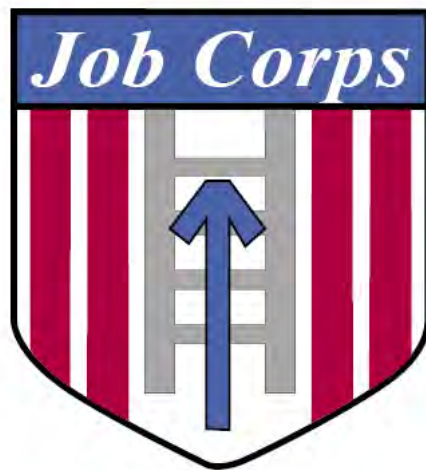

**POLICY AND
REQUIREMENTS
HANDBOOK**

**CHAPTER 2:
CAREER PREPARATION PERIOD**



June 28, 2013

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EXHIBITS

None

APPENDICES

None

2.0 OBJECTIVES

To ready each student for successful participation in the Job Corps experience by providing a Career Preparation Period designed to assist each student to:

- Acclimate to center life.
- Acquire basic skills that will enhance job readiness and job search competencies.

To enable staff to help each student to acclimate to center life by:

- Identifying and addressing personal issues that are barriers to successful adjustment and participation.
- Tailoring the mix of services to the individual student's needs.

2.1 CENTER PLAN

PURPOSE

- P1. To ensure the efficient, effective, and coordinated delivery of career preparation services to students.

REQUIREMENTS

R1. Center Career Preparation Plan

- a. Centers shall prepare and implement a center Career Preparation Plan (CPP), as part of the overall Career Development Services System (CDSS) Plan. The plan shall be submitted for Regional Office approval in accordance with Chapter 5, Section 5.1, R3.c, Career Development Services System Plan.
- b. Career preparation services reflected in the plan shall be tailored to the individual needs of each student.
- c. At a minimum, the CPP shall address:
 1. The rationale for the center's CPP design and how it will motivate student success and ensure the provision of individualized services to assist each student in preparing for full program participation.
 2. Organization, to include detailed descriptions of:
 - (a) How CPP will be staffed to deliver a full array of services to meet each student's needs.
 - (b) How staff will communicate across various departments to deliver the services.
 - (c) How staff will coordinate with Outreach and Admissions (OA) staff to ensure that school records are obtained before or during the CPP.
 - (d) How services and activities will be scheduled, paced, and delivered to ensure personalized learning opportunities tailored to each student's needs during the first 60 days of enrollment.
 - (e) How student input and feedback will be encouraged and used.
 - (f) How the center will create an environment where students regard staff as supportive, caring, and dependable.
 3. Examples of methods and materials to be used to teach each of the required content areas as required within this chapter.
 4. Methods to involve contact between students and employers to establish the relevance of Job Corps career preparation and development activities to the workplace.
 5. The use of practical experiences to enable students to learn and practice skills.

6. Methods and strategies to create student commitment to and ownership of the Personal Career Development Plan (PCDP).
7. A system that identifies and addresses students' personal issues that may prevent them from being fully engaged in the CPP.
8. Approaches to involve Admissions Counselors in the students' successful adjustment to CPP.
9. Methods to assist students in developing the confidence and motivation to achieve their career goals.
10. Approaches to tailor the CPP to meet the needs of English Language Learner (ELL) students, if applicable.
11. Approaches to evaluate student readiness to participate in career development activities.
12. Methods planned to ensure a smooth transition from career preparation to career development for each student as he or she is ready.

QUALITY INDICATOR

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

2.2 INTRODUCTION TO CENTER LIFE

PURPOSE

- P1. To welcome new students and assist them in acclimating to center life.
- P2. To acquaint new students with center systems, behavioral standards, benefits, rules, and procedures to enable them to participate successfully in the program.

REQUIREMENTS

R1. Activities

Centers shall provide new students with an introduction to center life that includes:

- a. Activities designed to make them feel welcome and safe upon arrival.
- b. Experiences and information that will lead to an understanding of the opportunities and benefits available and the program's expectations of Job Corps students to include the following:
 - 1. Job Corps' mission
 - 2. The Career Development Services System
 - 3. The center's basic schedule of training and activities
 - 4. The Career Success Standards
 - 5. Assessment testing
 - 6. Student progress evaluation
 - 7. Student rights and responsibilities
 - (a) Behavioral standards and expectations
 - (b) Equal opportunity, civil/legal rights, religious rights, sexual harassment, and anti-bullying policies
 - 8. Student government and leadership programs
 - 9. Student benefits
 - (a) Pay and allotments
 - (b) Accountability, leave, and absence policies
 - (c) Support services (e.g., food services, mail, telephone, and voting rights)
 - 10. Center and community life
 - (a) Dormitory life
 - (b) Hands-on activities to practice the Career Success Standards
 - (c) Recreation/leisure time activities
 - (d) Information about the local community
 - 11. Health and Wellness services, including:

