

## Glossary of Career Technical Education Acronyms and Terms

**Academic Alignment.** The connection between career technical education (CTE) standards and core curriculum standards. The alignment is intended to show how CTE standards can enhance, reinforce, or provide an application for a specific academic subject standard.

**Academic Alignment Matrix.** A table provided for each CTE industry sector that displays where natural, obvious academic alignment occurs. Each matrix includes the subjects of Common Core English language arts and mathematics, history/social studies, and Next Generation Science Core Ideas.

**Administration.** When used with respect to an eligible recipient (LEA), activities necessary for the proper and efficient performance of the eligible recipient's duties under Perkins IV, including the supervision of such activities. Does not include curriculum development, personnel development, or research activities.

**Advisory committee or council.** A group of business, industry, and community representatives providing technical support and expertise to educators on the design, development, content, operation, evaluation, and revision of CTE programs.

**a–g subject requirements.** Subject-area admission requirements created by the University of California's Academic Senate and adopted by both the University of California system and the California State University system. Fifteen year-long courses in the areas of (a) History–Social Science, (b) English, (c) Mathematics, (d) Laboratory Science, (e) Languages Other Than English, (f) Visual and Performing Arts, and (g) College Preparatory Electives make up the full a–g complement of courses. Courses must be certified by the university as meeting the requirements and added to the school's UC-certified course list to fulfill a–g requirements.

**All Aspects of an Industry.** Strong experience in, and comprehensive understanding of, the industry the individual is preparing to enter. All aspects include eight components, including planning; management; finance; technical and production skills; underlying principles of technology; labor; community; and health, safety, and environment. A comprehensive checklist of activities for LEA use to effectively address each component is provided later in this instruction document.

**Americans with Disabilities Act (ADA).** A 1990 federal law that prohibits discrimination toward individuals with disabilities and guarantees equal access and equal opportunities to individuals with disabilities.

**Anchor Standards.** Standards that are common across all industry sectors, built on Career Ready Practices, and repeated with more specificity within the industry sector pathways. The anchor standards show deliberate alignment with selected Common Core English language arts standards.

**Apprenticeship.** An instructional delivery system established in California by the Shelley-Maloney Apprenticeship Labor Standards Act of 1939. It is a relationship between an employer and an employee during which the worker, or apprentice, learns an occupation in a structured program sponsored by a single employer, employer associations, or a jointly sponsored labor and management association.

**Articulation.** The practice of aligning curriculum and instruction to offer a seamless *career pathway* transition between courses, grades, or schools.

**Articulation agreement.** A written agreement at the state, district, or school level that creates a sequence of progressive, non-duplicated education leading to technical skill proficiency, a credential, a certificate, or a degree. Typically, credit transfer agreements between secondary and postsecondary institutions are key components of the articulation agreement.

**Beyond Knowledge Construct.** Demonstrates the value of adding the CTE performance dimension to the cognitive dimension. The construct is based on the Depth of knowledge levels, revised Bloom's Taxonomy, and the Rigor/Relevance Framework and includes sample listings of action verbs used to revise California's CTE Model Curriculum Standards.

**Bloom's Taxonomy.** Categorizes the cognitive skills required of the brain to perform a task, describing the types of thinking processes necessary to answer a question.

**CALCP.** California Association of Leaders for Career Preparation. A statewide organization that provides up-to-date information and in-service programs on school-to-career, technical preparation, and related career preparation programs at the K-12 level.

**CAROCP.** California Association of Regional Occupational Centers and Programs. A statewide organization that promotes and supports the regional delivery of exemplary career education, career development, and workforce preparation that contribute to student academic and career success and to the economic developments of CA.

**CBEDS.** California Basic Educational Data System. Codes and titles used for approval and reporting of all California secondary career-technical education courses.

**CCTE Model Curriculum Standards.** California CTE standards document developed by CDE, organized in fifteen industry sectors that identifies what is essential for students to master in each of the sectors.

