Massachusetts Adult Education Glossary

Notes to the Reader:

- The highlighted definitions are new in this edition of the Massachusetts Adult Education Glossary.
- The Massachusetts Policies for Effective Adult Education in Community Adult Learning Centers and Correctional Institutions are also referred to as the Policies.

Adult Education (AE) - An umbrella term for all programs, services, and activities available to both adult basic education (ABE) and English for Speakers of Other Languages (ESOL) students as described below.

> **Adult Basic Education (ABE) -** An umbrella term for basic skills, pre-adult secondary education (pre-ASE), and adult secondary education (ASE) services as described below. ABE curriculum and instruction must be contextualized to students' academic and career needs, aligned to the College and Career Readiness Standards for Adult Education (CCRSAE), include evidence-based reading instruction (EBRI) strategies, and integrate workforce preparation and digital literacy activities at all levels. Services must be designed to reach all learners regardless of their level of readiness, previous schooling, or learning differences.
>
> > **Basic Skills and Pre-Adult Secondary Education (Pre-ASE) Services -** The goal of basic skills and pre-ASE services is to improve students' skills in preparation for higher levels of instruction. Curricula include reading, writing, speaking and listening, science, history/social studies, and mathematics skills aligned to the College and Career Readiness Standards for Adult Education (i.e., reflective of the shifts and mathematical practices described in the Curriculum and Instruction chapter of the Massachusetts Policies for Effective Adult Education in Community Adult Learning Centers and Correctional Institutions) and necessary for functioning at levels comparable to students in the first through eighth grade. ACLS requires the integration of workforce preparation and digital literacy in these services.
> >
> > **Adult Secondary Education (ASE) Services and High School Equivalency (HSE) Preparation -** The goal of ASE services is to enable students to earn the Massachusetts HSE credential in order to successfully transition into and succeed in postsecondary education, training, and employment. Curricula should be contextualized to the academic demands of HSE assessments and include reading, writing, speaking and listening, science, history/social studies, and mathematics skills aligned to the College and Career Readiness Standards for Adult Education (i.e., reflective of the shifts and mathematical practices described in the Curriculum and Instruction chapter of the Massachusetts Policies for Effective Adult Education in Community Adult Learning Centers and Correctional Institutions) and necessary for functioning at levels comparable to students in the ninth through twelfth grade. ACLS requires the integration of workforce preparation and digital literacy in these services and that classroom practices be

designed to foster a growth mindset.[1] (Note: Programs have the option of embedding science and history/social studies vocabulary and concepts in ELA and mathematics curricula or offering separate classes for science and history/social studies.)

Programs that provide preparation for the HSE assessment (i.e., HiSET, GED) are required to be familiar with:

- Massachusetts HSE assessment policies at http://www.doe.mass.edu/hse; and
- the academic requirements of the Massachusetts HSE assessments and the websites where students register for the HSE assessments at https://ged.com/ and http://hiset.ets.org/.

English for Speakers of Other Languages (ESOL) - The goal of ESOL services is to prepare adult English language learners to speak, read, and write English. ESOL curriculum and instruction must be contextualized to students' academic and career needs, aligned to the Massachusetts English Language Proficiency Standards for Adult Education (MA ELPS), and integrate civics education, workforce preparation, and digital literacy activities at all levels. Services must be designed to reach all learners regardless of their level of readiness, previous schooling, or learning differences.

Active and Unique Student Seat - A seat filled by one, and only one, unique and unduplicated student at a time. As students leave the program, seats need to be refilled in order to remain active and maintain enrollment.

Adult Diploma Program (ADP) - An ADP is a sequence of classes and/or academic tasks, the goal of which is for the students to earn an accredited, verifiable high school credential issued by a high school or local school district in order to successfully transition into and succeed in postsecondary education, training, and employment. The school district approves the ADP curricula, determines the process for earning the credential, and may impose additional eligibility requirements beyond those established by ACLS. Programs have the option of supporting an ADP to provide an alternative to the HiSET or GED as a path to a high school diploma. ADPs are required to partner with their local school districts for approval of curricula and credentialing options. For more information on the ADP, see http://www.doe.mass.edu/hse/adp/.

Adult Literacy Hotline (800-447-8844, http://www.mass.gov/edu/literacyhotline) - The Massachusetts Adult Literacy Hotline toll free number and web-based program directory provide referrals to over 300 adult education programs that offer one-on-one tutoring, classroom instruction, and/or online instruction to adult learners. The hotline provides information about basic reading, math, adult basic education, English language training, family literacy, high school equivalency test preparation, and testing sites. Massachusetts Adult Literacy Hotline Flyers in multiple languages are also available on the website.

---

[1] Classroom practices and sequences of lessons designed to foster the growth mindset are required in any curriculum aligned to the *College and Career Readiness Standards for Adult Education*. Additionally, the qualities and habits of mind of the growth mindset are vital for success in the college classroom and in the workplace.

Advising - Advising is a process that involves assisting students with academic advising, career planning as defined by WIOA sec. 3(8), and addressing barriers to participation which may involve referring students to external social service agencies (e.g., DTA, MassRehab, MassHire) and/or supportive services (e.g., transportation, legal assistance, childcare, housing, emergency care).

Americans with Disabilities Act[2] (ADA) - The ADA is a civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and all public and private places that are open to the public. The purpose of the law is to make sure that people with disabilities have the same rights and opportunities as everyone else. The ADA gives civil rights protections to individuals with disabilities like those provided to individuals on the basis of race, color, sex, national origin, age, and religion. It became law in 1990.

Bridge Classes - Classes offered to help students transition from AE to postsecondary education and/or training. Examples of bridge classes include Accuplacer preparation classes and college writing or math classes. Curricula in bridge classes must be aligned with the CCRSAE.

