



## Career, Technical and Agricultural Education Glossary

**Career, Technical and Agricultural Education (CTAE):** CTAE consists of various program concentrations of Career Pathways that have been developed for students to select and complete. Career Pathways have three or four specialized courses developed to provide students with rigorous core elements, performance standards, and skills necessary after high school graduation to go straight into the workforce or choose college/university, or the military for additional training. Each career pathway provides students with the necessary tools to be successful at the next level of their educational career. Performance standards will allow instructors to teach to the depth each student needs and deserves.

**Alternative Certification:** Alternative certification is a process that allows individuals to bypass the time and expense involved in attaining a teacher degree or completing a graduate program. Completion of alternative certification programs typically results in a standard teaching certificate or an alternative or provisional certificate. Providers of alternative certification can be colleges of education, non-profit and for-profit organizations or school districts.

**Capstone:** In an established and coherent sequence of courses, a capstone is the final, most advanced course through which students apply their learning from the preceding courses. A capstone can also refer to a multi-faceted assignment that serves as a culminating academic and intellectual experience for students, typically at the end of a CTAE program or program of study. Capstone projects may take a wide variety of forms, but most are long-term investigative projects that culminate in a final product, presentation or performance. Capstone projects also tend to encourage students to connect their projects to community issues or problems and to integrate outside-of-school learning experiences, including activities such as interviews, scientific observations or internships.

**Career Academy:** A career academy is either a stand-alone school or a "school-within-a-school" that provides preparatory curriculum in the context of a career-oriented theme. There are approximately 7,000 career academies serving 1 million students in a range of specializations. About a quarter of all public high schools offer specialized career academies.

**Career Advisement/Guidance:** Career advisement/guidance is a comprehensive, developmental approach designed to assist individuals in making and implementing informed educational and occupational choices. A career guidance and counseling program develops an individual's competencies in self-knowledge, educational and occupational exploration and career planning.



**Career Cluster:** The National Career Clusters® Framework was developed to transform vocational education into CTAE. The Framework includes 17 Career Clusters and 135+ Career Pathways that together represent the entire world of work.

These Career Clusters organize academic and technical knowledge and skills into coherent sequences from secondary to postsecondary education. The Framework's use reaches far and wide, with all states using it in some form to describe and organize their CTAE systems, including their reporting of state CTAE enrollments to the federal government.

**Career Coach:** A career coach assists students in preparing for postsecondary education and/or careers by providing career counseling, financial guidance and college and career supports.

**Career Development:** Career development is a process usually involving school counseling programs to help students understand the connection between school and the world of work and plan for and make a successful transition from school to postsecondary education and/or the world of work as well as successful transitions among careers across the lifespan.

**Career Pathway:** There are multiple definitions for career pathways. Through the lens of the National Career Cluster Framework, a career pathway is the grouping of knowledge and skills (and CTAE programs of study) shared by related professions – a layer down from the 16 Career Clusters. As defined by the Workforce Innovation and Opportunity Act, a career pathway is a combination of rigorous and high-quality education, training, and other services that prepares an individual to be successful in any of a full range of secondary or postsecondary education options.

More generally, many organizations and initiatives, such as New Skills for Youth, use the term career pathway to serve as an umbrella term for all career-focused course sequences, including CTAE programs of study and other state- or locally defined programs extending across secondary and postsecondary systems.

**Career Technical Student Organization (CTSO):** A CTSO is a co-curricular organization that provides experiential learning for CTAE students through competitions, leadership opportunities and business partnerships.

**Carl D. Perkins Career and Technical Education Act of 2006:** Perkins (commonly referred to as Perkins IV) is the federal law that is the primary federal investment to states and discretionary grantees for the improvement of secondary and postsecondary CTAE programs across the nation. The purpose of the Act is to develop more fully the academic, career and technical skills



of secondary and postsecondary students who elect to enroll in CTAE programs. This law is being phased out and replaced by the ***Strengthening Career and Technical Education Act of 2018 (Perkins V)***.

**Classification of Instructional Programs (CIP) Code:** The CIP Code provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completion activity.

