

**FORM 2-06**  
**MYPACE CAREER PLAN REVIEW CHECKLIST**



MYPACE CAREER PLAN REVIEW CHECKLIST		
<b>CAREER PREPARATION PERIOD</b>		
<b>Center Name:</b>		
<b>Student Name:</b>	<b>Student ID:</b>	<b>Date of Entry:</b>
<b>Date of Birth:</b>	<b>Counselor:</b>	<b>CTT:</b>
<b>SECTION 1 - CAREER PATHWAY PLAN SUMMARY</b>		
<input type="checkbox"/>	Student's summary connects the dots along his/her pathway, ties together all short-term, mid-term, and long-term SMART career goals, and defines in chronological order the steps from his/her current position to his/her ultimate long-term career goal.	

<b>SECTION 2 - STUDENT PROFILE AND TRAITS</b>	
<input type="checkbox"/>	Desired Location Upon Exit: Student’s desired location upon exit aligns with student’s mid-term career goal (pathway placement goal). Student has a plan to address transitional concerns such as Housing, Transportation, etc.
<input type="checkbox"/>	Age: Does the chosen pathway have a minimum age limitation for entry? If student is a minor, has the center received parental/guardian consent for the career plan?
<input type="checkbox"/>	Date of Enrollment: The Career Management Team monitors the date of entry to ensure student has adequate time for completion prior to the two-year program limitation. If more than two years is anticipated to be needed due to special circumstances (e.g. low learning level), the center should apply for an extension at least 3 months prior to the two year period. If student is granted an extension, the pathway & transition plan will need to be adjusted. Some pathways (i.e. Advanced Training & post-secondary) have fixed enrollment dates.
<input type="checkbox"/>	<p>Education Background:</p> <p>How will a student’s level of education impact the CTT trade the student selected on their plan?</p> <p>How will a student’s level of education impact their mid-term career goal (Post-Job Corps)?</p> <p><i>Ex. If a student’s mid-term goal is to go to college, but the student’s current reading level is 5<sup>th</sup> Grade”, the Career Management Team should ensure that the student is aware of what it will take to be ready for college upon exit and/or discuss other possible mid-term goals that may be more appropriate.</i></p>
<input type="checkbox"/>	Favorite and Least Favorite Subjects: This is to help the Career Management Team get an idea of what a student perceives as their academic strengths and weaknesses. The academic manager could use this information along with other baseline assessments to help the student develop a viable academic plan.
<input type="checkbox"/>	Self-Identified Traits: Do the “Self-Identified Traits” reasonably align with the traits assigned under the MyPACE Career Interest Profiler?

<input type="checkbox"/>	<p>Prior Employment History: Student has provided information related to their work experience prior to entering Job Corps. This information should be used by center staff to ensure a student’s previous work experience and wages are given consideration when staff are assisting a student with developing a career pathway that both aligns with the student’s individual career goals and interests; and increases the student’s earning potential and/or vocational skills.</p>
<b>SECTION 3 – CHOSEN OCCUPATION (LONG-TERM CAREER GOAL)</b>	
<input type="checkbox"/>	<p>Student’s self-assigned traits (work style, work values, career priorities and interests), and skills reasonably match his/her chosen occupational profile.</p>
<input type="checkbox"/>	<p>Student understands the relationship between their self-assigned traits and the education, training, and demands of their chosen occupation.</p>
<input type="checkbox"/>	<p>Student is aware of the commitment it will take to achieve the level of education and related work experience required to achieve their long-term occupation</p>
<input type="checkbox"/>	<p>Student has chosen an in-demand occupation that provides a “living wage”; leads to a successful career; and is suited to the student’s interest, capabilities, and career goals.</p>
<input type="checkbox"/>	<p>Student has provided a sound reason for how he/she identified their long-term goal (chosen occupation)</p>
<input type="checkbox"/>	<p>Long-term goal is SMART (specific, measurable, attainable, recorded and time-based).</p>
<input type="checkbox"/>	<p>Chosen Occupation “Occupation Traits” reasonably match student’s “My Assigned Traits”</p>

