

May 12, 2006

DIRECTIVE:	JOB CORPS PRH CHANGE NOTICE NO. 05-16
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TO: ALL JOB CORPS NATIONAL OFFICE STAFF
ALL JOB CORPS REGIONAL DIRECTORS
ALL JOB CORPS CENTER DIRECTORS
ALL JOB CORPS CENTER OPERATORS
ALL NATIONAL TRAINING AND SUPPORT CONTRACTORS
ALL OUTREACH, ADMISSIONS AND CTS CONTRACTORS

FROM: ESTHER R. JOHNSON
National Director
Office of Job Corps

SUBJECT: Policy and Requirements Handbook Chapters 1, 2, 3, and 5:
Career Success Standards

1. Purpose. To inform the Job Corps community of policy changes in the Policy Requirements Handbook (PRH) regarding the implementation of the Career Success Standards.
2. Background. Job Corps is committed to preparing students with the skills they need for successful careers. High-growth, high-demand industries have changed the job market and raised the bar for entry-level workers. In order to compete in today's workforce, Job Corps graduates not only need academic and career technical training, but also the employability and soft skills to support life-long learning and personal and professional growth.

The National Office of Job Corps has taken measures over the years to supplement student training with social development curricula and tools, such as the Social Skills Training (SST) Curriculum. While these resources have improved services to students, they were not designed to individualize student training or to help staff identify each student's strengths and weaknesses. The Career Development Services System (CDSS), introduced in 2001, emphasized individualized student training; however, the SST Curriculum had not been designed to support CDSS. The Career Success Standards were developed to meet this need.

Job Corps' Career Success Standards (hereinafter referred to as "the Standards") are not a replacement or a revision of the SST Curriculum. Instead, they are a set of behavioral expectations that support employability and social development for career success. These expectations apply to everyone on-center and are an essential part of the Job Corps curriculum. Integrating the Standards will require Job Corps centers to make employability and social development a bigger part of staff and student training. The benefits of a Standards-run Job Corps center may include greater student retention, increased staff-staff communication and overall student achievement.

Successful implementation of the Standards will depend on each center's commitment to the Job Corps mission, and the staff's ability to consistently model, mentor, and monitor appropriate workplace behaviors at all times. Furthermore, the Standards define what staff and students should know or be able to do and describe how well they should be able to do it. In this way, the Standards represent Job Corps' core values and behavioral expectations for staff and students.

The following policy changes reflect the integration of the Career Success Standards into each center's Career Development Services System (CDSS) plan. References to Employability Skills, Social Skills Training, Diversity Training, and Communication Skills have been replaced with the Career Success Standards. The Standards have become a required component of the Evaluation of Student Progress and the Staff Performance Appraisal.

3. Explanation of Changes. Highlights of PRH changes are as follows:

Add PRH Table of Contents

PRH Chapter 1, Outreach and Admissions

Section 1.3, R1: insert new paragraph c as follows, and modify lettering of subsequent paragraphs:

- c. Career Success Standards, including center expectations for student behavior and information on regular evaluation of student progress.

PRH Chapter 2, Career Preparation Period

Section 2.2, P2: change to read:

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

Section 2.2, R1b: modify numbering sequence and add:

- 4. The Career Success Standards

7. Student rights and responsibilities
 - (a) Behavioral standards and expectations
10. Center and community life
 - (b) Hands-on activities to practice the Career Success Standards

Section 2.2, R1c: change to read:

- c. An introduction to diversity in the workplace to acquaint new students with the diversity represented on the center and in the community, and to familiarize them with the Multicultural Awareness Standard.

Section 2.2, R3: change paragraph to read:

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.

Section 2.2, Q2: change to read:

- Q2. Students can describe center expectations, systems, behavioral standards, benefits, and services available to them through Job Corps.

Section 2.3, R1: change to read:

R1. Using formal and informal methods, centers shall assess each student's needs and interests to include:

Section 2.3, R1: insert new paragraph e as follows, and modify lettering of subsequent paragraphs:

- e. Knowledge of and ability to demonstrate the appropriate behaviors associated with the Career Success Standards.

Section 2.3, Q1: change to read:

- Q1. Student's initial aptitudes, interests, development needs, and transitional needs are recorded on the PCDP and used as a basis for career planning.

