



Adult Career Pathways Glossary of Terms

Academic, Career, and Employability Skills (ACES): A professional development initiative to promote and support effective instruction that integrates transitions skills at all levels.

<http://atlasabe.org/resources/aces>. See definition for transitions skills below.

Assessment: An ongoing process of ascertaining, understanding and improving student learning in order to inform instruction.

Authentic materials: Print, video and audio materials learners encounter in real-life situations. In career contextualized courses, these may include employee manuals, work procedures, safety signs/instructions, college-level textbooks and syllabi, and more.

Backward design: An approach to planning lessons, units, or courses in which the desired outcomes are identified first. Then assessments and learning activities are designed in order to reach those desired outcomes.

Basic skills: Literacy, language and numeracy skills, as defined in the CCRS.

<http://atlasabe.org/resources/content-standards>

Bridge course: Designed to prepare advanced-level learners for entry into and success in a post-secondary or other non-ABE training program.

Career pathway: An integrated collection of programs and services intended to develop students' core academic, technical and employability skills; provide them with continuous education, training; and place them in high-demand, high-opportunity jobs. CPs are defined in WIOA regulations -

<https://community.lincs.ed.gov/document/workforce-innovation-and-opportunity-act-career-pathways-definition>

Career Technical Education (CTE): CTE programs offer academic and technical skills, knowledge and training to succeed in future careers. <http://education.state.mn.us/MDE/dse/cte>

Class: Commonly used to identify the days/times that a specific course meets. A class contains students and meets according to a schedule.

Co-enrollment: In the field of ABE, usually refers to a student who receives services from both an ABE program and another program, such as a community and technical college or a workforce program.

College & Career Readiness Standards for Adult Education (CCRS): Developed by the Office of Vocational and Adult Education, these standards define what an adult learner should know and be able to demonstrate after participating in an adult education class or program. They comprise one of the three sets of standards for MN ABE.

<http://atlasabe.org/resources/content-standards>

Concurrent course: A course taught by an ABE instructor that runs during the same term as a post-secondary or other training course, in which the ABE instructor helps build basic, transitions and digital literacy skills necessary for success in the post-secondary course.

Contextualization/Contextualized teaching & learning: The concept of relating subject matter content to meaningful situations that are relevant to students' lives.

Course: Commonly used to identify a topic or subject area of study. A course is the fully developed scope and sequence.

Course design: A thoughtful planning process that begins with defining course learning outcomes, then determining assessments to measure student success, followed by choosing learning activities to meet the intended outcomes.

Credential: A qualification, achievement, or aspect of a person's background, typically when used to indicate that they are suitable for something. Often refers specifically to a document or certificate proving a person's qualifications.

Curriculum: The lessons and academic content taught in a specific course or program. Normally includes scope and sequence, specific learning objectives, lessons, assignments, assessments and materials used to teach a particular course.

Digital literacy skills: Basic skills needed to perform tasks on computers and other digital devices, as defined in the Northstar Digital Literacy Standards.

<https://www.digitalliteracyassessment.org/standards>

Formal assessment: Tests for evaluating learning outcomes which provide data to support the conclusions made from the tests; usually referred to as standardized measures. (Contrast to *informal* assessment.)

Formative assessment: Refers to a wide variety of methods that teachers use to conduct in-process evaluations of student learning, learners' needs, and academic progress *during* a lesson, unit, or course. (Contrast to *summative* assessment.)

"I can..." statement: a learning target written in student-friendly language; shared with students to communicate learning objectives.

Industry-recognized credential: A credential developed and offered by, or endorsed by, a nationally-recognized industry association or organization representing a sizeable portion of the industry sector; or a credential that is sought or accepted by companies within the industry sector for purposes of hiring or recruitment. Examples include ServSafe Food Manager Certification, Certified Nursing Assistant, many certificates/diplomas/degrees from two-year institutions, and many others.

Informal assessment: Any non-standardized tools developed to evaluate learning outcomes; may be referred to as criterion-referenced or performance-based measures; used to inform instruction. Examples include any instructor-created assessments, whether tests/quizzes, projects, or other method. (Contrast to *formal* assessment.)

Integrated course: A community and technical college course or similar in which a technical faculty person/trainer co-teaches with an ABE instructor to build both basic skills and technical knowledge.

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. <http://mnabe.org/career-pathways/iet>

Integrated English Literacy and Civics Education (IELCE): Provides immigrant and refugee adults with instruction in four areas: English language acquisition, civics, workforce preparation (skills needed to succeed in the workforce and defined in Minnesota through the [ACES Transitions Integration Framework](#)), and workforce training (instruction that helps participants complete industry-recognized credentials). <http://mnabe.org/abe-instruction/iel-civics>

Learning outcomes: Statement of what a learner will know and be able to do by the end of a course or program.

Learning target: A short term goal or statement that clearly states what a teacher expects students to know and be able to do at the end of a lesson.

