JOB CORPS
BUILDING AMERICA'S SKILLED WORKFORCE

NJCA Professional Development Series

Intro to Training Management and Academics

House Notes

- This training is being recorded – a copy of the training and associated materials will be sent to all *REGISTERED* attendees and posted online.

- The slide deck and associated materials will also be available to download via the NJCA Back-to-Basics website: www.njcaweb.org/btb.

- Please hold questions until the end of the training.

- If you would like a certificate confirming your participation in the training, please contact Stacy Green (sgreen@njcaweb.org).

JOB CORPS
BUILDING AMERICA'S SKILLED WORKFORCE

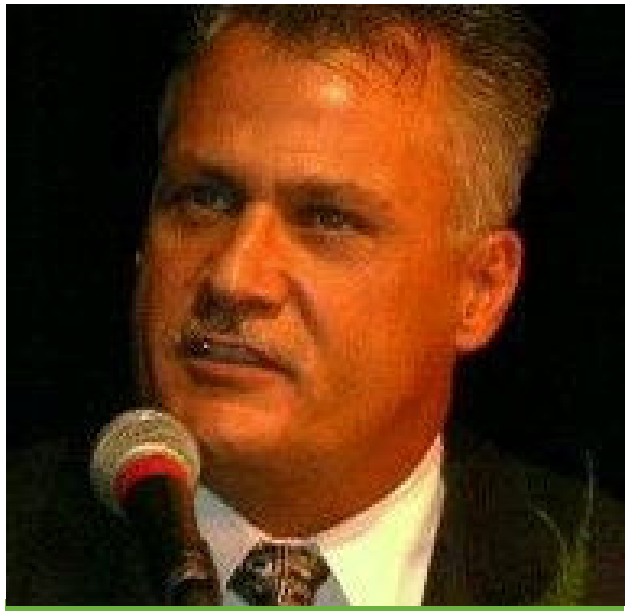
Disclaimer

The contents of this training do not constitute legal advice with respect to compliance with contract terms.

Please coordinate with your direct manager/supervisor, campus leadership, AND/OR corporate leadership prior to implementing the recommendations or best practices from this training.

JOB CORPS
BUILDING AMERICA'S SKILLED WORKFORCE

Presenter



Peter Calvo

VP, Business Development & Compliance

Education & Training Resources

JOB CORPS
BUILDING AMERICA'S SKILLED WORKFORCE

Introduction to Training Mgmt. & Academics

PETER CALVO

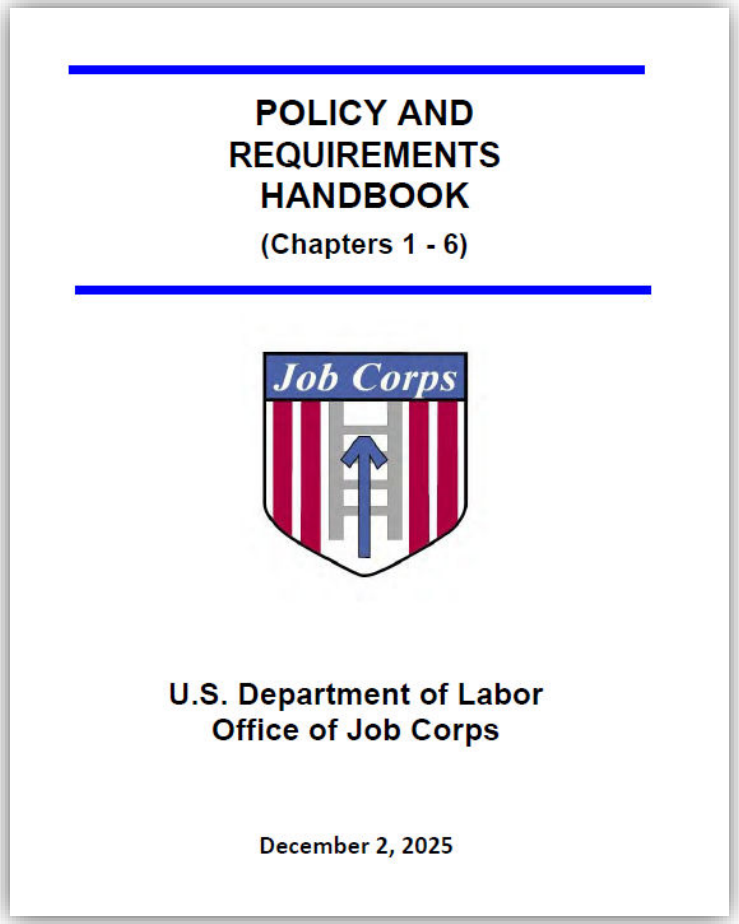
VICE PRESIDENT, BUSINESS DEVELOPMENT & COMPLIANCE

Learning Objectives

https://prh.jobcorps.gov/

- PRH 3.1 – Training Management
- PRH 3.2 – Academics
- PRH Appendix 501e – Academic OMS
- Job Corps Resource Library (JCRL) – Output reports
- Center Information System (CIS) – Training

- We will not be focusing on Disability requirements during this session – Training and Resources are available through JC Support Services.



PRH 3.1 Training Management (Summary)

R1. Managing the Learning Environment

- Centers must ensure that learning environments facilitate and support each student's career development

CLASSROOM OBSERVATION

R2. Scheduling

- In collaboration with each student, develop a flexible, individualized training schedule, tailored to the student's individualized learning needs and career goals.

R3. Equipment/Clothing

- Centers must maintain equipment in all learning environments in good repair **and** ensure that students are provided with industry-standard clothing and safety equipment

R4. Personal Tools

- Centers must ensure that all CTT tools are accounted for and secured after each class and at the end of the training day.
- Provide tool kits to students who graduate from a CTT program, and earn a job-training match upon initial placement

R5. Student Certification and Licensing

- Centers must provide testing, certification, and licensing at no cost to students and ensure training provided will enable students to obtain a license or certification in the state where he or she will seek employment.

Conduct and Document Classroom Observations – Monitor Tool Control

PRH 3.1 Training Management (Summary)

R6. Instructional Strategies and Materials

- Tailor instructional methods and expected rates of progress to the learning styles, abilities, and career goals of individual students.
- **Ensure instructor collaboration** to identify instructional strategies and develop lessons, activities, and materials that integrate academic, career technical, Career Success Standards, social development, and career pathway readiness competencies

R7. Curriculum Content Areas and Competencies

- Centers must provide instruction in the following content areas: Reading, Mathematics, High School Diploma (HSD) and/or High School Equivalency (HSE) Certification, Limited English Proficient, Career Technical Training, Wellness, Information Technology, Driver Education, Financial Literacy

R8. Course Structure

- Prerequisite competency levels for placement into each academic course based on diagnostic testing
- All required content area competencies must be integrated into each course (Lessons, assessments, course guide)

R9. Testing

- Administer the Tests of Adult Basic Education (TABE) in accordance with PRH Appendix 301

Adopt Center Curriculum Committees to promote Instructor Collaboration

PRH 3.2 Academics

R1. Required Instruction

R2. Placement in Reading and Math

R3. Center Requirements for Limited English Proficiency (LEP)

R4. English Language Skills

R5. High School Diploma (HSD) Basic Requirements

Six HDS/HSE Requirements

R6. High School Equivalency (HSE) Preparation and Testing

R7. Concurrent HSD/HSE Programs

R8. Online High School Program Requirements

R9. HSD/HSE Program Integrity

R10. Center-run High School Program Requirements

PRH 3.2 R1 – Required Instruction

https://tabetest.com/2025-jobcorpstabe-certification-process/

Centers must provide students with instruction in the following reading and mathematical content domains to enable students to master the U.S. Department of Education National Reporting System's Educational Functioning Level (EFL) Descriptors for Adult Education as shown in PRH Exhibit 3-2 and to meet standards for continuing education, training, and employment:

- **Reading**
- **Math**

Understand EFL and GLE

Grade Level	TABE Reading Scale Score Range	TABE Math Scale Score Range
1st	310–375	310–379
2nd	376–441	380–448
3rd	442–461	449–464
4th	462–480	465–480
5th	481–500	481–495
6th	501–518	496–516
7th	519–535	517–536
8th	536–549	537–556
9th	550–562	557–576
10th	563–575	577–595
11th	576–596	596–626
12th	597–616	627–656
12+	617–800	657–800

TABE 13&14 READING						
	NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
TABE E	310–441	442–500	501–535	n/a	n/a	n/a
TABE M	n/a	442–500	501–535	536–575	n/a	n/a
TABE D	n/a	n/a	501–535	536–575	576–616	n/a
TABE A	n/a	n/a	n/a	536–575	576–616	617–800

TABE 13&14 MATHEMATICS						
	NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
TABE E	310–448	449–495	496–536	n/a	n/a	n/a
TABE M	n/a	449–495	496–536	537–595	n/a	n/a
TABE D	n/a	n/a	496–536	537–595	596–656	n/a
TABE A	n/a	n/a	n/a	537–595	596–656	657–800

PRH 3.2 R2 – Placement in Reading/Math

FLEXIBLE INSTRUCTION

Centers must:

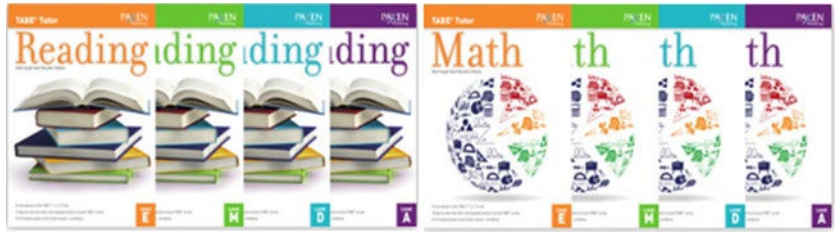
- Test each student's reading and mathematics proficiency at the beginning of enrollment in Job Corps using the reading and mathematics component of the Test of Adult Basic Education (TABE) 11/12, in accordance with Appendices 301 and 303.
- Provide each student who scores below **EFL 4** in **reading** and **EFL 4** in **mathematics** with instruction.
- Establish reading and mathematics scores for placement of students into reading and mathematics courses and programs.

