
OHIO **CAREER-TECHNICAL** **AND** **ADULT EDUCATION** **DICTIONARY**

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Prepared by the Office of Career-Technical and Adult Education
Center for Curriculum and Assessment
25 S. Front St.
Columbus, Ohio 43215
(614) 466-3430
www.ode.state.oh.us/ctae



*Center for
Curriculum and Assessment*

Office of Career-Technical and Adult Education

25 S. Front St., 6th Floor
Columbus, Ohio 43215-4183
(614) 466-3430 (phone)
(614) 644-5702 (FAX)
www.ode.state.oh.us/ctae

Susan Tave Zelman, Superintendent of Public Instruction
Stan Heffner, Associate Superintendent
Vicki L. Melvin, Director
Pat Huston, Manager, Products and Customer Service

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**Ohio Department of Education
Center for Curriculum and Assessment
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CAREER-TECHNICAL AND ADULT EDUCATION DICTIONARY

PURPOSE

A unified understanding of terminology is critical to the communication of any message. The Ohio Career-Technical and Adult Education (CTAE) Dictionary is designed to bring consistency and clarification to many terms that connect to Ohio CTAE. The Office of CTAE within the Center for Curriculum and Assessment, Ohio Department of Education, has prepared this dictionary to assist with the consistent use of language for presentations, letters and publications and in everyday one-on-one communications – by state-level staff as well as by individuals at the community level.

This dictionary is not intended to provide all CTAE terms used or to provide detailed information about each entry. In many cases, detailed information can be found on the CTAE Web at www.ode.state.oh.us/ctae.

ORIGIN

As the world is continually changing, new terms evolve or change to describe the work of education. A terminology dictionary, therefore, is a continually changing tool. However, some terms remain constant due primarily to federal and state legislation connected to services. The three major impacts of word choices and meanings in Ohio CTAE are through:

- **FEDERAL** - The Carl D. Perkins Vocational and Applied Technology Act of 1998, as well as new programs and initiatives from other states and the Adult Education and Family Literacy Act—Title II of the Workforce Investment Act of 1998.
- **STATE** – The state Office of CTAE initiatives, the state budget bill and legislation.
- **LOCAL** - Individual and service provider perspectives, including best and promising practices around the state.

FORMAT

Terms are provided in alphabetical order in the glossary. Commonly used terms synonymous with the “official” terms are listed with reference to “see” the official wording elsewhere in this document.

Attempts will be made to update this dictionary on a regular basis (probably once a year) as new terms evolve and older ones are replaced for reasons that include legislation and new state and national initiatives. Suggestions for additions/revisions and other comments can be e-mailed to Pat Huston, manager, Products and Customer Services, at pat.huston@ode.state.oh.us.

GLOSSARY

ABLE Resources Center Network – The network of four regional resource centers and one state resource center charged with facilitating high-quality professional development opportunities to ABLE staff. The four regional centers are located at: Owens Community College (NW), Sinclair Community College (SW), Ohio University (C/SE) and Euclid City Schools (NE). The state’s Ohio Literacy Resource Center is located at Kent State University and also is engaged in projects at the state and national levels.

ABLELink – Information management system for Adult Basic and Literacy Education (ABLE).

Academic Content Standards (ACS) – Describe the knowledge and skills that students should attain – often called the “what” of “what students should know and be able to do.” They indicate the ways of thinking, working, communicating, reasoning, and investigating the important and enduring ideas, concepts, issues, dilemmas and knowledge essential to the discipline. Academic skills are focused in the subject areas of mathematics, the arts, English/language arts, foreign language, science, technology and social studies.

Academically Disadvantaged – Individual who lacks knowledge in one or more of the academic areas of mathematics, English/language arts, science or social studies and performs two or more years below grade level on standardized tests.

Accreditation – Official recognition or sanction by an outside or third party that the content and standards of an institution or program are conforming to standards of performance, integrity and quality. An organization or program can be accredited, but not certified.

Adult Basic and Literacy Education (ABLE) – Educational opportunities for adults who lack sufficient literacy skills needed for effective citizenship, further education and productive employment. Adult Basic and Literacy Education provides the following services to adults: 1) basic literacy skills; 2) GED preparation; 3) English for Speakers of Other Languages; 4) family literacy; and 5) workplace literacy.

Adult Career Development programs – Instructional learning experiences, planned in a sequence or stand-alone course, targeted to develop labor market specific, workforce-related knowledge and skills in adults or specific sets of employees and delivered under the direction of a licensed/certified or permitted instructor via a classroom or simulated laboratory setting, at a worksite or employer facility. These courses must use ACT/WorkKeys Locating Information and Applied Math as academic performance measures and lead to an industry recognized credential pertinent to the labor market.

Adult Career Enhancement programs – Short-term courses, taught by a credentialed instructor of the school district, and providing basic workforce knowledge and skill development to adults over age 18. Performance is achieved by a customer satisfaction rating and receive minimal state subsidy.

Adult Customized Training – Contracted services and/or industry/job-specific instructional programs conducted to improve the performance, productivity, quality, customer service, employee satisfactions and/or retention for specific employers or a consortium of employers.

