

Adult Education Definitions

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ABE 1 (Beginning ABE Literacy). Grade level 0-1.9. Student has no or minimal reading and writing skills, may have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument, may have little or no recognition of numbers or simple counting skills, may have little or no ability to read basic signs or maps, can provide limited personal information on simple forms, and can write a limited number of basic sight words and familiar words and phrases. Student can handle simple, routine entry-level jobs that require little or no basic written communication or computational skills. No knowledge of computers or technology.

Test benchmark: TABE (levels 9-10) reading 367 and below, total math 313 and below and language 389 and below

ABE 2 (Beginning Basic Education). Grade level 2.0-3.9. Student can read simple material on familiar subjects and can write simple notes and messages on familiar situations. Student can count, add and subtract three-digit numbers, perform multiplication through 12, identify simple fractions, and perform other simple mathematical operations; is able to read simple directions, signs and maps; fill out simple forms requiring basic personal information; write phone messages; and make simple changes. The student can handle basic entry-level jobs that require minimal literacy skills, read want ads, and complete simple job applications.

Test benchmark: TABE (levels 9-10) reading 368-460, total math 314-441, and language 390-490

ABE 3 (Low Intermediate Basic Education). Grade level 4.0-5.9. Student can read text on familiar subjects that has a simple and clear underlying structure, can use context to determine meaning, and can write simple paragraphs with a main idea and supporting details on familiar topics. Student can perform with high accuracy all four basic math operations using whole numbers up to three digits, and can identify and use all basic mathematical symbols. Student is able to handle basic reading, writing and computational tasks related to life roles such as completing medical forms, order forms, and employment applications. Student can qualify for entry-level jobs that require following basic written instructions and diagrams with assistance. Can use simple computer programs and perform a sequence of routine tasks when given directions in using technology.

Test benchmark: TABE (levels 9-10) reading 461-517, total math 442-505, and language 491-523

ABE 4 (High Intermediate Basic Education). Grade level 6.0-8.9. Student is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context, and can make minimal inferences. The student is able to write simple narrative descriptions and short essays on familiar topics and can use punctuation consistently. The student can perform all four basic math operations with whole numbers and fractions, and can determine correct math operations for solving story problems. The student is able to handle basic life skills tasks such as interpreting graphs and charts. The student can read materials on familiar topics (such as simple employee handbooks and payroll stubs), complete simple forms, and reconcile a bank statement. The student can learn and work with most basic computer software such as a word processor, and can follow simple instructions for using technology.

Test benchmark: TABE (levels 9-10) reading 518-566, total math 506-565, and language 524-559

Ability to benefit. Conditions under which an adult qualifies for selected programs or services based on achievement results based on assessment measures Test of Adult Basic Education (TABE), Basic English Skills Test *and* Basic English Skills Test Plus (BEST and BEST Plus), or Comprehensive Adult Student Assessment System (CASAS).

Accommodations. Adaptation(s) necessary for a person to perform an activity. Educationally, this generally means adaptations in presentation, content, student response, or administration of curriculum and assessments. Accommodations could also mean Braille, reader services for the blind, or interpreter services for the deaf. *NOTE: Arranging and paying for accommodations provided to students is the responsibility of the agency providing the activity (education, medical services, etc.).*

Achieved citizenship skills. Student attains skills needed to pass the United States citizenship exam.

Achievement. Student performance measured against learning goals and standards.

Adjudicated student. Individual who is viewed by the court as an adult.

Adult Basic Education (ABE). A program of instruction designed for adults who lack competence in reading, writing, speaking, problem solving or computation at a level necessary to function in society, on a job, or in the family. Includes grade levels 0-8.9.

Adult Education. Program of instruction below the collegiate level for adults who are not enrolled in a K-12 secondary school. Adult education includes Adult Basic Education (ABE), Adult High School Completion (AHSC/ASE/HSC/AHS), and English for Speakers of Other Languages (ESOL or ESL).

Adult Education and Family Literacy Act (AEFLA). Enacted as Title II of the Workforce Investment Act (WIA) of 1998. It is the principle source of federal support

for adult basic and literacy education programs for adults who lack basic skills, a high school diploma, or proficiency in English. Federal allocation of funds to local programs is secured by a competitive grant application process.

Adult education instructor. A certificated teacher employed by a school district for areas of instruction for awarding credit. Teachers teaching in non-credit areas (ABE, GED[®] preparation, or ESOL) do not require a state license but must satisfy the district's hiring standards and practices.

Adult Education Secondary Diploma. Credential issued by school districts to adult education students who complete the Carnegie units of credit necessary for a high school diploma.

Adult Education State Funding Formula. Outcome-based formula used to determine how state funds are allocated to school districts for adult education. State funding is allocated by the Utah State Legislature and can be used for ABE, AHSC and ESOL purposes.