**Credential:** Credentials are awarded in recognition of an individual's attainment of measurable technical or occupational skills necessary to obtain employment or to advance within an occupation. These technical or occupational skills are generally based on standards developed or endorsed by employers. (U. S. Department of Labor/Employment and Training Administration Advisory System: Training and Employment Guidance Letter No. 15-10, December 15, 2010)

- **Certificate:** Certificates are used to designate skills gained through education and training after the completion of an assessment or a performance-based exercise. They are often offered as an interim designation on the way to a two-year or four-year degree.
- **Certification:** Certifications are a non-credit-bearing awards used by employers and industry associations to validate the skills workers need to enter a specific occupation or industry. Recipients must pass a test, and certifications are often preferred, though not required, for entry into the field. Certifications may be articulated into credit by postsecondary institutions.
- **Degree:** Academic degrees are awarded by accredited postsecondary institutions to recognize the completion of a pre-determined amount of coursework. They are often completed in two or four years, though the rigor, length and field of study vary.
- **National, Industry-Recognized Credentialing Exam:** National, Industry-Recognized Credentialing Exams (or assessments): An industry-recognized credential is one that is either developed, offered by, or endorsed by a nationally-recognized industry association or organization representing a sizeable portion of the industry sector, or a credential that is sought or accepted by companies within the industry sector for purposes of hiring or recruitment, which may include credentials from vendors of certain products. It indicates that the individual has acquired (through examination) the necessary skills to perform a specific occupation or skill. Such examinations should be fair, valid, and reliable. (U. S. Department of Labor/Employment and Training



Administration Advisory System: Training and Employment Guidance Letter No. 15-10, December 15, 2010) •

- **National Occupational Assessments:** National occupational assessments measure technical skills at the occupation level, including aspects of occupational competence such as factual and theoretical knowledge. (As defined by the National Occupational Competency Testing Institute – NOCTI)
- **State Developed Occupational Assessments:** State developed occupational assessments measure technical skills at the occupation level, including aspects of occupational competence such as factual and theoretical knowledge attained by student participation in state identified career pathways offerings. (As defined by the National Occupational Competency Testing Institute – NOCTI)
- **State Licensing Exams (or state licensures):** State licensures are required by governmental entities, typically state regulatory bodies, before an individual is allowed to be employed in a practice or a trade, profession, or other occupation. Such exams measure knowledge and skill proficiency levels. (U. S. Department of Labor/Employment and Training Administration Advisory System: Training and Employment Guidance Letter No. 15-10, December 15, 2010)

**CTAE Advisory Committee:** A CTAE advisory committee is a group of individuals whose experience and abilities represent a cross-section of a particular occupational area. The primary purpose of an advisory committee is to assist educators in establishing, operating, and validating the quality and relevance of the CTAE programs/programs of study and to provide expertise and insight about current/future industry and technological changes.

**CTAE Concentrator:** As defined in Perkins V, a *postsecondary/adult* CTAE concentrator is defined as a student who earns 12 credits in a single CTAE program or program of study or completes a CTAE program if that CTAE program encompasses fewer than 12 credits. As defined in Perkins V, a *secondary* CTAE is defined as a student who completes at least two courses in a single CTAE pathway.

**CTAE Participant:** As defined in Perkins V, a CTAE participant is defined as an individual at either the secondary or postsecondary level who completes at least one CTAE course in a CTAE program or program of study.



**Early Postsecondary Opportunities:** Early postsecondary opportunities are courses and/or exams that give students the chance to obtain postsecondary credit while still in high school. Terms related to early postsecondary learning opportunities include:

- **Articulation Agreement:** Articulation agreements are formal agreements created between public school districts and postsecondary institutions to align high school and postsecondary curricula to create sequences of courses offering skill attainment without unnecessary duplication to support earning of articulated credit by learners.
- **Articulated Credit:** Articulated credit is postsecondary credit provided upon matriculation by an individual college for successful completion of college-level, high school coursework.
- **Concurrent Enrollment/Credit:** Concurrent enrollment is the subset of dual enrollment courses taught by college-approved high school teachers. Through concurrent enrollment, students gain exposure to the academic challenges of college while in their supportive high school environment, earning transcripted college credit when they successfully pass the course.
- **Dual Enrollment/Dual Credit:** Dual credit is the term given to courses in which high school students have the opportunity to earn both high school and college credits simultaneously. Dual credit courses are taught by high school faculty, adjunct college faculty or college faculty either at the high school, at the college or university, or sometimes through online courses or distance education. Dual credit is offered by both state and independent (private, regionally accredited) colleges and universities.
- **Transcripted Credit:** Transcripted credit refers to postsecondary-level credits that students receive on their transcript prior to entering college after completing courses while in high school.

**Employability Skills:** Employability skills also known as work ethic, soft skills, lifelong learning skills, workplace readiness skills, or 21<sup>st</sup> century skills – refers to the general skills and knowledge that are necessary for success in the labor market at all employment levels and in all sectors.

**Every Student Succeeds Act (ESSA):** ESSA is a federal law that funds K-12 education throughout the nation and emphasizes equitable access to education, high standards and accountability. ESSA both encouraged and allowed states to incorporate CTAE into their plans through an emphasis on a “well-rounded education,” which includes CTAE programs and activities, and the opportunity to embed CTAE and career readiness measures within state accountability systems.



