

MEMORANDUM OF UNDERSTANDING

WHERE NATIONAL TRAINING CONTRACTOR (NTC) PROGRAMS OPERATE, THE PROVISIONS OF THIS MEMORANDUM OF UNDERSTANDING (MOU) APPLY TO NTCs, CENTER OPERATORS, AND CENTER DIRECTORS. THE NTCs ARE AS FOLLOWS:

- \$ APPALACHIAN COUNCIL, INC./AFL-CIO
- \$ HOME BUILDERS INSTITUTE (HBI)
- \$ INTERNATIONAL MASONRY INSTITUTE (IMI)
- \$ INTERNATIONAL UNION OF OPERATING ENGINEERS (IUOE)
- \$ INTERNATIONAL UNION OF PAINTERS & ALLIED TRADES (IUPAT)
- \$ NATIONAL PLASTERING INDUSTRY'S JOINT APPRENTICESHIP TRUST FUND (JATF)
- \$ TRANSPORTATION-COMMUNICATIONS INTERNATIONAL UNION (TCU)
- \$ UNITED BROTHERHOOD OF CARPENTERS (UBC)-NATIONAL JOB CORPS TRAINING FUND, INC.
- \$ UNITED AUTO WORKERS/LABOR, EMPLOYMENT AND TRAINING CORPORATION (UAW/LETC)

1. PURPOSE

This document constitutes a working agreement between the National Training Contractor _____,
and the Job Corps Center Operator _____,
entered into this _____ day of _____, 200__.

2. BASIC NTC RESPONSIBILITIES

The NTC shall:

- a. Ensure that quality vocational training is provided.

- b. Administer initial job placement services for up to 1 year from separation, and placement in subsequent jobs for 1 year from the date the initial job placement is accepted by SPAMIS/CTS, or a successor system, to:
- (1) NTC vocational program graduates and combination program graduates (students who complete the requirements of an NTC vocational training program, and earn a secondary school diploma or its equivalent while enrolled in Job Corps), and
 - (2) academic-only graduates if, in the judgment of both the NTC instructor and center director, or her/his designee, the graduates have attained and demonstrated sufficient vocational and employability skills to perform at least entry-level tasks in the trade. NTCs will also provide former enrollees (former students who have spent at least 60-days in Job Corps but have not graduated) with initial job placement services for up to 3 months after they separate from Job Corps if, in the judgment of the NTC instructor and center director, or her/his designee, the students have attained and demonstrated sufficient vocational and employability skills to perform at least entry-level tasks in the trade.

Note: *All references throughout this MOU to “academic-only graduates” or “former enrollees” pertain to those individuals who have been assigned to NTCs in accordance with the definition and criteria stated in the above paragraph.*

In addition to job placement services, NTCs may also provide career transition support services to graduates, such as making arrangements for housing and transportation, where NTCs have the capability to effectively deliver such services and the provision of such services has first been coordinated with the CDSS Manager/Specialist or designated Career Transition Services (CTS) provider.

NTC instructors and field staff shall work cooperatively with Job Corps regional office and center officials to ensure that NTC-provided job placement and, as applicable, career transition support services, are coordinated with the development and implementation of each center’s CDSS Plan. Further, all NTCs will utilize the automated Career Transition System to record information about job referrals, placements and, if applicable, career transition support services arranged for graduates.

- c. Develop and maintain a productive and meaningful relationship with the applicable national and associated state and local union(s), business/industry organizations, and individual employers that can place Job Corps graduates/former enrollees into registered apprenticeship training programs and other meaningful, long-term career opportunities that offer a livable wage

and long-term labor market attachment.

- d. Provide the necessary administrative and technical support services to accomplish quality training, placement and, as applicable, career transition support services. This includes the selection, assignment and training of qualified vocational instructors, as well as the effective supervision of training programs at all Job Corps centers and off-center sites where NTC training is conducted.
- e. In consultation with appropriate unions, industry groups, individual employers, Occupational Health and Safety Administration (OSHA) (as well as OSHA counterparts at the state and local level), determine the equipment and materials necessary to ensure quality training and to protect student safety and health. As appropriate, these activities will be coordinated with the center safety officer and/or the health and wellness manager/administrator.
- f. Ensure that NTC vocational training programs offer all assigned students the opportunity to:
 - (1) enter a registered apprenticeship training program leading to full journey person employment, and/or
 - (2) enter a specific area of the craft/trade that pays a livable wage and offers the opportunity for long-term employment.
- g. Ensure that students perform all work normally performed by entry-level craft/trades persons while enrolled in an NTC training program.
- h. As appropriate, inform local unions, Home Builders Associations and other established business/industry affiliates, apprenticeship committees/councils, contractors, and other individual employers, that they have an opportunity to refer potential employees to related NTC training at Job Corps centers if qualified for the program. NTC staff shall coordinate with the appropriate Outreach and Admissions (OA) contractor(s) and center staff to ensure the availability of program openings prior to finalizing arrangements for potential enrollees. The employer does not have to commit to hire the potential employee in order to refer individuals to Job Corps.
- i. Have appropriate NTC staff fully participate in the curriculum development process of each center where the NTC operates a vocational training program. This includes serving as an active member of the center Curriculum Development Committee and, where authorized, sharing NTC-developed instructional resources, techniques and methods that contribute to student success.
- j. Ensure that NTC staff fully support the functioning of the Center Industry

