



**Arizona Department of Education  
John Huppenthal, Superintendent of Public Instruction**

**Adult Education Services  
GLOSSARY OF TERMS**

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*This Glossary of Terms is intended for resource purposes only. For questions concerning this document, contact Adult Education Services at 602-258-2410.*

TERM	ACRONYM	DEFINITION
<b>Accommodations</b>		Any legally mandated change to a testing and/or classroom environment or task that permits a qualified student with a diagnosed disability to participate in the classroom process, to perform the essential tasks of the class, or to enjoy benefits and privileges of participation equal to those enjoyed by adult learners without disabilities. <i>(Adapted from University of Kansas, Institute for Adult Studies, "Accommodating Adults With Disabilities in AE Programs 1998)</i>
<b>Adaptation</b>		Unlike an accommodation, an adaptation does not require documentation of a disability in order to be implemented. A modification of instruction and/or testing which is not expected to influence student performance in a way that alters an anticipated outcome but that helps student processes of learning and/or performance.
<b>Administrative Agency</b>		The state entity or agency responsible for administering or supervising state policy for adult education and literacy consistent with state law <i>(ARS 15-232 and 15-234).</i>

<b>Adult Basic Education</b>	<b>ABE</b>	Component of adult education with instruction in the basic skills below the 9th grade level (0-8). Includes instruction for learners at the Beginning and Intermediate levels. Key objectives include increasing basic academic skills, life skills, job readiness skills, job seeking skills, job retention skills, parenting skills, and meeting personal goals such as being able to read the bus destination banner.
<b>Adult Education</b>	<b>AE</b>  <b>ABE</b>  <b>ASE</b>  <b>ELAA</b>	<p>Services or instruction below the postsecondary level for individuals who have attained 16 years of age; who are not enrolled or required to be enrolled in secondary school under State law; who lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society; who do not have a secondary school diploma or its recognized equivalent and have not achieved an equivalent level of education; or are unable to speak, read, or write the English language.</p> <p><u>Adult Education has three principle components:</u></p> <p>▶ <u>Adult Basic Education (ABE)</u></p> <p>Component of adult education with instruction in literacy skills below the 9th grade level (0-8). Key objectives include increasing basic academic skills as applied to reading, writing and math; acquiring life skills related to employment, community involvement, parenting, and health; and meeting personal goals such as being able to read a bus schedule.</p> <p>▶ <u>Adult Secondary Education (ASE)</u></p> <p>Component of adult education with instruction in literacy skills at or above the 9th grade level (9-12). Key objectives include increasing academic skills in reading, writing, math, science and social studies in preparation for the GED Test; obtaining post secondary readiness skills to facilitate transition to college, training or employment; and acquiring life skills related to employment, community involvement, parenting, and health.</p> <p>▶ <u>English Language Acquisition for Adults (ELAA)</u></p> <p>The term ELAA is used in Arizona to identify the listening/ speaking, reading, writing, functions, grammar and mechanics of the English language that are taught to adults who speak languages other than English.</p>
<b>Adult Education and Family Literacy Act</b>	<b>AEFLA</b>	Adult Education and Family Literacy Act, Title II of the Workforce Investment Act (1998)

<b>Adult Education Literacy</b>		Services or instruction in one or more of the following categories: ABE, ASE, ELAA, including (but not limited to) workplace literacy services and English literacy and civics programs.
<b>Adult Education Services</b>	<b>AES</b>	<b><a href="http://www.ade.az.gov/adult-ed">www.ade.az.gov/adult-ed</a></b> Section of Arizona Department of Education (ADE) responsible for administration of the state adult education system and GED Testing administration.
<b>Adult Literacy &amp; Technology Network</b>		<b><a href="http://www.altn.org">www.altn.org</a></b> A national effort dedicated to finding solutions for using technology to enhance adult literacy.
<b>Adult Secondary Education</b>	<b>ASE</b>	Component of adult education with instruction in basic skills at or above the 9th grade level (9-12). Includes instruction for learners at the Advanced level. Key objectives include life skills, parenting, citizenship, preparation for the GED examination, Adult High School credit, post secondary readiness skills, employability and job skills, job seeking skills, and job retention.
<b>American Association of Adult and Continuing Education</b>	<b>AAACE</b>	<b><a href="http://www.aaace.org">www.aaace.org</a></b> An organization dedicated to the belief that lifelong learning contributes to human fulfillment and positive social change.  Provides leadership for the field of adult and continuing education by expanding opportunities for adult growth and development; unifying adult educators; fostering the development and dissemination of theory, research, information, and best practices; promoting identity and standards for the profession; and advocating relevant public policy and social change initiatives.
<b>American Council on Education</b>	<b>ACE®</b>	<b><a href="http://www.acenet.edu">www.acenet.edu</a></b> Since 1918, ACE has provided leadership and a unified voice on key higher education issues. Through advocacy, research and innovative programs, ACE represents the interests of more than 1,800 campus executives, as well as the leaders of higher education - related associations and organizations. ACE member institutions serve 80% of today's college students. ACE speaks as higher education's voice in matters of public policy in Washington, DC, and throughout the nation, and provides vital programs, information and a forum for dialogue on key issues.