- (a) Trainee Employee Assistance Program
 - (b) Disability program (e.g., reasonable accommodation)
12. Safety as it pertains to eliminating or preventing hazards that may result in injury, illness, or death. Topics should include but are not limited to:
- (a) Overview of the Job Corps Occupational Safety and Health (OSH) program outlined in PRH Chapter 5, Sections 5.14 through 5.20 (emphasize student roles and responsibilities), including but not limited to:
 - (1) Occupational Safety and Health committee
 - (2) Fire safety and prevention
 - (3) Emergency action plan (including extreme/severe weather, evacuations, and terrorist threats)
 - (4) Hazard communication, including Material Safety Data Sheets (MSDSs) and labeling
 - (5) Applicable Occupational Safety and Health Administration (OSHA) standards (varies by work or training environment)
 - (6) Safe work practices, including use of personal protective equipment (PPE)
 - (7) Reporting unsafe or unhealthful living and training conditions
 - (8) Recreational safety, including water safety
 - (b) Reporting accidents, injuries, and illnesses (emphasize timely reporting); OSHA 300 Log and OSHA 300A
 - (c) Work-based learning site safety, including reporting unsafe and unhealthy conditions, and accident and injury reporting requirements
 - (d) Preventing the spread of flu and other illnesses; personal hygiene
13. Security as it pertains to center culture, personal comfort and well-being. Topics should include but are not limited to:
- (a) Center security procedures
 - (b) Unauthorized goods and confiscation procedures
 - (c) Zero Tolerance policy
 - (d) Smoking policies on and off center
 - (e) Off-limit areas on and off center
 - (f) Theft protection and tort claims
 - (g) Student vehicle policy

- (h) Security operations
 - (i) Sign-in and sign-out procedures (passes and leave); entry and exit procedures
 - (j) Inventory of personal belongings
 - (k) Identification cards
 - (l) Phone calls
 - (m) Mail procedures
 - (n) Visiting procedures
- c. An introduction to diversity to acquaint new students with the diversity represented on the center and in the community, and to familiarize them with the Multicultural Awareness Standard.
- d. A variety of opportunities for new students to meet and interact with:
- 1. Center Managers
 - 2. Career Development/Transition Managers and/or Specialists
 - 3. Counselors
 - 4. Disability Coordinator
 - 5. Staff representatives from all major program and support areas
 - 6. Student leaders

R2. *Student Handbook*

Centers shall develop and distribute to all students a Student Handbook that accurately reflects current center behavioral expectations, benefits, policies, and procedures in the areas included in Section 2.2, R1.b above, at a minimum.

QUALITY INDICATORS

- Q1. Students report feeling welcome upon arrival.
- Q2. Students can describe center expectations, systems, behavioral standards, benefits, and services available to them through Job Corps.
- Q3. Students are acquainted with staff and know who to ask for assistance with their needs.
- Q4. Students' needs for assistance with personal issues are appropriately identified and addressed.
- Q5. Students are familiar with the center's Occupational Safety and Health program.

2.3 STUDENT ASSESSMENT

PURPOSE

- P1. To assess student's prior academic achievement, skill level needs, and interests so that appropriate individualized career development services may be provided.
- P2. To identify student's personal issues so that appropriate support can be provided early in enrollment.

REQUIREMENTS

R1. Assessing Student Needs and Interests

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

- a. Level of academic achievement, competency for appropriate placement in academic classes, using the high school transcript, IEP (if applicable and available), and the Tests of Adult Basic Education (TABE) in accordance with procedures in Chapter 3, Appendix 301 (TABE Requirements and Instructions).
- b. Medical status (entrance physical and dental examinations) per Chapter 6, Section 6.10 (Student Health Services).
- c. Counseling intake needs/interests assessment – using the student's application and Admissions Counselor's Assessment Tool (ACAT) as foundations, counselors shall identify at a minimum:
 - 1. Personal history
 - 2. Personal and career aspirations
 - 3. Family status, living situation, and responsibilities
 - 4. Legal issues
 - 5. Personal issues
 - 6. Post-center plans
- d. Career aptitude and interests using a formal assessment tool
- e. Knowledge of and ability to demonstrate the appropriate behaviors associated with the Career Success Standards.
- f. English language proficiency
Centers must administer an initial formal language assessment (CASAS, TABE CLAS-E, BEST) to LEP students within the first 14 days of enrollment. Students who test at the "Beginning ESL Literacy Level" as specified in the National Reporting System for Adult Education: Test Benchmarks for Educational Functioning Levels (see Appendix 201) may take their first TABE test within the first 90 days of enrollment. Those LEP students who score above the "Beginning ESL Literacy Level" must take their first TABE within 21 days of enrollment. After the initial language assessment, all LEP students should take follow-up