Adult Education – *See Adult Workforce Education and Adult Basic and Literacy Education.*

Adult Full-Service Centers – Network of 40 adult career-technical education centers that provides a wide range of programs designed to meet the state's changing workplace training needs. All full-service centers offer job assessment, employee testing and assessment, technical skills training, customized training for business and industry needs, job

profiling, WorkKeys, seminar development and career counseling. Student support services include ABLE, GED testing, assessment, job placement and financial aid assistance.

Adult High School Continuation – Organized instructional program for persons ages 16 or older who are not enrolled in a public high school.

Adult Literacy – *See Adult Basic and Literacy Education.*

Adult Workforce Education – Long- and short-term technical skills training and educational programming targeted to labor market needs. Programs and courses concentrate on skill development, enhancement and training upgrades to meet the needs of employers. Specialty area training supports the local workforce through business-industry consultants who provide assessments, needs analysis, curriculum development, pre-employment and training and post-employment services to specific employers or a consortium of employers.

Advisory Committee – Volunteers authorized by boards of education to advise workforce development programs in such areas as new and emerging careers, curriculum, assessment, work-based learning, facilities and equipment; and to engage educators to improve and expand programs. Members may include former students, parents of current students and representatives of postsecondary institutions, professional associations, government, the community and business/industry.

Americans with Disabilities Act (ADA) of 1990 - Federal legislation that provides a clear and comprehensive national mandate to end discrimination against individuals with disabilities and to bring persons with disabilities into economic and social mainstream of American life.

Apprenticeship – Registered comprehensive training program for gainfully employed adults engaged in a career identified by the U.S. Department of Labor, Bureau of Apprenticeship and Training, as a craft or trade that requires a wide and diverse range of skills and knowledge. The training program must be registered with the U.S. Department of Labor and consist of planned day-to-day activities that meet prescribed competencies. The successful completion of a registered apprenticeship training program leads to “master craftsman” or “journeyman” status.

Articulation – Prescribed curriculum sequence that allows credit transfers from one area to another, such as between grade levels, between career-technical and academic education and between secondary (high school) and postsecondary (higher) education. This term is most commonly used when referring to adult workforce or high school program credits that transfer to a two- or four-year college program.

Assessment – Comparison of student performance to specific learning objective or achievement standard (e.g., academic content standards and technical content standards). Criterion-referenced assessments measure how well students are achieving on specific goals or standards rather than measuring how well their performance compares to a norm group of students nationally or locally. This process leads to evaluation, interpretation and prescription enabling a student to achieve academic and technical goals.

Associate Degree – Ohio Board of Regents approved sequence of courses at the postsecondary level that result in the issuance of an associate degree or a certificate of completion based upon verified competencies.

Associate School District – Any member school district (sometimes called “home school”) of a joint vocational school district or a contracting district that does not serve as the fiscal agent for the Career-Technical Planning District (CTPD).

Automotive Youth Educational System (AYES) – Partnership among participating automotive manufacturers, participating local dealers and selected local high schools/tech prep schools. The goal of AYES is to encourage students with a good mechanical aptitude to pursue careers in the ever-changing fields of automotive service technology or collision repair/refinish, and to prepare them for entry-level positions or challenging academic options. AYES, Inc., a 501(c)(3) non-profit organization, was formed to support the AYES initiative. It is supported by Audi, BMW, Daimler Chrysler, General Motors, Honda, Hyundai, Mercedes-Benz, Mitsubishi, Nissan, Subaru, Toyota and Volkswagen.

Business Education – Educational discipline that includes study of what students should know and be able to do to successfully function in and contribute to the business world. Business education may be delivered as academic business classes (which do not qualify for career-

technical weighted funding) or as career-technical programs (*See Career Fields, Business and Administrative Services and Finance*).

Business Professionals of America (BPA) – Career-technical student organization (CTSO) composed of chapters serving persons pursuing careers in business and office careers. The association provides the opportunity for the development of leadership skills, personal and professional growth and career-related competencies. Involvement enhances social awareness, civic responsibility and understanding of the business community.

Career Academies – Small learning community within a school. Three key components involve: 1) the learning community; 2) college prep, career-related curriculum; and 3) partnerships with employers, community and higher education.

Career Assessment – Comprehensive process that utilizes psychometric testing, situation assessment, job tryouts, observations and work samples to assist individuals who are disabled and/or disadvantaged in making appropriate career choices and determining their potential for success in career-technical development programs and, ultimately, employment. Also refers to instruments used in career development programs to assess all students of career interest and/or aptitude.

Career-Based Intervention (CBI) – Work-based learning and academic intervention programs for students (ages 12-21) with barriers to career and academic success.

Career Cluster ITAC – See Integrated Technical and Academic Competencies (ITAC).

Career Development – Kindergarten through grade 12 program that helps students develop Individual Career Plans and Career Passports, identify initial educational and career goals and develop skills necessary to make informed career and educational choices. Adult Workforce Education also provides career development services to individuals over 18 years old.

Career Enhancement – Adult Workforce Education programs, typically short-term classroom or laboratory instruction, designed to enhance or upgrade the skills of those in the workforce.

