



**Montana University System**  
**Office of the Commissioner of Higher Education**  
2500 Broadway, P.O. Box 203201, Helena, MT 59620-3201

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**REQUEST FOR PROPOSAL PACKAGE**

**CFDA#84.048**

**March 31, 2011**

**Program Title: Perkins Rural Reserve Grant For Special Populations**, Carl D. Perkins Career and Technical Education Act of 2006, Title I, Part A, Section 112 (c) and Section 135, (b) (9).

The Office of the Commissioner of Higher Education is requesting applications for development and implementation of activities to prepare special populations who are enrolled in career and technical education programs for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.

**NOTE:** Please read this application carefully, as the Perkins Law has changed and updated requirements are in place for Perkins Funds.

**Direct all inquiries to:** Perkins Coordinator, [perkins@montana.edu](mailto:perkins@montana.edu)

Questions will be accepted and placed on the OCHE website (Q/A style) for public response at <http://mus.edu/wd/PerkinsMeetingNotes.asp>. Questions and answers will be selected for posting based on the relevancy of the information request to the common interest of potential applicants. Final Date for submitting questions will be April 29<sup>th</sup>, 2011.

**Preparation and Formatting Requirements:** The Request for Proposal for the Perkins Rural Reserve Grant for Special Populations is to be prepared and formatted according to the following specifications:

- The proposal is to be completed **no later than midnight on May 13, 2011**.
- Proposals will not be accepted if they are submitted after the above date, nor will they be accepted if incomplete or without the correct signatures. Electronic signatures are acceptable.
- To apply for the Perkins Rural Reserve Grant for Special Populations, Perkins eligible colleges must use the Perkins Grant Database to apply for these funds. Secondary LEAs must submit a paper application for this grant year only. Future applications will be submitted through D-Grants. Instructions for the grants will be available online in the Perkins Grant Database or on the OPI website.
- Reserve Special Populations Grants will be considered additional local applications funds to address data identified special population deficits or program enhancements to improve indicator performance for special populations.
- Postsecondary proposals will not be accepted by mail. Secondary applications can be submitted electronically to [perkins@montana.edu](mailto:perkins@montana.edu), or submitted to OCHE/Perkins, PO Box 203201, Helena, MT 59620.



**FORMAT FOR PROPOSALS**  
**REQUEST FOR PROPOSALS FOR FUNDS FROM THE**  
**CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006**  
**RESERVE FUNDS**

**IMPORTANT:** Please type or print in ink. You may submit this report through regular mail only. **PLEASE NOTE THAT LATE, INCOMPLETE OR UNSIGNED REPORTS COULD RESULT IN FORFEITURE OF GRANT MONEY FROM NON-FEDERAL FUNDS.**

|  |                     |                                |
|--|---------------------|--------------------------------|
| Local Educational Agency (LEA)--Secondary or Postsecondary Institution | Date of Application | Applicant or Project ID Number |
|--|---------------------|--------------------------------|

Title of Proposed Project in 14 words or less (if applicable):

LEA Project Director

|                        |      |       |     |
|------------------------|------|-------|-----|
| LEA Director's Address | City | State | Zip |
|------------------------|------|-------|-----|

|                      |               |
|----------------------|---------------|
| Telephone Number (s) | Email Address |
|----------------------|---------------|

Fax Number (s)

|              |              |       |
|--------------|--------------|-------|
| Fiscal Staff | Phone Number | Email |
|--------------|--------------|-------|

**CERTIFICATION**  
 I certify to the best of my knowledge and belief that this report, is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

LEA Project Director's Signature: \_\_\_\_\_ Date Signed: \_\_\_\_\_

**CERTIFICATION AND ASSURANCES**  
**CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006**

The applicant will comply with the requirements of P.L.105-332 (the Perkins Act) and all applicable federal and state rules and regulations, including timely reporting of fiscal and programmatic data. **In particular, P.L. 105-332 funds will be used to supplement, and in no case to supplant, state or local funds.**

The applicant assures the Montana Board of Regents that services provided under the approved project will be provided in accordance with P.L.105-332, will not discriminate or violate provisions of Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, or Section 504 of the Rehabilitation Act of 1973.

|   |                       |               |
|---|-----------------------|---------------|
| _____<br>Signature LEA President, Dean or Principal | _____<br>Printed Name | _____<br>Date |
|---|-----------------------|---------------|

|   |                       |               |
|---|-----------------------|---------------|
| _____<br>Signature LEA Project Director | _____<br>Printed Name | _____<br>Date |
|---|-----------------------|---------------|

|                                     |                       |               |
|-------------------------------------|-----------------------|---------------|
| _____<br>Signature LEA Fiscal Agent | _____<br>Printed Name | _____<br>Date |
|-------------------------------------|-----------------------|---------------|

# Request for Proposal

## Program Year 2011 - 2012

### Perkins Rural Reserve Grant for Special Populations

Carl D. Perkins Career and Technical Education Act of 2006

Title I, Part A, Section 112 (c) and Section 135, (b) (9)

#### Reserve Funds

##### A. Purpose

The Carl D. Perkins Career and Technical Education Act of 2006 places a strong emphasis to “*provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency*” [Section 135, Required Uses (9)].

