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Fall 2024

Job Corps Disability Support Newsletter

File Review Coordinator Responsibilities

The **Health and Wellness Director (HWD)** serves as the File Review Coordinator (FRC) at each Job Corps center and they have oversight for the entirety of the center applicant file review process. Applicant file review is a very legally driven process and all of the details in conducting applicant file review matter. There are eight general components under the File Review Coordinator’s responsibilities.

1. Completing the preliminary review of all applicant files. The preliminary review includes a review of affirmative responses on the 653 Health Questionnaire and corresponding explanations for information about current or historical services and a review of documents in CIS to include Chronic Care Management Plans, Emergency Room visit documents, Other Health Records, non-health documents such as IEPs and 504 plans, etc.

2. Documenting the preliminary AFR review. Documenting the preliminary review requires completion of the Center Applicant File Review (CAFR) form found in Form 1-06 of the PRH (page 1). (The exception: If the applicant poses a potential direct threat to others, then the Center Applicant/Student File Review (CA/SFR) Form in Form 2-04, on page 8, is completed instead.)

3. Clearing applicants for enrollment. If there are no disclosures of health conditions, concerns about health care needs exceeding those of basic healthcare responsibilities (Exhibit 2-4) or of the applicant posing a direct threat to others, then the HWD documents the decision to enroll. If there are disclosures of health conditions, the HWD may clear the applicant for enrollment in the following **limited** circumstances:



- The applicant discloses that they wear glasses.
- The applicant discloses a hearing impairment/trouble hearing and wears a hearing aid.
- The applicant discloses food-related sensitivities and need a special diet such as gluten-free.
- The applicant discloses anaphylactic reaction to bee stings and must always carry an EpiPen.

File Review Coordinator Responsibilities (cont.)

4. **Assigning reviews for possible health care needs or direct threat.** If an applicant discloses health conditions outside those listed in item #3, the HWD generally must assign the applicant file to the respective Qualified Health Professionals (QHPs) (e.g., Center Mental Health Consultant for mental health, Center Physician for medical, TEAP Specialist for substance use, and Center Dentist for oral health). The HWD should contact their respective Regional Health Specialist if they have any questions about who should review a specific file.
5. **Reviewing assessments for completeness.** The HWD must ensure that Health Care Needs and Direct Threat Assessments are completed as required before submitting to the Regional Office for review (i.e., are the assessments signed by the appropriate QHPs, are all documents including the assessment and the CAFR form uploaded to the Health and Disability E-Folders?). Additionally, are the updates/corrections requested during regional review completed in a timely manner and was the Regional Reviewer notified of their completion?
6. **Processing recommendations of denial.** The HWD must know the types of recommendations of denial that are allowable, which documents must be completed, and the process for properly submitting the recommendation of denial for regional review.
7. **Managing and maintaining the Wellness Tracking Log (WTL).** Wellness must maintain its own internal WTL and each applicant's file review must be documented on this log to include the review of the HWD, each QHP, as well as the conclusion (disposition) or outcome of the review.

The HWD must report to Records that they reviewed the file, the completion date of the preliminary review, the non-health reviewer and their review completion date if the HWD does not review non-health documents, the disposition or outcome and its date, and any relevant comments – but protected health information (i.e., titles of QHPs, medical or special education document references, etc.) is not reported to Records and is only documented on the Wellness Tracking Log.
8. **Fulfilling the Other Responsibilities of the FRC.** The HWD must also ensure that there is a process for requesting extensions of time from the Regional Office when needed for extenuating circumstances and that applicant files are not returned to Admissions improperly (i.e., outside the scope of Job Corps' policies).



All eight components of the File Review Coordinator's Responsibilities are outlined in detail in the [Health and Wellness Director's Applicant File Review Coordinator Responsibilities webinar](#) presentation. See also [File Review Coordinator Resources](#).