Adult High School Completion Core. Prescribed group of classes necessary for AHSC students to successfully complete for graduation. Other requirements in addition to completion of core classes may be necessary to obtain a diploma.

Adult Secondary Education (ASE or AHSC or HSC). A program of instruction designed for adults who have some literacy skills and can function in everyday life, but are not proficient or do not have a certificate of graduation or its equivalent from a secondary school. Includes grades 9.0-12.9.

Adults with limited English proficiency, persons with limited English proficiency, individuals with limited English proficiency, and limited English proficient adults (English for Speakers of Other Languages or ESOL). Individuals who (1) were NOT born in the United States or whose native language is a language other than English; (2) come from environments where a language other than English is dominant; or (3) are American Indian or Alaska Natives and who come from an environment where a language other than English has had a significant impact on their level of English language proficiency; and (4) who, by reason thereof, have sufficient difficulty speaking, reading, writing or understanding the English language to deny these individuals the opportunity to learn successfully in classrooms where the language of instruction is English, or to participate fully in our society.

Advancement. Student advancement from one EFL to the next based on the student's performance and learned skills.

Aggregate clock hours of attendance. The sum total of all contact hours for all students during a fiscal year.

AHSC 1 (Low Adult Secondary Education). Grade levels 9.0-10.9. This student can be considered a “high school diploma-seeking student.” The student can comprehend expository writing and identify spelling, punctuation and grammatical errors. Writing is organized and cohesive, and the student can write and reflect thoughts. The student can perform all four basic math functions with whole numbers, decimals and fractions; can interpret and solve simple algebraic equations, tables, and graphs; and can use math in business transactions. The student is able or can learn to follow simple multi-step directions and read common legal forms and manuals. The student is proficient in using computers and can use most common computer applications.

Test benchmark: TABE (levels 9-10) reading 567-595, total math 566-594, and language 560-585

AHSC 2 (High Adult Secondary Education). Grade levels 11.0-12.0. Student can comprehend, explain and analyze information from a variety of literary works, and can use higher-order processes to interpret meaning of written material. Writing is cohesive and clearly expressed. Student can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines and surfaces. Student is able to read technical information and complex manuals, can comprehend some college-level books and apprenticeship manuals, and can function in most job situations involving higher-order thinking. Student can work productively in groups, and can use and adapt common software and select appropriate technology for new situations.

Test benchmark: TABE (levels 9-10) reading 596 and above, total math 595 and above and language 586 and above

American Indian or Alaska Native. Person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

Asian. Person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent (e.g., China, India, Japan, and Korea).

Assessment. Any systematic method of obtaining information from tests and other sources, used to quantify information about performance that measures a student’s skills or knowledge in a subject area.

Basic English Skills Test and Basic English Skills Plus (BEST and BEST Plus). Standardized assessment designed and used to pre- and post-test the speaking, listening, reading and writing skills of low proficiency non-native English speakers.

Benchmark. Detailed description of a specific level of student performance expected of students at particular ages, grades, or development levels. Benchmarks can be used as “checkpoints” to monitor progress toward meeting performance goals within and across grade levels.

Black or African-American. Person having origins in any of the Black racial groups of Africa, but not of Hispanic culture or origin.

Board Rule(s). Policies that govern state education programs and practices, determined by the Utah State Board of Education and disseminated by the Utah State Office of Education.

Certified assessor or examiner. Individual who has completed assessment training as prescribed by publisher standards. Additionally, the individual must assure and adhere to test security and assessment scoring and interpretation standards.

Certified teacher. Educator who has a current Utah teaching license.

Community corrections program. Community-based rehabilitation facility or halfway house.

Community-based organization (CBO). Private nonprofit organization representing the community or a broad segment of the community that applies for and may receive AEFLA funding to provide adult education services for qualifying adult education students.

Community education classes. Enrichment classes provided to the community at large for the purpose of personal skill enhancement or enjoyment. These classes **are not adult education classes**, as they are not school board-approved courses that follow the State Core Curriculum. Fees collected for community education classes CANNOT be reported or applied to adult education.

Competency-based assessment (criterion-referenced assessment). An assessment that measures a student's performance against a predetermined standard of acceptable performance. Progress is based upon actual performance rather than on how well the student performs in comparison to others. TABE, BEST *and* BEST Plus, and CASAS are examples of competency-based assessments.

Completing a level. Progressing from one educational functioning level to the next higher educational functioning level. Evidence of completing a level is determined as the student's post-test score exceeds his/her Entering Functioning Level (EFL). The National Reporting System (NRS) Functioning Level descriptors are used to determine a student's functioning level. If a student's post-test score exceeds the NRS descriptors' range of scores for his/her EFL, the student may have met the goal. The student may exit the program or may remain enrolled and move toward advancing additional levels as future assessments indicate. Advancement or completing a level can only be determined by the student's post-test scores.

