

## APPENDIX 302b

### MEMORANDUM OF UNDERSTANDING

#### International Masonry Institute (IMI)

Where the International Masonry Institute (IMI) Job Corps Program operates, the provisions of this Memorandum of Understanding (MOU) apply to IMI Job Corps officials and staff, and Center Directors (including designees). No deviations from the MOU are authorized without the specific and written approval of the Job Corps National Director.

Wherever the acronym IMI appears throughout this MOU, it represents the IMI Job Corps program. Should any differences exist between this MOU and the Statement of Work (SOW) for IMI, the provisions of the SOW take precedence.

#### 1. PURPOSE

This document constitutes a working agreement between IMI and the \_\_\_\_\_ Job Corps Center Director entered into this \_\_\_\_\_ day of \_\_\_\_\_, 2014. (Appropriate signatures are required at the end of this Agreement.)

#### 2. CENTERS, PROGRAMS, SLOTS, AND RATIOS

IMI shall provide 39 contracted CTT instructors at 36 centers (including USDA Agency centers), totaling 780 slots (these figures are valid as of January 2014).

IMI Training Program	Number	Slots
Bricklayer	32	640
Tile Setter	7	140
Total	39	780

To modify any of the above figures, IMI is required to follow the Career Technical Training Change Request process established by the Office of Job Corps (PRH Change Notice No. 05-17 and PRH Appendix 307), in conjunction with Job Corps Regional Offices and Center Directors. All changes in any of the above categories shall be reflected through fully executed Contract Modifications initiated by the Office of Job Corps.

Unless a formal deviation of slots has been approved by the Office of Job Corps, IMI shall offer training programs in accordance with the student/instructor ratios listed below.

IMI Training Program	Total Slots per Instructor
Bricklayer	20
Tile Setter	20

### 3. **BASIC RESPONSIBILITIES FOR PROGRAMS AND SERVICES**

IMI, in collaboration with centers where IMI programs operate and provide services, and to the extent that adequate resources are made available, shall provide all necessary administrative and training personnel, services, off-center administrative facilities and materials, and staff travel and subsistence required to accomplish contracted training services with Job Corps. IMI shall deliver these in accordance with the:

- Workforce Innovation and Opportunity Act (WIOA) ;
- Job Corps Policy and Requirements Handbook (PRH), as well as other Job Corps instructions and policy issuances;
- Career Development Services System (CDSS); and
- Memorandum of Understanding (MOU) signed by an IMI Executive or designee and each Center Director or designee where IMI operates career technical training programs.

The following are specific responsibilities for IMI and all Center Directors where IMI programs exist:

- A. **NTC Operation Plan** – IMI shall develop, in conjunction with centers and Regional Offices, as appropriate, an *Operational Plan* and submit it to the Job Corps NTC Contracting Officer’s Representative (COR) within 90 days of the plan template being available following final contract definitization and award in the base year. For each option year, provided that the Office of Job Corps extends the contract with IMI, IMI shall revise its *Operation Plan* and submit a summary of all changes, if applicable, to the COR within 60 days of contract extension award. In accordance with Job Corps policy, regulations, and requirements, the *Operation Plan* should contain detailed descriptions of IMI’s Job Corps Program’s administrative structure, operation systems, and processes for recruitment, training, placement (including registered apprenticeship programs), and follow-up services to students; IMI staff qualifications and annual professional development plans, and activities to align training to the latest industry skill/training standards. The format of the *Operation Plan* can be similar to a Job Corps Center Plan.
- B. **Industry Skill/Training Standards** – IMI shall provide training programs that lead to high growth, high demand, and high wage positions in the construction industry. IMI shall align all their technical training programs to the latest skills/training standards of the construction industry.

C. **Training Outcomes** – IMI shall provide assigned students training in career technical, career success, and applied academic skills so that they become agile workers with expanded career options, and maintain long-term attachment to the labor market or educational opportunities. Specifically, training outcomes from IMI programs include the following categories:

a. Students enter a registered apprenticeship training program leading to full journeyman status, a customized employer-based training program that leads to career opportunities, or

b. Students enter a specific area of the craft/trade that pays sustainable wages and offers the opportunity for long-term employment and career advancement, or enter the U.S. Armed Forces, or

c. Students enter a community college or technical training school-level program to pursue further technical training or degree-based education, if they choose not to pursue further training or job placement in the occupation for which IMI has provided the training, or

d. Students earn a passing score on written and/or performance tests associated with national recognized certification and/or state licensure. Instructors certify students have completed necessary training and certification(s) to fulfill program requirements.

