PROGRAM ASSESSMENT GUIDE
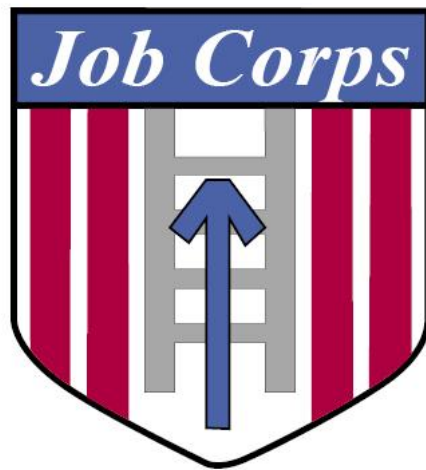
CHAPTER 2:
CAREER PREPARATION PERIOD
November 3, 2010

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PRS Ratings Definitions and Scoring Scale
Exceptional (8/9)
Programs, procedures, and systems are well organized, clearly communicated, and administered to ensure quality delivery of all requirements and achievement of quality indicators. Innovative approaches result in program enhancements and improved outcomes. Through rigorous self-assessments and quality assurance, the operator safeguards program assets and maintains the integrity of program data.
Very Good (6/7)
Programs, procedures, and systems are consistently in place to ensure delivery of requirements and achievement of quality indicators. Some innovative approaches are employed to promote continuous improvement. A viable quality assurance plan ensures integrity and accountability of program assets and data.
Satisfactory (4/5)
Requirements and quality indicators are generally evident in applicable program areas with minor exceptions. A quality assurance plan is in place that demonstrates adequate controls to ensure integrity and accountability of program assets and data.
Marginal (2/3)
Requirements and/or quality indicators are missing or minimally evident in applicable program areas. Quality assurance is minimal resulting in inconsistencies in accountability and integrity of program assets and data.
Unsatisfactory (0/1)
Critical requirements are missing or minimally evident. Quality indicators are not achieved. The program lacks procedures and controls necessary to ensure compliance, quality, and data integrity.

Note: A glossary of acronyms is located at the end of the PAG Preamble.

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 PLAN

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 in the PRH.

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 English Language Learner (ELL) 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.

Strategy:

➢ Interview CPP staff. Do they have a copy of the CPP section of the plan? Are they familiar with the plan? Are they following the plan, or are their methods different?

➢ Review the regional and center career preparation plans. Verify if the center's plan is consistent with the regional plan and satisfies PRH requirements.

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

QUALITY INDICATOR(S)

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

Strategy:

➢ Observe career preparation activities to see if planned activities are taking place. Review career preparation period staffing and scheduling. Are there flexible opportunities for students to participate in those activities identified in their PCDP or do all students

participate in all activities? Are there opportunities for students to participate in individualized projects and activities during evenings and weekends?

➢ Determine if the center is providing instruction in each of the required content areas. Review career preparation period content; observe activities for hands-on, practical experiences for students.

➢ How are career preparation services tailored to meet the needs of individual students (i.e., ELL, students with learning and other disabilities/special needs)?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

PRH 2.1 - Summary Rating

Requirement	Rating	Quality Indicator	Rating
R1		**Q1**	
Average		**Average**	

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, and anti-bullying 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:

          (a)   Trainee Employee Assistance Program

          (b)   Disability Program (e.g., reasonable accommodation)

12.   Safety as it pertains to eliminating or preventing hazards that may result in injury, illness, or death. Topics should include but are not limited to:

          (a)   Overview of the Job Corps occupational safety and health (OSH) program outlined in PRH Chapter 5, Sections 5.14 through 5.20 (emphasize student roles and responsibilities) including but not limited to:

                    (1)   Occupational safety and health committee

                    (2)   Fire safety and prevention

                    (3)   Emergency action plan (including extreme/severe weather, evacuations, and terrorist threats)

                    (4)   Hazard communication, including material safety data sheets (MSDSs) and labeling

                    (5)   Applicable Occupational Safety and Health Administration (OSHA) standards (varies by work or training environment)

