

Job Corps Distance Learning Student Participation Management Guide

Objective:

To provide recommended processes for the Job Corps community to follow regarding the accountability of students while they are in the Present For Duty Off Center – Distance Learning duty status.

Background:

Per Program Instruction Notice 19-17: *It is the center operators' responsibility to design and deploy distance learning plans that meet all contract requirements, including ensuring appropriate internal controls are in place. In designing and deploying their distance learning plans, Job Corps looks to center operators to select those products and services and to apply those resources which are needed to achieve satisfactory performance under their contracts.*

Each Job Corps operator has developed Distance Learning Plans that describe their approach to providing education, training and supplemental enrichment activities while students are in a distance learning status. A key element of these plans is the monitoring and managing of student participation and progress while working remotely. Each operator has autonomy in the design and deployment of their distance learning approach.

Job Corps students, like most Americans, are facing a wide range of challenges, changes and limitations to their regular routines and schedules that can make participation in off-campus training activities difficult. Common barriers related to distance learning for Job Corps students include, but are not limited to:

- Family responsibilities
- Work responsibilities
- Limited or no access to technology, to include both equipment and access
- Unstable living environment
- Personal or family illness

Because of these barriers, student distance learning assignments and schedules must be flexible enough to accommodate a wide range of student needs while still ensuring minimum participation expectations can be met and learning is occurring.

The recommendations in this document establish processes that each Job Corps operator can incorporate into their Distance Learning Plans related to the management and accountability of students in off center distance learning.

RECOMMENDED MINIMUM REQUIREMENTS:

Weekly Student Assignments:

Each operator's Distance Learning Plans will establish a process to assign students a weekly schedule of activities that includes a combination of academic, career technical training and other

developmental and enrichment activities. The National Board for Professional Teaching Standards recommends that high school-age students receive no more than 4 total hours of online instruction per day. This should be taken into consideration in the development of student schedules and assignments.

A variety of training approaches and platforms can be incorporated into the Distance Learning Plans. Examples include internet/technology resources such as Google G-Suite, Google Classrooms, Slack, Web-Ex, Zoom and Khan Academy as well as independent study activities such as work packets. The training approach should be individualized for each student based upon their needs and abilities and in consideration of any barriers they may be experiencing.

It is recommended that the following minimum standards be incorporated into the student scheduling and assignment process:

- The basic expectation is that the average student will be engaged in distance learning activities for approximately 30 hours per week.
- Student assignments will be individualized based upon student need and ability level.
- Student limitations, such as access to technology, will be taken into consideration when developing student activities and assignments.
- Centers will establish an expected time commitment for each assigned activity. An example of a student's weekly assignments might include:
 - Online Math Class: 5 hours
 - Essay Writing: 3 hours
 - Independent Reading Assignments: 5 hours
 - CTT Virtual Classes: 10 hours
 - Independent Living Skills Activity: 2 hours
 - Driver's Education: 3 hours
 - Physical Education: 2 hours
- Student accommodations must be taken into consideration in the development of coursework and assignments.
 - The Disability Coordinator should participate in the center's weekly student assignment and accountability meeting and review assigned courses in which students with accommodations will be assigned.
 - Accommodation effectiveness reviews will be incorporated into case management activities and discussed during each Evaluation of Student Progress (ESP) review.

Centers are recommended to provide each student with an individualized list of distance learning assignments on a weekly basis. This should consist of a combination of assigned and approved classes and activities. Students should be notified of their assignments by Friday of the week prior to the assignments being in effect.

Staff should prepare lesson plans for each approved class and activity that is included in the center's approved Distance Learning Plans. These lesson plans should be approved by center management and maintained on file.

It is recommended that each center conducts a weekly student assignment and accountability meeting. Student participation and progress will be reviewed and an individualized plan for the next week will be developed. The center should share the assignments with individual students, instructional staff, disability coordinators, managers, directors and counselors. It is suggested that centers develop teams of support staff who are responsible for ensuring students receive and understand their assignments.

Job Corps is designed to provide a wide range of training, developmental and enrichment activities to prepare our students for transition into the workforce, continued education or the military. Therefore, a student's distance learning assignments should incorporate a diverse array of classes and activities that support this expectation. The following is a list of acceptable subjects students can engage in as part of their distance learning schedule of activities.

