

Self-determination and Youth Investment Key Terms and Acronyms

504 Plans

See Academic adjustments

Academic adjustments

Such modifications to the academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of [disability] against a qualified ... applicant or student [with a disability]. Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted. [34 C.F.R. § 104.44(a) Section 504 of the Rehabilitation Act]

Academic content standards

Statements of what all students should know and be able to do in subject areas; No Child Left Behind Act requires academic content standards specify what all students are expected to know and be able to do, contain coherent and rigorous content, and encourage the teaching of advanced skills

Accommodation

Service or support related to a student's disability that allows full access to a given subject matter and to accurate demonstration of knowledge without requiring a fundamental alteration to the standard or expectation of the task

Adult services

Services needed for people when they reach adulthood; often including, but not limited to, assistance in finding a job, assistance in the home, assistance at work, employment-related supports such as housing and transportation, and provision of various therapies or medications

Age-appropriate transition assessment

Ongoing process of collecting data on the individual's needs, preferences, and interests as they relate to the demands of current and future work, education, living, and personal and social environments

Allies

People, groups, or nations that have joined together in an association for mutual benefit or to achieve some common purpose, whether or not explicit agreement has been worked out between them

Americans with Disabilities Act (ADA) (Americans with Disabilities Amendment Act 2008)

Federal disability antidiscrimination legislation passed in 1990 to guarantee basic civil rights to people with disabilities; similar to those provided to individuals on the basis of race, sex, national origin and religion; guarantees equal opportunities for individuals with disabilities in areas of employment, transportation, government services, telecommunications, etc.

Assistive technology (AT) device

Any item, piece of equipment, or product system, whether acquired commercially, modified, or customized, that increases, maintains, or improves functional capabilities of individuals with disabilities

Authentic environment

Authentic environments provide a realistic context to an authentic task; is the actual environment in which a task is performed.

Authentic Student Voice

Student voice rooted in agency and self-regulation, leading to deep engagement of learners in directing and owning their own learning process.

Career and technical education

Sequence of courses that provide opportunities for students to become proficient in relevant technical knowledge and skills as well as the core academic standards

Career / Vocational assessment

Global term used to designate any and all types of evaluation or measurement of vocational functioning; may include both formal and informal methodologies

Circle of support

A circle of support is a group of people who meet together on a regular basis to help an individual accomplish their personal goals in life. A circle of support can create many wonderful relationships and opportunities for individuals with disabilities. Real friendships can start and lead to a more fulfilling and rich life.

College and Career Ready

Refers to the content knowledge, skills, and habits that students must possess to be successful in postsecondary education or training that leads to a sustaining career

College exploration

Activities to help students and their families to prepare for and select an institution of higher learning

Common Core Standards Initiative

A state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The

Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers

Community-based instruction

Integrating students into their community as part of their educational curriculum and instruction

Community-based services

Services provided in a community setting; preferably in the individual's home community

Community of practice

Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.

Competitive employment

Working either full- or part-time, for at least minimum wage or an equivalent payment after leaving high school in:

- a. an integrated competitive employment setting
- b. the military
- c. a community-based supported employment setting
- d. family business (e.g., farm)
- e. self-employment

Consolidated Supports and Services

A funding mechanism: a new way to pay for supports and services, (an alternative to the traditional agency model). CSS gives people control over whom they hire and which supports are provided to them. Each person using CSS develops a circle of support, completes a practical person-centered plan, designs a weekly schedule of supports, and creates an individual budget, which includes their personal resources as well as the cost of services being accessed.

Courses of study

A multi-year description of coursework necessary to achieve the student's desired post-school goals, from the student's current to anticipated exit year

Cradle to College and Career

A system of integrated services and professional development, both public and private, which begins in the early years and leads to appropriate post-secondary success for all students that includes academic, occupational, and independent living that benefits the individual and community as a whole

Credentialed by 26

Credentialed by 26 provides resources to insulate the education pipeline for older, vulnerable youth, by providing the supports necessary for their success. It identifies partners that need to be mobilized and policy approaches that need to be enacted in order to significantly increase completion rates and help more young people successfully transition to adulthood.

