

## **3.10 MATHEMATICS**

### **PURPOSE**

- P1. To provide students with the mathematics skills needed for employment in their chosen career fields and to function independently in society.

### **REQUIREMENTS**

#### **R1. Required Instruction**

Centers shall provide instruction in the following mathematics competencies:

- a. Addition, subtraction, multiplication, and division of whole numbers
- b. Addition, subtraction, multiplication, and division of decimals
- c. Addition, subtraction, multiplication, and division of fractions
- d. Percent and proportion
- e. Linear, square, and volume measurement
- f. Pre-algebra
- g. Simple plane geometry
- h. Consumer mathematics, to include, at a minimum, the following subject areas:
  1. Understanding paycheck information and income taxes
  2. Managing money
  3. Banking
  4. Becoming a wise consumer
- i. Workplace mathematics related to the student's specific career field.

#### **R2. Placement in Mathematics Instruction**

Centers shall test all students at the beginning of their enrollment in Job Corps and provide them with instruction in mathematics if they test below 566 on the math component of the Tests of Adult Basic Education (TABE), Version 7/8. Students will receive math instruction as a part of their overall academic and

vocational training programs, and will not be exempt from follow-up TABE testing, until they achieve the required TABE score of 566. Exceptions that apply for students with cognitive disabilities and specific requirements for TABE test administration are outlined in Appendices 301 and 305. Centers will have the flexibility to determine where targeted training in math will take place – in separate math courses, GED classes, high school courses, or in applied academic skills training in vocational programs. Centers will also have the flexibility to determine students' reading scores needed for placement in these courses and programs. In Puerto Rico centers, students will receive math instruction if they test at or below 777 on the TABE Español. (Initial test Level – E-M; follow-up – Level M). Students who score 551 or below on the initial TABE math sub-test (764 on the TABE Español) are in the pool for tracking learning gains as outlined in Appendix 501a.

### R3. Reporting/Documentation/Record Keeping

Centers shall ensure that all student test results and progress are documented and recorded using the automated Testing Management System (TMS) of the Center Information System (CIS).

#### **QUALITY INDICATOR(S)**

- Q1. Students demonstrate the mathematics skills necessary for entry-level employment in their chosen career fields.
- Q2. Students can perform the basic mathematical competencies required in everyday life.

### **3.11 HIGH SCHOOL DIPLOMA AND GED CERTIFICATE**

#### **PURPOSE**

- P1. To provide students with opportunities to obtain high school diplomas (HSD) and/or pass the examination for the General Education Development (GED) certificate.

#### **REQUIREMENTS**

##### **R1. High School Diploma**

Centers shall make every possible effort to assist students in obtaining their high school diplomas, where attainment of same is feasible for a student during his or her enrollment.

Centers shall implement a program to support student attainment of high school diplomas. At a minimum:

- a. The program shall be accredited by the State Department of Education in the state the program is located, or the General Council of Education of the Commonwealth of Puerto Rico, or a recognized accrediting body (acceptable accrediting bodies are listed in Appendix 304).
- b. The center shall not require the student to pay for any fees required for the high school diploma.

##### **R2. GED Preparation and Testing**

Centers shall implement a program to support student attainment of GED certificates. At a minimum centers shall:

- a. Provide instruction in the following subjects:
  1. Advanced writing skills
  2. Social studies
  3. Science
  4. Literature and the arts
  5. Advanced math
- b. Require that students enrolled in GED preparation classes take the official GED practice tests.

- c. Establish linkages with local GED test sites to provide regularly scheduled testing dates.
- d. Pay all fees associated with student GED testing.

### R3. Concurrent HSD/GED Programs

Centers are encouraged to develop concurrent HSD/GED opportunities through local or public educational agencies, private educational agencies, or on-line/virtual learning programs, whenever such entities provide education and training substantially equivalent in cost and quality to that which the center could provide.

Concurrent HSD/GED arrangements must be approved by the regional director and formalized by a memorandum of understanding (MOU) or contract. At a minimum, HSD/GED MOUs or contracts shall include:

- a. name and location of the HSD/GED provider;
- b. description of how services will be delivered and coordinated through the student's career development period (CDP);
- c. methods for determining a student enrollment, progress, and completion in the concurrent HSD/GED program;
- d. accrediting body certifying attainment of the HSD or GED; and,
- e. all associated costs to the center.

Every effort should be made to reduce class size in approved GED/HSD programs. However, concurrent arrangements must ensure that both programs are not paying for the same services. Center operating budgets/staffing must be adjusted to account for services provided by other concurrent enrollment institutions.

### R4. Reporting/Documentation/Record Keeping

Centers shall ensure students' official GED practice test results and GED test results are documented and recorded using the automated Testing Management System (TMS) component of the Center Information System (CIS). Centers shall record students' GED test scores in CIS as written confirmation is received from the testing center. Copies of students' GED practice test results (paper answer sheets, or reports generated by official practice test software, or TMS reports) will be maintained on the centers required by the states they are located in to show documentation of practice test results prior to students taking GED exams.

The final GED certificates or passing scores; high school diplomas earned while students are on center, and final transcripts, will be maintained in students' permanent Job Corps files.

**QUALITY INDICATOR(S)**

- Q1. Students who come to Job Corps without a high school diploma or GED leave with a high school diploma or GED.
- Q2. Concurrent GED/HSD agreements are suitable, appropriate, and cost-effective to meet program needs.