



Partnerships Between Job Corps and Community Colleges: A Guide

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Thomas Dougher, Programs Director, Red Rock JCC
Kelly King, Regional Operations Director, Eastern Region, MTC Training Group
Donna Patrick, Programs Director, Springdale JCC
Anita Sharp, Center Director, Hawaii JCC
Bob Starkman, Deputy Center Director, Hawaii JCC
Johnny Taylor, Programs Director, Flint Hills JCC
Ursula Uhrin, Advanced Center Training (ACT) Coordinator, Keystone JCC

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Principal Author: Stephen MacDonald

Comments are appreciated and should be directed to Carl Nink, Executive Director at:

MTC Institute
500 North Marketplace Drive · P.O. Box 10 · Centerville, UT 84014
(801) 693-2870 · Fax: (801) 693-2900
institute@mtctrains.com
www.mtcinstitute.com

Management & Training Corporation (MTC) is an international corporation dedicated to helping people realize their learning potential. MTC creates nurturing environments in which education is encouraged and recognized. MTC manages and operates 25 Job Corps centers in 18 states for the U.S. Department of Labor, preparing disadvantaged youth for meaningful careers. MTC also operates contracted correctional facilities across the country with approximately 11,500 beds under contract. In addition, MTC has expanded their education and vocational expertise into the international arena, working in countries such as Iraq, Sudan, Tunisia and Mongolia. The MTC Institute is the research division of MTC, which is dedicated to promoting innovations, exemplary practices, and projecting trends that are relevant to job training and corrections. The work of the Institute is geared towards a broad audience including policy makers, educators, researchers, practitioners, state and federal officials, workforce development entities, correctional agencies and Job Corps centers.

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Partnerships between Job Corps and Community Colleges: A Guide

INTRODUCTION

An increased number of community colleges and other organizations are creating partnerships to provide the education and training that the economically and educationally disadvantaged need to succeed. Partnerships between community colleges, non-profits, corporations, foundations, and federal programs such as Job Corps are steadily growing. The fierce competition that once took place between these various organizations, each seeking to gain the most students or clients, has now turned into a collaborative effort to educate those who are seeking new skills but can not readily access Post Secondary Education and Training (PSET).

These collaborative efforts are often solidified through the use of a formal Memorandum of Understanding (MOU), a less-legally binding Memorandum of Agreement (MOA), or an Articulation Agreement (AA). These types of formal partnerships are developed as the situation dictates, and are customized to fit the individual needs of each partner. Some partnerships will use just a MOU or a MOA, others will use just an AA, while others will have several partnerships that require the use of both MOU's and AA's. For example, in the course of developing new partnerships, some partners may be reluctant to commit to a MOU. Instead, they will flourish best under a MOA, something often seen as a shared agreement and therefore less contractual. The Job Corps program and its centers use both the MOU and AA types of agreements in operations throughout the US.

tual investment of time and resources. A cooperative relationship between a Job Corps center and nearby community colleges is not only good for the students and partners, but an economic mandate for the vitality of the local region and country. In developing or strengthening partnerships, certain principles should be considered fundamental.

WHY PARTNER?

Both Job Corps and community colleges can use their advantages to overcome mutual obstacles; they are also attractive to the economically disadvantaged third of the population because of the open nature of their admissions process, training, and overall educational offerings. Job Corps and community colleges provide a relatively open admissions process, allowing for those who might not make it past a four-year college admissions board to enter and receive an education. Furthermore, community colleges and Job Corps provide more substantial remedial education than traditional four year colleges, allowing students to become better prepared for higher levels of academic courses or training.

In many instances Job Corps and Community Colleges provide GED, high school diploma, and college-prep programs, opening yet another door to potential

Both Job Corps and community colleges can use their advantages to overcome mutual obstacles; they are also attractive to the economically disadvantaged third of the population because of the open nature of their admissions process, training, and overall educational offerings.

