# Appendix H

**Definitions**

**Adult Basic Education (ABE)**

According [34 CFR 460.4](https://www.gpo.gov/fdsys/search/pagedetails.action?browsePath=Title+34%2FSubtitle+B%2FPart+460&granuleId=CFR-2002-title34-vol3-part460&packageId=CFR-2002-title34-vol3&collapse=true&fromBrowse=true&collectionCode=CFR&bread=true), the term adult basic education means instruction designed for an adult who

* has minimal competence in reading, writing, and computation;
* is not sufficiently competent to meet the educational requirements of adult life in the United States; or
* is not sufficiently competent to speak, read, or write the English language to allow employment commensurate with the adult's real ability.

If grade level measures are used, adult basic education includes grades 0 through 8.9.

**Adult Education**

In accordance with WIOA Title II (Section 203), the term “adult education” means academic instruction and education services below the postsecondary level that increase an individual’s ability to

* read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;
* transition to postsecondary education and training; and
* obtain employment.

**Adult Education and Literacy Activities**

In accordance with WIOA Title II (Section 203), “adult education and literacy activities” means programs, activities, and services that include one or more of the following:

* adult education;
* literacy;
* workplace adult education and literacy activities;
* family literacy activities;
* English language acquisition activities;
* integrated English literacy and civics education (IELCE);
* workforce preparation activities (to impart employability skills which are a combination of basic academic skills, critical thinking, digital literacy, and self–management skills); or
* integrated education and training (IET) that provides AEL activities concurrently and contextually with both workforce preparation activities and workforce training for a specific, regionally– relevant occupation or occupational cluster, and is for the purpose of educational and career advancement.

**Adult Secondary Education (ASE)**

According [34 CFR 460.4](https://www.gpo.gov/fdsys/search/pagedetails.action?browsePath=Title+34%2FSubtitle+B%2FPart+460&granuleId=CFR-2002-title34-vol3-part460&packageId=CFR-2002-title34-vol3&collapse=true&fromBrowse=true&collectionCode=CFR&bread=true) the term adult secondary education means instruction designed for an adult who

* is literate and can function in everyday life, but is not proficient; or
* does not have a certificate of graduation (or its equivalent) from a school providing secondary education.

If using grade level measures, adult secondary education includes grades 9 through 12.9.

**Basic Skills Deficient**

The term ‘‘basic skills deficient’’ means

* a youth, that has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or
* a youth or adult, that is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual’s family, or in society.

**Career Pathway**

WIOA defines Career Pathway in Section 3(7) as a combination of rigorous and high-quality education, training, and other services that:

* aligns with the skill needs of industries in the economy of the State or region involved;
* prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the ‘‘National Apprenticeship Act’’; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.);
* includes counseling to support an individual in achieving the individual’s education and career goals;
* 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;
* 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 the individual to the extent practicable;
* enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and
* helps an individual enter or advance within a specific occupation or occupational cluster.

**Digital Literacy**

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

**Eligible Individual**

Eligible individual means an individual:

* who has attained 16 years of age;
* who is not enrolled or required to be enrolled in secondary school under State law; and
* who
  + is basic skills deficient;
  + does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
  + is an English language learner

**English Language Acquisition Program**

English language acquisition program means a program of instruction—

* 1. designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and
  2. that leads to—
     1. (I) attainment of a secondary school diploma or its recognized equivalent; and

(II) transition to postsecondary education and training; or

* + 1. employment.

**English Language Learner**

English language learner when used with respect to an eligible individual, means an eligible individual who has limited ability in reading, writing, speaking, or comprehending the English language, and—

1. whose native language is a language other than English; or
2. who lives in a family or community environment where a language other than English is the dominant language.

**Essential Components of Reading Instruction**

Explicit and systematic instruction in

* phonemic awareness;
* phonics;
* vocabulary development;
* reading fluency, including oral reading skills; and
* reading comprehension strategies (20 U.S.C. 6368).

**Family Literacy Activities**

The term ‘‘family literacy activities’’ per WIOA Section 203(9) means activities 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. All of the following activities must be integrated:

* parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency;
* interactive literacy activities between parents or family members and their children;
* 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
* an age-appropriate education to prepare children for success in school and life experiences.

[**Individual with a Barrier to Employment**](https://education.vermont.gov/documents/ael-wioa-barriers-to-employment-definitions-011620)

Per WIOA Section 3(24), the term “individual with a barrier to employment” means a member of 1 or more of the following populations:

* displaced homemakers.
* low-income individuals.
* Indians, Alaska Natives, and Native Hawaiians, as such terms are defined in section 166.
* individuals with disabilities, including youth who are individuals with disabilities.
* older individuals.
* ex-offenders.
* homeless individuals (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6))), or homeless children and youths (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))).
* youth who are in or have aged out of the foster care system.
* individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers.
* eligible migrant and seasonal farmworkers, as defined in section 167(i).
* individuals within 2 years of exhausting lifetime eligibility under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.).
* single parents (including single pregnant women).
* long-term unemployed individuals.
* such other groups as the Governor determines to have barriers to employment.

**Integrated Education and Training (IET)**

A service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. An IET program has a single set of learning objectives that identifies:

* specific adult education content;
* workforce preparation activities;
* workforce training competencies, and
* the program activities are organized to function cooperatively.

**Integrated English Literacy and Civics Education**

WIOA defines IELCE in section 203(12) as education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.

**Literacy**

The term ‘‘literacy” means an individual’s ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

**Recognized Postsecondary Credential**

Per Section 3(52) of WIOA, The term ‘‘recognized postsecondary credential’’ means a:

* credential consisting of an industry-recognized certificate or certification,
* certificate of completion of an apprenticeship,
* license recognized by the State involved or Federal Government, or
* associate or baccalaureate degree.

**Workforce Preparation Activities**

The term ‘‘workforce preparation activities’’ as defined in Section 203(17) means 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, training, or employment. (Workforce preparation activities are required in all IET programs.)

**Workforce Training**

Training services that must include at least one of the following as described in WIOA Section 134(c)(3)(D):

* 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;
* job readiness training;
* adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in 1 – 7 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.

**Other definitions may be found on the** [**U.S. Department of Education’s website**](https://www.ed.gov/race-top/district-competition/definitions)**.**