

CAREER AND TECHNICAL EDUCATION DEFINITIONS

Adult and Career Education	A department within the Minnesota Department of Education that works with adult basic education, community education, service-learning, and career and technical education programs.
Advanced Placement (AP)	Through college-level AP courses and AP Exams, high school students have the opportunity to earn credit or advanced standing at most of the nation's colleges and universities.
Advanced Standing	Credit for college level coursework completed in high school is evidenced by meeting competency requirements as determined by the enrolling college or university. Tech Prep courses intended for articulation as advanced standing must be equivalent to college or university courses numbered above 100 and that count toward the credit requirements of a certificate, diploma, associate degree, or baccalaureate degree. (MnSCU, 2000) Developmental courses are not eligible for advanced standing credit.
Advisory Committee	A group of persons with competence or interests in an occupational field related to the program(s) being served. Members are selected to offer advice to teachers or administrators regarding career and technical education. At least 50 percent of the members shall be representatives of a directly related business, labor or industry. (MN Rules 3505.1000 Subp. 47)
Agriculture Education	A secondary career and technical education program that focuses on developing student literacy in the food, fiber and natural resources systems, and the exploration of agricultural and related careers.
All Aspects of Industry	<p>Nine aspects of industry that are common to any enterprise. Students should gain strong experience in, and understanding of:</p> <ol style="list-style-type: none"> 1. Planning – How an organization plans (including goals and objectives); types of ownership (public or private); relationship of the organization to economic, political and social context; assessment of needs. 2. Management – Structure and process for effectively accomplishing the goals and operations of the organization using facilities, staff, resources, equipment and materials. 3. Finance – Accounting and financial decision-making process, method of acquiring capital to operate management of financial operations including payroll. 4. Technical and Production Skills – Basic skills in math, communications, computer, time management and thinking; specific skills for production; interpersonal skills within the organization. 5. Underlying Principles of Technology – Technological systems used in the workplace and their contributions to the product or service of the organization. 6. Labor Issues – Rights of employees and related issues; wages, benefits and working conditions. 7. Community Issues – Impact of the company on the community, impact of the community on the organization. 8. Health, Safety, and Environment – Practices and laws affecting the employee, the surrounding community and the environment. 9. Personal Work Habits – Non-technical skills and characteristics expected in the workplace.
Articulation	A process for coordinating the linking of two or more educational systems within a community to help learners make a smooth transition from one level to another without experiencing delays, duplication of courses or loss of credit. Horizontal articulation generally refers to learner transfer of credit from one program to another within one institution or from one institution to another; vertical articulation refers to the transfer of credit from a lower-level institution to a higher-level one. The term is used both in higher education and in a secondary/post-secondary connection. The secondary/post secondary version describes a high school/college connection; the higher education version of vertical articulation describes a junior college/senior college connection.

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Articulation Agreement	A commitment to a program designed to provide students with a non-duplicative sequence of progressive achievement leading to competencies in a Tech Prep education program [P.L. 101-392, Section 347(1)]
Assessment	The process of measuring student performance against a set of standards.
Authentic Assessment	A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.
Authorized Local Administrator	The licensed vocational administrator who has major responsibility for career and technical education at the secondary level for a school district or center and is assigned to provide management and leadership in secondary vocational education. The superintendent may act as the authorized local administrator in the absence of a local vocational administrator. (MN Rules 3505.1000 Subp. 3)
Bona Fide Sale	The competitive sale of unneeded property which results in the highest possible investment return. (MN Rules 3505.1000 Subp. 4)
Business and Marketing Education	Secondary career and technical education programs that focus on the development and understanding of the factors affecting business. Students learn the basic principles of business and marketing. In business courses students study personal finance, develop techniques for making wise consumer decisions, master economic principles, and learn how businesses operate.
Career Education	The process of helping individuals acquire and use those attitudes, skills, and knowledge needed to develop and manage a reasoned, socially purposeful, and personally valued life pattern in relation to work of whatever kind. (MN Rules 3505.1000 Subp. 5)
Career and Technical Education	Organized educational activities that: <ol style="list-style-type: none"> 1. Offer a sequence of courses that provides individuals with the academic and technical knowledge and skills the individuals need to prepare for further education and for careers (other than careers requiring a baccalaureate, master's, or doctoral degree) in current or emerging employment sectors; and 2. Include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, of an individual. (Carl D. Perkins Vocational and Applied Technology Education Act of 1998). (MN Rules 3505.1000 Subp. 45)
Career and Technical Education Levy	State funding for secondary career and technical education programs meeting criteria set forth in rules. (Minnesota Statutes § 126C.457, MN Rules 3505.1000 Subp. 43)
Career and Technical Education Program Areas	Occupational areas of agriculture (see agriculture education), business and marketing occupations (see business and marketing education), health occupations (see health science and technology education), home economics/service occupations (see family and consumer education), and trade and industrial occupations (see trade and industry technologies). (MN Rules 3517.0010 Subp. 47)
Career and Technical Student Organization (CTSO)	An organization of individuals enrolled in a career and technical education program that provides the opportunity for the development of leadership abilities and personal improvement of individual members, and aids in their transition from school to career. (MN Rules 3505.1000 Subp. 48)
Career Assessment	The process of measuring career aptitude, career interest and academic and career achievement. Career Assessment may also include such factors as work history, physical capacity, work values and temperament. Career Assessment may be accomplished through formal, standardized instruments or through informal means such as interviews or observing work samples.