D. **Placement Services** – To the extent that adequate resources are made available, IMI shall provide initial job placement services for the period of time specific in PRH Chapter 4, 4.2, R.2.a from separation to those graduates of their programs. In addition to job placement services, IMI may also provide career transition support services to graduates, such as making arrangements for housing and transportation, where IMI has the capability to effectively deliver such services and the provisions of such services has first been coordinated with the designated career transition services (CTS) provider.

IMI instructors and field staff shall work collaboratively with Job Corps regional officials and center staff to ensure that IMI-provided job placement and, as applicable, CTS, are coordinated with the development and implementation of each center's CDSS Plan.

E. **Enrollment of Female Students and Instructors** – As an entity that provides instruction and job placement in trades predominantly occupied by males, IMI shall make every effort to recruit female students to achieve meaningful improvement in the number of female graduates.

In an effort to achieve the above objective, IMI shall develop and use creative and effective techniques and strategies during Outreach and Admissions (OA) and the Career Preparation Period (CPP), to educate and interest female students about careers in

construction. As applicable, IMI will work closely with Job Corps Regional office officials, recruitment contractors, the national public relations contract staff and center staff who manage CPP about adopting such recommendations. IMI is also encouraged to seek and develop meaningful partnerships with local, state, and national organizations that provide assistance in recruiting qualified female instructors, as vacancies occur.

Center Directors shall provide assistance to IMI in these efforts.

- F. **Collaboration with Other Job Corps Entities** - IMI shall establish and maintain open and professional communication with the USDOL regional officials, center staff, center operators, and OA and CTS contractors. The National Office of Job Corps encourages IMI to work with all related entities referenced above, within established protocol, to address and resolve areas of concern prior to seeking the involvement of the NTC COR and the Office of Job Corps. IMI will conduct a minimum of one video or teleconference meeting with each USDOL Regional Director in each program year to synchronize goals, priorities, and solutions to problems.

Center Directors shall provide corresponding cooperation to IMI in all areas related to IMI contracted services.

- G. **Center Curriculum Development** – IMI shall have appropriate staff fully participate in the curriculum development process at each center where IMI operates a career technical training program. This includes serving as an active member of the center Curriculum Development Committee and, if authorized by IMI national executive, sharing IMI-developed instructional resources, techniques, and methods that contribute to student success.

Standards-Based Education and Training – IMI shall fully support the advancement to standards-based education and training across all Job Corps Centers. When fully integrated, centers will have incorporated some or all of the following components: Industry or CTT Foundations courses, student cohorts, evening studies, revised CTT schedules for students, multi-step instruction for students, and assigned collaboration time for staff. IMI will be required to participate in the associated staff development sessions and collaborative meetings, as applicable. IMI will work collaboratively with the Job Corps centers, regional offices, and National Office staff to implement required Job Corps policies applicable to IMI CTT providers.

- H. **Center Workforce Council and Business Community Participation**– IMI shall fully support the functioning of the Center Workforce Council, and the center’s business and community activities, including the Community Relations Council, to improve the quality of career technical training programs and creating meaningful linkages with individual employers, labor and business organizations, One-Stop centers/partners, state

and local Workforce Development Boards and youth standing committees, where established.

On centers where IMI career technical training programs operate, the IMI instructors or Field coordinator shall serve as primary contact for communications with IMI affiliated union, district council, association, or organizations and employers signatory to IMI local and national agreements. Further, IMI instructors and Field Coordinator shall fully assist CTS contractors, and center staff in obtaining accurate graduate placement and upgrade verification information through CIS case notes and other methods of contact.

- I. **Disability Issues** – IMI shall follow all federal laws, government regulations, and Job Corps policy related to accommodations for students with disabilities. IMI will work closely with the Center Director’s designee for disability issues to ensure that students with disabilities who are interested in IMI trades are provided reasonable accommodations/modifications, if needed, to perform the trade-related skills required by the Training Achievement Records (TARs). IMI shall ensure that no Job Corps students with disabilities are denied entry into IMI programs for any discriminatory reason.
- J. **Safety** – IMI shall follow federal, state, local, center, and IMI-specific safety regulations and requirements during the technical training process and, in cooperation with center officials, ensure that all training areas are clean and well-maintained. IMI shall advise the centers and NTC COR, in writing, of current industry standards and employer-partner specifications in terms of safety design, requirements, and operation in the training facilities on centers.
- K. **Recruits From Industry/Business** – As applicable, IMI shall inform local unions, other established business/industry affiliates, apprenticeship committees/councils, contractors, and individual employers, of the opportunity to refer potential employees, who are eligible for Job Corps, to related IMI training at Job Corps centers. IMI staff shall coordinate with the appropriate OA contractor(s) and center staff to ensure the availability of program openings prior to finalizing arrangements for potential enrollees.

Center Directors and designated staff shall support IMI in such recruitment efforts.

