

Adult Education and Family Literacy Act Definitions and Acronyms

Adult Basic Education (ABE) — Instructional programs that provide basic skills for adults who are performing below the ninth-grade level in reading, writing, mathematics, and other basic skills. Many of these activities include pre-high school equivalency preparatory components or transition from English language acquisition to ABE instructional programs.

Adult education — Academic instruction and education services below the postsecondary level that increase an individual's ability to

- read, write, and speak English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;
- transition to postsecondary education and training; and
- obtain employment.

Adult education and literacy activities — Programs, activities, and services that include:

- (a) adult education;
- (b) literacy;
- (c) workplace adult education and literacy activities;
- (d) family literacy activities;
- (e) English language acquisition activities;
- (f) integrated English literacy and civics education;
- (g) workforce preparation activities; or
- (h) integrated education and training.

Adult High School Diploma — A diploma awarded to an adult student who completes the course credit requirements in effect for any Board of Education diploma at the time the individual first entered the ninth grade, with the exception of health and physical education course requirements; does not require that the individual pass the Standards of Learning tests if the individual entered ninth grade prior to 2001; also awarded to an adult student who demonstrates full mastery of competencies required in the National External Diploma Program (NEDP).

Adult Secondary Education (ASE) — Instructional programs to serve learners performing between the ninth-grade and twelfth-grade-and-nine-months levels.

ASPD Adult Student Profile Document — Statewide adult education and literacy program student intake form that must be completed by the student at the beginning of each period of participation (PoP). Programs must also document assessment, attendance, and certain follow-up information on this form during the PoP. The information on this form must be entered into the state management information system (MIS). Any changes to the form should be reflected in the data stored in the MIS.

Basic skills deficient — An individual who

- is a youth whose English reading, writing, or computing skills are at or below the eighth-grade level on a generally accepted standardized test; or
- is a youth or adult who is unable to compute or solve problems, or read, write, or speak English at a level necessary to function on the job, in the individual’s family, or in society.

Career pathway — A combination of rigorous and high-quality education, training, and other services that

- aligns with the skill needs of industries in the economy of the state or regional economy involved;
- prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937, (commonly known as the “National Apprenticeship Act;” 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an “apprenticeship,” except in section 3226 of this title);
- includes counseling to support an individual in achieving the individual’s education and career goals;
- includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and
- helps an individual enter or advance within a specific occupation or occupational cluster.

Career Readiness Certificate (CRC) — The Career Readiness Certificate is a certificate of core employability skills to adult learners based on scores earned on the WorkKeys competency tests in Applied Math, Workplace Documents, and Graphic Literacy.

<http://www.act.org/content/act/en/products-and-services/workkeys-for-educators/nrc.html>

CBLO — **Community-based Literacy Organization-** These local, private, not-for-profit organizations provide literacy instruction using volunteer tutors who often work one-on-one with learners.

Civics education — Instruction on the rights and responsibilities of citizenship and civic participation.

Combined State Plan — Each state receiving WIOA funding must create a four-year unified or combined plan for core programs that outlines how services will be provided and expanded, particularly for eligible individuals with barriers, and how the local board will

facilitate co-enrollment of participants across core programs within a seamless workforce system.

Concurrent — Refers to an eligible individual’s participation or enrollment in multiple activities or programs that occur simultaneously, not sequentially, for the purpose of accelerating the attainment of educational and training outcomes.

Correctional institution — Any prison; jail; reformatory; work farm; detention center; or halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

Criminal offender — Any individual who is charged with or convicted of any criminal offense.

Demonstrated effectiveness — An eligible provider must demonstrate past effectiveness by providing performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the state’s application for funds. An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.

There are two ways in which an eligible provider may meet the requirements:

- (1) An eligible provider that has been funded under title II of the Act must provide performance data required under section 116 to demonstrate past effectiveness.
- (2) An eligible provider that has not been previously funded under title II of the Act must provide performance data to demonstrate its past effectiveness in serving basic skills-deficient eligible individuals, including evidence of its success in achieving outcomes listed above.

Digital literacy and use of technology — Skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information. Technology should be used to enhance teaching and learning, including the use of effective distance education technology and instructional software.

Directors Memo — An official communication from the Director of the VDOE Office of Career, Technical, and Adult Education to regional program managers and IELCE program managers.

