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National Service - Volume 2 - E. VA & DC Service Corps [binder]

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**VA & DC SERVICE CORPS**

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# DC Service Corps

Slater School • 45 P Street, NW • Washington, DC 20001 • (202) 234-2057 • Fax (202) 667-5299

## PROGRAM SUMMARY

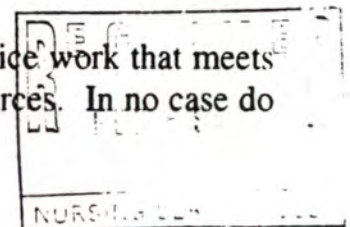
In September of 1992, the D.C. Service Corps launched its second year-round youth corps. One hundred young people came together from all over the District of Columbia to work to improve their communities. From September until June, Corpsmembers will perform a variety of community service activities throughout Washington, D.C. and will also participate in an intensive youth and leadership development program.

The D.C. Service Corps is a nine-month comprehensive program that integrates community service with focused learning activities to develop empowered young leaders with strong social values, such as responsible citizenship, respect for others, and a commitment to community service.

Corpsmembers are recruited to reflect the wide diversity of the District of Columbia, and come from a wide variety of racial, ethnic, socio-economic, and educational backgrounds. Working together and learning from each other, they make an impact on their community, as they develop and strengthen their own ideas about leadership, social responsibility, and the value of community service.

The mission of the D.C. Service Corps reflects the conviction that young people can make a difference in our communities. As an organization, the D.C. Service Corps has three central objectives. We aim to develop the potential of a diverse group of young people to become socially responsible, empowered, participating citizens and leaders. We also seek to accomplish productive community services, including hands-on physical improvements and direct human service work, that cannot be completed with existing resources within the District of Columbia. In addition, the D.C. Service Corps works to develop relationships between existing community organizations that will expand and support the concept and application of youth as resources for community development.

The Corps accomplishes both physical improvement and human service work that meets a demonstrated need, but cannot be accomplished with existing resources. In no case do work projects displace existing workers.



Corpsmembers spend approximately two-thirds of their time each week directly involved in community service activities. Therefore, projects are carefully selected to maximize the development and enrichment of the Corpsmembers. Physical work projects range from painting school classrooms to clearing and landscaping community gardens. Human service projects include tutoring elementary school children, providing companionship and support to the elderly, and working with the homeless.

To complement their service work, Corpsmembers also participate in a comprehensive leadership development program. This educational component integrates the Corpsmembers' community service experiences with focused learning activities to strengthen social values such as responsible citizenship and commitment to the community.

Corpsmembers participate in an intensive series of seminars, discussions, and workshops that are designed to develop and enhance their communication skills, critical thinking aptitudes, and leadership abilities. Special programming focuses on the exploration of personal and societal values, issues of multiculturalism and diversity, and goal-setting and planning for the future. Corpsmembers share in the responsibility of designing and facilitating meetings and workshops for the entire Corps.

Corpsmembers are also challenged to reflect upon their work and service experiences in the larger context of social problems and civic responsibility by keeping journals, holding corps-wide meetings, and making presentations to community leaders.

In exchange for their hard work, Corpsmembers receive a weekly stipend of \$100 to help defray their living expenses. During their year of service, Corpsmembers have the opportunity to continue and broaden their education. Corpsmembers who successfully graduate receive a post-program financial award to be used for postsecondary education, technical training, job entry, or career development.

The D.C. Service Corps is guided by the philosophy that young people are a valuable resource and can make a significant difference in their community. Corpsmembers are volunteers motivated by the belief that young people can shape the future. The D.C. Service Corps provides an opportunity for these young people to explore and strengthen their own beliefs and values, while offering them the chance to make a positive difference in their community.



# DC Service Corps

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## What Corpsmembers Say about the D.C. Service Corps

*"I joined the Corps to get a better understanding of our community and to further my education. What I enjoy most about DCSC is that everyone works together like one family."*

- Changa Cooke, 19 years old

"It isn't the pay or the \$2,000 scholarship for me, because I could make that at a fast food joint. It is knowing that what I get up every morning to do will be greatly appreciated by my community. My favorite memory is helping a little boy learn to read and write correctly. Seeing him smile when he finally got it right was my biggest reward."

- LaChanda Medley, 19 years old

*"My experience in DCSC will affect my future life and my willingness to accept responsibility for myself and to commit myself to the community."*

- Jutata Basnight, 19 years old

"The combination of service, work, and education has helped me to mature in ways that a strictly academic environment could not satisfy. I've established a lot of contacts, a solid foundation of commitment and reliability, and a sense of being a part of something special that will hopefully continue forever."

- Len Davis, 19 years old

"With DCSC I was able to go places in the City I otherwise never would have. The work that I did and the things I saw will help me address issues of poverty and prejudice with a more informed, developed perspective."

- Genevieve Preer, 18 years old

*"My DCSC experience has clarified my need to be conscious, helped me see my role as a leader, and helped me realize where and what I must do next in my life."*

- Amir Thornell, 20 years old

*"Before I joined DCSC I used to pass homeless people on the street and not really notice them. Now that I understand my community better, I feel closer to these people. I stop and talk with them now, think about my work in shelters, and hope to someday find solutions to our city's problems."*

Joss Williams, 19 years old

"Working with DCSC I have accomplished my goals. Now I am someone who seeks for the highest point in life. I am a person who is dedicated and committed. I am one who will succeed. I have become a mature and patient person. Most importantly, I've learned to not be a follower but a leader in life."