Promote Homogenous Grouping

EFL	Course(s)	Hours/Week	Weeks between Testing
1 & 2	Reading 1 - Math 1 (E)	15-20	3-4
3 & 4	Reading 2 - Math 2 (M)	10-12	5-6
5	Reading 3 - Math 3 (D/A)	5-8	8-12

Balance Teacher Led Instruction with Student Centered Learning & Computer Based Instruction

essential education



IXL Khan Academy

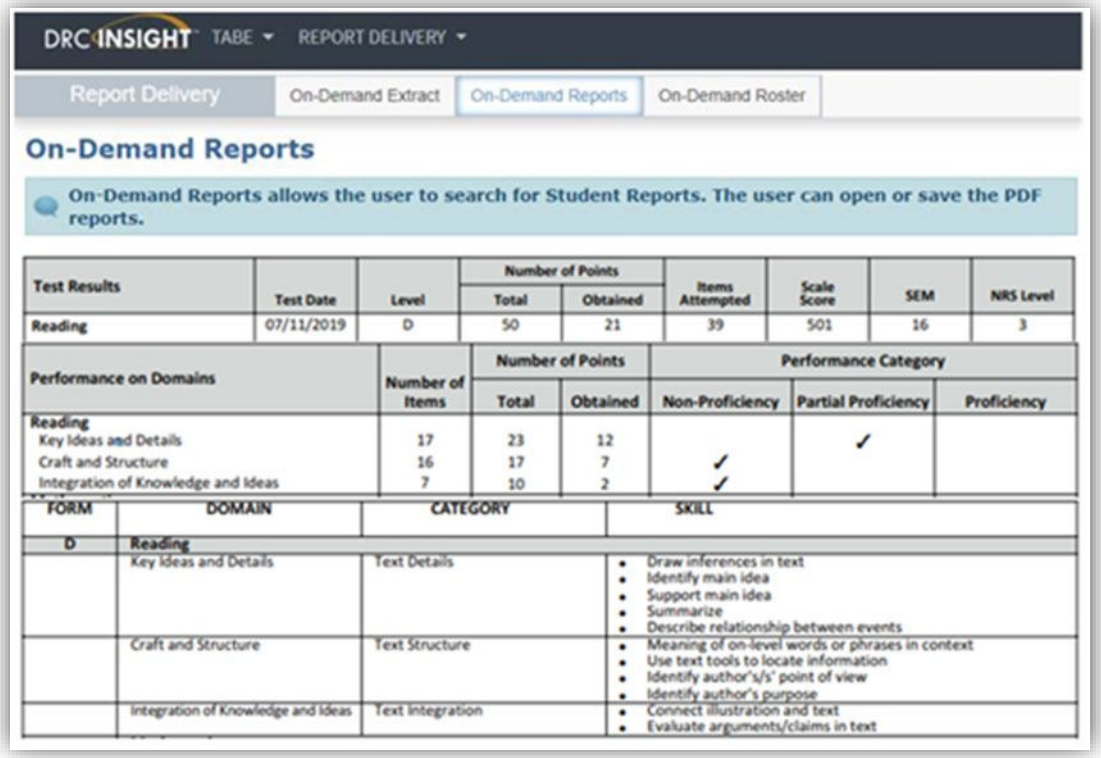
Adjust TABE Classes to Meet Student Needs

PRH 3.2 R2 – Placement in Reading/Math

Using the TABE DRC **Individual Profiles** (and HSD progress report), instructors should develop and implement plans to tailor instructional methods and expected rates of progress to the learning styles, abilities, and career goals of individual students.

The individual profiles will show the test result, performance of the domains, and skills within each domain.

Instructors are expected to conference with students when enrolled in the class. Plans (PCDP) should be updated during 60-day ESP or 90-day test schedule



DRC INSIGHT TABE REPORT DELIVERY

Report Delivery | On-Demand Extract | On-Demand Reports | On-Demand Roster

On-Demand Reports

On-Demand Reports allows the user to search for Student Reports. The user can open or save the PDF reports.

Test Results	Test Date	Level	Number of Points Total	Number of Points Obtained	Items Attempted	Scale Score	SEM	NRS Level
Reading	07/11/2019	D	50	21	39	501	16	3

Performance on Domains	Number of Items	Number of Points Total	Number of Points Obtained	Performance Category: Non-Proficiency	Performance Category: Partial Proficiency	Performance Category: Proficiency
Reading						
Key Ideas and Details	17	23	12		✓	
Craft and Structure	16	17	7	✓		
Integration of Knowledge and Ideas	7	10	2	✓		

FORM	DOMAIN	CATEGORY	SKILL
D	Reading		
	Key Ideas and Details	Text Details	• Draw inferences in text • Identify main idea • Support main idea • Summarize • Describe relationship between events
	Craft and Structure	Text Structure	• Meaning of on-level words or phrases in context • Use text tools to locate information • Identify author's/s' point of view • Identify author's purpose
	Integration of Knowledge and Ideas	Text Integration	• Connect illustration and text • Evaluate arguments/claims in text

Instructors are Encouraged to Create **PCDP Goals** to Tailor Plans and Instruction for Individual Students

PDCP Goal Sample

Student Goal

Student: Adams, John Quincy

Print Date: 04/09/2025

Goal Type: Education and Training

Start Date: 03/01/2025

Goal Category: HSD

End Date: 04/30/2025

Sub Category:

%Complete: 50 **Active:** Yes

Goal: Earn a Citizens HSD prior to separation.

Strengths: Student actively participates in class and encourages other students. Great attendance & motivation. Student assigned to 2 blocks of Reading and 2 blocks of HSD and 3 blocks of CTT (CNA). Student completed English 1 in Citizen and has 12 credits to date.

Barriers: EFL in Reading is 3.0. The student needs to focus on Phonemic awareness, word recognition, key ideas, craft and structure, and integration of knowledge and ideas.

Next Steps: Over the next 60 days, the student will focus on Reading 2 studies and complete English 2 and start English 3.

- Whether a TABE or HSD Instructor, conferencing with students upon entry into the class will help build a positive and caring relationship that students seek
- Helping them to develop a goal and highlight their strengths will support a caring environment
- Update monthly or at each ESP Schedule

Goal for Instructors – Over the next 60 days, develop PCDP goals for students in your class.

PRH 3.2 R2 – Placement in Reading/Math

APPENDIX 301
TESTS OF ADULT BASIC EDUCATION (TABE®)[1]
REQUIREMENTS AND INSTRUCTIONS

Follow-up Testing

- Administer Follow-Up Testing for all students in the Reading and Math Pool per PRH Appendix 301
- Students will be identified automatically and scheduled for follow-up testing through CIS/STS

TEST PREPARATION

- Centers should use the TABE Requirements Report for Scheduling Purposes.
- Students in the Literacy & Numeracy Pool should be scheduled for at least 5 hours of instruction in the content area weekly and rescheduled for testing between 40 – 60 days (30-40 hours of instruction).

Note: Job Corps Data Center Notice 25-009 of 7/16/25 waived the Requirements for 60 Hours of Instruction between tests until further notice. As such, Form 3-04 is not needed to justify the retest.

Sample Schedule

OMS20P

Source	Paid Days	HSD/HSE Pool	HSD/HSE Credit	CTT Pool	CTT Credit	Prim CTT Pool	Prim CTT Credit	CTT Cert Pool	CTT Cert Credit	Combo Pool	Combo Credit	Literacy Pool	Literacy Credit	Numeracy Pool	Numeracy Credit
Active	171	0	0	1	0	1	0	1	1	0	0	1	2	1	0

Test Type	Test Form	Test Level	Valid Test	Test Date	Scale Score	Lexile/Quantile	EFL	Educational Functioning Level
TABE Mathematics	13	M	Yes	04/21/2026	528		3	Low Intermediate

- In this sample, the Center is offering 15 hours of instruction each week to focus on numeracy skills and encourage gains – with blocks of CTT – Well Done!

In collaboration with each student, develop a flexible, individualized training schedule, tailored to the student's individualized learning needs and career goals.

Focus on Student Needs – Academic & CTT Skills

Period	Start	Stop	Course or Test
M-1	08:00 AM	09:30 AM	Math 3
M-2	09:45 AM	11:15 AM	Math 3
M-3	11:20 AM	12:15 PM	09A0 Welding
M-4	12:15 PM	01:15 PM	2 ND Lunch
M-5	01:20 PM	02:15 PM	09A0 Welding
M-6	02:30 PM	03:30 PM	09A0 Welding
T-1	08:00 AM	09:30 AM	Math 3
T-2	09:45 AM	11:15 AM	Math 3
T-3	11:20 AM	12:15 PM	09A0 Welding
T-4	12:15 PM	01:15 PM	2 ND Lunch
T-5	01:20 PM	02:15 PM	09A0 Welding
T-6	02:30 PM	03:30 PM	09A0 Welding
W-1	08:00 AM	09:30 AM	Math 3
W-2	09:45 AM	11:15 AM	Math 3
W-3	11:20 AM	12:15 PM	09A0 Welding
W-4	12:15 PM	01:15 PM	2 ND Lunch
W-5	01:20 PM	02:15 PM	09A0 Welding
W-6	02:30 PM	03:30 PM	09A0 Welding
TH-1	08:00 AM	09:30 AM	Math 3
TH-2	09:45 AM	11:15 AM	Math 3
TH-3	11:20 AM	12:15 PM	09A0 Welding
TH-4	12:15 PM	01:15 PM	2 ND Lunch
TH-5	01:20 PM	02:15 PM	09A0 Welding
TH-6	02:30 PM	03:30 PM	09A0 Welding
F-1	08:00 AM	09:30 AM	Math 3
F-2	09:45 AM	11:15 AM	Math 3
F-3	11:20 AM	12:15 PM	09A0 Welding
F-4	12:15 PM	01:15 PM	2 ND Lunch
F-5	01:20 PM	02:15 PM	09A0 Welding
F-6	02:30 PM	03:30 PM	09A0 Welding

CIS Report Monitoring

- Your Operator will pull Center's TABE Requirements, TABE Gains Report, and TABE Compliance Report

- Audits of eFolders are competed for students who tested and/or showed gains

Center staff should also pull these reports

- The **TABE® Requirements report** lists which students should be tested in each time frame and which TABE®

6/20/2019 1:34:06 PM — Center Information System — Page 1 of 7

ALL STUDENTS NEEDING INITIAL TABE TESTS

Student ID	Student Name	Enrollment Date	Next Reading Test	Next Math Test	Counselor	Resident	Online Test
[redacted]	[redacted]	4/9/2019	Auto Locator 12	Auto Locator 12	[redacted]	Yes	Yes
[redacted]	[redacted]	8/7/2018	Auto Locator 11	Auto Locator 11	[redacted]	Yes	Yes
[redacted]	[redacted]	12/11/2017	Auto Locator 12	Auto Locator 12	[redacted]	Yes	Yes
[redacted]	[redacted]	7/24/2018	Auto Locator 11	Auto Locator 11	[redacted]	No	Yes

The **TABE® Compliance Report** displays a list of students who have crossed 90 days from last test date. (**No Gain – Restarts the Clock**)

4/24/2023 11:34:16 AM — Center Information System — Page 2 of 6

TABE Compliance Report: No TABE Retest in 90 Days
Students in violation of Follow-up Testing Timeframe

Student Name	Student ID	TABE Test Subject	Highest Lexile / Quantile	Highest EFL	90 Days* from Last Test Date	Days Out of Compliance
[redacted]	[redacted]	Reading		0	4/10/2023	14
[redacted]	[redacted]	Math	560	4	3/20/2023	35
[redacted]	[redacted]	Reading	360	4	2/21/2023	62
[redacted]	[redacted]	Reading	360	3	3/21/2023	34

TABE Gain Report

The TABE Gain Report identifies student TABE levels in reading and math and shows if the center receives credit for the student's gains

Staff can retrieve the report for all active students or for students who separated during a specific date range or for an individual student

