

Finalize

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Fiscal Year: 2025 ▼

ARIZONA POSTSECONDARY CAREER AND TECHNICAL EDUCATION Core Indicator 3P1: Nontraditional Enrollment Program Year 2024 - 2025	
College Name:	Coconino Community Colleges - ( 030601 )
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**Numerator:** Number of nontraditional students who concentrated in a nontraditional CTE program in the reporting year.  
**Denominator:** Number of students who concentrated in a nontraditional CTE program in the reporting year.  
**If you did not meet 90% of SDLP for this measure, you must provide a narrative explanation in the "Additional Information" field below. All cells must contain a value (do not leave any blank cells).**  
**Instructions: 1) Gender and Race/Ethnicity data is UNDUPLICATED data. 2) Special Population and Career Clusters are DUPLICATED data. 3) All cells in yellow below must have a numerical entry (do not leave any cells blank). 4) If you did not meet 90% of the Adjusted Level of Performance, you must provide a narrative explanation below.**

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Determined Level of Performance(%)	Actual Level of Performance(%)	State Determined vs. Actual Level of Performance(%)	Met 90% of Level of Performance (Y, N)
<b>GRAND TOTAL - UNDUPLICATED</b>		34	176	30.57	19.32	-11.25	N
<b>GENDER - Unduplicated</b>							
1	Male	21	102	30.57	20.59	-9.98	
2	Female	13	74	30.57	17.57	-13.00	
<b>RACE/ETHNICITY (1997 Revised Standards) - Unduplicated</b>							
3	American Indian or Alaskan Native	6	28	30.57	21.43	-9.14	
4	Asian	0	1	30.57	0.00	-30.57	
5	Black or African American	1	2	30.57	50.00	19.43	
6	Hispanic or Latino	7	21	30.57	33.33	2.76	
7	Native Hawaiian or Pacific Islander	0	0	30.57	0.00	-30.57	
8	White	19	103	30.57	18.45	-12.12	
9	Two or More Races	1	14	30.57	7.14	-23.43	
10	Unknown	0	7				
<b>SPECIAL POPULATIONS - Duplicated</b>							
11	Individuals with Disabilities	2	13	30.57	15.38	-15.19	

12	Individuals from Economically Disadvantaged Families	17	76	30.57	22.37	-8.20	
13	Individuals Preparing for Non-Traditional Fields	0	0	30.57	0.00	-30.57	
14	Single Parents	5	15	30.57	33.33	2.76	
15	Out of Workforce Individuals	2	6	30.57	33.33	2.76	
16	English Learners	0	1	30.57	0.00	-30.57	
17	Homeless Individuals	0	5	30.57	0.00	-30.57	
18	Youth In Foster Care	0	0	30.57	0.00	-30.57	
19	Youth with Parent in Active Military	0	0	30.57	0.00	-30.57	
<b>CAREER CLUSTERS - Duplicated</b>							
20	Agriculture, Food, and Natural Resources	0	0	30.57	0.00	-30.57	
21	Architecture and Construction	3	31	30.57	9.68	-20.89	
22	Arts, Audio/Video Technology and Communications	0	0	30.57	0.00	-30.57	
23	Business, Management and Administration	0	2	30.57	0.00	-30.57	
24	Education and Training	0	4	30.57	0.00	-30.57	
25	Finance	0	0	30.57	0.00	-30.57	
26	Government and Public Administration	0	0	30.57	0.00	-30.57	
27	Health Science	21	78	30.57	26.92	-3.65	
28	Hospitality and Tourism	0	0	30.57	0.00	-30.57	
29	Human Services	0	0	30.57	0.00	-30.57	
30	Information Technology	0	0	30.57	0.00	-30.57	
31	Law, Public Safety, Corrections and Security	10	60	30.57	16.67	-13.90	
32	Manufacturing	0	0	30.57	0.00	-30.57	
33	Marketing Sales and Service	0	0	30.57	0.00	-30.57	
34	Science, Technology, Engineering and Mathematics	0	1	30.57	0.00	-30.57	
35	Transportation, Distribution, and Logistics	0	0	30.57	0.00	-30.57	
36	Other (Please Specify)	0	0	30.57	0.00	-30.57	
<b>Additional Information:(Character Limit: 8000)</b>							

Coconino Community College (CCC) did not meet the State Determined Level of Performance for 3P1 Nontraditional Participation in the current reporting year. This outcome reflects ongoing challenges in recruiting and enrolling nontraditional students into CTE programs that are historically gender-segregated.

CCC serves a rural and geographically dispersed population, and many nontraditional CTE programs have small cohort sizes, making performance outcomes highly sensitive to enrollment shifts. While overall CTE participation and concentration remain strong, changes in gender representation have not occurred at a rate sufficient to meet the increased state performance threshold for the current year.

To address this gap, CCC will strengthen targeted marketing and outreach that highlight nontraditional career pathways, expand collaboration with student support services and CAVIAT, increase high school outreach and CTE exploration activities, and leverage Perkins funding to support focused recruitment, advising, and retention efforts. CCC will also continue to review

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