

# **Cradle to College and Career**

## **Key Terms**

(Updated January 2014)

### **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

### **Adaptive behavior**

An individual's manner of dealing with the demands of daily life, including self-care skills, organizational skills, basic interpersonal skills, and conformance to community standards (obeying rules, taking responsibility, etc.)

### **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

### **Age of majority**

College and career readiness 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

### **Aging Out**

Term applying to a student who is nearing the end of his/her school career based on chronological age

**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.

**Apprenticeships**

An apprenticeship program combines on-the-job training with academic instruction for those entering the workforce. Also called dual-training programs because of the combined occupational and in-class components, apprenticeships help individuals put their academic skills to practical use in various careers

**Assessment**

The process of measuring, usually in numerical terms, knowledge, skills, attitudes, and beliefs; measurement of student growth; assessment tool choice is dependent on the purpose and use of measurement results; See also: Authentic Assessment, Criterion-Referenced Test (CRT), Curriculum-Based Assessment (CBA), Curriculum-Based Measurement (CBM), Norm-Referenced Test (NRT), Diagnostic Assessment, Formative Assessment/Evaluation, Functional Assessment, Standardized Assessment, Summative Assessment/Evaluation

**Assessment Consortia**

In 2010 and 2011, the U.S. Department of Education awarded a total of five grants to the Consortia of states to support the development of new assessment systems — two *Comprehensive Assessment Consortia*, two *Alternate Assessment Consortia*, and one *English Proficiency Assessment Consortium*.

- General Assessments
  - Partnership for Assessment of Readiness for College and Careers (PARCC)
  - Smarter Balanced Assessment Consortium (SBAC)
- Alternate Assessments
  - Dynamic Learning Maps Alternate Assessment System Consortium (DLMAASC)
  - National Center and State Collaborative Partnership (NCSC)
- ELL Assessments
  - Assessment Services Supporting ELs through Technology Systems (ASSETS)

**Assessment Services Supporting ELs through Technology Systems (ASSETS)**

WIDA is the Project Management Partner for the ASSETS Consortium, a collaboration designed to create an innovative technology-based assessment system supporting English learners. The system will be operational in 2015-16. The consortium will develop a next generation assessment system to measure English language proficiency linked to Common Core State Standards that will include K-12 assessments, be technology based, provide interim and annual assessments, and provide screeners for identification and placement. As managing partner, WIDA is working with partners at the Center for Applied Linguistics (CAL), WestEd, UCLA, MetriTech, Inc., and Data Recognition Corporation (DRC) on all aspects of project planning, test development, governance support, budget monitoring, and communications

**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

### **Assistive Technology (AT) Service**

As defined by the IDEA, any service that directly assists a learner with a disability in the selection, acquisition, or use of an assistive technology device.

### **At-Risk**

At risk describes learners associated with an increased probability of school failure and dropping out.

### **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.

### **Behavioral Health**

Possessing and demonstrating" behaviors which have life enhancing value

### **Benchmark Exams**

Exam used to decide whether or not an individual child at an age or grade is performing above or below typical peers; can be determined in relation to local norms, national norms, and predictive value.

### **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

### **Child with a Disability**

IDEIA TITLE I / A / 602 / 3

(3) Child with a disability.--

(A) In general.--The term 'child with a disability' means a child--

(i) with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (referred to in this title as 'emotional disturbance'), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and (ii) who, by reason thereof, needs special education and related services

### **Collaboration**

Collegial process wherein two or more colleagues share expertise with each other; to implement instructional or behavior strategies to benefit student/young adult learning **College exploration**

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

**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's Curriculum Maps**

Curriculum planning documents that teachers can use as a resource for making their own more detailed curricula and lesson plans. They translate the new Common Core State Standards for Kindergarten through 12th grade into unit maps that teachers can use:

- to plan their year,
- craft their own more detailed curriculum,
- and create lesson plans