Career Field – Organizing curricular tool. Each career field includes multiple occupations and broad industries that share a fundamental base of knowledge and skills that are required for success in pursuing employment and further study. The Office of Career-Technical and Adult Education organizes curriculum into 16 career fields that are based on the States’ National Cluster initiative. The Ohio career fields, adopted as part of Administrative Rule 3301-61-03 in May 2004, include:

- **Agricultural and Environmental Systems** – Includes technical- and professional-level careers in animal and crop production; agricultural services and engineering; food processing; horticulture; natural resource management; environmental services; and agricultural and environmental education, communications and research.
- **Arts and Communication** – Includes technical- and professional-level careers related to the humanities and the performing, visual, literary and media arts
- **Business and Administrative Services** – Includes technical- and professional-level careers in business management, administrative support, human resources and business administration that encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business, management and administrative services career opportunities are available in every sector of the economy.
- **Construction Technologies** – Includes technical- and professional-level careers in designing, planning, managing, and building and maintaining the built environment, including roadways and bridges and industrial, commercial and residential facilities and buildings.
- **Education & Training** – Includes technical- and professional-level careers in planning, managing and providing education and training services and related learning support services.
- **Engineering and Science Technologies** – Includes technical- and professional-level careers in: (a) planning, managing, and providing scientific research and services such as laboratory and testing and research and development; and (b) design, process and development services such as electrical engineering, industrial engineering, materials science, nanofabrication, fuel cell technology and robotics.
- **Finance** – Includes technical- and professional-level careers in financial and investment planning, accounting, banking, insurance, real estate and business financial management.

- **Government and Public Administration** – Includes technical- and professional-level careers in national defense, foreign service, governance, revenue and taxation, regulation and public administration at local, state and federal levels.
- **Health Science** – Includes technical- and professional-level careers in planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services and biotechnology research and development.
- **Hospitality & Tourism** – Includes technical- and professional-level careers in the management, marketing, and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.
- **Human Services** – Includes technical- and professional-level careers related to families and human needs within economic, political and social systems such as social services, counseling and mental health services, consumer services and personal care services.
- **Information Technology** – Includes technical- and professional-level careers in the design, development, support and management of hardware, software, multimedia and systems integration services. (Occupations where workers use computer systems or software, such as word processing software, but do not design, develop, implement or support the system are not included in this career field.)
- **Law & Public Safety** – Includes technical- and professional-level careers in planning, managing, and providing judicial, legal, public administration, public safety and protective services and homeland security including professional and technical support services in public planning, emergency management planning, fire protection, emergency medical services and the criminal justice system.
- **Manufacturing Technologies** – Includes technical- and professional-level careers in planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.
- **Marketing** – Includes technical- and professional-level careers in planning, managing and performing marketing activities such as distribution, promotion, pricing, selling, financing, information management, and product/service management to reach organizational objectives.

- **Transportation Systems** – Includes technical- and professional-level careers in planning, management, and movement of people, materials and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services and mobile equipment and facility maintenance services.

Career Field Snapshot – Listing of statewide high school workforce development student enrollment and performance for each of Ohio’s 16 career fields.

Career Passport – Comprehensive student-developed credential containing formal documents that identify and describe skills a learner has attained. Learners in career-technical programs receive their Career Passports when they complete their program. Other high school students receive their Career Passports upon graduation.

Career Pathways – Series of academic, technological and career-focused coursework and other educational experiences leading to a career specialty, college major and employment in a career field.

Career-Technical Education – Career-Technical education is a program or class that helps prepare students for careers as well as continued education. Within career-technical education are foundation classes and workforce development programs (including Work and Family Studies and Tech Prep).

Career-Technical Planning District (CTPD) – Local education agency configuration (comprehensive district, compact/contract district or joint vocational school district) that meets the minimum requirements of law and subsequent standards to offer state sanctioned career-technical programming. There are 92 CTPDs in Ohio.

Career-Technical Student (Secondary) – *See Secondary Workforce Student.*

Career-Technical Student Organization (CTSO) – Intracurricular component of career-technical programs having activities designed to support instructional objectives and attainment of technical competencies while helping student members develop interpersonal, citizenship and leadership skills.

Carl D. Perkins Vocational-Technical Education Act Amendments of 1998 (Public Law 105-332) – Legislation defining vocational-technical education as organized educational programs offering sequences of courses directly related to preparing individuals for paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree.

Center for Curriculum and Assessment – One of five teaching/learning center designations within the Ohio Department of Education structure. Includes the Offices of Curriculum and Instruction, Career-Technical and Adult Education.

Certificates – Document signifying competency in specific knowledge and skills in a specialized and technical area related to jobs or practice. Certificates are typically focused tightly on specific industry or profession standards. Types of certificates include proprietary or vendor-based (awarded by business certifying competence in a specific body of knowledge based on use of a product or platform produced by the certifying business) and third-party (awarded by a business or association based on a specified body of knowledge based on utilizing a number of products or platforms produced by a number of businesses). Sponsors of Third-Party Certifications may be 1) industry organizations or consortia whose only business is to develop, promote and maintain the certification or certifications they sponsor; or 2) for-profit companies that represent training institutes, professional associations, industry consortia and other organizations.

