POLICY AND REQUIREMENTS HANDBOOK

CHAPTER 3:

CAREER DEVELOPMENT PERIOD
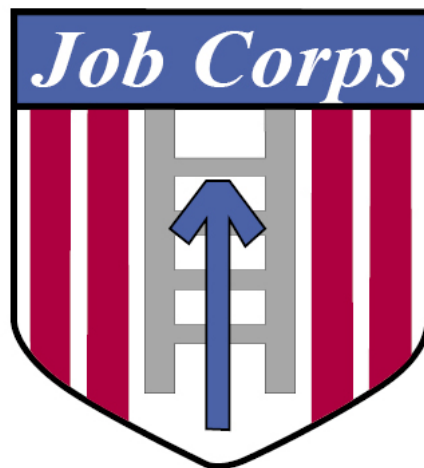
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3.0   OBJECTIVES

To prepare students to enter and remain connected to the labor market, and/or obtain further education and training, by assisting them to:

- Acquire the foundation skills, specific knowledge, and competencies needed to achieve their career goals.

- Understand how to progress in the workplace environment.

- Move successfully from the learning environment to the work environment.

To provide a safe and secure living environment in which students:

- Experience personal growth.

- Learn self-management, personal responsibility, and both independent and community living skills.

3.1   CENTER PLAN

PURPOSE

P1.   To ensure 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 or her career goals.

2.   Organization, to include detailed descriptions of:

(a)   How each component will be staffed.

(b)   How center staff (instructional and other) will collaborate to ensure that training and services are effectively delivered in partnership with all staff concerned.

(c)   How the center will ensure that Tests of Adult Basic Education (TABE®) will be implemented using the Student Testing System (STS) in a designated testing facility, following procedures for securing test materials, scheduling tests, and administering the tests.

(d)   How center-based and work-based learning will be scheduled and what interruptions to the schedule will be allowed.

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

(f)   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. Centers must define requirements for student completion of course materials and competencies. Centers must also describe how students' progress in training will be documented in Case Notes, through the Evaluation of Student Progress (ESP), or other means.

(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)   Encourage and support student certification attainment.

(d)   Use center and employer work sites to teach required skills and competencies.

(e)   Instruct students in workplace safety measures.

(f)   Provide individual students with experiences and practice to help them meet each of the eight Career Success Standards.

(g)   Acquaint students with diversity issues to promote respectful behavior and develop competency in responding to diversity issues.

(h)   Utilize the Personal Career Development Plan (PCDP) to guide each student's career progress and provide feedback on student achievements.

(i)   Evaluate student readiness for CTS and ensure a smooth transition from center to post-center services.

(j)   Provide students with options to achieve 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 behavioral expectations are related to the 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 Education

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's Career Development Plan.

3.2   ADMINISTRATION AND MANAGEMENT OF CAREER DEVELOPMENT SERVICES

PURPOSE

P1.   To assure the efficient, effective, and integrated management of career development services for students.

REQUIREMENTS

R1.   Managing the Learning Environment

Centers shall ensure that learning environments facilitate and support each student's career development as follows:

a.   Training facilities are safe, clean, orderly, and well-maintained.

b.   Career Technical Training (CTT) facilities simulate workplaces in their layout, furnishing, and organization to the extent possible.

c.   Current training-related materials and equipment are available in classrooms and CTT facilities.

d.   Ample opportunities are available for students to attain industry certification, licensure, or pre-apprenticeship status.

e.   Student-to-teacher ratio for instructional and training activities is 15:1 in accordance with Chapter 5, Section 5.2, except for CTT programs specifically authorized for lower ratios as specified in Exhibit 3-3. For purposes of defining training slots, one full-time student is equivalent to two training slots. Therefore, the 15:1 student-to-teacher ratio translates to a 30:1 slot-to-teacher ratio. Student-to-staff ratios for nationally contracted training programs shall be in accordance with contract provisions.

f.   Staff shall:

1.   Recognize positive behavior and achievement.

2.   Intervene and correct inappropriate student behavior and non-performance.

3.   Recognize and remediate student-learning difficulties.

4.   Engage, actively instruct, and guide students.

5.   Encourage students to be active participants in the learning process.

6.   Maintain familiarity with current industry skill and safety demands and requirements.

7.   Emphasize the relevance of training activities to career success.

8.   Provide students with feedback on their progress.

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

g.   CTT and academic instructors shall:

1. Remain current and knowledgeable regarding available industry certifications, prerequisites, and examination requirements.

2. Provide instruction and remedial training support that will enable students to overcome barriers in obtaining industry certifications or participating in Advanced Training (AT) or Advanced Career Training (ACT).

3. Provide contextual learning opportunities for students to improve academic skills in the CTT learning environment.

4. Collaborate in developing lessons, activities, and other instructional supports to ensure that industry certification requirements are addressed in the academic and career technical settings.

5. For CTT instructors, in particular, maintain a comprehensive working knowledge of current industry skills, safety, and health requirements.

R2. *Scheduling*

Centers shall:

a. In collaboration with each student, develop flexible, individualized training schedules tailored to the student's individualized learning needs and career goals. Interruptions to the regular schedule shall be kept to a minimum.

b. Provide time for project-based learning activities, field trips, and work-based learning experiences.

c. Develop a schedule that ensures that prior to graduation, students receive substantial practice and experience in working an eight-hour day or working hours and conditions consistent with the anticipated workplace.

d. Allow time for instructor collaboration, lesson planning, and career technical/academic integration activities.

R3. *Equipment/Clothing*

Centers shall:

a. Ensure that equipment and facilities are equivalent and relevant to industry standards, and made available in the most cost-effective manner.

b. Maintain equipment in all learning environments in good repair.

c. Submit requests for equipment to the Regional Office for review and approval. Conservation centers shall submit such requests through agency channels.

d. Ensure that students are provided with industry-standard clothing and safety equipment, in accordance with the guidelines in Chapter 6, Section 6.5, Student Clothing.

R4. *Personal Tools*

a. For those career fields in which the personal ownership of tools enhances the employability of the student, centers shall provide tool kits to students who

graduate from a center-provided CTT program, at no cost to the student. National Training Contractors (NTCs) are responsible for providing tools at no cost to graduates of their programs.

R5.   *Student Certification and Licensing*

a.   Centers shall provide testing, certification, and licensing at no cost to students where such testing, certification, or licensing is required for employment or enhances the student's career readiness. Examples include General Educational Development (GED) testing, driver's licenses, and industry-specific CTT credentials. Students with disabilities must be informed of their right to request reasonable accommodation.

b.   Training provided must enable the student to obtain a license or certification in the state where he or she will seek employment, if applicable.

R6.   *Recordkeeping*

Centers shall:

a.   Record skill acquisition and accomplishments by students, as they occur, using approved Training Achievement Records (TARs) and all appropriate modules of the Center Information System (CIS).

b.   Establish methods for employers to record skill acquisition for students engaged in work-based learning at work sites, in consultation with center instructional staff.

R7.   *Performance Assessment*

Centers shall:

a.   Assess and monitor the delivery of the career development services to assure that it conforms with the approved center plan.

b.   Monitor outcomes and take corrective action when outcomes fall below set goals. The National Office of Job Corps, in collaboration with Regional Offices, shall monitor and take corrective action when NTC outcomes fall below set goals.

c.   Using state and local area labor market information and with the advice of employers and the center's Industry Council, regularly assess the labor market demand for workers in the occupations represented on center, and initiate career technical change requests when needed.

R8.   *Career Technical Program Changes*

a.   All requests to add, delete, expand, or reduce training offerings must be made using the Career Technical Training Change Request Form in Appendix 307. Centers must submit the requests directly to the Regional Director for initial approval, while Civilian Conservation Centers (CCCs) must submit the requests through agency channels. For any CTT Change Request affecting an NTC program, centers must work closely with the respective NTC officials and the NTC COTR, as appropriate.

b.   The Regional Director and Program Manager are responsible for the initial evaluation of change requests and shall forward the request and all supporting documents to the National Office of Job Corps to the attention of the **Division of Educational Services, Career Technical Training & Certifications and Apprenticeships Team Leader**, for review and final approval. In the case of federally operated centers, the federal operator and the Regional Director must mutually review and approve proposed changes prior to forwarding documents to the National Office of Job Corps for final approval.

Regional Career Technical Trade (CTT) Change Requests

Regional Offices that intend to change the Career Technical Training (CTT) configuration on centers (particularly centers in procurement) must ensure that all change requests are approved by the National Office prior to any adjustments or, in the case of procurement, prior to the release of the solicitation. Note: Regional program and contracting staff are prohibited from making any slot adjustments to center contracts without prior Job Corps National Office confirmation and approval.

Regions will use the established CTT change process (PRH, Appendix 307) to initiate all proposed trade or slot adjustments – including Advanced Career Training (ACT), Off-Center Training (OCT), Advanced Training (AT), and Career Technical Skills Training (CTST). All supporting Labor Market Information (LMI), the official slot calculation (two half-time slots = 1 full-time), standard student/teacher ratios, and proposed budget requests will be required for trade changes. The Appendix 307 (short form) will suffice for slot adjustments that do not require operation, equipment and/or Construction Rehab Acquisition (CRA) funding. The standard Appendix 307 will apply for all full-fledged CTT changes. The National Office will process requests according to the standard protocol and within approximately 30 days. Therefore, change requests should be submitted well before center-specific procurements or other actions concerning trade changes are initiated.

c.   The National Office of Job Corps has 30 days from receipt of complete CTT Change Request Forms and supplemental documentation to render a response or notify the Regional Office of its decision. The Regional Office will, in turn, inform the center operator of the National Office's decision. When NTC programs are affected, NTC officials will be notified, concurrent with notification to the Regional Office.

