PER SCHOLAS
UNLOCKING POTENTIAL
CHANGING THE FACE OF TECH

LEARNER HANDBOOK

2025

Content

LEARNER HANDBOOK

Welcome to Per Scholas! We understand that enrolling in our training program can feel overwhelming, but you're not alone in this process. This handbook is here to help you navigate our curriculum and support services, offering vital information to connect with your peers and reach your career aspirations. Together, let's embark on this exciting journey!

The Learner Handbook ("Handbook") has been developed to help you become familiar with our organization and training programs. This Handbook applies to all learners and alumni enrolled in a Per Scholas training program (including but not limited to full-time, part-time, and alumni classes). Within these pages, you will find valuable information about our organization, the resources at your disposal, and what to expect as you begin your path toward a successful career in technology.

As a learner of Per Scholas, you are required to meet specific expectations. Firstly, it is essential to thoroughly understand the program requirements and expectations upon your acceptance into the program. Secondly, maintaining a high level of professionalism and ethical conduct throughout your training is expected. Lastly, you are encouraged to cultivate positive and collaborative relationships with fellow learners, partners, and all Per Scholas personnel, including staff members, interns, and volunteers.

Learners are strongly encouraged to carefully review this Handbook, as it is a key resource for understanding our expectations. Learners are responsible for adhering to the outlined rules of behavior and conduct, including the policies and procedures described in this Handbook.

Per Scholas reserves the right to revise, delete, and add to the provisions of this Learner Handbook at any time, with or without notice. This Handbook, along with any verbal or written communication from Per Scholas staff, should not be interpreted as a contract or agreement of enrollment, either expressed or implied. It does not guarantee any specific treatment, approach, or outcome in any given situation. Furthermore, this Handbook does not promise or ensure enrollment for any specific duration, nor does it grant any contractual rights. The information provided is meant to guide and inform you throughout your learning experience at Per Scholas, but it does not constitute a binding agreement between you and the organization.

Your commitment to learning and growth is the key to unlocking your potential in the tech industry. We are excited to be part of your path toward a successful and fulfilling career. Once again, welcome to Per Scholas!

ABOUT PER SCHOLAS

With 24 national locations, Per Scholas is able to contribute to the economic development of entire regions by delivering our technical training to thousands of new learners and partnering with hundreds of employers.

At Per Scholas, we know that talent is ubiquitous, but opportunity is not. From the digital divide to racial wage gaps to the impact the pandemic has had on women in particular, significant challenges remain in order to achieve an equitable and inclusive workforce. That's why we're committed to increasing access and creating opportunities for individuals who aspire to work in tech, because the right career changes everything.

VISION & MISSION

At Per Scholas, we believe a thriving workforce starts with equitable access to education. Per Scholas envisions a technology workforce as diverse as the customers it serves. More than 25,000 graduates have launched successful careers in tech to date through our no-cost technical training. Our mission is to advance economic equity through rigorous training for tech careers and to connect skilled talent to leading businesses.

CORE VALUES

Per Scholas teaches and lives by six (6) core values.

OUR VALUES | Per Scholas teaches and lives by **six core values**

AMBITION   INTEGRITY   PROFESSIONALISM   COMMITMENT to SERVICE   PERSEVERANCE   RESOURCEFULNESS

PRONOUNS

Why are pronouns important? When someone asks you to use their correct pronouns, they are asking for you to respect their identity. When someone refers to another person using the wrong pronouns, that can leave that person feeling disrespected and can lead to exclusion and alienation. Why is inclusion essential to Per Scholas? Inclusion refers to a cultural and environmental feeling of belonging. Creating a culture where each learner is respected and valued is consistent with the Per Scholas values of integrity and professionalism. When

introductions are made, using the model of preferred name and pronoun creates an inclusive environment.

ACADEMIC CALENDAR

Per Scholas recognizes the following days as learner holiday breaks when class **will not be in session**. Click here for the most current calendar.

LEARNER EXPECTATIONS

Per Scholas provides learners with the necessary technical and career development skills, as well as job attainment assistance, to launch a career in tech. Every effort will be made to assist each graduate with an opportunity for employment in the tech sector. While job attainment assistance may be provided, it is understood that Per Scholas cannot promise or guarantee employment to any learner or graduate. Learners are required to commit for the full length of the course, and if applicable, sit for the appropriate certification exam(s) to be considered a Per Scholas graduate. All learners will receive a detailed syllabus for their specific training course that outlines learning objectives and provides a content-based calendar.

As mentioned in your Enrollment Agreement, we expect learners to:
- Complete and submit all onboarding documentation by the specified deadline. Failure to do so may result in your removal from the course.
- Adhere to the class hours set forth by your instructor for the duration of the training.
- Class participation is mandatory and is averaged into your final grade; stay engaged in class discussions, assignments, and projects.
- The instructor will monitor learner activity and presence throughout the day, so it is extremely important that you participate in class discussions, assignments, and projects.
- Work schedules and/or any other activity that conflicts with class time or class participation will not be permitted.
- Maintain integrity: All submitted assignments, quizzes, and tests must be the learner's own work, so it is imperative to adhere to the Per Scholas Plagiarism Policy.
- Plagiarism is taken very seriously at Per Scholas, and any identified instances will not be tolerated. Depending on the severity and frequency of the plagiarism, the consequences may include one or more of the following - warning, academic penalty, and expulsion.
- Any Artificial Intelligence (AI) tools i.e. ChatGPT, Gemini, Copilot, etc must be authorized/approved by the instructor. Learners using AI tools that are not approved on assignments will get a "zero" on the assignment and possible dismissal from the course.
- Maintain professional and appropriate behavior at all times.
- Be respectful of instructors and peers at all times.
- Proactively communicate any issues with your instructor or campus staff immediately (including but not limited to connectivity, technology, or personal issues that might impact punctual attendance).

