

**Technical College System of Georgia  
Office of Adult Education  
1800 Century Place, N.E., Suite 300  
Atlanta, Georgia 30345-4304**

**Josephine Reed-Taylor, Ed. D.  
Assistant Commissioner**

---

---

# **Definitions Supplement**

**FISCAL YEAR 2010  
(July 1, 2009 - June 30, 2010)  
Updated February 18, 2009**

## **This Supplement to the Application contains:**

### **☐ Acronyms and Definitions**

**Reference sources used to compile these terms include, but are not limited to the following documents:**

#### **Federal Level**

- Code of Federal Regulations (CFR) 461.40; 662-220
- OMB Circular A-87
- EDGAR regulation Part 76
- Federal Register – February 17, 1999
- National Reporting System (NRS) Implementation Guide, June 2007
- United States Department of Education (USDOE), Office of Vocational and Adult Education (OVAE) Memorandum 99-14
- Workforce Investment Act (WIA) of 1998 (Public Law 105-220), including Title II-Adult Education and Family Literacy (AEFLA) Act

#### **State Level**

- Georgia Adult Learners Information System (GALIS)
- Georgia Statewide Travel Regulations
- Official Code of Georgia Annotated (O.C.G.A.) 20-4; 48-7-41
- Technical College System of Georgia
  - Adult Learners Assessment Policies and Procedures Manual – Fiscal Year 2009
  - Intake Assessment Form Directions and Definitions -
  - On-Site Program Review
  - Policy and Procedure Administrative Manual for Adult Education and Family Literacy Programs

#### **Websites**

- |   |  |
|---|--|
| • <a href="http://adultrlit.myweb.uga.edu">http://adultrlit.myweb.uga.edu</a> | On-Line Professional Learning Center     |
| • <a href="http://www.nrsweb.org">www.nrsweb.org</a>                          | National Reporting System                |
| • <a href="http://www.ed.gov/ovae">www.ed.gov/ovae</a>                        | Office of Vocational and Adult Education |
| • <a href="http://www.TCSG.edu">www.TCSG.edu</a>                              | Technical College System of Georgia      |
| • <a href="http://www.ED.gov">www.ED.gov</a>                                  | U. S. Department of Education            |
| • <a href="http://www.whitehouse.gov">http://www.whitehouse.gov</a>           | Whitehouse Grants                        |

### **☐ Educational Functioning Level Definitions**

- Adult Basic Education Levels
- English Literacy Program Levels
- Adult Secondary Education Levels

Acronyms

and

Definitions

## ACRONYMS

<b>ABE</b>	Adult Basic Education
<b>ABLE</b>	Adult Basic Learning Examination
<b>AE</b>	Adult Education
<b>AHS</b>	Adult High School
	Adult Learner Assessment Policies and Procedures Manual (FY 2009)
<b>ASE</b>	Adult Secondary Education
<b>BEST</b>	Basic English Skills Test
<b>CASAS</b>	Comprehensive Adult Student Assessment System
<b>CBO</b>	Community-based Organization
<b>CLCP</b>	Certified Literate Community Program
<b>CFA</b>	Code of Federal Regulations
<b>DAEL</b>	Division of Adult Education and Literacy
<b>DMVS</b>	Georgia Department of Motor Vehicles Safety
<b>DTAE</b>	Department of Technical and Adult Education
<b>EAGLE</b>	Exceptional Adult Georgian in Literacy Education
<b>EFL</b>	Educational Functioning Level
<b>EL</b>	English Literacy
<b>EL/CE</b>	English Literacy and Civics Education
<b>ELP</b>	English Literacy Program
<b>ESL</b>	English as a Second Language
<b>ESLOA</b>	English as a Second Language Oral Assessment
<b>FBO</b>	Faith-based Organizations
<b>FERPA</b>	Family Educational Rights and Privacy Act
<b>GA</b>	Georgia
<b>GALIS</b>	Georgia Adult Learners Assessment System
<b>GED®</b>	General Educational Development
<b>GPSC</b>	Georgia Professional Standards Commission
<b>GPRA</b>	Government Performance and Review Act
	Intake Assessment Form Definitions and Directions (FY 2009)
<b>LAC</b>	Local Advisory Committee
<b>MIS</b>	Management Information System
<b>MOU</b>	Memorandum of Understanding
<b>NAAL</b>	National Assessment of Adult Literacy

## ACRONYMS

<b>NCSALL</b>	National Center for the Study of Adult Learning and Literacy
<b>NRS</b>	National Reporting System Implementation Guide
<b>OAE</b>	Office of Adult Education
<b>OAL</b>	Office of Adult Literacy
<b>OCGA</b>	Official Code of Georgia
<b>OMB</b>	Office of Management and Budget Circular
<b>OVAE</b>	Office of Vocational and Adult Education
<b>PD</b>	Professional Development
<b>P. L.</b>	Public Law
<b>PLU</b>	Professional Learning Unit
<b>RFA</b>	Request for Application
<b>SDA</b>	Service Delivery Area
<b>SEP</b>	Student Education Plan
<b>SBTAE</b>	State Board of Technical and Adult Education
<b>TCSG</b>	Technical College System of Georgia Technical College System of Georgia Policies and Procedures Administrative Manual for Adult Education and Family Literacy Programs
<b>TOFHLA</b>	Test of Functional Health Literacy in Adults
<b>USDOE</b>	United States Department of Education
<b>WIA</b>	Workforce Investment Act of 1998
<b>WIB</b>	Workforce Investment Board

## ACRONYMS AND DEFINITIONS

### A

**ABLE** (Adult Basic Learning Examination) is a testing instrument. ABLE is an instrument used to measure several basic education skills of adults and to identify educational functioning level. ABLE is not an approved Georgia standardized assessment for determining Educational Functioning Level.

(NRS)

**Administrative requirements** are those matters common to grants in general, such as financial management, kinds and frequency of reports, and retention of records. These are distinguished from *programmatic* requirements, which concern matters that can be treated only on a program by program or grant by grant basis, such as kinds of activities that can be supported by grants under a particular program.

Adult means an individual who is age 18 or older except in WIA - Sections 127 and 132.

[WIA-Section 101(1)]

**Adult** is an individual who is at least 16 years of age and/or is beyond the age of compulsory school attendance under state law.

**Adult Education** is services or instruction below the post secondary level for individuals:

1. Who have attained 16 years of age;
2. Who are not enrolled or required to be enrolled in a secondary school under state law; and
3. Who lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society; does not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or unable to speak, read, or write the English language.

[AEFLA, Section 203(1)]

**Adult Basic Education** (ABE) is instruction designed for an adult who lacks competence in reading, writing, speaking, problem solving or computation at a level necessary to function in society, on a job or in a family.

(NRS)

**Adult Education and Family Literacy Act** is Title II within the Federal Workforce Investment Act (WIA – P.L. 105-220) and became law August 1998. The Act authorizes funds to support Section 231, basic adult literacy services; Section 225, adult learners in Correctional and other Institutionalized settings; and Section 223 for leadership, professional development, and training.

(WIA – P.L. 105-220)

**Adult Education and Literacy Activities** means activities described in section 231(b):

1. Adult education and literacy services, including workplace literacy services.
2. Family literacy services.
3. English literacy programs.

[AEFLA, Section 203(b)]

**Adult Learner** is an adult who is engaged in formal education or training to build his or her knowledge and skills. This education or training includes the full range of education from basic education, literacy, and high school equivalency including work-based programs.

(Equipped for the Future 1997)

**Adult Learner Daily Attendance Sheet** is the sign-in sheet utilized in Georgia's Adult Literacy classrooms to document adult learner attendance.

(Policy and Procedure Administrative Manual, 3.3)

**Adult Learner Assessment Policies and Procedures Manual** is a Georgia document providing instructions on identifying educational functional level for placement and graduations.