Career Awareness - Career awareness experiences help students learn about the types of businesses and organizations that exist in the local, regional, and national economy, the occupations of the people who work in those businesses and organizations, the educational steps needed to prepare for desired careers, and the ways that people shape their career paths. This includes but is not limited to learning about trends in the labor market and jobs that are in demand in a range of occupations and industries.

Career Exploration - Career exploration experiences help students learn about specific career options through activities such as workshops or integration of career exploration activities into classes, opportunities to do "job shadows" in areas of interest, informational interviews with local professionals, and career-related research projects.

Career Immersion - Career immersion experiences provide opportunities for students to participate directly in career-related activities. Such experiences include but are not limited to internships, capstone projects focused on areas of interest, and community-based volunteer work.

Career Pathways - A combination of rigorous and high-quality education, training, and other services that (A) aligns with the skill needs of industries in the economy of the state or regional economy involved; (B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships; (C) includes advising to support an individual in achieving the individual's education and career goals; (D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster; (E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of that individual to the extent practicable; (F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and (G) helps an individual

---

[2] Adapted from https://adata.org/learn-about-ada.

enter or advance within a specific occupation or occupational cluster. For more information on career pathways, see [Massachusetts Career Pathways Systems Development for Adult Education](#).

Career Planning - As per WIOA sec. 3(8), career planning refers to the provision of a client-centered approach in the delivery of services, designed (A)To prepare and coordinate comprehensive employment plans, such as service strategies, for participants to ensure access to necessary workforce investment activities and supportive services, using, where feasible, computer-based technologies; and (B) To provide job, education, and career counseling, as appropriate during program participation and after job placement.

Civics Education - Instruction contextualized to the rights and responsibilities of citizenship, naturalization procedures, civic participation, and U.S. history and government that helps students acquire the skills and knowledge to become active and informed parents, workers, and community members. Civics education classes introduce students to civics-related content and provide them with opportunities to apply that knowledge in their daily lives while building their English language and literacy skills. (Note: Civics education is a required component of English for Speakers of Other Languages (ESOL) and Integrated English Language and Civics Education (IELCE) services.)

Collaboration - Two or more agencies/partners working together to provide education, workforce training, and support services with each agency acting as its own fiscal agent.

College and Career Readiness Standards for Adult Education - The [College and Career Readiness Standards for Adult Education](#) ([CCRSAE](#)) are a verbatim subset of the [Common Core State Standards](#) ([Common Core](#)). Like the [Common Core](#), the [CCRSAE](#) respond to the critical need of ensuring students are able to access family-sustaining employment via postsecondary education and/or training. For more information on the [CCRSAE](#), see https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf.

Culturally Responsive and Sustaining Classrooms[3] - Culturally proficient, culturally responsive, and culturally sustaining classrooms are dependent on the three fundamental components of culturally relevant pedagogy identified by Gloria Ladson-Billings:
- Academic achievement: educators hold high and transparent academic expectations;
- Cultural competence: educators understand their own cultural background and actively learn about the backgrounds of their students; and
- Socio-political consciousness: educators understand the social, economic, and political factors that influence their and students' experiences, and view education as a pathway to liberation from systems of oppression.

[Concurrent Enrollment](#) - The practice of enrolling students in AE services and workforce training that occur simultaneously in order to build their academic skills while preparing for employment in in-demand occupations. For more information on concurrent enrollment, see the definitions of Integrated Education and Training (IET) for ABE Students and Integrated English Language and Civics Education (IELCE) for ESOL Students.

---

[3] Source: http://www.doe.mass.edu/instruction/crdw/.

Contextualized Curriculum and Instruction - Learning focused on concrete applications within a specific frame of reference, circumstance, or situation relevant to the lives and goals of students (e.g., employment, postsecondary education, family literacy). Research suggests that contextualizing curriculum and instruction has the potential to accelerate the progress of academically unprepared adult learners. ACLS recommends that ABE and ESOL teachers contextualize curriculum and instruction when appropriate.

Continuous Improvement Planning Process (CIP) - An approach used to adjust program processes, methods, and practices for efficiency and effectiveness. Indicator 8 of the Indicators of Program Quality (IPQ) describes CIP: The program leadership (e.g., executive director, director, program manager, program coordinator, principal) ensures that the vision for academic success is shared by staff and students and that the program engages in a continuous improvement planning process with the goal of improving student outcomes.

Corrections Education - Corrections education is for criminal offenders (i.e., any individual who is charged with or convicted of any criminal offense) who reside in a correctional institution.

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

Corrective Action Plan (CAP) - A detailed plan of action developed to achieve outcomes that resolve areas of underperformance and/or non-compliance with the Massachusetts Policies for Effective Adult Education in Community Adult Learning Centers and Correctional Institutions. Such areas can be identified several ways, but the most common ways are in desk reviews and program quality review (PQR) and site visit (SV) reports.

Curriculum[4] - Refers to the knowledge and skills students are expected to learn, which includes the learning standards they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning.

Desk review - Desk review refers to the required submission of key data recorded by AE programs in the LACES data management system. Programs are required to complete and submit the desk review to their ACLS program specialist five times each program year. Programs are encouraged to review their data more often than every other month; in fact, the more often programs analyze their data, the easier it is to complete the report and address programmatic, data collection, and/or entry issues.

Digital Literacy - The skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information.

---

[4] Adapted from The Glossary of Education Reform.

Disability[5] - The Americans with Disabilities Act (ADA) defines a person with a disability as a person who has a physical or mental impairment that substantially limits one or more major life activities. This includes people who have a record of such an impairment, even if they do not currently have a disability. It also includes individuals who do not have a disability but are regarded as having a disability. Regarded as means that the person either:

- Has an impairment that does not substantially limit a major life activity;
- Has an impairment that substantially limits a major life activity only because of the attitudes of others toward them; or
- Does not have any impairment but is treated by an entity as having an impairment.

