



Non-Traditional Enrollment and Completion In CTE Programs



Definitions

- Non-Traditional is defined as:

“Occupations or fields of work for which individuals from one gender comprise less than 25% of the individuals in each such occupation or field of work”

(<http://thomas.loc.gov>) – per PL 109-270

- Non-Traditional CTE programs are not defined by a given enrollment pattern, but rather from employment numbers in the workplace.



Career Clusters Represented Within Wicomico Public Schools

- ▶ **Career Cluster 2: Business Management and Finance**
accounting, marketing, office associate – “NT” - male
- ▶ **Career Cluster 3: Construction and Development**
CADD, carpentry, HVAC, electricity, masonry, welding - “NT” - female
- ▶ **Career Cluster 4: Consumer Services, Hospitality, and Tourism**
culinary arts -“NT” - female
cosmetology – “NT” - male
- ▶ **Career Cluster 5: Environmental, Agricultural, and Natural Resource Systems**
horticulture production management – “NT” - female



Career Clusters cont.

- Career Cluster 6: Health and Biosciences
health occupations, nursing- “NT” - male
- Career Cluster 7: Human Resource Services
criminal justice – “NT” – female
early childhood education, TAM – “NT” - male
- Career Cluster 8: Information Technology
computer repair and networking & computer science - “NT” - female
- Career Cluster 9: Manufacturing, Engineering, and Technology
CADD, PLTW, high performance manufacturing - “NT” - female
- Career Cluster 10: Transportation Technologies
auto technology, collision repair - “NT” - female

CTE Program Quality Index Trends

Non-Traditional Enrollment

Non-Traditional Participation

local /target

➤ 2014	27.36/30.31%
➤ 2015	32.15/31.29%
➤ 2016	31.18/32.07%
➤ 2017	target (33.10%)



CTE Program Quality Index Trends

Non-Traditional Completion

Non-Traditional Completion

local / target



2014

21.53/22.45%



2015

25.41/25.91%



2016

29.48/32.07%



2017

target (28.25%)



Factors Leading to Positive Change

- Examination of program entry and transition
- Professional development for staff and guidance
- Education for program advisory committees and opportunities for work based learning
- Opportunities to showcase non-traditional students skills in public ways print media, video, tour guides
- Curricular updates that limit bias



Self-Reflection during Perkins Self-Study

Through review annually of the following data points:

Gender, Race & Ethnicity, and Special Populations

Disaggregated data sets and share both holistically and individually with CTE staff and stakeholders – score cards tell part of the story and teachers assist in filling in the gaps.



Questions?

Thank-you for your time-



Need More Information:

Please call Bryan Ashby

Or view the:

- ▶ CTE website for more information:

<http://cte.wcboe.org>