- Chartrina Gray, 18 years old

# The Washington Post

TUESDAY, APRIL 21, 1992

## This Corps Fights to Give Something Back to the Community

By Patrice Gaines-Carter  
Washington Post Staff Writer

It happened to Joanna Harriston while she was at the Hospital for Sick Children. "The therapist just wanted a little girl to sit up for a minute, but he couldn't get her to do it. I don't want to brag, but I got her to sit up for two minutes," the 18-year-old said, smiling broadly.

For Kevin Brown, 23, a greater understanding of what it means to give came while he was working with the elderly at the U.S. Soldiers' and Airmen's Home. Brown recalled: "Mr. Reynolds won Bingo. I said, 'Mr. Reynolds, yell Bingo!' He struggled. He said, 'B . . . B . . . Bin . . . Bingo!'"

As members of the D.C. Service Corps, Harriston and Brown have spent seven months doing large and small services for some of the neediest people in the city. The corps has 30 members, most of whom grew up in the Washington area and many of whom still live with relatives. They joined the corps for different reasons: to keep busy and off the streets, to ponder what next, to learn about worlds they would otherwise never enter or to earn a little tuition money.

But by the time they leave it in June, all of them should have gained a lasting sense

of community, said John Amsterdam, the corps director.

"So many young people are increasingly alone . . . Over the last few generations we have become less connected to our communities," Amsterdam said. "Whatever careers they choose, we want them to be connected to their communities, to recognize there is an undissolvable bond that says, 'I am who I am because the community allowed me to be this.'"

In the corps, young people ages 17 to 23 spend September through June working for a stipend of \$100 a week and the promise of \$2,000 in scholarship money and assistance in applying to colleges. They paint shelters for the homeless, till gardens in city neighborhoods, tutor children and help elderly people feed themselves. Money to support the program comes from private donors.

Of the 30 members of this first group, 26 are high school graduates. Four are working on their general equivalency diplomas, and six have attended college. They come from diverse racial, social and economic backgrounds.

Each workday begins with calisthenics at 8:30 a.m. at Freedom Plaza on Pennsylvania Avenue NW. Amsterdam said the sessions are "a chance to start the morning



BY DAYNA SMITH—THE WASHINGTON POST

Corps member Seeky Hernandez helps Paul Turner at the Soldiers' and Airmen's Home.

# D.C. Service Corps Looks to Instill Sense of Caring, Community

CORPS, From B1

with high energy, to bring everyone together and to be seen by the public."

They end the sessions with hugs, high fives and handshakes. Then they catch buses and subway trains to three work sites.

Recently, the corps went to Birney Elementary School, the U.S. Soldiers' and Airmen's Home and a

*"If I have a positive impact, maybe these kids will look at white people differently."*

— Corps member Joss Williams

garden in the Montana Terrace public housing complex in Northeast Washington.

At the home, corps member Seeky Hernandez helped feed veterans in the hospital.

Hernandez, an 18-year-old with a mop of curly hair, put a napkin in the lap of an elderly man sitting in a wheelchair.

"You like spinach? Makes you stronger," he said, gingerly placing a forkful of the vegetable in the man's mouth.

A few minutes later, Hernandez put a towel at the neck of a man whose head moved back and forth in

spasms. Then he held up a cup of chocolate milk and carefully put a straw in the man's mouth.

"I decided to join the corps because it would help me stay out of the street," said Hernandez, who came to Washington from El Salvador when he was 11 and dropped out of school in the eighth grade. He is working on getting his diploma and wants to become a teacher.

On a dreary, misty day, corps members cleared land and built a compost bin at Montana Terrace, where the Department of Recreation and Parks' Youth and Urban Gardens Program gives free plots and vegetable seeds to residents.

Corps members hoed for Barbara Queen, a 63-year-old resident whose arthritis prevented her from doing it.

Queen, who dreamed all winter of a garden, said of the volunteers, "I couldn't do this without them."

Amsterdam already is recruiting the next corps, which will consist of 100 youths working year-round. He said he searches for idealism, optimism and a balance between what candidates can offer and what they can gain from the experience.

He has asked current members to help find their replacements. Last week they took their "show" to the auditorium of the Washington International School in Cleveland Park.

Before going on stage to speak to the audience of teenagers, Joss Williams, 18, said he joined the corps because he had seen the value of

community service in the lives of his father, who went to Mississippi to work in the civil rights movement, and his mother, who works with battered women.

On stage, he told the high school students of his own work at Birney Elementary School in Anacostia.

"It's an all-black school and . . . I was real scared to go there," Williams said. "The kids would say, 'Yo, Vanilla Ice! White men can't jump! This little boy on the play-

ground came up the other day and said, 'I don't like white people.' I didn't know what to say.

"I feel the corps is a chance to expose them to white people," Williams said, "and if I have a positive impact, maybe these kids will look at white people differently."

Corps member Dan Carter, 20, a Ballou High School graduate, didn't tell the students that he once sold drugs, but said he was "part of the problem."

Meeting an elderly Italian American woman in a nursing home has made him feel better about himself.

"I never understood a word she said," Carter said, referring to the woman's thick accent.

He paused, then went on. "I go to see her every Saturday now. She looks forward to seeing me. It makes me feel good about myself. I can't explain it. You have to do this kind of work yourself to understand."



Zena McClain and corps member Joss Williams work in Montana Terrace resident Barbara Queen garden. "I couldn't do this without them," Queen said.