<b>Americans With Disabilities Act</b>	<b>ADA</b>	<p><a href="http://www.ada.gov">www.ada.gov</a></p> <p>A federal law that gives civil rights protections to individuals with disabilities similar to those provided to individuals on the basis of race, color, sex, national origin, age, and religion. It guarantees equal opportunity for individuals with disabilities in public accommodations, employment, transportation, state and local government services, and telecommunications.</p>
<b>Annual Performance Report</b>	<b>APR</b>	<p>Performance reports that AEFLA-funded programs are required to submit to AES or State Agency annually. APRs include (but are not limited to) data on student learning gains, enrollment numbers, achievement of learners' goals, earn a GED, transition to post secondary, and obtain/retain a job.</p>
<b>Arizona Adult Education Content Standards</b>		<p>An identification of what adult learners should know and be able to do created by Arizona adult educators.</p>
<b>Arizona Adult Education Professional Learning System</b>	<b>AAEPLS</b>	<p>Arizona Adult Education's professional learning system that serves the adult educators and GED Examiners in state-funded adult education programs.</p>
<b>Arizona Adult Literacy Week</b>	<b>AALW</b>	<p>Sponsored by AES in sponsorship with AALL and other agencies, this week is scheduled in mid-February each year to focus community awareness on adult education throughout Arizona. A more literate Arizona creates better communities, is more competitive and prosperous, and means stronger families.</p>
<b>Arizona Association for Lifelong Learning</b>	<b>AALL</b>	<p><a href="http://www.az-aall.org">www.az-aall.org</a></p> <p>A non-profit organization dedicated to the principles of lifelong learning. AALL's mission is to develop adult education as a valued profession; enhance communication among members through publications and technology; support professional development through workshops, seminars, and special interest groups; and advocate for educational programs for those special populations not served by traditional education.</p>
<b>Arizona Department of Education</b>	<b>ADE</b>	<p><a href="http://www.ade.az.gov">www.ade.az.gov</a></p> <p>State Agency legislatively authorized to supervise education in Arizona. Mission Statement: To ensure academic excellence for all students.</p>

<b>Arizona Department of Education – Adult Education Services</b>	<b>ADE-AES</b>	<p><a href="http://www.ade.az.gov/adult-ed">www.ade.az.gov/adult-ed</a></p> <p>Section of the Arizona Department of Education responsible for administration of the state adult education system and the State GED Testing system. ADE-AES provides leadership, oversight, professional development, technical assistance, and monitors adult education programs and GED Testing Centers statewide.</p>
<b>Arizona Distance Education for Adult Learners</b>	<b>ADEAL</b>	<p><a href="http://www.azed.gov/adult-ed/Documents/Resources/AZAdultEducationDistanceLearningGuidance.pdf">www.azed.gov/adult-ed/Documents/Resources/AZAdultEducationDistanceLearningGuidance.pdf</a></p> <p>This initiative provides a framework for the delivery and management of distance education to provide access to distance learning opportunities for adult learners in Arizona.</p>
<b>Arizona High School Equivalency Diploma</b>		<p>The credential earned upon successfully passing the GED Test in Arizona. The Arizona Department of Education is the only authorized organization that can issue this diploma.</p>
<b>Arizona Library Association</b>	<b>AzLA</b>	<p><a href="http://www.azla.org">www.azla.org</a></p> <p>Arizona Library Association (AzLA) began in 1926 to promote and improve service and librarianship in Arizona. AzLA currently has approximately 1,000 members.</p>
<b>Arizona Teachers of English to Speakers of Other Languages</b>	<b>AzTESOL</b>	<p><a href="http://www.az-tesol.org">www.az-tesol.org</a></p> <p>AZ-TESOL is the Arizona state affiliate of TESOL, the international professional organization for educators in the field of English as a Second or Foreign Language. Since AZ-TESOL began in 1954 as the Arizona Bilingual Council, it has provided over five decades of service. AZ-TESOL's members work with learners of English in public schools, colleges and universities, and adult education programs, and also serve as teacher trainers, administrators, and researchers.</p>
<b>Arizona Revised Statutes</b>	<b>ARS</b>	<p>A set of all current laws of the State of Arizona.</p>

<b>Blended Distance Learning (Also known as <i>Hybrid Distance Learning</i>)</b>		<p>See “Distance Learning.” While instruction primarily occurs at a distance, face-to-face instruction is also available to provide additional assistance to students as needed.</p>
<b>Budget Description Page</b>		<p>The page in the RFGA detailing itemized costs and the rationale for each of the budgeted line item expenditure.</p>

<b>Budget Report Page</b>		The page in the RFGA that specifically identifies the intended expenditure of grants funds by functions and object code.
<b>Candidate or Examinee, GED®</b>		An individual currently taking the GED Test.
<b>Capital Expenditure</b>		Expenditure intended to benefit future periods. Any expenditure for the acquisition of land and improvements to land, buildings and equipment, with a unit price of \$1000 or more, and considered as either property or fixed assets is budgeted as capital expenditures.
<b>Capital Outlay Form</b>		The page in the RFGA requiring the detailing of intended capital outlay expenditures. The current Capital Outlay requirements by grant can be downloaded and printed via e the Grants Management Enterprise System.
<b>Carryover Funds</b>		Funds remaining from a previous year's allocation that, if the program allows, may be amended into the current year project's budget. The project into which funds are amended must be appropriate, for the same purpose, and approved by the ADE program office administering the grant.
<b>Center for Adult English Language Acquisition</b>	<b>CAELA</b>	<b><a href="http://www.cal.org/caela">www.cal.org/caela</a></b> A project of the Center for Applied Linguistics (CAL) CAELA was created to help states build their capacity to promote English language learning and academic achievement of adults learning English. It is funded by the Office of Vocational and Adult Education (OVAE), U.S. Department of Education.
<b>Center For Applied Linguistics</b>	<b>CAL</b>	<b><a href="http://www.cal.org">www.cal.org</a></b> CAL is a private, non-profit organization consisting of a group of scholars and educators who use the findings of linguistics to identify and address language-related problems. CAL carries out a wide range of activities including research, teacher education, analysis and dissemination of information, design and development of instructional materials, technical assistance, conference planning, program evaluation, and policy analysis.
<b>Certified Manager in Program Improvement</b>	<b>CMPI</b>	The national certification, <i>Certified Manager Program Improvement</i> , is a credential earned through the successful completion of the Leadership Excellence Academy (LEA). (See LEA. )

