



Opportunity Gaps in Career and Technical Education for Fiscal Year 2023-2024

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 21st 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)	330699		159480		
Student Gender					
Female	161642	48.88%	74655	46.81%	-2.07
Male	169057	51.12%	84825	53.19%	2.07
Race & Ethnicity					
American Indian/Native American	15095	4.56%	8177	5.13%	0.56
Asian	9393	2.84%	4430	2.78%	-0.06
Black or African American	18436	5.57%	7680	4.82%	-0.76
Hispanic/Latino	159109	48.11%	76637	48.05%	-0.06
Pacific Islander	1207	0.36%	523	0.33%	-0.04
Two or More Races	13092	3.96%	6300	3.95%	-0.01
White	114329	34.57%	55733	34.95%	0.37
Special Populations (as defined in Perkins V)					
Students with a Disability	37078	11.21%	15579	9.77%	-1.44
Economically Disadvantaged	172951	52.30%	81912	51.36%	-0.94
Single Parent	375	0.11%	267	0.17%	0.05
English Learner	23460	7.09%	7341	4.60%	-2.49
Homeless Individual	4942	1.49%	1962	1.23%	-0.26
Youth in Foster Care	1019	0.31%	439	0.28%	-0.03
Youth with Parent in Active Military	2178	0.66%	1178	0.74%	0.08