Council, center staff who perform Business and Community Liaison (BCL) functions, and CDSS managers/specialists, in improving the quality of vocational training programs and establishing meaningful linkages with individual employers, employer and labor organizations, one-stop centers/partners, state and local Workforce Investment Boards, and local youth councils.

- k. Work closely with the Center Director's Designee for Disability Issues, to ensure that students with disabilities who are interested in NTC trades are provided reasonable accommodations/modifications, if needed, to perform the trade-related skills required in the Training Achievement Record (TAR).

3. SELECTION OF STUDENTS

- a. Except for applicants referred to Job Corps by the groups cited in 2.h above, the selection of students for NTC contractor programs will follow a process mutually agreed upon by the center director and the NTC that ensures student success. Where slots are available, qualified applicants referred by the above referenced groups shall be admitted to the program. These students are required to participate in and complete all the activities included in the center's Career Preparation Period (CPP); the only exception is a CPP activity directly related to the selection of a trade. However, in the event that a student in this category expresses an interest to explore other trades, he/she shall be permitted to do so.

During the CPP, it is important that all students learn, demonstrate and practice personal responsibility skills (employability skills) required at the workplace as well as basic information technology skills. In addition, during this Period, each student will be assisted in developing a Personal Career Development Plan (PCDP) and will commit to the Plan.

- b. The specific selection criteria for students participating in NTC training programs are as follows:

- (1) Age

Generally, must be 17 years of age or older for all NTC programs. However, because the Job Corps program is legislatively open to youth 16 years of age, these younger students can be admitted to NTC programs within the following parameters: for NTC basic programs, each instructor shall accept up to two students per class at any given time, who are 16, if center officials determine that there is a need for such action, and these students have expressed a sincere interest in the trade during recruitment and/or the CPP, and made a commitment to complete training and seek employment in the trade, as described in their PCDP.

For IUOE Heavy Equipment Operator, Mechanic, and Asphalt Paving Programs, each class will be limited to one 16 year old at any given time, due to the small class size and concern for safety.

Where NTC classes are consistently having difficulty maintaining full capacity, additional 16-year-old students may be admitted, as jointly determined by the NTC and center director.

(2) Academics

Must have a proficiency in reading and math that will enable students to learn the trade, understand and follow instructions and, where applicable, adhere to safety regulations and procedures. These proficiencies are particularly essential for trades that require the proper use of tools, equipment, machinery, supplies and adherence to specific OSHA/industry safety guidelines associated with the craft/trade.

(3) Health

Unless the center physician determines that participation in a particular trade would be a direct threat to the student or other students, the condition of a student's health will not be a factor regarding his/her participation in an NTC trade. In this regard, and in accordance with Job Corps Program Instruction No. 01-11, dated November 27, 2001, NTCs are not authorized to collect information, formally or otherwise, regarding the health/disability status/history of a potential enrollee, or a student who has or has not, as yet, entered the NTC trade. These matters are solely within the purview of the center physician.

4. **STUDENT TRAINING**

a. Career Development Period

Job Corps' CDP combines center-based and Work-based Learning (WbL) strategies and experiences to improve students' academic and work readiness skills. The challenge is to create a system for INTEGRATING work and learning in a rational, well organized way so that all Job Corps career development activities (vocational, academic, social and employability skills, independent living skills and student support) work together and are relevant to the workplace. In order to take full advantage of this opportunity, NTC instructors and center officials and staff shall work jointly to ensure that learning experiences, including those arranged through employer partnerships, meet the center-based and WbL standards described in PRH

3.6 and 3.7.

