



GLOSSARY OF TERMS

BUSINESS AND EDUCATION PARTNERSHIP TOOLKIT

Accommodation - Changes in the curriculum, instruction, or testing format or procedures that enable students with disabilities to participate in the general education curriculum. Accommodations should be considered to include assistive technology as well as changes in presentation, response, timing, scheduling, and settings that do not fundamentally alter the requirements. Accommodations do not invalidate assessment results.

ACT- the leading United States college admissions test that measures what you learn in high school to determine your academic readiness for college.

Apprenticeship - Apprenticeships are highly formal job training experiences that involve studying with an experienced mentor on the job. Student apprentices can “earn while they learn,” since apprenticeships are full-time, paid positions that provide specialized training in specific industries. Apprentices must be high school graduates since apprenticeships are full-time job commitments.

Assistive Technology Device - Any item, piece of equipment, or product system whether acquired commercially, off the shelf, modified, or customized that is used to increase, maintain, or improve the functional capabilities of a student with a disability. Excludes surgically implanted medical devices.

Career Clusters - Career Clusters are groups of occupations and industries that share a set of foundational knowledge and skills. There are 16 nationally recognized career clusters with multiple career pathways.

Career Pathways - Career Pathways are multi-year programs of academic and technical study that prepare students for a full range of options within each of the 16 career clusters.

Cluster Program of Study - Comprehensive broad overview of the cluster pathway program.

College and career ready - Means that students graduate from high school prepared to enter and succeed in postsecondary opportunities whether college or career.

Co-Op Internship - Similar to an internship for a much lesser time commitment (usually 3 weeks) but are repeated throughout their school term. Ex: Fall term (school), winter break (co-op internship), Spring term (school), summer break (co-op).

CTE - Career Technical Education

Demand Occupation - A demand occupation is one in which substantial numbers of employment opportunities exist within the local area. Demand occupations may also include occupations that are considered to be emerging.

FAFSA- Free Application for Federal Student Aid

In-School Youth (ISY) - In-school youth are youth not younger than 14 or older than 21 that are attending school. Youth that are home schooled or virtual learners are considered in-school youth. To qualify as an in-school youth under WIOA Title 1, the youth must be low income and fall into one or more of the following categories.

- Basic Skills Deficient
- Individual with a Disability
- An English language learner
- An offender (juvenile who is or has been subject to any stage of the criminal justice process)
- A homeless or runaway youth
- In foster care or ages out of foster care
- Pregnant or parenting
- Requires additional assistance to complete an educational program or to secure and hold employment

Individual Career Academic Plan (ICAP) - Individual Career Academic Plan is a multi-year process that intentionally guides students as they explore career, academic, and postsecondary opportunities.

Individualized Education Program (IEP) - A written document (developed collaboratively by parents and school personnel) which outlines the special education program for a student with a disability. This document is developed, reviewed and revised at an IEP meeting at least annually.

Individualized Education Program (IEP) Team - Established by the Individuals with Disabilities Education Act (IDEA), the IEP team is responsible for determining a student's placement, developing the student's IEP, and reviewing/revising the student's IEP and placement at least annually. An IEP team is comprised of required members; the IEP team may include other stakeholders, when appropriate.

Individual Employment Plan (IEP) - An ongoing strategy jointly developed by the adult participant and the case manager that identifies the participant's employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve the employment goals.

Individual Service Strategy (ISS) - The ISS is an ongoing strategy jointly developed by the youth participant and the case manager, which identifies an age-appropriate employment / career goal, appropriate achievement objectives, and appropriate combination of services for the participant to reach these objectives.

Individual Training Account (ITA) - Funds that can be used by individuals who have been determined eligible under WIOA to receive training services. Training funded by an ITA must be selected from the Eligible Training Provider List (ETPL).

Internship - Usually a semester or summer break commitment with an employer. Internships are great for students who want to work in an organization, sometimes without pay, in order to gain work experience, satisfy requirements for a credential or gain course credit while still in high school. Internships are typically for students in their junior or senior year.

Job Shadow - Job shadowing allows students to explore a specific career by following an employee while they perform their typical work duties in a real-world work environment. Job shadowing is a temporary and unpaid experience that provides valuable career information to participants. Students of any age can participate in a job shadow experience.

Modifications - Change, lower, or reduce learning expectations. In addition, they increase the gap between the achievement of students with disabilities and expectations for proficiency at grade-level.

Occupational Skills Training - Youth - (*Youth program element 4*) – Element four is an organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels. Occupational skills training must be outcome-oriented and focused on an occupational goal specified in the individual service strategy, be of sufficient duration to teach the skills needed to meet the occupational goal, and lead to the attainment of a recognized postsecondary credential.

Out-of-School Youth (OSY) - A youth between the ages of 16-24, not attending any school (as defined by state law, Oklahoma Code, Title 70-1-1006) with one or more of the following barriers:

- Individual with a disability
- School dropout
- Not attended school for at least the most recent complete school year calendar quarter
- A high school graduate who is low income and either an English language learner or basic skills deficient
- An offender (juvenile who is or has been subject to any stage of the criminal justice process)
- A homeless or runaway youth
- In foster care or ages out of foster care
- Pregnant or parenting
- Low income and requires additional assistance to complete an educational program or to secure and hold employment

PATH - Professional Academic Technical Honor

Pre-Apprenticeship - Pre-Apprenticeship programs help students master essential basic skills before enrolling in a registered apprenticeship program. After being accepted into an apprenticeship, students will often receive credit for prior experience. Students will need to consult with their local school counselor as age limits will vary.

Programs of Study - Programs of Study are sequences of courses that follow a logical progression of secondary and postsecondary components that are connected to each career pathway.

Program Plan of Study - Specific courses and hours of a program.

Service Learning - “Service Learning allows students to learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with the school and community. Service learning is integrated into the student’s academic curriculum or provides structured time for a student to think, talk, or write about what the student did and saw during the actual service activity. It provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities. It also enhances what is taught in school by extending student learning beyond the classroom and into the community and helps to foster the development of sense of caring for others” ([National and Community Service Act of 1990, https://www.nationalservice.gov/sites/default/files/page/Service_Act_09_11_13.pdf](https://www.nationalservice.gov/sites/default/files/page/Service_Act_09_11_13.pdf)).

Skills Based Resume - Resume that breaks down their soft, transferable, employable skills as the main content of their resume. This allows the focus to be on their skills and ability verses “where” they gained them.

STEM - Science Technology Engineering & Math

Transferable skills - Skills that are valuable to employers regardless of where you gained them; same as soft skills.

Transition Services - A coordinated set of activities for a student with a disability, designed within an outcome-oriented process. Services are based on individual student needs addressing instruction, related services, community experiences, employment, post school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

Transition for students on IEPs - Transition planning is a formal process for helping kids with IEPs figure out what they want to do after high school and how to get there. It’s required by the Individuals with Disabilities Education Act (IDEA).

Transition for students in the foster care system - A transition plan for youth no later than 90 days prior to the youth’s 18th birthday. A transition plan describes an individual’s goals as well as the actions and supports required to achieve those goals as they transition out of foster care.