

DEPARTMENT OF THE ARMY  
Wilmington District, Corps of Engineers  
Wilmington, North Carolina

CESAW-CP

District Regulation No. 690-1-53

14 July 1999

Civilian Personnel  
TRAINING AND DEVELOPMENT

1. **Purpose.** This regulation outlines policies, procedures, and responsibilities for implementation of the planned training and development and education of civilian employees.
2. **Applicability.** This regulation is applicable to all employees of the Wilmington District.
3. **References.** Required references are listed in Appendix A.
4. **Policies/Procedures.**

a. It is the policy of the Wilmington District to plan and provide for the individual growth of civilian employees through training and development and/or education. The primary objectives are to assure maximum efficiency in the performance of official duties and to develop skills needed to meet identified missions. A secondary objective is to encourage employees in their efforts for self-improvement and career advancement. Management determines whether specific training will be beneficial in terms of such performance. Whether training will be provided depends upon:

- (1) An employee's need to improve performance in his/her present assignment.
- (2) Performance requirements in support of mission.
- (3) Career development requirements.
- (4) Goals and objectives in support of EEO.
- (5) Approved upward mobility programs.
- (6) Availability of funds, and other factors.

b. Training may be full-time, part-time, on or off the job, and can be conducted by Government or non-Government institutions or associations.

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c. The Wilmington District will provide essential training for all qualified employees, regardless of race, religion, color, national origin, sex, age, marital status, physical or mental handicap, or any other discriminatory factors. Furthermore, training provided by a non-Government facility which discriminates in the admission or in the subsequent treatment of students will not be approved.

5. Responsibilities.

a. Employees. The Wilmington District will provide assistance, recognition, and opportunities for improvement and advancement, but employees should not limit themselves to development opportunities provided at Government expense. Employees are primarily responsible for their own development. The desire for self-development and the physical and mental effort necessary to increase knowledge and skills rest with the individual. Employees should:

(1) Analyze career goals and discuss them with their supervisors at least annually. This should be done using the Individual Development Plan (IDP).

(2) Assess strengths, weaknesses, abilities, skills and interests, and requirements for improved performance and mission accomplishment.

(3) Make continuous efforts to keep up with developments in their fields.

(4) Take advantage of all training and development opportunities offered and apply what is learned to their work.

(5) Submit an evaluation of training received no later than 10 days after completion of the course.

(6) Apply their best thoughts and efforts while attending training programs.

b. Supervisor. Supervisors at all levels are responsible for evaluating employee performance, reviewing current and anticipated missions, determining training that can be used to bridge between employee performance and mission demands, and assuring that training is achieved and evaluated. Supervisors should promote training and career development of their employees and encourage self-development by:

(1) Keeping informed of local training policies and assuring that all employees have an equal opportunity for training.

(2) Recognizing that training is a necessary and inseparable function of supervision and using training to increase the effectiveness of the organization.

(3) Evaluating training effectiveness in terms of increased job competence and efficiency of operations and ensuring that the additional skills and knowledge gained by employees are utilized.

(4) Assisting in the development of individual employees through:

(a) Appraising performance and qualifications in light of current and relevant job requirements, and recommending training needed, on IDPs, to prepare employees for work assignments.

(b) Advising and counseling subordinates on personal plans of development based on demonstrated needs and potential, within the present and projected manpower commitments. Employees will have the opportunity to take part in training needs surveys and help prepare IDPs.

(5) Assuring that job deficiencies which can be improved or corrected through training are documented on IDPs.

(6) Reviewing the training needs of those they supervise at least semi-annually to identify additional or declining needs and making necessary adjustments.

(7) Obtaining proper approval prior to conducting or arranging local training and prior to nominating or sending an employee to formal courses.

c. Career Program Managers.

(1) Activity Career Program Managers (ACPM) will provide guidance to supervisors on training needs and training courses considered desirable for improved employee performance and career progression. AR 690-950, Career Management, should be consulted for additional information.

(2) ACPMs will monitor management and training of interns.

d. Civilian Personnel Advisory Center (CPAC). The CPAC will:

(1) Develop, coordinate, and publicize policies concerning the training and development program.

(2) Coordinate all PROSPECT training.

(3) Research special training as requested by management to determine suitability for individuals or groups in the organization.

(4) The CPAC POC for training will:

(a) Work with and through key management officials and the Training Committee in promoting a clear understanding of the policies and objectives of employee training and the supervisor's responsibilities for training employees.