**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

**Communities of Practice**

Concept referring to the process of social learning that occurs when people who have a common interest in some subject or problem collaborate over an extended period to share ideas, find solutions, and build innovations

**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

**Computer Adaptive Testing**

Often referred to as CAT, this is a form of computerized testing that individually adapts to the ability level of the person taking the test by adjusting the difficulty of examination items depending on performance on previous items. This adaptation of test items to match the ability level of the test-taker enables a more accurate measurement of student ability using fewer items than a standardized paper and pencil test

### **Council of Chief State School Officers CCSSO**

The Council of Chief State School Officers is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. CCSSO and the National Governors Association Center for Best Practices (NGA Center) have released a set of state-led education standards, the Common Core State Standards. The English-language arts and mathematics standards for grades K-12 were developed in collaboration with a variety of stakeholders including content experts, states, teachers, school administrators and parents. The standards establish clear and consistent goals for learning that will prepare America's children for success in college and work. CCSSO has worked in collaboration with members, partners and thought leaders to identify four areas of focus that will lead the systems change necessary for a true transformation of teaching and learning. Those areas are Next Generation Learning; Standards, Assessment, and Accountability; System of Educator Development; and Comprehensive Data Systems.

### **Counseling**

Advice or guidance provided by a trained, licensed professional such as a psychiatrist, psychologist, or a social worker; e.g., rehabilitative counseling, career counseling, guidance counseling, mental health counseling, peer counseling

### **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

### **Daily living skills**

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

### **Dialogue Guides**

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

### **Data-based Decision-making**

Instructional decisions based on student performance data

### **Data-driven**

Instructional decisions based on student performance data

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## **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

## **Disability**

... a physical or mental impairment that substantially limits one or more of the major life activities of such individual; a record of such an impairment; or being regarded as having such impairment [Americans with Disabilities Act Sec. 12102(2)]; forms the basis of civil rights of people with disabilities and is used as the core definition of disability for all federal government legal and regulatory compliance responsibilities as it relates to both physical and programmatic access

## **Dynamic Learning Maps Alternate Assessment System Consortium (DLM)**

The Dynamic Learning Maps Alternate Assessment System Consortium seeks to create an assessment system to support teachers in improving the learning of students with the most significant cognitive disabilities (SCD). The new DLM alternate assessment system will let students with significant cognitive disabilities show what they know in ways that traditional multiple-choice tests cannot. The DLM system is designed to map a student's learning throughout the year. The system will use items and tasks that are embedded in day-to-day instruction. In this way, testing happens as part of instruction, which both informs teaching and benefits students. An end of the year assessment will be created for states that want to include a summative test in addition to the instructionally embedded system

## **Embedded Tasks**

A context-embedded task is one in which the student has access to a range of additional visual and oral cues

## **Employability skills**

To be empowered for the 21st century, our students need to be able to ... Think critically, solve problems, be creative, be innovative, communicate, collaborate, use technology and media, self-direct, lead, be ethical, be adaptable, be versatile, have a great work ethic, be passionate, be curious, and learn for a lifetime

## **Employment**

See competitive employment

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

Children and or adults whose second language is English

## **English Language Proficiency**

English proficiency is the ability to speak, read and/or write in English. To be considered truly proficient, one should have advanced abilities in all three areas of communication

## **Essential Elements**

The characteristics that define an entity, practice or program and are fundamental and necessary. Community of Practice on Transition Essential Elements is a document that describes the characteristics that define a community of practice (CoP) on Secondary Transition

## **Evaluation**

Systematic measurement of value or worth in relation to a set of criteria or a specific standard/expectation; See also Summative Assessment

## **Evidence-based practice**

Educational practices/strategies supported by rigorous educational intervention research; have yielded evidence of positive results for students

## **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

## **Family/School/Community Partnerships**

Bringing together schools, families, and community organizations in a collaborative effort to meet the comprehensive needs of children, families, and the community

