

## MEMORANDUM OF UNDERSTANDING

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

- 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\_\_.

**(Signatures required at the close of this Agreement—page 21)**

### 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 the Student Pay Allotment Management Information System/Career Transition Services (SPAMIS/CTS), to all graduates who have successfully completed the NTC vocational training programs. Non-completers of NTC programs who, in the judgment of the NTC instructor and center director, or his/her designee, have attained and demonstrated sufficient vocational and employability skills to successfully perform at least entry level tasks required by the trade, shall be provided initial job placement services.

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 Career Development Services Suite (CDSS) Manager/Specialist and/or designated 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 Job Corps automated CTS system to record significant information about job referrals, placements, career transition support services arranged for graduates, as well as new and updated sources for contacting graduates.

- c. Develop and maintain a productive and meaningful relationship with the associated national, state, and local unions, business/industry organizations, and individual employers that can place Job Corps graduates into registered apprenticeship training programs and other meaningful career opportunities at wages that support self-sufficiency.
- d. In consultation with appropriate unions, industry groups, individual employers, and Occupational Safety and Health Administration (OSHA) (as well as state and local OSHA counterparts), determine the equipment, tools, materials, and supplies necessary to ensure quality training and to protect student/instructor safety and health. As appropriate, these activities will be coordinated with the center safety officer and/or the Health and Wellness manager/administrator.
- e. Ensure that NTC vocational training programs offer all assigned students the opportunity to perform all work normally required of entry-level workers in the trade, thereby enabling graduates to:
  - (1) enter a registered apprenticeship training program leading to full journey person status, a customized employer-based training program that leads to career opportunities; or,

- (2) enter a specific area of the craft/trade that offers the opportunity for long-term employment and career building.
- f. As applicable, inform local unions, home builders associations, major providers of transportation services, auto/truck repair businesses, other established business/industry affiliates, apprenticeship committees/councils, and contractors and individual employers of the opportunity to refer potential employees who are eligible for Job Corps to related NTC training at Job Corps centers. The NTC staff shall coordinate with the appropriate Outreach and Admissions (OA) contractor(s) and center staff to ensure the availability of NTC program openings prior to finalizing arrangements for potential enrollees.
- g. Have appropriate NTC staff fully participate in the curriculum development process at each center where the NTC operates a vocational training program. This includes serving as an active member of the center Curriculum Development Committee and, if authorized, sharing NTC-developed instructional resources, techniques, and methods that contribute to student success.
- h. Ensure that NTC staff fully support the functioning of the Center Industry Council, CDSS managers/specialists, and the business and community liaison (BCL), in improving the quality of vocational training programs and creating meaningful linkages with individual employers, employer and labor organizations, One-Stop centers/partners, state and local workforce investment boards, and local youth councils.
- i. Work closely with the center director's designee (CDD) 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 by the Training Achievement Records (TARs).

### **3. SELECTION OF STUDENTS FOR NTC TRADES**

- a. Except for applicants referred to Job Corps by the groups cited in 1. (f) 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, like all others, are required to participate in and successfully complete all the activities included in the center's Career Preparation Period (CPP). The only exception is an 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, and possibly select another trade, he/she

shall be permitted to do so.

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

(1) Age

No student can be denied access to a vocational training program, including NTC programs, because of age. However, because most NTC trades, as a condition of employment, require applicants to be at least 18-years of age, and recognizing that certain NTC trades have significant safety-related responsibilities, the center director, or her/his designee, and the NTC instructor(s)/field director shall jointly address these issues. Based on relevant factors, particularly student safety, but also including demographics, a solution shall be agreed upon that will not adversely impact students or NTC performance.

In addition to the above, students who are prevented from obtaining a driver's license, including a Commercial Driver's License (CDL), because of previous violations, etc., shall not be enrolled in NTC trades requiring a license as a condition for employment.