- Dress according to the Per Scholas dress code for all courses, whether on-premise, remote, and/or hybrid courses. (Please refer to your Enrollment Agreement for further information.)
- Complete coursework by or before the assignment due date listed on the syllabus and/or Canvas.
- Limit extraneous computer activity (text/chat, etc) regardless of whether on-premise, remote, or hybrid.
- Submit all required enrollment documentation by the specified due date. Failure to do so may result in dismissal from the course.
- Seat offer acceptances are contingent upon learners meeting all minimum requirements, including residence. Learners must reside within eligible distance from the campus or within eligible National Remote areas. If your residence changes at any time during your matriculation at Per Scholas, you agree to inform staff and acknowledge that such a change may affect your eligibility to continue participating in our training program.
- Per Scholas prohibits all forms of personal solicitation within our community. Learners may not solicit money or conduct for-profit enterprises targeting other learners or Per Scholas staff. This policy aims to protect learners and staff while maintaining a focus on our educational mission.

If in a remote learning space, we *also* expect learners to:
- Have a clean space, clear of clutter, and distractions, before logging in.
- Proactively communicate any connectivity, technology, and personal challenges with your instructor(s) immediately.
- Log in using a headset or headphones with a microphone.
- Log in with your name, not an avatar or nickname. Your preferred pronouns can be in parenthesis for your Zoom display. If your preferred name differs from the legal name used on the application, please inform Per Scholas staff so we can ensure we are respecting your name preference. If you have had a name change since applying to Per Scholas, it is recommended that you advise your Recruitment & Admissions Specialist and your instructor(s) of this information so that our records can be updated accordingly.
- Remain on camera the entire time for all classroom instruction, labs assessments, and group work. Failure to be on camera could result in being marked tardy or absent
- Ensure that no items that could be considered offensive be visible in the background of the workplace.
- Connect from a location with little to no background noise.
- Remote learners agree to not participate in class from outside of the US.
- Learners should keep themselves on mute during the class unless called upon by the instructor to reduce distractions from any background noise.
- Learners are expected to keep their phones silent at all times and should not engage in other devices during class time.

NON-DISCRIMINATION POLICY & GENERAL COMPLAINTS

Per Scholas has a strict Non-Discrimination Policy. For more information please refer to the Non-Discrimination Policy and the General Complaints Procedure.

NON-FRATERNIZATION POLICY

To create an effective, safe learning environment, Per Scholas requires all learners and staff members to maintain a professional and ethical relationship at all times. Learners are prohibited, under any circumstances, to engage in any improper fraternization or personal, romantic relationships with other learners or staff members during training. Inappropriate behavior includes, but is not limited to:

- flirting
- making suggestive comments
- dating
- requests for sexual activity
- physical displays of affection
- giving inappropriate personal gifts
- engaging in sexual contact and/or sexual relations.

Any learner who believes that he/she has been subjected to inappropriate behavior as enumerated in this policy by a Per Scholas learner or staff member, or any third parties who have knowledge of or witness any possible occurrence of inappropriate fraternization, shall report the incident to the Campus Managing Director (Please review our General Complaints Procedure for further details). The anonymity of the complaints will be maintained during the investigation. Per Scholas shall promptly investigate all complaints of inappropriate fraternization and take prompt corrective action to stop such conduct if it occurs. Per Scholas prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of inappropriate fraternization.

PER SCHOLAS DRESS CODE

When attending class, you are expected to dress in business casual attire. Additionally, some professional development days will require business professional attire. (See examples for both below).

- **Business Casual Attire**:

  - Examples: Collared shirts, polo shirts, sweaters, blouses, dress shirts, dress pants, slacks, khakis, skirts (knee-length or longer), flats, low-heeled shoes, dress shoes

- **Business Professional Attire**:

○ Examples: Suits, dress shirts, ties, professional dresses, blouses with blazers, dress shoes

Your instructor may occasionally designate "casual" days. On these days, you may wear business-appropriate casual attire. Clothing must be clean, in good condition, and appropriate for a casual work environment. Athletic attire, shorts, or leggings are not permitted.

If you are dressed outside of the guidelines listed above, a staff member will provide a coaching session to support you in adhering to the dress code. Ongoing failure to adhere to these guidelines (more than 3 coaching conversations) will result in the learner being reviewed for possible dismissal from the cohort.

CLASS SCHEDULE

The following schedule applies to immersive programs, which are our traditional full-time/part-time courses, typically lasting between 10 to 20 weeks. Following graduation, alumni are eligible for various upskilling opportunities. Please refer to the Alumni Engagement & Training section of this Handbook for more information about the Alumni Training Schedule.

Full-Time

- Classes are held every day, Monday - Friday.
- Each day consists of a 7-hour day, with 5.5 hours dedicated to class time.
- Lunch breaks are generally scheduled for an hour. There is also a 15-minute break in the morning and in the afternoon.
- The instruction is a mixture of technical and professional development. The exact schedule varies per course.
- Outside of class time, learners are expected to dedicate up to 2 hours daily for homework and review.
- Additional academic support is available on an as-needed basis and will be detailed in
- the course syllabus. (See Mandatory Tutoring Policy.)

Part-Time/Flexible

- Classes are held on several days throughout the week and can take place during the
- mornings, afternoons, evenings, and/or weekends.
- Each class day consists of a specified block of hours, which includes instruction, assigned breaks, and tutoring.
- There will be days/hours dedicated to technical instruction as well as professional development.
- Additional academic support is available on an as-needed basis and will be detailed in the course syllabus.