Distance Education - Distance education, also called distance learning, is a formal learning activity (i.e., instruction) where students and instructor are separated by geography, time, or both for the majority of their instruction. ACLS considers students to be distance learners if 51% or more of their total instructional hours in the year of exit are Instruction-Distance Learners hours as recorded in LACES. For more information on DL including models that ACLS funds, see http://www.doe.mass.edu/acls/dl/.

Diversity - The representation of people from a wide range of races, identities, abilities, experiences, values, and perspectives, and the recognition of intersectionality.

Education Department of General Administrative Regulations (EDGAR) - EDGAR contains the Federal regulations governing Federal grants awarded by the U.S. Department of Education (US ED) to local districts (LEAs) and charters including state administered programs. US ED is responsible for maintaining specific programmatic and administrative regulations for US ED grants. These regulations can be found in the Code of Federal Regulations (CFR). CFR is the codification of the rules published in the Federal Register by the Federal government. The first two numbers indicate the Federal agency. Regulations pertaining to US ED are identified by the numbers 34. Therefore, 34 CFR regulations are specific to US ED grants.

EdGrants - EdGrants is the DESE grants accounting system. It is an online platform used to support all grant activities that occur throughout the grant cycle as well as the grant closeout process. These activities include initial applications for funding, increase/decrease amendments, drawdowns, and final financial reports (i.e., FR-1).

Education for Other Institutionalized Individuals - Other institutionalized individuals are not defined in WIOA but might include persons residing in facilities operated by a state mental health agency or individuals in civil confinement.

Educational Functioning Level (EFL) - The Office of Career and Technical Adult Education (OCTAE) of the U.S. Department of Education (USED) requires measuring the educational gain of AE students using a set of educational functioning levels (EFL). These are defined instructional levels in which students are initially placed when they enter a program based on their abilities to perform literacy-related tasks. After a set time period or number of instructional hours, students are again assessed to determine their skill levels. If students' skills have improved sufficiently to be placed in one or more higher levels, an "advance or completion" is recorded.

---

[5] Adapted from https://adata.org/faq/what-definition-disability-under-ada.

An EFL is achieved when a learner completes or advances one or more EFL from the starting level measured at entry into the program. The NRS divides educational functioning into six levels for both ABE and ESOL. The [Implementation Guidelines: Measures and Methods for the National Reporting System for Adult Education](#) further describe EFL.

Educator Growth and Effectiveness (EGE) - Grounded in the Massachusetts Professional Standards for Teachers of Adult Education, the EGE model is a six-step process of continuous learning to improve teachers' professional practices. It was developed to support teachers and directors in reflecting upon and taking an active role in improving instructional practices. The EGE model guides teachers through a continuous learning cycle and provides a process that can be adopted or adapted according to local program and staff needs and resources.

Eligible Individual[6] – An individual who:
  a. is at least 16 years of age;
  b. is not enrolled or required to be enrolled in secondary school under state law; and
  c. does not have a secondary school diploma or its recognized equivalent and has not achieved an equivalent level of education; or is basic skills deficient; or is an English language learner.

English Language Learner[7] (ELL) - An individual who has limited ability in reading, writing, speaking, or comprehending the English language; and whose native language is a language other than English, or who lives in a family or community environment where a language other than English is the dominant language.

Essential Components of Reading Instruction - Explicit and systematic instruction in (A) phonemic awareness; (B) phonics; (C) vocabulary development; (D) reading fluency, including oral reading skills; and (E) reading comprehension strategies. (Note: In AE, phonemic awareness and phonics are typically bundled together under the essential reading component of alphabetics.)

Equity - A heightened focus on groups, particularly racial groups, experiencing disproportionate impact through the development of systems to remediate disparities in their experiences and outcomes.

Evidence-based Practice - Practice that has been shown to yield results through rigorous research-study data or by consensus among expert practitioners that is supported by outcome data gathered as part of their practice.

Evidence-based Reading Instruction (EBRI) - A set of practices for teaching the four components that are proven to increase the reading achievement of adult learners. Research has identified components of reading—alphabetics, fluency, vocabulary, and comprehension— that

---

[6] A student who possesses a high school credential must assess at or below 12.9 grade level equivalent (GLE) in reading, writing, or mathematics and seek to maintain employment and/or pursue postsecondary education or training in order to be eligible for services. Students who are seeking to maintain employment and/or pursue postsecondary education or training should receive priority for services.
[7] The terms English Language Learner and English Learner are used synonymously.

are critical in the reading process and how reading develops. The success of these practices is demonstrated in two ways: by research-study data collected according to rigorous design, and also by consensus among expert practitioners who monitor outcomes as part of their practice. These results—whether scientific data or expert consensus—must be valid and reliable and come from a variety of sources. Research identifies the following EBRI best practices when teaching the essential components of reading:

- Use of diagnostic reading assessments to determine and prioritize individual learners' areas of strengths and need in the four components;
- Provision of direct and explicit instruction, using the most relevant EBRI techniques suited to the specific levels of instruction for beginner, intermediate, and advanced students;
- Instruction and materials that are engaging and relevant to learners' needs; and
- Instruction that is formatively assessed and continuously monitored by the teacher and learners to gauge its effectiveness.

Family Engagement - Refers to the building of relationships between students, families, educators, and the community to support children's learning and development. These relationships over time develop into meaningful partnerships rooted in the strengths and assets of all. Effective family engagement is culturally responsive, collaborative, equitable, and respectful of diverse languages, norms, and values. Effective family engagement strives to eliminate barriers to participation. These engagement practices take place in schools, in the community, and wherever students live and learn.

Family Literacy - Coordinated learning among different generations in the same family, which helps both adults and children reach their full personal, social, and economic potential.

Family Literacy Services - Services that are of sufficient intensity and quality to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children's learning needs, and that integrate the following activities: (A) parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency; (B) interactive literacy activities between parents or family members and their children; (C)training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children; and (D) an age-appropriate education to prepare children for success in school and life experiences.

Formative Assessment[8] - A wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Formative assessments help teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standard they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support.