Children with Disabilities – The term “children with disabilities” means those children evaluated in accordance with 300.530-300.534. [Section 300.7, (9) (1) 34 CFR Regulations for Individuals with Disabilities Education Act (IDEA), part B - (Sept. 29, 1992).] Disabilities include: multihandicapped, hearing handicapped, visually handicapped, orthopedically and/or other health handicapped, severe behavior handicapped, and specific learning disabled, autism and traumatic brain injury. [Rules for the Education of Handicapped Children - July 1, 1982] See also *“Individuals with Disabilities.”*

College Tech Prep – College Tech Prep is part of career-technical education. Tech Prep is a combination of college preparatory academics and advanced career-technical education with the objective of a seamless, nonduplicative transition from high school to postsecondary education.

Community School – Public school independent of any school district; part of the state’s program of education.

Compact/Contract District – One form of a CTPD, or legal entity through which career-technical programs are delivered. It is an area in which a number of school districts enter into a contract of operation to provide career-technical education.

Competency – Observable, verified and measurable learning statement that has a definite beginning and ending (what you are competent in), can be performed within a limited amount of time and consists of two or more competency builders/key indicators.

Completer (Secondary Career-Technical Education) – A student who has enrolled in and completed an approved career-technical workforce development program AND demonstrated sufficient mastery of his/her career-technical and academic subject matter to prepare for a career and life-long learning goals as set forth in the individual career plan AND is no longer enrolled in secondary school. This information is reported by the district that employs the teacher of the career-technical workforce development program.

Comprehensive Continuous Improvement Plan (CCIP) – Paperless, electronic grants application on the Ohio Department of Education Web site.

Comprehensive District – One form of a CTPD, or legal entity through which career-technical programs are delivered. It is one that has 1,500 or more students and offers career-technical education in career centers and/or at existing high schools in the district.

Concentrator – A career-technical student who is enrolled in the last class of a series of classes within a workforce development program.

Consolidated Annual Report (CAR) – This report is comprised of four components: 1) a specifically outlined 20-page narrative; 2) enrollment data for secondary, adult, tech prep and postsecondary programs; 3) accountability data for secondary, postsecondary and adult programs; and 4) fiscal information. The accountability measures have negotiated levels of performance that Ohio is required to meet. The reports are due to U.S. Department of Education on Dec. 31 of each year, and the

statewide data is reported to Congress. Ohio has reported in this format since the CAR's inception (FY 2000).

Cooperative (Co-op) Program – Delivery system that provides year-long, specialized occupational and employability skills through paid employment under a written cooperative training arrangement among the school, parents and an employer.

Core ITAC – *See ITAC.*

Core Standards and Performance Measures – State identified levels of student performance outcomes that are used as benchmarks for analysis of a CTPD's progress toward satisfaction of the aims and initiatives of federal and state mandates and the state Office of CTAE strategic plan.

Course of Study – Official school district document defining key components of program curriculum and instruction and based on appropriate content standards. The career-technical courses of study shall delineate the technical, academic and workplace readiness skills to provide students with the necessary competencies to be successful in work and postsecondary education.

Credentialing – Process of recognizing a validated competency list as a basis for hiring or establishing eligibility for employment in a specific job.

Curriculum Guide – A document that combines both a course of study and an instructional guide.

Customized Office Skills Training (COST) – An Adult Workforce Education program designed to provide customized, short-term training for a specific company or industry in the business/office skills area.

DECA – An Association of Marketing Students – Career-technical student organization (CTSO) composed of local chapters serving persons pursuing careers in marketing, management and entrepreneurship. As an integrated component of the Marketing career field, DECA emphasizes leadership development, civic consciousness, social intelligence and career-technical understanding. DECA develops strong, positive attitudes toward self-reliance, hard work, competition and America's free enterprise system.

Diploma of Adult Education – Document awarded by district board of education for successful completion of an adult workforce program.

Diversified Industrial Training (DIT) – An Adult Workforce Education program designed to provide customized short-term training for a specific company or industry in the industrial and engineering systems skills area.

DVA – Department of Veterans Affairs (also abbreviated as VA). *See State Approving Agency.*

Economically Disadvantaged – Individual, parent(s) or guardian who is unemployed, is receiving public assistance, is institutionalized or under state guardianship or has a family income at or below the national poverty level.

Educational Assistance Allowance – Benefits paid a veteran in the form of monthly monetary assistance while the veteran is enrolled in a State Approving Agency approved program of education.

Educational Management Information Services (EMIS) – An automated data collection system of education information about Ohio’s public school students and public education resources administered through the state Information Technology Office at the Ohio Department of Education. The purpose is to assure better accountability for tax dollars and provide better policy understanding of school district programs and accomplishments to help improve the local educational system.

Employability Skills – Personal development and leadership abilities essential for increased workplace success and productivity, economic self-sufficiency, career flexibility, business ownership and effective management of work and family commitments.

English for Speakers of Other Languages (ESOL) – A program of instruction designed to help individuals of limited English proficiency achieve competence in the English language.

