



HS/HT Glossary

ASSISTIVE TECHNOLOGY: Under the law, assistive technology (or adaptive technology) is defined as including both assistive devices and the services needed to make meaningful use of such devices. The Assistive Technology Act of 1998 (or the “Tech Act”) defines an assistive technology device as: any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities. An assistive technology service is defined as: any service that directly assists an individual with a disability in the selection, acquisition, or use of an assistive technology device.

CAREER: An individual’s work and leisure time pursuits that take place over his or her life span. The manner in which individuals see themselves in relationship to what they do (Sharf, 1997).

CAREER ASSESSMENT: A comprehensive process conducted over a period of time, involving a multi-disciplinary team with the purpose of identifying individual characteristics, education, training, and placement needs. Such assessments provide educators and others with the basis for planning an individual’s school and career development program. Career

assessment may use both formal and informal methodologies and should provide the individual with insight into his or her vocational potential (Leconte & Neubert, 1997).

CAREER EDUCATION: An educational emphasis stressing the teaching of life career roles (e.g., family member, citizen, community participant, worker, etc.) early in life, to be followed up throughout the student’s education, in preparing him or her for those roles (Sitlington, Clark, & Kolstoe, 2000).

COLLABORATION: A mutually beneficial and well-defined relationship entered into by two or more organizations to achieve common goals. The relationship includes a commitment to: a definition of mutual relationships and goals; a jointly developed structure and shared responsibility; mutual authority and accountability; and sharing of resources and rewards (Mattesich & Monsey, 1992). Collaboration involves a formal, sustained commitment among partners to accomplish a shared, clearly defined mission (Kerka, 1997). Collaborative efforts can overcome service fragmentation and interrelated problems resulting in improved services to individuals with disabilities (Melaville & Blank, 1993).

CONFLICT RESOLUTION: The process of becoming aware of a conflict, diagnosing its nature, and employing an appropriate problem-solving method in such a way that it simultaneously achieves the goals of all involved and enhances the relationships among them (Dettmer, Thurston, & Dyck, 1993).

DISABILITY: A person who (1) has a physical or mental impairment that substantially limits one or more major life activities; (2) has a history or record of such an impairment; or (3) is perceived by others as having such an impairment. This broad definition forms the basis of civil rights of people with disabilities and is used as the core definition of disability for all the federal government legal and regulatory compliance responsibilities as they relate to both physical and programmatic access (The Americans with Disabilities Act).

DISCLOSURE: May be broadly defined as the intended release of personal information by individuals regarding their tastes, interests, work, finances, education, attitudes, opinions, body, and personality (Jourard & Lasakow, 1958 in Lynch and Gussell, 1996). With regard to people with disabilities, it refers to the act of informing someone that an individual has a disability, including self-disclosure.

E-MENTORING: A modification of the traditional mentoring model, using e-mail to connect adult employees with students through the Internet. Electronic (e-) mentoring offers a realistic way for busy adults and busy youth to build meaningful relationships. Because it is so convenient, many employees volunteer to become mentors (National Center on Secondary Education and Transition).

EMPLOYMENT: Regular engagement in skilled or unskilled labor or service activities for payment (NCWD/Youth).

ENTREPRENEURSHIP: The act of organizing, managing, and assuming the risks of a business or enterprise (Webster's Ninth New Collegiate Dictionary, 1983). Entrepreneurships may include small family-owned businesses, self-employment, or sole proprietorship. In terms of career development for youth, entrepreneurships may include school- or community-based businesses whereby youth produce

goods or services for sale, under the tutelage of business mentors. An entrepreneur is a person who is able to look at the environment, identify opportunities for improvement, gather resources, and implement action to maximize those opportunities (Nelson & Johnson, 1997).

INDIVIDUALS WITH DISABILITIES EDUCATION

ACT (PL 101-476): This law, known as IDEA, is the latest amendment of the Education of All Handicapped Children Act of 1975. This landmark piece of legislation ensures that children and youth between the ages of 3 and 21 are provided with a free and appropriate public education in the least restrictive environment. All children receiving special education and/or related services must have an Individualized Education Plan (IEP).

INDIVIDUALIZED EDUCATION PLAN (IEP):

A written document required for all individuals in school who have been classified as needing special education programs and related services because of a documented disability. The IEP must include the student's present level of functioning in each identified needs area, a statement of annual goals for the student, a statement of appropriate short-term objectives with the evaluation approach and criteria for determining progress toward achievement of annual goals, a statement of any required related services and who will provide them, a statement of transition service needs (beginning at least by age 14), and a statement that relates to the amount of time the student will spend in the least restrictive environment.