(3.3, Policy and Procedure Administrative Manual)

**Adult Secondary Education Program (ASE)** is 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.

(NRS)

**Advisory Committee:** Refer to definition of **Local Advisory Committee**.

**Age** means the adult learner's date of birth. (NRS)

**Agency** means the **Georgia Technical College System of Georgia (TCSG)** and is the funding agency for the adult education funds that are distributed in Georgia.

(RFA)

**Aide:** Refer to definition of **Instructional Aide**.

**Amendments:** Refer to definition of **RFA Amendments**.

**Applicant** is the entity eligible to apply for funds offered in the application. If the application is approved, "applicant" shall mean grantee/contractor.

(RFA)

**Application** is the package submitted by the applicant.

**Assessment** is the activity performed by the teacher/diagnostician to determine the instructional level of the adult learner, identify adult learner goals and evaluate progress.

(NRS)

**Assessment Policy:** Refer to **Adult Learner Assessment Policy and Procedures Manual**.

## B

**Basic Skills Deficient** means that the individual has English reading, writing, or computing skills at or below the eighth grade level on a generally accepted standardized test or a comparable score on a criterion-referenced test.

[WIA, Section 101(4)]

**Benchmarks** means the application of the knowledge and skills, the level of performance desired to demonstrate grasp of the concept.  
(Adult Education Curriculum Framework)

**BEST (Basic English Skills Test)** is a standardized testing instrument used in English as a Second Language Program. The purpose of BEST is to assess speaking, listening, reading, and writing skills of low proficiency non-native English speakers and to identify an educational functioning level.

(Assessment Policies and Procedures Manual)

## C

**CASAS** (Comprehensive Adult Student Assessment System) is a standardized testing instrument. The purpose of CASAS is to assess an adult learner's ability to apply basic reading skills to common everyday life situations and to identify an educational functioning level. CASAS is not an approved Georgia standardized assessment for determining Educational Functioning Level.

(NRS)

**Certified Literate Community Program (CLCP)** is a business-education-government partnership in which a community establishes an independent non-profit collaborative with a mission of improving the literacy levels of children, families, and workers in their community.

(Section 4.1, Policies and Procedures Manual)

**Clerical Staff (administrative)** means personnel occupying positions which have as their major

responsibilities the preparing, transferring, transcribing, systematizing, or preserving of written communications and records for the SDA Director.

(RFA)

**Collaborative** is the cooperative venture of entities working together.

**Collaborative Efforts** is when groups come together to explore common issues of concern and interest and that work jointly with other literacy providers identified in the regional Workforce Investment Board (career links, adult education coalition, social services, job training programs, etc.).

(NRS)

**Community-based Organization** means a private, nonprofit organization that is representative of a community or a significant segment of a community and that has demonstrated expertise and effectiveness in the field of workforce investment.

[WIA, Section 101(4)]

**Comparability:** Refer to **Data Quality Components**.

**Completer** is a Level Completer.

- ABE Level Completer is an adult learner who has raised his or her lowest academic performance level after receiving instruction and/or review in math, reading and writing/language to the next educational functioning level. Refer to **Measures and Methods for Placement and Completion Directions**.
- Adult High School Graduate - The adult learner is awarded a recognized Adult High School Diploma which is not a K-12 Diploma.
- ELP Level Completer - The adult learner obtains proficiency in competencies in functional skills and specific skills in reading, writing, speaking and listening in English and has raised his/her academic performance to the next educational functioning level.
- GED Diploma Recipient - The adult learner is awarded a recognized Georgia GED Diploma.

(NRS)

**(GA Rule) Conference Notes** is a component of the Intake Assessment Form to document the outcomes of the student-teacher conferences which are conducted at least on a quarterly basis to review academic progress and goals.

(3.3, Policies and Procedures Manual)

**Contact Hours** are the number of instructional hours the learner receives. All time the learner spends in the program-sponsored activity designed to promote

student learning in the curriculum should be counted.

Activities to count include:

- time in class receiving instruction;
- time in a learning lab;
- time spent with a program – sponsored tutor;
- assessment and follow-up
- and time on assessment activities, including initial tests and post-tests excluding GED Tests administration.

**Reminders:**

- Time should be reported as quarter hours, rounded to the nearest quarter hour.
- Note that time spent on assessment can be counted only if the assessment is designed to inform placement decisions, assess progress or inform instruction.
- Time used to take the GED tests, for example, should NOT be counted as instructional activity.
- [A sign-in sheet to the building is not documentation for adult learner contact hours. The monitors/auditors will review the classroom sign-in sheets and not the building sign-in sheets.]
- [The purpose of the sign-in sheet/log is to document the number of INSTRUCTIONAL HOURS/CONTACT HOURS an adult learner spends in the classroom.]

(NRS)

**Contextual Learning** is learning that occurs only when adult learners process new information or knowledge in such a way that it makes sense to them in their frame of reference (their own inner world of memory, experience, and response). This approach to learning and teaching assumes that the mind naturally seeks meaning in context – this is, in the environment where the person is located – and that it does go through searching for relationships that make sense and appear useful.

(NRS)

**Core Measures** are defined into three categories:

- **Outcome measures** include educational gain, entered employment, retained employment, receipt of secondary school or GED diploma or placement in postsecondary education or training;
- **Descriptive measures** include student demographics, reasons for attending and student status; and
- **Participation measures** contact hours received and enrollment in instructional programs for special populations or projects (such as family literacy or workplace literacy).

(NRS)

**Community Corrections Programs** mean academic programs for criminal offenders provided in community-based rehabilitation facility or halfway house.

(Intake Assessment Form)

**Corrections Education and Other Institutional Programs** means programs for criminal offenders in correctional institutions and for other institutionalized individuals in any other medical or special institution, including academic programs for--

1. basic education;
2. special education programs as determined by the eligible agency;
3. English literacy programs; and
4. secondary school credit programs.

(AEFLA, Section 225)

**Correctional Facilities Program** means any prison, jail reformatory, work farm, detention center, or any other similar Federal, State, or local institution designed for the confinement or rehabilitation of criminal offenders.

(Intake Assessment Form)

**Curriculum Guide Adult Education Instruction** is a guide that identifies a list of competencies and minimal skills that local programs should address. This curriculum allows for flexibility based upon adult learner achievement levels and individual learning difference.

(Refer: Online Professional Learning, [www.tcsg.edu](http://www.tcsg.edu))

**Customized training** means training—

- 50 that is designed to meet the special requirements of an employer (including a group of employers);
- 50 that is conducted with a commitment by the employer to employ an individual on successful completion of the training; and
3. for which the employer pays for not less than 50 percent of the cost of the training.

[WIA, Section 101(8)]

D

**Data Flow** is the flow of numbers from one table to another or one report to another report.

**NRS Example:** The total on Table 1, column N of the NRS must agree with Table 2 Column N, Table 3 Column G and Table 4A Column B.

(NRS)

**Data Quality Components** are reflected in the following:

- **Integrity** – Data with integrity is information that is not compromised through corruption or falsification.
- **Objectivity** – Quality data are information that is accurate and unbiased and presented in a clear, complete, well-documented manner. Objectivity is achieved by using appropriate data sources and sound analytical techniques, by using proven methods, and by carefully reviewing the content of all information and reports.
- **Reliability** – Following the same procedures consistently over time.
- **Reproducibility** – Quality data can be reproduced by others by using the documented methods, assumptions, and data sources to achieve comparable findings.
- **Transparency** – Transparent data involve having a clear description of methods, data sources, assumptions, outcomes, and related information that allow users to understand the data.
- **Utility** – Quality data are information that is useful and available to its intended audience.
- **Validity** – Ensuring the measures truly represent their underlying concepts.

(NRS)

**Data Quality Links** is when each person in the process practices regular and frequent reviews of data entered into the data system. Data is reviewed for a) patterns that raise a question; b) numbers that are unrealistically too high or too low; c) missing data; d) out of range values such as 0% or 100% and compares data to last quarter and last year.