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Career Clusters	<p>A grouping of occupations and broad industries based on commonalities. The U.S. Department of Education has identified 16 career/occupation clusters:</p> <ol style="list-style-type: none"> 1. Agriculture, Food and Natural Resources 2. Architecture and Construction 3. Manufacturing 4. Transportation, Distribution and Logistics 5. Information Technology 6. Marketing, Sales and Service 7. Finance 8. Hospitality and Tourism 9. Business, Management and Administration 10. Health Science 11. Human Services 12. Arts, Audio-Visual Technology and Communications 13. Law, Public Safety and Security 14. Science, Technology, Engineering and Mathematics 15. Education and Training 16. Government and Public Administration.
Career Development	<p>The process through which individuals come to understand their place in the world of work. People develop and identify career choices through a continuum of career awareness, exploration, preparation and application.</p>
Career Guidance & Counseling	<ol style="list-style-type: none"> 1. Pertains to the body of subject matter and related techniques and methods organized for the development in individuals of 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; 2. Assists individuals in making and implementing informed educational and occupational choices; and 3. Helps a learner develop career options with attention to gender, race, ethnicity, disability, language or socioeconomic impediments, and encourages careers in non-traditional employment.
Career Pathways	<p>Progressive steps of development within a career cluster that link what students learn in school with the knowledge and skills they need for success in college and careers. Career Pathways generally include a career-education plan. (See Coherent Sequence of Courses)</p>
Carl D. Perkins Vocational and Technical Education Act	<p>Federal funds that support vocational-technical education programs and services for youth and adults. The majority of funds appropriated under the Perkins Act are awarded as grants to state education agencies. These State Basic Grants are allotted to states according to a formula based on state population in certain age groups and per capita income.</p>
Center	<p>A career and technical education or cooperative center. (MN Rules 3505.1000 Subp. 6)</p>
Classroom Instruction	<p>An in-school instructional method involving discussion, simulation, problem solving, decision making, computers, and other forms of communication. (MN Rules 3505.1000 Subp. 7)</p>
Coherent Sequence of Courses	<p>A series of courses in which career & technical and academic education are integrated and which directly relate to, and lead to, both academic and occupational competencies. The term includes competency-based education, academic education and adult training or retraining that meets these requirements. [Federal Register, Section 400.4(b)]</p>

