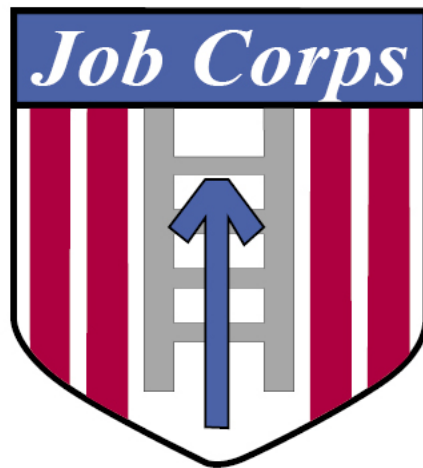


PROGRAM ASSESSMENT GUIDE



CHAPTER 3: CAREER DEVELOPMENT PERIOD

January 15, 2010

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

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

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 work 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).

Strategy:

- Request a copy of the Center Career Development Plan (CCDP). Is it current? Does it have Regional Office approval?
- Review the contents of the CCDP. Does it include all the required components specified in the Policy and Requirements Handbook (PRH) 3.1, R1? Is each staff member knowledgeable about the plan and his/her role in implementing it?
- Review the center’s staffing and organizational charts. Do they indicate appropriate staffing levels to support the CCDP in each of the center’s departments?
- Review job descriptions. Do they indicate that CDSS responsibilities are allocated across departments?

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

QUALITY INDICATOR

Q1. Center practices are in accordance with the center’s Career Development Plan.

Strategy:

- Obtain a copy of existing center policy and procedures, a list of current center programs, and schedules. Are they consistent with the CCDP?
- Interview staff. How are CDSS responsibilities assigned on center? Ask individual staff to describe their role in CDSS. Interview students. Ask them to describe which staff assists them in developing their career plans and learning employability skills.
- Interview staff and students. Do center activities described in the plan address all aspects of employability training? Are staff and students aware of the center plan and their role in implementing it?

- Review curriculum, classroom, and work site materials. Do they address skills for students to meet academic, career technical, and Career Success Standards? What evidence is there that staff and student activities support the development of integrated programs?
- Determine how the center uses employer work sites and on-center work-based learning (WBL) assignments to teach competencies. Review a sample of both on- and off-center WBL assignments. Do they include job descriptions, goals, and objectives for learning career technical and employability competencies?
- Interview employers who are involved in WBL. Are there clear, written agreements with employers that outline training objectives? Ask employers to describe on-site training provided for students in WBL. Ask if center staff and the student are involved in developing learning goals. Who assesses student progress? How are employers involved in documenting skill attainment? Who teaches workplace safety and when?
- Review the center Career Technical Skills Training (CTST) plan. Interview instructors who supervise CTST projects. Review project overviews and plans for integration of academic competencies. Is the CTT plan implemented fully? Do instructors and students focus on mastering career success standards? How does integration occur? Who teaches workplace safety and when?
- Determine if the center plan addresses how it provides each student with individualized experiences and practice in the Career Success Standards, especially ones he/she does not meet.
- Observe classroom and career technical skills training. How is technology used? Is technology isolated in computer classes and learning labs, or is there evidence of technology in the trades? In education? In recreation and dorms? In the career center? Do students have access to technology during leisure time or are the labs and classrooms locked up? Ask students if they have access to computers and, if so, what they use them for. Is software current and appropriate for workplace environments?
- Interview students. Have they been involved in diversity training? Do they understand the competencies associated with the Multicultural Awareness Career Success Standard? Ask them to describe the activities they are involved in to improve their competency. Do they think the center promotes respect for all students?
- Does the center value the cultural diversity represented by staff and students?
- What activities are available to broaden awareness of different groups of people, including their culture, race, ethnicity, age, gender, disability, for example? Observe posters and other materials. Do they represent many cultures and ethnic groups?
- Ask how students and staff are involved in assessing student progress and providing feedback on student achievements. Interview students and staff to find out how they are

using the Personal Career Development Plan (PCDP) to encourage students to develop goals, achieve them, and focus on long-term career success.

- Ask what services are available to support students in progressing to CTS. Who is responsible for assessing student readiness for the transition? How is that assessment done? When?
- Review the center standards of conduct. Determine if the policies are reflective of workplace and employability standards and processes. Are students and staff aware of the policies? Does the center allow the student and employer input in policy development? Are policies clearly explained in the student handbook? Ask students and staff to describe the system. Do their descriptions match the written policy?

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

PRH 3.1 - Summary Rating

Requirement	Rating	Quality Indicator	Rating
R1		Q1	
Average		Average	

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 work places 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 2 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.

Strategy:

- Visit classrooms, shops, and other student training areas. Are the areas clean and orderly? Is sufficient equipment, materials, textbooks, and other resources available for student needs? Do work areas reflect real work settings?
- Interview students. Do they have the tools needed to participate fully in their trade? Is equipment available to them for hands-on experience? Are students aware of available certifications for the industry in which they are receiving training?
- Interview the Center Director and department managers. How do they monitor the delivery of career development services? How are outcomes monitored and action plans developed to address inadequate performance? How does the center ensure ongoing program assessment and continuous improvement?
- Review the center’s last corrective action plan submitted to the Regional Office to address concerns from the last regional assessment. Are corrective actions completed? If so, were they effective in addressing the concerns? If not, did the center continue to assess the problems identified and address them in more effective ways?

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

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-centered 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 8-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.

Strategy:

- Review the scheduling system and related written policy and procedures. Are they reflective of what is documented in the CCDP? Is the design of the training day and schedule both flexible and conducive to meeting individual student needs? Review a sample of current student schedules and compare them to their PCDP. Do schedules reflect student needs? Are students assessed regularly and are their schedules adjusted when needed?
- Determine if scheduling accommodates student practice in experiential learning consistent with an 8-hour workday environment. Interview students who are in Career Transition and ask them to describe their experience in this area.
- Interview academic and career technical instructors. What types of academic/career technical integration activities do they engage in? How much time are they provided to collaborate or discuss strategies?

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

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.

Strategy:

- Review the Business Management Plan and determine the types of clothing the contractor proposed for each career technical area. Observe to see if staff and students are appropriately dressed in industry-standard clothing and personal protective equipment.

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

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.

Strategy:

- Review center policy and procedures regarding the issuance of tool kits. Do all graduates from a particular career technical area receive tool kits, or does the center use a set of criteria? When are tool kits provided to graduates? Check if there is a log and review entries.

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

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 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.

Strategy:

- Interview the senior staff responsible for education and training (e.g., education and training director or program director/manager). Determine what opportunities are available to students regarding certification, licensing, or pre-apprenticeship prior to separation.
- Interview the career technical manager. When was the last time industry council members participated in a review of career technical programs to determine if industry standards are being taught? Who participated? What programs were reviewed? What was the outcome?
- Is certification and licensing made available to students across all trades?
- Have staff obtained necessary instructor certifications/credentials in accordance with industry-standards?
- Have trades been reviewed and approved for applicable program certifications (e.g., ASE, NATEF for Automotive Programs)?
- Is the center an approved testing site for certification? Are staff serving as test proctors?

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

Rationale for Rating:

R6. Record Keeping

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.

Strategy:

- Interview the academic manager. Other than the TABE and GED exams, what methods are used to monitor and report student progress in academic areas?
- Review a sample of Training and Achievement Records (TARs). Is there evidence that TARs are signed off as students meet the required competencies? Interview career technical instructors. Determine the process used to sign TARs. Do all CT instructors follow the same procedure? Does the career technical manager certify completed TARs? How are student skill acquisition and performance at WBL sites documented? How are they reflected on the TARs?
- Ensure that all TARs in use have received National Office approval.

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

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.

Strategy:

- Interview the career technical manager. What methods are in place to monitor performance of career technical programs?
- Interview instructors. Are they familiar with the CTTRC? How does performance of CTT programs impact instructional methods? Is the industry council involved in providing current trade information?

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

R8. Career Technical Program Changes

- a. All requests to add, delete, expand, or reduce training offerings shall 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.

- 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 both 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.

Strategy:

- Compare CTTRC to current career technical offerings. Have there been any CTT program changes? If so, request to see documented approval.
- Review center CTT offerings. Ask the career technical manager to describe how the current offerings reflect current labor market standards and needs. Does the Career Technical manager know the process for requesting CTT changes? Does the center have a process in place to regularly review CTT offerings and request changes to better meet the needs of the local and state labor market?

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

Rationale for Rating:

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.

