

2.5 STUDENT CAREER PLANNING

PURPOSE

- P1. To provide students with experiences and relevant information on career fields and vocations that offer opportunities for job placement.
- P2. To assist students in setting short- and long-range goals that will lead to viable career paths.
- P3. To assist students in choosing academic pathways and vocational training programs suited to the labor market, as well as to the student's interests, capabilities, and career goals.

REQUIREMENTS

- R1. Career Exploration
 - a. Centers shall provide all new students with a variety of career exploration experiences designed to assist them in understanding the factors that influence career choice so that they may make informed selections of career goals. At a minimum, career exploration shall include information and practical experiences:
 - 1. Using labor market information to identify and assess career opportunities;
 - 2. Recognizing the relationship of goal setting to career planning;
 - 3. Understanding the importance of education and training to career success;
 - 4. Applying employability and information technology skills to be successful in the workplace; and,
 - 5. Assessing interest, aptitude, and values to assist in identifying career choice.
 - b. An overview of center vocational offerings in each vocation in which the student expresses an interest. This overview shall include information on the following subjects:
 - 1. Wages
 - 2. Working conditions

3. Required training and academic skills needed
 4. Advancement potential
 5. Related vocational offerings and careers
 6. Employment outlook, labor market information, and available placement services for the careers offered in the geographical areas to which the students are likely to return
 7. Workplace tours, job shadowing and/or employer presentations on career opportunities to acquaint students with working conditions, settings and expectations
 8. Job-shadowing opportunities, both on Groundhog Job Shadow Day and year-round, that will expose Job Corps students to various careers.
 9. Practice of general safety
 10. Use of hand tools
 11. Equipment safety
- c. Structured hands-on experience for each vocation in which the student expresses an interest. No hands-on experience with power tools or moving equipment shall be allowed except under the direct supervision of the instructor.
 - d. Goal-setting activities and career counseling to assist students in making vocational selections.
 - e. A visit to the nearest one-stop career center to acquaint students with the career exploration, training and job placement services available to them. If a one-stop is not available in the vicinity, students shall access a virtual one-stop via the Internet.

R2. Student Personal Career Development Plan

- a. Centers shall collaborate with each student to initiate a Personal Career Development Plan (PCDP), which shall document the student's personal career goals, training needs, challenges, progress and accomplishments throughout enrollment and the post-center Career Transition period.

At a minimum, the PCDP shall include:

1. Student career goals
2. Desired geographic residence/work location
3. Student entry status regarding:
 - (a) Pre-enrollment educational attainment/credentials
 - (b) TABE results
 - (c) Information technology skills assessment results
 - (d) Previous employment/skills
 - (e) English language proficiency
 - (f) Driver's license
4. Student vocational preferences, choices, and aptitudes
5. Student training needs to achieve career goals
 - (a) Academic
 - (b) Vocational training
 - (c) Social skills
 - (d) Employability skills
 - (e) Job search skills
 - (f) Independent living skills
 - (g) Information Technology (IT) skills
6. Short term goals
7. Progress/accomplishments/achievements
8. Career transition needs/challenges/strategies
 - (a) Housing
 - (b) Transportation

- (c) Child Care
 - (d) Health Care
 - (e) Work Clothing and Tools
 - (f) Food and Nutrition
 - (g) Budgeting/Money Management
 - (h) Counseling/Mentoring
 - (i) Job Retention Skills
 - (j) Legal Services
- b. During the Career Preparation Period, staff will assist students in identifying initial career goals and developing personalized strategies to reach those goals through:
- 1. An individualized schedule of appropriate academic, vocational, social skills, and other development activities.
 - 2. Personal and career counseling to develop appropriate strategies and identify resources to address issues.
- c. The Personal Career Development Plan (PCDP) shall be updated throughout the student's enrollment by each student in cooperation with appropriate staff, on an ongoing basis no less frequently than at each student's regularly scheduled progress evaluation.
- d. The PCDP shall be updated and maintained using the Job Corps automated system. Students shall be provided copies of their PCDPs whenever changes are made and at separation.

R3. Assignment to a Vocational Training Program

Centers shall:

- a. Assign each student to a vocational training program, when they are ready, giving them their first choice if feasible, but no later than 60 days following center enrollment.
- b. When the student's first choice is not available or there is a waiting list, the student shall be assigned to a vocational training program, which is

directly related to his/her first choice when available or the student's second choice.

- c. Maintain a log of all students not assigned to vocational training programs within 60 days of enrollment. The list shall show the students' names, dates of arrival, dates of assignment to vocational training programs, and reasons for delay.

QUALITY INDICATOR(S)

- Q1. Students can explain the relationship between their academic and vocational training assignments and their career plans.
- Q2. Students can describe their short- and long-term training and career goals.
- Q3. Students can explain how Job Corps services will assist them with the attainment of their career goals.