

Voting Matrix: Secondary Concentrator Definition

Items below represent unresolved issues from June 2005 DQI; refer to Summary Report for full description of state voting outcomes for concentrator

| Options | # States Agree | # States Disagree | Final Majority Recommendation | Other Recommendation (s) |
|---|----------------|-------------------|-------------------------------|--------------------------|
| <i>Concentrator Definition</i> | | | | |
| <p><u>Option 1</u>: A secondary CTE concentrator is a student who <u>enrolls in a course within a state-recognized sequence or program after having completed (earned credits) in 50 percent of the total number of Carnegie Units (or state-recognized equivalents) within the state-recognized sequence or program</u>. State-recognized sequences could be state and/or locally determined as long as they are recognized by the state for Perkins accountability purposes. State-recognized equivalents for Carnegie Units must be equivalents that can be used to determine the percentage of total program content represented by a course such as credits, hours, or competencies.</p> | | | | |

| Options | # States Agree | # States Disagree | Final Majority Recommendation | Other Recommendation (s) |
|---|----------------|-------------------|-------------------------------|--------------------------|
| <p><u>Option 2</u>: A secondary CTE concentrator is a student who <u>enrolls in the last course within a state-recognized sequence or program after having completed (earned credits) in prior courses within the state-recognized sequence or program</u>. State-recognized sequences could be state and/or locally determined as long as they are recognized by the state for Perkins accountability purposes</p> | | | | |

Note: In both definitions above, student intent is not used to include or exclude students and there are no special conditions allowed. Also, sequence does not imply the need to take units or courses in a specific order.

Voting Matrix: Secondary Academic Attainment (1S1)

Items below represent unresolved issues from June 2005 DQI; refer to Summary Report for full description of state voting outcomes for completion

| Options | # States Agree | # States Disagree | Final Majority Recommendation | Other Recommendation (s) |
|---|----------------|-------------------|-------------------------------|--------------------------|
| <i>Separate or Combined Measures (note: both reading and math are using NCLB assessments)</i> | | | | |
| Option 1: States should have <u>separate</u> measures for reading/language arts and math | | | | |
| Option 2: States should have a <u>combined</u> measures for reading/language arts and math for measuring performance for accountability but also report on separate measures to align to NCLB | | | | |
| <i>Additional Measure for Academic Attainment (these are exploratory options for considering alternative state measurement of Academic Attainment for future consideration)</i> | | | | |
| Option 1: State 12 th grade assessments | | | | |

| Options | # States Agree | # States Disagree | Final Majority Recommendation | Other Recommendation (s) |
|--|-----------------------|--------------------------|--------------------------------------|---------------------------------|
| Option 2: NCLB retesting | | | | |
| Option 3: NAEP 12 th grade assessments | | | | |
| Option 4: ACT/SAT and/or community college placement assessments | | | | |

Voting Matrix: Secondary Completion (2S1)

Items below represent unresolved issues from June 2005 DQI; refer to Summary Report for full description of state voting outcomes for completion

| Options | # States Agree | # States Disagree | Final Majority Recommendation | Other Recommendation (s) |
|---|----------------|-------------------|-------------------------------|--------------------------|
| <i>Alignment to NCLB</i> | | | | |
| Option 1. States should use their NCLB approaches for calculating graduation rates but begin at the point when students become concentrators | | | | |
| Option 2: States should include senior concentrators only when calculating graduation rates | | | | |
| <i>Inclusion of Students</i> | | | | |
| Option 1: States should only include students receiving the regular high school diploma in the standard number of years (excludes GED) | | | | |
| Option 2: States should only include students receiving a regular high school diploma but include all students receiving regular diplomas regardless of whether they received the diploma in the standard number of years (excludes GED). | | | | |
| Option 3: States should include students receiving a regular high school diploma or a GED regardless of the number of years needed to earn these credentials. | | | | |

Voting Matrix: Secondary Placement (3S1)