- (1) NTC instructors shall collaborate with appropriate center staff in establishing meaningful WbL opportunities with employers in the local community. Work experience for students will reflect a balance between Vocational Skills Training (VST) projects and WbL opportunities. This includes, but is not limited to, the creation of opportunities for all NTC students to observe work-site activities, especially early in their vocational training, as well as for qualified employer representatives to be present during VST activities and provide meaningful advice and guidance to students regarding their employability and vocational skills as well as their adherence to established safety and health standards.
- (2) During the CDP, there must be a process for determining each student's readiness to benefit from work-site experience. This process shall include input from all relevant components of the Job Corps center, including NTC instructors.
- (3) NTC instructors and field staff will work cooperatively with center officials and staff to make VST and WbL opportunities viable learning experiences that incorporate principles of applied academics. In this regard, NTC instructors will be actively involved in the development and teaching (including team teaching) of applied academics lessons.
- (4) Generally, centers shall not backfill NTC vocational training slots occupied by students that have been assigned to WbL, except in those situations where the WbL student(s) will be separating from Job Corps (e.g., to take a job) within 2 weeks after completing the WbL assignment. In this regard, however, every effort must be made to avoid situations where NTC instructors have very few students in their class, particularly over an extensive period of time, when it is known that the majority of these students will not be graduating/separating soon after completing these assignments. NTC instructors shall work closely with the vocational manager and other appropriate center staff to ensure that this situation does not occur.

NTC instructors who, at times may be confronted with significantly smaller classes, are expected to perform other job-related tasks as time permits. These include, but are not limited to, the following:

- Working with academic instructors to develop applied academic lessons
- Monitoring existing WbL sites, and helping to develop new sites

- Strengthening working relationships with local unions, employer organizations and individual contractors

b. Vocational Skills Training

(This provision is NOT applicable to TCU and UAW/LETC programs, and certain Appalachian Council programs. At the conclusion of this provision, the TCU WEP and FITP Programs are described.)

- (1) VST projects shall be planned for each program year in accordance with PRH 3.7R5.a and Appendix 303. The center director shall designate a qualified, competent center staff member to plan and oversee all VST projects. NTC instructors shall assist this individual in developing and implementing the VST Plan. The NTC's designee and the center director's designee (CDD) shall sign-off, or provide a letter of concurrence, on the annual VST Plan, and any modification to the Plan, including a safety hazard analysis for each project in the VST Plan, PRIOR to submitting the Plan/modification to the Job Corps regional office.
- (2) In cooperation with the CDD, NTC staff, and appropriate local community members/officials, every effort will be made to develop VST opportunities that enhance student learning and meet center and community needs. These efforts are supportive of the Workforce Investment Act (WIA) challenge for expanded community ties and student participation in community activities.
- (3) The individual designated by the center director to oversee VST projects shall initiate coordinating sessions with the NTC instructor(s) involved in VST projects. These meetings shall be scheduled at least bi-weekly for the purpose of: reviewing the progress on current VST projects and the plans/schedules for the next two week period; ensuring that all issues and concerns related to job safety are satisfactorily addressed; and formulating long-range plans. Minutes of each meeting will be maintained by the center director's representative and copies will be provided in a timely manner to all attendees, as well as to those who were not present.
- (4) Off-site assignments (i.e., community projects and Spike Camps) will not be approved unless they meet all requirements of the PRH, including those for education, supervision, and residential and support services commensurate with those at the center. NTC instructors shall not be assigned responsibility for the supervision of students after normal working hours, unless prior arrangements have been made and agreed upon by all appropriate parties. Where VST assignments make it necessary for NTC staff to live at the VST site,

the prevailing General Service Administration (GSA) per diem rate will apply. In the event that housing is provided, the prevailing GSA Meals and Incidental Expense (M&IE) rates shall be applicable and paid for by the center operator.

- (5) NTC instructors shall involve students in the planning of VST projects. Further, academic, social, and employability skills training, in addition to the application of vocational skills, will be incorporated in all VST projects as part of the overall learning experience and the skills essential for success on the job.

The TCU Work Experience Program (WEP) and the Federal Internship Training Program (FITP) are intended to assist TCU students through the transition from classroom instruction to actual on-the-job working conditions. If TCU determines that the student will have insufficient funds to successfully complete WEP or FITP and make the transition to independent living, TCU may use their contract funds, if available, to provide additional assistance. This assistance can be for lodging, meals, transportation, clothing or other job-related expenses.

