an indeterminate HIV test result within five calendar days after receipt of test results. A student who has an indeterminate test result must be retested at three-month intervals until a conclusive test result (i.e., negative or positive) is obtained. If a conclusive result is not obtained within 6 months, no further testing is required.

   3. **HIV Positive Students:**
      
      (a) **Inform and Counsel:** Individually inform and counsel all students with a positive HIV test result, preferably within 24 hours, but not later than 5 calendar days, after receipt of the written positive result. The Center Mental Health Consultant must be in attendance to assist in informing and counseling.

      (b) **Contact Notification:** HIV positive students must be instructed in how to notify their sexual contacts and intravenous drug contacts that they may have been exposed to HIV infection and to refer them for counseling and testing.
The Center Physician or designee must report the student’s HIV infection to the state and/or local health department, which will be responsible for contact notification both on- and off-center.

4. **Students Off-Center:** If a student is not on-center (e.g., Unauthorized Absence, Missing Minor Student, on leave) when his or her positive or indeterminate test result is received by the center, the Center Director or designee must make every attempt to contact and inform the student of his or her result. The health department at the student’s location must be used to assist with the task of informing students who are no longer on-center.

5. Document post-test informing and counseling activities in the student’s health record, including attempts to contact students not on-center (d.4 above).

e. Ensure that students who test positive for HIV infection are engaged in an interactive process to determine if an accommodation plan is needed (see center reasonable accommodation policy/process or national reasonable accommodation guidelines for specific requirements of accommodation process).

f. Ensure that students who test positive for HIV infection are engaged in case management for chronic illness on center.

g. Provide all students with information on HIV infection; including transmission and prevention (see PRH Chapter 3, Section 3.18, R1, and PRH Chapter 6, Section 6.12, R10).

**R6. Sexual Assault Prevention and Response**

Centers must:

a. Establish a program for sexual assault prevention, counseling, treatment, and follow-up care.

b. Develop a team response to sexual assault and involve center staff and outside resources.

c. Report sexual assaults:
   1. To law enforcement authorities as required by state and local law
   2. As significant incidents (see PRH Chapter 5, Section 5.5, Management and Reporting of Significant Incidents) in the SIR System

**R7. Healthy Eating and Active Lifestyles**

Centers must provide students with an environment that supports healthy eating and active
lifestyles, and provide students with education and experiences that promote lifelong health and physical well-being. At a minimum, this program must include the following components:

a. Planning

1. Establish a Healthy Eating and Active Lifestyles Committee to oversee and coordinate this program. At a minimum, this committee must include the Health and Wellness Manager, Food Services Manager/Supervisor, Recreation Supervisor or Specialist, TEAP Specialist, Residential Manager/Counseling Manager, and student representative.

2. Incorporate student interests and preferences when planning activities.

3. Demonstrate collaboration between various departments on center.

b. Environment

1. Provide a variety of fitness activities open to all students, as outlined in PRH Chapter 3, Section 3.19, R2.

2. Provide healthy eating selections and limit non-nutritious eating selections, as outlined in PRH Chapter 6, Section 6.7, R1.

c. Education and counseling

1. Provide educational activities and materials to all students that support regular physical activity, nutrition, and achieving a healthy weight, as outlined in PRH Chapter 3, Section 3.18.

2. Provide individualized weight management programming and/or counseling. Student participation in this program is highly recommended.

3. Incorporate motivational interviewing and goal setting at student’s level of readiness for change.

d. Assessment

1. Document, monitor, and assess program.
6.12 HEALTH ADMINISTRATION

PURPOSE

P1. To ensure that quality health services are delivered in a professionally caring and cost-effective manner.

REQUIREMENTS

R1. Staffing

Centers must:

a. Ensure that health services staffing is in compliance with the staffing levels presented in Exhibit 6-5 (Center Health Services Staffing Requirements) and the minimum staff qualifications identified in Exhibit 5-3 (Minimum Staff Qualifications).

b. For contract centers, employ or subcontract with medical, dental, TEAP, and mental health professionals who are subject to the prior approval of the Regional Office, in consultation with the Regional Health Specialists.

c. For USDA Forest Service Civilian Conservation Centers (CCCs), employ or subcontract with medical, dental, TEAP, and mental health professionals that are subject to the prior approval of the National Office, in consultation with the Regional Health Specialists.

d. Ensure that a health professional cannot serve as a consultant to, or an employee of, two or more Job Corps-related entities concurrently, when one entity has review and/or oversight responsibilities over the other(s). (Entities include Job Corps centers, health support contractors, and center operators.)

R2. Authorizations (Consent for Treatment)

Centers must ensure that proper authorizations are obtained prior to delivery of health services to students.

a. The signed consent form (ETA 653) serves as authorization for basic routine health care and must be placed in the student health record by the time a student arrives on center. Additionally, each student must have a signed Informed Consent to Receive Mental Health and Wellness Treatment form in the student health record by the time the student arrives on center.

b. Each time a student requires services other than those covered under the blanket consent signed on admission, written consent must be obtained from the student or parent/legal guardian.
c. In emergency situations, the Center Director may make an exception to the requirement for consent when a student who has reached the age of maturity cannot give consent or a parent/guardian of a student under the age of maturity cannot be contacted. This must be documented in the student’s health record.

R3. **Basic Health Services Provided by Job Corps Centers**

a. Center operators are responsible for providing and paying for basic health care as detailed in Exhibit 6-4 (Job Corps Basic Health Care Responsibilities).

b. Job Corps shall not pay for any health-related costs incurred by a student while on leave or pass unless previously authorized by the Center Director upon recommendation of a center health professional.

R4. **Health and Medical Costs Exceeding Basic Health Services Provided by Job Corps Centers**

a. Centers should assist students in seeking third-party health insurance coverage that will be available should the student have medical needs or costs beyond the basic health services provided by the center.

b. If a student is determined to have a pre-existing or acquired health condition that significantly interferes with or precludes further training in Job Corps, or if a student is determined to have a health problem that is complicated to manage or for which necessary treatment will be unusually costly, the center must follow medical separation procedures (PRH Chapter 6, PRH Chapter 6, Section 6.12, R11, and PRH Chapter 6, Section 6.4, R4.c.5) and determine whether referral to the Office of Workers’ Compensation Programs (OWCP) is required (PRH Chapter 6, Section 6.12, R8).

R5. **Professional Standards of Care**

All center health staff and providers must follow accepted professional standards of care and are subject to prevailing state laws, including but not limited to:

a. Maintaining a copy of current provider’s license, Drug Enforcement Agency (DEA) registration, and proof of liability insurance, if applicable, in center health facility.

b. Documenting all prescribed medications and treatment in student health record.

c. Documenting all laboratory procedures ordered and recording the results in student health record.

d. Following current standards of care when providing health services and treating illnesses and injuries.
**R6. Medication Management (See Appendix 611, Medication Management Guidelines)**

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

b. Centers must follow medication management guidelines as specified in Appendix 611.

**R7. Waiver of Medical Care**

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

b. The Center Physician/NP/PA may grant waivers of immunization requirements for valid medical and/or religious reasons. Such a waiver must be clearly documented by the center physician in the student’s health record and include an explanation as to why the decision was made.

**R8. FECA/OWCP**

a. Students are considered federal employees for purposes of the Office of Workers’ Compensation Programs (OWCP). OWCP benefits do not begin to accrue until the day following a student’s separation from the program.

b. The center must complete the appropriate OWCP form(s) whenever a student is injured, develops an occupationally related illness, or dies while in the performance of duty. The center must immediately comply with the procedures set out in the Employment Standards Administration regulations at 20 CFR Chapter 1. The CA form portion of the Employee’s Compensation Operations and Management Portal (ECOMP) form and a copy of the ETA Form 6-61 (Notice of Student Separation) must be filed with the OWCP district office only when the injury or illness results in separation and consent is received from the Office of Job Corps. When separation does not occur, such forms must be maintained in the student’s health record.

c. If the student dies while in Job Corps, the center must:

1. Inform the next of kin of any possible FECA benefits if death occurred during the performance of duty. If the student did not die during the performance of duty, the government shall pay only for expenses involved in the preparation and transportation of the remains to a mortuary in the area selected by the next of kin, within the United States and its possessions.

2. Arrange for burial at a site close to the center and at a cost not to exceed the amount
authorized in Section 8134(a) of the Federal Employees’ Compensation Act in the event that the next of kin refuses to accept the remains.

3. Provide the Office of Job Corps with documentation authorizing OWCP eligibility. If next of kin is eligible for benefits, further review by the Office of Job Corps shall determine if any additional gratuity payments, not to exceed $10,000 in accordance with Section 651 of Public Law 104-208 (The Omnibus Consolidated Appropriations Act), shall be awarded.

**R9. Health Care Guidelines**

a. All health-care guidelines must be approved and signed annually by the Center Physician, Center Mental Health Consultant, or Center Dentist, as appropriate.

b. Current signed and dated health care guidelines must be kept in the Health and Wellness Center.

c. Annually, each center must submit a memorandum to the Regional Office indicating which health care guidelines have been modified. Copies of any individual health staff authorizations and health care guidelines that have changed must be sent to the Regional Office for approval. (Refer to Exhibit 5-2, Plan and Report Submission Requirements, for reporting deadlines.)

**R10. Student Introduction to Health Services**

Centers must provide an overview of health services to new students by a member of the health services staff during the Career Preparation Period. This must include an explanation of procedures/tests that are performed as part of the medical and oral exam, information on HIV and other sexually transmitted diseases, safe sex practices, family planning services, TEAP services, mental health services, the importance of good health to obtain/maintain employment, and the Notice describing how medical information about students may be used, disclosed, and how students can get access to this information.

**R11. Medical Separations**

Centers must ensure that:

a. Medical separations are initiated by health services staff.

b. Students are medically separated when they are determined to have a pre-existing or acquired health condition that significantly interferes with or precludes further training in Job Corps, or the health problem is complicated to manage, or the necessary treatment will be unusually costly.

c. If the Center Physician estimates that the student will be able to return to the center within 180 days, a Medical Separation With Reinstatement rights (MSWR) will be
given. If the student’s condition cannot be stabilized in 180 days, a regular medical separation will be given and the student may reapply in one year, unless the MSWR is extended pursuant to PRH Chapter 6, Section 6.12, R11 (g).

d. Health and social service referrals are provided for all separated students.

e. For MSWR, students are contacted monthly by the Health and Wellness Manager to assess progress and plan their return to Job Corps within the 180 days allowed.

f. Health and Wellness staff approve a student’s transportation plan for medical separation.

g. Center staff must submit a request to the Regional Office to extend an MSWR beyond 180 days for extenuating circumstances. The request should be accompanied by supporting documentation from the student’s health-care provider verifying that extension of leave is medically necessary. Requests will be reviewed on a case-by-case basis.

R12. Death

In the event of a student’s death, the center must follow Significant Incident Report (SIR) reporting requirements (see PRH Chapter 5, Section 5.5) and send the entire student personnel record (including sealed health record) to the Office of Job Corps by signature-required mail or delivery within 10 days. The sealed health record must include OWCP forms and written notification of death, plus the death certificate and autopsy and toxicology reports if available.

R13. Communicable Disease and Infection Control

The center must:

a. Report cases of disease to state and local health departments in accordance with state and local laws (see Chapter 5, Management).

b. Manage all cases of communicable disease and use protective measures as recommended by the Centers for Disease Control and Prevention (CDC).

c. Biologically monitor the function of autoclaves and maintain a log of spore test results.

d. Follow infection control measures as mandated by state and federal law.

R14. Equipment and Supplies

The center must:

a. Provide necessary equipment and supplies for routine and emergency delivery of basic
medical, dental, and mental health services. All such equipment must comply with federal and state requirements.

b. Purchase major dental equipment according to the current dental equipment list published periodically by the Office of Job Corps.

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

d. Purchase from government supply service centers (General Services Administration [GSA], Health and Human Services [HHS], Veteran Administration [VA]), whenever possible.

R15. Continuous Quality Improvement

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

R16. Monthly Meetings with Center Director

The Center Director must meet monthly with the Center Physician and Center Mental Health Consultant to discuss clinical and organizational issues.

R17. Reporting

Centers must ensure that the following reports are submitted (see Exhibit 5-2):

a. Health and Wellness Center Annual Program Description

b. Health Services Utilization Report

c. Alcohol Testing Report

R18. Biannual Health and Wellness Program Compliance Assessments

The National Office of Job Corps shall:

a. Provide subject matter experts to conduct biannual compliance assessments to evaluate the delivery of Health and Wellness Program services on centers in accordance with Federal and state laws and regulations, as well as requirements in PRH Sections 6.10, 6.11, and 6.12. Assessments will be conducted on a schedule set by the National Office of Job Corps.

b. Provide a written report to the Job Corps Regional Director and Center Director within 30 days after completion of assessment.
6.13 CHILD CARE ARRANGEMENTS

PURPOSE

P1. To provide assistance to Job Corps applicants in arranging suitable child care for their dependent children so that they may enroll in the Job Corps program.

P2. To provide students with access to child care services for their children.

REQUIREMENTS

R1. Establishment of Child Care Arrangements

a. Prior to enrollment, a program applicant with dependent children who provides primary or custodial care must certify that suitable arrangements for child care have been established for the proposed period of enrollment.

b. Job Corps centers are responsible for coordinating with outreach and admissions agencies to assist applicants, whenever feasible, with making arrangements for child care.

R2. Identification of Local Child Care Resources

a. Centers must promote the development and implementation of local linkages for child care for students to the maximum extent feasible.

b. Centers located in areas where local child care programs cannot meet student needs, and which have space and non-Job Corps funding sources for child care, may request approval to establish on-center child development programs, in accordance with requirements in Appendix 604 (Job Corps Child Development Programs).
6.14 DISABILITY PROGRAM

PURPOSE

P1. To provide individualized and coordinated services to all students with disabilities.

P2. To provide a Disability Program with a center-wide focus.

P3. To ensure equal opportunity for all students, including those with disabilities.

P4. To ensure all policy and legal requirements related to serving students with disabilities are met.

P5. To ensure access for students with disabilities that focuses on employability and independent living.

REQUIREMENTS

R1. Disability Coordinators

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

   b. The roles and responsibilities of each DC will be defined in a standard operating procedure (SOP).

R2. Applicant File Review Process

   a. To ensure equal opportunity for all applicants, including those with disabilities, all centers are required to follow the same applicant file review process. This process will be described in an SOP (See Exhibit 5-1) that describes in detail how an applicant file is processed, from the time it is received from the admissions contractor, until the applicant is accepted into the program and assigned a start date, or recommended for denial and a final disposition is made by the Regional Office.

   b. The applicant’s file must be processed within 30 calendar days from receipt by center. If the center reasonably can substantiate needing longer than 30 days to complete the file review process, then an extension may be discussed with the respective Regional Office Project Manager.

   c. While each center file review procedure may have unique aspects, all center procedures must incorporate the following requirements:
1. Location where files are sent and logged in upon arrival to the center and the method of tracking the movement of the file to include an explanation of the center’s disposition of the file

2. Responsibilities and roles of applicant file review team members to include the Health and Wellness Manager, the Center Clinicians, and the center’s Disability Coordinator(s) which usually will include the center’s Health and Wellness Manager

3. Procedures for reviewing an applicant file to include the acceptable reasons for recommending denial of an application

4. Procedures for reviewing and determining reasonable accommodation

5. Procedures for processing application withdrawals both before and after submitting a file for regional review

6. Timeframe the center establishes to complete the file review process to ensure it meets the PRH required timeframe of 30 calendar days

7. Storage, transmission and maintenance of the applicant file information (see Appendix 607)

See PRH Chapter 1, Section 1.4, R1-R3 and Appendix 107.

**R3. Reasonable Accommodation Process**

a. An applicant or student with a disability may request and receive reasonable accommodation to participate in the Job Corps program at any time during the admissions process or enrollment. Each center will have a process for ensuring applicants/students with disabilities who request accommodation, indicate they may need accommodation, and/or provide documentation of a disability are engaged in an interactive process to consider/determine the functional limitations resulting from their disability and the potential accommodations that would allow them to participate in the Job Corps program. An SOP describing this process is required (see Exhibit 5-1) and the center’s reasonable accommodation process will include all the components outlined in Appendix 605.

b. The DCs will coordinate the center’s reasonable accommodation process.

c. During Career Transition Readiness all students will receive information about workers’ rights and responsibilities including reasonable accommodation in the workplace (see PRH Chapter 3, Section 3.22, R2, g).
R4. **Introduction to Center Life**

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 PRH Chapter 2, Section 2.2, R1, b11).

b. Centers must provide a variety of opportunities for new students to meet and interact with the DCs (see PRH Chapter 2, Section 2.2, R1, d4).

c. The student handbook will include information about the Disability Program (see PRH Chapter 2, Sections 2.2, R1, b and 2.2, R2).

R5. **CIS Disability Data Collection and Accommodation Plans**

a. A DC will accurately enter the required data in the disability data collection and accommodation plan icons in CIS as soon as possible after the student enters the program.

b. For students who require TABE testing accommodations, this data will be entered prior to the administration of the first TABE test.

c. Only the DCs will have access to the disability data collection entry screen, disability data report and the accommodation plan report with notes report in CIS.

d. Generally only the DCs will have access to the accommodation plan entry screen; however, if a designee is appointed to enter accommodation plans, this staff person can have access.

e. All center staff responsible for providing accommodations will have access to the accommodation plan report in CIS.

f. Accommodation plans will not contain any medical or diagnostic information.

R6. **Partnerships/Resources**

a. Each center must develop resources and partnerships with outside agencies and programs that will assist the center in serving students with disabilities. Special focus should be given to developing resources and partnerships that can assist the center in identifying or providing accommodation support that promotes student independence and employability.

b. The Business and Community Liaison staff and other appropriate staff should be involved in this process.

c. Each center will document efforts to develop resources/partners by completing the Disability Partnership Tool available on the Job Corps Disability website or their
customized Disability Partnership Tool available from their Regional Disability Coordinator.

R7. Referral Process

a. A written referral/feedback system must be established to document a referral to the DCs when a student discloses a disability and may want reasonable accommodation or staff suspects a student may have a disability that is impacting his/her success in the program and should meet with the DCs to consider reasonable accommodation.

b. All referral forms will be stored in the student’s accommodation file or in the student health record if no accommodation file exists.

R8. Readily Achievable Barrier Removal

Each center must consider readily achievable barrier removal—things center staff can do to make the center more accessible that are easily accomplishable and able to be carried out without much difficulty or expense. To accomplish this, centers must:

a. Determine potential improvements to the physical accessibility (e.g., ramps, elevators, adjustable work stations, restrooms, etc.) of the center, by completing the ADA Checklist for Readily Achievable Barrier Removal (a link to this checklist is available on the Job Corps Disability Web site).

b. Determine potential improvements to the programmatic accessibility (e.g., communication options such as audio tapes, large print, etc.; center’s public materials contain a statement that reflects a commitment to providing reasonable accommodations for all of their programs, etc.) of the center, staff by completing the program Center Accessibility Tool (this document is available on the Job Corps Disability website).

c. Develop an accessibility plan with priorities and next steps based on the results of the ADA Checklist for Readily Achievable Barrier Removal and Center Accessibility Tool. The plan will be used as a tool for center staff to think about the simple things that can be done to ensure that students with disabilities can access/participate in the program on an equal basis with students without disabilities. This plan is not intended to be used to determine compliance for new construction or facilities being altered and is separate from the center’s facility survey requirement in PRH Chapter 5, Section 5.10.

d. The accessibility plan will be reviewed and updated annually by June 30th (see Exhibit 5-2).

e. The safety and facilities maintenance staff should play a primary role in completing the plan with support from managers in all areas.
R9. **Staff Training**

Centers will provide disability-related staff training in accordance with Chapter 5, Exhibit 5-4 (Required Staff Training).

Additional guidance and tools for meeting all Disability Program requirements are available on the Job Corps Disability website.

R10. **Biannual Disability Program Compliance Assessments**

The National Office of Job Corps will:

a. Provide subject matter experts to conduct biannual compliance assessments to evaluate the delivery of Disability Program services on centers in accordance with Federal laws and regulations, as well as requirements in PRH Chapter 6, Section 6.14. Assessments will be conducted on a schedule set by the National Office of Job Corps.

b. Provide a written report to the Job Corps Regional Director and Center Director within 30 days after completion of assessment.
## EXHIBIT 6-1
### DUTY/PAY/LEAVE STATUS CHART

<table>
<thead>
<tr>
<th>Pay Status</th>
<th>Duty Status</th>
<th>CIS Leave Type</th>
<th>CIS Leave Reason</th>
<th>Uses</th>
<th>Criteria/Limitations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid</td>
<td>Present for Duty</td>
<td>Present for Duty on Center</td>
<td>N/A</td>
<td>For students involved in normal training and other on-center activities, including students who are staying on center and participating in center authorized off-center training (CTST, WBL, or OTP) during the winter break.</td>
<td><em>Centers must have documented daily accountability for student attendance at the ACT/OTP site; this documentation should be submitted, at a minimum, once per week to the center.</em></td>
</tr>
<tr>
<td>Paid</td>
<td>Present for Duty Off Center</td>
<td>Present for Duty Off Center</td>
<td>Non-Resident ACT/OTP</td>
<td>For non-resident students enrolled in off-center ACT/OTP programs. • Maximum length of time for out-of-town job search and interviews, apprenticeship registration, college application processing, or armed forces processing cannot exceed 10 training days during enrollment. • The Regional Office, at its discretion, may grant a waiver to extend the 10 training day limit if there is reasonable expectation of full-time employment. Regional Office extensions are limited to 5 training days during a student’s enrollment. • Students must have at least 2 pre-arranged and verifiable job interviews (one of which may be the CTS, One Stop/American Job Center, or Employment Office) set up for this period. • Students must have an appointment to visit the Career Transition Services (CTS) office in their hometown if one exists; if not, telephone contact with the appropriate CTS office should be scheduled. • At the end of the job search period, if the student has not been successful in job search activity, that student will be separated effective on the 11th day (or the 16th day if a Regional Office waiver has been granted), with a referral to the appropriate CTS office. The center has the option of returning the student to the center for additional training or employability assistance prior to the 11th day (or 16th day).</td>
<td></td>
</tr>
<tr>
<td>Paid</td>
<td>Present for Duty Off Center</td>
<td>Present for Duty Off Center</td>
<td></td>
<td>Career-Related Activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>For students involved in authorized activities off center for job interviews, job search, apprenticeship registration, college application processing, or armed forces processing.</td>
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<td></td>
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<td></td>
<td><em>CTST/WBL/OTP</em></td>
<td>For students involved in off-center training that requires overnight stays (CTST, WBL, OTP).</td>
</tr>
<tr>
<td>Pay Status</td>
<td>Duty Status</td>
<td>CIS Leave Type</td>
<td>CIS Leave Reason</td>
<td>Uses</td>
<td>Criteria/Limitations</td>
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</table>
| Paid       | Present for Duty Off Center | Present for Duty Off Center | Firefighting, Emergency Service | For students involved in authorized activities off center firefighting and/or national emergencies. | - Assignments shall not exceed 3 consecutive weeks without Regional Office approval.  
- Assignments shall have a maximum limit of 8 weeks (56 calendar days) per year of enrollment.  
- The Regional Office, at its discretion, may grant a waiver to extend the 8-week limit if there is a confirmed need to extend firefighting/emergency service, not to exceed 4 additional weeks (28 calendar days).  
- Verification must be documented on the leave form in CIS. |
| Paid       | Present for Duty Off Center | Present for Duty Off Center | Center Miscellaneous | For students involved in authorized training activities off center for recruiting drives, escort duty, competitions, awards, conferences, events. | - Maximum length of time shall not exceed 10 training days during enrollment.  
- Verification must be documented on the leave form in CIS. |
| Paid       | Present for Duty En Route | En Route | En Route | For students in authorized travel status using most direct route home or to receiving center for:  
- New Arrivals  
- Separations  
- Transfers | - New enrollees with inbound travel overnight or longer.  
- Separating students with travel overnight or longer.  
- Transferring students during travel by most direct route.  
- En route status not authorized if student takes unauthorized side trip or layover.  
- Must not conflict with scheduled classes.  
- Destination must be documented.  
- For minors, only to destinations authorized by parental consent. |
| Paid       | Present for Duty On Pass | On Pass | National Guard Duty | For authorized overnight pass including National Guard weekend duty. | - Set by the National Office of Job Corps to include 10 non-training days as well as 2 federal winter holidays and 3 weekends.  
- Destination is home of record, or alternate destination.  
- For minors, only to destinations authorized by parental consent.  
- Students are entitled to go on winter break regardless of length of enrollment.  
- Students may elect not to go on break, but may decide to remain at the center instead. Centers must have an appropriate level of |
| Unpaid     | Not Present for Duty | Winter Break | Alternative Winter Break | For students who participate in authorized off-center training (CTST, WBL, or OTP) during the winter break period and choose to take their winter break at a later date. | - Students are entitled to go on winter break regardless of length of enrollment.  
- Students may elect not to go on break, but may decide to remain at the center instead. Centers must have an appropriate level of |
<table>
<thead>
<tr>
<th>Pay Status</th>
<th>Duty Status</th>
<th>CIS Leave Type</th>
<th>CIS Leave Reason</th>
<th>Uses</th>
<th>Criteria/Limitations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid</td>
<td>Not Present for Duty – Administrative Leave With Pay</td>
<td>Administrative Leave With Pay</td>
<td>Winter Break On-Center</td>
<td>For students who choose to remain on center during the winter break period and are not participating in authorized off-center training (CTST, WBL, or OTP).</td>
<td>Structured activities for students who remain on center during the winter break. <em>Regional Office approval is necessary to authorize students, who are not able to go on the scheduled winter break because of conflicts with their off-center training or program activity schedules, for an alternative winter break. Documentation of Regional Office approval must be maintained in the student’s permanent record.</em></td>
</tr>
<tr>
<td>Paid</td>
<td>Not Present for Duty – Bereavement Leave</td>
<td>Bereavement Leave</td>
<td>Bereavement Leave</td>
<td>Bereavement</td>
<td>Death in immediate family (mother, father, spouse, grandmother/father, child, sister, brother, guardian, someone acting in lieu of parents).</td>
</tr>
<tr>
<td>Paid</td>
<td>Not Present for Duty – Active Duty Military</td>
<td>Active Duty Military</td>
<td>Active Duty Military</td>
<td>Active Duty Military</td>
<td>Short-term active duty in National Guard.</td>
</tr>
</tbody>
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<tr>
<th>Criteria/Limitations</th>
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</thead>
<tbody>
<tr>
<td>• Shall not exceed 5 training days within any consecutive 6-month period.</td>
<td></td>
</tr>
<tr>
<td>• Must be verified by attending physician, hospital authority, government authority, or court official with the exception of H1N1 influenza symptoms. Students exhibiting H1N1 influenza symptoms do not require third-party verification for use of this leave category.</td>
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<tr>
<td>• Verification obtained from phone calls is allowed as long as the following information is obtained and documented on the CIS leave form: name of contact person, title, phone number, date of contact, and name and address of the facility.</td>
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<tr>
<td>• Regional Offices can authorize an additional 5 training days for students who have extenuating circumstances. Documentation and regional approval must be maintained in the student’s permanent record.</td>
<td></td>
</tr>
<tr>
<td>• Regional Offices can extend the number of training days under this leave in the case of emergency center closure.</td>
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</tbody>
</table>

