



User and Specifications Manual for Postsecondary Career and Technology (CTE) Enrollment and Outcome Systems

Data Collection and Reporting for School Year 2017-2018 (Submissions August 2018 – October 2018)

List A of State Approved CTE Programs
CTE Student Enrollment (Summer, Fall and Spring)
CTE Concentrator / Graduate Outcomes
Fall Enrollment

Maryland State Department of Education
Division of Career and College Readiness
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Baltimore, Maryland 21201

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User and Specifications Manual for Postsecondary CTE Enrollment and Outcome Systems

School Year 2017-2018
(for students in the July 1, 2017 – June 30, 2018 program year)

Table of Contents

Postsecondary CTE Credit Enrollment and Data Reporting School Year 2017-2018

Postsecondary CTE Credit Enrollment and Data Reporting for SY 2017-2018.....	1
Introduction and Perkins Requirements	1
Data Definitions for Perkins IV Measures.....	1
Perkins IV Accountability Measures and Data Collection Requirements	2
Perkins Core Indicators.....	3
Postsecondary CTE Indicators, Definitions, Data Sources, Key Metrics and Calcultaion.....	5
Postsecondary CTE Credit Enrollment Data.....	5
A. Due Dates and File Submission	5
B. Verification of List A (NEW PROCESS)	6
Postsecondary Student Record Layout	8
Appendix A: Definitions for Race/Ethnic Groups and Special Populations	11
Appendix B: Nontraditional CTE Programs.....	14

Postsecondary CTE Credit Enrollment and Data Reporting For School Year 2017-2018

Introduction

Postsecondary Career and Technology Education (CTE) is vital to the social and economic welfare of the people of Maryland. It is imperative that every available financial, administrative, and organizational resource be provided. In order that such resources may be properly managed from the federal and state levels, the reporting of the career and technology education data is essential.

The purpose of this manual is to specify the data requirements of the Maryland State Department of Education, Division of Career and College Readiness (DCCR). The specifications manual includes an overview of federal and state requirements as well as: 1) directions for collection and reporting, 2) record layout specifications, and 3) data element specifications.

The success of Maryland CTE programs is built upon strong partnerships, excellent instruction and a state-wide process for continuous improvement and informed decision-making. We appreciate your leadership and efforts to collect and report accurate information on Maryland's CTE students.

For additional information or assistance regarding CTE data collection and reporting, please contact:

Nicassia Belton, CTE Accountability Coordinator, Division of Career and College Readiness,
Phone: 410-767-0172

Email: nicassia.belton@maryland.gov

Data Definitions for Perkins IV Measures

Perkins IV legislation requires utilizing an additional level of Career and Technology Education (CTE) participation – *CTE Concentrator* – for a number of accountability measures. This designation indicates a student who intends to complete a CTE program. In Maryland, the threshold level of participation utilized is identification of a *Concentrator Level* for each approved CTE program. The concentrator designation for each program represents the most accurate indication that a student intends to pursue a program of study leading to CTE graduation.

More specific guidelines issued for Perkins IV allows colleges to identify concentrators after completion of 12 CTE credits within a program sequence. ***This will require each college to designate the Concentrator level for each program. (Programs are identified by Classification of Instructional Programs, or CIP, numbers.)*** This leads to the adoption of the following definitions in Maryland:

CTE Participant: Any student enrolling in at least one course which is part of an identified CTE program

CTE Concentrator: A postsecondary/adult student who completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree

Perkins IV Accountability Measures and Data Collection Requirements

Under Perkins IV, the reporting of CTE student outcomes includes any *CTE concentrator* who has *left postsecondary education*. Based on federal guidelines from the Office of Career, Technical and Adult Education (OCTAE), to determine that a CTE concentrator has left postsecondary education the student must not be enrolled in any institution of higher education in the following year. MSDE also requires Maryland community colleges to submit a Fall Enrollment file, based on **September 30th enrollment**. DCCR will use this information to identify returning students to any Maryland community college.

Technical skill attainment is measured by tracking the number of CTE concentrators who demonstrate technical skill attainment through passing technical assessments aligned to industry standards.

Technical Assessment Available: A yes/no designation to indicate whether a technical assessment (industry certification) is available to the student prior to graduation. This is designated by program area (CIP), or as indicated by the student/instructor.