Dialogue Guides

The IDEA Partnership defines Dialogue Guides as models for conducting interactive discussions across stakeholders in States and districts

Daily living skills

Areas of development integral to everyday routines; i.e., eating, dressing, washing, taking care of hygiene, toileting

Division on Career Development and Transition

A Division of the Council for Exceptional Children (CEC), the Division on Career Development and Transition (DCDT) focuses on the career development of individuals with disabilities and/or who are gifted and their transition from school to adult life.

Employee Engagement

A measurable degree of an employee's positive or negative emotional attachment to their job, colleagues and organization which profoundly influences their willingness to learn and perform at work.

Employment

See competitive employment

Empowerment

People who are empowered have the knowledge and ability that will allow them to overcome obstacles in life or work environment.

Encourages people to gain the skills and knowledge that will allow them to overcome obstacles in life or work environment and ultimately, help them develop within themselves or in the society. Empowerment includes the following, or similar, capabilities:

- The ability to make decisions about personal/collective circumstances
- The ability to access information and resources for decision-making
- Ability to consider a range of options from which to choose (not just yes/no, either/or.)
- Ability to exercise assertiveness in collective decision making
- Having positive-thinking about the ability to make change
- Ability to learn and access skills for improving personal/collective circumstance.
- Ability to inform others' perceptions though exchange, education and engagement.

- Involving in the growth process and changes that is never ending and self-initiated
- Increasing one's positive self-image and overcoming stigma
- Increasing one's ability in discreet thinking to sort out right and wrong

Externship

An externship is an opportunity for a student to engage in practice based learning, by actively participating in a field of interest. It is very similar to an internship, but is generally of a shorter duration and focuses on giving someone a taste of a potential career. Unlike an internship, there is less focus on job training. Students may or may not receive academic credit for an externship, depending on the institution they attend.

Fair Labor Standards Act (FSLA)

Applies to employees engaged in interstate commerce or employed by an enterprise engaged in commerce or in the production of goods for commerce, unless the employer can claim an exemption from coverage; established a national minimum wage, guaranteed time and a half for overtime in certain jobs, and prohibited most employment of minors

Functional life skills

Skills required for participation in typical life spaces of adults in our society: vocational, educational (post-secondary educational environments), domestic, recreational, and community environments

Functional vocational assessment

Assessment to determine a student's strengths, abilities, and needs in an actual or simulated work setting or in real work sample experiences; process should occur over time with repeated measures using situational assessments

Goals/success defined by stakeholders

The process of identifying the individuals or groups that are likely to affect or be affected by a proposed action, and sorting them according to their impact on the action and the impact the action will have on them. This information is used to assess how the interests of those stakeholders should be addressed in a plan, program, or other action. Stakeholder analysis is a key part of stakeholder management.

Independent living skills

Skills or tasks that contribute to the successful independent functioning of an individual in adulthood; may address leisure recreation, home maintenance and personal care, and community participation

Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004)

Latest reauthorization of PL 94-192; Federal regulations that govern educational entitlement services for children with disabilities through age 22 or exiting high school

IDEA Partnership

The IDEA Partnership is dedicated to improving outcomes for students and youth with disabilities by joining state agencies and stakeholders through shared work and learning

Individualized education program (IEP)

Written statement for a child with a disability that is developed, reviewed, and revised in accordance with §§ 300.320 through 300.324 [IDEA 2004 Part B Regulations, §300.22]

Individualized plan for employment (IPE)

Legal document outlining a plan leading a person with a disability to competitive employment; utilized by Vocational Rehabilitation

Interest inventory

Self-assessment tool used in career planning that matches a person's interests, likes, and dislikes with activities and possible career options

Internship

Expanding and connecting classroom learning in a full-time/part-time supervised work-based setting

Job analysis

Identification of the specific tasks and subtasks involved in completing a specific job

Job coach

Person providing assistance to an individual to learn or maintain a job; can include training and support at the job site

Job shadowing

Exploring different occupations and types of work environments by following and watching people actually performing the jobs

Medicaid

Federal health program for individuals and families with low incomes and resources; an entitlement program jointly funded by the states and federal government, managed by the states; low-income parents, children, seniors, and people with disabilities may be served