# Washington Business

## *From High School to Work World, No Easy Leap*

By Alex Pham  
Washington Post Staff Writer

**E**arl Jones and Nancy Rus look at job hunting differently, but they both find the ordeal frustrating.

Jones graduated from Cardozo High School in the District in 1989 with Bs and Cs. Because his attempts to find a sales job have failed, he works for \$5.50 an hour in a fast-food restaurant.

"My main problem is experience," said Jones, 20. "But most of the people hiring don't give me a chance. They're not willing to give you training. You never get any experience that way."

Rus doesn't know Jones, but she's met youths in his situation. They interview at her company, but only a handful are hired.

"The problem with high schools is that they're very inconsistent in terms of the quality of the graduates," said Rus, vice president and director of organizational development for Motorola Inc., an electronic equipment manufacturer based in Schaumburg, Ill.

"If they're interested in working in manufacturing and growing with a company like Motorola," Rus said, "it would be to their benefit to have computer abilities as well as basic electronic skills, not just the reading and math. But

### The Toughest Jump



high schools don't have tracks for electronic occupations. We just don't see that."

As companies across the country strive to compete with foreign firms and to position themselves to take advantage of fast-changing technology, the viewpoints of both Jones and Rus take on added importance.

About half of high school graduates do not go on to college, according to Census Bureau figures, mostly because they think they can't afford the cost of higher education. Of those who enter college, the agency says, nearly half will not earn four-year degrees. Only 24 percent of American adults have four-year college degrees. But employers increasingly are looking for skills they say their less-educated workers don't have.

The result is that many young people work in low-paying, often dead-end jobs, or not at all. Last month, the unemployment rate for the nation as a whole was 7.7 percent. For young people age 16 to 24, the jobless rate was 14.7 percent. Although the recession has inflated those rates, they reflect a years-long trend of higher unemployment among youths.

Government agencies and private think tanks have filled reams of paper outlining the problem and prescribing solutions. Businesses have initiated programs to reach out to schools. And politicians have proposed plans. But the problem—

See JGBS, page 18



# Left Behind on the Career Track

*A Growing Skills Gap Leaves Young People—and Employers—with a Sense of Frustration*

**JOBS, from page 1**

how the nation's young people can make a successful transition from school to work—remains.

"Society has changed. The world has changed, and these kids have been left behind," said Samuel Halperin, director of the William T. Grant Foundation, a District-based think tank that studies statistics on youth.

## **'The Forgotten Half'**

Halperin calls them "the forgotten half"—young people who build homes, work in factories, clean houses, serve fast food, fix cars and drive school buses. Today, there are 20 million 16- to 24-year-olds in this category, Halperin said.

Although minorities account for a disproportionate number of these youths, the vast majority of them are white and many of come from middle-class families, Halperin said. In other words, they are not just poor, central-city youths, but people from all backgrounds.

Young people without college degrees generally earn less than those with degrees—and as a group, they've been making even less over time. Forty years ago such workers could secure a well-paying factory job that could support a family and a middle-class lifestyle, said Arnold Packer, senior fellow at the Johns Hopkins Institute for Policy Studies in Baltimore.

"Since 1950, high-paid, low-skills jobs have all but disappeared," Packer said.

From 1973 to 1990, the average inflation-adjusted earnings of high school graduates not headed for college dropped 30 percent, to \$20,000 a year from \$28,410 a year, according to a study of census data by Andrew Sum, director of the Center for Labor Market Studies at Northeastern University in Boston.

The same study found 28 percent of high school graduates lived below the poverty line, up from 11 percent in 1973. Poverty rates for college graduates for 1973 and 1990, in contrast, were 2.1 percent and 5.8 percent, respectively.

Rus knows of the plight of the forgotten half. But she also knows that companies such as hers are competing with foreign firms whose entry-level workers are equipped with extensive and uniform training from government and private-sector programs.

"Right now, new recruits have to hit the ground running like they do in Germany and Japan," Rus said.

A 1990 report called "America's Choice: High Skills or Low Wages" paints a grim picture. According to the report by the National Center on Education and the Economy, a New York-based research group, the performance of workers without college degrees will significantly shape America's standard of living. If their potential is not tapped, it warned, either the rich get richer and the poor get poorer, or "we all slide into relative poverty together."

## **Building Skills**

Most policy experts and employers agree on two things: the need for updated skills and the need for training paths to impart those skills to young people who aren't bound for college.

A 1991 Department of Labor study describes the types of skills needed by workers in a "modern" economy.

Workers, it said, should be able to understand and use technology, evaluate information and work as part of a team. Other must-have skills are the abilities to prepare schedules and budgets and to suggest ways to make complex organizations work better, according to the report from the Secretary's Commission on Achieving Necessary Skills.

"It's the ability to solve problems, be creative and learn on the job," said Anthony P. Carnevale, chief economist for the Alexandria-based American Society for Training and Development.

"Employers tell me that high school graduates aren't as skilled as they used to be," Carnevale said. "We've found out that's partly been an illusion."

Since a greater percentage of high school graduates enter college today than they did 30 years ago, the non-college-bound graduates come with lower academic credentials on average, he said.

Carnevale said high school student achievement scores have remained roughly the same for three decades. And schools have maintained their standards for at least as many years. The difference, Carnevale said, is that economic competition with other countries has imposed new and tougher standards.

"In math and science, European and Japanese kids have outperformed American kids for years," Carnevale said. "So it's not that American workers have gotten dumber, it's that we're asking more of them."