Environmental and Agricultural Education – Courses that prepare individuals to enter, compete and advance in agricultural and environmental career areas such as production, care, marketing, research

and initial processing of air, water, soil, plants and animals. Environmental technician and veterinarian assistant are examples of careers. *See Career Field, Agricultural and Environmental Systems.*

Equipped For the Future (EFF) – Adult Basic and Literacy Education content standards that identify what adults need to know and be able to do in order to function effectively at work, in families and in their communities.

Family and Consumer Sciences (FCS) Education – Program and courses that prepare students for work and family life and graduation. Work and Family Studies programs support career planning with a focus on families, work life and their interrelationships.

Family Life and Parenting Education – Adult community-based program that provides an opportunity for families to continue their education through the public school system in the roles of parent and worker. The program strengthens skills needed for the work of the family, including family literacy and core workplace skills and strengthening the ability to be successful as productive members of the community. It can also act as an early intervening agent for families with children using referral to and from appropriate agencies.

Family Literacy Services – Services that are of sufficient intensity in terms of hours, and duration to make sustainable changes in a family and that integrate all of the following activities: 1) interactive literacy activities between parents and their children; 2) training parents to be the primary teacher for their children and full partners in the education of their children; 3) parent literacy training that leads to economic self-sufficiency; and 4) an age-appropriate education to prepare children for success in school and life experiences.

Family, Career and Community Leaders of America (FCCLA) – Career-technical student organization (CTSO) that is an integral part of the family and consumer sciences curriculum and assessment, and provides leadership and citizenship opportunities to help youth assume their roles in society.

Farm Business Planning and Analysis (FBPA) – Adult Workforce Education program designed to provide learning activities related to farm and ranch management.

FFA – Career-technical student organization (CTSO) for students enrolled in the Agricultural and Environmental Systems career field, including programs in production agriculture, horticulture, agribusiness, forestry, environmental science, agricultural industrial equipment and service, food processing, resource conservation and animal production and care. The FFA is an intracurricular, integral part of the curriculum.

Foundation Courses – Introductory classes that are subsets of workforce development programs, usually taken by ninth or 10th grade students to allow exploration of careers as well as to gain an introduction to career-technical education in general.

Future Educators of America (FEA) – Organization for middle and high school students that provides opportunities to explore teaching as a career option. FEA helps students gain a realistic understanding of the nature of education and the role of the teacher, and offers schools and communities a chance to shape their own future by shaping the future of the education profession.

General Educational Development (GED) – Tests developed by the American Council on Education and administered by the states to credential adults for successful completion of secondary education equivalence. Successful completion of the GED Tests lead to the issuance of the Ohio High School Equivalency Diploma by the Ohio Department of Education.

GI Bill – Comprehensive education and readjustment benefits legislation for veterans that took effect after World War II.

Governor’s Workforce Policy Board (GWPB) – Governor-appointed board to improve Ohio’s employment and training services through systemic workforce development change. The GWPB assesses Ohio’s employment needs and addresses them by helping set performance goals and priorities, improving the State’s workforce development system, and assists local leaders who will shape workforce development policy at the local level. Members represent a range of groups including business, organized labor, legislators, education, social service agencies and others who have a stake in employment and training issues.

Graduation, Reality And Dual-role Skills (GRADS) – A Work & Family Studies instructional and intervention program for pregnant and

parenting students. GRADS focuses on keeping students in school through graduation, positive health practices, parenting skills , career goal-setting and balancing work and family; a repeatable graded course that can be taken for credit.

Health Careers Coordination – Adult Workforce Education program designed to provide customized short-term training for a specific company, health care facility or industry in the health/medical skills area.

Health Careers Education – Courses and planned experiences designed to impart knowledge and develop understanding and skills required in services supporting the health professions. Instruction is organized to provide diagnostic, therapeutic, preventive, restorative and rehabilitative services to people. See *Career Field, Health Science*.

High Schools That Work (HSTW) – School-wide improvement framework based on key practices and conditions for accelerating learning and raising academic standards for all students; initiative started under the auspices of the Southern Regional Education Board (SREB), based in Georgia; HSTW major goals related to raising academic and technical achievement, integrating academics with career-technical studies and influencing policy for school improvement and student achievement.

Higher Skills Partnership Initiative – Collaborative initiative sponsored by the Governor’s Workforce Policy Board and jointly administered by the Ohio Department of Education and the Ohio Board of Regents to improve the planning, delivery, and evaluation of workforce development services. The initiative addresses three primary goals of 1) promoting the formation and strengthening of partnerships; 2) providing employers with fast, flexible, and complete training solutions; and 3) improving coordination with, and responsiveness to, the needs of local One-Stop Employment and Training Centers, Chambers of Commerce and economic development agencies.

Human Resource Development (HRD) – Adult Workforce Education program designed to provide customized short-term training for a specific company or industry in the supervision and management skills area.

Individual Career Plan (ICP) – Planning document initiated by the learner, with input from parents/guardians, teachers and counselors prior

to the ninth grade and reviewed every year thereafter. This component of the career development process requires learners to identify tentative career goals and appropriate educational plans to reach those goals. Adult learners can also develop an ICP.

