

CHAPTER 11:

HS/HT Glossary of Terms

ACCESS refers to the ability to find, manipulate, and use information, an object, a place, a service, or a program in an efficient and comprehensive manner. Access can be programmatic or physical.

ACCESSIBLE refers to providing access to or capable of being reached or used. It may also be used to describe architecture that can be reached or utilized by everyone, including those who have functional limitations and, as a result, may use a wheelchair, a walker, or a cane.

ACCOMMODATION refers to the modifications or adjustments to the work environment or to the circumstances under which a particular task is customarily performed that enable a qualified individual with a disability to perform the essential functions of that position (including jobs, education, and community involvement). Also includes any strategy that eliminates or lessens the effect of a specific barrier.

ADULT SERVICES refer to those services needed for people when they reach adulthood. Such services often include (but are not limited to) assistance in finding a job, keeping a job, living independently, and the provision of various therapies or medications.

ASSISTIVE TECHNOLOGY under the Americans with Disabilities Act, refers to “any item, piece of equipment, or system, whether acquired commercially, modified, or customized, that is commonly used to increase, maintain, or improve functional capabilities of

individuals with disabilities.” Assistive technology helps people with disabilities complete daily living tasks independently, assists them in communicating with other individuals, and provides access to education, employment, and recreation.

BENEFITS PLANNER is a person who interprets complex policies, rules, procedures, administrative code, and legislative language into practical and understandable information. Under the Ticket to Work and Work Incentives Improvement Act, Congress created a formal program, known as the Work Incentives Planning and Assistance (WIPA) program, as a core employment support for people with disabilities who receive Supplemental Security Income and Social Security Disability Insurance. All 50 states participate in the WIPA program.

BENEFITS PLANNING refers to the person-centered analysis of the effect that work and other life situation changes have on public and private programs, including income support programs. Benefits planning helps people with disabilities steer through the maze of public and private benefits programs while minimizing disincentives and barriers that exist for them to prepare for, obtain, advance in, retain, leave, and regain employment.

BLENDED FUNDING is a term used to describe mechanisms that pool dollars from multiple sources and make them in some ways indistinguishable. Blending may require the changing or relaxing of regulations guiding relevant state and federal funding

streams by policy makers at the federal, state, or local level to permit program flexibility, and change the way services are structured and delivered.

BRAIDED FUNDING is a term used to describe a funding and resource allocation strategy that taps into existing categorical funding streams and uses them to support unified initiatives in as flexible and integrated a manner as possible. Braided funding streams remain visible and are used in common to produce greater strength, efficiency, and/or effectiveness. Braided funding allows resources to be tracked more closely for the purpose of accounting to state and federal administrators. Thus, implementing a braided funding approach requires that significant attention be paid to administrative issues.

BUSINESS LEADERSHIP NETWORK (BLN) is a national network led by employers in concert with state Governor's Committees on Disabilities and/or community agencies that engage the leadership and participation of companies throughout the United States to hire qualified job candidates with disabilities.

CAREER ASSESSMENT refers to 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 refers to 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).

CONFLICT RESOLUTION refers to 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).

CONSUMER EMPOWERMENT refers to programs that allow for, and even promote, self-determination, self-advocacy, and active participation in the decision-making process at the individual and systems levels.

DISABILITY PROGRAM NAVIGATORS (DPNs) are positions that exist in a growing number of One-Stop Career Centers to build staff capacity and work with people with disabilities and service providers to access, facilitate and navigate the complex statutory and regulatory provisions that impact their ability to gain/retain employment. DPNs also develop linkages and collaborate with employers and conduct outreach to agencies and organizations that serve people with disabilities.

DISCLOSURE refers to the act of opening up, revealing, or telling. With regard to individuals with disabilities, it refers to the act of informing someone that an individual has a disability, including self-disclosure. It is often associated with a person's need to request accommodations.

ENTREPRENEURSHIP is the process of finding and evaluating opportunities and risks, in developing and executing plans for translating those opportunities into financial self-sufficiency. The two variables of this definition are process and risk.

INDIVIDUALIZED PLANNING refers to the process of assessing a person's strengths, skills, resources, interests, and limitations as they apply to the achievement of a specific goal, and then using that information to develop a plan that lays out the steps that need to be taken for that person to accomplish that goal. Under IDEA, special education students are required to have an Individualized Education Program (IEP) that includes information on 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 16), and a statement that relates to the amount of time the student will spend in the least restrictive environment (i.e., general education classes). Under Title I of the Rehabilitation Act, individuals determined

eligible for services from a State Vocational Rehabilitation agency must have an Individualized Plan for Employment (IPE) which is developed in partnership with a qualified VR Counselor and which outlines the person's vocational goals, the services that the individual will receive, the providers of those services, and the methods that will be used to procure those services. Another example of an individualized plan is the Plan for Achieving Self-Support (PASS) which allows recipients of Supplemental Security Income (SSI) to set aside income and resources to achieve a specific work goal. Other examples of individualized plans include individualized service strategies for participation in Title I WIA youth activities, the Individualized Family Service Plan (IFSP) required under Part C of IDEA, the Individual Work Plan (IWP) required under the Ticket to Work and Self-Sufficiency Program, and the Individual Habilitation Plan (IHP) required for individuals receiving services from State Divisions of Developmental Disabilities.