Technical Assessment Attempted: A yes/no designation to indicate whether a student has attempted the technical assessment.

Technical Skill Attainment: A yes/no designation to indicate whether an individual student has passed an assessment/certification requirement aligned to industry standards.

Perkins IV Core Indicators

Postsecondary CTE Indicators, Definitions, Data Sources, Key Metrics and Calculations

Core Indicator of Performance 1P1: Technical Skill Attainment (TSA)

The percentage of CTE concentrators who have met state-recognized CTE standards in the program, including assessments aligned to industry standards, if available and appropriate.

Data Sources: CTE Enrollment and Outcomes Collection
Fall Enrollment Collection

Numerator: Those students included in the denominator who **ALSO** were indicated in the CTE Enrollment and Outcomes Collection as having attained a TSA.

Denominator: Those students from the CTE Enrollment and Outcomes Collection who were indicated as a CTE concentrator **AND** attempted a TSA but were **NOT** included in the Fall Enrollment Collection (left postsecondary education).

Core Indicator of Performance 2P1: Credential, Certificate, or Degree

The percentage of CTE concentrators who receive an industry-recognized credential, certificate, or degree.

Data Sources: CTE Enrollment and Outcomes Collection
Fall Enrollment Collection
MHEC Degree Information System

Numerator: Those students included in the denominator who were included in the MHEC Degree Information System **AND/ OR** were indicated in the CTE Enrollment and Outcomes Collection as having Attained Technical Skill Assessment.

Denominator: Those students from the CTE Enrollment and Outcomes Collection who were indicated as a CTE concentrator **AND** were **NOT** included in the Fall Enrollment Collection (left postsecondary education) **AS WELL AS** those students from the CTE Enrollment and Outcomes Collection that were included in the MHEC Degree Information System with a CTE Lower Division Certificate or Degree.

Core Indicator of Performance 3P1: Student Retention or Transfer

Percentage of CTE concentrators who remain enrolled in their original institution or transfer to another 2-year institution.

Data Sources: CTE Enrollment and Outcomes Collection
Fall Enrollment Collection
MHEC Degree Information System

Numerator: Those students included in the denominator who were **NOT** included in the Fall Enrollment Collection from any community college.

Denominator: Those students from the CTE Enrollment and Outcomes Collection who were indicated as a CTE concentrator **AND** were **NOT** included in the MHEC Degree Information System.

Core Indicator of Performance 4P1: Student Placement

The percentage of CTE concentrators who completed their CTE program who were employed, on active duty in the military, or placed in apprenticeship program at any point in the 2nd quarter following the program year in which they left postsecondary education.

Data Sources: CTE Enrollment and Outcomes Collection
MHEC Degree Information System
DLLR Administrative Record Exchange

Sources included: MDUI Wage Records, TRADE (DC, VA, WV, OH, PA, NJ), Office of Personnel Management, United States Postal Service, Department of Defense (Military Service), Maryland Apprenticeship.

Numerator: Those students included in the denominator who were employed, in the military, or in an apprenticeship program between October and December of the exit year.

Denominator: **FROM THE PREVIOUS YEAR**- Those students from the CTE Enrollment and Outcomes Collection who were included in the MHEC Degree Information System with a CTE Lower Division Certificate or Degree.

Core Indicator of Performance 5P1: Non-traditional Participation

Percentage of underrepresented gender-based student enrollments in career and technology education programs that lead to non-traditional training and employment.

Data Sources: CTE Enrollment and Outcomes Collection
NAPE Nontraditional CIP Crosswalk

Numerator: Those students included in the denominator who were members of the underrepresented gender.

Denominator: Those students, in non-traditional programs, from the CTE Enrollment and Outcomes Collection.

Core Indicator of Performance 5P2: Non-traditional Completion

Percentage of under-represented gender-based student completions in career and technology education programs that lead to non-traditional training and employment.

Data Sources: CTE Enrollment and Outcomes Collection
MHEC Degree Information System
NAPE Nontraditional CIP Crosswalk

Numerator: Those students included in the Denominator who were members of the underrepresented gender.

Denominator: Those students, in nontraditional programs, from the CTE Enrollment and Outcomes Collection who are included in the MHEC Degree Information System with a CTE Lower Division Certificate or Degree.