### Pay Status
- Paid

### Duty Status
- Not Present for Duty
  - Administrative Leave With Pay
  - Bereavement Leave
  - Active Duty Military
<table>
<thead>
<tr>
<th>Pay Status</th>
<th>Duty Status</th>
<th>CIS Leave Type</th>
<th>CIS Leave Reason</th>
<th>Uses</th>
<th>Criteria/Limitations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid</td>
<td>Not Present for Duty – Paid Time Off (PTO)</td>
<td>Paid Time Off</td>
<td>Paid Time Off</td>
<td>For students to use at their discretion. Only allowed with concurrence of the center (e.g., vacation, to take care of personal business such as un-subpoenaed court appearances, meeting with probation/parole officer, elective medical/dental treatment, cultural or religious observances/practices, and pressing family obligations).</td>
<td>• One PTO day is accrued every 30 calendar days of enrollment. PTO day must be requested by the student and the CIS leave form submitted, no later than 1 hour after a student’s scheduled training day start time on the leave date. New students will begin with 3 PTO days. • No special documentation required, other than the CIS leave form.</td>
</tr>
<tr>
<td>Unpaid</td>
<td>Not Present for Duty – Unauthorized Absence (UA)</td>
<td>Unauthorized Absence</td>
<td>N/A</td>
<td>For students who fail to return or report to center within 2 hours of the student’s scheduled training-day start time.</td>
<td>• Unauthorized absences in excess of 6 consecutive training days (not including weekends, holidays, winter break, or other center non-training days, for example) will result in separation from the program 2 hours after student’s scheduled training-day start time on the 7th training day, with the separation date being the 7th training day. • Unauthorized absences in excess of 12 nonconsecutive training days (not including weekends, holidays, winter break, or other non-training days, for example) in the prior 6 months will result in separation from the program 2 hours after student’s scheduled training-day start time on the 13th training day, with the separation date being the 13th training day, unless the student resigns. • If the student contacts the center with a credible and verifiable explanation, the student’s status may be changed to the appropriate leave category, effective the date of the emergency, if the emergency prevented the student from contacting the center timely. The required verification is the same as outlined for Bereavement, Administrative Leave with Pay, etc., unless the student resigns.</td>
</tr>
<tr>
<td>Unpaid</td>
<td>Not Present for Duty – Missing Minor Student (MMS)</td>
<td>Missing Minor Student</td>
<td>N/A</td>
<td>For minor students who are missing through no fault of their own and whose parents/guardians are unaware of the student’s whereabouts.</td>
<td>• When a minor student is reported as an Unauthorized Absence (UA) and their parent/guardian verifies that they are unaware of the student’s whereabouts. • This status should be used only in a bona fide case of a minor student who is missing through no fault of their own. • This is a prelude to taking the required steps for locating and contacting missing students as noted in PRH Chapter 6. • This category requires proper documentation such as a police report and a Significant Incident Report (SIR).</td>
</tr>
<tr>
<td>Unpaid</td>
<td>Not Present for Duty – Fact-Finding Board Leave (FFBL)</td>
<td>Fact-Finding Board Leave</td>
<td>Level I Infraction</td>
<td>For student removal pending FFB results.</td>
<td>• CSO incident report must be documented and submitted in CIS prior to leave being granted. • Up to 3 training days, due to alleged participation in a Level I infraction. • Up to 5 training days, due to alleged participation in a Level II infraction if student is determined to be a threat to themselves or others. • National Director has discretion to extend</td>
</tr>
<tr>
<td>Pay Status</td>
<td>Duty Status</td>
<td>CIS Leave Type</td>
<td>CIS Leave Reason</td>
<td>Uses</td>
<td>Criteria/Limitations</td>
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</tr>
<tr>
<td>Unpaid</td>
<td>Not Present for Duty – Regional Office Management Leave (ROML)</td>
<td>Regional Office Management Leave</td>
<td>Cultural/Religious Accommodation</td>
<td>For special circumstances such as: • The student does not have sufficient PTO leave days accrued to take care of significant personal business such as un-subpoenaed court appearances, meeting with probation/parole officer, elective medical/dental treatment, cultural or religious observances/practices, and pressing family obligations. • Leave for subsistence activities and disability/religious accommodations. • Personal considerations which affect retention.</td>
<td>• Maximum length of time shall not exceed 5 training days per year of enrollment. This restriction does not apply to additional leave days provided as a reasonable accommodation to students (e.g. with disabilities or as a religious accommodation), with emergencies, or other significant personal business that may be granted by the Regional Director. • Students must provide documentation, for their leave request to return home, and it must be maintained in the permanent record. • Leave must be requested by the student, and the CIS leave form submitted no later than the end of the same training day. • Can only be approved by the Regional Director or Division Chief.</td>
</tr>
<tr>
<td>Unpaid</td>
<td>Not Present for Duty – National Office Management Leave (NOML)</td>
<td>National Office Management Leave</td>
<td>For Special Circumstances</td>
<td>For students who are parents that have to remain at home and must care for dependent children (e.g. sickness or interruption in day care).</td>
<td>• Parameters for the leave, including timeframes and transportation, will be determined by the National Director of Job Corps. • NOML is a National Director directive and cannot be requested.</td>
</tr>
<tr>
<td>Unpaid</td>
<td>Not Present for Duty – Personal Leave for Childcare Without Pay (PLCW/OP)</td>
<td>Personal Leave for Childcare Without Pay</td>
<td>PL for Childcare w/o Pay</td>
<td>For students who are separated due to clerical error and must be re-established.</td>
<td>• Maximum length of time shall not exceed 5 training days during enrollment. • Student must provide a statement asserting parental responsibilities prior to the use of this leave status. • Personal Leave for Childcare must be requested by the student, and CIS leave form submitted no later than the end of the same training day. • No special documentation required. • Can only be used after PTO days are exhausted.</td>
</tr>
<tr>
<td>Paid</td>
<td>Not Present for Duty – Separation in Error</td>
<td>Separation in Error</td>
<td>Separation in Error</td>
<td>For re-establishment after disciplinary discharges are overturned by the Regional Office.</td>
<td>• No maximum number of days. • Center must submit justification to Regional Office for approval.</td>
</tr>
<tr>
<td>Paid</td>
<td>Not Present for Duty – Disciplinary Separation Overtur</td>
<td>Disciplinary Overtur With Pay</td>
<td>Disciplinary Overtur With Pay</td>
<td></td>
<td>• No maximum number of days. • Center must submit justification to Regional Office for approval. • Regional Office to approve use of this status.</td>
</tr>
<tr>
<td>Pay Status</td>
<td>Duty Status</td>
<td>CIS Leave Type</td>
<td>CIS Leave Reason</td>
<td>Uses</td>
<td>Criteria/Limitations</td>
</tr>
<tr>
<td>------------</td>
<td>-------------</td>
<td>----------------</td>
<td>------------------</td>
<td>------</td>
<td>---------------------</td>
</tr>
</tbody>
</table>
| Unpaid     | Not Present for Duty – Disciplinary Separation Overtur | Disciplinary Overtur Without Pay | Disciplinary Overtur Without Pay | For re-establishment after student found not guilty of felony or misdemeanor charge. | • No maximum number of days.  
  • Center must submit justification to Regional Office for approval.  
  • Regional Office to approve use of this status. |
## Exhibit 6-2
### Student Allowance and Allotment System (SAAS)

<table>
<thead>
<tr>
<th>Eligibility</th>
<th>Minimum Paid Days</th>
<th>Amount</th>
<th>Pay Out</th>
<th>Criteria</th>
<th>Paid By</th>
<th>Deductions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Living Allowance</td>
<td>Program Enrollment</td>
<td>1-182 paid days</td>
<td>$25 per pay period</td>
<td>Bi-weekly in cash</td>
<td>Center</td>
<td>Collected by JCDC as payroll deductions:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>183+ paid days</td>
<td>$35 per pay period</td>
<td></td>
<td></td>
<td>• payroll taxes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• indebtedness</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Collected by the center:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• student fines</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• property loss/damage</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>reimbursements</td>
</tr>
<tr>
<td>Allotments</td>
<td>Student with children</td>
<td>Student # of share</td>
<td>Matched at 5 times the student share by Job Corps</td>
<td>By check to designated allottees</td>
<td>JCDC</td>
<td>Student share collected automatically by JCDC as payroll deduction.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>days $5 N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>$10 N/A 57+</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arrival Pay</td>
<td>Newly Enrolled</td>
<td>N/A</td>
<td>$25 (one-time payment)</td>
<td>Upon arrival in cash</td>
<td>Center</td>
<td>Payroll taxes*</td>
</tr>
<tr>
<td></td>
<td>Re-Enrolled</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(*applied retroactively to first regular bi-weekly allowance check by JCDC)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transition Payment</td>
<td>Graduate with HSE or high school diploma completion only (attained while at Job Corps)</td>
<td>N/A</td>
<td>$200</td>
<td>90% at time of departure from center - JCDC check for balance</td>
<td>Hired at time of departure from center (with valid telephone verification)</td>
<td>Center and JCDC Payroll taxes Advances Student Allotment share General indebtedness Other indebtedness</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>50% at time of departure from center - JCDC check for balance</td>
</tr>
<tr>
<td>Transition Payment</td>
<td>Graduate with CTT completion only (no HSE or high school diploma attained)</td>
<td>N/A</td>
<td>$500</td>
<td>90% at time of departure from center - JCDC check for balance</td>
<td>Hired at time of departure from center (with valid telephone verification)</td>
<td>Center and JCDC Payroll taxes Advances Student Allotment share General indebtedness Other indebtedness</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>50% at time of departure from center - JCDC check for balance</td>
</tr>
<tr>
<td>Transition Payment</td>
<td>Graduate with combination of either a HSE or high school diploma (requires completion at Job Corps) and Job Corps CTT completion</td>
<td>N/A</td>
<td>$1,200</td>
<td>90% at time of departure from center - JCDC check for balance</td>
<td>Hired at time of departure from center (with valid telephone verification)</td>
<td>Center and JCDC Payroll taxes Advances Student Allotment share General indebtedness Other indebtedness</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>50% at time of departure from center - JCDC check for balance</td>
</tr>
<tr>
<td>Survey Completion Payments</td>
<td>Students who completed CPP or were enrolled for 60 or more days</td>
<td>N/A</td>
<td>$10 $20</td>
<td>Following completion of: Quarter 2 survey Quarter 4 survey</td>
<td>JCDC</td>
<td></td>
</tr>
</tbody>
</table>
## EXHIBIT 6-3

**STUDENT TRANSPORTATION**

<table>
<thead>
<tr>
<th>Purpose of Travel</th>
<th>Authorized Destination</th>
<th>Limitations</th>
<th>Government Paid Travel?</th>
<th>Taxable?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>Home to center of assignment</td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Readmission</td>
<td>Home to center of assignment</td>
<td>Arranged and purchased by center</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Separation</td>
<td>Center to home of record, or center to location of placement</td>
<td></td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Transfer</td>
<td>Between sending and receiving centers</td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Bereavement Leave</td>
<td>Center to home and return</td>
<td>Death of immediate family must be verified and meet bereavement leave</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Winter Break</td>
<td>Center to home and return, or to destination other than home, if authorized by parent/guardian for minor students</td>
<td>Costs for travel to destination other than home shall not exceed cost to home destination</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Administrative Leave With Pay</td>
<td>Center to home and return</td>
<td>Leave must be verified and meet administrative leave requirements</td>
<td>Yes</td>
<td>Depending on the circumstances&lt;sup&gt;11&lt;/sup&gt;</td>
</tr>
<tr>
<td>Paid Time Off</td>
<td></td>
<td>If combined with winter break, any costs for travel beyond the government paid travel from the center to home or an alternative destination and back to the center must be charged to the student.</td>
<td>No</td>
<td>N/A&lt;sup&gt;12&lt;/sup&gt;</td>
</tr>
<tr>
<td>Regional Office Management Leave</td>
<td>Center to home and return</td>
<td>At Regional Office’s discretion; may be arranged and purchased by center and charged to student when there is a reasonable expectation that costs can be recovered during the student’s enrollment</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>National Office Management Leave</td>
<td>Center to home and return, contingent on National Director’s directive</td>
<td></td>
<td>Depending on the circumstances. Will be determined on a case-by-case basis.</td>
<td>Depending on the circumstances. Will be determined on a case-by-case basis.</td>
</tr>
<tr>
<td>Personal Leave for Childcare without Pay</td>
<td>Center to home and return</td>
<td></td>
<td>No</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<sup>11</sup> Not taxable for absences such as center closure for emergency conditions as that is for the convenience of the government.

<sup>12</sup> Taxable column is N/A in multiple travel categories since there is no government paid travel to tax.
<table>
<thead>
<tr>
<th>Purpose of Travel</th>
<th>Authorized Destination</th>
<th>Limitations</th>
<th>Government Paid Travel?</th>
<th>Taxable?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present for Duty Off Center</td>
<td>Center to P-DOF site</td>
<td>No more than two times during enrollment unless waived by the Regional Office</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Fact-Finding Board Leave</td>
<td>Center to home and return based on Fact-Finding Board (FFB) outcome</td>
<td>Return to center will be based on FFB outcome</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
| Relocation (Center or National Training Contractor [NTC] Initiated) | 1. Center or NTC program to place of employment  
2. Center to educational institution or training agency that has accepted student for admission  
3. Center to site of interview with apprenticeship sponsor | 1. With firm job commitment  
2. Student has been accepted for admission  
3. Student meets standards of sponsor and has reasonable assurance of acceptance into program (Payment for travel to other than home location is not allowable for students with less than 90 days in Job Corps) | Yes                     | Yes      |
| Relocation (Student Requested)            | Center to community other than student’s home of record                                  | Center has reasonable assurance that a bona fide job offer exists and that employer will hire student subject to interview | Yes                     | Yes      |
| Unauthorized Absence                      | Return to center                                                                        | At student request, may be arranged and purchased by center and charged to student           | No                      | N/A      |
| Student Death (shipment of remains)       | Center to place of enrollment or other point in the U.S. or possessions as agreed to by Center Director and next-of-kin |                                                                           | Yes                     | No       |
EXHIBIT 6-4
JOB CORPS BASIC HEALTH CARE RESPONSIBILITIES

A. Medical

1. Assessment and diagnosis of illness and injury, to include:
   • Cursory medical evaluation by a qualified health professional; must be completed within 48 hours after the student’s entry.
   • Entrance physical examination by a qualified health professional within 14 days after entry using Job Corps approved history and physical forms.
   • Required entry laboratory studies
     o Hemoglobin or hematocrit
     o Pregnancy test (all females)
     o Pap smear (all females ≥ 21 years of age)
     o Chlamydia and gonorrhea testing
     o HIV testing
     o Urine drug screen
   • Immunizations, to include boosters for incomplete immunization series, and hepatitis B vaccine for health occupations training students.
   • Tuberculin skin test (Mantoux).
   • Vision and hearing screening.
   • Daily walk-in clinic and appointment system for above and for episodic illness or injury assessment by center physician and/or nurse.
   • Inpatient unit visits for minor conditions, such as respiratory infections, or flu symptoms.

2. Treatment, as highlighted below, will be provided when necessary. Third-party payer information will be given to providers when off-center care is required.
   • Primary emergency care for illness and injury, including first aid and CPR, and secondary care within capabilities, e.g., injection of epinephrine, and immediate transfer to hospital emergency room for specialized diagnosis and treatment, if needed.
   • Treatment of urgent and other conditions not needing specialized care and that are within the capabilities of qualified health professionals on staff.
   • Management of chronic health conditions as directed by qualified health professionals.
   • Referral to off-center physicians for detailed specialized assessment.
   • Access to prescription medications.

If a student sustains an on-the-job injury that requires extensive or specialized treatment, he or she will be medically separated with reinstatement rights (MSWR) and a referral will be sent to the Office of Workers’ Compensation Programs (OWCP).
B. Oral Health

1. Assessment and diagnosis, to include:
   - Dental readiness inspection within 14 days after entry to identify urgent care need for oral conditions that if not treated are expected to result in dental emergencies in the near future.
   - Elective oral examination upon student request, including x-rays to precede dental treatment.

2. Treatment, to include:
   - Dental procedures to treat oral disease and correct oral health conditions that may represent employability barriers. Specific procedures include:
     - Restorations
     - Extraction of pathological teeth
     - Root canal therapy on anterior and other strategic teeth
     - Replacement of missing upper anterior teeth with a removable prosthesis
     - Dental hygiene treatment that involves nonsurgical periodontal care to treat periodontal disease
   - Referral to off-center facilities as necessary for emergent or urgent conditions treatable beyond the expertise of a general dentist.

3. Oral disease prevention education and management, to include:
   - Oral strategies, such as oral hygiene instruction, risk assessments, and group education.
   - Oral-health promotion activities with an emphasis on overall wellness and employability.

C. Mental Health

1. Assessment and possible diagnosis, to include:
   - Assessments and recommendations for Job Corps applicants.
   - Review of Social Intake Form (SIF) or intake assessment performed by counseling staff of students who indicate mental health history, current mental health problems, or who request to see the center mental health consultant within 1 week of arrival.
   - Mental-health assessments with recommendations for referred students.

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

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

D. Trainee Employee Assistance Program (TEAP)

1. Substance use prevention and education, to include:
- Minimum of a 1-hour interactive presentation on substance use prevention for all new students during the Career Preparation Period.
- Presentation(s) on managing substance misuse, abuse and dependency conditions in the workplace students during the Career Development and Transition Periods.
- At least three annual center-wide substance use prevention and education activities.
- Clinical consultation with Center Director, management staff, Center Mental Health Consultant, and Health and Wellness Manager regarding substance use related prevention and education efforts for students and staff.
- Coordination with other departments/programs on center to develop integrated prevention and education services.

2. Assessment for identification of students at risk for substance use problems to include:
- Review of Social Intake Form (SIF) or intake assessment of all students performed by counseling staff within 1 week of arrival.
- Formalized assessment measures (e.g., SASSI3 or SASSIA2) and clinical
judgment to determine students’ risk levels for substance use.
- Collaboration with the Center Mental Health Consultant to determine when a MSWR or medical separation is appropriate and should be recommended for a student with substance use conditions.

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

4. Drug and alcohol testing, to include:
   - Drug and alcohol testing procedures
   - Policies related to positive drug or alcohol tests
   - Notification of drug or alcohol test results
PrH Chapter 6: Administrative Support

Exhibit 6-5

Center Health Services Staffing Requirements

Centers will provide at least the minimum acceptable hours and types of health-services coverage delineated below.¹³

Specific position requirements and required staffing patterns are described below. The center director must recruit and hire health professionals who are certified, licensed, or accredited. For contract centers, employment of full- or part-time physicians, nurse practitioners/physician assistants, health and wellness managers, staff nurses, dentists, dental hygienists, dental assistants, TEAP specialists, and mental health professionals is subject to the prior approval of the Regional Office in consultation with regional health specialists. For civilian conservation centers, employment of full- or part-time physicians, nurse practitioners/physician assistants, health and wellness managers, staff nurses, dentists, dental hygienists, dental assistants, TEAP specialists, and mental health professionals is subject to the prior approval of the National Office in consultation with regional health specialists. Waivers for specific position requirements may be requested from the National Office and will be determined on a case-by-case basis. (See ePRH Chapter 5, Section 5.2, R4.)

1. **Physician:** Four hours/100 students/week is the minimum required level of physician coverage for centers with a capacity of 2,000 or fewer students. Centers with a capacity greater than 2,000 students are not required to have more than 80 hours of physician coverage. Up to 2 hours/100 students/week of required physician hours can be assumed by a Physician Assistant (PA) or Nurse Practitioner (NP) to provide routine medical services within the licensee’s scope of practice and supervision requirements. The terms of supervision, where applicable, must be outlined in a collaborative agreement and contracts for the Center Physician and the NP/PA. The Center Physician/PA/NP may not serve as both the Center Physician/PA/NP and the Health and Wellness Manager.

2. **Nursing Staff:** Minimum required nursing coverage (i.e., registered nurse, nurse practitioner, and licensed practical nurse) is 35 hours/100 students/week. Required hours are inclusive of coverage for all shifts (day, evening, night, and weekend/holiday); centers should stagger shift hours based on center needs. Required hours do not include relief coverage for annual, holiday, and sick leave because the number of such days varies by center operator.

Centers with a capacity of fewer than 200 slots must fill the nurse position with a registered nurse. Centers with 200 or more slots must have the minimum of a registered nurse in the Health and Wellness Manager position. The Health and Wellness Manager may not serve as both the Health and Wellness Manager and the NP/PA.

3. **Dentist:** Three hours/100 students/week is the minimum required level of dentist coverage by a qualified licensed dentist.

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¹³ Minimum qualifications for health positions are contained in Exhibit 5-3.
Centers with a capacity of fewer than 400 slots may provide dental services at an off-site dental facility/clinic. Centers with a capacity of 400 or more slots must provide dental services on center.

4. **Dental Assistant**: Four hours/100 students/week is the minimum required level of dental assistant coverage when dental services are provided on center.

In addition to assisting the dentist, the assistant may provide dental-health education, perform clerical work, and/or perform authorized duties under health-care guidelines and as allowed by the state practice act. The dental assistant can be employed by the dentist or the center.

5. **Dental Hygienist**: Three hours/100 students/week is the minimum required level of dental hygiene coverage by a qualified licensed dental hygienist or dentist. The dental hygienist can be an independent subcontractor, an employee of the dentist, or an employee of the center.

6. **Center Mental Health Consultant (CMHC)**: Nine hours/100 students/week is the minimum required level of mental health coverage by a qualified licensed mental-health professional. Except for emergencies or consults by a psychiatrist, all mental-health clinical services defined as basic health care in Exhibit 6-4 must be provided on center by the CMHC and/or designated intern, extern, or practicum graduate student.

7. **Optometrist**: The center must have a (sub)contract with a licensed optometrist (or ophthalmologist) to provide optometric services.

8. **Reproductive-Health Coordinator**: The center must designate a staff member to coordinate reproductive-health services. The individual who coordinates this activity does not have to be a member of the health-and-wellness staff. The hours required for this collateral assignment will vary by the needs of the student population. Although no minimum hours are required, the center must provide reproductive-health services as required in ePRH Chapter 6, Section 6.11, R4. Family Planning Program.

9. **Trainee Employee Assistance Program (TEAP) Specialist**: Fifteen hours/100 students/week is the minimum required level of TEAP coverage by a qualified TEAP specialist. Of the minimum required coverage per week, 50 percent must be used for a combination of the following activities: prevention and education for students and staff, consultation to center director, CMHC, and other staff, and annual trainings. All TEAP services defined as basic-health services in Exhibit 6-4 must be provided on center by the TEAP Specialist.

10. **Tobacco Use Prevention Program (TUPP) Coordinator**: The center must designate a staff member to coordinate tobacco use prevention program activities. The individual who coordinates this activity does not have to be a member of the health-and-wellness staff. The hours required for this collateral assignment will vary by the needs of the student population. Although no minimum hours are required, the center must provide tobacco
use prevention/cessation services as required in ePRH Chapter 6, Section 6.11, R3. Tobacco Use Prevention Program.

11. **Health-Services Administrator**: In addition to nursing coverage (item 3 above), a full-time Health-Services Administrator is required for centers with a 700-plus student capacity. This individual does not have to be a nurse.

12. **Laboratory Personnel**: Centers that are certified under the Clinical Laboratory Improvement Act (CLIA) will require qualified laboratory personnel to perform procedures subject to CLIA classification. No minimum requirement is established for this category of staff; however, centers choosing to perform tests under CLIA must adhere to all pertinent staffing requirements.

   **Note**: Nursing staff are responsible for performing routine laboratory screening not subject to CLIA (e.g., dipstick urinalysis, hemoglobin). The number of hours allocated for such activities are included under nursing staff hours, as stated in Item 3 above.

13. **Clerical Staff**: Eight hours/100 students/week is the minimum required level of clerical support staff coverage. Centers with a capacity greater than 1,500 students are not required to have more than 120 hours of clerical support.
<table>
<thead>
<tr>
<th>Position</th>
<th>Hours/100/Students/Week</th>
<th>200</th>
<th>300</th>
<th>400</th>
<th>500</th>
<th>600</th>
<th>700</th>
<th>800</th>
<th>900</th>
<th>1,000</th>
<th>1,100</th>
<th>1,200</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physician</td>
<td></td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>16</td>
<td>20</td>
<td>24</td>
<td>28</td>
<td>32</td>
<td>36</td>
<td>40</td>
<td>44</td>
</tr>
<tr>
<td>Nursing Staff</td>
<td></td>
<td>35</td>
<td>70</td>
<td>105</td>
<td>140</td>
<td>175</td>
<td>210</td>
<td>245</td>
<td>280</td>
<td>315</td>
<td>350</td>
<td>385</td>
</tr>
<tr>
<td>Dentist</td>
<td></td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>12</td>
<td>15</td>
<td>18</td>
<td>21</td>
<td>24</td>
<td>27</td>
<td>30</td>
<td>33</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td></td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>16</td>
<td>20</td>
<td>24</td>
<td>28</td>
<td>32</td>
<td>36</td>
<td>40</td>
<td>44</td>
</tr>
<tr>
<td>Dental Hygienist</td>
<td></td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>12</td>
<td>15</td>
<td>18</td>
<td>21</td>
<td>24</td>
<td>27</td>
<td>30</td>
<td>33</td>
</tr>
<tr>
<td>Center Mental Health Consultant</td>
<td></td>
<td>9</td>
<td>18</td>
<td>27</td>
<td>36</td>
<td>45</td>
<td>54</td>
<td>63</td>
<td>72</td>
<td>81</td>
<td>90</td>
<td>99</td>
</tr>
<tr>
<td>Optometrist</td>
<td>Subcontract with licensed optometrist required</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reproductive Health Coordinator</td>
<td>Hours dependent on center need</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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EXHIBIT 6-6
PROPOSAL OUTLINE FOR ON-SITE CHILD DEVELOPMENT CENTERS AND RESIDENTIAL PARENT/CHILD PROGRAMS

1. The following items shall be included in proposals to operate on-site child development centers and residential parent/child programs.