Section 2.5, R2a, 5: insert new paragraph (c) as follows, and modify lettering of subsequent paragraphs.

- (c) Career Success Standards

Section 2.5, R2b: alter paragraph 1 and insert paragraph 2 as follows, and modify numbering of subsequent paragraph:

1. An individualized schedule of appropriate academic and vocational training
2. Exposure, practice, and experience to meet the Career Success Standards

Section 2.7: replace Section 2.7, Personal Development Skills, with new Section 2.7, Career Success Standards.

Section 2.8: move Section 2.8, Career Development Readiness, to new Section 2.9, and replace with new Section 2.8, Personal Development Skills.

The Table of Contents for Chapter 2 is altered to reflect these changes, as is the Table of Contents for the full PRH.

PRH Chapter 3, Career Development Period

Replace Section 3.9 Communication Skills, Section 3.15 Employability Skills, Section 3.17 Diversity Training, and Section 3.20 Social Skills Training with new Section 3.7 Career Success Standards.

The Table of Contents for Chapter 3 is altered to reflect these changes, as is the Table of Contents for the full PRH.

Section 3.1, R1c, 2: add new paragraph (d) as follows:

- (d) How individualized services will assist each student in meeting all eight Career Success Standards

Section 3.1, R1c, 3: change paragraph (b) to read:

- (b) Integrate academic and vocational skills, and the Career Success Standards to impart knowledge and develop appropriate attitudes and behaviors in the context of the workplace.

Section 3.1, R1c, 3: change paragraph (e) to read:

- (e) Provide each individual student with experiences and practice in the Career Success Standards, especially those he/she does not meet.

Section 3.2, R1d: add the following paragraph:

9. Model, mentor, and monitor the Career Success Standards at all times.

Section 3.5, R2: change paragraphs a, b, and c as follows:

- a. Evaluations shall include the assessment of student progress in all major career development areas: academics, vocational training, work-based learning (if applicable), social development, and recreation.
- b. Evaluations shall include all eight Career Success Standards as well as any additional expectations the center wishes to evaluate. Evaluations shall be calculated as follows:

<u>Score</u>	<u>Performance Levels</u>
1–2	Needs Improvement
3–4	Meets Standard
5	Excels

- c. Each student will be provided with a schedule of individualized projects and activities to assist them in meeting the Career Success Standards in which a “Needs Improvement” rating is received.

Section 3.5, R2: change paragraph e as follows:

- e. Students shall be evaluated by career development staff who are in direct contact with them, such as counselors, instructors, residential advisors, and work site supervisors. Evaluators shall discuss their evaluations with students privately and in person.

PRH Chapter 5, Management

Section 5.2, R6: change paragraphs c and d as follows.

- c. Staff’s modeling, mentoring, and monitoring each of the eight Career Success Standards.
- d. Support of students’ career development goals, the zero tolerance policy, and student placement efforts.

Add Exhibit 5.4, which changes Social Skills Training and Intervention Techniques to Modeling, Mentoring and Monitoring Appropriate Workplace Behaviors

4. Filing Instructions.

REMOVE FROM PRH	INSERT
PRH Table of Contents, dated November 9, 2005	PRH Table of Contents, dated May 12, 2006
Chapter 1, Section 1.3, dated February 6, 2006	Chapter 1, Section 1.3, dated May 12, 2006
Chapter 2, dated March 31, 2006	Chapter 2, dated May 12, 2006
Chapter 3, dated March 31, 2006	Chapter 3, dated May 12, 2006
Chapter 5, Section 5.2, dated March 30, 2006	Chapter 5, Section 5.2, dated May 12, 2006
Exhibit 5.4, dated February 11, 2005	Exhibit 5.4, dated May 12, 2006

5. Effective Date. June 1, 2006. Note: Regional Offices will have the latitude to phase in compliance, which must be completed by June 29, 2007.

6. Action Required. Outreach and Admissions and center contractors must follow the implementation schedule established by the appropriate Regional Office.

7. Inquiries. Inquiries should be directed to John Chowning, at (202) 693-3102, or e-mailed to chowning.john@dol.gov.

Attachments

- A - PRH Table of Contents
- B - Chapter 1, Section 1.3
- C - Chapter 2
- D - Chapter 3
- E - Chapter 5, Section 5.2
- F - Exhibit 5.4