Postsecondary CTE Credit Enrollment Data

Credit Students

Data for each college student enrolled in a **state-approved for-credit career program** should be reported. These state-approved for-credit career programs are those approved by the Maryland Higher Education Commission and the Division of Career and College Readiness (DCCR), Maryland State Department of Education. The approved programs may be found on “List A” which is aligned to the MHEC list of approved programs and shared with the college’s instructional dean for career programs every June for verification (to be completed by September 30).

Social Security Number

It is important to specify the student’s social security number (SSN) because many of the new federally-required Perkins performance measures, and the Maryland high school graduate follow-up system, are based on being able to identify a student using that number. This information is strictly confidential and is used for educational purposes. At no time is individual student data identifiable. All data are aggregated. For students with no Social Security Number or have requested that it be withheld, please report the same pseudoID number that is reported to MHEC for enrollment and degree systems.

A - Due Dates and Data Submission Instructions

1. CTE Enrollment and Outcome File (Summer, Fall and Spring) Due Date: **August 15, 2018**

Each community college submits CTE Enrollment for the School Year 2017-2018 (the program report year is between July 1, 2017 through June 30, 2018), with students designated as *CTE Concentrators*. For those students designated as CTE Concentrators, the record includes a Yes/No designation on whether those students attempted and whether they met the Technical Skill Attainment requirement of Perkins IV.

2. List A Verification (for next report year 2018-2019) Due Date: **September 30, 2018**

Each community college verifies the listing of all state-approved CTE programs by comparison to the MHEC list of approved programs. Additions and/or deletions of programs may occur throughout the year and will be confirmed by September 30, 2018. A new process is being piloted for postsecondary List A Verification. List A Verification occurs through the MDCTEdata.org website (see instructions on page 6).

3. CTE Fall 2018 Enrollment (Retention in Postsecondary for Fall 2018) Due Date: **October 31, 2018**

Each community college submits CTE Fall Enrollment for the School Year 2018-2019. This information is used to determine retention in postsecondary education. MSDE will use this information to determine the exit status of School Year 2017-2018 CTE concentrators (CTE outcomes are reported for students who have *left postsecondary education*.) **This Fall 2018 enrollment file will contain just the SSN for all students enrolled.**

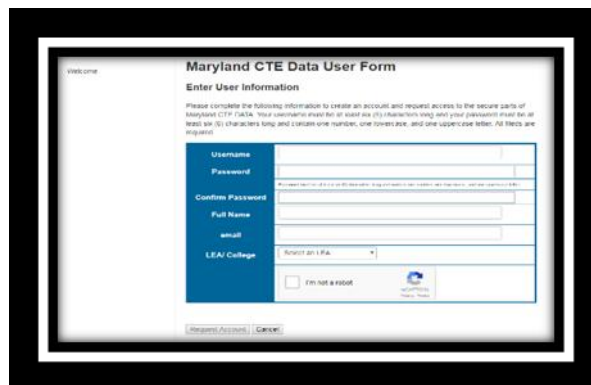
File retrieval and submission should be done using the MSDE Secure Transport Server:

<https://sst.msde.maryland.gov/>

A separate folder for each college has been created on this server. Each college can access their assigned folder with a user name and password. **ALL FILES MUST BE PLACED INSIDE THE FOLDER TO BE ACCESSABLE TO MSDE STAFF.** Please contact Nicassia Belton (410) 767-0172 if you have forgotten or do not have your user name and password.

B- List A Verification Process

List A Verification is conducted online through the Maryland CTE Data website www.mdctedata.org. If you do not already have an account please click on the following link to “Request a Login”:
(<https://www.mdctedata.org/admin/userRequest.php>).



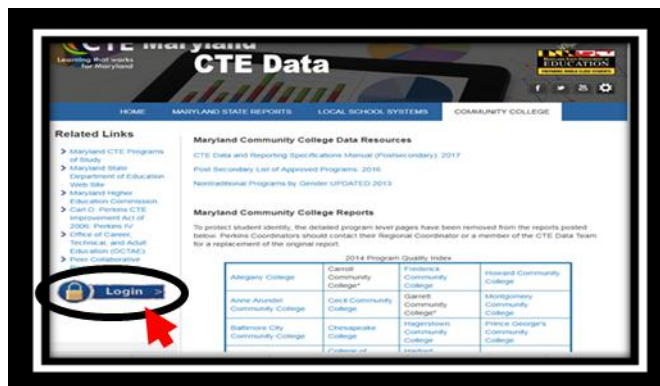
The screenshot shows the 'Maryland CTE Data User Form' with the following fields: Username, Password, Confirm Password, Full Name, Email, and LEA/College (with a dropdown menu for 'Select an LEA'). There is also a checkbox for 'I'm not a robot' and a 'Request Account' button.