(b) Keep abreast of research, current trends, developments, and available resources in the training field and appraise new techniques, principles, methods, and materials for possible application to the training program.

(c) Advise supervisors and managers in preparing IDPs and training plans.

(d) Coordinate the District training program with the Southeast Civilian Personnel Operations Center (SECPOC), evaluate the effectiveness of training activities, and assist others in evaluating the results of training.

(e) Maintain essential records for planning future activities and for preparing periodic or special reports.

e. Training Coordinators. Training Coordinators will:

(1) Assist employees in their organization(s) in completing DD Form 1556, Request, Authorization, Agreement, Certification of Training and Reimbursement, and provide information from current PROSPECT training plan to employees as needed.

(2) Receive training circulars and distribute them to interested parties within their respective offices.

(3) Coordinate annual PROSPECT survey training input with the CPAC.

f. Training Committee. The Training Committee, which is composed of the Division and Office Chiefs, will assist the Commander in planning, coordinating, and evaluating training matters. Specifically, the Committee will:

(1) Communicate and promote an understanding of training and development policy and foster recognition and acceptance by line managers of their responsibilities.

(2) Evaluate and provide recommendations to the Commander on the fiscal year (FY) PROSPECT training and development program plan formulated by supervisors, managers, and the technical staff.

(3) Assist in determining the training budget in accordance with District policy on training cost.

(4) Review applications for attendance at long-term training programs and determine nominations that will be forwarded to CESAD/HQUSACE. As part of this review, the Resource Management Office will provide information on impacts on the Command Operating Budget and Revolving Fund Rates.

(5) Review and evaluate FY Training Program. The Training Committee will evaluate the previous year's training for consistency with the District's missions and skills needs and for consideration of the distribution of training throughout the workforce.

6. Selection for training that is given primarily to prepare trainees for advancement and which is required for promotion.

a. Merit promotion procedure. Merit promotion procedures will be followed in selecting career or career-conditional employees for such training.

b. Factors for selection. When training is to be competitive, selection will be based on merit principles and the following additional considerations:

(1) The relative degree of the employee's need for training or potential for advancement.

(2) The relative extent to which an employee's knowledge, skills, attitude and/or performance is likely to be improved by training.

(3) The length of time and extent to which the organization expects to benefit from the employee's training.

(4) The extent to which the employee is capable of sharing the newly acquired skills and knowledge with others upon return to the job.

(5) Previous training opportunities afforded the employee and the employee's success in those opportunities.

(6) The employee's demonstrated interest in improving his/her performance.

7. Training for New Supervisors and New Managers. As required by AR 690-400, Chapter 410, all newly assigned first-line supervisors will complete the Supervisory Development Correspondence Course and the Leadership Education and Development (LEAD) course within six months but no later than 12 months of assignment. Newly assigned managers (i.e., supervisors of supervisors and managers of programs, resources and/or policy) must complete the New Manager Correspondence Course within six months of assignment.

8. Payment of Training Expenses.

a. Equitable and fair financial aid may be provided to all employees who need training.

b. The employing activity and the employee may properly share the costs of non-Government training when such training is sufficiently in the Government's interest to warrant a contribution. Examples include attendance after hours in courses at colleges and universities. Cost sharing may be an arrangement in which the Government pays tuition or registration fees and the employee pays travel, per diem, and other costs. AR 690-990-2, Book 630, outlines DA policy on excused absences, and FPM 990-2, Book 610, paragraph S1-4(c) describes Federal policy on variations in the work schedule for educational purposes.

c. Payment of training expenses should cause neither financial gain nor loss to the employee.

d. Training expenses may include salary, travel and per diem, tuition or fees, purchase or rental of books and materials and supplies, and other services or facilities directly related to the training. Normally, these expenses will be charged to the organization to which the employee who receives training is assigned. Textbooks will be catalogued by the District Library but may be checked out indefinitely to the participating employee.

e. Payment by the Government of fees for graduation, diplomas, etc., is not permitted, since these expenses are degree-related.

9. Continued Service Agreement. Each employee selected for a training program of over 80 hours duration in a non-Government facility or for training of six weeks or longer in a Government facility will be required to enter into a written agreement prior to assignment to the training.

a. Computing Length of Continued Service.

(1) When costs include salary and other authorized training expenses, the period of obligated service must be three times the length of the training.