Items below represent unresolved issues from June 2005 DQI; refer to Summary Report for full description of state voting outcomes for completion

| Options | # States Agree | # States Disagree | Final Majority Recommendation | Other Recommendation (s) |
|--|----------------|-------------------|-------------------------------|--------------------------|
| <i>Quarter of measurement</i> | | | | |
| Option 1: States should be required to use the 2 nd quarter after completion when measuring placement | | | | |
| Option 2: States should be required to use the April-June quarter after completion when measuring placement. | | | | |

Voting Matrix: Postsecondary Concentrator

Items below represent unresolved issues from June 2005 DQI; refer to Summary Report for full description of state voting outcomes for completion

| Options | # States Agree | # States Disagree | Final Majority Recommendation | Other Recommendation (s) |
|---|----------------|-------------------|-------------------------------|--------------------------|
| <i>Student Intent</i> | | | | |
| <p><u>Option 1:</u> States should include student intent to enroll in a CTE program as a means of identifying CTE concentrators, with intent assessed based on student (a) declaration of a major, (b) application for acceptance in a program, (c) acceptance into a program, or (d) enrollment in program coursework above a threshold level (i.e., implied intent)</p> | | | | |
| <p><u>Option 2:</u> States should <u>not</u> include student intent to enroll in a CTE <u>program</u>; instead, the determination of CTE concentrator status should be based only upon a student achieving a threshold level of coursework</p> | | | | |
| <p><u>Option 3:</u> States should include student intent to enroll in a CTE program of study OR attainment of a threshold level of coursework OR both as a means of identifying CTE concentrators.</p> | | | | |

| Options | # States Agree | # States Disagree | Final Majority Recommendation | Other Recommendation (s) |
|--|----------------|-------------------|-------------------------------|--------------------------|
| <i>Defining Threshold Level</i> | | | | |
| <p><u>Option 1:</u> States should define the threshold level to be when a student has completed at least 1/3 of the units in a CTE program of study</p> | | | | |
| <p><u>Option 2:</u> States should define the threshold level to that contained in the Integrated Postsecondary Education Data System (IPEDS).</p> | | | | |
| <p><u>Option 3:</u> States should define the threshold level to be when a student has completed at least 12 credit hours in a CTE program of study, irrespective of whether these course hours are in a course sequence.</p> | | | | |
| <i>Defining Sequence of Courses</i> | | | | |
| <p><u>Option 1:</u> States should establish standardized program sequences or approve locally-established CTE programs of study that terminate in some type of degree, certificate, credential, diploma, or other skill award.</p> | | | | |

| Options | # States Agree | # States Disagree | Final Majority Recommendation | Other Recommendation (s) |
|--|-----------------------|--------------------------|--------------------------------------|---------------------------------|
| <u>Option 2:</u> States should establish standardized program sequences or approve locally established CTE programs of study, irrespective of whether they terminate in a degree, certificate, credential, diploma, or other skill award | | | | |
| <u>Option 3:</u> States should allow local institutions to define their own CTE programs of study. | | | | |

Voting Matrix: Postsecondary Placement (2P1)

Items below represent unresolved issues from June 2005 DQI; refer to Summary Report for full description of state voting outcomes for completion

| Options | # States Agree | # States Disagree | Final Majority Recommendation | Other Recommendation (s) |
|---|----------------|-------------------|-------------------------------|--------------------------|
| <i>Reporting Group: Entry or Exit Cohorts</i> | | | | |
| <p><u>Option 1:</u> States should define an <i>Entry-Cohort</i> consisting of students who achieved CTE concentrator status during a specified period, for example during the academic year spanning September 1, 2004 to June 30, 2005. Students within the identified concentrator cohort are followed over time to assess their progress toward completing a postsecondary degree, certificate, credential, or diploma.</p> | | | | |
| <p><u>Option 2:</u> States should define an <i>Exit Cohort</i> consisting of CTE concentrators who leave postsecondary education during a specified period of time, for example during the academic year spanning September 1, 2004 to June 30, 2005. Students within the exiting cohort are assessed to determine whether they have completed a postsecondary degree, certificate, credential, or diploma, transferred to a four-year college or university to pursue advanced studies, or achieved a positive learner outcome within their originating or by transferring to another 2-year college</p> | | | | |

