

Key Terms for Adult Education and Community Colleges

Texas AEL Assessment Guide

- **AEL Grantee (Grantee)** — An eligible grant recipient within a Workforce Area that is awarded AEL funds by TWC. The AEL Grantee also may act as an AEL lead organization of a consortium, AEL fiscal agent, or AEL service provider as designated in an agreement with an AEL consortium.
- **Adult Education** — Academic instruction and education services below the postsecondary level that increase an individual's ability to do the following:
 - 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,
 - Obtain employment
- **Adult Education and Literacy (AEL)** — The Texas Workforce Commission program that administers grants to provide adults with sufficient basic education to enable them to:
 - acquire the basic educational skills necessary for literate functioning; Texas AEL Guide Page 82 of 100
 - participate in job training and retraining programs;
 - obtain and retain employment; and
 - continue their education to at least the level of completion of secondary school
- **Adult Education and Family Literacy Act (AEFLA)** — Title II of the Workforce Innovation and Opportunity Act of 2014
- **Career Navigator** — A position hired by an AEL provider to fulfill duties that may include workforce case management in conjunction with college and career advising, the reduction of barriers to customer success, and working with the Board to identify local employers in in-demand occupations. This position is sometimes referred to as the Career Pathways Navigator.
- **Core Program** — A program that operates under one of the following:
 - Title I Adult program
 - Title I Dislocated Worker program
 - Title I Youth program

- Title II Adult Education and Family Literacy Act program
 - Employment Service program, authorized under the Wagner-Peyser Act, as amended by Title III of the Workforce Innovation and Opportunity Act (WIOA)
 - Vocational Rehabilitation program, authorized under Title I of the Rehabilitation Act of 1973, as amended by WIOA Title I
- **ELL** — English language learner.
 - **ESL** — English as a Second Language. Under WIOA, this population/service is referred to as English Language Acquisition (ELA).
 - **In-demand** — Refers to an industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the state, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses or to the growth of other industry sectors; or an occupation that currently has or is projected to have several positions (including positions that lead to economic self-sufficiency and opportunities for advancement) in an industry sector that will have a significant impact on the state, regional, or local economy, as appropriate.
 - **Individualized Training, Education, and Career Plan (ITEC Plan)** — Locally designed plan that captures participant goals for education, training, and career.
 - **Grant recipient** — Organizations funded under TWC request for proposals (RFP) number 320-14-10, Texas Adult Education and Literacy Programs.
 - **Integrated Education and Training (IET)** — An overall scope of services designed for a specific occupation or occupational cluster for educational and career advancement. Which includes the three IET Components: AEL Activities, Workforce Preparation Activities, and Workforce Training, delivered through Integrated Services. IET programs ensure that participants gain the skills needed to succeed in workforce training program by attaining a Recognized Postsecondary Credential, entering or advancing in employment, or advancing in postsecondary education and training.
 - **Integrated English Literacy and Civics Education (Integrated EL Civics)** — A program funded under WIOA §243 for adult English Language Learners, including professionals with degrees and credentials in their native countries. WIOA §243 Integrated EL Civics funds require that the program’s service approach include EL Civics services in combination with IET for participants for whom IET services are appropriate. Additionally, the Integrated EL Civics program must meet the following requirements:
 - Be designed to prepare adult English Language Learners for, and place them in, unsubsidized employment in existing and emerging in-demand industries and occupations that lead to economic self-sufficiency
 - Integrate with Board and Workforce Solutions Office functions to carry out the activities of the program
 - **Internationally trained ELL Professionals** — English language learners who have postsecondary degrees from their home country.
 - **Participant-AEL** — An individual enrolled in an AEL program who has 12 or more contact hours within a program year (July 1 to June 30). Participants are reported to the U.S. Department of Education and the Texas Workforce Commission, Adult Education and Literacy Department Assessment Guide for Program Year 2016–

2017 Revised 6.13.16 41 Texas Legislative Budget Board. All participants must be pre-tested prior to enrolling in direct contact hours.