(NRS)

**Disabled Adults means** persons who are sixteen years of age and older with any type of physical or mental impairment that substantially limits or restricts one or more major life activities, including walking, seeing, hearing, speaking, learning, and working. This definition includes adults who are alcohol and drug abusers, mentally retarded, hearing-impaired, deaf, speech-impaired, visually handicapped, seriously emotionally disturbed, and orthopedically impaired, other health impairment, and adults with specific learning disabilities. Also refer to **Individual with a Disability**.

(Intake Assessment Form)

**Dislocated Worker** means an individual who:

1. has been terminated or laid off, or who has received a notice of termination or layoff, from employment;
2. is eligible for or has exhausted entitlement to unemployment compensation; or
3. has been employed for a duration sufficient to demonstrate, to the appropriate entity at one stop center referred to in section 134 (c), attachment to the workforce, but is not eligible for unemployment compensation due to insufficient earnings or having performed services for an employer that were not covered under a State unemployment compensation law; and
4. is unlikely to return to a previous industry or occupation;
5. has been terminated or laid off, or has received a notice of termination or layoff, from employment as a result of any permanent closure of, or any substantial layoff at, a plant, facility, or enterprise.
6. is employed at a facility at which the employer has made a general announcement that such facility will close within 180 days; or
7. for purposes of eligibility to receive services other than training services described in section 134(d)(4), intensive services described in section 134(d)3), or supportive services, is employed at a facility at which the employer has made a general announcement that such facility will close;
8. was self employed (including employment as a farmer, a rancher, or a fisherman), but is unemployed as a result of general economic conditions in the community in which the individual resides or because of natural disasters; or is a displaced homemaker.

[WIA, Section 101(9)]

**Displaced Homemaker** means an individual who has been providing unpaid services to family members in the home and who:

1. has been dependent on the income of another family member, but is no longer supported by that income; and
2. is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

[WIA, Section 101(1)]

**Division of Adult Education and Literacy (DAEL)** is a division of the U.S. Department of Education.

**Documentation** is a written or printed paper that furnishes evidence academic mastery has occurred. It may be a sample of work. It may be a written notation of a date test is taken, the form utilized and the results.

**Documentation of Disabilities** is a written or printed paper that determines a specific diagnoses and recommendation of appropriate accommodations, and must be made by a qualified professional diagnostician whose credentials are appropriate to the disability.

**(Assessment Policies and Procedures Manual)**

**DTAE** is Department of Technical and Adult Education name was legislatively changed in 2008 to the Technical College System of Georgia.

## E

**EAGLE** is the Exceptional Adult Georgian in Literacy Education Awards Program recognizing outstanding students enrolled in adult literacy classes statewide. Adult literacy teachers in public, private, and grantee agencies nominate students to be selected at the local program level to participate in the EAGLE program at the state level. From these students, one student (called an EAGLE Delegate) is selected to represent the local program at the state Leadership Institute. The Leadership Institute recognizes all Delegates attending the state-level program and provides professional development sessions focused on increasing leadership, communication, and life management skills. Every EAGLE Delegate is considered an ambassador and spokesperson for literacy servicing local communities and the state by promoting lifelong learning.

**(4.1, Policy and Procedure Administrative Manual)**

**Educational Functioning Level** is the standardized meaning of adult education levels so specific skills and achievements of adult learners can meet standardized reporting requirements.

**(NRS)**

### **Educational Functional Levels Categories for the Adult Education Program**

#### **ABE Levels**

- Level 1: Adult Beginning Literacy Grades 0-1.9
- Level 2: Beginning Literacy Grades 2.0-.3.9
- Level 3: Low Intermediate Grades 4.0- 5.9
- Level 4: High Intermediate Grades 6.0-8.9
- Level 5: Low Adult Secondary Grades 9.0-10.9
- Level 6: High Adult Secondary Grades 11.0-12.9

#### **ELP Levels**

- Level 1: Beginning ESL Literacy
- Level 2: Low Beginning ESL
- Level 3: High Beginning ESL
- Level 4: Low Intermediate ESL
- Level 5: High Intermediate ESL
- Level 6: Advanced ESL

**(NRS)**

**Educational Gain** occurs when an adult learner completes or advances one or more educational functioning levels from starting level measured on entry into the program based upon standardized assessment.

**(NRS)**

**Educational Service Agency** means a regional public multiservice agency authorized by State statute to develop and manage a service or program, and to provide the service or program to a local educational agency.

**Eligible Agency** means the sole entity or agency in a State or an outlying area responsible for administering or supervising policy for adult education and literacy in the State or outlying area, respectively, consistent with the law of the State or outlying area, respectively.

**[AEFLA, Section 203(4)]**

**Eligible Provider** means:

1. a local educational agency;
2. a community based organization of demonstrated effectiveness;
3. a volunteer literacy organization of demonstrated effectiveness;
4. an institution of higher education;
5. a public or private nonprofit agency;
6. a library;
7. a public housing authority;
8. a nonprofit institution that has the ability to provide literacy services to adults and families; and
9. a consortium of the agencies, organizations, institutions, libraries, or authorities.

**[AEFLA, Section 203(5)]**

**Employment Status** (Labor Force Status) according to Federal definitions:

- **Employed** – Learners who work as paid employees, work in their own business or farm, or who work 15 hours or more per week as unpaid workers on a farm or in a business operated by a member of the family. Also included are learners who are not currently working, but who have jobs or businesses from which they are temporarily absent.
- **Unemployed** – Learners who are not working, but are seeking employment, have made specific efforts to find a job and are available for work.
- **Not in the labor force** – Learners who are not employed and are not seeking employment.

**(NRS)**

**Enrollment** occurs in the Adult Education Program after the completion of 12 hours of educational activities such as orientation, evaluation, development of SEP, goal-setting and study.

**(NRS)**

**English Literacy and Civics Education (EL/Civics)** is an educational program that emphasizes contextualized instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation, and U.S. history and government. Its purpose is to help adult learners become active participants in their communities and develop the kind of knowledge, skills and strategies they need to navigate governmental, educational, workplace and other American institutions, such as banking and health care.

**(Intake Assessment Form)**

**English Literacy and Civics Education Program** is an integrated program of educational services to immigrants and other limited English proficient populations to acquire the basic skills they need to function effectively as parents, workers, and citizens. Local providers implementing EL/Civics programs are charged with incorporating instruction on the rights and responsibilities of citizenship and civic participation.

**(OVAE)**

**English Literacy Program (ELP)** is a program of instruction designed to help individuals of limited English proficiency achieve competence in the English language. (AEFLA, Section 203(6)]. The program provides services to adult learners needing English-as-a-Second Language service.

**(Intake Assessment Form)**

**Equipment** means tangible, non expendable, personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

**English as a Second Language Program** is an instructional program of designed to help adults who are limited English proficient achieve competence in the English language.

**(1.3, Policies and Procedures Manual)**

**ESLOA** (English as a Second Language Oral Assessment) is a standardized test used in English as a Second Language Program and to identify educational functioning level. ESLOA is not an approved Georgia standardized assessment for determining Educational Functioning Level.

**Ethnicity** means learner's ethnic category to which the learner self-identifies, appears to belong to, or is regarded in the community as belonging.

**(NRS)**

**Ethnicity** Categories according to NRS Federal definitions are:

- **American Indian or Alaskan Native** – A person having origins in any of the original peoples of North America, and who maintains

cultural identification through tribal affiliation or community recognition.

- **Asian** – A person having origins in any of the original peoples of the Far East, Southeast Asia or the Indian subcontinent. These areas include, for example, China, India, Japan and Korea.
- **Native Hawaiian or Other Pacific Islander** – A person having origins as a native of the Hawaiian Islands or the other islands of the Pacific, such as the Philippine Islands and Samoa.
- **Black or African American** – A person having origins in any of the Black racial groups of Africa, but not of Hispanic culture or origin.
- **Hispanic or Latino** – A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **White** – A person having origins in any of the original peoples of Europe, North Africa, or the Middle East, but not of Hispanic culture or origin.

