Statewide Career-Technical Education Equity Report

FUTURE FORWARD OHIO

OFFICE OF CAREER-TECHNICAL EDUCATION | 2023

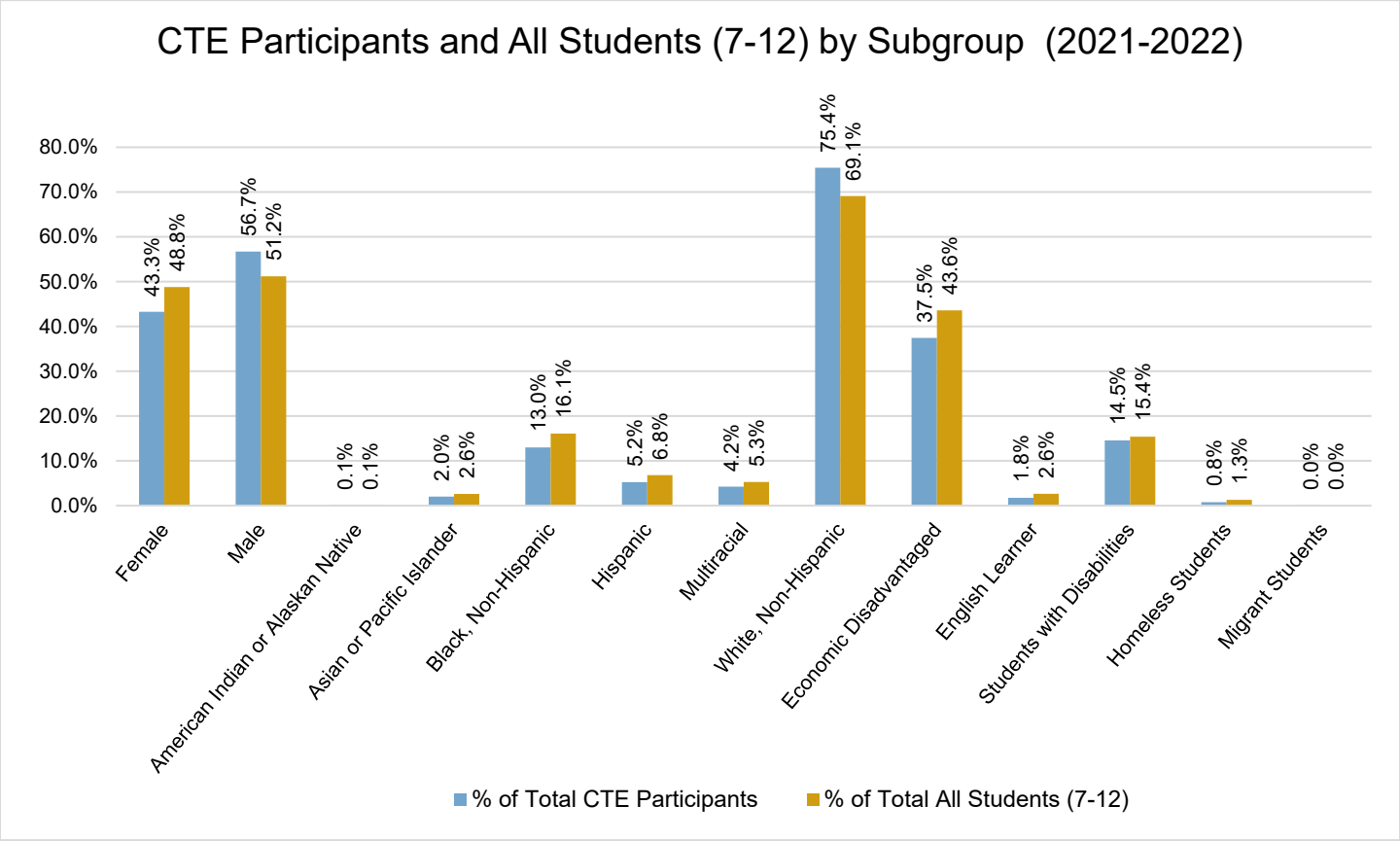
Ohio Department of Education

Statewide Career-Technical Education Equity Report

A primary focus of the Ohio Perkins V State Plan is improving access, enrollment, engagement and performance for all students, with an intentional focus on students in special populations and subgroups. To support the educational community in ensuring students have meaningful access and are engaged in high-quality career-technical education (CTE) programs, the Office of Career-Technical Education has made ensuring an equitable education for each student a priority. Using data is crucial for identifying equity gaps in CTE and understanding disparities among student populations. The following figures offer a glance at existing gaps in CTE in Ohio and provides a starting point for further analysis to ensure a more equitable future in CTE.

