

## Common Acronyms/Helpful Definitions

**21CCLC** - The 21st Century Community Learning Centers program (Title IVb under the Every Student Succeeds Act) has been funding high quality after-school and summer learning programs since 1998. Poverty, opportunity gaps, and unmet academic need drive the program's purpose. Vermont's 21st CCLC program supports students' learning and interests through diverse and engaging programming using multiple approaches and curricula. Programs are delivered through schools and community partnerships for grades K-12. Annually, approximately 12,100 youth and 5,700 regular attendees are served in 101 high needs communities across the state. Programs are expected to complement, but not duplicate the school day. This program is managed by the AOE.

**Act 77** - The Flexible Pathways Initiative, created by Act 77 of 2013 and found in statute under 16 V.S.A. § 941, encourages and supports the creativity of school districts as they develop and expand high-quality educational experiences that are an integral part of secondary education in the evolving 21st-century classroom. Flexible pathways also promote opportunities for Vermont students to achieve postsecondary readiness through high-quality educational experiences that acknowledge individual goals, learning styles, and abilities; and increase the rates of secondary school completion and postsecondary continuation in Vermont. The AOE is responsible for the oversight of the Flexible Pathways Initiative.

**ADA (Americans with Disabilities Act)** - Prohibits discrimination against people with disabilities in several areas, including employment, transportation, public accommodations, communications and access to state and local government' programs and services. As it relates to employment, Title I of the ADA protects the rights of both employees and job seekers. The ADA also establishes requirements for telecommunications relay services. Title IV, which is regulated by the Federal Communications Commission (FCC), also requires closed captioning of federally funded public service announcements.

**AEL (Adult Education and Literacy)** – Vermont's adult education and literacy system offers essential services at locations throughout the state with trained professionals. Personalized instruction is offered in mathematics, reading and writing, essential workplace skills and English for speakers of other languages (ESOL and civics education for immigrants). All educational services are informed and guided by the Equipped for the Future (EFF) Standards and the College and Career Readiness Standards (CCRS) for Adult Education. Adult learners are defined as persons 16 years of age and older, who may or may not be enrolled in school, and lack essential skills or

a credential equivalent to high school completion. The AEL system also manages the High School Completion Program (HSCP). This system is managed by the AOE.

**[AOE \(Agency of Education, Vermont\)](#)**

**[AT \(Assistive Technology\)](#)** - 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.

**[Bridge Care Coordination/Designated Agency](#)** - The purpose of the Bridge Program is to provide care coordination to assist families of children under age 22 who have developmental disabilities. The service is time-limited and will be provided on a first come first serve basis. This program is provided by the Developmental Disability services Designated Agency for your region.

**[CCV \(Community College of Vermont\)](#)** - Vermont's second largest college, serving over 7,000 students each semester. With twelve physical locations statewide and as well as online learning options, students can access degree and certificate programs, workforce, secondary and continuing education opportunities, and academic and veterans support services.

**[CSHN \(Children with Health and Special Needs\)](#)** – Navigating health care, child care, insurance and resources for children with special health needs can be challenging. Our team of [medical social workers](#) are located throughout the state to help children, their families, and the providers who care for them. Some examples of these services include collaborating with medical homes and community partners to support youth and their families, accessing health insurance, medical care and services, and assisting with transitions from services throughout a child's life and into adulthood until age 21. These services are flexible, family centered and designed to work in settings that are most comfortable for families.

**[CTE \(Career Technical Education\)](#)** - Secondary, postsecondary and adult technical education courses are provided through regional career centers, comprehensive high schools and colleges and supported through local, state and federal funds (Carl D. Perkins). The state is required by 16 V.S.A. § 1531 to oversee career technical education, to ensure that academic education is included in programs of study, to make it accessible to adult and high school students and to coordinate activities and programs with workforce development efforts.

**[DA \(Designated Agency\)](#)** - The Department of Disabilities and Aging and Independent Living (DAAIL) designates one Designated Agency (DA) in each geographic region of the state as responsible for ensuring needed services are available through local planning

and Service Coordination and monitoring outcomes within their region. There are ten Designate Agencies contracted by DAIL that provide developmental services in Vermont. DAs must provide services directly or contract with other providers or individuals to deliver supports and services consistent with available funding: the state and local System of Care Plans: outcome requirements: and state and federal regulations, policies and guidelines. Some of the key responsibilities of a DA include intake and referral, assessing individual needs, providing regional crisis response services, and seeing there is a comprehensive service network that assures the capacity to meet the support needs of all eligible people in the region.

**[DDSD \(Developmental Disabilities Services Division\)](#)** - The DDSD plans, coordinates, administers, monitors and evaluates state and federally funded services for people with developmental Disabilities and their families within Vermont. Services are funded by the Division and are allocated or provided by the Designated Agencies and Specialized Services Agencies.