If it is determined that the student will require additional financial assistance beyond the normal WEP period (30 work days--42 calendar days), TCU may, with prior approval of the National Government Authorized Representative (GAR), provide additional financial assistance for the approved extension period.

c. Related Training Issues

- (1) All NTC training shall be conducted in an environment and under conditions as close as possible to that found in the industry/trade and, as applicable, shall be the same as required for apprentices as outlined in the craft Apprenticeship Training Standards published by the USDOL Bureau of Apprenticeship and Training, when such training standards exist.
- (2) While students will be encouraged to complete all TARs associated with their NTC trade, they must successfully achieve all the requirements of at least one Job Corps-approved TAR before they can be certified as a vocational completer. In addition, each student completing an NTC program will take the appropriate Job Corps qualifying test for Apprenticeship and Training Applicants, if applicable.
- (3) Throughout their training, students will be taught the importance of attaining and applying the Employability Skills listed in each TAR.

They will be provided assistance and support in mastering and demonstrating these skills during their vocational training experience, including at VST and WbL sites.

- (4) Consistent with a major element of Job Corps' CDSS (i.e., providing career development activities tailored to each student's individual needs), centers and NTC staff shall collaborate in developing student schedules. Every effort shall be made to schedule students to attend vocational classes for 8 hours per day, including an appropriate amount of time for lunch. However, the training day may be less than 8 hours, as needed, to accommodate activities that clearly and directly support students' success in securing and retaining training-related employment. For example, the time required by both academic and NTC instructors to plan for curriculum integration and for establishing mentoring arrangements and WbL sites with employers, all fall into this category. Likewise, the participation of NTC staff and students in each center's Social Skills Training Program is an important learning opportunity that may also be scheduled. These exceptions notwithstanding, and in accordance with the PRH, section 3.2R.2.c, "Centers shall: Develop a schedule which ensures that prior to graduation students receive substantial practice and experience in working an 8-hour day, or working hours and conditions consistent with the anticipated workplace."
- (5) Hands-on training and related shop/classroom training shall be divided approximately 70% and 30%, respectively (not applicable to TCU).
- (6) A standard training week shall be 40-hours, Monday through Friday, excluding center observed holidays.
- (7) Basic vocational training programs are established with the expectation that they will require a minimum of 52 weeks or 1,000 hours for the average student to complete. However, recognizing that programs are competency-based, students will vary in how much time they need to complete a program.
- (8) NTCs agree to maintain the following student slots-per-instructor ratios:

CONTRACTOR	TRADES	TOTAL SLOTS PER INSTRUCTOR
IMI	Bricklaying; Tile Setting; Plastering	20 for all basic Programs

CONTRACTOR	TRADES	TOTAL SLOTS PER INSTRUCTOR
	Advanced Masonry Crafts	10 (full-time)
IUPAT	Painting; Glazing; Sign Painting; Floor Covering	20 for all Programs
HBI	Facilities Maintenance; Electrical; Landscaping; Plumbing; Carpentry; Painting; Bricklaying	24 for all Programs
PLAST. TRUST	Plastering; Basic and Advanced Cement Masonry	24 for all Programs
UBC	Carpentry	20 for all Programs
UAW-LETC (AT)	Advanced and Basic Auto/Truck Repair Technician (includes Auto Body Technician and Parts Clerk)	12 for all Programs
TCU (AT)	Transportation/Clerical Worker	40/50 2-3 instructors
IUOE	Heavy Equipment Operator	12
	Heavy Equipment Mechanic	16
	Stationary Engineer	20
	Surveyor	18
	Basic and Advanced Paving Specialist	20
APPALACHIAN COUNCIL	Construction Technology Worker	24
	Auto Repair Tech. Helper	20
	Bricklayer	24
	Health Occupations Tech.	30

CONTRACTOR	TRADES	TOTAL SLOTS PER INSTRUCTOR
	Business Office Tech.	30
	Culinary Arts Worker	20
	Transportation Worker	20
	Painter	24
	Welder	24
	Retail Salesperson	30
	Carpentry	24

- (9) During the period that students are under the supervision of NTC instructors, they shall be responsible for:
- the Center Safety and Occupational Health Plan, as well as industry, state, local, and OSHA trade-related safety rules, regulations and standards;
 - center rules and regulations, including those pertaining to safety;
 - center student conduct standards; and
 - student accountability.

NTC instructors shall work closely with the center safety officer, and the health and wellness manager/administrator, on all matters concerning the health and safety of students.

5. STUDENT CONDUCT STANDARDS

Center director-established student conduct standards and disciplinary procedures will be used by NTC staff as a basis for dealing with any significant student problem. Disciplinary measures in NTC vocational shops and work sites shall be enforced by NTC instructors. NTC instructors shall have the authority to immediately suspend from class a student who has violated safety/disciplinary rules or regulations when, in the judgment of the NTC instructor, such action is necessary to prevent injuries or disruption to the training. In these situations, NTC instructors shall advise the center director of the action taken as soon as possible. Further, NTC instructors shall advise the center director when a student should be permanently removed and/or reassigned from an NTC vocational program for continuing to disregard safety/disciplinary rules and regulations.