- L. **Student Selection of IMI Programs** – IMI shall follow center procedures for the assignment of students to career technical programs. To the greatest extent possible, these should include the participation of IMI instructors in the selection process, and providing students an opportunity to learn as much as possible about IMI specialty training programs before final selection, including an opportunity to observe and participate in daily training activities.

In accordance with PRH 1.1, R1(e), Job Corps-qualified applicants referred to specific IMI programs by the groups cited in “K” above shall be admitted to those programs.

These students, as all others, are first required to participate in and successfully complete all activities included in the center's CPP, the only exception being an activity directly related to the selection of a trade. However, in the event that a student in this category expresses interest in exploring other trades, and selects another trade, s/he shall be permitted to do so.

Center Directors and designated staff shall collaborate with IMI in such trade selection efforts.

**M. Enrollment Criteria for IMI Programs** - The specific selection criteria for students participating in IMI training programs are as follows:

a. Age

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

b. Driver's License

Students in IMI programs must be provided every opportunity to obtain a valid driver's license before they graduate. Employers in the industries served by these programs consider a driver's license an essential tool in securing and maintaining employment. Students who had their driver's licenses revoked due to previous violations, etc. shall not be enrolled in IMI programs requiring a license as a condition of employment.

c. Health

Unless the center physician determines that participation in a particular program would be a direct threat to the student, other students and/or the instructor, the condition of a student's health shall not be a factor affecting his/her participation in an IMI trade. In this regard, and in accordance with Job Corps Program Instruction No. 01-11, dated November 27, 2001, IMI is 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 an IMI trade. These matters are solely within the purview of the center physician (PRH, Appendix 302).

The center shall maintain a Respirator Medical Evaluation Program in compliance with OSHA (29 CFR, Part 1919.134 App. C). Students shall be approved for training by the center physician prior to the student's assignment to applicable IMI training programs. A copy of the signed approval shall be provided to the IMI instructor for his/her records. Once a student is enrolled in an IMI program, the center physician and wellness staff are responsible for immediately notifying IMI instructors when a student's health condition, including prescribed medication, may be aggravated by certain training activities or environmental conditions associated with particular training activities.

For students with disabilities who have a reasonable accommodation plan, IMI instructors will ensure that the reasonable accommodations/modifications indicated in the plan and provided by the center operator are made available during training. The center disability coordinator will inform IMI instructors and/or the supervisors of the existence of an accommodation plan for a particular student.

d. Academics

Students must have a proficiency level in reading and math that will enable learning in an IMI trade, understanding and following instructions and, where applicable, adhering to safety regulations and procedures. These proficiencies are particularly essential for trades that require proper use of power tools, equipment, and machinery, and adherence to specific OSHA/industry safety guidelines. IMI will work closely with center staff to ensure every student is given an opportunity to become proficient, in order to succeed in the Bricklaying and Tile Setting training programs.

#### 4. **STUDENT TRAINING**

- A. **Career Preparation Period** – During the CPP, IMI instructors shall assist and collaborate with center staff to train all students to learn, demonstrate, and practice personal responsibility and career success skills required at the workplace.
- B. **Career Development Period** – IMI instructors shall work collaboratively with center officials and staff to ensure that student learning and training experiences, including those arranged through employer partnerships, meet center-based and Work-Based Learning (WBL) standards described in the PRH.
- a. **Work-Based Learning** – IMI instructors shall work in partnership with appropriate center staff in establishing meaningful WBL opportunities associated with IMI trades. Work experience for students will reflect a balance between Career Technical Skills Training (CTST) projects and WBL opportunities. This includes, but is not limited to, the creation of opportunities for all IMI students to observe work-site activities early in the career technical training, as well as for qualified employer representatives to be present during CTST activities to provide meaningful advice and

guidance to students regarding their employability and career technical skills as well as their adherence to established safety and health standards.

b. **Assessing Student Readiness for Work-Site Assignments** – During the Career Development Period, 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 at the Job Corps center, including IMI instructors.

c. **Standards-Based Education in CTST Projects** – IMI instructors and field staff shall work cooperatively with center officials and staff to make CTST and WBL opportunities viable learning experiences that incorporate Job Corps applied academic standards for the construction industry. In this regard, IMI instructors will be actively involved in the development and teaching (including coordinated instruction and team teaching) of lessons that include construction industry applied academic standards. IMI instructors will also use evidence-based instructional approaches, identified by Job Corps to support standards-based training to the extent funding is available.

d. **Management of Class Size** – IMI will ensure that the staff to student ratio is maintained at the contracted level at all times. Students will be assigned to fill slots that are open due to activities such as WBL, full-time academics, or career transition readiness assignments.

