

3.1 CENTER PLAN

PURPOSE

- P1. To assure the efficient, effective, and integrated delivery of career development training to students to enable their successful transition from learning to careers.

REQUIREMENTS

R1. Career Development Plan

- a. Centers shall prepare and implement a Career Development Plan (CDP), as part of the overall Career Development Services System (CDSS) Plan. The plan shall be submitted for regional office approval in accordance with Chapter 5, Management.
- b. Career development services reflected in the plan shall be tailored to the individual needs of each student, provided throughout enrollment and coordinated with Career Preparation and Career Transition Services (CTS) to ensure continuity of services to students.
- c. At a minimum, the CDP shall address:
 1. The rationale for the design of career development services and how that design will ensure provision of individualized services to assist each student in meeting his/her career goals.
 2. Organization, to include detailed descriptions of:
 - (a) How each component will be staffed.
 - (b) How responsibilities will be distributed among the instructional staff and among various center departments.
 - (c) How center-based and work-based learning will be scheduled and what interruptions to the schedule will be allowed.
 - (d) How individualized services will assist each student in meeting all eight Career Success Standards
 - (e) How the center will ensure the delivery of programs and services to English Language Learner (ELL) students
 3. Methods, materials and activities to:
 - (a) Teach each of the competencies required by this chapter.
 - (1) Centers may use either materials and methods as outlined in Job Corps course guides, or other materials and methods selected by centers to teach required competencies.
 - (2) If a center elects to use Job Corps materials and methods to teach a set of required skills, the plan need only reference the relevant course guide.

- (3) Regional offices may direct centers to use specified Job Corps materials and methods for given subject areas if training outcomes do not meet targeted levels.
 - (b) Integrate academic, career technical, and career success skills development and practice to impart knowledge and help students develop appropriate attitudes and behaviors in the context of the workplace.
 - (c) Use of center and employer work sites to teach required skills and competencies.
 - (d) Instruct students in workplace safety measures.
 - (e) Provide individual students with experiences and practice to help them meet each of the eight Career Success Standards.
 - (f) Acquaint students with diversity issues to promote respectful behavior and develop competency in responding to diversity issues.
 - (g) Utilize the CDP to guide each student's career progress and provide feedback on student achievements.
 - (h) Evaluate student readiness for CTS and ensure a smooth transition from center to post-center services.
 - (i) Provide students with options to achieving a high school diploma.
4. A description of the center's student conduct system including incentives, rules and sanctions, procedures for adjudication of infractions, appeal procedures, and how conduct expectations are related to workplace.
5. Documentation of the accreditation of all high school programs that a center offers to students (see Appendix 304).
6. Documentation of the processes for assessing students for disabilities and programs for providing students with special education, if the center is subject to the requirements of the Individuals with Disabilities Improvement Act of 2004 (IDEA) or Section 504 of the Rehabilitation Act of 1973 (See Section 3.11).

QUALITY INDICATOR

- Q1. Center practices are in accordance with the Center Career Development Plan.