***Terms***

***Academic and Career Plan***

Also known as Individualized Learning Plan is a student-driven, adult-supported process in which students create and cultivate their own unique and information-based vision for post-secondary success, through self-exploration, career exploration and the development of career management and planning skills. Consists of courses and postsecondary plans aligned to career goals and documentation of college and career readiness skills.

***Administration***

Activities necessary for the proper and efficient performance of the grant recipient’s duties under this Act, including the supervision of such activities. Such term does not include curriculum development or personnel development activities, or research activities. Each eligible recipient receiving funds under this part shall not use more than 5 percent of the subaward funds for administrative costs associated with the administration of activities (including indirect costs). Costs may include: grant application work, supervision, reporting and bookkeeping.

***All Aspects of an Industry***

The term refers to strong experiences in, and comprehensive understanding of the industry that the student is preparing to enter including the knowledge, skills, and soft skills to be productive in the industry, including work-based learning, entrepreneurial experiences, safety and environmental issues implications, cultural diversity/global understanding, and/or integration of 21st Century Skills. (WDPI definition)

***Articulation Agreement***

A written commitment that…

* Is agreed upon at the State level or approved annually by the lead administrators of a secondary institution and postsecondary institution and
* Is designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, credential, certificate, or degree.

***Career Clusters***

An organizing tool defining education for post-secondary education and careers using 16 broad clusters of occupations and 79 pathways with validated standards that ensure opportunities for all students regardless of their career goals and interests. Career Clusters are Groupings of Occupations and Industries.

***Career Pathway***

A career pathway is a coherent, articulated sequence of rigorous academic and career related courses and learning experiences, including work-based learning that commences in ninth grade and leads to an associate degree, and/or an industry-recognized certificate or licensure, and/or a baccalaureate and beyond. A Career Pathway is developed, implemented and maintained in partnership among secondary and postsecondary education, business, and employers.

***Career Specialty***

Career specialty refers to reparation for specific credentials or occupations. Knowledge and skill statements for curriculum at this level are created by industry standards and verified by business and industry representatives.

***Career and Technical Education Coordinator***

Provides important leadership and oversight in the planning and implementation of CTE programs as well as Carl Perkins Act grant administration responsibilities for Local Education Agencies. All grant fund recipients shall employ a licensed CTE Coordinator who oversees all aspects of the project – planning, evaluation, improvement, and implementation. The CTE coordinator position requires a license (PI 34.072(1)(a)) issued by the DPI Teacher Education, Professional Development and Licensing (TEPDL) team.

* Information related to obtaining the [*CTE coordinator administrator license* or 1-year board-requested administrator license](https://dpi.wi.gov/tepdl/licensing/types/administrator) can be found at TEPDL.
* UW-Stout provides the WI DPI-approved program that endorses [licensure as a CTE coordinator](https://www.uwstout.edu/programs/career-and-technical-education-cte-leadership-certificate).
* Duties include but are not limited to:
	+ Keeping up to date with LMI
	+ Provide LEAs with information and leadership on the development of POS
	+ Serves as a link between the LEA, business, industry and government sectors of the community; engaging local stakeholders in program development and implementation;
	+ Through their broad knowledge of CTE the coordinate, plan for the implementation of CTE programs and promising practices;
	+ Coordinate articulation, student organizations, evaluation, curriculum development, professional development, financial oversight and outcomes reporting.

***Composite Enrollment Report (CER)***

Each LEA is required to submit to the state a report on its progress in meeting core performance measures. All data reported to the state must be disaggregated by the required demographics (CTEERS guide).

***Core Academic Subjects***

Includes English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography. ESEA Section 9101 (11)

***Disability***

Individual who (1) has a physical or mental impairment that substantially limits one or more of the major life activities of that individual; (2) has a record of an impairment described in paragraph (1) of this definition; or (3) is regarded as having an impairment described in paragraph (1) of this definition. Note: It further includes any individual who has been evaluated under Part B of the IDEA and determined to be an individual with a disability who is in need of special education and related services; and any individual who is considered disabled under section 504 of the Rehabilitation Act of 1973. (Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).

***District Designee***

In collaboration with the consortium fiscal agent works on improving CTE programs of the consortium. Responsibilities related to CPA IV grant include obtaining stakeholder input related to CTE needs of district, participation in consortium councils; submit requisitions and reports timely, insure the completion of required reporting accurately; confer with district administrator and represent the district on matters related to CTE; participate in relevant professional development activities.

***Economically Disadvantaged***

Students and Families, including foster children, who demonstrate a need based on one of the following conditions:

* Family or student is eligible - for AFDC, Food Stamps, to be counted under Chapter 1 of Title 1 of the Elementary & Secondary Education Act, or free or reduced-priced meals under the National School Lunch program;
* Determined to be low income according to the latest data from the Dept. of Commerce; or
* Identified as low income based upon other indices of economic status granted by the Secretary of Education. (Note: The Department of Agriculture which administers the Free or Reduced priced meals under the National School Lunch program provides a listing of students utilizing the program. It is to be emphasized that this list is strictly confidential and is to be safeguarded.)

***English Language Learners (ELL)***

Limited ability in speaking, reading, writing, or understanding the English language, and—

* Whose native language is a language other than English; or
* Whose family or community environment is such that a language other than English is the dominant language.

