Identifying and Remediing Equity Gaps in Career and Technical Education

Presenters:

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and
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Overview

• Career Equity Resource Center
• CTE in New Jersey; what it looks like
• Analyzing CTE data to determine equity gaps
• Providing research based, data-driven, sustainable professional development and technical assistance
NJDOE Mission

The central goal of the NJDOE is to ensure that all children, regardless of life circumstances, graduate from high school ready for college and career.
In spite of increasingly positive student outcomes throughout New Jersey school districts, significant access and opportunity gaps exist for special populations students in high-skilled, high-demand career and technical education programs.

To assist secondary schools and community colleges in addressing CTE access and opportunity gaps, the Career Equity Resource Center (CERC) was established.

The center provides data-driven research based professional development and technical assistance to secondary schools and county colleges operating, or planning to operate, career and technical education (CTE) programs.

The goals of the center are to increase awareness, recruitment, retention and completion of special population students in CTE programs to expand their opportunities to secure high-wage, high-skill, and high-demand employment.
Special Populations

• Students with disabilities (SWD, IDEA, Special Education)

• Students from economically disadvantaged families (SES, Title 1, free/reduced lunch)

• Students with limited English proficiency (ELL, LEP, SLIFE, bi-lingual, dual language)

• Students preparing for non-traditional careers (Title IX, females in STEM, males in nursing)
CTE in New Jersey
NJ Secondary Enrollment Data 2015-2016

80,460 Students

- County **Vocational-Technical** School Districts (21) – 31,481
  - Full-time and shared-time programs

- **Comprehensive** High School Districts (99) – 48,973
Special Populations in CTE and All NJ High Schools

- Special Education: 14.23% in CTE, 15.30% in ALL High Schools
- Economically Disadvantaged: 42.92% in CTE, 33.50% in ALL High Schools
- Limited English Proficiency: 2.47% in CTE, 2.60% in ALL High Schools
Disaggregating CTE performance and enrollment data to identify equity gaps
### CTE Program Performance Indicators

<table>
<thead>
<tr>
<th>Academic Attainment Language Arts Literacy (AA-LA)</th>
<th>Academic Attainment Math (AA-Math)</th>
<th>Technical Skill Attainment (TSA)</th>
<th>Graduation (G)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE Performance on PARCC English 10 (not the actual data)</td>
<td>ESSA Baseline for PARCC English 10 Status</td>
<td>CTE Performance on PARCC Algebra 1 (not the actual data)</td>
<td>ESSA Baseline for PARCC Algebra 1 Status</td>
</tr>
<tr>
<td>Cosmetology, General (%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39.5</td>
<td>39.40 MET</td>
<td>33.2</td>
<td>39.6 NOT MET</td>
</tr>
</tbody>
</table>

*Sample of a school level data. Not all are actual performance
<table>
<thead>
<tr>
<th>CIP</th>
<th>Program</th>
<th>Sch</th>
<th>Total</th>
<th>Partic</th>
<th>Conc</th>
<th>Compl</th>
</tr>
</thead>
<tbody>
<tr>
<td>120401</td>
<td>Cosmetology, General</td>
<td>050</td>
<td>81</td>
<td>39</td>
<td>23</td>
<td>19</td>
</tr>
</tbody>
</table>

*Sample of a school level data.*
<table>
<thead>
<tr>
<th>CIP Code</th>
<th>Prog Name</th>
<th>School Code</th>
<th>Total</th>
<th>Fem Tot</th>
<th>Male Tot</th>
<th>Wht Tot</th>
<th>Blk Tot</th>
<th>Hisp Tot</th>
<th>Asian Tot</th>
<th>LEP Tot</th>
<th>Econ tot</th>
<th>Disab tot</th>
</tr>
</thead>
<tbody>
<tr>
<td>120401</td>
<td>Cosmetology</td>
<td>050</td>
<td>81</td>
<td>78</td>
<td>3</td>
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<td>36</td>
<td>42</td>
<td>0</td>
<td>10</td>
<td>60</td>
<td>9</td>
</tr>
</tbody>
</table>

*Sample of a school level data*
Remedying Equity Gaps
Remedying Equity Gaps

After comprehensive data disaggregation and analysis has been completed, technical assistance is provided to support districts/schools in:

• addressing specific equity issues
• the development of comprehensive equity plans.
Examples of CERC Professional Development

• Equity 101
• Making Sense of the Numbers
• Nontraditional Recruitment and Retention
• Equitable Instructional Strategies
• Micromessaging
• Career Ready Practices (soft skills)
• Culturally Responsive Educational Environments
• Establishing Effective Program Advisories
• Developing Structured Learning Experiences (SLE)
• Developing a Sustainable Long-Term Equity Plan
Questions?

For more information about the NJDOE Career Equity Resource Center please contact:

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