If class sizes drop below 60%, IMI instructors shall assist with 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 Job Corps entities to plan and establish various career technical training clusters;
- Working with academic instructors to develop relevant academic lessons;
- Providing short-term (up to 10 days) introductory training to students on the waiting list for IMI trades, who continue to have a strong desire to enter and complete the trade.

### C. **Career Technical Skills Training (CTST)**

a. **Planning** – CTST 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 CTST projects. IMI instructor(s) shall assist this individual in developing and carrying out the CTST Plan. IMI’s designee and the Center Director’s designee shall each sign off, or provide a letter of concurrence, on the annual CTST Plan and any modification to the Plan, including a Safety Hazard Analysis for each

project in the CTST Plan, prior to submitting the Plan/modification to the Job Corps Regional Office.

b. **Developing CTST Opportunities** – In cooperation with the Center Director’s designee, IMI staff and appropriate local community members/officials will make every effort to develop CTST opportunities that support student learning and meet not only the center’s needs, but community needs as well. Community projects expand community ties and student participation in community activities.

c. **CTST Meetings** – The individual designated by the Center Director to oversee CTST projects shall initiate coordinating sessions with IMI instructor(s) involved in CTST projects. These meetings shall be scheduled at least biweekly for the purpose of: assessing the progress on current CTST projects; reviewing/adjusting the plans/schedules for the next 2-week period; ensuring that all issues and concerns related to job safety and scheduling are satisfactorily addressed; and 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.

d. **Off-Site CTST Projects** – 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, safety, and residential and support services commensurate with those at the center. IMI 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 CTST assignments make it necessary for IMI staff to live at the CTST site, the prevailing GSA per diem rate will apply. In the event housing is provided, the prevailing GSA, M&IE rates shall be applicable and paid for by the center operator.

e. **Student Involvement in CTST Planning** – IMI instructors shall involve students in the planning of CTST projects. Further, academic, career success standards training, in addition to the application of technical skills, shall be incorporated in all CTST projects as part of the overall learning experience and the skills essential for success on the job.

#### D. **Related Training Issues**

a. **Realistic Working Environment** – All IMI training shall be conducted in an environment and under conditions as close as possible to those found in the construction industry, and, as applicable, shall be the same as required for apprentices as outlined in the craft Apprenticeship Training Standards published by the USDOL’s Office of Apprenticeship, when such training standards exist.

b. **TAR Completion and Certification/Apprenticeship Enrollment Test** – IMI shall ensure instructional materials are upgraded as necessary to remain aligned with the latest construction industry and/or apprenticeship skills/training standards. IMI TAR(s) shall be developed and formatted in a manner consistent with these standards.

IMI shall assist each student completing an IMI program to take the appropriate industry certification or qualifying test for apprenticeship training programs, if applicable.

c. **Career Success Skills** – Throughout their training, students will be taught the importance of attaining and applying the career success and applied academic standards listed in each TAR. They will be provided assistance and support in mastering and demonstrating these skills during their career technical training experience, including CTST and Work-Based Learning.

d. **Scheduling** – IMI staff shall work closely with center staff to develop student schedules. Every effort shall be made to schedule students to attend career technical 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 IMI instructors to plan for curriculum integration, establishing mentoring arrangements and WBL sites with employers, fall into this category. Such 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 workforce."

e. **Hands-on Training vs. Classroom Instruction** – Hands-on training and related shop-classroom instruction shall be divided approximately 70% and 30%, respectively.

f. **Training Week** – A standard training week shall be 40 hours, Monday through Friday, excluding center-observed holidays.

g. **Length of Training** – IMI shall require students to receive technical training in a time frame commensurate with typical industry time requirements for technical training, before being eligible for graduation. The IMI instructor has the responsibility to determine when a student has satisfactorily completed all training requirements and is capable of performing pre-apprenticeship level skills at a training-related work site.

h. **IMI Instructor Supervision** – During the training period, IMI instructors shall be responsible for:

- *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;
- Student conduct standards; and
- Student accountability, including and especially during CTST projects and activities.

IMI 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.

#### E. **Student Conduct Standards**

a. **Student Conduct Standards** – IMI staff shall use Center Director-established student conduct standards and disciplinary procedures as the basis for dealing with any significant student problem while in career technical training.

b. **Suspension and Dismissal of Students for Safety and Disciplinary Reasons** – To prevent injuries to students/instructors, IMI instructors have the authority to immediately suspend from class a student who has violated safety/disciplinary rules or regulations. In these situations, IMI instructors shall advise the Center Director of the action taken as soon as practicable, with adequate documentation. Further, IMI instructors shall recommend to the career technical training manager and Center Director the permanent removal of students from IMI trades who continue to disregard safety rules and procedures, with adequate documentation.