- Outside of the class time, learners are expected to dedicate up to 2 hours daily for homework and review.
- Lunch breaks are generally scheduled, and the time allotted may vary depending on the length of class. Additional breaks may be given throughout the day.

Per Scholas provides a comprehensive level of training and support. Additional technical support is available on an as-needed basis and is detailed in the course syllabus (please refer to the Curriculum & Instruction section for more information). The Learner Support Team is available to promote individual, personal, and professional growth (Please refer to the Learner Support Team section for more information).

ATTENDANCE [IN-PERSON/HYBRID/REMOTE]

- Attendance is imperative to maintain academic requirements and successfully complete this course.
- Learners are expected to arrive on time and be ready to begin class promptly. This applies to all types of courses, whether on-premise, remote, and/or hybrid.
- Learners are expected to attend class for the entire day whether on-premise, remote, and/or hybrid courses.
- If a learner foresees challenges with arriving to class before the start of training, they must email or call a site staff member if they are going to be late or absent.
- Anyone entering the classroom after the designated start time or leaving class early will be recorded as late. Individuals will also be recorded as late if they return from breaks and/or lunches after the return time designated by the instructor.
- Individuals will be recorded as tardy or absent if they do not arrive at class as scheduled.
- Communicating to a site staff member that you will be tardy or absent does not excuse tardiness or absence. This is what the allotted tardies and absences are for.
- Learners should not be working, driving, or otherwise distracted and unable to fully participate in the class.
- The below chart outlines the allotted absences and/or tardies for classes that follow our typical schedules, and is based on the length of the class.
- Missing 50% or more of the scheduled daily class time will result in an absence. Missing less than 50% of the scheduled daily class time will result in tardiness.

The chart below outlines the allotted absences and/or tardies based on the length of your class:

Class Duration	Allowed Absences	Allowed Tardies
18+ weeks	4 days	5 tardies
15 - 17 weeks	3 days	4 tardies
12 - 14 weeks	2 days	3 tardies
Less than 12 weeks	1 day	2 tardies

Learner's time and attendance will be monitored by the Instructor and Professional Development Coach. Once a learner has one remaining tardy or absence, the learner will be issued a written warning via email that outlines their current attendance status based on the above chart. Additionally, once they've accumulated the allotted number of tardies or absences, they will be placed on probation for attendance and reminded that if they are absent or tardy again, they may be dismissed from training.

Note: Remote learners agree to not participate in **or** engage in any program activities, including logging on to access any course materials, if for any reason at all they must travel outside of the U.S.

Attendance Policy Exceptions [In-Person/Hybrid/Remote]

While the attendance policy is designed to ensure learners have intentional access to instruction and hands-on learning opportunities, there are four exceptions to the attendance policy. Learners will be provided bereavement, civic time, immigration or public benefit appointment, and military service time off; this missed time will not count against the allocated absence/tardy for the course. It is imperative for learners to be proactive in communicating known absences as soon as possible to their instructor and coordinate with instructional staff to determine a suitable plan that ensures the completion of any necessary coursework. Learners are not absolved to complete their coursework should any request be made and approved.

Bereavement Leave: Learners are permitted bereavement leave for the death of an immediate family member. Learners will receive up to 3 days without attendance penalty. Members of the immediate family include spouses, domestic partners, parents, brothers and sisters, children, children of domestic partners, grandchildren, grandparents, parents-in-law, and parents of domestic partners. Learners must inform their instructor if they will be absent and complete all missed work within one week of returning to the classroom. If a learner's leave extends more than the allotted days, they may be asked to withdraw and have the opportunity to re-enroll in a future class.

Civic Time Off: Learners will receive a ½ day to participate in any municipal, county, state or federal election, general primary, or special primary without an attendance penalty. Learners

must inform their instructor they will be absent, provide documentation, and complete any missed work by the close of the instructional week. In addition, if a learner is summoned for jury duty, they will receive time off to participate in the jury selection process without an attendance penalty. Learners must inform their instructor of the summons, provide documentation, and complete any missed work by the close of the instructional week. If a learner is selected for a jury, they will be asked to withdraw and have the opportunity to re-enroll in a future class.

Immigration and Public Benefit Required Appointments: Learners can receive a ½ day excused tardy per month to attend a required immigration or public benefit-related appointment without an attendance penalty. To facilitate this process, learners must notify their instructors in writing at least 48 hours in advance of the anticipated meeting date. Instructors will provide access to missed instruction and all assignments during the time of excused absences. Learners are required to complete all missed work within 48 hours.

Military Service Requirements: Guard and reserve obligations may impact attendance. Learners are granted excused absences, allowing one day a month to fulfill weekend guard and reserve obligations. Additionally, any supplementary time required to meet these obligations will be assessed case-by-case. To facilitate this process, learners must notify their instructors in writing at least 48 hours in advance of any anticipated absences. Instructors will provide access to missed instruction and all assignments during the time of excused absences.

Military Service

Members of the Armed Forces enrolled at Per Scholas may be readmitted under conditions where they are temporarily unavailable or need to suspend enrollment due to their service commitments. In those instances, they will have the opportunity to re-apply for consideration in a future class.

PLAGIARISM

At Per Scholas, we uphold the principles of integrity, ethics, and academic honesty. As Per Scholas is focused on fostering a strong learning community and professional skill development, we are committed to providing a fair and inclusive environment for all of our learners. Plagiarism is a severe offense that undermines the learning process and violates the trust of our community. This section outlines our stance on plagiarism and the consequences that may arise if any instances of plagiarism are identified.

Definition of Plagiarism

Plagiarism is the act of presenting someone else's work, ideas, code, or any other form of intellectual property as one's own without proper attribution or permission. This includes but is

not limited to copying code from external sources without giving appropriate credit, submitting work authored by others as your own, and failing to cite or reference external resources used in assignments or projects.