Used for tracking credits and issuing Student **TABE Incentives**

Center Information System — Page 1 of 1
TABE GAIN REPORT

				Reading					Math				
Enr Dt / HSD/HSE Status	Sep Dt / Separation Type / Separation Reason	LOS	Initial Date / High Date	Initial Lexile / High Lexile	Initial Score / High Score	Initial EFL / High EFL	Pool	Credit	Initial Date / High Date	Initial Quantile / High Quantile	Initial Score / High Score	Initial EFL / High EFL	Pool	Credit
1/6/2026		84	1/8/2026	1165	552.0	4	1	0	1/9/2026	655	493.0	2	1	1
HSD or HSE Attained			3/10/2026	1155	550.0	4			3/13/2026	745	510.0	3		
11/18/2025		133	11/20/2025	1100	538.0	4	1	0	11/20/2025	595	483.0	2	1	0
Ineligible for HSE or HSD			1/20/2026	1060	529.0	3			1/20/2026	570	479.0	2		
3/3/2026		28	3/6/2026	870	488.0	2	1	0	3/9/2026	495	466.0	2	1	0
11/18/2025		133	11/20/2025	1135	546.0	4	1	1	11/20/2025	750	511.0	3	1	1
HSD or HSE Attained			3/26/2026	1435	583.0	5			1/20/2026	925	545.0	4		
3/3/2026		28	3/6/2026	1155	550.0	4	1	0	3/9/2026	830	526.0	3	1	0
HSD or HSE Attained														
1/6/2026		84	1/8/2026	675	445.0	2	1	0	1/9/2026	475	462.0	2	1	0
			3/10/2026	925	500.0	2			3/12/2026	595	483.0	2		
3/17/2026		14	3/19/2026	1505	610.0	5	0	0	3/20/2026	1030	566.0	4	1	0
HSD or HSE Attained														
2/17/2026		42	2/19/2026	1090	536.0	4	1	0	2/20/2026	570	479.0	2	1	0
12/2/2025		119	12/4/2025	1160	551.0	4	1	0	12/4/2025	895	539.0	4	1	0
Eligible but Not Enrolled			2/12/2026	1160	551.0	4			2/12/2026	960	552.0	4		
12/2/2025		119	12/4/2025	1505	610.0	5	0	0	12/4/2025	1030	566.0	4	1	0
HSD or HSE Attained									2/11/2026	1000	560.0	4		
12/2/2025		119	12/4/2025	585	426.0	1	1	0	12/4/2025	360	443.0	1	1	0
Eligible but Not Enrolled			2/11/2026	655	441.0	1			2/12/2026	195	414.0	1		
11/24/2025		127	12/1/2025	1165	552.0	4	1	0	12/1/2025	785	518.0	3	1	1
HSD or HSE Attained			2/11/2026	1135	546.0	4			2/12/2026	1095	578.0	4		
3/3/2026		28	3/6/2026	1260	573.0	4	1	0	3/9/2026	450	458.0	2	1	0
1/6/2026		84	1/8/2026	845	482.0	2	1	1	1/9/2026	625	488.0	2	1	0
HSD or HSE Attained			3/10/2026	1070	532.0	3			3/12/2026	565	478.0	2		

Offer Incentives and Recognize Students Each Month who Achieved Gains

TABE Incentives

COP TABE INCENTIVES

BUDGET

Population		POOL	CREDIT	INCENTIVE	TOTAL
READING	PY-25	106	40	$ 25.00	$ 1,000.00
MATH	PY-25	120	28	$ 25.00	$ 700.00
ANNUAL EFL GAIN INCENTIVE		**226**	**68**	**$ 25.00**	**$ 1,700.00**
INITIAL EFL 5			20	$ 25.00	$ 500.00
BONUS 6			15	$ 25.00	$ 375.00
ANNUAL BONUS INCENTIVE			**35**	**$ 25.00**	**$ 875.00**
TOTAL ESTIMATED TABE INCENTIVE BUDGET					**$ 2,575.00**

Most Contract Budgets include Incentive Funding to Support Measurable Skills Gains

POLICY (COP)

CENTER OPERATING PROCEDURE	Center Name: **Anytown Job Corps Center**
	COP No.: 2.5R1 TABE
	Effective Date: 5/1/26 Revised:
	Page No.: **1 of 4**
Center Director Approval:	
ETR Corporate Representative:	
PRH Reference: PRH 2.5R1, 3.2 R1&2	
Title: TABE Incentives	

PURPOSE

To establish policies and procedures for the Center to recognize students for positive TABE performance, including rewards, and what students must do to earn them.

POLICY

1. The center must test each student's reading and math proficiency level at the beginning of enrollment in Job Corps using the Tests of Adult Basic Education (TABE) as required by the PRH.
2. Provide instruction for each student who scored EFL 4 or below in reading and Math.
3. Continue instruction in reading and math as a part of the student's overall academic and career technical skills training program and conduct follow-up TABE testing until the student achieves an EFL of 6 in reading and math.
4. The center will award monetary incentives, at least monthly, to promote student TABE achievement in Literacy and Numeracy. Incentives will include the following elements:
   a. Students whose initial reading or math TABE is at or above EFL of 5 will earn a $25 cash incentive.
   b. Students in the reading and math pools will earn a cash incentive of $25 per EFL gain. Incentives shall be based upon a 1 EFL level increase from the highest previous reading and math TABE test.
   c. Students who achieve an EFL of 6 in reading or math will earn a $25 bonus. The bonus applies to initial and follow-up testing.

PRH 3.2 R4 & R5 – Limited English Proficiency

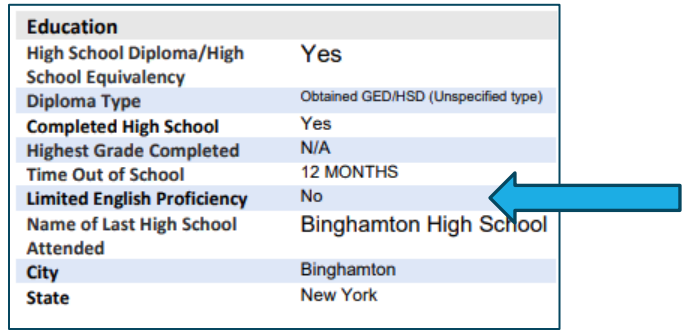
Centers must:

- Develop strategies to meet the unique needs of LEP students in all phases of the Career Development Services System (CDSS).
- Ensure the regular collaboration of English language instructors and career technical training instructors to develop strategies for working with LEP students in career technical training shops and classrooms.
- Assign an LEP coordinator to oversee and monitor programs and services for LEP students.
- Describe Instruction/Training for LEP Students in the Career Development Period (CDP) Plan

Ensure Managers have Access to the Enrollment E-Folder in CIS to Access the ETA 652

Testing

- All students **identified as LEP** will take an initial English language assessment (CASAS, BEST, **CLAS-E**) within 14 days of enrollment.
- Students who score at the "Beginning ESL Literacy Level" on this language assessment must be granted an extension of 90 days from enrollment to take the initial TABE.
- Use the **ETA Form 652** – Job Corps Application Data Sheet to identify LEP students



Education	
High School Diploma/High School Equivalency	Yes
Diploma Type	Obtained GED/HSD (Unspecified type)
Completed High School	Yes
Highest Grade Completed	N/A
Time Out of School	12 MONTHS
Limited English Proficiency	No
Name of Last High School Attended	Binghamton High School
City	Binghamton
State	New York

Test Integrity

- To maintain test integrity, no academic teacher is designated as TABE Administrator or back-up Administrator. The TABE Administrator and back-up Administrator are, under no circumstances, allowed to show the test to any staff or student other than the test taker.

- Students should bring only their Job Corps ID to the test – nothing else. Tests are subject to invalidation if students have any of the following with them at testing:

  - Cell phones, electronic devices of any sort, thumb drives or any device that can scan, record, photograph, copy, or otherwise reproduce test content.
  - Books or papers
  - Mechanical pens or highlighter pens of any sort
  - Watches or stop watches with alarm sounds, flashing lights, or calculator features
  - Headphones or listening devices (unless the student needs a Text-to-Speech accommodation, in which case the test administrator will provide approved headphones)
  - Purses, backpacks, bags, etc.
  - Food or drinks
  - Loose clothing, including hats, scarves (except for religious purposes), and jackets
  - Sunglasses (unless medically necessary).

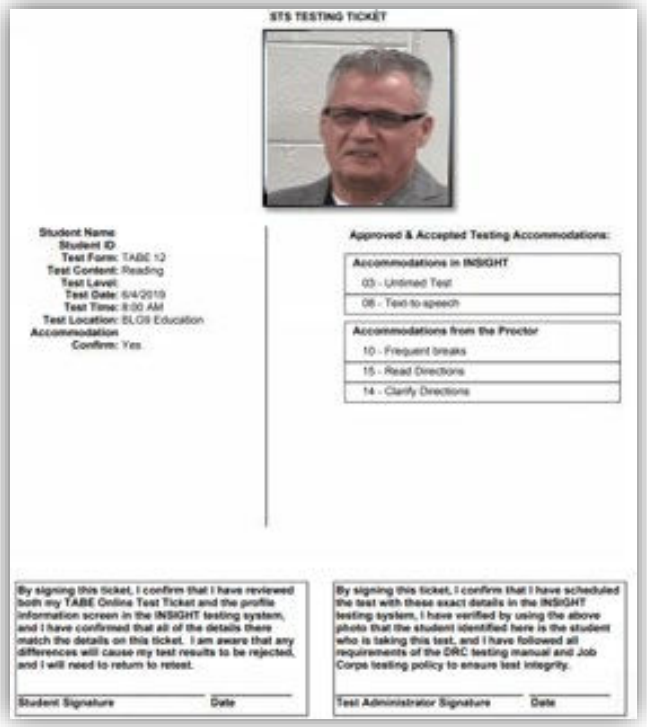
eFolder Documentation

These documents are to be uploaded to the eFolder as justification in support of each TABE test

Initial TABE locator only needs the TABE Test Ticket

Scan together as one file.

TEST TICKET



STS TESTING TICKET

Student Name
Student ID
Test Form: TABE 12
Test Content: Reading
Test Level:
Test Date: 6/4/2019
Test Time: 8:00 AM
Test Location: BLOS Education
Accommodation
Confirm: Yes

Approved & Accepted Testing Accommodations:

Accommodations in INSIGHT
03 - Untimed Test
08 - Text-to-speech

Accommodations from the Proctor
10 - Frequent breaks
15 - Read Directions
14 - Clarify Directions

By signing this ticket, I confirm that I have reviewed both my TABE Online Test Ticket and the profile information screen in the INSIGHT testing system, and I have confirmed that all of the details there match the details on this ticket. I am aware that any differences will cause my test results to be rejected, and I will need to return to retest.

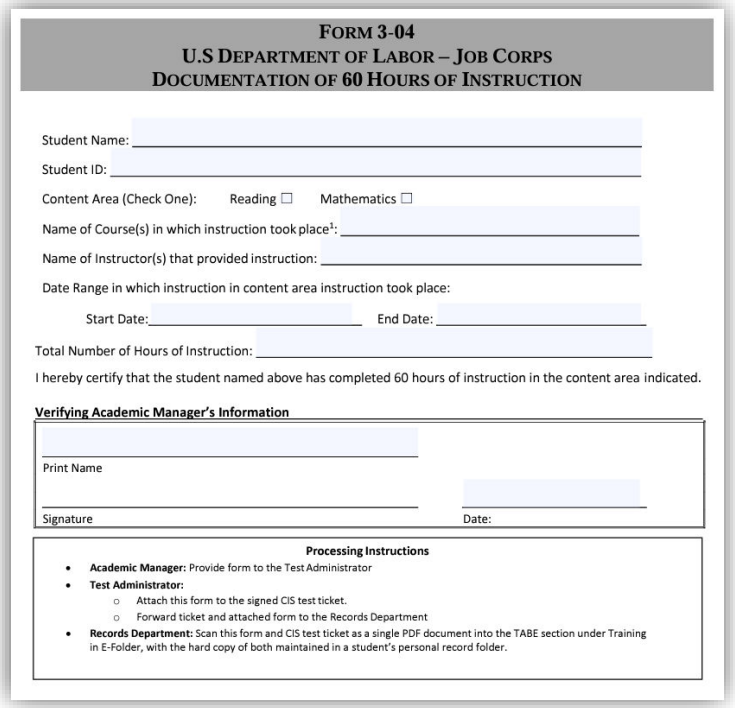
Student Signature _____ Date _____

By signing this ticket, I confirm that I have scheduled the test with these exact details in the INSIGHT testing system, I have verified by using the above photo that the student identified here is the student who is taking this test, and I have followed all requirements of the DRC testing manual and Job Corps testing policy to ensure test integrity.