Strategy:

- Interview instructional staff and ask how they address different skill levels and styles of learning. How are student learning difficulties addressed? Are a variety of instructional techniques used? Is there an opportunity for hands-on learning? Individual instruction? Peer tutoring and project-based learning? Are a variety of materials used, e.g., video, written, spoken, computer-based?
- Interview students in career technical and academic classes. What projects have they completed in this class? Can they show you their latest project? Have they worked together with other students as part of a team? Can they describe how their academic experiences relate to their career technical training and future employment?
- Interview teaching staff in academics and CTT. When was the last time they participated in collaborative lesson planning or in the development of an integrated curriculum? Who attended? How often does this happen? Who participates? Do instructors use what is developed? Who is currently using an integrated curriculum and how are they using it?
- Determine how teachers address different levels of learning and learning disabilities. Observe the classrooms and review curriculum and lesson plans for indications that all students are provided the necessary level of instruction to support academic progress.
- Interview students and staff. Who updates the student PCDP? How often? Observe a student evaluation session. Is it interactive, with student participation in the process?
- Interview students. How are positive behaviors and achievements recognized? In a focus group, ask students to describe how they have been recognized and what things motivated them to achieve their goals. Ask them to describe the process for participating in student government and other leadership positions on center. Have they participated in the student government or in a leadership role? Why or why not?

- Observe staff during the week of the assessment. Do they model employability and promote behavior that supports career success standards? Do they intervene immediately when students exhibit unacceptable behavior?

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

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

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

PRH 3.2 - Summary Rating

Requirement	Rating	Quality Indicator	Rating
R1		Q1	
R2			
R3			
R4			
R5			
R6			

R7			
R8			
Average		Average	

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.

Strategy:

- Request a copy of the counseling schedule. Is coverage available on the weekends or during off hours (what is procedure if incident occurs)? Interview counselors. What is their professional background? Request a copy of the current caseload. Are they equally distributed? What is their involvement in AWOL retrieval, communication with parents, other outside parties?
- Interview students to determine the effectiveness of the counseling program. Do they know who their counselor is? Do they feel comfortable talking with their counselor about personal and career-related issues? Do they know who to see on the weekends or after the training day?

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

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.

Strategy:

- Interview counselors. When are they available to students? Are sessions scheduled or unscheduled? What is focus of sessions? Is it career counseling or personal counseling? How is session documented? What followup is provided? Review sampling of files.
- Review how counselors are involved in the development of PCDPs. Ask counselors to explain their role in CDSS.

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

R3. Coordination of Services

Centers shall develop a 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.

Strategy:

- Interview counselors and ask how they share information with other staff. Do they hold staff meetings, case management meetings, etc.?
- Ask counselors to describe their involvement in CDSS, recreation, residential living, student discipline, and student assessment. Ask how they are involved in the Evaluation of Student Progress (ESP) and working with students to meet PCDP goals.

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

R4. Reporting/Documentation/Record Keeping

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

Strategy:

- Ask to see where files are stored. Are they in a secure location? Who has access to the files? Review a sampling of files (see attached sample checklist).
- Review counseling records. Do they indicate ongoing personal counseling sessions for all students? Are records consistent with requirements in PRH-4?

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

QUALITY INDICATORS

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

Strategy:

- Interview career technical instructors. How do counselors support students in career technical training classes? How often do instructors talk with counselors? Do counselors advise instructors when students may be separated for disciplinary reasons? If so, do they have input into counseling plans for improvement in behavior? Are they involved with counselors in developing student PCDPs? Do counselors visit classes? Do counselors share information on a need-to-know basis?
- Interview academic instructors. Are counselors involved in education? Do they assist when students have learning difficulties? How? How often do teachers interact with counselors about individual students and their challenges? Do teachers feel it is effective to refer students to counseling? Do counselors visit classes? Do counselors share information on a need-to-know basis?
- Ask students how their counselors are involved in center activities. Ask them if they have discussed their future careers with their counselors. Have they received assistance in setting short- and long-term goals for training at the center and transition to jobs and independent living? How often do they discuss these things with their counselor?

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

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

Strategy:

- Interview students who have just completed Career Preparation Period (CPP). Do they have employment plans? Why did they select the trade they did? Did the CPP staff spend individual time with them and assist them in developing a career technical training plan? Does the student have a copy of the plan?
- Ask students what assistance counselors give in the development of their PCDPs. Can they express their career goals? Did they develop goals with their counselor? Do they regularly revisit those goals with their counselor to discuss progress, challenges, and changes? Who do they go to for assistance with career and personal concerns? Why?
- Interview CTS transition specialists. How do counselors assist them in transition planning with students? Are transition specialists a resource for community connections? When do counselors become involved in the transition process? Ask students to describe how counselors have assisted them in planning for their transition.
- Determine what role counselors play in evaluating students. Are counselors assigned to the student being evaluated? Do they encourage and support student involvement? Is the ESP confrontational or does it provides students with valuable insight and suggestions for addressing challenges in the training process? Is the evaluation process interactive, with all parties participating actively, including the student?

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

PRH 3.3 - Summary Rating

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

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.

Strategy:

- Interview the Center Standards Officer (CSO)/Student Personnel Officer (SPO). Is there an incentive program for students? How is it managed and by whom?
- Review the center’s incentive system. Are group and individual awards used?
- How often are student assemblies conducted and how are students recognized at these assemblies? Verify by reviewing student records for rewards/awards.
- Ask students how they are recognized for good behavior and accomplishments. Who can earn awards? What rewards can students earn? Question staff in various departments on how they recognize positive behavior.

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

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.

Strategy:

- Ask the Center Standards Officer (CSO) for a copy of student standards of conduct. How are students and staff held accountable for its management? Conduct focus groups or student interviews to determine the effectiveness and validity of the rules and sanctions imposed on the center.
- Review the student handbook. Does it contain clear explanations of the behavior management, pay, and incentive systems?

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

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).
- d. Report the outcomes of disciplinary boards and panels on the “Summary of Review Board Hearing” form.

Strategy:

- Interview CSO/SPO and review investigation procedures. Review investigative files. Review sample CRB cases. Were cases convened in the appropriate time frames? If possible, observe a case. Is all required documentation completed prior to and following the case? Are sanctions appropriate to the incident?

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

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.

Strategy:

- Ask the CSO for a copy of the process used for appeals. Has a written process been established and implemented? How are students notified of decisions of the center review board? When is appeal form provided to students? Do staff understand and follow the center’s appeal process?

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

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.

Strategy:

- Review student appeals. Are they administered fairly? Are students told of their option to appeal disciplinary separations to the Regional Office? Review any incidents in which the Regional Office overturned a separation based on a student appeal. Was the student accepted back at the center without consequences?

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

R6. Reporting/Documentation/Record Keeping

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

Strategy:

- Does center use CIS to document incentives, infractions and sanctions?
- Review the center behavior policies. Review student disciplinary records. Does the center apply policies consistently? Is there proper documentation of infractions? How are student sanctions determined by staff? Are sanctions applied that are appropriate for the level of infraction? Review the appeal process. Does it allow students to appeal and is the process provided to all students who receive sanctions?

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

QUALITY INDICATORS

Q1 . Positive student behavior is recognized and encouraged.

Strategy:

- Ask students about the benefits or disadvantages to perfect attendance, poor attendance, or AWOL days. Who discusses attendance with them? What have their career technical training instructors told them? Residential staff? Counselors? Center standards officer? What is the incentive system for positive behavior?
- Does the center encourage students who are not successful in following center standards of conduct? Are special activities available to encourage leadership and provide incentive for appropriate behavior? Are the standards punitive or do they provide support for improving student behavior?

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

Q2 . Students regard the conduct standards system as fair.

Strategy:

- Review the two most recent student satisfaction surveys to assess student feelings regarding fairness of the center’s behavior management system.
- Review center standards information to determine how many students have been reported or rejected by WBL employers for inappropriate behavior. Do ESPs address behavior? How many incidents involving student behavior have taken place in the community?
- Interview students. Ask them who makes the rules on center? Have they been disciplined? What are the sanctions used on center? Are students punished equally? Are students involved in creating center standards of conduct? Does the Center Standards Officer interact with the student government?

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

Q3. Students feel safe and secure on center.

Strategy:

- Review Significant Incident Reports (SIRs) for completeness and to ensure that appropriate corrective actions have been taken to reduce any negative effects. If possible, follow up on corrective action indicated in several of the reports to ensure that the action was taken and reduced any negative effects. Talk to appropriate staff and students, if possible, to determine if the corrective action was appropriate and adequate.
- Interview students. What makes them feel safe/unsafe on center? How often are student belongings stolen? Are there areas on center where students feel unsafe? What can they do if they feel unsafe?
- Observe and listen during meetings and informal conversations for discussions of individual student issues in the hallways, cafeteria, and other areas where they can be overheard. Is student confidentiality observed? Are student records adequately secured?
- Review center incident reports. Is there followup when safety issues are reported?
- Interview students in a focus group. Do they know behavior expectations at the center? Do they know the consequences for violating center standards of conduct? Ask for examples. Ask students to relate any experiences they have had with the center’s behavior management system. How are appeals handled? Is there consistency in how the drug and alcohol/zero tolerance policies are applied? Is the system fair? Ask about the types of sanctions applied for disciplinary infractions.
- Interview students in a focus group. How does the center address harassment? Hazing? Gender, ethnic, and other bias? Who is the center Equal Employment Opportunity (EEO) staff person? Have any students been involved in EEO complaints? How were complaints handled? Review EEO records for compliance.

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

PRH 3.4 - Summary Rating

Requirement	Rating	Quality Indicator	Rating
R1		Q1	
R2		Q2	
R3		Q3	
R4			
R5			
R6			
Average		Average	

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.