**(NRS)**

**Evidence-Based Practice** is the integration of professional wisdom with the best available empirical evidence from scientifically based research in making decisions about how to deliver instruction.

**(U.S. DOE Institute of Education Sciences)**

## F

**Faith-based Organizations (FBO)** are non-profit organizations associated with a faith community or multiple faith ministries.

**(NRS, Table 14)**

**Family Literacy Programs** are programs with a literacy component for parents and children or other intergenerational literacy components.

**Family Literacy Services** are services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that 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;
4. An age appropriate education offered through coordination to prepare children for success in school and life experiences.

**[AEFLA, Section 203(7)]**

**Federal Funds for the purpose of this document are allocated funds** authorized by the Workforce Investment Act of 1998, Title II. Section 231 authorizes funding for basic adult literacy services. Section 225 authorizes funding for services to adult learners in Institutionalized settings and Section 223 provides monies for leadership, staff development and training.

**(WIA-Title II-AEFLA)**

**Follow-Up Survey** is the method used to document adult learner achievement for Core Indicators Two and Three when Data Match is not available.

**Foreign born** refers to people residing in the United States at the time of the census, who were not United States citizens at birth. The foreign-born population includes naturalized citizens, lawful permanent immigrants, refugees and asylees, legal nonimmigrants (including those on student, work, or other temporary visas), and persons residing in the country without authorization. By comparison, the term *native* refers to people residing in the United States who were US citizens in one of three categories: 1) people born in one of the 50 states or the District of Columbia; 2) people born in United States Insular Areas such as Puerto Rico or Guam; or 3) people who were born abroad to at least one US citizen parent. (*Migration Policy Institute*)

**Formal Assessment** means using a test that involved standardized administration and that has norms and a formal interpretive procedure.

**Funds Requisition** is a required monthly report for contractors to apply for reimbursement of services performed.

## G

**GALIS (Georgia Adult Literacy Information System)** is a web-enabled management information system (MIS) developed to meet the individual needs of Georgia's Adult Education Program, while meeting the guidelines of the National Reporting System (NRS).

**GALIS User Manual** provides information to be able to 1) successfully log into the GALIS application, 2) navigate the main screens and tables, 3) review student, class, attendance, staff, site and report forms and sub-forms, 4) add new and modify existing data and 5) view reports and save or print them.

**GED (General Educational Development) Tests** are a test battery of 5 parts which provides an opportunity for adults to earn a high school equivalency diploma.

**Gender** means whether the learner is male or female.  
**(NRS)**

**Georgia's Core Indicator Goals** is a document listing Federal Core Indicator percentages negotiated by the U.S. Department of Education and the Office of Adult Literacy. Refer to the **Documents** section of the RFA.

**Georgia Tax Credit for Adult Basic Skills Education** is the tax credit program offered by the Georgia Department of Revenue to businesses/employers that sponsor a Workplace Learning Program. **Tax Credit** is the amount equal to 1/3 of the cost of education per qualified student for each employee that successfully completes an approved Workplace Learning Program.

**(4.1, Policy and Procedure Manual)**

**Goal Completer** is an adult learner who completes his/her identified academic goal.

**Government Performance and Review Act (GPRA)** is the federal agency that oversees accountability of Federal program. GPRA requires all Federal agencies to develop strategic plans and ensures agency accountability.

**(NRS)**

**Grantee/Contractor** is the entity approved for funds in the RFA application.

**(RFA)**

**Graduation** is when adult learners have been awarded the Adult High School or GED Diploma.

## H

**Health Literacy Programs** are designed to assist the individual to increase the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions. (Harvard School of Public Health, Health Literacy Studies, **[National Center for the Study of Adult Learning and Literacy (NCSALL)]**)

Health Literacy Program is a literacy program offered by Georgia to increase the degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions.

**(Section 4.1, Policy and Procedure Manual)**

**Health Literacy Project Learners** are enrolled in a course that has at least 12 hours and no more than 20 hours of scheduled instruction in health literacy skills.

These adult learners do not have an Educational Functioning Level.

**(Intake Assessment Form)**

**Health Literacy** as defined by the National Assessment of Adult Literacy focuses on one key aspect:

- The ability to use printed and written information associated with a broad range of health-related tasks to accomplish one's goals at home, in the workplace, and in the community.
- Health literacy involves more than just the ability to read and understand the words and procedures associated with health care. It involves comprehension, communication and action.

**(NAAL)**

**High Risk Grantees** A grantee may be considered high risk if the Agency determines that a grantee:

1. Has a history of unsatisfactory performance;
2. Is not financially stable;
3. Has a management system which does not meet the management standards set forth in this part;
4. Has not conformed to terms and conditions of previous awards, or
5. Is otherwise not responsible: and if the Agency determines that an award will be made, special conditions and/or restrictions shall correspond to the high risk condition and shall be included in the award.
6. Special conditions or restrictions may include:
  - Payment on a reimbursement basis;
  - Withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given funding period;
  - Requiring additional, more detailed financial reports;
  - Additional project monitoring;
  - Requiring the grantee to obtain technical or management assistance; or
  - Establishing additional prior approvals.

**(RFA)**

**Homeless Adult** is an adult lacking a fixed, regular and adequate night time residence as well as an individual having a primary night time residence that is (1) a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, battered women shelters, and transitional housing for the mentally ill); (2) an institution that provides a temporary residence for individuals intended to be institutionalized; (3) a public or private place not

designated for, or ordinarily used as, regular sleeping accommodations 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.

**(NRS)**

**Indicators** mean the knowledge and skill the adult learner needs to master the curriculum content standard; and defines the knowledge and skills requirement.

**(Adult Education Curriculum Framework)**

**Individual Education Plan (IEP)** is the written description of an appropriate instructional program for a student with special needs and is a mandated requirement of the Individuals with Disabilities Education Act (IDEA). AN IEP is required for any person who is found to meet the federal or state requirements for special education and related services. Through the IEP, individuals are informed of their rights and responsibilities in the rehabilitation process.

**(Assessment Policies and Procedures Manual)**

**Individualized Plan for Employment (IPE):** Refer to *GA AE Administrative Manual, Section 3.3-Adult Learner Assessment Manual and Literacy to Work Plan (LWP)*.

**Individual with a Disability** is an individual with any disability as defined in Section 3 of the *Americans with Disabilities Act of 1990 [(42 U.S.C. 12102)] [AEFLA, Section 203(9)]*

**Individuals with a Disabilities** means more than 1 individual with a disability.

**[AEFLA, Section 203(10)]**

**Individuals with Disabilities** are adults with any type of physical or mental impairment that substantially limits or restricts one or more major life activities, including walking, seeing, hearing, speaking, learning and working. This definition includes adults who are alcohol, drug abusers, mentally retarded, hearing impaired, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedic ally impaired, other health impairment and adults with specific learning disabilities.

**(NRS)**

**Individual of Limited English Proficiency** means an adult or out of school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and:

1. Whose native language is a language other than English; or

2. Who lives in a family or community environment where a language other than English is the dominant language.

[AEFLA, Section 203(10)]

**Informal Assessment** is a method for obtaining information that can be used to assess student skill and progress by means other than standardized instruments.

**Institutionalized Adults in Community Corrections Programs** are adults who are required to attend or live in a community based rehabilitation facility or halfway house.

**Institution of Higher Education** has the meaning given the term in section 1201 of the Higher Education Act of 1965 (20 U.S.C. 1141).

