

Oregon Education and Workforce Terms

A Glossary for Practitioners:

Career Pathways

**A Handbook of Common Language for
Secondary and Postsecondary Career Pathways
In Oregon**

Draft 10
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CAREER PATHWAYS



Oregon Department of Education
Office of Educational Improvement and Innovation



**Oregon Department of
Community Colleges and
Workforce Development**

Introduction

The following definitions and associated links are the result of conversations held through the *Advancing CTE in Career Pathways* project, a five-state, multi-agency look at the various approaches to the concept of “Career Pathways” across the country. This project was led by the USDOE and funded by Jobs For the Future. As one of the participant states, Oregon’s team embarked upon defining common language used by the various education and workforce professionals and institutions engaged in career pathways, education and workforce efforts within Oregon.

THIS GLOSSARY IS A WORK IN PROGRESS, and does not imply unanimous agreement by all participants or agencies to the terms as defined below—but we are much closer than when this project started. This handbook is offered as a guide to help practitioners use similar language when dealing with Oregon learners as they move through the various components of Oregon’s education and workforce system. We welcome your comments, corrections, addition, and new or revised web links. Please email [Ron Dodge](#) at ODE and/or [Mimi Maduro](#) at CCWD.

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Oregon Practitioners Career Pathways Glossary

Accelerated College Credit: *A range of state and local program models and options (e.g. [Expanded Options](#), [Dual Credit](#), [College Now](#), [Tech Prep](#), [2+2](#) etc.) that allow students to gain college credit while in high school. Accelerated options also include [Advanced Placement](#)® courses and the [International Baccalaureate](#)® programmes. See also [Dual Credit](#).*

Achievement Compacts: *A key component of Oregon’s accountability model intended to ensure that the state’s investment in public education meets the state’s goals. Achievement compacts:*

- *Serve as the annual partnership agreements between the state—represented by the Oregon Education Investment Board (OEIB)—and all K-12 school districts, education service districts, community colleges, the university system, and Oregon Health and Science University.*
- *Define key measurements and set goals for student progress as well as allow comparisons between schools based on those outcomes and measures of student progress.*
- *Are a required component of Oregon’s K-12 application for a No Child Left Behind (NCLB) waiver. The achievement compacts replace the NCLB targets with goals set by each individual institution, and are approved by OEIB, per state legislation (Senate Bill 1581, passed in 2012).*

ADM (Average Daily Membership): *Is a preliminary number that schools and ODE use for several calculations, most importantly, how much money in state support funds the district gets from the State School Fund.*

- *According to ORS 327.006(3): Average daily membership (or ADM) means the aggregate days membership of a school during a certain period divided by the number of days the school was actually in session during the same period. However, if a district school board adopts a class schedule that operates throughout the year for all or any schools in the district, average daily membership shall be computed by the Department of Education so that the resulting average daily membership will not be higher or lower than if the board had not adopted such schedule.*

ADM_w (weighted Average Daily Membership): *Is an adjusted number that school districts and ODE use for several calculations, most importantly, how much money in state support funds the district gets from the State School Fund.*

- *According to ORS 327.013(1)(c)(A): Weighted average daily membership (or ADM_w) = average daily membership + an additional amount computed for member students as follows:*
 - *Those students eligible for special education (total not to exceed 11% of district’s ADM, unless approved by ODE); also, not to include students eligible for local or regional correctional facility programs) (factor = 1.0)*
 - *Those students eligible for and enrolled in an English as a second language program under ORS 336.079 (factor = 0.5)*
 - *Those students enrolled in a union high school district or in an area of a unified school district where the district is only responsible for educating students in grades 9 through 12 in that area. (factor = 0.2)*
 - *Those students enrolled in an elementary district operating kindergarten through grade six or kindergarten through grade eight or in an area of a unified school district where the district is only responsible for educating students in kindergarten through grade eight (factor = 0.1)*
 - *Those students in poverty families, as determined by the Department of Education based on rules adopted by the State Board of Education that incorporate poverty data published by the United States Census Bureau, student data provided by school districts and other data identified by the board (Factor = 0.25)*
 - *The number of children in foster homes in the district as determined by the report of the Department of Human Services to the United States Department of Education, Annual Statistical Report on Children in Foster Homes and Children in Families Receiving AFDC Payments in Excess of the Poverty Income Level, or its successor, for October 31 of the year prior to the year of distribution (factor = 0.25)*

Oregon Practitioners Career Pathways Glossary

- *The number of children in the district in state-recognized facilities for neglected and delinquent children, based on information from the Department of Human Services for October 31 of the year prior to the year of distribution (factor = 0.25)*
- *Plus funds calculated under 327.077 for small and remote schools*

Adult Basic Skills (ABS): *Refers to pre-college instruction divisions in Oregon community colleges that provide non-credit course instruction and remediation in Adult Basic Education (ABE) (reading, writing, math), [General Education Development \(GED\)](#), and English as a Second Language (ESL).*

Adult High School Diploma: *An option for adult students to complete the high school diploma requirements within an Oregon community college. Students may enroll in high school completion classes, earn high school credits for college classes, and/or receive credit for some life experiences.*

Alliance for Quality Career Pathways (AQCP): *An initiative to identify criteria and indicators that define high-quality career pathway systems and a set of shared performance metrics for measuring and managing their success. The Alliance is convened by the [Center for Law and Social Policy \(CLASP\)](#). The Alliance includes ten states collaborating developing and taking to scale career pathways. Those states that have volunteered to work together to develop the Alliance framework include: Arkansas, California, Illinois, Kentucky, Massachusetts, Minnesota, Oregon, Virginia, Washington, and Wisconsin.*