<b>Chief Examiner, GED®</b>		The registered GED Examiner who manages the Official GED Testing Center and is responsible for the security of the GED Test batteries among other responsibilities.
<b>Civics Education</b>		Instruction that emphasizes contextualized instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation, and U.S. history and government to help students acquire the skills and knowledge to become active and informed parents, workers, and community members.
<b>Classroom Instruction</b>	<b>CI</b>	An instructional delivery characterized by four or more registered students in the instructional setting at the same time and receiving group instruction in the same subject area that is aligned to the Adult Education Content Standards. Classroom instruction must be conducted by a person with a valid Arizona Adult Education teacher certification.
<b>Commission on Adult Basic Education</b>	<b>COABE</b>	<b><a href="http://www.coabe.org">www.coabe.org</a></b> The Commission on Adult Basic Education is organized to advance national and international adult education and literacy opportunities for all persons.
<b>Community Based Organization</b>	<b>CBO</b>	Private nonprofit organizations of demonstrated effectiveness that are representative of a community or significant segment of a community.
<b>Community Site</b>		A location with limited instructional options and categories available to learners that is open for instruction fewer than 8 hours per day, 4 times per week. Community sites may or may not be able to provide the full spectrum of instructional services offered by the program. Community sites generally do not have administrative or support staff on site.
<b>Computer Assisted Instruction</b> (Also known as <i>Computer Aided Instruction</i> )	<b>CAI</b>	An instructional delivery characterized by the use of software applications to supplement teacher-led instruction and/or deliver content.
<b>Complete Language Assessment System - English</b>	<b>CLAS-E</b>	Used to assess English proficiency levels to measure students' reading, listening, writing, and speaking skills.
<b>Computer-Based Learning</b>	<b>CBL</b>	An instructional delivery and setting characterized by a room primarily designated as a computer lab where students may work semi-independently on software programs or the Internet with the guidance of an instructor.

<b>Core Outcome Measures (Indicators)</b>		<p>The central measures of the National Reporting System which address the requirements for core indicators of performance in the Adult Education and Family Literacy Act. The core outcome measures are:</p> <ol style="list-style-type: none"> <li>I. Educational Gains (improvements in literacy skill levels in reading, writing and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills);</li> <li>II. Enter employment; Retain or improve employment; Placement in postsecondary education or training;</li> <li>III. Receipt of an Arizona High School Equivalency Diploma.</li> </ol>
<b>Correctional Institution</b>		<p>Any prison, jail, reformatory, work farm, detention center, halfway house, community-based rehabilitation center, or any other similar institution designed for confinement.</p>

<b>Data Integrity</b>		<p>The quality of correctness, completeness, wholeness, soundness and compliance with the intention of the creation of the data. It is achieved by preventing accidental or deliberate but unauthorized insertion, modification or destruction of data in a database.</p>
<b>Department of Labor</b>	<b>DOL</b>	<p><b><a href="http://www.dol.gov">www.dol.gov</a></b></p> <p>The Department of Labor fosters and promotes the welfare of the job seekers, wage earners, and retirees of the United States by improving their working conditions, advancing their opportunities for profitable employment, protecting their retirement and health care benefits, helping employers find workers, strengthening free collective bargaining, and tracking changes in employment, prices, and other national economic measurements. In carrying out this mission, the Department administers a variety of Federal labor laws including those that guarantee workers' rights to safe and healthful working conditions; a minimum hourly wage and overtime pay; freedom from employment discrimination; unemployment insurance; and other income support.</p>
<b>Disability</b>		<p>A physical, mental or learning impairment that substantially limits one or more of the major life activities of an individual. <i>(See Accommodations and/or Adaptations)</i></p>

<p><b>Distance Learning</b> (Also known as <i>Distance Education</i>)</p>	<p><b>DL</b></p>	<p>Also known as <i>Distance Education</i>. A formalized teaching system in which the instructor and learner(s) are separated by geography or time.</p> <p><b>Pure DL</b> All contact between the teacher and student, including intake, orientation and assessment, is done at a distance using email, telephone, mail, etc. There is no face-to-face component.</p> <p><b>Supported DL</b> Contact between the teacher and student for instructional purposes is done at a distance. Non-instructional activities such as intake, orientation and assessment take place in a face-to-face setting.</p> <p><b>Hybrid DL (HDL)</b> (also known as Blended DL) While instruction primarily occurs at a distance, face-to face instruction is also available to provide additional assistance to students as needed.</p>
<p><b>Division of Adult Education and Literacy</b></p>	<p><b>DAEL</b></p>	<p><a href="http://www.ed.gov/about/offices/list/ovae/pi/AdultEd/index.html">www.ed.gov/about/offices/list/ovae/pi/AdultEd/index.html</a></p> <p>The Division of Adult Education and Literacy (DAEL) is a division of the Office of Vocational and Adult Education (OVAE) at the U.S. Department of Education. DAEL provides technical assistance to states, provides public information and monitors state adult education programs.</p>