## **A Hodgepodge of Programs**

Carnevale contends that few resources are put into connecting high school students with work.

"We've never built a system to focus on the non-college-bound high school graduate," Carnevale said. Two-thirds of the company training dollars spent in America go to the college-educated, according to the "America's Choice" report.

To this, a devil's advocate might reply that America is awash with cooperative education and apprenticeship programs that try to train young workers in trades ranging from carpentry to metalworking. But those programs don't reach the bulk of youths—just 8 percent of high school juniors and seniors are involved in cooperative programs, according to a 1991 report by the congressional General Accounting Office on the school-to-work transition.

The age of an apprentice, the GAO said, is 29 years, meaning such programs are targeted at adults. Fewer than 3,500 high school students are involved in apprenticeships, the GAO said.

One reason so few young people are involved in apprenticeships and cooperatives is that they don't know about them, the congressional agency said. High school counselors are partly to blame, said Paul E. Barton, director of the Policy Information Center of the Educational Testing Service in Princeton, N.J.

According to Barton, high school counselors spend 4 percent of their time on job placement. By contrast, they devote 30 percent to college admission and selection.

"While job placements and career choices for the non-college bound are not ignored," he said, they are "a rela-



Cardozo graduate Earl Jones says of potential employers, "They're not willing to give you training."

tively undeveloped aspect of counseling in high schools."

In Germany, a student who has no plans to attend college usually finds a job through that nation's long-established youth apprenticeship system. In Japan, high schools automatically match up such students with employers for jobs that are next to guaranteed.

But this is America, the land of haphazard opportunities.

And Alex Smith, who was an A stu-

dent at Potomac School, a private high school in McLean, thought his two years at Pomona College in Claremont, Calif., would help him find a job. Any job.

Smith said he applied for 20 positions this summer, ranging from scooping ice cream to renting videos. Only one employer, a music store in Rockville, returned his calls. But no job—and because the employers didn't call him back, Smith doesn't know why.

"It gets to the point where I get hopeless," he said.

"Teenagers in this society are not given a place, an identity," said Smith, who turned 20 three weeks ago and lives with his parents in Gaithersburg.

Smith left college this spring after completing his sophomore year as a literature major because he thought school was not teaching him what he needed to know.

### Bridging the Gap

Smith still is unsure where his training ground should be, but last week, he decided to join the D.C. Service Corps, a leadership development program for people age 17 to 23. The corps temporarily turns youths into elementary school tutors, carpenters and nurse's aides to develop their confidence. Corps participants are paid \$100 a week during the nine-month program. One in two applicants wins a spot with the corps.

Jutata Basnight, a team leader with the D.C. Service Corps, joined the group last year as a member. A graduate of Forestville High School in Prince George's County, Basnight said she was frustrated with the jobs she was getting because she sensed that they would not lead to better positions.

"When I was working at Hardee's, I wasn't learning," she said. "Here, you learn."

Programs like the corps have sprung up to help young people, rich and poor, bridge that gap between school and work.

Corps Director John Amsterdam is disturbed by the stereotype that youths are delinquent or irresponsible. "I've seen people who consider youths for dead-end jobs rather than jobs with career opportunities," he



BY TOM ALLEN—THE WASHINGTON POST

Alex Smith chose the D.C. Service Corps, a leadership development program.

said. "They see them as a different class of people."

That negative image, he said, also attaches to traditional job training programs, an observation echoed by the GAO report. The GAO said cooperative programs and vocational education programs suffer from an undeserved reputation as "dumping grounds" for academically weak students.

### Corporate Efforts

Businesses are not blind to the problems plaguing job-seeking youths. A number of companies with

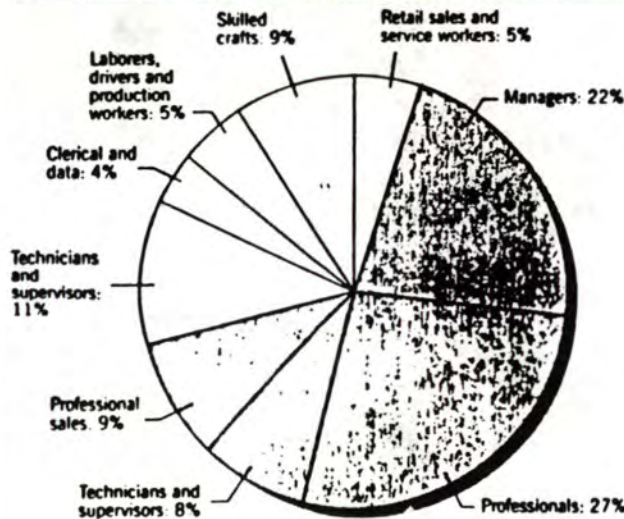
heavy presences in the Washington area have responded by forming partnerships with local schools, offering students internships that expose them to a work environment and lobbying in state legislatures for curriculum changes.

International Business Machines Corp., for example, is a member of the National Alliance of Business, a District-based group that lobbies at the state level for school reform, including a high school curriculum that teaches more of the skills employers want.