Strategy:

- Pull a CIS report on the student ESP schedules to determine if ESPs are being administered every 60 days. If anomalies are observed, interview staff and/or management to determine the reason.
- If possible, sit in on an evaluation. Who conducts the evaluation? Is student feedback solicited? Review a sample of student files to determine if ESPs are occurring during required timeframes.

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

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 (if applicable), 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:

<u>Score</u>	<u>Performance Levels</u>
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.

Strategy:

- Interview counseling staff. Who is responsible for conducting evaluations? What is the process? Review students’ CIS records to determine the content of previous ESPs. Are evaluations career focused? Do they cover required areas? Is student input solicited and included in plan? Is student provided a copy of the PCDP? Are both the ESP and the center’s schedule of projects and activities utilized to assist students in meeting the Standards?
- Ask a staff member to view a student’s CIS case notes. Do staff from different departments communicate with each other about the student’s performance?
- Observe staff and student interactions. Do you observe informal evaluations of student behavior taking place? For example, do staff stop students and correct their behavior if they

are not exhibiting appropriate behavior? Do staff ignore negative behavior or divert responsibility to other staff? Do staff recognize students for exemplary behavior?

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

R3. Reporting/Documentation/Record Keeping

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

Strategy:

- Review sample student files in CIS to determine if information is entered into student’s PCDP following an ESP.
- Review student PCDPs. Do they include goals and strategies to address areas needing improvement? Do they include goals in the major career development areas as defined in PRH 3.5? Do they include student accomplishments?

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

QUALITY INDICATORS

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

Strategy:

- Interview students. How are program goals communicated to students? Do students understand the goals and objectives of CDSS activities they are involved in? Can they articulate the reasons they are enrolled in Job Corps and the goals they want to accomplish while in the program? How do the programs at the center assist them in accomplishing their personal and professional goals? Does their PCDP reflect their goals and progress?
- Review documentation of PCDPs, per PRH 3.5 requirements.

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

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

Strategy:

- Interview students. Can they articulate short- and long-term goals? Do ESPs and the PCDP help them to evaluate current goals and set new ones? What are they doing that will help them achieve their short-term goals? How will these short-term goals move them toward their long-term goals and career aspirations? Do they understand how to plan for their long-term training?

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

PRH 3.5 - Summary Rating

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

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

Strategy:

- Interview the academic manager and ask how academics is staffed and managed. What curriculum is being used? Is instructor feedback solicited? Are different learning styles addressed? What instructional methods are used?

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

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
- c. GED Certification and/or High School Diploma
- d. English as a Second Language
- e. Career Technical Training
- f. Wellness
- g. Information Technology
- h. Driver Education

Strategy:

- Review academic class offerings. Are instructors available for each area? How are classes scheduled? Are class ratios appropriate?
- Observe classroom and other training situations. Is there a focus on workplace standards? Are classrooms reflective of real work situations? How? In what ways could they be improved?
- Review the competency areas taught at the center. Are any taught in an integrated manner, such as multicultural awareness in the context of career technical instruction? Career Success Standards in the context of CTT projects? Mathematics and communications in the context of a WBL assignment?

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

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.

Strategy:

- Visit classrooms. Are students engaged in the learning process? What instructional methods are used to engage students? Are there evaluation methods to monitor student progress?
- Observe a CTST project. Is the instructor relating project activities to job requirements? Ask students in the project what special skills are required by their career pathway. Are they learning those skills? Will students receive any certifications/credentials? What jobs will they be qualified for?
- Observe academic classes. Are students discussing employability? Are they working specifically toward GEDs or high school diplomas? Are reading and math taught in the context of employability and workplace expectations?

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

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.

Strategy:

- How and when is testing provided for TABE and GED?

- Interview the TABE instructor/administrator. Review TABE testing procedures for compliance, per PRH 3.6.

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

QUALITY INDICATORS

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

Strategy:

- Interview students in a focus group. Can they describe their TARs? Have they participated in CTT projects? What skills are they learning in class and on CTST projects? How do they feel TARs and CTST relate to the skills they will need on the job? Can they describe their career goals and how their career technical training fits them? Are any students preparing for certification tests in their career technical training? If so, how has class prepared them for the test?
- Interview career technical instructors. Review TARs and determine student involvement in completing TARs with instructors and identifying learning goals based on TAR achievement.

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

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

Strategy:

- What role has the industry council played in reviewing career technical and academic training at the center? How do individual members and the full council provide input into center training? When was the last time the industry council was involved in that process?
- Review WBL agreements with local employers. Do they include expectations that employers will assign job tasks that align with TAR skills? Are there specific job descriptions for student workers? Can employers describe student learning goals?
- Interview students assigned to WBL. How do they learn on the job? What do they feel is the most important skill they have gained in WBL? Why is that skill important? How does it prepare the student for her/his career or employment goals? Ask students to explain which TAR skills they are learning on the job. Does their supervisor review their progress? Does the WBL coordinator visit the site?

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

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.

Strategy:

- Interview staff. Can instructors explain how their courses fit into the center’s overall curriculum?
- Interview career technical and academic staff. Ask them to describe the center CDSS plan. How does their class/program contribute to CDSS goals? How do they contribute to employability? Ask for examples of instructional methods used (do they reflect the requirements of PRH 3.6?). How do instructors collaborate with other staff?
- Interview the wellness and driver education instructors. How are their courses included in the overall training goals of student PCDPs?

- Ask instructors to describe how courses are evaluated for effectiveness. How often does this occur? What is the system for improvement if courses are not effective in meeting the needs of students, especially those who do not progress well?

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

PRH 3.6 - Summary Rating

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

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 view`points.
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.

Strategy:

- Review the center's CDSS Plan. Have the Career Success Standards been integrated into this Plan?

- What methods and resources does the center use to assist students in meeting the Career Success Standards? How does the center evaluate students (both informally and formally) on meeting the Standards?

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

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.

Strategy:

- Review the center’s CDSS plan. Ensure that the center is not holding a CSS class to teach the Standards. If it is holding a one-size-fits-all class, provide them with recommendations to implement the strategies listed above.

- What specific activities and projects are taking place during and after the training day and on weekends to help students meet the Career Success Standards? Does the center have a formal schedule for these activities and how is it developed and updated? How are students scheduled into the activities? How is students' participation evaluated and documented? How are staff selected and scheduled to lead these activities?
- Interview students participating in an activity. Do students understand why they are participating in the activity and can they articulate what they hope to learn and achieve? Do staff inform students that the activity is being held to help them meet a given Career Success Standard?
- Interview and observe students. Are projects and activities scheduled at appropriate times for students?
- Interview staff. Are the appropriate number of staff available to run and monitor these activities? Are projects and activities scheduled so that staff are not overworked?
- Are students appropriately evaluated on the projects and activities to determine if they need further work on a Standard? How are they informed of their progress at the completion of an activity? How is this participation documented?

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

QUALITY INDICATORS

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

- Do students demonstrate appropriate workplace behaviors? If not, do staff or fellow students address the negative behavior and provide methods to modify it?

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

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

Strategy:

- Observe students. Are students friendly and do they communicate with you? Do you see students acting as models, mentors and monitors to fellow students?
- Do students demonstrate appropriate workplace behaviors? If not, do staff or fellow students address the negative behavior and provide methods to modify it?

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

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

Strategy:

- Review the latest Student Satisfaction Survey. Look at the responses to questions that pertain to student perceptions about their relationship with various staff as well as the center's safety. Do they indicate positive relationships? Do students feel safe on center?

- Review SIRs. Look at data on length of stay for students who were separated for disciplinary reasons in the previous three months. Do you see any patterns in student behavior? How long do students stay on center, on average? Interview and observe students and staff. Have they identified any trends in behavioral problems or student retention?
- Inventory and review leadership opportunities. What are the criteria for participation? Talk with students. Do they feel motivated to assume leadership positions? What are the incentives or rewards?
- Walk around the different common areas where students interact. Are students friendly and do they communicate with you? Interview and observe students. Do students take ownership and pride in their center? Do students feel safe on the center?
- Observe student and staff relationships. Interview students. Do staff have high expectations for every student? Do students feel staff care about them? Do staff and students know, trust, and respect each other?
- After a day at the center, reflect on how you felt being there. Did you feel welcome at the center? Did the center seem to operate with a common set of values, attitudes or behaviors?

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

PRH 3.7 - Summary Rating

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

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 its 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 6 weeks, as specified in Chapter 6, Exhibit 6-1. The Regional Office, at its discretion, may grant a waiver to extend the 6-week limit, not to exceed 6 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.

Strategy:

- Review center’s work-based learning program. Is the program detailed in the center’s CDSS Plan? Has the center established specific criteria and procedures for student participation in WBL? How and when are students informed of WBL requirements?
- Interview the senior manager responsible for the WBL program. What activities are considered WBL in CPP? How is participation monitored and documented? How does the center evaluate the quality and effectiveness of its WBL program? How does the center collect feedback from work sites? From students?

