
OHIO CAREER-TECHNICAL EDUCATION DICTIONARY

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Prepared by the Office of Career-Technical Education
and the Association for Career and Technical Education

www.education.ohio.gov/Topics/Career-Tech

www.ohioacte.org

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CAREER-TECHNICAL EDUCATION DICTIONARY

INTRODUCTION

An understanding of terminology is critical to the communication of any message. This Ohio Career-Technical Education (CTE) Dictionary is designed to bring consistency and clarification to terms frequently used in CTE. New terms continue to evolve; other terms remain constant due to federal and state legislation.

The Ohio Department of Education (ODE) and the Ohio Association for Career and Technical Education (ACTE) prepared this dictionary to assist with the consistent use of language for presentations, letters and publications, and in everyday communications.

This dictionary is not intended to provide all CTE terms or to provide detailed information about each entry. In many cases, more detailed information can be found on Web sites of the Ohio Department of Education and the Ohio Board of Regents. For secondary career tech information, go to www.education.ohio.gov/Topics/Career-Tech. For postsecondary information, go to <https://www.ohiohighered.org/>.

FORMAT

Terms are provided in alphabetical order in the dictionary. 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 as necessary 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 submitted to Pat Huston at pat.huston@education.ohio.gov or Michelle Rammel at michelle.rammel@grantcareer.com

DICTIONARY

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

Academically Disadvantaged – Persons with an academic disadvantage are those who display any of the following:

- a. Reading and/or writing skill deficiencies below grade level;
- b. Math skill deficiencies;
- c. Performance two years below grade level on a standardized test;
- d. Fail a grade level; and/or
- e. Fail to attain minimal academic competencies.

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) – System that provides educational opportunities for adults who lack sufficient literacy skills needed for effective citizenship, further education and productive employment. ABLE services, free to eligible youth and adults, are:

- 1) foundation skills;
- 2) GED® preparation;
- 3) English for Speakers of Other Languages (ESOL);
- 4) family literacy;
- 5) workplace literacy and
- 6) Transitions.

ABLE is governed through the Ohio Board of Regents and is part of the University System of Ohio (USO).

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.

Adult Customized Training – Contracted services and/or industry/job- specific instructional programs designed to meet the special requirements of an employer (including a group of employers) and conducted with a commitment by the employer to employ an individual on successful completion of the training. According to 29 USCS § 2801 [Title 29. Labor; Chapter 30. Workforce Investment Systems; Workforce Investment Definitions], “the employer pays for not less than 50 percent of the cost of the training.”

Adult Education – Services or instruction below the postsecondary level for persons at least age 16, who are not enrolled in secondary school and who lack basic educational skills, a high school diploma or GED and/or are unable to speak, read or write English.

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 age 16 or older who are not otherwise enrolled in a high school for which the state board of education sets standards. Such programs consist of, and are limited to, those courses provided by a public high school for which credit may be granted toward the issuance of a high school diploma, pursuant to section [3313.61](#) of the Ohio Revised Code.

Adult Literacy – Ability to read, write and speak in English; and to compute and solve problems at levels of proficiency necessary to function on the job, in the family and in society.

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 “journeyperson” status. Pre-Apprenticeship Training Program helps potential entrants to the apprenticeship system develop their job skills and trade readiness so that they will be prepared to find work as apprentices.

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 what is commonly known as a two-year 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).

Association for Career and Technical Education (ACTE) – The largest national education association dedicated to the advancement of education that prepares youth and adults for careers.

Automotive Youth Educational System (AYES) – Approach for hiring and training automotive technicians. This national partnership of automobile manufacturers and dealers and education departments help fill many open service jobs by preparing students for entry-level positions in dealerships all over the country.

Buckeye Association of School Administrators (BASA) – A private, not-for-profit organization that serves school superintendents and other administrators throughout the state of Ohio. BASA, established in 1969, is an affiliate of the American Association of School Administrators. The mission of the Buckeye Association of School Administrators is to inspire and support its members, develop exemplary school system leaders and advocate for public education.

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 Finance, Business Administration, Management Information Systems, Digital Communication & Design, and Management, Marketing & Communication. 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.