The purpose of this funding, administered through the authorized “reserve funding” under the Act, is to *allow* eligible recipients of funds--postsecondary institutions and school districts--to support and improve career and technical education to students from special populations that are enrolled in approved CTE programs. Postsecondary institutions and school districts, hereafter referred to as Local Educational Agencies (LEA), have the option of partnering with community-based organizations (CBO) to address the needs of CTE students who are members of special populations. **Although contracting with a community-based organization is not required, consideration will be given to proven partnerships between LEAs and a community-based organizations.** Eligible services are identified under Section 135 (Local Uses of Funds).

**B. Definitions**--Unless otherwise noted, the following categories and definitions are described in section 3 of Perkins IV: ***Community-based organizations*** - are defined as Montana non-profit organizations.

***Special Populations***—The term ‘special populations’ means—

1. Individuals with disabilities;
2. Individuals from economically disadvantaged families, including foster children;
3. Individuals preparing for non-traditional fields;
4. Single parents, including single pregnant women;
5. Displaced homemakers; and
6. Individuals with limited English proficiency.

***Individuals with Disabilities***—

1. In General.—The term ‘individual with a disability’ means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).
2. Disability Status: The term “disability status” as used in section 1111(h)(1)(C)(i) of the ESEA refers to a “child with a disability,” which under section 9101 of the ESEA has the same meaning as the term in section 602 of the Individuals with Disabilities Education Act. Under section 602(3) of the IDEA, the term “child with a disability” means a child “(i) with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (referred to in this title as ‘emotional disturbance’), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and (ii) who, by reason thereof, needs special education and related services.”

***Individuals from Economically Disadvantaged families, including foster children*** [Section 132(b)]—

1. Secondary schools use free and reduced lunch eligibility to determine the economically disadvantaged status.
2. Postsecondary institutions use Pell Grant or Bureau of Indian Affairs eligibility.

***Individuals Preparing for Non-traditional Fields—***

The term ‘non-traditional fields’ means occupations or fields of work for which individuals from one gender comprise **less than 25 percent** of the individuals employed in each such occupation or field of work.

**Postsecondary institutions:** Refer to your 2007-2008 Perkins Local Application Grant performance indicators for Non-traditional Gender Participation and Non-traditional Gender Completion results to identify eligible programs for your institution.

**Secondary schools:** Refer to the Bureau of Labor and Statistics website:

<http://www.bls.gov/cps/cpsaat11.pdf> to identify eligible programs.

***Single parents, including single pregnant women—***An individual who

1. Is unmarried, divorced, or legally separated from a spouse; and
2. Has a minor child or children for which the parent has either custody or joint custody; or is pregnant

***Displaced Homemaker—***An individual who

1.
  - A. Has worked primarily without remuneration to care for a home and family and for that reason has diminished marketable skills; or
  - B. Has been dependent on the income of another family member but is no longer supported by that income; or
  - C. Is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and
2. Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

***Individual with Limited English Proficiency—***The term ‘individual with limited English proficiency’ means a secondary school student, an adult or an out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language, and—

1. Whose native language is a language other than English; or
2. Who lives in a family or community environment in which a language other than English is the dominant language

The following definitions are from the Montana State Plan (2008-2012), Appendix 7:

***High Demand Criteria:*** A greater than average projected annual job growth rate for Montana (1.1% using 2008-2018 projections) or at least 50 annual average job openings.

***High Wage Criteria:*** A median annual or hourly wage that is greater than the median wage at the 75th percentile (\$42,710 annually or \$20.53 hourly in 2009) for all occupations in the state of Montana.

***High Skill Criteria:*** The occupation requires completion of an associate degree, postsecondary career technical education, more than 12 months of on-the-job training, or a combination of work and formal training or at least half of the 10 basic O\*NET skills for this occupation are ranked at or above 50% in importance and at least 5 of the other O\*NET skills required for this occupation are at or above 50% in importance.