To verify List A follow these steps:

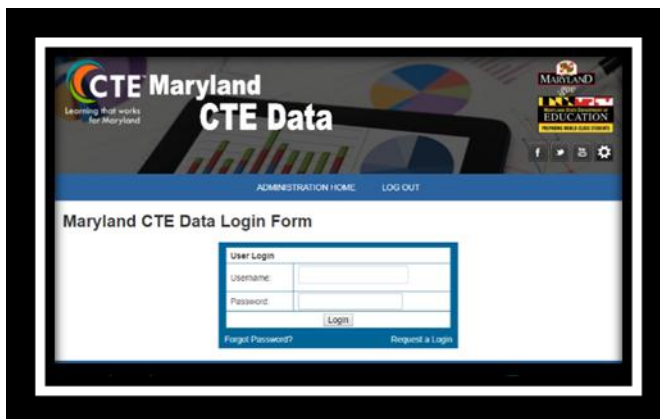
1. Go to www.mdctedata.org and click on Community College from the main navigation.



2. From the Community College page, click the Login button in the bottom left area of the screen to access the Login page. The Login page can also be accessed by clicking on the Settings button (cog wheel) in the upper right area of the screen.



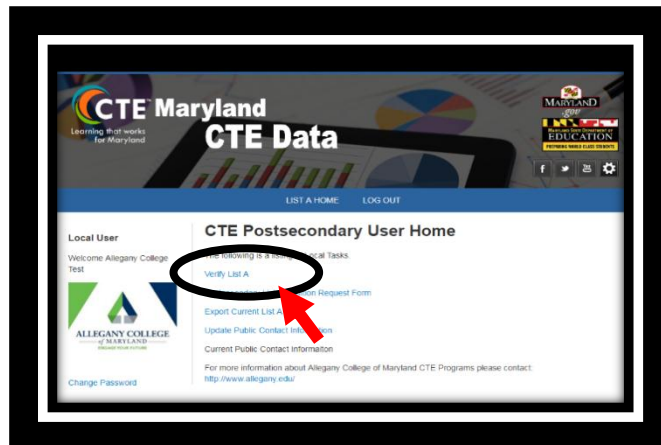
3. Enter your user name and password and click **“Login”**



The screenshot shows the 'Maryland CTE Data Login Form' with the following fields: Username, Password, and a 'Login' button. There are also links for 'Forgot Password?' and 'Request a Login'.

- You will be directed to the Local User Home screen. Select the **“Verify List A”** link from the listing of local tasks.

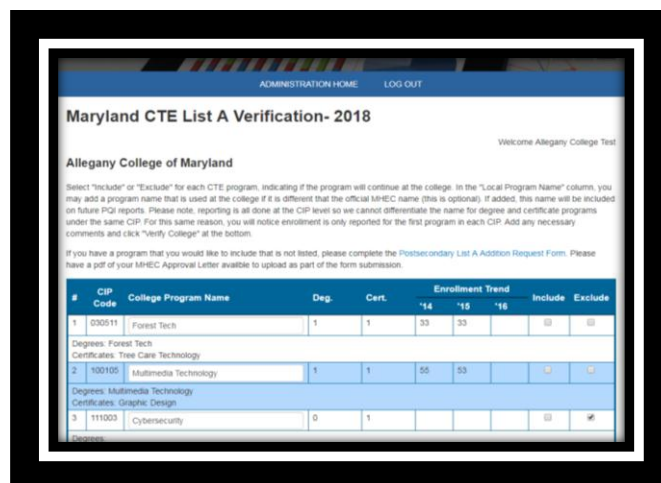
Additional Note: From here you will also see other reports and tasks available to you. **“Update Public Contact Information”** will allow you to enter public facing contact information for your system to be used as public CTE reports are developed.