## MOST TRAINING MONEY GOES TO COLLEGE-EDUCATED WORKERS

HOW COMPANIES DISTRIBUTE THE ESTIMATED \$30 MILLION SPENT ANNUALLY ON TRAINING

■ College-educated workers □ Non-college educated workers



SOURCE: American Society for Training and Development

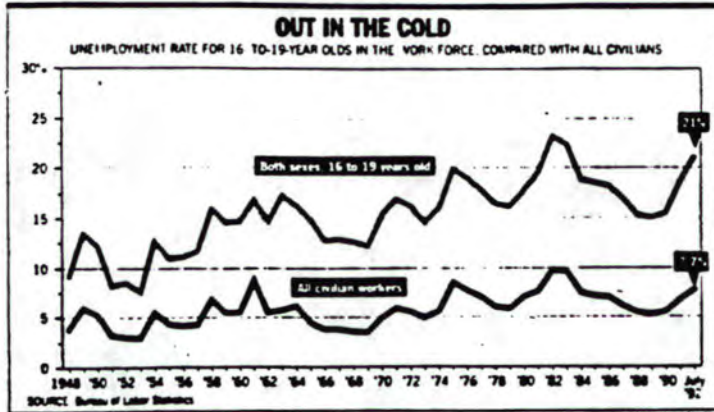
THE WASHINGTON POST

Maryland Federal Bank this year invited a high school senior from Largo High School to a paid internship in its personnel division. The intern, Desiree Smith, said she learned accounting, clerical and people skills that she thinks will help her become a real estate broker.

And Communications Satellite Corp. in the District sponsors one of the most extensive partnerships in the Washington area. The company committed \$1.1 million over a seven-year period that began in 1989 to its alliance with Jefferson Junior High School in Southwest Washington. In addition to the money, Comsat offers mentors who help students with homework or talk about the work world.

Despite the effort, the William T. Grant Foundation's Halperin believes most partnerships represent a scatter-shot approach. Most schools don't have the benefit of a Comsat partner, he said, leaving kids elsewhere short-changed.

"There are lots of programs and no system," Halperin said. "There's no focus. A lot of this stuff is superficial—a mile wide and an inch deep. I'm not dismissing it; I just want it to do more."



I want programs to be serious, intensive, sustaining."

Halperin offered suggestions, including creating coordinated linkages between employers and schools. That means having more youth apprenticeships that teach employable skills, giving young people chances at career-track jobs. A simple way of connecting school and work is having employers routinely ask for high school transcripts, Halperin added. That way, students see their performance in school influence the kind of jobs they win, he said. Employers also should try to acquaint teachers with the demands of the workplace, he said.

From the political arena, a number of proposals have been tossed about this year, including a youth apprenticeship program pushed by Democratic presidential nominee Bill Clinton. But a hotly contested training tax on employers to pay for national training may keep the plan from being enacted, said Halperin.

Meanwhile, the Bush administration has outlined its own proposal, called the Job Training 2000 Act of 1992. The proposal consolidates existing job training programs and advocates new ways to eliminate fraud. The act also includes pilot programs that combine work with study for high school students.

Democratic critics say the proposal just shuffles around existing programs without offering anything substantially new.

Sen. Edward Kennedy (D-Mass.) this year also introduced the High Skills Competitive Workforce legislation, also not enacted, draws from the "America's Choice" report, and calls for dramatic changes in the way young people receive skills training.

While politicians debate the options, Alex Smith is determined not to fade away.

"In order to take myself seriously," he said of the community service he will be doing, "I have to do something to make me feel that I'm part of the solution instead of being part of the problem."



WASHINGTON BUSINESS/AUGUST 26, 1992

Intake Basnight, right, a team leader with the D.C. Service Corps, interviews applicant Janet Cruz. "When I was working at Barber's, I wasn't learning," Basnight says. "Here, you learn."

August 10, 1992

TO: Regional Directors; Directors, VA Medical Center Activities, Domiciliary, Outpatient Clinics, and Regional Offices with Outpatient Clinics

SUBJ: Cooperative Agreement Between VA (Department of Veterans Affairs) and DOL (Department of Labor) to Operate Training Programs in Health Care Support Occupations

1. **PURPOSE:** The purpose of this VHA (Veterans Health Administration) directive is to provide policy on implementing this Cooperative Agreement. Under this Agreement, Job Corps students may train at VAMCs (VA medical centers) throughout the United States in preparation for careers in various health care and health-care support occupations for which VA has experienced recruitment and retention problems. A hoped for outcome is the appointment of certain successful graduates to suitable positions in a VAMC, domiciliary, or outpatient clinic. This directive will be incorporated into MP-5, part I.

2. **POLICY:** It is VA policy, to the extent feasible, to develop and carry out programs of education and training of health care personnel, acting in cooperation with other public or nonprofit agencies. VHA facilities are encouraged to enter into training agreements with Job Corps Centers to the maximum extent possible to ensure an adequate pool of qualified, potential VHA candidates is maintained.

### 3. ACTION

a. Job Corps Centers are designated as providing vocational and technical training in specific occupational fields. Local officials interested in participating in this program may contact the closest Job Corps Center (see Attachment A - Job Corps Centers) to determine if it offers training in health-care support occupations. If it does, a local agreement (see Attachment B - Sample Local Agreement) may be initiated without prior Central Office approval. (All other DOL agreements still require Central Office approval as outlined in VA Manual MP-2, part 108.77).

b. Before entering into an agreement, local officials should determine that sufficient vacancies will exist to permit appointment of certain graduates of the training program. Participating facilities are not obligated to appoint graduates of the training program.

c. VA will have oversight responsibilities for the students while they are on VA property but they will not be VA employees. Students will continue to receive stipends from DOL/Job Corps, and will be covered for Workers' Compensation Program and Tort Claims Act provisions by DOL (see Attachment C - Cooperative Agreement, for delineation of agency responsibilities).