(2) Academics

Students must have a proficiency in reading and math that will enable them 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 power tools, equipment, machinery, and adherence to specific OSHA/industry safety guidelines.

(3) Health

Unless the center physician determines that participation in a particular trade would be a direct threat to the well being of the student, other students, and/or the instructor, a student's health condition shall 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 Preparation Period

During the Career Preparation Period (CPP), all students shall learn, demonstrate, and practice personal responsibility and employability skills required at the workplace as well as basic information technology skills. In addition, each student will be assisted in developing a Personal Career Development Plan (PCDP) and will commit to the plan. In this regard, students will have an opportunity to spend time in trades that interest them as part of the overall effort to ensure that students are well suited for their trade choice(s).

The center director has the responsibility for establishing programs, activities, and training conducted during the 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, interest and ability tests, and the development of a PCDP for each student. Driver's 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.

##### b. Career Development Period

Job Corps' Career Development Period (CDP) combines center-based and work-based learning (WBL) strategies and experiences to improve students' academic, vocational, 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. To take full advantage of this opportunity, NTC instructors and center officials and staff shall work collaboratively to ensure that learning experiences, including those arranged through employer partnerships, meet the center-based and WBL standards described in the Policy and Requirements Handbook (PRH).

- (1) NTC instructors shall work in partnership with appropriate center staff in establishing meaningful WBL opportunities. 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 early in their vocational training, in addition

to 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 includes 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 two weeks of completing the WBL assignment. In this regard, however, every effort must be made to avoid situations where NTC instructors have less than 70% of registered students physically in their class, over an extensive period of time. NTC instructors will closely monitor this situation and work with the vocational manager and other appropriate center staff to ensure that class size is effectively managed. When NTC instructors are confronted with significantly smaller classes, they are expected to perform other job-related tasks, as time permits. These may include, but are not limited to, the following:
  - Monitoring existing WBL sites, and helping to develop new sites
  - Strengthening working relationships with local unions, employer organizations, and individual employers/contractors
  - Working with academic instructors to develop applied academic lessons
  - Providing short-term (up to 10 days) introductory training to students on the waiting list for the NTC trade, who continue to have a strong desire to enter and complete the training

c. Vocational Skills Training

(This provision is NOT applicable to Transportation Communications Union {TCU} and United Auto Workers/Labor, Employment, and Training

Corporation {UAW/LETC} programs. At the conclusion of this provision, the TCU Work Experience Program {WEP} and Federal Internship Trade Program {FITP} are described.)

- (1) VST projects shall be planned for each program year in accordance with the PRH. 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 shall each 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 appropriate Job Corps Regional Office.
- (2) In cooperation with the center director's designee, NTC staff and appropriate local community members/officials will make every effort to develop VST opportunities that support student learning and meet not only the center's needs, but community needs as well. Community projects are supportive of the Workforce Investment Act challenge to expand 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 every two weeks for the purposes of: assessing the progress on current VST projects; reviewing/adjusting the plans/schedules for the next two-week period; ensuring that all issues and concerns related to job safety and scheduling are satisfactorily addressed, as well as formulating long-range plans. Minutes of each meeting will be maintained by the center director's representative and copies 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. The 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 Services Administration (GSA) per diem rate will apply. In the event housing is provided, the prevailing GSA Meals and Incidental Expenses (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, shall be incorporated in all VST projects as part of the overall learning experience and the skills essential for success on the job.

**Note:** The TCU WEP and 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 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 GAR-approved extension period.

d. 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 United States Department of Labor (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 (1) Job Corps-approved, completion level 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 throughout their vocational training experience, including VST and WBL.



