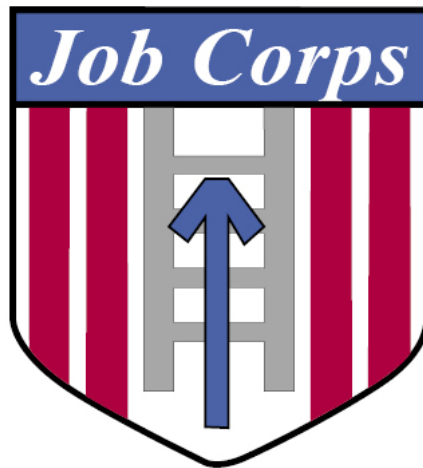


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# **POLICY AND REQUIREMENTS HANDBOOK**

## **CHAPTER 2: CAREER PREPARATION PERIOD**

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### EXHIBITS

None

### APPENDICES

None

## **2.0 OBJECTIVES**

To ready each student for successful participation in the Job Corps experience by providing a Career Preparation Period designed to assist each student to:

- Acclimate to center life.
- Acquire basic skills that will enhance job readiness and job search competencies.

To enable staff to help each student to acclimate to center life by:

- Identifying and addressing personal issues that are barriers to successful adjustment and participation.
- Tailoring the mix of services to the individual student's needs.

## **2.1 CENTER PLANS**

### **PURPOSE**

- P1. To ensure the efficient, effective, and coordinated delivery of career preparation services to students.

### **REQUIREMENTS**

#### ***R1. Center Career Preparation Plan***

- a. Centers shall prepare and implement a Center Career Preparation Plan (CPP), as part of the overall Career Development Services System (CDSS) Plan. The plan shall be submitted for Regional Office approval in accordance with Section 5.1, R3.c, Career Development Services System Plan.
- b. Career preparation services reflected in the plan shall be tailored to the individual needs of each student.
- c. At a minimum, the CPP Plan shall address:
  1. The rationale for the center's CPP design and how it will motivate student success and ensure the provision of individualized services to assist each student in preparing for full program participation.
  2. Organization, to include detailed descriptions of:
    - (a) How CPP will be staffed to deliver a full array of services to meet each student's needs.
    - (b) How staff will communicate across various departments to deliver the services.
    - (c) How staff will coordinate with Outreach and Admissions (OA) staff to ensure that school records are obtained before or during the CPP.
    - (d) How services and activities will be scheduled, paced, and delivered to ensure personalized learning opportunities tailored to each student's needs during the first 60 days of enrollment.
    - (e) How student input and feedback will be encouraged and used.
    - (f) How the center will create an environment where students regard staff as supportive, caring and dependable.
  3. Examples of methods and materials to be used to teach each of the required content areas as required within this chapter.
  4. Methods to involve contact between students and employers to establish the relevance of Job Corps career preparation and development activities to the workplace.
  5. The use of practical experiences to enable students to learn and practice skills.

6. Methods and strategies to create student commitment to and ownership of the Personal Career Development Plan (PCDP).
7. A system that identifies and addresses students' personal issues that may prevent them from being fully engaged in the CPP.
8. Approaches to involve admissions counselors in the students' successful adjustment to CPP.
9. Methods to assist students in developing the confidence and motivation to achieve their career goals.
10. Approaches to tailor the CPP to meet the needs of the limited English proficiency (LEP) students, if applicable.
11. Approaches to evaluate student readiness to participate in career development activities.
12. Methods planned to ensure a smooth transition from career preparation to career development for each student as he or she is ready.

**QUALITY INDICATOR**

- Q1. Center practices are in accordance with the CPP Plan.

## **2.2 INTRODUCTION TO CENTER LIFE**

### **PURPOSE**

- P1. To welcome new students and assist them in acclimating to center life.
- P2. To acquaint new students with center systems, behavioral standards, benefits, rules, and procedures to enable them to participate successfully in the program.

