Ohio-Specific Perkins IV Terminology

The list below is provided to inform the work of the Ohio Perkins IV Five-Year Plan (FY2009-FY2013). Further detail often can be obtained by going to www.ode.state.oh.us and typing the term in the Web search box.

**Adult Workforce Education (AWE)**

*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.

**Articulation**

*Prescribed curriculum sequence that allows credit transfers from one area to another.* The “areas” could be 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.

**Articulation Agreements**

*A legal agreement between two educational institutions to prescribe curriculum sequence, educational experiences, industry credentialing opportunities and credit transfers for students enrolled simultaneously or in sequence at both institutions.* According to the Perkins Act of 2006, articulation agreement “means a written commitment that is agreed upon at the state level or approved annually by the lead administrators of a secondary institution and a postsecondary institution . . . to provide students with a nonduplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate or a degree and is linked through credit transfer agreements between the two institutions.”

**Career Field**

*Grouping of occupations and broad industries that share a fundamental base of knowledge and skills.* 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 includes:

- Agricultural and Environmental Systems
- Arts and Communication
- Business and Administrative Services
- Construction Technologies
- Education and Training
- Engineering and Science Technologies
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law and Public Safety
- Manufacturing Technologies
- Marketing
- Transportation Systems
Career fields contain one or more pathways and programs.

**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.* Each pathway contains programs and courses.

**Career Field Technical Content Standards**
*What students should know and be able to do within a career field.* Technical content standards are the curricular framework for career-technical education programs in a career field. Each document contains core, pathway and specialization competencies developed from a combination of business/industry, business process and academic content standards and with external educator and business representative input.

**Career Based Intervention (CBI)**
*Work-based learning and academic intervention programs for students (ages 12-21) with barriers to career and academic success.* CBI is a key strategy to help students progress to Grade 10, demonstrate proficiency on the Ohio Graduation Tests and gain access to the challenging coursework that prepares them for life after high school.

**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, excluding the corrections (prison) system, which is another type of CTPD. District types within the 92 CTPDs include:

- **Contract district** – School district that contracts for career-technical education services with a CTPD.
- **Compact district** – One form of a CTPD or legal entity through which career-technical programs are delivered. A number of school districts enter into a contract of operation to provide career-technical education, generally designating one district to serve as administrator; the administering district changes periodically, based on a joint decision by all districts in the compact.
- **Comprehensive district** – One form of a CTPD, or legal entity through which career-technical programs are delivered. Comprehensive (often called traditional) districts must have 1,500 or more students; they offer career technical education in career centers and/or at existing high schools in the district.
- **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. In June 2007, 49 of the 92 CTPDs were JVSDs.

**College Tech Prep**
*Connected, rigorous sequence of courses that leads to a postsecondary degree.* Also known as, “Tech Prep,” College Tech Prep – operated under collaborative leadership of the Ohio Department of Education and the Ohio Board of Regents – 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.

**Concentrator**
*Student/graduate with a program certificate of completion.*

**Credentialeading**
*Process of recognizing a validated competency list as a basis for hiring or establishing eligibility for employment in a specific job and verifying knowledge and skills when continuing further education.*
CT2
*Initiative that builds upon and extends articulation and transfer of credit.* Mandated by HB 66 and led collaboratively by the Ohio Department of Education and the Ohio Board of Regents, CT2 identifies equivalent or common technical content in secondary education, adult workforce education, and postsecondary education courses. The credit transfer initiative involves research of recognized industry standards and credentials; study of technical standards, current articulation agreements, and common courses; and stakeholder input to create a state system with standard learning outcomes translated into standard guaranteed credit transfer. The focus in FY2007 was on Nursing, Engineering Technology, Medical Assisting, Information Technology (Networking), and Automotive Technology.

**Eligible State Agency**
Agency designated or created by a state board of education and/or legislature as the sole state agency responsible for the administration/supervision of the administration of the state vocational (career) and technical education program.

**Fiscal Agent**
Designated authority to receive and disburse funds.

**Graduation, Reality And Dual-role Skills (GRADS)**
*Instructional and intervention program for pregnant and parenting students.* GRADS, which operates within the Office of CTAE Family and Consumer Sciences unit, 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.

**Higher Education Information (HEI) System**
*Data system for Ohio public colleges and universities.* Similar to the Ohio Department of Education’s K-12 data gathering/collection system known as Education Management Information System (EMIS), the HEI system includes data on students, courses, faculty, facilities and finances.

**High Schools That Work (HSTW)**
*Nationally recognized, data-driven, school-wide improvement framework based on key practices and conditions for accelerating learning and raising academic standards for all students.* HSTW, initiated through the Georgia-based, Southern Regional Education Board (SREB), provides a framework to improve academic and technical achievement.