<p><b>Earned Income</b></p>		<p>Gross income received by the grantee or sub-grantee directly generated by a grant supported activity, or earned only as a result of the grant agreement during the grant period.</p>
<p><b>Educational Functioning Level</b></p>	<p><b>EFL</b></p>	<p><a href="http://www.nrsweb.org/docs/EFL_Descriptors.doc">www.nrsweb.org/docs/EFL_Descriptors.doc</a></p> <p>The levels at which students are initially placed based on their ability to perform literacy-related tasks in specific content areas. After a set period of time or number of instructional hours, students are reassessed to determine if their skills have increased one or more levels.</p>
<p><b>Educational Gains</b></p>		<p>Learner completes or advances one or more educational functioning levels from the starting level measured on entry into the program.</p>
<p><b>Educational Technology</b></p>		<p>The use of technology for the purpose of enhancing the instructional and/or learning process.</p>

<b>Educational Technology Expert</b>	<b>ETE</b>	A person appointed by a funded adult education program to serve as a liaison between the program and Adult Education Services for the purpose of improving the use of technology in the program's classrooms. This person agrees to participate in the Technology Integration Project.
<b>Eligible Agency</b>		The sole state entity or agency responsible for administering or supervising state policy for adult education and literacy consistent with state law.
<b>Eligible Provider</b>		A local educational agency, a community-based organization of demonstrated effectiveness, a volunteer literacy organization of demonstrated effectiveness, an institution of higher education, a public or private nonprofit agency, a library, a public housing authority, a faith based organization, a nonprofit institution that has the ability to provide literacy services to adults and families, or a consortium of such organizations. For-profit entities are not eligible providers under AEFLA.
<b>English Language Acquisition for Adults</b> <b>English as a Second Language</b> <b>English for Speakers of Other Languages</b>	<b>ELAA</b> <b>ESL</b> <b>ESOL</b>	The term ELAA is used in Arizona to identify the listening, speaking, reading, writing, functions, grammar and mechanics of the English language that are taught to adults who speak languages other than English.  Also known as English as a Second Language (ESL) or English for Speakers of Other Languages (ESOL).
<b>English Language Learner</b>	<b>ELL</b>	Students whose first language is not English and who are in the process of learning English.
<b>English Literacy and Civics Education</b>	<b>EL/Civics or EL/C</b>	An educational program that emphasizes <i>contextualized instruction</i> in civic participation and U.S. history and government as well as the rights and responsibilities of citizenship and naturalization procedures. The goal is to help learners acquire the language skills and knowledge to become active and informed parents, workers, and community members. All ELAA instruction must integrate EL/C topics.
<b>English Literacy Program</b>		A program of instruction designed to help individuals of limited English proficiency achieve competence in the English language.

<b>Examiner, GED®</b>		A person who is either contracted or employed by an Official GED Testing Center to administer the GED Test according to the rules and regulations of GEDTS and the jurisdictional rules of the state.
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<b>Family Education Rights &amp; Privacy Act</b>	<b>FERPA</b>	Federal legislation providing guidelines for the handling, storage and release of student data.
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<b>Fiscal Capacity</b>		The potential ability of the applicant to generate revenue from multiple sources in order to cover necessary programmatic expenses.
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<b>Fiscal Year</b>	<b>FY</b>	The State of Arizona's fiscal year begins July 1 and ends June 30 and matches the federal program year.
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<b>Full-time Employee</b>		An employee of the program who works at least 30 hours per week and is benefitted through the program.
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<b>General Educational Development Test</b>  <i>(Continued next page)</i>		<a href="http://www.gedtest.org">www.gedtest.org</a>
		<p><b><u>Arizona High School Equivalency Diploma</u></b>  The credential earned upon successfully passing the GED Test in Arizona. The Arizona Department of Education is the <i>only</i> authorized organization that can issue this diploma. This credential cannot be earned via the Internet or through correspondence programs.</p> <p><b>GED®</b> (General Educational Development) is the registered trademark of a nationally standardized and copyrighted test that provides adults, who did not complete a formal high school program, the opportunity to demonstrate their knowledge and academic skills at a high school level.</p> <p>► <b><u>GED® Candidate or Examinee</u></b>  An individual currently taking the GED Test.</p> <p>► <b><u>GED® Chief Examiner</u></b>  The registered GED Examiner who manages the Official GED Testing Center and is responsible for conducting standardized test administration and for the security of the GED Test batteries among other responsibilities.</p> <p>► <b><u>GED® Examiner</u></b>  A person who is either contracted or employed by an Official GED Testing Center to administer the GED Test according to the rules and regulations of GEDTS and the jurisdiction.</p>