Examples of Plagiarism

- Copying answers, code, or assignments from another learner, website, and/or any internal or external party.
- Allowing another person or external entity (e.g. Jasper, ChatGPT, etc.) to complete coursework or assessments on the learner's behalf. No outsourcing is allowed.
- Sharing the solution of an assessment and/or completing another learner's assessment. (This infraction will result in both learners receiving a plagiarism flag.)
- Broadcasting, streaming, or sharing the recording of the completion of an assessment.

Consequences of Plagiarism

Plagiarism is taken very seriously at Per Scholas, and any identified instances will not be tolerated. Depending on the severity and frequency of the plagiarism, the consequences may vary. (Reference the above-linked Plagiarism Policy for more information.)

LEARNER ADA (Americans with Disability Act) ACCOMMODATIONS

Per Scholas is committed to providing equal access to education for all learners. In accordance with applicable laws, we provide *reasonable accommodations* to learners who may have a *disability* to ensure they have the same opportunities for success as their peers. (Please review Accessibility at Per Scholas link for more information)

Pearson Vue Testing Accommodations: If your certification exam is administered by Pearson Vue you will need to apply for testing accommodations directly with them. For Pearson, you will need updated documentation as they only accept documents from the last 5 years. As this process takes a while, please apply as soon as possible. If you need any assistance with this process, please reach out to your Learner support representative. (Please review this FAQ for more information).

Definitions

Reasonable Accommodations: Modifications or adjustments that enable learners with disabilities to participate fully in academic and non-academic activities.
Disability: A physical or mental impairment that substantially limits one or more major life activities.

Procedures

1. Requesting Accommodations:
   ○ Learners must submit a request for accommodations to Human Resources. Human Resources may be contacted via email at the following email address: accommodations@perscholas.org.
   ○ Once a request is received by Human Resources, learners will be provided with further guidance on the process, and will be required to provide documentation from a licensed professional that outlines the nature of the disability and recommended accommodations.
   ○ Requests can be made at any time; however, early submission is encouraged to ensure timely provision of accommodations.
      i. Excused absences: Requests for excused absences must be submitted no later than 5 business days after the date of absence.
2. Documentation Requirements:
   ○ Documentation must be current and provided by a licensed professional.
   ○ It should include a diagnosis, the functional limitations of the disability, and suggested accommodations.
3. Interactive Process:
   ○ Once a request is received, the HR department will engage in an interactive process with the learner to determine appropriate accommodations.
   ○ This may involve meetings, assessments, and consultations with relevant faculty and staff.
   ○ It is imperative that the learner cooperates during this stage and is responsive to all messages received from the HR department promptly.
4. Implementation of Accommodations:
   ○ Upon approval, the HR department will provide the Learner with an Accommodation Plan.
   ○ The learner is responsible for sharing the Accommodation Plan with their instructors and discussing how accommodations will be implemented in each course.
   ○ Faculty and staff are required to cooperate in the provision of accommodations.
5. Confidentiality:
   ○ All information related to a learner's disability and accommodations is confidential.
   ○ Information will only be shared with individuals directly involved in the accommodation process and only on a need-to-know basis.
6. Appeals and Grievances:
   ○ Learners dissatisfied with the accommodation decision, accommodations provided, and/or the process may appeal in writing to the Vice President of Human Resources (consult the Instructional Team or Learner Support Team for contact details).

- ○ If unresolved, the learner may further appeal to the Deputy Chief Training Officer (consult the Instructional Team or Learner Support Team for contact details).
- ○ External complaints can be filed with the Office for Civil Rights (OCR) if necessary. (Please review our Non-Discrimination Policy for more information)

7. Review and Renewal:
   - ○ Accommodations are reviewed periodically, and learners must provide updated documentation if their condition or needs change.
8. Training and Awareness:
   - ○ The organization will provide training for faculty and staff on disability awareness and the accommodation process.
   - ○ Ongoing efforts will be made to promote an inclusive environment for all learners.

Responsibilities

1. Learners:
   - ○ Submit accommodation requests and required documentation.
   - ○ Communicate with faculty and staff regarding the implementation of approved accommodations.
   - ○ Adhere to organization policies and procedures.
2. Department of Human Resources:
   - ○ Review accommodation requests and documentation.
   - ○ Engage in the interactive process with learners.
   - ○ Develop and distribute Accommodation Plans.
   - ○ Provide training and support to faculty and staff.
3. Faculty and Staff:
   - ○ Implement approved accommodations as outlined in the Accommodation Plan.
   - ○ Maintain confidentiality and respect learners' privacy.
   - ○ Participate in training on disability awareness and accommodations.

Compliance

This policy complies with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and other applicable laws and regulations and will be reviewed annually by the Per Scholas Department of Human Resources and updated as necessary. Please reference our Non-Discrimination Policy for further information.

RECRUITMENT & ADMISSIONS

Per Scholas courses are offered at no charge to learners. However, life continues, so a PLAN for meeting all your financial obligations during the training is encouraged. We strongly recommend to have a PLAN:

- ● **P** - Plot out your realistic expenses and anticipated income or savings

- **L** - Lean on others, including family, public benefits, and community resources in your network of support
- **A** - Ask yourself the hard questions to determine your readiness for the program
- **N** - Never leave it all up to chance. Think through potential roadblocks and how you'll react if they occur

Admissions Process

Prospective candidates must satisfy the outlined minimum qualifications to qualify for participation in our training program:

- Aged 18 years or older with a passion for tech
- Able to provide proof of having earned a high school diploma or the equivalent (translated or evaluated, if applicable)
- Able to provide proof of valid U.S. Work Authorization
- Be committed to starting a full-time job after course completion
- Pass all required Enrollment steps, such as pre-work, Admissions Assessment(s), Interview(s), and documentation.
- Meet the learner pre-training income policy criteria
- Can read, write, and speak English proficiently
- Available to commit to the instructor-led time commitment required for the course, typically Monday to Friday from 9:00 a.m. to 4:00 p.m. for the duration of the course.
- Reside within eligible distance from Per Scholas campus or within eligible National Remote area.
- Note: Remote learners agree to not participate in **or** engage in any program activities, including logging on to access any course materials, if for any reason at all they must travel outside of the U.S.

