

*SUMMARY OF VOTING MATRICES:
SECONDARY AND POST-SECONDARY*

WASHINGTON DATA QUALITY INSTITUTE
February 8-10, 2006

INTRODUCTION

The purpose of the U.S. Department of Education's Washington Data Quality Institute (DQI) held in February 2006 was to develop an agreement among states on key Perkins performance measurement definitional elements, including definition of secondary and post-secondary concentrators and core indicator measurement approaches. The Institute sought to develop an agreement on the "remaining standardization issues from the Phoenix DQI" for the Perkins core indicators and asked states to cast initial votes on Skill Attainment and Non Traditional measures.

Based on discussions of the Next Steps Work Group (NSWG), since early 2005, states were given an initial set of recommendations to begin discussions on Perkins core indicators and were then asked to develop alternative recommendations if they disagreed with the initial recommendations. Finally, states were asked to "vote" on their preferred options, on whether they supported the initial recommendations or alternatives that had been developed with the input of State NSWG members.

State Directors or their designee accordingly submitted one set of secondary or post secondary ballots (one vote per state) prior to the Institute. Results were tabulated and presented for discussion at the February 2006 DQI in Washington, DC. States worked toward consensus on the following issues:

- ❖ Standardization of definitions (concentrator, completer, and participants and nontraditional occupations)
- ❖ Separate versus combined reporting for language arts and math assessments at the secondary level (1S1).
- ❖ Alignment of secondary Completion measures with No Child Left Behind approaches.
- ❖ Who should be reported in what year for Secondary Skill Attainment and Postsecondary Completion (1S2 and 2P1).
- ❖ Consensus on 1S2, 2P1 and 3P1 as it relates to employer and post secondary validated standards, building reliable third party assessment systems and defining student populations.
- ❖ Identifying data sources and programs as Non Traditional.

This document provides the matrices which summarize state agreement from the initial discussions and voting options from the Washington Data Quality Institute. The voting results on definitions of concentrators, student populations and participants and completers along with the results on measurement approaches and definition of reporting groups are presented in two sections, secondary and post secondary.

Secondary Concentrator

Options	Preference	Can Live With It	Cannot Live With It
<p><u>Option 1:</u> A secondary CTE concentrator is a student who 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. 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>	<p>ID UT OK LA ND NH ME OR MS TN MD KY AZ AR PA DC WY WI NJ IL MI IA NE SD OH 24</p>	<p>MO KS GA NM NC WA VA AK NY WV MN FL VT MA CT TN TX 17</p>	<p>MT SC CA DE CO HI 6</p>
<p><u>Option 2:</u> A secondary CTE concentrator is a student who 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. State-recognized sequences could be state and/or locally determined as long as they are recognized by the state for Perkins accountability purposes</p>	<p>CA WV DE KS NY GA MO NV SC NM CT 11</p>	<p>MN OR ID PA DC ME NC TN OK VT IN MI SD AR WA FL MS VA NJ ND NE NH AL MD IL MT UT WY 28</p>	<p>IA LA CO HI MA AK TX AZ WA WI 10</p>

Secondary Academic Attainment (1S1)

Options	Preference	Can Live With It	Cannot Live With It
<i>Separate or Combined Measures (both reading and math will use NCLB assessments)</i>			
Option 1: States should have <u>separate</u> measures for reading/language arts and math	AR WI NJ IL OH SC FL AK TX IA WV OK LA DE ND ME OR MS TN MO MI AZ NE VT MT 25	WA AL KS WY MN ID IN SD NC UT DC NH MD NY PA HI GA 17	VA CT CA CO MA 5
Option 2: States should have a <u>combined</u> measure for reading/language arts and math for measuring performance for accountability but also report on separate measures to align to NCLB	NM SD NC AL NH KS MD PA NY DC WY NV MN ID UT KY GA PR MA CT VA IN 22	VT MS AK NJ MI NE TN OH IL WA 10	OR IA AZ WI FL CO DE SC ME WV AR ND OK CA 14
<i><u>Alternative Measures for Academic Attainment (these are exploratory options for considering alternative state measurement of Academic Attainment for future consideration)</u></i>			
Option 1: State 12 th grade assessments	SC NV GA PA KY PR UT CT TN 9	VT 1	
Option 2: NCLB retesting	OH WV NH WA IA TX 6		
Option 3: NAEP 12 th grade assessments	SC 1		
Option 4: ACT/SAT and/or community college placement assessments	ID NE MO DC AZ OR KS ND NC SD AR MI CA WY 14		