<p><b>General Educational Development Test</b></p> <p><i>(Continued from previous page)</i></p>		<p>► <b><u>GED® Passer</u></b> A person who has taken and passed the entire GED Test.</p> <p>► <b><u>GED® Proctor</u></b> A staff person who always works under the direct supervision of the GED Examiner. The proctor may assist the GED Examiner with registration, test site preparation, observation of the candidates, etc., but, under no circumstances, is allowed to handle testing materials without the supervision of the GED Examiner.</p> <p>► <b><u>GED® Official Testing Center</u></b> An independent location which has been approved to securely house and administer GED Tests by a registered GED Examiner. The official GED Test must be taken at an authorized Testing Center.</p> <p>► <b><u>GED 123</u></b> <a href="http://www.GED123.org">www.GED123.org</a> <i>(For Transcripts, Scores &amp; Employer Verification ONLY)</i> <a href="http://www.nrspro.com/Web/GED123/Default.aspx">www.nrspro.com/Web/GED123/Default.aspx</a> Official site which provides (1) GED Registration, (2) Test Scores and Official Transcripts, and (3) Transcript Verification.</p> <p>► <b><u>GED® Test</u></b> The test that provides adults, who did not complete a formal high school program, the opportunity to certify their attainment of high school-level academic knowledge and skills in reading, writing, mathematics, science, and social studies.</p> <p>► <b><u>GED® Test</u></b> The test that provides adults, who did not complete a formal high school program, the opportunity to certify their attainment of high school-level academic knowledge and skills in reading, writing, mathematics, science, and social studies.</p> <p>► <b><u>GED® Test Battery</u></b> The complete set of six booklets which comprise the five parts of the GED Test.</p> <p>► <b><u>GED® Transcript</u></b> Official record of GED Test scores</p>
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<b>General Educational Development Testing Service™</b>	<b>GEDTS™</b>	<a href="http://www.gedtest.org">www.gedtest.org</a> The organization that owns and copyrights the GED Test. Their offices are based in Washington, DC.
<b>General Education Provisions Act</b>	<b>GEPA</b>	<a href="http://www.ed.gov/policy/elsec/leg/esea02/pg122.html">www.ed.gov/policy/elsec/leg/esea02/pg122.html</a> SEC. 1061. Student privacy, parental access to information and administration of certain physical examinations to minors. Section 427 requires each applicant for assistance under U.S. Department of Education programs to develop and describe in the grant application the steps it proposes to take to ensure equitable access to and equitable participation in its proposed project for program beneficiaries with special needs.
<b>General Statement of Assurance</b>	<b>GSA</b>	A contract between the sub-recipient (program) and ADE guaranteeing accountability to the United States and the State of Arizona that the sub-recipient will follow all requirements listed therein. GSA's must be submitted annually and signed by individuals with authority to sign for the entity they represent.

<b>Hybrid Distance Learning (Also known as <i>Blended Distance Learning</i>)</b>	<b>HDL</b>	See "Distance Learning." While instruction primarily occurs at a distance, face-to-face instruction is also available to provide additional assistance to students as needed.
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<b>iLinc</b>		A web video-conferencing tool used for training and professional learning activities.
<b>Independent Study</b>	<b>IS</b>	An instructional delivery characterized by several students working semi-independently on subject areas and materials chosen for their alignment to individual study plans and student goals with the guidance of an instructor.
<b>Indicators of Program Quality</b>	<b>IPQ</b>	Specifications in the State Technical Assistance Review (STAR) based on state and federal guidelines that describe operational and educational operations of a state-funded adult education program.
<b>Indirect Cost</b>		Expenses that incur for the joint benefit of more than one project and cannot be readily and specifically identified with a particular project without effort disproportionate to the results achieved. Indirect Cost can ONLY be applied to federally funded projects, however, may be restricted or disallowed on some federal grants.

<b>Indirect Cost Rate</b>		Indirect cost rate is calculated from a school district's/charter holder's AFR (Annual Financial Report) and approved by the Audit Resolution Unit (ARU). ARU automatically calculates indirect cost rates. Entities other than school districts/charter holders are required to submit a copy of their A-87 Cost Allocation Plan (Negotiated Rate Agreement Form) with their application prior to submittal if indirect cost will be requested. An indirect cost rate is in effect at the project starting date and is to be used for the entire project period. Indirect cost rates are calculated for Education Service Agencies (ESA) or County School Superintendent Office's based on submitted worksheets to ARU.
<b>In-Kind</b>		Valued non-cash contributions, services, property, or assistance received by the Adult Education program, for the purpose of Adult Education program operations.
<b>Intensity and Duration</b>		Services that provide sufficient hours of instruction each week, and sufficient weeks of instruction per year, to make sustainable changes in the skill levels of adults. <i>(See Section IV, Appendix A, page 3, Ongoing Summary of Policies and Guidelines for Arizona Adult Education Programs)</i>
<b>Intergovernmental Agreement</b>	<b>IGA</b>	A written contractual agreement between a grantee and another public or governmental agency in this state or another state as described in the Arizona Revised Statutes (ARS 28-401) and ADE policy.
<b>Joint Institute</b>	<b>JI</b>	Required annual training institute to increase the professional knowledge and skill of GED Examiners and Adult Education Administrators.
<b>Leadership Excellence Academy</b>	<b>LEA</b>	A two-year training series for state-funded education program administrators that leads to a national certification in program improvement (CMPPI)
<b>Learner Goal(s)</b>		A student's reason(s) for enrolling in and attending an adult education class(es). Learner goals are related to the Core Outcome Measures as well as secondary goals related to family, community and work.