INDIVIDUALIZED PLAN FOR EMPLOYMENT

(IPE): Outlines vocational goals and plan for delivery for an individual, and serves as an agreement between the individual with a disability and the vocational rehabilitation counselor regarding mutual expectations in the rehabilitation process.

INTERNSHIP: Planned instructional experiences (both during the school year and summer) designed to provide students with additional technical competencies. These experiences, occurring in a community-based worksite, may be paid or unpaid and permit the student to sample the type of work available in a particular industry (Sarkees-Wircenski & Scott, 1995).

JOB SHADOWING: The process of following an employee performing his or her daily tasks. The goal is to gain an understanding of what the employee's job entails, and whether a person would be interested in or qualified to perform such duties (Sitlington, Clark, & Kolstoe, 2000). A program that places students at worksites to observe workers performing their duties, and often to receive detailed descriptions of what workers do and why (Sarkees-Wircenski & Scott, 1995).

LEADERSHIP: (1) The ability to guide or direct others on a course of action, influence the opinion and behavior of other people, and show the way by going in advance (Wehmeyer, Agran, & Hughes, 1998). (2) The ability to analyze one's own strengths and weaknesses, set personal and vocational goals, and have the self-esteem to carry them out, e.g., includes ability to identify community resources and use them, not only to live independently, but also to establish support networks to participate in community life and to effect positive social change (DC Youth Leadership Forum, Adolescent Employment Readiness Center, Children's Hospital).

MARKETING: The process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives (The American Marketing Association). For programs such as High School/High Tech, marketing, at its most basic level, refers to the act of letting a target group or individual know: (1) your program exists; and (2) it is mutually beneficial to enter a partnership with your program.

Memorandum of Understanding (MOU): Documents that outline specific areas of mutual interest between two or more partners. MOUs may not commit partners to perform work or to assign, license, or protect ownership of intellectual property; rather they provide general guidance for pursuing shared interests that are mutually beneficial to the parties involved. The terms of an MOU are agreed upon by all partners and signed and must include the objectives (purpose or intention), outcomes (result or end product), and output (production).

MENTORSHIP: A supportive relationship between a youth or young adult and someone more senior in age

and experience who offers support, guidance, and concrete assistance as the younger partner enters a new area of experience (Sarkees-Wircenski & Scott, 1995). Mentors can be teachers, work supervisors, co-workers, college instructors, community members, former HS/HT participants, and others.

NATURAL SUPPORTS: Personal associations and relationships typically developed in the community that enhance the quality and security of life for people, including, but not limited to, family relationships; friendships reflecting the diversity of the neighborhood and the community; association with fellow students or employees in regular classrooms and workplaces; and associations developed through participation in clubs, organizations, and other civic activities [Lanterman Developmental Disabilities Services Act, Section 4512 of the Welfare and Institution Code, Part (e)].

ONE-STOP CAREER CENTER (“One-Stop”):

Designed to provide a full range of assistance to job seekers under one roof. Established under the Workforce Investment Act, the centers offer training referrals, career counseling, job listings, and similar employment-related services. Customers can visit a center in person or connect to the center's information through PC or kiosk remote access (Department of Labor, 2002).

OPPORTUNITY AWARENESS: The process of exposing young people with disabilities to the myriad of high-technology occupations that exist in their local communities, as well as regionally, nationally, and internationally. In addition, opportunity awareness activities such as listening to guest speakers; conducting informational interviews; and conducting research on jobs, companies, and industries provide diverse avenues for youth to learn about the types of education and training necessary to enter fields of interest.

THE CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT (PL 105-332):

The primary purpose of this 1998 law was to enable the U.S. to be more competitive in the world economy by more fully developing the academic and occupational skills of all segments of the population. This was to ensure that people were

trained and prepared to work in a technologically advanced society. The main themes of this legislation are: (1) integrating vocational education and academic instruction; (2) providing equal access for special populations; and (3) ensuring technical preparation.

POLICY: A principle, plan, or course of action established in statute, regulation, or proclamation by a federal, state or local governing body or elected chief executive (NCWD/Youth).

PREPARATORY EXPERIENCES: A wide array of activities designed to prepare youth to succeed in work-based learning and/or employment settings. These include assessing careers; becoming aware of the opportunities that exist in the work world (opportunity awareness); and developing work-readiness skills such as effective work habits (“soft skills”), computer knowledge, and job search skills.