Voting Matrix: Postsecondary Placement (3P1)

Items below represent unresolved issues from June 2005 DQI; refer to Summary Report for full description of state voting outcomes for completion

| Options | # States Agree | # States Disagree | Final Majority Recommendation | Other Recommendation (s) |
|--|----------------|-------------------|-------------------------------|--------------------------|
| <i>Measurement Approach</i> | | | | |
| <p><u>Option 1</u>: States should use administrative record matching as the primary source of data, supplemented with other resources, including state or institutionally-administered mail, telephone, or on-line surveys. States should report the total number of student placements identified using administrative records and supplemental approaches, with breakouts by collection approach to permit state and federal administrators to assess the reliability of data across states.</p> | | | | |
| <p><u>Option 2</u>: States should adopt the use of administrative records exchange as the only measurement approach for placement and retention.</p> | | | | |

| Options | # States Agree | # States Disagree | Final Majority Recommendation | Other Recommendation (s) |
|---|----------------|-------------------|-------------------------------|--------------------------|
| <i>Timing of Measurement</i> | | | | |
| <p><u>Option 1</u>: States should report employment outcomes based on data collected during the 2nd quarter following the end of the academic year in which students exited (i.e., October–December of the current calendar year). This means that CTE concentrators included in the measure could have 6-16 months of work experience, depending upon when they exited from a postsecondary program.</p> | | | | |
| <p><u>Option 2</u>: States should report employment outcomes based on data collected during the 1st quarter following the end of the academic year in which students exited school (i.e., July–September of the current calendar year).</p> | | | | |
| <p><u>Option 3</u>: States should report employment outcomes based on data collected at any point following graduation (presumably up to 1 year following student exit). However, minority would agree with majority if a federal MOU was in place that addressed cost, timeliness and access across state lines.</p> | | | | |

| Options | # States Agree | # States Disagree | Final Majority Recommendation | Other Recommendation (s) |
|---|----------------|-------------------|-------------------------------|--------------------------|
| <i>Student Population</i> | | | | |
| <p><u>Option 1:</u> States should limit their follow-up efforts to CTE concentrators who completed or who were eligible to complete a degree, certificate, or credential and who left postsecondary education within a state specified time period. Students who transfer to a 4-year college or university to pursue advanced training should be excluded from the numerator and denominator of the measure.</p> | | | | |
| <p><u>Option 2:</u> States should include placement outcomes for CTE concentrators who completed or who were eligible to complete a degree-certificate, or credential, or who transferred to an in-state or out-of-state 4-year college or university to pursue advanced education or training.</p> | | | | |
| <p><u>Option 3:</u> States should report on all CTE concentrators who left a program, irrespective of whether they completed, were eligible to complete, or did not complete a program. Since many individuals enter postsecondary education to upgrade their skill holdings, those who find employment should be included in the measure, even if they did not complete or become eligible to complete a program of studies.</p> | | | | |

Voting Matrix: Postsecondary Retention (3P2)

Items below represent unresolved issues from June 2005 DQI; refer to Summary Report for full description of state voting outcomes for completion

| Options | # States Agree | # States Disagree | Final Majority Recommendation | Other Recommendation (s) |
|--|----------------|-------------------|-------------------------------|--------------------------|
| <i>Timing of Measurement</i> | | | | |
| <p><u>Option 1</u>: States should report retention outcomes based on data collected during the 4th quarter following the academic year in which a student exited school (i.e., April-June of the following calendar year). This means that CTE concentrators included in the measure could have between 12 to 22 months of labor market experience, depending upon when they exited from a postsecondary program.</p> | | | | |
| <p><u>Option 2</u>: States should report employment outcomes based on data collected during the 3rd quarter following the academic year in which a student exited school (i.e., January–March of the following calendar year).</p> | | | | |