Test Administrator Signature _____ Date _____

FORM 3-04

CURRENTLY WAIVED



FORM 3-04
U.S DEPARTMENT OF LABOR – JOB CORPS
DOCUMENTATION OF 60 HOURS OF INSTRUCTION

Student Name: _____

Student ID: _____

Content Area (Check One): Reading ☐ Mathematics ☐

Name of Course(s) in which instruction took place[1]: _____

Name of Instructor(s) that provided instruction: _____

Date Range in which instruction in content area instruction took place:

Start Date: _____ End Date: _____

Total Number of Hours of Instruction: _____

I hereby certify that the student named above has completed 60 hours of instruction in the content area indicated.

Verifying Academic Manager's Information

Print Name

Signature Date:

Processing Instructions

- **Academic Manager:** Provide form to the Test Administrator
- **Test Administrator:**
  - Attach this form to the signed CIS test ticket.
  - Forward ticket and attached form to the Records Department
- **Records Department:** Scan this form and CIS test ticket as a single PDF document into the TABE section under Training in E-Folder, with the hard copy of both maintained in a student's personal record folder.

PRH 3.2 R5 HSD Basic Requirements

- **Centers must assist students in attaining their high school diploma during their enrollment**

a. Ensure that all high school programs provided to students are recognized as public, private, charter, special purpose, or other high schools by the states in which the programs are located.

b. Ensure that high school diploma programs provided to students are accepted by all colleges and universities, all branches of the military, employers, apprenticeships, and technical training programs.

c. Meet HSD program of study requirements as outlined in Appendix 306, Job Corps High School Diploma (HSD) Program of Study.

PRH CN 24-03

d. Not require students to pay any high school program fees.

e. Assess students with disabilities who may need special education services and provide those services accordingly.

Number of Credits	Subject	Notes
4	English Language Arts	
3	Mathematics	1 credit from Algebra I; 1 from Geometry
3	Social Studies	1 credit from American History; ½ from Civics/Government
3	Science	1 credit from a laboratory course
9	Elective Credits	Up to 2 CTT completion credits may be used. One elective credit for each CTT completion; Center-based activities and life experiences cannot be used for credit.

Total: 22 HSD credits

*Passed HSE exams and previous high school passed courses may be used for credit.

**All coursework must be aligned to the state's Common Core State Standards, and Science courses must be aligned to the Next Generation Science Standards.

PRH 3.2 R5 HSD Basic Requirements

HSD/HSE SUMMARY STATUS REPORT

The Student HSD/HSE Summary window allows staff to record a student's highest grade, whether a high school diploma was obtained prior to Job Corps enrollment, the Program Name/Test Type, and the HSD/HSE status.

The following possible Status combinations entered in the individual screens will result in a status of Enrolled in Both HSD and HSE Programs - Not Complete on the Student HSD/HSE Summary screen:

	Student High School Program screen	Student HSE Test Information screen
1	Enrolled in HSD Program	Enrolled in HSE Preparation Program
2	Enrolled in HSD Program - Not Complete	Enrolled in HSE Preparation Program
3	Enrolled in HSD Program	Enrolled in HSE - Incomplete/No Test Taken
4	Enrolled in HSD Program - Not Complete	Enrolled in HSE - Incomplete/No Test Taken

Use Comments to Detail HSD/HSE Plans

HSD/HSE SUMMARY STATUS REPORT

Student ID	Age	Highest Grade Prior to Enrollment	LOS	HSD/HSE Status	Program Name/ Test Type	Attainment Date	Issuing State
	18	9	115	Eligible but Not Enrolled			
	18	12	4	HSD or HSE Attained Elsewhere			
	19	11	480	HSD Graduate	Citizens Online High School	02/18/2026	Florida
	18	10	11	Eligible but Not Enrolled			
	23	12	4	HSD or HSE Attained Elsewhere			
	24	12	46	HSD or HSE Attained Elsewhere			
	17	8	185	Enrolled in HSD program - Not Complete	Citizens Online High School		
	18	10	459	Enrolled in HSD program - Not Complete	Citizens Online High School		
	20	12	88	HSD or HSE Attained Elsewhere			
	19	10	228	Enrolled in HSD program - Not Complete	Citizens Online High School		
	17	9	88	Eligible but Not Enrolled			
	20	11	179	HSD or HSE Attained Elsewhere			
	24	12	214	HSD or HSE Attained Elsewhere			
	19	10	179	Enrolled in HSD program - Not Complete	Citizens Online High School		
	18	12	39	HSD or HSE Attained Elsewhere			
	18	10	185	Enrolled in HSD program - Not Complete	Citizens Online High School		
	22	12	46	HSD or HSE Attained Elsewhere			
	20	9	95	Eligible but Not Enrolled			
	24	12	444	HSD or HSE Attained Elsewhere			
	19	12	53	HSD or HSE Attained Elsewhere			

Totals

Eligible but Not Enrolled: 59
Enrolled in both HSD and HSE programs - Not Complete: 0
Enrolled in HSD program - Not Complete: 14
HSD Program Completed - Not Graduated: 0
Enrolled in HSE preparation program - Not Complete: 0
Failed HSE Test: 0
HSD Graduate: 4
HSD or HSE Attained Elsewhere: 74
HSE Certificate Awarded: 0
Ineligible for HSE or HSD program: 0

Monitor those eligible but not enrolled

PRH 3.2 R6 - HSE Preparation and Testing

Centers must implement programs to support student attainment of HSE certification as required by the states in which the centers are located.

- Centers must provide instruction in content areas necessary for students to pass state-designated high school equivalency assessments and achieve state HSE
- Establish linkages with local HSE test sites to provide regularly scheduled testing dates.
- Ensure high school equivalency tests taken at test sites on the center be administered by a third-party test administrator
- Pay all fees associated with student HSE testing and certification.

PRH 3.2 R6 - HSE Preparation and Testing

STATE HSE OPTIONS

- High School Equivalency (HSE) testing, commonly the GED or HiSET, is available in all 50 states for individuals who did not finish high school. States set their own requirements for age, residency, and testing fees.
- Testing options include in-person, paper-based (limited), and online exams, often with free prep classes available locally.
- GED: Consists of 4 subtests (Math, Science, Social Studies, and Reasoning Through Language Arts). It is primarily computer-based.
- HiSET: Consists of 5 subtests (separates Reading and Writing). It is the only vendor that still offers paper-and-pencil testing at select centers in some states.

CareerOneStop

State Options - Official State HSE Resource List

JCRL Reports (HSD/HSE) Analytics

MP0-35

05/20/26 19:59 — MONTHLY CENTER SUMMARY REPORT (MPO35) — Page 128 of 128

AS OF: 4/30/2026

NATIONAL SUMMARY

	Current Month								Program Year To Date											
	Graduates		Former		Uncommitted		Total		Graduates		Former		Uncommitted		Total		Region Grad	Region Total	National Grad	National Total
	# M	# F	# M	# F	# M	# F	#	%	# M	# F	# M	# F	# M	# F	#	%				
Separation																				
0 - 29 Calendar Days	---	---	---	---	38.5	40.2	430	17.8	---	---	---	---	34.3	41.5	2188	11.8			---	11.8
30 - 59 Calendar Days	---	---	---	---	31.9	41.2	387	16.0	---	---	---	---	26.7	32.0	1695	9.1			---	9.1
60 - 89 Calendar Days	1.1	2.4	29.1	35.9	6.3	5.2	234	9.7	0.4	0.6	19.7	23.7	6.6	5.5	1201	6.5			0.5	6.5
90 - 209 Calendar Days	10.5	17.0	57.5	52.5	15.6	11.6	534	22.1	9.4	13.9	50.1	49.6	15.5	12.0	3687	19.9			11.1	19.9
210+ Calendar Days	88.4	80.6	13.4	11.6	7.6	1.8	833	34.4	90.2	85.5	30.2	26.7	16.9	9.1	9762	52.7			88.4	52.7
Total Separations	535	294	292	198	711	388	2418	100.0	5554	3320	2249	1458	3922	2030	18533	100.0			8874	18533
Avg. Calendar Days (Mo.)	16.2	14.6	5.0	4.6	2.7	1.8	7.4		14.9	13.5	6.1	5.6	3.5	2.4	9.1				14.3	9.1
Exit Category																				
Orderly Completion	80.0	81.0	0.3	0.0	0.0	0.0	667	27.6	79.2	78.3	0.3	0.6	0.0	0.0	7012	37.8			78.8	37.8
Resigned	1.7	1.7	15.8	20.2	14.8	14.7	262	10.8	2.7	3.5	14.5	17.4	11.9	15.5	1626	8.8			3.0	8.8
Maximum Benefits	0.0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2	0.0			0.0	0.0
Missing Minor	0.0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0	0.0			0.0	0.0
Unauthorized Absence	7.9	6.8	37.7	40.9	15.2	27.3	467	19.3	8.7	8.3	29.4	32.8	13.3	20.7	2838	15.3			8.6	15.3
Discipline Total (All 05 ' s)	3.6	2.7	20.2	12.1	63.6	50.5	758	31.3	3.0	2.5	16.7	9.8	63.9	49.0	4269	23.0			2.8	23.0
Violence (05.1A)	---	---	---	---	32.3	29.4	344	14.2	---	---	---	---	31.8	27.3	1801	9.7			---	9.7
Drugs (05.2A)	---	---	---	---	14.9	11.3	150	6.2	---	---	---	---	14.9	11.9	827	4.5			---	4.5
Drugs (05.2B)	---	---	---	---	9.8	4.4	87	3.6	---	---	---	---	14.2	8.1	721	3.9			---	3.9
Alcohol (05.3C)	---	---	---	---	2.0	1.8	21	0.9	---	---	---	---	2.7	2.1	149	0.8			---	0.8
Medical	1.3	0.7	6.5	5.6	2.1	2.6	64	2.6	1.4	2.3	15.3	19.5	5.5	8.8	1180	6.4			1.8	6.4
Parental Consent	0.2	0.7	2.4	2.5	2.0	1.0	33	1.4	0.4	0.6	1.9	1.9	2.2	2.7	252	1.4			0.5	1.4
Fraud Enrollment	0.0	0.0	0.3	0.0	0.3	0.3	4	0.2	0.0	0.0	0.2	0.0	0.4	0.3	26	0.1			0.0	0.1
Other	5.4	6.5	16.8	18.7	2.1	3.6	163	6.7	4.6	4.5	21.7	18.0	2.8	3.1	1328	7.2			4.5	7.2
Attainments																				
Init Read TABE < 5	74.0	75.2	86.3	86.4	75.7	72.7	1860	72.4	69.4	69.4	73.8	75.7	68.1	62.9	12869	65.2			69.4	69.4
No Read TABE F/U Init < 5	1.8	0.9	23.0	26.3	59.5	67.0	621	33.4	11.3	12.1	34.9	38.0	65.3	74.2	4401	34.2			11.6	34.2
Attained Lit Gain (OMS)	69.7	65.2	32.2	29.3	15.9	8.7	664	35.6	61.9	59.6	27.7	26.1	15.8	11.0	5708	39.2			61.1	39.2
Init Math TABE < 5	92.9	95.9	96.6	97.0	82.0	78.1	2139	83.2	85.5	87.6	85.5	87.9	75.6	70.1	15253	77.3			86.3	82.3
No Math TABE F/U Init < 5	3.0	1.4	24.5	28.6	58.5	66.3	685	32.0	11.5	13.8	36.0	39.9	65.4	74.8	5154	33.8			12.4	33.8
Attained Num Gain (OMS)	67.6	66.2	25.4	30.3	15.8	9.2	778	36.2	61.0	57.2	25.5	25.6	15.8	10.6	6772	39.2			59.6	39.2
Attained Lit &/Or Num Gain	48.9	49.3	32.5	36.1	18.9	12.6	666	33.7	62.1	59.6	35.0	34.2	20.3	15.7	6388	44.4			61.1	44.4
Total Lit/Num Pool	497	284	286	194	470	246	1977	100.0	4670	2840	1891	1269	2508	1214	14392	100.0			7510	14392
HSE/HS Diploma At Entry	46.7	49.3	52.1	53.5	41.1	43.8	1115	43.4	49.2	48.6	50.4	51.0	39.1	44.5	8664	43.9			49.0	46.7
Obtained HSE/HS Diploma	90.2	92.6	---	---	8.1	2.8	435	33.4	92.5	93.6	---	---	11.7	9.2	4587	46.5			92.9	46.5
Obtained HSE	16.8	11.4	---	---	2.9	0.0	77	5.9	19.5	14.0	---	---	3.1	1.8	885	9.0			17.5	9.0
Obtained HS Diploma	73.3	81.2	---	---	5.3	2.8	358	27.5	72.9	79.6	---	---	8.5	7.5	3702	37.5			75.4	37.5
CTT Completion	91.2	93.5	---	---	4.8	1.3	802	31.2	90.3	90.4	---	---	7.7	5.1	8425	42.7			90.4	45.5
CTT Comp & HSE/HSD	73.7	79.9	---	---	3.1	0.0	342	26.2	73.4	75.0	---	---	4.2	3.6	3490	35.4			74.0	35.4
CTT Comp &/Or HSE/HSD	100.0	100.0	---	---	7.7	2.8	895	34.8	100.0	100.0	---	---	12.2	8.3	9522	48.2			100.0	51.4
Initial Placement Data																				
Placed	63.2	63.5	0.0	0.0	---	---	683	63.3	74.6	70.9	0.0	0.0	---	---	8624	73.2			73.20	73.2
Placed in Job	55.7	54.9	0.0	0.0	---	---	598	55.4	65.9	61.3	0.0	0.0	---	---	7557	64.2			64.20	64.2
Placed in Military	2.2	1.7	0.0	0.0	---	---	22	2.0	2.8	0.9	0.0	0.0	---	---	247	2.1			2.10	2.1
Avg Wage of Placed	18.46	17.09	0.00	0.00	---	---	17.95		18.07	17.00	0.00	0.00	---	---	17.69				17.69	17.69
JTM	61.5	65.5	0.0	0.0	---	---	354	63.0	62.6	60.8	0.0	0.0	---	---	4407	62.0			62.00	62.0
Placed in Edu Or Edu Comb	5.2	6.9	0.0	0.0	---	---	63	5.8	5.9	8.8	0.0	0.0	---	---	820	7.0			7.00	7.0
678 Form Missing	8.0	8.6	0.0	0.0	---	---	89	8.2	6.3	7.7	0.0	0.0	---	---	805	6.8			6.80	6.8
Total Placement Pool	671	408	0	0	---	---	1079	100.0	7364	4410	0	0	---	---	11774	100.0			11774	11774

