Career and Technical Education (CTE) is defined as organized educational activities that:
(1) offer a sequence of courses (as defined by the Education Commissioner’s Rules and Regulations) that: (a) provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; (b) provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and (c) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and
(2) include competency based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual. (Perkins IV, section 3, paragraph 5).

Career and Technical Education Areas (credit bearing) are the following Higher Education General Information Survey (HEGIS) codes: 5000 (Business and Commerce Technologies), 5100 (Data Processing Technologies), 5200 (Health Service and Paramedical Technologies), 5300 (Mechanical and Engineering Technologies), 5400 (Natural Science Technologies), and 5500 (Public Service Related Technologies).

Core Indicators of Performance are defined in Perkins IV as the measures of each of the following:
(1) Student attainment of challenging career and technical, skill proficiencies.
(2) Student attainment of an industry-recognized postsecondary degree or credential.
(3) Student retention in postsecondary education or transfer to a baccalaureate degree program.
(4) Student Placement in military service or placement or retention in employment.
(5) Student participation in career and technical education programs that lead to employment in non-traditional fields (see definition below).
(6) Student completion of career and technical education programs that lead to employment in non-traditional fields (see definition below)

Equitable Participation means that special population students must have the same opportunity to enroll in each career and technical education program as other populations served by the recipient.

Full Participation involves providing the supplementary and other services to special populations (see below) that enable them to succeed in the career and technical education program. The needs of all six special population groups, if matriculated in a career and technical education program, must be addressed in any activity that is funded. In determining which sites or programs to fund, SED expects that priority will go to those with the highest concentrations or percentages of individuals who are members of special populations. There is no requirement to spend a particular amount of money for any given group. Rather, it must be demonstrated that the needs of each special population group have been identified and factored into decisions relating to the application of funds.

Nontraditional Fields refers to occupations or fields of work, including careers in computer science, technology, and other emerging high-skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in such occupation or field of work (Perkins IV, section 3, paragraph 20).
**Nontraditional Students** are persons who elect to enter a career or technical education program which prepares them for entry into a career, for which individuals from one gender comprise less than 25% of the individuals employed in such occupation or field of work.

**Special Populations**, for the purposes of Perkins IV, are: (1) Individuals with disabilities; (2) Economically Disadvantaged Individuals; (3) Individuals preparing for training and employment that is nontraditional for their gender; (4) Single Parents; (5) Displaced Homemakers; (6) Individuals with Limited English Proficiency;