

“Unless otherwise specified in the Act or further defined in the state plan:”

2. ALL ASPECTS OF AN INDUSTRY. — The term “all aspects of an industry” means strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter.
4. ARTICULATION AGREEMENT. — The term “articulation agreement” means a written commitment:
 - a. that is agreed upon at the State level or approved annually by the lead administrators of:
 - i. a secondary institution and a postsecondary educational institution; or
 - ii. a sub-baccalaureate degree granting postsecondary educational institution and a baccalaureate degree granting postsecondary educational institution; and
 - b. to a program that is
 - i. designed to provide students with a nonduplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree; and
 - ii. linked through credit transfer agreements between the 2 institutions described in clause (i) or (ii) of subparagraph (A) (as the case may be).
5. CAREER AND TECHNICAL EDUCATION. — The term “career and technical education” means organized educational activities that:
 - a. offer a sequence of courses that:
 - i. provides individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, which may include high-skill, high-wage, or in-demand industry sectors or occupations, which shall be, at the secondary level, aligned with the challenging State academic standards adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
 - ii. provides technical skill proficiency or a recognized postsecondary credential, which may include an industry-recognized credential, a certificate, or an associate degree; and
 - iii. may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph;
 - b. include competency-based, work-based, or other applied learning that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual;

c. to the extent practicable, coordinate between secondary and postsecondary education programs through programs of study, which may include coordination through articulation agreements, early college high school programs, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing; and

d. may include career exploration at the high school level or as early as the middle grades (as such term is defined in section 8101 of the Elementary and Secondary Education Act of 1965).

6. CAREER AND TECHNICAL STUDENT ORGANIZATION.

a. IN GENERAL. —The term “career and technical student organization” means an organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program.

b. STATE AND NATIONAL UNITS. —An organization described in subparagraph (A) may have State and national units that aggregate the work and purposes of instruction in career and technical education at the local level.

7. CAREER GUIDANCE AND ACADEMIC COUNSELING. —The term “career guidance and academic counseling” means guidance and counseling that:

a. provides access for students (and, as appropriate, parents and out-of-school youth) to information regarding career awareness exploration opportunities and planning with respect to an individual’s occupational and academic future;

b. provides information to students (and, as appropriate, parents and out-of-school youth) with respect to career options, financial aid, job training, secondary and postsecondary options (including associate and baccalaureate degree programs), dual or concurrent enrollment programs, work-based learning opportunities, early college high schools, financial literacy, and support services, as appropriate; and

c. may provide assistance for special populations with respect to direct support services that enable students to persist in and complete career and technical education, programs of study, or career pathways.

8. CAREER PATHWAYS. —The term “career pathways” means a combination of rigorous and high-quality education, training, and other services that—

(A) aligns with the skill needs of industries in the economy of the State or regional economy involved;

(B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the National Apprenticeship Act of August 16, 1937

(C) includes counseling to support an individual in achieving the individual's education and career goals;

(D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;

(E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;

(F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and

(G) helps an individual enter or advance within a specific occupation or occupational cluster.

10. COOPERATIVE EDUCATION.—The term “cooperative education” means a method of education for individuals who, through written cooperative arrangements between a school and employers, receive instruction, including required rigorous and challenging academic courses and related career and technical education instruction, by alternation of study in school with a job in any occupational field, which alternation:

a. shall be planned and supervised by the school and employer so that each contributes to the education and employability of the individual; and

b. may include an arrangement in which work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

11. CREDIT TRANSFER AGREEMENT.—The term ‘credit transfer agreement’ means a formal agreement, such as an articulation agreement, among and between secondary and postsecondary education institutions or systems that grant students transcribed postsecondary credit, which may include credit granted to students in dual or concurrent enrollment programs or early college high school, dual credit, articulated credit, and credit granted on the basis of performance on technical or academic assessments.

12. CTE CONCENTRATOR.—The term “CTE concentrator” means:

- a. at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study; and
- b. at the postsecondary level, a student enrolled in an eligible recipient who has
 - i. earned at least 12 credits within a career and technical education program or program of study; or
 - ii. completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

13. CTE PARTICIPANT. —The term “CTE participant” means an individual who completes not less than one course in a career and technical education program or program of study of an eligible recipient.

