

## Glossary of Terms for the Dev Ed/ABE Partnership Toolkit

Term	Definition
Adult Basic Education	<p>Adult Education and Family Literacy Act (AEFLA) comes under the Workforce Innovation and Opportunity Act (WIOA) and guides Adult Education or what is commonly called Adult Basic Education in Minnesota. “The Adult Education and Family Literacy Act (AEFLA) supports programs that help adults get the basic skills they need including reading, writing, math, English language proficiency, and problem-solving to be productive workers, family members, and citizens.” [Source: <a href="#">AEFLA Adult Education and Literacy web site</a>]</p> <p><b>Minnesota Adult Education/ABE</b> (Adult Basic Education) is a statewide system that serves approximately 65,000 [presently around 45,000] adults annually. Adult education/ABE students are working towards a high school credential, learning English, improving basic skills such as literacy and math, and/or preparing for post-secondary education or employment. [Source: <a href="#">Atlas website</a>]</p> <p>The federal government permits anyone over the age of 16 to participate, , but states can set their own age. In Minnesota, it’s 17.</p>
ACCUPLACER®	<p>ACCUPLACER® is an assessment tool to help colleges assess student readiness for introductory credit-bearing courses and make placement decisions.</p> <p>It involves a series of tests that evaluate students' skills in reading, writing, and math to help college administrators place them in courses that match their skills.</p>
ACES/TIF Framework	<p>The goal of ACES (Academic, Career &amp; Employability Skills) is to support instructors in teaching the hard-to-define yet make-or-break skills students need to succeed in the workplace, college, and community. The skills are outlined in the Transitions Integration Framework (TIF).</p> <p>The Transitions Integration Framework (TIF) is the cornerstone of ACES, and it is one of three documents comprising the state-adopted content standards for Minnesota ABE. The TIF was designed to provide ABE programs and instructors with guidance on the effective integration of transitions skills (also known as soft skills or professional skills) into instruction at all levels of ABE.</p> <p>The TIF includes six categories of skills:</p> <ol style="list-style-type: none"> <li>1. Effective Communication</li> <li>2. Learning Strategies</li> </ol>

	<ol style="list-style-type: none"> <li>3. Critical Thinking</li> <li>4. Self-Management</li> <li>5. Developing a Future Pathway</li> <li>6. Navigating Systems</li> </ol> <p>[Source: <a href="#">ACES/Transitions page on the Atlas Website</a>]</p>
Adult Basic Education	<p>Adult Education and Family Literacy Act (AEFLA) comes under the Workforce Innovation and Opportunity Act (WIOA) and guides Adult Education or what is commonly called Adult Basic Education in Minnesota. “The Adult Education and Family Literacy Act (AEFLA) supports programs that help adults get the basic skills they need including reading, writing, math, English language proficiency, and problem-solving to be productive workers, family members, and citizens.” [Source: <a href="#">AEFLA Adult Education and Literacy web site</a>]</p> <p>Also see Minnesota Adult Education/ABE</p>
CASAS (Comprehensive Adult Student Assessment System)	<p>“CASAS tests assess basic and academic skills in real-world contexts. The system monitors progress in reading, math, English language, writing, and work-readiness skills. CASAS is the most widely used adult education competency-based testing system in the United States.” [Source: <a href="#">The Adult Education Test Development and Research Leader: Comprehensive Adult Student Assessment Systems</a>]</p>
College and Career Readiness Standards (CCRS)	<p>“The CCRS define the academic content of ABE, including English Language Arts and Math. The CCRS were created by OCTAE (the U.S. Department of Education's Office of Career, Technical, and Adult Education). The CCRS align to the K-12 Common Core Standards.” [Source: <a href="#">MnABE website</a>]</p>
Contextualized Learning	<p>Contextualized Learning engages students in active learning while assisting them to make meaning out of the information they are obtaining. Contextualized instruction links the learning of foundational skills with academic or occupational content by focusing teaching and learning on concrete applications in a specific context that is of interest to the student. [Source: <a href="#">Gavilan College web site: Contextualized Teaching and Learning</a>]</p>
DESR	<p>See Minnesota DESR (in Glossary)</p>
Developmental Education	<p>Developmental, sometimes referred to as remedial, education courses are designed to develop the reading, writing, or math skills of students who are deemed—usually through standardized tests—underprepared for college-level courses. Offering these noncredit courses allows community colleges and less selective four-year colleges to open their doors to students who might otherwise be shut out of higher education. Millions of students—disproportionately students of color, adults, first-generation students, and those from low-income backgrounds—enroll in</p>