Apprenticeship: *A formal method of training in a skilled occupation, craft, or trade. Apprentices learn occupations through a structured program of on-the-job training with related classroom technical instruction. Nearly all Oregon community colleges offer classroom training as part of apprenticeship programs. Apprenticeship programs are also available at the Oregon State Penitentiary, Oregon Correctional Institution, and Eastern Oregon Correctional Institution.*

Advanced placement: *A secondary course where students participate in rigorous, college-bound, academic curriculum*

Advanced Placement (AP) ©: *Copyrighted academic curriculum, materials, and examinations from [The College Board](#).*

Articulation: *Formal alignment of resources, instruction, curriculum, processes, and/or credit between education programs or institutions. Programmatic articulation aligns curriculum based on standards, proficiencies, skill sets, or expectations for student learning (e.g., [CTE Alignment and Articulation](#) resources). Institutional articulation refers to interrelationships of curriculum, standards, and policies across levels (e.g. secondary, community college, and higher education) such that community college credit can be awarded to secondary students, and/or higher education credit can be awarded to secondary or community college students for completing that higher institution's expectations. (see ODE's [Accelerated College Credit](#) brochure online).*

Advancing CTE in Career Pathways: *A national project funded by the US Department of Education ([USD OE](#)) and managed by Jobs for the Future ([JFF](#)), with the goal of continuing to advance the work being done at the secondary level for federally funded (Carl D. Perkins Technical Education Improvement Act of 2006)with the community college level Career Pathways project.*

*(From JFF's document: **Advancing Career and Technical Education (CTE) in Career Pathway Systems: Model for the Provision of Technical Assistance, March 2013**: "...project that assists states and local communities to recognize the common features of secondary CTE and Career Pathways and to integrate CTE programs of study into broader Career Pathway efforts.")*

Articulation Agreement: *An agreement between educational institutions to provide seamless articulation of credits, courses, credentials, certificates, and/or degrees. These agreements may enhance the transition of*

Oregon Practitioners Career Pathways Glossary

students from one level or sector to another, potentially shortening the amount of time required to complete a program of study.

ASPIRE Program: *Administered by the Oregon Student Access Commission (OSAC), ASPIRE (Access to Student assistance Programs In Reach of Everyone) helps middle school, high school, and community college students access education and training beyond high school. Students receive information about college and career options, admissions, and financial aid from trained and supportive ASPIRE volunteer mentors who work with them throughout the year. Beginning with just four pilot schools in 1998, ASPIRE expanded to 145 sites across Oregon in 2013. ASPIRE serves students by:*

- *Helping sites build a sustainable community of volunteer mentors*
- *Educating students and families about the scholarship application process and other options for paying for postsecondary education*
- *Providing mentoring, resources and encouragement to help students access education and training beyond high school*

Associate of Applied Science (AAS) Degree: *A Career & Technical Education (CTE) degree offered by Oregon community colleges. These AAS degrees are aligned to one of Oregon's six career areas, as shown in the [Community College Viewbook](#). In addition to occupational and technical courses, students in an AAS program also complete a core of general education coursework in communication/writing, computation, math, and human relations.*

Associate of Arts Oregon Transfer (AAOT) Degree: *A degree that guarantees that any student who holds a degree that conforms to the guidelines and who transfers to any institution in the Oregon University System will have met the lower-division general education requirements of that institution's baccalaureate degree programs. The AAOT degree was the first statewide degree designed to ease the transfer of students from Oregon community colleges to Oregon University System (OUS) institutions. Course, class standing, or Grade Point Average (GPA) requirements for specific majors, departments or schools are not necessarily satisfied by an Associate of Arts Oregon Transfer degree. Students transferring under this agreement will have junior standing for registration purposes.*

Associate of Science Oregon Transfer Degree (ASOT): *Any student having the Associate of Science Oregon Transfer -Business (ASOT -Business) degree recognized on an official college transcript will have met the lower division General Education requirements of baccalaureate degree programs at any institution in the Oregon University System. Students transferring under this agreement will have junior status for registration purposes. Course, class standing, or GPA requirements for specific majors, departments, or schools are not necessarily satisfied by an ASOT Business degree. The ASOT-Business (Associate of Science Oregon Transfer) degree was created in 2003 through collaboration between Oregon community college faculty and administration and Oregon University System business chairs and deans to begin an exploration of offering statewide Associate of Science degrees. Like the AAOT (Associate of Arts Oregon Transfer degree) the intention is to recognize lower division coursework, but in this case includes coursework taken by students intending to major in business.*

Block Transfer: *An agreement between an Oregon community college and an Oregon university institution to accept a specified set of courses (which may include Career and Technical Education courses) for transfer towards a four-year degree. An example is the Oregon Transfer Module (OTM).*

Bridge Programs: *At the postsecondary level, programs designed to prepare academically under-prepared and under-served populations to enter credit-based academic courses, often by teaching remedial or basic skills in the context of occupational skills. At the secondary level, bridge programs are education intervention strategies that link instruction between programs, or provide services for students to transition from one program to another.*