JOB CORPS

Job Corps is an integrated, agile, demand-driven workforce and education training system. The US Department of Labor administers the program to meet the education and training needs of economically disadvantaged youth¹ at 122 centers throughout the United States². At a time when most jobs in the future will require additional education beyond secondary school, and given the scope and nature of the program as well as the population served by Job Corps, partnerships with community colleges can be a wise mu-

students. Job Corps and community colleges also provide career and technical training in a variety of areas for those who do not wish to pursue a full academic program. Job Corps, for example, offers post-secondary education and training (PSET) to people who might be the first in their families to receive further education or training; and families who have first-time community college enrollees represent 39 percent of all student enrollments³. Because of these similarities, both Job Corps and community colleges offer an environment where anybody can succeed.

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PRINCIPLES OF PARTNERSHIPS

Partnerships are entered into upon different circumstances, some by necessity, and others by desire to provide the best services. Whatever the reason, partnerships can be distilled to five different principles that are true for the overwhelming number of partnerships. They include⁴:

- A desire to associate in a partnership. Each member of a partnership needs to have some desire to come together. A mutual hope for youth may serve as the core catalyst in formation of the partnership.
- There are mutual interests that bring partners together. The most productive partnerships are those that bring like-minded people and institutions together to address a common area of interests and related goals.
- There exists an ability to work with a partner or partners. Each partner's organization or institution needs to have the ability or system established to work with partners or the willingness of leadership to develop the capacity for collaboration.
- There is something of value that will be offered to all partners. Each partner needs to gain something from the partnership to make the partnership worth pursuing. Often this may take the form of an increased pool of applicants, enhanced retention, or improved program performance outcomes.
- There is a belief that a benefit exists in a partnership. Partnerships are based on the idea that a gain will take place. Each partner needs to feel that their program, institution, or organization will be promoted through the partnership. Perhaps this promotion will be gained through expanded networks of colleagues, access to grant funding unavailable to siloed programs, or increased stature in the community as a positive force for change.

PARTNERS WITH SHARED MISSIONS

Job Corps and community colleges provide a relatively open admissions process, giving those whose application might not pass the rigors of a four-year college admissions board's review the chance to further their education. Furthermore, community colleges and Job Corps provide more comprehensive remedial education than traditional four-year colleges, allowing students to become better prepared at their own pace for higher levels of academic courses or training. In many instances, both organizations provide GED, high school diploma, and college-prep programs, opening yet another door to potential students who wish to

complete the foundation of their secondary education. Job Corps and community colleges each provide specialty career and technical training in a variety of areas, often in a complimentary fashion, for those who do not wish to pursue a full academic program. Job Corps, for example, offers PSET to people who might be the first in their families to receive further education or training, while families who have members that are first-time community college enrollees represent 39 percent of all student enrollments⁵. Because of these similarities, both Job Corps and community colleges offer a supportive environment that embraces diversity so that most anyone with desire and motivation can benefit.

The Flint Hills Job Corps Center has an exemplary partnership with North Central Kansas Technical College (NCKTC) for students. The students are able to complete Training and Achievement Records (TARs) in construction and health care while simultaneously working on an associate's degree through NCKTC. In construction, students will complete the Construction Craft Laborer TAR, and in health care, they will complete the Health Support Services TAR. Both TARs are industry recognized and standards based.

NCKTC will award the students 15 or 16 credits upon completion of the TAR. The students are concurrently enrolled in NCKTC but must have completed their GED or high school by the time they complete the last course of career technical work to continue on in the associate's program. When the TAR is complete, students can continue with NCKTC to complete their associate's degree. NCKTC has a partnership with Fort Hays State University, a four-year degree granting institution.

In addition to working on TARs while at Flint Hills, students will be able to work on their general education credits toward the associate's degree. NCKTC is establishing Flint Hills as a satellite where students can work on NCKTC classes on-line. Students will be able to work on the courses during the day and during the evening hours. The Child Development Center of the Solo Parent Program has requested additional funding from social services to provide child care services for solo parents who wish to work on courses in the evening.

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Recently, the President of NCKTC and two instructors brought a heavy equipment simulator to the center. Students were able to sit in a driver's seat, operate handles, and view their driving on a large screen. As part of the NCKTC program, their students are required to complete 12 hours of simulation and pass certain checkpoints on the simulator prior to actual driving the equipment. Flint Hills students had the opportunity to test themselves on the simulator..