Grade Level Equivalent (GLE) - An indicator of the readability of a text by grade level in the K-12 system. A GLE reflects the grade at which a student reading "on-grade level" could read a

---

[8] Adapted from The Glossary of Education Reform.

book independently. For example, a student in the first month of sixth grade and reading "on-grade level" who is reading a book with a level of 6.1 would be reading a book at the right grade level of difficulty. Each grade level has a range of .1 to .9. (Note: This term was used prior to 2016 to describe the skill levels of adult students. Currently, adult students' skills are measured using EFL.)

High School Equivalency (HSE) Credential - A nationally recognized state-issued document that is accepted by virtually all colleges, universities, and employers in the country as equivalent to a high school diploma. For more information on HSE, see http://www.doe.mass.edu/hse/.

High Quality Professional Development (HQPD) - Educator support defined by several related characteristics including but not limited to: alignment with state, program, and educator goals and priorities; informed by data, research, and/or standards relevant to the identified goals, objectives, and audience; advancing an educator's ability to apply learnings from the professional development to his or her particular content and/or context; and assessed to ensure that it is meeting the targeted goals and objectives. HQPD demands the guidance of experienced educators and other professionals who have a thorough and up-to-date understanding of the content themselves and who can fully engage participants in the desired learning. The AE standards for HQPD were informed by the work of the organization Learning Forward and adapted from the Massachusetts Department of Elementary and Secondary Education High Quality Professional Development Standards. The SABES PD system provides PD offerings responsive to the AE standards for HQPD. For more information on HQPD, see http://www.doe.mass.edu/acls/pd/.

Inclusion - The representation of people from a wide range of races, identities, abilities, experiences, values, and perspectives, and the recognition of intersectionality.

Indicators of Program Quality (IPQ) - The National Literacy Act of 1991 required states to develop IPQ to be used in the development and evaluation of local AE programs. The original IPQ were developed with the field and reflected the identified values that are essential for quality programs. Revised over time to reflect changes in Federal and state policy, the overarching goal of the IPQ continues to be to guide the planning, delivery, and evaluation of AE programs in order to improve services for learners enrolled in those programs. The IPQ have three primary purposes: guidance for proposals to the field; program self-assessment; and site visits and program monitoring.

Individuals with Barriers to Employment - Members of one or more of the following populations: (A) displaced homemakers; (B) low-income individuals; (C) Indians, Alaska Natives, and Native Hawaiians; (D) individuals with disabilities, including youth who are individuals with disabilities; (E) older individuals; (F) ex-offenders; (G) homeless individuals; (H) youth who are in or have aged out of the foster care system; (I) individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; (J) eligible migrant and seasonal farm workers; (K) individuals within 2 years of exhausting lifetime Social Security eligibility; (L) single parents (including single pregnant women); (M) long-term unemployed individuals; and (N) such other groups as the Governor determines to have barriers to employment.

Individuals Most in Need of Adult Education Services - Individuals with barriers to employment and literacy needs, identified in the Massachusetts WIOA State Plan as the following priority populations: unemployment insurance claimants; low-income adults including Transitional Assistance for Needy Families (TANF) and Supplemental Nutrition Assistance Program (SNAP) recipients, homeless etc.; adult education participants (Title II); individuals with disabilities (Title IV); veterans; older workers; re-entry populations; and youth. (Note: See also definition of eligible individual.)

Industry Recognized Credential - A credential that is sought or accepted by employers within an industry or sector as a recognized, preferred, or required credential for recruitment, screening, hiring, retention, or advancement purposes, and where appropriate, is endorsed by a recognized trade association or organization representing a significant part of the industry or sector. (Note: Some industry recognized certificates related to general safety and hygiene (e.g., OSHA, first aid/CPR) are not considered to be a postsecondary credential.)

Innovation - Outcome-driven program design and delivery that is inspired by new ideas and beliefs about teaching and learning and guided by research and evidence-based practice with the goal of advancing significant achievement and growth among students.

Institution of Higher Education - An educational institution in any state that: (A) admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate; (B) is legally authorized within such state to provide a program of education beyond secondary education; (C) provides an educational program for which the institution awards a bachelor's degree or provides not less than a 2-year program that is acceptable for full credit toward such a degree, or awards a degree that is acceptable for admission to a graduate or professional degree program; (D) is a public or other nonprofit institution; or (E) is accredited by a nationally recognized accrediting agency or association, or if not so accredited, is an institution that has been granted pre-accreditation status by such an agency or association.

Integrated Education and Training (IET) for ABE Students - The IET model combines pre-ASE and ASE instruction, workforce training, and workforce preparation activities concurrently and contextually to increase ABE students' educational and career advancement. In an IET service delivery model, a variety of team-teaching strategies are used to deliver the curriculum. Upon completion, it is intended that students will have obtained an industry recognized credential and will be employable or go on to more advanced training in their chosen career pathway.

Integrated English Language and Civics Education (IELCE) for ESOL Students - The IELCE model combines ESOL instruction, civics education, workforce training, and workforce preparation activities concurrently and contextually to increase ESOL students' educational and career advancement. In an IELCE service delivery model, a variety of team-teaching strategies are used to deliver the curriculum. Upon completion, it is intended that students will have obtained an industry recognized credential and will be employable or go on to more advanced training in their chosen career pathway.

Learning Disability[9] - A learning disability is a neurological disorder. In simple terms, it results from a difference in the way a person's brain is "wired." Individuals with learning disabilities are as smart or smarter than their peers but they may have difficulty reading, writing, spelling, reasoning, recalling, and/or organizing information if taught in conventional ways. A learning disability is a lifelong issue but with the right support and intervention, individuals with learning disabilities can go on to successful, often distinguished careers in life.