(2) If the employee receives no salary for time spent in training and only training expenses are paid, the period of obligated service will be one month or a period equal to the length of the training, whichever is greater.

b. Failure to Fulfill Service Agreement.

(1) If an employee transfers within DA or DOD, repayment of additional training expenses will not be required; however, the rest of the employee's service obligation will be transferred to the gaining activity.

(2) Under the following circumstances, the Commander may require prorated reimbursement of training expenses:

(a) The employee transfers to a similar position in another Federal agency at the same grade level before completing at least 50 percent of the required service.

(b) The employee leaves the Federal service.

(c) The employee retires before fulfilling at least 50 percent of the required service and accepts a similar position with an organization that does business with DA or other DOD components.

(3) When the Commander determines that an employee must reimburse the Government for additional training expenses, the employee must be given written notice requesting payment at least five workdays before the date of:

(a) Entrance on duty in another Federal agency or other organizations in any branch of the Government; or,

(b) Termination of Federal employment.

10. Failure to Complete Training. The Government's interest must be protected when an employee fails to complete training for which payment in full or part has been made.

a. Government Training. If failure is due to the employee's negligence or willful misconduct, disciplinary action will be taken commensurate with the offense.

b. **Non-Government Training.**

(1) If failure is due to the employee's negligence or willful misconduct, he or she will repay training expenses other than salary costs. If appropriate, disciplinary action will be taken.

(2) If failure is for reasons beyond the employee's control, no disciplinary action will be taken and repayment of costs will be waived if the reason for the failure is documented by the employee and approved by the Division/Office Chief.

11. **Prohibition on Premium Pay.** Premium pay for overtime, night, holiday, or Sunday work may not be paid while an employee is assigned for training by, in, or through Government or nongovernment training facilities except:

a. An employee given training during a period of duty for which he or she is already receiving premium pay continues to receive that premium pay, unless assigned to full-time training at an institution of higher learning.

b. An employee is given training at night because situations which he/she must learn to handle occur only at night receives the applicable premium pay.

c. Time spent in training outside regular working hours of an employee who is nonexempt from the Fair Labor Standards Act (FLSA) is considered hours of work for overtime purposes if the training is required by the agency to bring performance up to a fully successful, or equivalent, level or to provide knowledge or skills to perform new duties in the nonexempt employee's current position.

12. **New employee orientation.** A planned induction and orientation system for new employees will be carried out as an integral part of the employee development program. The employee's supervisor will provide an on-the-job orientation, and the CPAC will provide a basic orientation on personnel benefits, rights, obligations and procedures affecting the employee.

13. **Affirmative Action Programs.** Affirmative action and EEO programs frequently contain features that rely upon training programs for their successful implementation. Requirements to support affirmative action and EEO programs must be considered at all stages of training program planning, execution, and evaluation. EEO program managers should be kept informed of training plans and activities to assure proper coordination.

14. **Training Facilities.** In accordance with AR 690-400, Chapter 410, Subchapter 5, Government facilities will be used for training whenever possible. The use of non-Government facilities will be approved only when the training approval official determines that using

Government facilities is not feasible, based on cost effectiveness in combination with quality and applicability, and other considerations such as size of class, availability of course materials, availability of classrooms, classroom design needed for specific type of instruction, etc. In selecting space for training employees, no facilities will be considered that would place any restriction on trainees because of race, color, religion, sex, national origin, marital status, physical handicap, age, or any other non-merit factor.

#### 15. General Constraints.

a. Training is not to be used only to raise employees' general educational level or help them prepare for an academic degree, professional certificate, or occupational license.

b. Before authorizing training at a non-Government facility, the training approval official will determine that no adequate and reasonably available resource or facility exists within DOD or another Federal agency. This determination will be documented in the training approval official's records.

c. Requests for coaching or certification courses should not be routinely approved. However, when the training approval official determines that a coaching or certification course is justified and appropriate (i.e., satisfies applicable regulations and policies) that approving official may authorize payment of total tuition costs. An example of an acceptable situation might be sending an employee to a coaching course to meet an urgent Priority I training requirement. Coaching courses can be good vehicles for improving skills in a very brief period of time. Selection of such a course would be particularly appropriate in the absence of other alternatives. Also, state governments set requirements for certification of skills in certain trades and labor occupations; if an employee must periodically recertify skills required in his/her job, approving officials may authorize payment of the cost of training to update those skills.