[AEFLA, Section 203(11)]

**Institutionalized Corrections** refers to (a) prison, (b) jail, (c) reformatory, (d) work farm, (e) detention center, or (f) halfway house, community based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

**Institutionalized Programs** include (1) basic adult education; (2) special education programs; (3) English literacy programs; and (4) secondary school credit programs. Local providers must give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.

**Other Institutionalized Adults** are patients or residents of a medical or special institution.

**Instruction** is defined as an activity that provides knowledge in a methodical way. Assessment activities are an integral part of instruction.

**Instruction/Teaching Hour** is the direct instruction time spent providing knowledge in a methodical way. Assessment activities may be included as part of an instructional hour. An hour is counted only once.

(GA Rule)

**Instructional Aide** means personnel who provide assistance to the teacher with responsibility for the adult learners by assisting with the instruction of learners in a learning situation.

**Intake Assessment Form** is the document used to collect demographics and other pertinent information from the adult learner at time of entering the program. The form must be completed for all adult learners in all programs. The form includes:

- Adult Learner identification and demographic information
- Completed emergency contact information
- Identified current status
- Identified referral needs or disability identification if applicable
- Identified short-term and long-term goals jointly agreed upon by student and teacher
- Completed signatures and dates
- Identified program status
- Current and updated assessment data
- Updated student conference notes on an on-going basis and quarterly at a minimum

(Assessment Policies and Procedures Manual)

**Instructional Methodologies** are methods employed in the classroom such as individual instruction, peer tutoring, whole group instruction, role playing, lecturing, tutoring, small group instruction, and computer assisted.

## L

**Labor Force Status** means whether the learner is unemployed or not in the labor force. Refer to definition of **Employment Status**.

(NRS)

**Lapsed State Funds** are state funds that are not expended within the fiscal year/grant period. Any lapsed state funds will be deducted from the next grant period's allocation.

**Learning Disabled Adults** are adult learners with IQs in the low-average and above (70+ to any level) who have deficits (related to neurological impairments) in capacity in defined limited areas related to learning, including dyslexia (reading disability), dysgraphia (writing disability), dyscalculia (math disability), and who have a history of previous educational efforts.

(NRS)

**Learning Disability** is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviors, social perception, and social interaction may exist with learning disabilities but do not by themselves constitute a learning disability. Although learning disabilities may occur concomitantly with other handicapping conditions (for example, sensory impairment, mental retardation, serious emotional disturbance) or with extrinsic influences (such as cultural differences, insufficient or

inappropriate instruction), they are not the result of those conditions or influences.

**(National Joint Committee on Learning Disabilities, 1994, p. 16).**

**Letters of Agreement** are formal written documentation of collaborative efforts. The documentation is dated, with activities and responsibilities outlined and a signature from each partner.

**Levels:** Refer to **Educational Functioning Levels**.

**Libraries** are public, state and community funded institutions that offer education and community services in addition to providing access to print, audio-visual and technology resources.

**(NRS, Table 14)**

**Literacy** means an individual's ability to read, write and speak English, and compute and solve problems at levels of proficiency necessary to function on the job, in the family, and in society. (AEFLA, Section 203(12)]

**Literacy** means a degree of proficiency in reading, writing, and other communication skills; in computation; and in reasoning that enables an individual to adapt to technological and other changes in society, compete in the job market, develop a sense of self worth, and participate in the democratic process.

**(O.C.G.A. 20-4-15)**

**Literacy to Work Plan (LWP)** is a written plan outlining an individual's vocational goal, and the services to be provided to reach the goal. The LWP formalizes the planning process through which the vocational goal, service delivery and time frames for service delivery are determined. The LWP identifies the individual's employment objective, consistent with their unique strengths, resources, priorities, concerns, abilities and capabilities and provides a plan for monitoring progress toward achievement of the goal.

**(2.4, Policy and Procedures Manual)**

Also, refer to **Student Education Plan (SEP)**.

**Local Advisory Committee** is a volunteer committee established locally at the county level to assist the Service Delivery Area Adult Education Program in achieving its organizational goals.

**Local Advisory Committee Member Recommendation (LAC-1) and Local County Advisory Committee Requested Changes (LAC-2)** are the documents used to recommend and change the individual membership and composition of the Local County Advisory Committee.

**Local Educational Agency (LEA)** means a public board of education or other public authority legally constituted with a state for either administrative control or direction of public elementary or secondary schools in a city, county township, school district, or other political subdivision of a state, or such combination of school districts or counties as are recognized in a state as an administrative agency for its public elementary or secondary schools, except that, if there is a separate board or other legally constituted local authority having administrative control and direction of adult education in public schools therein, such term means such other board or authority.

**[Section 14101, Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801); AEFLA, Section 203(13)]**

**Local Eligible Providers** are entities who meet the criteria to apply for federal adult education funds.

**(RFA)**

**Local Eligible Programs** are entities that have been awarded federal adult education funds.

**(RFA)**

**Local Workforce Investment Board** is composed of local representatives as described in the Workforce Investment Act (WIA) of 1998.

**Low Income Individual** is an individual who:

1. Receives, or is a member of a family that receives, cash payments under a federal, state, or local income based public assistance program.
2. Received an income, or is a member of a family that received a total family income, for the six month period prior to application for the program involved (exclusive of unemployment compensation, child support payments, and old age and survivors insurance benefits received under section 202 of the Social Security Act (42 U.S.C. 402) that, in relation to family size, does not exceed the higher of:
  - The poverty line, for an equivalent period; or
  - 70 percent of the lower living standard income level, for an equivalent period;
3. Is a member of a household that receives (or has been determined within the six month period prior to application for the program involved to be eligible to receive food stamps pursuant to the *Food Stamp Act of 1977 (7 U.S.C. 2011 et seq.)*;

4. Qualifies as a homeless individual, as defined in subsections (a) and (c) of section 103 of the *Stewart B. McKinney Homeless Assistance Act (42 U.S.C. 11302)*;
5. Is a foster child on behalf of whom state or local government payments are made; or
6. In cases permitted by regulations promulgated by the Secretary of Labor, is an individual with a disability whose own income meets the requirements of a specific program (B), but who is a member of a family whose income does not meet such requirements.

[WIA, Section 101(25)]

## M

**Measures and Methods for Placement and Graduation Directions]:** Refer to **Georgia’s Adult Learner Assessment Policies and Procedures Manual**.

(Section 3.3, Policy and Procedure Manual)

**Memorandum of Understanding (MOU)]** is an agreement developed and executed between two or more partners relating to the delivery of adult literacy services. The documentation is dated, with activities and responsibilities outlined and a signature from each partner.

(GA Rule)

**Multiple Barriers** are conditions or a combination of barriers experienced by the learner that require assistance. Examples include problem areas such as the following:

- Child care
- Disabilities
- Domestic violence
- Emergency financial needs
- Housing instability
- Lack of health insurance
- Mental health
- Substance abuse

## N

**National Reporting System (NRS)** is the accountability system for the federally funded adult education program. The system includes a set of student measures to allow assessment of the impact of adult education instruction. The required Federal end

of the year NRS report is composed of 13 statistical tables, narrative and an [inventory].

(NRS)

## O

**OAL** is the Office of Adult Literacy which is a unit of the Georgia Department of Technical and Adult Education was approved by the 2008 Georgia Legislature to the Technical College System of Georgia, Office of Adult Education.

**OAL On-Site Program Review Manual** provides overview and worksheets for Georgia’s **Program Quality Assessment System**. Refer to **Program Quality Assessment System**.

**Offender** means any adult or juvenile—

1. who is or has been subject to any stage of the criminal justice process, for whom services under this Act may be beneficial; or
2. who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.

[WIA, Section 101(27)]

**One Stop Delivery System** or centers typically offer workforce services and/or provide in some combination by a GDOL career center, Rehabilitation Services or other local workforce system partner at a nearby location. Typical workforce services are: education and training services, support services, personal employment assistance, local and national job listings, resource areas, Job Search and Financial Management Workshops, Self-Help Library, Labor Market Information, Assistive Technology, Veterans Services, Federal Bonding Program, Seasonal Farm Worker Services, Unemployment Insurance Benefits and Special Population Services.