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

R2. Employer Partnerships

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

Strategy:

- Request list of WBL sites. Who is responsible for finding WBL opportunities for students? Are career technical instructors included in the process?
- Interview career technical manager and employers. How are students matched with employer needs? How are employers made aware of the need for reasonable accommodations for a student with disabilities? (NOTE: Accommodations should be provided at WBL sites.)

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

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, Appendix 505); (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.

Strategy:

- Ask the WBL coordinator for a list of employers with whom the center has existing MOUs and a list of all sites where students are currently assigned. Are all current sites covered by MOUs?
- Review a sample MOU. Do they outline the employer’s responsibilities (including student assessments)? Do they outline the center’s accountability and monitoring processes?
- Interview the WBL coordinator. Who is responsible for worksite monitoring? How is attendance reported? Does the center use a standard assessment process and form? Check if this aligns with the CCDP. How are learning objectives communicated with the worksite supervisor? Are TARs provided to employers? Are there specific job descriptions for student workers?

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

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.

Strategy:

- Is there an MOU for center-based agreements? Do they outline staff responsibilities (including student assessments)? Do they outline accountability and monitoring processes? How is attendance reported?

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

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 assure 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.

Strategy:

- Review the approved CTST plan. Check the Job Hazard Analysis. Who conducted them and are they complete and signed? Have any changes been made to the plan? Were these approved by the region? Ask to see the documentation. Do projects promote collaboration among students from different career technical areas?
- Interview the CTT instructors. How are students involved in the CTST planning and evaluation process? How are students assigned to specific projects? How is the quality of student participation evaluated? If a student shows little or no progress, what steps are taken?
- Interview the CTST coordinator. Pick a few projects and check the status of these projects. Are schedules being met? If there is no progress, is there a plan for completion?
- Observe a CTST work site. Are students engaged in activities? Are they being monitored? By whom?

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

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.

Strategy:

- Review the center’s documented procedures regarding WBL. Who is responsible for monitoring sites? How often are site visits conducted? What does site monitoring entail and what documentation is maintained?

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

R7. Reporting/Documentation/Record Keeping

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.

Strategy:

- Request a list of students currently on WBL assignment. Review their CIS files to see if appropriate entries regarding WBL assignments are noted.

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

QUALITY INDICATORS

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

Strategy:

- Interview staff and review the CCDP. Are all center areas involved in implementing WBL principles? At what point(s) are students assigned to WBL?
- Check with a few off-center and on-center WBL supervisors. What is the employer feedback on student skill levels, behavior, attitude, and readiness for work?
- Review employer partnership agreements. Do they represent a variety of employers? Speak with a few employers. Are WBL opportunities regularly used by the center? Have any of the employers hired Job Corps graduates?
- Determine how center-based WBL assignments are structured, including training agreements with supervisors; job descriptions; and linkages with CTT instructors (focus on TARs and academic course competencies).

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

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

Strategy:

- Determine how the center involves local employers or community resources to help convey employment expectations to students.
- Meet with the WBL coordinator and discuss industry trends as viewed by the students in the workplace. Review the career technical curricula. Does instructional content support the development of skills necessary for success in the workplace? How has feedback from employers been used in structuring and/or selecting curricula?
- Interview the academic manager. Ask what systems are in place to ensure students participate in academic activities that develop and allow practice of employability and interviewing skills?

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

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

Strategy:

- Interview a few local employers. How are they participating with the center (serving as WBL sites, collaborating in curriculum development, providing other training opportunities for students, etc.)? What is their view of Job Corps students they encounter?
- Interview the CTST coordinator. What CTST projects have been completed or are planned in the community?
- Interview students. What additional skills did they learn at the work site? How do they think their WBL experiences will help them in their careers?

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

PRH 3.8 - Summary Rating

Requirement	Rating	Quality Indicator	Rating
R1		Q1	
R2		Q2	
R3		Q3	
R4			
R5			
R6			
R7			
Average		Average	

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

Strategy:

- Visit and observe reading classrooms. Do instructors follow the curriculum? Are students actively engaged? Is the instructor engaged with the students? Is there evidence of peer

collaboration? Are there technical materials available? What instructional strategies are being used to cover required content? Are different learning styles and skill levels addressed?

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

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), Version 7/8. Students will continue to receive reading instruction as a part of their overall academic and career technical 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, form 7/8. 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 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.

Strategy:

- Review TABE follow-up reports from CIS. Draw a sample of students. Is follow-up testing occurring during the required time frame?
- Ask the academic manager for a copy of the center guidelines/criteria for assigning students to a reading class. What are the center’s reading exit qualifications?

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

R3. Reporting/Documentation/Record Keeping

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).

Strategy:

- Interview reading instructors. How do they monitor student progress? Do they maintain classroom records on student progress other than the TABE records in CIS?
- Interview the records supervisor. When are TABE scoring sheets turned over by the testing coordinator? Review a sample of student permanent records to see if test tickets are appropriately signed and filed.

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

QUALITY INDICATORS

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

Strategy:

- Observe and interview students and instructors. Do instructors use newspapers, applications, and other workplace materials in their classrooms and shops?
- See if there are computers for student use. Ask students for what purposes they use the classroom computers. Are there computer-based or Web-based resources being used?
- Interview students. Do they know what they need to accomplish to complete the class? Are they aware of the reading requirements in their chosen career field?

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

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

- Determine if the center culture supports leisure-time reading? Do you see reading materials in the dorms, in the cafeteria, and health office? Is there a center library?
- Ask career technical training instructors if students assigned to their classes understand and can apply the reading skills necessary for success in their chosen trade. If they cannot, ask how the career technical training instructor is involved in addressing the problem.
- Collaborating with academic instructors on curriculum? Visiting applied reading classes? Exchanging trade-related materials to support instruction related to trade requirements? Participating in classroom projects that encourage learning and applying reading skills to trade requirements? Other?

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

PRH 3.9 - Summary Rating

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

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.

Strategy:

- Pre-onsite. Review the education reports and determine the center's attainment rate for math learning gains. Is the center meeting its goals?
- Speak with the academic manager. Request a copy of the mathematics curriculum. Are required competencies supported by the curriculum? Ask how instructors are involved in curriculum selection and development.
- Interview math instructors. Do they collaborate with and get feedback from CT instructors on students' math skills?
- Visit math classrooms. Do instructors follow the curriculum? Are students actively engaged? Is there evidence of peer collaboration? Are there technical materials available? What instructional strategies are being used to cover required content? Are different learning styles and skill levels addressed?

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

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), Version 7/8. 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 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.

Strategy:

- Review TABE follow-up reports from CIS. Are students generally current in their testing schedules? Is follow-up testing occurring during the required timeframe? Are they compliant with policy and guidelines?
- Ask the academic manager for a copy of the center guidelines/criteria for assigning students in a math class. What are the center's math entry/exit qualifications?
- Interview math instructors. What assessments are used to determine student in-class math placement? How do they determine when a student has completed the class? Under what conditions do they send students for early testing? What feedback do they provide students regarding the results of their math TABE?

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

R3. Reporting/Documentation/Record Keeping

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).

Strategy:

- Interview math instructors. How do they monitor student progress? Do they maintain classroom records on student progress other than the TABE records in CIS?
- Interview the records supervisor. When are TABE scoring sheets turned over by the testing coordinator? Review a sample of student permanent records to see if test tickets are appropriately signed and filed.

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

QUALITY INDICATORS

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

Strategy:

- Observe math classrooms. Do instructors encourage students to solve problems for themselves rather than asking others for information? Do students engage in discussions? Are work-related problems and examples used to help students master skills?
- Look at a sample of the math materials available. Are there materials related to career technical programs (e.g., instruction manuals, safety instructions, other workplace materials)?
- See if there are computers for student use. Ask students for what purposes they use the classroom computers. Are there computer-based or Web-based resources being used?
- Interview students. Do they know what they need to accomplish to complete the class? Are they aware of the math requirements in their chosen career field?

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

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

Strategy:

- Observe math classrooms and interview students and instructors. Are workplace materials (e.g., pay stubs, benefit forms) used in the classrooms? Are practical math applications emphasized (e.g., budgets, interest rates, discounts)?
- Ask CTT instructors if students assigned to their classes understand and can apply the mathematical skills necessary for success in their chosen trade.

- Does the center culture support after-training-day activities that promote the use of math skills? Are there materials in the dorms and recreational areas that promote logical reasoning (e.g., puzzles, games)?

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

PRH 3.10 - Summary Rating

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

3.11 HIGH SCHOOL DIPLOMA AND GED CERTIFICATE

PURPOSE

- P1. To provide students with opportunities to obtain high school diplomas (HSD) 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).

Strategy:

- Pre-onsite. Review the education reports and determine the center's HSD attainment rate. Is the center meeting its goals? Determine if the center is in a state where a student who obtains a GED automatically receives an HSD. If yes, what percentage of HSDs are obtained from passing the GED?
- Interview the academic manager. Does the center offer an HSD program? Determine the type of program offered (partnership, charter school, online, etc.). What accreditation does the program have? Is it compliant with the guidelines set in PRH Appendix 304?
- Ask the academic manager what criteria and guidelines are used in assigning students to the HSD program. How and when are these communicated with the students? Are these consistent with what is documented in the CCDP?