Oregon Practitioners Career Pathways Glossary

Career and Technical Education (CTE): *Content, programs, and instructional strategies based on business and industry skill sets and needs. Instruction incorporates standards-based academic content, technical skills and workplace behaviors necessary for success in careers of the 21st century. CTE programs incorporate applied learning that contributes to the individual’s development of higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship. Instruction is provided in areas such as business, health care, law enforcement, agriculture, culinary arts, information technology, and manufacturing, just to name a few; Oregon has CTE instruction in as many as 16 career cluster areas, each with its own 3-5 focus areas or pathways. CTE includes practical application of technical skills, academic knowledge, and workplace behaviors needed for success in the highly skilled careers of the 21st century. See [ODE/CCWD CTE resources](#).*

Career and Technical Education Course: A course may be identified as a Career and Technical Education Course, and may be included as a CTE Course in a CTE Program of Study, a CTE Program of Study Start-Up, or a CTE State Recognized Program if it includes the following elements:

- Contextual instruction focused within a specific career pathway environment
- Career pathway specific technical content -and/or-
- Academic content taught in career focused context(s)
- Contextual instruction of career pathway specific workplace readiness skills, which may include:
 - Communication
 - Teamwork
 - Problem solving/critical thinking
 - Personal management
 - Career management and life-long learning
- Hands-on instruction and application by students of acquired career pathway knowledge and skills
- Instruction related to at least one of the nine “All Aspects of an Industry” (taught with a career pathway focus):
 - Business planning
 - Management
 - Health, safety and the workplace environment
 - Community issues
 - Principles of Technology
 - Personal work habits
 - Technology production skills
 - Labor
 - Finance
- Any course included as a course in a CTE POS or a SRP POS must be taught by a CTE certified teacher and must include instruction that addresses the skill set identified for that program as evidenced by a skills-to-course matrix or other ODE acceptable method.

Career and Technical Education Program of Study (CTE POS): There are two working definitions that are used in the field for Oregon’s CTE POS. Though not discrete from one another, the second definition is more prescriptive and includes the five elements of the CTE POS:

- 1) *An Oregon Career and Technical Education Program of Study is a sequence of CTE courses, aligned to industry standards at the secondary and post-secondary level, that integrates technical and career skill proficiencies with academic content. A CTE POS prepares students for the workplace, further education, training, and community roles. Only Oregon approved Programs of Study are eligible to use federal Carl D. Perkins funds, and must use them to help improve student performance.*
- 2) *An aligned (often with articulated credit) sequence of courses based on a central set of industry validated knowledge and skills, often from the Oregon Skill Sets/Common Career Technical Core. CTE curriculum*

Oregon Practitioners Career Pathways Glossary

is usually delivered to students through hands-on, application-based instructional strategies in high school and community college courses that form an aligned, non-duplicated career learning pathway. CTE POS must 1) have a secondary and a postsecondary partner who mutually develop the program based on a common set of industry standards, 2) have aligned, unduplicated curriculum that may offer the student college credit, 3) provide an accountability system that includes assessment of skills standards and reporting of student performance and program data 4) provide students with comprehensive guidance and counseling and/or other student support services, and 5) include a plan for professional development that helps keep the instructors current with technical advances in their career area. See [ODE/CCWD CTE POS resources](#).

Career Clusters®: Groups of occupations and broad industries based on commonalities used by high schools and community colleges to develop Career Pathways, Career and Technical Education (CTE) Programs of Study (CTE-POS), and other CTE strategies. Career Clusters® have been developed nationally by the National Association of State Directors of Career and Technical Education consortium ([NASDCTEc](#)) through the Career Clusters Initiative. The Career Clusters® are also used by both the [National Career Pathways Network](#) and the [National Center for Career and Technical Education](#) in the development of Career Pathways at community colleges. The most recent version of the standards developed for the Career Clusters® framework are called the Common Career Technical Core (CCTC). The [Oregon Skill Sets](#) are Oregon's version of the National Career Clusters® [CCTC](#). See **Oregon Skill Sets**.

Career Information System (CIS): Oregon's official career information delivery system. CIS provides a comprehensive and state-based resource to help Oregonians of all ages become aware of work and educational options, connect education and work, and make successful career decisions and transitions throughout their lifetime. Oregon CIS is a consortium organization administered by the University of Oregon. CIS software and materials are used in schools, colleges, workforce agencies, and private businesses to support the career development of their students, clients, and employees.

Career Ladder: A set of occupations that are linked together by common or complementary knowledge and skills. These linkages provide workers with opportunities to advance, and expand recruitment opportunities for employers.

Career Pathways: There are multiple uses of the term "Career Pathways" in Oregon education and training circles. Below are the most common uses, beginning with the 'big picture' definition that is the umbrella under which the others exist.

Career Pathways (big picture) are:

- 1) The life-long learning journey of each person which begins with early childhood experiences that are then shaped by school, community, and home experiences; these pathways become more formally focused through secondary and postsecondary experiences, and are continually developed through on-the-job experiences, additional education and training, and other life experiences as the career unfolds over time.

[This concept is proposed by the state-level multi-agency task force [Advancing CTE in Career Pathways](#), which is part of a special 5-state, 3-year project initiated by the US Department of Education ([USDOE](#)), Office of Career, Technical, and Adult Education ([OCTAE](#)), beginning in 2013, and which is managed by Jobs for the Future ([JFF](#))

At the **programmatic** level, "Career Pathways" are offered at Oregon high schools and community colleges in a systemic approach for delivering education and training services, and include these 3 different (but overlapping) initiatives:

Career Pathway programs are:

Oregon Practitioners Career Pathways Glossary

2) Collaborations between education and training partners from secondary schools, community colleges, universities, private career schools, apprenticeships, and/or industry trainers, to provide standards-based curriculum and give direction to the school-based experiences of a student. These career pathways are complete, non-duplicated sequences of learning experiences aimed at preparing students for occupations in specific career areas. Career pathways focus on easing and facilitating student transitions from high school to community college, from pre-college courses to credit-bearing postsecondary programs, and from community college to university or employment. See also, Oregon's **Career Pathways Initiative**, and **Career Technical Education Programs of Study**.