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

#### F. **Student-Related Activities**

a. **Involvement With Center Activities** – IMI instructors shall be actively involved with center officials and staff in helping to establish programs, activities, and training conducted during the Career Preparation Period as defined in PRH Chapter 2.

b. **Evaluation of Student Progress Panel** – IMI instructors shall actively participate in the Evaluation of Student Progress (ESP) Panels for students enrolled in IMI training programs. IMI and center staff will work cooperatively to ensure that the scheduling of these activities results in the least disruption to career technical training classes.

c. **Coordination of CTS for Graduating Students** – IMI instructors shall notify appropriate center staff, on a timely basis, when students are within 60 days of career technical training 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, IMI instructor and center management 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 with transition allowances and WBL funds, ensure that they receive all appropriate transitional services, and where applicable, meet with assigned CTS staff.

d. **Driver Education** – IMI shall work closely with Center Directors in support of each center’s responsibility to provide Driver’s Education Training for all eligible students beginning in the Career Preparation Period. This is especially important for those students assigned to the construction trades. IMI shall make every effort to collaborate with center management to help students attain a valid driver’s license or learner’s permit before graduation.

## 5. **IMI STAFF RESPONSIBILITIES**

### A. **IMI Field Staff/Coordinators**

a. **Monitoring Performance** – IMI field staff shall be fully knowledgeable about the performance of IMI programs and instructors. As required by the Career Technical Training Reporting and Improvement System (CTTRIS), for individual training programs performing below established standards or on probation, IMI field staff shall work collaboratively with the instructor, as well as center and regional staff, to develop, implement, and monitor Program Improvement Plans (PIPs). IMI field staff shall actively participate in the Regional Appeal Process for their programs facing sanctions, including closure and reduction. In this regard, also, slot utilization is a cost-effectiveness issue that must continually be monitored. When warranted, IMI field staff shall collaborate with centers and Regional Offices to effectively address issues related to slot utilization.

To ensure effective and efficient use of resources, IMI field staff will first make productive use of all available means of communication, including electronic, and fully assess performance reports generated by the Job Corps Data Center and IMI, before center visits are planned. Center travel shall be limited to situations where face-to-face contact is absolutely essential.

b. **Technical Assistance** – IMI will supply structured training in classroom management. Instructors will be expected to deal effectively with a wide range of student behaviors. When necessary, regional field staff shall provide additional training in a timely fashion.

- c. **Interaction With Center Activities** – IMI field staff shall ensure that IMI instructors are contributing to the effectiveness of the center CDSS Plan, and the goals of the overarching program. Performance standards shall reflect a team approach with center and career transition staff to ensure students have every opportunity to achieve their goals.
- d. **Actions on Staff Issues** – Where significant problems associated with a particular IMI instructor are verified, either in the performance of his/her basic responsibilities or as a participant in other center activities and programs, IMI field staff shall take immediate and appropriate corrective action. If warranted, such action may ultimately include the permanent removal of an IMI instructor. However, before a final decision of this type is made, the Center Director and assigned Regional COR/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 IMI official(s) for consideration prior to a final decision being made by IMI.
- e. **Business Linkages** – IMI field staff shall play a vital role in establishing meaningful relations with business agents and other local union officials, business councils, and affiliated organizations in labor markets where students return to seek employment in the construction industry. Such efforts are intended to promote and establish registered apprenticeship and other career opportunities for qualified graduates.
- f. **Communication With Center Directors During Visits** – As stated above, while effective use of desk monitoring, conference calls, and e-mail is strongly encouraged, IMI 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, IMI 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 PIP.
- g. **Communication With Regional CORs/Project Managers** – IMI field staff shall also establish and maintain contact with appropriate Regional CORs/Project Managers concerning IMI programs and instructor performance, as well as significant findings/issues resulting from monitoring that could not be resolved at the center level. IMI field staff are strongly encouraged to share monitoring reports with appropriate project managers, especially for those programs on probation and/or under a PIP.
- h. **Meeting with Regional Directors** – IMI field staff and their executives shall meet with the regional directors via teleconferencing or videoconferencing at least once each program year to share Labor Market Information and economic factors that impact

IMI program performance, review program outcomes, and discuss program change options, etc.