### **REQUIREMENTS**

#### ***R1. Activities***

Centers shall provide new students with an introduction to center life that includes:

- a. Activities designed to make them feel welcome and safe upon arrival.
- b. Experiences and information that will lead to an understanding of the opportunities and benefits available and the program's expectations of Job Corps students to include the following:
  - 1. Job Corps' Mission
  - 2. The Career Development Services System
  - 3. The center's basic schedule of training and activities
  - 4. The Career Success Standards
  - 5. Assessment testing
  - 6. Student progress evaluation
  - 7. Student rights and responsibilities
    - (a) Behavioral standards and expectations
    - (b) Equal opportunity, civil/legal rights, religious rights, sexual harassment policies
  - 8. Student government and leadership programs
  - 9. Student benefits
    - (a) Pay and allotments
    - (b) Accountability, leave and absence policies
    - (c) Support services (e.g., food services, mail, telephone, and voting rights)
  - 10. Center and community life
    - (a) Dormitory life
    - (b) Hands-on activities to practice the Career Success Standards
    - (c) Recreation/leisure time activities
    - (d) Information about the local community

11. Health and wellness services (including the Trainee Employee Assistance Program and Disability Program)
12. Safety and security (including water safety)
- c. An introduction to diversity to acquaint new students with the diversity represented on the center and in the community, and to familiarize them with the Multicultural Awareness Standard.
- d. A variety of opportunities for new students to meet and interact with:
  1. Center managers
  2. Career development/transition managers and/or specialists
  3. Counselors
  4. Staff representatives from all major program and support areas
  5. Student leaders

***R2. Student Handbook***

Centers shall develop and distribute to all students a student handbook that accurately reflects current center behavioral expectations, benefits, policies, and procedures in the areas included in Section 2.2, R1.b above, at a minimum.

**QUALITY INDICATORS**

- Q1. Students report feeling welcome upon arrival.
- Q2. Students can describe center expectations, systems, behavioral standards, benefits, and services available to them through Job Corps.
- Q3. Students are acquainted with staff and know who to ask for assistance with their needs.
- Q4. Students' needs for assistance with personal issues are appropriately identified and addressed.



## **2.3 STUDENT ASSESSMENT**

### **PURPOSE**

- P1. To assess student's prior academic achievement, skill level needs, and interests so that appropriate individualized career development services may be provided.
- P2. To identify student's personal issues so that appropriate support can be provided early in enrollment.

### **REQUIREMENTS**

#### ***R1. Assessing Student Needs and Interests***

Using formal and informal methods, centers shall assess each student's needs and interests to include:

- a. Level of academic achievement, competency for appropriate placement in academic classes, using the high school transcript, IEP (if applicable and available), and the Tests of Adult Basic Education (TABE) in accordance with procedures in Appendix 301 (TABE Requirements and Instructions for TABE 7/8).
- b. Medical status (entrance physical and dental examinations) per Section 6.10 (Student Health Services).
- c. Counseling intake needs/interests assessment – using the student's application and Admission Counselor's Assessment Tool (ACAT) as foundations, counselors shall identify at a minimum.
  - 1. Personal history
  - 2. Personal and career aspirations
  - 3. Family status, living situation and responsibilities
  - 4. Legal issues
  - 5. Personal issues
  - 6. Post-center plans
- d. Career aptitude and interests using a formal assessment tool
- e. Knowledge of and ability to demonstrate the appropriate behaviors associated with the Career Success Standards.
- f. English language proficiency
- g. Basic Information Technology skills
- h. Transitional needs

#### ***R2. Using Student Assessments***

Results of student assessments shall be used in collaboration with the student to:

- a. Develop the student's Personal Career Development Plan (PCDC).

- b. Schedule appropriate career development classes and activities.
- c. Develop essential support systems to address each student's personal and transitional needs.

**QUALITY INDICATORS**

- Q1. Student's initial aptitudes, interests, development needs, and transitional needs are recorded on the PCDP and used as a basis for career planning.
- Q2. Students know and understand their needs and can articulate what steps they need to take to achieve their goals.

## **2.4 PERSONAL COUNSELING**

### **PURPOSE**

- P1. To provide initial intervention to address the personal and social development needs of individual students.
- P2. To identify and coordinate the delivery of center and community resources to meet the needs identified.