- (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 jointly develop student schedules. Every effort shall be made to schedule students to attend vocational classes for the maximum period per day, including an appropriate amount of time for lunch. However, the training day may be less than the traditional 8-hours 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, fall into this category. Likewise, the participation of NTC staff and students in each center's Social Skills Training (SST) program is an important learning opportunity that may also be scheduled during the workday. These exceptions notwithstanding, and in accordance with the PRH, "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) While many of the basic vocational training programs may require a minimum of 52 weeks or 1,000 hours for the average student to complete, NTC students will vary in how much time they actually need to complete because programs are competency based.
- (8) NTCs agree to maintain the following student slots-per-instructor ratios, in accordance with their national contract:

CONTRACTOR	TRADES	TOTAL SLOTS PER INSTRUCTOR
IMI	<ul style="list-style-type: none"> <li>• Bricklaying; Tile Setting; Plastering</li> <li>• Advanced Masonry Crafts</li> </ul>	20 for all basic programs  10 (full-time)
IUPAT	<ul style="list-style-type: none"> <li>• Painting; Glazing; Sign Painting; Floor Covering</li> </ul>	20 for all programs
HBI	<ul style="list-style-type: none"> <li>• Facilities Maintenance; Electrical; Landscaping; Plumbing;</li> <li>• Carpentry; Painting; Bricklaying</li> </ul>	24 for all programs
National Plastering Industry's JATF	<ul style="list-style-type: none"> <li>• Plastering; Cement Masonry</li> <li>• Advanced Cement Masonry</li> </ul>	20 for all basic programs 10 full-time for advanced
UBC	<ul style="list-style-type: none"> <li>• Carpentry</li> </ul>	20 for all programs
UAW/LETC	<ul style="list-style-type: none"> <li>• Basic Auto/Truck Repair</li> <li>• Basic Collision Repair</li> <li>• Parts Department</li> <li>• Advanced Collision Repair</li> <li>• Heavy Duty Truck Repair</li> </ul>	12 for all programs
TCU	<ul style="list-style-type: none"> <li>• Transportation/ Clerical Worker</li> </ul>	40/50 2-3 instructors
IUOE	<ul style="list-style-type: none"> <li>• Heavy Equipment Operator</li> </ul>	12
	<ul style="list-style-type: none"> <li>• Heavy Equipment Mechanic</li> </ul>	16
	<ul style="list-style-type: none"> <li>• Stationary Engineer</li> </ul>	20
	<ul style="list-style-type: none"> <li>• Surveyor</li> </ul>	18
	<ul style="list-style-type: none"> <li>• Basic Paving</li> </ul>	20
	<ul style="list-style-type: none"> <li>• Advanced Paving</li> </ul>	10 (full-time)

(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 the NTC staff as a basis for dealing with any significant student problem while in vocational training. To prevent injuries to students/instructors, NTC instructors have the authority to immediately suspend from class a student who has seriously and/or repeatedly violated safety/disciplinary rules or regulations. In these situations, NTC instructors shall advise the center director of the action taken as soon as practicable. Further, NTC instructors shall recommend to the vocational manager and center director the permanent removal of students from NTC trades who continue to disregard safety rules and procedures.

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

## **6. STUDENT-RELATED ACTIVITIES**

- a. NTC instructors shall actively participate in the Evaluation of Student Progress (ESP) panels for students enrolled in NTC training programs. 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.
  
- b. NTC instructors shall notify appropriate center staff, on a timely basis, when students are within 60 days of vocational completion, so that career transition planning can be initiated. However, in those instances when a training-related job becomes available on short notice, particularly a registered apprenticeship opportunity, the NTC instructor and CDSS manager/specialist shall work expeditiously to ensure that the scheduling of career transition readiness activities is not a deterrent to the job-related placement of the graduate. In this situation, every effort will be made to provide departing graduates, as applicable, with transition allowances and WBL funds.