NTC instructors shall be part of the center's process for determining the readmission of students into NTC classes.

6. **STUDENT-RELATED ACTIVITIES**

- a. The center director has responsibility for establishing programs, activities, and training conducted during the Career Preparation Period (CPP). These may include, but not be limited to: introduction to center life; communications; diversity training; personal and career counseling; career planning and exploration; social and employability skills training; training in basic information technology and the development of a PCDP for each student. Drivers Education is required to begin during this period.

As full partners in the development and implementation of the CDSS, NTC instructors shall be actively involved with center officials and staff in helping to establish the above- cited programs, activities and training, and ensuring their effectiveness.

For the CDSS to have a positive impact on the long-term labor market success of graduates, every individual and organization working in the Job Corps system, including NTCs, must work as a team.

- b. NTC instructors shall actively participate in Evaluation of Student Progress (ESP) Panels whenever students enrolled in NTC training programs are involved. NTC staff and center staff will work cooperatively to ensure that the scheduling of these activities results in the least disruption to vocational training classes.
- c. NTC instructors shall notify appropriate center staff, on a timely basis, when students are near vocational completion so that planning can be initiated/coordinated for career transition and graduation. However, in those instances when a training-related job becomes available on short notice, the NTC instructor and CDSS manager/specialist will work expeditiously to ensure that career transition readiness activities are not deterrents to the placement of graduates.
- d. The NTC has the primary responsibility for: (1) ensuring that students successfully complete vocational training requirements, including the employability skills, identified in the TARs, (2) placing NTC vocational graduates, combination graduates, as well as assigned GED-only graduates and former enrollees, into training-related jobs at livable wages, and (3) where applicable, and coordinated with the CDSS manager/specialist and/or designated Career Transition Service (CTS) providers, ensuring that career transition support services are made available, as needed.

- e. NTCs will work closely with center directors in support of their responsibility to initiate Drivers Education for all students during the CPP. Further, because construction and vehicle repair workers are required to have a valid drivers license, or commercial driver's license (CDL), Schedule B, as appropriate, in order to be considered for most jobs, NTCs shall support center efforts to meet this need. In addition, training in automatic and standard shift driving shall be provided by centers to students in trades where these skills are essential for trade-related employment.

7. FACILITY REQUIREMENTS, EQUIPMENT AND SUPPORT SERVICES

The center operator shall provide the NTC with appropriate and adequate vocational shop training and administrative space, and the support services listed below. Subject to the center's fire, security, and related safety policies, the NTC shall be responsible for maintaining security of the assigned space, including the establishment of a limited access policy.

The center operator shall provide the NTC, at no cost, with the following equipment and support services, as part of the center operator's contract. Requirements will vary for NTC Advanced Training (AT) programs.

- a. Shop and VST equipment, materials and supplies (a detailed listing of equipment shall be provided by the NTC and included as part of this MOU). Desks and chairs for classrooms will also be provided.
- b. Reasonable accommodations/modifications, where needed, to provide students with disabilities the opportunity to successfully complete the TAR(s) required in the trade.
- c. Acquisition, maintenance, repair and replacement of vocational and administrative equipment.
- d. Telephone installation in instructor offices and ongoing service, including local and long distance service, in support of providing job development, placement, transition support services, follow-up activities, and for other official Job Corps business.
- e. FAX and copying services.
- f. Safe and adequately equipped vehicles to support training activities/projects.
- g. Mail (postage).
- h. Trash and garbage collection.

- i. Utilities.
- j. Locking file cabinets.
- k. Computer equipment (hardware and software), and printers, in each NTC instructor office that is capable of accessing the CIS, CTS, and the Job Corps Career Development Resource Center (JCCDRC) web site. Computer training, if scheduled for Center staff, will also be made available to NTC staff.
- l. VCRs, monitors, and other appropriate AV equipment, as necessary, to support training.
- m. Secretarial/clerical assistance, when the need is justified.
- n. Security for vocational training facilities during other than normal working hours.
- o. Transportation and meals for students participating in work experience, including WbL.
- p. Fire protection and OSHA approved safety programs at vocational facilities.
- q. OSHA required safety equipment (e.g., eye, hand, face and fall protection), and other personal protective equipment, that is required in the trade and that meets OSHA standards.
- r. The provision of Federal Tax Credit Conditional Certifications for eligible graduates and former enrollees, prior to separation, as long as these programs continue to be statutorily authorized and target group documentation is accessible.
- s. Student vocational clothing including, where applicable, special and foul weather clothing, hard-toed safety shoes, and replacement items (includes those students assigned by the center above the contracted class/surge level).
- t. Appropriate attire for VST projects and WbL assignments and, as applicable, requirements imposed by OSHA, state law, industry standards and the specific job site.
- u. Immediate and accurate entry of the following NTC-related data into the automated Career Transition System:
 - (1) vocational student data, including vocational entry dates and completion levels, as they occur;