Individual Professional Development Plan (IPDP) – Non-evaluative improvement process that includes self-assessment of competencies, prioritization of goals, development and implementation of a plan with activities, and assessment of accomplishments for each career-technical educator.

Individuals of Limited English Proficiency – An adult or out-of-school youth who has limited ability in speaking, reading, writing and/or understanding the English language and whose native language is a language other than English or who lives in a family or community environment where a language other than English is the dominant language.

Individuals with Disabilities – Person with one or more disability. More specifically, the term “disability” means, with respect to an individual: 1) a physical or mental impairment that substantially limits one or more of the major life activities of such individual; 2) a record of such an impairment; and/or 3) being regarded as having such an impairment.

Individuals with Disabilities Education Act (IDEA) – Federal legislation with free and appropriate education requirements that can include a continuum of career-technical options for students with disabilities. Replaced the Education of the Handicapped Act.

Instructional Guide – Document based on the course of study that specifies learning activities, evaluation strategies, instructional methods, materials and resources.

Integrated Academics – Academic content taught in the context of a career field(s). For example, students can attain many English/language arts benchmarks and indicators by grade level via technical reading and writing related to a career field.

Integrated Postsecondary Education Data System (IPEDS) – Core postsecondary education data collection program in the U.S. Department of Education's National Center for complete statistics on the condition of

postsecondary education in the United States. It is a single, comprehensive data collection system developed to encompass all institutions and organizations whose primary purpose is to provide postsecondary education. The IPEDS system is built around a series of interrelated surveys to collect institution-level data in such areas as enrollment, program completion, faculty and staff and financing.

Integrated Technical and Academic Competencies (ITACs) – Competencies (what students should know and be able to do) that integrate academic, technical and employability knowledge, skills and attitudes. Three main types are:

- Core ITACs – core of what all students need to know and be able to do, regardless of career or specialization. They are communicating effectively, applying technology, working responsibly, planning and managing a career, managing resources and solving problems and thinking skillfully.
- Career Cluster ITACs – foundational competencies with sample scenarios common to careers in one of six broad career areas: Business and Management, Industrial and Engineering Systems, Human Resources/Services, Health Services, Environmental and Agricultural Systems, and Arts and Communications.
- Specialization ITACs – what a student should know and be able to do in a specific occupation within one of the six broad career areas.

Job Training Coordinator – Staff member who supports students with disabilities during the training period as well in the procurement of a job.

Jobs for Ohio’s Graduates (JOG) – School-to-career, non-profit transition system for at-risk students and dropouts. (Starting with FY04, JOG is housed with the Ohio Department of Job and Family Services.)

Joint Vocational School District (JVSD) – One form of a CTPD, or legal entity through which career-technical programs are delivered. It is an area which serves two or more adjacent school districts and is governed by a joint vocational school board consisting of representatives from the participating districts.

Learning Disability – A specific learning disability is a disorder in one or more of the central nervous system processes involved in perceiving,

understanding, and or using concepts through verbal (spoken or written) language or nonverbal means. This disorder manifests itself in one or more of the following areas: attention, reasoning, processing, memory, communications, reading, writing, spelling, calculation, coordination, social competence and emotional maturity.

License (teacher) – Document issued by State Board of Education to individual deemed to be qualified to teach or practice in Ohio schools. Performance-based licensure is licensing based on assessments.

Liaison – State CTAE office staff member who provides state leadership to the planning and evaluation process within the career-technical planning district (CTPD).

Literacy – Individual’s ability to read, write and speak in English and compute and solve problems at levels of proficiency necessary to function on the job, in the family and in society.

Making Middle Grades Work – Comprehensive school improvement framework of key practices and essential conditions conceptualized in the mid- to late 1990s when the Southern Regional Education Board (SREB) began analyzing data about academic achievement in the middle grades. Goals to support a concrete, measurable middle grade school mission include: 1) increase the percentages of eight-graders who perform at the proficient levels in academic subjects; 2) provide educational experiences that increase students’ knowledge and skills in reading, mathematics, language arts, science and social studies; and 3) provide students with opportunities to apply their skills in the fine arts and to explore careers and new technology.

Marketing Education – Instructional program designed to enable students to understand and apply marketing, management and entrepreneurship principles; to make rational economic decisions; and to exhibit social responsibility in a global economy.

Measurable Objective – Statement of intent written in terms subject to evaluation.

National Reporting System (NRS) – Federal reporting system and accountability structure that aligns with the Workforce Investment Act

(WIA) Title II, Adult Education and Family Literacy of Act of 1998. This system frames the Ohio ABLE program's reporting of its federal student performance data.

Nontraditional Training and Employment – Careers or fields of work, including careers in computer science, technology and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. Federal guidelines usually define these careers.

Occupational Competency Analysis Profiles (OCAPs) – Employer-verified competency lists that outline the knowledge, skills and attitudes needed to enter and remain in a given career area.

Occupational Skills – Technical abilities used to perform required workplace tasks, including problem solving and critical thinking.