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

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.

Strategy:

- Pre-onsite: Review the education reports and determine the center’s attainment rates for GED. Is the center meeting its goals?
- Interview the GED instructor. What curriculum is being used for GED preparation? Who administers the Official Practice Tests? What determines when a student is ready for an Official Practice Test or the actual GED test?
- Visit and observe the GED classrooms. Do instructors follow the curriculum? Are students actively engaged? Is the instructor engaged with the students? Is there evidence of peer

collaboration? Are there technical materials available? What instructional strategies are being used to cover required content? Are different learning styles and skill levels addressed?

- Interview the academic manager. Does the center have an agreement with a GED testing site? Is testing available on center? Is the testing schedule and number of testing slots sufficient to meet center needs? If not, how is it being resolved?

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

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.

Strategy:

- Interview the academic manager. Does the center have a concurrent enrollment program? Is there an MOU? Ask to see a copy. Is it approved by the Regional Office?

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

R4. Reporting/Documentation/Record Keeping

Centers shall 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.

Strategy:

- Select a sample of students who have attained their HSD and/or GED. Review their records in CIS to see if completion data has been entered. Review permanent student folders to see if documentation is included in the students' permanent files. Terminated folders should be reviewed as part of the targeted audit.
- Interview the GED instructors. How are GED test scores communicated with the center? Who enters the test scores into CIS? Are both passing and failing scores entered into the system? When? Check the students' PCDPs to see if HSD/GED progress is reflected.

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

QUALITY INDICATORS

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

Strategy:

- Interview the academic manager and ask about the center’s relationships with local schools. What linkages exist with the local school district, community colleges, and/or community-based training providers that assist students in attaining their academic credentials?
- Interview local educators. Do they view Job Corps as an education partner in their community? What specific agreements exist to support student achievement, collaboration and resource sharing?
- Interview students. Are they aware of their progress toward a high school diploma or GED?
- Review the GED testing schedule. Are there regular and frequent opportunities available for students to take the GED test?

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

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

Strategy:

- Review the HSD/GED agreements and determine their appropriateness in meeting student needs. Are the agreements cost effective?

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

PRH 3.11 - Summary Rating

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

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.

Strategy:

- Interview the ELL Coordinator. What programs and services are available to ELL students during CPP? During CDP? How are staff from various departments involved?
- Ask to see the center’s ELL Readiness Plan. Is it part of the Center Plan? Does the center have an integrated and functional Vocational English as a Second Language (VESL) curriculum?
- Check class scheduling and training records of ELL students to determine what they have completed and what they are taking now. Are ELL students involved in WBL?

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

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 both familiar and 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

Strategy:

- Ask for copy of the curriculum. Is the curriculum appropriate for different levels of ESL? Does it include reading, writing, listening, and verbal communication competencies?
- Interview the ESL instructor. What formal and informal assessments are used for in-class placement? How is student progress measured and monitored? What benchmarks are used for moving students from one level of ESL to the next? Does the center have specific criteria or guidelines for determining when a student completes ESL class?

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

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.

Strategy:

- Observe the ESL classes. What instructional strategies are being used? Are they appropriate in meeting the needs of ELL students? Is there a variety of materials appropriate for different skill levels? Are students engaged in classroom activities?
- Check to see if there are career-related materials available. Is content delivered in the context of CTT or a work place?
- Interview the social development director or manager. Are students exposed to experiences that develop independent living skills (e.g., field trips to the banks, stores, etc.) and cultural awareness of the United States? Are there activities and materials that promote English language skills development after training hours?

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

R4. Reporting/Documentation/Record Keeping

Centers shall ensure that a student’s 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).

Strategy:

- Review a sample of ELL student profiles in CIS to see if appropriate information/data has been entered into applicable modules.

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

QUALITY INDICATORS)

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

Strategy:

- Review the center’s ELL Readiness Plan. Is it comprehensive? Is it being implemented?
- Conduct a focus group. Are ESL students satisfied with the training and services they are receiving? Do they feel welcome to participate in center activities? Do they get the assistance they need if there is something they do not understand? Who provides the help? What concerns or suggestions do they have?
- Interview ESL teachers. What special strategies and activities does the center use to instruct ESL students? How do ESL teachers collaborate with career technical instructors and other center staff? When are ESL students transitioned into regular academic and CTT classes? Who determines student readiness? How?

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

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.

Strategy:

- Interview ELL students nearing graduation. Evaluate their language, interpersonal, and workplace readiness skills.
- Interview ELL students. What center activities do they participate in? Can they tell you what employability skills are? Are they aware of the PCDP? Ask to see a PCDP and ask a student to explain it to you.

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

PRH 3.12 - Summary Rating

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

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 pathways and, where available, industry certification.

REQUIREMENTS

R1. Approved Programs

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

Strategy:

- Review the CTTRC for career technical offerings and compare with the center’s current offerings. Do slot allocations match? If not, ask the CTT manager why. Is there regional approval for changes?
- Ask to see the TARs being used in the career technical classes. Are these approved national TARs or NTC TARs?

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

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 (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.

Strategy:

- Interview the career technical training manager. Who determines how instruction will be delivered in the different career technical training areas? Is there a documented plan on what activities support TAR items? Is there a variety of activities to support different skill levels?
- Interview the career technical instructors. How is instruction delivered to address TAR items for their particular training areas?
- Interview the WBL coordinator. What type of WBL activities are available to students? Who determines student readiness for WBL assignments and how is the determination made? Do employers provide feedback on student performance and other related matters? How are career technical instructors informed? How are they involved in establishing and maintaining employer relations?

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

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.

Strategy:

- Interview career technical instructors. Do they solicit feedback from employers and industry councils on TAR items? Are they conversant about the local and regional labor markets for their particular areas? How do they keep up to date on developments in particular industries?

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

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.

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

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).

Strategy:

- Ask to see applicable MOUs. Are they current and signed?
- If possible, NTC representative(s) should be available to discuss how they support the program. If not, ask the career technical instructor how the NTC supports him/her. If there are any issues or concerns about a program, who is responsible for resolutions? Are there clear protocols designating with whom the NTC instructors should coordinate on center?

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

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 1 full year beyond the current 2-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 if 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.

Strategy:

- Interview the Career Technical manager. Does the center promote AT programs? How do staff inform students about the programs and encourage them to participate? What assistance is provided to students who are interested in AT programs at other centers? How are students selected and recommended for AT programs?

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

R7. Reporting/Documentation/Record Keeping

- 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.

Strategy:

- Review a sample of student CIS profiles to ensure compliance. Use samples of active and separated student files and validate against progress reported in CIS.
- Interview career technical instructors. What criteria are used for signing off TAR items? Is there a process for discussing student progress and assessing skills level before a sign-off? How is progress documented if a sign-off is not yet warranted? Check a sample of TARs and check the dates of sign-offs. Do they support the information shared by the instructor?

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

QUALITY INDICATORS

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

Strategy:

- Pre-onsite: Review CTTRC reports.
- Review a sample of student TARs.
- Check certification data. What percent of eligible students pass state certification tests and licensure exams (e.g., CNA, AWS)?
- Ask instructional staff how project-based and work-based learning is used in the program to provide students with quality training in a wide range of required skills.
- Examine the CTST plan and verify that there is a wide range of projects involving many different skills rather than repetitive task assignments (e.g., mock-up work).
- Observe projects in progress to determine the level of skills required to accomplish them and the quality of work produced. Are local contractors ever invited to the CTST site to see the

- students at work and provide feedback? Are students actively working or are they standing around waiting for directions?
- Randomly select TARs. Review skills that have been signed off by the students and their instructors. Ask selected students from each CTT area to demonstrate skills that have been documented as completed in their TARs.
- Conduct interviews in the CTT classroom and ask students to describe shop procedures signed off in their TARs.
- Review specific TAR items included in the training plans for WBL sites. Meet with WBL students and ask them to describe skills that were signed off on their TARs during their WBL experience. Review student evaluations from the employer(s). Were these appropriately reflected in the TARs or PCDPs?

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

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

Strategy:

- Interview the center director. Ask how the industry council, advisory boards, or other business/industry representatives are involved in curriculum reviews and in formulating strategies for programs to meet industry standards.
- Check with the industry council. Have they compared TAR skills with current industry standards? Have they toured the shops, seen the equipment, and talked with students? Does the council recommend upgrades for trades when necessary?
- Interview the career technical manager. What industry-recognized certifications are offered to students for each career technical training program? How are business and industry representatives involved in the identification and selection of certifications offered? What percentage of students in each area are able to obtain career technical credentials (certifications, licensure, apprenticeship, etc.) prior to completion?

- Select a sample and contact employers from the center CDSS placement records. Ask if the students they hired demonstrate employability skills. Are their technical skills adequate to meet occupational standards? If not, which areas needed improvement? If the student is still working there, has she/he progressed in position, salary, or in other ways? Would the employer hire another Job Corps student? Why/why not?

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

PRH 3.13 - Summary Rating

Requirement	Rating	Quality Indicator	Rating
R1		Q1	
R2		Q2	
R3			
R4			
R5			
R6			
R7			
Average		Average	

3.14 CONCURRENT TRAINING

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

REQUIREMENTS

RI. 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 (i.e., 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.

