



## **Opportunity Gaps in Career and Technical Education for Fiscal Year 2022-2023**

### **Introduction**

An opportunity gap is an inequitable difference between two groups. By examining the percentage point difference between the enrollment rates of different groups, we can identify which populations are under- or over-served in career and technical education (CTE). Populations, such as race and ethnicity groups, are not compared to each other, rather, for each population the enrollment of that population in CTE programs is compared to the enrollment of that population for the entire school. For each population, the enrollment rate in CTE should be comparable to the enrollment rate for the school. Any significant difference between these two rates is called the opportunity gap.

The Opportunity Gap Analysis Report, which is available at the school and district level to participating school districts, can help each school and district understand which populations may require additional support or focus, especially during the comprehensive local needs assessment (CLNA) process. At the state level, the opportunity gap analysis reflects the actual situation occurring in schools and is reviewed annually for any significant opportunity gaps. The Arizona Department of Education, Career and Technical Education unit also reviews school and district level Opportunity Gap Analysis Reports to identify areas that may require increased technical assistance.

### **CTE Opportunity Gap Analysis Process**

To conduct an opportunity gap analysis for career and technical education students, we first examine the enrollment of a comparison population and determine the percentage of each subgroup within that population. After determining the percentage of each subgroup for the comparison population, the same is done for students enrolled in CTE programs. The two percentages are then compared, and the percentage point difference is used to identify opportunity gaps with the percentage point difference describing the magnitude and direction of the gap. The enrollment percentage for any subgroup in CTE programs should be reasonably equal to the enrollment percentage for that same group in the comparison population.

If the percentage point difference is negative, there is an under-representation of that subgroup in CTE in relation to the comparison population. If the percentage point difference is positive, there is an overrepresentation of that subgroup in CTE in relation to the comparison population. The subgroups examined in this report are defined in the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V).

Subgroup	Comparison Population	Percentage of Total for Comparison Population	CTE Population	Percentage of Total for CTE Population	Percentage Point Difference
All Students (Total)	337034		156015		
<b>Student Gender</b>					
Female	165347	49.06%	72617	46.54%	-2.51
Male	171687	50.94%	83398	53.46%	2.51
<b>Race &amp; Ethnicity</b>					
American Indian/Native American	15399	4.57%	7700	4.94%	0.37
Asian	9201	2.73%	4286	2.75%	0.02
Black or African American	18590	5.52%	7493	4.80%	-0.71
Hispanic/Latino	160612	47.65%	73256	46.95%	-0.7
Pacific Islander	1249	0.37%	553	0.35%	-0.02
Two or More Races	12555	3.73%	5789	3.71%	-0.01
White	119393	35.42%	56938	36.50%	1.07
<b>Special Populations (as defined in Perkins V)</b>					
Students with a Disability	37546	11.14%	14889	9.54%	-1.6
Economically Disadvantaged	148100	43.94%	66244	42.46%	-1.48
Single Parent	322	0.10%	210	0.13%	0.04
English Learner	23436	6.95%	7086	4.54%	-2.41
Homeless Individual	4423	1.31%	1644	1.05%	-0.26
Youth in Foster Care	631	0.19%	255	0.16%	-0.02
Youth with Parent in Active Military	1838	0.55%	946	0.61%	0.06