<http://www.doe.virginia.gov/instruction/adulted/resources/index.shtml>.

Distance Learners — Students who receive a majority of their instruction through approved distance education services. A student is classified as a distance learner if the majority of the student’s hours earned in a program year are derived by his or her participation in distance learning activities.

Educational Functioning Levels (EFL) — A set of skills and competencies that students demonstrate in the National Reporting System (NRS) skill areas. Levels included are Adult Basic Education (ABE), Adult Secondary Education (ASE), and English as a Second Language (ESL) literacy levels.

Eligible individual — A learner—

- who has attained 16 years of age, is not enrolled or required to be enrolled in secondary school under state law; and
- who is basic skills deficient, does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or is an English language learner.

Eligible provider — An organization that has demonstrated effectiveness in providing adult education and literacy activities is eligible to apply for a grant or contract. These organizations may include, but are not limited to:

- (a) local educational agency;
- (b) community-based organization or faith-based organization;
- (c) volunteer literacy organization;
- (d) institution of higher education;
- (e) public or private nonprofit agency;
- (f) library;
- (g) public housing authority;
- (h) nonprofit institution that is not described in (a) through (g) and has the ability to provide adult education and literacy activities to eligible individuals;
- (i) consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in (a) through (h); and
- (j) partnership between an employer and an entity described in (a) through (i).

English as a Second Language (ESL) — Instruction designed for an adult whose educational functioning level is equivalent to a particular ESL English language proficiency level listed in the NRS educational functioning level table. (The acronym ESL is used for NRS educational functioning levels.)

ESOL - English for Speakers of Other Languages — This term refers to programs for adults learning the English language. It is used interchangeably with ESL or English Language Acquisition (ELA).

English Language Acquisition (ELA) program — A program of instruction that is designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and that leads to the attainment of a secondary school diploma or its recognized equivalent; and transition to postsecondary education and training; or employment.

English Language Learner (ELL) — An eligible individual who has limited ability in reading, writing, speaking, or comprehending the English language, and

- whose native language is a language other than English; or
- who lives in a family or community environment where a language other than English is the dominant language.

Family literacy activities — Activities of sufficient intensity and quality to make sustainable improvements in the economic prospects for a family and that better enable parents or

family members to support their children’s learning needs, and that integrate all of the following activities:

- parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency;
- interactive literacy activities between parents or family members and their children;
- training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children; and
- an age-appropriate education to prepare children for success in school and life experiences.

GED Ready™ — GED Ready™ is the official practice test for the 2014 GED® test. It was developed by the publisher who created the complete GED® test, but it’s only half the length of the actual test. GED Ready™ provides all students with a personal study plan based on their performance on the practice test. This tool can be used to study at home or retrieved from the student’s GED® Account while in class.

GED® Test — The GED® test is developed for adults who did not finish high school to demonstrate the attainment of abilities normally associated with completion of a high school program of study. Adults must pass a battery of four tests to earn a GED® certificate: Reasoning through Language Arts (RLA); Mathematical Reasoning; Science; and Social Studies. Significant changes to the GED® test’s format were instituted in January 2014, including a computer-based delivery system. Currently, this is the only high school equivalency test approved for administration in Virginia.

<http://www.gedtestingservice.com>.

GED Testing Service (GEDTS) — GED Testing Service is a joint venture of the [American Council on Education](#) and [Pearson VUE](#), the two organizations that produce and govern the GED Test.

General Adult Education (GAE) — State funds that support adult education and literacy instruction, including ABE, GED® preparation, ESOL, and adult diploma programs.

High School Equivalency (HSE) — The HSE is an option for students who did not graduate from high school to demonstrate their knowledge and skills which would have been acquired in the high school curriculum. Upon passing the HSE test, they earn an equivalency credential. In Virginia, it is called a certificate.

Incumbent worker — An individual who has an established employment history with the employer for six months or more.

Incumbent worker training — Training by an employer or a training provider in close partnership with an employer that is provided to a paid participant while engaged in productive work in a job that:

- provides the knowledge or skills essential to the full and adequate performance of the occupation;

- provides reimbursement to the employer for the costs of providing the training and additional supervision related to the training;
- is limited in duration as appropriate to the occupation for which the participant is being trained;
- is intended to meet the requirements of an employer or group of employers to retain a skilled workforce or avert layoffs of employees by assisting the workers in obtaining the skills necessary to retain employment.