Occupational Work Adjustment (OWA) – *See Career Based Intervention.*

Occupational Work Experience (OWE) – *See Career Based Intervention.*

Ohio Career Information System (OCIS) – Electronic information system that provides comprehensive career and education information.

Ohio Career Resource – Labor market information from the state Office of CTAE to help guide advisory committee work and program decisions on the local level. This tool will be updated and provided another resource name in the fall of 2004.

Ohio Career-Technical Education Leadership Institute (OCTELI) – Program to develop the next generation of career- focused career-technical leaders for both state and local administrative roles. The dimensions of OCTELI include broad-based, issues-oriented seminars, an individual strategic plan, mentoring and participation in two national career and technical conferences and networking. Formerly known as OVELI, the leadership institute concept became known as CTAE Leadership Ohio and managed by OSU in FY05.

Ohio Performance Accountability System for Adult Basic and Literacy Education (O-PAS) – The roll of O-PAS is to guide instructional programs as they implement required components of WIA Title II, the Adult Education and Family Literacy Act of 1998.

Ohio Tech Prep Curriculum Services – Offering sponsored by the Ohio Department of Education and the Ohio Board of Regents to facilitate curriculum development and dissemination.

Orientation to Nontraditional Occupations for Women (ONOW) – Program that prepares economically disadvantaged adult women physically, vocationally, and academically for nontraditional careers in technical, construction, manufacturing and service areas. During the eight-week program, students participate in hands-on labs, physical fitness training and sessions designed to build self-esteem and employability skills.

Pathways – *See Career Pathways.*

Performance Measure Profile – Document with selected demographics and performance measures. The annual profile of Ohio’s career-technical planning districts was started in the fall of 2003.

Performance Measures – Standards that gauge career-technical performance. They are a specific method of quantifying student achievement through skill levels, outcomes and levels of services in career-technical and adult education. In FY2004, there were 17 measures (placement, attendance, etc.), including six required nationally for students in secondary education workforce development programs. There are 11 measures, including six required by the federal government for adult workforce education. A data quality study was underway in FY05.

Perkins – *See Carl D. Perkins.*

Postsecondary – Education provided beyond the high school level. Involving individuals with a high school diploma or equivalency, postsecondary includes Adult Workforce Education, apprenticeship training and two-year and four-year college education.

Program Accreditation – A method of determining, through non-governmental peer evaluation, that a school program meets or exceeds all established standards and requirements of academic/technical excellence in curriculum, student facilities, placement services, training facilities equipment, safety and instructor credentials. The purpose of accreditation to industry standards is to improve the quality of education and to establish a standard supported and developed by industry.

School-to-Apprenticeship Program – Part of a career opportunity system designed to help students enter a career path leading to highly skilled apprenticeable occupations. The program connects regionally based secondary career-technical education programs from multiple career-technical planning districts through a consortia agreement. Postsecondary education, business, industry, organized labor, government and the U.S. Department of Labor, Bureau of Apprenticeship and Training, must be involved in the agreement.

Secondary Workforce Development – Career-technical courses and programs (grades nine-12) that support the academic and technical knowledge and skills needed for pathways to further education and careers in current or emerging employment sectors.

Secondary Workforce Student – High school student enrolled in a career-technical program/class.

SkillsUSA – Career-technical student organization (CTSO) that serves youth and adults enrolled in trade, industrial, technical and health careers programs through local, state and national level activities. The organization, formerly called VICA, provides curricular activities that enhance leadership, citizenship and character development.

Small Business Management (SBM) Program – Adult Workforce Education program designed to prepare individuals to perform development, financial, marketing and management functions associated with owning and operating a business.

Southern Regional Education Board (SREB) – Consortium of 30 states linking leaders and agencies to improve education. SREB's programs and services fall into four categories: 1) information compiled and provided by SREB; 2) coordination of shared state resources; 3) demonstration programs – leading by example; and 4) SREB-sponsored meetings.

Special Populations – Include: 1) individuals with disabilities; 2) economically disadvantaged including foster children; 3) individuals preparing for non-traditional training and employment; 4) single parents, including single pregnant women; 5) displaced homemakers; and 6) individuals with other barriers to educational achievement, including individuals with limited English proficiency.

Specialization ITACs – *See Integrated Technical and Academic Competencies (ITAC).*

Standard – Criterion to assure quality. The most common standards within the Ohio Department of Education are related to student and program performance, system operations and academic content.

State Approving Agency (SAA) for Veterans Training – Technical Assistance and regulatory expertise to educational and training administrators to ensure that quality programs are available to veterans and other eligible persons.

Subject Code – Six-digit code that indicates the content of the course being delivered and provides a taxonomic scheme that will support the accurate tracking, assessment, reporting and analysis of fields of study. A current list of subject codes, names and descriptions can be found in Appendix C of the EMIS Manual.

Tech Prep – *See College Tech Prep.*

Tech Prep Student – Student who, usually beginning in grade 11 and continuing through the associate degree or two-year certificate program, is enrolled in the academic, technical and employability competency delivery system as identified by a sanctioned Tech-Prep demonstration site.