Secondary Career and Technical Skill Attainment (1S2)

Options	Preference	Can Live With It	Cannot Live With It
<u>Employer- and Postsecondary- Validated Standards</u>			
Option 1: States establish statewide employer and partner-validated standards (including recognizing national standards) for all local programs.	VA MS AR TX VT NJ UT HI KY MD CT NC WV AZ DC KS NH 17	CA LA NM PA GA IL 6	DE MI NY WY ND AK OK NE AL MN CO 11
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).	IA NE OR WA IN NY AK 7	IL DC MN NH AL ME 6	WY AZ WV GA NC CT PA KS ND CO 10
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).	TN OH ID SC PR WI MO SD WY GA PA CA DE LA MI MT NM ME MN ND AL OK 22	VA NE OR AR IA MS NJ VT UT IN WA TX DC NY CO HI KY AK NH KS 20	AZ NC WV CT IL 5
<u>Valid and Reliable Assessment Systems</u>			
Option 1: States establish statewide third-party assessment systems (including state-developed and national) meeting standards for validity and reliability	MS AR NJ UT PR MO WY NC DC KY NH 11	GA PA MD OK AL 5	WI AZ CA CO DE HI LA MI ND MN KS AK ME 13
Option 2: States establish a process for approving locally-selected or developed national/state/local assessment systems meeting standards for validity and reliability	OR TN IA NE WA WI IN NY CA DE HI 11	DC KY MD MI NM MN NH ND ME 9	CO LA AL OK KS 5
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	ID OH SC VA TX VT CT GA PA AZ IL LA MD MI NM MN ND AL ME 19	OR AR TN MS NE IA NJ UT PR MO WA IN WY NC DC CT KY NH AK OK 20	WI CA CO HI MT KS 6

Options	Preference	Can Live With It	Cannot Live With It
<u>Establishing Meet/Not Meet Levels for Reporting Skill Attainment</u>			
Option 1: States identify core/required standards or competencies that must be attained to say a student "meets" standards and has "attained" skills	OR MO VT TX WA SD CA DE HI LA MD AK KS NH 14	WI IN NJ PR KY MI NM 10	UT CO 2
Option 2: States determine a percentage of standards or competencies that must be attained to say a student "meets" standards and has "attained" skills.	SC TN IA OH ID VA AR NE MS NJ WI UT PR IN AZ NC CT IL WV GA NY DC PA WY KY MI MT NM ME OK ND AL 32	OR SD MI VT CA HI LA 7	WA TX DE MD CO 5
<u>Defining the Student Population</u>			
Option 1: All concentrators are included in the skill attainment measure	OH MS TN OR AR WI PR SD WY CT GA MD KY NM OK ND NH AK 18	ID SC NE VT IN UT WV NC IL LA ME MN 12	VA IA TX AZ NY DC PA CA CO DE HI DE MT KS 14
Option 2: Only completers who took assessments are included	IA ID TX MO NJ DC NY PA AZ IL CA DE HI LA MI MT AL KS ME 19	AR TN NE OR VT IN WA SD UT PR WV GA KY OK ND AK 16	OH VA MS WI CT NC WY AL KS MN CO 11
<u>Defining Reporting Group: Who Should Be Reported in What Year</u>			
Option 1: States use an <u>exit</u> reporting group and report whether students met standards or attained skills before leaving secondary education	AR IA NE OH SC TN VA ID OR WI IN TX PR WA NJ UT MO WY DC GA NY IL AZ PA DE HI KY MD MI MT ME ND AK NH KS AL 36	MS VT SD WV LA NM CA OK CO 9	NC CT 2
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.	MS VT NC CT WV CA LA NM MN 9	DC WY MI KY 4	AZ NY PA GA IL DE HI MD MT CO 10
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.	SD 1		CO 1

Secondary Completion (2S1)