Individual Student Alternative Education Plan (ISAEP) — Students who are at least 16 years old may fulfill their compulsory attendance requirements for school if they are granted an ISAEP. The plan must include vocational and high school equivalency studies, counseling, Personal Economics and Finance, and procedures for re-enrollment into the regular school program.

Integrated Education and Training (IET) — A service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. As a part of a career pathway, the design of an IET program should support the local workforce development board plans. Refer to other definitions, as needed.

The IET program must include three components:

- a) adult education and literacy activities
- b) workforce preparation activities
- c) workforce training for a specific occupation or occupational cluster

In order to meet the required three components, services must be provided concurrently and contextually such that

- (a) within the overall scope of a particular integrated education and training program, the adult education and literacy activities, workforce preparation activities, and workforce training:
 - (1) are each of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals;
 - (2) occur simultaneously; and
 - (3) use occupationally relevant instructional materials.
- (b) the integrated education and training program has a single set of learning objectives that identifies specific adult education content, workforce preparation activities, and workforce training competencies, and the program activities are organized to function cooperatively.

A provider meets the requirement that the integrated education and training program provided is for the purpose of educational and career advancement if:

- (a) the adult education component of the program is aligned with the College and Career Readiness Standards for adult education as described in the Combined State Plan and

(b) the integrated education and training program is part of a career pathway.

There are two options for a local provider in offering IET:

- (a) co-enrolling participants in an IET program provided through a local or regional workforce development partner
- (b) using section 243 funds to establish the IET program.

Integrated English Literacy and Civics Education (IELCE)

- **IELCE Activities:** Education services provided to English language learners **under section 231** of the Act who are adults, including professionals with degrees and credentials in their native countries that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States.
Such services shall include:
 - (1) instruction in literacy and English language acquisition,
 - (2) instruction on the rights and responsibilities of citizenship and civic participation, and
 - (3) **may** include workforce training.
- **IELCE Program:** Education services for English language learners **under section 243** of the Act who are adults, including professionals with degrees and credentials in their native countries, that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States.
Programs are designed to
 - (1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and
 - (2) integrate with the local workforce development system and its functions to carry out the activities of the program.Such services shall include instruction in
 - (1) literacy and English language acquisition,
 - (2) instruction on the rights and responsibilities of citizenship and civic participation, and
 - (3) **must** include Integrated Education and Training (see definition).

Literacy — An individual’s ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

Literacy Information & Communication System (LINCS) — LINCS is a national, internet-based information retrieval and communication system, providing access to literacy-related information. <https://lincs.ed.gov> .

Local Workforce Development Board (LWDB) Local Plan — Under WIOA, local Workforce Development Boards are required to articulate a vision for the local area’s workforce

development system. They are to create a local plan that is focused on the unique needs and resources of the local area and develop a blueprint to utilize the area's strategic workforce assets to meet the requirements of the changing economy, which is consistent with both the *2016-2026 State Strategic Plan for Workforce Development* and *2016-20 Combined State Plan*. Local Workforce Development Boards review the competitive adult education grants to ensure that they are aligned to the LWDB Local Plan.

Maintenance of Effort — A requirement in federal funding that ensures state and local programs provide a consistent level of matching funds year to year.

Memorandum of Understanding (MOU) — Official document used to develop partnership linkages between and among state agencies and between and among local agencies to maximize resources and services for adult learners, including linkages to support the WIOA one-stop system.

Measurable Skills Gain (MSG) — The measurable skill gains indicator under WIOA is used to measure a participant's interim progress through pathways that offer different services based on program purposes and participant needs. A measurable skill gain for an adult education participant is measured by achieving an educational functioning level gain or by the attainment of a secondary school diploma or its recognized equivalent.

National External Diploma Program (NEDP) — The National External Diploma Program, which leads to an adult high school diploma, is an applied performance assessment system that assesses the high school level skills of adults. Administered by Comprehensive Adult Student Assessment Systems (CASAS), the NEDP evaluates the reading, writing, math, and workforce readiness skills of participants in life and work contexts. The program is self-paced, flexible, and has no timed tests. The program is for self-directed adult students who are comfortable working independently. Participation in local and regional external diploma programs is available to adults who are 18 years of age and older who did not complete high school and are not enrolled in public education. An adult high school diploma, recognized by the Virginia Board of Education, shall be awarded to an adult student who demonstrates through applied performance 100 percent mastery of the NEDP Generalized Competencies.