Following approval by the Regional Director and the National Office of Job Corps, changes to center-operated career technical training programs must be written into contract requirements. In the case of federally operated centers, the federal operator and the Regional Director must mutually review and approve proposed changes prior to forwarding documents to the National Office of Job Corps for final approval.

      d.   Program, O*NET-SOC training title, Job Training Match title, or code changes to the Center Information System (CIS) must be approved by the National Office of Job Corps. The National Office will communicate all approved changes to the Job Corps Data Center (JCDC) for entry into CIS.

Specific roles and responsibilities for the timely processing and approval of requests for career technical training changes are detailed in Appendix 306.

QUALITY INDICATORS

Q1.   Systems are in place to ensure that training content, scheduling, method, and pace are tailored to the individual needs, abilities, and career goals of each student.

Q2.   Career technical training offerings and certifications are responsive to the labor market demands in high-growth, high-demand industries where graduates seek employment.

3.3   PERSONAL AND CAREER COUNSELING

PURPOSE

P1.   To provide ongoing assessments of the personal development, career development, and social development of individual students.

P2.   To identify students' career development needs and coordinate the delivery of center and community resources.

REQUIREMENTS

R1.   Personal Counseling

Centers shall provide ongoing personal counseling to students throughout enrollment, to include:

a.   Availability of counseling services on weekends and in the event of emergencies.

b.   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.

R2.   Career Counseling

Centers shall provide career counseling services throughout the student's stay on center with the following features:

a.   Ongoing structured, scheduled, and documented individual career counseling sessions, which may be scheduled as part of a student's career development activities.

b.   Management of students' career development through student/counselor collaboration to assist students in:

    1.   Setting short- and long-term goals.

    2.   Developing strategies and identifying actions necessary for students to prepare for and attain certification.

    3.   Identifying personal strengths and career challenges.

    4.   Resolving personal issues affecting career readiness.

    5.   Assessing transitional support needs and developing strategies to meet those needs.

c.   Counselors must know and stay current on industry certifications offered and requirements for attainment.

d.   Regular evaluation of student progress in meeting career goals and in updating the student's Personal Career Development Plan, in accordance with Section 3.5.

R3.   Coordination of Services

Centers shall develop a career management system for counselors to interact and share information with other departments and community resources, as needed and in accordance with Chapter 6, Appendix 601, Student Rights to Privacy and Disclosure of

Information, to ensure the coordinated delivery of services to students, especially in assisting them to meet the rigor of the training program.

R4.   *Reporting/Documentation/Recordkeeping*

Centers shall ensure that counselors maintain ongoing records of personal counseling sessions in accordance with Chapter 2, Section 2.4.

QUALITY INDICATORS

Q1.   Counseling services are effectively integrated into and coordinated with all aspects of center life.

Q2.   Students view counselors as a resource in achievement of their career goals.

3.4   STUDENT STANDARDS OF CONDUCT

PURPOSE

P1.   To promote among students, standards of conduct that are expected and accepted in the workplace.

P2.   To provide students with an opportunity to learn from their mistakes.

P3.   To maintain an environment for students that is free from drugs and violence.

P4.   To provide students with opportunities for due process in disciplinary proceedings.

REQUIREMENTS

R1.   Incentives

Centers shall develop processes for recognizing students for positive behavior and performance, including rewards and what students must do to earn them.

R2.   Rules and Sanctions

Centers shall develop standards of conduct, including a set of rules and sanctions. To the extent possible, conduct expectations shall parallel workplace expectations, and shall incorporate a policy of Zero Tolerance for Violence and Drugs. Each center's policy shall include, at a minimum, those infractions and corresponding actions detailed in Exhibit 3-1 (Infraction Levels and Appropriate Center Actions). The following sanctions are prohibited:

a.   Corporal punishment and measures designed to humiliate or degrade the student.

b.   Physical force or solitary isolation. Physical restraint may be used only to the minimum extent necessary and only in situations that seriously threaten persons or property.

c.   Dorm cleanup, KP, or other regular housekeeping chores, as a punishment.

d.   Suspension of privileges for the dining hall, canteen, voting, religious services, or pay and allowances.

e.   Restrictions to center in excess of 30 days.

f.   Fines in excess of $5 per offense or per pay period.

g.   Restitution in excess of $500.

h.   Forced resignation from the program.

R3.   Investigation and Disposition of Incidents

Centers shall conduct investigations, fact-finding boards, and review panels as follows:

a.   Convene boards and panels in accordance with the guidelines in Exhibit 3-2 (Requirements for the Conduct of Fact-Finding Boards and Behavior Review Panels), and the boards and panels should only consider evidence relevant to the infraction.

b.   Provide boards or panel with a written investigative report of the incident under consideration.

c.   Recommend appropriate sanctions in keeping with the level of infraction as shown in Exhibit 3-1 (Infraction Levels and Appropriate Center Actions).

a.   Report the outcomes of disciplinary boards and panels on the "Summary of Review Board Hearing" form.

R4.   *Appeal Process*

Centers shall develop a process for the appeal of disciplinary decisions. The appeal process shall have the following features, at a minimum:

a.   Students shall be allowed to appeal disciplinary decisions from lower organizational levels to higher ones.

b.   Students shall be notified in writing of their right to appeal a decision of the Center Director to the Regional Appeals Board (RAB). Student appeals must be made within 30 days of their separation.

R5.   *Regional Appeals Board*

Each Regional Office shall establish a RAB to review student appeals of disciplinary discharge from the Job Corps program. The RAB shall operate as follows:

a.   The Regional Director shall determine the composition of the RAB.

b.   In reviewing cases, the RAB shall utilize only written documentation, to include, at a minimum, the student's appeal letter and the record of the student's hearing at the center. The RAB shall not hear oral testimony from interested parties.

c.   The RAB shall rule on student appeals within 30 days of the receipt of the student's appeal letter.

d.   In making a decision, the options open to the RAB are to:

   1.   Affirm the Center Director's decision to discharge the student.

   2.   Overturn the Center Director's decision to discharge the student.

   3.   Recode the separation (for zero tolerance offenses).

   4.   Remand the case to the center for rehearing.

   5.   Request additional information from the center and continue the RAB meeting to a later date.

e.   If the RAB determines that all three of the following conditions are met, the RAB must affirm the disciplinary discharge of the student.

   1.   There is substantial evidence to support the alleged facts of the case; and

   2.   The procedural requirements of the law and Job Corps policies were adequately met; and

   3.   The facts of the case constitute an offense for which disciplinary discharge is permitted.

f.   If the RAB determines from the record that either of the following conditions pertain, the RAB must reverse the disciplinary discharge:

1.   The evidence provided does not support the facts alleged; or

2.   The facts are supported by the evidence presented, but these facts do not constitute an offense for which disciplinary discharge is permitted.

g.   If the RAB determines that substantial procedural requirements were not met, the RAB may take either of the following actions:

1.   It may reverse the Center Director's decision to discharge.

2.   It may remand the case to the center for rehearing.

h.   If the RAB determines that there is not enough information in the record to make a determination, the RAB may continue the RAB meeting to another date and request additional written information from the center, the student, or any other source.

i.   If the RAB overturns the decision of a Center Director to discharge a student from the program, the Regional Office shall reestablish the student.

1.   If the student is allowed to resume training at the same center, the center shall reestablish the student in CIS and arrange for the student's immediate return to the center.

2.   If the student is transferred to another center, the sending center shall take the following actions:

(a)   Reestablish the student in CIS

(b)   Effect the transfer in CIS

(c)   Provide the student with transportation to the receiving center

(d)   Provide a complete copy of the student's personnel record to the receiving center

j.   Automatic appeal of felonies/misdemeanors (dropped charges/not guilty):

1.   If the student is found not guilty, or if the charges are dropped, the center will forward the case to the RAB for disposition.

2.   The RAB will decide if the student should be:

(a)   Reestablished at the same center

(b)   Reestablished and transferred to another center

(c)   Re-entered into CIS with a different code

3.   The center shall complete appropriate CIS entries as advised by the RAB.

k.   Regional Offices shall maintain a log of all cases reviewed by the RAB and the disposition of the cases.

l.   RAB decisions shall be communicated in writing to the student and the center.

m.   RAB decisions are final and represent the official decision of the Secretary of Labor.

R6.   *Reporting/Documentation/Recordkeeping*

Centers shall ensure that all student incentives, infractions, and sanctions are documented and recorded using the automated Center Information System.

QUALITY INDICATORS

Q1.   Positive student behavior is recognized and encouraged.

Q2.   Students regard the conduct standards system as fair.

Q3.   Students feel safe and secure on center.

3.5   EVALUATION OF STUDENT PROGRESS

PURPOSE

P1.   To provide students with periodic feedback and assessments of progress in achieving their career development goals.

P2.   To collaborate with students in setting or revising their short- and long-term goals that will lead to achievement of career goals.

P3.   To motivate and encourage progress and achievement.

REQUIREMENTS

R1.   Frequency

    a.   Centers shall ensure that each student participates in ongoing evaluations, with appropriate staff, at least every 60 days.

    b.   Each student's career management team shall conduct a formal evaluation prior to the student's entry into CDP and CTP, at a minimum.

    c.   Special evaluations may be scheduled as needed at any time during a student's enrollment.

R2.   Content of Evaluations

    a.   Evaluations shall include the assessment of student progress in all major career development areas: academics, career technical training, industry certification attainment (if applicable), work-based learning, 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:

Score	Performance Levels
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 him or her in meeting the Career Success Standards in which a "Needs Improvement" rating is received.

    d.   As part of each evaluation, staff shall collaborate with students in setting, affirming, and/or revising short- and long-term training and career goals. At a minimum, the student's Personal Career Development Plan shall be updated, as a result of each evaluation, to reflect accomplishments and goal revisions.