                    (6)   Safe work practices, including use of personal protective equipment (PPE)

                    (7)   Reporting unsafe or unhealthful living and training conditions

                    (8)   Recreational safety, including water safety

          (b)   Reporting accidents, injuries, and illnesses (emphasize timely reporting); OSHA 300 Log and OSHA 300A

         (c)   Work-based learning site safety, including reporting unsafe and unhealthful conditions, and accident and injury reporting requirements

         (d)   Preventing the spread of flu and other illnesses; personal hygiene

         (e)   Safety recognition program

13.   Security as it pertains to center culture, personal comfort, and well-being. Topics should include but are not limited to:

         (a)   Center security procedures

         (b)   Unauthorized goods and confiscation procedures

         (c)   Zero Tolerance Policy

         (d)   Smoking policies on and off center

         (e)   Off-limit areas on and off center

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(f)   Theft protection and tort claims

(g)   Student vehicle policy

(h)   Security operations

(i)   Sign-in and sign-out procedures (passes and leave); entry and exit procedures

(j)   Inventory of personal belongings

(k)   Identification cards

(l)   Phone calls

(m)   Mail procedures

(n)   Visiting procedures

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c.   An introduction 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.   Disability Coordinator

5.   Staff representatives from all major program and support areas

6.   Student leaders

Strategy:

➢ Review CPP schedule. Are required activities included in the schedule? Interview the person(s) responsible for instruction and get a copy of the curriculum/schedule.

➢ Observe if written information is given to students during scheduled lectures/meeting in order to follow along and make notes, and request copies of the materials. If possible, sit in on classes to see how materials are presented. Are there evaluations of student knowledge? How is student progress monitored?

➢ Determine when and how employment and employability is introduced.

➢ Determine what opportunities are available for new students to meet with CDSS specialists, counselors, and other staff. Determine what role student leaders play in new student orientation.

➢ Interview staff. Do management and staff understand the CPP process? Can they describe the activities/content areas that students participate in? Can they describe the transition from CPP to CDP?

➢ Interview students. Do students understand the difference between safety and security?

➢ Do students understand their roles and responsibilities in the center's occupational safety and health program?

➢ Are students familiar with the terms Occupational Safety and Health Administration (OSHA), OSHA 300 Log, and OSHA 300A

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

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, at a minimum.

Strategy:

➢ Request a copy of the new student handbook and review for relevancy and accuracy (e.g., compare with CDSS plan and SOPs). Does the handbook reflect current center benefits, policies, procedures and behavioral expectations including the Career Success Standards? Discuss with management any discrepancies between the handbook and current policy.

➢ Does the handbook include guidance on occupational safety and health?

➢ Does the handbook include emergency evacuation procedures in the event of fire, flooding, or other emergency?

➢ Does the handbook address reporting unsafe or unhealthful living and working conditions on center?

➢ Does the handbook address reporting accidents, injuries, or illnesses that occur on center?

➢ Does the handbook address reporting unsafe or unhealthful working conditions on work-based learning sites?

➢ Does the handbook address reporting accidents, injuries, or illnesses that occur on work-based learning sites?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	

Rationale for Rating:

QUALITY INDICATOR(S)

Q1.   Students report feeling welcome upon arrival.

Strategy:

➢ Interview students and staff. Do students feel safe and relaxed? Is there evidence of cooperation between students already on center and new students? Between new students and staff? Among the staff responsible for career preparation? Between the OA staff and center staff?

➢ Observe the arrival process. Are there systems in place to welcome students? Are the systems organized? In what ways do they promote a calm and respectful, yet happy and exciting environment? How is the schedule adapted to students arriving at different times? Are there opportunities for new students to meet other students in a fun, nonthreatening way? How are a student's belongings inventoried? Is it done in a respectful, private manner?

➢ Observe how students are introduced to their room. Is the room inviting and welcoming. (e.g., is there a clean wardrobe? Are there hangers? Does the bed have clean sheets? Is there a place to store toiletries and is it adequate?)