Byrl R. Shoemaker CTE Institute – Opportunity for participants to increase leadership qualities, develop leadership characteristics and gain a holistic view of career-technical and adult education in Ohio. It is open to anyone who wants to improve his or her leadership skills and learn more about career-technical and adult education.

Capstone Course – Multiple opportunities for students to apply knowledge, attitudes and skills that were learned in the career-technical program in a more comprehensive and authentic way.

Career Assessment – Instrument, tool or experience that allows students to reflect on interests, skills or aptitude for realizing compatible career paths.

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

Career Connections – practical strategies for teachers, school counselors, families, community and business leaders to link student learning to future work. Topics include career awareness in elementary grades, career exploration in middle grades and career planning in high school. Experiences in kindergarten through high school include, but are not limited to, career field trips, interviews, assessment, research, goals, and plans. Also referred to as career development.

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 – Knowledge and skill related to 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 – Knowledge and skill related to careers in media, performing and visual arts.
- Business and Administrative Services – Knowledge and careers related to business management, administrative support, human resources and business administration.
- Construction Technologies – Knowledge and skill related to 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 and Training – Knowledge and skill related to careers in planning, managing and providing education and training services and related learning support services.
- Engineering and Science Technologies – Knowledge and skill related to 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 – Knowledge and skill related to careers in financial and investment planning, accounting, banking, insurance, real estate and business financial management.
- Government and Public Administration – Knowledge and skill related to careers in national defense, foreign service, governance, revenue and taxation, regulation and public administration at local, state and federal levels. In 2014, Ohio had no secondary career tech programs in this career field.
- Health Science – Knowledge and skill related to careers in planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services and biotechnology research and development.
- Hospitality and Tourism – Knowledge and skill related to careers in the management, marketing, and operations of restaurants and other food services, lodging, attractions,

recreation events and travel related services.

- **Human Services** – Knowledge and skill related to careers related to social services, counseling and mental health services, consumer services and personal care services. In 2014, the only program in this career field was in cosmetology.
- **Information Technology** – Knowledge and skill related to careers in the design, development, support and management of hardware, software, multimedia and systems integration services.
- **Law and Public Safety** – Knowledge and skill related to careers in planning, managing, and providing judicial, legal, public administration, public safety and protective services and homeland security.
- **Manufacturing Technologies** – Knowledge and skill related to 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** – Knowledge and skill related to 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** – Knowledge and skill related to 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 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 Assurance Guide (CTAG) – Provides a tighter alignment between secondary career-technical and postsecondary content and the development of pathways that encourage college going and increase statewide postsecondary options for career technical students.

Career-Technical Assurance Number (CTAN) – Matches the course/program to the appropriate CTAG competencies/learning objectives.

Career-Technical Credit Transfer (CT²) – Guarantees transferability of credits from Ohio high school/adult workforce career-technical programs to Ohio public two-year and four-year institutions. Go here for more information: <https://www.ohiohighered.org/transfer>.

Career-Technical Education – Career-Technical education 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).

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 91 CTPDs in Ohio.

Career-Technical Student (Secondary) – High school student enrolled in a career-technical program.

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.

Certificates – Documents signifying competency in specific knowledge and skills in a specialized and technical area related to jobs or practices typically focused on specific industry or profession standards. Types of certificates include proprietary or vendor-based (awarded by business certifying competence in 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 body of knowledge based on products using 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 – 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: multi-handicapped, hearing handicapped, visually handicapped, orthopedically and/or other health handicapped, severe behavior handicapped, and specific learning disabled, autism and traumatic brain injury. *See also "Individuals with Disabilities."*

College Tech Prep – Combination of college preparatory academics and advanced career-technical education with the objective of a seamless, non-duplicative transition from high school to postsecondary education. All Ohio secondary career-technical education programs are Tech Prep.

Common Core State Standards – A set of high quality academic standards in mathematics and English language arts/literacy (ELA). These learning goals outline what a student should know and be able to do at the end of each grade. The standards were created to ensure that all students graduate from high school with the skills and knowledge necessary to succeed in college, career, and life, regardless of where they live.

Community School – An independent school district; part of the state's program of education. Community school career tech programs operate within a CTPD.

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 enrolls in and completes an approved career-technical 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. The district that employs the teacher of the career-technical program reports this information.

