



Appendix E: Terms & Definitions

Academic Skills

Those skills, including communications, mathematics, science, and basic literacy proficiencies, are necessary to achieve career success and to facilitate lifelong learning.

Advisory Teacher

In-school mentor

AFC (Academic Foundation Certificate)

This certifies a student's ability to do college-level work in English Language Arts and mathematics without remediation.

AP (Advanced Placement)

Advanced Placement courses are college-level courses offered in high school and for which standardized course syllabi and tests are provided by the College Board. Advanced Placement courses are often eligible for college credit.

Articulation Agreement

Written commitment to a program designed to provide students with a non-duplicative sequence of progressive achievement leading to degrees or certificates in a tech-prep program.

AEELA – (Acceleration English Language Arts)

Basic Skills

Essential academic and personal abilities that enable a person to succeed in school and the workplace. Traditional referred to as basic education skills - reading, writing, and arithmetic. In recent years, educators and employers have expanded the definition to include a number of cognitive and interpersonal abilities, including the capability to think and solve problems, communicate information in oral, written, and electronic forms, work effectively alone and in teams, and take personal responsibility for self-development.

Benchmarking

The continuous process of measuring producers, services, and practices against strong competitors or recognized industry leaders. It is an ongoing activity that is intended to improve performance and can be applied to all facets of operation. Benchmarking requires a measurement mechanism so that the performance "gap" can be identified.

It focuses on comparing best practices among dissimilar enterprises.

Block Scheduling

A means of circumventing the time constraints of a single class period. The traditional school day is typically divided into six or seven classes of 45 to 55 minutes. In contrast, blocked courses may be scheduled for two or more continuous class periods or days to allow students greater time for laboratory or project-centered work, field trips, or work-based learning and special assemblies or speakers. Block scheduling reduces instructional time lost in passing classes.

Capstone Course

A career cluster capstone course is a structured experience that provides students the opportunity to tie together vocational and academic coursework in a way that is meaningful, experiential, and connected to the student's chosen career pathway. Generally offered at the 12th grade, a capstone experience could be a structured mentorship, senior project, or summer academy geared to the student's career interests and yielding a portfolio.

Career Academy

A school-within-a-school that offers students academic programs organized around broad career themes. Integrating classroom instruction with work-based learning, academies equip students with the necessary skills for both workplace entry and post-secondary admission. Staffed by a team of teachers from various disciplines, academy classes are block scheduled and smaller than those in the typical high school. This enables teachers to structure activities that build students' sense of membership in the academic community. Curricula are often planned with the assistance of business partners, who suggest program structure, provide classroom speakers, host school field trips, and provide mentors for individual students. Where possible, students are placed in jobs related to their field of study in the summer following their junior year, and may spend part of their senior year participating in a work experience program.

Career Awareness

Instruction that introduces students to a range of career options. These school-based programs, often aimed at elementary and middle school levels, help expand the occupational knowledge of youth by helping them identify occupations and career cluster areas they may be interested



in pursuing during their secondary years. Introducing students to a wide range of labor market issues and teaching them about the education and training requirements of different occupations, career awareness activities may include studying and producing work products, participating in career inventory and assessment programs, and interacting with and listening to presentations by employers and career counselors.

Career Clusters

Groupings of occupations from one of more industries that share common skill requirements. Career clusters provide a means of organizing the thousands of career choices for implementation in the school curriculum.

Career Day/Career Fairs

Special events that allow students to meet with post-secondary educators, employers, or career development professionals to learn about future work opportunities. Career day activities are designed to help students think about their skills and knowledge in relation to potential careers and to meet service providers who can assist them in acquiring the necessary skills and experience for workplace skills.

Career Guidance / Counseling

Programs that: (A) develop individual career awareness, career planning, career decision making, placement skills, and knowledge and understanding of local, state, and national occupational, educational, and ongoing market needs, trends, and opportunities; (B) assist individuals in making and implementing informed educational and occupational choices; (C) help students develop career options with attention to surmounting gender, race, ethnic, disability, language or socioeconomic impediments to career options; and (D) encourage careers in nontraditional employment.

Career Development

Securing additional training and on-the-job experience over time.

Career-Focused Education

Educational programming in which curriculum content and learning experiences clearly connect to the world of work.