language assessments at least every 90 days. If a student reaches the “Advanced ESL Literacy Level,” the center is no longer required to administer a language assessment for that student. The results of each language assessment must be documented in CIS and used with other assessments to place the student in to appropriate ESL classes, determine language skill progress and determine readiness to end ESL instruction. In addition, LEP students may take the paper-based TABE test if they are unable to take the online version. Centers must follow the procedures for paper-based testing in accordance with Chapter 3, Appendix 301 (TABE Requirements and Instructions).

- g. Basic information technology skills
- h. Transitional needs

R2. *Using Student Assessments*

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

- a. Develop the student’s Personal Career Development Plan (PCDP).
- b. Schedule appropriate career development classes and activities.
- c. Develop essential support systems to address each student’s personal and transitional needs.

QUALITY INDICATORS

- Q1. Student’s initial aptitudes, interests, development needs, and transitional needs are recorded on the PCDP and used as a basis for career planning.
- Q2. Students know and understand their needs and can articulate what steps they need to take to achieve their goals.

2.4 PERSONAL COUNSELING

PURPOSE

- P1. To provide initial intervention to address the personal and social development needs of individual students.
- P2. To identify and coordinate the delivery of center and community resources to meet the needs identified.

REQUIREMENTS

R1. Organization

Centers shall provide personal counseling services with the following features:

- a. Designated counseling staff or qualified professionals
- b. Assigned caseloads
- c. Personal counseling sessions
- d. Availability of counseling services on weekends and in the event of emergencies

R2. Personal Counseling Services

Centers shall provide intensive ongoing personal counseling services early within the first 60 days of the student's stay on center. These services will continue as needed (see Chapter 3, Section 3.3, Personal and Career Counseling) throughout the student's enrollment, with the following features:

- a. An intake assessment, including student history, during the first 48 hours of enrollment (see Section 2.3, Student Assessment). A copy of this assessment will be submitted to the Health and Wellness center for review and inclusion in the student health record.
- b. Ongoing structured, scheduled, and documented individual social development and adjustment counseling.
- c. Group support sessions designed to identify and address specific issues, such as abuse, relationships, child care, homesickness, language and cultural barriers, etc.
- d. Identification of students who need more intensive services and referral to such services.
- e. Intervention, implementation, and documentation of strategies to address personal issues, including mental health, medical issues, and English Language Learners.
- f. Support services, to include assisting with AWOL retrieval; conferring with parents, Admissions Counselors, Career Transition Specialists, social service agencies; and providing referrals to community resources, as appropriate.

R3. Coordination of Services

Centers shall:

Develop a system for counselors to interact and share information with other staff, departments, and community resources in accordance with R4.b below, as needed, to ensure the coordinated delivery of services to students.

R4. Reporting/Documentation/Recordkeeping

Centers shall:

- a. Ensure that counselors maintain a record of individual counseling sessions to include, at a minimum, the following information:
 1. The reason for such session
 2. An assessment
 3. A plan of action with appropriate follow-up
- b. Implement safeguards to assure that personal information about individual students, subject to the Privacy Act, is shared among staff only to the extent necessary to ensure the safety and effective provision of services to students, and no further, in accordance with Chapter 6, Appendix 601 (Student Rights to Privacy and Disclosure of Information). Personal counseling records shall be treated as confidential documents.
- c. Advise students regarding counselors' responsibilities for safeguarding confidentiality and for disclosing information that is legally required or that may represent a threat to the student or others.

QUALITY INDICATORS

- Q1. Counseling services are effectively integrated and coordinated with other career preparation activities.
- Q2. Students view counselors as a resource to help them address their personal and social development needs.
- Q3. Students' personal and social development needs are met so that they can continue to prepare for careers.