2. Proposals shall be submitted to the Regional Office, and if approved, forwarded to the National Director, Job Corps, for approval.

<table>
<thead>
<tr>
<th>Child Development Centers</th>
<th>Residential Parent/Child Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. <strong>Statement of Need</strong>: An estimate of the number of students who need child care, and an explanation of why existing community resources are not adequate to meet students’ needs</td>
<td>Items a – g for child development centers, and</td>
</tr>
<tr>
<td>b. <strong>Program Description</strong>: Program design, including proposed ages and numbers of children to be served; proposed number of staff; and activities, services, and overall design of the child development program to be offered</td>
<td>h. <strong>Living Accommodations</strong>: Description of proposed living arrangements and facilities</td>
</tr>
<tr>
<td>c. <strong>Facility Description</strong>: Proposed facility to be used (or location and space for new construction), space layout, and square footage, including outdoor play areas</td>
<td>i. <strong>Staffing</strong>: Proposed residential staffing</td>
</tr>
<tr>
<td>d. <strong>Facility Condition</strong>: Condition and cost estimate for facility rehabilitation or rough cost estimate for new construction</td>
<td>j. <strong>Support Services</strong>: A description of how meals and health care will be provided for children</td>
</tr>
<tr>
<td>e. <strong>Funding</strong>: The source, type, and projected amount of state, local, and/or other funding or resource availability to support the program</td>
<td>k. <strong>Costs</strong>: The additional costs associated with the residential parent/child program must also be included, as well as non-Job Corps resources to cover costs of food and health care for the children</td>
</tr>
<tr>
<td>f. <strong>Cost Proposal</strong>: In ETA 2110 format, including an estimated breakdown of non-Job Corps funding sources</td>
<td></td>
</tr>
<tr>
<td>g. <strong>Availability of Non-Job Corps Support</strong>: Evidence such as a tentative letter of commitment, draft interagency agreement, etc.</td>
<td></td>
</tr>
</tbody>
</table>
EXHIBIT 6-7
USE OF JOB CORPS FUNDS FOR CHILD DEVELOPMENT CENTERS AND PARENT/CHILD PROGRAMS

1. Job Corps funds for on-center programs shall be used to cover one-time costs for items such as:
   a. Equipment
   b. Facility design
   c. Facility construction/rehab
   d. Start-up operating costs

2. Job Corps funds may be used to support operation child development centers and parent/child programs to cover costs such as:
   a. Maintenance
   b. Utilities

3. Non-Job Corps funds shall be used to support the ongoing operating costs of child development programs and the additional operating costs associated with housing children in residential parent/child programs. Such resources may include:
   a. Head Start
   b. Student child care grants made available under state child care and development block grant programs
   c. Alternative high schools
   d. School lunch programs/child nutrition programs
   e. Food stamps (for students in residential parent/child programs)
   f. Child welfare organizations
   g. YWCA/YMCA and other community groups
   h. Public programs for child immunizations, vision and hearing screening
   i. Medicaid (for health care for children)
## EXHIBIT 6-8
### CHILD DEVELOPMENT CENTER MINIMUM STAFF QUALIFICATIONS

<table>
<thead>
<tr>
<th>Position</th>
<th>Primary Duties</th>
<th>Minimum Qualifications</th>
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<tbody>
<tr>
<td>Child Development Center Director</td>
<td>Provides direction, management, and supervision for the child development center</td>
<td>Bachelor’s degree in early childhood or related field</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Minimum two years experience supervising CDC classroom activity</td>
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<tr>
<td></td>
<td></td>
<td><strong>OR</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>AA degree in related field</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Minimum three years experience supervising CDC classroom activity</td>
</tr>
<tr>
<td>CDC Lead Teacher</td>
<td>Implements developmentally appropriate program of activities based on age group</td>
<td>Bachelor’s degree in early childhood or related field</td>
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<td></td>
<td></td>
<td>Minimum one year experience</td>
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<tr>
<td></td>
<td></td>
<td><strong>OR</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>AA degree in related field</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Minimum two years experience</td>
</tr>
<tr>
<td>CDC Assistant Teacher/Caregiver</td>
<td>Assists lead teacher in all aspects of care and development of children assigned</td>
<td>CDA credential, high school diploma, or equivalent</td>
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<tr>
<td></td>
<td></td>
<td><strong>OR</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Minimum one year experience working with young children</td>
</tr>
<tr>
<td>CDC Teachers/Child Care Aide</td>
<td>Assists teacher/primary caregiver in care of children</td>
<td>High school diploma or equivalent</td>
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EXHIBIT 6-9
FACILITY REQUIREMENTS FOR CHILD DEVELOPMENT CENTERS AND RESIDENTIAL PARENT/CHILD PROGRAMS

Child Development Center Facilities

To ensure that child development centers provide safe, clean, and well-maintained facilities which are adequately furnished and equipped to meet the needs of students and their children, the following standards are established.

Child development centers shall offer the following facilities:

1. Infant care area and crib space (if infants are enrolled).

2. Diaper changing area positioned to allow staff to maintain visual contact with the entire group at all times.

3. Activity rooms: space appropriate for each age group. Not less than 35 net square feet of usable floor space per child shall be provided in activity rooms used for care. Usable floor space does not include permanently fixed storage, hallways, kitchen, dining room, bathrooms, diaper changing areas, or administrative or support spaces.

4. Restrooms/toilet areas, with pediatric size fixtures, and handwashing facilities in infant areas and in diaper changing areas.

5. An isolation room for children who become ill (if a separate room is not available, a sick child may be kept in an office or other supervised space away from areas used by other children).

6. A kitchen (size and equipment should be determined by the size of the program and plans for meal preparation).

7. Laundry facilities.

8. Office space for administrative staff.

9. Space for storing:
   a. Food items
   b. Medications
   c. Consumable supplies
   d. Program materials
   e. Cribs/cots
   f. Toys/games
   g. Children’s and staff’s belongings
10. Fenced-in outdoor play areas adjacent to the CDC that meet state licensing requirements and include:
   a. Safe and suitable play surfaces
   b. Playground equipment appropriate for size, age, and developmental levels of children
   c. Outdoor storage areas for large toys

Residential Parent/Child Program Facilities

To ensure that residential parent/child programs provide safe, clean, and well-maintained facilities which support family development and are adequately furnished and equipped to meet the needs of students and their children, the following standards are established.

Residential parent/child programs shall provide facilities that include the following:

1. Adequate sleeping and restroom areas for each parent and his or her child(ren)
2. Indoor play areas for children where they can be observed by parents
3. Quiet lounge areas for parents and children
4. Laundry facilities
5. Kitchen facilities (at a minimum dormitories must have mini-kitchens, with refrigerator and microwave and sink, for use by parents in preparation of snacks and meals for children, storage of medicine, infants’ milks and food)
6. Storage areas for cribs, toys, juvenile beds, etc.

Maintenance and Care of Facilities

Operators of child development centers and residential parent/child programs shall ensure that:

1. Facilities are clean, orderly, and well maintained.
2. Equipment is properly installed and maintained.
3. Routine and preventive maintenance is provided to ensure that all facilities and equipment are operable.
EXHIBIT 6-10
NOTICE OF MEDICAL INFORMATION USE, DISCLOSURE, AND ACCESS

THIS NOTICE DESCRIBES HOW MEDICAL INFORMATION ABOUT YOU MAY BE USED AND DISCLOSED, AND HOW YOU CAN GET ACCESS TO THIS INFORMATION

Please Review Carefully

This Notice Is Required by the Health Insurance Portability and Accountability Act of 1996

We, the ______________________ Health Center, are required by law to maintain the privacy of your protected health information and to provide you, the Job Corps student, with notice of our legal obligations and privacy practices with respect to your protected health information. We are required to abide by the terms of this Notice (or any Revised Notice currently in effect). We have the right to change the terms of the Notice and to make those changes effective for all protected health information that we maintain. If we make changes to the Notice, we will issue you a Revised Notice at your assigned Job Corps location. This Notice is effective as of April 14, 2003. We may use and disclose medical information about you under certain circumstances listed below. In each case, we will share only the minimum information necessary.

Treatment, Payment, and Health Care Operations

Treatment. We may share the contents of your medical files, including date of visits, symptoms presented, diagnosis, medications prescribed, treatment given or recommended, and referrals to other health providers with other health center staff members so that we may effectively treat you and follow up on your care. In addition to sharing this information with health center nurses, doctors, dentists, mental health professionals, Trainee Employee Assistance Program (TEAP) specialists, or other health providers, we may share this information with health center clerks, receptionists, or other persons responsible for filing and entering data within the health center, and organizing patient flow and/or contacting you to set appointments or inform you of prescription availability or other medical information. We may share your prescription and other medical information with pharmacists or other providers of medicines or devices, and with center drivers who pick up medications at pharmacies or other stores, for the purpose of obtaining prescriptions, other medications, and devices for you. We may share information with medical laboratories necessary in identifying specimens for the purpose of testing. Center health care providers also may share your health information with specialists or other off-center health care providers for purposes of consultation or referral.

Payment and Health Care Operations. We may share the contents of your medical files, including referral and other information about care you received off center, with Medicaid and/or private insurance companies for the purposes of facilitating your access to health services not provided or paid for by Job Corps. We also may share information about illness or injuries you may incur in the performance of your duties with workers’ compensation coordinators, for the
purpose of determining your eligibility for benefits, the payment to you of benefits, and the provision of care to you under those benefits.

**Other Uses and Disclosures for Which Consent, Authorization, or Opportunity to Agree or Object Is Not Required**

In addition to the above uses and disclosures of your medical information, federal law permits us to disclose medical information about you under the following circumstances:

- We may use or share any information required by law;
- We may share information about infection, disease, or other conditions with public health department authorized to receive such health information, as well as information about failure to follow prescribed treatments for these cases of infection or disease, to assist them in preventing or controlling health conditions and tracking vital events;
- We may contact you to provide appointment reminders or information about treatment alternatives or other health-related benefits and services;
- We may share information for certain public health activities, including for purposes related to the quality, safety, or effectiveness of products regulated by the Food and Drug Administration;
- We may share information with government authorities about individuals we believe may be victims of abuse, neglect, or domestic violence;
- We may share information for health oversight activities, including audits, licensing, and inspections of the health center, and determinations of our compliance with the medical privacy rules by the U.S. Department of Health and Human Services;
- We may share information in certain court proceedings;
- We may share information for law enforcement purposes;
- We may share information with a coroner, medical examiner, or funeral director to enable those people to perform their jobs with respect to people who have died;
- We may share information with organ donor organizations as necessary to allow authorized organ, eye, or tissue donations from people who have died;
- We may share information for certain approved limited research purposes;
- We may share information to avert a serious threat to health or safety;
- We may share information for workers’ compensation purposes;
- We may share information for certain specialized government functions, including certain military or national security uses.

Other uses and disclosures will be made only with your written authorization. Job Corps requires you to authorize certain other uses and disclosures of your protected health information as a condition of enrollment in Job Corps. Those uses and disclosures are outlined in a written Authorization form that you have signed already, or that we will ask you to sign. You may revoke your authorization for these uses and disclosures, in writing, at any time, unless we have relied on the Authorization. Please note, however, that federal law permits Job Corps to condition enrollment in its programs on receiving a valid authorization from you of certain uses and disclosures of your protected health information. Although the health center must honor any withdrawal of authorization you make, and cannot condition treatment on your authorization, such a withdrawal may affect your continued enrollment in Job Corps. Also, you may be asked to sign other voluntary authorizations. You may revoke a voluntary authorization, in writing, at any time, unless we have relied on that authorization.

**Your Rights**

**The right to request restrictions.** You have the right to request restrictions on certain uses and disclosures we make of your protected health information for treatment, payment, or health care operations, and may request restrictions on disclosures to family members or friends relevant to your care. However, in most instances the health center is not required to agree to your request. Generally, your health information will not be disclosed to family members or friends if you object to such disclosure, but in an emergency or other circumstance in which we cannot obtain your agreement, we may disclose limited information if it appears necessary for your care, consistent with state law. In addition, in case of a disaster, your health information may be shared with the Red Cross or other public or private entities assisting in disaster relief efforts for the purpose of notifying your family members or other loved ones of your location, general condition, or death. Furthermore, if you are a minor, we may be required to share health information about you with your parent or guardian, although some types of information you may be able to restrict us from sharing with your parent or guardian. (We will follow state laws in those instances.)

**The right to receive your health information confidentially.** You have the right to receive your health information privately. For example, if you are expecting a letter containing information from your doctor to arrive at your mailbox, and you share a mailbox with others and do not wish for others to discover the letter, you may request that the letter be delivered to you in another way or at another location, or you may arrange to pick up the letter.

**The right to inspect and copy your health information.** You have the right to look at and get a copy of your health information for as long as we maintain those records. However, under the law, we may deny you access to certain types of information, including psychotherapy notes kept by mental health professionals, information compiled in anticipation of a civil, criminal, or administrative action, certain information related to clinical or research studies, and classified information. Denials of this nature are final. In addition, we may deny you access to your health information if a health care provider believes that providing the information is likely to endanger
the life or physical safety of you or someone else, or, if your information refers to someone else, the access requested is likely to cause substantial harm to that person. Also, if your personal representative requests access to your health information, we may deny that person access if a health care provider believes the access is likely to cause substantial harm to you or another person. You may have denials of this nature reviewed by another health provider who was not involved in the initial denial decision, and we will abide by the decision of that reviewer.

The right to amend your health information. You have the right to have us amend (correct or clarify) your health information that we keep in our records, for as long as we maintain those records. In most circumstances, however, if you ask us to change, add, or delete certain information that we did not create, or that is not a part of your record, or that you are not permitted to access, we do not have to make the amendment. Furthermore, we do not have to make any changes you request that would cause your record to be anything other than accurate and complete.

The right to be informed of disclosures we make of your health information. You have the right to know what health information we have given to others about you for the 6 years prior to the date of your request. Certain exceptions apply. For instance, we do not have to tell you of instances in which we have disclosed information for purposes of treatment, payment, or health care operations, or information that we gave directly to you or your representative, or certain directory information and information given to persons involved in your care, or information disclosed for national security purposes, or to law enforcement or corrections officials, or disclosures we made before we were required to comply with these notice standards.

The right to receive a paper copy of this Notice. You have the right to request and receive a paper copy of this notice.

The right to complain about our use of your health information pursuant to the Health Insurance Portability and Accountability Act of 1996. You may complain to us and to the Secretary for the U.S. Department of Health and Human Services if you believe your privacy rights pursuant to the Health Insurance Portability and Accountability Act of 1996 have been violated. To file a complaint with us or to request further information regarding your rights to privacy in your health information, please contact

(designated health center privacy official: name, title, phone number)

In addition, you may file a complaint with the Secretary for Health and Human Services within 180 days of the date you learn of our objectionable action or omission. You must put your complaint in writing, you must name us specifically (including the name of your Job Corps center), and you must describe what we have done to which you object.
Where to File Complaints Concerning Health Information Privacy:

If your Job Corps center is located in Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, or Vermont:

Office for Civil Rights  
U.S. Department of Health and Human Services  
Government Center  
J.F. Kennedy Federal Building, Room 1875  
Boston, MA 02203  
Voice Phone: (617) 565-1340  
FAX: (617) 565-3809  
TDD: (617) 565-1343

If your Job Corps center is located in New Jersey, New York, Puerto Rico, or Virgin Islands:

Office for Civil Rights  
U.S. Department of Health and Human Services  
Jacob Javits Federal Building  
26 Federal Plaza, Suite 3312  
New York, NY 10278  
Voice Phone: (212) 264-3313  
FAX: (212) 264-3039  
TDD: (212) 264-2355

If your Job Corps center is located in Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, or West Virginia:

Office for Civil Rights  
U.S. Department of Health and Human Services  
Public Ledger Building  
150 S. Independence Mall West, Suite 372  
Philadelphia, PA 19106-9111  
Main Line: (215) 861-4441  
Hotline: (800) 368-1019  
FAX: (215) 861-4431  
TDD: (215) 861-4440
If your Job Corps center is located in Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, or Tennessee:

Office for Civil Rights  
U.S. Department of Health and Human Services  
Atlanta Federal Center, Suite 3B70  
61 Forsyth Street, SW  
Atlanta, GA 30303-8909  
Voice Phone: (404) 562-7886  
FAX: (404) 562-7881  
TDD: (404) 331-2867

If your Job Corps center is located in Illinois, Indiana, Michigan, Minnesota, Ohio, or Wisconsin:

Office for Civil Rights  
U.S. Department of Health and Human Services  
233 N. Michigan Avenue, Suite 240  
Chicago, IL 60601  
Voice Phone: (312) 886-2359  
FAX: (312) 886-1807  
TDD: (312) 353-5693

If your Job Corps center is located in Arkansas, Louisiana, New Mexico, Oklahoma, or Texas:

Office for Civil Rights  
U.S. Department of Health and Human Services  
1301 Young Street, Suite 1169  
Dallas, TX 75202  
Voice Phone: (214) 767-4056  
FAX: (214) 767-0432  
TDD: (214) 767-8940

If your Job Corps center is located in Iowa, Kansas, Missouri, or Nebraska:

Office for Civil Rights  
U.S. Department of Health and Human Services  
601 East 12th Street, Room 248  
Kansas City, MO 64106  
Voice Phone: (816) 426-7278  
FAX: (816) 426-3686  
TDD: (816) 426-7065
If your Job Corps center is located in Colorado, Montana, North Dakota, South Dakota, Utah, or Wyoming:

Office for Civil Rights  
U.S. Department of Health and Human Services  
1961 Stout Street, Room 1185 FOB  
Denver, CO 80294-3538  
Voice Phone: (303) 844-2024  
FAX: (303) 844-2025  
TDD: (303) 844-3439

If your Job Corps center is located in American Samoa, Arizona, California, Guam, Hawaii, or Nevada:

Office for Civil Rights  
U.S. Department of Health and Human Services  
50 United Nations Plaza, Room 322  
San Francisco, CA 94102  
Voice Phone: (415) 437-8310  
FAX: (415) 437-8329  
TDD: (415) 437-8311

If your Job Corps center is located in Alaska, Idaho, Oregon, or Washington:

Office for Civil Rights  
U.S. Department of Health and Human Services  
2201 Sixth Avenue, Suite 900  
Seattle, WA 98121-1831  
Voice Phone: (206) 615-2287  
FAX: (206) 615-2297  
TDD: (206) 615-2296

If you would like to file a complaint by e-mail, send it to: OCRComplaint@hhs.gov.

For more information, please contact Lester Coffer, Office for Civil Rights, Department of Health and Human Services, Mail Stop Room 506F, Hubert H. Humphrey Building, 200 Independence Avenue, SW, Washington, DC 20201. Telephone number: (202) 205-8725.

**The right to complain about our use of your health information pursuant to the Rehabilitation Act of 1973.** You may complain to the Director of the Civil Rights Center, U.S. Department of Labor, if you believe your rights pursuant to the Rehabilitation Act of 1973 have been violated. To file a complaint or to request further information regarding your rights to privacy in your health information, please contact:
Ms. Annabelle Lockhart, Director  
Civil Rights Center  
U.S. Department of Labor  
200 Constitution Avenue, NW, Room N-4123  
Washington, DC 20210  
Voice Phone: (202) 693-5602  
TTY: (202) 693-6515

We are here to help you succeed and we will not take any negative action against you for making a complaint, whether you complain to us, to the Secretary for Health and Human Services, to the U.S. Department of Labor, or all three.

ACKNOWLEDGMENT OF RECEIPT OF NOTICE

I, ____________________________, have received a copy of this Notice. I have read this Notice and I understand that it explains how my health information may be used and shared with others, and what my rights are with respect to my health information.

__________________________________________  ______________________________
Signature                                                                 Date
EXHIBIT 6-11
EQUAL OPPORTUNITY NOTICE

EQUAL OPPORTUNITY IS THE LAW

It is against the law for this recipient of Federal financial assistance to discriminate on the following bases:

- Against any individual in the United States, on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief; and

- Against any beneficiary of programs financially assisted under Title I of the Workforce Investment Act (WIA) of 1998, on the basis of the beneficiary’s citizenship/status as a lawfully admitted immigrant authorized to work in the United States, or his or her participation in any WIA Title I - financially assisted program or activity.

The recipient must not discriminate in any of the following areas:

- Deciding who will be admitted, or have access, to any WIA Title I – financially assisted program or activity;

- Providing opportunities in, or treating any person with regard to, such a program or activity; or

- Making employment decisions in the administration of, or in connection with, such a program or activity.

WHAT TO DO IF YOU BELIEVE YOU HAVE EXPERIENCED DISCRIMINATION

If you think you have been subjected to discrimination under a WIA Title I – financially assisted program or activity, you may file a complaint within 180 days from the date of the alleged violation with either:

- [Insert name, phone number, e-mail address, and mailing address for center’s Equal Opportunity Officer], the recipient’s Equal Opportunity Officer; or

- The Director, Civil Rights Center (CRC), U.S. Department of Labor, 200 Constitution Avenue, NW, Room N-4123, Washington, DC 20210.

If you file your complaint with the recipient, you must wait either until the recipient issues a written Notice of Final Action, or until 90 days have passed (whichever is sooner), before filing with the CRC (see address above).

If the recipient does not give you a written Notice of Final Action within 90 days of the day on which you filed your complaint, you do not have to wait for the recipient to issue that Notice before filing a complaint with CRC. However, you must file your CRC complaint within 30 days.
of the 90-day deadline (in other words, within 120 days after the day on which you filed your complaint with the recipient).

If the recipient does give you a written Notice of Final Action on your complaint, but you are dissatisfied with the decision or resolution, you may file a complaint with the CRC. You must file your CRC complaint within 30 days of the date on which you received the Notice of Final Action.

_____________________________  ________________________
Student Signature              Date

Please place a copy of the signed form in student’s file.
EXHIBIT 6-12

HIV TESTING INFORMATION SHEET

Human immunodeficiency virus (HIV) is the virus that causes acquired immunodeficiency syndrome (AIDS). This virus can only be transmitted to others through sexual contact, the introduction of infected blood into the bloodstream (e.g., by the sharing of syringes or needles), or from an infected mother to her infant, either during the birth process or by breast-feeding. A person who is infected with HIV is likely to come down with AIDS. However, AIDS usually does not develop until many years after a person has been infected, and persons with HIV infection may look and feel completely healthy.

Tests are available to determine the presence of antibodies to HIV. Antibodies are substances made by the body to fight infection. The presence of antibodies (a positive antibody test) indicates that a person is infected with HIV and is capable of infecting others with the virus. However, it takes time for the body to make antibodies after the virus gets into the body. For this reason, the antibody test for a person who has recently been infected with HIV may show that a person is “negative” (does not have antibodies) or “indeterminate” (neither positive nor negative) even though that person actually carries the virus in his/her body. A test taken at a later time, when the body has had more time to make antibodies, would show that the person is positive.

If your HIV antibody test results are known, it helps your doctor decide how best to treat you for certain illnesses. If you are infected with the virus, you can receive treatment to help prevent or delay the illnesses that can occur with AIDS. It may also help you to make personal decisions if you know that you have HIV infection and could infect someone else. If your blood test is positive, Job Corps will conduct medical and psychosocial evaluations in order to provide appropriate medical care and counseling, as well as to determine whether it is appropriate for you to remain in Job Corps.

If your blood test is positive and the test results become known by others, they might think you have AIDS or that you might infect them. This may not be true, but you might be discriminated against by friends, family, employers, landlords, insurance companies, or others. Therefore, you should be extremely careful in disclosing your test results.

HIV test results and other related medical records may only be released to Job Corps staff with a need for that information for purposes of counseling, administration and delivery of health services, and to the local and/or state health department, when required by law.

Acknowledgement of receipt of information:

Student Signature Date
EXHIBIT 6-13
RIGHT TO USE PHOTOGRAPHIC LIKENESS OR MOVING IMAGES
RELEASE FORM FOR ADULT STUDENTS

I, __________________________, grant to the Job Corps Program of the United States Department of Labor, the right to use and publish photographic likenesses or pictures of me or moving images captured by a video camera or other means. I may be included in the photographic likenesses, pictures, or moving images in whole or in part, in conjunction with my own name, or reproductions thereof, made through any medium, including the Internet, for the purpose of advertising in promotion of the Job Corps Program.

I waive any right that I may have to inspect or approve the finished product or the advertising or other copy, or the use of the portraits, photographic likenesses of pictures, or moving images of me.

I release the Job Corps Program and the United States Department of Labor, and all persons acting under the direct permission or authority of the Job Corps Director from any liability that may arise out of the use of the portraits, photographic likenesses, or moving images if used for the purpose of advertising in promotion of the Job Corps Program.

Dated: ________________________, 20___

Witness: _______________________

Student Signature

Name (Printed)

Job Corps Center

Class/Department

Identifier (color of shirt, etc.): ________________________________

________________________________________________________________________

ACKNOWLEDGMENT

I have read this document and it was fully explained to me by a Job Corps representative.