## B. **NTC Instructors**

While IMI instructors perform as part of an IMI national contract, they shall cooperate with and be a part of the center and its operation. As required of all center staff, IMI instructors shall function as mentors, models, and monitors of all Career Success Standards when working with students. In addition, they shall be active partners with center staff in evaluating student progress and meeting students' needs in support of their social and career development.

a. **Career Technical Training** – IMI instructors shall plan, deliver, and evaluate career technical training to Job Corps students in various specialty areas, including both classroom instruction (theory learning) and hands-on practices (Career Technical Skills Training and Work-Based Learning). Instructors are expected to provide students the opportunity to complete all required Training Achievement Records (TARs) in their chosen program. They are also expected to train students to be sufficiently competent to enter: a registered apprenticeship training program; a high growth/high demand/high wage occupation for career development; a community/technical college for advanced training; or the U.S. Armed Forces, and earn a passing score on written and/or performance tests associated with nationally recognized certification and/or state licensure, as applicable.

b. **Professional Development** – To the extent that adequate resources are made available, IMI instructors shall participate in all professional development activities sponsored by IMI, centers, Regional Offices, and the National Office, as applicable, to increase their effectiveness in developing and delivering standards-based integrated instruction; coordinating instruction; utilizing evidence-based instructional techniques; and implementing effective student-engagement strategies.

c. **Role-Modeling** – IMI instructors are expected to serve as role models for students. Any abusive or other inappropriate behavior by instructors toward students or staff, failure to properly supervise students and maintain order, effectiveness, and safety, or a disregard for center rules and regulations, will not be tolerated and will result in disciplinary action, possibly the loss of employment. IMI field and headquarters officials shall take immediate and appropriate action when such incidences are verified. Where an NTC fails to respond expeditiously and adequately, the NTC COR will become involved and initiate whatever corrective actions/measures may be needed.

d. **Communication With Center Staff** – IMI instructors shall periodically communicate with other center staff who also serve IMI students in other program areas (e.g., academic and residential). The purpose of such contact is to determine if IMI

students are meeting their responsibilities in these other required activities, 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 IMI 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 IMI instructors' participation in Evaluation of Student Progress (ESP) panels, and is primarily intended to prevent Zero Tolerance (ZT) terminations, AWOLs, etc., and increase the number of IMI career technical training graduates and placements.

e. **Center Activities** – IMI instructors are expected 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.

f. **Business Linkages** – IMI instructors shall play a vital role in establishing 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 apprenticeships and other career opportunities for qualified graduates, and will be carried out to the extent that adequate resources are available for this purpose.

g. **Driving Compliance** – IMI instructors shall comply with all related PRH and IMI/center-specific requirements related to driving privileges for employment as well as operating NTC/Center/GSA vehicles. When requested by center officials, IMI instructors who use center vehicles must show proof of a valid driver's license. IMI instructors will also immediately notify appropriate center officials of any changes/restrictions to their licenses, when these occur.

## 6. **RESOLVING ISSUES**

A. **Process for Resolving Issues** – IMI instructors shall work cooperatively with Center Directors and appropriate staff to informally resolve all issues. Where necessary, these efforts shall also involve the assigned field coordinator, IMI headquarters officials, and the regional COR/project manager. However, in the event that an informal resolution is not possible, the IMI leadership shall immediately request the assistance of the NTC COR; concurrently, the Center Director shall notify the assigned Regional COR/Project Manager to assist in the resolution process.

The NTC COR and Regional COR/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 National Deputy Director shall be the final arbiter. At no time during this entire process shall the Center Director or NTC officials/staff, including field staff and instructors, take any action that could adversely affect the training of students in the IMI program or functioning of the center.

- B. **Center Request(s) for IMI Personnel Change(s)** – In the instances where the Center Director requests permanent removal of an IMI instructor, such requests shall be in writing and concurrently transmitted to the NTC COR and the designated Regional COR/Project Manager, with copies to the assigned IMI field coordinator and IMI executive leadership. 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 in the past. In consultation with the organization’s Human Resources and Legal staff, IMI will follow its policies and procedures in determining the appropriate course of action.
- C. **Center Request(s) for IMI Program Change(s)** – In the instances where the Center Director requests the permanent addition or removal of an IMI training program, such requests shall be submitted to the Job Corps National Office, through the Regional Director who must approve the request. All requests must be submitted in accordance with Appendix 307 - *Job Corps Career Technical training Change Request*. The request shall be developed in collaboration with the center operator, the regional COR/Project Manager, and IMI. The Job Corps National Office will make a final determination of the request after verification of all facts and reasoning in conjunction with all related parties.
- D. **IMI Request(s) for Program Change(s)** – To initiate any changes to the contracted training programs (program and slots), IMI is required to follow the Career Technical Training Change Request process established by the National Office of Job Corps (PRH Appendix 306). Following approval from the Regional Office, the Job Corps National Office will make a final determination of the request after verification of all facts and reasoning in conjunction with all related parties, including centers and Regional Offices. The DOL Contracting Officer and the NTC COR will develop and execute a Contract Modification for each IMI program change, following approval from the National Director of Job Corps.

The above four provisions apply to all Job Corps centers where IMI programs operate, including agency-operated centers.