LINCS - LINCS is a community of practice (COP) for adult education practitioners funded by the U.S. Department of Education (US ED), Office of Career, Technical, and Adult Education (OCTAE). This professional learning space brings together adult educators to work toward a common goal—providing high-quality, evidence-based learning opportunities to adult students. The community is a place where practitioners can seek help from experts and peers, collaborate, network, share knowledge and resources, participate in special events, and grow professionally. LINCS provides activities for practitioners to access professional development materials, reflect on teaching practices, and apply what they have learned in their classrooms. Using the COP, self-paced online courses, and searchable resources, adult education practitioners can harness the power of collaboration and sharing to improve educational outcomes.

Literacy, Adult and Community Education System (LACES) - Massachusetts adopted the online LACES, developed by LiteracyPro Systems, to collect and report performance data from adult education providers. The application was designed specifically to report to the National Reporting System for Adult Education (NRS), as required of all states receiving WIOA Title II funding. In addition to meeting the requirements for Federal reporting, LACES offers adult education providers a tool to manage student demographic, assessment, and progress data. LACES is utilized by approximately one-third of the states to report to the NRS.

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

Local Workforce Development Area - Any one of 16 local workforce development areas in Massachusetts governed by a MassHire Workforce Board (MWB).

---

[9] Adapted from http://www.ldonline.org/ldbasics/whatisld.

Massachusetts Adult Education Glossary

Local Workforce Development Areas

Berkshire
Franklin/Hampshire
Hampden
North Central Mass
Central Mass
Greater Lowell
Metro Southwest
Metro North
North Shore
Merrimack Valley
Boston
Brockton
Bristol
South Shore
Greater New Bedford
Cape and Islands

Local MassHire Workforce Board (MWB) - A group of community leaders appointed by local elected officials and charged with planning and oversight responsibilities for workforce programs and services in their area. More than 50 percent of LWDB members must come from the business community. In addition, members must represent local community colleges and other training providers and workforce program leaders to ensure that the current skill needs of local businesses are communicated to relevant training programs. The LWDB works in concert with the local chief elected official to oversee the delivery of workforce services relevant to local residents and businesses. Critical to their charge is oversight of the MassHire Career Centers (MCC).

Local Workforce Development Plan Package - A plan developed by the local workforce development board that identifies the employment, educational, and human resource needs for the local area (i.e., community) to inform decisions about how WIOA partners can work as a system to meet those needs. For more information on local plan packages, see http://www.mass.gov/massworkforce/wioa/acls/local-plan/.

Managed Enrollment - The practice of allowing students to enter a class during specific predefined enrollment periods and participate in an instructional cycle with fixed start and end dates. The cohort of students under managed enrollment stays together through the duration of the instructional cycle with no additional student enrollments. Compare to "open enrollment."

Massachusetts English Language Proficiency Standards for Adult Education - The MA ELPS are a set of skills, knowledge, and strategies needed to function effectively in English in 21st century communities, workplaces, and classrooms. Designed to prepare adult learners for the complex language tasks required to successfully meet life, academic, and career goals, they were developed out of a need to combine college and career readiness skills and language skills into a single set of standards. For more information on the MA ELPS, see http://www.doe.mass.edu/acls/frameworks/frameworks.html.

MassHire Career Centers (MCC) - The MCC form the foundation of the state's delivery system for employment and training services for job seekers, employers, and their workers.

Unemployed individuals can access a variety of job assistance services at the MCC, including working with experienced career counselors, attending workshops and short-term training, developing resumes, writing cover letters, and more. For more information on MCC, see https://www.mass.gov/masshire-career-centers.

Measurable Skills Gain (MSG) - MSG includes three outcomes which must be achieved during the fiscal year: Educational Functioning Level (EFL) completion, High School Equivalency (HSE) credential attainment, and Postsecondary Education or Training (PSE/T) enrollment. Program performance is the program's actual MSG relative to its target. For example, an ESOL program with a target of 45% and an actual MSG of 50% has exceeded its target by 11%; its performance is 111% relative to target. The performance of another program with a target of 55% and an actual MSG of 50% is 91% relative to target.

Programs get an initial credit (i.e., 1.0) for the first MSG outcome earned and partial credit (i.e., 0.1) for each additional outcome earned beyond the initial. If a student in a program achieves an initial outcome and two additional outcomes, then the program's credit for that student is 1.2. Only outcomes achieved during the fiscal year are included in MSG.

MSG outcomes, both initial and additional (i.e., partial), can be any of the following:
- Educational Functioning Level (EFL) completion
- High School Equivalency (HSE) credential attainment
- Postsecondary Education or Training (PSE/T) enrollment after exit (Note: Postsecondary enrollment must start after a student exits from the adult education program.)

For more information on MSG, see http://www.doe.mass.edu/acls/performance/msg.html.

Measurable Skills Gain (MSG) Target - Programs are assigned separate ABE and ESOL targets. Preliminary ABE and ESOL program targets are posted after summer and fall pre-tests have been entered into LACES. Targets may change slightly over the course of the year since one of two factors in an MSG target is the number of students who pre-test into each of the program's NRS levels and pre-testing continues throughout the year.

Memorandum of Agreement (MOA)[10] - A written document describing the agreement between a grantee and a subcontractor working together to deliver services. The purpose of the MOA is to formalize and clarify the expectations of the grantee and partnering program.

Memorandum of Understanding (MOU)[10] - A formal document delineating roles and responsibilities in formal partnerships. An MOU is an official contract that describes a formal agreement and mutual understanding of an intended common goal.

Mobile Learning[11] - Mobile learning is a way to access learning content using mobile devices that allows anytime and anywhere learning. For adult learners, it provides access to language learning, literacy development, and skill building using a mode of instruction that best fits within the demands of their busy lives and using the devices they are most likely to have.

---

[10] MOA and MOU describe agreements in an organization's activities when in conjunction with another entity. In the *Policies*, the terms are used for different purposes. MOA is used to describe the relationship between a funded program and a subcontractor. MOU is used to describe agreed upon terms and actions between AE programs and required WIOA and other community partners to enhance career pathways for students.