Witness: _______________________

Student Signature
EXHIBIT 6-14
RIGHT TO USE PHOTOGRAPHIC LIKENESS OR MOVING IMAGES
RELEASE FORM FOR MINORS

I, _____________________________ (name of parent), as ____________________________
(father or mother or guardian) of _____________________________ (name of student), a
minor, grant to the Job Corps Program of the United States Department of Labor, the right to use
and publish photographic likenesses or pictures of ____________________________ (name of
student) or moving images captured by a video camera or other means. I understand that my
child may be included in photographic likenesses, pictures, or moving images in whole or in part,
in conjunction with his or her own name, or reproductions thereof, made through any medium,
including Internet, for the purpose of advertising in promotion of the Job Corps Program.

I waive any right that I may have to inspect or approve the finished product or the advertising or
other copy, or the use of the portraits, photographic likenesses or pictures, or moving images of
my child.

I release the Job Corps Program and the United States Department of Labor, and all persons
acting under the direct permission or authority of the Job Corps Director from any liability that
may arise out of the use of the portraits, photographic likenesses, or moving images if used for
the purpose of advertising in promotion of the Job Corps Program.

Dated: _________________________, 20___

Witness: ____________________________

Parent Signature

Name (Printed)

Student Name

Job Corps Center

Class/Department

Identifier (color of shirt, etc.):

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

ACKNOWLEDGMENT

I have read this document and it was fully explained to me by a Job Corps representative.

Witness: ____________________________

Parent Signature
APPENDIX 601
STUDENT RIGHTS TO PRIVACY AND DISCLOSURE OF INFORMATION

Each applicant or student is entitled to privacy in accordance with federal, state, and local law, and in accordance with the following policies.

1. Privacy of Person and Possessions

The Job Corps center director must ensure that each student’s area, including any storage for belongings, remains private. Neither students nor their belongings may be searched or examined except under circumstances described in Chapter 5, Section 5.4, Personal Safety and Security. If evidence that may be used in a criminal prosecution is discovered, the student involved is to be advised of his or her right to remain silent and to an attorney.

2. Confidential Personal Information

a. Information collected as part of the admissions process must be protected in accordance with the terms of the Privacy Act. Each applicant shall be informed of the following and acknowledge by signing the Job Corps Consent Record:
   (1) The statutory authority for the request
   (2) Why the information is needed
   (3) Whether it is voluntary or mandatory to give the information
   (4) The effects of not providing information
   (5) The uses which may be made of the information

b. Personal information contained in center records, as well as verbal and written communication between students and staff, must be held in confidence.

c. Student information may be released to other staff on a need-to-know basis when it is judged to be in the interest of the student, but the student must be informed of the possibility.

d. Staff must advise students in advance about the types of information that must be shared with the center director or other center personnel when it affects the welfare of the center as whole or requires action to protect the welfare of an individual enrollee.

e. Confidential student information may not be copied or kept by anyone except as provided by the Disclosure of Information (Section 5 below) procedures.

f. Department of Labor representatives may review counseling, health, and other confidential records for administrative purposes.

g. Job Corps students or staff shall not participate in, nor be the subject of, any study or research project unless it has been approved through the Regional Office and
by the National Director of Job Corps. Such participation, if approved, must only be on a voluntary basis, and the researcher must guarantee to protect the anonymity of all staff and students involved in any presentation of the results.

3. Access to Student Records

a. Students, and parents or guardians of minor students, shall be granted access to their records upon request. Access to medical records can be denied in accordance with the Notice (Exhibit 6-10) and Authorization (Chapter 1, Exhibit 1-3).

b. If a student or parent of a minor student objects to any information in the record, he or she may request a meeting with the center director to request that such information be removed or modified. If the request is denied, the record must be documented with the reasons. The student and or parent/guardian may also include a written objection to the content. All such statements shall become part of the student’s personnel record.

c. If a student or parent of a minor student objects to any information in the medical record, he or she has the right to amend their protected information. Amendments will be made in accordance with the Notice and Authorization.

d. When the center has custody of the record, designated center staff shall respond to requests from former students or third parties, for information concerning their enrollments, only upon receipt of a written signed release of information, and in accordance with the provisions of this appendix, the Notice, and the Authorization.

4. Use of Student Photos or Moving Images

a. OA/CTS contractors and centers shall ensure that photos or moving images of Job Corps students are taken, used on printed materials, or posted on the Internet only when the student, or legal guardian in the case of minors, has:
   (1) Been informed about the possible uses of such pictures for promotional purposes, for an unlimited time; and
   (2) Has signed a Right to Use Photographic Likeness or Moving Images release (as shown in Exhibit 6-13 for adult students, and Exhibit 6-14 for minors).

b. In all cases where a photographer, newspaper, or other entity has been hired to take pictures, the contract for services shall either:
   (1) Include language that states “All Copyright and/or Intellectual Property Rights are the property of the Department of Labor”; or
   (2) A “Notice of Copyright” must be signed by the photographer before the photograph may be used (as shown in the Job Corps Forms Handbook).
5. **Disclosure of Information**

All requests for personal information about students must be treated as requests under the Freedom of Information Act and the Privacy Act of 1974, and handled pursuant to 29 CFR Parts 70 and 70a and 45 CFR Parts 160 and 164.

a. No student records of information of any kind about a student may be released to outside agencies or persons without the student’s signed consent, or parent/guardian consent for minor students, with the following exceptions:

1. Upon written request, parents or guardians of minors and probation or parole officers may be given information regarding a student’s general medical condition and/or achievement in the program.

2. To avert a serious threat to health or safety, protected health information can be released. Medical information may be provided to local health authorities in the case of student death to assist with their investigation.

3. A student’s name, address, age, former residence, dates of entry and/or separation, forwarding address and other possibilities for locating a student or his or her family may be released to state or federal law enforcement agencies or other government investigators.

4. CTS providers shall be provided a summary of each student’s academic and vocational achievement and other such information necessary to assist in the placement of a student. Placement agencies must obtain a written release of information from each student prior to sharing information with prospective employers, schools, and training institutions.

5. Where a job opportunity with a prospective employer is covered by a federal government security clearance requirement necessitating that the employer receives information on the student’s arrests, convictions, and/or probation or parole status, the placement agency shall release such confidential information only after obtaining a signed consent from the student or parent/guardian.

6. All subpoenas to produce student records or to testify regarding a student record shall be forwarded to the Regional Office for consultation with the Regional Solicitor.
APPENDIX 602
CIVIL RIGHTS AND NONDISCRIMINATION

Job Corps shall provide equal opportunity for all employees and students without regard to race, religion, color, national origin, gender, disability, or political affiliation or belief. Sexual harassment is prohibited. Discrimination is prohibited in all contracts, grants, and programs funded by the Department of Labor.

Responsibilities:

1. Students must be treated equally with no segregation or discrimination of any kind with respect to training, working assignments, eating arrangements, or any other center activities. Segregated housing on the basis of gender is allowed as outlined in 45 CFR 86.32.

2. Staff shall not be discriminated against in employment practices on the basis of race, color, national origin, gender, age, disability, religion, or political affiliation or belief.

3. The Directorate of Civil Rights (DCR) for the Department of Labor (DOL) shall be responsible for enforcing equal opportunity in all DOL-funded programs, including the provision of Job Corps services. DCR shall conduct periodic reviews of contract centers to ensure compliance with civil rights laws and regulations.

4. The DOL Office of Federal Contract Compliance (OFCCP) shall be responsible for ensuring contractor compliance with the mandates of Executive Order 11246, and enforcing nondiscrimination and equal opportunity for Job Corps contractor staff.

5. For agency-operated Civilian Conservation Centers, the Equal Opportunity Officers of the agency shall be responsible for enforcement of equal opportunity and nondiscrimination for staff only.

CENTER EQUAL OPPORTUNITY PROGRAMS

Each center shall ensure the protection of the civil rights of staff and students, and shall promote an atmosphere free from discrimination and harassment.

Each center shall:

1. Appoint in writing a center equal opportunity (EO) officer, who shall:
   a. Advise the Center Director on all civil rights matters.
   b. Monitor the operation of complaint/grievance procedures.
   c. Maintain logs and records of complaints/grievances.
d. Inform complainants of the disposition of complaints and appeal rights.

e. Assist students in completion of DCR Complaint Information Forms.

f. Coordinate the center EO committee.

2. Establish a three-to-five-member EO committee to conduct impartial hearings on civil rights issues or disability complaints.

3. Advise students and staff on how to conduct themselves if they feel they are subjected to acts of discrimination, hostility, or unfair treatment within the community. Assist in resolving the matter as follows:

   a. Center Directors may use remedies and conciliation services available under state law. The Regional Office shall be notified in this event.

   b. Establishments that appear to discriminate may be placed “off limits” if an administrative or legal proceeding is in progress.

   c. Inform all staff members and students that steps to resolve differences with the community or community group are in process, or will be resolved by a specific date.

AFFIRMATIVE ACTION PLANS

Each center shall submit an Affirmative Action Plan to the Regional Office within 90 days of contract award, and update it annually on the contract anniversary date. The plan shall include methods to:

1. Communicate center policies and programs to foster full understanding, acceptance, and support within the community and among students and staff.

2. Foster participation in community activities that work toward improved and equal opportunities for minority groups.

3. Encourage staff racial and gender balances that reflect that of the student population.

4. Obtain, develop, and utilize the skills of minority group and female staff to the maximum extent possible.

5. Ensure assimilation of minority group members and females throughout various center organizational and responsibility levels.

6. Identify and analyze civil rights problem areas.

7. Correct and follow up on problem situations and, if necessary, ensure that appropriate
steps are taken to discourage recurrences.

8. Provide prompt, fair, and impartial consideration of discrimination complaints.

**COMPLAINT PROCEDURES**

**Equal Opportunity Complaints**

1. All EO complaints alleging discrimination or sexual harassment must be filed not later than 180 days of the alleged discriminatory or adverse action.

2. The center’s EO officer must provide assistance to complainants, either students or staff, in the preparation of formal complaint statements.

3. Each formal complaint statement shall contain the following:
   a. Name, home address, telephone number, work address, work unit, and work title of the complainant
   b. Basis for the allegation, i.e., race, gender, national origin, etc.
   c. Nature of the complaint, i.e., detailed description of the circumstances
   d. Any supporting facts, documentation, or witnesses

4. Complainants shall not be subjected to any adverse treatment, retaliation, punishment, or other administrative action based upon their submission of such complaints.

5. Efforts should be made to resolve EO complaints informally and at the lowest level possible.

**Disability/Discrimination Complaints**

1. All complaints filed under Section 504, Non-Discrimination Under Federal Grants and Programs, of the 1973 Rehabilitation Act as amended in 1992, must be filed not later than 180 days from the date of the alleged discrimination.
2. The following three steps shall be used in handling such complaints:

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step One</td>
<td>Student’s Counselor or staff’s immediate supervisor attempts to resolve issues. If unresolved, refer to Step Two.</td>
<td>five working days</td>
</tr>
<tr>
<td>Step Two</td>
<td>Center EO Officer attempts to resolve issues. If unresolved, refer to Step Three.</td>
<td>10 working days</td>
</tr>
<tr>
<td>Step Three</td>
<td>Impartial hearing before center EO Committee</td>
<td>Held within 30 days of filing of complaint</td>
</tr>
<tr>
<td></td>
<td>Committee issues recommendation to Center Director</td>
<td>Within 50 days of filing of complaint</td>
</tr>
<tr>
<td></td>
<td>Center Director issues final written decision</td>
<td>Within 60 days of filing of complaint</td>
</tr>
<tr>
<td></td>
<td>Complainant may appeal decision to the Directorate of Civil Rights</td>
<td>Within 30 days of the decision</td>
</tr>
</tbody>
</table>

3. All complaints shall be completely documented by the center. Documentation shall include:
   a. Names of persons involved
   b. Nature of the complaint
   c. Actions taken

4. When complaints are successfully resolved or final decisions are rendered, a complete report of each such case shall be forwarded to the Regional Director.

5. Complainants wishing to appeal decisions to the DCR shall be given the address and telephone number of that office by the Center Director or EO Officer.

6. Documentation shall be kept confidential and shared only with those DOL officials who may need to review the information in the conduct of their official duties.

7. Documentation shall be retained in the center’s active files for three calendar years, unless otherwise directed.
FORMAL COMPLAINT/GRIEVANCES WHERE TO FILE

<table>
<thead>
<tr>
<th>Complainant</th>
<th>Type of Complaint/Grievance</th>
<th>Cognizant Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>Privacy Rule</td>
<td>Office of Civil Rights (OCR) Secretary U.S. Department of Health and Human Services ATTN: Office for Civil Rights Hubert H. Humphrey Building 200 Independence Avenue, SW Washington, DC 20201</td>
</tr>
<tr>
<td></td>
<td>Discrimination: Race, color, national origin, religion, gender, age, citizenship, or political affiliation or belief</td>
<td>Directorate of Civil Rights</td>
</tr>
<tr>
<td></td>
<td>Disability</td>
<td>Individual Center (in accordance with center procedures)</td>
</tr>
<tr>
<td>Staff</td>
<td>Contractor Staff</td>
<td>Directorate of Civil Rights or Office of Federal Contract Compliance or Equal Opportunity Commission</td>
</tr>
<tr>
<td></td>
<td>Discrimination: Race, color, national origin, gender, or religion</td>
<td>Directorate Of Civil Rights</td>
</tr>
<tr>
<td></td>
<td>Discrimination: Age or political affiliation</td>
<td>Individual Center (in accordance with center procedures) or Office Of Federal Contract Compliance</td>
</tr>
<tr>
<td></td>
<td>Disability</td>
<td></td>
</tr>
<tr>
<td>Agency Staff</td>
<td>Discrimination: Race, color, national origin, gender, age, religion, or disability status</td>
<td>Operating Agency (in accordance with agency procedures)</td>
</tr>
</tbody>
</table>

Tort Claims

1. Job Corps students are federal employees for purposes of the Federal Tort Claims Act.
2. Center operations funds are not to be used for award of tort claims.
3. Centers shall assist students in filing claims with the Regional Office for damage, loss, or destruction of personal property, when the property is under the control and custody of the center, using the following procedures:
   1. Only the owner of the property, injured person, or duly authorized agent or legal representative may submit claims. (If filed by agent or legal representative, claim must show the title or capacity of the person presenting it and evidence of his/her authority to file the claim.)
   2. Claims must be submitted using SF 95. All claims submitted shall include the following:
      (1) Appropriate receipts, estimates, or other documentation supporting the amount claimed.
(2) A report of investigation including a statement showing exactly which duties, if any, the student was performing at the time of the incident.

(3) An attachment containing the student’s financial institution account number and bank routing number or a request for waiver of payment via electronic funds transfer. (Note: If for whatever reason Job Corps is unable to secure financial information or a waiver, the student must be paid by check.)

The following is a suggested format for collecting financial institution information and language for the waiver request.

ABA Routing No. _ _ _ _ _ _ _ _ _ _ (9 characters)
Acct. No. _ _ _ _ _ _ _ _ _ _

“I request a waiver from the requirement to receive payment by electronic funds transfer (EFT) for the following reason(s).” Check appropriate line(s):

☐ I have a physical disability that precludes my use of EFT.
☐ There is a geographic barrier to my use of EFT.
☐ Use of EFT would impose a financial hardship.

Signature of Claimant: _____________________________________________

3. Claims shall be submitted to the Center Director, who will forward them along with a recommendation to the Regional Office of Job Corps.

4. Job Corps may pay claims to students for lost, damaged, or stolen property up to a maximum of $300 when such loss is not due to the negligence of the student. The student shall always be compensated for losses when they occur as a result of a natural disaster or when the student’s property is in the protective custody of the Job Corps, which shall always be the case when the student is in an Unauthorized Absence (UA) status.

5. The Regional Office shall promptly notify the student and the center of its determination on each case.
APPENDIX 604
JOB CORPS CHILD DEVELOPMENT PROGRAMS

SELECTION AND FUNDING OF JOB CORPS CHILD DEVELOPMENT PROGRAMS

Selection

1. Job Corps centers shall submit proposals for on-site child development programs and/or residential parent/child programs to the National Office for approval, through the Regional Office.

2. Proposals shall include:
   a. Statement of need, including documentation demonstrating that existing local resources are not adequate to meet the needs of the center’s student population.
   b. All information specified in Exhibit 6-6, Proposal Outline for On-Site Child Development Centers and Residential Parent/Child Programs.

3. The National Director, Job Corps, shall request a design and/or facility review as appropriate, and shall approve the establishment of all on-center child development and/or residential parent/child programs.

Funding Sources

1. Job Corps appropriated funds shall be used only for costs specified in Exhibit 6-7, Use of Job Corps Funds for Child Development Centers and Parent/Child Programs.

2. Non-Job Corps funds shall be used to support the ongoing operating costs of child development programs and the additional operating costs associated with housing children in residential parent/child programs. Non-Job Corps funding resources are specified in Exhibit 6-7.

3. In exceptional circumstances, where a shortfall in non-Job Corps revenue obtained from outside sources for support of ongoing costs of child development centers (CDCs) and/or residential parent/child programs (RPCs) occurs, the Job Corps center may submit a request through the Regional Office to the National Office for funding. The request must clearly explain why any shortfall exists and what steps the center has taken to address the problem.

4. Centers shall identify resources and develop linkages for financial and nonfinancial support for on-center programs.
ADMINISTRATION OF ON-CENTER CHILD DEVELOPMENT PROGRAMS

Method of Operation

Center operators shall operate approved on-site child development programs:

1. Directly with center-employed staff.
2. Through subcontracts with licensed child care providers.
3. Through agreements with other programs such as Head Start.

Licensing

Center operators shall design and operate a development program for children that meets state licensing guidelines. Every effort shall be made by the center to obtain licensing by the state.

Design of Program

Center operators shall operate the program in accordance with written standard operating procedures (SOPs) that include the following:

1. Designation of ages of children to be served. In no case, however, may children younger than 6 weeks nor children of mandatory public school age be enrolled in on-center CDC programs.
2. Registration and enrollment procedures for children, including provision of any required documents by parents such as children’s birth certificates and immunization records, or documentation to meet other minimum health standards established by the state licensing agency and/or by the CDC operator.
3. Designated hours of operation.
4. Daily schedule of activities.
5. Procedures for release of children. Unless a prior written agreement is on file with the CDC, only custodial parents or designated individual(s) may remove a child or children from the CDC. A signed consent form, giving the name of the parent’s designee(s), shall be kept on file to verify identification of the designees.
6. Emergency procedures. Authorization for emergency treatment from the parent shall be on file for each child in the event the condition of a child is such that waiting for parental authority may jeopardize the life or risk permanent disability of the child.
7. Record-keeping procedures, including a process for maintaining records on each child on a current basis, to include the emergency treatment authorization, notation of any
allergies or health problems, immunization records, developmental progress, and emergency contact information.

8. System to provide copies of emergency and alternate contact information obtained from parents, and designation of individuals who can remove children from the premises, to staff in CDC and, as appropriate, in residential parent/child dormitories.

9. Procedures to ensure proper storage and administration of medication to children shall be handled in accordance with state guidelines for child care centers.

10. A written child guidance/behavior modification policy, which prohibits corporal punishment or any humiliating or frightening punishment such as spanking, hitting, slapping, pinching, shaking, or any other form of physical or verbal abuse.

11. Procedures for transportation of children in accordance with state laws. Children in RPCs shall be entitled to government-paid transportation to and from home to the same extent it is allowed for their parent(s).

12. Procedures to ensure the CDC is maintained at full capacity. If all slots are not filled by children of students, dependent children of center staff may use the center for payment of a fee established by the center operator and approved by the Regional Office. Where on-center programs are operated by Head Start, eligible children from the neighboring community may fill remaining slots.

13. Procedures to ensure routine maintenance and cleanliness of CDC facilities.

14. Procedures to ensure proper handling and storage of food in accordance with state and local health department requirements.

**Safety and Health Requirements**

Child development centers shall ensure that:

1. CDC buildings and furnishings conform to NFPA 101 and state licensing requirements. In cases where these differ, the more stringent shall apply.

2. Prior to occupancy, the facility must be inspected by the state licensing agency, local fire department or other authorized agency, the Job Corps center’s safety supervisor, and the DOL safety and health officer.

3. Portable fire extinguishers, which meet state guidelines, are available in the CDC.

4. An annual fire prevention inspection by the fire department or cognizant agency and the CDC director or designated representative shall be conducted, and any discrepancies shall be promptly corrected.
5. All CDC staff shall be trained in proper evacuation procedures. Evacuation procedures shall be conspicuously posted. Emergency evacuation drills shall be conducted in accordance with state and local regulations.

6. Crib rooms in CDCs must have at least one exterior exit with an inclined ramp for emergency evacuation of wheeled cribs.

7. A daily attendance record shall be maintained by the CDC staff and kept readily available for conducting “head counts” of evacuees outside the building in the event of a fire or other emergency.

8. Smoking is not permitted in CDC or in children’s outdoor play areas.

9. The CDC is maintained in sanitary condition in order to reduce the spread of disease.

10. Door and cabinet hardware in child activity spaces and children’s bathrooms must be operable from either side.

11. Exit-door hardware in toddler activity spaces must be located above the reach of children.

12. Only non-toxic, lead-free paint may be used in CDCs.

13. Storage space containing cleaning and other chemicals shall be securely locked. Such materials shall not be located in or directly off rooms occupied by the children. Flammable, poisonous, and highly caustic materials, such as drain cleaner, shall not be stored on the premises.

14. Pest control operations must be approved and inspected by the Job Corps center safety officer.

15. A daily inspection of the CDC and outdoor play areas shall be conducted by center management personnel to identify and eliminate safety hazards.

16. First aid kits shall be conveniently located, but out of reach of children, in all CDCs and include materials for emergency cleansing and protection of wounds, bandages, dressings, rubber gloves, thermometer, and tweezers.

17. Emergency instructions and telephone numbers of medical, ambulance, fire, and police services must be conspicuously placed near all facility telephones.

Insurance

Center operators shall obtain liability insurance covering personal liability and accident coverage for the facility, staff and volunteers, and children and parents while on the premises, unless state requirements are different.
Quality Assurance

Center operators shall conduct an annual review of each child development center and residential parent/child program.
CHILD DEVELOPMENT CENTER PROGRAM STAFFING

Staff Coverage

Child development center operators shall:

1. Staff the CDC at a level that maintains staff-to-child ratios and group sizes as appropriate for the ages of the children enrolled, and in accordance with minimum requirements of the cognizant state licensing agency.

2. Ensure that the ratio of staff to children is sufficient at all times to maintain constant supervision and to ensure quick evacuation in the event of fire or other emergency.

3. Count only staff involved in providing direct care for children in ratios.

4. Ensure that at least two adults are in the CDC at all times.

5. Ensure the presence of one staff member who is in physical or visual supervision of occupied crib rooms at all times.

6. Assign at least one full-time caregiver to each age/developmental group.

Staff Qualifications

Child development center operators shall:

1. Hire only qualified staff in accordance with Exhibit 6-8 (Child Development Center Minimum Staff Qualifications) as shown at the end of this section.

2. Ensure that all CDC staff are at least 18 years of age.

3. Conduct an extensive background check prior to employment to ensure staff do not have a history of, conviction of, admission to, or evidence of acts of child abuse, molestation, or neglect. In states that have set up systems for background checks on persons applying for positions working with children, the background check shall include fingerprinting. All references must be checked prior to employment.

4. Ensure staff are in good physical and mental health and have received all required physical examinations and immunizations in accordance with state licensing standards.

Use of Volunteers

Child development center operators shall ensure that health requirements and background checks for, and policies regarding use of, volunteers meet state guidelines.

Staff Training
Child development center operators shall ensure that staff receive training as follows:

1. All new staff shall participate in a new-staff orientation prior to actually caring for children, which shall include:
   a. CDC regulations and standard operating procedures.
   b. Health practices, including personal hygiene and sanitation principles and infectious disease control.
   c. Child nutrition/feeding
   d. Safety
   e. Fire protection
   f. Emergency procedures
   g. Identification of and responsibility for reporting of child abuse

2. Each caregiver shall participate in specialized training related to child development and receive periodic updates, covering at a minimum, the requirements of the state licensing agency and the following topics:
   a. First aid
   b. Infant and child CPR
   c. Child growth and development
   d. Age-appropriate programming and activities
   e. Design and use of space for children
   f. Working with parents
   g. Child guidance and behavior modification techniques
   h. Child abuse and/or neglect detection, prevention, and reporting
PROGRAM AND DEVELOPMENTAL CARE

Activities

Child development center operators shall provide:

1. A balance of active and quiet activities.

2. Developmentally appropriate activities for each age group that promote the intellectual, social, emotional, cultural, and physical development of the children.

3. Copies or posting of activity schedules in an area where parents can review them.

4. Opportunities for outdoor play.

5. A routine for napping, and appropriate bedding and cots.

Facilities and Environment

Child development center operators shall provide:

1. Facilities and equipment as specified in Exhibit 6-9 (Facility Requirements for Child Development Centers and Residential Parent/Child Programs).

2. An environment that is conducive to learning, with child-sized furnishings, materials, and supplies.

3. Equipment and toys to meet age and developmental levels of children.

4. Individual storage areas for personal belongings of children.

Meals

Child development center operators shall provide:

1. Nutritional meals and snacks, which at a minimum meet state requirements.

2. Meal scheduling so that there shall be no more than 3 hours nor less than 2 hours between regular meals and snacks.

3. Copies or posting of menus in an area where parents can review them.

4. Information on children’s food allergies, maintained on a current basis; formula and juices prepared by the parent at home labeled with the child’s name and refrigerated until use; food brought by parents labeled as to content, date of opening, and the name of the child for whom it is intended.
Child Guidance/Behavior Modification

Child development center operators shall provide a behavior modification system that:

1. Focuses on learning appropriate behaviors.

2. Prohibits corporal punishment or any humiliating or frightening punishment such as spanking, hitting, slapping, pinching, shaking, or any other form of physical or verbal abuse.
PARENT INVOLVEMENT

Child development center operators shall develop a system to ensure sharing of information with parents on an ongoing basis that includes the following:

**Parent Handbook**

A brochure or parent handbook with hours of operation, philosophy of the program, description of the developmental program, emergency procedures, and daily schedule of activities.

**Interaction With Caregivers**

Opportunities for each parent to talk to the child’s caregiver, to be informed of child’s activities, to observe the program, and to review the schedule of planned activities.