	developmental education. They include students who did not receive an adequate academic foundation in high school and those who have been out of school for years and need a math or English refresher. [Source: <i>Developmental Education: An Introduction for Policymakers</i> , by Elizabeth Ganga, Amy Mazzariello, & Nikki Edgecombe. [Source: <a href="#">CCRC website</a> .]
Equity Gap	Refers to “disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, physical or mental abilities, and other demographic traits and intersectionalities.” [Source: “ <a href="#">5 Experts Weigh in on the State of Higher Education Equity</a> ,” EAB website.]
ESL Learners/ ELL	Students for whom English is a second language, updated term of English language learners, is used as well.  “English learner” means: <ul style="list-style-type: none"> <li>• A student who first learned a language other than English, comes from a home where the language usually spoken is other than English, or usually speaks a language other than English; and</li> <li>• Is determined by a valid assessment measuring the pupil's English language proficiency and by developmentally appropriate measures, which might include observations, instructor judgment, or developmentally appropriate assessment instruments, to lack the necessary English skills to participate fully in academic classes taught in English</li> </ul> [Source: <a href="#">Education Commission of the States, Minnesota’s definition</a> ]
Faculty Load	“Faculty loads are defined in terms of Equated Load Units (ELUs) which are the "units" faculty earn for teaching courses and for performing non-instructional activities such as department chair and research. Faculty loads can consist of instructional assignments, non-instructional assignments, or a combination of both. The Faculty Load System provides the ability to analyze and report faculty loads against contract requirements.” [Source: <a href="#">Inside SOU</a> (Southern Oregon University)]
Gateway Course	A gateway course is the first credit-bearing college-level course in a program of study. These courses generally apply to the requirements of a degree program and may also be called introductory courses or prerequisites. Typically, every student majoring in a given discipline must pass through the gateway courses.” [Source: “ <a href="#">What Are Gateway Courses and Why Do They Matter to Equity in Higher Ed?</a> ” blog post, Every Learner Everywhere Blog, Association of Chief Academic Officers, June 2020]
Integrated Instruction	This is defined as “an education model that combines occupational skills training and basic or academic skills instruction to increase and expedite the

	educational and career advancement of participants.” [Source: Research Brief No. 14, “ <a href="#">Integrated Education and Training (IET)</a> ,” Department of Education, State of California, 2017, p. 1.]
Joint Powers Agreement	A joint powers agreement is a formal, legal agreement between two or more public entities that share a common power and wish to jointly implement programs or deliver services. A cooperative arrangement is developed and officials from the public entities would approve it. [Adapted from “ <a href="#">Governments Working Together: A Citizen’s Guide to Joint Powers Agreements</a> ,” PDF document, 2007]
Limited English Proficient (LEP)	“Individuals who do not speak English as their primary language and who have a limited ability to read, speak, write, or understand English can be limited English proficient, or “LEP.” These individuals may be entitled language assistance with respect to a particular type of service, benefit, or encounter.” [Source: <a href="#">FAQs for Limited English Proficiency Program</a> , Office of Economic Impact and Diversity]
Memorandum of Understanding (MOU)	A memorandum of understanding is an agreement between two or more parties outlined in a formal document. It is not legally binding but signals the willingness of the parties to move forward with a contract.  In the public service domain, it’s an agreement among two or more parties entering into a shared project or collaboration and is intended to express a common vision and line of action. [Adapted from <a href="#">Investopedia</a> and <a href="#">Wikipedia</a> ]
Minnesota Adult Basic Education	<b>Minnesota Adult Education/ABE</b> (Adult Basic Education) is a statewide system that serves approximately 65,000 adults annually (but closer to 45,000 according to an MDE staff member). Adult education/ABE students are working towards a high school credential, learning English, improving basic skills such as literacy and math, and/or preparing for post-secondary education or employment. [Source: <a href="#">Atlas website</a> ]  The federal government permits anyone over the age of 16 to participate, , but states can set their own age. In Minnesota, it’s 17.
Minnesota DESR	The <a href="#">Minnesota State Developmental Education Strategic Roadmap</a> (DESR) outlines Minnesota State’s collective initiative for developmental education redesign over a four year period, beginning in 2017. The purpose of the DESR is to guide the Minnesota State system work on developmental education with strategic goals, action steps, targeted timelines for implementation, and measurable outcomes. ABE was identified as a desirable partner for achieving improved outcomes.