BENEFITS OF THIS PARTNERSHIP

Partnering allows for the sharing of many different and specialized, but often scarce, resources. Resources that may be shared can range from instruction time, curriculum and materials, and professional development opportunities, to the offering of shared programs of study. Whatever the resources, it can be easily said that partnering can leverage more efficient and broadened use of the resources that both Job Corps and Community Colleges hold in stewardship for young people.

Some of the benefits of partnership between Job Corps and Community College include:

- Shared management of remedial training.
- Faculty are able to teach at both community college and Job Corps, spreading the cost of each faculty member over both organizations.
- College Career and Technical Training classes can be offered at a Job Corps center.
- Job Corps can house students while they attend Community College.
- Student teachers can perform practicum or provide tutoring at the Job Corps site as part of their program requirements.
- Job Corps teachers can receive the latest training and professional development at Community Colleges.
- The Student Services offices of Community Colleges can help Job Corps students seek employment on campus or in the local community.
- Established career centers at Job Corps centers can shift their operations to benefit the students of Job Corps and Community College as well as the surrounding community.
- Job Corps can provide practical on-site experiences and opportunities for part-time work for Community College students.
- Community College students who wish to drop out of college can be counseled by guidance staff to explore the comprehensive supports of Job Corps, which may in turn lead to the retention of a student who might otherwise not complete their education or training.
- Increased full time equivalency (FTE) for colleges.
- Broadened possibilities for receipt of grants or other additional funding, as a partnership may better be able to demonstrate through combined efforts that they are providing better education and training for Job Corps cohorts.
- Job Corps students can volunteer for a variety of projects and service learning, and may have access to an expanded social network through student club offerings at the Community College.
- The Community College can serve as a satellite Job Corps campus.

BEGINNING A PARTNERSHIP

Prior to beginning a partnership, it is wise for leaders to meet and first discuss creating the foundation of a partnership. By carefully planning from the partnership's inception, an open and frank discussion can take place to see how a partnership could add value to each program, and be beneficial and or practical for all parties. Any potential barriers to success may be addressed at this early point so that well-reasoned solutions can be fostered. These initial meetings should also include, but are not limited to, discussions about:

- What is the core mission of each party and its alignment to the shared mission?
- What does party each seek to gain from the partnership?
- What MUST each organization gain from the partnership (e.g. increased enrollments, better retention, increased placements in industry, etc.)?
- Who will transport students and cover associated liability?
- How will funding of work be done in order to be complementary and yet reduce redundancy of costs?
- Who are the clientele, and are there any specific targeted populations to be recruited to the shared programs?
- When will classes be offered to partnering students, and may the schedules be flexible to accommodate the learning needs of students?
- Will class cohorts include older and non-traditional students as well as those young people within the Job Corps age range?
- Where will classes be taught and by whom, and

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are there teacher's union or association issues to be resolved?

- What previous courses will be accepted for credit?
- What additional courses may be considered for academic credit with slight alterations or enhancements?
- Are there opportunities for articulated (dual) credit between the high school program and the community college?

INITIATING A RELATIONSHIP

Initiating a relationship requires effective evaluation and communication of information about the rewards and potential costs that might be expected as well as understanding the organizations' capacity to fulfill the expectations. Critical in the development process is the ability to accurately self-assess, disclose, and communicate organizational capacity. The tenets of a mutually beneficial relationship usually include:

- Clearly lay out the mission of the organization and the partnership – a clear sense of identity, purpose, and goals serves to inform all partners about expectations.
- Identify a central point of contact that is knowledgeable about the organization and capable of providing clear information and access to decision makers.
- Ability to communicate in an open, honest, and timely manner – this is particularly true with regard to concerns, resources, and direction.

As the partnership develops, parties typically want to sustain the positives derived. This can best be accomplished through a formal agreement.