Strategy:

- Does the center have any concurrent career technical training programs? Are there assigned O*NET codes in CTTRC? Ask for a copy of the MOU. Does it have Regional Office approval? How are students notified of this program? How are they selected for the program?
- Interview the career technical manager. Does the center have formal criteria and guidelines on how students become eligible and are selected for concurrent enrollment programs?

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

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/Record Keeping

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).

Strategy:

- Determine if the center has any approved OCT programs. Are there assigned O*NET codes in the CTTRC? Ask for a copy of the MOU or contract. Does it have Regional Office approval?
- Select a sample of student files. Are copies of certificates obtained included in the files?

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

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 (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 1 full year beyond the current 2-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 1-year certificate of completion, OR
 - (c) An associate's degree in an approved program.

f. Reporting/Documentation/Record Keeping

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.

Strategy:

- Review existing relationships/partnerships with local colleges. What higher education linkages are present? What specific agreements exist to support collaboration and resource sharing?
- Determine if the center has an approved ACT program. Are there assigned O*NET codes in the CTTRC? Ask for a copy of the MOU or MOA. Does it have Regional Office approval? How man ACT slots are approved for the center? How many students are currently participating?
- Interview the ACT coordinator or staff overseeing the program. Does the center have documented criteria, guidelines, and procedures regarding ACT? How are students notified of the program? How are they selected for the program? How is eligibility determined?
- Ask to see a sample of student schedules. Are students enrolled for the minimum allowable credit hours? Are classes appropriate to their programs (e.g., no remedial courses)?

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

QUALITY INDICATOR

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

Strategy:

- Review ACT student evaluations to determine whether they are progressing in their respective areas of training. How is feedback gathered from college instructors/professors? Are these reflected in performance evaluations? In PCDPs?
- Interview ACT students. Evaluate their job readiness skills. Can they articulate their goals for employment or further studies?

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

PRH 3.14 - Summary Rating

Requirement	Rating	Quality Indicator	Rating
R1		Q1	
R2			
R3			
Average		Average	

3.15 INFORMATION TECHNOLOGY

PURPOSE

- P1. To enable students to apply basic information technology (IT) 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 training.
- b. Opportunities to practice and use information technology to learn academic and career technical skills.

Strategy:

- Determine if there is a formal class organized to deliver instruction in IT in CDP. Ask for a copy of the curriculum.
- Interview the manager responsible for the IT course. How is course effectiveness assessed? If the center does not have a formal IT class, how is required instruction delivered? How is effectiveness assessed?
- Visit the classroom. Are there equipment and other resources adequate to support instruction? Are required topics taught? Speak with students and ask about what additional skills they have learned since taking the class. Do they feel that their IT skills have improved? Do they know the importance of IT skills in supporting their academic and career goals?

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

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

Strategy:

- Interview the senior education administrator. Do students have access to computer-based and Web-based resources in all training areas? Is the amount and quality of equipment adequate? Are there minimum requirements for incorporating computer-based learning in every area?

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

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

Strategy:

- Interview the senior education administrator. Who teaches these skills? Is there a formal curriculum used? What instructional strategies and resources are used? Are all students scheduled for the same training or are students assigned based on skill levels? How are skill levels and competencies assessed?

- Interview students. Ask them to demonstrate some word processing skills. How are they able to use these skills to support their academic and career technical training? Did they have these skills prior to enrollment? Do they feel their skills have improved?

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

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

Strategy:

- Interview the senior education administrator. Who teaches Internet skills? Is there a formal curriculum used? What instructional strategies and resources are used?
- Observe students in academic and career technical classrooms. Are they using the Internet as part of class activities? Speak with students and ask if they know how to use search engines. Do they have e-mail accounts? What do they use them for? Does some of their class work require the use of search engines and e-mail?

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

R5. Business Technology

Centers shall provide students with instruction in the use of:

- a. Copiers
- b. Fax machine
- c. Telephone
- d. Voice mail

Strategy:

- Interview the senior education administrator. Who teaches these skills? Is there a formal curriculum used? What instructional strategies and resources are used?

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

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

Strategy:

- Interview students. Can they articulate what they know about business etiquette? Ask them how this applies to their classroom/shop areas and the work place.

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

QUALITY INDICATORS

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

Strategy:

- Observe the students using computers. What is their general comfort level? Can they navigate using Windows? Can they navigate the Web? Can they find sites? Can they use search engines effectively? Do they know how to access online learning applications (web-based and intranet-based, if applicable)? Can they use America’s Job Bank or other job search sites? How well do they use basic applications such as word processing, spreadsheets, and e-mail? Ask them if they have off-hour access to computers (evenings and weekends).
- Assess how technology is used to enhance student learning. Is technology a part of all instruction or only a few classes? Observe classrooms for technology use. Do all students have access to computers? What do students and instructors use computers for?

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

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

Strategy:

➤ Interview students. Ask how they will use technology to find employment. Ask for a demonstration of their knowledge in accessing labor market information on the Internet. Can students show you job sites on the Internet related to their career technical training and/or career goals?

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

PRH 3.15 - Summary Rating

Requirement	Rating	Quality Indicator	Rating
R1		Q1	
R2		Q2	
R3			
R4			
R5			
R6			
Average		Average	

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

Strategy:

- Is there an independent living dorm? How are students selected for this dorm? Are there opportunities for all students to practice independent living skills (e.g. dorm management, clean-up duties, etc.)?
- Meet with the social development director. Ask him/her to explain the dormitory structure including methods used to assign students to dorms, monitor student management of the dorms, utilize residential advisors to guide student management of the dorms, and provide opportunities for students to learn, practice, and demonstrate personal responsibility for their living areas.
- Interview students. Ask them to describe the management of the dorm. Are the dorms student-run? What is the role of the residential advisor in the management of the dorm?

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

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.

Strategy:

- Review residential advisor staffing and schedule. Is there Residential Advisor coverage in the dormitories at all times when students are present?
- Review Residential Advisor Position Descriptions. Are Residential Advisor responsibilities clearly defined in regard to ensuring safety and security of students at all times?
- Interview Residential Advisors. What process do they use to evaluate and document student behavior?

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

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.

Strategy:

- Are there opportunities for social development staff to share information with each other about students (e.g., shift change meetings)?
- Interview residential advisors. How are residential advisors involved in ESPs? Are they part of the ESP team?
- Interview students or obtain information in focus groups to determine the quality of residential life.

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

R4. Reporting/Documentation/Record Keeping

Centers shall:

- a. 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.

Strategy:

- Review residential files (see attached sample form). Are records kept in a secure area? Who has access to records?
- Determine if records are available that indicate students are involved in independent living activities such as dorm maintenance, safety and health maintenance.

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

QUALITY INDICATORS

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

Strategy:

- Interview students. How are they involved in managing the dormitory areas?
- Review notes of dormitory council/meetings and ask for list of dorm leaders/officers and their duties. Are leader meetings regularly scheduled? What duties do leaders have? What responsibilities? Observe dormitory meetings, peer courts, and student/staff interactions to determine if students lead or participate in those activities. Do students express their views?
- Ask students how leaders are chosen and trained. Are students involved in choosing leaders and deciding on responsibilities for them?

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

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

Strategy:

- Walk through the dormitories to determine if furnishings are in good repair, walls and floor coverings are in good repair, bathroom facilities are clean, and vandalism and graffiti are absent. Are students and staff clear on appropriate wall and locker posters and other decorations? Do students feel safe in this regard, or are there instances of racial, sexual, gang or other decorations that are negatively focused on certain groups?
- Determine if the center has a system for regular dorm inspections. How are problems remedied? Who conducts the inspections and how are students involved?
- Interview students and staff to determine what practices are in place to maintain a safe and healthy living environment.
- Interview students. What happens if they damage property or apply graffiti? How is graffiti handled (e.g., immediately removed and how, or is left for an inappropriate length of time)?

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

Q3. Students demonstrate self-management skills.

Strategy:

- Determine how the center teaches independent living skills. Ask students for examples of center activities that help them to prepare for living on their own (e.g., waking up to an alarm clock, learning to keep a checking account).
- Interview students. Ask them to explain the attendance policy. Do they understand how attendance relates to employment? Does anything happen to their pay when they are absent/AWOL? How is attendance linked to future employability?

- Interview students to determine whether they can both discuss rules and describe how to go about obtaining services (e.g., getting approval for leaves, using health services, getting a check cashed, and getting help in class or shop).
- Review documentation that provides objective information about choices students on center make over time (e.g., does the center have a high pregnancy rate? Are students involved in recreational activities? Do SIRs indicate high rates of medically related incidents such as suicide gestures/ideation, alcohol/drug involvement, sexual assault, and sports-related injuries)? Do students demonstrate observance of center policies? What is the proportion of smokers to nonsmokers on center?
- Determine if the center has independent living areas in existing dorms or separate transitional living facilities. If so, how do students qualify for them? Are these areas supervised? Are they maintained by students or staff? Do students cook for themselves or eat in the dining hall?
- Observe student behavior. Do students exhibit behaviors indicating self-management? For example, are students and/or staff smoking outside in designated smoking areas? Are students visibly working in the kitchen to prepare meals, maintaining the grounds, and providing other center maintenance activities?