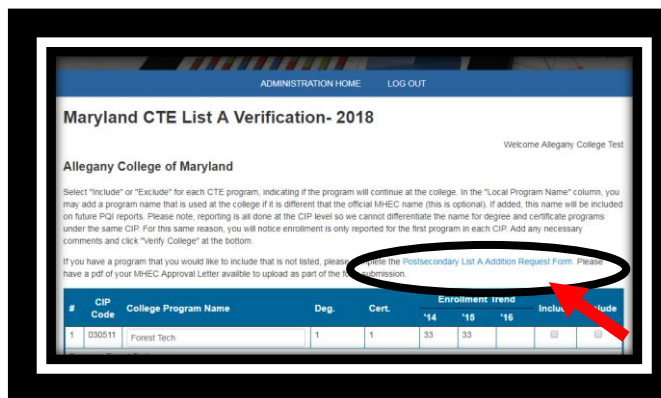
- You will be presented with a table of all current programs. From this verification screen, verify each program as either **“Included”** or **“Excluded”** from List A.

You also have the option of revising the College Program’s Name to the name of your specific program.

Please ensure that the number and names of all degrees and certificates are listed correctly. If any changes to the degrees or certificates (number, name, etc.) need to be made, contact Nancy Hauswald, CTE Regional Coordinator at 410-767-0175 or nancy.hauswald@maryland.gov.

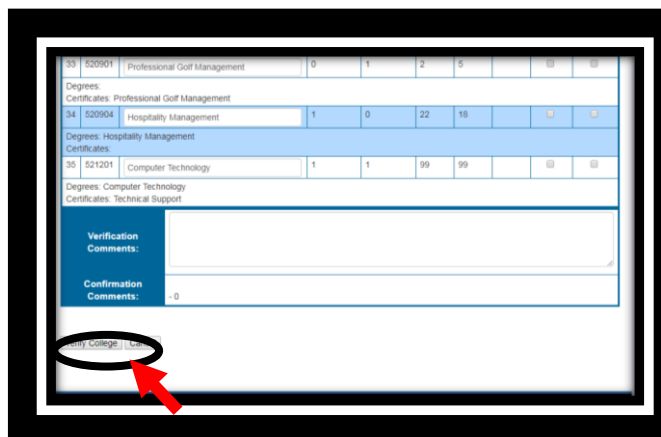


- If you need to add a new program, click on the **“Postsecondary List A Addition Request Form”** link and fill out the request form. You will be required to attach the MHEC Approval letter for each program requested.



- If there are other issues pertaining to programs, a message can be written in the text box. These messages will be reviewed by MSDE staff when the verification is confirmed. A response message will be recorded as well.

- Once you have reviewed all programs, select the **“Verify School”** button to complete your verification.



Post Secondary Student Record Layout

Data may be submitted as a ‘flat file’ or as an Excel spreadsheet. **All fields or cells are text format** to preserve the leading zero that may occur in some fields or cells.

If submitting an Excel spreadsheet, make sure the cells in each row are in the order specified in the record layout.

Field	Field Name	Codes	Length	Position	Column Description
1	Last Name	Student’s Last Name (no punctuation)	25	01-25	Student’s last name (no punctuation)
2	First Name	Student’s First Name (no punctuation)	15	26-40	Student’s first name (no punctuation)
3	Middle Initial	Student’s Middle Initial	1	41	Student’s middle initial
4	Social Security Number	Student’s Social Security Number	9	42-50	Student’s social security number This is important because the new required federal Perkins Act Performance Measures and the Maryland high school graduate follow- up system are based on SSNs. This information is strictly confidential and is used for educational purposes. At no time is individual student data identifiable. All data are reported in aggregate. A consistent and unique pseudo student number must be used if the actual SSN is not available
5	College Number	See List ‘A’	6	51-56	The six-digit college number may be found on the List ‘A’ document.
6	Gender	1 (male), 2 (female)	1	57	The one-character gender code.
7	Hispanic or Latino	Y = yes or N = no (Must enter a ‘Y’ or a ‘N’)	1	58	If the student is Hispanic or Latino, enter ‘Y’ (yes) in this field. Otherwise enter ‘N’ in this field. Must enter a ‘Y’ or ‘N’ ; this field cannot be blank
8	American Indian/Alaskan Native	1 = yes; 0 = no (must enter a ‘1’ or a ‘0’)	1	59	Race codes – There are five positions to be reported. The position that identifies the respondent’s race will be indicated with the appropriate race code. All other positions will be reported as ‘0’. More than one position may contain a race code.