FORMALIZING RELATIONSHIPS WITH MEMORANDUMS OF UNDERSTANDING (MOU), MEMORANDUM OF AGREEMENT (MOA), AND ARTICULATION AGREEMENTS (AA)

Formal agreements serve many practical purposes including specifying the nature, degree, and duties of each of the partners, and maximizing and drawing upon the strengths of each. An MOU, MOA, or AA can provide clarification of roles, responsibilities, and expectations such that the partnership becomes part of each organizations operations and is less likely to be dependent on any individual. MOU's and MOA's are used in most partnerships where AA's are used

when either partner will accept previous educational achievement from students. MOU's, MOA's, and AA's provide equal safeguards for both partners and students but differ in purpose.

Memorandums Of Understanding

The term MOU refers to a formal legal document that is a contract signed by authorized representatives of each partner detailing the nature and scope of the relationship. MOU's are the most common formalized agreements. The reason for having an MOU is to strengthen and solidify the partnership as well as to ensure that all members of the partnership understand their respective responsibilities. MOU's can take on many forms, one reason why they are the most common.

There are basic elements recommended for inclusion in any agreement:

- Purpose, mission, goals, and objectives of the partnership.
- Administrative roles and responsibilities of each partner.
- Resources committed to the partnership and anticipated costs, if any, for each partner.
- Expectations of each partner.
- Formal communication methods, frequency, and point of contact as well as methods to informally resolve issues.
- Process to monitor progress of the partnership.
- Duration and expiration of the agreement.
- Can be terminated by either party with 60 days notice.

Signatory authority for a formal agreement depends on the requirements of the partner, the nature of the partnership, and the scope of the organizational commitment required. Often a Dean of Admissions may enter into an MOU when the partnership entails the scope of oversight within the Administration of Admissions (i.e. out-of-state admissions, application fee waiver).

There are many advantages to having an MOU in place:

- Necessary legal provisions are identified and addressed.
- The extent of legal protection is clarified for all parties including those for whom the MOU was established to serve.

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- Expectations and roles are clearly described so that all parties know their respective responsibilities.
- When new staff are selected to administer a program the MOU-related duties are specified and known.

The majority of Job Corps centers around the country are currently operating with MOU's with their various local community colleges. The Kittrell Job Corps Center, in Kittrell, North Carolina has a simple MOU with Vance-Granville Community College. The MOU outlines the process that Job Corps students will take to enroll in and be monitored in the adult high school diploma program at Vance-Granville. While simplistic, this MOU provides the needed operational components for the two partners.

Hawaii Job Corps Center- Waimanalo Campus has an ongoing partnership with Honolulu Community College system ensuring students may attend classes as part of the Center's Advanced Career Training program. This partnership opens the resources of the college's Career Readiness & Job Placement Center, and tutoring to Job Corps students. This partnership also allows the sharing of grade records and student information between the center and college. (See Appendix A)

Though MOU's usually involve two partners, they can include many more. For example, Management and Training Corporation Outreach Admissions and Career Transition Services have an MOU with Clearfield and Weber Basin Job Corps Centers, as well as the Utah Department of Workforce Services (UDWS). This partnership exists to enable better information sharing so that Job Corps students can more easily access UDWS and that Job Corps can more accurately collect job placement data on Job Corps graduates. Though the sharing of data is something that is not difficult, this MOU is substantial because of laws that govern personal information, the Family Education Rights to Privacy Act (FERPA), and the requirements of state government entities.

Memorandum of Agreement

A MOA is much like a MOU but does not have the contractual implications that a MOU carries. A MOA or cooperative agreement is a document written between parties to cooperatively work together on an agreed upon project or meet an agreed upon objective. The purpose of an MOA is to have a written under-

standing of the agreement between parties. Typically there is no legal binding of the agreement, for it is meant solely to formalize the partnership and give it guidelines. Larger organizations that are hesitant to enter into a MOU and the legal implications it may carry will feel more comfortable under a MOA, as it will create guidelines and specific duties of each partnership in a less evasive format.

There are basic elements recommended for inclusion in any agreement:

- Purpose, mission, goals, and objectives of the partnership.
- Administrative roles and responsibilities of each partner.
- Resources committed to the partnership and anticipated costs, if any, for each partner.
- Expectations of each partner.
- Formal communication methods, frequency, and point of contact as well as methods to informally resolve issues.
- Process to monitor progress of the partnership.
- Duration and expiration of the agreement.