**High-Skill, High-Wage, In-Demand:** *High-skill, high-wage, in-demand* refers to the careers that learners after completing a high-quality CTAE programs or programs of study, as defined by states. *High skill* refers to the technical and employability skills necessary for careers that align with labor market needs. *In demand* refers to careers aligned with labor market needs. *High wage* refers to careers that provide individuals with a living wage that can be used to support themselves and their families.

**Individual Graduation Plan (IGP):** An IGP is a process that consists of aligning a student’s course-taking and postsecondary plans with his or her career goals and documenting the range of college and career readiness skills that the student has developed. They may also be called *individual career and academic plans (ICAPs)* or *individual learning plans (ILPs)*.

**Industry Expert:** Industry experts are individuals with substantial industry knowledge and experience, including both technical content knowledge and an understanding of how to navigate professional career growth in a specific industry and of the knowledge, skills and abilities necessary to effectively support students.

**Intermediary:** An intermediary is an individual or organization that facilitates partnerships between educators and employers for the ultimate benefit of a student’s career explorations. Intermediaries may be responsible for recruiting new employers to participate in the full continuum of work-based learning activities, monitoring student performance during a placement on a work site and ensuring that all laws are being followed. Intermediaries interface not only with the community but also with educators to ensure that placements are aligned with and build upon their classroom learning.

**Labor Market Information (LMI):** Workforce information and LMI consist of the data and information used by businesses, workers, learners, job seekers, education and training providers, workforce development planners, policymakers and others to make informed decisions in areas such as hiring and advancement, career choice, curriculum development and investments in training.

**Nontraditional Occupations:** These are occupations or fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. For example, nursing is a nontraditional occupation for males, while engineering is a nontraditional occupation for females.



**Program of Study:** A program of study is a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

- Incorporates challenging, state-identified academic standards;
- Addresses academic and technical knowledge, as well as employability skills;
- Is aligned to the needs of industries in the state, region, Tribal community, or local area; progresses in content specificity; has multiple “entry and exit points”; and
- Culminates in the attainment of a recognized postsecondary credential.

All local recipients of Perkins funds are required to offer at least one program of study, and states are required to offer more than one program of study.

**School-Based Enterprise:** A school-based enterprise (SBE) is an entrepreneurial operation in a school setting that provides goods/services that meet the needs of the school’s target markets (i.e., students, teachers, administrators, parents, community members, community organizations/businesses). While the SBE serves many purposes, it mainly provides in-depth learning experiences for students. SBEs are managed and operated by students as hands-on learning laboratories that integrate National and State Curriculum Standards in marketing, finance, hospitality or management.

**Sector Strategies:** Sector strategies are partnerships of employers within a critical industry that bring together education, economic development, workforce systems and community organizations to identify and collaboratively meet the workforce needs of that industry within a regional labor market.

**Special Populations:** Special populations, as defined by Perkins V are:

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including low-income youth and adults;
- Individuals preparing for non-traditional fields;
- Single parents, including single pregnant women;
- Out-of-workforce individuals;
- English learners;
- Homeless individuals;
- Youth who are in, or have aged out of, the foster care system; and
- Youth with parents on active duty in the armed forces.

**Standard Occupational Classification (SOC) Code:** The SOC Code is a federal statistical standard used by federal agencies to classify workers into occupational categories for the purpose of collecting, calculating or disseminating data.



### **Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act of 2018 (Perkins V):**

Signed into law in July 2018, this bill reauthorizes the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins) and goes into effect in July 2019. This law is the primary federal investment to states and discretionary grantees for the improvement of secondary and postsecondary CTAE programs and programs of study across the nation. The purpose of the Act is to develop more fully the academic knowledge and technical and employability skills of secondary education students and postsecondary education students who elect to enroll in CTAE programs and programs of study.

**Technical Skills Assessment (TSA):** Measures must be valid and reliable and include a minimum of challenging academic standards and attainment of skill proficiencies, including achievement on technical assessments that are aligned with industry-recognized standards if available and appropriate. [b.2.A] Section 113: Accountability; *Perkins Act of 2006*

**Work-Based Learning:** Work-Based Learning Programs (WBL) are a continuum of awareness, exploration, preparation, and training activities, including developing employability and technical skills that support success in careers and postsecondary education. Structured learning and authentic work experiences are implemented through an education and industry partnership. Students have the opportunity to connect what they learn in school with worksite application, enabling a smooth transition into work force and/or education beyond high school. Work-Based Learning activities culminate in an assessment and recognition of acquired knowledge and skills.