<b>Learning Center</b>		A location that has a variety of instructional options and categories available to learners and is open for instruction at least 8 hours per day, 4 times per week (hours of operation can be days or evenings or some combination). Learning centers may or may not have some type of administrative or support staff on site, but it must be able to provide the full spectrum of instructional services offered by the program including registration and orientation, assessment, instruction and transition services.
<b>Learning Disabilities</b>		A general term that refers 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.
<b>Limited English Proficiency</b>	<b>LEP</b>	Limited English proficient is the term used by the federal government, most states, and local school districts to identify those students who have insufficient English to succeed in English-only classrooms. Increasingly, <i>English Language Learner</i> (ELL) or <i>English Learner</i> (EL) are used in place of LEP. (See ELAA.)
<b>Literacy</b>		An individual's ability to read, write, speak, compute, find information, and solve problems at levels of proficiency necessary to function on the job, in the family, and in society.
<b>Literacy Information and Communications System</b>	<b>LINCS</b>	<p><b><a href="http://www.nifl.gov/lincs/search/search.html">www.nifl.gov/lincs/search/search.html</a></b>  National Institute for Literacy's LINCS</p> <p><i>LINCS</i> is a state-of-the-art Internet-based information and communication system that brings technology to the literacy field. <i>LINCS</i> operates through a network of partners nationwide to provide a single point of access to a broad array of literacy-related information and public discussion lists as well as technology training opportunities.</p>
<b>Literacyworks</b>		<p><b><a href="http://www.literacyworks.org">www.literacyworks.org</a></b></p> <p>Literacyworks, an educational nonprofit organization, was created to address unmet needs of underprivileged and under-represented adults, families and children. By using educational technology to increase the quality, availability, and accessibility of literacy curriculum for individuals with low literacy skills, Literacyworks is helping people secure better jobs, become better parents, and contribute more to their community.</p>

<b>Local Educational Agency</b>	<b>LEA</b>	A public board of education or other public authority within a state that maintains administrative control of public elementary or secondary schools in a city, county, township, school district or other political subdivision of a state.  See section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801)
<b>Local Workforce Investment Board</b>	<b>LWIB</b>	Body established in each local area of a State and certified by the Governor to set policy for the portion of the statewide workforce investment system within the local area.

<b>Memorandum of Agreement</b>	<b>MOA</b>	Document describing how two or more agencies will work cooperatively toward an agreed upon outcome.
<b>Memorandum of Understanding</b>	<b>MOU</b>	An MOU is a non-financial agreement outlining the areas of agreement among the partners and the principles that will guide the operation of the partnership.
<b>Mountain Plains Adult Education Association</b>	<b>MPAEA</b>	<a href="http://www.mpaea.org">www.mpaea.org</a> Association of eight regional states dedicated to supporting and promoting adult education lifelong learning in the Mountain Plains Region and beyond: Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, and Wyoming.

<b>National Association for Adults With Special Learning Needs</b>	<b>NAASLN</b>	<a href="http://www.naasln.org">www.naasln.org</a> NAASLN is an association for those who serve adults with special learning needs. NAASLN members include educators, trainers, employers and human service providers. Their goal is to ensure that adults with special learning needs have the opportunities necessary to become successful lifelong learners.
<b>National Center for the Study of Adult Learning and Literacy</b>	<b>NCSALL</b>	<a href="http://www.ncsall.net">www.ncsall.net</a> The National Center for the Study of Adult Learning and Literacy (NCSALL) was a ten-year federally funded research and development center focused solely on adult learning. NCSALL's efforts were dedicated to improving practice in educational programs that served adults with limited literacy and English language skills, and those without a high school diploma. Although the Center is no longer funded, the body of research is available to practitioners on the website.

<p><b>National Council of State Directors of Adult Education</b></p>	<p><b>NCSDAE</b></p>	<p><a href="http://www.ncsdae.org">www.ncsdae.org</a></p> <p>The National Council of State Directors of Adult Education (NCSDAE) was established in 1967 as a unit of the American Association for Adult and Continuing Education (AAACE). Its purpose is to:</p> <ul style="list-style-type: none"> <li>• Attend to legislative needs and concerns,</li> <li>• Work with other adult education organizations,</li> <li>• Exchange ideas and solve common problems, and</li> <li>• Establish and maintain a nationwide communication network regarding national policy and legislative issues.</li> </ul>
<p><b>National Institute for Literacy</b></p>	<p><b>NIFL</b></p>	<p><a href="http://www.nifl.gov">www.nifl.gov</a></p> <p>A federal agency that provides leadership on literacy issues, including the improvement of reading instruction for children, youth, and adults. In consultation with the U.S. Departments of Education, Labor, and Health and Human Services, NIFL serves as a national resource on current, comprehensive literacy research, practice, and policy.</p>
<p><b>National Reporting System for Adult Education</b></p>	<p><b>NRS</b></p>	<p><a href="http://www.nrsweb.org">www.nrsweb.org</a></p> <p>An outcome-based reporting system for the state-administered federally funded adult education program. Developed with the support of the U.S. Dept. of Education's Division of Adult Education and Literacy (DAEL), the NRS is the result of an ongoing cooperative process between state adult education directors and DAEL to identify appropriate outcomes for adult education.</p>
<p><b>National Staff Development Council</b></p>	<p><b>NSDC</b></p>	<p><a href="http://www.nsd.org">www.nsd.org</a></p> <p>The National Staff Development Council (NSDC) is the largest non-profit professional association committed to ensuring success for all students through staff development and school improvement.</p> <p>The Council views high quality staff development programs as essential to creating schools in which all students and staff members are learners who continually improve their performance.</p>
<p><b>National Staff Development Council (NSDC) Professional Development Standards</b></p>	<p><b>NSDC Standards</b></p>	<p><a href="http://www.nsd.org">www.nsd.org</a></p> <p>Staff development standards that provide direction for designing a professional development experience that ensures educators acquire the necessary knowledge and skills. Staff development must be results-driven, standards-based, and job-embedded.</p>