The advantages of having a MOA are:

- Expectations and roles are clearly described so that all parties know their respective responsibilities.
- When new staff are selected to administer a program the MOA-related duties are specified and known.
- Larger organizations and agencies are more willing to enter into a MOA than a MOU due to its legal specifications.

Articulation Agreements

An AA is an officially approved agreement that ensures alignments in coursework between schools, usually allowing for post secondary academic credit to be earned while not yet taking on-campus courses at the partner's institution. These are designed to help students make a smooth transition when transferring from a Job Corps center to an institution of higher learning. Agreements spell out acceptable and transferable coursework (i.e. course equivalencies) at a specific college or university. Other agreements outline specific courses to take at a community college as a student plans for transfer to a four-year university.

Articulation agreements are needed to formalize a partnership and to establish the sharing of course

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work that will be accepted at another educational institution. AA's are more specific than MOU's.

Components of a sound Articulation Agreement include:

- Program and curriculum review.
- Student assessment and documentation.
- Information sharing in terms of FERPA.
- Issuance of credit.
- Costs to be born by the organization or the student.
- Instructor credentials and approval.
- Methods to resolve differences of opinions.
- Duration and expiration of agreement.

...raising the quality of student learning across the board will require concerted and collective action at all levels of education. The barriers to higher achievement are systemic, and no institution can overcome them on their own.

-College Learning for the New Global Century

Authority to enter into a formal agreement depends on the requirements of the partner, the nature of the AA, and the scope of the organizational commitment required. Typically AA's will involve a Dean of Academics or even President or Board of the community college. The requirements vary from institution to institution. The advantages to having an AA include:

- Students know that their course work will be accepted at the partnering institution.
- Simultaneous college credit may be available.
- Cuts overall cost of PSET.
- Recognition of the quality of instruction and curriculum.
- Teachers benefit from collegial opportunities and collaboration with college instructors.
- If no AA exists students may be required to retake courses they have already completed.

Though AA's take many forms, following are some examples of successful AA's that currently exist between Job Corps centers and community colleges. Delaware's Wilmington Job Corps Center has an articulation agreement with Delaware Technical & Community College, which allows Job Corps graduates from facilities maintenance, culinary arts, and business technology programs to receive academic credits at the college upon enrollment. Specifically, business

technology students receive 12 or more credits for successfully completing their trade and certifications at the center.

Though Wilmington's agreement is an example of the most common type of AA, there are other examples that exist that are more complex. An excellent example of this agreement is the PIVOT program in Portland, Oregon, which has entered into a program that Portland Community College (PCC) calls the Portland Area Vocational & Technical Education Consortium (PAVTEC). PAVTEC is an association of professional, technical, and workforce development instructors. Instructors that teach at the PIVOT facility must meet qualifications equivalent to an instructor at PCC. Though the PIVOT instructors currently only teach on-site at PIVOT, they are also qualified and approved to teach at PCC. This qualification and approval process allows PIVOT students to earn up to 17 college credits throughout their vocational training.

ENHANCING AND SUSTAINING PARTNERSHIPS

Once partnerships are established it is important that they remain effective. The two most important items needed to maintain a partnership are communication, and continual work to improve the relationship.

Communication

Communication can not be overstated in a partnership. All parties need to be able to speak and listen to each other. Partnerships suffer, and unfortunately may end, when proper communication does not exist. Establishing periodic meetings for open review of the partnerships "state of the union" can be invaluable and can head off unanticipated problems. When articulating with an approved Career and Technical Education (CTE) program, it is very important to maintain attendance, or at least explicit communication with the program's design team committee. The design team is the arena where business and industry partners engage with college faculty to ensure that courses reflect industry standards.

Review of MOU, MOA and AA

A committee should be made of a group from both partners. This group will review the partnership, and more specifically the MOU, MOA and AA, to see what is working, what is not, and what changes need to be made. This process can easily take place when the

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MOU or AA has expired and needs to be resigned, usually done on an annual basis.