**Parent Meetings**

A parent meeting or conference at least quarterly for CDC staff to update parents on child’s progress.

**Parent Notifications**

Procedures for immediate notification of a child’s parent(s) in the event of illness, accident, or injury of their child and to ensure that at no time will a child who is ill or injured be left unattended. Job Corps center health staff shall not be contacted regarding illness or injury of children except in emergency situations.

**Children’s Meals**

Copies of menus or posting of menus in an area where parents can review them. Parents shall be requested to provide the CDC any information on food that the child has allergic reactions to; this information must be maintained on a current basis in child’s file.
ADMINISTRATION OF RESIDENTIAL PARENT/CHILD PROGRAMS

Standard Operating Procedures

Job Corps centers shall operate residential parent/child programs in accordance with written standard operating procedures (SOPs) that describe the following:

1. Emergency procedures, including treatment authorization and contact information that is accessible to RPC staff.

2. Provision of meals for children and for storage of food and feeding children in residences.

3. Supervision to ensure children are not left alone in residences, including policies regarding babysitting or other care for children during evening hours.

4. Procedures to accommodate children who are ill. This may require that parents be allowed to remain in the dormitory during class hours to care for children too ill to be left in the child development center.

Medical Care for Children

Job Corps centers shall:

1. Arrange for children’s medical care to be provided off center. Medical care for children must be covered by the parent’s health insurance plan, Medicaid, or other well-baby care or entitlement program. Centers must make local arrangements for emergency care for children.

2. Use Job Corps center health services only in case of emergency illness or injury. Make alternative arrangements for care as quickly as possible.

Safety and Health Requirements

Job Corps centers with residential parent/child programs shall ensure that:

1. All doors in residences are operable from both sides so that children will not get locked in.

2. All cleaning supplies are kept in locked areas that are inaccessible to children.

3. Laundry supplies are kept in a locked cabinet or stored out of the reach of children.

4. Only non-toxic, lead-free paint may be used in the dormitory housing parents and children.
5. Portable fire extinguishers that meet state guidelines must be available for use in parent/child living areas.

6. Food items and cleaning supplies must never be stored in the same areas.

7. Fire-retardant bedspreads and draperies must be used in parent/child living areas.

8. Pest-control operations must be approved and inspected by the center safety officer.
RESIDENTIAL PARENT/CHILD PROGRAM STAFFING

Staff Coverage

1. Develop a staffing plan for the residential parent/child program that takes into account the configuration of the housing facilities and the unique needs and problems of parents/children in a residential setting.

2. Ensure that staff coverage is sufficient to maintain the safety and security of the students and their children.

Staff Qualifications

1. Hire only counselors and residential advisors/residential counselors who meet at least the minimum qualification requirements established in Chapter 5, Exhibit 5-3 (Minimum Staff Qualifications).

2. Ensure that staff assigned to the residential parent/child dormitory do not accept responsibility for care or supervision of students’ children.

3. Conduct a background check prior to employment to ensure staff assigned to the RPC do not have a history of, conviction of, admission to, or evidence of acts of child abuse, molestation, or neglect. In states that have set up systems for background checks on persons applying for positions working with children, the background check shall include fingerprinting. All references must be checked prior to employment.

Staff Training

1. Provide staff training in accordance with Chapter 5, Exhibit 5-4 (Required Staff Training).

2. Ensure all staff assigned to the RPC program have successfully completed a beginning first aid course and CPR, including infant/child CPR.

3. Ensure all RPC dormitory staff receive training on identification of child abuse and responsibility and procedures for reporting instances of child abuse.
APPENDIX 605
DEFINITIONS AND DOCUMENTATION REQUIREMENTS RELATED TO REASONABLE ACCOMMODATIONS FOR APPLICANTS AND STUDENTS WITH DISABILITIES

PROCESS FOR AN APPLICANT OR STUDENT WITH A DISABILITY TO REQUEST REASONABLE ACCOMMODATION TO PARTICIPATE IN THE JOB CORPS PROGRAM

BACKGROUND

What is the definition of disability?\textsuperscript{14}

A disability is a physical or mental impairment that substantially limits one or more major life activities; a record (or past history) of such an impairment; or being regarded as having a disability.

What is a physical impairment?

A physical impairment is any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems:

- Cardiovascular
- Circulator
- Digestive
- Endocrine
- Genitourinary
- Hemic and Lymphatic
- Immune
- Musculoskeletal
- Neurological
- Reproductive
- Respiratory (including speech organs)
- Skin
- Special Sense Organs

What is a mental impairment?

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

\textsuperscript{14} The Americans with Disabilities Act Amendments Act (ADAAA) went into effect January 1, 2009. The ADAAA makes it much easier for an individual to meet the definition of disability, be protected from discrimination, and be entitled to reasonable accommodations. Changes to this act apply to all federal disability nondiscrimination laws including the Workforce Investment Act and Section 504 of the Rehabilitation Act that apply to Job Corps. While these laws are not identical, they are consistent, and have been modified to conform to the ADAAA. While all regulations that apply to Job Corps have not been updated, the ADAAA changes still apply to these regulations.
Are there conditions, situations, or orientations that are not considered physical or mental impairments?

The following conditions, situations, or orientations are not considered physical or mental impairments:

- Homosexuality and bisexuality
- Normal pregnancy
- Environmental, cultural, and economic disadvantages (e.g., a prison record or a lack of education)
- Limited English proficiency/English as a second language

In addition, federal disability nondiscrimination laws do not protect people with the following conditions, even if the conditions would otherwise satisfy the definition of “disability.”

- Transvestitism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairments, or other sexual behavior disorders
- Compulsive gambling, kleptomania, or pyromania
- Psychoactive substance-use disorders resulting from current illegal use of drugs
- Environmental, cultural, or economic disadvantages (e.g., poverty, lack of education, prison record)

What are major life activities?

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

What is a substantial limitation?

When making a determination on whether an individual is substantially limited in performing a major life activity:

- The determination requires an individualized assessment.
• The determination should not require extensive analysis.

• An impairment need not prevent, or severely or significantly limit a major life activity in order to be considered substantially limiting. Nonetheless, every impairment does not constitute a disability.

• The term “substantially limits” should be construed broadly in favor of expansive coverage; “substantially limits” is not meant to be a demanding standard.

• An impairment is a disability if it substantially limits the ability of an individual to perform a major life activity as compared to most people in the general population. An impairment need not prevent, or significantly or severely restrict the individual from performing a major life activity in order to be considered substantially limiting.

• Although determination of whether an impairment substantially limits a major life activity as compared to most people will not usually require scientific, medical, or statistical evidence, such evidence may be used if appropriate.

• An individual need only be substantially limited, or have a record of a substantial limitation, in one major life activity to be covered under the first or second prong of the definition of disability.

• When determining whether a person is substantially limited in a major life activity, the beneficial effects of mitigating measures, except ordinary eyeglasses or contact lens, will be ignored. Mitigating measures are things such as:

  o Medication, medical supplies, equipment, or appliances, low-vision devices (defined as devices that magnify, enhance, or otherwise augment a visual image, but not including ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aid(s) and cochlear implant(s) or other implantable hearing devices, mobility devices, and oxygen therapy equipment and supplies;

  o Use of assistive technology;

  o Reasonable accommodations or auxiliary aids or services;

  o Learned behavioral or adaptive neurological modifications; or

  o Psychotherapy, behavioral therapy, or physical therapy.

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

While the beneficial effects of mitigating measures are ignored; if the mitigating measure itself causes any limitations, they will be considered. The use of a mitigating measure cannot be required.

An impairment that is episodic or in remission meets the definition of disability if it would be substantially limiting when it is active. This means that chronic impairments with symptoms or effects that are episodic rather than present all the time can be a disability even if the symptoms or effects would only substantially limit a major life activity when the impairment is active. Examples of impairments that may be episodic include epilepsy, hypertension, asthma, diabetes, major depressive disorder, bipolar disorder, and schizophrenia.

The effects of an impairment lasting fewer than 6 months can be substantially limiting. At the same time, the duration of an impairment is one factor that is relevant in determining whether the impairment substantially limits a major life activity. Impairments that last only a short period of time are typically not covered, although they may be covered if sufficiently severe.

**Are there certain impairments that will always result in substantial limitation in performing certain major life activities?**

The following impairments are examples from the ADAAA regulations of impairments that should be easily found to substantially limit a major life activity:

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

May the condition, manner, or duration under which a major life activity can be performed be considered in determining whether an impairment is a disability?

For conditions that are not so obviously disabilities, the regulations state that in determining whether an individual is substantially limited in a major life activity, it may be useful in appropriate cases to consider, as compared to most people in the general population:

• The condition under which the individual performs the major life activity;
• The manner in which the individual performs the major life activity; and/or
• The duration of time it takes to perform a major life activity or the amount of time the activity can be performed.

What are reasonable accommodations?

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

Who is entitled to reasonable accommodations?

Under federal law, only a person who meets one or both of the first two prongs of the disability definition (i.e., actual disability or record of a disability) is entitled to reasonable accommodation.15

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15 People who are regarded as having a disability are protected from discrimination by federal disability nondiscrimination laws. However, these people are not entitled to the positive actions, such as reasonable accommodations, that must be provided to people with actual, current disabilities or those with a record (past history) of a disability.
How do federal disability nondiscrimination laws relating to drug addiction and alcoholism interact with Job Corps’ Zero Tolerance Policy and alcohol-related policies?

Drug Addiction

The definition of “individual with a disability” under federal law explicitly excludes persons who are currently engaging in the illegal use of drugs. This exclusion means that even though a particular person’s drug addiction constitutes a disability, it is not against the law to take adverse action against that person – to separate him or her from Job Corps, or otherwise give him or her less favorable treatment than others – because of that drug addiction.

Only people who are currently using drugs illegally are excluded from protection under the relevant federal laws. The following categories of persons are considered individuals with disabilities under those laws, and are therefore protected from discrimination on the basis of the drug addiction itself:

- Persons with a drug addiction diagnosis who have successfully completed a supervised drug rehabilitation program (an in-patient, out-patient, or employee assistance program), and who are no longer using drugs illegally.

- Persons with a drug addiction diagnosis who have been rehabilitated successfully in some other way (e.g., recognized self-help programs such as Narcotics Anonymous) and who are no longer using drugs illegally.

- Persons who have a drug addiction diagnosis, are currently participating in a supervised rehabilitation program, and who are no longer using drugs illegally.

A center may request documentation that an applicant/student:

- Has a drug addiction diagnosis

- Has completed/is participating in a rehabilitation program or been rehabilitated successfully in some other way

- Is not currently using, only if an applicant/student is requesting to be considered a person with a drug addiction disability (most likely so he/she can request reasonable accommodation)

An applicant who has a diagnosis of drug addiction but is not requesting accommodation cannot be required to provide documentation that he/she is not currently using drugs. A person who casually used drugs illegally in the past but did not become addicted is not an individual with a disability, and therefore is not protected from discrimination.
Alcoholism

Even those who are currently using alcohol are protected by Federal disability nondiscrimination laws from adverse actions taken because of the alcoholism itself. However, students are subject to the center’s disciplinary policies and measures regarding the use and abuse of alcohol, as well as to Job Corps’ Zero Tolerance policy regarding the use of drugs.

It is important to understand the difference between taking adverse action against someone because of his or her alcoholism itself, and taking adverse action against him or her because of the behavior that the alcoholism causes. Taking adverse action because of someone’s behavior (rather than because of his or her status as an alcoholic) is not considered discrimination.

For example, suppose a student who is an alcoholic is discovered drinking alcohol on-center – an action that is prohibited under the center’s disciplinary policy. In this case, it is not discriminatory for the center to take action to discipline the student: the center is taking this action not because the center staff knows the student is an alcoholic, but because the student has violated the standards of conduct – in other words, because of the student’s behavior. The policy is not intended to punish students for being alcoholics; it prohibits and punishes the actual use of alcohol – in other words, the behavior. For these reasons, the policy does not violate federal disability nondiscrimination law.

POLICY

An applicant or student with a disability is entitled to request and receive reasonable accommodation to participate in the Job Corps program at any time during the admissions process or enrollment. Each center is required to have a reasonable accommodation Standard Operating Procedure (SOP). The SOP should describe the center’s process for ensuring applicants/students with disabilities who may need accommodation are engaged in an interactive process to consider/determine the functional limitations resulting from their disability and the potential accommodations that would allow them to participate in the Job Corps program. The center’s Disability Coordinators (DCs) should ensure that a reasonable accommodation process SOP is in place, and should coordinate the center’s reasonable accommodation process.

The reasonable accommodation process will have some variations depending on when the accommodation process begins, either during admissions or after enrollment. The center’s reasonable accommodation SOP, and process should include both of these situations and the following components:

- Requesting accommodation
- Determining the need for accommodation

As with illegal use of drugs, a person’s use of alcohol does not constitute a disability unless it is an addiction that substantially limits one or more of the person’s major life activities.
• Ensuring appropriate documentation
• Reviewing a request
• Determining reasonableness
• Entering the accommodation plan
• Notifying staff/viewing the accommodation plan
• Determining accommodation effectiveness
• Documenting the accommodation process
• Maintaining the accommodation file
• Storing accommodation and disability documentation
• Confidentiality

**PROCESS**

**Requesting Accommodation**

A reasonable accommodation request can be communicated in any form (e.g., oral, written, sign language). However, the request must be documented on the Job Corps Reasonable Accommodation Request Form – Program (included in this appendix). This form cannot be changed, and must be used to document the request.

The Admissions Counselor (AC) will inform each applicant of his or her right to request reasonable accommodation, and then review the request form with the applicant. If the applicant wants to request accommodation or discuss the need for accommodations with a DC, the request form should be completed. The AC may assist with completion of the request form, as necessary.

If the applicant does not want to request accommodation, the AC should inform the applicant about his or her right to request reasonable accommodation at any point during the admissions process or during enrollment in the program. If a reasonable accommodation request is made after enrollment, a DC will go through the form with the student, and may assist with its completion, as necessary. All requests for reasonable accommodation to participate in the program will be reviewed at the center level (center of assignment).
Determining the Need for Accommodation

There must be an interactive process between the center and applicant/student (and parent/guardian, when appropriate) to determine accommodation needs.

- **Applicant to Participate in Program** – If an applicant:
  - Makes an accommodation request by completing the Job Corps Reasonable Accommodation Request Form – Program;
  - Indicates on the Job Corps Reasonable Accommodation Request Form – Program s/he would like to discuss the need for accommodation with a DC; or
  - Provides documentation that indicates s/he may be an individual with a disability who may need reasonable accommodation to participate in Job Corps.

The DC must engage the applicant in an interactive process (even if the applicant did not request accommodation) to review request and/or determine possible accommodation needs.

- **Student to Participate in Program** – Applicants are not required to request accommodation during the admissions process and once enrolled in the program may request accommodation at any time. A student may complete the request form and/or make an accommodation request to any staff person. All requests should be referred to a DC.

If an applicant/student with a disability determines s/he does not want accommodations, a DC should ensure the decline is documented by ensuring completion of either the Job Corps Reasonable Accommodation Request Form – Program or the Reasonable Accommodation Review Due To Documentation of Disability Form as appropriate.

Ensuring Appropriate Documentation

If an applicant makes a reasonable accommodation request, the AC should ask the applicant for reasonable documentation about his or her disability and functional limitations. A DC will gather this information if the request is made after enrollment. Only the documentation that is needed to establish that (1) a person has a disability, and (2) the disability necessitates a reasonable accommodation, may be requested. It is important to obtain this type of information since the accommodation needs of an individual with a disability will depend on his or her functional capacities and limitations rather than his or her diagnosis. The applicant/student may be provided assistance to obtain the appropriate documentation to support the request. If an applicant/student provides insufficient documentation of a disability in response to the center’s initial request, the center should explain why the documentation is insufficient and allow the person an opportunity to provide the missing information in a timely manner. A center cannot ask for documentation
when (1) both the disability and the need for reasonable accommodation are obvious, or (2) the person has already provided the center with sufficient information to substantiate that she or he has a disability and needs the reasonable accommodation requested.

DCs should not spend a lot of time analyzing whether an applicant/student meets the definition of disability or requesting extensive documentation. Instead, the focus should be on the accommodation, whether it is reasonable, whether it can be provided without an undue hardship, and whether there are other accommodations that can be considered.

The documentation about the disability and the functional limitations should come from an appropriate health-care or rehabilitation professional (e.g., physicians, psychiatrists, psychologists, nurses, physical therapists, occupational therapists, speech therapists, vocational rehabilitation specialists). In addition, if the applicant has received a past accommodation, the associated documentation should be obtained (e.g., Individualized Education Program (IEP) or 504 Plan from the school system, along with supporting educational and psychological assessments when available).

All documentation should be reviewed to ensure the accommodation requested is supported by the documentation provided. Accommodations afforded to an applicant or student must be relevant to that individual’s manifestations and functional limitations resulting from the impairment. For example, a student who has diabetes and who has been granted accommodations that includes schedule adjustments and frequent breaks related to the manifestations of his diabetes would not be entitled to the use of a calculator on the non-allowable portions of the Test of Adult Basic Education (TABE) unless there was also a corresponding disability in the area of math calculations. For examples of possible types of documentation for specific disabilities, see the Reasonable Accommodation Guidelines section of the Job Corps Disability Web site.

Reasonable accommodation is not provided to struggling students without disabilities. Keep in mind that reasonable accommodation has a legal foundation and is intended to provide barrier removal for some limitation imposed by a person’s disability.

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

**Documentation to Support Accommodations for Standardized Testing**

Types of accommodations that are allowable in a standardized testing situation such as the TABE usually are more limited than in other environments such as the academic and career technical classrooms because certain accommodations may significantly alter what the test is intended to measure. Currently, centers should be using McGraw-Hill’s guidelines on appropriate accommodations as a general guide for the types of accommodations that are allowed for use with students with disabilities during TABE testing (see Appendix 301).
Appropriate documentation must support accommodations. An accommodation cannot be provided simply because the student requests one or because staff members believe it would be helpful to a student. For example, a student with a documented reading disability would not likely be entitled to the use of a calculator. Certain accommodations are never appropriate in the standardized testing environment such as rephrasing the TABE test questions by simplifying, rewording, or otherwise changing the structure of the test and therefore impacting the standardization beyond what Job Corps allows.

**Reviewing a Request**

The Reasonable Accommodation Committee (RAC) is led by the center’s DCs and always includes the applicant or the student. The RAC’s primary functions are to:

- Review an applicant’s request or need for accommodation (if documentation of disability is present) to participate in the Job Corps program when a center has recommended denial of an application or when the center intends to enroll the individual;
- Review a student’s request or need for accommodation (if documentation of disability is present) to participate in the Job Corps program;
- Assist applicant or student in determining needed accommodations by identifying the functional limitations resulting from the disability (i.e., student cannot read print material because text appears as a series of jumbled letters and needs access to a text-reader, audio tapes, or other oral communication supports, student has mobility impairment, and needs first floor dorm room);
- Ensure accommodation review considers accessibility needs and barrier removal for all areas of the center (residential/classroom/common areas/transportation, etc.) in which it is needed;
- Meet with students when issues with implementation or effectiveness of accommodation plans are identified during the effectiveness review process and when referrals are made to the DC that indicate an accommodation plan review may be needed;
- Assist with accommodation review during the work-based learning and transition periods; or
- Review TABE waiver requests to evaluate accommodation supports and effectiveness, make recommendations about additional accommodation needs, if appropriate, and provide feedback for the regional paperwork.
Reviewing a Simple Accommodation Request

If the accommodation request is straightforward and does not involve significant expense, the review can be an informal meeting (phone or face-to-face) between a DC and the applicant/student (and parents, service providers, if applicable). Agreed upon accommodations can be determined at this meeting and approved by a DC.

Reviewing a Complex Accommodation Request with RAC

If the request involves complex accommodation issues and/or significant expense, a RAC meeting may be required. Participants will vary depending on the nature of the request, but must always include a DC (chairperson) and applicant/student and his or her parents (if the applicant/student is a minor or requests his or her parents attend the meeting). Other possible members may include:

- Academic Manager and the Health and Wellness Manager, if the center has a dedicated position for a DC; otherwise, it is presumed that the Academic Manager and the Health and Wellness Manager are DCs, see PRH Chapter 6, Section 6.14.
- Center Mental Health Consultant, physician, dentist, or TEAP Specialist
- Career Technical Manager
- Student’s counselor
- Representatives of center departments directly impacted by the accommodation request
- Community social service agency if the applicant/student is receiving benefits in the community

A DC will provide information on the applicant’s/student’s accommodation request, functional limitations, and manifestations of the disability, as appropriate. The RAC will then determine:

- Whether Job Corps can provide the requested accommodation or an alternate accommodation that is equally effective. If no specific accommodations have been requested, the RAC will assist in identifying accommodations.
- The center staff responsible for ensuring the accommodation is made and the date by which the accommodation will be in place. Accommodations for applicants should be in place by the scheduled arrival date of the applicant.
- The amount and type of contribution to be obtained from other sources toward the purchase or acquisition of the requested accommodation.
- If appropriate accommodations can be developed/agreed to at this meeting, an
accommodation plan can be developed. If additional information is needed or research into specific accommodations is necessary, a DC or appropriate staff should stay in contact with the applicant/student until a plan can be developed.

A summary of any informal or formal meetings with the applicant/student should be included as a note in the Center Information System (CIS) Notes tab. RAC meeting documentation (i.e., copy of agenda/list of attendees) should be maintained for all RAC meetings. For more information on reviewing a request and the RAC meeting process see the Reasonable Accommodation Guidelines section of the Job Corps Disability Web site.

**Accommodation Request or Documentation of Disability within Applicant File Review**

If the center’s File Review Team has decided to recommend denial of an applicant who has a disability because it is believed that the applicant either poses a direct threat or that the applicant’s health care needs exceed those of basic care as provided within Job Corps, the center’s RAC will need to engage the applicant in the interactive process to determine whether or not accommodations would sufficiently reduce the barriers to enrollment such that the applicant can enroll in the program. Accommodation considerations within the assessment process will only include those related to the symptoms and behaviors that are presenting barriers to enrollment. For more information, see Appendices 107, 609, and 610.

**Determining Reasonableness**

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

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

When considering if a request is an undue hardship or fundamental alteration, consider:

- What is the net cost of the accommodation, taking into consideration the availability of tax credits, deductions, or outside funding?

- What are the overall financial resources of the center, center operator, contractor, outreach and admissions agency, or placement agency; any parent companies of any of these entities; and Job Corps as a whole? Does the center have the funds to provide the accommodation? Can the National Office provide funding?

- Can other agencies/organizations provide or contribute to the cost of providing the accommodation?
• Will the accommodation allow the individual applicant to participate in and benefit from the Job Corps program?

• Could the requested accommodation benefit other persons with disabilities?

• Will the requested accommodation affect the daily operation of the center, prevent or reduce the benefit other students receive from the program, or affect the ability of staff to do their job?

In cases where the center determines that providing the accommodation would be an undue hardship or fundamental alteration, the center must take any other action that would not result in such a hardship or alteration, but would allow the applicant to participate in the program. Job Corps is required to make every effort to accommodate an applicant with a disability at the appropriate center in accordance with the assignment procedures in PRH Chapter 1. However, if this assignment is not sensible, the applicant should be assigned to a center that offers comparable training, and is able to accommodate the applicant’s particular needs.

**Funding High Cost Accommodations**

Generally, centers are responsible for any costs associated with providing reasonable accommodation to students with disabilities. In rare cases, a high cost accommodation (e.g., sign language interpreter) may be needed. In these cases, if the center is unable to fund the accommodation or locate a funding source in the community, a request can be made through the appropriate Regional Office for National Office funding assistance. The Job Corps Reasonable Accommodation Funding Request Form must be used to request National Office funding. If supplemental funding is necessary after an initial request has been approved, it must be requested using the Job Corps Reasonable Accommodation Supplemental Funding Request Form. Both forms are available in this appendix, and additional guidance for completing these forms is available from the Regional Disability Coordinators.

**Recommending Denial of an Accommodation**

Recommending denial of an accommodation should be a rare occurrence. **No accommodation can be denied at the center level.** If the center feels providing the accommodation would be an undue hardship or a fundamental alteration to the nature or operation of the program and no alternate accommodation can be agreed upon, the decision must be forwarded to the Regional Director for a final decision.

Before sending a recommendation for denial to the region, center staff should contact its Regional Disability Coordinator for guidance and review the following statements to determine if the reasonable accommodation process was completed.

• The center held an interactive RAC meeting that included the applicant/student;

• The interactive process is well documented;
The RAC considered specific accommodations;

If appropriate, the center contacted the Job Accommodation Network (JAN) and documented the date, name of the JAN staff person who assisted, and JAN’s accommodation recommendations;

The reason for the recommendation for denial of the accommodation is clearly documented, and is because providing the accommodation would be an undue hardship or a fundamental alteration to program;

The center offered another solution that would permit the applicant/student to participate in the program to the greatest extent possible. The applicant’s/student’s decision to decline this offer is documented.

If the recommendation for denial is based on undue hardship due to cost, funding from the National Office was requested.

If all steps were taken, the center should complete the Accommodation Recommendation for Denial form (included in this appendix) and submit along with all other documentation/notes/forms related to the request to the Regional Office for a final decision. The Regional Director will make a determination after consultation with Regional Disability Coordinators, other appropriate staff, and the National Office (i.e., National Health Staff) as to whether there is an obligation to grant the accommodation request.

If the Regional Director determines that the accommodation should be granted, the accommodation will be provided. If the Regional Director determines that there is no obligation to grant the accommodation, the applicant/student will be provided a written statement from the Regional Office that includes the reason for the denial and why no other accommodation is possible.

The center will make every effort to respond to the request in a timely manner and will inform the applicant/student if the request is being sent to the region for review or delayed for any other reason. Centers should complete the review of an accommodation request within 30 days of the arrival of the applicant’s file on center. When this is not possible, a DC should document the reason.