9	Asian	2 = yes; 0 = no (must enter a '2' or a '0')	1	60	Race codes – There are five positions to be reported. The position that identifies the respondent's race will be indicated with the appropriate race code. All other positions will be reported as '0'. More than one position may contain a race code.
10	Black or African American	3 = yes; 0 = no (must enter a '3' or a '0')	1	61	Race codes – There are five positions to be reported. The position that identifies the respondent's race will be indicated with the appropriate race code. All other positions will be reported as '0'. More than one position may contain a race code.
11	Native Hawaiian or Other Pac. Isle	4 = yes; 0 = no (must enter a '4' or a '0')	1	62	Race codes – There are five positions to be reported. The position that identifies the respondent's race will be indicated with the appropriate race code. All other positions will be reported as '0'. More than one position may contain a race code.
12	White	5 = yes; 0 = no (must enter a '5' or a '0')	1	63	Race codes – There are five positions to be reported. The position that identifies the respondent's race will be indicated with the appropriate race code. All other positions will be reported as '0'. More than one position may contain a race code.
13	CIP Code	The six digit Classification of Instructional Program (CIP) Code as defined by MHEC/DCCR	06	64-69	Each student must be identified by the appropriate Classification of Instructional Programs (CIP) code. The CIP code is assigned by MHEC upon approval of the CTE program of study. The codes identify the MHEC approved DCCR programs as indicated on LIST 'A'. LIST 'A' can be obtained from the instructional dean for career programs at each college, by contacting the DCCR, or downloading the listing from the MDCTEdata.org website
14	Occupational Credit Hours	Student's cumulative credit hours (required by DCCR for Perkins IV for Concentrator designation)	02	70-71	The number of <u>cumulative</u> credit hours that directly relate to the CIP code reported for the student. The field is right justified and filled with leading zeroes.
15	SASID	State Assigned Student ID (see Definition- Maryland secondary students)	10	72-81	Secondary student's "State Assigned Student ID". Populate for students where available.
16	Technical Assessment Available	Y or N student had available assessment/certification requirement	1	82	A yes/no designation to indicate if a technical assessment (industry certification/licensure) is available to the student, prior to graduation. This is designated by program area (CIP). The field is Y or N.
17	Technical Assessment Attempted	Y or N student attempted an assessment/certification requirement	1	83	A yes/no designation to indicate whether an individual student attempted/took the technical assessment (industry certification). The field is Y or N.

18	Technical Skill	Y or N student passed an assessment or met certification requirement	1	84	A yes/no designation to indicate whether an individual student has passed an assessment or met certification requirements aligned to industry standards. The field is Y or N.
19	Concentrator Designation	Y or N	1	85	A yes/no designation to indicate whether a student has met the requirements for CTE Concentrator. The field is Y or N.
20	Limited English Proficiency	1 or Blank	1	86	The one-character code identifying whether the student qualifies as LEP: 1 - LEP Blank - Not LEP
21	Disadvantaged	2 or Blank	1	87	The one-character code identifying whether the student qualifies as disadvantaged: 2 - Disadvantaged Blank - Not Disadvantaged
22	Disabled	3 or Blank	1	88	The one-character code identifying whether the student qualifies as disabled: 3 - Disabled Blank - Not Disabled
23	Single Parent	4 or Blank	1	89	The one character code identifying whether the student qualifies as a single parent. 4 – Single Parent Blank – Not a Single Parent
24	Nontraditional Career Program	(Leave blank – See data definition)	1	90	This field should be left blank. Nontraditional Career Program students will be identified automatically by the system.
25	Displaced Homemaker	6 or Blank	1	91	The one character code identifying whether student qualifies as a displaced homemaker. 6 – Displaced Homemaker Blank – Not a Displaced Homemaker
26	HEGIS Code	6-Digits (no decimal point, w/leading zeros)	6	92-97	This is required for comparison with MHEC reports.
27	Date of Birth	Student’s date of birth in month, day, year format (MMDDYYYY)	8	98-105	Student date of birth. Format of this field is MMDDYYYY (month, day, year).

Appendix A

Definitions for Ethnicity and Race Categories

Ethnicity

Hispanic or Latino

A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term, "Spanish origin," can be used in addition to "Hispanic or Latino."

Race

American Indian or Native Alaskan

A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.