- **Program Year (PY)** — AEL: the Federal Program Year (Adult Education and Family Literacy Act: AEFLA Funded) begins July 1 and ends June 30. The Temporary Assistance to Needy Families (TANF) year begins September 1 and ends August 31.
- **Texas Educating Adults Management System (TEAMS)** — The official database for Texas AEL data. State Management Information System in Texas for grant recipients. Data entry into TEAMS must happen at least biweekly, with no more than a two-week delay between actual activity and activity reported in TEAMS. All data must be validated monthly.
- **Workforce Innovation and Opportunity Act of 2014 (WIOA)** — Federal legislation that authorizes Adult and Family Literacy Education (Pub. L 113-128, 29 U.S.C. § 3101 et seq.).
 - <https://twc.texas.gov/files/partners/texas-ael-assessment-guide-twc.pdf>
 - <http://www.theccb.state.tx.us/reports/pdf/3378.pdf>

Guidelines for Instructional Programs in Workforce Education THECB

- **60x30TX** — 60x30TX is the Texas higher education strategic plan; it contains four broad goals: (1) By 2030, at least 60 percent of the Texans ages 25-34 will have a certificate or degree; (2) By 2030, at least 500,000 students in that year will complete a certificate, associate, bachelor's, or master's from an institution of higher education in Texas; (3) By 2030, all graduates from Texas public institutions of higher education will have completed programs with identified marketable skills; (4) By 2030, undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions.
- **Articulation** — A planned process linking educational institutions and experiences to assist students in making a smooth transition from one level of education to another without experiencing delays or duplication in learning. Examples of articulation include Advanced Technical Credit, advanced placement, 2+2 programs, and 2+2+2 programs
- **Career Cluster** — One of 16 occupational categories recognized by the Office of Career Technical and Adult Education (OCTAE). Each category provides industry-validated knowledge and skills statements that define what students need to know and be able to do in order to realize success in a chosen field.
- **Co-enrollment (also Co-enrolled)** — Enrollment of an eligible individual in two or more of the six Core Programs administered under WIOA. In adult education and literacy programs, the term has a wider meaning, such as Co-enrollment between AEL and Workforce Training, regardless of the funding source. It also is referred to as concurrent enrollment.
- **Corequisite (also known as co-requisite or mainstreaming)** — An instructional strategy, whereby undergraduate students, as defined in Texas Administrative Code (TAC), Section 4.54, are co-enrolled, i.e., concurrently enrolled, in a developmental education course or non-course competency-based option (NCBO), as defined in TAC, Section 4.54, and an entry-level freshman course of the same subject matter within the same semester. The developmental component provides support aligned directly with the learning outcomes, instruction, and assessment of the entry-level freshman course, and is adjusted, as needed, to advance students' success in the entry-level freshman course. Participation in the entry-level freshman course is not contingent upon

performance in the developmental education component of the co-requisite courses.

- **Course Pairing** – See Co-requisite and Mainstreaming.
- **Credential** — A license, certificate, registration, or other formal recognition that is legally required in order for a person to practice a specific occupation.
- **HB 2223** — House Bill 2223, sponsored by Representative Helen Giddings (Dallas), passed the 85th Texas Legislature, Regular Session, and was signed by Governor Abbott in June 2017 to accelerate underprepared students' persistence and successful completions. House Bill 2223, sponsored by Representative Helen Giddings (Dallas), passed the 85th Texas Legislature, Regular Session, and was signed by Governor Abbott in June 2017 to accelerate underprepared students' persistence and successful completions.
- **Institutional award** — A course or series of courses with fewer than 15 SCH or 360 CE contact hours that is not part of the Coordinating Board maintained Program Inventory, representing achievement of an identifiable skill proficiency or meeting a student's self-defined educational objective.
- **Integrated career pathways** — Integrated education and training programs that offer learners career and education advancement along a career path.
- **Level One Certificate** — A program of study of no more than one year that consists of at least 15 and no more than 42 semester credit hours. Level one certificate programs are exempt from the requirements of the Texas Success Initiative, but certificate programs may perform local assessment and remediation of students, provided that these activities do not exclude the student from enrollment in the certificate program.
- **Measurable Learning Outcomes** — Knowledge, skills, abilities, and/or attitudes that students should be able to demonstrate upon completion of a course and/or intervention.
- **Office of Career, Technical, and Adult Education (OCTAE)** — The office of the US Department of Education that administers and coordinates programs related to AEL, career and technical education, and community colleges. OCTAE was formerly referred to as the Office of Vocational and Adult Education (OVAE).
- **Mirror Course** — When a course may be delivered in either a SCH or a CEU format, the course is defined as a “mirror” course and must be offered as published in the WECM. The college may add additional outcomes but must not substantially change the intent of the course. Institutions awarding credit for mirror courses taught in CEU format must meet all SACSCOC requirements, including faculty requirements. Example, A Workforce Education Course Manual (WECM) course that may be offered in both a SCH and a CEU format.
- **Non-Course Competency-Based Option (NCBO) (also known as Non-course-based or Non-semester-length options and interventions)** — Interventions that use learning approaches designed to address a student's identified weaknesses and effectively and efficiently prepare the student for college-level work. These interventions must be overseen by an instructor of record, must not fit traditional course frameworks, and cannot include advising or learning support activities already connected to a traditional course; interventions may include but are not limited to, tutoring, supplemental instruction, or labs.
- **Occupational Skills Award** — A credit program of 9 to 14 SCH or a workforce continuing education program of 144 to 359 contact hours that meets the minimum standard for program length specified in the federal