### **REQUIREMENTS**

#### ***R1. Organization***

Centers shall provide personal counseling services with the following features:

- a. Designated counseling staff or qualified professionals
- b. Assigned caseloads
- c. Personal counseling sessions
- d. Availability of counseling services on weekends and in the event of emergencies.

#### ***R2. Personal Counseling Services***

Centers shall provide intensive on-going personal counseling services early within the first 60 days of the student's stay on center. These services will continue as needed (see PRH 3.3, Personal and Career Counseling) throughout the student's enrollment, with the following features:

- a. An intake assessment, including student history, during the first 48 hours of enrollment (see Section 2.3, Student Assessment).
- b. Ongoing structured, scheduled, and documented individual social development and adjustment counseling.
- c. Group support sessions designed to identify and address specific issues, such as: abuse, relationships, childcare, home sickness, language and cultural barriers, etc.
- d. Identification of students who need more intensive services and referral to such services.
- e. Intervention and implementation of strategies to address personal issues, including mental health, medical issues, and limited English proficiency (LEP).
- f. Support services, to include assisting with AWOL retrieval, conferring with parents, admissions counselors, career transition specialists, social service agencies; and providing referrals to community resources, as appropriate.

#### ***R3. Coordination of Services***

Centers Shall:

Develop a system for counselors to interact and share information with other staff, departments and community resources in accordance with R4.b below as needed, to ensure the coordinated delivery of services to students.

**R4. Reporting/Documentation/Record Keeping**

Centers shall:

- a. Ensure that counselors maintain a record of individual counseling sessions to include, at a minimum, the following information:
  1. The reason for such session
  2. An assessment
  3. A plan of action with appropriate follow up
- b. Implement safeguards to assure that personal information about individual students, subject to the Privacy Act, is shared among staff only to the extent necessary to ensure the safety and effective provision of services to students, and no further, in accordance with Appendix 601 (Student Rights to Privacy and Disclosure Information). Personal counseling records shall be treated as confidential documents.
- c. Advise students regarding counselors' responsibilities for safeguarding confidentiality and for disclosing information which is legally required or which may represent a threat to the student or others.

**QUALITY INDICATORS**

- Q1. Counseling services are effectively integrated and coordinated with other career preparation activities.
- Q2. Students view counselors as a resource to help them address their personal and social development needs.
- Q3. Students' personal and social development needs are met so that they can continue to prepare for careers.

## **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
  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. Practice of general safety

9. Use of hand tools
  10. 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) Career Success Standards
  - (d) Job search skills
  - (e) 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 and vocational training.
  2. Exposure, practice, and experience to meet the Career Success Standards.
  3. 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 INDICATORS**

- 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.



## **2.6 NAVIGATING THE LABOR MARKET**

### **PURPOSE**

- P1. To provide new students with an introduction to fundamental job search and information technology skills needed to successfully navigate the labor market.

### **REQUIREMENTS**

#### ***R1. Introduction to Information Technology***

Centers shall provide each new student with instruction in the following within the first 60 days of enrollment:

- a. The role and impact of technology trends on business and society
- b. Basic care and handling of computer hardware and software
- c. Basic hardware and software components
- d. Basic computer functions
  1. Keyboarding
  2. Word processing applications
  3. E-mail
- e. Use of the Internet to:
  1. Conduct a job search
  2. Access Labor Market Information for career exploration
  3. Identify community support service resources
  4. Access One-stop services
- f. Appropriate use of the Internet and e-mail

#### ***R2. Job Search Skills***

Centers shall provide each new student with an introduction to basic job search skills, within the first 60 days of enrollment. The introduction shall include at a minimum:

- a. Identifying personal skills and attributes
- b. Sources of employment
- c. Inquiring about a job over the telephone
- d. Completing a job application
- e. Writing a resume
- f. Writing a cover letter
- g. Job survival skills
- h. Interviewing for a job
- i. Information on the apprenticeship application process

- j. Worker's rights and responsibilities
- k. Strategies for succeeding during the first weeks on the job
- l. Availability of Career Transition Services through Job Corps and One-stops

**QUALITY INDICATORS**

- Q1. Students can describe how to conduct a job search.
- Q2. Students know what placement and career transition services are provided by Job Corps and One-stop centers.
- Q3. Students can demonstrate basic skills with personal computers.