➢ Observe the initial CPP activities and events. What information is shared? Are presentations clear, interesting, and fun? Are various instructional strategies used to accommodate varying learning styles? Do they promote student participation through questions and discussions? Do presenters emphasize employment and career success standards? Do they motivate students to become engaged in their own career development plan?

0	1	2	3	4	5	6	7	8	9

Unsatisfactory	Marginal	Satisfactory	Very Good	Exceptional
Rationale for Rating:				

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

Strategy:

➤ Conduct individual interviews and/or a focus group(s) with students. Considering their length of stay at the center, determine their level of knowledge about center expectations, systems, behavioral standards, (including the Career Success Standards), benefits, and services. Do students understand their roles and responsibilities in relation to the center's expectations and the CDSS model? Do they know how to use center systems? Are their expectations of Job Corps realistic? Do they have a student handbook? Do they find it helpful?

➤ Students should be able to articulate their knowledge of the Career Success Standards. This explanation should include concrete examples of their work to achieve a "meets standard" or "excels" level for each Standard, including individualized projects and activities.

➤ Review center materials (e.g., student handbook) used to acquaint students with the center CDSS and CSS. Are the materials complete? Is the content accurate? Is it appealing? Is the language clear and easy to understand? Is it positive, respectful, and fun?

➤ Determine how students are assigned to their counselors and CDSS case managers? Are the processes for assigning students used? Are assignments clear to students?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

Q3.   Students are acquainted with staff and know who to ask for assistance with their needs.

Strategy:

➢ Conduct interviews or focus groups to learn if the students are able and willing to seek assistance from the appropriate staff member or department. This could be tested in a fun way (e.g., create games that require students to match staff names with their specific responsibilities or with the types of problems for which students should consult them).

➢ Can students identify their counselor? CPP instructors/staff? Residential advisors?

➢ Review or observe other means of communication used on the center (e.g., bulletin boards, newsletters, staff identification badges, etc.). Find out if staff and student leaders, as well as their areas of responsibility, are clearly identified for other staff and students to view. The larger the center, the more rigorous the testing should be in this area since it can be more difficult for students to identify and access resources in larger centers.

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

Q4.   Students' needs for assistance with personal issues are appropriately identified and addressed.

Strategy:

➢ Determine if an initial intake interview is conducted within the first 48 hours. Are students' needs for assistance identified and addressed?

➢ Review case notes. Is there evidence of a team approach to addressing students' needs? For example, are there referrals, memos, and e-mails among staff to address and follow up on identified needs?

➢ Interview staff to find out what systems are in place to identify and meet students' needs. Find out how staff are using these systems. Find out if they are collecting information about causes for early separation during the CPP. Are they noting trends? What are they doing with this information?

➢ Review the center's Weekly Termination Rate (WTR). Are there trends?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	

Rationale for Rating:

Q5.   Students are familiar with the center's occupational safety and health program.

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	

Rationale for Rating:

PRH 2.2 - Summary Rating

Requirement	Rating	Quality Indicator	Rating
R1		**Q1**	
R2		**Q2**	
		Q3	
		Q4	
		Q5	
Average		**Average**	

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 9/10).

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

Strategy:

➢ Review CPP schedule. Are assessments scheduled within appropriate timeframes? Review counseling files and case notes to determine if the required initial intake is conducted and who is responsible. Does the initial intake assessment accurately portray student's needs? Review how students are assessed on the Career Success Standards. Are both formal and informal assessments conducted to assess a student's knowledge of and ability to demonstrate the Career Success Standards?

➢ Review CIS case notes and individual student PCDPs. Are the results of assessments documented and shared with the appropriate staff? Are the results shared with the student? Review a random selection of PCDPs. Are the results documented on the student's PCDP? Does the PCDP indicate an individualized action plan to help the student meet his or her career training goals and all eight Career Success Standards via appropriate projects and activities?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

R2.   *Using Student Assessments*

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

a.   Develop the student's PCDP.

b.   Schedule appropriate career development classes and activities.

c.   Develop essential support systems to address each student's personal and transitional needs.