d. Examinations that are not an integral part of a course of instruction are not within the definitions of training. Therefore, Government reimbursement of costs of an exam leading to the certification of an employee as an accredited rural appraiser, for example, is not permitted by the terms of the Government Employees Training Act. However, exceptions do exist in areas that State laws and requirements apply to Federal agencies, i.e., the control of water pollution and protection of drinking water. Approval for such costs will be made on a case-by-case basis.

e. The maximum amount of training in non-Government facilities is one year during the first 10-year period of Federal civilian service and one year in each following 10-year period of service. (An employee who does not receive one year of such training in one 10-year period is not automatically eligible for two years of training in the next 10-year period.) Employees with less than one year of current, continuous civilian service may be given training in non-Government facilities if it is determined that postponement of such training is not in the public interest.

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16. Training in Facilities Outside the Continental United States. Requests for OCONUS training require extraordinary justification due to the significant expenses involved. Such requests will be submitted through command channels to HQDA no later than 90 days prior to date proposed training begins.

17. Evaluation of Training.

a. Evaluation of training is a continuous process in determining the extent to which training programs are achieving their objectives and ensuring that training resources are used economically and effectively. Annual evaluations serve as one basis for the next FY's training plan. The evaluation of training facilities and individual courses is necessary in deciding if facilities/programs should be used in the future.

b. Managers have a responsibility to measure the results of training. Evaluation should include an analysis of the extent to which specific training courses produced desired changes in employee knowledges, skills, abilities, and performance.

c. Employees are required to complete and forward to the supervisor, for entry into the personnel database, an evaluation of the effectiveness of each training activity accomplished. (Copy 9 of DD Form 1556 is to be submitted no later than 10 days after completion of training.)

18. Delegation of Approval Authority. Division and District Commanders have the authority to approve training. The District Commander has redelegated the authority to specific managers and their designees. This includes authority to approve, short-term (120 days or less), off-the-shelf training with a cost not to exceed \$25,000.00, including non-Government training for members of their organization, subject to guidelines and restrictions explained in their delegation letters. This authority also includes the responsibility to certify purchase requests and commitments (PR&Cs), to obligate funds, and to prepare receiving reports for non-Government training.

- Appendices
- A. Required References
  - B. Definitions
  - C. Sources of Training
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  - E. Special Programs
  - F. Attendance at Professional Meetings

  
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**APPENDIX A**  
**REQUIRED REFERENCES**

1. 5 CFR, Part 410, Training
2. DOD Civilian Personnel Manual, Chapter 400, Subchapter 410, Training
3. AR 690-400,410, Training
4. DA Pamphlet, Civilian Personnel, A Supervisor's Guide to Career Development and Counseling.
5. ER 350-1-410, Civilian Personnel Training and Development
6. AR 690-950, Career Management
7. FPM Supplement 990-2, Book 630, Excused Absence
8. AR 690-990-2, Book 630, Absence and Leave
9. EP 350-1-5, Managers and Supervisors Training Handbook
10. ER 350-1-416, HQUSACE Centrally and Locally Sponsored Long Term Training (LTT) Program
11. DR 690-1-43, Upward Mobility Program (April 1999)
12. 5 CFR 213.3202 (a-d), Student Educational Employment Program
13. FPM Supplement 990-2, Book 610, Hours of Duty, Pay and Leave Annotated
14. DR 385-1-1, Safety and Occupational Health

## **APPENDIX B**

### **DEFINITIONS**

The following definitions are being used in this regulation:

- a. **Cross-Training** – Training in different functional area from that to which permanently assigned.
- b. **Developmental Training** - Training provided to improve individual and organizational performance related to district mission. Examples include both Government training (PROSPECT, USDA Graduate School, and other on- and offsite Government agency training) and non-Government training (local community colleges and universities and other private sector commercial training).
- c. **Developmental Assignments** - Jobs occupied temporarily for the purpose of training. Developmental assignments are usually less than a year.
- d. **Education** - The acquisition of new skills and knowledges that are needed soon (next 12-24 months). The education may be for either planned additional duties, improvement of existing skills, or career development.
- e. **Formal Training** - Training is the provision of skills and tools to meet district missions. Current mission requirements are maintained and updated by the Training Committee.
- f. **Lateral Assignment** - Assignment made to a position at the same grade as that currently held, i.e., without promotion or change to lower grade.
- g. **Mission Related Training** - Training that supports agency goals by improving organizational performance. Additional guidance can be found in 5 CFR 410
- h. **Mobility** - Mobility can be both upward mobility in terms of career development as well as relocation to a different geographic area for an extended period of time for training and development.
- i. **On-The-Job-Training** - Training while an individual is working in his/her permanent position or work assignment.
- j. **Operational Training** - Training required to continue day to day operations, such as CEFMS, SAEDA, PERSACT, defensive driving, motorboat operator, electronic mail, etc.