- **Apprenticeship:** An apprenticeship combines paid on-the-job training under the supervision of experienced journey workers with related classroom instruction. A **Registered Apprenticeship** is an apprenticeship program that is registered with the U.S. Department of Labor and meets all federal and state standards. Upon completion of a Registered Apprenticeship program, participants receive an industry-issued, nationally recognized credential that certifies occupational proficiency, is portable, and can provide a pathway to the middle class.

An apprenticeship consists of five components (1) employer involvement; (2) on-the-job training; (3) related technical instruction; (4) paid work experience; and (5) award of a nationally recognized industry credential.

- **Cooperative Education (CO-OP):** Cooperative Education students participate in a structured program that connects school-based occupational instruction and related paid work-site experiences. These educational experiences provide a rigorous and relevant curriculum with an occupational specialty. Co-op students are guided by a





formal, written training plan that defines specific academic and workplace skills to be mastered. Students must be concurrently enrolled in a course directly related to the job placement.

- **Employability Skill Development (ESD):** The Employability Skill Development (ESD) category is an enrollment option for students who have a job, but the job does not have the correct relationship to their career goal and/or pathway courses taken. An ESD placement may last for up to one school year.
- **Internship:** An internship is an opportunity for student placement in an environment where skills and knowledge are developed and applied related to the coursework in the student's pathway courses. The Internship should involve the equivalent number of hours that the student would have spent in class to earn the equivalent credit. The Internship may be paid or unpaid and can occur only after the completion of coursework related to the placement.
- **Job Shadowing:** Job shadowing is a structured activity, which allows the student to learn about a particular career by observing a person who performs the job in a community business or industry for one or more days. Job shadowing introduces students to potential careers by allowing them to observe the jobs including daily routines and activities. Employers provide students with a look at the world of work and the range of career opportunities available to them.
- **Workplace Mentors:** A mentor is a supportive adult who provides guidance and encouragement to the WBL student, as well as being involved in the teaching of work tasks and job responsibilities to the student. The selection of the mentor is the prerogative of the business. However, an effective mentor must possess both the personal qualities and the technical competence to be successful. In addition, it is important for the business to provide time for the mentor to work with the WBL student on a one-to-one basis.
- **Youth Apprenticeship (YAP):** Youth Apprenticeship is a structured program that connects school-based occupational instruction and related paid work-site experiences in order to prepare students for the world of work.

**Workforce Innovation and Opportunity Act (WIOA):** WIOA is a federal law that supports workforce development activities and funds job training programs for displaced adult and youth workers. WIOA emphasizes greater coordination between workforce development and CTAE through aligned definitions, the requirement that postsecondary CTAE be a local infrastructure partner, the option to do a combined state plan that meets the planning requirements for WIOA's core programs and at least one other federal program, and other provisions.



**YouScience:** YouScience is an online career and personal planning discovery tool that enables teens and adults to identify their potential aptitudes and careers.

## Common CTAE Abbreviations/Acronyms

**ATC:** Area Technical Center

**CCRPI:** College and Career Ready Performance Index

**CIP Code:** Classification of Instructional Programs Code

**CO-OP:** Cooperative Work Experience Program

**CTAE:** Career, Technical and Agricultural Education

**CTAERN:** Career, Technical and Agricultural Education Resource Network

**CTSO:** Career Technical Student Organization

**CTI** – Career Technical Instruction

**DECA** – Marketing CTSO

**FBLA** – Future Business Leaders of America

**FCCLA** – Family, Career and Community Leaders of America

**FFA** – National FFA Organization

**GeorgiaFIRST Robotics** – FIRST Robotics Competition

**HOSA** – Future Health Professionals

**SkillsUSA** - Preparing for careers in trade, technical and skilled service occupations, including health occupations

**TSA** – Technology Student Association

**EOPA:** End of Pathway Assessment (Perkins IV term)

**ESSA:** Every Student Succeeds Act

**GACTE:** Georgia Association for Career and Technical Education

**GaDOE:** Georgia Department of Education

**HEA:** Higher Education Act

**ICAP:** Individual Career and Academic Plan

**ICAP:** Individual Career and Academic Plan

**IGP:** Individual Graduation Plan

**ILP:** Individual Learning Plan

**LMI:** Labor Market Information

**OCTAE:** Office of Career, Technical, and Adult Education

**Perkins:** Carl D. Perkins Career and Technical Education Act of 2006

**Perkins V:** Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act

**PLA:** Prior Learning Assessment

**POW:** Program of Work

**SBE:** School-Based Enterprise

**SOC Code:** Standard Occupational Classification Code

**WBL:** Work-Based Learning



**WIOA:** Workforce Innovation and Opportunity Act

**YAP:** Youth Apprenticeship