**Entering the Accommodation Plan**

After accommodation determinations have been made and as soon as possible after the student enters the program, the accommodation plan will be entered in CIS using the accommodation plan icon. For students who require TABE testing accommodations, the plan will be entered prior to the administration of the first TABE test. Accommodation plans should not include information about an individual student’s diagnosis, medication needs, or other health-related history or information. The DC and student will sign the plan. A copy of the plan must be provided to the student, and the original should be maintained in the student’s accommodation file.
Notifying Staff/Viewing the Accommodation Plan

As necessary (i.e., when accommodation plans are added or updated in CIS), but at least biweekly, a DC should e-mail all staff members who interact with students a list of students with accommodation plans available in the CIS, the list should specifically indicate any plans that are new or updated. Copies of these e-mails should be maintained by a DC. Managers are responsible for ensuring that approved accommodations are implemented in their areas of supervision.

Staff should access plans in CIS using the accommodation plan icon. Access to the plan’s content must be determined on a “need to know” basis. Since in most cases accommodations need to be provided throughout all departmental areas of the center, access to the plans may need to be center-wide.

Determining Accommodation Effectiveness

As the student participates in the program, new needs may be identified or accommodation adjustments may be required. The effectiveness of a student’s accommodation will be evaluated as part of student performance panels on a regular basis throughout his or her enrollment in Job Corps (at least every 60 days). Student and staff feedback is required as part of this process and this feedback should be documented in the accommodation file. Forms and additional guidance for supporting this process are available on the Job Corps Disability Web site.

Note: Staff should not wait for a performance panel review to request a modification of an existing plan if a need for a change has been identified.

Documenting the Accommodation Process

Documentation of actions and decisions can be very important if an applicant/student alleges discrimination. Therefore all interactions with the applicant/student and activities related to the provision of reasonable accommodation should be documented. The Notes tab in CIS will be used to document the process. For examples of notes, see the Reasonable Accommodation Guidelines section of the Job Corps Disability Web site.

Maintaining the Accommodation File

A separate accommodation file (similar to the student’s health record) should be maintained for each student receiving accommodation. Appropriate staff should have access to the information and medical records should be stored separately (in student’s health record).

All accommodation files will contain documents and information to support the provision of accommodation and notes/updates documenting the accommodation process. For suggested content and layout for an accommodation file, see the Reasonable Accommodation Guidelines section of the Job Corps Disability Web site. All suggested contents may not be required for each accommodation file. If a different layout is preferred, it should be consistent for all
accommodation files.

**Storing Accommodation and Disability Documentation**

*Storage of Accommodation Files*

Each student should have only one accommodation file, and all accommodation files must be stored as a group in a separate drawer, file cabinet, or storage room that is locked. When the student separates, the accommodation file should be sealed and sent to records to be combined with other files into a single record and stored in a central location on center. See Appendix 607 for more information on storage of disability-related information.

*Storage of Non-Health Disability Documentation, No Accommodation Plan*

If a student with a disability does not wish to receive accommodations, either Reasonable Accommodation Review/Documentation of Disability Form or a Job Corps Reasonable Accommodation Request Form – Program will be completed for the student. A “disability, no accommodations” file will be created for each student that has a disability, but no accommodation plan. This file will contain the appropriate form and any non-health disability-related documentation such as an IEP. These files should be stored in the same location as the accommodation files, but should be differentiated (e.g., stored as a group in a separate area of the cabinet or color coded).

When the student separates, these files should be sealed and sent to records to be combined with other files into a single record and stored in a central location on center. See Appendix 607 for more information on storage of disability-related information.

**Confidentiality**

Information regarding disability and prior accommodation will be discussed during the process. To maintain confidentiality, documentation is made available on a need-to-know basis only, and participants in the process should not discuss information about the request outside of the process. Those responsible for implementing the accommodation will be informed of the accommodation and the reasons for it only to the extent necessary to ensure effective implementation of the accommodation. See Appendix 607 for more information on confidentiality of disability-related information.

For more detailed information, tools, forms, tips, and resources to support the center reasonable accommodation process, see the Reasonable Accommodation Guidelines section of the Job Corps Disability Web site.
JOB CORPS REASONABLE ACCOMMODATION REQUEST FORM – PROGRAM

If you are a person with a disability, you may request accommodations (changes in the way things are done, or other types of help) to assist you in successfully participating in the Job Corps program. You may be qualified to receive reasonable accommodation if you ever:

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

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

In high school, you may have gone to a separate resource room for instruction if you received special education services. In Job Corps, students with disabilities attend all the same classes and participate in all of the same programs as students without disabilities.

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

If you indicate that you would like accommodations, would like to discuss accommodations with a Center Disability Coordinator, or provide information indicating that accommodations may be necessary, a Center Disability Coordinator will contact you to talk about the need for accommodation.

You are not required to have an accommodation plan. Should you choose to have an accommodation plan, you will work jointly with a Center Disability Coordinator to develop one. If an accommodation you have requested cannot be provided because it is unreasonable, every effort will be made to offer you an equally effective alternate accommodation that is reasonable.

Your Admission’s Counselor or a Center Disability Coordinator (if you are requesting accommodation after arrival on center) will guide you through completion of this form.
SECTION A – APPLICANT/STUDENT

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<th>Name:</th>
<th>ID#:</th>
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<td>Address:</td>
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<td>E-mail:</td>
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</table>

☐ I would like to request accommodations to participate in the Job Corps program. *(Please list the accommodations requested.)*
  
  •
  •
  •

☐ I think I may need an accommodation, but I am not sure what I will need. I would like to talk directly with a Center Disability Coordinator about my accommodation needs.

Applicant/Student Signature                          Date

Parent/Guardian Signature                          Date

The Admission’s Counselor should forward the center this form and related documentation in the sealed envelope containing health/disability information.

SECTION B – DISABILITY COORDINATOR

I have met with the applicant/student ☐ by telephone ☐ in person to discuss his or her accommodation needs. The applicant/student:

☐ Has a ☐ drafted agreed upon accommodation plan pending enrollment* or has an ☐ agreed upon accommodation plan.

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

☐ The center cannot agree to an accommodation plan. The Accommodation Recommendation for Denial form and related documentation are being sent to the Regional Office for review.

Applicant/Student Signature                          Date

Parent/Guardian Signature                          Date

Disability Coordinator Signature                      Date

*Upon enrollment, the student’s plan is entered into CIS, printed out and the student asked to review and sign the printed copy if in agreement. The student is given a copy of the signed plan.
REASONABLE ACCOMMODATION REVIEW/
DOCUMENTATION OF DISABILITY FORM

Job Corps policy requires that the Center Disability Coordinators engage an individual in the interactive reasonable accommodation process if the applicant or student either requests an accommodation (see the Job Corps Reasonable Accommodation Request Form–Program) or provides documentation of a disability. Center Disability Coordinators must use this form to document the interactive process for an applicant or student who has not requested accommodations, but who has provided documentation of the disability.

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<th>Name:</th>
<th>ID#:</th>
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</table>

☐ Documentation source(s) (e.g., IEP, Chronic Care Management Plan, health documentation, etc.)
  •
  •

I have met with the applicant/student ☐ by telephone ☐ in person to discuss his or her accommodation needs. The applicant/student:

☐ Has a ☐ drafted agreed upon accommodation plan pending enrollment* or has an ☐ agreed upon signed accommodation plan.

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

☐ The center cannot agree to an accommodation plan. The Accommodation Recommendation for Denial Form and related documentation are being sent to the Regional Office for review.

Applicant/Student Signature __________________________ Date __________

Parent/Guardian Signature __________________________ Date __________

Disability Coordinator Signature __________________________ Date __________

*Upon enrollment, the student’s plan is entered into CIS, printed out and the student asked to review and sign the printed copy if in agreement. The student is given a copy of the signed plan and the original is stored in the accommodation file.
JOB CORPS REASONABLE ACCOMMODATION FUNDING REQUEST FORM

Centers are responsible for any costs associated with providing reasonable accommodation to an applicant or student with a disability. If a center cannot fund an accommodation or locate a funding source in the community, a request can be made through the appropriate Regional Office for National Office funding assistance for high-cost accommodations (those greater than $5,000).

All requests for funding assistance should be made as part of the accommodation process. Funding requests for accommodations already provided will not be considered. National Office funding for medications and personal use items is not available. This form can only be used to request funding assistance for an individual applicant or student. No requests that contain multiple students on the same form will be considered.

Please complete the appropriate section of the following form. All requests should be expedited so as not to unreasonably delay entry or provision of accommodation to the applicant/student.

A. CENTER DISABILITY COORDINATOR REQUEST

Complete this section of the form and send it to your Regional Disability Coordinator within 7 days of the applicant’s or student’s reasonable accommodation committee meeting. You should include the applicant’s IEP or other documentation that indicates the applicant’s functional limitations and any past accommodations. You must contact your Regional Disability Coordinator for guidance on completing this form and providing supporting documentation.

<table>
<thead>
<tr>
<th>Center:</th>
<th>Center Disability Coordinator:</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-mail:</td>
<td>Phone:</td>
</tr>
<tr>
<td>Applicant/Student Name:</td>
<td>Date File Received on Center:</td>
</tr>
<tr>
<td>Accommodation Request Date:</td>
<td>RAC Meeting Date(s) and Attendees:</td>
</tr>
</tbody>
</table>

Describe the nature of the applicants/student’s disability and resulting functional limitation(s).

In the space below, list each accommodation with a one-time fixed cost (e.g., software, equipment, etc.,) that is being requested and provide the vendor estimates for these items with supporting documentation that was used to determine these costs. For accommodations requiring on-going costs (e.g., sign language interpreters), these costs should be estimated for a one-year period utilizing the Cost Analysis Form that will be provided to you by your Regional Disability Coordinator. This form must be completed and submitted with this funding request.

<p>| Accommodation: | One-time Fixed Cost: |
| Accommodation: | One-time Fixed Cost: |
| Accommodation: | One-time Fixed Cost: |
| Accommodation: | One-time Fixed Cost: |
| Accommodation: | On-going Cost: |
| Accommodation: | On-going Cost: |</p>
<table>
<thead>
<tr>
<th>Total Estimated Fixed Costs:</th>
<th>Total Estimated On-going Costs:</th>
<th>Total Estimated Costs:</th>
</tr>
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</table>

List other possible funding sources consulted along with their contact information. If any funding is being provided by these sources, please list amount.

How will this/these accommodations remove or minimize the barriers presented by the applicant’s/students’ functional limitation(s)?

Were any alternate accommodations considered? If yes, list and describe why not chosen.

Could the requested accommodation(s) benefit other students with disabilities enrolled in the program? If yes, describe the benefit.

*If you are requesting funding for a sign language interpreter, you must review the Deaf/Hard of Hearing Guidance available on the Job Corps Disability Web site, including the guidance on interpreting services. A DC must have the applicant/student complete the interview form available on the overview page of the guidance. This form should be included with your request.*

Date Guidance reviewed:

List any other accommodations that will/are being provided.

Disability Coordinator Signature:          Center Director Signature:

Date Forwarded to Regional Disability Coordinator:

**B. REGIONAL DISABILITY COORDINATOR REVIEW**

*Please review the center’s request. If the center section of the form is not complete or inadequate documentation/information has been provided, please contact the Center Disability Coordinator to resolve these concerns. If the center section of the form is complete and adequate documentation/information has been provided, complete this section of the form and send it with a summary of your review to the Regional Office Program/Project Manager and cc National Health Staff within 7 days of receipt from the center.*

Regional Disability Coordinator:          E-mail:

Phone:                 Date Request Received:

Date Request Reviewed:          Date Forwarded to Regional Office:
### C. REGIONAL PROGRAM/PROJECT MANAGER REVIEW

Please review the center’s request. If the sections A or B of the form are not complete or inadequate information has been provided, please contact the Regional Disability Coordinator to resolve these concerns. If sections A and B of the form are complete and adequate documentation/information has been provided, complete this section of the form and send to National Health Staff at the address below within 5 days of receipt from the Regional Disability Coordinator.

National Health Staff  
U.S. Department of Labor  
Office of Job Corps  
200 Constitution Avenue, NW, Room N-4507  
Washington, DC 20210

<table>
<thead>
<tr>
<th>Program/Project Manager:</th>
<th>Phone:</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-mail:</td>
<td>Date Request Received:</td>
</tr>
<tr>
<td>Date Request Reviewed:</td>
<td>Date Forwarded to National Office:</td>
</tr>
<tr>
<td>Regional Director Signature:</td>
<td>Program/Project Manager Signature:</td>
</tr>
</tbody>
</table>

### D. NATIONAL HEALTH STAFF REVIEW

Please review the center’s request and supporting documentation. If the required signatures are missing, or additional information is needed, please return the form to the Regional Disability Coordinator to resolve these concerns. If the previous sections of the form are complete and adequate information has been provided, draft an approval letter and begin the National Office signature process within 3 days of receipt of form from the Regional Program/Project Manager.

<table>
<thead>
<tr>
<th>National Office Health Staff Person:</th>
<th>Position:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone:</td>
<td>E-mail:</td>
</tr>
<tr>
<td>Date Request Received:</td>
<td>Date Request Reviewed:</td>
</tr>
<tr>
<td>Date Approval Letter Drafted:</td>
<td>Amount Approved (if different from original request, please explain):</td>
</tr>
</tbody>
</table>

### E. NATIONAL OFFICE SIGNATURE APPROVAL PROCESS

National Health staff will coordinate the signature approval process in the following order: the National Health and Wellness Manager, Division Chief, Budget Chief, Deputy Director, and National Director. Complete this section of the form within 7 days of beginning the signature approval process.

<table>
<thead>
<tr>
<th>Health and Wellness Manager Signature:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Division Chief Signature:</td>
<td>Date:</td>
</tr>
<tr>
<td>Budget Chief Signature:</td>
<td>Date:</td>
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<tr>
<td>Deputy Director Signature:</td>
<td>Date:</td>
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<tr>
<td>National Director Signature:</td>
<td>Date:</td>
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</table>
Final Amount Approved (if no funding is approved or amount is different from original request, please explain):

<table>
<thead>
<tr>
<th>Final Disposition Date:</th>
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**F. NATIONAL OFFICE FINAL DISPOSITION**

If funding is approved, National Health staff will provide signed documentation to the Budget Chief, Regional Office Program/Project Manager, Center Disability Coordinator, and Regional Disability Coordinator. If the request is denied, National Health staff will notify the Regional Office Program/Project Manager, Center Disability Coordinator, and Regional Disability Coordinator.

<table>
<thead>
<tr>
<th>National Health Staff Making Notification:</th>
<th>Position:</th>
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</thead>
<tbody>
<tr>
<td>Phone:</td>
<td>E-mail:</td>
</tr>
<tr>
<td>Date Notification Provided:</td>
<td>National Health Staff Signature:</td>
</tr>
</tbody>
</table>
JOB CORPS REASONABLE ACCOMMODATION
SUPPLEMENTAL FUNDING REQUEST FORM

Please complete this form to request supplemental funding for an accommodation funding request that has been approved using the Job Corps Reasonable Accommodation Funding Request Form. If this is a new accommodation funding request or all funds have been used from your initial request, complete the Job Corps Reasonable Accommodation Funding Request Form.

<table>
<thead>
<tr>
<th>A. CENTER DISABILITY COORDINATOR REQUEST</th>
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<tbody>
<tr>
<td>Complete this section of the form and send it to your Regional Disability Coordinator and cc the Regional Office Program/Project Manager. Attach the most recent follow up you provided to your Regional Disability Coordinator and the student's accommodation plan.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Center Disability Coordinator:</th>
<th>E-mail:</th>
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<tbody>
<tr>
<td>Phone:</td>
<td>Student Name/ID:</td>
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</table>

Describe the accommodation that supplemental funding is being requested for and why additional funding is being requested (attach supporting documentation).

<table>
<thead>
<tr>
<th>Amount of Additional Funding Being Requested:</th>
<th>Date of Last Request:</th>
<th>Amount Previously Requested:</th>
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Center Director Signature:

Disability Coordinator Signature:

Date forwarded to Regional Disability Coordinator:

<table>
<thead>
<tr>
<th>B. REGIONAL DISABILITY COORDINATOR REVIEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please review the center’s request. If the center section of the form is not complete or inadequate information has been provided, please contact the Center Disability Coordinator to resolve these concerns. If the center section of the form is complete and adequate information has been provided, complete this section of the form and send it to the National Health Staff and cc the Regional Program/Project Manager within 7 days of receipt from the center.</td>
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<tr>
<th>Regional Disability Coordinator:</th>
<th>E-mail:</th>
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<tbody>
<tr>
<td>Phone:</td>
<td>Date Request Received:</td>
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<tr>
<td>Date Request Reviewed:</td>
<td>Date Forwarded to Regional Office:</td>
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Regional Disability Coordinator Signature:
ACCOMMODATION RECOMMENDATION FOR DENIAL FORM

<table>
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<tr>
<th>Center:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Applicant/Student:</td>
<td>ID#:</td>
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<tr>
<td>Regional Office:</td>
<td>Date Submitted to Regional Office:</td>
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</table>

If this request is for an applicant and you have already completed the Applicant File Review Center Recommendation for Denial Form, please attach this form to it and skip to Section B. If this request is for a student, please complete Sections A through C.

**Section A**

**Reasonable Accommodation Committee Participants**

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<th>Name:</th>
<th>Position:</th>
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<td>Name:</td>
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<td>Name:</td>
<td>Position:</td>
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<td>Name:</td>
<td>Position:</td>
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**Summarize the Applicant’s Input:**


**Section B**

Please list any accommodations that the center has identified as being unreasonable and then identify any alternative options that are deemed reasonable that the applicant rejected. If none can be identified, please state none and explain why in the Summary section of the document.

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Applicant Requested?</th>
<th>Alternative Options</th>
<th>Basis for Unreasonableness</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Yes □ No</td>
<td></td>
<td>□ Unduly costly</td>
</tr>
<tr>
<td></td>
<td>□ Yes □ No</td>
<td></td>
<td>□ Fundamental Alteration</td>
</tr>
<tr>
<td></td>
<td>□ Yes □ No</td>
<td></td>
<td>□ Fundamental Alteration</td>
</tr>
</tbody>
</table>

**Section C**

Please show calculated costs for each accommodation being recommended for denial that has been identified as unduly costly and/or document why the accommodation requires a fundamental alteration to the program.

**Cost Analysis or Fundamental Alteration**
Center Director’s Signature:

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

### Regional Office Only

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Disposition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Concur with Recommendation □ Deny</td>
</tr>
<tr>
<td></td>
<td>□ Concur with Recommendation □ Deny</td>
</tr>
<tr>
<td></td>
<td>□ Concur with Recommendation □ Deny</td>
</tr>
</tbody>
</table>

*If the region does not support the recommendation for denial of the accommodation(s), then the center must be notified that it is responsible for providing the requested/agreed upon accommodation.*
These requirements are separate from accommodation requirements. Your obligation to communicate effectively with people with disabilities – whether those people are students, staff, applicants for admission or employment, parents, guardians, or members of the public – is separate from your obligation to provide reasonable accommodations for qualified people with disabilities.

The Workforce Innovation and Opportunity Act (WIOA) nondiscrimination regulations, which apply to Job Corps, distinguish between these two obligations, for a very simple reason: without clear, accurate, effective communication, any encounter between a person with a disability and a program from which he or she is seeking services, such as Job Corps, will be meaningless.

Therefore, when a person with a disability that affects his or her ability to communicate approaches Job Corps, the first thing you should do is find out how to communicate as effectively with that person as you do with people without disabilities.

It is important to understand that under the law, the burden is on Job Corps to provide the auxiliary aids and services (communication aids) that are needed for equally effective communication with a particular person with a disability. This means that you cannot and must not require the person with a disability to supply, or pay for his or her own interpreter, communication device, or whatever else is necessary for clear communication between him or her and Job Corps.

Furthermore, in deciding what type of aid or service is appropriate and necessary in order for you to communicate equally effectively with a particular person with a disability, the law requires you to “give primary consideration to” the requests of that person. Why? Because:

- He or she is the best source of information about his or her own needs.
- Not everyone who appears to have “the same” disability, or type of disability, is able to use and understand the same communication method. For example, while some people with hearing impairments understand American Sign Language, others communicate in Signed English, while still others do not understand sign language at all, and need a different communication method such as CART transcription.

Although Job Corps is not necessarily required to provide the precise communication aid requested by a person with a disability when an equally effective, less costly alternative is available, the law places on you the clear obligation to provide some method of communication that is effective for that particular person with a disability. This essentially means that you must engage in an interactive process with the person with a disability, similar to the process required for reasonable accommodations (see Appendix 605), to find out what communication method(s) the person can genuinely understand. This process itself, of course, requires you to communicate effectively with the person with a disability.
APPENDIX 607
TRANSMISSION, STORAGE, AND CONFIDENTIALITY OF MEDICAL, HEALTH, AND DISABILITY-RELATED INFORMATION

Any medical, health, or disability-related information about a particular person – whether that person is an applicant to Job Corps, an enrollee, an employee, an applicant for employment, or anyone else – must be treated with extreme care. Federal law requires that all such information be treated as strictly confidential, and that it be transmitted and stored in a way that ensures confidentiality.

This appendix explains the rules for transmission, storage, and confidentiality of medical and disability-related information in Job Corps.

What information is disability-related?

This category is broader than you might think. It includes any information that indicates (even if it doesn’t explicitly state) that a particular person has a disability. For example, the fact that a particular applicant or student has an Individual Education Plan, or had one at some point during their education, means that he or she has a learning disability. Therefore, that fact is “disability-related information” that must be treated as confidential.

The category “disability-related information” is not limited to hard-copy or electronic records. It also includes discussions about the fact that a particular individual has a disability, or about specific details (such as a person’s physical or behavioral symptoms, use of particular devices or equipment, or types of treatment) that indicate that he or she has a disability. Of course, some of the latter types of details will also fall under the category of medical information, and must be kept confidential as well.

Confidentiality: The General Rule is Do Not Tell

The Federal disability nondiscrimination laws that apply to Job Corps list specific categories of persons who are allowed to obtain medical (including health) or disability-related information about a particular individual. This means that unless you know that a given person falls into one of the specified categories, you must assume that the person is not entitled to medical or disability-related information about someone else; in other words, your default setting must be “don’t tell.”

Who may be informed either about the fact that a particular individual has a disability, or about specific details related to a disability or medical/health condition?

Only people in the following categories, and only when they need to know (“need to know” is interpreted narrowly):
• **Admissions counselors** who:
  o Need to know whether they will need to provide one or more accommodations, or communication aids, for an applicant and/or his or her parent or guardian during the admissions process
  o Need to know whether an applicant is entitled to a waiver of the upper age limit for admission because he or she has a disability
  o Must make a decision about an applicant’s financial eligibility based on his or her status as a family of one

• **Instructors, residential staff, other center staff** – only those who **need to know** about:
  o An accommodation the person will be provided
  o Necessary restrictions on a person’s duties, activities, diet

• **First aid and safety personnel** – **only if**:
  o The condition might require emergency treatment
  o The participant might need special assistance in an emergency evacuation

• **Administrative staff** of the center, center operator, Regional or National Office, or DOL (or other operating federal agency) who are doing monitoring or data validation

• **Government officials** investigating compliance with requirements related to nondiscrimination and/or equal opportunity

• **Health and wellness staff** who are examining or treating a particular person

• **Others** – only on a **need-to-know** basis (interpreted narrowly)

**Knowledge Versus Access**

The categories of persons who are permitted to have access to a particular individual’s underlying medical, health, or disability-related documents are still more limited: even among those who may be informed either about the fact that an individual has a disability, or about specific details related to a disability or medical condition. Very few people will genuinely need to see or use those documents.

**Examples:**

• Access to medical documentation that a participant is entitled to status as a family of one, or waiver of the upper age limit, should be limited to staff members who need to document the basis for such decisions.

• First aid personnel may need access to underlying documentation related to a person’s medical condition in an emergency.
• Administrators or health and wellness staff who are considering whether a request for a reasonable accommodation should be granted may need to review documentation that is submitted in support of the request. In these cases, however, you should think about removing personally identifiable information from the documents. This approach has the advantage not only of protecting confidentiality, but also of helping ensure that the decision-makers base their determination solely on the facts of a particular case.

• Instructors, residential staff, or other center staff who are working with, or providing accommodations for, a particular person will rarely, if ever, need to see the person’s medical records or other documents that demonstrate that he or she has a disability.

Storage of Records that Contain Medical or Disability-Related Information

Federal disability nondiscrimination laws that apply to the Job Corps program require that any documents or other records that contain medical or disability-related information about a particular individual must be kept in files (either hard-copy or electronic) that are separate from all other information about the individual. Medical and disability-related information should be collected on separate forms and placed in the files reserved for medical and disability-related information. If a center, center operator, or staff member wants a document to be kept in a student’s general file or an employee’s personnel file, and that document happens to contain some medical or disability-related information, the medical or disability-related information must simply be removed from the document before it is put in the general or personnel file.

The files that contain medical and disability-related information must be stored in a way that satisfies the strict confidentiality and access requirements described above. In the majority of cases (particularly where hard copies of records are used), satisfying those requirements will mean that all medical- and disability-related records as a group must be stored separate from all other student, applicant, or employee files – in a separate drawer, file cabinet, or storage room, or on a separate server.

Regardless of whether the medical/health/disability files are maintained in electronic or hard-copy form, access to these files must be limited to the categories of persons listed in the “Knowledge Versus Access” section above. Hard copies of files must be kept locked, and access to the key or combination must be furnished only to authorized persons. Electronic files must be protected via passwords or other similar methods.

The requirement of separate storage makes sense when considered in the light of the laws requiring strict confidentiality of medical and disability-related information. The confidentiality requirements that apply to most information about a particular individual are less strict than the requirements that apply to medical and disability-related information. Therefore, while a number of different categories of outreach and admission/career transition services, center, or operator staffers may be permitted access to general information about a particular individual, a much narrower group is legally authorized to have access to the medical and disability-related records about that same individual. The most logical way to impose stricter limitations on access to the
latter records is to store them separately. The alternative would be to drastically limit the
categories of people who have access to the individual’s entire file, in order to protect the
medical, health, and disability-related information the file contains. Then, only the categories of
persons listed in the “Knowledge Versus Access” section above would be able to use, or even
look at, the file.

**Transmission of Medical, Health, and Disability-Related Information**

When student, applicant, or employee records are being transmitted, the requirements described
above still apply. Any and all records that are medical-, health-, or disability-related, or that
contain any of those types of information, must be kept separate from other records about the
individual. If hard copies are being transmitted, put medical, health, and disability-related
information in a separate file, and place that file in a sealed envelope that is clearly marked as
containing such information. You may want to consider using numbers, rather than names, on
the outside of such envelopes to identify whose records they contain.

