

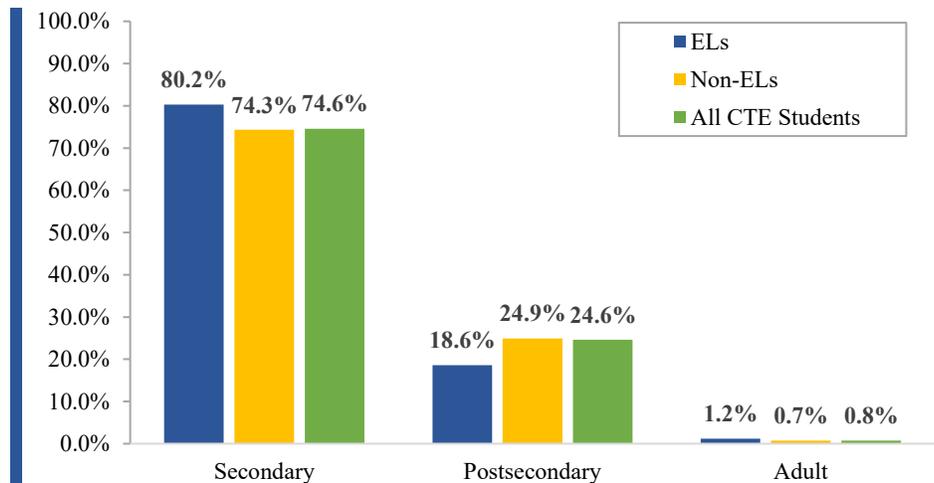


# Office of English Language Acquisition

## English Learners in Career and Technical Education

### Percent Enrollment in Career and Technical Education<sup>1</sup> Programs by Education Type and by Student Group and Subgroup: School Year 2017–18

In the 2017–18 school year (SY), nearly 75% of all career and technical education<sup>1</sup> (CTE) students were enrolled in secondary CTE programs (8,835,158 of 11,844,736 students). Of the 532,489 English learners (ELs) enrolled in CTE programs, 80% (427,302 ELs) were enrolled in secondary programs. Comparatively, 74% of non-ELs were enrolled in secondary CTE programs (8,407,856 of 11,312,247 non-ELs).

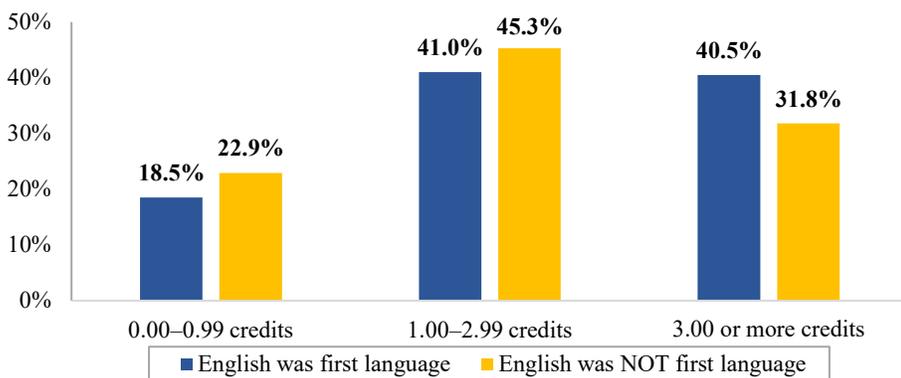


Note: Includes 50 states, the District of Columbia, Puerto Rico, Guam, and the U.S. Virgin Islands. Unduplicated data are used to establish figures for total enrollment. Interpret data with caution. Carl D. Perkins Career and Technical Education Act of 2006, as amended (Perkins) data are reported by states according to their definitions of CTE participants or CTE concentrators; definitions may vary. Additionally, some states or territories did not report data disaggregated by special populations categories.

Author calculation: Non-ELs equals total number of students minus ELs. Percent enrolled by education type equals each group of students (All CTE Students, ELs, and non-ELs) enrolled by education type divided by the number of students in each group (All CTE Students, ELs, and non-ELs respectively) enrolled in all CTE programs times 100.

Source: Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

### Percentage Distribution of Public High School Graduates Who Earned Credits in Career and Technical Education Courses, by Whether or not English Was a Student's First Language: 2013<sup>2</sup>



In 2013, 77.1% of students for whom English was not their first language and who took at least one CTE course earned at least one CTE credit. Comparably, 81.5% of students for whom English was their first language and who took at least one CTE course earned at least one CTE credit.

Note: Prior to the reauthorization of the Perkins Act in 2018, the definitions of CTE participants varied among states; however, in general states defined CTE participants as students who have completed one or more CTE courses at the secondary level or one or more credits at the postsecondary level.