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 CTE Concentrator is a student who has completed half of a CTE Workforce Development Program and has enrolled in the next course of the same CTE program.

Consolidated Annual Report (CAR) – Documentation of career tech work required each year by the U.S. Department of Education (USDOE). 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 USDOE on December 31 of each year, and the statewide data is reported to Congress.

Continuing Education Units (CEUs) – A measure used in continuing education programs. In order to renew a license Ohio, an educator needs 18 CEUs or 180 contact hours or six semester hours of coursework related to classroom teaching and/or the area of licensure.

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.

Course of Study – Official school district document defining key components of a program's curriculum and instruction based on appropriate content standards.

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

Credentials – A credential attests to the qualifications, competence, or authority of an individual to perform at levels of proficiency established by a third party with the relevant or de facto authority and competence to do so. Related to career technical education, credentials primarily reflect education and industry licenses, education and industry certificates and postsecondary degrees.

Credit Flexibility – Alternative pathways to earn high school credit in conjunction with increased rigor. Ohio Senate Bill 311, also known as Ohio Core Legislation, raised the graduation requirements to prepare all students to be college and career ready. The bill states school districts must “...develop a plan for students to earn competency, instead of or in combination with completing hours of classroom instruction.”

Ohio students can earn this high school credit by one or a combination of:

- 1) Completion of traditional coursework;
- 2) Demonstrate mastery of the course content;
- 3) Completion of an approved educational option.

CTE-26 – An application for approval of career -technical education programs.

CTE Report Card – Mechanism to measure and rate the performance of career-technical planning districts. The first CTE Report Card was released in the summer of 2013 and contained data for CTE Concentrators from the graduating class of 2011. The five components are:

- ❖ Achievement – Technical Skill Assessment Passage Rate
- ❖ Graduation
- ❖ Post-Program Outcomes
- ❖ Federal Accountability Results in reading, math, technical skill, high school graduation, placement, nontraditional enrollment and completion
- ❖ Prepared for Success (dual enrollment)

DECA – A 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.

Depth of Knowledge (DOK) – Developed by Norman L. Webb (Wisconsin Center for Educational Research) in order to aid in the alignment analysis of curriculum, objectives, standards, and assessments. The four DOK levels are:

DOK Level	Title of Level
1	Recall and Reproduction
2	Skills and Concepts
3	Short-term Strategic Thinking
4	Extended Thinking

Economically Disadvantaged – Persons meeting any of the following conditions:

- a. Family income is at or below the national poverty level;
- b. Parent(s) or guardian(s) of participant are unemployed;
- c. Parent(s) or guardian(s) receive public assistance;
- d. Students who are eligible to receive the free or reduced-priced lunch; and/or
- e. Participant is institutionalized or under state guardianship.

Educational Management Information Services (EMIS) – An automated data collection system of education information about Ohio’s public school students and public education resources. The purpose is to assure better accountability for tax dollars and performance.

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 Language Learners (ELL) – Students whose primary or home language is other than English who need special language assistance in order to effectively participate in school instructional programs.

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. *See Career Field, Agricultural and Environmental Systems.*

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, Career and Community Leaders of America (FCCLA) – A 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.

FFA – A career-technical student organization (CTSO) that is an essential part of the curriculum 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.

Full-time equivalency (FTE) – That portion of the school year a student was educated, as determined by the number of either days or hours of instruction provided to a student during a school year divided by its annual membership units. A student who enters at the beginning of a school year and is instructed for the total annual membership units would generate an FTE of 1.0.

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.

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 and 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.

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.

House Bill 59 – Ohio biennium budget bill for FY2014 and FY2015.

HOSA – A national career-technical student organization for students in health occupations.

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.

Individualized Education Program (IEP) – Statement that discusses the child's future and a statement of measurable annual goals, including academic and functional goals and benchmarks or short-term objectives. Benchmarks or short-term objectives shall be included for all children with disabilities and not for only-children with disabilities who take alternate assessments aligned to alternative achievement-standards.

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 Education Act (IDEA) – Federal law ensuring services to children with disabilities. It governs how states and public agencies provide early intervention, special education and related services children with disabilities.

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.

