

Attachment

**CAREER DEVELOPMENT SERVICES SYSTEM
(CDSS)**

IMPLEMENTATION ASSESSMENT GUIDE

Data Indicators	OA Commitment Rate for the Center	
	Center Commitment Rate	
Performance Dimension	OUTREACH/ADMISSIONS - STUDENTS	
Goal Setting and Assessment	Did your Admissions Counselor speak with you about your goals and whether you can realistically meet those goals in Job Corps?	
	What are your career interests? Will you be able to find work in that field in your home town? If not, have you thought about relocating to another city? How did you research opportunities in your field?	
	What are your vocational interests? What did your AC tell you about your vocational choice and the requirements for graduation? About job prospects in your community?	
	Did your Admissions Counselor speak with you about Career Planning or Development?	
Linkages and Partnerships	How did you learn about Job Corps? Were you referred by another agency or program? If so, which agency or program? Have you participated in other training programs?	
	Did you visit a One-Stop Career Center during the enrollment process?	
Transition from Applicant to Student	What did your Admissions Counselor tell you about Job Corps' Career Development Services System? Can you describe how Job Corps will help you meet your career goals?	
	Who called you to answer your questions before you arrived at Job Corps?	
	What are some of the things about Job Corps that surprised you when you got here?	
Performance Dimension	OUTREACH/ADMISSIONS - STAFF	
Goal Setting and Assessment	What information do you provide to applicants in response to their vocational interests? About job prospects in their community?	
	What information do you provide to students about Career Development and Career Planning?	
	How do you help them start their Personal Career Development Plan (PCDP)?	
Linkages and Partnerships	In collaboration with partner organizations, what services have you been able to find for applicants to meet their pre-enrollment needs?	
	Describe how you work with centers to ensure a smooth transition process from applicant status to student status.	
Transition from Applicant to Student	How do you provide the center with the information you have identified regarding the applicant's personal and career needs?	
	What contact do you have with students' PCDP/ACAT once they have arrived at the center?	

Data Indicators	Center Commitment Rate	
	Percentage of Uncommitted Students	
Performance Dimension	CAREER PREPARATION PERIOD - STUDENT	
Student Needs Assessment	How often do you meet with your counselor regarding your Personal Career Development Plan (PCDP)?	
	How satisfied are you with your career plan?	
	How have staff helped you with your personal needs and in adjusting to the center (i.e. living with others, comfort level at the center)?	
Career Focus	How did you choose your career goals? How did you learn about the different vocational and academic classes offered here? What experiences did you have to help you make your selection?	
	What are your career goals? What are some of the things you want to accomplish while you are enrolled to meet those goals?	
	What job search skills have you learned? Which One-Stop Career Center did you visit? Where is it located? What services are available to you there?	
Individualized Service	What computer skills did you have before you came to Job Corps? What skills have you learned since you enrolled?	
	Do you have a driver's license or permit? Are you enrolled in driver's education classes?	
	How long were you on center before you began your vocational and academic classes?	
	Have you had the opportunity to visit with or talk to a prospective employer since you arrived at Job Corps?	
Performance Dimension	CAREER PREPARATION PERIOD - STAFF	
Student Needs Assessment	How do you assess student personal and career development needs? What services are available to meet those needs?	
	Describe how the PCDP is developed. What is the student's role in development of the PCDP?	
	How are students assessed for computer skills?	
Career Focus	How do students learn about and select vocational programs and set career goals?	
	What methods are used to introduce job search, employability, and social skills?	
	How are students introduced to Information Technology skills and their relationship to job search and career fields?	
Individualized Service	How do you collaborate with other instructors to ensure that students' needs are met?	
	How does a student move through Career Preparation Period (CPP)? What programmatic changes has the center made to assist students in their first two months on center?	
	How are student assessments used to develop individualized Career Development Period (CDP) schedules for students?	
	How long is CPP? What criteria must be satisfied before a student moved to CDP?	