2.5 STUDENT CAREER PLANNING

PURPOSE

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

REQUIREMENTS

R1. Career Exploration

Centers shall provide all new students with:

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

8. Practice of general safety
 9. Use of hand tools
 10. Equipment safety
- c. Work-based learning experiences (see Chapter 3, Appendix 308), such as:
1. Structured hands-on experience for each career technical area in which the student expresses an interest. No hands-on experience with power tools or moving equipment shall be allowed except under the direct supervision of the instructor.
 2. Workplace tours, employer presentations, and job shadowing to help students refine their career objectives and focus on a specific career technical area.
- d. Goal-setting activities and career counseling to assist students in making informed choices on career technical areas to consider.
- e. A visit to the nearest One-Stop Career Center to acquaint students with career exploration, training, job placement, and other services and resources available to them. If a One-Stop is not available in the vicinity, centers shall provide opportunities for students to access a virtual One-Stop via the Internet.

R2. *Student Personal Career Development Plan*

- a. Centers shall collaborate with each student to initiate a Personal Career Development Plan (PCDP), which shall document the student's personal career goals, training needs, challenges, and progress and accomplishments throughout enrollment and the post-center Career Transition Period.

At a minimum, the PCDP shall include:

1. Student career goals
2. Desired geographic residence/work location
3. Student entry status regarding:
 - (a) Pre-enrollment educational attainment/credentials
 - (b) TABE results
 - (c) Information technology skills assessment results
 - (d) Previous employment/skills
 - (e) English language proficiency
 - (f) Driver license
4. Student interests, aptitudes, and career technical preferences and choices
5. Student training needs to achieve career goals
 - (a) Academic
 - (b) Career technical training

- (c) Career Success Standards
- (d) Job search skills
- (e) Information Technology (IT) skills
- 6. Short-term goals
- 7. Progress/accomplishments/achievements
- 8. Career transition needs/challenges/strategies
 - (a) Housing
 - (b) Transportation
 - (c) Child care
 - (d) Health care
 - (e) Work clothing and tools
 - (f) Food and nutrition
 - (g) Budgeting/money management
 - (h) Counseling/mentoring
 - (i) Job retention skills
 - (j) Legal services
- b. During the Career Preparation Period, staff will assist students in identifying initial career goals and developing personalized strategies to reach those goals through:
 - 1. An individualized schedule of appropriate academic and career technical training.
 - 2. Exposure, practice, and experiences to meet the Career Success Standards.
 - 3. Personal and career counseling to develop appropriate strategies and identify resources to address issues.
- c. Students shall update their Personal Career Development Plan (PCDP) on an ongoing basis, in cooperation with appropriate staff, no less frequently than at each student's regularly scheduled progress evaluation.
- d. The PCDP shall be updated and maintained using the Job Corps automated system. Students shall be provided copies of their PCDPs whenever changes are made to the plan and at separation.

R3. *Assignment to a Career Technical Training Program*

Centers shall:

- a. Schedule students to their first choice of career technical training program, if feasible, when they are determined to be ready for the Career Development Period (CDP), but no later than 60 days following center enrollment. Students with little or no English language skills, who test at the "Beginning ESL Literacy Level" as

specified in the National Reporting System for Adult Education (U.S. Department of Education): Test Benchmarks for Educational Functioning Levels shall select a Career Technical Training (CTT) program within the first 90 days on center.

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

QUALITY INDICATORS

- Q1. Students can explain the relationship between their academic and career technical training assignments, and their career plans.
- Q2. Students can articulate their short- and long-term training and career goals.
- Q3. Students can explain how Job Corps services will assist them with the attainment of their career goals.

2.6 NAVIGATING THE LABOR MARKET

PURPOSE

- P1. To provide new students with an introduction to fundamental job search and information technology skills needed to successfully navigate the labor market.

REQUIREMENTS

R1. Introduction to Information Technology

Centers shall provide each new student with instruction in the following within the first 60 days of enrollment:

- a. The role and impact of technology trends on business and society
- b. Basic care and handling of computer hardware and software
- c. Basic hardware and software components
- d. Basic computer functions
 1. Keyboarding
 2. Word processing applications
 3. E-mail
- e. Use of the Internet to:
 1. Conduct a job search
 2. Access labor market information for career exploration
 3. Identify community support service resources
 4. Access One-Stop services
- f. Appropriate use of the Internet and e-mail

R2. Job Search Skills

Centers shall provide each new student with an introduction to basic job search skills within the first 60 days of enrollment. The introduction shall include at a minimum:

- a. Identifying personal skills and attributes
- b. Sources of employment
- c. Inquiring about a job over the telephone
- d. Completing a job application
- e. Writing a resume
- f. Writing a cover letter
- g. Job survival skills
- h. Interviewing for a job
- i. Information on the apprenticeship application process

- j. Worker's rights and responsibilities (e.g., including reasonable accommodation in the workplace)
- k. Strategies for succeeding during the first weeks on the job
- l. Availability of Career Transition Services through Job Corps and One-Stops

QUALITY INDICATORS

- Q1. Students can describe how to conduct a job search.
- Q2. Students know what placement and career transition services are provided by Job Corps and One-Stop centers.
- Q3. Students can demonstrate basic skills with personal computers.