Career Pathway programs are:

3) [[National Council of Workforce Education](#) definition (2009)]: Frameworks for connecting a series of educational programs with integrated work experience and support services, thereby enabling students and workers to combine school and work and advance over time to better jobs and higher levels of education and training. The ultimate goal is for pathways to provide a seamless system of career exploration, preparation, and skill upgrades linked to academic credits and credentials, available with multiple entry and exit points spanning middle school, secondary, postsecondary, adult and workplace education.

Career Pathway programs are:

4) [Center for Law & Social Policy] "[Shared Vision, Strong Systems: The Alliance for Quality Career Pathways Career Pathways Framework Version 1.0 \(2014\)](#) The career pathways approach connects progressive levels of education, training, support services, and credentials for specific occupations in a way that optimizes the progress and success of individuals with varying levels of abilities and needs. This approach helps individuals earn marketable credentials, engage in further education and employment, and achieve economic success. Career pathways deeply engage employers and help meet their workforce needs; they also help states and communities strengthen their workforces and economies.

Other Career Pathway initiatives:

5) [[CCWD Career Pathways Initiative](#)] Linked education and training services that enable community college students, often while they are working, to advance over time to successfully higher education and employment in a given industry or occupational sector. Each step on a Career Pathway is designed explicitly to prepare students to progress to the next level of employment and education.

6) [[US Departments of Education & Labor](#) definition (2012)] A series of connected education and training strategies and support services that enable individuals to secure industry relevant certification and obtain employment within an occupational area and to advance to higher levels of future education and employment in that area. [Joint Letter](#)

Career Pathways Certificate of Completion (CPCC): An Oregon community college credential comprised of 12-44 credits that are wholly contained in an approved Associate of Applied Science (AAS) Degree/Option or an independent Certificate of Completion (45+ credits). Certificates of completion programs provide specialized training and education with a specific occupational focus. They must have a defined job entry point and course work must be collegiate level work. The term "certificate" may not be used for recognition/attendance awards and/or imply equivalence to a certificate of completion. The Career Pathway Certificate provides a state-sanctioned credential for a course of study that:

- acknowledges a specific skill proficiency to help a student qualify for a job or enhanced employment opportunities

Oregon Practitioners Career Pathways Glossary

- *is centered on needs of students by providing educational options*
- *provides the flexibility to achieve specific competencies within a longer term career path*
- *meets the minimum financial aid requirements for an AAS degree*

Career Pathways Initiative: *Launched in 2004 by the Governor’s office and the Department of Community Colleges & Workforce Development (CCWD), recognizing that a wide range of workers enter the workforce in different ways and with different needs, and that Oregon needs more trained workers for middle-skill occupations—jobs that require more than a high school degree, but less than a four-year degree. The goals of the Initiative include:*

- *To increase the number of Oregonians with certificates, credentials, and degrees in demand occupations supporting Oregon’s 40-40-20 mission: 40% of Oregonians with a postsecondary certificate or associate degree by 2025.*
- *To articulate and ease student transitions across the education continuum from high school to community college; from pre-college (ABE/GED/ESL) to credit postsecondary; and from community college to university or employment.*

Career Pathways Roadmaps: *Online visual graphics that display the coursework, competencies, skill requirements, and credentials needed for a series of related occupations in an industry sector. Core elements of roadmaps developed by Oregon community colleges include: 1) occupation(s); 2) competencies/skills; 3) college courses associated with-certificates, degrees, or credentials; 4) wages; 5) labor market data/demand; and 6) industry-recognized credential (if applicable). Each of Oregon’s 17 community colleges has a webpage for roadmaps which can be accessed through*

Career Pathways Roadmap Web tool: *Open source software developed by Oregon Department of Community Colleges & Workforce Development (CCWD), the Oregon Pathways Alliance and CTE Network to develop roadmaps and Program of Study templates (POSTs) online for students, advisors, counselors, and parents.*

Career Related Learning Standards (CRLS): *Knowledge and skills in personal management, problem solving, communication, teamwork, employment foundations, and career development. Oregon’s CRLS have been replaced as a high school diploma requirement by the Essential Skills. See [Essential Skills CRLS Merger](#).*

Carl D. Perkins Career and Technical Education Act of 2006: *Federal legislation approved in 2006 with the purpose to more fully develop the academic, career, and technical skills of secondary and postsecondary education students who elect to enroll in career and technical education programs. Perkins funds provide additional resources to CTE Programs of Study for the development, improvement, and implementation of those programs.*

CCTC: *See Common Career Technical Core; also Career Clusters©*

Certificates of Completion: *Certificates between 12-90 credits are available through Oregon community colleges. Some certificates are 12-44 credits, others are 45+ credits. Certificates of completion programs provide specialized training and education with a specific occupational focus. They must have a defined job entry point and course work must be collegiate level work. The term “certificate” may not be used for recognition/attendance awards therefore implying equivalence to a certificate of completion.*

CIP Code: *Federal Classification of Instructional Program code assigned to all programs in Oregon community colleges.*

Co-Enrollment/Concurrent Enrollment: *The practice of attending more than one institution or educational*

Oregon Practitioners Career Pathways Glossary

*program simultaneously. See **Dual Credit**.*

College and Career Readiness: *College-and-Career-Ready Oregonians have acquired knowledge, skills, and professional behaviors that provide a starting point to enter and succeed in workplace, career training, or college courses leading to certificates or degrees. [Adopted by the [Oregon Education Investment Board \(OEIB\)](#). April 8, 2014]*

College Now/College Credit Now: See **Accelerated College Credit**.