k. **Priorities - Training needs fall into one of the following priorities:**

(1) **Priority I - Training that must be accomplished during the immediate training cycle or it will have an adverse mission effect;**

(2) **Priority II - Training required for systematic replacement of skilled employees through career management or other workforce development programs. Deferment would have an adverse effect over an intermediate term.**

(3) **Priority III - Training designed to increase the efficiency and productivity of employees who perform adequately. Deferment beyond the immediate training cycle would have little immediate adverse mission effect but would preclude or delay improving present mission accomplishment.**

l. **Training - Training is the provision of skills and tools to meet district missions. Current mission requirements are maintained and updated by the Training Committee.**

m. **Training Costs - All associated costs including labor, travel, per diem, tuition, and any other costs relating to training.**

n. **Rotational Assignment - Special series of developmental assignments given to interns to provide experience in the various functional components of the District.**

o. **Self-Development - Voluntary activities initiated and conducted by the employee, who bears the full burden of the time and money required.**

p. **Upward Mobility Program - A systematic management effort which focuses on the implementation and development of specific career opportunities for lower-level employees (usually at GS-8 and below and/or wage grade equivalents) who are in dead-end positions and who have the potential to perform higher-level work.**

q. **Work Assignment Training - Experiential learning obtained through working in a position in an organization.**

## APPENDIX C

### SOURCES OF TRAINING

1. **Government - Agency Training.** Agency training is training conducted in a facility owned, rented, or leased by the Department of Defense and taught by instructors who are acting in their official capacity and paid by DOD.
2. **Government - Interagency Training.** Interagency training is training provided by non-DOD Federal agencies (e.g., Office of Personnel Management, Department of Agriculture, GSA, etc.)
3. **Non-Government Training.** Non-Government training is training provided by State and local governments, colleges, universities, and private industry.
4. **Correspondence Courses.** Correspondence courses covering a wide variety of subjects are usually available at no cost from various sources, e.g., Army, Navy, Air Force. Correspondence courses may also be available other sources. Payment of a fee may be required.
5. **Training Resources Websites.**

CIVILIAN PERSONNEL ON LINE <http://www.cpol.army.mil>

Training Sources: click on TRAINING

Regulations - click on CPOL LIBRARY

Miscellaneous - for information click on PERMISS and TRAINING AND

LEADER DEVELOPMENT PROGRAM

PROSPECT (Proponent-Sponsored Engineer Corps Training)

<http://www.hnd.usace.army.mil/to/pindex.htm>

ARMY CORRESPONDENCE COURSE PROGRAM

[http://155.217.35.238/accp/accp\\_top.htm](http://155.217.35.238/accp/accp_top.htm)

U.S. OFFICE OF PERSONNEL MANAGEMENT

<http://www.opm.gov/html/topics.htm#T>

CODE OF FEDERAL REGULATIONS

<http://www.access.gpo.gov/nara/cfr>

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6. **Distance Learning.** Distance learning is the concept of delivering training when and where it is needed. It links the training system via worldwide corporate and government electronic networks to provide on time, on-site training solutions from simple text transmission to distributive interactive simulations. Distance learning reduces costs while improving the efficiency of serving the American people. Distance learning can be achieved through computer based training (CBT), internet courses, Video Teletraining (VTT) videotapes, CD-ROM's, DOD Satellite Education Network, and the U.S. Army Teletraining Network. Further information is available from the CPAC.