Technical Competency Profile (TCP) – Technical Competency Profile for College Tech Prep programs provides a curricular framework for Tech Prep programs beginning in high school and continuing through the end of an associate degree or apprenticeship program. TCPs have been developed in six career clusters and cover over 15 career-technical program areas.

Technical Content Standards – Technical knowledge and skills of a career field that:

- include concepts, vocabulary, processes, procedures and performance skills;
- embed career readiness skills such as problem solving, safety, ethical/legal responsibilities, leadership, communication, organizational systems, and applications of technology applied to a specific career field;
- are demonstrated through the use of cognitive skills (ability to solve problems of a career field by reading, analyzing, synthesizing, interpreting, writing, and using mathematical and scientific thinking and an understanding of human dynamics)

Also see ITAC, OCAP and TCP.

Technical Education – Organized educational programs that are designed to provide post-high school education and training in preparation for entry into paraprofessional or technical careers as support personnel for professional practitioners.

Technical Literacy – Technical knowledge and skills of a career field that:

- include concepts, vocabulary, processes, procedures, and performance skills
- embed career readiness skills such as problem solving, safety, ethical/legal responsibilities, leadership, communication, organizational systems, and applications of information technology (applied to a specific career field)
- are demonstrated through the use of cognitive skills (ability to read, analyze, synthesize, interpret, write, and use mathematical and scientific thinking to solve problems of a career field).

Technology Education – A comprehensive action-based educational program concerned with the evolution, utilization, and significance of technology and its impact on industry, including its organization, personnel, systems, techniques, resources, products and sociocultural aspects. Technology education courses may be offered at the elementary level, general technology courses at the middle and high school levels and specific high school systems (not career-technical) courses.

Transitions (Career and Life Transitions Program) – Adult Workforce Education program designed to provide career and life transition education, training and services to assist emerging, transitional and current workers obtain education leading toward employment or job advancement.

Transition Plan – Strategies and procedures that a school district uses to assure that all students have equal access to educational opportunities.

Vocational Education – *See Career-Technical Education.*

Vocational Education Planning District (VEPD) – *See Career-Technical Planning District (CTPD).*

Work and Family (Adult) – Adult Workforce Education program designed to help adults manage the challenges of work life and family life. Content focus is on personal development, parenting, family relations, nutrition and wellness.

Work and Family Life – Middle and high school programs that support student transition into the adult roles of worker, family member and community member. High school instruction includes personal development, resource management, family relations, parenting and child development, nutrition and wellness, life planning and life planning with a career mentorship. Middle school is based upon the four developmental themes of creating a self-image, relating to others, becoming independent and managing resources. Both levels integrate managing work and family responsibilities, problem-solving, relating to others, leadership and citizenship throughout the curriculum.

Work and Family Studies – Family and consumer sciences programs that prepare adult and secondary students for roles related to family life, work life and their interrelationships. Secondary programs include Work & Family Life (high school and middle school) and GRADS. Adult programs include Family Life & Parenting Education and Work & Family.

Work-based Learning – Paid or unpaid experiences such as job shadowing, internships, volunteering at non-profit community agencies, career exploration, and/or service learning activities that are part of an overall, school-wide plan to provide context for all academics and to develop specific job skills.

Work Experience and Career Exploration – Program designed to provide a carefully planned paid work experience/career exploration program for 14- and 15-year-old youth, including those who are “dropout prone,” who can benefit from a career-oriented educational structure.

Workforce Development Programs – Courses of study in specific career fields, also called specialization courses. The courses, also called “career-technical education,” integrate technical skills with academic content standards. Students study in their chosen field from one to four years for a minimum of 450 hours.

Workforce Investment Act (WIA) – Federal law, signed in the summer of 1998, that repeals the Job Training Partnership Act, the Adult Education and National Literacy Act of 1973, Title VII of the Rehabilitation Act of 1973, the Stewart B. McKinney Act, and small programs including Displaced Homemaker. The WIA legislation strengthens the links and/or improves the coordination among the workforce investment system and the adult education (WIA Title II-ABLE in Ohio), literacy and vocational rehabilitation programs reauthorized in the bill and the career-technical education programs addressed in Carl D. Perkins III legislation. WIA funds are available locally to assist in-school and out-of-school youth, 14-21 years of age, with activities that lead to academic and employment success. WIA eligible adults are 18 years of age and older. WIA funds are available to provide adults and youth employment and training services through local one-stop centers.

WorkKeys – National system of skill measurement designed by American College Testing (ACT), which serves business and industry. The system helps employers evaluate job requirements, select employees with appropriate skills and plan training for existing staff. It also allows employers to customize the program to meet their needs, while working in a standard, nationwide system.

Workplace Literacy Services – Literacy services that are offered for the purpose of improving the productivity of the workforce through the improvement of literacy skills.

The Ohio Career-Technical and Adult Education Dictionary, prepared by the Office of Career-Technical and Adult Education (CTAE), is not intended to include all terminology used by the career-technical community. This dictionary is on the CTAE Web Site (www.ode.state.oh.us/ctae). Further information can be obtained from the state office at 614-466-3430.

TCP?

CCIP?

ITACs?

GRADS?

EFF?

WIA?

ICP?

CTSO?