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Collaboration	A mutually beneficial and well-defined relationship entered into by two or more organizations to achieve common goals. The relationship includes a commitment to: a definition of mutual relationships and goals; a jointly developed structure and shared responsibility; mutual authority and accountability for success; and sharing of resources and rewards. (Amherst H. Wilder Foundation)
College Level Examination Program (CLEP)	The College-Level Examination Program [®] or CLEP provides students of any age with the opportunity to demonstrate college-level achievement through a program of exams in undergraduate college courses. There are 2,900 colleges that grant credit and/or advanced standing for CLEP exams.
Community-Based	A service, program, or environment located outside the district with non-district governance (MN Rules 3525.0210 Subp. 7)
Competencies	Skills, knowledge, or attitudes necessary for functioning in a specific occupation. (MN Rules 3505.1000 Subp. 8)
Competency-based Instruction	Learner focused development and delivery of curriculum. The curriculum is based on identified, verified competencies required to effectively complete a project in a real life situation as it relates to the program. Many terms are used to express competency-based instruction (hands-on, active learning, etc.), but the essence of this type of instruction is rooted in the idea that the student actually performs a competency in practice and assessments.
Component	A unit of instruction that contributes to the accomplishment of the program objectives. (MN Rules 3505.1000 Subp. 9)
Completer (Career & Technical Education)	Secondary – Any concentrator who attains academic and technical knowledge and skills and graduates from high school. Postsecondary – A student who is awarded a certificate, diploma, AAS or AS degree in a Perkins approved career & technical education program.
Concentrator (Career & Technical Education)	Secondary – Any student successfully enrolled in a single CTE program for more than 90 hours (successful is defined as a passing grade). Postsecondary – A student with a declared major in a Perkins approved career & technical education program that has completed 35% of the program requirements.
Concurrent Enrollment	The process where high school students are enrolled in courses that meet both high school and college course requirements at the same time and receive credit for both.
Consortium	A group of two or more agencies that enter into a cooperative agreement to share information or provide services that benefit learners. Participating groups may pool their individual fiscal, human, and material resources to take advantage of economies of scale, or arrange to share staff technical expertise. Consortia may be formed within educational sectors, as when a number of secondary schools collaborate to offer advanced instructional services, or across educational sectors, as when a secondary and post-secondary institution arrange articulated programs.
Contextual Learning	Learning that occurs in close relationship with actual experience. Contextual learning enables students to test academic theories via tangible, real world applications. Stressing the development of “authentic” problem-solving skills, contextual learning is designed to blend teaching methods, content, situation, and timing.
Continuous Program Improvement	Commitment to improving performance using a team approach to decision making using systematic collection and analysis of performance data.
Continuous Program Improvement Process	A formal process that may include the following steps: 1) Establish a team, 2) Review achievement and demographic data, 3) Evaluate school environment, 4) Conduct external and/or internal evaluation, 5) Identify needs, 6) Create a plan, 7) Monitor the implementation, and 8) Evaluate results.

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Cooperative Center	Two or more districts meeting all provisions of Minnesota statutes, which provide expanded educational options by sharing vocational programs which have been approved by the Commissioner of Education. (MN Rules 3505.1000 Subp. 10)
Cooperative Education	A method of instruction for individuals who, through written cooperative arrangements between a school and employers, receive instruction, including required academic courses and related career and technical education instruction, by alternation of study in school with a job in any occupational field, which alternation shall be planned and supervised by the school and employer so that each contributes to the education and employability of the individual, and 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. (Carl D. Perkins Vocational and Applied Technology Education Act of 1998).
Core Indicators – OVAE	<p>Indicators of program performance required under the Carl D. Perkins Vocational and applied Technology Education Act.</p> <p>1S1 or 1P1 Academic Attainment 1S2 or 1P2 Career & Technical Skill Attainment 2S1 or 2P1 Program Completion 3S1 or 3P1 Placement 3P2 Retention 4S1 or 4P1 Non-Traditional Participation 4S2 or 4P2 Non-Traditional Completion</p>
Curriculum Alignment	Curriculum alignment occurs when academic and career & technical curricula are linked so that course content and instruction dovetail across and/or within subject areas. Curriculum alignment may take two forms: horizontal alignment, when teachers within a specific grade level coordinate instruction across disciplines; and vertical alignment, when subjects are connected across grade levels, in a cumulative manner, to build comprehensive, increasingly complex instructional programs.
Differentiated Instruction	Recognizes students possess a varying background of knowledge, readiness, and language, preferences in learning, interests, and reactions. Differentiated instruction is a process to approach teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process.
Disability	<p>The 1990 Americans with Disabilities Act defines individuals with disabilities as including any individual who:</p> <ol style="list-style-type: none"> 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); or 3. Is regarded as having an impairment described in paragraph (1). <p>This definition includes any individual who has been evaluated under Part B of the Individuals with Disabilities Education Act 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. At the secondary level, counts of disabled learners are typically based on whether a learner has an Individualized Education Plan (IEP). At the post-secondary level, counts of disabled learners are typically based on learner self-reports of disabling conditions.</p>