- c. The NTC has the primary responsibility for:
- (1) ensuring that NTC students successfully complete all vocational training requirements identified in the TAR(s), including the employability skills;
  - (2) placing NTC vocational graduates into training-related jobs at wages that contribute to their self-sufficiency; and,
  - (3) when capable, and in coordination with the CDSS manager/specialist and/or designated CTS provider, ensuring that needed career transition support services are made available.
- d. NTCs will work closely with center directors in support of their responsibility to provide driver's education training for all eligible students beginning in the CPP. This is essential for those students assigned to auto/truck repair, but it is also important to those in construction trades as well as the TCU program. Further, completers of automotive repair training must be able to operate both automatic and standard shift vehicles in order to be hired. NTCs shall support centers' efforts to meet the needs of these students.

## **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. Some requirements will vary for NTC advanced training (AT) programs:

- a. Shop and VST equipment, materials and supplies (a detailed listing of equipment shall be included as part of the 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. In addition, cell phones will be provided to NTC instructors when working with students at off-center projects, or at remote areas on-center, to ensure that the need for medical/emergency support can be quickly communicated
- e. FAX and copying services in instructor offices. Where this is not possible, other arrangements shall be in place that are convenient for instructors to use such 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): (1) in each NTC instructor's office, capable of accessing the CIS, CTS, and the Job Corps Career Development Resource Center (JCCDRC) Web site, and (2) in each NTC classroom/shop to support student learning. Instructors will also be provided with a printer. Computer training, if scheduled for center staff, shall also be made available to NTC staff.
- l. Video cassette recorders (VCRs), monitors, and other appropriate audio visual (AV) equipment, to support training
- m. Secretarial/clerical assistance, when the need is justified
- n. Security for vocational training facilities during outside normal working hours
- o. Transportation and meals for students participating in VST, WBL, and other work-experience activities
- 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 meet OSHA standards
- r. The provision of Federal Tax Credit Conditional Certifications for eligible

- graduates, prior to separation, as long as these programs continue to be statutorily authorized and target group documentation is accessible
- s. Vocational clothing for students including, where applicable, special and foul weather clothing, hard-toed safety shoes, and replacement items (includes those students who may be 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, as well as the specific job site
  - u. Immediate and accurate entry into the CIS of the following NTC-provided information/data: (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 when the corrections are made, and (3) placement results, as determined by the center or as provided by the NTC
  - v. Copies of the 678 Forms and Vocational Evaluation System (VES) 10 and 20 Reports, or subsequently developed vocational training performance reports (VTRC), on a regular and timely basis, and the provision of staff training regarding the VTRC reports, when necessary
  - w. Shipping tool kits to students, when requested by NTC programs
  - x. Transportation to and from WBL/WEP/VST sites, industry/trade certification/accreditation sessions, and job interviews
  - y. Consistent with the center training plan, as described in the PRH, NTC staff will participate in all training designated for vocational instructors, including standard First Aid and Cardio-Pulmonary Resuscitation (CPR)
  - z. Security for vocational training facilities, including on-center VST sites, outside of normal working hours

## **8. TRAINING MATERIALS AND SUPPORT**

- a. The NTC 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 in supporting classroom instruction will also be made available by the NTC, as well as an updated listing of Internet Web sites that contribute to student learning and the professional development of NTC instructors.

- b. With the exception of all UAW/LETC programs, IUOE operator, paving and surveying programs, and TCU programs, the NTC contractor shall provide tool kits for students in training, in accordance with established policy in the PRH. Tool kits shall be made available AT NO COST to NTC students who successfully complete vocational training, as well as to non-completers referred to training-related jobs. Sixty (60) days prior to the start of each contract year, NTCs shall submit to the NTC GAR, for approval, a list of tools that will be provided in each tool kit. A copy of the approved lists shall be provided to center operators by the NTC.

For the UAW/LETC programs, the center operator will provide tool kits AT NO COST to students who successfully complete vocational training, as well as non-completers referred to training-related jobs. NTCs will work in partnership with the center operator/director to ensure that the tool kits meet, as much as practicable, the needs of the trades involved so that students can be successful in securing and retaining training-related jobs.

Students completing the TCU and IUOE operator, paving, and surveying programs do not receive tool kits.