Common Career Technical Core: *The Common Career Technical Core (CCTC) is a state-led initiative to establish a set of rigorous, high-quality standards for Career Technical Education (CTE). The standards have been informed by state and industry standards and developed by a diverse group of teachers, business and industry experts, administrators and researchers. The initiative is being coordinated by the National Association of State Directors of Career Technical Education Consortium (NASDCTEc) as part of the Career Clusters© Initiative., which represents the state and territory heads of secondary, postsecondary and adult CTE across the nation. Forty-two states, the District of Columbia, and Palau participated in developing the CCTC. See also **Career Clusters©***

Common Core State Standards (CCSS): *Nationally developed academic standards used to provide students with a rigorous foundation in mathematics and English Language Arts/literacy which enables them to meet postsecondary expectations for the knowledge and skills of entry-level students.*

Cooperative Work Experience (CWE): *A postsecondary program that allows students who are enrolled in CTE programs to combine classroom studies with work-related experiences. Most community college Career & Technical Education programs (including some Career Pathways programs) include CWE credit requirements so students can expand their knowledge of, and experience in, an industry while earning college credit.*

Credential: *An umbrella term that includes degrees, diplomas, certificates, badges, industry/professional certifications, apprenticeships, and licenses. Credentials vary as to the awarding organization, the standards on which the award is based, and the rigor and type of assessment and validation processes used to attest to the knowledge, skills, and abilities individuals possess. There are two categories of credentials:*

- *Postsecondary education credentials: Which includes degrees, diplomas, and certificates that are awarded by accredited postsecondary institutions based on successful completion of a course of study. These credentials vary in the specificity with which courses have clearly articulated learning outcomes that students must achieve to obtain the credential. Postsecondary certificates are typically awarded for completion of less than one or two year course of study.*
- *Industry or occupational credentials: Which includes certifications, licenses, and certificates. Certifications are awarded by a third-party nongovernmental body, such as an industry or occupational association, based on an individual demonstrating through an examination process that she or he has mastered the required knowledge, skills, and abilities to perform a specific job.*

Credentials differ widely in quality and the breadth and level of competencies covered, as well as the types of assessment used in the certification process. Licenses to practice are granted by federal, state, or local government agencies based on predetermined criteria which may include some combination of degree attainment, certifications, assessment, apprenticeship program, and work experience. Certificates are awarded by employers, industry associations and others for completion of their various training programs.

[[US Department of Labor: Guidance letter](#)]

[[US Department of Labor: Attachment \(Glossary\)](#)]

Oregon Practitioners Career Pathways Glossary

Credit for Prior Learning (CPL): *The demonstration of knowledge and skills gained outside the traditional classroom setting for which community college academic credit is awarded. HB 4059 defined “prior learning” as the knowledge and skills gained through work and life experience, through military training and experience and through formal and informal education and training from institutions of higher education in the United States and in other nations.*

Credit for Proficiency: *State-approved policy that allows academic credit to be awarded when there is sufficient evidence of student demonstrated knowledge and skills that meet or exceed defined levels of performance. It may also be referred to at the postsecondary level as Credit for Professional Certification, Credit by Challenge Examination, or the College Level Examination Program (CLEP).*

CTE Course: *See **Career and Technical Education Course***

CTE Leaders (post-secondary): *The Community College Career and Technical Education (CC CTE) Leaders group is comprised of community college CTE deans, associate deans, directors, along with other college/district staff. The mission of the group is to advance and support statewide CTE initiatives, share best practices in assessment and program design, implement Perkins CTE Programs of Study, and develop and sustain local, regional, and statewide partnerships for CTE.*

CTE Network: *The Statewide CTE Network is the foundation for CTE system-building in Oregon. The Network includes membership from secondary administrators, CTE Regional Coordinators, community colleges deans, and dual credit coordinators. The Network provides a venue for discussion and professional development to improve CTE instruction and support for Oregon’s CTE students. It has also provided a multi-faceted communication link across the state.*

CTE Program of Study: *See **Career and Technical Education Program of Study**.*

CTE Regional Coordinators : *The network of leaders who help school districts and community colleges develop and maintain their CTE Programs of Study. There are currently 17 regional coordinators .. The Regional Coordinators each have unique funding and support scenarios, and are usually housed at the regional ESD or at the local community college. They generally are responsible for the development, local approval, state submission, and maintenance of CTE POS in their regions.*

Degree Partnership Program: *Oregon University System (OUS) and Oregon's community colleges frequently partner to enable students to be formally enrolled in both institutions at the same time as a way to facilitate their educational goals. These agreements are commonly referred to as “degree-partnerships”, “dual enrollment”, or “co-admission” programs. Enrolling in one of these programs enables a student to take courses at both an OUS campus and a community college during the same term, giving students additional options and opportunities to align their academic work. See **Dual Enrollment**.*