MSO-20

04/17/26 14:48 — EDUCATION REPORT BY CENTER (MSO20) — Page 127 of 127

SEPARATIONS: 7/1/2025 - 3/31/2026

NATIONAL TOTALS

		Academic Achievement						HSE and HSD Status									
		Reading			Math				HSE Status					HSD Status		HSE/HSD Status	
											Passed HSE			Attained HSD		Attained HSE/HSD	
	Total Seps	Avg Entry EFL	% Below EFL 5	Pct Attain EFL 5	Avg Entry EFL	% Below EFL 5	% Attain EFL 5	Pool for HSE/HSD	Took HSE Test	% of Pool	#	% of Tested	% of Pool	#	% of Pool	#	% of Pool
	0	0.0	0.0	0.0	0.0	0.0	0.0	0	0	0.0	0	0.0	0.0	0	0.0	0	0.0
	0	0.0	0.0	0.0	0.0	0.0	0.0	0	0	0.0	0	0.0	0.0	0	0.0	0	0.0
Totals	16,117	2.8	81.9	13.5	2.3	97.1	8.7	8,433	808	9.6	808	100.0	9.6	3,341	39.6	4,149	49.2
Gender																	
Male	10,187	2.8	82.0	13.3	2.3	96.7	9.4	5,396	565	10.5	565	100.0	10.5	2,026	37.5	2,591	48.0
Female	5,930	2.8	81.8	13.9	2.2	97.7	7.7	3,037	243	8.0	243	100.0	8.0	1,315	43.3	1,558	51.3
Residency																	
Residential	13,210	2.8	82.0	13.3	2.3	97.0	8.6	7,162	697	9.7	697	100.0	9.7	2,829	39.5	3,526	49.2
Non-Residential	2,907	2.8	81.7	14.7	2.2	97.5	9.2	1,271	111	8.7	111	100.0	8.7	512	40.3	623	49.0
Age																	
Under 17	1,884	2.5	90.8	15.5	2.1	98.4	10.8	1,836	154	8.4	154	100.0	8.4	764	41.6	918	50.0
17	2,286	2.6	87.5	12.2	2.2	97.8	7.7	2,052	181	8.8	181	100.0	8.8	795	38.7	976	47.6
18 - 19	5,698	2.8	82.9	13.4	2.3	97.2	8.1	2,637	267	10.1	267	100.0	10.1	1,021	38.7	1,288	48.8
20 - 21	3,353	3.0	77.7	12.5	2.3	96.7	8.8	1,063	111	10.4	111	100.0	10.4	427	40.2	538	50.6
22+	2,896	3.0	74.9	14.8	2.3	95.8	9.5	845	95	11.2	95	100.0	11.2	334	39.5	429	50.8
Paid Days																	
0 - 29 Days	2,195	1.8	92.1	0.0	1.4	99.3	0.0	1,187	0	0.0	0	0.0	0.0	0	0.0	0	0.0
30 - 59 Days	1,328	2.9	87.7	0.7	2.3	98.2	0.3	731	4	0.5	4	100.0	0.5	7	1.0	11	1.5
60 - 89 Days	973	2.7	86.4	6.3	2.2	97.4	1.3	561	10	1.8	10	100.0	1.8	45	8.0	55	9.8
90 - 209 Days	3,112	2.8	81.0	8.4	2.2	96.5	4.0	1,667	140	8.4	140	100.0	8.4	485	29.1	625	37.5
210+ Days	8,509	3.1	78.3	22.7	2.5	96.5	15.0	4,287	654	15.3	654	100.0	15.3	2,804	65.4	3,458	80.7
Race/Ethnicity																	
White	4,719	3.1	74.6	16.4	2.5	95.2	9.8	2,533	391	15.4	391	100.0	15.4	791	31.2	1,182	46.7
Black or African American	7,732	2.6	86.0	9.3	2.1	98.0	5.9	3,915	213	5.4	213	100.0	5.4	1,748	44.6	1,961	50.1
American Indian or Alaska Native	845	2.8	86.4	15.9	2.2	98.6	7.3	505	75	14.9	75	100.0	14.9	149	29.5	224	44.4
Native Hawaiian or Pacific Islander	214	2.6	89.3	8.4	2.3	99.1	5.2	108	6	5.6	6	100.0	5.6	50	46.3	56	51.9
Asian	192	3.0	74.0	9.9	2.6	91.7	12.5	67	10	14.9	10	100.0	14.9	28	41.8	38	56.7
Black/African American & Native Hawaiian/Pacislander	89	2.8	82.0	12.3	2.2	100.0	12.4	44	4	9.1	4	100.0	9.1	30	68.2	34	77.3

	TABE Administration									
	Reading					Math				
	Entry Tests	No Entry Tests	Initial < 5 EFL	Subq. Test Taken	Attain 5+ EFL in Subq.	Entry Tests	No Entry Tests	Initial < 5 EFL	Subq. Test Taken	Attain 5 EFL in Subq.
Number	13,917	2,200	11,007	7,071	1,787	13,588	2,529	13,116	8,419	1,368
Percent of Separations	86.3	13.7	68.3	64.2	25.3	84.3	15.7	81.4	64.2	16.2

R7. Concurrent HSD/HSE Programs

Concurrent HSD/HSE Programs - defined as students simultaneously enrolled in Job Corps and enrolled in a local HSD or HSE-preparation program.

- Centers are encouraged to develop concurrent HSD/HSE and/or program opportunities through local or public educational agencies, private educational agencies, or online/virtual learning programs
- Centers pursuing concurrent HSD/HSE arrangements will submit the MOU and/or contract, as applicable, and the HSD and/or HSE provider's test integrity procedures to the Regional Director for an HSD Package Completeness Check and endorsement to submit to the National Office for a Comprehensive HSD Program Review and approval, including:
  - Documented evidence of meeting required minimum HSD program of study (see Appendix 306)
  - Detailed plan for ongoing program quality monitoring (see Appendix 302)

Concurrent arrangements must ensure that both programs are not paying for the same services provided to Job Corps students.

Impact of CTT One-Way Students

ENROLLMENT IMPACT

WITHDRAWAL IMPACT

If a student exits CTT One Way prior to completion, their HSD/HSE status reverts to "Eligible but Not Enrolled"

- They are no longer exempt from TABE follow-up
- Are included in HSD/HSE pools and credits
- Are eligible for Combo allowance upon completion of HSD/HSE on center

- CTT One-Way students who complete their Local HSD Program prior to separation will be categorized as 'HSD Enrolled Elsewhere.'
  - Their diploma date will be entered in CIS and uploaded to CIS – No Credit

Understand the Penalty for incomplete CTT

R8. Online HSD Program Requirements

Centers will submit the MOUs or contracts, as applicable, for HSD online providers and providers' test integrity standard operating procedures to the Regional Office for review.