    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.

f.   Each student shall be provided with an updated copy of his or her Personal Career Development Plan following each evaluation, whenever the plan is changed.

R3.   *Reporting/Documentation/Recordkeeping*

Centers shall document evaluations in the Center Information System (CIS).

QUALITY INDICATORS

Q1.   Students can identify and assess their progress, achievements, areas needing improvement, and career readiness.

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

3.6   CENTER-BASED LEARNING STANDARDS

PURPOSE

P1.   To establish minimum standards for curriculum design, development, and implementation throughout the Career Development Period (CDP).

REQUIREMENTS

R1.   Instructional Strategies and Materials

Centers shall:

a.   Deliver career development services through a combination of center-based and work-based learning experiences designed to assist students in achieving their individual career goals.

b.   Tailor instructional methods and expected rates of progress to the learning styles, abilities, and career goals of individual students.

c.   Deliver training in the context of projects or workplace situations, using workplace materials and employer and Industry Council input whenever possible.

d.   Develop year-round job-shadowing opportunities with community, industry, and employers, which will enhance students' educational and career technical skills training.

e.   Ensure instructor collaboration to identify instructional strategies and develop lessons, activities, and material that integrate academic, career technical, social development, and career readiness competencies to ensure that students meet the rigor of training programs and certification requirements.

f.   Develop and deliver student career development activities using materials and equipment that support the use of the following instructional approaches:

1.   Hands-on activities

2.   Large and small group activities

3.   Individual, self-directed activities or projects

4.   Class discussions

5.   Field trips

6.   Project learning

7.   Job shadowing

8.   One-on-one tutoring

9.   Multimedia

10.   Individualized, programmed learning

g.   Develop techniques for assisting students in becoming independent learners, to include:

1. Alternative learning strategies

2. Study skills

3. A variety of analytical approaches

4. Memorization techniques

5. Goal setting for life-long learning

6. Self-advocacy skills for students with disabilities

R2.   *Curriculum Content Areas and Competencies*

Centers shall provide instruction in the following content areas. Specific required competencies are listed in the relevant sections of this chapter. Courses may be designed to include competencies from different content areas.

a. Reading

b. Mathematics

d. GED Certification and/or High School Diploma

e. English as a Second Language

f. Career Technical Training

g. Wellness

h. Information Technology

i. Driver Education

R3.   *Course Structure*

All required content area competencies shall be integrated into a variety of courses. Centers shall incorporate the following course design components:

a. Content that includes, but is not limited to, nationally required competencies;

b. Prerequisite competency levels for placement into the academic course based on diagnostic testing;

c. Individual and group lessons or project assignments that help students master course competencies;

d. Clearly established performance levels (standards of proficiency or passing scores) for competencies, tasks, assigned projects, and/or units of study;

e. A definition of course completion stated in terms of performance level of demonstrated competencies;

f. Methods to identify and diagnose the needs of students who have difficulty progressing;

g. Methods to assess progress toward certification (where applicable);

h. A course guide for instructors that documents how the components above work together to create a course of study; and

      i.   Methods for evaluating the effectiveness of course design and delivery.

R4.   *Testing*

Centers shall use formal testing procedures to evaluate the overall progress and mastery level a student has achieved in each content area, including the General Educational Development (GED) tests, and other tests. Tests of Adult Basic Education (TABE) shall be administered in accordance with procedures specified in TABE requirements and instructions (Appendix 301) to assess:

a.   The reading and mathematics capability of all students at entry in order to place them at appropriate training levels and course of study.

b.   The achievements of students in reading and mathematics during their enrollment in Job Corps.

Student mastery of career technical skills shall be verified through trade-related certification testing, as applicable.

QUALITY INDICATORS

Q1.   Students can describe the requirements of their training and how those requirements relate to their career goals.

Q2.   Staff and employers involved in the career development of students collaborate effectively in the development and delivery of training.

Q3.   Staff is able to explain how a given course fits into the center's overall curriculum and how the various components work together to support student career development.

3.7   CAREER SUCCESS STANDARDS

PURPOSE

P1.   To provide students with a center culture that regularly fosters opportunities to learn and practice a set of behavioral expectations that support employability and social development for career success.

REQUIREMENTS

R1.   Required Career Success Standards

Centers shall ensure students leave Job Corps with proficiency in the following eight Standards and associated competencies:

a.   Workplace Relationships and Ethics

STANDARD: The student will leave Job Corps with the ability to productively interact with co-workers and deal with problems and situations with honesty, integrity, and responsibility.

COMPETENCIES:

1.   Follows and promotes workplace policies and procedures, including good attendance, being on time, and dressing appropriately for the job.

2.   Understands and supports organizational goals and structure and follows the chain-of-command.

3.   Observes and practices safety standards.

4.   Develops productive relationships with members of his or her team.

5.   Responds well to supervision.

6.   Maintains confidentiality and personal trustworthiness.

7.   Understands and supports the concept of customer service.

b.   Interpersonal Skills

STANDARD: The student will leave Job Corps with the ability to get along with others and adjust to a variety of social and professional situations.

COMPETENCIES:

1.   Takes an active role when working in teams.

2.   Exhibits friendly behaviors and works well within the culture of a group.

3.   Recognizes and respects individual differences and viewpoints.

4.   Manages and resolves conflict with varied negotiation techniques.

5.   Demonstrates flexibility in adjusting to a variety of situations.

6.   Recognizes and manages emotions such as sadness, depression, frustration, and anger.

c.   Personal Growth and Development

STANDARD: The student will leave Job Corps with the personal skills, attributes, and behaviors that foster confidence and drive for life-long growth.

COMPETENCIES:

1.   Uses knowledge of personal strengths, weaknesses, and values in decision-making.

2.   Demonstrates resilience when receiving both positive and negative feedback.

3.   Maintains a healthy lifestyle by managing physical, emotional, and social aspects of daily life.

4.   Uses social networks when balancing work and personal life.

5.   Exhibits self-respect and a positive self-esteem.

6.   Takes initiative and uses opportunities for advancement.

d.   Independent Living

STANDARD: The student will leave Job Corps capable of finding, managing, and using the resources needed to maintain employment, satisfy physical and emotional needs, and lead a productive life as an independent adult.

COMPETENCIES:

1.   Plans and manages time, money, and other resources to support him/herself.

2.   Uses available resources to find housing, transportation, and employment and to make informed consumer decisions.

3.   Makes educated life choices concerning nutrition, fitness, health care, parenting, and sexual responsibility.

4.   Creates and maintains an appropriate support network.

5.   Uses creative problem-solving skills.

e.   Career and Personal Planning

STANDARD: The student will leave Job Corps with a personal plan that outlines a step-by-step process for entering and advancing in a fulfilling career.

COMPETENCIES:

1.   Sets and redefines short- and long-term goals.

2.   Acquires, organizes, interprets, and evaluates information from career assessments and work-based learning experiences.

3.   Completes activities that support career planning. These may include a generic resume, sample cover letter, and letters of recommendation.

f.   Communications

STANDARD: The student will leave Job Corps with the ability to listen actively, follow directions, and communicate with others to solve problems and accomplish tasks.

COMPETENCIES:

1. Expresses and supports ideas through oral, written, and nonverbal communication, such as body language, volume, and tone.

2. Responds to and acknowledges other people's views.

3. Follows directions and asks for clarification.

4. Understands, uses, and explains procedures.

5. Uses appropriate language when addressing different audiences.

6. Demonstrates active listening skills.

g. Multicultural Awareness

STANDARD: The student will leave Job Corps valuing diversity, practicing cultural sensitivity, and able to work with people of different backgrounds and cultures.

COMPETENCIES:

1. Understands and appreciates a variety of cultural perspectives and how those enhance productivity.

2. Demonstrates the ability to value diversity in the workplace.

3. Understands cultural differences in communication styles.

4. Positively interacts and fosters relationships with people of different backgrounds.

h. Information Management

STANDARD: The student will leave Job Corps with the ability to interpret and evaluate data, organize and maintain information, and use technology to perform work.

COMPETENCIES:

1. Obtains information from existing sources, including the Internet.

2. Evaluates the relevancy, accuracy, and appropriate use of data.

3. Organizes, maintains, and uses information.

4. Demonstrates capacity to connect data to personal and professional success.

R2. _Strategies for Delivery_

Centers shall adopt strategies that provide diverse opportunities for each student to learn, practice, and develop competencies to meet all eight Career Success Standards via:

a. Integration of the Standards into all phases of the program and all departments on center.

      b.   Integration of the Standards into formal academic and career technical skills instruction.

      c.   Individual and group lessons or project assignments held during and after the training day and on weekends to help students master competencies in all Standards.

      d.   Clearly established performance levels (correlated to the Evaluation of Student Progress) for competencies, tasks, assigned projects, and/or activities.

      e.   The needs of students who have difficulty progressing are addressed and documented in the PCDP.

      f.   Methods for evaluating the effectiveness of design and delivery of the Career Success Standards are in place.

Centers shall not establish a stand-alone class to teach to the Standards.

The Standards must be integrated into all training and center activities.

R3.   *Center Culture*

Centers shall establish behavioral expectations that promote a safe, respectful, and goal-oriented culture that fosters personal responsibility and mutual growth. Center culture must be maintained by:

    a.   The use of positive peer influence to establish shared assumptions and behavioral expectations.

    b.   The consistent modeling and mentoring of behavioral norms by all center staff.

    c.   Promoting an environment where students gain a sense of belonging and self-esteem.