Figure 1 shows the percentage of CTE participants by subgroup compared to all Ohio students in grades 7 to 12[1] by subgroup for the 2021-2022 school year.

FIGURE 1.

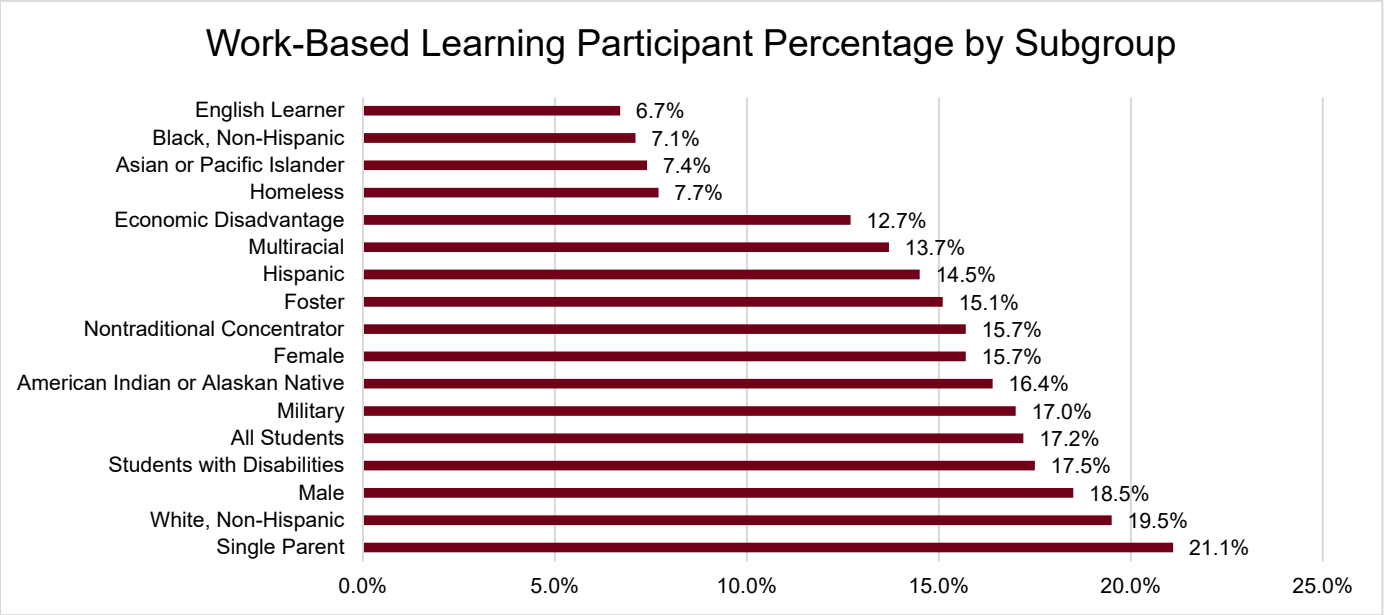


The figure above demonstrates an underrepresentation of female students, students of color, students with disabilities, economically disadvantaged students, English learners and homeless students in CTE. Conversely, CTE has an overrepresentation of male and White students in comparison to all students in grades 7 to 12 in Ohio. 56.7% of CTE students are male compared to 51.2% of all students and 75.4% of CTE students are White, non-Hispanic compared to 69.1% of all students.

[1] Data includes students enrolled, completed course requirements but has not passed graduation test and is attending school and student with disability condition who has completed graduation requirements and elects to remain for further training.

Figure 2 shows the percent of students by subgroup that completed 250+ hours of work-based learning in the 2022 CTE four-year graduate cohort by subgroup.