**SECTION 4 – CHOSEN PLACEMENT PATHWAY ACHIEVEMENT RECORD (MID-TERM CAREER GOAL)**

**Please refer to appropriate pathway sub-section below: (4a) Advanced Training, (4b) Military, (4c) Apprenticeship, (4d) Post-secondary Education (ACT/College), and (4e) Entry-Level Job.**

**Sub-section 4a – Advanced Training Pathway**

<input type="checkbox"/>	The Career Management Team and student have reviewed the “Prerequisites for Entry to the Advanced Training Pathway “. The student understands these requirements and can likely meet these requirements upon completion of the Job Corps program (see Exhibit 2-5).
<input type="checkbox"/>	Student has provided a sound reason for how he/she identified an Advanced Training Program that appropriately aligns with his/her ultimate long-term career goal.
<input type="checkbox"/>	The e-TAR code, Advanced Training program and location are accurately recorded on the student’s MyPACE Career Plan.
<input type="checkbox"/>	The mid-term Career SMART goal supports career progression and is specific, measurable, attainable, recorded and time-based.
<input type="checkbox"/>	<p>Career Management Team has assigned appropriate staff to support and monitor completion of the Advanced Training PAR and transitional tasks, and will inform Career Management Team of student progress throughout program.</p> <ul style="list-style-type: none"> <li>• Timelines for pathway task completion and follow-up have been drafted.</li> <li>• Short-term career planning goals have been developed for next 60 day ESP period (e.g. acquiring birth certificate for driver’s license if not already attained, developing a plan to pay fines if needed).</li> </ul>

<b>Sub-section 4b – Military PAR</b>	
<input type="checkbox"/>	The Career Management Team and student have reviewed the “Prerequisites for Entry to the Military Pathway“, student understands the Placement Pathway entry requirements and can likely meet the entry requirements after completion of the Job Corps program (see Exhibit 2-5).
<input type="checkbox"/>	Career Management Team has discussed with student the requirements for delayed enlistment and has reviewed the Center Enlistment Contract”
<input type="checkbox"/>	Student has provided a sound reason for how he/she identified a Military branch and military related occupation that appropriately aligns with his/her long-term career goal.
<input type="checkbox"/>	The mid-term Career SMART goal supports career progression and is specific, measurable, attainable, recorded and time-based.
<input type="checkbox"/>	Student has provided the correct contact information for the nearest recruitment office to their location
<input type="checkbox"/>	<p>Career Management Team has assigned appropriate staff to support and monitor completion of the Military PAR and transitional tasks, and will inform Career Management Team of student progress throughout program.</p> <ul style="list-style-type: none"> <li>• Timelines for pathway task completion and follow-up have been drafted.</li> <li>• Short-term pathway goals have been developed for next 60 day ESP period.</li> </ul>
<b>Sub-section 4c - Apprenticeship PAR</b>	
<input type="checkbox"/>	The Career Management Team and student have reviewed the “Prerequisites for Entry to the Apprenticeship Pathway “, student understands the Placement Pathway entry requirements and can likely meet the entry requirements after completion of the Job Corps program (see Exhibit 2-5).
<input type="checkbox"/>	<p>Student has provided a sound reason for how he/she identified an Apprenticeship Program that appropriately aligns with his/her long-term career goal.</p> <ul style="list-style-type: none"> <li>• If student is unable to locate an apprenticeship program that aligns with their long-term or short-term career goal, Career Management Team may recommend the student choose another career pathway.</li> <li>• Career Management Team understands requirement differences between state-approved and federally approved apprenticeships.</li> </ul>