Please note that there are specific tech requirements for each track. Please reach out to a Per Scholas team member for further information.
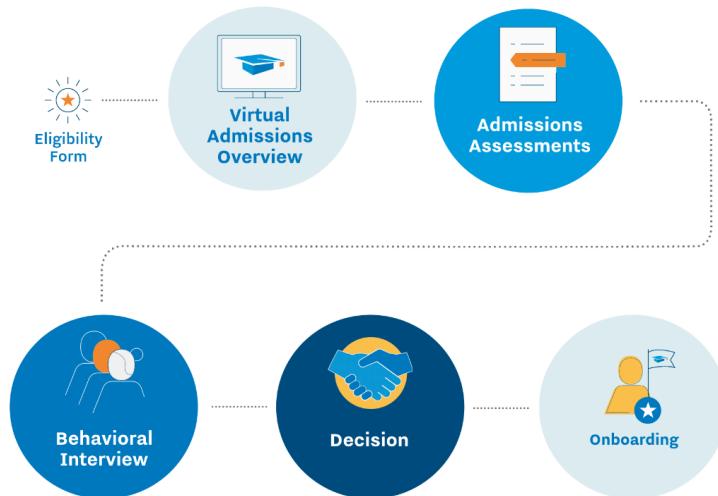
MINIMUM QUALIFICATIONS

18 or older with a passion for tech

Reside within eligible distance from campus or within eligible National Remote area

High School diploma or equivalent

Pass all required Enrollment steps, such as assessments, pre-work and documentation

Able to provide proof of U.S. Work Authorization

Meet learner pre-training income policy criteria

Committed to starting a full-time job after course completion

Can read, write and speak in English proficiently

Able to commit to the instructor-led time commitment required for the course, typically Mon-Fri 9 AM - 4 PM for Full-Time courses

Once prospective learners are ready to be considered for training after reviewing the minimum eligibility requirements outlined above, the next step is completing and submitting the Eligibility Form.

The campus Recruitment & Admissions Teams support potential learners in the application process for our technical training courses. If you have any questions or concerns, please contact your local recruitment and admissions specialist (please refer to the Per Scholas Admissions and/or Campus Contact).

Below is an illustration of Per Scholas' Admissions Process as well as detailed information about each step:

Eligibility Form

The eligibility form is the first step of the admissions process. It collects contact details, eligibility information and other data that may be shared with our philanthropic supporters.

Admissions Overview

Upon submission of the Eligibility Form, qualified candidates are invited to an Admissions Overview. The goal is to learn more about Per Scholas, our training model, and the training programs, and to help the candidate determine whether they'd like to advance to the next phase.

Application Assessment

Candidates are then invited to complete the mandatory Application Assessment (Baseline Assessment). The Baseline Assessment comprises three sections: comprehension, critical thinking, and digital literacy. The comprehension section includes watching a video before completing the Baseline Assessment. The Baseline Assessment is a timed, 30-minute and has 30 questions, ten questions per section. The passing score is 70 percent. A one-time retake assessment is given if the initial assessment is not passed. Candidates may be asked to complete additional assessments and questionnaires based on the cohort being considered for.

Behavioral Interview

Candidates who pass the Required Admissions Assessment(s) for their course of interest are invited to a behavioral interview with the Recruitment & Admissions Team (R&A). It's an opportunity for the R&A team to get to know the candidate and address any questions/concerns the candidate may have. Prospective learners can prepare for the interview by ensuring they are able to discuss their existing tech experience, how they plan to commit to the rigor of the

training and course time commitment, and their financial plan in the event they are accepted into the program.

Please note that additional steps may be requested depending on the course of interest, partnership or admissions needed. Please reach out to your recruitment and admissions contact for further information.

Decision
After successfully completing the [mandatory pre-work](link) and qualifying for the interview stage, the candidate will be offered a seat in an upcoming training course. Upon acceptance of the seat offer, the candidate advances to the onboarding stage.

Onboarding Requirements

Onboarding
Upon acceptance of a seat offer, learners will receive the Learner Onboarding Guide, which will walk them through the final requirements before class begins. Learners are asked to submit Enrollment Documentation within two weeks of beginning the Onboarding Process.

Orientation

Orientation details vary by cohort and further information will be shared by your Recruitment & Admissions specialist.

Immersive Re-Enrollment Policy

If a learner has to withdraw prior to successfully completing their course, they may have the opportunity to re-apply for consideration for a future course.

YOUR PER SCHOLAS SUPPORT TEAMS

We have a team of individuals who partner with every learner to ensure they are fully supported along their journey with us. In addition to your Recruitment & Admissions team, additional support team members include but are not limited to your Technical Instructors, Professional Development Coaches, Talent Solutions Representatives, Alumni Engagement personnel, and Learner Support Team of Licensed Social Workers and Certified Financial Coaches.

Technical Instruction

The Instructional team will equip you with the tech knowledge necessary to fill a wide range of entry to mid level technology jobs.

Professional Development

The Career Coaches prepare you with the tools to secure a role in the tech sector. Beyond your resume and LinkedIn profile, the curriculum tunes into your Performance Index to develop your professional and leadership strengths.

Talent Solutions

This team works to build employer partnerships and will support you in job attainment.