- (2) any and all corrections, when notified by the NTC, along with verification to the NTC that the corrections were made, and
 - (3) placement results, as determined by the center or as provided by the NTC.
- v. Copies of the 678 Forms and VES 10 and 20 Reports on a regular and timely basis.
 - w. Shipping tool kits to students, when requested by an NTC instructor.
 - x. Transportation for students to WbL/WEP sites, industry/trade certification/accreditation sessions, and job interviews.
 - y. Consistent with the Center Training Plan, as described in the PRH, NTC staff will be included in all training designated for vocational instructors, including standard First Aid and CPR.

8. TRAINING MATERIALS AND SUPPORT

- a. The NTC contractor shall provide each student and instructor with such instructional materials and publications as necessary to adequately conduct quality vocational training. Training-related videos that have proven to be successful will also be made available by the NTC to support classroom instruction, as well as an updated listing of Internet web sites that support student learning.

In selecting instructional tools and techniques that have the greatest impact on students, NTC officials, field staff and instructors shall periodically review appropriate sections of the JCCDRC web site (www.jccdrc.org) to become knowledgeable, and consider implementation, of productive teaching practices and methods, placement and follow-up strategies, activities that have been successful in serving students with disabilities, and strategies and techniques for keeping classes full. NTCs shall also be contributors to the JCCDRC web site.

- b. With the exception of all Appalachian Council/AFL-CIO and UAW/LETG programs, the NTC contractor shall provide tool kits for students in training, in accordance with established policy in PRH 3.2R4a. Tool kits shall be made available AT NO COST to NTC students who complete vocational training, as well as to assigned academic-only graduates and former enrollees who are referred to NTC trade-related jobs. Annually, the NTC contractor shall submit to the NTC GAR, for approval, a list of tools that are provided in each tool kit; a copy of the approved lists shall be provided to center operators by the NTC.

For Appalachian Council/AFL-CIO and UAW/LETC programs, the center operator will provide tool kits AT NO COST to students who complete vocational training, as well as to assigned academic-only graduates and former enrollees who are referred to trade-related jobs. These NTC contractors will work in partnership with the center operator/director to ensure that the tool kits meet the needs of the trades involved so that students can be successful in securing and retaining training-related jobs.

There are no tool kits for students completing the TCU program, the IUOE Heavy Equipment Operator, Surveyor, and Paving Programs, and certain Appalachian Council programs.

- c. With the exception of TCU, NTCs utilize contract funds to provide each student with a basic uniform, usually consisting of at least several T-shirts and a work cap bearing the NTC insignia. Over the years, a number of NTCs have expanded the basic uniform to include one or more of the following items: work pants; jacket; belt, and sweat shirt.

9. AUTOMATED CAREER TRANSITION SYSTEM

- a. NTC instructors and field staff/coordinators shall be responsible for the timely and accurate entry of the following data into the automated Career Transition System:
 - (1) Post-center contact with graduates including significant job development activity, job referrals and, as applicable, transition support needs and services provided.
 - (2) Placement activity involving graduates.
 - (3) Upgrade information related to graduates, especially wage and job training match.
- b. The designated CTS provider shall verify NTC placement data and report placements to the Job Corps Data Center (JCDC), through the automated Career Transition System.

10. NTC STAFF RESPONSIBILITIES

- a. NTC Instructors
 - (1) NTC instructors are expected to serve as role models for students. Any abusive or other inappropriate behavior by instructors towards students or staff, failure to supervise students properly, or a disregard for center rules and regulations, will not be tolerated. NTC field and

headquarters officials shall take immediate and appropriate action, when first learning of such incidences. This may include termination of NTC instructors. Where the NTC fails to respond expeditiously and adequately, the NTC GAR will become involved.

- (2) NTC instructors shall periodically communicate with other center staff who serve NTC students in other program areas (e.g., academic and residential). The purpose of such contact is to determine how NTC students are meeting their responsibilities in these other areas, and especially to identify students having problems that could lead to early separation if not dealt with immediately and effectively. Where this appears to be the case, the NTC instructor, acting as a role model, shall endeavor to positively influence the student and steer him/her in a better direction.