<b>NRSPro</b>		<p><a href="http://www.nrspro.com">www.nrspro.com</a></p> <p>Adult Education and GED Testing data management subscription service.</p>
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<b>Office of Vocational and Adult Education</b>	<b>OVAE</b>	<p><a href="http://www.ed.gov/about/offices/list/ovae/index.html">www.ed.gov/about/offices/list/ovae/index.html</a></p> <p>OVAE is a branch of the U.S. Dept. of Education. OVAE manages a number of federal programs and grants, including Adult Education through its Division of Adult Education and Literacy (DAEL).</p>
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<b>One-Stop Centers</b>		<p>Also called <i>One-Stop Career Centers</i>, <i>One-Stops</i>, or <i>Workforce Centers</i>. Under WIA Title I, the One-Stop Career Center provides information about and access to a wide range of employment, job training, and education services to customers at a single location. One-Stops provide a triage of services to job seekers: core services, intensive services, and individual training accounts or vouchers. One-Stops provide core services to all adults, with no eligibility requirements, and provide intensive services for unemployed individuals who can't find jobs through core services alone.</p> <p>Intensive services include more comprehensive assessments, development of individual employment plans, case management, etc. In cases where individuals receive intensive services and still can't find jobs, training services directly linked to job opportunities in the local area may be available. These services include on-the-job training, skills upgrading, job readiness training, and adult education literacy services.</p>
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<b>Other \$ (Non-Federal)</b>		<p>An award of financial assistance, including cooperative agreements, in the form of money by a Non Federal Government entity to an eligible Adult Education grantee.</p>
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<b>Part-time Employee</b>		<p>An employee of the program who works fewer than 30 hours per week. The employee may or may not have benefits through the program.</p>
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<b>Placement Tests</b>		<p>The initial assessments administered to students to determine proficiencies in basic skills. The results guide placement into the appropriate instructional program and educational functioning level.</p>
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<b>Post Secondary Educational Institution</b>		An institution of higher education that provides not less than a two year program of instruction that is acceptable for credit toward a bachelor's degree; a tribally controlled community college; or a nonprofit educational institution offering certificate or apprenticeship programs at the post secondary level.
<b>Pre-Tests</b>		Standardized assessments administered to students to establish an initial benchmark against which learning progress is measured. Also known as "initial tests" or placement tests.
<b>Proctor, GED®</b>		A staff person who always works under the direct supervision of the GED Examiner. The proctor may assist the GED Examiner with registration, test site preparation, observation of the candidates, etc., but, under no circumstances, is allowed to handle testing materials without the supervision of the GED Examiner.
<b>Professional Development Learning Academy</b>	<b>PDLA</b>	A three-year training series sponsored by the Arizona Department of Education that is based on the National Staff Development Council Professional Development Standards. The series trains staff to build capacity through professional development that improves student achievement.
<b>Program Year</b>	<b>PY</b>	Coincides with Arizona's fiscal year, July 1 through June 30.
<b>Progress Tests</b>		Standardized assessments administered to students after initial pre-tests in accordance with state assessment guidelines. The results are used to determine learning progress and educational functioning level. (Sometimes known as <i>Post Test</i> ).
<b>ProLiteracy America</b>		<b><a href="http://www.proliteracy.org">www.proliteracy.org</a></b> ProLiteracy America, the U.S. Programs Division of ProLiteracy Worldwide, represents community-based volunteer and adult basic education affiliates in all 50 states and the District of Columbia. ProLiteracy America accredits programs and supports them with technical assistance and program and professional development services online, in regional trainings, and at an annual conference. ProLiteracy also serves as an advocate for issues related to adult literacy and lifelong learning.
<b>ProLiteracy Worldwide</b>		<b><a href="http://www.proliteracy.org">www.proliteracy.org</a></b> ProLiteracy Worldwide is a nonprofit, international organization based in Syracuse, N.Y. that supports the people and programs that help adults learn to read and write.

<b>Pure Distance Learning</b>	<b>PDL</b>	An option of Distance Learning, PDL is where all contact between the teacher and student, including intake, orientation and assessment, is done at a distance using email, telephone, mail, etc. There is no face-to-face component.
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<b>Readability</b>		The level of difficulty in a written passage. This depends on factors such as length of words, length of sentences, grammatical complexity and word frequency.
<b>Request for Grant Application</b>	<b>RFGA</b>	A competitive proposal with specific parameters and guidelines offered through ADE as a State Educational Agency (SEA) to any Local Educational Agency (LEA) or similar entities, i.e., another governmental entity acting as a subgrantee for assistance payments.
<b>Retention Rate</b>		The length of time a program retains a student in their program activities. When the student leaves the program, retention is ended.
<b>Retention Strategies</b>		Also referred to as <i>student persistence</i> strategies. Strategies employed to support student persistence in achieving their goals, and prevent students from dropping out of a program before achieving their goals.