Completing a level and advancing one or more levels. Includes completing a level (see Entering Functioning Level for the baseline to gauge advancement). After a level is completed, a continuing student may advance multiple levels. It is necessary to remember that completing a level is based on the student's lowest level for reporting

purposes. If a student's post-test score (using a different form of the same standardized test used for the pre-test to establish the EFL *and* after an additional 50 hours for ABE/AHSC1 and 60 in contact hours for ESOL students of instruction) exceeds the NRS descriptors' range of scores, the student has then completed another level.

Comprehensive Adult Student Assessment System (CASAS). Standardized assessment assigned to assess the student's ability to apply basic skills to common everyday life situations. It is used as a pre- and post-test to assess and place ESOL students into education programs.

Contact hour. Hours of instruction or instructional activity the student receives from the program. Instructional activity includes any program sponsored activity designed to promote student learning in the program curriculum such as classroom instruction, assessment, tutoring or participation in a learning lab. Contact hours are reported in the learner's Entering Functioning Level regardless of area of instruction.

Hours that CAN be counted:

- * Instructional hours in all ABE
- * AHSC and ESOL classes designed to advance a student's functioning level
- * Program-sponsored tutoring or participation in a learning lab
- * Distance learning instruction provided by an adult education program

Hours that CANNOT be counted:

- * Homework completed outside of class
- * Community education classes such as parenting and computer literacy
- * Time spent in GED® testing
- * Electronic high school courses or other courses not taken under the direct supervision of an adult education instructor

Consortium. A joint program consisting of two or more eligible program providers delivering adult education services to a specific identified population of students.

Content standards. Broadly stated expectations of what students should know and be able to do in particular subjects and at a given grade level. Standards define what programs should teach.

Core Curriculum. Academic subject matter designed and implemented by school districts, required for high school graduation and approved by the State Board of Education that is aligned to curriculum standards defined by the USOE.

Core indicators of performance (1). At a minimum, must (1) be expressed in an objective, quantifiable, and measurable form; and (2) show the progress of the eligible agency toward continuously improving performance.

Core indicators of performance (2). (1) Demonstrated improvement in literacy skill levels in reading, writing and speaking the English language, numeracy, problem solving, English language acquisition and other literacy skills; (2) placement in, retention in, or combination of post-secondary education, training, unsubsidized employment or career placement; (3) receipt of an adult education secondary diploma or its recognized equivalent.

Correctional facilities. Includes prisons, jails, detention or community correctional centers, community-based rehabilitation centers, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

Countable outcomes. Results that can be quantified; all measures of student outcomes except learning gains. Examples: number of students who get jobs, number of students who register to vote, number of students who earn a secondary diploma or GED®.

Credit. Carnegie unit of recognition of a student, based on successful completion of an educational activity approved by a local board of education.

Criminal offender. Individual who is charged with or convicted of any criminal offense.

Criterion-referenced assessment (competency-based assessment). Assessment where student's performance is compared to a specific learning objective or performance standard and not to the performance of other students. Criterion-referenced assessments indicate how students are performing on specific goals or standards, rather than just telling how their performance compares to a norm group of students nationally or locally. It is possible that all or none of the students will reach a particular goal or performance standard.

Curriculum. All instruction, services and activities provided for students through formal schooling, including but not limited to content teaching methods and practices, as well as instructional materials. Includes planned, overt topics of instruction as well as unseen elements such as norms and values taught through classroom interaction between the teacher and the student.

Data-driven decision making. Making programmatic decisions based on student outcomes including assessments and course outcomes.

Department of Workforce Services (DWS). Partner under the Workforce Innovation Opportunity Act. Utah title give to the Department of Labor (DOL).

Desk auditing. A structured approach to reviewing, tracking and evaluating local program performance using quantitative data from UTopia.

Disability. Student has a record of, or is regarded as having, any type of physical or mental impairment, including a learning disability that substantially limits or restricts one or more major life activities (e.g., walking, seeing, hearing, speaking, learning, and working).

Dislocated worker. Individual who receives an individual notice of pending or actual layoff from a job, or an individual who receives a publicly announced notice of pending or actual layoff.

Displaced homemaker. The student has been providing unpaid services to family members in the home and has been dependent on the income of another family member, but is no longer supported by that income, and is unemployed or underemployed and experiencing difficulty obtaining or upgrading employment.

Domiciled in Utah. Making a residence in Utah.

Education Functioning Levels (or Functioning Level) – per NRS guidelines (EFL).

The student is assigned an EFL for reporting purposes during a fiscal year. An EFL is determined by scale scores obtained from a standardized test. A student's scale score in his/her lowest area of instruction (i.e., math, writing, reading) determines a student's EFL for Utah reporting purposes and is the baseline upon which advancement to higher NRS levels is used. (See NRS functioning levels for ESOL, ABE, and AHSC.)

Elective classes. An AHSC course approved by the USOE that is not a core graduation requirement.