QUALITY INDICATORS

Q1.   Students demonstrate appropriate behavioral expectations on center, in the workplace, and in the community.

Q2.   Students are able to model appropriate behaviors, mentor other students, and monitor others for appropriate behavior.

Q3.   Students and staff are partners in sustaining a center culture that is safe, welcoming, and supportive for all students, staff, and visitors.

3.8   WORK-BASED LEARNING STANDARDS

PURPOSE

P1.   To provide opportunities for students to:

a.   Develop a further understanding of career opportunities, employer expectations, and the impact of postsecondary education in the workplace.

b.   Apply their newly acquired skills in the workplace.

c.   Learn new career technical skills and workplace competencies.

REQUIREMENTS

R1.   Work-Based Learning Program

Centers shall:

a.   Incorporate work-based learning (WBL) as a primary instructional approach to the delivery of applied and contextual training.

b.   Implement a structured WBL program that:

1.   Involves students in work experiences related to the career field for which they are preparing.

2.   Occurs at employer work sites. To the extent such sites are not accessible, structured on-center work sites and off-center Career Technical Skills Training (CTST) projects shall be established.

3.   Relates closely with center-based learning activities.

4.   Provides reasonable accommodation for students with disabilities, as appropriate.

c.   Provide opportunities to ensure that each student participates in WBL:

1.   WBL shall consist of multiple assignments that progressively vary in duration and complexity as the student completes established benchmarks in their CTT (see Appendix 308).

2.   Home-based WBL assignment is limited to a maximum of six weeks, as specified in Chapter 6, Exhibit 6-1. The Regional Office, at its discretion, may grant a waiver to extend the six-week limit, not to exceed six additional weeks (30 additional training days), if there is reasonable expectation of full-time employment. A written request must be submitted to the region with supporting documentation, such as a letter of request from the employer, prior to the end of the student's initial assignment.

3.   Center-specific criteria and procedures for student participation in WBL and assigned staff to support the center's WBL activities should be documented in the center's Career Development Plan.

R2.   Employer Partnerships

Centers shall develop partnerships with private and public employers to secure work-based learning opportunities for students at employer work sites.

R3.   *Work-Based Learning Agreements*

Centers shall develop a written agreement with the employer when a student is assigned to a work site. The agreement shall include the following provisions:

a.   Blanket provisions:

    1.   The employer agrees to (1) provide direct supervision and workplace mentors to students; (2) assist students in achieving agreed upon career technical and academic skills; (3) document student achievements and competencies, and provide an evaluation of the student's career success skills; (4) provide a safe environment (see Chapter 5); (5) support industry-specific certification requirements, as applicable; and (6) not discriminate against students with disabilities and to provide reasonable accommodation as determined by applicable state and federal law.

    2.   The center shall monitor student performance and work closely with the employer and workplace mentor to provide training and resolve problems that arise.

    3.   The student shall not displace employees at the work site.

    4.   The employer adheres to all federal and state laws and regulations regarding employment and working conditions.

    5.   The student is considered an employee of the federal government for purposes of medical coverage under the Federal Employees' Compensation Act (FECA).

    6.   In paid WBL situations, an employment relationship exists between the employer and the student; therefore, the provisions of the Fair Labor Standards Act are applicable.

b.   Student-specific provisions:

    1.   The name of the student's supervisor at the work site.

    2.   The hours of work, length of employment or training, and rate of compensation, if applicable.

    3.   The competencies (or sections of the student's Training Achievement Record [TAR]) in which the student will be trained at the work site.

    4.   A process for notifying the center in the case of student absence or injury.

    5.   A process for notifying the employer in the case of student absence (i.e., winter/summer break, unexpected student absence, center function).

    6.   A schedule/format for providing feedback to the center and the student about the student's performance.

R4.   *On-Center Work-Based Learning*

Work-based learning may occur on center, with the center as the employer. On-center WBL shall be formally organized and shall use written agreements similar to those used for off-center WBL. The agreements shall:

a. Assign the student to a single supervisor.

b. Establish the length of the assignment, hours of work, and rate of pay, if applicable.

c. Specify the TAR items and other employer-specific competencies to be attained by the student.

d. Provide for written feedback from the on-center work site, including an assessment of the student's career success skills.

R5. *Career Technical Skills Training (CTST) Projects*

a. Project-Based Training

Centers offering training in construction careers (and other career technical offerings that are eligible for CTST funding, as outlined in Appendix 303, Career Technical Skills Training) shall provide training to students in the eligible career technical areas through work on construction or manufacturing projects.

b. Project Planning

1. Centers with career technical training programs that are eligible for CTST funding shall submit an annual CTST Plan to the Regional Office for approval. Procedures for preparing and submitting the plan are outlined in Appendix 303.

2. Upon approval by the Regional Office, centers shall implement the CTST Plan in accordance with the procedures contained in Appendix 303.

c. Safety

Before initiating a construction project, centers shall ensure that:

1. The project has been evaluated and a job hazard analysis has been conducted by the center safety officer for possible safety and environmental hazards and their remediation.

2. All students who work on the project are trained in the safety practices relevant to the hazards identified, prior to performing work on the project.

3. All appropriate safety equipment is provided to students and staff and a copy of the job hazard analysis is posted on the work site.

R6. *Work-Site Monitoring*

Centers shall monitor all active WBL sites to ensure that students are receiving quality training in a safe environment. Center instructors and other staff shall visit active work sites on a regular basis to:

a. Observe and counsel students.

      b.   Ensure that the training needs of the students are being met.

      c.   Determine, in collaboration with the work-site supervisor, what on-center activities might be needed to support training at the work site.

R7.   *Reporting/Documentation/Recordkeeping*

Centers must document and record student WBL assignments and progress using the Work-Based Learning Menu in the training module of the Center Information System.

QUALITY INDICATORS

Q1.   Center staff, employers, and students can describe their respective responsibilities in delivering and receiving training.

Q2.   Students demonstrate familiarity with the terminology, technology, and behavioral expectations of workplaces.

Q3.   Students practice skills acquired on center and learn new skills at the work sites to which they are assigned.

3.9   READING

PURPOSE

P1.   To provide students with the reading skills needed for employment in their chosen career fields and to function independently in society.

REQUIREMENTS

R1.   *Required Instruction*

Centers shall provide instruction in the following reading competencies:

a.   Initial skills

1.   Letters of the alphabet

2.   Vowel sounds

3.   Letter sound associations for consonants

4.   Consonant-vowel-consonant-silent e pattern

5.   Sounds of diphthongs and other vowel combinations

6.   Number words: zero through ten

7.   Digraphs and other blends

8.   Compound words

9.   Irregular verbs

10.   Forming plurals

11.   Sounds of silent letter combinations

12.   Sounds of vowels with r

13.   Adding endings to y words

14.   Forming possessive nouns

15.   Syllabification patterns

16.   Prefixes and suffixes

17.   Accent marks

b.   Interpret graphic information

1.   Signs

2.   Schedules

3.   Dictionary usage

4.   Index

5.   Reference sources

6.   Card catalog display

       7.   Maps

       8.   Graphs

       9.   Forms

       10.   Consumer materials

  c.   Words in context

       1.   Same meaning

       2.   Opposite meaning

       3.   Appropriate word

  d.   Recall information

       1.   Details

       2.   Sequence

       3.   Stated concepts

  e.   Construct Meaning

       1.   Character aspects

       2.   Main idea

       3.   Summary/paraphrase

       4.   Cause/effect

       5.   Compare/contrast

       6.   Conclusion

       7.   Supporting evidence

  f.   Evaluate/Extend Meaning

       1.   Facts and opinions

       2.   Predict outcomes

       3.   Apply passage element

       4.   Generalizations

       5.   Author purpose

       6.   Point of view

       7.   Style techniques

       8.   Genre

R2. *Placement in Reading Instruction*

Centers shall test all students at the beginning of their enrollment in Job Corps and provide them with reading instruction if they test below 567 on the Reading subtest of the Tests of Adult Basic Education (TABE) 9/10. Students will continue to receive reading

instruction as a part of their overall academic and career technical skills training programs, and will not be exempt from follow-up TABE testing until they achieve the required reading score of 567 or greater on the TABE level M or D 9/10. Exceptions that apply to students with cognitive disabilities, and specific requirements for TABE test administration, are outlined in Appendices 301 and 305. Centers and operators will have the flexibility to determine where targeted training in reading will take place—in separate reading courses, GED classes, high school courses, or in applied academic skills training in career technical skills programs. Centers will also have the flexibility to determine students' reading scores for placement in these courses and programs. In Puerto Rico centers, students will receive reading instruction, and will not be exempt from follow-up TABE testing, if they test below 760 on the TABE Español. (Initial Test Level – E-M; follow-up – Level M.) Students who score 552 or below on the initial TABE (751 on TABE Español) are the pool for tracking learning gains as outlined in Chapter 5, Appendix 501a. TABE scores for placements of students in English as a Second Language class are specified in "Initial Testing: All Students" in Appendix 301.

R3.   *Reporting/Documentation/Recordkeeping*

Centers shall ensure that all students' test results and progress are documented and recorded using the automated Student Testing System (STS) of the Center Information System (CIS). Centers must also document student academic progress as described in the center's CDSS Plan (referred to in Section 3.1, Center Plan, R1).

QUALITY INDICATORS

Q1.   Students can read and understand written technical and safety materials associated with entry-level employment in their chosen career fields.

Q2.   Students can read and understand local newspaper articles, employment applications, and similar items of basic employment literacy.

3.10   MATHEMATICS

PURPOSE

P1.   To provide students with the mathematics skills needed for employment in their chosen career fields and to function independently in society.