**CDE.** California Department of Education.

**California Partnership Academy (CPA).** A CTE program that includes work-based training during the last half of grade twelve and consists of the following:

- ✓ A school-within-a-school program that works to motivate students who may otherwise not complete high school or participate in activities to graduate with their classmates
- ✓ A career-oriented program that directly involves local employers and strives to provide students with skills applicable to the workplace
- ✓ A partnership between a school district, local employers, and the California Department of Education
- ✓ A voluntary program on the part of both students and parents

**California Standards for the Teaching Profession (CSTP).** The *California Standards for the Teaching Profession* (CSTP) are intended to provide a common language and a vision of the scope and complexity of the profession by which all teachers can define and develop their practice. The CSTP are organized around six interrelated domains of teaching practice. The six standards are: 1) Engaging and Supporting All Students in Learning, 2) Creating and Maintaining Effective Environments for Student Learning, 3) Understanding and Organizing Subject Matter for Student Learning, 4) Planning Instruction and Designing Learning Experiences for All Students, 5) Assessing Students for Learning, and 6) Developing as a Professional Educator.

**Capstone course.** The final course in a planned sequence of courses for a CTE program that provides a rigorous and intensive culmination of a course of study. Capstone courses are typically offered through regional occupational centers and programs (ROCPs).

**Career academy.** A small learning community characterized by (1) a group of students within the larger high school who take classes together for at least two years and are taught by a team of teachers from different disciplines; (2) an academic curriculum combined with a career technical curriculum with a career theme, enabling students to see relationships among academic subjects and their application to a broad field of work; and (3) partnerships with employers, the community, and local colleges, bringing resources from outside the high school to improve student motivation and achievement.

**Career Guidance and Academic Counseling.** Guidance and counseling that provides access for students (and parents, as appropriate) to information regarding career awareness and planning with respect to an individual's occupational and academic future. Information is also provided with respect to career options, financial aid, and postsecondary options, including baccalaureate degree programs.

**Career pathway.** A coherent, planned sequence of career technical education courses detailing the knowledge and technical skills students need to succeed in a specific career area.

**Career technical education (CTE).** Organized educational activities that provide coherent, rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions. CTE provides technical skill proficiency, an industry-recognized credential, a certificate, or a degree and includes competency-based applied learning that contributes to students' academic knowledge, higher-order reasoning and problem-solving skill skills, attitudes toward work, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship.

**CTE concentrator.** A CTE concentrator is a student who has completed 50 percent of a planned program sequence (in hours or credits) in a state-recognized CTE sequence and is enrolled in the next course in that sequence, or has completed 50 percent of a single state-recognized multi-hour course and is enrolled in the second half of that course.

**CTE course.** A single course that focuses on developing technical and academic skills within a career area aligned with state-adopted CTE and academic standards and relevant technical knowledge and skills.

**CTE participant.** A CTE participant is a student who has completed the equivalent of a conventional 50-minute class taken five times per week for 180 school days or approximately 150 hours of instruction in a state-recognized CTE sequence or program.

**CTE program.** A coherent sequence of rigorous career technical and academic courses at the school level that prepares students for successful completion of state academic standards, readies all students for entry-level careers, and lays the foundations for more advanced postsecondary training.

**Career technical student organization (CTSO).** A pre-professional organization for individuals enrolled in a CTE program that engages in career and technical education activities as an integral part of the instructional program. CTSOs develop leadership skills, provide competitive career development activities, enhance academic skills, promote career choices, and contribute to employability. Activities are an integral part of the instructional program. CTSOs may have state and national units that aggregate the work and purposes of instruction in CTE at the local level. Examples of CTSOs include DECA, FBLA, FFA, FHA-HERO, HOSA, and Skills USA.

**Carl D. Perkins Vocational and Technical Education Act.** A federal act to improve career technical education programs, integrate academic and career technical instruction, serve special populations, and meet gender equity needs.

**Common Core State Standards (CCSS).** Nationally focused academic standards that were adopted by California in 2010 (and by 44 other states as of December 2012). The CCSS for English language arts and mathematics provide the same standards for all students, allowing them to receive a good education even if they change schools or move to a different state. Teachers, parents, and education experts designed the CCSS to prepare students for both college and the workplace.