Eligibility for services. Anyone as defined below is eligible to participate in adult education programs. However, in order to be eligible to receive services provided with **state and/or federal** adult education funds, an individual must be a legal resident of the United States, make his/her true and permanent home in Utah, and meet the following criteria:

1. 16 to 19 years of age; not a high school graduate; out-of-school youth
2. 17 years of age and over; not a high school graduate; class has graduated
3. Under 18 years of age, but legally documented as an adult through emancipation; not a high school graduate
4. A high school graduate 18 years of age or older below post-secondary (12.9) skill level in any of the following areas: reading, writing, or math computation, as determined by an academic assessment approved by the USOE, Adult Education Services
5. Has been adjudicated as an adult

If the following conditions are met the students are not eligible for services provided with **state and/or federal** adult education funding. Other funding services must be used.

1. High school graduate; academic assessment reflective of 12.9+ scores in reading, math, and language
2. Under 18 years of age; not a high school graduate; currently attending both the K-12 program and adult education program
3. 18 years of age and over or emancipated; not a high school graduate; currently attending both the K-12 program and adult education
4. Summer senior; currently attending adult education to complete courses for a K-12 diploma
5. Out-of-state resident; must pay full tuition and fees

Emancipated. A student who has reached the age of majority (18 in Utah); includes underage individuals who are married and individuals who are adjudicated.

Employed. Students who work at the time of their enrollment as paid employees, who work in their own business or farm, or who work 15 hours or more per week as unpaid workers on a farm or business operated by a family member. Also includes students who are not currently working but who have jobs or businesses from which they are temporarily absent (NRS guidelines).

English for Speakers of Other Languages (ESOL). Program of instruction designed to help adults with limited English proficiency achieve competence in the English language.

English Literacy/Civics Education. Integrated English literacy and civics education program to assist immigrants and refugees with limited English skills to acquire basic skills needed to function efficiently as parents, employees and citizens.

English literacy program. Program of instruction designed to help individuals of limited English proficiency achieve competence in the English language.

Entered employment. Student enters employment by the end of the first quarter after his/her program exit quarter. Employment is working in a paid, unsubsidized job or working 15 hours or more per week in an unpaid job on a farm or business operated by a family member or the student. A job obtained while the student is enrolled can be counted for "entered employment" and is reported in the exit-from-the-program data (NRS guidelines).

Entering Functioning Level (EFL). Lowest instructional area of "target" focus (ESOL, ABE or AHSC) based on obtained pre-test administered at the beginning of the fiscal/program year. The student's level gain outcomes are figured on the post-tests in the EFL focus area of instruction for the program year.

Enrollee. Adult education student who participates in twelve or more contact hours (instructional and non-instructional) during a fiscal year and has completed a full pre-test establishing an EFL and has a current SEOP that includes goals that are reasonable to complete within the program year of instruction. "Enrollee Status" is reached on the latest date that above components and the student's funding code are entered into UTopia.

ESOL 1 (Beginning ESOL Literacy). Student who cannot speak or understand English, and has no or minimal reading or writing skills in any language. Student functions minimally or not at all in English, and communicates only through gestures or a few isolated words. Student may have no knowledge of or ability to use computers.

Test benchmark: BEST Literacy 0-20 *and* BEST Plus 400 and below; CASAS reading 180 and below; CASAS listening 180 and below.

ESOL 2 (Low Beginning ESOL). Student can understand basic greetings, simple phrases and commands. Student can understand simple questions related to personal information; read numbers, letters and some common sight words; read and write some

familiar words and phrases; and write basic personal information. Student can function with difficulty in social situations and situations related to immediate needs. Student may have limited knowledge of and experience with computers.

Test benchmark: BEST Literacy 21-52 *and* BEST Plus 401-417; CASAS reading 181-190, CASAS listening 181-190

ESOL 3 (High Beginning ESOL). Student can understand common words and simple phrases and sentences containing familiar vocabulary, can read most sight words and many other common words, and can read familiar phrases and simple sentences. Student can function in some situations related to immediate needs and in familiar social situations. Student may have limited knowledge of and experience with computers.

Test benchmark: BEST Literacy 53-63 *and* BEST Plus 418-438; CASAS reading 191-200, CASAS listening 191-200

ESOL 4 (Low Intermediate ESOL). Student expresses basic survival needs and, with some difficulty, participates in some routine social conversations; reads simple material on familiar subjects; writes simple notes and messages in familiar situations; interprets simple directions, schedules, signs, maps, etc.; and completes simple forms. Student may be able to use computer programs and can perform a sequence of routine tasks if given directions.

Test benchmark: BEST Literacy 64-67 *and* BEST Plus 439-472; CASAS reading 201-210, CASAS listening 201-210

ESOL 5 (High Intermediate ESOL). Student can participate in conversation in familiar social situations, but may need some assistance in clarifying; can read text on familiar subjects that has a simple and clear underlying structure; can write simple paragraphs; can meet basic survival and social demands; can follow simple oral and written instructions; and has some ability to communicate on the telephone on familiar subjects. Student can work with or learn basic computer software.

