

BASIC SKILLS PROGRAM PLAN AND APPLICATION GLOSSARY

Individuals with multiple barriers to educational enhancement (ABE, ESL, AHS, GED)

Individuals enrolled in Adult Basic Education (ABE), English as a Second Language (ESL), Adult High School (AHS) or General Educational Development (GED) classes with more than one of the following barriers such as (but not limited to): students 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); low educational achievement level; public school dropout; physical or mental impairment, including a learning disability, that substantially limits or restricts one or more major life activities, including walking, seeing, hearing, speaking, learning, and working.

- See “Mentally handicapped adults” below for definition of mental impairment.
- Learning disabilities 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)

Mentally handicapped adults

Adults with mental retardation or adults with traumatic brain injury; Compensatory Education is the North Carolina Community College program for adults with mental retardation or traumatic brain injury.

- Mental Retardation refers to substantial limitations in present functioning, usually resulting in a developmental disability. It is characterized by

significantly subaverage intellectual functioning, existing concurrently with related limitations in two or more of the following applicable adaptive skills areas: communication, self-care, home living, social skills, community use, self-direction, health and safety, functional academics, leisure and work.

- Traumatic Brain Injury (TBI) is an injury to the brain caused by external physical force and which may produce a diminished or altered state of consciousness resulting in an impairment of cognitive abilities or physical functioning. These impairments may be either temporary or permanent and cause partial or total functional disability or psychological maladjustment.

Correctional and other institutionalized adults

Adults in correctional facilities including: prison; jail; reformatory; work farm; detention center; or halfway house, community-based rehabilitation center, or other similar institutions designed for the confinement or rehabilitation of criminal offenders. Other institutionalized adults are those individuals in mental health institutions, group homes, etc.

Low income students

Adults in this category include students 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.

Single parents and displaced homemakers

- A **single parent** is someone who has sole custodial support of one or more dependent children from self-report or documentation.
- A **displaced homemaker** is a person who 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.

Parents

The term “parents” refers to any individual who has custodial support of one or more dependent children.

Workers

Individuals who are employed either part-time or full-time.

Goals for participant outcomes

Individual goals for achievement set by students.

- Higher level of independent living
- Increase daily living skills
- Learn basic functional skills
- Learn to read (nonreader)
- Improve reading skills/comprehension
- Improve communication skills (oral &/or written)
- Improve math skills
- ABE Level I completion
- ABE Level II Completion
- Adult High School diploma
- General Educational Development (GED)
- Enter this community College System
- Enter other postsecondary education/training program
- Get off public assistance
- Get a job
- Get a better job or promotion
- U.S. citizenship
- Improve basic skills for personal satisfaction and increased self-confidence
- Student defined goal _____

Measurable goals for participant outcomes

Goals that can be measured such as moving from one Basic Skills level to another, attainment of GED/Adult High School diploma, learning to read, or increasing score on parenting test. The following are examples of goals that are not measurable the way they are stated: increasing self esteem, improving parenting skills, learning better job skills, etc.

Past effectiveness in improving literacy skills

Effectiveness may be measured in terms of student outcome gains, numbers served, quality of program, etc.

Individuals who are most in need

Individuals who are most in need are defined by Title II of the Workforce Investment Act as the following: low income students, individuals with disabilities, single parents and displaced homemakers, individuals with barriers to educational enhancement, and criminal offenders in correctional institutions and other institutionalized individuals.

Sufficient intensity and duration

Programs that are of sufficient intensity and duration meet a minimum of three hours per week and last long enough for 60% of all students to make progress within a program year based on one of the following:

1. Progress based on test scores.
 - a. Students show growth on at least one post-test.
 - b. Students pass at least one GED test or AHS unit.
2. Portfolios of students' work which document improved student performance.
3. Documentation of mastery of employability/life skills.
4. Documented reports of student accomplishments.

Instructional practices that research has proven to be effective in teaching adults and educational activities that are built on a strong foundation of research and effective educational practice

Effective instructional practices include, but are not limited to, the following: teaching reading through a combination of activities such as word recognition, phonics, and context clues; connecting reading, writing, and math skills to everyday life activities; using a variety of methods and materials that are appropriate to adults. Educational activities which are not effective include, but are not limited to, the following: having students complete every page of every workbook, using only one set of workbooks, not connecting classroom activities to everyday life, etc.