## **Fidelity of implementation**

The concept of implementation fidelity, sometimes called adherence or integrity, is a determination of how well a program, process or intervention is being implemented in comparison with the original design. Evidence-based programs are developed and tested over time using theory to build the program components. It is implementation of these program components that is expected to influence program outcomes. Fidelity is the faithful implementation of the program components

## **Formative Assessment/Evaluation**

Classroom/curriculum measures of student progress; monitors progress made towards achieving learning outcomes; informs instructional decision-making

## **Free Appropriate Public Education (FAPE)**

Special education and related services that—

- (a) Are provided at public expense, under public supervision and direction, and without charge;
- (b) Meet the standards of the SEA, including the requirements of this part; (c) Include an appropriate preschool, elementary school, or secondary school education in the State involved;
- and (d) Are provided in conformity with an individualized education program (IEP) that meets

(c) the requirements of §§ 300.320 through 300.324. [IDEA 2004 Part B Regulations, §300.17]

### **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

### **Grounding Assumptions**

The Grounding Assumptions of the Community of Practice on Secondary Transition describes the fundamental assumptions that ground the implementation of the Secondary Transition requirements in federal law (NCLB SEC. 1001 (2)) and IDEA 2004 [34 CFR 300.1 (a)] [20 U.S.C. 1400(d)(1)(A)]

### **Growth model**

A method used to measure the gains of individual students over time. An accountability system using growth modeling creates a measurement of a student's *progress* toward standards, which contrasts with the current accountability model under NCLB, Adequate Yearly Progress, or "AYP," that uses a pass-fail measurement based on a *point-in-time* assessment of proficiency

### **Guiding Principles**

The unifying beliefs that are the foundation for the collaborative efforts of the Community of Practice on Secondary Transition

### **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 Education Program (IEP) Team**

... group of individuals ... responsible for developing, reviewing, or revising an IEP for a child with a disability. [IDEA 2004 Part B Regulations, §300.23(a)]

### **Individualized Plan for Employment (IPE)**

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

**Integrated employment (or supported)**

An employment setting in which an individual with a disability receives the support necessary to learn and maintain his or her job

**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 sampling/work**

Giving those with disabilities the opportunity to "try their hand" at a variety of jobs to determine those that might be a good fit given the individuals skills and interests

**Job Shadowing**

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

**Least Restrictive Environment (LRE)**

(i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and  
(ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily [IDEA 2004 Part B Regulations, §300.114]

**Life skills**

Generally speaking, any of those skills used to manage a home, cook, shop, manage finances, and organize personal living environments

**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

**Mental Health**

"A state of successful performance of mental function, resulting in productive activities, fulfilling

relationships with people, and the ability to adapt to change and cope with adversity” (U.S. Department of Health and Human Services, 1999, p. 4). Mental health is not merely the absence of mental illness but the presence of something positive

### **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

### **Mobility Skills**

Ability to travel safely and efficiently from one location to another; any means an individual with a motor impairment ambulates; e.g., walking, wheelchair, using a cane

### **Modification**

Service or support related to a child’s disability that helps him or her to access subject matter and demonstrate knowledge; modifications fundamentally alter the standard or expectation of the task

### **National Assessment of Educational Progress (NAEP)**

Often referred to as “the nation’s report card,” NAEP is the largest nationally representative, ongoing assessment of what students learn and can do in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Not every student takes NAEP; results are based on representative samples of students in grades 4, 8, and 12 for the main assessments. NAEP does not provide scores for individual students or schools, though results for some large urban districts can be produced. Because the assessment essentially stays the same from year to year, the results provide a common metric for all states and provide a national measure of student academic progress over time

### **National Center and State Collaborative Partnership**

The NCSC partnership is focused on alternate assessments based on alternate achievement standards (AA-AAS). The National Center and State Collaborative (NCSC) is applying the lessons learned from the past decade of research on alternate assessments based on alternate achievement standards (AA-AAS) to develop a multi-state comprehensive assessment system for students with significant cognitive disabilities. The project draws on a strong research base to develop an AA-AAS that is built from the ground up on powerful validity arguments linked to clear learning outcomes and defensible assessment results, to complement the work of the Race to the Top Common State Assessment Program (RTTA) consortia. Appropriately challenging alternate assessment on alternate achievement standards, based on grade-level content; with different achievement expectations for students with significant cognitive disabilities will be utilized