Alumni Engagement

This team offers up-skilling and networking opportunities, through both instructor-led and self-paced learning to support continued career advancement.

Additional Resources
Contact List in Canvas

Learner Support Team

Team partners with learners to build personal and financial wellness through collaboration, strategy share, and skill building.

Each functional team will advise of their role in supporting you along your journey and will provide additional information and resources outlining their commitment and expectations.

CURRICULUM & TECHNICAL INSTRUCTION

The Curriculum & Technical Instruction team is responsible for developing and implementing relevant training programs to prepare learners for success in their professional tech careers.

Assessment Retake/Reschedule, Late Start, and Submission Policy

Learners should note the following:
- Written approval is required from the instructors within three (3) business days of the original assessment start day/time to avoid a zero percent grade.
- The rescheduled assessment must not be taken in the classroom while reviewing the original assessment questions and answers.
- A Case Study/Capstone project submission will never be rescheduled past the last day of the course.

(Additional information is provided in the Resource Section in Canvas).

Voucher Process

Learners in the following training tracks will qualify for vouchers for the certification exams, subject to the following requirements being met (below). Please note that the requirements will differ for each certification track. (Additional information is provided in the Resource Section in Canvas).

Class Communication in Slack

Slack will be used for course communication. An invitation will be sent from the instructor to join the cohort Slack channel. Learners are expected to interact in the cohort slack channel. Learners must download the software: https://slack.com/downloads. The Slack application is mobile-friendly and can be downloaded via your app store.

Best Practices
- Please check your spam folder and your social inbox for the Slack invitation.
- The Slack Channel workspace is intended for course communication only.
- Please use your legal name, no avatars or nicknames are allowed.
- Failure to adhere to the above policy may impact your enrollment in the class.

Learner Equipment Compatibility

In-Person Cohorts: Learners accepted into a local/in-person cohort will have access to a campus computer during the training hours. Further information on logging and using campus equipment will be provided in class.

Remote Cohorts: To be considered for the course, candidates must meet the minimum technology specifications. Candidates will need to complete a Tech Access Form to assess these specifications. For more information, please contact a Per Scholas team member.

Please note that there are specific tech requirements for each track. Please reach out to a Per Scholas team member for further information. Please note that some Per Scholas lab guides are written for a Windows environment and a Mac version may not be available. If you have any questions/concerns, please reach out to your Instructional Team. (Additional information is provided in the Resource Section in Canvas).

CAREER & PROFESSIONAL DEVELOPMENT

Per Scholas utilizes Career Development to coach learners in developing essential technical skills along with soft skills and the readiness required to excel in their chosen careers. Learners will learn critical skills including, but not limited to, Project Management, Corporate Speakers, Mock Interviews & Resume Coaching, Collaborative Mindset, and Networking Opportunities. Below is an overview of professional development provided to learners (the schedule will vary depending on the length of the course).

Week 1 Overview	Week 2 Overview
Uncovering Your Strengths: A Journey to Self-Discovery Coach-Led Instruction: ● Intro/ Expectations Review ● What is Professional Development ● Intro of Per Scholas Core Values ● Personal Branding ● Individual Career Plan	Effective Storytelling for Career Success Coach-Led Instruction: ● Transferable Skills ● Build an effective Technical Resume ● Applicant Tracking System ● Deliver an engaging Elevator Pitch
Week 3 Overview Crafting Your Personal Brand Narrative Coach-Led Instruction: ● LinkedIn ● *Online Presence: LinkedIn profile* ● LinkedIn Workshop ● Mastering Technical Cover Letters ● Job Readiness Overview	**Week 4 Overview** Executive Presence and Professional Image Coach-Led Instruction: ● Managing Your Online Presence ● 1st Impressions | Remote Tips ● *Overcoming Imposter Experience* ● EQ in the Workplace ● Elevator Pitch Peer Reviews
Week 5 Overview Mastering the Interview: Strategies for Confident and Effective Performance Coach-Led Instruction: ● Interviewing basics ● Technical Interviewing Best Practices ● Virtual Interviewing Tips ● Google AI Interview Warmup Tool & Interview Kit ● Elevator Pitch Presentations	**Week 6 Overview** Assessing Your Job Readiness and Bridging Skill Gaps Coach-Led Instruction: ● *Introduction of Talent Solutions ● Job Readiness Assessment ● Job Readiness presentation
Week 7 Overview Strategic Informational Interviews & Targeted Job Search Coach-Led Instruction: ● Informational Interviews ● Job Search Strategies ● Indeed MVP X Per Scholas's collaboration Skills Connect	**Week 8 Overview** Effective Onboarding: The Key to Early Career Success Coach-Led Instruction: ● Showing up on Day 1 ● Communication and DEIB ● Communications for Business Settings ● Overcoming Barriers to Employment ● Job Search + Indeed Skills Connect ● Intro to Alumni Engagement/ Alumni Portal

Week 9 Overview	Week 10 Overview
Navigating Workplace Dynamics: Building Positive n Relationships and Effective Collaboration	Mastering Job Readiness: Your Path to Career Success
Coach-Led Instruction: • Evaluating Job Offers and Benefit Pkg (LST) • Adapting to the Workplace (Optional) • Leading Your Career (Optional) • Wrap up	Coach-Led Instruction: • Final Job Readiness Assessment • Job Ready (<u>Final</u>) resumes are to be uploaded into Salesforce by PD Coach

Job Readiness Assessment

Learners conclude this area of focused development with a Job Readiness assessment which must be passed to graduate. The Job Readiness assessment includes two presentations: one at the midpoint of the training and another at the end. The learner completes these for their Talent Solutions representative and is graded upon a rubric. The areas assessed include Elevator Pitch, Resume, LinkedIn, Professional Presentation, Job Hunting Spreadsheet, and Interview Questions.