| Options | # States Agree | # States Disagree | Final Majority Recommendation | Other Recommendation (s) |
|---|----------------|-------------------|-------------------------------|--------------------------|
| <i>Student Population</i> | | | | |
| <p>.</p> <p><u>Option 1:</u> States should limit their follow-up effort to CTE concentrators who were: (1) employed in the public or private sector, (2) employed in the federal workforce, or (3) enlisted in the military, at any point in the 2nd quarter following the end of the academic year in which they exited school. Findings should be reported in the aggregate, as well as separately for different types of employment</p> | | | | |
| <p><u>Option 2:</u> States should track outcomes for CTE concentrators who were: (1) employed in the public or private sector, (2) employed in the federal workforce, or (3) enlisted in the military, at any point in the 4th quarter following the end of the academic year in which they exited school, irrespective of whether they were employed in the 2nd quarter.</p> | | | | |

Voting Matrix: Secondary Career and Technical Skill Attainment (1S2)

| Options | # States Agree | # States Disagree | Final Majority Recommendation | Other Recommendation (s) |
|---|----------------|-------------------|-------------------------------|--------------------------|
| <i>Employer- and Postsecondary-Validated Standards</i> | | | | |
| Option 1: States establish statewide employer and partner-validated standards (including recognizing national standards) for all local programs. | | | | |
| Option 2: States establish a process for approving local, employer and partner-validated standards (including schools adopting national and/or state standards where appropriate for local programs). | | | | |
| Option 3: States establish statewide employer- and postsecondary-validated standards for some program areas and establish a process for approving local, employer and postsecondary-validated standards for all other programs. States would have substantial flexibility to establish a state approach ranging from having no statewide standards and state-approved local standards for all programs (Option 2) to statewide standards for all programs (Option 1). | | | | |

| Options | # States Agree | # States Disagree | Final Majority Recommendation | Other Recommendation (s) |
|--|-----------------------|--------------------------|--------------------------------------|---------------------------------|
| <i>Valid and Reliable Assessment Systems</i> | | | | |
| Option 1: States establish statewide third-party assessment systems (including state-developed and national) meeting standards for validity and reliability | | | | |
| Option 2: States establish a process for approving locally-selected or developed national/state/local assessment systems meeting standards for validity and reliability | | | | |
| Option 3: States establish statewide third-party assessment systems for some programs and establish a process for approving locally-selected or developed national/state/local assessment systems meeting standards for validity and reliability | | | | |

| Options | # States Agree | # States Disagree | Final Majority Recommendation | Other Recommendation (s) |
|--|----------------|-------------------|-------------------------------|--------------------------|
| <i>Establishing Meet/Not Meet Levels for Reporting Skill Attainment</i> | | | | |
| Option 1: States identify core/required standards or competencies that must be attained to say a student "meets" standards and has "attained" skills | | | | |
| Option 2: States determine a percentage of standards or competencies that must be attained to say a student "meets" standards and has "attained" skills. | | | | |
| <i>Defining the Student Population</i> | | | | |
| Option 1: All concentrators are included in the skill attainment measure | | | | |
| Option 2: Only completers who took assessments are included | | | | |

| Options | # States Agree | # States Disagree | Final Majority Recommendation | Other Recommendation (s) |
|--|----------------|-------------------|-------------------------------|--------------------------|
| <i>Defining Reporting Group: Who Should Be Reported in What Year</i> | | | | |
| Option 1: States use an <u>exit</u> reporting group and report whether students met standards or attained skills before leaving secondary education | | | | |
| Option 2: States use a <u>cross-sectional</u> reporting group and report whether students met standards or attained skills in the year they attained the skills. | | | | |
| Option 3: States use an <u>entry</u> reporting group and report whether students have met standards or attained skills in the reporting year in which they are expected to have attained the skills. | | | | |
| <i>Other Issues</i> | | | | |
| | | | | |