**Outcome Measures:** Refer to definition of **Core Measures**.

**Out of School Youth** means:

1. An eligible youth who is a school dropout; or
2. An eligible youth who has received a secondary school diploma or its equivalent, but is basic skills deficient, unemployed, or underemployed.

[WIA, Section 101(33)]

**Outreach** activities are designed to (1) inform educationally disadvantaged adult populations of the

availability and benefits of the adult program; (2) actively recruit these adults to participate in the adult education program; and (3) assist these adults to participate in the adult education program by providing reasonable and convenient access and support services to remove barriers to their participation in the program.

P

**Paraprofessional:** Refer to definition of **Instructional Aide**.

**Performance Standards** are the numeric levels, benchmarks, or specified levels of achievement, for expectations for educational outcomes that provide a basis for measuring learning outcomes.

(NRS)

**Placement in Postsecondary Education or Training** (Core Outcome Measure) is when the learner enrolls in a postsecondary educational or occupational skills training program that does not duplicate other services or training received, regardless of whether the prior services or training were completed.

**Postsecondary Educational Institution** means

1. 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, as defined in section 481 of the Higher Education Act of 1965 (20 U.S.C. 1088); A tribally controlled community college; or
2. A nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.

[AEFLA, Section 203(15)]

**Pre-Test** is a standardized testing instrument administered to an adult learner upon entry into an Adult Education Program. It is usually used for initial placement.

(Assessment Policies and Procedures Manual)

**Post-Test** is a standardized testing instrument administered to an adult learner at regular intervals during an Adult Education Program. It is usually used to determine EFL completion.

(Assessment Policies and Procedures Manual)

**Professional Development** is a process involving evaluation, identification of needs, and planned activities for staff designed to improve those elements of professional knowledge and skills that affect adult learning, file documentation or performance reporting.

**Program Quality Assessment System** is Georgia's integrated program evaluation system characterized by standardization, enhanced cost-effectiveness, and utilization.

The five components are:

- 1) **Assessment of Program Service.** This area uses the service information that each program enters into the Georgia Adult Learner Information System (GALIS) that was implemented in July 2006. Key statistics that are used for this assessment include the number of students served, both in total and by county, the number of contact hours, and the cost per contact hour for the state grant.
- 2) **Assessment of Academic Outcomes.** This area is measured using two sources of data: a) GALIS data reporting student assessment scores and level completions; b) outcomes of student goals measured through GALIS data matching reports.
- 3) **Self-Assessment of Program Quality.** Refer to **SDA Self-Assessment Report**. This document looks across a variety of features and activities in an individual program. It is completed by each program director and submitted on an annual basis. The major categories for documentation are leadership and program management, qualified instructors, community collaboration and support, quality of educational program, and educational gains.
- 4) **OAL On-Site Program Review.** Refer to **OAL On-Site Program Review Manual** for Overview and Worksheets. These data are collected on a regular basis by a peer team consisting of program directors and instructors. These teams are facilitated by OAE staff and University of Georgia personnel. The on-site review focuses on two major categories: quality of administration and quality of instruction. General on-site program reviews are conducted on a five-year cycle while special problem-oriented reviews and ones requested by an individual program are conducted as needed to address specific programs that have come to light from the above data sources or by other means.
- 5) **Administrative Program Audit.** On a periodic basis or when the state recognizes the need to do so, the personnel and financial records of a local program may be audited by the Technical College System of Georgia or other appointed auditors.

**Program Quality Indicator** is a program characteristic or practice that provides evidence of the ability of the adult education program to deliver services, to satisfy learner needs and aspirations, to continuously improve, and to be accountable.

**Public Assistance** means Federal, State, or local government cash payments for which eligibility is determined by a needs or income test.

**(WIA, Section 101)**

**Public Assistance Status** is an individual receiving financial assistance from Federal, State or local government agencies, including Temporary Assistance for Needy Families (TANF), food stamps, refugee cash assistance, old-age assistance, general assistance and aid to the blind or totally disabled. Social Security benefits, unemployment insurance and employment-funded disability are not included under this definition.

**(NRS)**

## Q

**QTR** is the acronym for quarter. There are four quarters: first quarter is July 1 to September 30; second quarter is October 1 to December 31; third quarter is January 1 to March 31; and fourth quarter is April 1 to June 30.

**Quality Indicator** is one of five identified indicators that evaluate the effectiveness of adult education program services as part of the self assessment process.

**(Adult Education Self-Assessment Report)**

**Qualifying Adults** are those adults needing adult literacy services or instruction below the postsecondary level for individuals:

1. Who have attained 16 years of age;
2. Who are not enrolled or required to be enrolled in a secondary school under state law; and
3. Who lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society; does not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or unable to speak, read, or write the English language.

**[AEFLA, Section 211(d)]**

## R

**Rapid Response Activity** is an activity provided: By a State, or by an entity designated by a State, with funds provided by the State under section 134(a) (1) (A), in the case of a permanent closure or mass layoff at a plant, facility, or enterprise, or a natural or other disaster, that results in mass job dislocation, in order to

assist dislocated workers in obtaining re employment as soon as possible, with services including:

1. The establishment of onsite contact with employers and employee representatives
  - (i) Immediately after the State is notified of a current or projected permanent closure or mass layoff; or
  - (ii) In the case of a disaster, immediately after the State is made aware of mass job dislocation as a result of such disaster.
2. The provision of information and access to available employment and training activities;
3. Assistance in establishing a labor management committee, voluntarily agreed to by labor and management, with the ability to devise and implement a strategy for assessing the employment and training needs of dislocated workers and obtaining services to meet such needs;
4. The provision of emergency assistance adapted to the particular closure, layoff, or disaster; and
5. The provision of assistance to the local community in developing a coordinated response and in obtaining access to State economic development assistance.

**[WIA, Section 101(38)]**

**Real Life Curriculum** is building the literacy program upon everyday life skills. The classroom literacy work is grounded in the life of the adult learner outside of the classroom. Classroom activities center on a real life theme that facilitates the acquisition of literacy for day-to-day experience within the context of life. For example, a thematic unit may center on the use of a checkbook if the adult learner involved has a checking account in real life.

**Real Property** means land, including land improvements, structures and appurtenances thereto, excluding movable machinery and equipment. This is not an allowable cost for grant monies.

**Referrals**, in connection with the adult learner, may be made to or from agencies for services necessary to the individual in the area of educational or personal needs.

**Regional Workforce Investment Board** is composed of representatives from a diverse area as required in the Workforce Investment Act of 1998.

**Reliability:** Refer to Data Quality Components.

**Reporting Level** is consistent with Federal policy, an adult learner at different levels (e.g., Level II Intermediate in reading and Level I Beginning Literacy in math), is placed at the lower literacy level (Level I) for reporting purposes for NRS.

**Request for Application (RFA)** is composed of directions, information and forms to be utilized to apply for federal funds in the State of Georgia.

**(2.1, Policy and Procedure Administrative Manual)**

**RFA Amendment** is the written request to amend the RFA Contract for:

- Budget amendments
- Personnel Changes
- Staff Development Expenditures for \$1,000 or more
- Out of State Travel for \$1,000 or more
- 

**Retention** means an adult learner (1) progresses within a level or (2) remains long enough to complete one or more levels of completion.

**(GA Rule)**

**Retention Rate or Percentage** is 100% minus the percent of adult learners who dropped out before completing an academic level.

