



## Identifying Opportunity Gaps

An opportunity gap analysis examines the differences between two populations using a percentage point difference to identify "gaps" in enrollment between two comparison populations. For career and technical education (CTE), the comparison population is the schoolwide enrollment for CTE-participating district schools and career and technical education districts (CTED), students enrolled in grades 9-12. The CTE population is students in those same schools that are enrolled in a CTE program. 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):

- Gender
  - Male
  - Female
- Race/Ethnicity
  - American Indian/Native American
  - Asian
  - Black or African American
  - Hispanic/Latino
  - Pacific Islander
  - Two or More Races
  - White
- Special Populations
  - Students with Disability
  - Economically Disadvantaged Students
  - Single Parents
  - English Learners
  - Homeless Individuals
  - Youth in Foster Care
  - Youth with a Parent in Active Military Duty

## 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 *over-representation* of that subgroup in CTE in relation to the comparison population.

## Analysis – All CTE Programs

Subgroup	Comparison Population	Percentage of Total for Comparison Population	CTE Population	Percentage of Total for CTE Population	Percentage Point Difference
All Students (Total)	338914		150545		
<b>Student Gender</b>					
Female	166166	49.03%	69944	46.46%	-2.57
Male	172748	50.97%	80601	53.54%	2.57
<b>Race &amp; Ethnicity</b>					
American Indian/Native American	15434	4.55%	7732	5.14%	0.58
Asian	9066	2.68%	4104	2.73%	0.05
Black or African American	18670	5.51%	7045	4.68%	-0.83
Hispanic/Latino	158683	46.82%	69472	46.15%	-0.67
Pacific Islander	1318	0.39%	575	0.38%	-0.01
Two or More Races	11617	3.43%	5038	3.35%	-0.08
White	124065	36.61%	56579	37.58%	0.98
<b>Special Populations (as defined in Perkins V)</b>					
Students with a Disability	37871	11.17%	14193	9.43%	-1.75
Economically Disadvantaged	131941	38.93%	55366	36.78%	-2.15
Single Parent	289	0.09%	198	0.13%	0.05
English Learner	20259	5.98%	5819	3.87%	-2.11
Homeless Individual	3890	1.15%	1416	0.94%	-0.21
Youth in Foster Care	833	0.25%	331	0.22%	-0.03
Youth with Parent in Active Military	1742	0.51%	798	0.53%	0.02