15. DUAL OR CONCURRENT ENROLLMENT PROGRAM. —The term “dual or concurrent enrollment program” means a program offered by a partnership between at least one institution of higher education and at least one local educational agency through which a secondary school student who has not graduated from high school with a regular high school diploma is able to enroll in one or more postsecondary courses and earn postsecondary credit that—
(A) is transferable to the institutions of higher education in the partnership; and
(B) applies toward completion of a degree or recognized educational credential as described in the Higher Education Act of 1965

16. EARLY COLLEGE HIGH SCHOOL. — The term “early college high school” means a partnership between at least one local educational agency and at least one institution of higher education that allows participants to simultaneously complete requirements toward earning a regular high school diploma and earn not less than 12 credits that are transferable to the institutions of higher education in the partnership as part of an organized course of study toward a postsecondary degree or credential at no cost to the participant or participant’s family.

22. ENGLISH LEARNER. —The term “English learner” means:

a. Sec. 8101 - The term “English learner”, when used with respect to an individual, means an individual—

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C)

- (i) who was not born in the United States or whose native language is a language other than English;
 - (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—
- (i) the ability to meet the challenging State academic standards;
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society; or
- b. an adult or an out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language and
- i. whose native language is a language other than English; or
 - ii. who lives in a family environment or community in which a language other than English is the dominant language.

26. IN-DEMAND INDUSTRY SECTOR OR OCCUPATION. — Sec. 3 – IN-DEMAND INDUSTRY SECTOR OR OCCUPATION –

The term “in-demand industry sector or occupation” means—

- (i) an industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the State, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors; or
- (ii) an occupation that currently has or is projected to have a number of positions (including positions that lead to economic self-sufficiency and opportunities for advancement) in an industry sector so as to have a significant impact on the State, regional, or local economy, as appropriate.

Vermont's State Plan defines this as occupations having more than the median number of total openings (growth plus replacement) [generally, 24] statewide or for a particular region. (Occupational Project - Long Term)

27. INDIAN; INDIAN TRIBE. — The term “Indian tribe” means any Indian tribe, band, nation, or other organized group or community, including any Native village or Regional Corporation or Village Corporation as defined in or established pursuant to the Alaska Native Claims Settlement Act, that is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians.

28. INDIVIDUAL WITH A DISABILITY:

a. IN GENERAL. — The term “individual with a disability” means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).

b. INDIVIDUALS WITH DISABILITIES. — The term “individuals with disabilities” means more than 1 individual with a disability.

29. INDUSTRY OR SECTOR PARTNERSHIP. — The term “industry or sector partnership” means a workforce collaborative, convened by or acting in partnership with a State board or local board, that—

(A) organizes key stakeholders in an industry cluster into a working group that focuses on the shared goals and human resources needs of the industry cluster and that includes, at the appropriate stage of development of the partnership—

(i) representatives of multiple businesses or other employers in the industry cluster, including small and medium-sized employers when practicable;

(ii) 1 or more representatives of a recognized State labor organization or central labor council, or another labor representative, as appropriate; and

(iii) 1 or more representatives of an institution of higher education with, or another provider of, education or training programs that support the industry cluster; and

(B) may include representatives of—

(i) State or local government;

(ii) State or local economic development agencies;

(iii) State boards or local boards, as appropriate;

(iv) a State workforce agency or other entity providing employment services;

(v) other State or local agencies;

(vi) business or trade associations;

(vii) economic development organizations;

(viii) nonprofit organizations, community-based organizations, or intermediaries;

(ix) philanthropic organizations;

(x) industry associations; and

(xi) other organizations, as determined to be necessary by the members comprising the industry or sector partnership.

30. INSTITUTION OF HIGHER EDUCATION. — The term “institution of higher education” has the meaning given the term in section 101 of the Higher Education Act of 1965.

The Higher Education Act of 1965 - SEC. 101. [20 U.S.C. 1001] The term “institution of higher education” means an educational institution in any State that—

- (1) admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate, or persons who meet the requirements of section 484(d);
- (2) is legally authorized within such State to provide a program of education beyond secondary education;
- (3) provides an educational program for which the institution awards a bachelor’s degree or provides not less than a 2- year program that is acceptable for full credit toward such a degree, or awards a degree that is acceptable for admission to a graduate or professional degree program, subject to review and approval by the Secretary;
- (4) is a public or other nonprofit institution; and
- (5) is accredited by a nationally recognized accrediting agency or association, or if not so accredited, is an institution that has been granted preaccreditation status by such an agency or association that has been recognized by the Secretary for the granting of preaccreditation status, and the Secretary has determined that there is satisfactory assurance that the institution will meet the accreditation standards of such an agency or association within a reasonable time.