File Review Coordinator Resources

- [Overview of the Center Applicant File Review Process for File Review Coordinators](#)
- [Overview of the Health and Wellness Director's \(HWD\) Responsibilities as the Center File Review Coordinator \(FRC\) Chart](#)

National Disability Employment Awareness Month

During **National Disability Employment Awareness Month, or NDEAM**, we celebrate the value and talent workers with disabilities add to America's workplaces and economy. NDEAM is observed each October to celebrate the contributions of America's workers with disabilities and to showcase supportive, inclusive policies and practices, but its purpose is to confirm our commitment to ensuring disabled workers have **access to good jobs, every month of every year**. That is the spirit behind this year's official theme: "**Access to Good Jobs for All**".



What Can Your Center Do To Celebrate NDEAM?

- **31 Days of NDEAM:** Check out ODEP's suggestions for daily ways to celebrate [31 Days of NDEAM](#).
- **Organize an Event:** Hold a disability-related event for students. Such an event might feature local disability service organizations, people with disabilities in various professions willing to talk about their jobs, interests, and experiences, or student activities such as a poster contest or disability awareness activities.
- **Create a Display:** Freshen up bulletin boards (even online boards). Start by putting up this year's NDEAM [poster](#), which is available in both English and Spanish. Include materials with positive images featuring people with disabilities in various community and employment settings.
- **Train Staff:** Ensure center staff have the knowledge, skills, and abilities to effectively serve students with disabilities, especially those transitioning from Job Corps to work. Start by ensuring center staff have completed the disability-related training required by the Policy and Requirements Handbook (PRH).
- **Hold a discussion:** Discuss the topic of disability employment with students; one easy way to do so is to use the [What Can YOU Do Campaign](#) ideas and materials.

**What can
YOU do?**
THE CAMPAIGN FOR
DISABILITY EMPLOYMENT

Past NDEAM Celebrations at Job Corps Centers

- **Milwaukee:** The center held a disability awareness interactive afternoon where students participated in simulated disability experiences. Students completed a specific task that would reflect an individual's experience with various disabilities.
- **Muhlenberg:** The center held an NDEAM-related art contest. Students submitted artwork such as poems, songs, posters, photos, essays, paintings, etc. that encompassed the NDEAM theme. Materials were provided and three students were selected to win a cash prize.
- **David L. Carrasco:** The center hosted activities during lunch including matching a celebrity with a disability they are known to have.

Building Disability Program Resources and Partnerships

Policy Requirement

The PRH requires centers to 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. Centers must document efforts to develop resources and partnerships 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 (*PRH, Chapter 5:5.1, R34*). A new tool does not have to be created annually but should be updated regularly to detail efforts to develop and maintain your center’s disability resources and partnerships. A copy of any Memorandum of Understandings (MOUs) or other formal agreements should be maintained with this document. This tool should be available during your Disability Program Compliance Assessment.

Name	Purpose	Notes
North Carolina Division of Services for the Blind https://www.ncdhhs.gov/divisions/services-blind	North Carolina Division of Services for the Blind provides assistive technology for students with disabilities and support with using the devices.	Contact: March 2023 Regarding: Magnifying device for student A.B Contact: afakename@ncdhhs.gov Contact: June 2023 Regarding: Set up staff training on Accessible features of Chrome Book (6/30/23) Contact: afakename2@ncdhhs.gov Contact: June 2023 Regarding: Funding for medically corrective lenses for student B.C. Contact: afakename@ncdhhs.gov

Disability Partnership Tool Example

Tips to Building Active Partnerships	Types of Partnerships
<ul style="list-style-type: none"> ➤ Develop a relationship where both parties can benefit. ➤ Network! Get to know your partner’s partners. For example, Workforce Innovation and Opportunity Act (WIOA) partners, such as Vocational Rehabilitation (VR) and Centers for Independent Living (CILs) have partnership requirements of their own. ➤ Invite potential partners for a tour of your center to learn about the Job Corps program. ➤ Ask your center staff or your center’s QHPs about community resources that can support students with disabilities. 	<ul style="list-style-type: none"> ➤ Co-Enrollment ➤ Shared Service Delivery <ul style="list-style-type: none"> ➤ Crosstrain each other’s staff ➤ Share business engagement activities ➤ Strategic Partnerships <ul style="list-style-type: none"> ➤ Invite partners to be members of your Community Relations Council, Workforce Council, or other relevant center committees ➤ Serve on State or Local Workforce Development Board ➤ Host/Participate in ongoing meetings

Job Corps Disability Website Resources

- Review the brochures for [Centers for Independent Living](#), [Job Accommodation Network](#), [Vocational Rehabilitation](#) and [Bookshare](#) for information on services and supports offered by these organizations and how Job Corps centers can use as a resource.