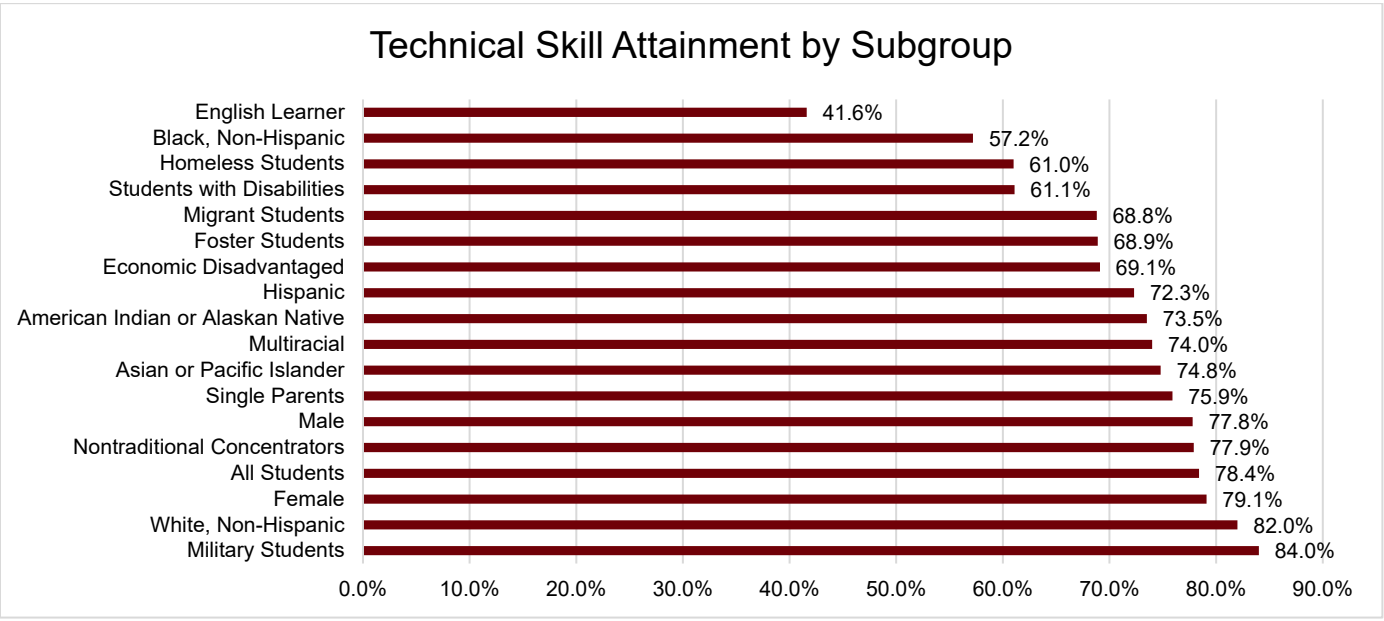
FIGURE 2.



The percentage of work-based learning participants for all students in the cohort was 17.2%. English learners, students of color, homeless students, economically disadvantaged students, foster youth, nontraditional concentrators and female students all experienced lower rates of work-based learning participation. The highest rate of participation is for single parents (21.1%) and lowest rate of participation is for English learners (6.7%).

Figure 3 shows the percent of CTE Concentrators in the 2021-2022 school year who scored proficient or higher on the summative technical assessments aligned to their program of study.