Test benchmark: BEST Literacy 68-75 *and* BEST Plus 473-506; CASAS reading 211-220, CASAS listening 211-220

ESOL 6 (Advanced ESOL). Student can understand and communicate in a variety of contexts related to daily life and work; can understand and participate in conversations on a variety of everyday subjects, including some unfamiliar vocabulary; can read moderately complex text related to life roles, and descriptions and narratives from authentic materials on familiar subjects; can function independently to meet most survival needs; and can use English in routine social and work situations. Student can use common software, learn new basic applications and select correct basic technology in familiar situations.

Test benchmark: BEST Literacy 76-78 and above *and* BEST Plus 507-540; CASAS reading 221-235, CASAS listening 221-235

Exit Criteria: BEST Plus 541 and above; CASAS reading and listening 236.

Ethnicity. Ethnic category that the student self-identifies, appears to belong to, or is regarded in the community as belonging to. NRS categories include American Indian or Alaskan Native, Asian, Native Hawaiian or Pacific Islander, Black or African-American (non-Hispanic), Hispanic or Latino, and White.

Evaluate. To measure, compare, and judge the quality of a student's work or a specific educational program.

Exiting the program/exit date. Date when the student last attends or stops attending a program, through separation or completion of goal(s), and/or has not received instruction or service for 90 days.

Exit quarter. Quarter of the year when instruction ends and the student terminates participation, or the student has not received instruction for 90 days and is not scheduled to receive further instruction; quarter when the student finishes and/or leaves the program.

Family literacy services. Program with a literacy component for parents and children or other intergenerational literacy components. Services are of sufficient intensity, in terms of hours, and of sufficient duration to make sustainable changes in the family **and** integrate **all** of the following activities: (1) interactive literacy activities between parents and their children; (2) training for parents regarding how to be the primary teacher for their children and full partners in the education of their children; (3) parent literacy training that leads to economic self-sufficiency; and (4) an age-appropriate education to prepare children for success in school and life experiences. Note: Family literacy services must be defined as a specific component of a grant prior to the implementation of such a program.

Fees. Charges levied for adult education instructional materials, services, or other items.

Fiscal year. The 365-day period of time between July 1st and June 30th.

Fiscal/program year. The 365-day period of time between July 1st and June 30th in which course instruction occurs.

General Educational Development Test (GED®). Nationally normed exam consisting of modules that measure ability in the areas of reasoning through language arts, mathematical reasoning, science, and social studies.

Goal outcomes. Student-generated goal(s) developed as part of SEOP process at the time of enrollment in at least one of the following areas: entering employment, retaining employment, attainment of GED®, attainment of adult education secondary diploma, or entering post-secondary education or training program. Collected data is obtained

through individual student surveys completed by individual programs or state data matches completed by programs at set intervals for reporting attainment of goals.

Grade level norms. Scores on a test interpreted with reference to the average performance of students at each grade level.

High-stakes test. Assessment used to provide results that have important, direct consequences for programs.

Hispanic or Latino. Person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

Homeless or homeless adult. An adult lacking a fixed, regular, and adequate nighttime residence, as well as an individual having a primary nighttime residence that is (1) a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill); (2) an institution that provides a temporary residence for individuals intended to be institutionalized; or (3) a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings. *The term "homeless adult" does not apply to any individual imprisoned or otherwise detained pursuant to an act of the Congress or a state law.*

Homeless program. Curriculum and academic instruction focused specifically on the literacy needs of homeless persons. Note: this definition does not mean that a program of instruction is provided at a homeless shelter.

Immigrant. Someone admitted into this country who lives here permanently.

Indicators. Measures used to track performance over time.

Individualized instruction. Curriculum prepared and presented to a learner at his/her learning level, as determined through the assessment process.

Institution of higher education. Post-secondary collegiate institution.

Instruction. Practice of teaching designed to advance adult learners' educational functioning levels.

Integrated English Literacy and Civics Education Programs. Program of instruction designed to help an individual of limited English proficiency achieve competence in English through contextualized instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation, and United States history and government to help such an individual acquire the skills and knowledge to become an active and informed parent, employee, and community member.

Intensity of service. Academic instruction of such duration as allows students to achieve substantial learning gains and uses proven research-based instructional practices.

Inter-rater reliability. Consistency with which two or more judges rate the work or performance of test takers.

Involvement in community activities. Student increases involvement in community activities, including attending or organizing meetings of neighborhood, community or political organizations; volunteering to work for such organizations; contributing to the support of such organizations; or volunteering to work on community improvement activities.