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

Q4. Students feel safe in their living areas.

Strategy:

- Review minutes from monthly safety committee meetings for safety issues related to student living areas; check for corrective action plans, repeat concerns, and followup.
- Interview students about staff responsiveness to individual student problems and general student issues. Do students feel their concerns are taken seriously and resolved satisfactorily? Do they have any safety concerns?

- Interview students. Do they have access to the Center Director if they have safety issues? Do they feel safe on center? If they have had safety issues, have they reported them? Do student leaders act as a resource for safety concerns?

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

PRH 3.16 - Summary Rating

Requirement	Rating	Quality Indicator	Rating
R1		Q1	
R2		Q2	
R3		Q3	
R4		Q4	
Average		Average	

3.17 WELLNESS

PURPOSE

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

Strategy:

- Request copy of the wellness curriculum. Are required topics covered? Who is responsible for instruction? What instructional methodologies are used?

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

R2. Reporting/Documentation/Record Keeping

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

Strategy:

- Review sample files in CIS for compliance.

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

QUALITY INDICATORS

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

Strategy:

- Interview students to ensure they know how to access health care on center and in their communities after they leave Job Corps.
- Review orientation information and wellness curriculum materials to ensure students have knowledge of community resources both locally and at home.

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

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

Strategy:

- Determine how the center encourages wellness. Are students encouraged to make healthy food choices (e.g., color-coded choices, low-fat items)? Does the center’s weight control

program involve recreation? Does the center have a walker’s club? Is there a strength-building program? Does the center foster good dental care? Do students with health problems have a personal improvement plan?

- Interview students to determine if they have knowledge of safe work practices. Do they use self appraisal to identify their own high-risk behaviors? Can they identify the positive or negative effect their choices have on their health? Do they understand self-care concepts?

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

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

Strategy:

- Interview students. Can they describe work-related health issues and how to obtain help and advice regarding health issues when needed? Can they describe how wellness supports sustained employment?
- Review a sample of student PCDPs. Are health objectives included in the plans?

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

PRH 3.17 - Summary Rating

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

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.

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.

Strategy:

- Interview recreational staff. Is a recreational schedule provided to students? How often is it updated? What is the process for soliciting student feedback on recreational interests?

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

R2. Recreational Activities

Centers shall:

- a. Provide a wide variety of activities open to all students. Activities may include:
 - 1. Cultural events
 - 2. Physical education

3. Group and individual sports
4. Arts and crafts
5. Community activities
6. Movies and special events
7. Reading and computer resource facilities and materials
8. Fitness activities

Strategy:

- Are sufficient activities available? Is a regular schedule posted or are the activities informal? Are activities diverse or are students offered the same activities over an extended period of time? Are there activities available both on and off center?

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

R3. Community Service Projects

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

Strategy:

- Are there opportunities for students to participate in community service projects? What is the selection process? How often are opportunities available?
- Interview students. Ask them to describe how the center is involved in local community service activities. Have students participated? What kind of encouragement do they get for performing community service? Do they have input into the kind of community service they are involved in (e.g., CTT projects, food drives, National Youth Service Day)? Are they required to complete community service hours as a requirement for graduation or other status, such as leadership positions or extra academic credit?

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

R4. Supervision

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

Strategy:

- Review the recreation advisor schedule to ensure adequate coverage is provided for activities at all times.
- Is transportation adequate? Are there activities available both on and off center?

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

R5. Water Safety Training

Centers shall:

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

All Centers	Videotaped 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.

Strategy:

- How and when is water safety training provided to students? Are water activities available? Who supervises? How is student participation in water safety training evaluated and documented?
- Interview the recreation manager. If water activities are part of the recreation schedule, ask to see a lifeguard schedule.

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

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.

Strategy:

- Interview recreational staff. Is there an SOP regarding the use of videos? Ask for and review the list of available movies.

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

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.

Strategy:

- Interview center management. Who is responsible for coordinating the leisure time employment program? Is staff involved in finding opportunities for students? When are students able to participate in leisure time employment?

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

QUALITY INDICATORS

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

Strategy:

- Interview students in a focus group. Are recreation activities offered to all students or are they reserved for only those students who are high achievers or center leaders? What are the most recent activities? How did students hear about them?
- Observe on-center activities such as arts and crafts, sports, etc. Are students participating? Do activities include diversity (e.g., female students, students of different ethnicities)? Is supervision positive?
- Ask students to describe any leisure-time employment. Is it available and encouraged? Is transportation provided? Does the center use this activity to teach employability skills or do students just go to work and return to center?

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

Q2. Students demonstrate appropriate use of facilities and equipment.

Strategy:

- Observe recreation facilities during hours of operation for equipment use. Inspect recreation facilities and equipment for damage. Note equipment conditions. Are facilities and equipment well maintained and free of vandalism?
- Observe facilities for graffiti and signs of vandalism that are unrepaired (e.g., kicked-in doors, broken windows, broken equipment). Ask students to describe the policy for vandalism. Review the student handbook to see if it clearly states the policy.

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

Q3. Students can communicate the value of community service.

Strategy:

- Interview community members, especially those involved in community service (e.g., Lions Club, local Red Cross). How do Job Corps students participate? Do community members appreciate student efforts?
- Review any publicity that relates to Job Corps student community service. Does the center receive news coverage, radio coverage, or other publicity? Is it positive?
- Interview staff. How are students sanctioned if they are involved in property damage in the community?

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

PRH 3.18 - Summary Rating

Requirement	Rating	Quality Indicator	Rating
R1		Q1	
R2		Q2	
R3		Q3	
R4			
R5			
R6			
R7			
Average		Average	

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

Strategy:

- If possible, attend a scheduled SGA meeting. If not, meet with the SGA and ask for a copy of their bylaws and minutes. Who is the SGA coordinator? How often are general meetings held? How often does the SGA meet with center staff excluding regular SGA meetings?
- Speak with the SGA officers. Do they meet regularly with the center director? With the center’s senior management staff? In what ways are they involved in managing the center?
- Speak with the staff coordinator and ask to see the training plan for SGA officers.

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

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

Strategy:

- Ask the staff coordinator when the last elections were held. Have the current SGA officers received training? Request a copy of the training plan.
- Review the leadership training curriculum. Is the training available to all students or just those interested in participating in student government? Who delivers the curriculum? Are staff from other departments involved? How?
- Speak with the center director. How does the center promote student leadership other than the SGA?

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

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).

Strategy:

- Interview the SGA treasurer and see if he/she is involved in the management of the student benefit fund. What are his or her responsibilities?
- Interview the staff member responsible for assisting in the financial management of the fund. What fundraising efforts and activities do students engage in (e.g., canteen, vending machines, fines, etc.)?
- Request copies of financial audits, bank statements, and monthly financial reconciliations. How are expenditures requested and approved. Who signs off on checks? Do minutes of meetings reflect expenditure approvals?

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

R4. Reporting/Documentation/Record Keeping

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

Strategy:

- Review sample student profiles in CIS for compliance. Validate if students are being credited for their participation in leadership training.

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

QUALITY INDICATORS

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

Strategy:

- Interview students in focus groups. Ask how decisions are made on center and if they have had the opportunity to be involved in the process. How? Are student government representatives available to them so they can give input? Are regular meetings scheduled or is input informal and voluntary? Is their input forwarded to center management? How? Are they allowed to be involved when student input is presented to management, or do only student leaders have direct access? Does center management respond to the input? Describe any recent policy or other changes that happened because students requested them. Have any students been involved in team efforts to develop new rules or recommendations for management? How did that turn out?
- Interview student leaders in a focus group. Ask the same questions as above and compare perceptions. Also ask in what other ways they are involved in center operations. Are they exempt from other duties and assignments because of their leadership positions? If so, ask for examples.
- Ask staff how student government is involved in center management.

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

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

Strategy:

- Interview students. How do they view student leaders? Ask about instances where they have sought assistance from student leaders in solving problems or sought advice on ways to improve performance.

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

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

Strategy:

- Interview students. Who makes the rules on center? Have students been involved in developing center standards of conduct? Are students involved in center operations? How is student input solicited and used? Does center management staff meet with students on a regular basis to discuss important issues?
- Review notes of dormitory council meetings and ask for a list of dorm leaders/officers and their duties. Are meetings regularly scheduled? What are leader duties and responsibilities?

Observe dormitory meetings, peer courts, and student/staff interactions to determine if students lead or participate in those activities. Do students express their views?

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

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

Strategies:

- Interview students. How are they involved in managing the residential areas? Other areas? What leadership positions are available in the dorms, academic, career technical, and other areas? How are leaders chosen?
- Ask students what community action events they participate in, if any (e.g., supporting local blood drives, volunteering for community clean-ups, speaking at city council and local government meetings, volunteering as tutors at local schools, working in the community library, assisting with voter registration).