Data Indicators	Vocational Completion Rate	
	GED/HSD Rate	
	Combination Rate	
Performance Dimension	CAREER DEVELOPMENT PERIOD - STUDENT	
Customized Service and Training	Describe your daily schedule. What skills are you getting to meet your career goals?	
	How are you using computers and information technology in your vocational training?	
	Describe your work-based learning experience, your visit to employer worksites, and/or your participation in job shadowing?	
	How will your academic classes help you in your career field?	
	Describe how employability and social skills will help you on the job.	
	How will a healthy lifestyle help you keep a job?	
Student Progress Evaluation	What are your career goals? What progress have you made towards those goals?	
	Explain how you use your Personal Career Development Plan (PCDP)? Has it been revised or changed since you have been in the program?	
	How often do you meet with your Career Development counselor regarding your PCDP? How has your Career Development counselor helped you in meeting your goals?	
	What do you have to do to complete Career Development Period (CDP) and move to Career Transition (CT)?	
Transition to CTS	When did you last meet with your career transition staff? What services are available to you after graduation to help you find and keep a job? Do you know what services Job Corps can provide to help you?	
	What were the outcomes of your discussion about your transition plans with your career counselor? Where do you plan to look for work? What are your plans for living arrangements, health care needs, etc.?	
	If you plan to move away from your home area after graduation, how will you find help with your transitional and job search needs?	
Performance Dimension	CAREER DEVELOPMENT PERIOD - STAFF	
Customized Service and Training	How are student assessments used to develop a student's schedule?	
	How are student schedules customized to meet their individual needs?	
	How is work-based learning incorporated into each student's career development?	
	How is information technology incorporated into each student's career development courses?	
	What experiences are provided to help students develop independent living skills needed for career success?	
Student Progress Evaluation	How are PCDPs used in student evaluations? How do students use PCDPs?	
	How are students provided with feedback on their progress toward their career development goals? Which staff members participate? What is the student's role in evaluation of his/her progress?	
Transition to CTS	What are the criteria for a student to move into career transition? Have you collected updated contact information from the student? How do you collect the updated contact information from the student?	
	How are students' transitional needs determined? How is the student involved in identifying needs and developing strategies to meet those needs?	
	How are students connected with a CTS specialist prior to graduation? For former enrollees? How do you work with center and/or field career development specialists to ensure student's needs are met?	

Data Indicators	Placement Rate for Graduates	
	Placement Rate for Former Enrollees	
	Graduate Earnings	
Performance Dimension	CAREER TRANSITION PERIOD - STUDENT	
Contact with Graduates and Former Enrollees	<i>If student is already separated from Job Corps</i> - Who is your Career Transition (CT) specialist? Who has contacted you since your separation from Job Corps?	
	<i>If student is already separated from Job Corps</i> - How often have you been contacted by your CT specialist? What are the results?	
	<i>If student is not separated but in Career Transition Period (CTP)</i> –Have you met with your CT specialist? What is your plan for securing employment? When do you update your resume?	
	<i>If student is not separated but in CTP</i> – Is your resume up to date? What documents do you have that are needed to begin working? (Social Security Card, Driver's License, Birth Certificate)	
Provision of Support Services	Where will you be living when you leave Job Corps?	
	Do you have a car? How will you get to work?	
	How have you been able to obtain healthcare? How did you learn about this service?	
Continuous Service to Relocating Graduates	If you decide to move to a new city, what type of assistance is available to you through Job Corps?	
	Find a student who is relocating and ask - Have you been introduced (either by phone or in person) to the CT specialist who will be assisting you in finding employment?	
	How have your concerns about relocating after Job Corps been addressed by staff?	
Performance Dimension	CAREER TRANSITION PERIOD - STAFF	
Contact with Graduates and Former Enrollees	Describe your contact and interaction with students prior to separation. How and when are you advised of pending graduations?	
	What are the challenges you face in maintaining contact with students on your caseloads? What methods have you used to address them?	
	How often do you contact your caseload?	
Provision of Support Services	How are you advised of separating students' transitional service needs? Do you receive an adequate amount of information from the JCC about the students you serve? What other information would be helpful?	
	Provide some examples of support services you have arranged for separated students.	
	What resources are available to you to assist students with housing, healthcare, transportation, substance abuse, childcare, etc?	
Continuous Service to Relocating Graduates	How are you advised of graduate relocations? What information do you receive to assist you in contacting them and meeting their needs?	
	How do you introduce relocating graduates to their CT specialist before they leave?	
	How are students connected with a CT specialist prior to graduation? For former enrollees? How do you work with center and/or field career development specialists to ensure students' needs are met?	