Involvement in children's education. Student increases involvement in the education of dependent children under his/her care. This may include helping children more frequently with their school work; increasing contact with children's teachers to discuss children's education; or having more involvement in children's school, such as attending school activities or parent meetings, or volunteering to work on school projects.

Involvement in children's literacy-related activities. Student increases involvement in the literacy-related activities of dependent children under his/her care. This may include reading to children, visiting a library, or purchasing books or magazines for children.

Labor force status. Student's status as employed, not employed, or not in the labor force at the time of entry into an adult education program.

Learner. In adult education, an adult who is eligible to be admitted into an educational program.

Learning-disabled adult. Student with an IQ ranging from the low-average to above average level (70+) who has deficits (related to neurological impairments) in capacity in defined limited learning areas; this can include dyslexia (reading disability), dysgraphia (writing disability), and dyscalculia (math disability). The student also has a history of previous educational efforts (NRS guidelines).

Learning outcomes. Learning mastered at specific levels; what the student will be able to do.

Learning standards. Skills and abilities to be mastered by students at clearly articulated levels of proficiency.

Leaving the program. If a student has no scheduled services or ceases to receive education services for 90 consecutive days, this student is separated from the program.

Level gain. Outcome(s) student obtains based on successful post-test data show that the student has academically advanced from one NRS instructional level of competency to the next.

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 and in the family

of the individual and in society, to achieve his/her goals, and to develop his/her knowledge and potential.

Local Education Agency (LEA). Local public education agency (school district) authorized to administer educational programs.

Low-income status. Student receives, or is a member of a family who receives, a total family income in the six months prior to enrollment of 70 percent of the income level standard for a family of that size; or the student is receiving, or is a member of a family who is receiving, cash assistance payments from federal or state agencies or food stamps; or the student can be designated as homeless under the McKinney Act (NRS guidelines).

Minimum School Program (MSP). Primary state funding source for school districts on a formula basis provided by state law and state board rules.

Mountain Plains Adult Education Association (MPAEA). Eight-state professional association for adult education educators (UT, AZ, NV, ID, CO, MT, WY, NM).

National Reporting System (NRS). Outcome-based reporting system for the state-administered, federally funded adult education program required by Title II of the Workforce Investment Act. The NRS establishes a national accountability system for education programs by identifying measures for national reporting and their definitions, establishing methods for data collection, developing software standards for reporting to the United States Department of Education, and developing training materials and activities on NRS requirements and procedures.

Native Hawaiian or other Pacific Islander. Person who has origins as a native of the Hawaiian Islands or the other islands of the Pacific, such as the Philippine Islands or Samoa.

Norm-referenced assessment. Assessment that compares student performance to the performance of a larger group.

Norms. Performance standard that is established by a reference group that describes average or typical performance.

Not in labor force. Student who is not employed and is not seeking employment.

One-Stop partner. Department of Workforce Services (DWS) delivery system that serves to anchor services responding to the needs of business clients, job seekers and the community. One-Stops provide a seamless and comprehensive employment exchange network, providing direct services or referrals for services through partner agencies to meet the needs of its clients.

Outcome measure (core). Student progress inclusive of learning gains, obtained and/or retained employment, GED or high school diploma, enrollment and participation in higher education, or enrollment and participation in employment training programs.

Outcomes. Changes in students, such as learning gains in reading and writing that occur as a direct result of their participation in adult literacy education.

Out-of-school youth. Individual who is under 18 years of age and not enrolled in school, who has not completed high school or the equivalent.

Participant. Student with contact hours who does not meet the enrollment standards as an enrollee. The maximum outcomes that are counted for participants is 11.99 contact hours.

Performance accountability. A standard framework for measuring outcomes.

Persons with disabilities. Persons with any type of physical or mental impairment that substantially limits or restricts one or more life activities, including walking, seeing, hearing, speaking, learning and/or working. The definition may include adults who are alcohol- and/or drug-dependent, mentally challenged, hearing or speech impaired, deaf, visually impaired, or seriously emotionally disturbed or orthopedically impaired, or display other health impairments or present specific learning disabilities.

Post-secondary education or training goal. A student goal of entering a post-secondary education or occupational skills training program (completed or uncompleted program) that does not duplicate other services or training received. This goal is reported for students who enter and remain in adult education programs or exit during a program year who, at the time of entry are academically at the AHSC 1 or higher level based on credit completion.

Portfolio assessment. Collection of work, usually drawn from the student's classroom work. A portfolio becomes a portfolio assessment when (1) the assessment purpose is defined; (2) criteria or methods are made clear for determining what is put into the portfolio, by whom, and when; and (3) criteria for assessing either the collection or Individual pieces of work are identified and used to make judgments about performance. Portfolios can be designed to assess student progress, effort and/or achievement.

Post-secondary educational institution. (1) An institution that provides not less than a two-year program of instruction that is acceptable for credit toward a bachelor's degree; (2) a tribally controlled community college; or (3) a nonprofit educational institution offering certification or apprenticeship programs at a post-high school level.