Review of Partnerships

Partnerships need to be reviewed regularly. In many instances this means the partnership is reviewed and kept intact. However, during this review process modifications can be made to the partnership. Having a set time to review also requires the partners to discuss both bad and good findings and make corrections as needed. The review process also allows for the partnership to adopt required changes, include new items, and consider ways to expand the program through the MOU, MOA and AA. As a partner to the community college, there may also be an expectation to contribute information to the Annual Program

Review process required for all Career and Technical Education programs.

CONCLUSION

Partnerships are being created more and more with the broad intent to build a better stronger educational system that benefits all partners, students, and the larger community. Partnerships are important, not only to provide a collaborative environment but also to share funding, human resources, and facilities. Partnerships create a pipeline of students who are gaining the PSET that they need to be successful in today's global economy.

¹ These at-promise students must meet the following requirements to enroll in the program.

- Age 16 through 24
- A U.S. citizen or legal resident
- Meet income requirements
- An individual who requires additional education, vocational training, or intense career counseling and related assistance in order to participate successfully in regular schoolwork or to secure and hold employment
- Basic skills deficiency
- May include homeless, runaway, and foster children, or a parent
- Ready, willing, and able to participate fully in an educational environment

² Job Corps has 122 centers located in 48 states, the District of Columbia, and Puerto Rico. Several government agencies and Indian Nations manage 28 centers with the balance (94) managed by private contractors. Admissions and placement operations exist at hundreds of locations around the country.

³ American Association of Community Colleges (2006, January). Community College Fact Sheet. Retrieved August 9, 2006, from http://www.aacc.nche.edu/Content/NavigationMenu/AboutCommunityColleges/Fast_Facts1/Fast_Facts.htm

⁴ *Principles of Partnerships*. Retrieved June 6, 2007, from <http://haas.stanford.edu/files/Principles%20of%20Partnerships.pdf>

⁵ American Association of Community Colleges (2006, January). Community College Fact Sheet. Retrieved August 9, 2006, from http://www.aacc.nche.edu/Content/NavigationMenu/AboutCommunityColleges/Fast_Facts1/Fast_Facts.htm

MEMORANDUM OF UNDERSTANDING BETWEEN

Windward Community College

And

Hawaii Job Corps - Waimanalo Center

(Regarding operation of “ACT” college program)

This document constitutes a working agreement between the Windward Community College, referred to hereafter as WCC, Management and Training Corporation, the contractor for the Department of Labor, doing business as the Hawaii Job Corps - Waimanalo Center, referred to hereafter as the Center, regarding operations and commitment of both parties to the Advanced Career Training (ACT) College Program. This understanding shall be considered valid for the period of February 1, 2007, through December 31, 2007.

I. Concept of Understanding.

It is understood that the Center is desirous of providing additional opportunities for our students. Job Corps students enrolled in the ACT program will work towards the completion of a Certificate of Achievement, Certificate of Completion, or an Associate Degree.

II. Eligibility for the ACT Program.

High school graduates, or GED recipients who have completed a vocational training program may be eligible for the ACT program upon approval by the program review panel.

III. Instructional Administration.

The ACT coordinator will be responsible for monitoring student attendance, progress, behavior, and otherwise ensuring that the student is adhering to both the Center’s and the WCC’s student codes of conduct as defined by the WCC’s student handbook, or other official WCC publications as well as the Center’s student handbook. The ACT coordinator will be responsible for notifying the Center of a student’s failure to attend class, make progress, or otherwise fully participate in the instructional program. The coordinator is required to notify/counsel students of their options in adding or dropping classes and informs them of any financial or academic penalties that may result from these actions.

IV. General Program Administration.

WCC agrees to:

1. Process financial aid applications as appropriate.
2. WCC will provide the center, with the student's written approval (supplied by the ACT Coordinator), a copy of all student grades at the end of each semester.
3. Tutoring may be provided if available at the discretion of WCC.
4. Students may access the services of the Career Readiness & Job Placement Center

The center agrees to:

1. Employ a staff person to serve as coordinator for the ACT program.
2. Provide transportation and meals for the college students.
3. Provide an orientation including general expectations, financial aid process, etc. to students before classes commence.
4. Recruit prospective new college students and promote the programs offered at WCC.
5. Be responsible for providing coordination and communication between administration and instructional staff of both the Center and the University.
6. Maintain records of student outcomes such as GPA, completion rates, and total number of credits accumulated for each student in the program.