Internship: An experience that allows students to work in a professional environment to gain training and skills. Internships may be paid or unpaid and can be of varying lengths during or after the academic year.

Job Training Coordinator – Staff member who assists students with disabilities in making the transition from school to work and obtaining and maintaining employment.

Job shadowing: A career exploration activity that provides an opportunity to spend time with a professional currently working in a specific career field, occupation or area of interest. It allows a student to see and participate in what it is actually like to work in a specific job by observing day-to-day activities of someone in the current workforce, to ask questions, and gain occupational knowledge.

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 – Disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, 3301-51-01 - 18 - speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

License – A document issued by the Ohio State Board of Education to an individual deemed to be qualified to teach or practice in Ohio schools. Performance-based licensure is 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).

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.

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

Memorandum of Understanding (MoU) – Agreement between two or more parties.

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 Safety and Health Administration (OSHA) – Assures safe and healthful working conditions for working men and women by setting and enforcing standards and by providing training, outreach, education and assistance.

Ohio Academic Content Standards – What students should know and be able to do in academics such as English, mathematics, science and social studies. Extended (OACS-E) also are commonly known as "the extended standards." These standards help to ensure that students with significant cognitive disabilities are provided with multiple ways to learn and demonstrate knowledge. At the same time, the extended standards are designed to maintain the rigor and high expectations of the Common Core and Ohio Academic Content Standards.

Ohio Association for Career and Technical Education (ACTE) – Advocate for career-technical education (CTE) in Ohio that offers educators the information, representation and resources they need to provide outstanding educational opportunities for students of all ages and abilities.

Ohio Board of Regents (OBR) – Nine-member advisory board for higher education. Members of the Board of Regents are appointed by the Governor with the advice and consent of the Senate. Responsibilities of the Board include developing an independent annual report on the Condition of Higher Education in Ohio, and issuing an annual performance review of the Chancellor. The Board also is responsible for advising the Chancellor on issues of statewide importance affecting higher education.

Ohio Career-Technical Administrators Association (OCTA) – An organization of career-technical administrators. OCTA provides professional development and networking opportunities.

Ohio Career-Technical Competency Assessment (OCTCA) – State developed tests, which are part of the technical assessment system. OCTCA tests are administered electronically through a web-based application. Currently, all OCTCA tests are developed and administered by the Ohio State University through WebXam.

Ohio Department of Education (ODE) – State agency that has administrative oversight for grades K-12.

OhioMeansJobs.com – The state’s premiere career planning system, which offers comprehensive tools, online training and resources specifically for students and teachers. Students are able to learn more about their career interests and in-demand jobs, build résumés, search for college and training programs, create a budget based on future expenses, and develop meaningful academic and career plans for high school and beyond.

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

Ohio’s Principal Evaluation System (OPES) – Ohio’s new system for evaluating principals. Evaluations have two components, each weighted at 50 percent: 1) Principal performance rating; and 2) Student academic growth rating.

Ohio’s Teacher Evaluation System (OTES) – Process that provides educators with a detailed view of performance, with a focus on specific strengths and opportunities for improvement. Evaluations have two components, each weighted at 50 percent: 1) Teacher performance rating; and 2) Student academic growth rating.

Ohio Trade and Industrial Education Supervisors Association (OTIESA) – Organization that advocates for and provides information, professional development, networking opportunity and resources to career-technical administrators.

Pathways – See *Career Pathways*.

Performance Measures – Standards that measure career-technical performance. They are a specific method of quantifying student achievement through skill levels, outcomes and levels of services to analyze a CTPD’s progress.

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.

Problem based learning (PBL) – An instructional strategy in which students work cooperatively to investigate and resolve an ill-structured problem on real world issues or situations.

Professional Development Network (PDN) – Linkage of professional development providers charged with facilitating professional development opportunities to ABE staff. The main center is at The Ohio State University at the Center for Education and Training for Employment (CETE). The second center is at the state’s Ohio Literacy Resource Center located at Kent State University.

Project-based learning (PBL) – An instructional strategy in which students work cooperatively over time to create a product, presentation, or performance.

Project Lead The Way (PLTW) – With its focus on high-level mathematics, science and technology, PLTW is a framework for the development of schools of Science, Technology, Engineering and Mathematics (STEM). Participating teachers and schools must give PLTW course exams.