Asian

A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American

A person having origins in any of the black racial groups of Africa.

Native Hawaiian or Other Pacific Islander

A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White

A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Special populations

Individual with Limited English Proficiency (LEP)

The term 'individual with limited English proficiency' means a student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and:

- a. whose native language is a language other than English; or
- b. who lives in a family or community environment in which a language other than English is the dominant

Individuals From Economically Disadvantaged Families, Including Foster Children

The term "disadvantaged" means individuals (other than individuals with disabilities) who have economic disadvantages and who require special services and assistance in order to enable such individuals to succeed in career programs. This includes individuals who are members of economically disadvantaged families.

Economically disadvantaged: The term identifies such families or individuals who are determined by the Secretary to be low-income according to the latest available data from the Department of Commerce. The poverty threshold for a particular family unit is dependent on its size and the age of its members, and is updated annually.

Individual or Student With Disabilities

The term "individual or student with disabilities" is the term replacing "handicapped" based on the Americans with Disabilities Act of 1990. Students with disabilities refers to those who have been determined through appropriate assessment as having temporary or long-term special educational needs arising from cognitive, emotional, or physical factors, or any combination of these. Their ability to meet general educational objectives is impaired to a degree whereby the services available in the general education program are inadequate in preparing them to achieve their educational potential. (Authority is Education Article, Section 302-8-307 and 8-401-8-416, Annotated Code of Maryland).

The terms used to describe the categories of students with disabilities are taken from the Federal Register, Vol. 42, No. 163, August 23, 1987 and are defined as follows:

"Mentally retarded" means significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a person's educational performance.

"Hard-of-hearing" means a hearing impairment, whether permanent or fluctuating, which adversely affects a person's educational performance but which is not included under the definition of "deaf".

"Deaf" means a hearing impairment which is so severe that the person is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.

"Speech and language impaired" means a communication disorder, such as stuttering, impaired articulation, language impairment, or voice impairment, which adversely affects a person's educational performance.

"Visually impaired" means a visual impairment which, even with correction, adversely affects a person's educational performance. The term includes both partially seeing and blind individuals.

"Emotionally disturbed" means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:

- a. An inability to learn which cannot be explained by intellectual, sensory, or health factors;
- b. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- c. Inappropriate types of behavior or feelings under normal circumstances;
- d. A general pervasive mood of unhappiness or depression; or,
- e. A tendency to develop physical symptoms or fears associated with personal or school problems.

This category includes individuals who are schizophrenic or autistic. The term does not include those who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed.

"Orthopedically impaired" means a severe orthopedic impairment which adversely affects a person's educational performance. This term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures).

"Other health impaired" means limited strength, vitality or alertness due to a chronic or acute health problem (such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia,

hemophilia, epilepsy, lead poisoning, leukemia, or diabetes) which adversely affects a person's educational performance.

"Specific learning disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not apply to those who have learning problems which are primarily the result of visual, hearing, or motor handicaps, mental retardation, emotional disturbance or environmental, cultural, or economic disadvantage.

"Multi-disabled" means concomitant impairments (such as mentally retarded-blind, mentally retarded-orthopedically impaired, etc.), the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments.

Single Parent

A single parent means an individual (student) who is unmarried or legally separated from a spouse, and has a minor child or children for which the parent has either custody or joint custody, or is pregnant.

Nontraditional CTE Program

A nontraditional CTE program is one that prepares an individual in an occupation or field of work for which individuals from one gender comprise less than 25 percent of the individuals employed in that occupation or field of work. See Appendix B for a list of Maryland's nontraditional career and technology programs based on Maryland labor market data.

Displaced Homemaker

The term "displaced homemaker" means an individual who has worked primarily without remuneration to care for a home and family, and for that reason:

1. Has diminished marketable skills,
2. Has been dependent on the income of another family member but is no longer supported by that income, or
3. Is a parent whose youngest dependent child will become ineligible to receive assistance under Part A of Title IV of the Social Security Act not later than two years after the date on which the parent applies for assistance under that title; and
4. Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

Appendix B

Nontraditional CTE Programs

The Nontraditional Occupations for Males from 2013 BLS Data and Nontraditional Occupations for Females from 2013 BLS Data, prepared by the *National Alliance for Partnerships in Equity*. A full listing may be found at www.mdctedata.org