## 7. **PERFORMANCE**

- A. **Annual Performance Assessment** – IMI performance shall be evaluated annually by Job Corps regional staff, the NTC COR, and other appropriate Job Corps National Office staff, using data from the Career Technical training Report Card (CTTRC) and

assessment mechanisms specific in the PRH Appendix 501d. For programs that have performed at the “unsatisfactory” level (Grade ‘D’ on the CTTRC) for 1 year and have been recommended by the National Office of Job Corps for probation, IMI shall develop a Performance Improvement Plan (PIP), in cooperation with affective centers and Regional Office staff. A copy of the PIP will also be submitted to the NTC COR.

IMI shall work with appropriate center management and regional officials/staff to implement PIPs so that performance outcomes of such programs in the following program year will be elevated to the “average” level (Grade ‘C’), at a minimum. For programs that have performed at the “unsatisfactory” level (Grade ‘D’) for 2 consecutive years, and recommended by the National Office of Job Corps for closure or slot reduction, IMI can develop, in close cooperation with related centers, an appeal to file with the National Office of Job Corps. Following the appeal process, the National Office will render a final decision, which could result in program closure or slot reductions.

- B. **Registered Apprenticeship Placements** – IMI shall develop and maintain a productive and meaningful relationship with associated local unions, Registered Apprenticeship programs, district councils, national/regional/local business-industry organizations, and individual employers that can place Job Corps graduates into Registered Apprenticeship training programs and other meaningful career opportunities that offer sustainable wages. In addition to meeting all performance expectations stipulated in PRH Appendix 501d, IMI staff are expected to annually increase graduate placement into Registered Apprenticeship programs and/or industry-based training programs or employment, based on historical data and realistic projections and with consideration of local, regional, and national economic conditions impacting the construction industry.

Where applicable, IMI shall collaborate with specific employers to develop and implement training programs/modules tailored specifically to their labor needs.

Job Corps centers are expected to cooperate with IMI in placing graduates in Registered Apprenticeship programs and training-related jobs. In this regard, it is particularly important for centers to ensure that prior to graduation IMI students have an opportunity to secure a valid driver’s license.

## **8. REQUIREMENTS FOR FACILITY, EQUIPMENT, AND SUPPORT SERVICES**

In consultation with appropriate unions, industry groups, individual employers, and OSHA (as well as state and local OSHA counterparts), IMI shall determine the equipment, tools, materials, and supplies necessary to ensure quality training and protect students’/instructors’ safety and health. As appropriate, these activities will be coordinated with the Center Safety Officer and/or the Health and Wellness Manager/Administrator.

The Center Operator shall provide IMI with appropriate and adequate career technical shop training and administrative space and the support services described below. Subject to a center's fire, security, and related safety policies, IMI shall be responsible for maintaining security of the assigned space during training hours – including the establishment of a limited access policy.

IMI shall work cooperatively with centers to implement these policies to ensure effective maintenance, stewardship, and accountability of government-owned personal property during normal IMI operation hours and in accordance with all government property management regulations and requirements.

The center operator shall provide IMI, at no cost, the following equipment and support services as part of the center operator's contract.

- (A) Shop and career technical training equipment, materials, and supplies (a detailed listing of equipment by IMI for each career technical training program that they offer at a specific center 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 career technical 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 IMI instructors when working with students off center, 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. This includes hardware and software in each IMI instructor's office, capable of accessing the Internet, CIS3g, CTS, and the Job Corps Community Website. It also includes hardware and software in each IMI classroom/shop, capable of accessing the Internet, 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 IMI staff.
- (L) DVD/CD players, VCRs, monitors, and related equipment, as necessary, to support training.
- (M) Transportation and meals for students participating in CTST, WBL, and other work-experience activities.
- (N) Fire protection and OSHA-approved safety programs at career technical facilities.
- (O) OSHA-required safety equipment (e.g., eye, hand, face, and fall protection), and other personal protective equipment that is required in the trade and meets OSHA and industry standards.
- (P) 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.
- (Q) Student career technical training clothing including, where applicable, special and foul weather clothing, hard-toed safety shoes, and replacement items (including those students who may be assigned by the center above the contracted class/surge level). Clothing provided shall have the logo of the NTC clearly visible, as applicable, and when financially feasible.
- (R) Appropriate attire for CTST projects and WBL assignments and, as applicable, requirements imposed by OSHA, state law, and industry standards, as well as the specific job site.
- (S) Immediate and accurate entry into the CIS, the following IMI-provided information/data: (a) career technical student data, including entry dates and completion status, as they occur; (b) any and all corrections, when notified by IMI along with verification to IMI when the corrections are made; and (c) placement results, as determined by the center or as provided by IMI.
- (T) Copies of the 678 Forms and CTTRC 10 and 20 Reports, or subsequently developed career technical training performance reports, on a regular and timely basis, and provision of quality staff training regarding the CTTRC reports, when necessary.