[11] Adapted from https://edtech.worlded.org/mlearning/.

National Reporting System (NRS)[12] - The accountability system for the federally funded AE program, authorized by Section 212 of the Workforce Innovation and Opportunity Act (WIOA). The NRS includes the WIOA primary indicators of performance, measures that describe AE students and their program participation, methodologies for collecting performance data, and program reporting procedures.

New England Literacy Resource Center (NELRC) - NELRC was established in 1994 through an inter-state agreement signed by the governors of the six New England states. The mission of the NELRC is to strengthen adult literacy services in our region through sharing and collaboration among professional development providers, practitioners, and policy-makers.

Open Enrollment - The practice of permitting students to enter a class at any time of the day, week, month, or year to replace exiting students. This practice is thought to capitalize on potential students' motivation to attend classes by reducing wait times. Compare to "managed enrollment."

Outstationing - The practice of assigning an AE staff person (usually the education and career advisor) to a MassHire Career Center (MCC) for a set number of hours each week. The AE staff person, or outstationed coordinator, acts as a liaison between AE programs in the region and the MCC. The primary role of the outstationed coordinator is to help current and potential AE students access services by assisting MCC staff with intake, assessments, and referrals to local AE programs, and help current AE students access MCC services. The outstationed coordinator may also plan and supervise AE class field trips to the MCC and make presentations about MCC services to students in AE classes.

Past Performance - Satisfactory performance in meeting or exceeding program expectations established by the state.

Performance Accountability - Performance accountability refers to the process whereby the Massachusetts AE system ensures it is fulfilling its mission to "provide each and every adult with opportunities to develop literacy skills needed to qualify for further education, job training, and better employment, and to reach his/her full potential as a family member, productive worker, and citizen." There are three components of accountability.
- Student Outcomes: Also known as student performance measures, NRS measures, or simply outcomes, the system must explain how it will improve student outcomes to be accountable to the mission, particularly outcomes related to academic achievement and career readiness.

---

[12] Source: https://www.nrsweb.org/.

- Program Quality: Adults who enter the system do so because they need education and training services. ACLS works on the assumption that these students are more likely to find what they need in a high-quality program than a poor quality one. The ACLS Indicators of Program Quality describe what high quality programming entails, and accountability means programs must be held to these standards of quality.
- Compliance: A third component of the accountability system is compliance. Compliance refers primarily to a program's ability to meet the requirements outlined in the FY20-FY22 Massachusetts Policies for Effective Adult Education in Community Adult Learning Centers and Correctional Institutions.

ACLS uses a variety of means, or tools, to ensure accountability of the AE system. These tools may include, but are not limited to, desk reviews, grant approvals, fiscal and data audits, measurable skill gains (MSG) reports, site visits, and program quality reviews.

Postsecondary Credential - A credential consisting of an industry recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the state or Federal government, or an associate's or bachelor's degree.

Postsecondary Education - Any education beyond high school including apprenticeships and certificate, associate's, and bachelor's programs.

Postsecondary Educational Institution - (A) An institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor's degree; (B) a tribally controlled college or university; or (C) a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.

Program - (A) the provider of AE services comprised of the AE director and all staff responsible for the delivery of AE and support services as referred to in Massachusetts; and (B) the Adult Education and Family Literacy Act, Transitional Assistance for Needy Families, and other services as referred to by Federal agencies.

Program Design - The overall plan for delivering AE and support services in a program.

Priority Populations - In the Massachusetts WIOA State Plan, services are prioritized for the following groups: unemployment insurance claimants; low-income adults including Transitional Assistance for Needy Families (TANF) and Supplemental Nutrition Assistance Program (SNAP) recipients, homeless etc.; AE participants (Title II); individuals with disabilities (Title IV); veterans; older workers; re-entry populations; and, youth including youth with barriers to employment.

Professional Standards for Adult Basic Education Teachers - The Massachusetts Professional Standards for Teachers of Adult Education describe what is essential for effective AE teachers of mathematics and/or English language arts to know and be able to do. It is organized around three concepts: domains (i.e., overarching categories of professional practices for effective teaching); standards (i.e., broad statements about the knowledge and behaviors of effective practitioners); and indicators (i.e., specific aspects of a standard that serve as checkpoints to measure progress toward meeting the standards). The SABES English Language Arts Curriculum & Instruction PD

Center and the SABES Mathematics and Adult Numeracy Curriculum & Instruction PD Center are the go-to providers of PD and resources aligned with these standards.

Professional Standards for ESOL Teachers - The Massachusetts Professional Standards for Teachers of Adult Speakers of Other Languages describe what is essential for ESOL teachers to know and be able to do. It is organized around seven standards (e.g., principles of second language acquisition, instructional delivery, assessment) and each standard includes a supporting explanation, guiding questions, teacher knowledge, and sample classroom applications. The SABES ESOL Curriculum and Instruction PD Center is the go-to provider of PD and resources aligned with these standards.

Proficiency Guides for Mathematics and English Language Arts Teachers - The proficiency guides are a companion resource to the Massachusetts professional standards for teachers designed to help teachers engage in the work of improving their practice. The proficiency guides contain essential concepts teachers need to know, observable teacher and student behaviors, and essential knowledge and skills that effective teachers need to know and be able to do within the specific context the teach. Use of the proficiency guides is intended to be supported by PD and training. The SABES English Language Arts Curriculum & Instruction PD Center and the SABES Mathematics and Adult Numeracy Curriculum & Instruction PD Center are the go-to providers of PD and resources aligned with the guides.