d. Training in health-care support occupations, such as Nursing Assistant, Medical Laboratory Aid, Ward Clerk, Physical/Occupational Therapy Aid, etc. will be conducted on site at participating VA facilities by VA subject matter experts and/or trainers using VA training guides. Training schedules will be established locally and will consist of classroom instruction and hands-on experience designed to enable students to meet qualification standards. It has been anticipated that special training classes for Job Corps students will not be established, although that is permissible if a facility has adequate resources to do so.

e. Students will be referred for training under the agreement after they have been in Job Corps for at least 90 days, and they have received services from Job Corps which, in combination with successful completion of the training, will prepare them for employment. Job Corps will transport students to and from the VA training site, and will provide any special uniforms or equipment needed.

f. Each participating VA facility will designate a local program coordinator in the Personnel Office to serve as liaison between the local facility, VA Central Office, and the Job Corps. This coordinator will advise Job Corps of dates when training classes are scheduled to begin and will monitor progress of students.

g. A copy of all local agreements should be sent to VA Central Office, Title 5 Staffing Division (054C) and the Office of Acquisition and Materiel Management (91A) before training begins, along with the dates of training, length of training, and the number of Job Corps students in training. At the conclusion of the training, the local coordinator will report to the Title 5 Staffing Division (054C) on the number of successful Job Corps student graduates and the number of individuals appointed.

h. Qualified trainees who successfully complete training under the program may, consistent with Federal personnel laws and regulations, be placed in health-care support positions with VA. Successful graduates of the program may be appointed under regular Office of Personnel Management competitive procedures to health-care support occupations at the grade for which they are qualified. Alternatively, students may be appointed under the TAPER (Temporary Appointment Pending Establishment of a Register) authority, Worker-Trainee provisions. Students hired under this authority must be appointed at GS-1 or WG-1/2 grade levels.

i. Questions concerning this program may be directed to the Title 5 Staffing Division (054C) at FTS 535-8842.

#### 4. REFERENCES

a. Cooperative Agreement Between the Department of Veterans Affairs and the Department of Labor to Operate Training Programs in health care support occupations;

b. FPM, chapters 300 and 316;

c. MP-5, part I, chapters 300 and 316; and

d. MP-2, part 108.77.

5. FOLLOW-UP RESPONSIBILITY: Director, Employment and Training Service (054).

6. RESCISSIONS: None. This directive expires on August 10, 1993.

  
JAMES W. HOLSINGER, JR., M.D.  
Chief Medical Director

#### Attachments

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ATTACHMENT A

JOB CORPS CENTERS

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ATTACHMENT B

Prototype Local Agreement  
Between Job Corps Centers and VA Medical Centers

1. General

This local Interagency Agreement provides for training programs to be furnished by the VAMC (Department of Veterans Affairs medical center) located at \_\_\_\_\_ to the \_\_\_\_\_ JCC (Job Corps Center), located at \_\_\_\_\_. This agreement establishes the terms and conditions under which training will be furnished to Job Corps students as authorized by DOL (Department of Labor) to receive such services. This agreement also identifies the responsibilities of the parties to the agreement, as well as the minimum entry requirements for students.

2. \_\_\_\_\_ VAMC Responsibilities

The \_\_\_\_\_ VAMC will furnish individualized training for \_\_\_\_\_ (number) of Job Corps students in the occupations of:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Training will be conducted at the \_\_\_\_\_ VAMC in an actual work setting and will be a combination of classroom and practical training. The \_\_\_\_\_ VAMC agrees to consult with the JCC Director regarding any proposed training curriculum and a TAR (training achievement record).

VA may suspend and after consulting with DOL, may remove any student from any program established under this agreement or take other appropriate action where VA determines such student has or may jeopardize the safety or well-being of patients, visitors or staff or otherwise violate VA or medical facility policy or regulations provided that this agreement shall not be read as limiting VA's authority to control access to or the operation of any VA facility or program.

VA shall facilitate, consistent with Federal personnel laws and regulations, placement of qualified graduates of training programs under this agreement into health care support positions with VA.

The \_\_\_\_\_ VAMC will provide:

- a. Training class schedule
- b. Curriculum and training materials and basic uniforms
- c. All instructors
- d. Noon mea. (to be reimbursed by JCC)
- e. Completion of student TARs
- f. General discipline while on training site
- g. Consultation on student's progress with appropriate JCC staff
- h. Establishment of training rules and training hours in consultation with the JCC

6. Liability

Protection of the individuals furnishing services covered by this agreement will be that which is provided under the Federal Tort Claims Act and by 38 USC 4116, as applicable.

Student coverage under the Tort Claims Act and the Office of Workers' Compensation Program will be provided by the Job Corps.

7. General Provisions

This agreement or any of its specific provisions may be revised or amended only by the signature approval of the parties signatory to the agreement or by their respective official successors.

Cancellation may be made upon 90 days written notice of either party, or their successors, to the other.

This agreement, amendments to or cancellation thereof, shall become effective upon the date when the DOL Regional Director (and in the case of Civilian Conservation Centers, the appropriate officials of the Departments of Agriculture and Interior), the \_\_\_\_\_ Center Director and the \_\_\_\_\_ VAMC all have signed acceptance thereof.

8. Authority

Cooperative Agreement Between the Department of Veterans Affairs and the Department of Labor to Operate Training Programs in Health Care Support Occupations, dated February 20, 1992, and the authorities cited therein.