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Disadvantaged	Individuals (other than individuals with disabilities) who have economic or academic disadvantages and who require special services and assistance in order to enable these individuals to succeed in career & technical education programs. This term includes individuals who are members of economically disadvantaged families, migrants, individuals of limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school. For the purpose of this definition, an individual who scores at or below the 25 th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (on which the grade "A" equals 4.0), or who fails to attain minimum academic competencies may be considered "academically disadvantaged." The definition does not include individuals with learning disabilities [Federal Register, Section 400.4(b)]
Displaced Homemaker	An individual who: <ol style="list-style-type: none"> 1. Has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; and 2. Has been dependent on the income of other family member but is no longer supported by that income; or <ol style="list-style-type: none"> a. Is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.), not later than 2 years after the date on which the parent applies for assistance under this title; and b. Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment. (Carl D. Perkins Vocational and Applied Technology Education Act of 1998).
Dropout (School)	An individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent. (Carl D. Perkins Vocational and Applied Technology Education Act of 1998).
Dual Enrollment	A program of study allowing high school students to simultaneously earn credits toward a high school diploma and a postsecondary degree or certificate.
Economically Disadvantaged Family or Individual	A family or individual that is - <ol style="list-style-type: none"> 1. Eligible for any of the following: <ol style="list-style-type: none"> a. The program for Aid to Families with Dependent Children under Part A of Title IV of the Social Security Act (42 U.S.C. 601). b. Benefits under the Food Stamp Act of 1977 (7 U.S.C. 2011) c. Is counted for purposes of section 1005 of Chapter 1 of Title 1 of the Elementary and Secondary Education Act of 1965, as amended (Chapter 1) (20 U.S.C. 2701). d. Qualifies for free or reduced-price meals program under the National School Lunch Act (42 U.S.C. 1751) 2. Determined by the Secretary to be low-income according to the latest available data from the Department of Commerce. <p>Identified as low income according to other indices of economic status, including estimates of those indices, if a grantee demonstrates to the satisfaction of the secretary that those indices are more representative of the number of economically disadvantaged students attending career & technical education programs. The secretary determines, on a case-by-case basis, whether other indices of economic status are more representative of the number of economically disadvantaged students attending career & technical education programs, taking into consideration, for example, the statistical reliability of any data submitted by a grantee as well as the general acceptance of the indices by other agencies in the state or local area (Authority: 20 U.S.C. 2341(d)(3). [Federal Register, Section 400.4(b)]</p>

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Education Department General Administrative Regulations (EDGAR)	A manual published by the U. S. Department of Education that defines the Code of Federal Regulations. These regulations are codified at 34 CFR Parts 74-86 and 97-99.
Electronic Data Reporting System (EDRS)	A system for the reporting of required data for career and technical education programs for students with disabilities and to access state transition-disabled aid.
Employment Related Community-Based Education	Instruction enabling students to prepare for their tentative career objectives or develop general employability skills through the coordination of vocationally related in school instruction and supervised part time on the job training. (MN Rules 3505.1000 Subp. 11)
English as a Second Language (ESL)	See Limited English Proficiency (LEP).
English Language Learner (ELL)	See Limited English Proficiency (LEP).
Entrepreneurship	A school supervised business venture undertaken to teach the free enterprise system, including the functions of organizing and managing the factors of production or a distribution of goods or services. (MN Rules 3505.1000 Subp. 12)
Entry Level Skills	Basic occupational competencies and work readiness skills including application of basic skills, work attitudes, and problem solving skills which enable a person to enter initial employment. (MN Rules 3505.1000 Subp. 13)
Equality	A state of being equal, usually used in reference to equal treatment without regard to gender or ethnicity.
Equitable Participation	Providing members of special populations with an opportunity to enter career & technical education that is equal to that afforded to the general student population.
Equity	A state beyond nondiscrimination that is characterized by fair and just treatment rather than equal treatment.
Essential Licensed Personnel	Staff assigned to approved career and technical education programs who meet criteria for career and technical education licensure stated in rule at the Department of Education and who have been issued the appropriate career and technical education license. (MN Rules 3505.1000 Subp. 14)
Exploratory Work Experience	A school supervised vocational program designed to provide students with paid or unpaid work experience in a variety of occupations, to help the students identify job traits in relation to their abilities and characteristics and to assist them in making realistic and appropriate occupational choices. (MN Rules 3505.1000 Subp. 15)
Extended Employment	Paid time when staff is employed beyond the regular school calendar, which is necessary for job placement and coordination, development of training plans and training agreements, equipment maintenance, supply procurement, inventory and storage, curriculum development, staff development, or career and technical education student organization activities. (MN Rules 3505.1000 Subp. 16)
Extended Time Student	A student who is in attendance more than six hours but less than nine hours per day. (MN Rules 3505.1000 Subp. 17)