### **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

### **National Governors Association Center for Best Practices (NGA Center)**

The Common Core State Standards Initiative is a state-led effort, launched more than a year ago by state leaders, including governors and state commissioners of education from 48 states, 2 territories and the District of Columbia, through their membership in the National Governors Association Center for Best Practices (NGA Center) and Council of Chief State School Officers (CCSSO)

### **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>)

### **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

### **Next Generation Science Standards**

Through a collaborative, state-led process managed by Achieve, new K–12 science standards are being developed that will be rich in content and practice, arranged in a coherent manner across disciplines and grades to provide all students an internationally benchmarked science education. The NGSS will be based on the Framework for K–12 Science Education developed by the National Research Council

### **No Child Left Behind Act of 2001 (NCLB)**

Reauthorization of the Elementary and Secondary Education Act; applies to all public schools

### **Office of Civil Rights (OCR)**

The Office for Civil Rights ensures equal access to education and to promote educational excellence throughout the nation

### **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

## **Paid employment**

A person working for another person or a business firm for pay

## **Paraprofessional (Paraeducator, Instructional Assistant)**

Paraprofessionals assist special education teachers with providing special education and related services to students with disabilities

## **Partnership for the Assessment of Readiness for College and Careers (PARCC)**

The Partnership for Assessment of Readiness for College and Careers (PARCC) is a consortium of states working together to develop a common set of K-12 assessments in English and math anchored in what it takes to be ready for college and careers. These new K-12 assessments will build a pathway to college and career readiness by the end of high school, mark students' progress toward this goal from 3rd grade up, and provide teachers with timely information to inform instruction and provide student support. The PARCC assessments will be ready for states to administer during the 2014-15 school year

## **Peer Mentoring**

Peer mentoring takes place in learning environments such as schools, usually between an older more experienced student and a new student. Peer mentors appear mainly in secondary schools where students moving up from primary schools may need assistance in settling into the whole new schedule and lifestyle of secondary school life. Peer mentoring is also used in the workplace as a means of orienting new employees. New employees who are paired with a peer mentor are twice as likely to remain in their job than those who do not receive mentorship

## **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

### **Positive Behavior Supports (PBS)**

Evidence-based practices embedded in the school curriculum/culture/expectations that have prevention focus; teaching, practice, and demonstration of pro-social behaviors. A decision making framework that guides the selection, integration, and implementation of the best evidence practices for improving important academic and behavior outcomes for all students. Services are often organized within a three-tiered approach including universal, targeted and tertiary prevention

### **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

### **Present Level of Academic Achievement and Functional Performance**

Description of current levels of student performance in academic and functional skill areas utilized in developing the individualized education program

### **Promising Practice**

Promising practices have a limited degree of success, but not yet evidence-based. Educators should use with caution and following the literature to ensure the practices develop into research-based or evidence-based

### **Psychological Evaluation**

Evaluation of performance and capabilities which uses psychological assessments to guide the establishment of appropriate interventions

## **Psycho-social Evaluation**

Assessment of an individual's thoughts, emotions, and interactions with others

## **Public Law 94-142**

First federal education law to serve students with disabilities in public schools; signed in 1975; after several reauthorizations, now the Individuals with Disabilities Education Improvement Act of 2004

## **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

## **Related Services**

...transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education [IDEA 2004 Part B Regulations, §300.34(a)]

## **Research-based Practice**

Research-based practice refers to applying research to guide program development and implementation. Practices based on published/peer reviewed research supporting effectiveness of specific strategies

## **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

## **Screen**

Quick, inexpensive assessment/evaluation to determine if further investigation is needed