REQUIREMENTS

R1.   Required Instruction

Centers shall provide instruction in the following mathematics competencies:

a.   Addition, subtraction, multiplication, and division of whole numbers

b.   Addition, subtraction, multiplication, and division of decimals

c.   Addition, subtraction, multiplication, and division of fractions

d.   Percent and proportion

e.   Linear, square, and volume measurement

f.   Pre-algebra

g.   Simple plane geometry

h.   Consumer mathematics, to include, at a minimum, the following subject areas:

1.   Understanding paycheck information and income taxes

2.   Managing money

3.   Banking

4.   Becoming a wise consumer

i.   Workplace mathematics related to the student's specific career field.

R2.   Placement in Mathematics Instruction

Centers shall test all students at the beginning of their enrollment in Job Corps and provide them with instruction in mathematics if they test below 566 on the math component of the Tests of Adult Basic Education (TABE) 9/10. Students will receive math instruction as a part of their overall academic and career technical skills training programs, and will not be exempt from follow-up TABE testing until they achieve the required TABE score of 566. Exceptions that apply for students with cognitive disabilities and specific requirements for TABE test administration are outlined in Appendices 301 and 305. Centers will have the flexibility to determine where targeted training in math will take place—in separate math courses, GED classes, high school courses, or in applied academic skills training in career technical skills programs. Centers will also have the flexibility to determine students' reading scores needed for placement in these courses and programs. In Puerto Rico centers, students will receive math instruction if they test at or below 777 on the TABE Español. (Initial Test Level – E-M; follow-up – Level M.) Students who score 551 or below on the initial TABE math subtest (764 on the TABE Español) are in the pool for tracking learning gains as outlined in Chapter 5, Appendix 501a.

R3.   *Reporting/Documentation/Recordkeeping*

Centers shall ensure that all student test results and progress are documented and recorded using the automated Student Testing System (STS) of the Center Information System (CIS). Centers must also document student academic progress as described in the center's CDSS Plan (referred to in Section 3.1, Center Plan, R1).

QUALITY INDICATORS

Q1.   Students demonstrate the mathematics skills necessary for entry-level employment in their chosen career fields.

Q2.   Students can perform the basic mathematical competencies required in everyday life.

3.11 HIGH SCHOOL DIPLOMA AND GED CERTIFICATE

PURPOSE

P1.   To provide students with opportunities to obtain high school diplomas (HSDs) and/or pass the examination for the General Educational Development (GED) certificate.

REQUIREMENTS

R1.   High School Diploma

Centers shall make every possible effort to assist students in obtaining their high school diplomas, where attainment of same is feasible for a student during his or her enrollment.

Centers shall implement a program to support student attainment of high school diplomas. At a minimum:

a.   The program shall be accredited by the State Department of Education in the state where the program is located, or the General Council of Education of the Commonwealth of Puerto Rico, or a recognized accrediting body (acceptable accrediting bodies are listed in Appendix 304).

b.   The center shall not require the student to pay for any fees required for the high school diploma.

c.   Centers that are degree-conferring high schools, local education agencies (LEAs), and/or receive funds from the U.S. Department of Education must assess students with disabilities who may be in need of special education services, and provide those services accordingly. Centers that meet these criteria shall confirm with an appropriate local, state, or federal education agency official that its high school program is in compliance with Section 504 of the Rehabilitation Act of 1973 and/or the Individuals with Disabilities Education Improvement Act of 2004 (IDEA). The process for assessing students and providing special education services to those students with disabilities must be documented in the center plan (see Section 3.1).

R2.   GED Preparation and Testing

Centers shall implement a program to support student attainment of GED certificates. At a minimum centers shall:

a.   Provide instruction in the following subjects:

1.   Language Arts, Writing (sentence structure, usage, mechanics, and organization)

2.   Social Studies

3.   Science

4.   Language Arts, Reading (Literary and Nonfiction)

5.   Advanced Mathematics (Measurement, Algebra, Geometry, Number Relations, Data Analysis, and Statistics)

b.   Require that students enrolled in GED preparation classes take the GED official practice tests.

c.   Establish linkages with local GED test sites to provide regularly scheduled testing dates.

d.   Pay all fees associated with student GED testing.

R3.   *Concurrent HSD/GED Programs*

Centers are encouraged to develop concurrent HSD/GED opportunities through local or public educational agencies, private educational agencies, or online/virtual learning programs, whenever such entities provide education and training substantially equivalent in cost and quality to that which the center could provide.

Concurrent HSD/GED arrangements must be approved by the Regional Director and formalized by a Memorandum of Understanding (MOU) or contract. At a minimum, HSD/GED MOUs or contracts shall include:

a.   Name and location of the HSD/GED provider;

b.   Description of how services will be delivered and coordinated through the student's Career Development Period (CDP);

c.   Methods for determining student enrollment, progress, and completion in the concurrent HSD/GED program;

d.   Accrediting body certifying attainment of the HSD or GED;

e.   All associated costs to the center; and

f.   Nondiscrimination clauses and commitments to adhere to all applicable state and federal laws with regard to students with disabilities (e.g., IDEA, Section 504 of the Rehabilitation Act, ADA, etc.).

Every effort should be made to reduce class size in approved HSD/GED programs. However, concurrent arrangements must ensure that both programs are not paying for the same services. Center operating budgets/staffing must be adjusted to account for services provided by other concurrent enrollment institutions.

R4.   *Reporting/Documentation/Recordkeeping*

Centers shall record information on students' GED and high school diploma achievement while on center in the Center Information System (CIS), and maintain the appropriate supporting documentation in the students' permanent Job Corps files.

a.   HSD/GED Completion Reporting

1.   The GED completion date recorded in CIS will be the date on the student's GED certificate, if available. If the GED certificate cannot be obtained prior to a student's separation, the center can enter the date of the student's last GED test on the official notification from the GED testing center indicating the student has passed the GED.

2.   The official high school diploma completion date recorded in CIS will be the date on a student's diploma. If the high school diploma is not

available at the time of a student's separation, the center can enter either (a) the date of the official letter from the diploma-granting institution indicating the student has met all the requirements for graduation and will be issued a diploma at a later date, or (b) the date on the student's official high school transcripts indicating graduation.

b.   HSD/GED Final Documentation

1.   Copies of the GED certificates or official GED scores shall be included in students' permanent files.

2.   Copies of high school diplomas students earned while on center, final high school transcripts (if the students earned their diplomas from a center accredited as a degree-conferring high school), and supporting documentation on special education services, as applicable for students with documented disabilities, shall be included in students' permanent files.

c.   HSD/GED Progress Reporting and Documentation

1.   Copies of students' GED practice test results (paper answer sheets, or reports generated by official practice test software, or TMS reports) will be maintained by centers required by the states in which they are located to show documentation of official practice test results prior to students taking GED exams.

2.   Centers shall record students' test scores in each GED content area in CIS, as written confirmation is received from the testing center. Scores recorded in CIS shall be updated to record higher test scores that students may obtain in retests, as needed, in each content area.

3.   Students' progress in their GED and high school diploma programs must be documented in the students' Personal Career Development Plans.

QUALITY INDICATORS

Q1.   Students who come to Job Corps without a high school diploma or GED leave with a high school diploma or GED.

Q2.   Concurrent HSD/GED agreements are suitable, appropriate, and cost-effective to meet program needs.

3.12   ENGLISH AS A SECOND LANGUAGE (ESL)

PURPOSE

P1.   To provide English Language Learner (ELL) students with the opportunity to develop English language and acculturation skills so that they can successfully achieve their career goals.

P2.   To improve ELL students' opportunities for employment through improved English language communication skills.

REQUIREMENTS

R1.   Center Requirements

Centers shall:

a.   Develop strategies to meet the unique needs of ELL students in all phases of the Career Development Services System (CDSS).

b.   Use vocational ESL (VESL) techniques to ensure the regular collaboration of ESL instructors and career technical training instructors to develop strategies for working with ELL students in career technical training shops and classrooms.

c.   Assign an ELL coordinator to oversee and monitor programs and services for ELL students.

R2.   English Language Skills

Each center shall develop the capability, and describe that capability in its Career Development Plan (see Section 3.1), to provide instruction and training to ELL students aimed at enabling the students to demonstrate the following skills in English:

a.   Ask and respond to questions on familiar and some unfamiliar topics

b.   Communicate effectively in routine social and work situations

c.   Pronounce words clearly and understandably

d.   Apply basic grammar

e.   Understand conversation at a reasonable speed

f.   Understand and accurately relay telephone messages

g.   Follow basic oral instructions

h.   Read and understand material on familiar topics

i.   Perform the reading competencies listed in Section 3.9, Reading

j.   Perform the communication competencies listed in Section 3.7, R1.f, Communications

R3.   Special Support for ELL Students

All Job Corps centers shall provide special emphasis on, and support for, ELL students in learning, practicing, and developing competencies in all eight Career Success Standards (Section 3.7, Career Success Standards). At a minimum, special support shall include:

> a.   The tailoring of lessons and activities to meet the special needs of ELL students.
>
> b.   The use of supplementary learning materials.
>
> c.   Opportunities to role-play and otherwise practice speaking and writing skills related to CSS.
>
> d.   The teaching of safety, tool, machine, and other workplace vocabulary to facilitate the full involvement of ELL students in career technical training as early in career development as possible.

R4.   *Reporting/Documentation/Recordkeeping*

Centers shall ensure that all student test results and progress are documented and recorded on the student's Personal Career Development Plan (PCDP) and other applicable modules of the automated Center Information System (CIS).

QUALITY INDICATORS

Q1.   ELL students participate fully in all career development services throughout enrollment.