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Family and Consumer Science (FACS)	A secondary career and technical education program that focus on preparing students for family life and the interrelationships between family, community and work. Students achieve academic and skills attainment through problem-solving, decision-making, critical thinking, communications, literacy and numerical skills in applied contexts. Programs exist in the areas of interpersonal communications, family systems, human development, parenting, resource management, community service, consumerism, housing and interior design, foods and nutrition, textiles, and apparel.
Family Educational Rights and Privacy Act (FERPA)	A Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. (20 U.S.C. § 1232g; 34 CFR Part 99)
Full Participation	Providing the supplementary and other services necessary for special populations to succeed in career & technical education.
General Occupational Skills	Experience in and understanding of all aspects of the industry the student is preparing to enter, including planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, and health, safety, and environmental issues. [P.L. 101-392, Section 521(17)]
Higher Order Skills	Thinking skills used to integrate basic skills and knowledge to solve problems, make decisions, and better understand information, situations, and people. They include critical and creative thinking as well as metacognition (being aware of and managing one's thoughts and thought processes).
Health Science and Technology Education (HSTE)	A secondary career and technical education program that provides students with the knowledge and skills to pursue career development and employment options in a variety of health care settings. Health science and technology courses connect students to the health care industry through a variety of laboratory and work-based learning experiences.
Individualized Education Program (IEP)	A written statement for a disabled individual developed in accordance with sections 612(4) and 614(a)(5)] the IDEA [20 U.S.C. 1412(4) and 1414(a)(5)] [Federal Register, Section 400.4(b)]
Industry Skill Standards	Knowledge and competencies required to perform successfully in a specific workplace, occupation and/or career.
Instructional Site	A facility or location where students have an opportunity to achieve educational goals and individual program objectives. (MN Rules 3505.1000 Subp. 19)
Internship	A training program involving class instruction followed by a supervised, full-time or part-time position at an approved training station. (MN Rules 3505.1000 Subp.20)
Laboratory Instruction	An in-school instructional method involving the practice of skills with appropriate equipment and supplies used within the occupation. (MN Rules 3505.1000 Subp. 21)
Labor Market Area	As defined by the U.S. Bureau of Labor Statistics, a labor market area is "an economically integrated geographic area within which individuals can reside and find employment within a reasonable distance, or can readily change employment without changing their place of residence." Labor markets are classified as either metropolitan or non-metropolitan (small labor market) areas.
Labor Market Information (LMI)	A body of information dealing with the functioning of labor markets and the determination of the demand for supply of labor. It includes, but is not limited to, such key factors as changes in the level and/or composition of economic activity, the population, employment and unemployment, income and earnings, and wage rates and fringe benefits. Additionally, it concerns itself with the effects that changes in technology and production processes have on the demand for labor and which education, mobility, the work ethic, and income from work and non-work has on the supply of labor.

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Limited-English Proficiency (LEP)	The term "individual with limited English proficiency" means a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and <ol style="list-style-type: none"> 1. Whose native language is a language other than English; or 2. Who lives in a family or community environment in which a language other than English is the dominant language. (Carl D. Perkins Vocational and Applied Technology Education Act of 1998).
Local Career and Technical Education Administrator	The licensed career and technical education administrator who has the major responsibility for duties including budget, curriculum, and supervision in career and technical education at the secondary level for a district, center, or technical college. The superintendent is the authorized local administrator in the absence of a licensed career and technical education administrator. For licensure of career and technical education staff serving in a nonpublic school, the chief executive officer of the nonpublic school or a designee may be authorized by the commissioner to recommend licensure. (MN Rules 3517.0010 Subp. 32)
Local Education Agency	A public educational agency, at the local level, which exists primarily to operate schools or to contract for educational services. (MN Rules 3505.1000 Subp. 22)
Lock-Out/Tag-Out	Uniform requirements established by the OSHA Control of Hazardous Energy Sources Standard to ensure that hazards of unexpected energizing or start-up of machinery and equipment in U.S. workplaces are evaluated, safety procedures implemented, and that the proper hazard information is transmitted to all affected workers.
Maintenance of Effort	Specific language contained in the Carl D. Perkins Vocational and Technical Education Act of 1998 (Section 311. Fiscal Requirements) to ensure that states continue to provide funding for career and technical education programs at least at the level of support of the previous year. The U.S. Secretary of Education may grant a waiver of up to 5% for exceptional or uncontrollable circumstance (such as a natural disaster or a dramatic financial decline) that affect the state's ability to continue funding at the prior year's levels.
Minnesota Department of Education (MDE)	State agency whose mission is to improve educational achievement by establishing clear standards, measuring performance, assisting educators and increasing opportunities for lifelong learning.
Measurable Objectives	A specific statement of intended results. Characteristics of a measurable objective include the following: a definite time frame, the audience, degree of measurement, and resources needed.
Measure	A description of an outcome. [Federal Register, Section 400.4(b)]
Minnesota Academic Standards	Prior to graduation, Minnesota students must meet state standards and successfully complete state assessments in language arts, mathematics and science. Minnesota students must meet state standards in social studies as determined by locally developed assessments. Minnesota students must meet either state or locally developed standards in the arts using locally developed assessments. Public high schools must offer at least three and require at least one of the following five arts areas: media arts; dance; music; theater; and visual arts. Academic standards for language arts, mathematics and science apply to all public school students, except the very few students with extreme cognitive or physical impairments for whom an individualized education plan team has determined that the required academic standards are inappropriate. An individualized education plan team that makes this determination must establish alternative standards. A school district, no later than the 2007-2008 school year, must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule. A school district must provide students who enter the ninth grade in or before the 2003-2004 school year the opportunity to earn a diploma based on existing locally established graduation requirements in effect when the students entered the ninth grade.