Program Quality Review (PQR) - PQR refers to the cyclical process of collecting and evaluating evidence for the purpose of determining the overall quality of a program's services against a set of established standards. ACLS uses a systematic approach to program quality reviews (PQR) conducted by an ACLS team known as the Review Team. The primary purpose of the PQR is to drive program improvement. To accomplish this, the PQR targets areas for improvement within four of the ACLS Indicators of Program Quality (IPQ): Career Pathways Collaboration, Curriculum and Instruction, Organizational Support, and Educational Leadership. The Program Quality Review and Site Visit Protocol describes the preparation steps in the program quality review process, roles and responsibilities of program quality review participants, evidence collection, classroom observation protocols, rating rubrics, and technical assistance (TA) process.

Remote Learning[13] - Remote learning takes place when a student and teacher are separated by time and/or physical distance and therefore cannot meet in a traditional classroom setting. It can encompass a wide variety of learning opportunities including large group video or audio conference calls, 1:1 phone or video calls, email, work packets, projects, reading lists, online learning platforms, and other resources to effectively engage with students. These tools can be used to deliver lessons, provide individual student support, provide resources (including instructional material and student assignments), connect students to each other and the teacher, and provide feedback on student work.

Rigorous Research - Exacting and thorough studies characterized by or adhering to strict standards or methods. Rigorous research should be used to inform practice because it helps

---

[13] Adapted from Strengthening Adult Education Remote Learning—Guidance for Massachusetts Adult Education Programs.

analyze and/or solve problems, describe new and effective practices, and improve current practices.

Shared Customer - A student enrolled in more than one core partner program at any time during a fiscal year (i.e., co-enrolled or sequentially enrolled). Examples of shared customers include, but are not limited to, the following:
- ABE/ESOL students also enrolled in a MassHire Career Center (MCC) and receiving career center services leading to employment.
- ABE/ESOL students ages 16-24 also enrolled in WIOA - Title I out-of-school youth programs.
- ABE/ESOL students who also receive services from the Department of Transitional Assistance (DTA) and/or the Massachusetts Rehabilitation Commission (MRC).
- ABE/ESOL students who exit AE services and then enroll in a training program funded by a core partner.

Site Visit - A site visit is a visit to a program made by the program's designated program specialist (PS) assigned to support and provide oversight to the program as a condition of funding. ACLS uses a systematic approach to site visits conducted by ACLS program specialists. The goals of the site visits are to provide programs with technical assistance (TA) guided by the ACLS Indicators of Program Quality and gain a deeper understanding of programs in order to identify promising practices and areas needing development, as well as to check for compliance. Areas in need of technical assistance can be identified in a few ways:
- as a result of a self-assessment conducted by the program;
- as a result of a desk review conducted by the program or a program specialist;
- from ratings of a PQR report;
- from requirements described in a Corrective Action Plan or Condition of Funding letter; and
- from the content of a Continuous Improvement Plan.

(Note: Considering the ever-changing set of circumstances brought on by the COVID-19 pandemic, ACLS has revised the requirement of the annual site visit for FY21. First, in lieu of the annual half-day site visit traditionally conducted onsite, ACLS will conduct quarterly, virtual check-ins throughout the year. Although quarterly check-ins will place more emphasis on the review of data, the overall goals of a check-in are the same as those of a traditional site visit: to provide programs with technical assistance guided by the ACLS Indicators of Program Quality; and to provide ACLS with a deeper understanding of programs to identify promising practices and areas needing development, as well as to check for compliance.)

Student Performance Level (SPL) - A description of English language proficiency levels for adult English language learners. The ten (10) SPLs include general language ability and the four skills of listening comprehension, oral communication, reading, and writing. (Note: This term was used prior to 2016 to describe the skill levels of adult students. Currently, adult students' skills are measured using EFL.)

Student Support Services - Services including but not limited to career guidance, advising, and counseling, child care, transportation, housing, financial counseling, and health services

including mental health that are necessary to enable students to participate in AE services and successfully transition into and succeed in postsecondary education, training, and employment.

Summative Assessment[14] - Assessments used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year. Generally speaking, summative assessments:

- refers to the tests, assignments, or projects used to determine whether students have learned what they were expected to learn. In other words, what makes an assessment "summative" is not the design of the test, assignment, or self-evaluation, but the way it is used—i.e., to determine whether and to what degree students have learned the material they have been taught; and
- are given at the conclusion of a specific instructional period, and therefore are generally evaluative, rather than diagnostic—i.e., they are more appropriately used to determine learning progress and achievement, evaluate the effectiveness of educational programs, measure progress toward improvement goals, or make course placement decisions, among other applications.

In the context of AE in Massachusetts, the term is often used to refer to scores on any of the approved standardized assessments a program uses for required pre- and post-testing:

- The Massachusetts Adult Proficiency Test (MAPT-CCR)
- TABE Forms 11/12, Levels E, M, D, A
- TABE 11/12, Literacy Level
- BEST Plus 2.0
- TABE CLAS-E Writing
- TABE CLAS-E Reading

System for Adult Basic Education Support (SABES) - SABES, the Massachusetts adult education professional development (PD) system, provides high quality PD (HQPD) and support to increase educator effectiveness and strengthen programs. Comprised of three curriculum and instruction PD centers, a program support PD center, and a communication center, SABES provides a wide range of supports to AE programs including an online calendar and registration system, a resource library, videos on obtaining a high school equivalency credential, and a link to the Massachusetts Adult Literacy Hotline. For more information including a calendar of offerings, see http://www.sabes.org.

Training Services - Training services may include:

- occupational skills training, including training for nontraditional employment;
- on-the-job training;
- incumbent worker training;
- programs that combine workplace training with related instruction, which may include cooperative education programs;
- training programs operated by the private sector;
- skill upgrading and retraining;
- entrepreneurial training;
- transitional jobs;

---

[14] Adapted from The Glossary of Education Reform.

- job readiness training provided in combination with the services above;
- AE and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with the services above; and
- customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

Transition to Community College - Housed in Massachusetts community colleges, transition programs partner with ACLS-funded AE providers to ensure the successful transition of adult students into postsecondary education. The required College for Success course equips students with the skills needed to be successful in college and in their careers. Intensive advising and the use of student cohorts are also major components of transition programs. For more information on transition to community college programs, see http://www.doe.mass.edu/acls/systemci.html.