Dual Credit: *Lower division collegiate transfer courses offered to high school students by an Oregon community college or Oregon University institution with a partner high school during the regular school day. Courses are taught by qualified high school teachers and fulfill high school graduation requirements while providing the opportunity to earn college credit. Individual college “brand” names for their programs vary. Some programs are known as: College Credit Now, College Now, Project Advance, The Challenge Program, Col Cred, Advanced College Credit, Dual Credit and Tech Prep, 2+2 etc.*

Dual Enrollment (Postsecondary Programs): *Programs which encourage students to move freely between postsecondary institutions through coordinated enrollment services. Dual admission programs offer eligible*

Oregon Practitioners Career Pathways Glossary

*students the benefit of joint admission to both institutions. Students may choose to enroll concurrently by completing traditional, separate procedures at each school. See **Degree Partnership Program**.*

Education Plan & Profile: *An Education Plan is the process in which high school students identify personal, academic, and career goals along with their plans for meeting these goals. The Profile is a record of student achievement and progress toward goals. These are some of the personal learning requirements for the Oregon high school diploma.*

Employer Advisory Committees: *A group of employer representatives who advise community college and/or high school Career and Technical Education (CTE) programs on skill requirements, curriculum, equipment purchases, employment, and work-based learning opportunities.*

Employment Skills Training Certificate (EST): *A credential (12-44 credits) offered through Oregon community colleges that provide flexibility for students who are seeking specific training for an occupational goal and job-entry preparation. Each pre-approved plan targets a specific occupational goal and job entry point in existing degree and certificate Career and Technical Education programs.*

English as a Second Language (ESL)/English for Non-Native Learners (ENNL)/English Speakers of Other Languages (ESOL): *Various titles for students who are learning English in Oregon schools.*

Essential Skills: *Oregon's Essential Skills include: 1) read and comprehend a variety of text, 2) apply mathematics in a variety of settings, 3) write clearly and accurately, 4) listen actively and speak clearly, 5) think critically and analytically, 6) use technology to learn, live and work, 7) demonstrate civic and community engagement, 8) demonstrate global literacy, and 9) demonstrate personal management and teamwork skills. Oregon students must now meet the first two Essential Skills by meeting proficiency on their ELA and Math assessments through the statewide OAKS testing system.*

Expanded Options Program (EOP): *The Expanded Options Program is a seamless education system for students enrolled in grades 11 and 12 to have additional options to continue or complete their secondary education, earn concurrent high school and college credits, or gain early entry into postsecondary education. Students may take courses at the postsecondary institution. Enacted by the Oregon Legislature through Senate Bill 340.*

Gainful Employment Disclosure: *Educational institutions publish employment outcome data for each program of study so that prospective students can better evaluate the return on investment. Data must be published on the school website, and it must include the titles of occupations related to the program of study. There are legal challenges to this federal rule, primarily from the proprietary and career school sectors, underway as of 2013.*

GED (General Educational Development): *A high school equivalency certificate gained by successfully passing the 2014 GED test series, which is aligned to the Common Core State Standards (CCS) and the Career and College Ready Standards (CCR). The 2014 GED test series is offered in English and in Spanish covering four academic areas: Reasoning through Language Arts, Social Studies, Science, and Mathematical Reasoning. Oregon community colleges and various sites across Oregon offer classes to help GED candidates prepare for the 2014 GED test series. GED tests can only be administered through a certified Pearson VUE test center. [Link is returning an error 4/16/2014*

Green Career Pathways: *See [Oregon Green Career Pathways Website](#)*

Oregon Practitioners Career Pathways Glossary

Green Job: *Oregon defines a Green Job as one that works to do at least one of the following:*

- *Increase energy efficiency*
- *Produce renewable energy*
- *Prevent, reduce, or mitigate environmental degradation*
- *Clean up and restore the natural environment*
- *Educate, consult, and provide other services that support the above*

Higher Education Coordinating Commission (HECC): *The Higher Education Coordinating Commission (HECC) is a 14-member, volunteer board dedicated to fostering and sustaining the best, most rewarding pathways to opportunity and success for all Oregonians through an accessible, affordable and coordinated network for educational achievement beyond a high school diploma. The HECC is responsible for advising the Legislature, the Governor, and the Oregon Education Investment Board on higher education policy. Its statutory authorities include the development of biennial budget recommendations, making funding allocations to community colleges and public universities, approving new academic programs in the public system, allocating Oregon Opportunity Grants (state need-based student aid), authorizing degrees that are proposed by private and out-of-state (distance) providers, and licensing private career and trade schools.*

Industry Clusters: *Geographic concentrations of interconnected companies and institutions that have some type of systemic relationship to one another based on complementarities or similarities that, analyzed and organized, can serve as an economic development strategy to increase competitiveness and the wealth of a region.*

Companies and institutions in an industry cluster may include:

- *Suppliers of specialized inputs, machinery, services*
- *Distribution channels and customers*
- *Manufacturers of complementary products*
- *Companies related by skills, technologies or common inputs*
- *Related institutions such as research organizations, universities, standard-setting organizations, training entities, and others*

Industry-Recognized Credentials see **Credential**

Industry Sectors: *A term used by quantitative economic analysts to define and organize industries based on data organized according to the Standard Industrial Classification (SIC) codes or North American Industry Classification System (NAICS) classification schemes. Sector information is used to develop Industry Cluster strategies. NOTE: Sectors are not clusters; one component of clusters includes sectors.*