- c. With the exception of TCU, NTCs usually provide students with several articles of clothing (e.g., T-shirts and a work cap) bearing the insignia of the particular NTC. A number of NTCs have expanded these basic items to include one or more of the following: hard-hat; work pants; jacket; belt; and sweat shirt.

## 9. **AUTOMATED CAREER TRANSITION SYSTEM (CTS)**

- a. NTC instructors and field staff/coordinators shall be responsible for the timely and accurate entry of the following data into the Career Transition System:
  - (1) Post-center contact with graduates including current contact information, job development, referral and placement activity, and transition support needs and services provided
  - (2) Updated information related to employment and earnings status of graduates, as well as job training match, especially acceptance into registered apprenticeship programs
- b. Each CTS provider assigned an NTC graduate is responsible for verifying the placement when the NTC records such accomplishment in the CTS. Verification activities shall be initiated by the CTS provider in a timely manner and, when this process is fully completed, the CTS provider has the responsibility to report the verified placement to the Computer Information System (CIS) as expeditiously as possible.

If a CTS provider routinely delays the verification and/or placement reporting process, the NTC shall report this matter to the appropriate official(s) in the CTS provider organization, as well as to the assigned regional project manager, in an attempt to correct the problem. Where this is not successful, the national GAR shall be notified in writing including, at a minimum, the following information:

- The name of the CTS-provider (contractor) organization involved, and the dates and names of the organization's official(s) contacted by the NTC to resolve the delays.
- For each NTC graduate affected, provide his/her name, social security number, the date the placement was recorded in the CTS reporting system by the NTC, and how many calendar days it took for the CTS provider to (1) complete the verification process, and (2) record the verified placement in the CTS. Other, pertinent information should be reported, such as: delay(s) that extend beyond the "window" of opportunity for recording placements; the impact on annual performance results, and, if applicable, the future of the specific NTC training program where the student completed training.

## 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 and maintain order and discipline, or a disregard for center rules and regulations, will not be tolerated and will result in disciplinary action, and possibly the loss of employment. NTC field and headquarters officials shall take immediate and appropriate action when such incidences are verified. Where the NTC fails to respond expeditiously and adequately, the NTC GAR will become involved and initiate whatever corrective actions/measures that may be needed.
- (2) NTC instructors shall periodically communicate with 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 responsibility described above is in addition to NTC instructors' participation in student Evaluation of Student Progress (ESP) panels, and is



primarily intended to prevent early terminations as a result of the Zero Tolerance (ZT) policy, Absent With Out Leave (AWOL) situations, etc., and increase the number of NTC vocational completers.

- (3) NTC instructors are encouraged to support and participate in pre-planned, scheduled activities/projects that have been established by center officials and staff to support center goals and objectives. 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) When requested by center officials, NTC instructors who use 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

- (1) NTC Field Staff shall be fully knowledgeable about the performance of NTC programs and instructors. As required by the Vocational Reporting and Improvement System, for individual training programs performing below established standards or on probation, NTC Field Staff shall work collaboratively with the instructor, as well as center and regional staff, to develop, successfully implement, and monitor Program Improvement Plans (PIPs). In meeting these responsibilities, it is extremely important that field staff first make productive use all available means of communications, including electronic, and fully assess performance reports generated by the Job Corps Program and the NTC, before center visits are planned. Center travel shall be limited to situations where face-to-face contact is absolutely essential.
- (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 instructors. NTC instructor support and participation in a broad spectrum of student/staff programs and activities benefit student retention, learning, and their future success in the labor market. NTC field staff shall also participate in the Regional Appeals Process.
- (4) Where significant problems associated with a particular NTC

instructor are verified, 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 of this type is made, the center director and assigned regional office project manager shall be notified. These individuals shall have the opportunity to expeditiously assess the impact of such a decision on the operations and administration of the center, and to share this information with the appropriate NTC official(s) for consideration prior to a final decision being made by the NTC.