Postsecondary Career and Technical Skill Attainment (1P2): Voting Matrix

| Options | # States Agree | # States Disagree | Final Majority Recommendation | Other Recommendation (s) |
|---|-----------------------|--------------------------|--------------------------------------|---------------------------------|
| <i>Employer-Validated Standards</i> | | | | |
| Option 1: States establish a process for approving local, employer-validated standards (including schools adopting national and state standards where appropriate for local programs) | | | | |
| <i>Valid and Reliable Assessment Systems</i> | | | | |
| Option 1: States work with OVAE to strengthen accreditation requirements for student assessment and apply it to CTE programs | | | | |

| Options | # States Agree | # States Disagree | Final Majority Recommendation | Other Recommendation (s) |
|--|----------------|-------------------|-------------------------------|--------------------------|
| <i>Establishing Meet/Not Meet Levels for Reporting Skill Attainment</i> | | | | |
| Option 1: States require colleges to identify core/required standards or competencies that must be attained to say a student "meets" standards or "attains" skills | | | | |
| Option 2: States determine a percentage of competencies defined by colleges that must be attained to say a student "meets" standards or "attained" skills | | | | |
| <i>Defining the Student Population</i> | | | | |
| Option 1: All concentrators are included in the skill attainment measure | | | | |

| Options | # States Agree | # States Disagree | Final Majority Recommendation | Other Recommendation (s) |
|--|----------------|-------------------|-------------------------------|--------------------------|
| <i>Defining Reporting Group: Who Should Be Reported in What Year</i> | | | | |
| Option 1: States use an <u>exit</u> reporting group and report whether students met standards or attained skills before leaving postsecondary education | | | | |
| Option 2: States use a <u>cross-sectional</u> reporting group and report whether students met standards or attained skills in the year they attained the skills. | | | | |
| Option 3: States use an <u>entry</u> reporting group and report whether students have met standards or attained skills in the reporting year in which they are expected to have attained the skills. | | | | |
| <i>Other Issues:</i> | | | | |
| | | | | |

Voting Matrix: Defining Secondary Nontraditional Occupations and Programs

| Options | # States Agree | # States Disagree | Final Majority Recommendation | Other Recommendation (s) |
|---|----------------|-------------------|-------------------------------|--------------------------|
| <i>Identifying Occupations as Non-Traditional</i> | | | | |
| <p><u>Option 1:</u> OVAE should develop or endorse a standardized list of occupations that are out-of-gender balance, based on an analysis of national employment statistics. State administrators must report on all occupations on this list, irrespective of whether a given occupation is out-of-gender balance within a state.</p> | | | | |
| <p><u>Option 2:</u> OVAE should develop or endorse a standardized list of occupations that are out-of-gender balance, based on an analysis of national employment statistics. State administrators must consult this list to identify out-of-gender occupations, but may tailor reporting around a subset of occupations that are out-of-gender balance within their state.</p> | | | | |
| <p><u>Option 3:</u> State administrators should identify occupations that are out-of-gender balance within their own state, based on their own analysis of statewide employment statistics.</p> | | | | |

| Options | # States Agree | # States Disagree | Final Majority Recommendation | Other Recommendation (s) |
|---|----------------|-------------------|-------------------------------|--------------------------|
| <i>Data Sources for Identifying Non-Traditional Occupations</i> | | | | |
| <p><u>Option 1:</u> Occupations that are out-of-gender balance should be identified using either Current Population Survey data published by the U.S. Department of Labor, Bureau of Labor Statistics, or U.S. Census 2000 data collected by the U.S. Census Bureau, in the event that states are permitted to tailor analyses to state conditions.</p> | | | | |
| <p><u>Option 2:</u> States should identify occupations that are out-of-gender balance using state data collected by a state department of labor, employment services, or other state workforce agency.</p> | | | | |
| <i>Updating Lists of Non-Traditional Occupations</i> | | | | |
| <p><u>Option 1:</u> Lists of out-of-gender balance occupations should remain fixed over time, both because the list of occupations that are out-of-balance remain fairly stable over time, and because maintaining a stable list permits states to assess year-to-year changes in student performance.</p> | | | | |