## APPENDIX D

### DETERMINING TRAINING NEEDS

1. AR 690-400, chapter 410 requires that an Annual Training Plan be prepared each fiscal year, along with an evaluation of the previous FY plan. The training plan, which is approved by the local Training Committee and the Commander, is a carefully compiled document which represents a feasible and attainable (both from budgetary and man-hour standpoint) program to support the assigned mission. Training needs are identified as follows:

a. IDPs. ENG Form 5055-R, 5-Year IDP, will be completed for each employee at the time of the annual performance appraisal. An employee performance appraisal based on jointly developed performance standards, when compared to current performance, should result in a realistic plan intended to equip the employee with the knowledges, skills, and abilities necessary to perform his/her job effectively. The IDP will serve as the basis of needs identification in the development of the Annual Training Plan, and should be updated as required. Both developmental and operational training should be identified.

b. Training Needs Survey. During the third quarter of each FY, the CPAC will request that supervisors review IDPs and report their organization's training needs for the next fiscal year. Staff Chiefs will establish internal procedures within their organization to complete the FY survey.

(1) Survey Guidance. In identifying training and development needs, some general needs are readily apparent and easily identified without an in-depth diagnostic approach. They are:

(a) The new employee needs an organizational orientation.

(b) The new employee needs job instruction.

(c) The new employee needs training when not fully qualified to handle a job, even though the minimum qualification requirements for appointment are met.

(d) The experienced employee needs training in new methods, different work situations, or newly assigned tasks.

(e) The experienced employee needs refresher training when performing work that is infrequent.

(f) The worker promoted to supervisor needs development in leading and managing people.

(2) General Guidelines.

(a) Identify the organization's training needs. Requirements of operating programs will be the major determinant of training needs. Needs of individual employees must be considered and met within a framework of organizational needs. This requires study of organizational and operating problems, as well as appraisal of performance and career potential of employees.

(b) Consider future program and staffing needs, and potential for meeting those needs.

(c) Provide reasonable opportunity for employees to express their views on training, especially training which managers determine that employees shall take.

(d) Identify significant needs, regardless of whether they can be met with available resources.

(e) Analyze all requirements and report only immediate needs (those to be met during the ensuing fiscal year) on the annual inventory.

2. Wilmington District training priorities are as follows:

a. Training. The acquisition of new skills and knowledges that are needed now to perform one's duties. Essential training is considered to be Priority 1; identified training needs must be met during the next 6-12 months.

b. Education. The acquisition of new skills and knowledges that are needed soon (next 12-24 months). The education may be for either planned additional duties, improvement of existing skills, or career development. Education needs are Priority 2 needs. These may be satisfied during the fiscal year, but could be deferred without major impact on current mission accomplishment.

c. Development. The acquisition of new skills and knowledges that will be utilized in the future (two or more years hence). Development is normally considered to be career development for an individual and is Priority 3. Development can be deferred to ensuing fiscal years with little or no impact on current mission.

## APPENDIX E

### SPECIAL PROGRAMS

1. Student Career Experience Program (SCEP) (5 CFR 213.3202(b)).

a. General. The Student Career Experience Program, formerly the Cooperative Education (Coop) Program, is a long-established program in the Corps of Engineers. By providing study-related experience to potential entry-level candidates before graduation, agencies can build into their staffing plans and work force certain factors which are often not fully realized except through a program like student career experience.

b. The Program provides periods of study-related, fully paid employment in suitable types of work for students who are enrolled at any accredited school.

c. Purpose. The main objective of the program is to bring into the Corps civilian work force students who can serve in occupations related to the student's academic training and career related work experience immediately upon graduation. Conditions that justify the need for such a program are:

(1) Difficulty in recruiting in various career fields.

(2) Planned expansion of the workforce due to changes in mission or technological advances.

(3) Projection of the skilled employees in the various career fields who will retire or otherwise leave the activity within a given time.

(4) The need to meet Army-wide staffing goals under the EEO program.

(5) Management support for student career experience at the activity. Proper work assignments, supervision, counseling, and evaluation of student-employees are required for a high quality program.

2. Upward Mobility Program.

a. The Upward Mobility Program is a systematic management effort which focuses on the implementation and development of specific career opportunities for lower-level employees (usually at GS-8 and below and/or wage grade equivalents) who are in dead-end positions and who have the potential to perform higher-level work. To be effective, managers and supervisors must identify target positions, allocate spaces, select trainees, provide career counseling, establish appropriate training programs, and monitor and evaluate progress and achievements.