- (5) In cooperation with NTC instructors, and appropriate center officials, field staff will also ensure that each program remains full, and that by the close of each program year at least 51% of the contracted slots for each NTC result in placements, as defined by the PRH. As described in the section on Performance (11), slot utilization is a cost effectiveness issue that must continually be monitored and, as warranted, have problems effectively addressed.
- (6) NTC field staff shall also establish meaningful relations with business agents and other local union officials, business councils, and affiliated organizations in labor markets where students return to seek employment. Such efforts are intended to promote and establish registered apprenticeship and other career opportunities for qualified graduates.
- (7) NTC field staff will visit centers, when justified. To the extent practicable in these situations, the center director shall be notified in advance of 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, particularly if the program is on probation and/or under a Performance Improvement Plan (PIP).
- (8) Field staff shall also establish and maintain contact with appropriate regional project managers concerning NTC program and instructor performance, as well as significant findings/issues resulting from monitoring that could not be resolved at the center level.

## 11. RESOLVING ISSUES

- a. NTC instructors shall work cooperatively with the center director and appropriate staff to informally resolve all issues. Where necessary, these

- b. efforts shall also involve the assigned field coordinator/specialist, higher-level NTC officials, and the regional office project manager. However, in the event that an informal resolution is not possible, 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 to assist in the resolution process.

The NTC GAR and Regional Office project manager shall work cooperatively and expeditiously to fully investigate matters that could not be resolved informally, and jointly render a final decision that will be binding on all parties involved. However, if this is not achievable, the Job Corps Deputy National Director shall be the final arbiter. At no time during this entire process shall the center operator/director, NTC officials, including field staff and instructors, take any action that could adversely affect the training of students in the NTC program or functioning of the center.

- b. In those instances where the center director requests the permanent removal of an NTC instructor, such requests shall be in writing to the NTC national GAR and the designated Regional Office project manager, with copies to the assigned NTC field staff/coordinator or, if one does not exist, the NTC national director. The written communication shall include the specific reason(s) justifying the request for removal, along with any documented violations of center rules, operating policy, etc., that were committed by the instructor.

These provisions apply to all Job Corps centers where NTC programs exist, including agency-operated centers.

## 12. PERFORMANCE

NTC performance shall be evaluated by regional directors, as well as the national GAR and other appropriate National Office staff, based primarily on results from the Vocational Reporting and Improvement System (VRIS).

### Slot Utilization – The Minimum Productivity Rule

It is incumbent upon each NTC to work closely with center staff to ensure that all classes remain full throughout the program year, and that at least 51% of the contract slots for each NTC program (see Chart at Section 4 (d)) result in placements as defined by the PRH. It is important to note that regardless of a program's overall or individual activity rating on the Vocational Report Card, if the above cited, minimum placement percentage is not achieved by the close of a Program Year, the program will be designated as a substandard performer (Grade 'D'), and subject to sanctions including probation and/or slot reduction, or closure, as appropriate.

Ensuring that classes remain full requires NTC instructors and field staff to work cooperatively with center and, as necessary, regional staff, to try and prevent student terminations from occurring prior to completing a trade. As described earlier, this includes ongoing and effective communications between NTC instructors and a variety of center staff that also deal with NTC students, to determine student performance in other required areas of the Job Corps program and where NTC instructors may be able to positively influence student behavior. Where planned prevention (early intervention) techniques and activities are not successful, NTC instructors and field staff shall work as a team together with center staff and the regional project manager to find effective measures to prevent/minimize early terminations, particularly those resulting from AWOL and Zero Tolerance violations.

### 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 – 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 considered 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 previously, no overtime or center holiday work shall be performed unless requested in writing by the center operator and accepted by the 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 of 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, 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 operates vocational programs, other arrangements may be made).

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**Name and Title of Center Operator or Designee:** \_\_\_\_\_

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**Name and Title of NTC Administrator or Designee:** \_\_\_\_\_

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