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.

Program of Study – A pathway of secondary and postsecondary non-duplicative course sequences that culminates in a diploma, credential(s), and/or degree(s).

Quality Program Standards for CTE – An evaluation instrument, required by Ohio HB 59, which requires ODE and the lead district of each CTPD to conduct an annual review for each career-technical education program within the planning district, beginning FY2016.

Race to the Top (RttT) – The Race to the Top Fund provides competitive grants to encourage and reward States that are creating the conditions for education innovation and reform.

Resident Educator Summative Assessment (RESA) – A performance-based assessment that on Ohio beginning teacher, known as a resident educator, must successfully pass. The assessment calls for resident educators to demonstrate their ability to design and implement instruction that: engages students in complex thinking; and uses formative and summative assessments to inform their teaching practices.

Resident Educator Program – A four-year induction program that provides ongoing support to Ohio's new teachers throughout their residency. Teachers today begin their careers with four-year resident educator licenses that are non-renewable. During this time, they must complete all four years of the Ohio Resident Educator program and successfully pass the RESA to qualify for a five-year professional license.

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.

Science, Technology, Engineering and Mathematics (STEM) – Focuses in the infusion of high school level mathematics and science into curriculum. The connected work with leadership from the state Office of Career-Technical Education includes Project Lead The Way (PLTW), Automated Materials Joining Technology and equalizing career field enrollment among gender, race, ethnicity and special populations.

STEM Equity – Initiative related to meeting Perkins requirements of nontraditional enrollment in career tech programs.

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.

SkillsUSA (formerly VICA) – A 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 provides curricular activities that enhance leadership, citizenship and character development. SkillsUSA is a partnership of students, teachers and industry working together to ensure America has a skilled workforce.

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 Education – Specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions and in other settings; and instruction in physical education, and includes the terms specified in the federal regulation at 34 C.F.R. 300.39.

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.

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.

Student Learning Objectives (SLOs) – A measurable, long-term academic growth target that a teacher sets at the beginning of the year for all students or for subgroups of students. Student learning objectives demonstrate a teacher's impact on student learning.

Students with Disabilities – “Child with a disability” means a child evaluated in accordance with rule 3301-51-06 of the Ohio Administrative Code as having a cognitive disability (mental retardation), a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance, an orthopedic impairment, autism, traumatic brain injury, another health impairment, a specific learning disability, deaf-blindness or multiple disabilities.

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.

Technical Certificate: Credential meeting the following criteria related to a program of study:

- Designed for an occupation or specific employment opportunity
- Students preparation for a valid occupational license or third-party industry certification, if available.

Transition Plan – Strategies and procedures that a school district uses to assure that all students have equal access to educational opportunities. For each child with a disability, beginning at age 14 (or younger, if determined appropriate by the IEP team), the IEP includes a statement, updated annually, of the transition service needs of the child under the applicable components of the child’s IEP that focuses on the child’s courses of study (such as participation in advanced placement courses or a career tech education program).

Vocational Education – See *Career-Technical Education*.

WebXam – See *Ohio Career-Technical Competency Assessment (OCTCA)*

Work and Family Life – Middle and high school programs that support student transition into the adult roles of worker, family member and community member.

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

Work-based Learning – A coordinated, coherent sequence of experiences featuring partnerships with local business and industry. Work-based learning must be:

- ❖ an integral part of the career-technical program.
- ❖ based on career-technical education program standards.
- ❖ supervised and evaluated.
- ❖ documented.

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 (WFD) – 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 for a minimum of 450 hours.

Workforce Investment Act (WIA) – Federal law legislation that 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.

WorkKeys – A skill measurement designed by American College Testing (ACT), which helps employers select, hire, train, develop, and retain a high-performance workforce. It allows employers to customize the program to meet their needs, while working in a standard, nationwide system. The assessment measures knowledge and skills in Applied Mathematics, Locating Information and Reading for Information.

The Ohio Career-Technical Education Dictionary, prepared by the Office of Career-Technical Education (CTE) and the Ohio Association for Career and Technical Education, is not intended to include all terminology used by the career-technical community. Further information can be obtained from the state office of CTE at 614-466-3430.