## **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

## **Self-advocacy**

Understanding one's disability, being aware of the strengths and weaknesses resulting from the limitations imposed by the disability, and being able to articulate reasonable need for accommodation; advocacy is the ability of a person to speak for him or herself and stand up for his or her individual rights

## **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**

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 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

## **Service learning**

A method of teaching, learning and reflecting that combines academic classroom curriculum with meaningful youth service throughout the community. As a teaching methodology, it falls under the category of experiential education. More specifically, it integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, encourage lifelong civic engagement, and strengthen communities

## **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.)

### **Smarter Balanced Assessment Consortium**

The Smarter Balanced Assessment Consortium (Smarter Balanced) is a state-led consortium working to develop next-generation assessments that accurately measure student progress toward college- and career-readiness. Smarter Balanced is one of two multistate consortia awarded funding from the U.S. Department of Education in 2010 to develop an assessment system aligned to the Common Core State Standards (CCSS) by the 2014-15 school year.

SBAC will create required summative assessments; a retake option; optional formative, or benchmark, exams and tools, processes and practices for use in planning and implementing informal, ongoing assessment. *The Transition to the Common Core Work Group* — one of ten state-led Smarter Balanced work groups — will identify high-quality curriculum resources aligned to the CCSS, and professional development strategies that can be replicated across states

### **Social Communication Skills**

The ability to understand social situations, respond to others appropriately, and interact with other people (remove appropriately)

### **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

### **Special Education**

Specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability, including instruction conducted in the classrooms, homes, hospitals, institutions, and in other settings; to ensure that all children with disabilities have ... special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living [IDEA 2004 Part B Regulations, §300.1(a)]

### **Specially Designed Instruction**

Specially designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction-to address the unique needs of the child that result from the child’s disability; and to ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children (20 U.S.C. § 1401 sec. 300 [39])

### **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

### **Standardized Assessment**

Tests administered to large groups of students, using the same administrative procedures, for the purpose of measuring academic achievement and/or comparing growth of learning in relation to students at the same grade or age range

### **Structured leisure participation**

Ensure that children/youth with disabilities have equal access with other children to

participation in play, recreation and leisure and sporting activities, including those activities in the school system

### **Study Skills**

Techniques of scheduling time, finding a quiet place, remembering, reviewing, deciding what material is important, and taking notes

### **Summary of Performance (SOP)**

The 2004 reauthorization of the Individuals with Disabilities Education Improvement Act (IDEIA) requires that “a public agency must provide the child with a summary of the child’s academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child’s postsecondary goals...when a child graduates with a regular diploma or exceeds the age eligibility under State law” [300.305 (e) (3)].

### **Summative Assessment/Evaluation**

Comprehensive in nature, provides accountability and is used to check the level of learning at the point of expected mastery; measures growth in relation to a specific set of criteria or standard/expectation

### **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

### **Through-Course Testing**

Students take parts of the summative assessment at key times during the school year, closer to when they learn the material

### **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 Assessment (see Age-Appropriate Transition Assessment)**

#### **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]

#### **Universal Design for Learning (UDL)**

Process of designing instruction that is accessible by all students; UDL includes multiple means of representation, multiple means of expression, and multiple means of engagement; the focus in creation of UDL curricula is on technology and materials

#### **Value-added model**

A measurement of student progress that compares how a student performs to a prediction of how that student *should* perform based on past performance. Value-added assessment is currently of interest to policymakers as states and districts consider compensation models for teachers *American Youth Policy Forum, 2011* based on how much value they are adding to student learning, as measured by test scores for individual students

#### **Vocational/career Assessment**

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

### **Wrap-around Services**

Wrap-around services are individualized, community-based mental health services for children that support them at home and in school (Furman & Jackson, 2002)

### **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

This document was generated within the IDEA Partnership by cross-stakeholders representing teachers, administrators, related service personnel, family members and youth, state education agencies, higher education, technical assistance providers, and assessment consortia.