Q2.   ELL students who are nearing graduation demonstrate the language, thinking, and interpersonal skills necessary to apply for jobs, access information, use workplace systems and technologies, and interact successfully with supervisors, co-workers, and customers in workplace settings.

3.13   CAREER TECHNICAL TRAINING

PURPOSE

P1.   To provide students with career technical knowledge and skills that meet industry standards, leading to high-demand, high-growth career pathways and, where available, industry certification.

REQUIREMENTS

R1.   Approved Programs

Centers shall offer career technical training approved by the National Director of Job Corps.

R2.   Required Instruction

Centers shall:

a.   Provide instruction in the competencies listed on official Job Corps Training Achievement Records (TARs) of the career technical training programs approved for the center. Where training is offered through external providers such as accredited educational institutions, centers are not required to use the official TARs for those programs. However, such programs must be endorsed by the Regional Office, for final review and approval by the National Office, to ensure that they are comparable to, or exceed, the rigor and relevance of the national TARs. Upon approval, the regions must initiate modification of the center contract, as necessary, and establish a process by which the center will document student progress and program completion. Such process must be documented in the center's Career Development Plan (see PRH Section 3.1).

b.   Provide instruction in additional competencies (beyond those listed on officially approved TARs) as necessary to equip students with the skills required in specific labor markets. Centers shall not delete competencies from TARs without the approval of the National Director.

c.   Provide instruction related to safety in all career technical training programs.

d.   Credit students with acquisition of skills only after they have demonstrated competency in the skills at the level indicated on the approved TARs. When work sites are used to develop skills, employers shall be involved in assessing student competency.

e.   Develop work-based learning opportunities that are related to the career technical training program in which the student is enrolled and are appropriate to the student's level of achievement, and where applicable, assist the student in meeting requirements of industry certifications.

f.   Centers will make every effort to provide an opportunity for all students to obtain their basic driver's license prior to graduation. Addressing ***driver's license requirements on TARs*** specifically, attainment of a basic and/or commercial driver's license (CDL) may be required as part of a specific program where vehicle operation is a critical component of employment.

R3.   *Employer Involvement*

Centers shall utilize input from their Industry Councils, and other sources such as employers and apprenticeship committees/councils, in determining the content of their training programs, and shall adjust and supplement center training programs to meet industry needs.

R4.   *Job Shadowing*

Centers shall develop job-shadowing opportunities for students that reflect occupations matching current center offerings or provide students with experiences in new and emerging occupations. Using relationships developed with local and national businesses, centers shall coordinate opportunities for students to shadow employees at work sites in careers that are related to their career skills training, as well as careers that students are interested in exploring. These opportunities provide students with an understanding of the workplace, a chance to explore new careers, and an opportunity to apply their training.

R5.   *Relations With National Training Contractors*

Relations between center management and National Training Contractor (NTC) instructors shall be governed by the Memorandum of Understanding (MOU) signed by each NTC and the involved center. A copy of this MOU is included for reference in Appendix 302 (MOU between the NTC and center contractor).

R6.   *Advanced Training (AT) Programs*

The National Office has approved a variety of advanced training (AT) programs at certain Job Corps centers. Students enrolled in AT programs have the opportunity to extend their enrollment up to one full year beyond the current two-year enrollment limitation.

a.   Eligibility

All students who are placed into an approved AT program must meet the AT program's specific eligibility requirements. At a minimum, AT applicants shall meet the following entry criteria:

1.   Must have completed an approved prerequisite career technical training program and achieved all applicable certification requirements.

2.   Must hold a high school diploma or have obtained a GED.

3.   Must demonstrate the academic proficiency needed to succeed, as defined by the specific AT program.

4.   Must receive a written recommendation from the sending center and documented acceptance from the receiving center.

     b.   Advanced Training (AT) Centers

          1.   To be designated an AT program, the training offered must clearly show that students will develop higher and more complex skills and competencies than those covered by the basic program. In addition, a center must either (1) articulate an agreement with a postsecondary educational institution for students to receive college credit while enrolled in the AT program; or (2) be supported by industry-specific partnerships. Requests for AT designation should be submitted to the Regional Office for initial evaluation and endorsement prior to being forwarded to the National Office, which will make the final determination of whether the proposed training program meets the criteria for AT designation.

          2.   The operator shall develop outreach strategies to include enrollment, eligibility, and completion requirements to achieve and maintain the AT program's design capacity.

          3.   The operator must provide reasonable accommodation needs of students with disabilities, as appropriate.

          4.   Regional and National Office staff will monitor performance of approved AT programs through the Career Technical Training Report Card (CTTRC), as outlined in Appendix 501d.

     c.   Transfer Credits

          Centers that transfer eligible students to an approved AT program at another center will receive a school placement credit at the time of transfer. The sending center will also be credited for any program measure that the student qualifies for, and has earned. When a student separates from an AT program and is placed, both the sending center and the AT center will receive all credits related to placement accomplishments, as outlined in Appendix 501. Centers offering the prerequisite basic program and the AT program will receive all credits due at the time of student final separation.

     d.   Sending Centers

          1.   Sending centers will promote AT programs as an option for students throughout their enrollment.

          2.   The sending center will collaborate with the AT center to effect the transfer of eligible students, as outlined in Chapter 6, Section 6.4, R2.

R7.   *Reporting/Documentation/Recordkeeping*

     a.   Centers shall ensure that all student test results and progress are documented on approved Training Achievement Records (TARs) as progress occurs, and recorded using the Center Information System (CIS). Upon completion of all tasks under established duty areas on the TAR, instructors and students must sign and date the blank area opposite the named duty. ***By providing a signature, instructors are verifying that the student has demonstrated competence in all tasks in the duty area, and the student concurs with his or her signature.***

While instructors must continue to indicate performance ratings for each task, signatures and dates are required only for each duty area of the TAR. TARs must be included in the student's permanent records upon separation.

b.   For programs approved by the region not to use Job Corps official TARs (R2.a, above), the approved alternate and additional documentation must be maintained and included in the student's permanent records upon separation.

QUALITY INDICATORS

Q1.   Students demonstrate competency in the skills indicated and documented on their training records.

Q2.   The curricula of the career technical training programs at the center reflect current industry skill standards.

3.14   CONCURRENT TRAINING

PURPOSE

P1.   To broaden career technical training opportunities available to Job Corps students through linkages with external training providers.

REQUIREMENTS

R1.   General

Job Corps students enrolled in and receiving supplemental services from one or more additional workforce development programs or other training institutions will be designated as concurrently enrolled. Concurrent enrollment arrangements must be approved by the National Office of Job Corps, with Regional Office endorsement, and formalized by a memorandum of understanding or contract. Such agreements must include language that describes how each of the following requirements will be met.

a.   Students must complete all Career Preparation Period requirements, including health services.

b.   All students must receive the full range of Job Corps services, including career development and personal face-to-face counseling. Evaluations of Student Progress (ESPs) and Personal Career Development Plan (PCDP) updates will be accomplished in the same manner as for other students.

c.   Provisions must be made to ensure that concurrently enrolled students receive the full benefit of academic, employability, and social skills training.

d.   Student breaks and holidays provided by other service providers must not result in concurrently enrolled students having more non-work days than other Job Corps students.

e.   Provisions must be made to ensure that students are engaged in meaningful learning or enrichment activities during their downtime (e.g., non-class days/hours, semester breaks, etc.) from participating courses.

f.   Determination for the provision of reasonable accommodation must be made for students with disabilities, as required and appropriate.

g.   At a minimum, the center must receive, record, and maintain regular progress and attendance reports from concurrent enrollment institutions.

h.   Provisions must be made to ensure that concurrently enrolled students receive career transition readiness services prior to graduation and career transition services after graduation.

i.   Concurrent enrollment arrangements must ensure that both programs are not paying for the same services. Center operating budgets/staffing must be adjusted to account for services provided by other concurrent enrollment institutions.

j.   Resources from federal student aid, such as Pell Grants and Stafford loans, can be applied to college credit, reduced credit, or non-credit remedial courses, in

accordance with federal student financial aid guidelines. In addition, the courses must lead to a certificate of completion or an associate's degree at accredited higher education institutions, and must be required by Advanced Career Training (ACT) programs approved by the National Office.

k. MOUs or contracts must be reviewed and approved annually by the Regional Offices. MOU/contract renewals will be due on the contract center's anniversary or the start of each program year for Civilian Conservation Centers (CCCs).

l. A description of the approved concurrent enrollment programs must be included as part of the center's Career Development Services System (CDSS) Plan. At a minimum, the narrative shall address:

1. The name and location of the service provider.

2. A description of the programs offered, O*NET codes, and approved slots.

3. Methods for determining entry, progress, and completion.

4. A description of how the programs will be evaluated.

R2. *Off-Center Training (OCT) Programs*

Job Corps students enrolled in and receiving career technical training at an off-center training (OCT) location or other educational institution will be designated as OCT students.

a. Program Approval

1. OCT arrangements, including contracted slots designations, must be approved, in writing, by the Regional Director and formalized by a Memorandum of Understanding (MOU) or contract between the center and the OCT provider confirming that the OCT program meets or exceeds the skill standards specified in Job Corps national TARs. Centers must verify if OCT providers' completion and certification requirements are at least the same level as industry certification requirements and that they measure competency, not time in class. The Regional Office must include this as a criterion in evaluating and approving OCT programs.

Upon approval, the Regional Office must immediately submit a copy of the documented approval, contracted OCT slots, and MOU or contract to the National Office, Division of Educational Services. The National Office shall inform the Job Corps Data Center of changes to programs, slots, codes, and other relevant information that need to be incorporated into the Center Information System (CIS).