Montana specific data regarding instructional programs for the above criteria (high skill, high demand, high wage) can be found at the following website: [http://occsupplydemand.net/HDWS/OSD\\_CIPlistMT.aspx](http://occsupplydemand.net/HDWS/OSD_CIPlistMT.aspx)

Any percentage above 50% in the totals row will be considered to have met the criteria. In the example provided for *CIP 11.1001 System Administration/Administrator* program (see below), the circled results meet the criteria for both high demand and high skill.

| Sub-Baccalaureate Occupations |  |                 | Criteria    |           |            | Employment  |           |            |
|-------------------------------|--|-----------------|-------------|-----------|------------|-------------|-----------|------------|
| SOC Code                      | SOC Title                                      | Employment 2004 | High Demand | High Wage | High Skill | High Demand | High Wage | High Skill |
| 15-1041                       | Computer Support Specialists                   | 1,305           | yes         |           | yes        | 1,305       |           | 1,305      |
| 15-1099                       | Computer Specialists, All Other                | 224             | yes         | yes       | yes        | 224         | 224       | 224        |
| 43-9011                       | Computer Operators                             | 469             |             |           | yes        |             |           | 469        |
| 51-4012                       | Numerical Tool and Process Control Programmers | 3               | yes         | n/a       | yes        | 3           |           | 3          |
| Totals                        |  | 2,001           |             |           |            | 1,532       | 224       | 2,001      |
| Percent of Total Employment   |  |                 |             |           |            | 76.56%      | 11.19%    | 100.00%    |

### C. Background

Through a Memorandum of Understanding in relation to the administration of the *Carl D. Perkins Career and Technical Education Act of 2006*, the Office of the Commissioner and the Office of Public Instruction set aside \$360,000 of reserve funds for partnerships between local education agencies and community based organizations to serve special populations for the biennium ending June 30, 2009. For the biennium ending June 30, 2011, up to \$360,000 was made available. Because of potential cuts in federal and state funding, these grants will be awarded on an annual basis going forward depending on funds available. For grant year 2011-2012, \$180,000 will be made available.

These funds may be used to support partnerships between eligible recipients and community-based organizations, consistent with the Montana Carl D. Perkins State Plan, as approved by the Montana Board of Regents, the eligible agency, and the United States Department of Education. ***Although contracting with a community-based organization is not required, consideration will be given to proven partnerships between an LEA and a community-based organization.***

### D. Distribution of Funds and Scope of Project

As a result of the *Carl D. Perkins Career and Technical Education Act of 2006*, the Montana Perkins State Plan allows up to \$180,000 of reserve funding be made available annually for the award of competitive grants. Applications cannot exceed \$180,000. The funds requested must be proportionate with the need identified. Reserve funds represent 10% of the 85% of the funds designated for local use, i.e., secondary districts and postsecondary institutions.

This is a one-year grant, however based on the commitment made in the Montana Perkins State Plan, successful grants may compete for funds again the following year and previous grant recipients may apply for these funds. If funds will be used to continue activities from the previous grant year, a summary of accomplishments to date will be required with the application for new funds. The grant award will begin on July 1, 2011, and conclude June 30, 2012. Any funds not spent by June 30, 2012 revert back to the state for redistribution.

Proposals selected will not necessarily receive the grant amount requested if a lesser amount is determined to be appropriate.

### E. Applicant Eligibility

Applicants must be approved Perkins Local Application Grant secondary or postsecondary educational institutions.

## F. Components of the Proposal & Application

Each proposal must contain the following information which will be weighted as shown. The applicant must apply for funds using their local application grant as the basis for the application. These funds must be viewed as additional funds to address specific performance deficits. Secondary and postsecondary Perkins Specialists will provide training to local grant managers applying for these funds via web-conferencing.

### *Reserve Special Populations Training*

**Date: April 13, 2011**

**Time: noon to 1:30**

If unable to participate in the training but would like training, please email [perkins@montana.edu](mailto:perkins@montana.edu) by April 9<sup>th</sup> to schedule another training session.

- To join the meeting: <http://connectpro99779749.adobeconnect.com/r89959541/>. You are able to view and listen to the Webconference using your computer speakers.
- To ask questions of the presenters, you email using the chat feature or use the call in information below. To participate in the conference call, dial 1-888-387-8686, Participant Code: 4834466.