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	A district must establish its own standards in health and physical education, career and technical education, and world languages, and must offer courses in these elective subject areas. A district must use a locally selected assessment to determine if a student has achieved an elective standard.
Minnesota Graduation Requirements	<p>Students must meet the following credit requirements before graduation from high school (grades 9-12, with a credit comparable to a year of study):</p> <ul style="list-style-type: none"> • 4 credits of English/language arts • 3 credits of mathematics encompassing at least algebra, geometry, statistics and probability • 3 credits of science including at least one credit of biology • 3½ credits encompassing United States history, geography, government and citizenship, world history, and economics OR • 3 credits encompassing at least United States history, geography, government and citizenship, and world history and ½ credit of economics taught in social studies or business • 1 credit in the arts • 7 elective credits
National Career Development Guidelines (NCDG)	<p>A framework for building and evaluating a comprehensive career development program for youth in a variety of settings that:</p> <ul style="list-style-type: none"> • Help students acquire skills they will need to transition successfully to postsecondary training or a job after high school; and • Help students achieve more by linking classroom study to future choices.
Non-traditional Training and Employment	Occupations or fields of work, including careers in computer science, technology, and other 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 work. (Carl D. Perkins Vocational and Applied Technology Education, 1998)
Necessary Equipment	Items of equipment that meet the criteria as defined in the uniform financial accounting and reporting system (UFARS), and are identified by the local school district as essential to support the teaching of occupational competencies in approved career and technical education programs. (MN Rules 3505.1000 Subp. 23)
Nonexpendable Personal Property	Tangible personal property having a useful life of more than one year and an acquisition cost of \$300 or more, per unit. (MN Rules 3505.1000 Subp. 24)
Occupation	Paid or unpaid work including, but not limited to, salaried jobs, self-employment, and homemaking. (MN Rules 3505.1000 Subp. 25)
Occupational Relations	Learning experiences including work adjustment concepts, interpersonal skills involving relationships with other workers and supervisors, understandings and attitudes common to all work stations, and specific instruction as identified in a training plan. (MN Rules 3505.1000 Subp. 26)
Occupational Skill Standards	Performance specifications that are business or industry based, and that identify knowledge, skills, and abilities essential for individuals to succeed in the respective business or industry.
Occupational Safety and Health Administration (OSHA)	An office within the U.S. Department of Labor that works to assure the safety and health of America's workers by setting and enforcing standards; providing training, outreach, and education; establishing partnerships; and encouraging continual improvement in workplace safety and health.

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Office of Vocational & Adult Education (OVAE)	An office with the U.S. Department of Education that works to ensure all Americans have the knowledge and technical skills necessary to succeed in postsecondary education, the workforce, and life. Through comprehensive policies, programs, and activities of the Preparing America's Future initiative, OVAE is helping to reform America's high schools, to support America's community colleges, and to expand America's adult education programs.
Paraprofessional	A non-licensed individual providing instructional support under direct supervision of a licensed teacher.
Portfolio	A collection of work documenting a student's educational performance and/or career planning.
Postsecondary Career and Technical Education	Occupational education for persons who have completed or left high school and who are enrolled in organized programs of study. (MN Rules 3505.1000 Subp. 28)
Postsecondary Educational Institution	Is defined as: <ol style="list-style-type: none"> 1. An institution of higher educational that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor's degree; 2. A tribally controlled college or university; or 3. A nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level. (Carl D. Perkins Vocational and Applied Technology Education Act of 1998).
Preparatory Services	Services, programs, or activities designed to assist individuals who are enrolled in career & technical education programs in the selection of, or preparation for participation in, an appropriate career & technical education training program. Preparatory services include, but are not limited to: <ol style="list-style-type: none"> 1. Services, programs, or activities related to outreach to, or recruitment of potential career & technical education students; 2. Career counseling and personal counseling; 3. Career & technical assessment and testing; and 4. Other appropriate services, programs, or activities. [Federal Register, Section 400.4(b)]
Pre-Career and Technical Education	Programs, services, or activities designed to provide youth and adults with orientation, guidance, exploration, and instruction to assist them in making meaningful career decisions. (MN Rules 3505.1000 Subp.29)
Program Participant	Secondary – Any student enrolled in a Career and Technical Education (CTE) approved program. Postsecondary - Students enrolled in one or more courses within a Perkins approved career & technical education program.
Secondary Career and Technical Education Teacher Full-time Equivalent	A licensed career and technical education teacher who teaches the equivalent of six hours per day for 175 days per year or its equivalent. (MN Rules 3505.1000 Subp. 37)
Secondary Career and Technical Education Course	One or more components of a secondary vocational instructional program. (MN Rules 3505.1000 Subp. 30)