Minnesota State Equity 2030	By 2030, Minnesota State will eliminate the educational equity gaps at every Minnesota State college and university. It is a staggeringly ambitious goal and one that will require both intentional systems and culture change and innovation, as well as advocacy and leadership with partners and stakeholders across the state to accomplish. [Source: <a href="#">MN State Equity 2030 web site</a> ]
Minnesota State System	The Minnesota State Colleges and Universities system or Minnesota State System, previously branded as MnSCU, comprises 30 state colleges and 7 state universities with 54 campuses throughout Minnesota. The system is the largest higher education system in Minnesota (separate from the University of Minnesota system) and the fourth largest in the United States, educating more than 375,000 students annually. [Source: <a href="#">Wikipedia</a> ]
Multiple Measures	“Multiple measures are the use of more than one assessment measure to assess a student’s abilities. Multiple measures should include not just student learning, but demographics, perceptions, and school processes as well. Examples of multiple measures include high school or college transcripts, attitude surveys and interviews.” [Source: <a href="#">Top Hat Glossary</a> ]
National Reporting System (NRS)	“The NRS is an outcome-based reporting system for the State-administered, federally funded adult education program. It is the accountability system for the Federally funded adult education 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 adult education students and their program participation, methodologies for collecting performance data, and program reporting procedures.” [Source: <a href="#">NRS web site</a> ]
Northstar Digital Literacy Skills	<b>Northstar Digital Literacy</b> defines the basic skills needed to use a computer and the internet in daily life, employment, and higher education. [Source: <a href="#">Northstar Digital Literacy Web Site</a> ]
OER	Open Educational Resource. “An OER means a teaching, learning, or research resource that is offered freely to users in at least one form and that resides in the public domain or has been released under an open copyright license that allows for its free use, reuse, modification, and sharing with attribution.”  “Open Educational Resources are teaching and learning materials that may be freely used and reused, without charge. OERs often have a Creative Commons license that states specifically how the material may be used, reused, adapted, and shared.”  [Source: <a href="#">Penn State OER and Low-Cost Materials Web site</a> ]

PEP (K-12 PEP)	<p>Personalized Education Plan. “Each student’s PEP identifies course work that will lead directly to placement in entry-level, credit-bearing academic college courses, an industry-recognized certificate or license, or workforce training programs. Each student’s PEP identifies high school courses that enable students to master the knowledge and skills needed to succeed in the global workplace and postsecondary education.”</p> <p>[Source: “<a href="#">The IEP and the Personalized Education Plan (PEP)</a>,” West Virginia Department of Education]</p>
SkillsTutor™	<p>SkillsTutor is “a supplemental online learning platform used to help increase proficiency in math, reading, writing, language, science, and workforce readiness.” A product of Paxen Publishing, “SkillsTutor is aligned with Common Core Standards and state and national standards.” [Source: “<a href="#">Paxen Publishing Announces the Return of SkillsTutor</a>,” Aztec, Paxen Publishing News]</p>
TABE (Test of Adult Basic Education)	<p>“TABE® is a comprehensive academic assessment product in adult basic education. Educators use TABE testing to provide a solid foundation for effectively assessing the skills and knowledge of adult learners. It tests achievement on core content areas taught and assessed as part of Adult Basic Education programs nationwide. The TABE test is aligned to the national College and Career Readiness Standards for the three core subject areas: Reading, Mathematics, and Language.” [Source: <a href="#">TABE website</a>]</p>
Upskill	<p>This term comes primarily out of the employment domain. One definition is: “The process of acquiring new and relevant competencies needed today and in the near future. Common examples of upskilling efforts include digital skills, analytics skills, and organizational transformation skills.” [Adapted from <a href="#">Why Upskilling is Needed for the Future of Work</a>]</p>
Wrap-around services	<p>While traditionally thought of as student services to address basic needs such as food, housing, transportation, and childcare, to remove the primary barriers for attending college, the myriad services provided by ABE can include:</p> <ol style="list-style-type: none"> <li>1. Offering comprehensive learning opportunities and support service choices appropriate for and accessible to adults at all basic skill and English language levels of need.</li> <li>2. Providing a participatory and experiential learning approach based on the strengths, interests, and needs of each adult, that enables adults with basic skill needs to: <ol style="list-style-type: none"> <li>(i) identify, plan for, and evaluate their own progress toward achieving their defined educational and occupational goals.</li> <li>(ii) master the basic academic reading, writing, and computational skills, as well as the problem-solving, decision making, interpersonal</li> </ol> </li> </ol>

	<p>effectiveness, and other life and learning skills they need to function effectively in a changing society.</p> <p>(iii) locate and be able to use the health, governmental, and social services, and resources they need to improve their own and their families' lives; and</p> <p>(iv) continue their education, if they desire, to at least the level of secondary school completion, with the ability to secure and benefit from continuing education that will enable them to become more employable, productive, and responsible citizens</p> <p>These have been provided by colleges, with the goal of helping students, especially those at community colleges, complete their credentials.</p> <p>[Source: <a href="#">2020 Minnesota Statutes on Adult Basic Education</a>, 124D.52]</p>
--	---