| Options | # States Agree | # States Disagree | Final Majority Recommendation | Other Recommendation (s) |
|--|-----------------------|--------------------------|--------------------------------------|---------------------------------|
| <p><u>Option 2:</u> Lists of out-of-gender balance occupations should be updated over time to reflect changes in workforce composition at the national or state levels. This will likely limit state capacity to report on trends over time, since state administrators will need to recalibrate baselines to account for changes in included occupations.</p> | | | | |
| <i>Identifying Programs as Non-Traditional</i> | | | | |
| <p><u>Option 1:</u> State administrators should identify programs or pathways that prepare students for employment in a nontraditional occupation using a standardized crosswalk—developed or endorsed by OVAE—that relates nontraditional occupations with Classification of Instructional Program 2000 codes.</p> | | | | |
| <p><u>Option 2:</u> State administrators should identify programs or career cluster pathways that are out-of-gender balance using a state-established crosswalk that relates nontraditional occupations with Classification of Instructional Program 2000 codes or other course classification systems.</p> | | | | |

Voting Matrix: Defining Postsecondary Nontraditional Occupations and Programs

| Options | # States Agree | # States Disagree | Final Majority Recommendation | Other Recommendation (s) |
|---|----------------|-------------------|-------------------------------|--------------------------|
| <i>Identifying Occupations as Non-Traditional</i> | | | | |
| <p><u>Option 1:</u> OVAE should develop or endorse a standardized list of occupations that are out-of-gender balance, based on an analysis of national employment statistics. State administrators must report on all occupations on this list, irrespective of whether a given occupation is out-of-gender balance within a state.</p> | | | | |
| <p><u>Option 2:</u> OVAE should develop or endorse a standardized list of occupations that are out-of-gender balance, based on an analysis of national employment statistics. State administrators must consult this list to identify out-of-gender occupations, but may tailor reporting around a subset of occupations that are out-of-gender balance within their state.</p> | | | | |
| <p><u>Option 3:</u> State administrators should identify occupations that are out-of-gender balance within their own state, based on their own analysis of statewide employment statistics.</p> | | | | |

| Options | # States Agree | # States Disagree | Final Majority Recommendation | Other Recommendation (s) |
|---|----------------|-------------------|-------------------------------|--------------------------|
| <i>Data Sources for Identifying Non-Traditional Occupations</i> | | | | |
| <p><u>Option 1:</u> Occupations that are out-of-gender balance should be identified using either Current Population Survey data published by the U.S. Department of Labor, Bureau of Labor Statistics, or U.S. Census 2000 data collected by the U.S. Census Bureau, in the event that states are permitted to tailor analyses to state conditions.</p> | | | | |
| <p><u>Option 2:</u> States should identify occupations that are out-of-gender balance using state data collected by a state department of labor, employment services, or other state workforce agency.</p> | | | | |
| <i>Updating Lists of Non-Traditional Occupations</i> | | | | |
| <p><u>Option 1:</u> Lists of out-of-gender balance occupations should remain fixed over time, both because the list of occupations that are out-of-balance remain fairly stable over time, and because maintaining a stable list permits states to assess year-to-year changes in student performance.</p> | | | | |

| Options | # States Agree | # States Disagree | Final Majority Recommendation | Other Recommendation (s) |
|--|-----------------------|--------------------------|--------------------------------------|---------------------------------|
| <p><u>Option 2:</u> Lists of out-of-gender balance occupations should be updated over time to reflect changes in workforce composition at the national or state levels. This will likely limit state capacity to report on trends over time, since state administrators will need to recalibrate baselines to account for changes in included occupations.</p> | | | | |
| <p><i>Identifying Programs as Non-Traditional</i></p> | | | | |
| <p><u>Option 1:</u> State administrators should identify programs or pathways that prepare students for employment in a nontraditional occupation using a standardized crosswalk—developed or endorsed by OVAE—that relates nontraditional occupations with Classification of Instructional Program 2000 codes.</p> | | | | |
| <p><u>Option 2:</u> State administrators should identify programs or career cluster pathways that are out-of-gender balance using a state-established crosswalk that relates nontraditional occupations with Classification of Instructional Program 2000 codes or other course classification systems.</p> | | | | |