Medicare

Federal health insurance program mainly for persons aged 65 or older; some limited benefits for younger persons eligible for Social Security disability benefits for more than two years

Mentoring

A supportive relationship between a youth or young adult and someone more senior in age and experience, who offers support, guidance, and concrete assistance

National Collaborative on Workforce and Disability for Youth, (NCWD-Y) The National Collaborative on Workforce and Disability for Youth (NCWD-Y) is a comprehensive technical assistance resource to assist the workforce development community to address issues affecting the employment of youth with disabilities

National Dropout Prevention Center (NDPC)

A national technical assistance center funded by the Office of Special Education Programs (OSEP) to provide knowledge and promote networking for researchers, practitioners, policymakers, and families to increase opportunities for youth in at-risk situations to receive the quality education and services necessary to successfully graduate from high school (NDPC, 2009).

National Post School Outcomes Center (NPSO)

A national technical assistance center funded by the Office of Special Education Programs (OSEP) to help state education agencies establish practical and rigorous data collection systems that will measure and profile the post-school experiences of youth with disabilities (i.e., Indicator 14). The results will be used for national, state, and local reporting and—most importantly—to guide and improve transition services to this population (The National Post School Outcomes Center, 2009, retrieved from <http://www.psocenter.org>).

National Secondary Transition Technical Assistance Center (NSTTAC)

A national technical assistance center funded by the Office of Special Education Programs (OSEP) to assist states with collecting and using SPP Indicator 13 data. Additionally, NSTTAC generates knowledge that provides an evidence-based foundation for secondary transition practices, builds capacity of states and local education agencies to implement effective secondary transition services, disseminates information to state personnel, practitioners, researchers, parents, and students regarding effective secondary transition services (National Secondary Transition Technical Assistance Center, 2009, retrieved from <http://www.nsttac.org>).

Natural Support

Personal associations and relationships typically developed in the community that enhance the quality and security of life for people, including, but not limited to, family relationships; friendships reflecting the diversity of the neighborhood and the community; association with fellow students or employees in regular classrooms and work places; and associations developed through participation in clubs, organizations, and other civic activities.

Next Generation Learners Initiative

An initiative of the Council of Chief State School Officers to create a system of supports that engages each child—from birth through early adulthood, in the totality of his or her circumstance—in learning so they are prepared for life, meaningful work, and citizenship. Concentrates on the elements of education that have direct bearing on

students and their learning experiences and focuses on learners and learning, rather than on schools and schooling.

On-the-job-training

Knowledge and skills a person acquires while in the workplace, doing some activities related to an existing position description

P-16

A P-16 system integrates a student's education beginning in preschool (as early as 3 years old) through a four-year college degree

Performance-based learning

Performance-based learning puts students at the center of the learning process by enabling demonstration of mastery based on clear and commonly-shared expectations.

Personalizing learning

Calls for a data-driven framework to set goals, assess progress, and ensure students receive needed academic and developmental supports.

Person-centered planning

Person-centered Planning (PCP) is a process that assists people with disabilities and their families to plan for the future to enable the individual with a disability to be active and contributing members of the community through structured exercises focusing on the individual's strengths and preferences

Personal care assistant

Provides personal health care related needs to individuals with disabilities, including promoting self-care, independent living, personal health, mobility, and personal finance skills

Portfolio

Collection of evidence representing a person's academic and/or work performance; e.g., papers, pictures, descriptions, recommendations, summary of performance

Postsecondary education/training

In-school years: type of instruction, related service, community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation, listed in association with meeting the post-secondary goal(s)

Post-school years: enrolled full- or part-time for at least 1 complete term or training program at any time since leaving high school in:

- a. post-high school completion program (e.g., GED) or adult basic education program (e.g., independent living training)
- b. short-term education or employment training program (e.g., WIA, Job Corps, certificate program)
- c. vocational-technical school

- d. community college
- e. college/university

Postsecondary goal

...generally understood to refer to those goals that a child hopes to achieve after leaving secondary school; i.e., high school [IDEA 2004 Part B Regulations, §300.320(b), discussion of Final Rule p. 46,668]; a postsecondary goal must have a related annual goal for a student 16 years of age or older, or younger if the state has determined

Postsecondary outcomes

Participation in postsecondary education or competitive employment one year after exiting high school

Pre-service training

Initial teacher training in higher education

Pre-vocational

Preparation for a job; includes teaching job-related skills

Ready by 21

Ready by 21 is an innovative set of strategies developed by national experts at the Forum for Youth Investment with decades of youth policy experience that help communities improve the odds that all children and youth will be ready for college, work and life.

