

## **2.5 STUDENT CAREER PLANNING**

### **PURPOSE**

- P1. To provide students with relevant information and experiences in high demand and high growth career technical areas that offer opportunities for job placement.
- P2. To assist students in setting short- and long-range goals that will lead to viable career paths and/or postsecondary education.
- P3. To assist students in choosing academic pathways and career technical training programs suited to the labor market, as well as to the student's interests, capabilities, and career goals.

### **REQUIREMENTS**

#### ***R1. Career Exploration***

Centers shall provide all new students with:

- a. A variety of career exploration activities designed to provide information and practical experiences that assist students in understanding various factors to consider when making a career choice and setting career goals, including:
  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 personal interests, aptitudes, and values to assist in making a career choice
- b. An overview of center career technical offerings in each area in which the student expresses an interest. This overview shall include information on the following subjects:
  1. Wages
  2. Working conditions, including physical requirements
  3. Required technical training and academic skills
  4. Advancement potential
  5. Related career technical offerings, post-secondary training, and related careers in the industry
  6. Industry-recognized certifications
  7. Employment outlook, labor market information, and available placement services offered in the geographical areas to which the student is likely to return

8. Practice of general safety
  9. Use of hand tools
  10. Equipment safety
- c. Work-based learning experiences (see Appendix 308) such as:
1. Structured hands-on experience for each career technical area 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.
  2. Workplace tours, employer presentations, and job shadowing to help students refine their career objectives and focus on a specific career technical area
- d. Goal-setting activities and career counseling to assist students in making informed choices on career technical areas to consider.
- e. A visit to the nearest One-Stop career center to acquaint students with career exploration, training, job placement, and other services and resources available to them. If a One-Stop is not available in the vicinity, centers shall provide opportunities for students to 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, and 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 interests, aptitudes, and career technical preferences and choices
5. Student training needs to achieve career goals
  - (a) Academic

- (b) Career technical 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 career technical training.
  - 2. Exposure, practice, and experiences to meet the Career Success Standards.
  - 3. Personal and career counseling to develop appropriate strategies and identify resources to address issues.
- c. Students shall update their Personal Career Development Plan (PCDP) on an ongoing basis, in cooperation with appropriate staff, 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 to the plan and at separation.

**R3. Assignment to a Career Technical Training Program**

Centers shall:

- a. Schedule students to their first choice of career technical training program, if feasible, when they are determined to be ready for the Career Development Period (CDP), but no later than 60 days following center enrollment.

- b. When the student's first choice is not available, the student shall be assigned to a career technical training program which is directly related to his/her first choice, or to his/her second choice.
- c. Maintain a log of all students not assigned to career technical training programs within 60 days of enrollment. The list shall show the students' names, dates of arrival, dates of assignment to career technical training programs, and reasons for delay.

### **QUALITY INDICATORS**

- Q1. Students can explain the relationship between their academic and career technical training assignments, and their career plans.
- Q2. Students can articulate 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.