**[DBVI \(Division for the Blind and Visually Impaired\)](#)** – The Division for the Blind and Visually Impaired (DBVI) is the designated state unit to provide vocational rehabilitation and independent living services to eligible Vermonters who are blind and visually impaired. DBVI's Mission is to support the efforts of Vermonters who are blind and visually impaired to achieve or sustain their economic independence, self-reliance, and social integration to a level consistent with their interests, abilities and informed choices.

**[DCF \(Department of Children and Families\)](#)** - The Department of Children and Families works with community partners to foster the healthy development, safety, well-being and self-sufficiency of Vermonters.

**[DOL \(Department of Labor\)](#)** – The Vermont Department of Labor is comprised of four major divisions; Workforce Development, Labor Market Information, Unemployment Insurance, and Workers' Compensation & Workplace Safety. The Department serves both individuals and employers with equal dedication and energy. The ultimate goal is the protection and growth of Vermont's working landscape.

**[DE \(Dual Enrollment\)](#)** - The Vermont Dual Enrollment program allows eligible Vermont high school students to take up to two college courses. These may be offered on a college campus or on-site at a participating high school. This program is managed by the AOE.

**[EC \(Early College\)](#)** - State-funded program that allows students who are seniors to enroll as full-time students in college (in lieu of high school) in order to meet their

proficiency-based graduation requirements (PBGRs) and receive a high school diploma. This program is managed by the AOE.

**ELO (Expanded Learning Opportunity)** – High quality programs within communities and schools designed to serve learners on a regular basis by providing unique opportunities for academic growth, hands-on learning, and personal development. Often these programs are provided by schools in collaboration with non-profit organizations, museums, and other local entities. These opportunities can occur beyond traditional school hours and outside of the school building.

**ESSA (The Every Student Succeeds Act)** - US law passed in December 2015 that governs the United States K–12 public education policy. The law replaced its predecessor, the No Child Left Behind Act (NCLB), and modified but did not eliminate provisions relating to the periodic standardized tests given to students. Like the No Child Left Behind Act, ESSA is a reauthorization of the 1965 Elementary and Secondary Education Act, which established the federal government's expanded role in public education. The ESSA retains the hallmark annual standardized testing requirements of the 2001 No Child Left Behind Act but shifts the law's federal accountability provisions to states. Under the law, students will continue to take annual tests between the third and eighth grades.

**Flexible Pathways** - Flexible Pathways are any combination of high-quality expanded learning opportunities, including academic and experiential components, which build and assess attainment of identified proficiencies and lead to secondary school completion, civic engagement and postsecondary readiness. Flexible pathways allow students to apply their knowledge and skills to tasks of personal interest as part of the personalized learning planning process. A few of the flexible pathways available to Vermont students and described in Act 77 include blended/virtual learning, dual enrollment, early college, CTE, work-based learning, community-based learning, etc. The AOE is responsible for oversight of the Flexible Pathways Initiative.

**FFF/DA (Flexible Family Funding/DA)** - Flexible Family Funding-The Purpose of FFF is to offer support to individuals with developmental disabilities and their families to enhance their ability to live together. These funds are used at the discretion of the family for services and supports that benefit the individual and family. The allocation is based on a sliding scale based on income. This program is provided by the Developmental Disability services Designated Agency for your region.

**HSCP (High School Completion Program)** - Designed to offer a flexible pathway to those at least 16 years of age and at risk of disengaging from school, the HSCP provides learners with educational services of the scope and rigor needed for the attainment of a high school diploma. HSCP students work with their local AEL provider to have their

skills assessed in reading, writing, and math and to develop a Personalized Learning Plan (PLP) with the assigned high school that aligns with local graduation requirements.

**IEP (The Individualized Educational Plan)** - A plan or program developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives specialized instruction and related services. For students with disabilities who require specialized instruction, the Individuals with Disabilities Education Act (IDEA) controls the procedural requirements, and an IEP is developed.

**LEA (Local Education Agency)** - The public school district or supervisory union serving the K-12 students in a particular local community. One or more LEA representatives participate in the IEP planning process.

**504 Plan** – The 504 Plan is a plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment. For students with disabilities who require specialized instruction an IEP is developed. For students with disabilities who do not require specialized instruction but need the assurance that they will receive equal access to public education and services, a 504 Plan is created to outline their specific accessibility requirements.

**LLC (Linking Learning to Careers)** - 5-year statewide initiative designed to improve career and college readiness outcomes for Vermont high school students with disabilities. LLC builds on effective career exploration and employment transition services already provided to students through VocRehab VT and engages them in additional 'enhanced' services that will help them to successfully transition from high school into adulthood. LLC is part of a federal research study and funded by a grant from the US Department of Education to VocRehab. LLC will provide 400 Vermont high school students throughout the state with access to enhanced services including work-based learning experiences, dual enrollment college courses, mentorship with college students, extensive AT supports, and access to transportation funding. The project will evaluate outcomes for improved early career success including paid, competitive employment, postsecondary school enrollment, and improved confidence to achieve career goals.