REASONABLE ACCOMMODATION: As defined by the Americans with Disabilities Act, reasonable accommodation means: (a) modification to the job application process; (b) modification to the work environment or the manner under which the position held is performed; and (c) modification that enables an employee with a disability to enjoy equal benefits and privileges of employment. A reasonable accommodation is one that does not cause an undue hardship for the employer. Accommodations are diverse and may include making existing facilities used by employees readily accessible and usable by individuals with disabilities; restructuring jobs; establishing part-time or modified work schedules; reassigning to vacant positions; adjusting or modifying examinations, training materials, or policies; and providing qualified readers or interpreters.

REQUEST FOR PROPOSAL (RFP): An invitation for providers of a product or service to bid on the right to supply that product or service to the individual or entity that issued the RFP.

SELF-ADVOCACY: The act of 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 (Hartman, 1993). The attitudes and abilities required to act as the primary causal agent in

one’s life and make choices and decisions regarding one’s actions free from undue external influence or interference (Wehmeyer, 1992). The ability of an individual to set goals that are important to him or her and having the skills to achieve these goals (Field & Hoffman, 1996).

SOFT SKILLS: The skills, traits, work habits, and attitudes that all workers across all occupations must have in order to obtain, maintain, and progress in employment. These include being dependable, responsible, punctual, adaptable, honest, honorable, well-mannered, positive toward work, and appropriately dressed/groomed. Soft skills also refer to such attributes as ability to get along with others, work in teams, attend to tasks, work independently, and provide excellent customer service, both within the company and externally.

TECHNOLOGY: The tangible objects of the human designed world (e.g., bridges, automobiles, computers, satellites, medical imaging devices, drugs, etc.) and the systems of which these objects are a part (e.g., transportation, communications, finance, healthcare, food production, etc.), as well as the people, infrastructure, and processes required to design, manufacture, operate, and repair the objects (Committee on Technological Literacy, Technically Speaking, 2002).

TRANSITION: The movement of youth with disabilities into employment, post-secondary education, independent living, and community participation (NCWD/Youth).

UNIVERSAL DESIGN: The design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design (Ron Mace). The intent of universal design is to simplify life for everyone by making products, communications, and built environment more usable by as many people as possible at little or no extra cost.

WORK-BASED EXPERIENCE: A supervised program or set of activities on a job site that help a student acquire desirable job skills, attitudes, and habits (Sitlington, Clark, & Kolstoe, 2000). In the High School/High Tech program, this would include

worksite visits, job shadowing, internships, mentorships, and optional activities such as entrepreneurial ventures and apprenticeships.

WORKFORCE DEVELOPMENT SYSTEM: A system encompassing organizations at the national, state, and local levels that have direct responsibility for planning, allocating resources (both public and private), providing administrative oversight and operating programs to assist individuals and employers in obtaining education, training, job placement, and recruitment. Wide arrays of organizations provide direct education, training, or employment services. They include technical schools, colleges, universities, vocational rehabilitation centers, apprenticeship programs, community-based organizations, One-Stop Centers, welfare-to-work training programs, literacy programs, Job Corps Centers, unions, labor/management programs, and others. (NCWD/Youth)

WORKFORCE INVESTMENT ACT (PL 105-220): This 1998 law intends to consolidate, coordinate, and improve employment, training, literacy, and vocational rehabilitation programs in the United States through a One-Stop delivery system.

WORKFORCE INVESTMENT BOARD (WIB): The governing body overseeing implementation of the Workforce Investment Act (WIA).

WORK-READINESS SKILLS: The ability to make the educational and vocational decisions and perform the kinds of educational and vocational tasks that are expected by schools and the workplace. Work-readiness skills include soft skills, computer literacy, and job seeking skills.

YOUTH: That period in life between childhood and maturity known as adolescence. Under various federal laws, the age range of individuals considered to be youth varies:

1. Workforce Investment Act: no younger than 14 or older than 21, with “younger youth” being 14-18 and “older youth” being 18-21.
2. The Rehabilitation Act: no younger than 16.
3. Individuals with Disabilities Education Act: ages 14-22.
4. Social Security Act: ages 13-22, with eligibility redetermination at age 18.

YOUTH DEVELOPMENT: A process that prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences that help them to become socially, morally, emotionally, physically, and cognitively competent. Positive youth development addresses the broader developmental needs of youth, in contrast to deficit-based models that focus solely on youth problems. (NCWD/Youth).

YOUTH LEADERSHIP: Any opportunity or activity that builds a young person’s skills, including the ability to actively influence others and create/affect positive change. (Search Institute, 2002).

