

## **3.6 CENTER-BASED LEARNING STANDARDS**

### **PURPOSE**

P1. To establish minimum standards for curriculum design, development, and implementation throughout the Career Development Period (CDP).

### **REQUIREMENTS**

R1. Instructional Strategies and Materials

Centers shall:

- a. Deliver career development services through a combination of center-based and work-based learning (WBL) experiences designed to assist students in achieving their individual career goals.
- b. Tailor instructional methods and expected rates of progress to the learning styles, abilities and career goals of each individual student.
- c. Deliver training in the context of projects or workplace situations, using workplace materials and employer and industry council input whenever possible.
- d. Create job-shadowing opportunities with local and national businesses, both on Groundhog Job Shadow Day and year-round, that will enhance students' educational and career skills training.
- e. Ensure instructor collaboration to identify and develop methods and materials that integrate academic, social development, vocational, and career readiness competencies.
- f. Develop and deliver student career development activities using materials and equipment that support the use of the following instructional needs.
  1. Hands-on activities
  2. Large and small group activities
  3. Class discussions
  4. Field trips
  5. Project learning
  6. Job shadowing

7. One-on-one tutoring
8. Multimedia
9. Individualized, programmed learning
- g. Develop techniques for assisting students in becoming independent learners to include:
  10. Alternative learning strategies
  11. Study skills
  12. A variety of analytical approaches
  13. Memorization techniques
  14. Goal setting for life-long learning

## R2. Curriculum Content Areas and Competencies

Centers shall provide instruction in the following content areas. Specific required competencies are listed in the relevant sections of this chapter. Courses may be designed to include competencies from different content areas.

- a. Reading
- b. Communications
- c. Mathematics
- d. GED Certification and/or High School Diploma
- e. English as a Second Language (designated centers only)
- f. Vocational Training
- g. Employability Skills
- h. Information Technology
- i. Diversity Training
- j. Wellness

- k. Social Skills
- l. Driver Education

### R3. Course Structure

All required content area competencies shall be integrated into a variety of courses. Centers shall incorporate the following course design components.

- a. Content that includes, but is not limited to, nationally required competencies.
- b. Prerequisite competency levels for placement into the academic course based on diagnostic testing or demonstration of skills level. This includes the demonstration of competency in lieu of doing course work.
- c. Individual and group lessons or project assignments that help students master course competencies.
- d. Clearly established performance levels (standards or passing scores) for competencies, tasks, assigned projects, and/or units of study.
- e. Methods to identify and diagnose the needs of students who have difficulty progressing.
- f. A definition of course completion stated in terms of performance level of demonstrated competencies.
- g. A course guide for instructors that documents how the components above work together to create a course of study.
- h. Methods for evaluating the effectiveness of course design and delivery.

### R4. Testing

Centers shall use formal testing procedures to evaluate the overall progress and mastery level a student has achieved in each content area, including the General Educational Development (GED) Tests, writing proficiency assessments, and other tests. Tests of Adult Basic Education (TABE) shall be administered in accordance with procedures specified in TABE requirements and instructions:

- a. To assess the reading and mathematics capability of all students at entry in order to place them at appropriate training levels.

- b. To assess the achievements of students in reading and mathematics during their enrollment in Job Corps.

**QUALITY INDICATOR(S)**

- Q1. Students can describe the requirements of their training and how those requirements relate to their career goals.
- Q2. Staff and employers involved in the career development of students collaborate effectively in the development and delivery of training.
- Q3. Staff is able to explain how a given course fits into the center's overall curriculum and how the various course components work together to support student career development.