- CPP/MyPACE
- CTT
- Basic Math, Basic Reading, HSD, HSE, Driver's Education, ELL/LEP
- Career Transition Readiness Programs
- Career Readiness Seminars
- Leadership Training (Basic and Advanced)
- Counseling Groups
- Individual Counseling Meetings
- Individual Tutoring
- Evening and Weekend Studies Programs
- Physical Education
- Recreation Programs and Activities/Water Safety Training
- At-Risk Groups/Bullying and Sexual Harassment Training
- SGA Committee Meetings and Activities
- Case Management Team Meetings/Panels
- ESPs/Career Plan Updates/PAR Updates
- Instructor Open Hours
- Counselor Open Hours
- Meetings with CTS staff
- Health Services Groups (Wellness Topics, TEAP, TUPP, Dental Health, Mental Health, Family Planning, HIV/AIDs, HEALs)
- Self-Management Skills
- Reasonable Accommodations Committee (RAC) Meetings
- Career Success/Workplace Skills (to include items from PRH 3.4 R1 – R27)

Weekly Documentation of Student Participation:

Students engaging in distance learning activities off center shall be placed in the Present For Duty Off Center – Distance Learning duty status in CIS. JCDC Notice 19-198 recommended that students be placed in this status in 30-day increments.

Student participation in training is traditionally tracked via the CIS attendance system. The system is not designed for a distance learning environment. Therefore, student engagement in the distance learning program will not be determined by the traditional physical daily classroom or training area attendance.

Attached to this Guide is a “Job Corps Distance Learning Participation Form.” It is recommended that this form be used to replace the student attendance documentation. This form provides documentation similar to the student attendance process so it should be the only form of documentation required to validate student participation in distance learning activities.

During the distance learning time period, it is recommended that the monitoring of student participation in distance learning activities occur on a weekly basis. This participation can be documented on the Job Corps Distance Learning Participation Form in weekly intervals. This form includes the following:

- A list of the student’s Weekly Training Activities
- The approximate weekly hours of participation by activity
- The method that was used to validate student participation
- Name, date and signature blocks for the center-designed authorized signer

The manner in which student engagement in distance learning activities is validated can be achieved by, but not limited to:

- Satisfactory level of completion of assignments within a specified timeframe
- Completion of quizzes or exams
- Participation in virtual or online training platforms, meetings or groups
- Student contact via e-mail, text, fax, social media, etc.

Each week a Job Corps Distance Learning Participation Form can be completed for each student reflecting participation for the prior week. Completion of this form should take into consideration, and account for, individual student distance learning realities such as the time involved in returning training “packets” back to the Center.

Each center can determine the staff that are authorized to sign the Job Corps Distance Learning Form. While Instructors may be primarily responsible for determining students’ level of participation in the distance learning activities, the collaboration of other center staff members can, and should, be utilized in the process. Information gathered from the multiple sources

regarding student participation can be forwarded to the center's designated authorized signer(s) so the Job Corps Distance Learning Form can be completed and signed.

Once completed the weekly Job Corps Distance Learning Form can be filed in each student's Records personnel folder and scanned and uploaded to the Leave tab in their E-folder.

Student Case Management:

Students who are struggling with participation in distance learning activities should be case managed by center staff. Examples of student participation concerns in distance learning requiring case management include, but are not limited to: failure to participate in live instruction; failure to participate in online instruction; failure to submit completed online assignments by established deadlines; failure to return mailed assignments by the established deadline; and, failure to participate in scheduled meetings with center staff.

The frequency and type of case management activities and interventions should be need-based and individualized for each student. The case management processes and steps should closely mirror those utilized when students are on center. All student case management contacts that occur while students are in a distance learning status are expected to be documented in students' CIS case notes.