**Post-Secondary Education Consortium** - A group of organizations that offer post-secondary education services for students with disabilities, e.g., Think College, College Steps, Succeed program etc.

**PBGR (Proficiency Based Graduation Requirements)** - The locally-delineated set of content knowledge and skills connected to state standards that, when supplemented with any additional locally-developed requirements, have been determined to qualify a student for earning a high school diploma. Vermont's Education Quality Standards (EQS) require that schools' graduation requirements be rooted in demonstrations of student proficiency, as opposed to time spent in classrooms. This requirement will take effect in Vermont beginning with the graduating class of 2020.

**PE (Progressive Employment)** - A strategy to engage individuals with disabilities in work trials with the goal of building skills, enhancing a resume, and exploring career options. PE also provides employers with a method to evaluate potential employees in an informal, low risk way.

**Progressive Education** - An educational system that allows flexibility in learning procedures, based on activities determined by the needs and capacities of the individual student. The student has options that allow them to engage in training and education in a way that is low or no risk for them and training providers.

**PLP (Personalized Learning Plan)** - The culmination of a "learning process in which schools help students assess their own talents and aspirations, plan a pathway toward their own purposes, work cooperatively with others in challenging tasks, maintain a record of explorations, and demonstrate their learning against clear standards in a wide variety of media, all with the close support of adult mentors and guides." (National Association of Secondary School Principals)

**VABIR (Vermont Association of Business, Industry, and Rehabilitation)** - Statewide private non-profit that helps individuals find and maintain employment. VABIR staff are co-located in all 12 of the VocRehab Vermont offices, providing placement services to customers. VABIR staff work closely with the business community to help them meet their staffing needs by connecting them to Vermonters with disabilities who want to work. In many cases, a VR Counselor will refer a customer to VABIR Employment Consultant, who will assist in job search, interviewing skills, resume development and connection to available jobs in the community.

**VDH (Vermont Department of Health)**

**VFN (Vermont Family Network)** - Statewide non-profit that helps families whose children have disabilities and special needs get support, connections and information. VFN staff are parents and can talk as peers with families about health care and educational concerns. VFN disseminates information to families through workshops, [Transition Toolkit Age Youth with Disabilities](#), webinars, social media, website and printed materials. The goal is to empower families with knowledge and support all

Vermont families of children with special needs to help them move forward with confidence to help their children reach their greatest potential. VFN supported 11,834 families in the last year.

### **VL/OB (Virtual Online Blended Learning)**

**[VR \(VocRehab or Vocational Rehabilitation\)](#)** - Part of Vermont Department of Aging and Independent Living, Vocational Rehabilitation is committed to helping Vermonters with disabilities prepare for, obtain, and maintain meaningful employment and to help employers recruit, train, and retain employees with disabilities. Transition Counselors and Career Consultants work in collaboration with the schools to provide Pre-Employment Transition Services and vocational counseling to high school students (grades 9-12 and ages 14-21) who are supported by IEP or 504 plans.

**WBL (Work Based Learning)** – Work-based learning experiences involve student interactions with industry or community professionals in real, virtual, online, or simulated work environments that expose learners to postsecondary options, provide opportunities for skill development and proficiency attainment, and allow students to reinforce and deepen their school-based learning. (VT AOE definition) Guidance for planning and implementing quality work-based learning programs in Vermont is provided in the [Vermont Work-Based Learning Manual Guidelines and Tools to Support Work-Based Learning for All Learners](#).

**[WIOA \(Workforce Innovation and Opportunity Act\)](#)** - Federal legislation that is designed to strengthen and improve our nation's public workforce system and help get Americans, including youth and those with significant barriers to employment, into high-quality jobs and careers and help employers hire and retain skilled workers. The core services provided by the VR Transition Counselors are part of the Pre-Employment Transition Services (Pre-ETS) section of WIOA. The core services provided include (but are not limited to):

- Job exploration counseling;
- Work-based learning experiences, which may include in-school, after school, or community-based opportunities;
- Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at Institutions of Higher Education;
- Workplace readiness training to develop social skills and independent living; and
- Instruction in self-advocacy, including peer mentoring.

[VTVLC \(Vermont Virtual Learning Cooperative\)](#) - The Vermont Virtual Learning Cooperative works with Vermont schools to facilitate online courses for students statewide.

[YDP \(Youth Development Program\)](#) -The Youth Development Program serves Vermont youth ages 14-23 who have experience within the foster care system.

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