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Secondary Career and Technical Education	Programs for grades 10 to 12 that meet the requirements of part 3505.2500 , items A to C, and work experience/career exploration programs. (MN Rules 3505.1000 Subp. 31)
Secretary's Commission on Achieving Necessary Skills (SCANS)	<p>The Secretary's Commission on Achieving Necessary Skills (SCANS) was convened by the U.S. Department of Labor 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:</p> <ol style="list-style-type: none"> 1. Define the skills needed for employment; 2. Propose acceptable levels in 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. <p>The Commission identified five competencies (i.e. skills necessary for workplace success) and three foundations (i.e., skills and qualities that underlie competencies).</p> <p>Competencies - effective workers can productively use:</p> <ol style="list-style-type: none"> 1. Resources - allocating time, money, materials, space, and staff; 2. Interpersonal Skills - working on teams, teaching others, serving customers, leading, negotiating and working well with people from culturally diverse backgrounds; 3. Information - acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information; 4. System - understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems; and 5. Technology - selecting equipment and tools, applying technology to specific tasks, and maintaining and trouble-shooting technologies. <p>Foundations - competence requires:</p> <ol style="list-style-type: none"> 1. Basic Skills - reading, writing, arithmetic and mathematics, speaking, and listening; 2. Thinking Skills - thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning; 3. Personal Qualities - individual responsibility, self-esteem, sociability, self-management, and integrity.
Service Learning	A form of experiential learning whereby students apply content knowledge, critical thinking and good judgment to address genuine community needs.
Sequential Course of Study	An integrated series of courses that are directly related to the educational and occupational skills preparation for individuals for jobs or preparation for postsecondary education. [Federal Register, Section 400.4(b)]
Simulation	An in-school instructional method involving the application of skills with a realistic flow of work and in a realistic setting for the occupation. (MN Rules 3505.1000 Subp. 32)
Single Parent	<p>An individual student who is unmarried or legally separated from a spouse; and</p> <ol style="list-style-type: none"> 1. Has a minor child or children for which the parent has either custody or joint custody; or 2. Is pregnant. [P.101-392, Section 521 (301)]
Skill Certification	A formal process used to ascertain and distinguish the mastery of a set of skills according to predefined standards. May be linked to either a particular occupation or trade, or a particular job or process.

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Skill Standard	Performance specifications that identify the knowledge, skills, and abilities an individual needs to succeed in a workplace; they define a common language of quality and level of achievement.
Special Education	Any specially designed instruction and related services to meet the unique cognitive, academic, communicative, social and emotional, motor ability, vocational, sensory, physical, or behavioral and functional needs of a pupil as stated in the IEP. (MN Rules 3525.0210 Subp. 42)
Special Populations	<ol style="list-style-type: none"> 1. Individuals with disabilities; 2. Economically disadvantaged individuals, 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. (Carl D. Perkins Vocational and Applied Technology Education Act of 1998). <p>* In Minnesota this includes disadvantaged persons and persons with 504 plans</p>
Standard	The level or rate of an outcome. [Federal Register, Section 400.4(b)]
Standards for Technological Literacy	Technological literacy is the ability to use, manage, assess, and understand technology. The Standards for Technological Literacy provides the content basis upon which the study of technology may be built.
Student Full-time Equivalent (FTE)	A student enrolled full-time in an approved educational program, six hours per day for 175 days per year or its equivalent. (MN Rules 3505.1000 Subp. 33)
Student Staff Ratio	The relationship between the number of FTE students and the number of FTE teachers in each approved career and technical education program. (MN Rules 3505.1000 Subp. 34)
Students with Special Needs	Students who are handicapped or disadvantaged. Students identified as handicapped are defined in Minnesota Statutes, section 125A.02 and cannot succeed in regular vocational programs. Disadvantaged students are those who have academic or economic disadvantages and require special programs, modified programs or supportive services to assist them in succeeding in a vocational education program. Students with academic and economic disadvantages may lack reading, writing, mathematic skills, perform below grade level, the family income is at or below national poverty level, the student or the student's parents or guardian is unemployed, the student or the student's parents are recipients of public assistance, or the student is institutionalized or under the state's guardianship. (MN Rules 3505.1000 Subp. 35)
Supplement Not Supplant	Specific provisions in the Carl D. Perkins Vocational and Technical Education Act of 1998 (Section 311. Fiscal Requirements) which prohibit states from using federal funds to replace state and local funds for career and technical education and tech-prep activities.
Support Service	Services related to curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices. (Carl D. Perkins Vocational and Applied Technology Education Act of 1998). (MN Rules 3505.1000 Subp. 36)
Technical Tutor	An individual holding a nonteaching, technical tutor license recognized by the Minnesota Board of Teaching and working under direct supervision of a licensed teacher.
Tech-Prep Program	A program of study that: <ol style="list-style-type: none"> 1. Combines at least 2 years of secondary education (as determined under State law) and 2 years of postsecondary education in a nonduplicative sequential course of study;