Career Pathway

A series of academic, technological, and occupational coursework and other educational experiences leading to a career specialty.

CASN

Career Academy Support Network
(<http://casn.berkeley.edu/index.html>)

CHOICES

Computer software that allows students to explore occupations and schools in order to plan their future.

Cohort Classes

Cohort classes include the same group of students who together follow a defined schedule to meet specific educational goals.

Common Planning Period

Academic teachers have the same planning period 3-5 days week to discuss student performance

Contextual Learning

Instruction that imparts knowledge within the "context" in which it will later be used. Linking abstract concepts with real-life problems, contextual learning enables students to test and prove academic theories via tangible, real work applications.

Credential

A credential is a certificate or diploma that certifies that a student has met the training requirements for a particular career, job, or skill. In some instances, a credential is "portable," meaning that the credential is accepted any geographic location that a student may chose to live; e.g., high school diploma.

Dual Enrollment

Dual enrollment is where a student is enrolled at their high school and at a postsecondary institution at the same time. Some dual enrollment class credits may be applied towards the high school diploma while others may be eligible for college credits.

Employability Skills

These are personal development and leadership abilities essential for increased productivity, economic self-sufficiency, career flexibility, business ownership, and effective management of work and family responsibilities.

ePep

The ePersonal Education Planner is a tool to help students plan their course progressions. See
http://www.facts.org/html_sw/hspln_main.html

**Erissworks**

Labor market data base.

General Track

Unlike the academic track (which offers advanced instruction to the college-bound) or the vocational track (which outfits youth with entry-level job skills), the general track is characterized by a less rigorous and more broadly defined curriculum that neither prepares students for college nor the workforce.

Gold Seal Vocational Scholarship

The Florida Gold Seal Vocational Scholarship program provides renewable, annual scholarships of up to \$2,000 per year for excellence in academic achievement and vocational preparation.

See http://www.afn.org/~stw/old_html/goldseal.htm for more information.

High Performance Workplace

A workplace model that suggests a robust, thriving economy can be sustained if more sophisticated, technically advanced and efficient production techniques are employed. This type of workplace requires workers with advanced academic and occupational skill sets that enable them to learn on the job, adapt to rapidly changing technology, and work in teams to solve problems. The emerging "high performance workplace" stresses more flexible, decentralized systems in which multi-skilled workers share greater responsibility for and control over their work.

High Skill, High Wage

In a high skill, high wage economy, employers pay workers higher salaries than they might otherwise earn because workers' advanced skill holdings make them more efficient, and thus more profitable to the firm. Shifting to this type of workforce may require reforming secondary and post-secondary curriculum and emphasizing instruction that smoothes the transition from school to work. Employees must have a solid foundation in basic and higher level academic knowledge, a variety of general and specialized work skills learned over time, as well as the ability to work in teams, accept group responsibility and constantly learn new skills while adapting to changing technology.

Industry Certified Vocational Teachers

Instructors have been evaluated and passed the industry certification area in which they teach students, for example a teacher who is certified with a C.N.A. or R.N. when she teaches nursing students.

Intermediary

Intermediaries bring together the key leaders in a community and provide a forum for ongoing dialogue and decision making related to the implementation and long-term sustainability of partnerships. They encourage policies that promote and sustain effective youth transition practices. They ensure quality and impact of local efforts. They broker and provide services.

Internships

For a specified period of time, students work for an employer to learn about a particular industry or occupation. Students' workplace may include special projects, a sample of tasks from different jobs, or tasks from a single occupation.

Job Shadowing

A student follows an employee for one or more days to learn about a particular occupation or industry. Students explore a range of career objectives and select a career major for the latter part of high school.

Keys2Work

A Web based recruiting and career exploration system that uses Work Keys skills to match job seekers with career opportunities.

Major

An area of concentration in studies. Majors usually require specific coursework which is defined by each school.

Mentors

Role models for youth. Mentors understand the world of work and have proven to be valued workers concerned about their customers and fellow employees.

NAF

National Academy Foundation (www.naf.org)

NCAC

National Career Academy Coalition (www.ncacinc.org)

Occupational Skills

Those skills involving the technical abilities to perform required workplace tasks, including problem solving and critical thinking.