National Reporting System (NRS) — The National Reporting System (NRS) is the accountability system for the federally funded, State-administered adult education program. It embodies the accountability requirements of the Workforce Innovation and Opportunity Act (WIOA, the Act) for the adult education and literacy program (Title II) and reporting under WIOA.

One-stop System — System identified in WIOA for the delivery of services by mandated partners, including adult education, in which service providers in a local area coordinate service delivery services to clients.

Online Management of Education Grant Awards (OMEGA) — Virginia Department of Education's automated reimbursement system is required to be used by most VDOE-funded adult education programs for financial management of adult education grants.

PluggedInVA or PIVA — PluggedInVA is a career pathway program that prepares adults with the workforce training and education they will need to succeed in high-demand, high-wage careers. In partnership with local employers and postsecondary institutions, the program provides learners an opportunity to simultaneously complete a high school equivalency (HSE) credential; earn digital skills credentials, an employability certificate such as the Career Readiness Certificate (CRC), and industry-specific credentials; and strengthen their academic and professional skills. <http://www.pluggedinva.com>.

Postsecondary educational institution —

- An institution of higher education that provides not less than a two-year program of instruction that is acceptable for credit toward a bachelor's degree;
- a tribally controlled college or university; or
- a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.

Recidivism — It refers to a person's relapse into criminal behavior that results in re-arrest, conviction, or return to prison with or without a new sentence during a three-year period following the prisoner's release.

SMART Objectives — The concrete criteria used to measure the outcome of an activity.

Objectives are **S**pecific, **M**easurable, **A**ttainable, **R**ealistic, and **T**imely.

State Leadership Coordinating Funds (SLCA) — the fiscal agency of an approved regional AEFLA provider will receive state funds to assist with the costs of administering adult education and literacy programs.

Superintendent's Memo — Official communication from the Virginia Superintendent of Public Instruction to local division superintendents regarding critical issues; released weekly on Fridays on the VDOE website; certain adult education funding opportunities and policies via superintendent's memo. <http://www.doe.virginia.gov/administrators/index.shtml>.

Teachers of English to Speakers of Other Language (TESOL) — TESOL is a professional organization for teachers of English as a second or foreign language. National organization website at <http://www.tesol.org> or state website at <http://vatesol.cloverpad.org/>

Unsubsidized employment — Unsubsidized employment is work with earnings provided by an employer who does not receive a subsidy for the creation and maintenance of the employment position.

Virginia Association for Adult & Continuing Education (VAACE) — VAACE is the professional association for Virginia's adult and continuing education practitioners and administrators. <http://vaace.org>

Virginia Adult Educator Certification Program (VAECP) — This certification program provides an opportunity for ABE/ASE instructors, ESOL instructors, program managers, and support staff to attain proficiency through completing a series of trainings, self-assessments, and reflective projects. It is administered through the Virginia Adult Learning Resource Center. <http://valrc.org/FAQ/vaecp.html>

Virginia Adult Education and Literacy Network (VAELN) — VAELN is a state-wide listserv through the Virginia Adult Learning Resource Center that posts notices related to professional development, grants, and news that support the field of adult education.

Virginia Adult Learning Resource Center (VALRC) — VALRC is funded by the Virginia Department of Education to provide adult education and literacy resources, publications, and training for Virginia adult education teachers and administrators.
<http://www.valrc.org>.

Virginia Literacy Foundation (VLF) — This foundation was established in 1986 to provide funding and other support for private, community-based literacy organizations in Virginia. <http://www.virginialiteracy.org/about>.

Workplace adult education and literacy activities — Adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.

Workforce preparation activities — Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical-thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment; and other employability skills that increase an individual's preparation for the workplace.

Workforce training — Services may include:

1. occupational skills training, including training for nontraditional employment;
2. on-the-job training;
3. incumbent worker training (see definition);
4. programs that combine workplace training with related instruction, which may include cooperative education programs;
5. training programs operated by the private sector;
6. skill upgrading and retraining;
7. entrepreneurial training;
8. transitional jobs;
9. job readiness training provided in combination with services described in any of the items 1-8 above;
10. adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in 1-7 above; and
11. customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.