Our primary goal is to better prepare learners for entry into the workforce. Ultimately, Per Scholas aims for higher job attainment rates among our graduates. We are ensuring that our graduates are not only equipped with the technical skills but also possess the soft skills and readiness required to excel in their chosen careers.

TALENT SOLUTIONS

What is Talent Solutions?

Talent Solutions is Per Scholas' dedicated team focused on helping you transition from the classroom to a successful career in the tech industry. Our mission is to connect you with job opportunities that match your skills, interests, and career aspirations.

How Talent Solutions Supports You:

1. <u>Career Coaching & Workshops:</u> Throughout your training, you'll have access to career readiness workshops, resume-building sessions, mock interviews, and one-on-one career coaching while in Professional Development. These are designed to help you present your skills effectively to potential employers. Talent Solutions partners closely with your PD Coach to assess your job readiness.
2. <u>Job Attainment Assistance:</u> Talent Solutions works closely with a network of employer partners who are actively seeking skilled professionals like you. Our team will help match you with job openings that align with your training and career goals. Once you receive a job offer, update your Talent Solutions team or Career Coach.

3. <u>Talent Solutions team or Career CoachExclusive Hiring Events:</u> You'll have the opportunity to participate in hiring events, job fairs, and networking sessions organized by Talent Solutions and Employer Engagement. These events give you direct access to hiring managers and recruiters from top companies in the tech industry.
4. <u>Ongoing Career Support:</u> Even after you secure a job, our support doesn't stop. Talent Solutions continues to provide resources, advice, and connections to help you upskill to your new career and advance within the industry.
5. <u>Employer Connections:</u> Our strong relationships with a wide range of employers mean that you'll be considered for roles at companies that value diversity and are committed to creating inclusive work environments. This can lead to a higher likelihood of finding a job that suits your professional needs and personal values.
6. <u>Alumni Network:</u> After completing your training, you become part of the Per Scholas alumni network. This community offers ongoing professional development opportunities, networking, and support as you advance in your career.

What You Need to Do:

- Engage Fully: Take full advantage of the workshops, coaching sessions, and events offered by Talent Solutions.
- Stay Proactive: Regularly communicate with your career coach, attend all scheduled meetings, and keep your resume and LinkedIn profile up-to-date.
- Prepare for Success: Practice the skills you learn in mock interviews, and be open to feedback from coaches and peers.
- Network: Build relationships with your peers, instructors, and industry professionals through Talent Solutions events and beyond.

Your Path to a Rewarding Career Starts Here: Remember, Talent Solutions, along with our dedicated Career Coaches and Advisors, are here to support you every step of the way—from the first day of training to your first day on the job and beyond. We are committed to your success, and with your dedication, together we can help you achieve your career goals.

LEARNER SUPPORT TEAM

Purpose

The Learner Support Team (LST) at Per Scholas partners with Learners to build personal and financial wellness through collaboration, strategy sharing, and skill building. We are a confidential and free service for you as part of Per Scholas's comprehensive offerings. LST works with Learners to provide personalized 1:1 support to manage life challenges, guidance and support, resources, and tools, and help build the skills and confidence to achieve your personal and financial goals. In addition, LST offers workshops, tools, and videos that overview the strategies and skills to manage stressors and strengthen your understanding of your finances. LST is here to support our Learners.

Who are the members of the Learner Support Team (LST)?

The Learner Support Team (LST) consists of Licensed Masters/Clinical Level Social Workers (LMSW/LCSW) serving as Learner Support Managers (LSMs) and Financial Coaches (FCM). LSMs focus on holistic support, including crisis mitigation and solution-focused approaches, while Financial Coaches specialize in financial wellness, offering guidance on financial planning and management.

Confidentiality Policy

All engagements with the Learner Support Team remain confidential. The Learner Support Team (LST) at Per Scholas comprises social workers (learner support managers) and financial coaches who are entrusted with confidential information. Upholding strict confidentiality is essential in our practice to honor individuals' privacy and autonomy. As members of the LST team, we are committed to upholding the highest standards of confidentiality as required by our governing bodies, including the National Association of Social Workers (NASW) Code of Ethics (NASW, 2021) and the Association for Financial Counseling & Planning Education (AFCPE®) Standard of Practice Confidentiality. These standards guide our efforts to build trust and promote the well-being of Per Scholians. By adhering to the principles and guidelines outlined in this policy, we uphold the highest standards of confidentiality and ensure the integrity of our profession. (Please refer to the [LST landing page](#) for more information).

What types of support are available from LST?

- 1:1 Meetings: We will work with you to provide confidential guidance, support your personal needs, and help you navigate course expectations and life's challenges.
- External Referrals and Community Supports: These will help connect you to support outside of Per Scholas, including referrals for childcare, health issues, personal safety concerns, and public benefits.
- Workshops and Webinars: Sessions on financial capability and personal wellness support. These include topics like student loan forgiveness, home ownership, and entrepreneurship, as well as stress management, test anxiety, and time management.
- Navigating Course Expectations: Assistance in reviewing program expectations, proactively reviewing personal needs, and reviewing attendance issues and academic performance improvement plans.
- Next Steps: We will support you in confidently pursuing your financial milestones, identifying strategies to strengthen your work-life balance, and building your personal wellness.

Examples of Learner Support	
Personal Wellness	**Financial Coaching**
- Navigating learning needs and testing accommodations - Collaborating to ensure proactive communication on personal and life challenges - Coping with stress and feelings of being overwhelmed - Navigating challenges and barriers with sudden changes in personal circumstances - Coping with mental health concerns and other sensitive personal challenges - Resource mapping to obtain support accessing needs	- Budgeting and financial planning for goals - Credit management, debt reduction, and student loans - Understanding retirement planning concepts and education about basic investing principles - Financial resilience techniques and strategies for managing financial stress and maintaining financial wellness - Tax education and understanding tax implications on personal finances - Financial strategies for career transitions and advancement

How does LST support Per Scholians in achieving personal and financial wellness?