Example: 80 adult learners are served

20 drop out before completing level

20 divided by 80 = 25% drop out rate

100% – 25% = 75% retention rate

**(GA Rule)**

S

**School Dropout** means an individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent.

**[WIA, Section 101(39)]**

**Scientifically Based Research** meets particular criteria such as experimental design, published in peer-refereed journals, meets thresholds for sample size and selection, etc. and is rigorous, systematic, objective, empirical, and peer-reviewed. It relies on multiple measurements and observations, and is preferably conducted through experimental or quasi-experimental methods.

**(USDOE)**

**Service Delivery Area (SDA)** means an organization which has been designated as the lead agency for State funded adult education and literacy services in a specified geographical area; a SDA is composed of one or more counties; there are 37 SDAs in Georgia (2009).

**(Section 2.4, Policy and Procedures Manual)**

**Service Delivery Area (SDA) Director** is a literacy liaison between a Service Delivery Area (SDA) and the Office of Adult Literacy.

**(SBTAE Policy and Procedure)**

**Self Assessment Report** is an instrument designed to assist an organization to gauge performance, strengths and weaknesses to identify needs, conduct a review of performance and reinforce new skills or behaviors to improve performance.

**(RFA)**

**Single Parent** is an individual who has sole custodial support of one or more dependent children.

**(NRS)**

**Source Documents** are the beginning of the data collection in the classroom. The classroom documents remain at the local level and are not forwarded to OAE.

**Special Needs Students** Refer to definition of **Individuals with Disabilities**.

**Staff Development:** Refer to Professional Development.

**Standard** is a practice that is widely accepted as customary or the norm.

**Standards** mean what the learner should know or be able to do; establish the broad expectation.

**(Adult Education Curriculum Framework)**

**Standardization of Assessment** is a consistent set of criteria that must be followed and met by all involved in a particular effort. The purpose of standardization is to assure that all adult learners are assessed under the same conditions so that their scores have the same meaning and are not influenced by differing conditions. Standardized procedures are very important when scores will be used to compare individuals or groups.

**Standardized Conditions** during assessment are met according to publisher's directions (i.e., if it is a timed test, it must be administered within the required time frame).

**Standardized Test** is a form of measurement that has been normed against a specific population. Standardization is obtained by administering the test to a given population and then calculating means,

standard deviations, standardized scores, and percentiles. Equivalent scores are then produced for comparisons of an individual score to the norm group's performance. If it is administered under non-standard conditions the results are next to meaningless.

**Standards of Assessment** is the broadest of a family of terms referring to statements of expectations for adult learning, including content standards, performance standards, and benchmarks.

**State Education Agency (SEA)** refers to **Technical College System of Georgia (TCSG)** formerly Georgia Department of Technical and Adult Education (DTAE). In the RFA to distinguish state from federal policy, state policies will be placed in brackets “[ ]”.

**State Workforce Investment Board** is established by the Governor in accordance with the Workforce Investment Act of 1998.

**[Student Education Plan]** (SEP) is the individual academic plan that has been developed based upon learner's goals, assessment scores and interests.

**(3.3, Policies and Procedures Manual)**

Also, refer to **Literacy to Work Plan (LWP)**.

**Student Files** means the official records of adult students that contain the completed Intake Assessment Form, Student Education Plan, assessment instrument and results, instructional strategies and materials, attendance information and other pertinent information. Counseling notes update changes of information throughout a student's enrollment in the Adult Education Program. Files must be maintained for all adult learners included on statistical reports.

**(3.3, Policies and Procedures Manual)**.

**Student Intake Process** is the time from the initial contact with the student, through orientation, the collection of personal information for the Intake Assessment Form and documentation purposes, the evaluation, development of an SEP and enrollment in the program. (Assessment and Evaluation Committee).

**Student Orientation** is acquainting adult learners with the procedures and processes in the Adult Education Program, evaluating current educational levels, promoting goal setting, providing a plan of study (SEP) and completing the Intake Assessment Form. Each service delivery area is charged with developing its own orientation plan. (*GA Assessment and Evaluation Committee*).

**Student Recognition** is encouraged and includes public recognition of levels of completion, good attendance, goal achievement, high scoring on the GED Tests and any other achievement worthy of recognition. The EAGLE student award program is the

premier student recognition. The GED Recognition Ceremony is held for those achieving the passing standard on the GED Tests.

(Assessment and Evaluation Committee).

**Student Record System** is a computerized or paper-based system for keeping track of student attendance, intake information, achievement and outcomes.

**Students Served** is the number of adult learners with one or more contact hour(s) for the State Report and twelve or more contact hours for the National Reporting System (NRS).

**Students with Disabilities:** Refer to definition of **Individuals with Disabilities**.

**Supportive Services** means services such as transportation, child care, dependent care, housing, and needs-related payments that are necessary to enable an individual to participate in activities authorized under this title, consistent with the provisions of this title.

**[WIA, Section 101(46)]**

## T

**TABE** (Test of Adult Basic Education) is a standardized testing instrument designed for assessment purposes and to identify educational functioning level.

**(Assessment Policies and Procedures Manual)**

**TOFHLA** (Test of Functional Health Literacy in Adults) is the assessment instrument used to evaluate Health Literacy Learners and does not denote educational functioning level for Health Literacy.

**(Health Literacy Toolkit)**

**Twelve Hours Requirement** is a federal reporting requirement for the end of the year NRS Report for adult learners to have twelve contact hours to be counted on the federal report.

**(NRS)**

## U

**Under-Age Youth** for the purpose of this application is an individual who is sixteen (16), seventeen (17), or eighteen (18) years of age who has officially withdrawn from public, private, or home school. This individual's school class must not have graduated at the time of enrollment. In the event that the individual's class has graduated, an official letter (printed on the school's

letterhead) from the last school attended and signed by the superintendent or designee will serve as verification.

**(Policy and Procedure Administrative Manual)**

**Unduplicated Count** means that each participant is reported only once regardless of the number of classes or programs attended during reported period.

**Unemployed Individual** is an individual who is without a job, who wants a job and is available for work. The determination of whether an individual is without a job shall be made in accordance with the criteria used by the Bureau of Labor Statistics of the Department of Labor in defining individuals as unemployed.

**[WIA, Section 101(47)]**

**U.S. Department of Education, Office of Vocational and Adult Education (OVAE)** is the funding agency for the adult education funds that are distributed to states and territories.

**(USDOE)**

V

**Validity:** Refer to Data Quality Components.

**Volunteers** are personnel who are not paid. (NRS)

W

**Work-based Project Learners** means adult learners who are enrolled in an instructional or training course that has at least 12 hours and no more than 30 hours of scheduled instruction. The course must be designed to teach work-based literacy skills. These adult learners do not have an Educational Functioning Level. (NRS)

**WorkKeys** is a foundational skills assessment system for measuring real-world skills critical to job success. OAE has approved three WorkKeys assessments for use in reporting educational functioning levels and educational gains: *Reading for Information*, *Applied Mathematics*, and *Locating Information*. There are three NRS levels for which WorkKeys scale scores are used: High Intermediate Basic Education (ABE 4), Low Adult Secondary Education (ASE 1), and High Adult Secondary Education (ASE 2).

**(Assessment Policies and Procedures Manual)**

**Workforce Investment Act** was passed by Congress and signed into Law on August 7, 1998, (WIA--P.L.105-220). The Act reforms Federal employment, adult education, and vocational

rehabilitation programs to create an integrated, "one-stop" system of workforce investment and education activities for adults and youth. Entities that carry out activities assisted under the Adult Education and Family Literacy Act are mandatory partners in this one-stop delivery system.

**(U. S. D.O.E.)**

**Workforce Investment Activity** is an employment and training activity, or a youth activity as described in Workforce Investment Act.

**(WIA, Section 101)**

**Workplace Education Program** is the Georgia program whereby the companies/employers sponsor adult basic skills classes for their employees at the worksite, plant or facility.