Ready by 21 is built on the Four Building Blocks for Effective Change:

- Build broader partnerships
- Set bigger goals
- Use better data and information
- Implement bolder strategies

Referral

Sending a youth or young adult to another source or provider for advice, treatment, support services, etc.

Rehabilitation Act of 1973

The federal act that ensures rehabilitation services [see 504 Plan]

Rehabilitation counselors

Rehabilitation counselors work with various state departments and community programs to provide (a) services to persons with disabilities, (b) information to employers about the Americans with Disabilities Act, and (c) collaborate with adult service agencies to provide employment for persons with disabilities

School to Work Opportunities Act (1994)

Federal act that provides funding for systemic change; includes work-based, school-based and connecting activities to create quality opportunities for all students

Secondary school redesign (High school redesign)

Secondary school redesign is based on the concept that providing students with rigorous and relevant instruction can reduce student achievement gaps, increase graduation rates, decrease drop-out rates, and improve post-school outcomes for students with disabilities.

Section 504 (Sec. 504)

[See Rehabilitation Act of 1973]

Self-advocacy

Understanding one's abilities; being aware of the strengths and weaknesses resulting from any real or perceived limitations, and being able to articulate reasonable need for support. Advocacy is the ability of a person to speak for himself or herself and their individual rights including the ability to:

- Define success for yourself.
- Set personal, academic, and career goals.
- Keep your expectations high.
- Understand your abilities and disabilities.
- Play to your strengths.
- Develop strategies to meet your goals.
- Use technology as an empowering tool.
- Work hard. Persevere. Be flexible.
- Develop a support network. Look to family, friends, and teachers.

Self-advocacy Strategy

The Self Advocacy Strategy is a motivation and self-determination strategy designed to prepare students to participate in education or transition planning conferences. The strategy consists of 5 steps which are taught over a series of seven acquisition and generalization stages. The five steps are presented using the acronym "I PLAN" to help cue students to remember the steps for the strategy (National Secondary Transition Technical Assistance Center, 2009).

Self-awareness

Conscious knowledge of one's own character, feelings, motives, and desires

Self-determination

The right and ability of a person to direct his or her own life, as well as the responsibility to accept the consequences of his or her choices; capacity to make decisions, choose preferences, practice self-advocacy, and manage one's own affairs.

Self-directed funding

Participants, or their representatives, if applicable, have decision-making authority over certain services and take direct responsibility to manage their services with the assistance of a system of available supports. The self-directed service delivery model is an alternative to traditionally delivered and managed services such as an agency

delivery model. Self-direction of services allows participants to have the responsibility for managing all aspects of service delivery in a person-centered planning process.

Self-Directed IEP

The Self-Directed IEP lesson package is divided into four instructional units, including students leading meeting, reporting interests, reporting skills, and reporting options. It is a multimedia package designed to teach students the skills needed to manage their own IEP meetings. It includes a teacher manual, a student workbook, and two videos that present 11 steps necessary for students to lead their own IEP meetings (National Secondary Transition Technical Assistance Center, 2009).

Self-help skills

[See Daily living skills]

Service Coordinator

Designated individual to assist and support youth and families in accessing available service systems in an integrated way

Shared leadership

Shared leadership refers to a group functioning more effectively when all members accept responsibility as a group, including administrators, teachers, families, service providers, and students willing to work together and take equal responsibility

Sheltered employment

Sheltered employment refers to “an accredited occupationally-oriented facility, including a work activities center, operated by a private nonprofit agency, which, except for its administrative and support staff, employs disabled persons certified under special provisions of federal minimum wage laws by the Wage and Hour Division, U.S. Department of Labor” (65 Del. Laws, c. 74, § 1.).