It is recommended that an assessment of student participation in distance learning occurs weekly for each student. If the weekly assessment reflects that a student has not responded appropriately to case management interventions, and participation concerns still exist, it is recommended that the following actions occur:

- **First Offense:** Staff should issue a participation warning to the student and document the warning in a CIS case note. All members of the student's case management team should be notified to provide additional support to the student. Guardians of minors should be involved whenever feasible. Engaging family and friends for support is encouraged for all students, when appropriate.
- **Second Offense:** Department manager/supervisor and staff should contact the student and issue a second warning and document the warning in a CIS case note. All members of the student's case management team should be notified to provide additional support to the student. Guardians of minors should be involved whenever feasible. Engaging family and friends for support is encouraged for all students, when appropriate. A participation contract should be developed outlining expectations as well as consequences. Information regarding the contract should be entered into a CIS case note.
- **Third Offense:** Center disciplinary staff should contact the student and issue a third and final warning. Case management staff, family and friends should again be engaged to provide support to the student, when feasible, and all activities should be documented in a CIS case note.
- **Fourth Offense:** Center disciplinary staff should issue a Minor Infraction to the student for failure to participate. Student is notified; if the student is a minor the guardian is also

notified.

- Minor Infractions will be issued in compliance with current PRH guidelines.
- Additional offenses should result in additional Minor Infractions.
- If a fifth minor infraction is issued within a 60-calendar day period, a Level II Infraction will be issued and the student will be placed in unpaid status pending a Level II Fact-Finding Board. Guardians of minors will be notified.

Student Non-Contact: It is recommended that the inability to contact a student be handled differently than student participation concerns. In the absence of additional guidance or clarification from DOL, it is recommended that the following process occur. If center staff are unable to contact a student by any means to include text, phone, email or social media, within a seven-calendar day period of time the student should be placed in an Unauthorized Absence (UA) status. The student will stay in this status until he or she is contacted and can return to a present for duty status or until they are UA separated in alignment with existing PRH time frames and requirements.

National Office Management Leave (NOML): A center may request that a student who is unable to participate in distance learning be placed in a National Office Management Leave status. Inability to participate includes, but is not limited to:

- Lack of access to technology (including equipment or internet access)
- Lack of a stable living environment (e.g. homeless, inconsistent living locations)
- Center inability to provide the necessary accommodations to a student that enables them to understand or complete assignments
- Student is unwilling to participate for personal reasons or upon request (only to be used after extensive case management has been provided and documented by the center)

NOML requests should include documentation to support the center's case management interventions and attempts to assist the student in overcoming barriers to distance learning participation. Requests for NOML are to be sent to the center's Contracting Officer's Representative (COR) for submission to the Job Corps National Office for approval. Upon receipt of approval from the Job Corps National Office, the center will change the duty status of the student from PDOF to NOML.

Once a student has been placed on NOML, the center must notify the student (and guardian if the student is a minor) of the change in leave status and the effect on their student pay. The center should also explain to the student and guardian (as applicable) the requirements to have their PDOF status reinstated. It is desirable for centers to continue to attempt to engage the student in distance learning and document these attempts in CIS case notes. Students should be contacted monthly, at a minimum, while in this leave status.

Other Leave(s): Realizing that issues may arise which prevent a student from participating in distance learning (e.g. death in the family, illness, personal time off request) it may be

appropriate to place a student on one of the other leave options that are currently available as defined by PRH Exhibit 6-1. Centers will utilize existing center protocols for staff members who are authorized to approve student leaves. Leaves will only be approved for minor students upon receipt of written consent of a parent or guardian. Supporting verification documentation for any leave request will be placed in the student's E-folder. Leave verification and validation processes must be compliant with the PRH and each operator's DOL-approved standard operating procedures.

Evaluation of Student Progress (ESP): An ESP will be done, via conference calls or virtually, every 60 days to assess student progress, as per current PRH guidelines. Academic and CTT instructors should be required to submit evaluations for their assigned students that reflect participation and progress in distance learning. Failure to make adequate progress will be evidenced on the evaluation and shall be cause for additional case management interventions. ESP documentation will follow current PRH requirements.

References:

- Job Corps Program Instruction Notice No. 19-14: Spring Break March 16 through April 14, 2020
- Job Corps Program Instruction Notice No. 19-17: Transition from Spring Break to Virtual Operating Status for COVID-19
- JCDC Notice 19-198 Spring Break Transition (Issued Wednesday, May 6, 2020, 4:50 PM)

Attachment:

- Job Corps Distance Learning Participation Form