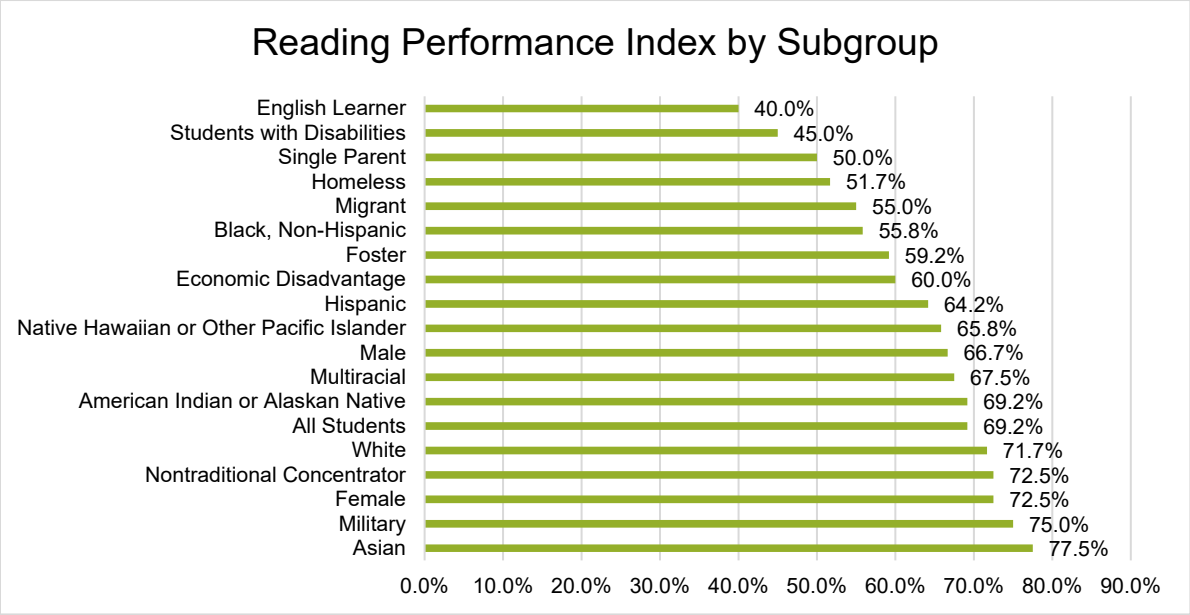
FIGURE 3.



The figure above shows the technical skill attainment for all students was 78.4%. Students of color, foster students, economic disadvantaged students, homeless students, students with disabilities and English learners all had a lower technical skill passage rate than the rate for all students. The three subgroups with the lowest technical skill attainment rates were homeless students (61%), Black, non-Hispanic (57.2%) and English learner (41.6%).

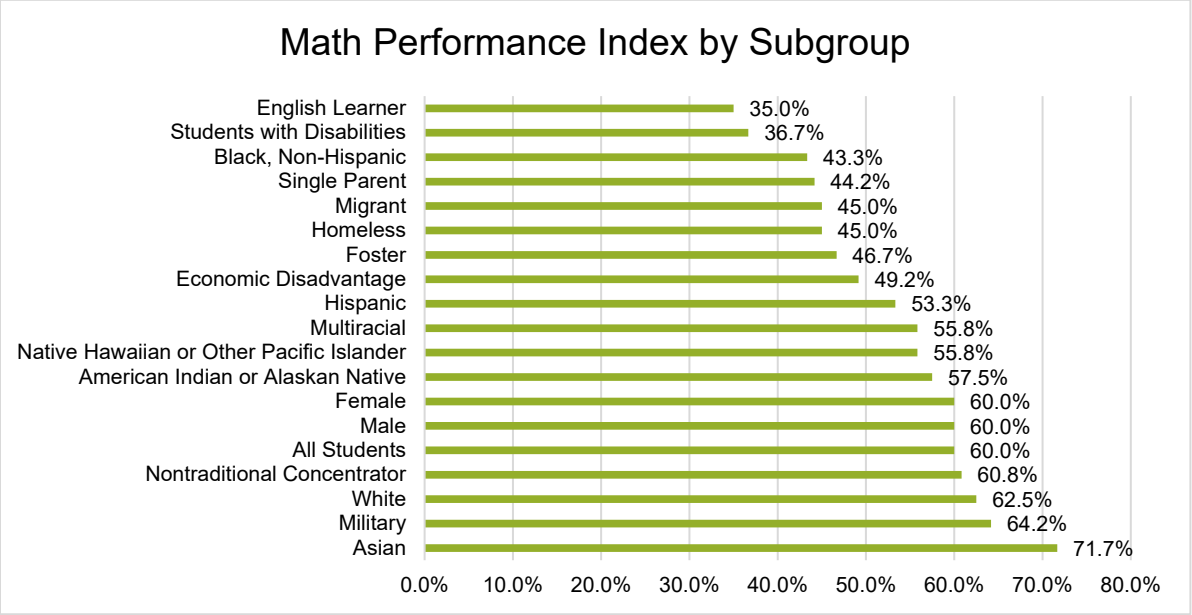
Figures 4, 5 and 6 show the Reading, Mathematics and Science Performance Index percentage of CTE concentrators, respectively, from the 2021-2022 school year. The percentages are determined by the number of performance points earned out of a possible 120. All scores earn points towards the total.