Post-test. A standardized test administered to the student after a minimum of 50 instructional contact hours (TABE) or 60 instructional contact hours for BEST Literacy/BEST Plus or CASAS used to determine level gains.

Pre-test. A standardized test administered to the student upon entry into a program, used for initial program placement.

Program. Adult education service delivery system funded by state and/or federal funds.

Program monitoring. Evaluation completed by the USOE, Adult Education Services to evaluate the effectiveness of an adult education program.

Proof of residency. Proof of residency substantiates a person's entitlement to access local adult education programs funded by state and/or federal adult education funds, ensuring good stewardship of public funds by a locally funded adult education program.

Property record. Inventory of equipment must be maintained that includes a description of the equipment, a serial number, other identification numbers, source of the equipment, who holds title, acquisition date, cost of equipment, location and use of property, disposition date, and sale price. Inventory of equipment must be completed once every two years.

Public assistance status. Student is receiving financial assistance from federal, state, or local government agencies, including Temporary Assistance for Needy Families (TANF) or equivalent general assistance, food stamps, refugee cash assistance, old-age assistance, and aid to the blind or totally disabled for the benefit of a person in need of financial, medical, food, housing or related assistance. The services or benefits are provided under:

1.) UCA 35A Chapter 3, Employment Support Act; 2.) Medical assistance provided under Title 26, Chapter 18 Medical Assistance Act; 3.) Foster care maintenance payments provided with the General Fund or under Title IV-E of the Social Security Act. Social Security benefits, unemployment insurance, and employment-funded disability are *not* included in this definition.

Qualifying adult. Adult who (1) is 16 years of age or older; (2) is beyond the age of compulsory school attendance under the law of the state or outlying area; (3) lacks sufficient mastery of basic educational skills to enable the individual to function effectively in society; (4) does not have a secondary school diploma or its recognized equivalent; and (5) is not enrolled in secondary school (AEFLA definition).

Real-life context. Activities (curriculum) provided in real-life context, ensuring that an individual has the skills necessary to compete in the workplace and exercise the rights and responsibilities of citizenship.

Receipt of secondary diploma or GED®. Documentation of certification of attaining passing scores on the GED® test, or obtainment of a secondary diploma.

Reduction in receipt of public assistance. Student's TANF grant or equivalent public assistance is reduced or eliminated due to employment or increased income.

Refugee. Person who is outside any country of his/her nationality or, in the case of a person having no nationality, is outside any country in which the person last habitually resided, and who is unable or unwilling to return to because of persecution or well-founded fear of persecution on account of race, religion, nationality, membership in a particular social group, or political opinion. Asylees also meet the definition of “refugee.” However, asylees are individuals who, on their own, travel to the United States and apply for and receive a grant of asylum. These individuals do not enter the United States as refugees. They may enter as students, tourists, businessmen or without papers. Once they are in the United States, or at a land border or port of entry, they apply for asylum, a status that will acknowledge that they meet the definition of refugee and that will allow them to remain in the United States.

Refugee date. The date the refugee entered the United States. This date is found on the DHS Form I-94, Arrival-Departure Record, for new arriving refugees or under the Category (Class of Admissions) on the DHS Form I-551 Permanent Resident Record, I-155 Permanent Resident Record or an Immigration Court Letter identifying the refugee (adult or unaccompanied minor) as a refugee as a result of being in the United State due to asylum.

Rehabilitation Act (Section 504 of the Rehabilitation Act of 1973). Provides protection for individuals whose disabilities substantially limit one or more major life activities; hearing and learning are specifically listed. The act provides assurances for the person with disabilities to access “aids, benefits and services [that] to be equally effective are not required to produce the identical result or level of achievement for handicapped and non-handicapped persons, but must afford handicapped persons equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement, in the most integrated setting appropriate to the person’s needs” (34 C.F.R.104.4 (b) (2)).

Remaining within a level. Student’s post-test score, compared to the entry-level original (lowest EFL) assessment area, does not demonstrate improvement in academic skills that allows movement to the next level of academic instruction. Student remains enrolled in the same education level in which he/she was placed at the time of entry into the program. This includes those students who were not, for whatever reasons, post-tested to assess their functioning level after instruction was given.

Retained employment. Student remains employed in the third quarter after his/her exit quarter.

Roll book. Official record listing the student’s name, name of the classes, entry date, exit date, attended contact hours for each class, and units of credit awarded. Roll books, or the equivalent, must be maintained for the program year for auditor validation of program outcomes reported in UTopia.

Rubrics. Specific sets of criteria that clearly define a set standard or measure of what is acceptable and unacceptable performance.

Rural area. Geographical location of less than 2,500 inhabitants that is outside of urbanized areas of population.

Rural residency status. Student resides in a rural area – that is, a place with a population of less than 2,500 that is not near any metropolitan area with a population greater than 50,000 or in a city with adjacent areas of high density.