Workforce Innovation and Opportunity Act (WIOA), but which is too short to qualify as a certificate program in an institution’s program inventory. Formerly “Marketable Skills Achievement Award.”

- **Program linkage** — Arrangements that facilitate transfer of courses or course credits and promote a seamless educational pathway. Linkages may be demonstrated by articulation agreements that provide for student transfer, inverted degree plans, and advanced standing opportunities. (See Articulation Agreement.).
- **Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)** — The recognized regional accrediting body in 11 U.S. southern states, including Texas.
- **Strengthening Career and Technical Education for the 21st Century Act (Perkins V)** — Perkins V creates an opportunity for states to promote coordination and cooperation between career technical education (CTE) programs and workforce and education systems authorized under the Workforce Innovation and Opportunity Act (WIOA)>
- **Targeted occupations** — Occupations for which a workforce demand exists as identified by regional labor market information or local workforce development boards
- **Texas Success Initiative (TSI)** — A comprehensive program of assessment, advising, developmental education, and other strategies to ensure college readiness. Coordinating Board Rule 4.56 specifies that the TSI Assessment shall be the sole assessment instrument. Coordinating Board Rule 4.57 sets subject-area passing standards. More information about the TSI is available in Coordinating Board Rules Chapter 4, Subchapter C.
- **Traditional Model** — A course delivered in a semester-length timeframe, whereby all enrolled students address the same learning outcomes, which generally are defined in the course syllabus, with the same assessments and course requirements, regardless of a student’s demonstrated mastery of, or strengths in, those learning outcomes(s).
- **TSI-waived** — Refers to certificate programs that are not subject to state-mandated assessment and remediation requirements.
- **Workforce Education Course Manual (WECM)** — the Coordinating Board’s web-based inventory of current workforce education courses available for use by Texas public community and technical colleges. Courses are grouped by subject area according to the Classification of Instructional Programs (CIP) codes published by the National Center for Education Statistics (NCES). Colleges may search for courses by numerous attributes, including CIP code, rubric, title, and others.

The purposes of the WECM are as follows:

 1. to contribute to the quality and consistency of workforce courses;
 2. to provide Texas colleges with increased assistance and flexibility in responding to employer needs;
 3. to enhance the portability of credits and credentials for students;
 4. to provide increased access for students to workforce education degrees and career advancement;
 5. to facilitate articulation with other providers of education at both the secondary and post-secondary levels; and
 6. to incorporate industry-established skill standards into Texas workforce education.

Texas Workforce Commission. 3/26/2019. Texas AEL Assessment Guide (2016-2017). Online:
<https://twc.texas.gov/files/partners/texas-ael-assessment-guide-twc.pdf>

Texas Higher Education Coordinating Board. 3/26/2019. Guidelines for Instructional Programs in Workforce Education (2015).
Online: <http://www.thecb.state.tx.us/reports/pdf/3378.pdf>