Uniform (Grant) Guidance[15] (UGG) - The Office of Management and Budget's (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (commonly called UGG) was officially implemented in December 2014 by the Council on Financial Assistance Reform. The Uniform Guidance – a government-wide framework for grants management – is an authoritative set of rules and requirements for Federal awards that synthesizes and supersedes guidance from earlier OMB circulars.

WIOA Partners - WIOA emphasizes full and effective partnerships between AE service providers and Local Workforce Development Boards (LWDB), MassHire Career Center (MCC), and other partners as locally defined, to improve job and career options for youth, job seekers, and businesses through collaboration in designing integrated services that place the customer at the center of the service delivery. In addition to LWDB and MCC, local WIOA partners may include regional or local affiliates of: Department of Transitional Assistance (DTA); Department of Unemployment Assurance (DUA); Massachusetts Rehabilitation Commission (MRC); Massachusetts Commission for the Blind (MCB); Department of Higher Education (DHE); and Senior Community Service Employment Programs (SCSEP).

WizeHive - WizeHive is a web-based platform used by ACLS to collect information, files, and data from programs. Each program should have one WizeHive login belonging to a designated program leader who submits information, files, and data throughout the year as required to be in good standing.

Workforce Innovation and Opportunity Act (WIOA) - On July 22, 2014, President Obama signed into law the Workforce Innovation and Opportunity Act (WIOA), which revised and reauthorized the Workforce Investment Act of 1998 (WIA). The new law supports innovative strategies to keep pace with changing economic conditions and seeks to improve coordination between four core Federal programs that support AE, employment services, workforce development, and vocational rehabilitation activities. The core programs are:
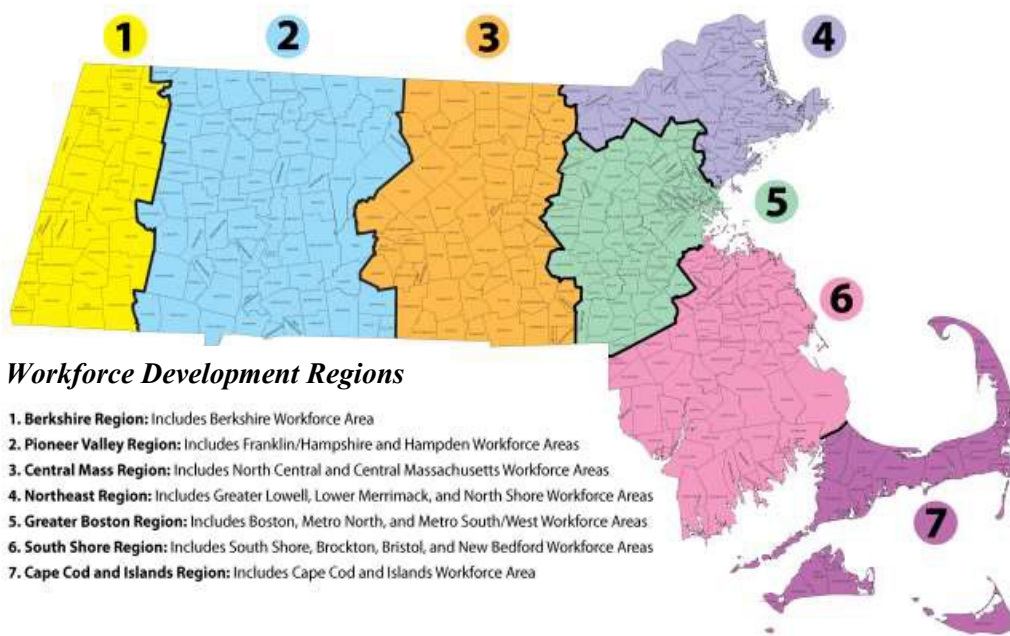1) Adult, Dislocated Worker, and Youth, administered by the Department of Labor (DOL) under Title I;

---

[15] Adapted from https://www.grants.gov/learn-grants/grant-policies/omb-uniform-guidance-2014.html.

2) Adult Education and Family Literacy Act (AEFLA), administered by the Department of Education (USED) under Title II;
3) Wagner-Peyser Act employment services, administered by DOL under Title III; and
4) Vocational Rehabilitation Act, administered by USED under Title IV.

Workforce Development Regions - A set of boundaries that group the 16 workforce development areas in Massachusetts into a smaller set of seven regions that align workforce development activities and available resources with larger regional economic development needs to provide coordinated and efficient services to both job seekers and businesses.

Workforce Development Regions

1. **Berkshire Region:** Includes Berkshire Workforce Area
2. **Pioneer Valley Region:** Includes Franklin/Hampshire and Hampden Workforce Areas
3. **Central Mass Region:** Includes North Central and Central Massachusetts Workforce Areas
4. **Northeast Region:** Includes Greater Lowell, Lower Merrimack, and North Shore Workforce Areas
5. **Greater Boston Region:** Includes Boston, Metro North, and Metro South/West Workforce Areas
6. **South Shore Region:** Includes South Shore, Brockton, Bristol, and New Bedford Workforce Areas
7. **Cape Cod and Islands Region:** Includes Cape Cod and Islands Workforce Area

Workplace Education - The workplace education program funds agencies that provide instructional services below the postsecondary level for working adults (i.e., incumbent workers) in basic reading, writing and numeracy, pre-adult secondary education (pre-ASE), and adult secondary education (ASE) including preparation for high school equivalency certification delivered at the workplace. ESOL instruction may also be provided for adult English language learners. Grants are funded in phases for planning and implementation. Instructional services are provided through partnerships among businesses, labor organizations, and AE providers. For more information on workplace education, see http://www.doe.mass.edu/acls/systemci.html.

Workforce Preparation Activities - Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education.