Wisconsin Postsecondary Career and Technical Education Equity Infographic

Student Performance Benchmarks, Longitudinal Credential Deficits, and Healthcare Concentration Demographics

Statutory Authority: Perkins IV Sec. 113(b) Performance Accountability
Primary Sources: U.S. Dept. of Education OCTAE Performance Reports; Wisconsin Technical College System (WTCS) 2008–2018 Performance Logs; October 2026 CTE Postsecondary Enrollment Schedules (2024–2025 Program Year).

STUDENT PERSISTENCE (3P1)

41.81% Target: 34.00%

Black or African American student retention or transfer rate (727 of 1,739), leading all reported demographic categories and exceeding state benchmarks by +7.81 percentage points.

CREDENTIAL ATTAINMENT (2P1)

22.08% Target: 43.70%

Black or African American degree and certificate completion rate (384 of 1,739), falling -21.62 points below the state benchmark and less than half of overall student attainment (45.58%).

DISABILITY COMPLETION (2P1)

41.61% Target: 43.70%

Completion rate for students with established disabilities under ADA standards (702 of 1,687), trailing state standards despite achieving a 71.83% technical skill attainment pass rate.

HEALTHCARE CONCENTRATION

7.53% 547 of 7,262

Black female representation among Wisconsin postsecondary healthcare concentrators in 2024–2025, in stark contrast to 80.78% White student concentration (5,866 individuals).

Executive Synthesis: Official accountability reports reveal an inverse relationship between student dedication and institutional completion conferrals. Black postsecondary CTE students lead Wisconsin across retention and transfer persistence (41.81%), yet experience an alarming credential completion collapse to 22.08%. In healthcare programs, severe demographic gating restricts Black student concentration to 7.53%, underscoring urgent civil rights enforcement requirements under Title IV, Section 504, and Title III of the Americans with Disabilities Act.

COMPARATIVE PERFORMANCE AND LONGITUDINAL TRENDS

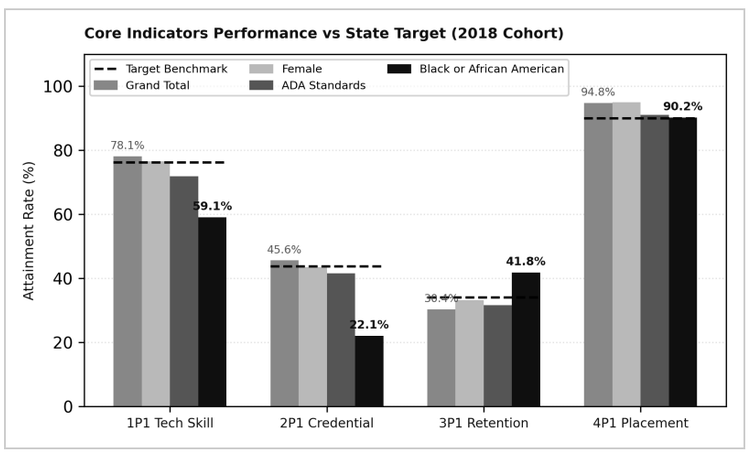


Figure 1. Comparison of 2018 Wisconsin postsecondary core indicators across demographic groups against state performance levels. Notice the severe divergence on 2P1 credential completion despite 3P1 persistence.

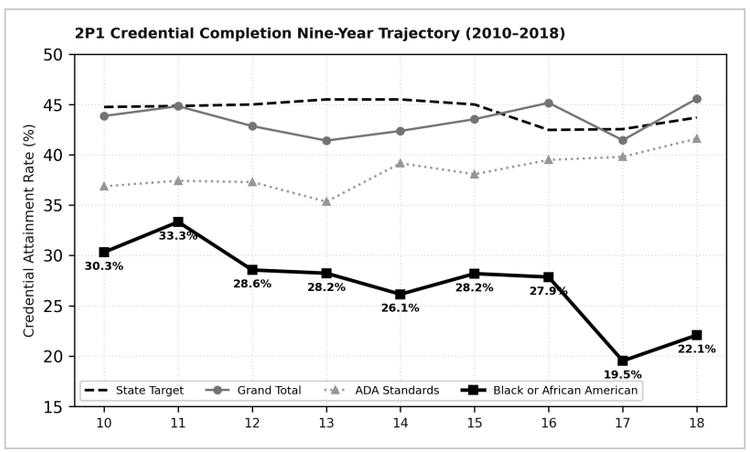


Figure 2. Nine-year longitudinal trajectory (2010–2018) for 2P1 credential attainment. Black student completion remains depressed between 19.5% and 33.3%, maintaining a systemic 15 to 23 percentage point deficit.