FIGURE 4.



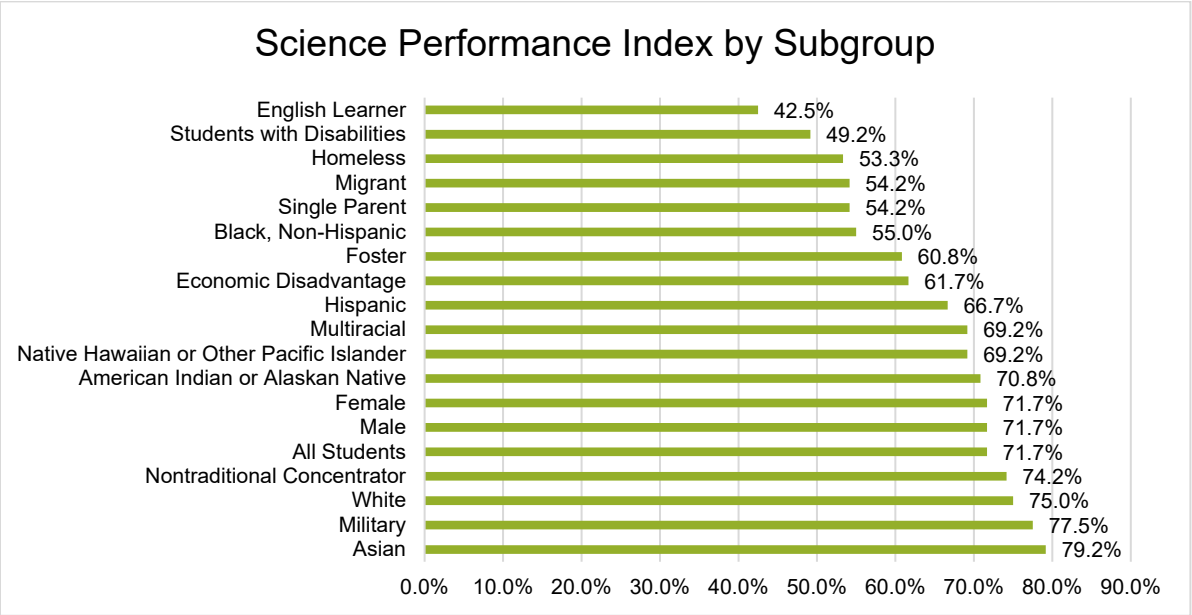
The figure above shows a reading Performance Index of 69.2% for all students. The subgroup with the highest percentage of reading Performance Index is Asian students (77.5%) and the lowest is English learners (40%).

FIGURE 5.



The figure above shows a math Performance Index of 60% for all students. The subgroup with the highest percentage of math Performance Index is Asian students (71.7%) and the lowest is English learners (35%).

FIGURE 6.



The figure above shows a science Performance Index of 71.7% for all students. The subgroup with the highest percentage of science Performance Index is Asian students (79.2%) and the lowest is English learners (42.5%). English learners, students with disabilities, single parents, homeless students, migrant students, foster students, economically disadvantaged students and students of color, except for Asian students, scored lower than the all-student Performance Index for all three subjects – reading, math and science. English learners and students with disabilities had the lowest Performance Index percentages and Asian students, military students, White students and

Nontraditional concentrators had the highest Performance Index percentages across all three subjects.

Looking across the six figures above, the same subgroups often are underrepresented. These subgroups may face a lack of access to resources, physical and cognitive challenges, language barriers, structural inequities and a lack of representation in the workforce. It is important to analyze the data and identify barriers for current and potential CTE students. By implementing strategies found in the Recruiting Special Populations in CTE Toolkit and providing students with resources and supports, CTE programs can work towards reducing underrepresentation and improving the performance of these subgroups, enabling all students to access and thrive in CTE. Promoting equity in CTE can contribute to breaking down barriers, reducing disparities and fostering a diverse and skilled workforce that reflects the needs of society. Utilizing data to identify equity gaps can help policymakers, administrators, educators and other stakeholders to develop targeted strategies, interventions and policies to address these gaps and ensure equitable access, opportunities and outcomes for all students.