**Community classroom.** Instructional methodology that uses unpaid on-the-job training experiences at business, industry, and public agency sites to assist students in acquiring competencies (skills, knowledge, and attitudes) necessary to obtain entry-level employment. Community classroom methodology extends instruction into the workplace setting and helps the student acquire saleable skills. Typically, the community classroom strategy is used in internships, externships, and ROCs.

**Community partnership.** Collaboration of educators or educational institutions with local outside agencies (e.g., government, business, industry, social work) to achieve mutual goals.

**Concentration course.** A CTE course beyond the introductory level that is intended to provide more in-depth instruction in and exploration of a specific *industry sector*; the second course and succeeding courses of a planned CTE program sequence.

**Cooperative Education.** A method of education for individuals who, through written cooperative arrangements between a school and employers, receive instruction, including required rigorous and challenging academic courses and related CTE instruction, by alternation of study in school with a job in any occupational field. The alternation must be planned and supervised by the school and employer so that each contributes to the education and employability of the individual. It may include an arrangement in which work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

**Course of study.** An integrated course of academic studies. A series of selected courses required.

**Course outline.** A brief summary of the topics covered in a course along with a course title, number, course description, course requirements, and curriculum standards.

**Course sequence.** Three or more CTE courses taken in sequence that lead to an entry-level career in a particular pathway. A course sequence provides individuals with coherent, rigorous content aligned with the challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions.

**Course syllabus.** A document that outlines the topics that will be covered in a class along with expectations for students. Usually includes course policies, rules and regulations, required texts, and a schedule of assignments.

**Curriculum.** A written plan outlining a course of study detailing teaching content as directed by a set of standards.

**Curriculum mapping.** Listing of a specific curriculum in chronological order indicating the amount of time and emphasis that is placed upon each curricular segment to allow for analysis of content. OR A tool for gathering data on what teachers are working on with their students based on content, skills, and assessments.

**Depth of Knowledge.** An important perspective on cognitive knowledge that requires states to rethink the meaning of test alignment to include both the content assessed in a test item and the extent (or “depth”) to which we expect students to demonstrate understanding of the content.

**Differentiated instruction.** Instruction matched to individual students’ needs, readiness, interests, circumstances, and learning profiles.

**Displaced Homemaker.** An individual who has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills, is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

**English Language Learner (ELL).** A student not yet fluent in English.

**Exemplar.** An example of proficient or advanced student work given to students at the beginning of an assignment to provide a model or framework.

**Externship.** An experiential learning opportunity, similar to an *internship*, offered by schools in collaboration with employers to give students short, practical experiences in their field of study. Externships are generally unpaid and are conducted for course credit at the school.

**Formative assessment.** The continuous monitoring of short-term results to provide ongoing information useful in the improvement of student achievement (e.g., quizzes, homework, group work, dialogue, etc.).

**Foundation standards.** Eleven core *standards* that support mastery of essential employability skills and rigorous academic content *standards*.

**Grouping.** A type of *differentiated instruction* in which students in a class are divided into smaller groups for instruction.

**High Demand Occupations.** Occupations with a notably high demand for new workers. The demand generally results from industry growth generated by an increase in the demand for a product or service and/or a decrease in or lack of qualified applicants. A high demand occupation may or may not require high skills or pay high wages.

**Industry Based Certification (IBC).** A credential, usually issued by an industry or industry group, that verifies that an individual has met the skill standards established by that industry or industry group, as minimal requirements to successfully enter the workforce and compete in that particular occupational area. Certifications normally have a finite life and a re-certification process must be undertaken to keep the certification in force.

**Industry sector.** A group of related occupations within a broad industry. California has identified 15 industry sectors: Agriculture and Natural Resources; Arts, Media, and Entertainment; Building Trades and Construction; Education, Child Development, and Family Services; Energy and Utilities; Engineering and Design; Fashion and Interior Design; Finance and Business; Health Science and Medical Technology; Hospitality, Tourism, and Recreation; Information Technology; Manufacturing and Product Development; Marketing, Sales, and Service; Public Services; and Transportation.