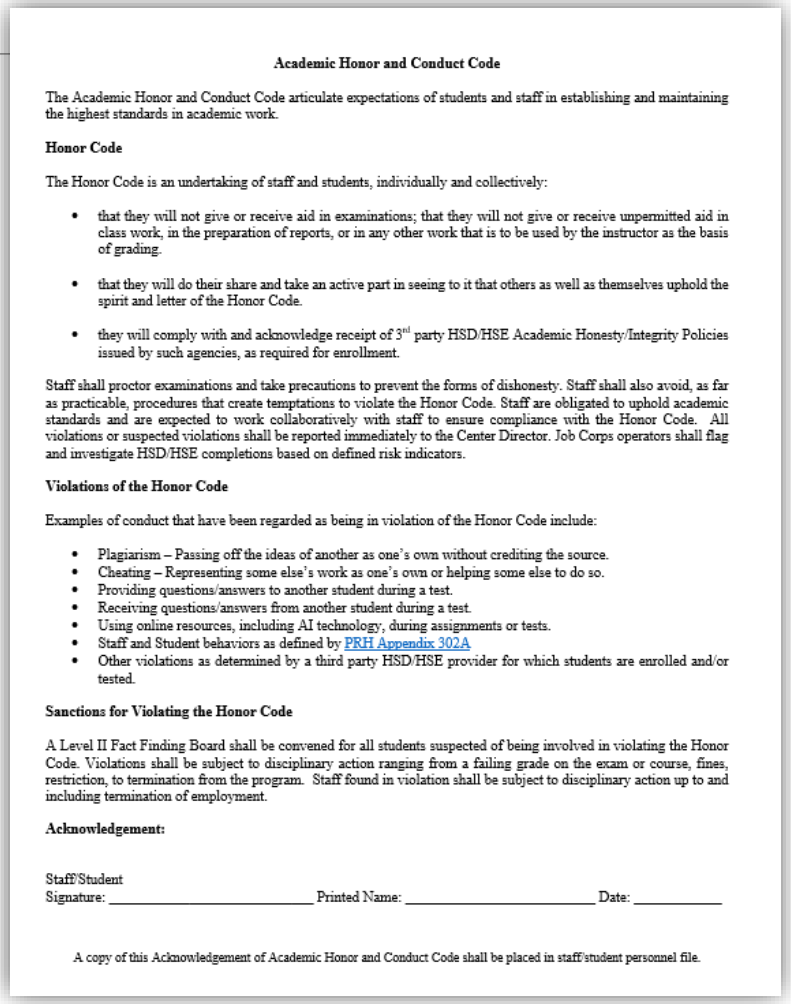
- Centers are encouraged to develop concurrent HSD/HSE and/or program opportunities through local or public educational agencies, private educational agencies, or online/virtual learning programs
- Centers pursuing concurrent HSD/HSE arrangements will submit the MOU and/or contract, as applicable, and the HSD and/or HSE provider's test integrity procedures to the Regional Director for an HSD Package Completeness Check and endorsement to submit to the National Office for a Comprehensive HSD Program Review and approval, including:
  - Documented evidence of meeting required minimum HSD program of study (see Appendix 306)
  - Detailed plan for ongoing program quality monitoring (see Appendix 302)

HSD/HSE Program Integrity (SOP 5.1-T)

PRH 3.2 R9 requires centers to develop, comply with, and submit annually to their Regional Offices for approval Standard Operating Procedures (SOPs) that establish basic cheating prevention controls for students and staff. At a minimum, the SOPs must include:

- Communication procedures to ensure students and staff understand:
  - Job Corps' definition and examples of cheating and plagiarism found in Appendix 302a
  - Process for handling and actions taken for cheating infractions
- An academic honor and conduct code signed by students and staff

Centers prohibit the use of cell phones in HSD/HSE Classrooms and TABE Testing Rooms



Academic Honor and Conduct Code

The Academic Honor and Conduct Code articulate expectations of students and staff in establishing and maintaining the highest standards in academic work.

Honor Code

The Honor Code is an undertaking of staff and students, individually and collectively:

- that they will not give or receive aid in examinations; that they will not give or receive unpermitted aid in class work, in the preparation of reports, or in any other work that is to be used by the instructor as the basis of grading.
- that they will do their share and take an active part in seeing to it that others as well as themselves uphold the spirit and letter of the Honor Code.
- they will comply with and acknowledge receipt of 3rd party HSD/HSE Academic Honesty/Integrity Policies issued by such agencies, as required for enrollment.

Staff shall proctor examinations and take precautions to prevent the forms of dishonesty. Staff shall also avoid, as far as practicable, procedures that create temptations to violate the Honor Code. Staff are obligated to uphold academic standards and are expected to work collaboratively with staff to ensure compliance with the Honor Code. All violations or suspected violations shall be reported immediately to the Center Director. Job Corps operators shall flag and investigate HSD/HSE completions based on defined risk indicators.

Violations of the Honor Code

Examples of conduct that have been regarded as being in violation of the Honor Code include:

- Plagiarism – Passing off the ideas of another as one's own without crediting the source.
- Cheating – Representing some else's work as one's own or helping some else to do so.
- Providing questions/answers to another student during a test.
- Receiving questions/answers from another student during a test.
- Using online resources, including AI technology, during assignments or tests.
- Staff and Student behaviors as defined by PRH Appendix 302A
- Other violations as determined by a third party HSD/HSE provider for which students are enrolled and/or tested.

Sanctions for Violating the Honor Code

A Level II Fact Finding Board shall be convened for all students suspected of being involved in violating the Honor Code. Violations shall be subject to disciplinary action ranging from a failing grade on the exam or course, fines, restriction, to termination from the program. Staff found in violation shall be subject to disciplinary action up to and including termination of employment.

Acknowledgement:

Staff/Student
Signature: _____ Printed Name: _____ Date: _____

A copy of this Acknowledgement of Academic Honor and Conduct Code shall be placed in staff/student personnel file.

Online HSD Programs

ON-LINE CREDENTIALS

High School Diploma Provider Certificate

The National Office of Job Corps certifies that the

Montgomery Job Corps

Partnership with

Citizens Online High School

has fulfilled the concurrent HSD program requirements as outlined in the Policy and Requirements Handbook, valid through **June 30, 2030.**

Operator Name: Education Training and Resources
Region: 03: Atlanta
Accreditation Status: Annually monitored by Region and Operator

6/27/2025
Date

Division of Education Services
Academic Support Services

CERTIFICATION REQUIREMENT

- Meet Minimum Program of Student Credits (22 Credits) and 60 points or higher
- In additional to Regional Accreditation, online programs must be accredited through the Distance Education Accrediting Commission
- Alignment with PRH
  - Appendix 302, Guidelines for the Ongoing Quality Monitoring of Job Corps High School Diploma (HSD) Programs.
  - Appendix 305, Job Corps High School Diploma Program Partnership Requirements
  - Appendix 306, Job Corps High School Diploma (HSD) Program of Study

Report Cards

- Job Corps' performance management system is comprised of Outcome Measurement System (OMS) Report Cards, each of which is designed to reflect results in a specific area of student services and represents a discrete pool of students.
- The system is designed with intentional overlap of performance metrics across multiple Report Cards to represent a comprehensive picture of performance throughout all phases of students' Job Corps experience.
- This overlap encourages collaboration across service areas, to meet clearly defined program goals.
- The **Report Cards** are:
  - **Outreach and Admissions Report Card (OA)**
  - **Direct Center Services Report Card (DCS)**
  - **Career Transition Services Report Card (CTS)**
  - **Career Technical Training Report Card (CTT)**
  - **Academic Report Card (ARC)**

We will focus on the

DCS and ARC Report Cards

DCS Report Card

PY 2025 DIRECT CENTER SERVICES (DCS) REPORT CARD			
Measure	**Definition**	**Goal**	**Weight**
RETENTION (5%)			
90-Day Retention Rate	Number of students that stay for 90 days Number of students that had the opportunity to be in Job Corps for 90 days during the reporting period	80%	2.0%
180-Day Retention Rate	Number of students that stay for 180 days Number of students that stayed 90 days and had the opportunity to be in Job Corps for 180 days during the reporting period, excluding those who attained an HSD/HSE and/or CTT prior to the 180th day	85%	3.0%
CREDENTIAL ATTAINMENT (75%)			
HSD/HSE Attainment Rate*	Number of students who attained either an HSD or HSE in the reporting period Of those without an HSD/HSE at entry: the number who attained one while at Job Corps during the reporting period plus the number who exited in the reporting period without attaining an HSD/HSE	65%	25%
Career Technical Training (CTT) Completion Rate	Number of students who attained their first CTT program in the reporting period Number of students who completed their first CTT program during the reporting period plus the number who exited in the reporting period without completing a CTT program	65%	25%
Combination HSD/HSE and CTT Attainment Rate*	Number of students who attained an HSD/HSE AND who completed their first CTT program, with the most recent of these attainments occurring in the reporting period Of those without an HSD/HSE at entry: the number of students who attained an HSD/HSE AND who completed their first CTT program, with the most recent attainment occurring during the reporting period, PLUS the number of students who exited in the reporting period without attaining both an HSD/HSE and CTT	50%	5%

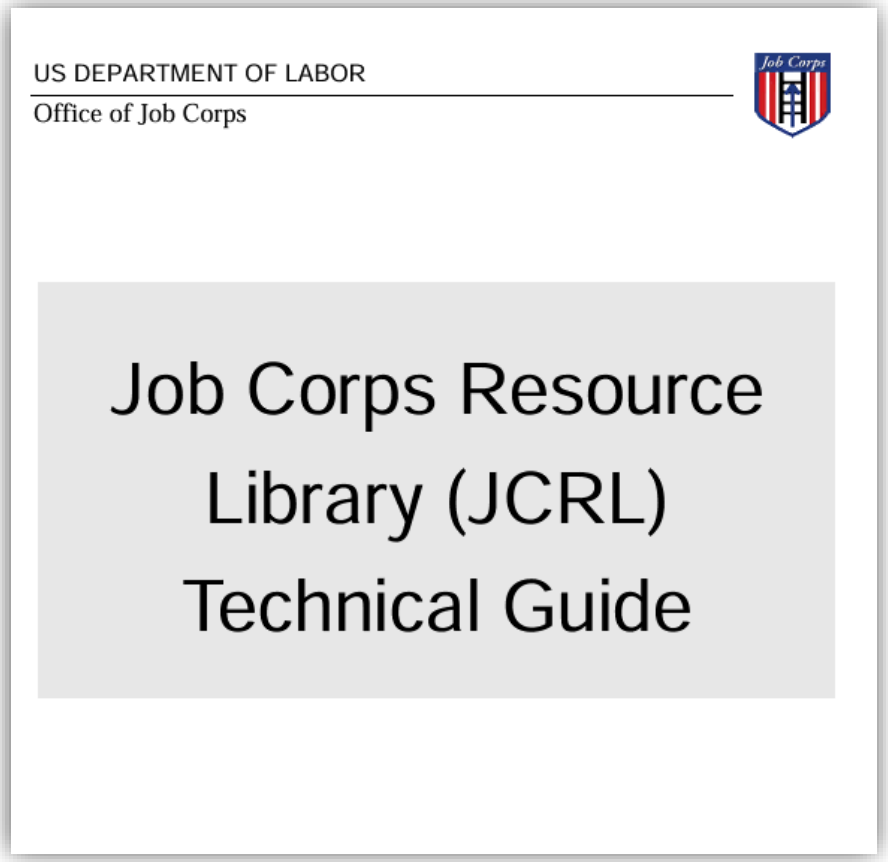
PY 2025 DIRECT CENTER SERVICES (DCS) REPORT CARD			
Measure	**Definition**	**Goal**	**Weight**
CTT Primary IRC Attainment Rate	Number of CTT students who attained their first approved Primary industry-recognized credential or completed an NTC program in the reporting period Number of students assigned to a CTT program who completed their first Primary IRC during the reporting period plus the number assigned to a CTT program who exited in the reporting period without completing a Primary IRC	90%	20%
MEASURABLE SKILL GAINS (20%)			
Literacy Gain Rate*	Number of students who made their first gain of 1 EFL or higher on a valid subsequent TABE reading test during the reporting period Number of students who a) scored EFL 4 or below on the initial TABE reading test and attained their first gain of 1 EFL or higher on a subsequent follow up test during the reporting period, PLUS b) students who did not take a valid initial reading test during the first 21 calendar days on center during the reporting period PLUS c) students who exited in the reporting period, scored EFL 4 or below on the initial TABE reading test and did not attain a gain of 1 EFL or higher on a subsequent follow up test	65%	5%
Numeracy Gain Rate*	Number of students who made their first gain of 1 EFL or higher on a valid subsequent TABE math test during the reporting period Number of students who a) scored EFL 4 or below on the initial TABE math test and attained their first gain of 1 EFL or higher on a subsequent follow up test during the reporting period, PLUS b) students who did not take a valid initial math test during the first 21 calendar days on center in the reporting period, PLUS c) students who exited in the reporting period, scored EFL 4 or below on the initial TABE math test and did not attain a gain of 1 EFL or higher on a subsequent follow up test	65%	5%
Off-Center Work-Based Learning Rate	Number of students who participated in their first Meaningful2 Off-Center Work-based learning (WBL) during the reporting period Number of students enrolled in a CTT program that participated in their first Meaningful Off-Center WBL activity during the reporting period PLUS the number of students enrolled in a CTT program who separated during the reporting period without participating in a meaningful Off-Center WBL activity	35%	10%
*Has Model-based Goal			100%

Job Corps Resource Library

The Job Corps Resource Library (JCRL) is a web-based application that provides access to date-based reports distributed by Job Corps.