INFORMED CHOICE refers to the process by which an individual arrives at a decision. It is a process that is based upon access to, and full understanding of, all necessary information from the individual's perspective. The process should result in a free and informed decision by the individual about what he or she needs.

MEMORANDUM OF UNDERSTANDING (MOU) refers to a written document detailing the work and fiscal responsibilities of participating parties. Such documents may also be referred to as Service, Resource Sharing, or Governance Agreements. These agreements include details regarding who is providing what services, how much they will cost, who is paying for them, where they will be delivered, and additional information as needed.

MENTORING refers to a trusting relationship, formalized into a program of structured activities, which brings young people together with caring individuals who offer guidance, support and encouragement aimed at developing the competence and character of the mentee. There are four basic types of mentoring models: traditional one-to-one, peer, group, and e-mentoring.

NATURAL SUPPORTS refer to 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.

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

SELF-ADVOCACY is the action part of self-determination. It refers to taking action on one's own behalf and includes seeking out options, determining levels of independence, determining individual rights and responsibilities, and speaking out (Hayden & Shoultz, 1991 BH). When individuals make decisions about their lives, they must have skills to voice their decisions to others and act.

SELF-DETERMINATION is a concept that combines "skills, knowledge, and beliefs [to] enable a person to engage in goal-directed, self-regulated, autonomous behavior. An understanding of one's strengths and limitations together with a belief in oneself as capable and effective are essential to self-determination" (http://www.dcdt.org/pdf/self_deter.pdf). There are three components to self-determination: self-awareness, self-advocacy, and goal setting. Self-determination also involves the concept of "informed choice" which means having the right information to make the right decision at the right time.

SOFT SKILLS refers to skills other than technical skills and basic knowledge that are valued by employers in the workplace. These include behaviors such as good work habits and attitudes, dressing appropriately, the ability to communicate and get along with others, and the ability to work in teams. These skills are essential for all youth.

TECHNOLOGY refers to 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 (Pearson & Young, 2002).

UNIVERSAL DESIGN refers to the design of products and environments that are usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. The Center for Applied Special Technology (CAST) defines “Universal Design for Learning” (UDL) as a framework for designing education environments that enable all learners to gain knowledge, skills, and enthusiasm for learning. UDL is accomplished by simultaneously reducing barriers to the curriculum and providing rich supports for learning. UDL involves providing multiple and flexible methods of presentation, means of expression, and means of engagement. “Universal Design for the Workforce Development System” refers to the design of environments, products, and communication practices, as well as the delivery of programs, services, and activities to benefit the greatest number of people served by the workforce development system.

WORKFORCE DEVELOPMENT SYSTEM is a term that encompasses 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 job recruitment. Included in this broad network are several federal agencies such as the U.S. Departments of Labor and Education, charged with providing specific education and/or training support and other labor market services such as labor market information. At the state and local levels the network includes state and local workforce investment boards, state and local career and technical education and adult education agencies, vocational rehabilitation agencies, recognized apprenticeship programs, state employment and unemployment services agencies, state and local welfare agencies, and/or sub-units of these entities. A wide array of organizations provide direct education, training, or employment services (e.g., technical schools, colleges, universities, Vocational Rehabilitation agencies, apprenticeship programs, community-based organizations, One-Stop Career Centers, Welfare to Work training programs, literacy programs, Job Corps Centers, unions, and labor/management programs).

WORKFORCE INVESTMENT BOARD (WIB), as required under the Workforce Investment Act of 1998, refers to an appointed body, certified by the governor to set policy, guide implementation, and provide oversight to the local workforce development system. A WIB is also a forum for planning workforce development strategies. A WIB attempts to anticipate economic and business trends, develop community linkages and partnerships, and provide a focus on system outcomes.

YOUTH DEVELOPMENT refers to 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. Youth development spans five basic developmental areas in which all young people need to learn and grow: thriving, leading, connecting, learning, and working. It includes mentoring activities designed to establish strong relationships with adults through formal and informal settings, peer-to-peer mentoring opportunities, and exposure to role models in a variety of contexts. 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 refers to an internal and external process leading to (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); and (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. It includes the 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” (Adolescent Employment Readiness Center, Children’s Hospital, n.d.). It includes training in skills such as self-advocacy and conflict resolution; exposure to personal leadership and youth development activities, including community service; and opportunities that allow youth to exercise leadership and build self-esteem.