Social communication skills

The ability to understand social situations, respond to others, and interact with other people

Social networks

Peers assisting peers with academics, job skills, social/emotional transferrable skills

Social Security Disability Income (SSDI)

Benefits to workers or certain members of a worker’s family, who may qualify, based on an impairment severe enough to prevent working for a year or more, or which is expected to result in death; benefits continue as long as the person is medically disabled and not engaged in substantial gainful employment

Stakeholders

All those who are concerned with secondary transition, e.g., youth and families, school personnel, representatives of the business community, adult service organizations and agencies, and higher education representatives

Supplemental Security Income (SSI)

Monthly disability income for those who meet social security rules for disability and who have limited income and resources

Supported employment

Competitive work in integrated work settings, or employment in integrated work settings in which individuals are working toward competitive work, consistent with the strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice of the individuals, for individuals with the most significant disabilities for whom competitive employment has not traditionally occurred; or for whom competitive employment has been interrupted or intermittent as a result of a significant disability; and who, because of the nature and severity of their disability, need intensive supported employment services [Rehabilitation Act of 1973 Section 7(35)(a)]

Taxonomy (Kohler's Taxonomy for Transition Programming)

Kohler's Taxonomy for Transition Programming is a model for planning, organizing, and evaluating secondary transition programs for students with disabilities. The model includes 5 areas related to transition planning, which are student-focused planning, student development, family involvement, program structure, and interagency collaboration

Transition

Period of time when adolescents are moving into adulthood and often concerned with planning for postsecondary education or careers; usually encompasses the ages 14 to 25 and moves from the school environment to the workforce environment

Transition (IDEA 2004)

A coordinated set of activities for a child with a disability that is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation (20 U.S.C. § 1401 sec. 602 [34]).

Transition services

A coordinated set of activities for a student with a disability that:

1. is designed to be within a results-oriented process, focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education; vocational education; integrated employment (including supported employment); continuing and adult education; adult services; independent living or community participation;
2. is based on the individual child's needs, taking into account their strengths, preferences, and interests;
3. includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

[Individuals with Disabilities Education Improvement Act of 2004, Public Law No. 108-446, 20 U. S. C. 1400, H. R. 1350]

Vocational/career assessment (revisit within context of career development)

Systematic collection of information about the student's vocational aptitudes, abilities, expressed interests, and occupational awareness used in planning a transition from secondary school to competitive employment or postsecondary education

Vocational Rehabilitation (VR) Services Program

Program to assist States in operating a comprehensive, coordinated, effective, efficient, and accountable program of vocational rehabilitation that is an integral part of a statewide workforce investment system; and designed to assess, plan, develop, and provide vocational rehabilitation services for individuals with disabilities, consistent with their strengths resources, priorities, concerns, abilities, and capabilities, interests and informed choice, so that individuals may prepare for and engage in gainful employment. [Rehabilitation Act of 1973 Title I Section 100(a)(2)]

Vocational evaluation

Comprehensive and systematic process that uses work (real or simulated) to assess the vocational potential of individuals; incorporates other data such as a test score, medical data, information on education and work experience and the needs and interests of the individual in setting vocational goal and service requirements

Work-based learning

Meaningful and engaging educational opportunities connecting classroom learning to learning on job sites in the community; support youth to make career decisions, network with potential employers, select courses of study, and develop job skills relevant to future employment

Work-Readiness Skills

Ability to make the educational and vocational decisions and perform the kinds of educational and vocational tasks that are expected by school and the workplace; include soft skills, computer literacy, and job seeking skills

World-class knowledge and skills

Encompass the content knowledge and thinking skills required for success in a globally-oriented world.

Youth

Period in life between childhood and maturity, known as adolescence; given different program requirements, the age range for youth is between 14 and 25; may extend as low as 12 and as high as 29; youth can be both in and out of school.

Youth development

Youth development is the on-going growth process that involves transition into adult life ensuring that youth are engaged in opportunities to meet personal and social needs while building skills and competencies to become engaged and contributing members in their daily lives (Center for Youth Development and Policy, 2009).

Youth leadership

Empowering youth with meaningful opportunities to effect change within their community and within any institutions or systems that concern them; requires skill development in the form of communication, advocacy, and awareness; requires that institutions make a sustained commitment to creating meaningful leadership opportunities for youth