VAMC: \_\_\_\_\_

DOL: \_\_\_\_\_

Accepted by:

Accepted by:

\_\_\_\_\_  
Medical Center Director

\_\_\_\_\_  
Regional Director

Date: \_\_\_\_\_

Date: \_\_\_\_\_

JCC: \_\_\_\_\_

Accepted by:

Accepted by:

\_\_\_\_\_  
Contracting Officer

\_\_\_\_\_  
Center Director

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Accepted by:

\_\_\_\_\_  
(DOI/DOA, as appropriate)

\_\_\_\_\_  
(Title)

Date: \_\_\_\_\_

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- i. Emergency diagnosis and first treatment of injury or illness occurring during work hours.
- j. Liaison person

3. \_\_\_\_\_ JCC Responsibilities

The \_\_\_\_\_ JCC agrees to assign students into VAMC training programs only after they have been in the Job Corps program a minimum of 90 days.

The \_\_\_\_\_ JCC agrees to ensure that all students assigned in VAMC training programs will have a reasonable expectation of meeting minimum VA employment requirements.

The \_\_\_\_\_ JCC will provide:

- a. Application for training for proposed students
- b. All student support specified in the Job Corps Policy and Requirements Handbook, including pay and allowances
- c. Basic education and social skills training
- d. Student housing and meals
- e. Transportation to and from the training site
- f. Student clothing, including specialized uniforms, and personal training related supplies, e.g., watch with second hand, steel toe boots, white shoes if needed, etc.
- g. Counseling services
- h. Recreational activities
- i. Routine medical and dental care
- j. Liaison person to coordinate activities and to monitor student progress and behavior

4. Responsibilities of the VAMC and the JCC

The \_\_\_\_\_ VAMC and the \_\_\_\_\_ JCC shall work jointly to ensure compliance with training achievement requirements of both agencies.

Training will be based upon an 8-hour day, 40-hours per week, in compliance with \_\_\_\_\_ VAMC and \_\_\_\_\_ JCC work schedules.

Student attendance shall be monitored by both the \_\_\_\_\_ VAMC and the \_\_\_\_\_ JCC.

Removal of student from the VA training program for lack of progress in training will be done by the \_\_\_\_\_ VAMC after consultation with the \_\_\_\_\_ JCC.

5. Minimum Entry Requirements

Students will be assigned into the \_\_\_\_\_ VAMC training program only after they have been in Job Corps a minimum of 90 days and are 16 years of age or older.

The \_\_\_\_\_ VAMC shall establish minimum entry requirements for each occupation.

- B. VA has authority to accept uncompensated services, and provide support in connection with such services, for purposes of all laws administered by the VA. 38 U.S.C. 213.
- C. The DOL is authorized in operating the Job Corps, and to the extent permitted by law, to accept and use the services and facilities of departments of the United States. 29 U.S.C. 1580.
- D. The Economy Act authorizes the VA to agree to provide services to the Department of Labor, subject to reimbursement, which the VA could not otherwise provide. 31 U.S.C. 1535.

### III. RIGHTS AND RESPONSIBILITIES

#### A. VA:

- (1) shall provide on-site training programs, including instructors, required curricula and training materials, uniforms, and such other services as provided to students/trainees in VA medical training programs to Job Corps students assigned to VA medical facilities by Job Corps Centers or agencies;
- (2) shall provide to Job Corps students emergency diagnosis and first treatment of injury or illness occurring during working hours;
- (3) may suspend and after consulting with DOL, may remove any student from any program established under this agreement or take other appropriate action where the VA determines such student has or may jeopardize the safety or well-being of patients, visitors or staff or otherwise violate VA or medical facility policy or regulations provided that this agreement shall not be read as limiting VA's authority to control access to or the operation of any VA facility or program;
- (4) shall establish criteria, after consulting with DOL, for removing students from VA training programs for unsatisfactory progress;
- (5) shall provide noon meal to Job Corps students in VA training programs, where such training occurs over a meal period, subject to reimbursement; and
- (6) shall facilitate, consistent with Federal personnel laws and regulations, placement of qualified graduates of training programs under this agreement into health care support positions with VA.

## Cooperative Agreement Between the Department of Veterans Affairs and the Department of Labor to Operate Training Programs in Health Care Support Occupations

### I. FINDINGS

- A. The Department of Veterans Affairs (VA) has a continuing need for health care personnel to provide medical services to VA beneficiaries and other persons eligible to receive care in VA facilities.
- B. VA has difficulty recruiting such personnel because of similar demands by other employers for qualified personnel.
- C. VA would benefit from having a source of qualified personnel who are capable of meeting the VA's need for health care workers and whom the VA has assisted in training.
- D. VA would benefit from training such individuals in VA medical facilities, obtaining their services while providing work experiences to supplement, without replacing, current employees before considering the students for employment in VA pursuant to Federal law and regulations.
- E. The Department of Labor (DOL) operates Job Corps training programs which include work experience, for economically and educationally disadvantaged youth, designed to make such persons eligible for employment in various health care support occupations.
- F. VA and DOL would mutually benefit from VA providing training and work experience to Job Corps students in VA medical facilities to assist Job Corps in qualifying such students for employment in health care support occupations and to provide VA a source of qualified applicants for employment in such occupations upon their graduation from Job Corps.

### II. AUTHORITY

- A. VA is authorized, to the extent feasible without interfering with the medical care and treatment of veterans, to develop and carry out programs of education and training of health care personnel, acting in cooperation with other public or nonprofit agencies, as its Secretary deems appropriate. 38 U.S.C. 4101(b).