Note, funds may not be used to support administrative, clerical or operational expenses. Only direct educational expenditures including equipment such as computers, software or other equipment directly tied to student instruction. Teaching salaries but not administrative salaries would be allowable. In addition to allowable costs for direct student expenditures, Perkins eligible high schools and colleges may request up to 5% of the grant amount to offset indirect, administrative and clerical costs of operating the program. To view the Perkins Policy on Allowable Expenses, click this link <http://mus.edu/wd/Assets/PP/AllowableExpenses.pdf>. The reporting and data collection will be completed by the local application grant manager using the local application grant cycle.

| Points | Category  |
|--------|---|
| 30     | <p><b>Rationale or Needs Assessment for the Project</b></p> <p>A. The LEA must identify the specific indicators missed for each special population group. Next, identify the potential or likely cause of the deficit and the sources used to determine the cause. If the cause is not known, provide a description of the proposed research strategies used to identify it. Next, develop strategies to address the root causes for poor performance for specific special population groups for each indicator. The strategies must be prioritized. It is likely an LEA would not have the time, focus or resources to correct all deficits. Fund the top priority activities first, and fund activities down the list of priorities.</p> <p>B. Describe any programs already in place in your LEA which address the needs of the identified special needs population(s) and the gaps that exist between existing resources and prioritized needs. If longitudinal data is available, please utilize this data in your analysis.</p> <p>C. Identify the high skill, high demand or high wage occupations you are targeting with this grant. Use Montana Department of Labor and Industry specific data. Montana specific data for high skill, high demand, high wage can be found at the website listed below. Any percentage above 50% in the totals row will be considered to have met the criteria.<br/><a href="http://test.occsupplydemand.net/Montana2/HDWS/OSD_CIPlistMT.aspx">http://test.occsupplydemand.net/Montana2/HDWS/OSD_CIPlistMT.aspx</a></p> |
| 50     | <p><b>Special Populations Program Plan</b></p> <p>A. Narrative: Give an overview of the scope of the project to be implemented (include both years). Narrative must be coordinated with the Objectives, Activities and Evaluation Plan (page 8) and correlate with the budget narrative and detailed budget form.</p> <p>B. Objectives: Using the format provided, list the objectives of the proposal. All objectives must be quantifiable and address either the postsecondary or secondary state performance indicator goal deficits for the identified special populations groups and programs.</p> <p>C. Activities to Achieve Objectives: Using the format provided, list the activities that will be carried out to accomplish EACH objective listed. State what will be done, by whom, and the timeframe for achieving each objective.</p>  |

|  |   |
|--|---|
|  | D. Evaluation: Using the format provided describe measurable methods you will use to determine the effect of each objective in meeting the designated Performance Indicator Goal(s).  |
| <b>10</b>  | <b>Budget Narrative and Budget Form</b><br>A. Using the provided detailed budget form and accompanying budget narrative form, describe how the federal funds requested will be expended to conduct the planning and implementation of the proposal.<br>B. When indirect costs are requested, the percentage must be the negotiated IDC rate or 8%, whichever is the lesser amount.<br>C. Although no match is required, describe what other funds, if any, will be used to achieve program objectives. <b>Supplanting of local, federal, or state funds is not allowed.</b>   |
| <b>10</b>  | <b>Partnership</b><br>A. Name of the Local Educational Agency (LEA) and employee who will be responsible for administering and managing this project.<br>B. Name of Perkins Local Application Grant Manager from the LEA.<br>C. Name of the community-based organization partner and its representative.<br>D. Describe the proposed partnership between the LEA and community-based organization for the purposes of this proposal. If the LEA and the community-based organization have partnered in previous grants, provide performance indicator data validating the results of the partnership for the special population groups targeted.<br>E. Any letters of support in the application must directly relate to the narrative in the Special Populations Program Plan. |
| <b>100</b>   | <b>Total Maximum Points</b>   |
| *Proposals that do not achieve at least 50 points will be disqualified. A proposal will be considered a "Qualified Plan" for rating ONLY if the Format for Proposal is properly signed and included. |   |