Staff members who receive or sort files about individuals – for example, center records
department staff who handle applicant and student files – must not open any envelopes
containing medical, health, or disability-related information, unless the specific staff member is
in one of the categories of authorized persons that are listed in the “Knowledge Versus Access”
section above. Instead, those envelopes must be transferred to persons who are legally authorized
to have access to such information. In the case of applicant files that arrive on center from an
outreach and admissions contractor, for example, the sealed envelopes should be sent to the
health and wellness manager or other person designated to conduct the initial direct threat review
and clinical care review.

**Oral Transmission**

Keep in mind that the confidentiality of medical, health, and disability-related information must
be maintained when the information is being transmitted orally – in other words, when it is being
discussed aloud. This means that you must be sure that all such discussions take place in private
locations where unauthorized persons cannot overhear the conversation, either voluntarily or
involuntarily. Cubicles, for example, are inappropriate places to confer about medical or
disability-related matters, or even to mention such information, unless the discussion is
conducted in such a way that it is impossible for anyone who overhears to identify the person
whose information is being discussed.
APPENDIX 608
MAXIMUM BENEFIT SEPARATION

A maximum benefit separation recommendation means that a formal determination has been reached through the student performance evaluation process that the student has achieved as much benefit from the Job Corps program as his or her abilities will allow. This type of separation should occur rarely and only be used for those students who have stagnated in their progression despite being appropriately supported.

The request for a maximum benefit separation must be submitted to the Regional Office for review and must be accompanied by supporting documentation. The center must demonstrate the following:

1. What specifically are the areas in which the student is not progressing (e.g., TABE, class work, career technical skill requirements, etc.)?

2. What efforts have been made to assist the student in progressing within academics and/or career technical (e.g., strategies, etc.)?

Next, the center must complete its responses to the checklist on Page 2 (Attachment A), complete the summary statement on Page 3 (Attachment B), and attach all relevant, supporting documentation, as indicated.
## ATTACHMENT A

**Recommendation for Maximum Benefit Termination Considerations Checklist**  
*(Please complete the checklist below and attach the center's supporting documentation to it.)*

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Considerations</th>
<th>Student ID:</th>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
<td>Has the student’s progress stagnated in the Job Corps program?</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>If this is a student with a disability:</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>• Has the center’s disability coordinator been included in the review of student data?</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>• Is the student receiving accommodations? If the student is not receiving accommodations, why not (e.g., student turned down offered accommodations, IDT not held, etc.)?</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>• Has the IDT conducted and documented meetings every 45-60 days to discuss the student’s progress and/or the need for possible alternate or additional accommodations?</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>• If the existing accommodations were not successful, were any changes to the student’s accommodations or needs modified based upon recommendation of the IDT? <em>(If further review is needed, visit or call the Job Accommodation Network (JAN) and/or your regional disability consultant.)</em></td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>• If modifications to the accommodation plan were made, did they help the student progress?</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>• Is this a student with a cognitive disability who has a TABE waiver?</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>Is this a student suspected of having a disability?</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
<td>Considerations</td>
</tr>
<tr>
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<td>-----</td>
<td>----------------</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Has the center explored any potential opportunities to get the student assessed? If not, why not?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Were a variety of instructional and learning strategies used to help the student progress?</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Have you included the following required documents with your request?</td>
</tr>
<tr>
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<td></td>
<td></td>
<td>Attachments A and B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>IDT meeting minutes, if a student with a disability receiving accommodations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Accommodation plan, if a student with a disability receiving accommodations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>TABE history</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Academic and career technical progress/status (e.g., copies of diplomas, TARs, transcript, etc.)</td>
</tr>
</tbody>
</table>

* The Job Accommodation Network (JAN) is a service provided by the U.S. Department of Labor's Office of Disability Employment Policy (ODEP). JAN represents the most comprehensive resource for job accommodations available. Visit the JAN site at [http://www.jan.wvu.edu/](http://www.jan.wvu.edu/).
ATTACHMENT B

Recommendation for Maximum Benefit Separation Summary Statement

Please summarize why the center is requesting a maximum benefits separation for this student. Describe the efforts used to assist this student to progress (e.g., strategies used, supports provided, etc.).

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student ID:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
APPENDIX 609

INDIVIDUALIZED ASSESSMENT OF POSSIBLE DIRECT THREAT

Purpose

To provide additional information and guidance on the direct-threat assessment process currently outlined in PRH Chapter 1, Section 1.4, R3. This supersedes information in PRH Change Notice 11-03.

Background

Job Corps requires, as a qualification standard, that an applicant not pose a direct threat to the health or safety of himself/herself or others, including students and staff. Like any qualification standard, this requirement must apply to all applicants, not just to those with disabilities. If, however, an individual poses a direct threat as a result of a disability, Job Corps must determine whether a reasonable accommodation would either eliminate the risk or reduce it to an acceptable level.

This document provides Job Corps Health and Wellness staff, including Trainee Employee and Assistance Program (TEAP) specialists, with guidance designed to help them properly and lawfully assess an individual applicant’s ability to safely participate in the Job Corps program.

If the assessor determines that the individual poses a direct threat and the threat results from a disability, the assessor must consider whether any accommodations or modifications would reduce the risk, and list any suggested accommodations or modifications. Please note that the assessor must not consider whether, in his/her view, a particular accommodation or modification is “reasonable;” that determination must be made by the Center Director or his/her designee, on the basis of a number of specific factors that are required by law.

Instructions

The attached form may be used to conduct an individualized assessment of an applicant’s possible direct threat to self or others.

Federal disability nondiscrimination laws define a “direct threat” as a significant risk of substantial harm to the health and safety of the individual or others that cannot be eliminated or reduced by reasonable accommodation or modification. A “significant risk” means a high, not a slight, probability; a speculative or remote risk is insufficient.

Determining whether an individual poses a significant risk of substantial harm to himself/herself or others must be made on a case-by-case basis. Job Corps should identify the specific risk posed by the disability. For individuals with psychiatric disabilities, Job Corps must identify the specific behavior of the individual that would pose the direct threat. Federal disability nondiscrimination laws make clear that an individual does not pose a direct threat simply because he or she has a history of psychiatric disability, or is currently receiving treatment for a psychiatric disability.
When evaluating whether an individual with a disability or medical condition poses a direct threat, please keep in mind that there are special rules governing when disability-related inquiries, i.e., questions which are likely to elicit information about a disability can be made.

- In the context of evaluating an applicant for Job Corps, a direct-threat assessment may be done whenever Job Corps believes that a known or apparent disability or medical condition poses a direct threat to the health or safety of the individual or others. This typically will occur: (1) after the applicant has received conditional assignment to a Job Corps center and has completed the questions on the “Job Corps Health Questionnaire (ETA 6-53);” and (2) after specific, objective, factual information about that particular conditionally enrolled applicant is gathered that is medically related to any “yes” responses given to the questions in sections 8 or 9 of the questionnaire; if (3) the initial review of this specific, objective, factual information supports a reasonable belief that the conditionally enrolled applicant may have a medical condition or disability that poses a significant risk of substantial harm to the health or safety of the individual or others, i.e., direct threat. If all of these criteria are satisfied, the Health and Wellness Manager will forward the applicant’s information to the appropriate licensed health provider employed by the center for a detailed direct-threat assessment.

Who May Conduct the Assessment?

The clinical assessment of risk and degree of potential harm that may be caused by the individual’s medical condition or disability is generally a medical matter properly determined by licensed health providers. Such providers employed by Job Corps include nurses, physicians, Center Mental Health Consultants, dentists, and TEAP specialists. This group, therefore, has a significant role to play in determining whether, in a given Job Corps setting, a particular individual’s medical condition or disability poses a significant risk of substantial harm to the health or safety of himself/herself or others. Medical health conditions that may pose a direct threat should be assessed by nurses and/or physicians; mental health conditions should be assessed by mental health consultants; oral health conditions should be assessed by dentists; and conditions related to substance use should be assessed by TEAP specialists. In some cases, it may be necessary to consult an outside specialist with expertise in the particular medical condition or disability and its effects.

Basis for the Assessment

The determination that an individual has a medical condition or disability that poses a “direct threat” must be based on an individualized assessment of the individual’s present ability to safely participate in the Job Corps program. This assessment must be made by a licensed health provider, based on a reasonable medical judgment that relies on the most current medical knowledge and the best available objective evidence. Before conducting a direct-threat assessment, the assessor may need to educate himself/herself about the current state of medical knowledge, and about the specific facts of the particular individual’s medical history and/or the circumstances in which he or she has been or will be placed in the Job Corps program.
As noted above, the assessment must focus on the current medical condition or disability of the specific individual named on the form. The determination cannot be based on generalizations about the medical condition or disability; the assessor must identify the specific risk that is posed by the medical condition or disability of the named individual in the applicable Job Corps context. Additionally, the harm must be serious and likely to occur, not remote and speculative. Subjective perceptions, irrational fears, patronizing attitudes, and stereotypes have no place in the assessment process.

Factors to Be Considered

In determining whether an individual has a medical condition or disability that poses a direct threat, the assessor must consider four specific factors: duration of the risk, nature and severity of the potential harm; likelihood that the potential harm will occur; and imminence of the potential harm.

If the assessor considers these four factors and determines that a direct threat is posed by the medical condition or disability, he/she must consider whether the risk can be eliminated or reduced to an acceptable level by reasonable accommodation or modification.

Relevant factors in making the direct threat assessment (including the consideration of whether the risk may be lessened or eliminated) may include:

- Input from the individual with the medical condition or disability
- The medical history of the individual, including his or her experience in previous situations similar to those he or she would encounter in the program
- Opinions of medical doctors, rehabilitation counselors, or therapists who have expertise in the condition involved and/or direct knowledge of the individual

Under federal disability nondiscrimination laws, the burden is on Job Corps to prove that a particular individual has a medical condition or disability that poses a direct threat. This means that if the objective, factual evidence is equivocal, or is insufficient to prove that the participation of that specific individual would pose a direct threat, the assessor must assume that no direct threat exists.

The four factors for determining direct threat are described below.

1. **Nature and severity of the risk.** In the professional judgment of the assessor:
   a. What kind of harm is potentially posed by this individual’s medical condition or disability? **List the specific symptoms or behaviors** and the information on which the judgment is based.
   b. What is the seriousness of the potential harm in this particular case (e.g., death, incapacitation, serious injury, minor injury/emotional distress)? List
2. **Duration of the risk.** In the professional judgment of the assessor, how long will the risk last? List the specific information on which the judgment is based.

3. **Likelihood that the potential harm will occur.** In the professional judgment of the assessor, is the likelihood that potential harm will occur high, moderate, or low? List the specific information on which the judgment is based.

4. **Imminence of the potential harm.** In the professional judgment of the assessor, how soon is the harm likely to occur? List the specific information on which the judgment is based.

Taking all four of these factors into consideration, the assessor should determine whether the applicant’s condition poses a significant risk of substantial harm.

**Accommodations or Modifications**

If the individual is a person with a disability, the center’s reasonable accommodation team must convene and consider accommodations and/or modifications that the individual may need. See Appendix 605 for definition of a disability. Once the accommodations and/or modifications have been identified, the qualified licensed professional who conducted the original assessment must review the previous findings to each of the factors giving consideration to the identified accommodations to determine whether or not the accommodations and/or modifications eliminate the threat or reduce it to below the level of threat.

If it is determined that the accommodations and/or modifications will remove the barriers to enrollment and are considered unreasonable, then the team must forward the list of identified accommodations and/or modifications to the Center Director for a “reasonableness” and/or undue hardship determination (see below). If the accommodations and/or modifications identified would not eliminate the threat or sufficiently reduce it to below the level of threat, then the reasonable accommodation team (inclusive of the licensed professional) must indicate which accommodations and/or modifications would be insufficient and explain why.

**Examples of Accommodation/Modification Consideration for Direct Threat**

- Schedule adjustments to allow the applicant to attend necessary off-center appointments
- Shortened training day or later start to the training day to adjust for medication side-effects
- Passes during the training day to allow applicant to leave class and meet with counselor to de-escalate behaviors as needed

Every effort should be made to identify appropriate accommodations and/or modifications, and
reasonable accommodation teams are encouraged to use identified resources (e.g., Job Accommodation Network) to assist them, as appropriate.

**Center Director Reasonableness Determination**

If there is a recommendation for an applicant to be enrolled with accommodations or modifications which you believe are not reasonable and/or pose an undue hardship, the **Center Director is responsible for making that determination** using the “Accommodation Recommendation of Denial Form” found on the Job Corps Disability website and including that form along with the applicant file that is being submitted to the Regional Office with a recommendation for denial. The final determination is made by the Regional Office.

Guidance on how to make this determination is available in the “Evaluating a Request and Denying a Request” sections of Appendix 605. Please attach the completed “Accommodation Recommendation of Denial Form” found on the Job Corps Disability website.

FORM FOR INDIVIDUALIZED ASSESSMENT OF POSSIBLE DIRECT THREAT

Applicant’s Name: ___________________________ Date of Review: ___________________________

Center Name: ___________________________ ID #: ___________________________

Interview Conducted By: ☐ Telephone ☐ In Person ☐ Videoconference

In determining whether, in your professional judgment, the individual named above has a medical condition or disability that poses a direct threat, consider the following and respond accordingly.

Factors to be considered in determining whether a “significant risk of substantial harm” exists include: (1) duration of the risk, (2) nature and severity of the potential harm, (3) likelihood that the potential harm will occur, and (4) imminence of the potential harm.

Under the law, the burden is on Job Corps to prove that a specific individual poses a direct threat. Therefore, if the objective, factual information about the specific individual named above is equivocal, or is insufficient to prove that a direct threat exists, you must assume that the individual’s disability or medical condition does not pose a direct threat.

If you determine that a “significant risk of substantial harm” exists, consider whether any accommodations or modifications would reduce the risk, and list any suggested accommodations or modifications. Do not consider whether, in your view, a particular accommodation or modification is “reasonable.” That determination must be made by the center director or his/her designees.

1. What is the nature and severity of the potential harm?

   a. What kind of harm is potentially posed by this individual’s medical condition or disability?

      (Check the specific symptom(s) or behavior(s) or list under "Other")

      ☐ Abusive Behavior Towards Authority and/or Peers
      ☐ Drug and Alcohol Use/Dependence
      ☐ Homicidal Behavior
      ☐ Paranoid Thinking
      ☐ Self-Injury
      ☐ Serious or Life Threatening Medical Condition
      ☐ Severe Sensory Impairment
      ☐ Severely Impaired Concentration
      ☐ Severely Impaired Impulse Control
      ☐ Severely Impaired Judgment
      ☐ Suicidal Behavior
      ☐ Threat of Sexually Inappropriate Behavior
      ☐ Threat of Violence – Assaultive Behavior
      ☐ Unpredictable Changes in Behavior

      ☐ Other (specify): ___________________________
b. What is the seriousness of the potential harm in this particular case (e.g., death, incapacitation, serious injury, minor injury/emotional distress)?

________________________________
________________________________
________________________________

2. What is the duration of the risk (i.e., how long will the risk last)?

________________________________
________________________________
________________________________

3. What is the likelihood that the potential harm will occur (i.e., high, moderate, or low)?

________________________________
________________________________
________________________________

4. What is the imminence of the potential harm (i.e., how soon is the harm likely to occur)?

________________________________
________________________________
________________________________

5. Reasonable Accommodation Consideration

Is this applicant a person with a disability?  □ Yes  □ No
(i.e., documentation of a mental health, medical, substance-abuse, cognitive, or other type of disability is present in the applicant file or the disability is obvious (i.e., blind, deaf).

If no, please skip to #6. If yes, convene the reasonable accommodation committee (RAC) along with the applicant and list below any accommodations and/ or modifications discussed with the applicant that could either remove or reduce the direct threat.

Note: Accommodations or modifications are not things that treat the impairment; they are things that will help the individual participate in the program. See Program Instruction 08-26 “Reasonable Accommodation and Case Management” for guidance.

The RAC has been unable to identify any accommodations appropriate to support this applicant.
The following accommodations/modifications listed below have been discussed with the applicant and considered as a part of this assessment:

Please avoid suggesting extreme accommodations already known to likely be unreasonable unless the applicant has requested a specific support (i.e., 24 hour supervision). If unsure if a support or modification is really an accommodation or is actually a case management support, please contact your regional health and disability consultants for assistance.

Based on the specific symptoms and/or behaviors checked in Section 1a, please check the appropriate accommodations below discussed with the applicant. Please note: This list is not all inclusive. These are suggestions for your use and you may need to consider functional limitations and accommodations beyond this list which can be entered in the "Other" section.

Are there any changes we can make to our center policies, procedures, or practices to eliminate or reduce the level of threat?

• Schedule adjustments to allow the student to attend necessary off-center appointments  □ Yes  □ No
• Shortened training day or later start to the training day to adjust for medication side effects  □ Yes  □ No
• Modified first 30 days on center with a reduction in tasks to minimize stress  □ Yes  □ No
• Provide applicant with pass to leave class if he/ she begins to feel anxious, angry or  □ Yes  □ No
upset and go to designated “calm down” area
• Allow frequent breaks during the day  □ Yes □ No
• Allow telephone calls during work hours to doctors and others for needed support □ Yes □ No
• Reduce mandatory participation in large group activities □ Yes □ No
• Provide additional orientation on conduct and behavioral expectations □ Yes □ No

Other:

<table>
<thead>
<tr>
<th>Are there any physical changes or placement considerations in the dorm we can make to eliminate or reduce the level of threat?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide single dorm room □ Yes □ No</td>
</tr>
<tr>
<td>• Modified door/window locks for safety □ Yes □ No</td>
</tr>
<tr>
<td>• Placement in residential dorm with fewer students and/or more experienced Residential Advisors (RAs)/Residential Counselors (RCs) □ Yes □ No</td>
</tr>
<tr>
<td>• Provide dorm room closer to RA’s/RC’s office □ Yes □ No</td>
</tr>
<tr>
<td>• Allow mobility coach □ Yes □ No</td>
</tr>
<tr>
<td>• Allow refrigerator in room □ Yes □ No</td>
</tr>
<tr>
<td>Other:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Can we adjust our level of supervision or structure at the center to eliminate or reduce the level of threat?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide staff mentor as needed (like a job coach) □ Yes □ No</td>
</tr>
<tr>
<td>• Provide student mentor as needed □ Yes □ No</td>
</tr>
<tr>
<td>Other:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Can our instructors and/or RA/RC staff adjust their communication methods in a way to eliminate or reduce the level of threat?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide detailed guidance □ Yes □ No</td>
</tr>
<tr>
<td>• Provide frequent feedback □ Yes □ No</td>
</tr>
<tr>
<td>• Provide praise and positive reinforcement □ Yes □ No</td>
</tr>
<tr>
<td>Other:</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Is there any special equipment or device to consider that can eliminate or reduce the level of threat?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide visual barriers to reduce startle responses □ Yes □ No</td>
</tr>
<tr>
<td>• Use of headphones to minimize distractions □ Yes □ No</td>
</tr>
<tr>
<td>Other:</td>
</tr>
</tbody>
</table>

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<tr>
<th>Allow special medical equipment in room and in trade.</th>
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</thead>
<tbody>
<tr>
<td>• Permission to use a service animal □ Yes □ No</td>
</tr>
<tr>
<td>Other:</td>
</tr>
</tbody>
</table>

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<tr>
<th>Summarize any special considerations and findings of the RAC as well as the applicant’s input:</th>
</tr>
</thead>
</table>

Please Note: Job Corps cannot impose accommodations upon an individual. If the applicant does not accept or agree to a specific accommodation, there is no need to consider that specific accommodation in your
determination of whether the accommodations listed will reduce the barriers to enrollment sufficiently or not nor is there a need to complete a reasonableness review related to that specific accommodation.

**Reasonable Accommodation Considerations:**

Did the applicant participate in the RAC meeting?  
☐ Yes □ No  
(Note: The applicant must be a part of the discussion for reasonable accommodation).

**RAC Participants:**

<table>
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<tr>
<th>Name</th>
<th>Position</th>
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If there is a recommendation for an applicant to be enrolled with the accommodations or modifications listed in #5 above which you believe are not reasonable and/or pose an undue hardship, the **Center Director is responsible for making that determination** using the “Accommodation Recommendation of Denial Form” found on the Job Corps Disability website and including that form along with the applicant file that is being submitted to the regional office with a recommendation for denial. The final determination is made by the regional office.

Guidance on how to make this determination is available in the “Evaluating a Request and Denying a Request” sections of Appendix 605. Please attach the completed “Accommodation Recommendation of Denial Form.”

If there are agreed upon accommodations between the RAC and applicant listed above, then consider whether those accommodations reduce or eliminate the direct threat to allow for the applicant to be enrolled.

- If the accommodations would sufficiently reduce or eliminate the direct threat, then you do not need to complete the remainder of this assessment and the center can assign the applicant a start date. Retain all the paperwork included in completing this assessment within the applicant’s Student Health Record.

- If the accommodations would NOT sufficiently reduce or eliminate the direct threat, please proceed to #6.

6. Based on the factors above, does the named individual have a medical condition or disability that poses a significant risk of substantial harm to the safety of himself/herself or of others if he or she participates in Job Corps?

☐ In my professional judgement, the individual’s participation poses a direct threat.

☐ In my professional judgement, the individual’s participation does not pose a direct threat.

---

Printed or Typed Name and Title of Licensed Health Provider Completing Form

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Signature of Licensed Health Provider Completing Form  Date
APPENDIX 610
HEALTH CARE NEEDS ASSESSMENT

Purpose

To provide additional information and guidance on the health care needs assessment process currently outlined in PRH Chapter 1, Section 1.4, R3.

Background

Based on a review of previous applications, Job Corps has learned that the majority of applicants’ treatment and/or monitoring needs can be met, but there may be situations in which a particular applicant’s needs are beyond what the Job Corps’ health and wellness program can provide as defined as basic health care in Exhibit 6-4: Job Corps Basic Health Care Responsibilities. Current disability data indicate that the majority of our applicants with medical, mental health, oral health, and substance abuse conditions have stable health and require only routine and episodic health care interventions with accommodations. However, a small percentage of applicants may have complex, newly diagnosed, persistent or recurring medical, mental health, oral health, and/or substance abuse health care issues that require services and/or care management beyond Job Corps’ basic health care as determined by Job Corps health and wellness staff.

This document provides guidance to Job Corps health and wellness staff on how to determine whether Job Corps can meet the medical, mental health, oral health, and/or substance abuse treatment/monitoring needs of a particular applicant.

This determination is derived in part by a review of the “Job Corps Health Questionnaire (ETA 6-53).”

The “Job Corps Health Questionnaire (ETA 6-53)” serves three main purposes:

1. Determine the health care needs of the applicant and assist in the assessment of whether Job Corps can meet those needs
2. Alert center staff to the potential need for evaluation of direct threat to self or others
3. Obtain consent for required routine medical assessments and/or consent to receive basic health care services

If the individual is a person with a disability, the center’s reasonable accommodation committee (RAC) must convene and consider accommodations and/or modifications that the individual may need. Before making a recommendation about the applicant’s enrollment, the qualified licensed professional who conducted the original assessment must review the previous findings giving consideration to the identified accommodations to determine whether or not the accommodations and/or modifications can remove the barriers to enrollment due to health care needs.
Instructions

The attached form may be used to conduct an individualized assessment of an applicant’s health care needs.

Who May Conduct the Assessment?

The clinical assessment of health care needs caused by the individual’s medical condition or disability fall under the health and wellness department on each center. As such, these clinical assessments are to be carried out by qualified licensed/certified health providers only. Those providers employed or subcontracted by Job Corps include nurses, physicians, center mental health consultants (CMHCs), dentists, and Trainee Employee Assistance Program (TEAP) specialists. This group, therefore, has a significant role to play in determining whether, in a given Job Corps setting, a particular individual’s health care needs can be managed within the scope of Job Corps basic health services. Medical health conditions should be assessed by nurses and/or physicians; mental health conditions should be assessed by mental health consultants; oral health conditions should be assessed by dentists; and conditions related to substance use should be assessed by TEAP specialists. In some cases, it may be necessary to consult an outside specialist with expertise in the particular medical condition or disability and its effects.

Indicators that a review is needed

1. Within the past six months, two or more emergency room visits or one or more hospitalizations for medical, mental health, oral health, and/or substance abuse reasons.

2. New diagnosis or recurrence of medical, mental health, extensive untreated oral health, and/or substance abuse condition that would require frequent medication adjustments, significant health resources and/or substantial change to the training day (e.g., daily dialysis, only able to attend Job Corps three hours per day, hourly medication or behavioral monitoring, daily assistance with activities of daily living, long-term weekly on-center therapy provided by the CMHC, complex full-mouth reconstruction/rehabilitation).

3. Failure to follow previous treatment recommendations by licensed health providers that have adversely affected the applicant’s health, behavior, and/or adaptive functioning, and now requires significant health care management. (Note: Some students are non-adherent and experience adverse consequences, but may still benefit from enrollment. Examples might include substance abuse relapse, poor diabetic control, poor asthma control, etc.)

4. Applicant has followed treatment recommendations by licensed health providers with no improvement in applicant’s health, behavior, and/or adaptive functioning which continue to place applicant in need of significant health care management.

5. Applicant’s condition or behavior has not been successfully managed in a similar academic, work, or group environment in the past year.
6. Applicant is in treatment for a condition that is not in the scope of Job Corps Basic Health Care Responsibilities (e.g., orthodontic braces for malocclusion).

Elements of the Review Process

The review should, at a minimum, be comprised of the following elements:

1. A review of specific condition(s) identified on “Job Corps Health Questionnaire (ETA 6-53),” or self-disclosed by applicant.