To ensure timely processing of program codes in CIS, the Regional Office must submit an OCT Program Code Request Form (Appendix 309) to the National Office, Attention: Division of Educational Services/Career Technical Training Team Leader. The National Office will inform the Job Corps Data Center of approved program codes and slots.

2.   To ensure compliance with R2.a.1, the MOU must provide a description of the proposed training program(s), to include:

    (a)   training in one of the identified 11 industry areas (see Exhibit 3-3);

    (b)   incorporation of current industry standards and requirements;

    (c)   requirements for student completion, and/or requirements for student certification attainment;

    (d)   system for monitoring and documenting student progress; and

    (e)   cost by training slot, as well as cost for equipment, supplies, and clothing.

b.   **General Requirements**

Approved OCT programs shall:

1.   Offer training at accredited institutions located within reasonable commuting distances of the center.

2.   Offer students the opportunity to obtain career technical certification in their chosen field of study.

3.   Align with the skill standards outlined in nationally developed and approved Training Achievement Records (TARs).

4.   Provide reasonable accommodation for students with disabilities, as appropriate.

Centers shall not pursue OCT programs for which on-center programs already exist at that center. This does not preclude centers from pursuing OCT programs that offer specialized training that enhances current center offerings.

c.   **Entry Requirements**

All OCT applicants shall meet the following entry criteria:

1.   Must demonstrate the academic proficiency needed to succeed in the chosen OCT program.

2.   Must meet entry requirements and adhere to regulations required by the training provider.

3.   Written parental consent must be obtained for minors prior to participation in OCT programs.

d.   **Continued Enrollment**

Once enrolled in an OCT program, to continue to participate, students must:

1.   Carry enough credits and/or complete all coursework necessary to maintain adequate progress toward completion of a certification within the enrollment period.

2.   Maintain "student in good standing" status throughout their enrollment in the OCT program.

Centers shall develop procedures for removal of students who do not meet the requirements of paragraphs 1 and 2 above.

e.   OCT Completion Requirements

To complete OCT, students must receive a full professional or completion certificate equal to or exceeding the rigor of certifications outlined by corresponding national, on-center training programs, prior to separation from Job Corps.

f.   Reporting/Documentation/Recordkeeping

Centers shall ensure that all student progress is documented and recorded using the Center Information System. Approved alternate and additional forms of documentation must be included in the student's permanent records upon separation (as outlined in Exhibit 6-1).

R3.   *Advanced Career Training (ACT) Programs*

Job Corps students pursuing an associate's degree at accredited higher education institutions will be designated as Advanced Career Training (ACT) students.

a.   Program Approval

Regional Offices shall approve the establishment of ACT programs at Job Corps centers with contracted ACT slots designation. Programs must be approved by the Regional Director and formalized by a Memorandum of Understanding (MOU) or contract. Upon approval, the Regional Office must immediately submit a copy of the documented approval, contracted ACT slots, and MOU or contract to the National Office, Division of Educational Services. The National Office shall inform the Job Corps Data Center of changes to programs, slots, codes, and other relevant information that need to be incorporated into the Center Information System.

b.   General Requirements

ACT-approved Job Corps centers shall:

1.   Offer training at accredited postsecondary institutions located within reasonable commuting distances of the center.

2.   Maintain total ACT enrollment at a single institution at a level not to exceed 5% of the institution's total student population.

3.   Ensure that the training offered to students is advanced beyond the skill levels taught in the basic career technical and academic programs at the center.

4.   Ensure that ACT programs are aligned with on-center or OCT career technical programs to promote a student's career development.

5.   Develop a formal application and approval process to which all students have equal access, and utilize this process in selecting students for the ACT program. The application process must provide reasonable accommodation for students with disabilities, as appropriate.

6.   Establish a system for regular monitoring of the performance of ACT students, via transcripts, attendance records, and other means (in accordance with Exhibit 6-1). This system should be documented in the center's Career Development Plan (see PRH Section 3.1).

7.   Provide opportunities for ACT students to continue to participate in center life.

8.   Allow students enrolled in ACT programs to extend their enrollment up to one full year beyond the current two-year enrollment limitation.

c.   Entry Requirements

All ACT applicants shall meet the following entry criteria:

1.   Must have completed an approved career technical training program.

2.   Must hold a high school diploma or have obtained a GED certificate.

3.   Must qualify on college placement tests to be eligible for the ACT entry requirements of the accredited postsecondary institution.

d.   Continued Enrollment

Once enrolled in an ACT program, to continue to participate, students must:

1.   Carry enough credits to maintain full-time student status each quarter/semester.

2.   Maintain "student in good standing" status throughout each quarter/semester.

3.   Complete all course work and earn the associated number of credits each quarter/semester.

Centers shall develop procedures for removal of students who do not meet the requirements of items 1 through 3 above.

e.   ACT Completion Requirements

To complete ACT, students must meet the following requirements:

1.   Attend the ACT institution for three academic quarters or two semesters; AND

2.   Attain or receive one or more of the following:

(a)   An industry certification, OR

(b)   A one-year certificate of completion, OR

(c)   An associate's degree in an approved program.

f.   Reporting/Documentation/Recordkeeping

Centers shall ensure that all student progress is documented and recorded using the Center Information System. Approved alternate and additional forms of

documentation must be included in the student's permanent records upon separation.

QUALITY INDICATOR

Q1.   ACT students demonstrate increased proficiency in career technical, academic, and social skills while at school, work, or on center.

3.15   INFORMATION TECHNOLOGY

PURPOSE

P1.   To enable students to apply basic information technology to the development of their academic and career technical skills.

P2.   To provide students with information technology skills needed for employment and job retention in their chosen fields, and to function effectively as lifelong learners.

REQUIREMENTS

R1.   *Applied Information Technology*

Centers shall provide students with instruction in the application of basic information technology to the development of their academic and career technical skills. This will include:

a.   Instruction in use of information technology applications relevant to their academic and career technical skills training.

b.   Opportunities to practice and use information technology to learn academic and career technical skills.

R2.   *Computer-Based Learning*

Centers shall provide and use information technology to learn academic and career technical skills.

a.   Access and use computer-based training modules

b.   Locate and use online learning resources

R3.   *Word Processing*

Centers shall provide students with instruction that will enable them to attain the following competencies:

a.   Basic keyboarding

b.   Use of word processing applications to create, edit, save, and print documents

c.   Use of basic templates and formatting features to create business documents in standard formats and styles

d.   Use of word processing utility tools including spell check, thesaurus, and grammar check

R4.   *Internet Proficiency*

Centers shall provide students with instruction in the use of the Internet to:

a.   Use search engines

b.   Conduct research to find directions, schedules, and resources

c.   Communicate using e-mail

       d.   Access and use labor market information

R5.   *Business Technology*

Centers shall provide students with instruction in the use of:

a.   Copiers

b.   Fax machine

c.   Telephone

d.   Voice mail

R6.   *Business Etiquette*

Centers shall provide instruction to ensure that students understand:

a.   Ethics of using employer business machines for personal use

b.   E-mail etiquette

c.   Appropriate use of the Internet in the workplace

QUALITY INDICATORS

Q1.   Students demonstrate the ability to use computers to access and process information, including online learning opportunities.

Q2.   Students can describe the relevance of information and business technology to their career goals.

3.16   RESIDENTIAL LIVING

PURPOSE

P1.   To create and maintain an environment that allows students to learn and practice independent and community living skills.

P2.   To model and reinforce social and employability skills, such as positive attitude, dependability, and teamwork.

P3.   To provide a safe, secure, clean, and attractive physical and social living environment for students that is appropriate to their varied needs and levels of maturity.

REQUIREMENTS

R1.   Student Self-Management Skills Development

Centers shall develop systems that involve students in the management of their living areas, which shall incorporate the following features:

a.   Opportunities for all students to have input into the development of the center policies governing the management of their living areas

b.   Procedures to solicit input from, disseminate information to, and obtain feedback from students

c.   Student responsibility for maintaining cleanliness within their living areas

d.   Progressive opportunities to learn, practice, and demonstrate personal responsibility and self-management skills

R2.   Supervision of Student Living Areas

Centers shall:

a.   Provide staff supervision of all student living areas at levels that assure the safety, security, and accountability of all students at all times.

b.   Develop a structured process for sharing information that ensures effective student accountability.

R3.   Delivery of Services to Students

Centers shall develop a structured process for the sharing of information between residential staff and other center staff as needed to assure the coordinated delivery of services to students.

R4.   Reporting/Documentation/Recordkeeping

Centers shall:

a.   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 Chapter 6, Appendix 601, Student Rights to Privacy and Disclosure of Information.

      b.   Develop procedures to record important information about student-related events as the events occur and to transmit the information from each shift to the next.

      c.   Maintain individual records for each student that contain, at a minimum, basic identifying information, including emergency contacts, and written parental consent (minors) for weekend passes to approved destinations. Such records shall be readily accessible to dormitory staff.

QUALITY INDICATORS

Q1.   Students accept responsibility for their living conditions and leisure time activities.

Q2.   Student residences are attractive, clean, safe, and in good repair.

Q3.   Students demonstrate self-management skills.

Q4.   Students feel safe in their living areas.

3.17 WELLNESS

PURPOSE

P1.   To enhance the employability of students by providing them with information about practices that lead to good physical, mental, oral, and emotional health.

REQUIREMENTS

R1.   Required Instruction

Centers shall provide instruction to all students in the following subjects:

a.   Health education and the decision-making model

b.   Emotional and social well-being

c.   Depression, grief, and suicide

d.   Relationships and sexuality, including relationship aggression

e.   Reproduction and birth control

f.   Sexually transmitted diseases

g.   Consumer health

h.   Nutrition and fitness

i.   Alcohol and other drugs of abuse

j.   Relationship of a healthy lifestyle to successful job retention

k.   Sexual assaults

l.   Sleep hygiene (guidelines to achieve restful sleep)

m.   Oral disease prevention and oral hygiene instruction

R2.   Reporting/Documentation/Recordkeeping

Centers shall ensure that all student progress and accomplishments are documented and recorded using the automated Center Information System.