# Appendix A

| SECONDARY PERFORMANCE INDICATORS   |  |
|--|--|
| Indicator and Citation   | Measurement Definition   |
| <b>1S1</b><br><b>Academic Attainment – Reading/Language Arts</b><br><b>113(b)(2)(A)(i)</b> | <p><b>Numerator:</b> Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school <b>reading/language arts</b> assessment administered by the State under Section 1111(b)(3) of the Elementary Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p><b>Denominator:</b> Number of CTE concentrators who took the ESEA assessments in <b>reading/language arts</b> whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p> |
| <b>1S2</b><br><b>Academic Attainment - Mathematics</b><br><b>113(b)(2)(A)(i)</b>           | <p><b>Numerator:</b> Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school <b>mathematics</b> assessment administered by the State under Section 1111(b)(3) of the Elementary Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p><b>Denominator:</b> Number of CTE concentrators who took the ESEA assessments in <b>mathematics</b> whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p>                     |
| <b>2S1</b><br><b>Technical Skill Attainment</b><br><b>113(b)(2)(A)(ii)</b>                 | <p><b>Numerator:</b> The number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p><b>Denominator:</b> The number of CTE concentrators who took the assessment during the reporting year.</p>  |
| <b>3S1</b><br><b>Secondary School Completion</b><br><b>113(b)(2)(A)(iii)(III)</b>          | <p><b>Numerator:</b> The number of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a state-recognized equivalent to a regular high school diploma (if offered by the state), or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the state) during the reporting year.</p> <p><b>Denominator:</b> Number of CTE concentrators who left secondary education during the school year.</p>  |
| <b>4S1</b><br><b>Student Graduation Rates</b><br><b>113(b)(2)(A)(iv)</b>                   | <p><b>Numerator:</b> Number of CTE concentrators who, in the reporting year, were included as graduated in the State’s computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of ESEA.</p> <p><b>Denominator:</b> Number of CTE concentrators who, in the reporting year, were included in the State’s computation of its graduation rate as defined in the state’s Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p>  |
| <b>5S1</b><br><b>Secondary Placement</b><br><b>113(b)(2)(A)(v)</b>                         | <p><b>Numerator:</b> The number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e. unduplicated placement status for CTE investors who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p><b>Denominator:</b> Number of CTE concentrators who left secondary education during the reporting year.</p>  |
| <b>6S1</b><br><b>Nontraditional Participation</b><br><b>113(b)(2)(A)(vi)</b>               | <p><b>Numerator:</b> The number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p><b>Denominator:</b> Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>  |
| <b>6S2</b>   | <p><b>Numerator:</b> Number of CTE concentrators from underrepresented gender groups who completed a</p>   |

|   |  |
|---|--|
| <b>Nontraditional Completion</b><br><b>113(b)(2)(A)(vi)</b> | <p>program that leads to employment in nontraditional fields during the reporting year.</p> <p><b>Denominator:</b> Number of CTE participants who completed a program that leads to employment in nontraditional fields during the reporting year.</p> |
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**POSTSECONDARY PERFORMANCE INDICATORS**

| <b>Indicator and Citation</b>  | <b>Measurement Definition</b>  |
|--|--|
| <b>1P1</b><br><b>Technical Skill Attainment</b><br><b>113(b)(2)(B)(i)</b>          | <p><b>Numerator:</b> Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p><b>Denominator:</b> Number of CTE concentrators who took technical skill assessments during the reporting year.</p>   |
| <b>2P1</b><br><b>Credential, Certificate, or Degree</b><br><b>113(b)(2)(B)(ii)</b> | <p><b>Numerator:</b> Number of CTE concentrators who received, or were eligible to receive an industry-recognized credential, a certificate, or a degree and left postsecondary education during the reporting year.</p> <p><b>Denominator:</b> Number of CTE concentrators who left postsecondary education during the reporting year.</p>  |
| <b>3P1</b><br><b>Student Retention or Transfer</b><br><b>113(b)(2)(B)(iii)</b>     | <p><b>Numerator:</b> Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn and were not eligible to earn an industry-recognized credential, a certificate, or a degree in that year.</p> <p><b>Denominator:</b> Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn and were not eligible to earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.</p> |
| <b>4P1</b><br><b>Student Placement</b><br><b>113(b)(2)(B)(iv)</b>                  | <p><b>Numerator:</b> Number of CTE concentrators who completed or were eligible to complete a CTE program and were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2008 would be assessed between October 1, 2008 and December 31, 2008).</p> <p><b>Denominator:</b> Number of CTE concentrators who completed or were eligible to complete a CTE program and left postsecondary education during the reporting year.</p>   |
| <b>5P1</b><br><b>Nontraditional Participation</b><br><b>113(b)(2)(B)(v)</b>        | <p><b>Numerator:</b> Number of CTE participants from underrepresented gender groups who participated in a CTE program that leads to employment in nontraditional fields during the reporting year.</p> <p><b>Denominator:</b> Number of CTE participants who participated in a CTE program that leads to employment in nontraditional fields during the reporting year.</p>  |
| <b>5P2</b><br><b>Nontraditional Completion</b><br><b>113(b)(2)(B)(v)</b>           | <p><b>Numerator:</b> Number of CTE concentrators from under-represented gender groups who completed or were eligible to complete a CTE program that leads to employment in nontraditional fields during the reporting year.</p> <p><b>Denominator:</b> Number of CTE concentrators who completed or were eligible to complete a CTE program that leads to employment in nontraditional fields during the reporting year.</p>   |