<input type="checkbox"/>	The e-TAR code and chosen Apprenticeship program are accurately recorded on MyPACE Career Plan.
<input type="checkbox"/>	Student has identified a potential apprenticeship program that aligns with the student’s long-term career goal.
<input type="checkbox"/>	The mid-term Career SMART goal supports career progression and is specific, measurable, attainable, recorded and time-based.
<input type="checkbox"/>	<p>Career Management Team has assigned appropriate staff to support and monitor completion of the Apprenticeship PAR and transitional tasks, and will inform Career Management Team of student progress throughout program.</p> <ul style="list-style-type: none"> <li>• Timelines for pathway task completion and follow-up have been drafted.</li> <li>• Short-term pathway goals have been developed for next 60 day ESP period.</li> </ul>
<b>Sub-section 4d - Post-Secondary Education (ACT/College) PAR</b>	
<input type="checkbox"/>	The Career Management Team and student have reviewed the “Prerequisites for Entry to the Post-Secondary (ACT/College) Pathway”, student understands the Placement Pathway entry requirements and Career Management Team has determined the student can likely meet the entry requirements after completion of the Job Corps program (see Exhibit 2-5).
<input type="checkbox"/>	Student has explored financial aid and scholarship options, and developed a tentative plan to secure adequate funding.
<input type="checkbox"/>	Student has provided a sound reason for how he/she identified a college that appropriately aligns with his/her long-term career goal. The chosen post-secondary institution is recorded on MyPACE Career Plan.
<input type="checkbox"/>	The mid-term Career SMART goal supports career progression and is specific, measurable, attainable, recorded and time-based.
<input type="checkbox"/>	<p>Career Management Team has assigned appropriate staff to support and monitor completion of the Post-secondary PAR and transitional tasks, and will inform Career Management Team of student progress throughout program.</p> <p>Timelines for pathway task completion and follow-up have been drafted.</p> <p>Short-term pathway goals have been developed for next 60 day ESP period.</p>

<input type="checkbox"/>	If applicable, student intends to enroll in Advanced Career Training if student’s selected college is an Advanced Career Training partner?
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**Sub-section 4e – Entry-Level Job PAR**

<input type="checkbox"/>	The Career Management Team and student have reviewed the “Prerequisites to Entry Level Job Pathway “, student understands the Placement Pathway entry requirements and can likely meet the entry requirements after completion of the Job Corps program (see Exhibit 2-5).
<input type="checkbox"/>	Student has provided a sound reason for how he/she identified an Entry-Level Job that appropriately aligns with his/her long-term career goal, in demand, and will make a living wage.
<input type="checkbox"/>	Student has identified three potential employers in area student is willing to relocate to and has identified a JTM entry-level which pays a living wage, and aligns with student’s long-term career goal.
<input type="checkbox"/>	The mid-term Career SMART goal supports career progression and is specific, measurable, attainable, recorded and time-based.
<input type="checkbox"/>	Career Management Team has assigned appropriate staff to support and monitor completion of the Entry-Level Job PAR and transitional tasks, and will inform Career Management Team of student progress throughout program. Timelines for pathway task completion and follow-up have been drafted. Short-term pathway goals have been developed for next 60 day ESP period.

**SECTION 5 – CHOSEN JOB CORPS CAREER DEVELOPMENT EDUCATION AND TRAINING PROGRAM (SHORT-TERM CAREER GOALS)**

<input type="checkbox"/>	Student is able to explain why his/her choice of CTT program area is the best choice for his/her career path, and can describe the similarity of knowledge and skills between the CTT and his/her mid- and long-term goals.
<input type="checkbox"/>	The e-TAR code and CTT program chosen by the student are accurately recorded on the student’s MyPACE Career Plan.
<input type="checkbox"/>	Student understands the projected length of time to complete the CTT training program and is willing to commit to the required timeframe.