Effective educational activities include, but are not limited to, the following: assessing students needs and abilities before placing them into programs of instruction, involving others in decision-making, using group or individualized learning when appropriate, providing educational counseling for students, providing classes/tutoring sessions that are of sufficient intensity and duration for students to make progress, matching learning styles to instructional activities, etc.

Programs use computers and other advances in technology

Programs using computers and other advances in technology include, but are not limited to: access to computers for student use; use of distance learning programs such as public television and Internet courses; etc.

“Real life” contexts

Teaching in “real life” contexts means connecting learning that is in the classroom to activities in everyday life. Examples include: teaching percentages then helping students figure out prices of merchandise on sale (10% off, 20% off, etc.); teaching students how to read using menus from restaurants; teaching writing by having students write a letter to a friend or a letter to a newspaper editor.

Well-trained instructors, administrators, and counselors

Instructors, administrators, and counselors who have documentation of or credentials of specialized training in adult learning and a minimum of 12 hours of preservice/in-service training per year. (This includes participation in workshops, conferences, courses, etc.)

Individuals with disabilities or other special needs

Individuals who have mental disabilities such as mental retardation or traumatic brain injury; individuals who have physical disabilities such as hearing impaired, speech impaired, vision impaired, or learning disabilities, etc.

High quality information management system

A computerized student tracking system that not only stores student information at the local level, but also connects to a centralized statewide data collection system. The two information management systems currently used in North Carolina are LEIS (Literacy Education Information System) and LiteracyPro.

Meeting the needs of English as a Second Language (ESL) students

Providing special learning programs/classes for students with English as a Second Language; using interpreters, when appropriate, to respond to need in community; providing linkage between ESL students and other services/programs in the community.

Duplicated Headcount

The number of students served in all programs during the program year. In this headcount, some students may be counted more than one time because they may have begun classes on one level and moved to another. For example, a student could have started the program year in an advanced English as a Second Language class, progressed to Adult Basic Education, and ended the year in an Adult High School diploma program. In the duplicated headcount, that student would be counted three times.

Unduplicated Headcount

The total number of students served during the program year. In this headcount, even if a student participated in several different programs such as English as a Second Language, Adult Basic Education, and Adult High School, that student would only be counted one time.

Assessment System

An assessment system is more than just one test that is used. It is a process of determining students needs based on formal and informal testing and then linking that student to programs and courses of study based on the results. The assessment system should include for most, but not all, students a standardized reading, math, or writing test designed for adults and informal assessments such as instructor observation, portfolio assessment, informal inventories, etc. The assessment system should include a discussion of how often students are assessed, how the assessments link to curriculum, and how programs are evaluated based on student assessments.

Demonstrated improvements in literacy skills levels in reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills

Demonstrated improvements are advancements from one literacy level to the next. The following are the literacy levels according to the United States Department of Education:

- ABE Beginning Literacy
- ABE Beginning Basic Education
- ABE Intermediate Low
- ABE Intermediate High
- Adult Secondary Low
- Adult Secondary High
- ESL Beginning Literacy
- ESL Beginning
- ESL Intermediate Low
- ESL Intermediate High
- ESL Low Advanced
- ESL High Advanced

Placement in, retention in, or completion of, postsecondary education, training, unsubsidized employment or career advancement

- Placement in postsecondary education or training means enrolling 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.
- Placement in unsubsidized employment means obtaining a job for pay (part-time or full-time) while enrolled.
- Retention in postsecondary education means completing at least one course or program.
- Retention in unsubsidized employment means remains employed in the third quarter after exiting the program.
- Completion of postsecondary education or training means finishing a course or program.
- Career advancement means receiving an increase in pay or responsibility.

Receipt of a secondary school diploma or its recognized equivalent

Learner obtains certification of attaining passing scores on the General Educational Development (GED) tests, or who obtains a diploma, or state recognized equivalent, documenting satisfactory completion of secondary studies (high school or adult high school diploma.)