Voting Matrix: Secondary Nontraditional Participation (4S1)

| Options | # States Agree | # States Disagree | Final Majority Recommendation | Other Recommendation (s) |
|--|----------------|-------------------|-------------------------------|--------------------------|
| <i>Inclusion of Students</i> | | | | |
| Option 1: State administrators should report only on vocational concentrators enrolled in a CTE program or cluster pathway that prepares individuals for employment in nontraditional occupations. | | | | |
| Option 2: State administrators should report on all students enrolled in any course in a CTE program or cluster pathway that prepares individuals for employment in nontraditional occupations. | | | | |

Voting Matrix: Secondary Non-Traditional Completion (4S2)

| Options | # States Agree | # States Disagree | Final Majority Recommendation | Other Recommendation (s) |
|---|----------------|-------------------|-------------------------------|--------------------------|
| <i>Defining Completion</i> | | | | |
| <p><u>Option 1:</u> A student is a CTE completer if he or she finishes a state-approved sequence of CTE courses in a program area or career pathway, as determined by a local school district.</p> | | | | |
| <p><u>Option 2:</u> A student is a CTE completer if he or she finishes a state-approved sequence of CTE courses in a program area or career pathway and graduates from high school in the reporting year.</p> | | | | |
| <i>Inclusion of Students</i> | | | | |
| <p><u>Option 1:</u> Participation to Program Completion: State administrators should report on the number of under-represented students who complete a CTE program sequence (numerator) relative to the number of under-represented students who enroll (denominator) in a CTE course (or program or cluster pathway) that prepares individuals for employment in nontraditional occupations.</p> | | | | |

| Options | # States Agree | # States Disagree | Final Majority Recommendation | Other Recommendation (s) |
|---|-----------------------|--------------------------|--------------------------------------|---------------------------------|
| <p><u>Option 2</u>: Concentration to Program Completion: State administrators should report on the number of under-represented students who complete a CTE program sequence (numerator) relative to the number of under-represented students who have achieved vocational concentrator status (denominator) in a CTE program or cluster pathway that prepares individuals for employment in nontraditional occupations.</p> | | | | |
| <p><u>Option 3</u>: Participation to Concentration: State administrators should report on the number of under-represented students who obtain CTE concentrator status (numerator) relative to the number of under-represented students who participate (denominator) in a CTE program or cluster pathway that prepares individuals for employment in nontraditional occupations.</p> | | | | |
| <p><u>Option 4</u>: Concentration to Graduation: State administrators should report on the number of under-represented students who complete a CTE program sequence and graduate (numerator) relative to the number of under-represented students who have achieved vocational concentrator status (denominator) in a CTE</p> | | | | |

| Options | # States Agree | # States Disagree | Final Majority Recommendation | Other Recommendation (s) |
|--|----------------|-------------------|-------------------------------|--------------------------|
| program or cluster pathway that prepares individuals for employment in nontraditional occupations. | | | | |
| <i>Reporting Completion Rates</i> | | | | |
| <u>Option 1:</u> Completion rates should be reported as a percentage of under-represented students who complete a CTE program sequence as defined above. | | | | |
| <u>Option 2:</u> Completion rates should be reported as the gap between the percentage of under-represented and over-represented students who complete a program sequence in a CTE program or cluster pathway that prepares individuals for employment in nontraditional occupations. Specifically, the gap is the difference between the: <ul style="list-style-type: none"> Percentage of under-represented students who complete a CTE program sequence as defined above. Percentage of over-represented students who complete a CTE program sequence as defined above. | | | | |
| <i>Reporting: Cross-sectional or Longitudinal</i> | | | | |

| Options | # States Agree | # States Disagree | Final Majority Recommendation | Other Recommendation (s) |
|--|-----------------------|--------------------------|--------------------------------------|---------------------------------|
| <u>Option 1</u> : Reporting should be based on cross-sectional student data (i.e., a snapshot of students at a given point in time). | | | | |
| <u>Option 2</u> : Reporting should be based on longitudinal student data (i.e., a cohort of students who are followed over time). | | | | |