<input type="checkbox"/>	<p>The CTT selection is reasonably based on work style, work values, skills, career priorities, academic scores and career interests expressed by the student.</p>
<input type="checkbox"/>	<p>There's slot availability in the chosen CTT selection.</p> <ul style="list-style-type: none"> <li>• If first choice is not available, assignment to a second choice CTT Program is compatible with the student's long-term career goals.</li> </ul>
<input type="checkbox"/>	<p>Short-term SMART career goals in academics and CTT have been identified, and are specific, measurable, attainable, recorded and time-based.</p>
<input type="checkbox"/>	<p>Student has accurately recorded the Primary Credential and Credential Sponsor associated with their chosen CTT program.</p>
<input type="checkbox"/>	<p>Career Management Team has collaborated with student to identify his/her schedule, individualized mix of classes and activities, including any additional needed support that will move the student toward meeting the Career Success Standards and his/her career goals.</p> <ul style="list-style-type: none"> <li>• Accommodations to achieve career goals are identified. (e.g., Staff will engage in conversations with Voc. Rehab. early on.)</li> <li>• Tutors, if needed, have been assigned.</li> <li>• Peer or staff mentors, if needed, have been assigned. Other on- or off-center resources, as needed, have been assigned.</li> </ul>



**SECTION 6 - TRANSITIONAL CONSIDERATIONS**

<input type="checkbox"/>	<p>Student has completed a Transitional Needs Assessment that identifies action items that will aid the student in successfully transitioning to his/her chosen Placement Pathway. The CTS Provider and student have worked closely to develop an initial transition plan based on chosen pathway. Considerations include (at a minimum):</p> <ul style="list-style-type: none"> <li>• Housing</li> <li>• Transportation</li> <li>• Childcare</li> <li>• Health care</li> <li>• Work clothes/tools</li> <li>• Food and nutrition</li> <li>• Budgeting and money management</li> <li>• Counseling/mentoring</li> <li>• Job retention skills</li> <li>• Legal services</li> <li>• Other needs?</li> </ul>
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**SECTION 7 – INITIAL APPROVAL OF MyPACE CAREER PLAN (Transition from CPP to CDP)**

<input type="checkbox"/>	<p>Risk factors and barriers for a successful transition (e.g., drug &amp; alcohol issues, low learning levels) have been identified from baseline assessments and the Career Management Team, as needed, has initiated multiple levels of intervention. Other on-center and off-center resources have also been identified to provide additional support to the student on an as-needed basis (e.g., Recreation Specialist, other dorm staff, Student Conduct Coordinator, Mental Health Consultant, AA/NA Groups, etc.). Career Management Team has developed an intervention support plan and will closely monitor student response to intervention. This support plan begins to shape the student’s individual career plan.</p>
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<input type="checkbox"/>	During initial (first 60 day) ESP meeting, the Career Management Team has determined student: <ul style="list-style-type: none"> <li>• Has a clear understanding of and commitment to completing the Job Corps program;</li> <li>• Is adjusting to center life</li> <li>• Is a positive influence on center culture</li> <li>• Is progressing satisfactorily in all areas</li> <li>• Completed all CPP requirements (including MyPACE career planning requirements for CPP) and is ready to transition from CPP to CDP.</li> </ul>				
<input type="checkbox"/>	The Career Management Team and student have reviewed the appropriate requirements on the “Pathway Prerequisites for Entry” documents (reference Exhibit 2-5). The student understands these requirements, and can likely meet these requirements upon completion of the Job Corps program.				
<input type="checkbox"/>	(If student is under 18) The counselor has received parental/guardian consent for student’s MyPACE Career Plan and has notified parent/guardian of any major behavior or performance issues.				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; padding: 5px;"><b>Lead Career Management Team:</b></td> <td style="padding: 5px;"><b>Date:</b></td> </tr> <tr> <td style="padding: 5px;"><b>Center Director or Senior Management Designee:</b></td> <td style="padding: 5px;"><b>Date:</b></td> </tr> </table>		<b>Lead Career Management Team:</b>	<b>Date:</b>	<b>Center Director or Senior Management Designee:</b>	<b>Date:</b>
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