Strategy:

➢ Interview counselors. Do they understand the use of the ePCDP as a career development tool? Check their understanding of the system by having them demonstrate entering information from a couple of student files into ePCDP.

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	

Rationale for Rating:

QUALITY INDICATOR(S)

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

Strategy:

➢ Determine whether the admissions counselors' assessment tool is in the file and that the students' PCDPs are available. Who made the last entry on the PCDP, and when? Review PCDPs to verify if content has been customized to each student. Is there a standard operating procedure that outlines how scheduling is completed? Does it provide flexibility in scheduling academic and career technical training based on individual student need? Is there a schedule of Career Success Standards projects and activities? Does it provide after-hours and weekend opportunities?

➢ Review the student's post-center plans. Do the plans identify issues and possible solutions? Review time lines for addressing these issues.

➢ Look for evidence of communication among academic instructors, career technical instructors, residential advisors, counselors, and other center staff regarding specific student issues and challenges so there is an integrated effort to support students in all aspects of center life. Look for evidence that students are aware of this communication mechanism and how to participate in it.

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	

Rationale for Rating:

Q2.   Students know and understand their needs and can articulate what steps they need to take to achieve their goals.

Strategy:

➢ Interview students. Can they explain their ePCDPs and describe the steps they must take to achieve their training and career goals?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	

Rationale for Rating:

PRH 2.3 - Summary Rating

Requirement	Rating	Quality Indicator	Rating
R1		**Q1**	
R2		**Q2**	
Average		**Average**	

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.

Strategy:

➢ Interview counseling manager.

➢ How is counseling organized on the center? Are there separate counselors for each phase of CDSS? What is the counseling schedule? Are counselors available on the weekends? Are counselors available after the training day?

➢ What is the caseload for each counselor? Are they evenly distributed? Use CIS to pull reports active lists by counselor.

➢ Observe the counseling office. Do students need to make appointments? Are the hours flexible enough to meet the needs of all the students? How do counselors and staff in the office respond to students' needs?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

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). A copy of this assessment will be submitted to the health and wellness center for review and inclusion in the student health record.

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, and language and cultural barriers.

d.   Identification of students who need more intensive services and referral to such services.

e.   Intervention, implementation, and documentation of strategies to address personal issues, including mental health, medical issues, and English language learners.

f.   Support services, to include assisting with AWOL retrieval; conferring with parents, admissions counselors, career transition specialists, and social service agencies; and providing referrals to community resources, as appropriate.

Strategy:

➢ Interview individual counselors. What is their counseling background? What types of sessions are conducted (individual, group, etc.) and when.

➢ How do they document the counseling sessions. What do they do with information gathered in the counseling session? Is a plan developed to address individual needs? Review a sampling of their files.

➢ If acceptable to the staff and student, observe a counseling session. How are questions asked? Are the questions sensitive? Does the counselor establish a rapport with the student? Does the approach used encourage students to open up? Look at the timing of questions. Is the student in the right frame of mind to deal with the questions being asked (e.g., new arrivals may be too anxious to immediately deal with intense personal issues)?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

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, as needed, to ensure the coordinated delivery of services to students.

Strategy:

➢ Interview counselors. Are there opportunities for them to interact with other staff about individual students (e.g., case meetings, panels, etc.)?

➢ Look for evidence that a case management approach is used to address student problems. Are the efforts integrated? Is there documentation of the problem, a plan of action to address it, implementation, and follow up? Is there evidence outside of the counseling file that the plan of action is being implemented? Are there systems in place to check progress? Is there systematic feedback to appropriate personnel? Is student confidentiality protected (i.e., information is shared on a need-to-know basis)?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

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 of 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.

Strategy:

➢ Interview management and counseling staff to determine if staff understand and follow center plans. Find out where the student files are kept and how easily accessible they are. Are they maintained in a secure area?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

QUALITY INDICATOR(S)

Q1.   Counseling services are effectively integrated and coordinated with other career preparation activities.

Strategy:

➢ Determine how counselors are participating in CPP. Is there evidence of early intervention during CPP?