QUALITY INDICATORS

Q1.   Students can describe how and when to access wellness services.

Q2.   Students demonstrate basic knowledge of the steps to maintain personal wellness.

Q3.   Students can describe how maintaining a healthy lifestyle will contribute to their ability to maintain employment.

3.18 RECREATION AND LEISURE TIME ACTIVITIES

PURPOSE

P1. To promote productive and socially acceptable use of leisure time.

P2. To assist students in understanding and developing lifelong leisure time skills and habits.

P3. To build students' self-esteem by developing teamwork, good sports conduct, and other positive social behaviors.

P4. To enhance the Job Corps experience for students by providing them with opportunities to participate in enjoyable and safe activities.

P5. To promote lifelong health through physical activity and exercise.

REQUIREMENTS

R1. *Planning*

Centers shall:

a. Develop and maintain a calendar of recreational activities and events and distribute the schedule to students in advance of the activities listed.

b. Involve students in the selection and planning of recreational activities.

c. Conduct periodic surveys of student recreational interests and participation and utilize the information gathered in planning recreational activities.

R2. *Recreational Activities*

Centers shall provide a wide variety of activities open to all students. Activities must include options that allow for stress reduction and mind/body connection. Activities:

a. Must include but are not limited to:

1. Group fitness classes

2. Individual fitness activities

3. Organized sports

4. Exercise groups or clubs

b. May include:

1. Cultural events

2. Physical education

3. Arts and crafts

4. Community activities

5. Movies and special events

6. Reading and computer resource facilities

R3.   *Community Service Projects*

Centers shall provide opportunities for staff and students to participate in service activities.

R4.   *Supervision*

Centers shall provide adequate staff supervision of events, activities, facilities, and equipment to assure participant safety.

R5.   *Water Safety Training*

Centers shall:

a.   Provide students with instruction in water safety as follows:

All centers	Video-taped presentation on water safety
Centers sponsoring recreation trips that involve (1) swimming, (2) in-water activities, or (3) access to pools/other bodies of water	Water safety instruction and swimming proficiency test for all students
Centers with pools or ready access to pools/other bodies of water	Water safety instruction and swimming proficiency test for all students

b.   Document the provision of water safety instruction and the swimming proficiency of each student in CIS.

c.   Prohibit students from participating in swimming or other water-related activities until the students have received water safety instruction and demonstrated swimming proficiency.

d.   Ensure that all water-related activities are supervised by certified lifeguards.

e.   Require the use of the buddy system in all swimming activities, and the use of personal flotation devices in all boating activities.

R6.   *Use of Videos*

Centers showing videos of commercial motion pictures to students on center shall be licensed to do so under an umbrella license through a national agreement between the Job Corps National Office and a motion picture licensing corporation(s).

Centers will receive a list of film titles directly from the vendor(s) each month indicating the movies covered under the agreement. Center operators shall assume liability for showing any film(s) that do not appear on the list.

R7.   *Leisure Time Employment*

a.   Centers may authorize gainful leisure time employment of students so long as the employment does not interfere with training activities.

b.   Leisure time employment is not considered training or work-based learning. Accordingly, students are not considered federal employees for FECA purposes

while engaged in leisure time employment, except when the employment occurs on center.

QUALITY INDICATORS

Q1.   Recreation activities appeal to and are utilized by most students.

Q2.   Students demonstrate appropriate use of facilities and equipment.

Q3.   Students can communicate the value of community service.

3.19   STUDENT GOVERNMENT AND LEADERSHIP

PURPOSE

P1.   To teach students citizenship skills.

P2.   To provide students with practice in self-government and opportunities for input into center policies.

P3.   To provide students with opportunities to learn and practice positive leadership skills.

REQUIREMENTS

R1.   Student Government Association (SGA)

Centers shall develop and support an SGA program that includes, at a minimum:

a.   A designated staff coordinator

b.   A written constitution

c.   Elected SGA officers

d.   Committees that provide input into policies affecting student life on and off center

e.   Regular meetings between the Center Director and SGA officers

f.   A training plan for SGA officers

R2.   Student Leadership

Centers shall develop and support leadership training that includes, at a minimum:

a.   Formal leadership training curriculum

b.   Ongoing in-service training for student leaders

R3.   Student Benefit Fund

Centers shall establish a student benefit fund to be managed by the SGA with the assistance of center staff. The purpose of the fund shall be to provide the SGA with the ability to purchase items and services for the benefit of all students. The fund shall have the following features:

a.   The fund shall be self-supporting and shall not include any appropriated Job Corps funds. Allowable sources of income include, but are not limited to, the following:

1.   Operation of a store or canteen

2.   Operation of other concessions, such as telephone systems and vending machines

3.   Student fines

4.   Student fund-raising activities

b.   A staff member shall be designated to assist the SGA officers in overseeing the operation of the fund.

c.   The fund may not be used to pay for goods or services that are normally part of center operating costs.

d.   Establish a simple accounting system for the student benefit fund, and involve SGA officers in the management of the accounting system. The accounting system shall include, at a minimum, the following:

1.   A written accounting and audit plan. The accounting plan shall ensure the integrity of the fund by establishing an appropriate set of checks and balances, to include, at a minimum:

(a)   Dual approval of all expenditures by the SGA president or designee and the center director or designee

2.   Separation of payment and collection duties

3.   Maintenance of a bank account (checking or savings or both)

4.   A written record of income and expenditures

5.   Periodic financial reports

6.   Annual audits by the center operator (corporate office or agency headquarters designee)

R4.   *Reporting/Documentation/Recordkeeping*

Centers shall ensure that all student leadership training/student government participation is documented and recorded using the automated Center Information System (CIS).

QUALITY INDICATORS

Q1.   Students recognize the student government association as an effective avenue for input to center policies.

Q2.   Students recognize student leaders as role models and turn to them for assistance in resolving problems.

Q3.   Student leaders are actively involved in the operation of the center.

Q4.   Students have the opportunity to practice citizenship and leadership skills.

3.20   DRIVER EDUCATION

PURPOSE

P1.   To provide students with the skills and knowledge necessary to pass the written and driving portions of the state operator's license examination.

P2.   To provide all students who are eligible under state law, the opportunity to attain a state operator's license.

REQUIREMENTS

R1.   Required Instruction

Centers shall provide driver education training, early in the students' enrollment, to all eligible students who do not already possess a driver's license. The training shall include classroom and behind-the-wheel instruction that meets state-mandated requirements.

R2.   Assistance for Students With Revoked or Suspended Licenses

Centers shall identify students who are prohibited from attaining an operator's license due to prior offenses and assist these students in re-establishing their eligibility and securing a license prior to completion.

R3.   Payment of Fees

Centers shall pay all learner's permit, license, and related test fees.

R4.   Reporting/Documentation/Recordkeeping

Centers shall ensure that all student test results and progress are documented and recorded using the automated Center Information System.

QUALITY INDICATOR

Q1.   All students are provided the opportunity to obtain their driver's license prior to graduation.

3.21   CAREER TRANSITION READINESS

PURPOSE

P1.   To assist students in assessing their readiness for career transition.

P2.   To ensure that students are fully prepared to conduct a successful job search leading to employment.

P3.   To prepare students to effectively access resources and services that will assist them in making a successful transition to the workforce.

REQUIREMENTS

R1.   Separation Status

Centers shall determine the level of services to be provided based on each student's separation status.

R2.   Job Search Skills

At least 45 days prior to projected graduation, centers shall assist each student in reviewing job search skills and strategies including the following:

a.   Sources of employment

b.   Conducting an Internet job search

c.   Completing a job application

d.   Updating the resume

e.   Writing a cover letter

f.   Interviewing for a job

g.   Worker's rights and responsibilities, including reasonable accommodation needs for employment, as appropriate

h.   Strategies for succeeding during the first weeks on a job

R3.   Personal Career Development Plan

Centers shall collaborate with Career Transition Specialists and each student to update the student's Personal Career Development Plan, using it to develop an employment plan or personalized job search strategy, or plan for advanced education including identification of federal funding options, as appropriate.

R4.   Job Search Credentials

Centers shall assist students in assembling documents necessary for obtaining employment, including originals of personal documents (see Chapter 1, Section 1.6) and those credentials that document the student's accomplishments.

R5.   Transitional Needs Assessment

Centers shall assist each student in assembling and updating his or her transitional support needs, including:

       a.   Housing

       b.   Transportation

       c.   Child care

       d.   Health care

       e.   Work clothing and tools

       f.   Food and nutrition

       g.   Budgeting/money management

       h.   Mentoring/counseling

       i.   Job retention support

       j.   Legal services

       k.   Federal funding for advanced education, as appropriate

R6.   *Job Development*

Centers shall provide job development, referral, and placement services to graduates as appropriate. For those graduates who entered the program with an employer referral, centers shall notify the referring employer of the student's upcoming graduation.

R7.   *Transition Resources and Services*

At a minimum, centers shall connect graduates and former enrollees with career transition resources appropriate to their needs and in accordance with the center CDSS plan. Centers shall:

       a.   Establish a personal connection between the potential graduate and the career transition services provider.

       b.   Initiate or support pre-graduation job search efforts.

       c.   Develop resources to meet transitional support needs.

QUALITY INDICATORS

Q1.   Separating graduates feel fully prepared for successful job search.

Q2.   Graduates know where to find assistance in meeting post-center placement and transitional support needs.