2.7 CAREER SUCCESS STANDARDS

PURPOSE

- P1. To provide new students with an overview and introduction to center expectations, behavioral standards, and the Career Success Standards they will be expected to meet during enrollment in order to successfully participate in the program and become employable.

REQUIREMENTS

R1. Overview

Centers shall provide each student with an introduction to all eight Career Success Standards and an overview of the behavioral expectations of the center. The center will review with each new student the Career Success Standards they will be expected to meet during enrollment in order to successfully participate in the program and become employable.

R2. Individualized Opportunities, Projects, and Activities

Centers shall use the results of formal and informal assessments of the Career Success Standards conducted in the Career Preparation Period (CPP) to provide each new student with a personal and individualized plan for meeting all eight Standards. The individualized plan shall be included in the student's Personal Career Development Plan (PCDP) and shall include, at a minimum:

- a. An overview of the Standards the student does and does not meet
- b. Specific opportunities, projects, and activities on center the student may participate in to meet the Standards and how the student will be evaluated on his or her participation in these activities
- c. Expectations for students to acquire and demonstrate the Career Success Standards in all phases of career development and career transition

R3. Customer Service Training

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

- a. Understanding the importance of customer service
- b. Maintaining a professional attitude
- c. Effective oral and written communication skills, including active listening to customers
- d. Knowledge of business ethics
- e. Understanding the value of establishing and maintaining positive customer relationships

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

R4. Evaluation of Student Progress

Centers shall inform all new students that they will be formally evaluated at least every 60 days on their knowledge of and ability to demonstrate all eight Career Success Standards.

QUALITY INDICATORS

- Q1. Students have knowledge of all eight Career Success Standards, including customer service skills, and understand how they will be evaluated on meeting these Standards throughout enrollment in the program.
- Q2. Students can identify their individualized plan to develop and demonstrate competency in the Career Success Standards.

2.8 PERSONAL DEVELOPMENT SKILLS

PURPOSE

- P1. To teach new students the basic conflict resolution skills needed to participate in the program.
- P2. To facilitate students' employment readiness by providing driver education training.

REQUIREMENTS

R1. Conflict Resolution Skills

Centers shall provide each new student with instruction in basic conflict resolution techniques within the first 60 days of enrollment. At a minimum, instruction shall include:

- a. Content
 - 1. Defining conflict and recognizing when it exists
 - 2. Developing strategies for dealing with conflict
 - 3. Identifying resources available to help resolve conflict
- b. Opportunities to learn and practice conflict resolution techniques.
- c. Explanation of the importance of conflict resolution skills in Job Corps and in the workplace.

R2. Driver Education and License Attainment

Centers shall:

- a. Review with each student who does not already possess a license, the steps necessary to attain a license; and document these steps in the Center Information System (CIS) through the student's Personal Career Development Plan (PCDP). These actions will take place during CPP.
- b. Provide each new student who does not already possess a driver's license with instruction that will enable him or her to attain a learner's permit.
- c. Initiate driver training during CPP as described in Chapter 3, Section 3.20 (Driver Education), whenever possible.

QUALITY INDICATOR

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

2.9 CAREER DEVELOPMENT READINESS

PURPOSE

- P1. To ensure that students are fully prepared for successful participation in the Career Development Period (CDP).

REQUIREMENTS

R1. Evaluation

- a. Centers shall ensure that each student receives ongoing evaluations, conducted by a career management team.
- b. Each student's career management team shall conduct a formal evaluation prior to the student's entry into CDP. The formal evaluation shall:
 1. Assess the student's progress and readiness to participate in career development activities.
 2. Assist the student in completing his or her initial Personal Career Development Plan.
 3. Collaborate with the student on identifying the personalized mix of career development activities that will move the student toward meeting the Career Success Standards and his or her career goals.

R2. Transition to Career Development Period

Centers shall:

- a. Assign students to career development activities based on each individual student's progress and readiness to participate.
- b. Schedule support services for each student, as needed, to address personal issues that still present barriers to full program participation.

QUALITY INDICATOR

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