➤ Interview staff from other departments. Are counselors viewed as a resource? In what ways do they assist other staff in addressing student behaviors and personal issues?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

Q2.   Students view counselors as a resource to help them address their personal and social development needs.

Strategy:

➤ Review the student survey. If the rating is low for counseling, verify what the Center's plan is and follow up. Conduct interviews with students or focus groups to get student views on what has worked for them with counseling staff and what can be done to improve services.

➤ Ask students if they know who their counselor is and how often they see her/him. Review counseling records. Do they indicate a reason for each session, an assessment, and a plan of action with appropriate follow up? Select several files and determine if follow-up plans were implemented. Were they effective? If not, were adjustments made to the plan? Were students involved in making the plan?

➤ Review counseling records for confidentiality issues. Is information shared only on a need-to-know basis? How is information shared? Are there formal processes that limit information sharing? How do counselors determine "need-to-know"?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

Q3.   Students' personal and social development needs are met so that they can continue to prepare for careers.

Strategy:

➢ Do counselor notes reflect information about the student's personal and social development needs? Are these needs indentified in the PCDP? Are students provided group counseling or other counseling opportunities to address these issues? Are barriers and strategies to overcome these issues identified? Are family issues identified and is there a plan in place that will help students maintain focus on them, such as identifying resources in their own community to deal with family issues?

➢ Determine how counselors share information with other staff, especially the center mental health consultant. Are linkages with community resources available? Are there cooperative agreements with those resources and are students provided assistance in accessing them?

➢ Review counseling files. Are students referred to the CMHC when needed? Are counselors doing follow up once a referral is made? Do counselors receive feedback/information from the CMHC? Is there any documentation of the coordination between counseling and the CMHC? (Coordinate with assessor reviewing health and wellness.)

➢ Interview career technical and academic instructors. What strategies do they use with students with learning disabilities? Observe counselors in group situations. Do all students participate? Is the session meaningful? Interview student participants for their assessment of group counseling sessions.

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

PRH 2.4 - Summary Rating

Requirement	Rating	Quality Indicator	Rating
R1		**Q1**	
R2		**Q2**	
R3		**Q3**	
R4			
Average		**Average**	

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.

Strategy:

➢ Interview management, academic instructors and CTT instructors to determine that all understand the career exploration process. Review CPP schedule to see when Career Exploration occurs in the schedule. What activities are scheduled that enable students to make informed decision on trade selection (e.g., reviewing LMI, assessments, job shadowing, visits to trade shops to include hands on activities)? How are they introduced to the One Stop system?

➢ Review the Career Exploration Program (CEP) curriculum and materials. Does the center's CEP meet all requirements in an effective manner? How are student career technical training choices processed? (If there is an SOP available, determine if the process occurs as defined in the SOP.)

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

R2.   *Student Personal Career Development Plan*

a.   Centers shall collaborate with each student to initiate a 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 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.

Strategy:

➢ Pre-assessment, print out an active student roster and randomly select at least 10% of the student population. Conduct a review of these ePCDPs to see if counselors are using this to develop an individualized plan for students. Do staff members and students understand the PCDP?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

R3.   *Assignment to a Vocational 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.

Strategy:

➢ Pre-assessment: Pull a Career Technical Training Progress Report and download into an Excel file. Sort the file by career technical training program and further sort the unassigned by arrival date to determine those students not assigned to a career technical program within 60 days of enrollment.

➢ Interview CPP staff (or other appropriate staff). How are students assigned into their career technical trade of choice? Is there a process in place for accommodating students who may not get first choice (e.g., waiting list)?

➢ Review waiting lists for trades. Review progress of students in those vocations. Are all contracted career technical slots filled?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

QUALITY INDICATOR(S)

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

Strategy:

➢ Based on the review of sample PCDPs, do assigned career technical training programs fit with their career plan and aspirations? Are plans individualized based on student progress, ongoing evaluation, and career technical training choice? Are plans updated regularly? Are students involved in updating their plans? How?

➢ Review job shadowing and work-based learning assignments to ensure there is a relationship between these experiences and student career plans.