Learning task format: A routine structure for activities and tasks that provides practice of lesson content. The same LTF may be used across multiple units, with various content. Consistent LTFs create predictability and a sense of competence and confidence for learners.

Lesson: A lesson is the set of learning activities that an instructor plans to lead, particularly focused on a particular topic and including specific objectives, learning targets, accommodations, and assessments. A lesson is often taught in one or only a few class periods. A set of lessons that are taught in a particular order that build on one another make up a unit.

Line of inquiry: The overarching issue or deeper questions that will be explored over several lessons or a unit (for example, “What is the relationship between literacy and power?”).

MN Department of Employment and Economic Development (DEED): The state agency that oversees the nearly 50 Workforce Centers that are located throughout MN. DEED also partners with many agencies, including adult education, to provide services, resources, and grants. <https://mn.gov/deed/>

National Reporting System (NRS): The accountability system for the federally funded adult education program, authorized by Section 212 of the Workforce Innovation and Opportunity Act (WIOA). <https://nrswb.org/>

Northstar Digital Literacy Standards: Define basic digital literacy skills needed to perform tasks on computers and online. They comprise one of the three sets of standards for MN ABE. <http://atlasabe.org/resources/content-standards>

Occupational skills: Skills for performing duties specific to a given job or career.

On-ramp course: Designed for beginning and intermediate-level learners to introduce them to, and get them started on, a particular adult career pathway program.

Pathways to Prosperity (P2P): A collaboration, via state grants, between a number of state, local, and national partners, and part of a broader career pathways movement. Grants support programs that help educationally under-prepared adults succeed in well-paying careers by

integrating basic skills education and career-specific training in fields where new skills are in high demand.

<https://mn.gov/deed/programs-services/adult-career-pathways/pathways-prosperity/about/>

Scope and sequence: Scope is what will be covered in a course. Sequence is the order in which it will be covered. A scope and sequence document provides a “roadmap” for the instructor. Format may vary.

Stakeholder: Person or institution that has an interest or concern in one’s programming and services. Examples of ABE stakeholders may include local businesses, school districts, students’ communities, community colleges, community based organizations, and labor unions.

Standards alignment: Explicit documentation of the content standards that are developed and assessed in a unit, lesson or course.

Student syllabus: Document that communicates course objectives, requirements, expectations and schedule, and that sets the tone by the instructor for the course.

Summative assessment: Used to evaluate student learning, skill acquisition, and academic achievement at the *conclusion* of a defined instructional period—typically at the end of a project, lesson, unit, or course. (Contrast to *formative* assessment.)

SWBAT objectives: Course, unit or lesson objectives defined by what “students will be able to do” upon completion of the learning activities. They are concrete and measurable.

Transitions Integration Framework (TIF): A document that was created through the ACES initiative that categorizes essential transitions skills (sometimes referred to as soft skills or professional skills) into six categories (Critical Thinking, Developing a Future Pathway, Effective Communication, Learning Strategies, Navigating Systems, and Self-Management). The full document lists skills and subskills under each category, as well as sample activities at three levels of complexity. ACES/TIF comprises one of the three sets of standards for MN ABE.

<http://atlasabe.org/resources/aces>

Transitions skills: Skills essential for learners to successfully transition to post-secondary education, career training, the workplace and community involvement. These skills (sometimes referred to as soft skills or professional skills) include effective communication, learning strategies, critical thinking, self-management, navigating systems and developing future pathways. <http://atlasabe.org/professional/transitions>

Understanding by Design (UbD): An example of backward design, the practice of looking at the outcomes in order to design curriculum units, performance assessments, and classroom instruction. <http://www.ascd.org/research-a-topic/understanding-by-design-resources.aspx>

Unit: A unit consists of a series of lessons that all focus on an overarching topic, or line of inquiry. The lessons in a unit are often covered over a number of class periods.

Universal Design for Learning (UDL): An educational framework based on research in the learning sciences, including cognitive neuroscience, that guides the development of flexible learning environments that can accommodate individual learning differences.

<http://www.udlcenter.org/aboutudl/whatisudl>

Workforce Development Board (WDB): The Workforce Development Board is part of the workforce system and is established through WIOA. The WDB is composed of representatives from business, organized labor, public agencies, adult education, vocational rehabilitation, higher education, Wagner-Peyser, and economic development. WIOA Section 107(A) specifies that the majority of members shall be from businesses from the local area.

<http://mwca-mn.org/>

Workforce Innovation and Opportunity Act (WIOA): The federal law that applies to adult education programs across the country. <http://mnabe.org/abe-law-policy/federal-law-wioa> and <https://www.doleta.gov/WIOA/Overview.cfm>

Wraparound services: Comprehensive support services to help ensure student persistence, which may include navigator or counselor support, provision of books & materials, childcare services or vouchers, transportation or vouchers, and referrals to clinical services.