The above-described responsibility, which is in addition to NTC instructors' participation in student ESP panels, is primarily intended to prevent ZTs, AWOLs, etc., and increase the number of NTC vocational completers. While such assistance will benefit students regardless of the time they have spent in the trade, the greatest impact may be on those who are nearing completion of the TAR and are likely to be placed in a training-related job.

- (3) NTC instructors shall support and participate in pre-planned, scheduled activities that have been designed by center officials and staff to support center goals and objectives; e.g., improving community relations. Such activities/projects, which usually involve most center components, may take place outside of normal working hours, including weekends, and at sites other than the Job Corps center.
- (4) Where requested by center officials, NTC instructors using center vehicles must show proof of a valid driver's license. NTC instructors will also immediately notify appropriate center officials of any changes/restrictions to their license, when they occur.

b. NTC Field Staff/Coordinators

- (1) NTCs with field staff shall ensure that they monitor, and are fully aware of, how NTC programs and instructors are performing. In cooperation with instructors and, as appropriate, center/regional staff, NTC field staff shall develop and initiate corrective action plans when substandard performance is identified.
- (2) For those NTC instructors having difficulty teaching students and/or dealing effectively with problems associated with student conduct, field staff shall provide, or arrange for the provision of, necessary

assistance and support.

- (3) NTC field staff shall ensure that NTC instructors are contributing to the effectiveness of centers' CDSS Plans, and not acting independently or with sole regard to their responsibilities as vocational instructors. NTC instructor support of, and participation in, a broad spectrum of student/staff programs and activities benefit student retention, learning, and success in the labor market.
- (4) Where significant problems associated with a particular NTC instructor persist, either in the performance of his/her basic responsibilities or as a participant in other center activities and programs, NTC field staff shall take immediate and appropriate corrective action. If warranted, such action may ultimately include the permanent removal of an NTC instructor; however, before a final decision is made to release an NTC instructor, the center director and assigned project manager shall be notified. These individuals will have the opportunity to expeditiously assess the impact of such a decision on the operations and administration of the center, and share this information with the appropriate NTC official(s) for consideration in making a final decision.
- (5) NTC vocational program performance must also be carefully and continuously monitored by field staff. In addition to center visits, communicating with instructors, students, local union officials, and individual employers/contractors, and their trade associations, the monthly Vocational Evaluation System (VES) Reports shall be used as a tool for analyzing performance. Further, in cooperation with NTC instructors, field staff must also ensure that each program remains full, and that by the close of each program year at least half of the contracted slots for each center NTC program result in placements, as defined by PRH Exhibit 4-1. Slot utilization is a cost effectiveness issue that must continually be continually monitored and, as warranted, have problems effectively addressed.
- (6) NTC field staff shall take the lead in working with NTC instructors to establish meaningful relations with local business agents and other union officials, business councils, and affiliated organizations in labor markets where students return to seek employment. Such efforts are primarily intended to promote and establish registered apprenticeship and other career opportunities for qualified graduates/former enrollees.
- (7) As stated above, NTC field staff shall periodically visit centers to monitor instructor and program performance in a variety of areas. This includes VST projects and WbL sites. To the extent practicable,

the center director shall be notified in advance of these visits. Further, following each visit, the NTC field staff shall conduct an exit conference with the center director, or her/his designee, and other officials, as appropriate, to review significant findings and address issues affecting program performance.

- (8) Field staff shall establish and maintain contact with appropriate regional office project managers concerning NTC program and instructor performance, as well as significant findings/issues resulting from monitoring visits that could not be resolved at the center level.

11. **RESOLVING ISSUES**

a. Instructor Removal

In those instances where the center director requests the permanent removal of an NTC instructor, such request shall be in writing to the NTC National GAR, assigned NTC field staff, and the designated regional office project manager. The written communication shall include the specific reason(s) justifying the request, along with any documented violations of center rules, operating policy, etc., that have been committed by the instructor in the past.

The regional office project manager and NTC National GAR will expeditiously investigate the matter and jointly render a final decision that will be binding on all parties involved.

- b. NTC instructors shall work cooperatively with center directors to informally resolve all issues. Where necessary, these efforts shall also involve the assigned NTC field coordinator/specialist, higher-level NTC official(s), and the regional office project manager. However, in the event that a resolution is not achievable, the NTC contractor shall immediately request the assistance of the NTC GAR; concurrently, the center director shall notify the Job Corps regional office project manager/regional director to assist in the resolution process.