➢ Review the content of the PCDP. Does it include the elements required in PRH 2.5?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

Q2.   Students can articulate their short- and long-term training and career goals.

Strategy:

➢ Interview students and ask them to explain their PCDPs and describe their career goals. Is the PCDP a working tool that is reviewed and updated on a regular basis to incorporate changes and improve their overall plan? Do students understand their short- and long-term goals? Where are they now? What are they doing that will help them achieve their short-term goals? How will these short-term goals move them toward their long-term goals and career aspirations? Do they understand how to plan for their long-term training?

➢ Ask CPP staff how they assist in developing PCDPs. Are they involved early in the process or just before student transition?

➢ Review student schedules. Do they reflect individualized PCDPs?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

Q3.   Students can explain how Job Corps services will assist them with the attainment of their career goals.

Strategy:

➢ Interview students and/or conduct focus groups with students at different lengths of stay. Can they explain and describe the components of CDSS? Do they understand and can they explain the various services that are provided in each phase and how CDSS applies to their training?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

PRH 2.5 - Summary Rating

Requirement	Rating	Quality Indicator	Rating
R1		**Q1**	
R2		**Q2**	
R3		**Q3**	
Average		**Average**	

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

Strategy:

➤ Review CDSS plan to determine how new students are provided with an introduction to fundamental job search and information technology skills needed to successfully navigate the labor market.

➤ Review center efforts to teach students basic technology skills during the first 60 days. Are computers available in both formal classroom settings and after the training day? Are all students scheduled for the same technology training, or are those who are somewhat knowledgeable placed in more advanced training?

➤ How are students being credited with attainment of skills? How is student progress evaluated?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	

Rationale for Rating:

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 (e.g., including reasonable accommodation in the workplace)

k.   Strategies for succeeding during the first weeks on the job

l.   Availability of Career Transition Services through Job Corps and One-stops

Strategy:

➢ Review the CPP plan and related SOPs. How does the center ensure all new students receive the required Job Search Skills? Does the curriculum include all required elements? How is student progress evaluated? How are students being credited with attainment of requisite skills?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	

Rationale for Rating:

QUALITY INDICATOR(S)

Q1.   Students can describe how to conduct a job search.

Strategy:

➢ Interview students to find out what they know about the labor market and how it applies to them. Ask them to describe the job they want. Do they know other related jobs? Do they understand the diverse opportunities within and across industries and areas? How does what they know apply to their long-term relocation program? Ask them to tell you what they would do if they were looking for a job right now.

➢ Ask students to show you their resumes. Are they professional? Free of spelling and grammatical errors?

➢ Ask students to describe their understanding of career transition services. Have they received career counseling services in their initial days at the center? Have they received help from Job Corps staff in identifying their career transition needs as a part of establishing their PCDP?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	

Rationale for Rating:

Q2.   Students know what placement and career transition services are provided by Job Corps and One-stop centers.

Strategy:

> ➢ Determine the center's relationship with the local one-stop center and local youth development organizations. Are students familiar with the one-stop system?

> ➢ How does the center (CPP program) ensure that students are getting the information they need for career transition. If they left the next day, would they know whom to contact? Ask students to describe the career transition services they would be entitled to at that point. Would they know how to use these services? Do they know the location of the one-stop center they would use?

> ➢ Determine if all students have visited the local one-stop center.

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

Q3.   Students can demonstrate basic skills with personal computers.

Strategies:

> ➢ Observe students using computers. What is their general comfort level? Can they navigate using Windows? Can they navigate the Web? Can they find sites? Can they use search engines effectively? Can they use America's Job Bank or other job search sites? How well do they use basic applications such as word processing, spreadsheet, and e-mail? Ask them if they have access to computers after scheduled classes.

> ➢ Interview students. What projects have they completed using technology? How often is technology a part of classroom instruction? What examples of classroom work produced using technology can they share?