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	<ol style="list-style-type: none"> 2. Strengthens the applied academic component of career and technical education through the integration of academic, and career and technical, instruction; 3. Provides technical preparation in an area such as engineering technology, applied science, a mechanical, industrial, or practical art or trade, agriculture, a health occupation, business, or applied economics; 4. Builds student competence in mathematics, science and communications (including through applied academics) in a specific career field, and to high skill, high wage employment, or further education; and 5. Leads to an associate degree or a certificate in a specific career field and to high skill, high wage employment, or further education. (Carl D. Perkins Vocational and Applied Technology Education Act of 1998).
Third Party Appraisal	Establishing a price for nonexpendable personal property by an independent appraiser who is free from any conflicting interests. (MN Rules 3505.1000 Subp. 38)
Trades and Industry Technologies	Secondary career and technical education programs designed to prepare secondary students for rewarding careers in high-demand, high-paying occupations. Trade and industrial instructional areas include education in the following career cluster: construction, communication, manufacturing, transportation.
Training Agreement	An agreement signed by the employer, the student, the parent or guardian when student is below 18, and the instructor coordinator, which defines their respective responsibilities, and includes pertinent information regarding supervision of the student at the training station. (MN Rules 3505.1000 Subp. 39)
Training Plan	A written plan developed by the instructor coordinator, the employer and/or supervisor, and the student that indicates what is to be learned by that student and whether it is to be learned in the classroom or at the training station after a careful analysis of the student's career objective and the learning opportunities available at the training station. (MN Rules 3505.1000 Subp. 40)
Training Station	A worksite where a student acquires actual work experience. (MN Rules 3505.1000 Subp. 41)
Transition-Disabled Program	Enables students with disabilities to access career and technical education programs based on their assessed interests and abilities. Transition-disabled programs are designed for students who require curriculum modifications and other supplemental services that are not generally available in regular secondary career and technical education programs.
Uniform Financial Accounting and Reporting Standards (UFARS)	Used by Minnesota school districts, charter schools, and cooperatives to report financial activities in a uniform manner. The standards are revised and updated each year at the completion of the legislative session. UFARS became law in 1976 and requires all reporting units to use modified accrual accounting for revenue and expenditures. (MN Statute 123B)
Vocational Aid	See Career and Technical Education Levy.
Vocational Education	See Career and Technical Education.
Vocational Program Advisory Committee	See Advisory Committee.
Vocational Program Areas	See Career and Technical Education Program Areas.
WIA (Workforce Investment Act of 1998)	Federal legislation designed to coordinate and streamline all components of the nation's workforce development system, including employment, job training, education, and vocational rehabilitation services for youth (ages 14-21), adults, and dislocated workers.

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Work-Based Learning	A component of Career and Technical Education programs designed to help students explore and make informed career decisions. Specifically, any learning that ordinarily occurs at an off-campus worksite through a partnership between an employer/business and the school. It involves learning experiences and activities including instruction in workplace skills and competencies, instruction in all aspects of industry and actual paid or unpaid work experiences. The types of work-based learning experiences are work-site field trip, job shadowing, practicums, mentorships, cooperative work-experience, community-based experiences, internships, entrepreneurship, service-learning and youth apprenticeships.
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