Portfolio

A collection of work that documents a student's educational



performance and employment experiences over time. Typically includes a range of work (e.g., reports, photographs) assigned by the teacher and selected by the student. Portfolios may be used for a variety of purposes including: increasing student learning opportunities; helping students demonstrate a wide variety of skills; assisting students in recognizing their own academic growth; and teaching them to take greater responsibility for their own learning and development.

Postsecondary Educational Institution

A two- or four-year school that provides formal instructional programs with a curriculum designed primarily for students who have completed the requirements for a high school diploma or equivalency certificate. Curricula include academic, vocational, and continuing professional education purpose but excludes vocational and adult basic education programs.

Project-based Learning

Students in small groups identify and solve problems using skills learned in all academic disciplines and from applicable experiences gained.

Ramp-up or Safety Net Program

Program for preparation or remediation of students for higher-level courses or bridge a learning gap.

Rigorous Curriculum

One of the curriculum levels defined for the High School Transcript Study – four years of English; three years each of social studies, mathematics (which includes precalculus or higher), and science (which includes biology, chemistry and physics); and three years of foreign language.

SCANS

The Secretary's Commission on Achieving Necessary Skills (SCANS) was convened in February 1990 to examine the demands of the workplace and to determine whether the current and future workforce is capable of meeting those demands. The Commission was directed to: (1) define the skills needed for employment; (2) propose acceptable levels of those skills; (3) suggest effective ways to assess proficiency; and (4) develop a strategy to disseminate the findings to the nation's schools, businesses and homes. Based on its research, the Commission identified five competencies skills necessary for work place success and three foundations skills and qualities that underline competencies. These include:
Competencies - Effective workers can productively use:

- Resources - allocating time, money, materials, space, and staff
- Interpersonal Skills - working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds
- Information - acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information
- Systems - understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems
- Technology - selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

Foundations - Competence requires:

- Basic Skills - reading, writing, arithmetic and mathematics, speaking, and listening
- Thinking Skills - thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning
- Personal Qualities - individual responsibility, self-esteem, sociability, self-management, and integrity.

School-To-Work

A systematic approach to workforce preparation that has three basic elements: school-based learning, work-based learning, and connecting activities. Local partnerships, with employers as key members, plan and operate School-To-Work systems. School-To-Work transition system A school-to-work transition system is a critical part of the broader workforce development system. It is a system designed to help all young people get the academic and technical training to prepare them for high performance workplaces. The components of such a system include:

- The kind of restructured school system that helps all students meet the world-class academic and applied learning standards represented by a universal literacy qualification (Certificate of Initial Mastery)
- Applied learning experiences throughout elementary, middle, and high school to help all students meet those standards
- Ways of helping students make choices about their futures, including career awareness activities and workplace experiences integrated into the elementary, middle and high school curriculum as well as high quality counseling and advising services
- Multiple choices for the future, including rigorous



technical training programs that combine school and work-based learning and result in nationally recognized industry skill certificates

- Flexible and open pathways between college preparatory, community service/work and technical programs for all young people.

This system would be governed by the same governing structure overseeing the broader workforce development system.

Targeted Industries List

A research based list provided by the Regional Chamber of Commerce that indicates the local and regional industries that are primed for expansion as the labor pool is available and trained.

Thematic Unit

A thematic unit centers around a specific topic, or theme, and is used in classes across disciplines (e.g. math, English, science).

TLA

Thematic Learning Activity is one that integrates an academic and career area with a challenging project to have students utilize all learned skill areas. Example: Finance Academy students who read the “Rich Dad, Poor Dad” book and prepare a project for the English and Finance Instructors.

Triple Crown Diploma

- Academic Foundation Certificate
- College credits
- Industry certification

Lower Division / Upper Division

Lower division – 9th & 10th grades

Upper division – 11th & 12th grades

Work-Based Learning

Learning that takes place in the workplace. Work-based learning includes activities that can range from shorter-term, introductory types of experiences to longer-term, more intensive ones, including paid work experiences and formal training. Although work-based learning activities vary, they generally involve schools and employers working together to devise objectives, activities, and work tasks, and sometimes, criteria for monitoring or assessing students.

Work Keys

An assessment developed by ACT that measures work relevant skills.