> ➢ Can students explain how they will use technology to find employment? Ask for a demonstration of their knowledge in accessing labor market information on the Internet. Can students show you job sites on the Internet related to their vocations? Related to their career goals?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	

Rationale for Rating:

PRH 2.6 - Summary Rating

Requirement	Rating	Quality Indicator	Rating
R1		**Q1**	
R2		**Q2**	
		Q3	
Average		**Average**	

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 the center 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.

Strategy:

➢ Observe the initial CPP phases. How is the introduction to the Career Success Standards given to students? Are presentations clear, interesting, and fun? Do they promote active student participation through questions and discussions? Do presenters emphasize employment and employability? Are students made aware of the projects and activities on center designed to help them meet the Standards? Are they encouraged to participate in these activities? Do they know how they will be evaluated (both formally and informally) on their behavior during their stay on center? Do they understand the function of CSS on center?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

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 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

Strategy:

➢ Interview individual students or hold focus group(s) with students. Do they have a clear understanding of the center's behavioral expectations? Do they know the Career Success Standards they personally need to improve? Are they aware of their individualized plan for meeting the Standards?

➢ Review a sample of student ePCDPs. Are plans individualized based on the Standards the student does not meet, student progress, and ongoing evaluations? Are plans updated regularly? Are students involved in updating their plans? How?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

R3.   *Customer Service Training*
Centers shall conduct customer service skills training within the context of Career Success Standards in the areas of Workplace Relationships and Ethics, Communications, and Interpersonal Skills. At a minimum the training must include:

a.   Understanding the importance of customer service

b.   Maintaining a professional attitude

c.   Effective oral and written communication skills including active listening to customers

d.   Knowledge of business ethics

e.   Understanding the value of establishing and maintaining positive customer relationship

f.   Applying critical thinking skills to appropriately handle customer service situations.

Strategy:

➢ Observe the initial CPP phases. Is customer service skills training given to students as a part of Career Success Standards introduction? Does it cover all of the six areas above?

➢ Are students made aware of the projects and activities on center designed to help them practice customer service skills?

R4.   *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.

Strategy:

➢ Observe a CPP session. Does the instructor discuss the Evaluation of Student Progress (ESP) and its importance? Do students and staff understand the ESP process?

➢ How are ESPs handled/conducted during CPP? Which CPP staff completes evaluations of students? When and how are these evaluations processed?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

QUALITY INDICATOR(S)

Q1.   Students have knowledge of all eight Career Success Standards, including customer service skills, and understand how they will be evaluated on meeting these Standards throughout enrollment in the program.

Strategy:

➢ Interview individual students or hold focus group(s) with students. Do they have a clear understanding of the Career Success Standards, including customer service skills? Can they explain the Standards (not solely list them)? Can they explain the ESP process?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

Q2.   Students can identify their individualized plan to develop and demonstrate competency in the Career Success Standards.

Strategy:

➢ Interview individual students or hold focus group(s) with students. Do they have a clear understanding of the center's behavioral expectations? Do they know the Career Success Standards they personally need to improve? Are they aware of their individualized plan for meeting the Standards?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

PRH 2.7 - Summary Rating

Requirement	Rating	Quality Indicator	Rating
R1		Q1	
R2		Q2	
R3			
Average		Average	

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

g.   Opportunities to learn and practice conflict resolution techniques.

h.   Explanation of the importance of conflict resolution skills in Job Corps and in the workplace.

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

R2.   Driver Education and License Attainment

Centers shall:

a.   Review with each student who does not already possess a license, the steps necessary to attain a license; and document these steps in the Center Information System (CIS) through the student's PCDP. These actions will take place during CPP.

b.   Provide each new student who does not already possess a driver's license with instruction that will enable him or her to attain a learner's permit.

c.   Initiate driver training during CPP as described in Section 3.22 (Driver Education), whenever possible.

Strategy:

➢ Review Driver Education program. Determine how scheduling is done. Identify students who do not have a driver's license and determine why they are not enrolled.

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

QUALITY INDICATOR(S)

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

Strategy:

➢ Interview staff and students to determine the effectiveness of the conflict resolution training. Have students give examples, if possible, of incidents which occurred on center where their newly learned conflict resolution skills were used.