- Holistic and Human-centered Approach: LST knows that learners are the experts in their experiences and their lives. LST takes a holistic view of each learner to understand their unique challenges and needs. LSMs are licensed social workers, which means their licensure supports their expertise as mental health clinicians who can provide mental health counseling. Financial Coaches are experts in their field, bringing evidence-based strategies and knowledge to support each learner and build financial capability.
- Learner-Led Support: Learners must be proactive and own their personal and financial wellness journey. They contact LST to discuss support needs and set up 1:1 meetings.
- Crisis Mitigation: LST provides immediate support and intervention strategies to address crises or urgent situations that may impact a Learner's well-being.
- Solution-Focused Approach: LST identifies solutions and actionable steps to help learners overcome barriers and achieve their goals effectively.
- Strengths-Based Strategies: LST builds on each learner's strengths and capabilities, encouraging resilience and positive growth throughout their Per Scholas and career journey.
- Collaboration and Referrals: They collaborate with Learners to connect them with external supports and community resources that enhance their overall well-being, such as healthcare services, childcare support, and financial assistance.

(Please refer to the LST landing page for more information).

Learner Crisis and Safety Process

The Learner Support Team (LST) is committed to ensuring the well-being of Learners. LST approaches each situation with care, sensitivity, and collaboration to ensure our Learners' safety. The process involves assessing the situation, collaborating with local staff as the initial

points of contact, reaching out to learners and their emergency contacts, and involving local agencies and wellness check services when necessary. (Please refer to the LST landing page for more information).

Contacting the Learner Support Team

Learners can learn more about the Learner Support Team and review tools and resources here. They can also schedule one-on-one meetings with a Learner Support Manager or Financial Coach from the website by clicking "Meet with LST" from the webpage.

ALUMNI ENGAGEMENT & TRAINING

Per Scholas is committed to helping our alumni achieve a thriving wage within two years of initial placement. Alumni can stay engaged through a suite of alumni training programs--including asynchronous and instructor-led training, with various schedules and timelines to support working & job searching alumni.

Asynchronous and Micro-cohort Eligibility

Alumni who meet the following criteria are eligible to enroll in an asynchronous alumni training course:
- Completed any Per Scholas training track
- Actively job searching and interviewing

Standard Programs Eligibility

Alumni who meet the following criteria are eligible to enroll in an Instructor-led alumni training course:
- Completed any Per Scholas training track
- More than 90 days post immersive or alumni training
- Meets academic prerequisites (can be found on alumni website)

Exceptions

- If a customized client wants all learners in a class to be alumni, in which case Per Scholas may decide to count this cycle as an alumnus rather than an immersion class, SVP Learner Success will oversee these cases and coordinate case-by-case decisions.

Re-Enrollment Eligibility

Alumni who meet the following criteria are eligible to re-enroll in an alumni training course:
- Last alumni class completion, withdrawal or dismissal date is greater than 90 days

- The number of alumni courses withdrawn/dismissed is equal or less than two per calendar year

The following alumni are not eligible to re-enroll in alumni training
- Those dismissed for behavioral reasons. In the event that the notes or details are unclear, the Director of Alumni Engagement & Training has the discretion to decide.
- Those currently enrolled in an alumni or immersive course

(Please refer to the Alumni Training Enrollment Policy and the FAQ for more information).

As detailed above, every learner receives a support team with whom they have access to during their enrollment as well as post-graduation with us. We are certain that you know someone who will also benefit from the holistic learner experience offered here, so we encourage you to refer to a family member, colleague, neighbor, or friend."

PER SCHOLAS ZERO PERCENT LOAN FROM ASCENT

Learners enrolled into specific Per Scholas programs (review this link for more details) are eligible to apply for the Zero Percent Loan (ZPL) from Ascent. If approved, learners will receive a 0% interest loan for $3,000. Learners can use the funds (3 monthly disbursements of $1,000) to pay for living expenses while enrolled in a Per Scholas training program. Per Scholas does not collect or process applications. Applying is optional. Approval for the ZPL Loan is at the sole discretion of Ascent (Per Scholas has no influence or input on Ascent's decision). Please review the Zero Percent Loan Link Tree for further information.

The Zero Percent Loan by Ascent is not a Per Scholas product and enrollment into a Per Scholas program is not contingent on applying for the ZPL Loan. Therefore, please review the Ascent Loan web link and/or submit your questions to the Ascent Customer Service: 877-279-2614 or by email perscholas@ascentfunding.com.

PER SCHOLAS REFERRAL PROGRAM

Leveraging a software called Referral Rock, current and former learners receive a unique referral link that tracks candidates who apply through their link, and they receive $50 when their referrals become enrolled learners.

How It Works

1. Current or former learner joins the Referral Program
2. Learner shares their unique referral link
3. Referral applies and becomes a 'pending' reward in the learner referral portal
   - Referral Rock provides Learners with a Unique Referral Link that tags any candidate's record when a candidate applies using that unique referral link.

4. Referral enrolls in the course and becomes a 'qualified' reward in the learner referral portal
5. Learner receives a $50 gift card of their choosing within 7 business days

PER SCHOLAS COURSES

Please refer to the course list on our [website](#).

DISCLAIMER

If a situation is not addressed in the handbook, Per Scholas will make decisions based on discretion, policies, and in compliance with state and federal laws. This handbook is subject to change at any time, and Per Scholas reserves the right to amend the handbook as it sees fit.