Reports are displayed in an Adobe Acrobat window or an Excel spreadsheet where you can save and print them, if you choose.

The technical guide outlines the basic functionality of JCRL and guides you through the available menus.



Job Corps Resource Library – Report Card

JCRL
Job Corps Resource Library

Placement ▾ | Outreach ▾ | MIS ▾ | CTT ▾ | ARC ▾ | Past Effectiveness ▾ | PBSC ▾ | Stud Survey ▾ | SEA ▾

Allotment Paid Report | Center Report Card (OMS10S) Supplement | Direct Center Services (DCSOMS10) | Direct Center Services (DCSOMS20) | Direct Center Services by Rank (DCSOMS-10R)

Report Period: 7/1/2025 - 4/30/2026

	Retention Measures		Credential Attainment Ratings						Measurable Skill Gain Rate					Overall
	90-Day Retention	180-Day Retention	HSD/HSE Attainment		CTT Completion	Combination HSD/HSE and CTT Attainment		CTT Primary IRC Attainment	Literacy Gain		Numeracy Gain		Off Center Work-Based Learning	
CENTER NAME/CODE	Rate	Rate	Rating	Goal	Rate	Rate	Goal	Rate	Rate	Goal	Rate	Goal	Rate	Rating
National Goal	**80.0%**	**85.0%**	**Model Based**		**65.0%**	**Model Based**		**90.0%**	**Model Based**		**Model Based**		**35.0%**	**100.0%**
National Average	70.7%	65.3%	45.1%	65.0%	43.5%	35.2%	50.2%	75.5%	40.5%	65.0%	40.3%	65.0%	36.9%	
Pool/Credit	14207 / 10047	7801 / 5092	8776 / 3961		17136 / 7452	9252 / 3253		12355 / 9333	13641 / 5521		16221 / 6535		14672 / 5421	**75.2%**
	88.4%	76.8%	69.4%		66.9%	70.1%		83.9%	62.3%		62.0%		105.4%	

Report Period: 5/1/2025 - 4/30/2026

	Retention Measures		Credential Attainment Ratings						Measurable Skill Gain Rate					Overall
	90-Day Retention	180-Day Retention	HSD/HSE Attainment		CTT Completion	Combination HSD/HSE and CTT Attainment		CTT Primary IRC Attainment	Literacy Gain		Numeracy Gain		Off Center Work-Based Learning	
CENTER NAME/CODE	Rate	Rate	Rating	Goal	Rate	Rate	Goal	Rate	Rate	Goal	Rate	Goal	Rate	Rating
National Goal	**80.0%**	**85.0%**	**Model Based**		**65.0%**	**Model Based**		**90.0%**	**Model Based**		**Model Based**		**35.0%**	**100.0%**
National Average	71.9%	68.1%	48.3%	65.0%	50.0%	38.4%	50.2%	75.3%	37.8%	65.0%	37.1%	65.0%	35.8%	
Pool/Credit	19530 / 14046	10887 / 7416	12694 / 6125		25590 / 12787	13138 / 5039		17334 / 13052	19031 / 7188		22866 / 8491		20708 / 7413	**78.6%**
	89.9%	80.1%	74.3%		76.9%	76.5%		83.7%	58.1%		57.1%		102.3%	

PYD declines in Retention, HSD/HSE, CTT Completion and Combo

Improvement in PIC, Measurable Skills and WBL

Compare with your Center

JCRL – DCSOMS-20

		Retention Measures				Credential Attainment Ratings								Measurable Skill Gain Rating					
		90-Day Retention Rate		180-Day Retention Rate		HSD/HSE Attainment		CTT Completion Rate		Combination HSD/HSE and CTT Attainment Rate		CTT Primary IRC Attainment Rate		Literacy Gain Rate		Numeracy Gain Rate		Off Center Work Based Learning	
Stud ID	Source	P	C	P	C	P	C	P	C	P	C	P	C	P	C	P	C	P	C
	Active					1	1			1	1								
	Separation							1	0					1	0			1	0
	Active	1	1									1	1			1	1		
	Active													1	1	1	1		
	Separation															1	0		
	Active							1	1										
	Active	1	1																
	Active							1	1										

DCSOMS-20 provides a list of pools and credits earned during the covered period.

The Report shows the last 2 months of activity for active (real-time gains) and separated students (negative gains).

Reconcile against internal recordkeeping and report variances to JCDC

Academic Report Card (ARC)

PY 2025 ACADEMIC REPORT CARD (ARC)			
Indicator	**Definition**	**Goal**	**Weight**
CREDENTIAL ATTAINMENT (25%)			
Average Days to Attain an HSD/HSE	Total days from enrollment to HSD/HSE attainment Number of separated students who attain either an HSD or HSE	---	0%
HSD/HSE Attainment Rate*	Number of students who attain either an HSD or HSE Number of separated students without an HSD or HSE at entry	65%	25%
MEASURABLE SKILLS GAINS (25%)			
Average Literacy Gains*	Sum of Educational Functioning Level (EFL) gains attained on the highest valid subsequent TABE reading test Number of students who score EFL 4 or below on the initial TABE reading test and students who do not take a valid initial reading test during the first 21 calendar days on center	0.7 EFL	12.5%
Literacy Average High EFL	Sum of Highest Reading EFLs No. of students who score EFL 4 or below on the initial TABE reading test and students who do not take a valid initial reading test during the first 21 calendar days on center	5 EFL	0%
Average Numeracy Gains*	Sum of EFL gains attained on the highest valid subsequent TABE mathematics test Number of students who score EFL 4 or below on the initial TABE mathematics test and students who do not take a valid initial mathematics test during the first 21 calendar days on center	0.7 EFL	12.5%
Numeracy Average High EFL	Sum of Highest Mathematics EFLs No. of students who score EFL 4 or below on the initial TABE mathematics test and students who do not take a valid initial mathematics test during the first 21 calendar days on center	5 EFL	0%

PY 2025 ACADEMIC REPORT CARD (ARC)			
Indicator	**Definition**	**Goal**	**Weight**
CTS PLACEMENT (50%)			
HSD/HSE Completer Placement Rate	Number of HSD/HSE completers placed in a job, the military, an education/training program, or who transferred to an approved Advanced Training program at another center Number of HSD/HSE completers whose placement records are due or received or who transferred to an approved Advanced Training program at another center	95%	25%
HSD/HSE Completer Average Hourly Wage at Placement*	Sum of hourly wages of HSD/HSE completers placed in a job or the military Number of HSD/HSE completers placed in a job or the military	$18.80	10%
HSD/HSE Completer Full-Time Quality Placement Rate	Number of HSD/HSE completers placed in an apprenticeship program, a full-time job, the military, full-time college, full-time job/college combination or a full-time post-secondary training program Number of initially placed HSD/HSE completers	90%	15%
*Model-based Goal (center level)			100%

In PY-25 the Average Numeracy Gain and High Numeracy were shifted to EFL 4 or below

Academic Report Card

Academic Report Card (AOMS-10)

Report Period: 7/1/2025 - 4/30/2026

	Credential Rating		Measurable Skill Gains Rating				CTS Placement Outcomes			Overall
	HSD/HSE		Literacy		Numeracy					
	Days to Attain	Completion	Gains	Avg High EFL	Gains	Avg High EFL	Plcmt	AvgWage	FTQualP	Rating
National Goals		65%	0.70	5	0.70	6	95%	$18.80	90%	
National Weight		25%	12.5%		12.5%		25%	10%	15%	
National Totals										
01 Online High School Diploma Program	163	67.2%	0.62 EFL	3.30 EFL	0.63 EFL	3.14 EFL	68.2%	$17.51	74.6%	
Pool / Credit		3827/2570	3449/2153	3449/11397	3791/2402	3791/11901	3147/2147		2031/1516	
Rating		103.3%	88.6%	66.0%	90.0%	52.3%	71.8%	93.1%	82.9%	87.8%
02 Local High School Diploma Partnership	244	53.1%	0.61 EFL	3.41 EFL	0.61 EFL	3.21 EFL	72.4%	$18.48	77.0%	
Pool / Credit		1063/564	919/564	919/3131	1042/636	1042/3343	732/530		505/389	
Rating		81.6%	87.1%	68.2%	87.1%	53.5%	76.2%	98.3%	85.6%	83.9%
03 Center-run High School Diploma Programs	252	61.0%	1.10 EFL	3.73 EFL	0.95 EFL	3.54 EFL	83.3%	$17.08	84.1%	
Pool / Credit		999/609	860/942	860/3205	970/922	970/3435	779/649		629/529	
Rating		93.8%	157.1%	74.6%	135.7%	59.0%	87.7%	90.9%	93.4%	105.1%
04 Other High School Diploma Programs	0	100.0%	0.71 EFL	3.97 EFL	0.64 EFL	3.75 EFL	71.9%	$19.40	86.7%	
Pool / Credit		44/44	35/25	35/139	44/28	44/165	57/41		30/26	
Rating		153.8%	101.4%	79.4%	91.4%	62.5%	75.7%	103.2%	96.3%	106.2%
05 High School Diplomas Earned from HSE Certificates	411	100.0%	0.92 EFL	4.04 EFL	0.72 EFL	3.84 EFL	57.5%	$17.92	87.5%	
Pool / Credit		32/32	25/23	25/101	32/23	32/123	40/23		16/14	
Rating		153.8%	131.4%	80.8%	102.9%	64.0%	60.5%	95.3%	95.8%	106.8%
06 High School Equivalency Exams	128	65.5%	0.69 EFL	3.73 EFL	0.62 EFL	3.51 EFL	69.5%	$17.98	79.7%	
Pool / Credit		1358/889	1055/726	1055/3936	1338/826	1338/4694	1239/861		827/659	
Rating		100.7%	98.6%	74.6%	88.6%	58.5%	73.1%	95.6%	88.5%	89.7%
07 Eligible for HSD/HSE but Not Enrolled		0.0%	0.12 EFL	2.71 EFL	0.11 EFL	2.43 EFL				
Pool / Credit		2227/0	1615/196	1615/4383	1691/192	1691/4105				
Rating		0.0%	17.1%	54.2%	15.7%	40.5%				11.5%
08 HSD/HSE Attained Elsewhere			0.73 EFL	3.75 EFL	0.71 EFL	3.70 EFL	78.3%	$18.88	83.6%	
Pool / Credit			3292/2390	3292/12342	4488/3173	4488/16593	6883/5386		4937/4128	
Rating			104.3%	75.0%	101.4%	61.7%	82.4%	100.4%	92.9%	96.9%
National Totals	178	49.3%	0.62 EFL	3.43 EFL	0.61 EFL	3.31 EFL	74.8%	$18.32	80.9%	
Pool / Credit		9550/4708	11250/7019	11250/38634	13396/8202	13396/44359	12877/9637		8975/7261	
Rating		75.8%	88.6%	68.6%	87.1%	55.2%	78.8%	97.4%	89.9%	83.8%

Overall “C” Rating PYD

On-Line HSD outpacing HSE Attainments

Measurable Skills Gains outpacing High EFL

23% of students were eligible but not enrolled

PRH Appendix 501e

Program Performance

- The primary purpose of the ARC is to account for results based on established program parameters and goals. The measures on the ARC represent key indicators of program success related to student preparation for the labor market and overall employment.
- Performance is ultimately determined based on the degree to which goals are met or exceeded, and the ability of programs to strategically and proficiently demonstrate a focus on maximizing student outcomes on a consistent basis.