1. **Cost of Education** means direct instructional costs incurred by a business or company within a workplace education program, as defined by DTAE and reviewed on an annual basis.
2. **Employer Documented Objectives** means educational goals or objectives requested by a workplace employer, designed and pre-approved by DTAE and/or Adult Literacy Director to meet the specific needs of the company.
3. **Employer-Sponsored** refers to a contractual agreement between a business/company with a school, university, college or other instructional entity which offers approved adult basic skills education that is paid for by that company.
4. **Functional Context** refers to a curriculum that utilizes job related materials or work manuals to teach basic skills to improve employees overall job performance.
5. **Georgia Tax Credit for Adult Basic Skills Education** is the tax credit program offered by the Georgia Department of Revenue to businesses/employers that sponsor a Workplace Learning Program. **Tax Credit** is the amount equal to 1/3 of the cost of education per qualified student for each employee that successfully completes an approved Workplace Learning Program.
6. **Successfully Completed** means that an employee enrolled in a workplace learning program offered by their employer has met the goals and objectives established for the program.

**Workplace Learning Programs** are literacy programs offered to **employees by their employers**. In coordination with the Service Delivery Area through a Workplace Contract, employers are able to offer their employees a number of adult literacy services including: literacy, basic skills, GED preparation and job related basic skills instruction. Employers are responsible for paying for the cost of the literacy task analysis, assessment, program design and instruction. Programs are usually offered at the employer's site and are closed to the general adult education student.

**(Intake Assessment Form)**

**Workplace Literacy Programs** are programs offered through contract agreement designed to improve the productivity of the workforce through improvement of literacy skills needed in the workplace by:

- Providing adult literacy and other basic skill services and activities, including basic computer literacy skills.
- Providing adult secondary education services and activities that may lead to the completion of a high school diploma or its equivalent; or
- Meeting the literacy needs of adults with limited English proficiency.

**(NRS)**

**Workplace Literacy Program** means literacy programs offered to **employees by their employers**. In coordination with the Service Delivery Area through a Workplace Contract, employers are able to offer their employees a number of adult literacy services including: literacy, basic skills, GED preparation and job related basic skills instruction. Employers are responsible for paying for the cost of the literacy task analysis, assessment, program design and instruction. Programs are usually offered at the employer's site and are closed to the general adult literacy student.

(3.3, Policies and Procedures Administrative Manual)

**Workplace Literacy Services** means literacy services that are offered for the purpose of improving the productivity of the workforce through the improvement of literacy skills.

**[AEFLA, Section 203(18)]**

**Workplace Literacy Program** is literacy services that are offered for the purpose of improving the productivity of the workforce through the improvement of literacy skills. The companies/employers sponsor adult basic skills classes for their employees at the worksite, plant or facilities.

**(4.1, Policy and Procedure Administrative Manual)**

Y

**Youth Council** is a subgroup of the local Workforce Investment Act Board that plans and coordinates activities relating to eligible youth.

**(WIA)**

**YTD** is the acronym for year to date.

# Educational Functioning Levels

## ADULT BASIC EDUCATION LEVELS (ABE) Educational Functioning Levels Definitions

### Level One: ADULT BEGINNING ABE LITERACY

**Functional Skills** - The individual cannot read basic signs or maps and cannot complete simple forms.

**Basic Reading and Writing** - The individual has no or minimal reading and writing skills.

**Numeracy** - The individual has little computational skills and has little recognition of numbers.

**Test Benchmark** - Grade Level 0 - 1.9.

### Level Two: BEGINNING BASIC LITERACY

**Functional Skills** – The individual can read simple directions, signs and maps, fill out simple forms, write phone messages and make simple change.

**Basic Reading and Writing** – The individual can read simple material and can write simple messages.

**Numeracy Skills** – The individual can count, add and subtract three digit numbers.

**Test Benchmark** = Grade Level 2.0-3.9.

### Level Three: LOW INTERMEDIATE BASIC EDUCATION

**Functional Skills** – The individual can complete medical forms, order forms or job applications and can read simple charts.

**Basic Reading and Writing** – The individual can read text on familiar subjects and write simple paragraphs.

**Numeracy Skills** – The individual can perform with high accuracy all four basic math operations up to three digits.

**Test Benchmark** – Grade Level 4.0 – 5.9.

### Level Four: HIGH INTERMEDIATE BASIC EDUCATION

**Functional Skills** – The individual can follow multi-step diagrams; can read simple employee handbooks and payroll stubs; can complete job applications and reconcile a bank statement.

**Basic Reading and Writing** – The individual can read simple descriptions and narratives.

**Numeracy Skills** – The individual can perform all four math operations with whole numbers and fractions.

**Test Benchmark** – Grade Level 6.0-8.9.

### Level Five: LOW ADULT SECONDARY EDUCATION

**Functional Skills** – The individual can follow multi-step directions; read common legal forms and manuals; can complete forms, applications and resumes.

**Basic Reading and Writing** – The individual can comprehend expository writing and library reference materials. Writing is organized.

**Numeracy Skills** – The individual can perform all basic math functions with whole number, decimals and fractions.

**Test Benchmark** – Grade Level 9.0-10.9.

### Level Six: HIGH ADULT SECONDARY EDUCATION

**Functional Skills** – The individual can read technical manuals, apprenticeship manuals and explain a complex procedure.

**Basic Reading and Writing** – The individual can comprehend and analyze literacy works and professional journals. Writing is cohesive and clearly expressed.

**Numeracy Skills** – The individual can apply principles of geometry and apply trigonometric functions.

**Testing Benchmark** – Grade Level 11.0-12.9.

# ENGLISH LITERACY PROGRAM LEVEL (ELP) for Individuals who need English as a Second Language (ESL)

## Educational Functioning Levels Definitions

### Level One: BEGINNING ESL LITERACY

**Functional Skills** - The individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words. The individual may lack literacy in the native language and has had little or no formal school.

**Basic Reading and Listening** – The individual cannot speak or understand English, or understands only isolated words or phrases.

**Speaking and Listening** – The individual cannot read or write or can read or write only isolated words. There may be little or no alphabet recognition.

**Test Benchmark** – Refer to Georgia’s Assessment Policy.

### Level Two: LOW BEGINNING ESL

**Functional Skills** –

**Basic Reading and Writing** – **Speaking and Listening** –

**Test Benchmark** – Refer to Georgia’s Assessment Policy.

### Level Two: HIGH BEGINNING ESL

**Functional Skills** –

**Basic Reading and Writing** –

**Speaking and Listening** –

**Test Benchmark** – Refer to Georgia’s Assessment Policy

### Three: LOW INTERMEDIATE ESL

**Functional Skills** – The individual can interpret simple directions and schedules, signs and maps and can fill out simple forms.

**Basic Reading and Writing** – The individual can read simple material on familiar subjects and can write simple notes and messages.

**Speaking and Listening** – The individual can understand simple learned phrases spoken slowly and can express basic survival needs.

**Test Benchmark** – Refer to Georgia’s Assessment Policy.

### Level Four: HIGH INTERMEDIATE ESL

**Functional Skills** – The individual can meet basic survival and social needs, can write messages and notes related to needs, and complete basic medical forms and job applications.

**Basic Reading and Writing** – The individual can read text on familiar subjects and can write simple paragraphs.

**Speaking and Listening** – This individual can understand learned phrases, communicate basic survival needs and participate in limited social situations.

**Test Benchmark** – Refer to Measures and Methods for Placement and Completion.

### Level Six: ADVANCED ESL

**Functional Skills** – The individual can function independently to meet survival needs and can communicate on familiar topics on the telephone and can interpret simple charts and graphics.

**Basic Reading and Writing** – The individual can read simple descriptions and narratives and can write simple narrative descriptions.

**Speaking and Listening** – The individual can converse on many everyday subjects.

**Test Benchmarks** – Refer to Georgia’s Assessment Policy

GED® and the GED Testing Service® are registered trademarks of the American Council on Education® and may not be used or reproduced without the express written permission of the American Council on Education.