[International Baccalaureate Programme®](#) : *The program establishes a common curriculum that emphasizes critical thinking, intercultural understanding and exposure to a variety of points of view. The International Baccalaureate Organization's Diploma Programme was created in 1968. It is a demanding pre-university course of study that leads to examinations. It is designed for highly motivated secondary school students aged 16 to 19.*

Less Than One Year Certificate (LTOY): *An Oregon community college Certificate of Completion is a form of recognition awarded for meeting minimum occupational course, curriculum, or proficiency requirements; the credit range is 12 to 44 in an occupational area (e.g. Welding, Forestry, Graphic Art). LTOYs can be stand-alone certificates or include courses from one or more associate degree programs.*

Modularized/“Chunked” Curriculum: *A method of structuring and sequencing curricula within a community college to create modules, or “chunks” tied to jobs with multiple entry and exit points and multiple levels of industry-recognized credentials built into the sequencing.*

Oregon Practitioners Career Pathways Glossary

National Career Pathways Network: *(formerly the National Tech Prep Network) A membership organization for educators and employers involved in the advancement of Tech Prep and related education reform initiatives.*

National Career Readiness Certificate™ (NCRC): *A portable credential that demonstrates a certain level of workplace employability skills in Applied Mathematics and Locating Information and Reading for Information. Four levels of credentialing can be attained: Bronze, Silver, Gold, and Platinum. As of 2013, tests are free to Oregonians through WorkSource offices. [Oregon's Career Readiness Certificate website.](#)*

National Council for Workforce Education (NCWE): *An affiliate council of the American Association of Community Colleges (AACC) with a vision of developing and sustaining a premier workforce for the global economy. <http://www.ncwe.org/>*

Occupational Skills Training Certificate (OST): *An Oregon community college credential that combines college credit and work-based training. Instruction is based on a personalized curriculum created by the skills training coordinator, worksite supervisor, and student..*

Oregon Adult Basic Skills Learning Standards: *In April 2010, the Oregon Council of Adult Basic Skills Development (OCABSD) adopted Learning Standards that reflect a common vision of what adults need to know and be able to do in the areas of reading, writing, speaking, listening, and math in order to carry out their life goals and purposes. Each of Oregon's ABS Learning Standards is presented through a Learning Standards Framework, which provides detailed information for the performance levels needed for transition into postsecondary education and training.*

Oregon Community College Unified Reporting System (OCCURS): *A collaboratively designed and maintained base of data relating to the 17 Oregon community colleges. The purpose of OCCURS is to collaboratively define and implement a standardized base of data which will allow community colleges to:*

- *Provide comparable data for effective and timely response to state and federal reporting requirements.*
- *Provide data back to the individual community colleges for use in educational planning and improvement, conducting research on the effectiveness of community college programs, maintaining records, and providing support services.*

NOTE: OCCURS22, Data for Accountability (D4A) is currently in development.

Oregon Education Investment Board (OEIB): *Governing board created in 2011 and chaired by Governor John Kitzhaber to oversee an effort to build a unified system for investing in and delivering public education from birth to college and career. OEIB envisions a system that links all segments of the educational experience together to ensure each student is poised for a promising future.*

Oregon Green Pathways: *A website that provides statewide Career Pathway roadmaps for seven occupations including:*

- *solar energy*
- *wind energy*
- *construction/carpentry*

Oregon Practitioners Career Pathways Glossary

- *heating, ventilation, air conditioning and refrigeration*
- *manufacturing/production*
- *utility line worker*
- *water/waste water system operator*

The Statewide roadmaps include all courses, certificates, and degrees for the occupation offered across 17 community colleges as well as apprenticeship programs.

Oregon Labor Market Information System (OLMIS): *The official market analysis system for the State of Oregon which provides economic information to employers, job seekers, students, policy makers, analysts, and others. It is designed to give users access to the Employment Department's information resources, free of limitations due to time or location. www.qualityinfo.org.*

Oregon Pathways Alliance: *Statewide collaborative of representatives from Oregon's 17 community colleges focused on building capacity and institutionalizing Career Pathways at the community college in partnership with education, workforce, and regional employer partners.*

Oregon Skill Sets: *Oregon's version of the [National Career Clusters®](#) skill sets, now known as the [Common Career Technical Core](#) (CCTC). This extensive framework provides industry specific lists of career related knowledge and skills that students need to know and be able to do in order to be successful in Oregon's educational and career environments. These include academic, technical and workplace skills.*

The six Career Learning Areas that frame the Oregon Skill Sets are:

- *Agriculture, Food, and Natural Resource Systems*
- *Arts, Information, and Communications*
- *Business and Management*
- *Health Sciences*
- *Human Resources*
- *Industrial and Engineering Systems* See also **Career Clusters®**.

