

May 24, 2012

<b>DIRECTIVE:</b>	<b>JOB CORPS PRH CHANGE NOTICE NO. 11- 20 AND RELATED PAG CHANGES</b>
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**TO:** ALL JOB CORPS NATIONAL OFFICE STAFF  
ALL JOB CORPS REGIONAL OFFICE STAFF  
ALL JOB CORPS CENTER DIRECTORS  
ALL JOB CORPS CENTER OPERATORS  
ALL NATIONAL TRAINING AND SUPPORT CONTRACTORS  
ALL OUTREACH, ADMISSIONS, AND CTS CONTRACTORS

**FROM:** EDNA PRIMROSE  
National Director  
Office of Job Corps

**SUBJECT:** PRH and PAG Revisions for Chapter 2, Section 2.5, Student Career Planning; Chapter 3, Section 3.1, Center Plan; Chapter 3, Section 3.11, High School Program and GED Certificate; Chapter 3, Section 3.21, Career Transition Readiness; Appendix 301, Tests of Adult Basic Education (TABE) Requirements and Instructions; and Appendix 304, Guidelines for the Accreditation of Job Corps High School Programs

1. Purpose. To update education policies in the Policy and Requirements Handbook (PRH), and related requirements in the Program Assessment Guide (PAG), with regard to high school diploma acceptability; and to specify requirements for accurate TABE results for students with documented disabilities.
2. Background. High school diplomas earned by Job Corps graduates must be acceptable to employers, post-secondary educational institutions, and the military to provide opportunities for graduates to obtain employment, and further their careers.

Currently, diplomas from some programs may not be acceptable because the states in which the high school programs are located do not recognize them. Centers must provide documentation that the state departments of education – including those in Puerto Rico and the District of Columbia – recognize the high school programs (excluding online programs) as public, private, charter, special-purpose or other schools that has the explicit authority to confer high school diplomas. Centers must also ensure that high school programs provided to students are accredited by the state in which the program is located; or by a regional accreditation organization, if the state defers to a regional accrediting body.

Also, branches of the military have varying requirements regarding the acceptability of high school diplomas from online schools. To ensure that students are aware of these requirements, and can make career plans accordingly, the Office of Job Corps requires centers to obtain the military branches' information on the acceptability of diplomas, and requires centers to share that information – in writing – with students at the time of enrollment into the high school programs. Centers must also provide additional educational opportunities for students to supplement diplomas in cases where this is necessary to meet military requirements.

Further, in order to improve accuracy in outcomes for the Tests of Adult Basic Education (TABE), the Office of Job Corps emphasizes that centers must make every effort to provide students with documented disabilities (requiring testing accommodations) the opportunity to take initial accommodated tests during their first 21 days on center. The National Office has also clarified its policy on selection of appropriate accommodations for students with visual disabilities.

3. Explanation of Changes. Highlights of PRH changes are as follows:

a. PRH Chapter 2: Career Preparation Period

Revised Chapter 2.5, Student Career Planning, by adding R2 (b.4), which requires centers to review and discuss the current requirements for the Military Entrance Processing Station (MEPS) along with each military branch's requirements for acceptable high school diplomas. The information will include any requirements by the military for additional course work that may be necessary to supplement online or other high school diploma attainment. In situations where additional course work is required, centers must provide the courses at no cost to the students.

b. PRH Chapter 3: Career Development Period

- (1) PRH Section 3.1, Center Plan, has been modified with the addition of R1. (c.5), which requires the Career Development Plan (CDP) to include written documentation of accreditation and state recognition of center high school programs, and center partnerships with local high schools (including charter schools) or school districts. This documentation must include: names of all high school programs and school districts; letters or certificates from the state department of education, in the states where the high school programs are located, affirming that the programs are recognized as schools by those states. In addition, written documentation in the CDP will include: high school accreditation information; a Memorandum of Understanding (MOU) with each partner high school; operator or center Standard Operating Procedures (SOP) outlining requirements for students to obtain high school diplomas; and sample transcripts and diplomas.
- (2) PRH Section 3.11, High School Diploma and GED Certificate, has been modified to include R1. (a), which specifies that high school programs may be accredited by a recognized regional accrediting body if the state department of education defers to a regional accreditation process.