## **2.7 CAREER SUCCESS STANDARDS**

### **PURPOSE**

- P1. To provide new students with an overview and introduction to center expectations, behavioral standards, and the Career Success Standards they will be expected to meet during enrollment in order to successfully participate in the program and become employable.

### **REQUIREMENTS**

#### ***R1. Overview***

Centers shall provide each student with an introduction to all eight Career Success Standards and an overview of the behavioral expectations of the center. The center will review with each new student the Career Success Standards they will be expected to meet during enrollment in order to successfully participate in the program and become employable.

#### ***R2. Individualized Opportunities, Projects, and Activities***

Centers shall use the results of formal and informal assessments of the Career Success Standards conducted in the Career Preparation Period (CPP) to provide each new student with a personal and individualized plan for meeting all eight Standards. The individualized plan shall be included in the student's Personal Career Development Plan (PCDP) and shall include, at a minimum:

- a. An overview of the Standards the student does and does not meet
- b. Specific opportunities, projects, and activities on center the student may participate in to meet the Standards and how the student will be evaluated on his/her participation in these activities
- c. Expectations for students to acquire and demonstrate the Career Success Standards in all phases of career development and career transition

#### ***R3. Evaluation of Student Progress***

Centers shall inform all new students that they will be formally evaluated at least every 60 days on their knowledge of and ability to demonstrate all eight Career Success Standards.

### **QUALITY INDICATORS**

- Q1. Students have knowledge of all eight Career Success Standards and understand how they will be evaluated on meeting these Standards throughout enrollment in the program.
- Q2. Students can identify their individualized plan to develop and demonstrate competency in the Career Success Standards.

## **2.8 PERSONAL DEVELOPMENT SKILLS**

### **PURPOSE**

- P1. To teach new students the basic conflict resolution skills needed to participate in the program.
- P2. To facilitate students' employment readiness by providing driver education training.

### **REQUIREMENTS**

#### ***R1. Conflict Resolution Skills***

Centers shall provide each new student with instruction in basic conflict resolution techniques within the first 60 days of enrollment. At a minimum, instruction shall include:

- a. Content
  - 1. Defining conflict and recognizing when it exists
  - 2. Developing strategies for dealing with conflict
  - 3. Identifying resources available to help resolve conflict
- b. Opportunities to learn and practice conflict resolution techniques.
- c. Explanation of the importance of conflict resolution skills in Job Corps and in the workplace.

#### ***R2. Driver Education***

Centers shall:

- a. Provide each new student who does not already possess a driver's license with instruction that will enable him or her to obtain a learner's permit.
- b. Initiate driver training during CPP as described in Section 3.22 (Driver Education), whenever possible.

### **QUALITY INDICATOR**

- Q1. Students can describe techniques for managing and resolving conflict.

## **2.9 CAREER DEVELOPMENT READINESS**

### **PURPOSE**

- P1. To ensure that students are fully prepared for successful participation in the Career Development Period (CDP).

### **REQUIREMENTS**

#### ***R1. Evaluation***

- a. Centers shall ensure that each student receives ongoing evaluations, conducted by a career management team.
- b. Each student's career management team shall conduct a formal evaluation prior to the student's entry into CDP. The formal evaluation shall:
  1. Assess the student's progress and readiness to participate in career development activities.
  2. Assist the student in completing his/her initial Personal Career Development Plan.
  3. Collaborate with the student on identifying the personalized mix of career development activities that will move the student toward meeting the Career Success Standards and his/her career goals.

#### ***R2. Transition to Career Development Period***

Centers shall:

- a. Assign students to career development activities based on each individual student's progress and readiness to participate.
- b. Schedule support services for each student, as needed, to address personal issues that still present barriers to full program participation.

### **QUALITY INDICATOR**

- Q1. Students express personal satisfaction with and ownership of their PCDP.