2. Review of health documentation in the file.

3. Request additional recent health information, to determine applicant needs, if appropriate and medically necessary. Collaborate with OA counselor.
   - If the “Job Corps Health Questionnaire (ETA 6-53)” indicates a health condition and there is no supporting information included and no note from the OA counselor indicating their attempt to secure information, contact the OA counselor to gather information.
   - If the “Job Corps Health Questionnaire (ETA 6-53)” indicates a health condition and there is supporting information or a note from the OA counselor indicating they could not secure the information and the center wants additional information, the center will need to request that information from the applicant, provider, or facility.
   - If a center wants additional tests or evaluations from the applicant and this information is necessary to make an enrollment decision, the center may request the applicant obtain these if they have insurance and/or access to a facility that can provide the testing or evaluations at a rate the applicant can afford. The center will need to work with the applicant and OA counselor to identify specific resources. If applicant cannot afford to obtain additional tests or evaluations, or has not provided the additional health information requested within a reasonable amount of time, the center must make their best recommendation based on the information available.
   - In cases where a minor is involved, the center should collaborate with the OA counselor to get parent/guardian permission for health information.

4. Documented communication with treating provider, if possible and required if there are conflicting recommendations between the center health consultant and the treating provider. If unable to contact treating provider, all attempts need to be clearly documented. This should be included on Appendix 610 Form.
5. Interview with the applicant, either face to face, videoconferencing, or via telephone. Documentation of the interview process should be included on Appendix 610 Form. If unable to contact applicant, all attempts need to be clearly documented including collaboration with OA counselor.

6. Identification of the functional limitations (specific symptoms/behaviors) and health care needs of the applicant that are barriers to enrollment.

7. If condition rises to a level of a disability, then refer to the RAC for consideration of accommodations and/or modifications for discussion with applicant. See Appendix 605 for definition of a disability.

8. Consider if accommodations and/or modifications would remove the barriers to enrollment and make condition manageable at Job Corps as defined by basic health services in Exhibit 6-4.

**Decision Tree** (based on file review, treating provider information, if available, interview with applicant, and reasonable accommodations, if appropriate)

1. **Health care needs manageable at Job Corps as defined by basic health care services in Exhibit 6-4**, but require community support services which are not available near center. Documentation of efforts to arrange for less frequent treatment in home state and/or to secure community support near center included on the health care needs assessment in section 7. (i.e., name of organizations/facilities and specific individual contacted). Applicant should be considered for center closer to home where health support and insurance coverage is available. **File is forwarded to Regional Office for final determination.**

   - If community support is not available near requested center, the center shall do the following:

     o Contact the treating provider and discuss applicant’s needs to see if less frequent treatment or monitoring can be arranged. For example, instead of monthly sessions with the psychiatrist, can it be every three months and allow applicant to go home and receive follow-up.

     o If center is unable to make arrangements, applicant may be considered for center closer to home where health support and insurance coverage is available. Documentation of efforts to arrange for less frequent treatment in home state and to secure community support near requested center should be included in Section 7 of the health care needs assessment. (i.e., name of organizations/facilities and specific individual contacted). **File is forwarded to Regional Office for final determination.**
For applicants being considered for any center who wear orthodontic braces, applicant furnishes proof of suitable period of compliance with current treatment plan; a treatment plan is in place for continued care; a signed agreement that the cost of continued treatment and transportation related to treatment will be borne by the student, parent, or legal guardian; and a signed agreement that he/she will remain compliant with the care plan and schedule appointments such that he/she will not exceed authorized leave limits for elective treatment.

2. Health care needs exceed basic health care as defined in Exhibit 6-4.

Applicant has health condition with current symptoms at a level that will interfere with successful participation in the program at this time. Deny entry and refer to other appropriate program/provider. File forwarded to Regional Office for final decision.

Accommodations or Modifications

If the individual is a person with a disability, the center’s RAC must convene and consider accommodations and/or modifications that the individual may need. In considering accommodations related to the symptoms and behaviors that are presenting the barriers to enrollment, the RAC may only need to be comprised of the center clinician and a Disability Coordinator and the accommodations could be discussed during the same phone call as the one in which the clinical assessment is being performed.

Once the accommodations and/or modifications have been identified, the qualified licensed professional who conducted the original assessment must review the previous findings giving consideration to the identified accommodations to determine whether or not the accommodations and/or modifications can remove the barriers to enrollment due to health care needs.

Center Director Reasonableness Determination

If there is a recommendation for an applicant to be enrolled with accommodations or modifications which you believe are not reasonable and/or pose an undue hardship, the Center Director is responsible for making that determination using the “Accommodation Recommendation of Denial Form” found on the Job Corps Disability website and including that form along with the applicant file that is being submitted to the Regional Office with a recommendation for denial. The final determination is made by the Regional Office.

Guidance on how to make this determination is available in the “Evaluating a Request and Denying a Request” sections of the Appendix 605. Please attach the completed “Accommodation Recommendation of Denial Form.”
FORM FOR INDIVIDUALIZED HEALTH CARE NEEDS ASSESSMENT

Applicant’s Name: ____________________________ Date of Review: ______________________

Center Name: ____________________________ ID #: ____________________________

Interview Conducted By:  □ Telephone  □ In Person  □ Videoconference

In determining whether, in your professional judgment, the above named individual’s health care needs are beyond what the Job Corps’ health and wellness program can provide as defined as basic health care in Exhibit 6-4: Job Corps Basic Health Care Responsibilities consider the following and respond accordingly.

If you determine that the individual’s health care needs are beyond Job Corps basic health care responsibilities and their condition rises to a level of a disability, consider whether any accommodations or modifications would remove the barrier to enrollment and list any suggested accommodations or modifications. Do not consider whether, in your view, a particular accommodation or modification is “reasonable.” That determination must be made by the center director or his/her designees.

1. What factors triggered review of the individual’s file for a health care needs assessment?
   [Please mark all that apply]

   □ Within the past six months, two or more emergency room visits or one or more hospitalizations for medical, mental health, oral health, and/or substance abuse reasons.

   □ New diagnosis or recurrence of medical, mental health, extensive untreated oral health, and/or substance abuse condition that would require frequent medication adjustments, significant health resources and/or substantial change to the training day (e.g., daily dialysis; only able to attend Job Corps 3 hours per day; hourly medication or behavioral monitoring; daily assistance with activities of daily living; long-term weekly on-center therapy provided by the CMHC; complex full-mouth reconstruction/rehabilitation).

   □ Failure to follow previous treatment recommendations by licensed health providers that have adversely affected the applicant’s health, behavior, and/or adaptive functioning, and now requires significant health care management. (Note: Some students are non-adherent and experience adverse consequences but may still benefit from enrollment. Examples might include substance abuse relapse, poor diabetic control, poor asthma control, etc.).

   □ Applicant has followed treatment recommendations by licensed health providers with no improvement in applicant’s health, behavior, and/or adaptive functioning, which continue to place applicant in need of significant health care management.

   □ Applicant’s condition or behavior has not been successfully managed in a similar academic, work, or group environment in the past year.

   □ Applicant is in treatment for a condition that is not in the scope of Job Corps Basic Health Care Responsibilities (e.g., orthodontic braces for malocclusion).

2. What is the applicant’s history and present functioning to support statement of health care needs?
   (Include information from ETA 6-53, file review, Chronic Care Management Plan (CCMP) Provider Form, and interview with applicant.)

ETA 6-53: ____________________________________________________________
Applicant File Review Summary: __________________________________________________________

CCMP Provider Form: Does provider recommend applicant to enter Job Corps?  □ Yes  □ No
If conflicting recommendation with treating provider, please indicate effort to contact treating provider for discussion in addition to summary of information on the CCMP.

Applicant Interview Summary: __________________________________________________________

3. What are the functional limitations (specific symptoms/behaviors) of the applicant that are barriers to enrollment at this time?

□ Avoidance of group situations and settings  □ Difficulty with social behavior, including impairment in social cues and judgment
□ Impaired decision making/problem solving  □ Difficulty with stamina
□ Difficulty coping with panic attacks  □ Interpersonal difficulties with authority figures and/or peers
□ Difficulty managing stress  □ Organizational difficulties
□ Difficulty regulating emotions  □ Sensory impairments
□ Difficulty with communication  □ Uncontrolled symptoms/behaviors that interfere with functioning
□ Difficulty with concentration  □ Other (specify): _______________________
□ Difficulty handling change  □
□ Difficulty with memory  □
□ Difficulty with self-care  □
□ Difficulty with sleep patterns  □

Please note: This list is not all inclusive. These are suggestions for your use and you may need to consider functional limitations and accommodations beyond this list.

4. What are the health-care management needs of the applicant that are barriers to enrollment at this time?

□ Complex behavior management system beyond Job Corps current system  □ Required and necessary health care
□ Complex full mouth reconstruction/rehabilitation  □ Severe medication side effects
□ Daily assistance with activities of daily living  □ Therapeutic milieu required
□ Frequency and length of treatment  □ Other (specify): _______________________
□ Hourly monitoring required  □
□ Medical needs requiring specialized treatment  □
□ Out of state insurance impacting access to  □
5. Reasonable Accommodation Consideration

Is this applicant a person with a disability?  □ Yes  □ No
(i.e., documentation of a mental health, medical, substance-abuse, cognitive, or other type of disability is present in the applicant file or the disability is obvious (i.e., blind, deaf). If no, please skip to Question #6.

If yes, convene the reasonable accommodation committee (RAC) along with the applicant and list below any accommodations and/or modifications discussed with the applicant that could either remove or reduce the barriers to enrollment as documented in Question #4 above.

Note: Accommodations or modifications are not things that treat the impairment; they are things that will help the individual participate in the program. See Program Instruction 08-26 “Reasonable Accommodation and Case Management” for guidance.

Check one of the two options below.

□ The RAC has been unable to identify any accommodations appropriate to support this applicant.

□ The following accommodations/modifications listed below have been discussed with the applicant and considered as a part of this assessment:

*Please avoid suggesting extreme accommodations already known to likely be unreasonable unless the applicant has requested a specific support (i.e., 24 hour supervision). If unsure if a support or modification is really an accommodation or is actually a case management support, please contact your regional health and disability consultants for assistance.*

<table>
<thead>
<tr>
<th>Based on functional limitation(s) checked in Section 3, please check the appropriate accommodations below discussed with the applicant. Please note: This list is not all inclusive. These are suggestions for your use and you may need to consider functional limitations and accommodations beyond this list which can be entered in the &quot;Other&quot; section.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Avoidance of group situations and settings</strong></td>
</tr>
<tr>
<td>Allow student to arrive five minutes late for classes and leave five minutes early</td>
</tr>
<tr>
<td>Excuse student from student assemblies and group activities</td>
</tr>
<tr>
<td>Identify quiet area for student to eat meals in or near cafeteria</td>
</tr>
<tr>
<td><strong>Difficulty coping with panic attacks</strong></td>
</tr>
<tr>
<td>Allow student to designate a place to go when anxiety increases in order to practice relaxation techniques or contact supportive person</td>
</tr>
<tr>
<td>Provide flexible schedule to attend counseling and/or anxiety reduction group</td>
</tr>
<tr>
<td>Allow student to select most comfortable area for them to work within the classroom trade site</td>
</tr>
<tr>
<td>Provide peer mentor to shore up support</td>
</tr>
<tr>
<td><strong>Difficulty handling change</strong></td>
</tr>
<tr>
<td>Provide regular meeting with counselor to discuss upcoming changes and coping</td>
</tr>
<tr>
<td>Maintain open communication between student and new and old counselors and teachers</td>
</tr>
<tr>
<td>Recognize change in environment/staff may be difficult and provide additional support</td>
</tr>
<tr>
<td><strong>Difficulty managing stress</strong></td>
</tr>
<tr>
<td>Allow breaks as needed to practice stress reduction techniques</td>
</tr>
<tr>
<td>Modify education/work schedule as needed</td>
</tr>
<tr>
<td>Identify support person on center and allow student to reach out to person as needed</td>
</tr>
<tr>
<td>Difficulty regulating emotions</td>
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<tr>
<td>--------------------------------</td>
</tr>
<tr>
<td>Allow breaks as needed to cool down</td>
</tr>
<tr>
<td>Allow flexible schedule to attend counseling and/or emotion regulation support group</td>
</tr>
<tr>
<td>Teach staff to support student in using emotion regulation strategies</td>
</tr>
<tr>
<td>Provide peer mentor/support staff</td>
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<thead>
<tr>
<th>Difficulty with communication</th>
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</thead>
<tbody>
<tr>
<td>Allow student alternative form of communication (e.g. written in lieu of verbal)</td>
</tr>
<tr>
<td>Provide advance notice if student must present to group and opportunity to practice or alternative option (e.g. present to teacher only)</td>
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<tr>
<th>Difficulty with concentration</th>
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</thead>
<tbody>
<tr>
<td>Allow use of noise canceling headset</td>
</tr>
<tr>
<td>Reduce distractions in learning/work environment</td>
</tr>
<tr>
<td>Provide student with space enclosure (cubicle walls)</td>
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<thead>
<tr>
<th>Difficulty with memory</th>
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</thead>
<tbody>
<tr>
<td>Provide written instructions</td>
</tr>
<tr>
<td>Allow additional training time for new tasks and hands-on learning opportunities</td>
</tr>
<tr>
<td>Offer training refreshers</td>
</tr>
<tr>
<td>Use flow-charts to indicate steps to complete task</td>
</tr>
<tr>
<td>Provide verbal or pictorial cues</td>
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<thead>
<tr>
<th>Difficulty with organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use staff/peer coach to teach/reinforce organizational skills</td>
</tr>
<tr>
<td>Use weekly chart to identify and prioritize daily tasks</td>
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<table>
<thead>
<tr>
<th>Difficulty with self-care</th>
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<tbody>
<tr>
<td>Provide environmental cues to prompt self-care</td>
</tr>
<tr>
<td>Assign staff/peer mentor to provide support</td>
</tr>
<tr>
<td>Allow flexible scheduling to attend counseling/supportive appointments</td>
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<table>
<thead>
<tr>
<th>Difficulty with sleep patterns</th>
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</thead>
<tbody>
<tr>
<td>Allow for a flexible start time</td>
</tr>
<tr>
<td>Provide more frequent breaks</td>
</tr>
<tr>
<td>Provide peer/dorm coach to assist with sleep routine/hygiene</td>
</tr>
<tr>
<td>Increase natural lighting/full spectrum light</td>
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<tr>
<th>Difficulty with social behavior, including impairment in social cues and judgment</th>
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<tbody>
<tr>
<td>Assign mentor to reinforce appropriate social skills</td>
</tr>
<tr>
<td>Allow daily pass to identified area to cool down</td>
</tr>
<tr>
<td>Provide concrete examples of accepted behaviors and teach staff to intervene early to shape positive behaviors</td>
</tr>
<tr>
<td>Adjust communication methods to meet students’ needs</td>
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<table>
<thead>
<tr>
<th>Difficulty with stamina</th>
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<tr>
<td>Allow more frequent or longer breaks</td>
</tr>
<tr>
<td>Allow flexible scheduling</td>
</tr>
<tr>
<td>Provide additional time to learn new skills</td>
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<thead>
<tr>
<th>Impaired decision making/problem solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilize peer staff mentor to assist with problem solving/decision making</td>
</tr>
<tr>
<td>Provide picture diagrams of problem solving techniques (e.g., flow charts, social stories)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Interpersonal difficulties with authority figures and/or peers</th>
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</thead>
<tbody>
<tr>
<td>Encourage student to take a break when angry</td>
</tr>
<tr>
<td>Provide flexible schedule to attend counseling and/or therapy group</td>
</tr>
<tr>
<td>Provide peer mentor for support and role modeling</td>
</tr>
<tr>
<td>Develop strategies to cope with problems before they arise</td>
</tr>
<tr>
<td>Provide clear, concrete descriptions of expectations and consequences</td>
</tr>
<tr>
<td>Allow student to designate staff member to check in with for support when overwhelmed</td>
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<tr>
<th>Sensory impairments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modify learning/work environment to assist with sensitivities to sound, sight, and smells</td>
</tr>
<tr>
<td>Allow student breaks as needed</td>
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</tbody>
</table>
Uncontrolled symptoms/behaviors that interfere with functioning

<table>
<thead>
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<th></th>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>Alter training day to allow for treatment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allow passes for health and wellness center outside of open hours to monitor symptoms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reduce tasks and activities during CPP to not aggravate symptoms/behaviors</td>
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Other

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Summarize any special considerations and findings of the RAC as well as the applicant’s input:

Please Note: Job Corps cannot impose accommodations upon an individual. If the applicant does not accept or agree to a specific accommodation, there is no need to consider that specific accommodation in your determination of whether the accommodations listed will reduce the barriers to enrollment sufficiently or not nor is there a need to complete a reasonableness review related to that specific accommodation.

Reasonable Accommodation Considerations:

Did the applicant participate in the RAC meeting?  
(Note: The applicant must be a part of the discussion for reasonable accommodation).

<table>
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<th></th>
<th>Yes</th>
<th>No</th>
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</table>

RAC Participants:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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</tbody>
</table>

If there is a recommendation for an applicant to be enrolled with the accommodations or modifications listed in Question #5 above which you believe are not reasonable and/or pose an undue hardship, the Center Director is responsible for making that determination using the “Accommodation Recommendation of Denial Form” found on the Job Corps Disability website and including that form along with the applicant file that is being submitted to the regional office with a recommendation for denial. The final determination is made by the regional office.

Guidance on how to make this determination is available in the “Evaluating a Request and Denying a Request” sections of the Appendix 605. Please attach the completed “Accommodation Recommendation of Denial Form.”

If there are agreed upon accommodations between the RAC and applicant listed in Question #5 then consider whether those accommodations reduce the barriers to enrollment sufficiently to allow for the applicant to be enrolled.

• If the accommodations would sufficiently reduce the barriers to enrollment, then you do not need to complete the remainder of this assessment and the center can assign the applicant a start date. Retain all the paperwork included in completing this assessment within the applicant’s Student Health Record.

• If the accommodations would NOT sufficiently reduce the barriers to enrollment for your center, please proceed to Question #6.

6. Based on your review of the applicant’s health care needs above, does the named individual have health care needs beyond what the Job Corps’ health and wellness program can provide as defined as basic
health care in Exhibit 6-4: Job Corps Basic Health Care Responsibilities? [Please mark one below.]

□ In my professional judgment, health care needs are manageable at Job Corps as defined by basic health care services in Exhibit 6-4, but require community support services which are not available near center. Documentation of efforts to arrange for less frequent treatment in home state and/or to secure community support near center can be found in Question #7 below. Applicant should be considered for center closer to home where health support and insurance coverage is available. **File is forwarded to Regional Office for final determination.**

□ In my professional judgment, health care needs are not manageable at Job Corps as defined by basic health care services in Exhibit 6-4. Applicant has health condition with current symptoms at a level that will interfere with successful participation in the program at this time. Deny entry and refer to other appropriate program/provider. **File is forwarded to Regional Office for final determination.**

7. If recommending a different center, document efforts to arrange less frequent treatment in home state and/or secure community support near center in the space below. (Include name of organizations/facilities and specific individuals contacted and why access is not available.)

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APPENDIX 611
MEDICATION MANAGEMENT GUIDELINES

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

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

1. Make available OTC medications in the health and wellness center (HWC). Document OTC medication use in the student health record (SHR). If state law permits, stock bottles of OTC medications may be used in HWC.

2. Train and authorize non-health staff members to access OTC medications in first aid lockboxes for student use in compliance with state law. Eligibility, training, and authorizations will vary by state.

3. Outside of the HWC, store OTC medications in first aid lockboxes and make available, similar to a medicine cabinet, in education, trades, security, recreation, cafeteria, and residential areas for students use. OTC medications must be provided in individually packaged single doses in a properly sealed and properly labeled container.

4. Document OTC medication use outside of the HWC on a sign-out sheet kept with the OTC medication box. The sign-out sheet should include: the student’s name, the medication taken, the signature of the student, and signature of the observing staff member. Each OTC lockbox and sign-out sheet must be returned the HWC at least weekly to restock and document. Information from the sign-out sheet must be recorded in the Student Health Record (SHR).

5. Report suspected inappropriate OTC medication use by a student to the HWC staff as soon as possible.

6. Center specific policies that comply with Federal and state laws must be outlined in a SOP for OTC medications (see Chapter 5, Exhibit 5-1).

**Prescribed Non-controlled Medications:** Prescription medications are drugs that can only be acquired or purchased through a prescription order written by a physician or other prescribing practitioner. Prescribed non-controlled medications are prescriptions that not classified as controlled substances. Centers shall comply with all state and Federal regulations regarding prescribed non-controlled medications and shall:
1. Determine which center health practitioners are legally authorized to prescribe, dispense, or administer prescribed non-controlled medications according to state and Federal laws.

2. Confirm the rationale for long-term prescribed non-controlled medications at least monthly with case conference between the Health and Wellness manager (HWM) (or designee who is authorized under his/her state license to administer drugs) and the prescribing health professional. Medication rationale and review includes student adherence, side effects, and whether or not the medication is leading to the desired effect.

3. Document prescription orders and the administration of doses. Monthly Medication Administration Records (MAR) must be filed in the SHR. Prescription orders should be transcribed to a MAR exactly as the order reads.

4. Review and approve prescriptions by the center physician/nurse practitioner/physician assistant generated for students by health practitioners in the community or at the student’s place of residence by the center physician/nurse practitioner.

5. Ensure that all prescribed non-controlled medications are given to the correct student in the right dose and by the proper route. In cases of a medication error, the center medical provider/center dentist/center psychiatrist (if applicable), HWM, and center director must be notified. Document in the SHR. All medication errors will be immediately reported to the Regional Office and the regional nurse specialist.

6. Provide the student with required consumer medicine information in accordance with state pharmacy laws each time a prescription is filled.

7. Handle, package, store, and observe prescribed non-controlled medications when the HWC is closed in compliance with Federal and state pharmacy laws. Center specific policies that comply with state laws must be outlined in a SOP for prescribed non-controlled medicines (see Chapter 5, Exhibit 5-1).

   a. If applicable according to state law where the center is located, the HWM will identify and train/certify unlicensed, non-health staff to be legally authorized to observe self-administration of doses when the HWC is closed. Non-health staff observing medication self-administration must meet state laws, be trained, and have a personal authorization on file for this task.

   b. Any medication dose observed after hours must be documented on a Medication Observation Record (MOR), and a HWC staff member should file the MOR in the SHR at least weekly.
8. Four types of prescribed non-controlled medication should always be classified for self-management. These include: asthma inhalers, insulin (including vials or pens, syringes, and needles), Epi Pens, and oral contraceptives.

9. Dispose of surplus or expired prescribed non-controlled medications in compliance with state and Federal laws.

10. Send prescribed non-controlled medication(s) home with a student when he/she leaves the center. If a student leaves center when the HWC is closed, medications shall be promptly sent to the student in compliance with the sending and receiving state laws.

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

1. Purchase, store, and administer all controlled substances in accordance with the regulation at 21 CFR Part 1300. Each center must maintain a controlled medication log and have a Drug Enforcement Administration (DEA) registration. The center can obtain its own DEA registration or use the center clinician’s DEA registration number when ordering controlled substances.

2. Limit the use of controlled medications and stock only a small supply of those medications that will be prescribed by the center physician, center dentist, or psychiatrist with a DEA registration. Documentation must be maintained showing that controlled medications in stock were prescribed by one of these individuals.

3. Not stock Schedule II medications on center except when prescribed for a specific student. In such a case, the center shall order not more than enough controlled substance for a month’s treatment for the student.

4. Confirm the rationale for long-term controlled substances at least monthly with case conference between the health and wellness manager (HWM) (or designee who is authorized under his/her state license to administer controlled substances) and the prescribing health professional. Medication rationale and review includes student adherence, side effects, and whether or not the medication is leading to the desired effect.

5. Review and approve prescriptions for controlled substances by the center physician/nurse practitioner/physician assistant generated for students by health practitioners in the community or at the student’s place of residence by the center physician/nurse practitioner.

6. Store all Schedule II, Schedule III, and Schedule IV medications under a double-
lock system in a secured area of the HWC. Only Health and Wellness staff who are authorized under their state license to dispense or administer controlled medications shall have access to the controlled medications.

7. Ensure that two staff members (one must be staff authorized under their state license to dispense or administer controlled substances) receive and sign for medications received, noting the name(s) of the medications, dosage, amount, and date on a controlled substances log.

8. Maintain a log of all Schedule II, Schedule III, and Schedule IV medications. When dispensing or administering these medications by order of the clinician, the date, time, medication, and dosage shall be noted on the log and the nurse dispensing or administering the medication must sign his or her full name or initial in accordance with state prescribing regulations. The log shall be maintained in the locked area designated for controlled medications.

9. Document prescription orders and the administration of doses. Monthly Medication Administration Records (MAR) must be filed in the SHR. Prescription orders should be transcribed to a MAR exactly as the order reads.

10. Provide the student with required consumer medicine information in accordance with pharmacy laws each time a prescription is filled.

11. Ensure that all controlled substances are given to the correct student in the right dose and by the proper route. In cases of a medication error, the center medical provider/center dentist/center psychiatrist (if applicable), HWM, and center director must be notified. Document in the SHR. All medication errors will be immediately reported to the Regional Office and the regional nurse specialist.

12. Inventory and reconcile controlled medications at least once a week. Two authorized staff members shall note the results on the controlled medications log. Any miscounts or missing medications identified during the inventory shall be immediately reported to the Regional Office and regional nurse specialist by the Center Director.

13. Handle, package, store, and observe controlled substances when the HWC is closed in compliance with Federal and state pharmacy laws. Center specific policies that comply with Federal and state laws must be outlined in a SOP for prescribed controlled substances (see Chapter 5, Exhibit 5-1).

   a. If applicable according to state law where the center is located, the HWM will identify and train/certify unlicensed, non-health staff to be legally authorized to observe self-administration of doses when the HWC is closed. Unlicensed staff observing medication self-administration must meet state laws, be trained, and have a personal authorization on file for this task.
b. Any medication dose observed after hours must be documented on a Controlled Substance Medication Observation Record (CMOR), and a HWC staff member should file the CMOR in the SHR at least weekly.

14. Send prescribed controlled substances home with a student when he/she leaves the center. If a student leaves center when the HWC is closed, medications shall be promptly sent to the student in compliance with the sending and receiving state laws.

15. Properly dispose of controlled substances that need to be destroyed because of expiration dates, contamination, or wastage, and document such actions on the controlled substances log. The log must be signed by two staff members (one must be staff authorized under their state license to dispense or administer controlled substances).