**Individual Academic and Career Plan (IACP)**
*Selection of student work and career plans to assess performance and determine needs and progress.* Formerly known as the ICP, the enhanced (2007) IACP is an online planning tool with added enhancements of planners for careers and courses, an assessment record and an experience log. The IACP, accessible 24-7, encourages parent/guardian and educator assistance. The planning tool is accessed through the Ohio Career Information System, an Internet-based, career information planning system.

**Individualized Education Program (IEP)**
*Planning tool to help improve performance of children with disabilities.* The IEP is developed by Local Education Agencies (LEAs), such as school boards, for each child with a disability who resides in their jurisdiction. The Individuals with Disabilities Education Improvement Act (IDEA) of 2004 and the Individuals with Disabilities Education Improvement Act (IDEIA) (34 C.F.R Part 300.22) mandate that states adopt rules and regulations in support of these federal statutes. Ohio’s state regulations are outlined in the Operating Standards for Ohio’s Schools Serving Children with Disabilities (Sections 3301-51-01 through 09 and Section 3301-51-11 of the Ohio Administrative Code). An IEP form has been developed by the Ohio Department of Education’s Office for Exceptional Children.

**Making Middle Grades Work (MMGW)**
Network of schools, districts and states committed to implementing 10 essential elements in a comprehensive improvement framework for students in middle grades. MMGW, initiated through the Georgia-based, Southern Regional Education Board (SREB), provides a framework to improve academic and technical achievement, as does HSTW.


*Federal legislation with requirements for state career-technical and adult education systems from FY2008 through FY2013.* The Carl D. Perkins Career and Technical Education Act of 2006 (commonly referred to as Perkins IV) seeks for state plans with increased focus on the academic achievement of career and technical education students, strengthened connections between secondary and postsecondary education and improved state and local accountability.

**Program** (CTE Program)

*Series of secondary courses within a career pathway.* Programs, listed by subject title and subject code within the Educational Management Information Services (EMIS) data collection system, are designed to provide students with content expertise and/or industry credentialing enabling them to pursue postsecondary education and/or a career in that pathway.

**Program of Study**

*Course of study defining key components of program curriculum and instruction based on appropriate content standards.* The course of study must align with the local district’s mission, philosophy and educational goals and specify learning and performance objectives. It will establish a scope and sequence of knowledge and skills to be taught in each grade and a means to assess student progress and the need for intervention.

**Project Lead The Way (PLTW)**

*Nationally recognized, standards-based, high school pre-engineering program combined with college preparatory mathematics, science and technology.* PLTW, which started in Ohio in 2004, is closely aligned with College Tech Prep, STEM, and Ohio’s Third Frontier initiative focused on high-skill, high-wage, high-demand careers. Ohio PLTW leadership comes from the Ohio Department of Education, Ohio Board of Regents and an executive council of business/industry and education partners. Among possible future careers for students graduating from PLTW programs are chemists; environmental scientists; architects; and civil, electrical and mechanical engineers.

**Specialization**

*Career specialty within a career field.* In addition to core knowledge and skills, specialization refers to more in-depth, specialized knowledge of processes, terminology, hands-on experience and industry credentialing needed for competency and employment or further education in that specialization. Examples of specializations are Phlebotomy or Surgical Technology within the Health Science Career Field or Heavy Equipment within the Construction Technologies career field.

**Special Populations**

*Individuals with specific barriers to education achievement.* Special populations, as defined by the Carl D. Perkins Vocational and Technical Education Act, IDEA, IDEIA and other educational legislation and regulations include: 1) individuals with disabilities; 2) the 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.

**Stackable Certificates**

*Uniform, accessible system of transferring competencies for further education of adults.* Led collaborative by the Ohio Department of Education and the Ohio Board of Regents, this plan in process (6.07) addresses standards for earning pre-college certificates, degree and advanced-specialization training, among other areas.
Science, Technology, Engineering and Mathematics (STEM)
*Emphasis on higher-level science, mathematics and technology courses.* This nationally based initiative is research- and market-driven with emphasis on higher order thinking skills.

Transfer Assurance Guide (TAG)
*College/university advisory tool that defines agreed upon course-learning outcomes to allow transfer of credit from one state institution to another.* In June 2007, there were 38 discipline-specific pathways involving more than 3,700 pre-major and beginning major courses that were part of the credit transfer system, mandated by the Ohio General Assembly.

Work Keys
*Business/industry-driven, national system of skill measurement designed by American College Testing (ACT).* 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.

*Information provided by the Ohio Department of Education (ODE)*