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(2) The Commander or civilian (GS/GM-15 or above) must personally approve attendance at meetings and conferences within CONUS convened or sponsored by a technical, scientific, professional, or similar private membership organization by:

a. Actually signing travel orders; or

b. Attaching the original, authenticated written authorization or approval to DD Form 1610, Request and Authorization for TDY Travel of DOD Personnel.

b. Outside CONUS. Attendance at meetings and conferences held outside CONUS must be submitted to HQUSACE (CELD-TT) for approval not later than 45 days prior to anticipated date of meeting. The request must be accompanied by DD Form 1610 and DA Form 2374-R, Notification of Foreign Visit, if applicable.

4. Meeting vs. Training Authority. Either the "meeting" or the "training" authority may be used, depending on the situation. As a rule of thumb, a meeting is generally characterized by the sharing of information among peers. If there is an organized instructional program with stated learning objectives to be reached by the participants, it is usually appropriate to use the training authority. This decision will be made by the training approval official. If it is decided that the meeting is for training, requests for attendance will be processed as training nominations using the DD Form 1556.

5. Restrictions on Attendance at Meetings or Conferences. Wilmington District employees will not take part in conferences or meetings that discriminate on the basis of race, religion, color, national origin, sex, age, marital status, physical or mental handicap, or any other discriminatory factors, or meetings/conferences held in facilities that discriminate on the same basis.

## APPENDIX F

### ATTENDANCE AT PROFESSIONAL MEETINGS

1. General. The term "professional meetings" includes any meetings, conferences and conventions of technical, scientific, professional and other private organizations which are concerned with the functions or activities of this organization, or which will contribute to improved conduct, supervision, or management of these functions or activities. Attendance must produce tangible contributions to the execution of assigned missions and programs. Attendance will not be authorized solely for personal education or instruction or enhancement of the employee's professional development. Personnel selected for attendance must be the most effective representatives within the geographical or functional areas involved, and the number of representatives should be restricted to the essential minimum. Primary consideration for attendance will be given to persons delivering or discussing a paper, and secondly for active participation as a member of a committee or group which is to function at the meeting.

#### 2. Payment of Expenses.

a. Attendance at Government Expense: Payment of travel, per diem and registration fees may be paid for employees whose main purpose for attendance is one or more of the following:

(1) To acquire information needed to perform official duties or which will contribute to improved conduct, supervision, or management of assigned functions.

(2) To provide information on Corps missions to the meeting group, a public interest obligation.

(3) To contribute to the pool of scientific and professional knowledge from which the Government draws.

b. Attendance at Personal Expense. When travel and per diem are not authorized but circumstances warrant attendance, the Commander or his authorized representative may excuse individuals to attend "meetings" with recognized organizations in their field of work without loss of pay or charge to leave. In other cases, employees must request leave.

#### 3. Approval Requirements.

##### a. Within CONUS.

(1) Commanders or their authorized subordinates must approve or issue travel orders for attendance at meetings and conferences conducted by or on behalf of the Government.

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(2) The Commander or civilian (GS/GM-15 or above) must personally approve attendance at meetings and conferences within CONUS convened or sponsored by a technical, scientific, professional, or similar private membership organization by:

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b. Attaching the original, authenticated written authorization or approval to DD Form 1610, Request and Authorization for TDY Travel of DOD Personnel.

b. Outside CONUS. Attendance at meetings and conferences held outside CONUS must be submitted to HQUSACE (CELD-TT) for approval not later than 45 days prior to anticipated date of meeting. The request must be accompanied by DD Form 1610 and DA Form 2374-R, Notification of Foreign Visit, if applicable.

4. Meeting vs. Training Authority. Either the "meeting" or the "training" authority may be used, depending on the situation. As a rule of thumb, a meeting is generally characterized by the sharing of information among peers. If there is an organized instructional program with stated learning objectives to be reached by the participants, it is usually appropriate to use the training authority. This decision will be made by the training approval official. If it is decided that the meeting is for training, requests for attendance will be processed as training nominations using the DD Form 1556.

5. Restrictions on Attendance at Meetings or Conferences. Wilmington District employees will not take part in conferences or meetings that discriminate on the basis of race, religion, color, national origin, sex, age, marital status, physical or mental handicap, or any other discriminatory factors, or meetings/conferences held in facilities that discriminate on the same basis.

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b. Intern positions are advertised through the merit promotion program. Candidates must be qualified only at the entry level.

c. A formal training plan will be developed for each intern.

d. There are several categories of interns, two of which are:

(1) DA Intern. - The DA Intern occupies a space that has been allocated to USACE from a pool of HQDA spaces and most costs (including salary and training) are centrally funded. The intern must sign a mobility agreement to move to another installation for training or placement upon completion of the program if a local space is not available. Failure to comply with the mobility agreement removes an individual from the program and could result in a change to lower grade or removal from Federal Service if it is the employee's first duty assignment.

