



CAREER EQUITY RESOURCE CENTER



USING ENROLLMENT DATA TO IDENTIFY EQUITY TRENDS

One of the most important elements in the evaluation process of a CTE program is the data. These numbers provide a quantitative basis which can help an institution identify where it wants to target its further assessment and intervention. For example, if a district knows its overall demographic information, enrollment data will immediately identify a disproportionality issue (i.e., whether any one of the special or marginalized populations is significantly over or under-represented), and identify which programs of study are most significantly impacted. A comparison of enrollment to completion rates can also help an institution identify whether it should be targeting its equity efforts to recruitment or retention issues (or both). Most important to remember is that this data is a starting point. Any trends that may be identified will require follow-up with other assessment strategies identified in CERC's equity action planning template.

ACTIVITY—CENTRAL HIGH SCHOOL

Attached is the enrollment data for a fictitious school in New Jersey. There are 5 CTE programs listed with enrollment data based on gender, race, and special populations.

The attached data represents the enrollment data for this district's Career and Technical Education programs (CTE) for three subsequent school years. You are asked to review this data and look for any trends you can identify for these populations, and whether or not it might point to an issue or concern. As you review the data, you may use the following questions to help guide you.

GENDER ENROLLMENT

1. Is there a 25% enrollment of nontraditional students in the CTE programs?
2. If the 25% nontraditional enrollment in the CTE programs has been achieved, which programs achieved this level? Are the programs high skill, high wage, high demand programs or are they low skill, low wage programs?
3. Has the nontraditional enrollment in CTE programs increased or decreased over the past 3 years?
4. Each year, have at least 50% of the nontraditional participants enrolled in and completed the second course of the CTE program (concentrators)? Has this percentage increased or decreased over the last 3 years?
5. What percent of the nontraditional concentrators enrolled in and completed the third course of the program (completers)? Has this percentage increased or decreased over the last 3 years?
6. Of the total completers, what percent were nontraditional students?



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RACE/ETHNICITY ENROLLMENT

1. Of all the CTE programs, which programs have the highest and lowest enrollment of BIPOC (Black, Indigenous, and/or People of Color) students?
2. Are the programs with the highest concentration of BIPOC students considered high skill, high wage, high demand programs or are they low skill, low wage programs?
3. Are the programs with the lowest concentration of BIPOC students considered high skill, high wage, high demand programs or are they low skill, low wage programs?
4. Each year, have at least 50% of each group of BIPOC participants enrolled in and completed the second course of the CTE program (concentrators)? Has this percentage increased or decreased over the last 3 years?
5. What percent of each group of BIPOC concentrators enrolled in and completed the third course of the program (completers)? Has this percentage increased or decreased over the last 3 years?
6. Of the total completers, what percent were BIPOC students?
7. Of the BIPOC students who completed the programs, which group had the highest and lowest percentage of completers?
8. Of the BIPOC students who completed the programs, which programs have the highest and lowest percentage of completers?

SPECIAL POPULATION ENROLLMENT

1. Of all the CTE programs, which programs have the highest and lowest enrollment of special population students?
2. Are the programs with the highest concentration of special population students high skill, high wage, high demand programs or are they low skill, low wage programs?
3. Are the programs with the lowest concentration of minority students high skill, high wage, high demand programs or are they low skill, low wage programs?
4. Each year, have at least 50% of each group of special population participants enrolled in and completed the second course of the CTE program (concentrators)? Has the percentage increased or decreased over the last 3 years?
5. What percent of each group of special population concentrators enrolled in and completed the third course of the program (completers)? Has this percentage increased or decreased over the last 3 years?
6. Of the total completers, what percent were special population students?
7. Of the special population students who completed the programs, which group had the highest and lowest percentage of completers?
8. Of the special population students who completed the programs, which programs have the highest and lowest percentage of completers?