<b>Self-Advocacy</b>		The development of specific skills and understandings that enable children and adults to explain their specific needs to others and cope positively with the attitudes of peers, parents, teachers, and employers.
<b>Self-Monitoring</b>		The ability to observe yourself and know when you are doing an activity act according to a standard. For example, knowing if you do or do not understand what you are reading. Or whether your voice tone is appropriate for the circumstances or too loud or too soft.
<b>Semantic Maps</b>		A semantic map is a strategy for graphically representing concepts. As a strategy, semantic maps involve expanding a student's vocabulary by encouraging new links to familiar concepts. Instructionally, semantic maps can be used as a prereading activity for charting what is known about a concept, theme, or individual word. They can also be used during reading as a way to assimilate new information learned from the text.
<b>Site</b>		Any location where adult education instruction takes place.

<b>Standardized Assessments or Standardized Test(ing)</b>		Tests administered and scored in a standard manner. Tests are designed so that the questions, conditions for administering, scoring procedures, interpretations are consistent, administered, and scored in a predetermined standard manner.
<b>State Plan for Adult Education</b>		The Arizona State Plan for Adult Education is a strategic plan created by and for the Adult Education community in Arizona to insure that the needs and issues of all stakeholders are addressed. The document is a business plan with specific goals, objectives, strategies, timelines, and evaluation methods. The State Plan also includes federally mandated progress measures which the State and local programs must meet.
<b>State Technical Assistance Review</b>	<b>STAR</b>	An evaluation of operations and instruction to ensure that state-funded adult education programs meet agreed upon specifications indicated in a published rubric by the Arizona Department of Education/Adult Education Services (ADE/AES).
<b>Supported Distance Learning</b>	<b>SDL</b>	An option of Distance Learning, SDL contact between the teacher and student for instructional purposes is done at a distance. Non-instructional activities such as intake, orientation and assessment, take place in a face-to-face setting.

<b>Teachers of English to Speakers of Other Languages, Inc.</b>	<b>TESOL</b>	<b><a href="http://www.tesol.org">www.tesol.org</a></b> TESOL is a professional association of teachers, administrators, researchers and others concerned with promoting and strengthening instruction and research in the teaching of English to speakers of other languages.
<b>Teachers Investigating Adult Numeracy</b>	<b>TIAN</b>	A statewide professional development initiative to strengthen the math content knowledge and instructional skills of ABE teachers.
<b>Technology Integration Project</b>	<b>TIP</b>	An ongoing initiative to provide training and technical assistance to every funded State adult education program within the context of technology integration for educational purposes and the implementation of the Technology Standards. Each program appoints one or more ETE's to participate in the project activities.

<b>Tests of Adult Basic Education</b>	<b>TABE</b>	<b><a href="http://www.CTB.com/TABE">www.CTB.com/TABE</a></b> TABE is used to measure achievement of basic skills commonly found in adult education curricula taught in high school and adult instructional programs.
<b>Transition</b>		Commonly used in Adult Education to refer to the change from adult education to postsecondary programs or the workplace.
<b>Transport Examiner, GED®</b>		A GED Examiner who has had special training to securely transport the GED Test batteries to an approved location away from the official GED Testing Center for the sole purpose of administering the GED Test.
<b>Tutor/One-on-One</b>	<b>TUT</b>	An instructional delivery characterized by at least one but not more than three students in the instructional setting using curriculum aligned to the Arizona Adult Education Standards. A tutor does not necessarily need to have an Arizona Adult Education teacher certification; however, the tutor must be trained and supervised by a certified adult educator.

<b>Uniform System of Financial Records</b>	<b>USFR</b>	The USFR prescribes the minimum internal control policies and procedures to be used by Arizona school districts for accounting, financial reporting, budgeting, attendance reporting, and various other compliance requirements.  For further information on accessing this resource contact the Arizona Department of Education, Central Distribution Services at (602) 542-3088.
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<b>Volunteer</b>		A person who receives no compensation from any source during the time in which services are rendered. If a volunteer instructs groups of four or more people, they must hold a valid and current Arizona Adult Education teaching certificate.
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<b>Work-Based Project</b>		An instructional or training course most often in partnership with a local employer that has at least 12 hours and no more than 30 hours of scheduled instruction and is designed to teach specific work-based literacy skills.
<b>Workforce Education</b>		Instruction related to job acquisition or improvement, job readiness, job retention, or any vocationally specific training. Workforce education is not specific to any particular work place and can include ABE, ASE, or ELAA instruction.

<b>Workforce Investment Act</b>	<b>WIA</b>	Signed into Law on August 7, 1998, the Workforce Investment Act of 1998 (P.L. 105-220) reforms federal employment, adult education, and vocational rehabilitation programs to create an integrated, "one-stop" system of workforce investment and education activities for adults and youth. Local programs that are funded under AEFLA (Title II of WIA) are mandatory partners in this one-stop delivery system.
<b>Workforce Investment Board</b>	<b>WIB</b>	Workforce Investment Act mandated a state body appointed by the Governor for the purpose of assisting the state in the creation and implementation of its Workforce Development Plan. This entity is also charged with the development, continuous improvement, and performance measurement of the statewide system of workforce development activities.
<b>Workplace Education</b>		Instruction using customized or modified curriculum based on a particular employer's needs. Workplace education takes place at a site designated by the employer.
<b>Workplace Literacy Services</b>		Literacy services that are offered for the purpose of improving the productivity of the workforce through the improvement of literacy skills. This definition is aligned with the responsibility of the provider to coordinate activities with local workforce development boards.