Based on the ARC Report Card, Programs will receive an overall rating and will be graded on an A, B, C, C-, & D letter grading.

Programs with a C- may require an A-CIP

Programs that receive a Grade D rating are subject to heightened scrutiny to correct deficiencies that lead to poor performance.

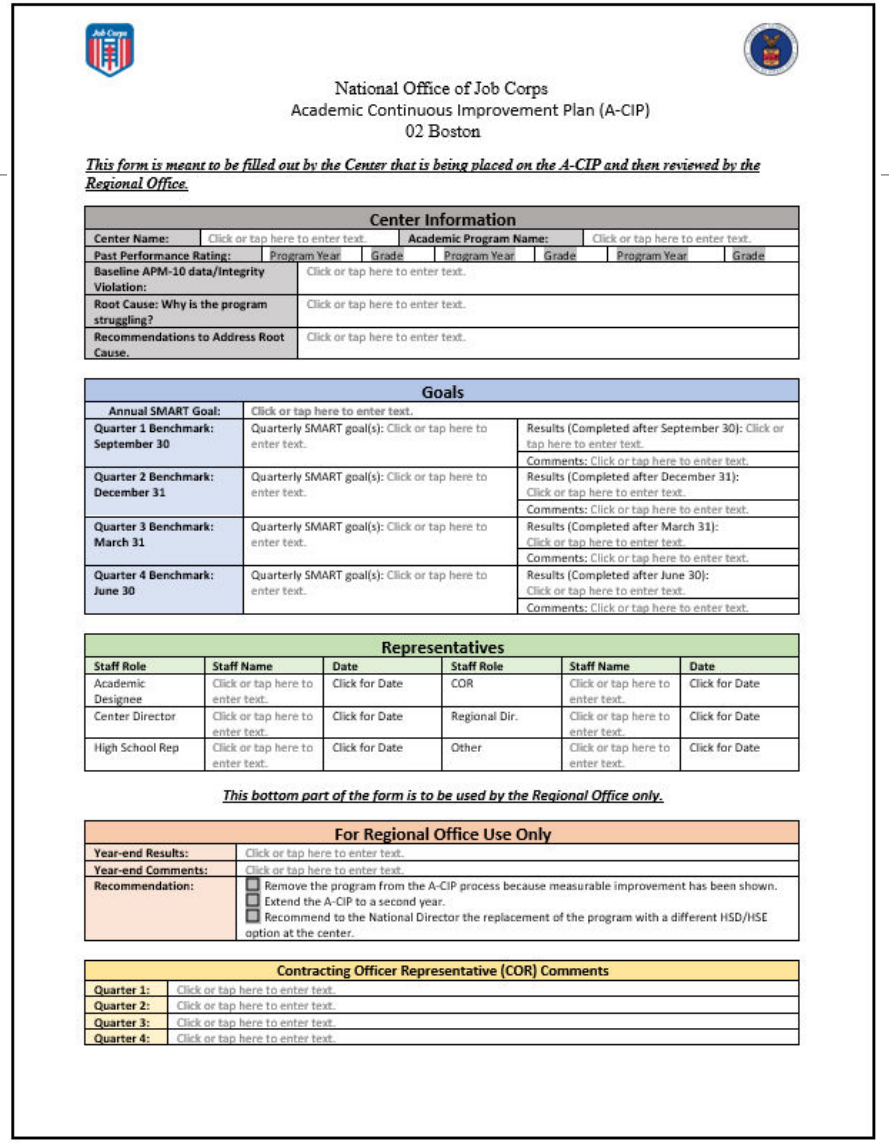
All programs that receive a D rating must adhere to the A-CIP process.

Academic CIP

ACADEMIC CIP

Job Corps Center Responsibilities

- Accurate and timely data entry into Center Information System (CIS) to ensure data integrity
- Participating, as applicable, in the Regional Office-administered and/or National Office-administered Appeals Process
- Providing staff training, monitoring performance regularly, and working with Regional Office staff, to develop, implement, and monitor A-CIPs
- Initiating organizational, operational, and other changes that help achieve long-term job retention and economic self-sufficiency for students/graduates



National Office of Job Corps
Academic Continuous Improvement Plan (A-CIP)
02 Boston

This form is meant to be filled out by the Center that is being placed on the A-CIP and then reviewed by the Regional Office.

Center Information							
Center Name:	Click or tap here to enter text.			Academic Program Name:	Click or tap here to enter text.		
Past Performance Rating:	Program Year	Grade	Program Year	Grade	Program Year	Grade	
Baseline APM-10 data/Integrity Violation:	Click or tap here to enter text.						
Root Cause: Why is the program struggling?	Click or tap here to enter text.						
Recommendations to Address Root Cause.	Click or tap here to enter text.						

Goals		
Annual SMART Goal:	Click or tap here to enter text.	
Quarter 1 Benchmark: September 30	Quarterly SMART goal(s): Click or tap here to enter text.	Results (Completed after September 30): Click or tap here to enter text. Comments: Click or tap here to enter text.
Quarter 2 Benchmark: December 31	Quarterly SMART goal(s): Click or tap here to enter text.	Results (Completed after December 31): Click or tap here to enter text. Comments: Click or tap here to enter text.
Quarter 3 Benchmark: March 31	Quarterly SMART goal(s): Click or tap here to enter text.	Results (Completed after March 31): Click or tap here to enter text. Comments: Click or tap here to enter text.
Quarter 4 Benchmark: June 30	Quarterly SMART goal(s): Click or tap here to enter text.	Results (Completed after June 30): Click or tap here to enter text. Comments: Click or tap here to enter text.

Representatives					
Staff Role	Staff Name	Date	Staff Role	Staff Name	Date
Academic Designee	Click or tap here to enter text.	Click for Date	COR	Click or tap here to enter text.	Click for Date
Center Director	Click or tap here to enter text.	Click for Date	Regional Dir.	Click or tap here to enter text.	Click for Date
High School Rep	Click or tap here to enter text.	Click for Date	Other	Click or tap here to enter text.	Click for Date

This bottom part of the form is to be used by the Regional Office only.

For Regional Office Use Only	
Year-end Results:	Click or tap here to enter text.
Year-end Comments:	Click or tap here to enter text.
Recommendation:	☐ Remove the program from the A-CIP process because measurable improvement has been shown. ☐ Extend the A-CIP to a second year. ☐ Recommend to the National Director the replacement of the program with a different HSD/HSE option at the center.

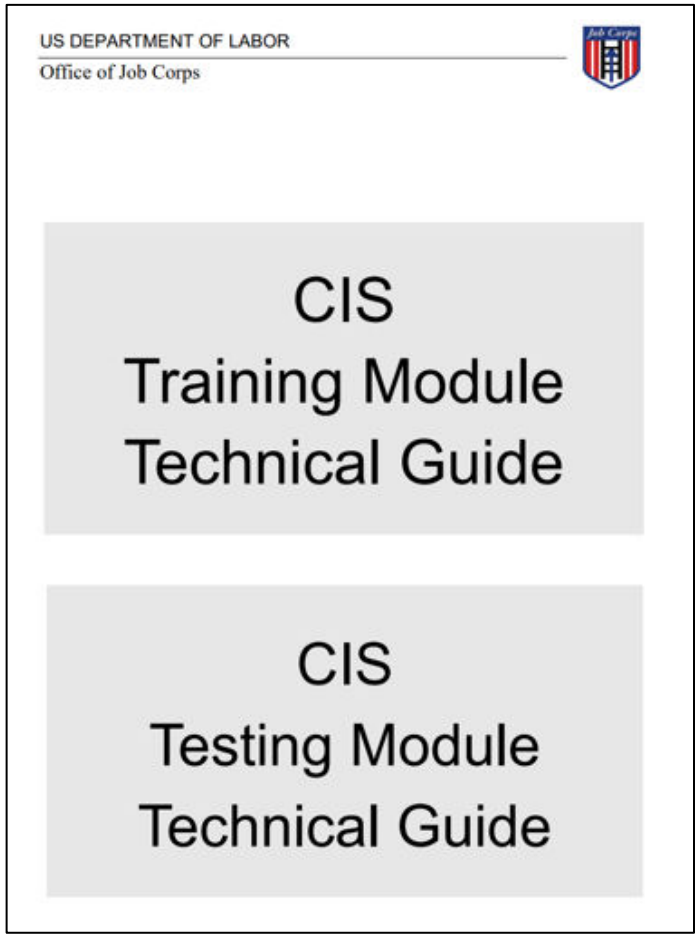
Contracting Officer Representative (COR) Comments	
Quarter 1:	Click or tap here to enter text.
Quarter 2:	Click or tap here to enter text.
Quarter 3:	Click or tap here to enter text.
Quarter 4:	Click or tap here to enter text.

Center Information System (CIS) - Training

The Center Information System (CIS) Training module enables staff to record career technical training (CTT) data, work-based learning (WBL) hours, high school equivalency (HSE) or high school diploma (HSD) status, credential attainments, and vocational information.

The CIS Testing Module allows Centers to schedule initial and follow-up testing, determine continuance of testing, enables staff to offer the test accommodations for which a student is qualified, upload students to DRC Insight, print testing rosters, and pull reports.

Access the Technical Guides in CIS (Help)



Center Information System (CIS)

Training contains submenus for Career Technical Training, Work Based Learning, E-TAR, Academic, Other, and Reports as outlined in the table below.

Academic ▷	High School Program Setup Student High School Program HSE Test Setup Student HSE Test Information Student HSD/HSE Summary Language Assessment Reports ▷

Reports ▷	HSD Detail Status Report HSE Detail Status Report HSD/HSE Summary Status Report Master Training Progress Roster Training Programs Report

The CIS **Testing** Module records test results in CIS. Available submenus include:

TABE Options ▷	Student TABE Continuance Center TABE Continuance
STS ▷	Center STS Setup Reschedule STS Test Schedule STS Test Test Accommodations

Reports ▷	GED Diagnostics Master Testing Roster Master Testing Roster by Student STS Schedule Roster STS Test Accommodations STS Test Scheduled STS Testing Ticket TABE Gain TABE Requirements TABE DRC Student Upload Test Listing

Peter Calvo, Vice President, Business Development & Compliance
Pete.Calvo@etrky.com or (540) 421-9080

Additional Training Opportunities

ETR-led series – June *(registration is hyperlinked)*

- Intro to Training Management and CTT – Thurs., 6/11, 2:00 p.m. EDT
- Intro to Work-Based Learning – Tues., 6/16, 2:00 p.m. EDT
- Data Integrity and Quality Assurance – Thurs., 6/18, 2:00 p.m. EDT

JOB CORPS
BUILDING AMERICA'S SKILLED WORKFORCE

Questions/Technical Assistance

Questions/TA

Brendan O'Hara
VP, Advocacy & External Affairs
bohara@njcaweb.org
651-336-6216

Certificate of Attendance

Stacy Green
Director, Operations
sgreen@njcaweb.org
240-286-1914

JOB CORPS
BUILDING AMERICA'S SKILLED WORKFORCE

Thank You!

A recording of the training and associated materials will be sent to all registrants and posted to the NJCA Back-to-Basics website

JOB CORPS
BUILDING AMERICA'S SKILLED WORKFORCE

JOB CORPS

BUILDING AMERICA'S **SKILLED WORKFORCE**