# **Cooperative Agreement Between the Department of Veterans Affairs and the Department of Labor to Operate Training Programs in Health Care Support Occupations**

## **I. FINDINGS**

- A.** The Department of Veterans Affairs (VA) has a continuing need for health care personnel to provide medical services to VA beneficiaries and other persons eligible to receive care in VA facilities.
- B.** VA has difficulty recruiting such personnel because of similar demands by other employers for qualified personnel.
- C.** VA would benefit from having a source of qualified personnel who are capable of meeting the VA's need for health care workers and whom the VA has assisted in training.
- D.** VA would benefit from training such individuals in VA medical facilities, obtaining their services while providing work experiences to supplement, without replacing, current employees before considering the students for employment in VA pursuant to Federal law and regulations.
- E.** The Department of Labor (DOL) operates Job Corps training programs which include work experience, for economically and educationally disadvantaged youth, designed to make such persons eligible for employment in various health care support occupations.
- F.** VA and DOL would mutually benefit from VA providing training and work experience to Job Corps students in VA medical facilities to assist Job Corps in qualifying such students for employment in health care support occupations and to provide VA a source of qualified applicants for employment in such occupations upon their graduation from Job Corps.

## **II. AUTHORITY**

- A.** VA is authorized, to the extent feasible without interfering with the medical care and treatment of veterans, to develop and carry out programs of education and training of health care personnel, acting in cooperation with other public or nonprofit agencies, as its Secretary deems appropriate. 38 U.S.C. 4101(b).

- B. VA has authority to accept uncompensated services, and provide support in connection with such services, for purposes of all laws administered by the VA. 38 U.S.C. 213.
- C. The DOL is authorized in operating the Job Corps, and to the extent permitted by law, to accept and use the services and facilities of departments of the United States. 29 U.S.C. 1580.
- D. The Economy Act authorizes the VA to agree to provide services to the Department of Labor, subject to reimbursement, which the VA could not otherwise provide. 31 U.S.C. 1535.

### III. RIGHTS AND RESPONSIBILITIES

#### A. VA:

- (1) shall provide on-site training programs, including instructors, required curricula and training materials, uniforms, and such other services as provided to students/trainees in VA medical training programs to Job Corps students assigned to VA medical facilities by Job Corps Centers or agencies;
- (2) shall provide to Job Corps students emergency diagnosis and first treatment of injury or illness occurring during working hours;
- (3) may suspend and after consulting with DOL, may remove any student from any program established under this agreement or take other appropriate action where the VA determines such student has or may jeopardize the safety or well-being of patients, visitors or staff or otherwise violate VA or medical facility policy or regulations provided that this agreement shall not be read as limiting VA's authority to control access to or the operation of any VA facility or program;
- (4) shall establish criteria, after consulting with DOL, for removing students from VA training programs for unsatisfactory progress;
- (5) shall provide noon meal to Job Corps students in VA training programs, where such training occurs over a meal period, subject to reimbursement; and
- (6) shall facilitate, consistent with Federal personnel laws and regulations, placement of qualified graduates of training programs under this agreement into health care support positions with VA.

**B. Job Corps:**

(1) shall assign Job Corps students to VA training programs in health care support occupations at individual VA medical facilities and transport such students to and from VA training sites: provided such students are determined by DOL, after consultation with the individual VA medical facility, to be qualified for such VA training program, and that no student shall be assigned prior to the completion of 90 calendar days in the Job Corps; and

(2) shall reimburse VA the cost for each meal provided to a Job Corps student under this agreement. Such payment shall be sufficient to cover the cost of the food and its preparation and be made to the VA facility providing the meal.

**C. VA and DOL shall:**

— consistent with this agreement, execute local agreements to govern the conduct of such training programs, which shall provide for, among other things, the assignment of students, consulting on training requirements, hours of training, student progress schedules and requirements, and otherwise assure that such programs are successfully operated.

**IV. LIAISON OFFICES**

**A. For VA:**

Chief Medical Director (10)  
Veterans Health Administration  
Department of Veterans Affairs  
810 Vermont Avenue, N.W.  
Washington, D.C. 20420  
Telephone: (202) 535-7010  
(FTS) 535-7010

**B. For the DOL:**

Director, Office of Job Corps  
U.S. Department of Labor  
200 Constitution Avenue, N.W.  
Washington, D.C. 20210  
Telephone: (202) 535-0550  
(FTS) 535-0550

## V. GENERAL PROVISIONS

### A. Guidelines for Local Agreements.

- (1) DOL Job Corps Contract Center and Civilian Conservation Center use of VA training is optional.
- (2) No agreement shall be cancelled without 90 days written notice.
- (3) The appropriate DOL Regional Directors for Job Corps (and in the case of Civilian Conservation Centers, the appropriate officials of the Departments of Agriculture and Interior) shall review and sign any agreements between DOL Job Corps Contract Centers, Civilian Conservation Centers and VA medical center for training.

### B. Amendments or Cancellations.

- (1) The Secretaries for the Departments of Veterans Affairs and of Labor, or their delegates, must sign any amendment or cancellation of this agreement.
- (2) This agreement may not be cancelled except upon 90 days written notice.

### C. Effective Date.

This agreement and its amendments shall be effective immediately.

ACCEPTED:  
DEPARTMENT OF VETERANS AFFAIRS

ACCEPTED:  
DEPARTMENT OF LABOR

By: \_\_\_\_\_  
Secretary  
Department of Veterans Affairs

By: \_\_\_\_\_  
Secretary  
Department of Labor

Date: 2/20/92