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

PRH 3.19 - Summary Rating

Requirement	Rating	Quality Indicator	Rating
R1		Q1	
R2		Q2	
R3		Q3	
R4		Q4	
Average		Average	

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 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 which meets state mandated requirements.

Strategy:

- Request a copy of the curriculum. Does it cover content from the state driver’s education manual? When are students scheduled in driver education class? Behind-the-wheel training? Are there center-specific eligibility requirements? If so, how and when are students informed of these requirements?
- Speak with the manager responsible for driver education. Does the center have a goal for the number of permits/licenses to be obtained? How does the center track attainment?
- Pull a CIS driver’s license status report to determine the percentage of students without a driver’s license or permit.

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

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.

Strategy:

- Interview driver's ed instructor(s). What assistance is provided to students with revoked or suspended licenses? What assistance is available to help students pay the necessary fees?

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

R3. Payment of Fees

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

Strategy:

- Interview driver's ed instructor(s). What is the process for payment of fees? Are students allowed to take the tests in their home areas? If yes, how are payments handled?

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

R4. Reporting/Documentation/Record Keeping

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

Strategy:

- Review student profiles in CIS for compliance (e.g., print out driver’s ed report).

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

QUALITY INDICATOR

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

Strategy:

- Is obtaining a driver’s license emphasized on center? How and when are students assigned/scheduled for driver’s education classes?
- Review course materials. Do the materials reflect current state laws, including graduated licensing, as applicable?
- Review enrollment and completion levels. Is the center graduating an appropriate number of students with driver’s licenses? Are students from all career technical areas, not just the union trades, able to take driver’s education?

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

PRH 3.20 - Summary Rating

Requirement	Rating	Quality Indicator	Rating
R1		Q1	
R2			
R3			
R4			
Average		Average	

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.

Strategy:

- Speak with the senior education and training administrator. Is the center using the CIS projected separation report? Does the Career Management Team meet with students prior to separation? How are students made aware of benefits available to them based on their separation status?

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

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 accommodation needs for employment, as appropriate
- h. Strategies for succeeding during the first weeks on a job

Strategy:

- Interview Career Transition Readiness (CTR) staff. Is there a CTR curriculum? Does the curriculum cover all the required topics? Who is responsible for teaching the curriculum? If possible, visit classes to assess instructional strategies and approaches.
- Determine how the center ensures that skills introduced in CPP are being mastered during CTR.

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

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.

Strategy:

- Speak with the CTR staff. Are CTS specialists contacted prior to separation? Who makes the contact and when? Are case notes included in the student’s ePCDP?

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

R4. Job Search Credentials

Centers shall assist student 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.

Strategy:

- Speak with the CTR staff. Are resume-building classes available throughout CDP? Review sample student files in CIS to see if resumes are included in their ePCDP. Check regional policies on the content of employability kits and compare it to the center’s checklist.
- Ask students how, when, and why resumes are written. Do students know how to send a resume using the Internet? Are computers and resume software packages available to students?
- Check the center operating procedures to determine what copies of documents students should receive when they graduate. Do students receive these documents prior to separation? Who is responsible for ensuring that they do?

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

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

Strategy:

- When and how are transitional needs assessed for each student? Is there a transition panel for student? What student feedback is solicited and what are followup procedures?
- What strategies are used to address transitional needs during CDP? During CTP? How are these communicated with the student’s CTS specialist?

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

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.

Strategy:

- Speak with the CTR staff. Are there opportunities for students to seek jobs prior to separation? How does the center assist students in their efforts? What assistance is provided to students wishing to pursue post secondary education, AT, or ACT or join the military?
- Determine who is responsible for job development. Is there evidence that the center is documenting job development efforts? To what extent does the center promote WBL as a means to secure a pre-separation placement?

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

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.

Strategy:

- Determine who contacts the CTS specialists prior to student separation. How is the contact made? Does the center provide students with written information regarding their CTS specialist? Interview students and instructors to determine the quality of transitional services for transitional needs.
- Assess the career/resource center for updated job bank and labor market information, employment opportunities, videos and information on interviewing, computer access, etc. Are students using the facilities effectively?
- Determine if students are provided opportunities to visit/register at their local One-stop. Does the center partner with community and faith-based organizations to provide support services and/or address transitional needs?

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

QUALITY INDICATORS

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

Strategy:

- Interview staff. How does the center involve local employers or community resources to help determine student employment readiness? How is job readiness determined? How is employer input used in this process? Are alternate contacts for the student updated routinely?
- Interview students who are in the transition readiness phase and ask them to describe their marketable skills. Ask students to bring copies of their credentials with them to the interview.
- Interview ELL students in the transition readiness phase to assess their employability based on their demonstration of language, thinking, and interpersonal skills.
- Observe program completers in the transition readiness phase in terms of dress, language, and behavior. Is their behavior appropriate? Are their dress and language conducive to employment?
- Ask students who are about to graduate what kinds of transitional assistance they will need when they leave. Ask if they have discussed these needs with their Career Transition specialist. If so, what was the outcome? If not, do they plan to discuss their needs with the Career Transition specialist? How long ago did they see the Career Transition specialist? What was the content of the meeting? Review transition files and PCDPs to confirm student replies to these questions. Are alternate contacts for students updated routinely?

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

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

Strategy:

- Determine if there are systems in place to ensure students know how and where to obtain Job Corps placement services.
- Find out if the center invites local employers and community service providers to speak with students and explain their services.
- Review student records with the CTS specialists. What kinds of transition services are they providing for students? Were specialists effective in providing services to students in transition, creative/innovative in addressing problems in obtaining services, and aware of and competent in accessing appropriate community-based services? Are partnerships and memoranda of understanding being developed to address gaps in transition services in the areas of need?

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

PRH 3.21 - Summary Rating

Requirement	Rating	Quality Indicator	Rating
R1		Q1	
R2		Q2	
R3			
R4			
R5			
R6			
R7			
Average		Average	

Sample Consolidated Rating Matrix

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

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

The sample matrix below breaks out the CDP program into distinct elements that can be assigned to various review team members as part of the assessment. Each major functional area is weighted fairly equally in this model but can be adjusted if more emphasis is desired in certain areas.

SAMPLE CENTER CDP MATRIX

		Career Development Period Job Corps Center		Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
		0	1	2	3	4	5	6	7	8	9		
		Program Compliance Rating		Rating Based Upon PRH Requirements									
Management Of CDP	3.1 Center Plan												
	3.2 Administration and Management of CDS												
	3.3 Personal and Career Counseling												
	3.4 Student Standards of Conduct												
	3.5 Evaluation of Student Progress												
	3.6 Center Based Learning												
	3.7 Career Success Standards												
	Management Rating												
	3.9 Reading												
Academics Training	3.10 Mathematics												
	3.11 GED/HSD												
	3.12 ESL												
	3.16 Information Technology												
	3.20 Driver Education												
	Academics Rating												
	3.8 Work-Based Learning												
Vocational Training	3.13 Career Technical Training												
	- CTT Project Application												
	3.14 Concurrent Enrollment												
	- ACT/AT												
	- OCT												
	3.15 Information Technology												
	Career Technical Rating												
3.16 Residential Living													

Independent Living Skills	3.17 Wellness												
	3.18 Recreation and Leisure Time Activities												
	3.19 Student Government and Leadership												
	3.20 Driver Education												
	3.21 Career Transition Readiness												
	Independent Living Rating												
	Average Compliance Rating												
Program Quality Rating	Rating Based Upon PRH Quality Indicators												
Management													
Academics													
Career Technical													
Independent Living													
Average Quality Rating													

The matrix above does not provide for a rating of section 3.24, Career Transition Readiness. Instead, a separate rating matrix is devised to capture the CTR/CTS functions of a center, and the matrix is used to capture CTR/CTS activities that would normally be found in PRH Chapter 4.

The Job Corps community has found that the smooth transition between CTR and CTS is dependent upon the center providing essential services to students prior to separation. As such, the matrix below provides for emphasis on CTR activities while being used to replace the CTS matrix used for the CTS period.

A separate CTS matrix is included in Chapter 4 of the PAG. However, since functions in Chapter 4 are inherently CTS functions, the matrix in Chapter 4 should be used for stand-alone or center contracted CTS operations.

Regions have the flexibility to add specific requirements or Quality Indicators that they would like to emphasize as part of the assessment process.

Below is a sample matrix that can be used to replace Chapter 4 on Job Corps Center Assessments.

SAMPLE CENTER CTR MATRIX

Career Development Period Job Corps Center	Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
	0	1	2	3	4	5	6	7	8	9
Program Compliance Rating	Rating Based Upon PRH Requirements									
R1. Separation Status										
R2. Job Search Skills										
R3. Personal Career Development Plan										
R4. Job Search Credentials										
R5. Transitional Needs Assessment										
R6. Job Development										

R7. Transition Resources and Services										
Average Compliance Rating										
Program Quality Rating	Rating Based Upon PRH Quality Indicators									
R1. Separation Status										
R2. Job Search Skills										
R3. Personal Career Development Plan										
R4. Job Search Credentials										
R5. Transitional Needs Assessment										
R6. Job Development										
R7. Transition Resources and Services										
Average Quality Rating										