**Instructional methodologies.** A body of practices, strategies, procedures, and rules de-signed to foster and support student learning.

**Instructional strategies.** A number of classroom instructional practices designed to foster and support student learning.

**Instructional unit.** A sequence of lesson plans designed to teach a set of knowledge, skills, and application.

**Integrated curriculum.** A blend of standards and content from two or more core academic subjects, with CTE content bringing relevance and providing applications that add meaning to subjects that can be abstract.

**Internship.** A generic term for a workplace learning position. Participants may or may not be paid.

**Introductory course.** An initial or survey course in a CTE program intended to provide a beginning or introductory level of information about an *industry sector* or *career path- way*; the first course in a CTE *course sequence*.

**Job shadowing.** An activity during which a student follows and observes an individual on the job for a designated number of hours or days as that individual performs workplace tasks.

**LMI.** Labor Market Information. An analysis of current employment trends and projected openings.

**Limited English Proficiency.** A secondary school student, adult, or out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, whose native language is a language other than English, and who lives in a family or community environment in which a language other than English is the dominant language.



**Local educational agency (LEA).** A public board of education or other public authority within a state that maintains administrative control of public elementary or secondary schools in a city, county, township, school district, or other political subdivision.

**Non-Traditional Fields.** Fields of work or occupations, including careers in computer science, technology, and other current and 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.

**On-the-job training.** A form of employment training that requires the student to work outside the school at a business or other type of work site.

**Pacing.** A type of *differentiated instruction* in which the speed at which the material is covered is adjusted according to individual students' needs and circumstances.

**Pacing guide.** A timeline indicating when each *standard* will be taught or supported and assessed during the school year.

**Pathway standard.** A statement of knowledge or skills deemed to be essential for all students in a given *career pathway*.

**Performance indicators.** Indicators that further define pathway standards, providing guidance for curriculum design and measurement of standards achievement.

**Performance task.** An authentic assessment modeled after a real-life task or situation that provides a student an opportunity to demonstrate his or her abilities and apply knowledge and skills.

**Postsecondary Educational Institution.** An institution of higher education (IHE) that provides not less than a two-year program of instruction that is acceptable for credit toward a bachelor's degree. May be a tribally controlled college or university or a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.

**Pre-apprenticeship.** A course of study offered by program sponsors to potential registered *apprenticeship* program applicants. Typically, content is focused on the basic skills that must be demonstrated successfully on program entrance examinations.

**P–16.** An integrated system of education that extends from preschool to grade sixteen and culminates in a bachelor's degree or other four-year degree.

**Professional development.** Formal or informal training and education to enhance professional skills, knowledge, and ability.

**Program of Study.** A sequence of career technical courses leading to certification, employment, and/or postsecondary education. Includes coherent and rigorous content aligned with the state model curriculum standards and framework for CTE in a coordinated, non-duplicative progression of courses that align secondary and postsecondary education to adequately prepare students to succeed in further education and/or employment; and lead to an industry-recognized credential or certificate, license or degree. A program of study may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits.

**Regional occupational centers and programs (ROCPs).** Centers and programs authorized by the California Legislature to provide individual counseling and guidance in career technical matters to high-school age youths. Each ROCP provides a CTE curriculum that includes skill training in locally relevant occupational fields that may lead to entry-level employment opportunities. ROCPs are required to have related business and industry *advisory committees* that approve the industry-based curriculum. ROCPs collaborate with other public and private agencies, labor organizations, and other associations to develop and offer relevant courses and work-study opportunities to meet labor market demands.

**Rigor/Relevance Framework.** A tool developed by the International Center for Leadership in Education that blends knowledge and application in a matrix format. The framework offers instructional guidance that aims to strengthen student achievement.