The NTC GAR and regional office project manager shall work cooperatively and expeditiously to fully investigate unresolved matters and jointly render a final decision that will be binding on all parties involved. At no time during this entire process shall the center operator or center director, NTC officials, including field staff and instructors, take any action that will adversely affect the training of students or functioning of the center.

These provisions apply to all Job Corps centers, including agency-operated centers.

12. PERFORMANCE

Center officials, regional office project managers, and NTC staff shall periodically assess NTC program performance and, working collaboratively, develop and effectively implement corrective action plans to improve programs on probation as well as those facing such action. Utilizing the following tools is essential in accurately assessing program direction and the need for assistance: Vocational Evaluation System (VES) monthly reports; Corrective Action Plans (CAPs) and CAP Status Reports for NTC programs serving Probation, and the utilization of contracted slots, as described below.

a. Slot Utilization

For NTC basic vocational training programs at least 50% of the contract slots for each NTC class (see chart at Section 4.c(8) of this MOU) shall be placed in career opportunities, in accordance with the placement definition specified in the PRH, Exhibit 4-1. For NTC AT programs, at least 65% of contract slots shall be placed.

Ensuring full classes requires NTC instructors and field staff to work cooperatively with center and, as appropriate, regional staff to try and prevent student terminations from occurring prior to completing a trade. As described in 10.a(2) above, this includes ongoing and effective communications between NTC instructors and a variety of center staff who also deal with NTC students, to determine performance in other parts of the program, and especially where NTC instructors may be able to positively influence student behavior. Where planned prevention (early intervention) techniques are not successful, NTC instructors and field staff shall work as a team with center staff and the regional project manager to find effective solutions to early termination, particularly those resulting from AWOL and ZT violations.

b. Impact of Substandard Performance

NTC programs performing at a substandard level at contract and agency centers may be placed on probation, reduced in slots, or eliminated. When an NTC program is placed on probation, the NTC shall, within 20 working days of notification, submit a CAP to the National GAR, and appropriate regional director, project manager, center director, and agency director (i.e., the Forest Service; Fish and Wildlife Service, Park Service, or the Bureau of Reclamation).

CAPs shall be developed using a collaborative/team approach involving appropriate NTC and center staff, as well as the regional office project manager, if needed. The CAP must be specific in its identification of the problem(s) causing substandard performance, and equally specific in detailing the corrective action to be initiated.

In addition to the CAP, a quarterly CAP Status Report will also be transmitted to the GAR, as well as the other officials who were provided the CAP, including the center director. At a minimum, this report shall include the impact, if any, of corrective action measures described in the CAP, as well as any additional or modified actions that may have been taken or planned since the last submission. CAP Status Reports are due to the National GAR, and the recipients of the CAP, on October 15 (for the period July 1 thru September 30), January 15 (for the period October 1 thru December 31), and April 15 (for the period January 1 thru March 31). For Program Year 2001, the first CAP Status Report was due April 15, 2002.

13. **ADMINISTRATIVE PROVISIONS**

a. Staff and Leave Provisions

- (1) The workday (starting and ending times) shall be in accordance with center policy.
- (2) Annual Leave - Annual leave must be scheduled and coordinated with the center director sufficiently in advance to ensure that there is no adverse effect on center operations and that quality student instruction continues uninterrupted. Actual approval of annual leave is the responsibility of the NTC and may be granted only after timely notification has been provided to the center director, or her/his designee, and their comments have been carefully taken into consideration by the NTC.
- (3) Sick Leave - To the extent practicable, NTC instructors are expected to notify the center director, or her/his designee, prior to the first scheduled class when sick leave must be taken.
- (4) With the exception of pre-scheduled, center activities, described in item 10.a.(3) above, no overtime or center holiday work shall be performed, unless requested in writing by the center operator and accepted by the GAR and NTC contractor. Overtime pay, when approved, will be reimbursed at the rate established for the area in which the work is performed.
- (5) The center director shall provide qualified substitutes for up to the first 10 working days that an NTC instructor is on sanctioned leave, or where there is an unexpected termination or resignation by an NTC instructor. After the first 10 working days, the NTC contractor is responsible for providing a qualified substitute or, as warranted, hiring a fully qualified replacement instructor.

b. Other

- (1) The center director shall be notified in a timely manner by the NTC field staff, or another appropriate NTC official, in a timely manner, of any instructor change so that related center administrative, operational and logistical matters can be adequately addressed.
- (2) The center director, or his/her designee, shall sign weekly time sheets verifying the NTC instructor(s) time on center (where TCU and the Appalachian Council/AFL-CIO operate vocational programs, other arrangements may be made).

Center Contractor or Designee _____ **Date** _____

NTC National Administrator or Designee _____ **Date** _____