(b) ADDITIONAL INSTITUTIONS INCLUDED. —For purposes of this Act, other than title IV, the term “institution of higher education” also includes—

- (1) any school that provides not less than a 1-year program of training to prepare students for gainful employment in a recognized occupation and that meets the provision of paragraphs (1), (2), (4), and (5) of subsection (a); and
- (2) a public or nonprofit private educational institution in any State that, in lieu of the requirement in subsection (a)(1), admits as regular students individuals—
 - (A) who are beyond the age of compulsory school attendance in the State in which the institution is located; or
 - (B) who will be dually or concurrently enrolled in the institution and a secondary school.

(c) LIST OF ACCREDITING AGENCIES.—For purposes of this section and section 102, the Secretary shall publish a list of nationally recognized accrediting agencies or associations that the Secretary determines, pursuant to subpart 2 of

part H of title IV, to be reliable authority as to the quality of the education or training offered.

31. LOCAL EDUCATIONAL AGENCY. —The term “local educational agency” has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.

32. LOCAL WORKFORCE DEVELOPMENT BOARD. —The term “local workforce development board” means a local workforce development board established under section 107 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3122).

33. NON-TRADITIONAL FIELDS.—The term “non-traditional fields” means occupations or fields of work, such as careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

35. OUT-OF-SCHOOL YOUTH. — The term “out-of-school youth” means an individual who is—

(i) not attending any school (as defined under State law);

(ii) not younger than age 16 or older than age 24; and

(iii) one or more of the following:

(I) A school dropout. (II) A youth who is within the age of compulsory school attendance but has not attended school for at least the most recent complete school year calendar quarter. (III) A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is—

(aa) basic skills deficient; or (bb) an English language learner.

(IV) An individual who is subject to the juvenile or adult justice system.

(V) A homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6))), a homeless child or youth (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))), a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement.

(VI) An individual who is pregnant or parenting.

(VII) A youth who is an individual with a disability.

(VIII) A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.

36. OUT-OF-WORKFORCE INDIVIDUAL. —The term “out-of- workforce individual” means:

- a. an individual who is a displaced homemaker, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102); or
- b. an individual who:
 - i. (I) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; or (II) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and
 - ii. is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

37. PARAPROFESSIONAL. — The term “paraprofessional” means an individual who is employed in a preschool, elementary school, or secondary school under the supervision of a certified or licensed teacher, including individuals employed in language instruction educational programs, special education, and migrant education.

Sec. 8101 - The term “paraprofessional”, also known as a “paraeducator”, includes an education assistant and instructional assistant.

39. POSTSECONDARY EDUCATIONAL INSTITUTION. — The term “postsecondary educational institution” means:

- a. an institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor’s degree;
- b. a tribally controlled college or university; or
- c. a nonprofit educational institution offering certificate or other skilled training programs at the postsecondary level.

40. PROFESSIONAL DEVELOPMENT. — The term “professional development” means activities that:

- a. are an integral part of eligible agency, eligible recipient, institution, or school strategies for providing educators (including teachers, principals, other school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals) with the knowledge and skills necessary to enable students to succeed in career and technical education, to meet challenging State academic standards under section 1111(b)(1) of the Elementary and Secondary Education Act, or to achieve academic skills at the postsecondary level; and
- b. are sustained (not stand-alone, 1-day, or short- term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, to the extent practicable evidence-based, and may include activities that:
- c. improve and increase educators’:

- i. knowledge of the academic and technical subjects;
- ii. understanding of how students learn; and
- iii. ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis;
- d. are an integral part of eligible recipients' improvement plans;
- e. allow personalized plans for each educator to address the educator's specific needs identified in observation or other feedback;
- f. support the recruitment, hiring, and training of effective educators, including educators who became certified through State and local alternative routes to certification;
- g. advance educator understanding of:
 - i. effective instructional strategies that are evidence-based; and
 - ii. strategies for improving student academic and technical achievement or substantially increasing the knowledge and teaching skills of educators;
- h. are developed with extensive participation of educators, parents, students, and representatives of Indian Tribes (as applicable), of schools and institutions served under this Act;
- i. are designed to give educators of students who are English learners in career and technical education programs or programs of study the knowledge and skills to provide instruction and appropriate language and academic support services to those students, including the appropriate use of curricula and assessments;
- j. as a whole, are regularly evaluated for their impact on increased educator effectiveness and improved student academic and technical achievement, with the findings of the evaluations used to improve the quality of professional development;
- k. are designed to give educators of individuals with disabilities in career and technical education programs or programs of study the knowledge and skills to provide instruction and academic support services to those individuals, including positive behavioral interventions and supports, multi-tier system of supports, and use of accommodations;
- l. include instruction in the use of data and assessments to inform and instruct classroom practice;
- m. include instruction in ways that educators may work more effectively with parents and families;
- n. provide follow-up training to educators who have participated in activities described in this paragraph that are designed to ensure that the knowledge and skills learned by the educators are implemented in the classroom;

- o. promote the integration of academic knowledge and skills and relevant technical knowledge and skills, including programming jointly delivered to academic and career and technical education teachers; or
- p. increase the ability of educators providing career and technical education instruction to stay current with industry standards.

41. PROGRAM OF STUDY. — The term “program of study” means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that:

- a. incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
- b. addresses both academic and technical knowledge and skills, including employability skills;
- c. is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
- d. progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- e. has multiple entry and exit points that incorporate credentialing; and
- f. culminates in the attainment of a recognized postsecondary credential.
- g. May include grades 7 and 8 programming for secondary applicants, e.g. career development and exploration, entrepreneurial, Makerspace, problem-based learning.

43. RECOGNIZED POSTSECONDARY CREDENTIAL. — The term “recognized postsecondary credential” means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.

46. SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL. — The term “specialized instructional support personnel” means—
(i) school counselors, school social workers, and school psychologists; and
(ii) other qualified professional personnel, such as school nurses, speech language pathologists, and school librarians, involved in providing assessment, diagnosis, counseling, educational, therapeutic, and other necessary services (including related services as that term is defined in section 602 of the Individuals with Disabilities Education Act (20 U.S.C. 1401)) as part of a comprehensive program to meet student needs.

47. SPECIALIZED INSTRUCTIONAL SUPPORT SERVICES. — The term “specialized instructional support services” means the services provided by specialized instructional support personnel.

48. SPECIAL POPULATIONS. — The term “special populations” means:
- a. individuals with disabilities;
 - b. individuals from economically disadvantaged families, including low-income youth and adults;
 - c. individuals preparing for non-traditional fields;
 - d. single parents, including single pregnant women;
 - e. out-of-workforce individuals;
 - f. English learners;
 - g. homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
 - h. youth who are in, or have aged out of, the foster care system; and
 - i. Youth with a parent who -
 - i. is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and
 - ii. is on active duty (as such term is defined in section 101(d)(1) of such title).

50. SUPPORT SERVICES. — The term “support services” means services related to curriculum modification, equipment modification, classroom modification, supportive personnel (including paraprofessionals and specialized instructional support personnel), and instructional aids and devices.

54. UNIVERSAL DESIGN FOR LEARNING. — The term “universal design for learning” means a scientifically valid framework for guiding educational practice that—

(A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged;

and

(B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

55. WORK-BASED LEARNING. — The term “work-based learning” means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.

State Definitions:

Credential Currency. What an individual received when obtaining a credential, e.g. advanced standing, college credit, hours toward Registered Apprenticeship, higher rate of pay, etc.

Non-degree Credential. (Refer to #43. Recognized Post-secondary Credential). Credentials that include industry certification, college level certificate, micro-credential, badge, certificate of proficiency, journey-person's letter, State recognized license.

Credential of Value. (Refer to #43. Recognized Post-secondary Credential). All credentials including degrees that demonstrate it offers some form of credential currency.

Post-secondary Credentials. (Refer to #43. Recognized Post-secondary Credential). Includes all credentials but not necessarily demonstrated credential currency.

Pre-apprenticeship. Learning opportunity for ages 16 & 17 that leads into and is aligned with a Registered Apprenticeship where students are registered with the Department of Labor as an apprentice, have a sponsoring employer, and State approved related instruction and work-based learning experience.