Scale scores. Test score to which raw scores are converted, permitting comparison between individuals and among groups of adult learners. Scale scores are primarily used to provide a basis for deriving various normative scores to describe test performance. Scale scores constitute points on an equal interval across all levels.

Secondary diploma. Certificate issued to a student upon successful completion of required Carnegie units of instructions necessary for a high school diploma.

Secondary migration date. A self-reported date given by a refugee who moves from one state and resettles in another state. Information reported may be used to determine services that may be available to the refugee.

Short-term course. Instructional program of at least 12 hours, but not more than 30 hours, provided to a project learner.

Single parent. Student who has sole custodial support of one or more dependent children.

Standardization. Consistent set of procedures for administering and scoring an assessment.

Standardized testing. Test designed to be given under specific, standard conditions. If such a test is not administered according to the standard conditions, the results are invalid.

State. The Utah State Office of Education, Adult Education Services.

State Eligible Agency (SEA). Sole state or agency responsible for administering or supervising policy for adult education and literacy consistent with state law.

State eligible provider. Local education agency (LEA), community-based organization (CBO) of demonstrated effectiveness, volunteer literacy organization of demonstrated effectiveness, institution of higher education, private nonprofit agency, library, public housing authority, or nonprofit institution that has the ability to provide literacy services to adults and families, or a consortium of such organizations (AEFLA definition).

Statement of domicile. Written statement signed by a student indicating that his/her true and permanent home is in Utah.

Student Education Occupation Plan (SEOP). Student's focused, individualized education plan that provides benchmarks by which student progress can be measured. The SEOP is developed jointly by the student and program staff with goal(s) focused on instruction and learning leading to a measurable education goal (core outcome) within a realistic timeline.

Test of Adult Basic Education (TABE). Academic assessment administered as both a pre- and post-test to students to determine EFL and program enrollment/placement in reading, writing, and mathematics achievement.

Tuition. Financial charge (fees) levied for educational services.

Unemployed. Student who is not working but is seeking employment, who has made specific efforts to find a job and is available for work.

Utah Adult Education. Program of instruction below the collegiate level for adults, including ABE, AHSC, ESOL, and GED[®] preparation.

Utah Association for Adult, Community, and Continuing Education (UAACCE). Utah professional association for adult, community and continuing education educators and advocates.

UtahFutures.org. Educational career information system available to all Utah residents. Facilitates education and career goal planning through interaction with higher education institutions and the Department of Workforces Services employment information.

Utah High School Completion Diploma. Credential issued for successfully passing the GED[®] Test.

Utah State Office of Education (USOE). An organization established to carry forward the work of the Utah State Board of Education and to provide service, leadership and accountability in stimulating student achievement in Utah serving as a fiscal agent for adult education.

Utah online performance information for adult education (UTopia). Web-based management information system used by local programs for state and federal data reporting purposes.

Voting behavior. Student registers to vote and/or votes for the first time anytime during the program year.

White. Person having origins in any of the original peoples of Europe, North Africa, or the Middle East, but not of Hispanic culture or origin.

Work-based project learner. Adult student who acquires the skills taught in a short-term (12-30 hours of instruction) learning course designed to teach specific work-based literacy skills. Student is identified as a work-based project learner at the time of intake and has this stated as his/her primary goal on his/her SEOP. Instruction must be designed to teach work-based literacy skills with specific educational outcomes and measurable standards for achievement. The skills the student learns, and the method for assessing these skills and standards for achievement, must be explicitly stated prior to the beginning of the course. The final assessment must be a demonstrated achievement of the skills at the level of an agreed-upon standard. The assessment must either be a standardized test or performance-based assessment with a standardized scoring rubric. Work-based project learners are not counted for the educational gain measure, are not assigned an EFL, and have no core outcome measures reported on the URAED. However, work-based project learners who complete a work-based project activity are reported on the NRS.

Workforce Economic Education Development Alliance (WEEDA). State committee focused on the enhanced alliance between DWS, adult education and higher education.

Workforce Investment Act (WIA). Governmental act of 1998 that serves as the “umbrella” providing guidance/direction for AEFLA.

Workforce Innovation Opportunity Act (WIOA) Governmental act of 2016 that serves as the “umbrella” providing guidance/direction for AEFLA.

Workplace literacy services. A specific program designed to provide literacy services that for the purpose of improving the productivity of the workforce through the improvement of literacy skills. Services may include (1) adult literacy and other basic skill services and activities, including basic computer literacy skills; (2) adult secondary education services and activities that may lead to the completion of a high school diploma or its equivalent; (3) meeting the literacy needs of adults with limited English proficiency. Note: this type of literacy program is very specific to the needs of the workplace and is designed with the employer to meet a specific employer’s needs. Workplace literacy services must be defined as a specific component of a grant prior to the implementation of such a program.