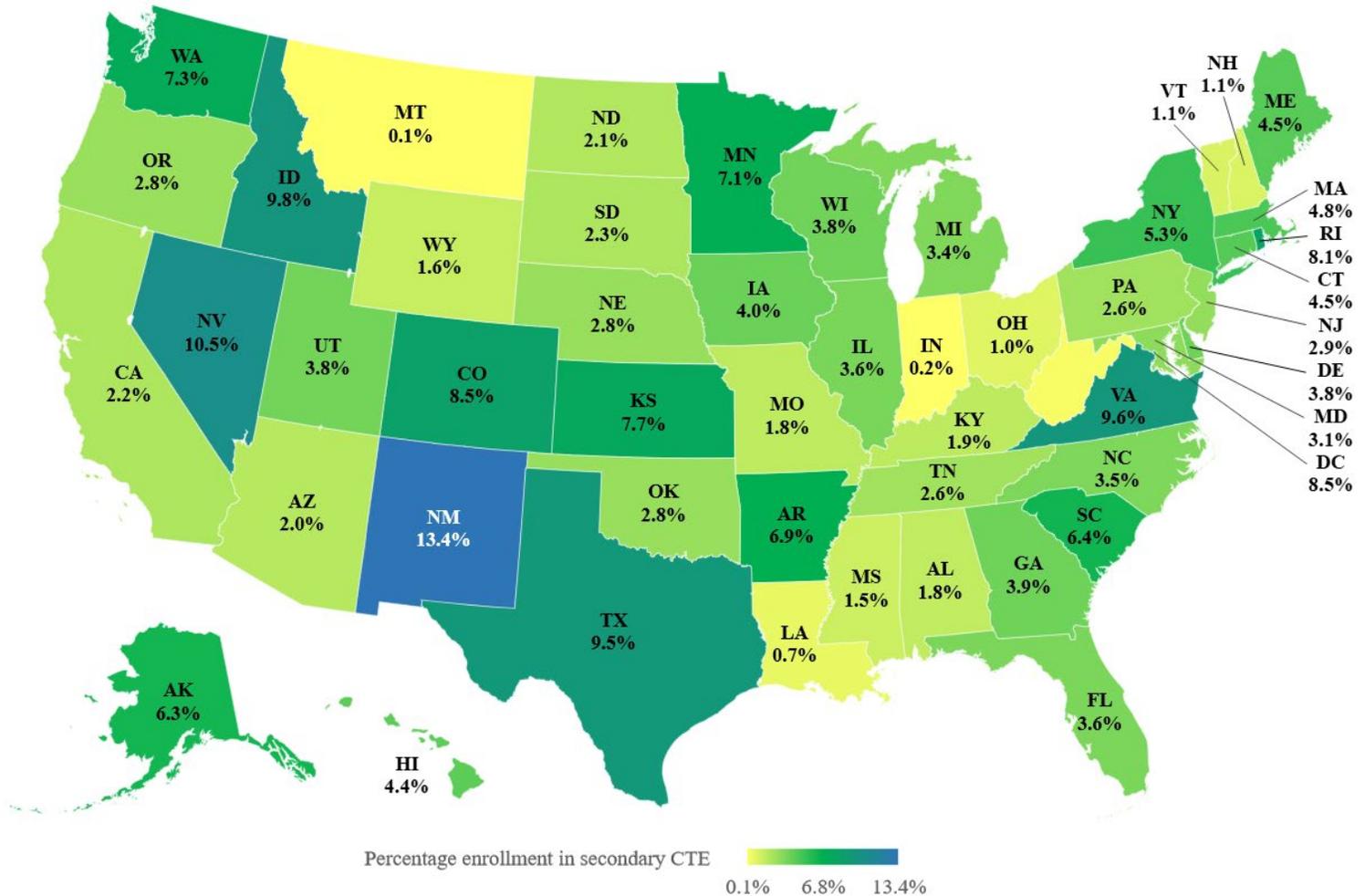
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, High School Longitudinal Survey of 2009 (HLSL:09), Base-year, 2013 Update, and High School Transcript File (Table H202). Retrieved from <https://nces.ed.gov/surveys/ctes/tables/h202.asp>. This is the best and most accurate source of data on the average number of CTE credits earned by students for this cohort of students who graduated in 2013.

<sup>1</sup> For a complete definition of Career and Technical Education please see Section (3)(5) of the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

<sup>2</sup> As of April 2020, the most recent data available for high school graduates who earned credits in CTE courses by students' first languages was 2013.

In SY 2017–18, New Mexico was the state with the highest concentration of ELs in secondary CTE programs at 13.4%, or 8,331 ELs of 62,066 total participants. During that same year, ELs accounted for 12% of high school enrollment<sup>3</sup> in New Mexico. In California, where ELs accounted for 11.2% of high school enrollment<sup>4</sup>, 2.2% of students in secondary CTE programs were ELs.

## Percent of Secondary Career and Technical Education Participants Who Were English Learners by State: School Year 2017–18



Note: States report data based on their definitions of CTE participant and CTE concentrator for SY 2017–18.

Author calculation: EL percentage of secondary CTE participants equals number of ELs in secondary CTE programs divided by total number of students in secondary CTE programs times 100.

Source for map: Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

Source for ELs in grades nine to 12: U.S. Department of Education, ED Data Express, 2017–18 Local Education Agency Data Group ID 695. Retrieved from <https://eddataexpress.ed.gov/>

Source for total students in grades nine to 12: U.S. Department of Education, National Center for Education Statistics (2019). Table 203.30. Public school enrollment in grades nine through 12, by region, state, and jurisdiction: Selected years, fall 1990 through fall 2029. In U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics (2019 ed.). Retrieved from [https://nces.ed.gov/programs/digest/d19/tables/dt19\\_203.30.asp](https://nces.ed.gov/programs/digest/d19/tables/dt19_203.30.asp).

<sup>3,4</sup> Author calculations: ELs as a percent of high school enrollment equals ELs enrolled in grades nine to 12 divided by total students enrolled in grades nine to 12 times 100.