- (U) Shipping tool kits to students, when required by IMI programs.
- (V) Transportation to and from WBL, CTST sites, industry/trade certification-accreditation sessions/tests, and job interviews.
- (W) Consistent with the Center CDSS Plan, as described in the PRH, IMI staff will be a part of all training designated for career technical instructors, including standard First-Aid and CPR.
- (X) Secretarial/clerical assistance, when the need is justified.
- (Y) Security for career technical training facilities, including on-center CTST sites, outside of normal working hours.

## 9. **TRAINING MATERIALS AND SUPPORT**

- A. **Instructional Materials** – IMI shall provide each student and instructor with instructional materials and publications, as necessary, to adequately conduct quality career technical training. Training-related courseware (CD-ROM or Internet-based) or videos that have proven to be successful in supporting classroom instruction will also be made available by IMI, as well as an updated listing of Internet websites that contribute to student learning and the professional development of IMI instructors.
- B. **Student Tool Kits** – IMI 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 IMI students who successfully complete career technical training and obtain a job training match upon initial placement. A copy of approved tool lists shall be provided to Center Directors by IMI.

The NTCs will work in partnership with the Center Director to ensure that the tool kits meet, as much as practicable, the needs of the industries involved so that students can be successful in securing and retaining training-related jobs.

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

It is imperative that IMI comply with Job Corps policies (Program Instructions No. 06-08 and No. 06-25) to safeguard students' Personally Identifiable Information (PII), and use the CDSS Suites of Job Corps' Center Information System (CIS3g) exclusively for all data purposes related to recruitment, training, placement, follow-up, and other student services. IMI shall also protect students' PII in all the paper-based documents, including TARs, in accordance with Job Corps policies and procedures.

Center Directors shall collaborate with and provide assistance to IMI to meet this important requirement.

- A. **Data Entry into CTS** – IMI instructors and field staff/coordinators shall be responsible for the timely and accurate entry of the following data into the automated Career Transition System.
- a. Post-center contact with graduates including updated graduate contact information, job development, referral and placement activity, and transition support needs and services provided.
  - b. Upgrade information related to graduates, especially acceptance into registered apprenticeship programs, wage increases, and job training match data.
- B. **Verification of Placement Data by CTS Providers** – Each Career Transition Services (CTS) provider assigned an IMI graduate is responsible for verifying the placement, when IMI 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 CIS as expeditiously as possible.
- C. **Resolving Issues With CTS Providers** – If a CTS provider routinely delays the verification and/or placement reporting process, IMI shall report this matter to the appropriate official in the CTS provider organization, the Center Director, and the assigned Regional COR/Project Manager, in an attempt to correct the problem. Where this is not successful, the NTC COR shall be notified in writing including, at a minimum, the following information:
- a. The name of the CTS-provider (contractor) organization involved, and the dates and names of the organization’s official(s) contacted by IMI to resolve the delays.
  - b. The IMI graduate’s name, student identification number, the date the placement was recorded in the CTS reporting system by IMI, 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 for recording placements; the impact on annual performance results, and, if applicable, the future of the specific IMI training program where the student completed training.

## 11. ADMINISTRATIVE PROVISIONS

### A. **IMI Staff Leave Provisions**

- a. **Workday** – The workday (starting and ending times) shall be in accordance with center policy.
- b. **Annual Leave** – With the exception of emergencies, 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 IMI 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 IMI.
- c. **Sick Leave** – To the extent practicable, IMI instructors are expected to notify the Center Director, or her/his designee, prior to the first scheduled class when sick leave must be taken.
- d. **Overtime** – No overtime or center holiday work shall be performed unless requested in writing by the government and accepted by the NTC; overtime pay, when approved, will be reimbursed at the rate established for the area in which the work is performed.

### B. **Substitute Instructors**

The Center Director shall provide qualified substitutes for up to the first 10 working days that an IMI instructor is on sanctioned leave, or where there is an unexpected termination or resignation of an IMI instructor. After the first 10 working days, IMI is responsible for providing a qualified substitute or, as warranted, hiring a fully qualified replacement instructor.

### C. **Time Sheet Verification**

The Center Director, or his/her designee, shall sign weekly time sheets verifying IMI instructor(s) time on center.

## 12. SIGNATURES

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Name and Title of Center Director or Designee (Please Print)

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Signature of Center Director or Designee

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Date

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Name and Title of IMI Executive or Designee (Please Print)

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Signature of IMI Executive or Designee

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Date