V. Legal Considerations.

The center does hereby agree to indemnify WCC, its board members, administrators, instructors, and employees from all loss, expenses, damages, costs, and legal fees that it may incur by reason of any action or suits brought against it or any of them by virtue of the acts or omissions of Center employees or its agents. Conversely, WCC does hereby agree to indemnify the Center, its agents, and employees from all loss, expenses, damages, costs, and legal fees that it may incur by reason of any action or suits brought against it or any of them by virtue of the acts or omissions of the WCC employees of agents.

VI. Instructional Materials.

The Center will provide notebooks, paper, and writing supplies. Textbooks and special supplies will be paid for by students out of financial aid monies received. The center

Appendix A

agrees to pay additional funds as needed.

VII. Payment of Tuition/Fees.

Students approved for the program and admitted to WCC will enroll for classes with assistance from the ACT coordinator. Payment for classes and fee charges will be made in accordance with the payment schedule detailed in the University's term "schedule of classes" each semester. All Job Corps student enrolled must apply for financial aid through submission of the FAFSA form. The Center agrees to pay tuition, fees, and textbook costs for students not eligible for financial aid, or costs above the financial aid awarded.

VIII. Expected outcomes.

The ACT coordinator and Dean of Student Services, Windward Community College, will meet each semester to evaluate the effectiveness and outcomes of the program.

IX. Period of agreement.

This agreement becomes effective when signed by both parties and remains in effect through Dec. 31, 2007, or until canceled by either party with 60 days written notice.

This agreement may not be modified unless agreed to in writing by the participants listed below.

_____	_____	_____	_____
	Date		Date
Center Director Hawaii Job Corps		Chancellor Windward Community College	

THE FOLLOWING PUBLICATIONS ARE AVAILABLE FREE AT WWW.MTCINSTITUTE.COM

The Value of Education

Today's workplace pays a premium for education—more skills and training correlate with higher earnings and better positions. The majority of job growth will take place in fields requiring a high school degree as well as further training and technical/vocational certification.

Job Corps: Changing Lives One Student at a Time

Every year Job Corps helps thousands of young people begin satisfying careers. This Data Spotlight provides general information about Job Corps centers and students. It describes the daily schedule and methods employed to ensure appropriate program management and accountability for every student.

Enhancing Partnerships Between Job Corps and Community Colleges

The MTC Institute demonstrates the need for partnerships between Job Corps and community colleges, and provides several examples of current and possible partnerships.

Industry-Recognized Certificate Programs and Job Corps

The continuing success of students requires that they develop skills consistent with industry standards and that they obtain recognized and marketable credentials. Increasingly, linkages between formal technical job training based on industry-established skill standards are changing the dynamics of the certification process in ways that will affect individuals entering the workforce. This report explores the increasing need to work together with industry and communities to ensure that training programs align with labor market needs.

Teaching Those Who Learn Differently

As academic standards and achievement increase around the nation, educators are confronted with the challenge of effectively teaching all students. Some students learn differently, but when their difficulties are recognized and appropriately addressed, they can excel. This Data Spotlight examines educational and learning differently trends and the research-proven methods for instructing these students.

Removing Barriers: Strategies and Suggestions For Teaching Those Who Learn Differently

Mounting research shows how we can effectively teach students with various learning differences, including those in Job Corps and correctional classrooms. This report outlines the elements of instruction and the classroom environment proven most effective with struggling students.

Home Away From Home

This Institute publication focuses on the residential side of training at Job Corps Centers. This report discusses how to organize group life programs so as to target objectives around socialization and workplace readiness skills. Given the current attractive labor market, many students are lured from programs before completion. Therefore, we also examine the central role of residential advisors and their requisite training.

MTC Institute
Partnerships Between Job Corps and Community Colleges: A Guide
500 North Marketplace Drive
P.O. Box 10, Centerville, UT 84014
(801) 693-2870 Fax (801) 693-2900

institute@mtctrains.com
www.mtcinstitute.com