Disability Resources and Partnerships (cont'd)

➤ Review partnership-related webinars:

- [Developing Partnerships](#)
- [Job Accommodation Network \(JAN\) Overview](#)
- [Ask JAN! We can Help](#)
- [Using your Statewide AT Act Program as a Resource](#)
- Bookshare and Job Corps, [Parts 1, 2](#) and [Bookshare Recap](#)



- Visit the [Promising Practices](#) section on the Job Corps Disability Website for ideas on ways to build partnerships.

Center Disability Resources and Partnership Highlights

- **Oregon Commission for the Blind:** Provided a student who is visually impaired with Assistive Technology including a specialized keyboard with high contrast and large letters, two monitors (one in landscape and one in portrait), and a CloverBook Pro portable electronic magnifier.
- **The South Carolina State Assistive Technology (AT) Program:** Provided free equipment and resources for students with disabilities on center, such as a shower chair and bedside restroom/toilet for a student with a mobility impairment.
- **A Resource Center for Independent Living (ARCIL):** Assisted the center with the application and approval process to obtain a custom-designed motorized wheelchair for a student, funded by Medicare insurance.
- **Nebraska Vocational Rehabilitation (VR):** Provides a VR counselor who visits the center monthly to help qualified students with job searches, housing assistance, job coaching, and resume writing.
- **Oklahoma Autism Center:** Provides information about Autism that is provided to students during CPP and presented during staff training.

Regional Disability Coordinators

- Boston: Kristen Philbrook (philbrook.kristen@jobcorps.org)
- Philadelphia: Angela Jenkins (jenkins.angelak@jobcorps.org)
- Atlanta and San Francisco: Stephanie Karras (karras.stephanie@jobcorps.org)
- Dallas: Alyssa Purificacion Olivas (purificacion.alyssa@jobcorps.org)
- Chicago: Sharon Hong (hong.sharon@jobcorps.org)

Spotlight on Assistive Technology

Smartphones have several accessibility features that can assist people with disabilities with everyday activities. The following are some helpful tools to explore.

Assistive Touch

This feature helps people with physical disabilities or those with dexterity or fine motor difficulties perform functions on smart devices. AssistiveTouch can be used to adjust volume, lock screen, or restart your device without pressing a physical button and allows the user to create their own gestures.



Voice Control

This feature allows the user to control their smart device using their voice. The user can speak commands to perform gestures, unlock their phone, interact with screen elements, dictate, edit text, and more.



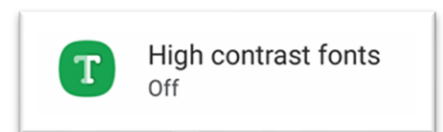
Screen Readers

This type of assistive technology converts text into synthesized speech and can assist those with visual or reading difficulties. **VoiceOver** is the screen reader on Apple devices and **TalkBack** is the screen reader for Android phones.



Display Options

Several display options are available on smart devices to aid those with vision limitations such as magnification, zoom, larger text display, and contrast modes. Android devices can magnify displays up to 8x and Apple devices can magnify displays up to 15x. Users can select different contrast themes, dark modes, and adjust fonts to increase visibility and reduce eye strain.



Upcoming Webinars

- Disability Coordinator Orientation Part 3: Disability Data and Accommodation Plan Entry Notes
- Supporting the Success of Students with Autism Spectrum Disorder at Job Corps
- **To register:** Visit [WebEx](#)