(2) Local Intern. - Local interns occupy local existing authorized manpower spaces and, therefore, salary and training costs must be supported by the District. Local interns are not required to sign mobility agreements. However, local intern programs must be developed following the DA Master Intern Training Plan for each particular Army career program.

#### 4. Veterans Readjustment Appointment.

a. Veterans entering the Federal civilian service by this authority are afforded the opportunity to develop themselves with on-the-job and formal classroom training as set forth in a training plan prepared for them. However, objectives not attainable within the two years of service allowed under a veteran's readjustment appointment should not be included in the written training agreement. The education or training of veterans serving under veterans readjustment

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appointments should be directed toward attainment of objectives which are meaningful to the veteran and consistent with the needs of the agency.

b. The immediate supervisor is responsible for assuring that the training plan objectives are accomplished in a positive and constructive manner.

5. Long Term Training. (ER 350-1-416)

a. General. Long-term training (LTT) refers to training to which an employee is assigned on a continuous, full-time basis for more than 120 calendar days. The assignment may be in either Government or non-Government facilities. It may include both formal training programs and planned developmental assignments. A training program split arbitrarily between two or more school terms is one continuous program.

b. The training of employees in apprenticeship, SCEP and career intern programs is excluded from the scope of LTT.

c. Policy.

(1) It is the policy of the Corps of Engineers to provide appropriate training and development opportunities to assure maximum efficiency of civilian employees in the performance of their official duties. Most training needs can be met by short-term, low-cost training programs. To keep the Corps abreast of managerial, technical and scientific advancements, some employees may need training opportunities beyond the customary short-term program. It is Corps policy to use LTT when such assignments are more appropriate to providing needed knowledges, skills and abilities than assignments of short duration. Employees are selected for LTT using competitive procedures.

(2) An employee on a LTT assignment must enroll in a full program. He/she must carry at least the number of credit hours required of all full-time students. During extended school recesses, the trainee may return to duty. The District will pay expenses associated with the return to duty. Employees not returned to duty will use annual leave during recesses unless they can show they will be fully involved in a research and study project for the training assignment. This information must be given to each employee before the training starts to avoid any misunderstandings.

(3) Priority for long term training will be given to those personnel whose performance indicates a clear potential for continuing service to the Corps, the Army and the Nation in positions of greater authority and responsibility.

(4) All long term training proposals will be coordinated with the District's Resource Management Office to determine the impacts on the Command Operating Budget and Revolving Fund Rates.

d. Eligibility. Grade – GS-11 and above. In determining eligibility of candidates for long-term training, the proposed training program must have a direct relationship to present and/or future (2-3 years) work assignments and planned executive or career development of the employee. Reviewing officials should only submit nominations for employees who clearly have potential for advancement and whose participation could most benefit their organization and the Army. The need for such training must be documented on employee's IDP.

e. Types of LTT Programs.

(1) Locally Sponsored Long Term Training.

(2) HQUSACE Sponsored Long-Term Training Programs.

6. Leadership Development Program (LDP) for Engineers and Scientists (Resources and Construction).

a. Purpose. To prepare high potential GS-12s and GS-13s to serve as successful leaders in the 21<sup>st</sup> Century Army.

b. Program Goals. To identify high performing GS-12s and GS-13s with leadership potential; provide training and development opportunities to increase effectiveness for leadership positions; and to develop a high performing and diverse cadre of engineers and scientists.

7. Army Civilian Training, Education and Development (ACTEDS). ACTEDS assists the Army in accomplishing its mission. It provides training, education and development to Army civilians to ensure or enhance satisfactory job performance and to prepare high potential employees for advancement to key positions. Career field ACTEDS plans establish and document Army-wide training and development standards by occupation, thus ensuring consistent possession of knowledges, skills, and abilities by each worker at each grade or level in the occupation. ACTEDS plans are used by line managers to prepare IDPs for employees and to plan and program for training resources. They are also used by employees for career planning. ACTEDS plans for various career fields and the ACTEDS catalog are available on the CPOL webpage (<http://www.cpol.army.mil>) under Training.

8. Information. Further information about qualification and application procedures for these special programs is available from the CPAC.