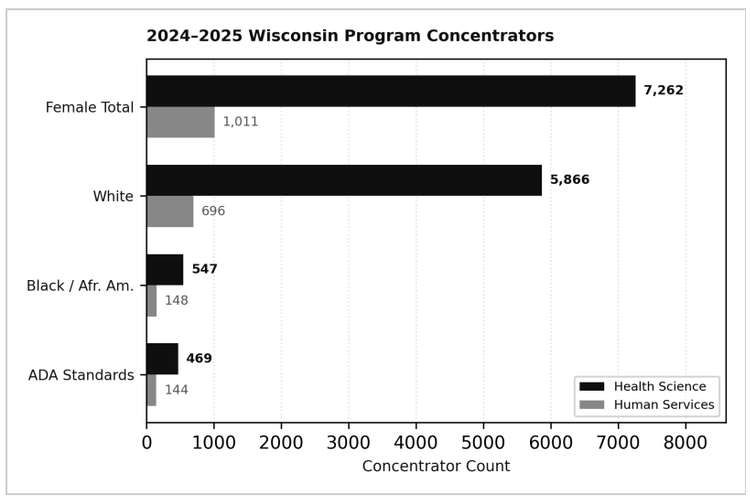


Figure 3. 2024–2025 Wisconsin postsecondary concentrator distribution across Health Science and Human Services, highlighting demographic stratification across professional program pipelines.

Wisconsin Postsecondary CTE Accountability Audit & Statutory Analysis

Disaggregated Core Indicator Attainment, Healthcare Stratification, and Civil Rights Findings

Regulatory Framework: Title IV SAP Standards (34 C.F.R. § 668.34); Section 504 Rehabilitation Act (29 U.S.C. § 794); ADA Title III (42 U.S.C. § 12182). Federal Reporting Period: 2008–2018 WTCS Longitudinal Cohorts & 2024–2025 Current Cycle.

CORE INDICATORS PERFORMANCE AUDIT AND EQUITY EVALUATION

Wisconsin Postsecondary Core Indicators Performance Audit (2018 Perkins IV Cohort)

Demographic Category	Perkins IV Core Indicator	Numerator	Denominator	Target	Actual	Accountability Status
Grand Total (All Students)	1P1 Technical Skill Attainment	15,871	20,313	76.20%	**78.13%**	Met Standard (Exceeded)
Grand Total (All Students)	2P1 Credential, Certificate, Degree	9,885	21,687	43.70%	**45.58%**	Met Standard (Exceeded)
Grand Total (All Students)	3P1 Student Retention or Transfer	6,582	21,687	34.00%	30.35%	Missed Target (-3.65%)
Female Students	1P1 Technical Skill Attainment	8,000	10,448	76.20%	**76.57%**	Met Standard (Exceeded)
Female Students	2P1 Credential, Certificate, Degree	4,941	11,364	43.70%	43.48%	Met 90% Target Standard
Individuals with Disabilities (ADA)	1P1 Technical Skill Attainment	1,150	1,601	76.20%	**71.83%**	Met 90% Target Standard
Individuals with Disabilities (ADA)	2P1 Credential, Certificate, Degree	702	1,687	43.70%	41.61%	Met 90% Target Standard
Black or African American	**1P1 Technical Skill Attainment**	**896**	**1,517**	**76.20%**	**59.06%**	**Critical Deficit (-17.14%)**
Black or African American	**2P1 Credential, Certificate, Degree**	**384**	**1,739**	**43.70%**	**22.08%**	**Severe Failure (-21.62%)**
Black or African American	**3P1 Student Retention or Transfer**	**727**	**1,739**	**34.00%**	**41.81%**	**Exceeded Benchmark (+7.81%)**
Black or African American	4P1 Student Placement Rate	544	603	90.00%	**90.22%**	Met Standard (Exceeded)

Controlling Authorities: 34 C.F.R. § 668.34 (Title IV Satisfactory Academic Progress); 29 U.S.C. § 794 (Section 504 Rehabilitation Act); 42 U.S.C. § 12182 (ADA Title III); Public Law 109-270 (Carl D. Perkins Career and Technical Education Act Sec. 113).

Civil Rights and Institutional Findings

- **The Persistence Paradox:** Black postsecondary students in Wisconsin achieve a 41.81% retention and transfer rate, higher than any other student demographic and 11.46 points above the state total (30.35%). This conclusively proves sustained student engagement, persistence, and continuous enrollment intent.
- **The Credential Bottleneck:** Despite exceptional retention, Black student credential completion plummets to 22.08% (only 384 graduates out of 1,739 students). This 19.73 point collapse between retention and graduation points directly to institutional gatekeeping, grading irregularities, and withholding of academic completions.
- **Disability Accommodation Deficits:** Students with disabilities protected under Section 504 and Title III of the ADA demonstrate a 71.83% technical skill passage rate, but encounter systematic friction in credential conferral, achieving only 41.61% graduation.
- **Severe Healthcare Stratification:** In the 2024–2025 program cycle, White students represent 80.78% of female healthcare concentrators (5,866), while Black students account for only 7.53% (547) and students with disabilities account for 6.46% (469).
- **Institutional Accountability Standards:** Under Title IV federal standards (34 C.F.R. § 668.34) and federal civil rights enforcement, institutions cannot manufacture non-compliance by denying accommodations, altering earned passing scores, or imposing arbitrary institutional exits on students who satisfy quantitative and qualitative standards.