Oregon Transfer Module (OTM): *A one-year community college award indicating a block of general education courses which can lead to either an AAOT degree at a community college or to a four-year degree from any public Oregon college or university. The OTM guarantees that the transfer courses will be received under the same categories as they were earned. Upon transfer, the receiving institution may require additional general education coursework that is required for a major or to make up the difference between the transfer module and the institution's total general education requirements.*

Oregon's 40-40-20 Mission: *As a result of SB 253 passed in 2011, ORS 351.009 reads as follows: "The Legislative Assembly declares that the mission of all education beyond high school in Oregon includes achievement of the following by 2025:*

- *Ensure that at least 40 percent of adult Oregonians have earned a bachelor's degree or higher*
- *Ensure that at least 40 percent of adult Oregonians have earned an associate's degree or post-secondary credential as their highest level of educational attainment*
- *Ensure that the remaining 20 percent or less of all adult Oregonians have earned a high school diploma, an extended or modified high school diploma or the equivalent of a high school diploma as their highest level of educational attainment"*

Oregon Practitioners Career Pathways Glossary

Perkins Performance Measures: *Defined by Carl D. Perkins federal legislation, local and state reported [secondary](#) and [post-secondary](#) measures identifying academic and technical skill levels that are to be attained by students in Perkins funded CTE Programs of Study.*

Point of Contact (POC): *The identified staff person at each Oregon community college who serves as a liaison between the college, the Oregon Department of Education, and the Department of Community Colleges and Workforce Development regarding curriculum and program approval.*

Program of Study, CTE: *see Career and Technical Education Programs of Study (CTE POS)*

[Program of Study Templates](#) (POSTs): *Online visual graphics that display CTE Programs of Study from 9th through 12th grade (secondary) aligned (and often articulated for credit) to community college certificates and degrees.*

Regional Achievement Compacts:

- *An annual partnership agreement between the state, represented by the Oregon Education Investment Board (OEIB) and all K-12 school districts, education service districts, community colleges, the university system and Oregon Health and Science University.*
- *Defines key measurements and sets goals for student progress. Allows comparisons between schools and sets key outcomes and measures of student progress. As of January 2013 these measurements include:*
 - *4- and 5-year cohort graduation rates*
 - *5-year completion rate (All diplomas, GED)*
 - *Post-secondary enrollment*
 - *3rd grade reading and math proficiency as measured by OAKS*
 - *6th grade attendance (90% or better)*
 - *9th grade on track (entering 10th grade with 6 credits and 90% attendance)*
 - *Students graduating from high school with 9 or more college credits (or equivalent)*
- *Required component of Oregon's application for a No Child Left Behind (NCLB) waiver. The NCLB contains strict accountability goals and sanctions which provided little flexibility to individual state circumstances. The achievement compacts replace the NCLB targets with goals set by each individual institution and approved by the OEIB.*

Science, Technology, Engineering, and Math (STEM): *An approach to teaching and lifelong learning that emphasizes the natural interconnectedness of the four separate STEM disciplines. The connections are made explicit through collaboration between educators resulting in real and appropriate context built into instruction, curriculum, and assessment. The common element of problem solving is emphasized across all STEM disciplines allowing students to discover, explore, and apply critical thinking skills as they learn. [Oregon Department of Education STEM website](#)*

State School Fund: *A fund established by the legislature and funded biennially with a combination of General Fund, lottery, and timber revenue. It was established for the purpose of state support for both K-12 school districts and Education Service Districts (ESDs). This is the pool of money from which school districts receive their per student funding, based on ADMw.*

Statewide Certificate/Degree: *An Oregon State Board of Education approved community college certificate or degree that includes the same competencies and courses across all participating Oregon*

Oregon Practitioners Career Pathways Glossary

community colleges. Examples include: The Administrative Office Professional Statewide Degree, the Retail Management Statewide Certificate, and the Manufacturing Engineering Technology Associate's Degree.

Tech Prep: See **Accelerated Options/Accelerated college credit and Dual Credit.**

Temporary Assistance for Needy Families (TANF): *A federal program administered locally that provides case management and cash assistance to low-income families with minor children. It is designed to promote personal responsibility and accountability for parents. The goal of the program is to reduce the number of families living in poverty through employment services and community resources.*

Workforce Investment Act (WIA): *[Now superseded by WIOA] The federal statute that established federal policy direction and appropriated federal funds for employment and training programs. These programs included training for disadvantaged youth, adults, and dislocated workers; adult education and literacy; employment services and labor market information; and rehabilitation services for individuals with disabilities.*

Workforce Investment Act (WIA) Title IB: *[Now superseded by WIOA] Workforce Investment Act (WIA) federal funding that provided services to dislocated workers, youth employment training programs, and other workforce training programs for adults. These programs helped workers obtain new skills to become more employable, improve their earnings, and decrease welfare dependency.*

Workforce Investment Act (WIA) Title II: *[Now superseded by WIOA] Workforce Investment Act (WIA) federal funding received from the U.S. Department of Education and distributed to community colleges to support programs in developmental education for adults.*

Workforce Innovation Opportunity Act (WIOA): *WIOA is federal statute that establishes federal policy direction and appropriates federal funds for employment and training programs. WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. Where WIOA intersects Perkins can be seen in [this video](#).*

WorkSource Oregon Centers: *Also known as One-Stop Career Centers. A statewide network that stimulates job growth by connecting businesses and workers with the resources they need to succeed. It is a network of public and private partners working together for businesses and workers to:*

- *Ensure businesses have a ready supply of trained workers whose skills and talents are aligned with the expectations and needs of business and industry*
- *Connect businesses with the resources they need to grow their workforce and their business*
- *Provide the resources to help Oregon's unemployed and underemployed get connected with the employers that are right for them, find the jobs they're looking for, and get trained for jobs they want.*

Wrap-Around Services: *Support services for students that are designed to ensure success in secondary and postsecondary educational programs. These may include, but are not limited to: outreach and recruitment; referrals between programs; career development, including career assessment, advising and counseling; case management; mentoring; coaching and tutoring; conveniently scheduled, accelerated and appropriately sequenced classes; childcare; federal and state need-based financial aid; job search skills training; and job placement assistance.*