**Rubric.** An assessment tool that provides scoring guidelines and descriptions of categories or levels of performance.

**Secretary's Commission on Achieving Necessary Skills (SCANS).** The Department of Labor's SCANS is composed of representatives from education, business, labor, and government. SCANS has identified a set of foundation competencies, work competencies, and skills needed for success in the workplace.

**Sequence of courses.** To be eligible for assistance with Perkins IV funds, a CTE sequence of courses must consist of a minimum of two CTE courses, one of which MUST be a completion (capstone) course, and encompass a total of at least 300 hours of instruction. A single multi-hour course may qualify as a complete sequence only if the course meets all the requirements of a multiple course sequence, including Section 135(b) of Perkins IV and Chapter five of the State Plan.

**Sequence of learning.** The organization of standards into a logical sequence of coursework that begins with more general content and gradually increases to include career-specific content.

**Service learning.** A method of instruction whereby students or participants learn and develop skills through unpaid active participation in community service. It integrates and enhances the academic curriculum of the students or the educational components of the local community service program.

**SkillsUSA.** A career technical student organization dedicated to helping its members develop solid technical, leadership, and employability skills. In addition, it supports and rewards the efforts of its members through *professional development* and recognition programs.

**Special needs students.** Students protected under the *Americans with Disabilities Act (ADA)* who have or are at risk of a chronic physical, developmental, behavioral, or emotional condition and who, as a result, require additional developmental, health, mental health, or other services and/or supports.

**Special Populations.** Includes individuals with disabilities, individuals from economically disadvantaged families, including foster children, individuals preparing for non-traditional fields, single parents, including single pregnant women, displaced homemakers, and individuals with limited English proficiency.

**Stakeholders.** Persons who have interest in, sponsor, conduct, are directly influenced by, use, or benefit from education projects and programs.

**Standard.** In California's career technical model curriculum standards, a broad statement of knowledge or skills that indicates what students in a given sector or *career pathway* should know or be able to do.

**Standard subcomponent.** In California's career technical model curriculum standards, one of a series of specific statements of knowledge or skills that provides detail on the component aspects of a *standard*.

**Standards for Career Ready Practice.** Standards that all students are expected to master prior to completing high school. They reflect the level of preparation expected by business and industry, labor, community agencies and organizations, and postsecondary educational entities.

**Summative assessment.** Culminating assessment used to make a determination at one point of time (e.g., end of unit, quarter, semester, etc.) such as a culminating project or final exam.

**Support services.** Special student services such as curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.

**Technical skills.** Specialized procedures and methods used in any specific career.

**Unpacking standards.** Identifying the concepts and skills found in both the standards and the performance indicators, and determining what the student needs to 1) know (concepts or content) and 2) be able to do (skills) through a 3) particular context (what educators will use to teach students the concepts and skills).

**WASC.** Western Association of Schools and Colleges.

**WorkAbility.** A California Department of Education program providing comprehensive pre-employment training, employment placement, and follow-up for high school students in special education making the transition to work, independent living, and post- secondary education or training.

**Work-based learning.** Course-linked learning experiences that are outside the classroom and include an employer or community connection. Examples include *pre-apprenticeship*, *job shadowing*, mentorship, *internship*, clinical experience, work-study, informational interview, attendance at trade shows, field experience, career-related *service learning*, or other learning experience fundamentally external to the classroom.

**Work experience education.** A statewide program designed to provide students with workplace learning positions that may be coordinated with instruction. However, such work is not necessarily coordinated with a particular career theme or course of study. Students may work for credit and payment (General and Vocational Work Experience Education) or for credit and no payment (Exploratory Work Experience Education).

**Workforce Investment Opportunities Act.** A 1998 federal statute that consolidated more than 60 federal workforce, literacy, and rehabilitation training programs through three block grants to the states: Adult Employment and Training, Disadvantaged Youth Employment and Training, and Dislocated Worker Employment and Training.

**Workforce Investment Board (WIB).** Governing board established for the administration of WIOA funds.

CA CTE Framework, Perkins IV, and WASC

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