- (3) PRH Section 3.11, High School Diploma and GED Certificate, has been modified to include R1. (b), which requires centers to 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. PRH Section 3.11, High School Diploma and GED Certificate, has been modified with the addition of R1. (c), to specify that centers shall not require students to pay for high school program fees, including fees for courses that may be required by branches of the military to supplement high school diplomas attained.
- (4) PRH Section 3.11, High School Diploma and GED Certificate, R4. (b) has been modified requiring centers to ensure that copies of high school diplomas students earned while on center, final high school transcripts, and supporting documentation on any special education services, must be included in students' permanent files.
- (5) PRH Section 3.21, Career Transition Readiness, R4. has been modified requiring centers to inform students about obtaining copies of their high school transcripts earned while on center. Centers must provide instructions (including the school's name, address, and telephone number) to students for contacting the high school to obtain his or her transcript.
- (6) Appendix 304 has been changed to specify that accreditation by specified regional accrediting bodies will be acceptable if the state defers to a regional accreditation process.

c. Revised Appendix 301 Tests of Adult Basic Education (TABE) Requirements and Instructions

The section on Provision for Students with Disabilities on Page 4 now specifies that centers must make every effort to provide initial accommodated TABE tests for students with documented disabilities (requiring testing accommodations) during these students' first 21 days on center.

On pages 4 and 5 of Appendix 301, clarification has been made with regard to providing acceptable testing accommodation for students with documented visual disabilities. In order to select appropriate the accommodation for students with documented disabilities, including visual disabilities, centers must refer to the Guide to Administration TABE 9 and 10, Appendix A: Accommodations, produced by CTB/McGraw-Hill. If a center chooses to provide the audio version of the TABE 9 (audio TABE 10 is not produced), centers must obtain copies directly from the publisher, CTB/McGraw-Hill. Only specific accommodations listed in the TABE testing accommodation field of CIS can be used. Additional accommodations cannot be entered and provided.

In addition, if centers use a test reader, that person must be trained to provide oral administration of standardized content. Staff members who serve as readers must successfully complete the required training in SIMON annually.

4. Explanation of PAG Changes. PAG Chapter 2 has been updated to reflect each of the changes in the PRH Chapter 2.5 outlined above. PAG Chapter 3 has been updated to reflect each of the changes in the PRH Chapters 3.1, 3.11 and 3.21 as outlined above.

5. Action. All high school programs provided by centers must obtain accreditation and state recognition by November 30, 2013. This policy change requires each center to provide a letter or certificate from the state department of education affirming that high school programs the center offers (excluding online programs) are officially recognized as a high school in the state in which the program is located. This is in addition to the requirement that high school programs must be accredited by the state where the program is located or by a regional accrediting body if the state defers to the regional body.

- **By June 30, 2012:** The center must submit to the appropriate Regional Director and to the Office of Job Corps (attention: Kristen Johnson) either a letter from the state department of education affirming accreditation and state recognition of their high school program.

A center that does not submit the required letter or certificate must submit a plan by June 30, 2012 describing how the high school program will obtain accreditation and state recognition. Centers seeking new partnerships with high school providers must meet the new PRH guidelines immediately by ensuring and documenting that the partner is accredited in the state where the high school program is located.

- **By November 30, 2013:** All centers must be fully compliant with the PRH guidelines and affirm that the center or its partner is accredited and recognized by the state or a regional body as a high school.

6. Effective Date. Immediately.

7. Inquiries. Inquiries should be directed to Kristen Johnson at (202) 693-8014 [johnson.kristen@dol.gov](mailto:johnson.kristen@dol.gov).

#### Attachments

- A – PRH Chapter 2
- B – PRH Chapter 3
- C – Appendix 301
- D – Appendix 304
- E – PAG Chapter 2
- F – PAG Chapter 3