Voting Matrix: Postsecondary Nontraditional Participation (4P1)

| Options | # States Agree | # States Disagree | Final Majority Recommendation | Other Recommendation (s) |
|---|----------------|-------------------|-------------------------------|--------------------------|
| <i>Inclusion of Students</i> | | | | |
| Option 1: State administrators should report only on vocational concentrators enrolled in a CTE program that prepares individuals for employment in nontraditional occupations. | | | | |
| Option 2: State administrators should report on all students enrolled in any course in a CTE program that prepares individuals for employment in nontraditional occupations. | | | | |

Voting Matrix: Postsecondary Non-Traditional Completion (4P2)

| Options | # States Agree | # States Disagree | Final Majority Recommendation | Other Recommendation (s) |
|--|----------------|-------------------|-------------------------------|--------------------------|
| <i>Defining Completion</i> | | | | |
| <p><u>Option 1:</u> A student is a CTE completer if he or she graduates with an associate degree, credential, or certificate in a state or institutionally approved program of CTE studies.</p> | | | | |
| <p><u>Option 2:</u> A student is a CTE completer if he or she completes a sequence of courses required to earn an associate degree, credential, or certificate in a state or institutionally approved program of CTE studies.</p> | | | | |
| <i>Inclusion of Students</i> | | | | |
| <p><u>Option 1:</u> Participation to Program Completion: State administrators should report on the number of under-represented students who complete a CTE program sequence (numerator) relative to the number of under-represented students who enroll (denominator) in a CTE course (or program) that prepares individuals for employment in nontraditional occupations.</p> | | | | |

| Options | # States Agree | # States Disagree | Final Majority Recommendation | Other Recommendation (s) |
|--|-----------------------|--------------------------|--------------------------------------|---------------------------------|
| <p><u>Option 2</u>: Concentration to Program Completion: State administrators should report on the number of under-represented students who complete a CTE program sequence (numerator) relative to the number of under-represented students who have achieved vocational concentrator status (denominator) in a CTE program that prepares individuals for employment in nontraditional occupations.</p> | | | | |
| <p><u>Option 3</u>: Participation to Concentration: State administrators should report on the number of under-represented students who obtain CTE concentrator status (numerator) relative to the number of under-represented students who participate (denominator) in a CTE program that prepares individuals for employment in nontraditional occupations.</p> | | | | |

| Options | # States Agree | # States Disagree | Final Majority Recommendation | Other Recommendation (s) |
|---|-----------------------|--------------------------|--------------------------------------|---------------------------------|
| <u>Option 4</u> : Concentration to Graduation: State administrators should report on the number of under-represented students who complete a CTE program sequence and graduate (numerator) relative to the number of under-represented students who have achieved vocational concentrator status (denominator) in a CTE program that prepares individuals for employment in nontraditional occupations. | | | | |
| <i>Reporting Completion Rates</i> | | | | |
| <u>Option 1</u> : Completion rates should be reported as a percentage of under-represented students who complete a CTE program sequence as defined above. | | | | |

| Options | # States Agree | # States Disagree | Final Majority Recommendation | Other Recommendation (s) |
|---|----------------|-------------------|-------------------------------|--------------------------|
| <p><u>Option 2:</u> Completion rates should be reported as the gap between the percentage of under-represented and over-represented students who complete a program sequence in a CTE program that prepares individuals for employment in nontraditional occupations. Specifically, the gap is the difference between the:</p> <p>Percentage of under-represented students who complete a CTE program sequence as defined above.</p> <p>Percentage of over-represented students who complete a CTE program sequence as defined above.</p> | | | | |
| <i>Reporting: Cross-sectional or Longitudinal</i> | | | | |
| <p><u>Option 1:</u> Reporting should be based on cross-sectional student data (i.e., a snapshot of students at a given point in time).</p> | | | | |
| <p><u>Option 2:</u> Reporting should be based on longitudinal student data (i.e., a cohort of students who are followed over time).</p> | | | | |