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

PRH 2.8 - Summary Rating

Requirement	Rating	Quality Indicator	Rating
R1		**Q1**	
R2			
Average		**Average**	

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 PCDP.

        3.   Identify (through collaboration with the student) the personalized mix of
career development activities that will move the student toward meeting
the Career Success Standards and his/her career goals.

Strategy:

➢ Review CIS evaluation schedule to determine when students are evaluated. Do students and
staff perceive this process similarly?

➢ Who is responsible for evaluations? When are these scheduled? Who is involved? Is there a
specific format? Is the student involved in the process? Observe the evaluation process to
determine student readiness for entry into CDP. Are all CPP elements reviewed/evaluated?
Who participates in the evaluation? How is it documented?

➢ Review the CPP plan and related SOPs. Is policy adhered to and procedures followed for all
students? Determine what is done with students who do not meet CDP readiness criteria. Is
appropriate remediation scheduled/provided as described in the plan?

➢ Interview students. Do they know the development activities available on center and when
they are scheduled? Do they know the activities they may participate in to improve their
evaluations?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	

Rationale for Rating:

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.

Strategy:

➢ When are students scheduled into CDP? How is this determined? Is there a fast track process? Is there a process for addressing any remedial needs? Does everyone understand the transition process?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	

Rationale for Rating:

QUALITY INDICATOR(S)

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

Strategy:

➢ Ask students if they have a copy of their PCDP. Are short- and long-term goals reasonable and attainable? Are students clear about these goals? Can they demonstrate their understanding of what they need to do to accomplish their goals?

➢ Find out if students are satisfied with their PCDP. Did they get enough information to be able to decide their career goals? If not, what have they done to supplement this information? Do the steps in the PCDP accomplish what they really want to do? If not, do they know and feel comfortable with using the center process to make changes to their PCDP?

➢ Ask students about their career management team. Who is on the team? Do they evaluate students regularly, both formally and informally?

➢ Ask students how they are involved in their PCDP. Did they help plan out their training? Were they allowed to make changes in their career goals as their training progressed? Do they want to take their PCDP with them when they graduate to help them find employment and guide them in their career?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	

Rationale for Rating:

PRH 2.9 - Summary Rating

Requirement	Rating	Quality Indicator	Rating
R1		**Q1**	
R2			
Average		**Average**	

Sample Consolidated Rating Matrix

As noted in the PAG Preamble, Regional Offices have flexibility in weighting the scores of OA, Center, and CTS assessments based on a variety of factors. Career Preparation is inherently a center responsibility, and the sample matrix provided is exclusively for center use. Regions have the flexibility to eliminate or add factors to their matrix.

Regional Directors and/or Division Chiefs should develop the matrix prior to the assessment so that the review team understands what areas need to be reviewed and how the ratings are to be established.

Below is a sample matrix for use on Job Corps Center Assessments.

SAMPLE CENTER CONTRACT MATRIX

Career Preparation Period Job Corps Center	Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
	0	1	2	3	4	5	6	7	8	9
Program Compliance Rating	Rating Based Upon PRH Requirements									
2.1 Center Plan										
2.2 Introduction to Center Life										
2.3 Student Assessment										
2.4 Personal Counseling										
2.5 Student Career Planning										
2.6 Navigating the Labor Market										
2.7 Personal Development Skills										
2.8 Career Development Readiness										
Average Compliance Rating										
Program Quality Rating	Rating Based Upon PRH Quality Indicators									
2.1 Center Plan										
2.2 Introduction to Center Life										
2.3 Student Assessment										
2.4 Personal Counseling										
2.5 Student Career Planning										
2.6 Navigating the Labor Market										
2.7 Career Success Standards										
2.8 Personal Development Skills										
2.9 Career Development Readiness										
Average Quality Rating										

The matrix above does not provide for any additional emphasis on specific PRH requirements or Quality Indicators. Regions have the flexibility to add specific requirements or Quality Indicators that they would like to emphasize as part of the assessment process.