***High Skill, High Wage, High Demand Occupations***

Targeted occupations for development of programs of study. DPI uses the definitions provided by the Wisconsin Technical College System office to define high skill, high wage or high demand occupations. Identification of occupations as such must be done on a regional basis (Wisconsin CPA IV State Plan).

***High Skill***

High skills employment is that which requires some formal education or training beyond the secondary level. By this definition, all of the postsecondary career and technical education programs available in the WTCS lead to high skill employment

***High Wage***

Occupational areas that, on average, can be expected to provide wages greater than the average for full-time employment in WI. Several sources of information are considered, including benchmarks based on Department of Workforce Development (DWD) wage data, DWD estimates of per capita earnings (DWD Quarterly Census of Employment and Wages) and estimates of per capita income (U.S. Bureau of Economic Analysis and U.S. Bureau of the Census).

***High Demand***

Employment in areas designated by the DWD in its ten year projections as having a greater than average number of openings expected in a region or in the state.

***Model Academic Standards***

Model Academic Standards specify what students should know and be able to do. They include content, performance, and proficiency standards.

**Content Standards** refer to **what** students should know and be able to do.

**Performance Standards** tell **how** students will show that they are meeting a standard.

**Proficiency Standards** indicate **how well** students must perform.

***Needs Assessment***

Includes documentation of:

1. Wisconsin Labor Market information reflects a high demand for occupations related to this POS in your area;
2. Additional support for the development and/or continued implementation/refinement of the POS; or
3. POS will lead to high skill, high wage or high demand occupations

***Nontraditional Occupations (NTO)***

Individuals participating in courses or programs of study that lead to occupations or fields that have 25% or less of their gender employed within the occupation or field. Currently this includes careers in computer science, technology, and other current and emerging high skill occupations.

See: ***Nontraditional Occupations SOC/CIP/Career Clusters/DOE Pathways Crosswalks* for Females and for Males at** [**http://www.napequity.org/nape-content/uploads/NAPE-Methodology-Final-1.6.13.pdf**](http://www.napequity.org/nape-content/uploads/NAPE-Methodology-Final-1.6.13.pdf)

***Overrepresented or Underrepresented Students***

Students in a particular course or program of study (POS) are over or under represented when there is disproportion between their enrollment in the school and their enrollment in the particular course or POS.

***Performance Indicators (Measure)***

The required numerical measurement of Core Performance Indicators for the state/LEA based as well as the actual measure.

1S1 Academic Attainment – Reading/Language Arts

1S2 Academic Attainment – Mathematics

2S1 Technical Skill Attainment

3S1 Secondary School Completion

4S1 Student Graduation Rates

5S1 Secondary Placement

6S1 Nontraditional Participation

6S2 Nontraditional Completion

***Programs of Study (POS)***

A requirement under CPA. A non-duplicative sequence of academic and technical courses that includes secondary and postsecondary content and is adopted by local education agencies and postsecondary institutions to be offered as an option to students when planning for and completing coursework for career and technical content areas that:

* Incorporate and align secondary and postsecondary education elements
* Include coherent and rigorous academic and CTE content in a coordinated, non-duplicative progression of courses
* Offer opportunity, where appropriate, for secondary students to attain postsecondary credits.
* Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

***Programs of Study (POS) Implementation*** [***Rubric***](https://dpi.wi.gov/cte/career-development/programs-of-study)

Framework that aligns POS elements with the components that must be included in every phase of development, implementation and refinement of a POS (A ***fully operational*** POS is one that is implemented or in the process of being refined):

***Required use of Funds:***

Any eligible recipient desiring CPA financial assistance shall support the federally required activities that are used to support career and technical education programs.

***Stakeholders***

Individuals, groups or organizations that have a “stake in” the outcomes of preK-16 education. This includes, partners, parents, students, labor organizations, representatives of special populations, school administrators, educators and school counselors and other interested individuals. Required to be involved in activities related to the development, implementation and evaluation of CTE programs.

***Standards***

Specify what students should know and be able to do.

Content: **What** students should know and be able to do.

 Performance: Tell **how** students will show that they are meeting a standard

 Proficiency: Indicate **how well** students must perform

***Special Populations***

For purposes of the Carl Perkins Act IV, Special Populations' refer to the following student characteristics:

(A) individuals with disabilities (individual with an disability as defined in section 3 of Americans with Disabilities Act of 1990 (42 U.S.C. 12102));

(B) individuals from economically disadvantaged families, including foster children;

(C) individuals preparing for non-traditional fields;

(D) single parents, including single pregnant women;

(E) displaced homemakers; and

(F) individuals with limited English proficiency

***Supplant vs. Supplement***

Supplant refers to replacing or “taking the place of”; where Supplement refers to “adding on to” or enhancing what already exists.

***Support Services***

Such services as may be needed by special population students who are not able to receive needed assistance through other programs to ensure their full participation in career and technical education, which may include: Modification of curriculum, equipment, or classroom; instructional aids and devices; supportive personnel; transportation; tuition; books and supplies; or other services necessary for full participation in career and technical education activities**.**

***WISEgrants***

WISEgrants, an innovative federal grants management system designed, developed and operated by the Wisconsin Department of Public Instruction.  The WISEgrants Web Portal was first created through a collaboration between the ESEA and Special Education teams at DPI to construct a one-stop shop for local education agencies to access their federal funds that has resulted in a system that is efficient and standardized for subrecipients. All federal grants will eventually be migrated to the WISEgrants system.