Options	Preference	Can Live With It	Cannot Live With It
<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	MN PA DC WI WA LA ND KS OR MD FL OK VT AK SD IA VT UT AZ OH 20	AL NC 2	DE MT CA CO SC KY 6
Option 2: States should include senior concentrators only when calculating graduation rates	NM NC AL CA HI CT TX PR DE NH ME MS TN KY AK NV NY GA SC IL WY ID MO NJ MT AR MA NE WV IN 30	AZ UT OR SD ND FL DC OK KS PA VT MN 12	AK IA WA CO WI 5
<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)	ID PA AR KY MS KS TX VT AL NM IN UT 12	MN OH ND NC NE ME CA GA NJ 9	DE MT WA OR MA NY CT NH FL AZ WI WV CO WY VA AK SC MD OK DC 20
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).	NY GA MO SC MN OH NV NJ AZ NH WA IA SD AK CT CA OK NC WY DC MA NE FL HI CO ME MD DE MT 29	KY PA ID AR TX VT LA MS AL ND WI KS UT WV IL 15	OR 1
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.	LA VA WI TN OR ND WV 7	WA SD MT 3	VT ID MN NY ME MS AL CT NJ AK AZ CO NC SC WY GA DC UT IL OH NH 21

Secondary Placement (3S1)

Options	Preference	Can Live With It	Cannot Live With It
<i>Quarter of Measurement</i>			
Option 1: States should be required to use the 2 nd quarter after completion when measuring placement	MO WI NJ NY PA AR KY MD TN MS ME KS NH TX AK CT CA OK FL IL GA MT UT 23	OR MN NC DC ND AL VT 7	CO MI IA OH SC VA AZ ID WY WA HI 11
Option 2: States should be required to use the April-June quarter after completion when measuring placement.	ND DE LA PR VT NM WY WV VA MA SD 11	MN WA PA DC OK SC AL MI ME OR ID AZ KY 14	IA UT NJ OH CO WI NH NY CA MS MD 11
Option 3: States should be required to use the 3 rd Quarter (January-March) after completion when measuring placement.	AZ HI ID WA OH AL MN SC OR NC MI DC 12	AK WI FL WY ME OK KY NH AR ND SD 11	NY VA IL MT DE UT KS CO 8

Defining Secondary Nontraditional Occupations and Programs

Options	Preference	Can Live With It	Cannot Live with It
<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>ID IA VA MS AZ PA SD IN TX MO VT DE HI KY MD MI ME MN NH OK KS AK 22</p>	<p>AR NE IA IL DC NJ PR WA AL FL ND 11</p>	<p>OH SC OR WV CT WY NY NC GA WI UT CO 12</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>OR OH NE AR WV WY GA NY IL DC NJ PR WI CA LA ND FL 17</p>	<p>SC ID MS TN VA PA CT AZ IN AL MN NH AK CO 14</p>	<p>SD WA VT TX MO OK ME KS 8</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>	<p>SC TN AZ UT WA NM MT AL 8</p>	<p>AR NE IN WI PR MN 6</p>	<p>VA OR IA ID OH MS TX MO VT NJ SD OK ND AK ME KS CO 17</p>
<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>IA ID OR AR SC VA MS NE OR AZ WV IL NC DC GA NY PA WY CT NJ UT SD TX WI MO VT DE HI KY MD MI CA LA NM MT ND FL NH MN ME KS OK AK 43</p>	<p>TN PR WA AL CO 5</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>	<p>TN PR WA AL 4</p>	<p>NE MN 2</p>	<p>VA ID OH AR OR SC IA ND FL NH MN ME KS OK AK CO 16</p>

Options	Preference	Can Live With It	Cannot Live with It
<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>	<p>VA ID OH AR TN SC IA NE MS AZ WV IL CT NC DC GA NY PA WY NJ PR SD UT WA MO VT DE HI KY MD MI CA LA NM MT FL ND MN OK AK ME NH KS 43</p>	<p>OR WI AL CO 4</p>	
<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>OR WI AL 3</p>	<p>MN 1</p>	<p>FL ND MN OK AK ME NH KS CO 9</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>OR MS AR VA IA TN AZ IL WY NC DC GA NY PA SD MO VT DE HI KY MD MA MT ND MN AK ME NH OK KS 30</p>	<p>OH NE ID WV CT PR TX UT WA WI NJ AL FL 13</p>	<p>SC CO 2</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>	<p>TN NE SC OH IA WV CT PR UT WA WI CA LA MI NM AL FL CO 18</p>	<p>MS AR VT MO SD NJ TX MN 8</p>	<p>OR 1</p>

Secondary Nontraditional Participation (4S1)

Options	Preference	Can Live With It	Cannot Live with It
<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.	WV WY DC PA NJ UT PR UT WI CA KY LA MA MD MI NM MT KS FL ME NH AL OK AK 24	TN NE OH SC OR AR MS ID IA AZ NY GA IL NC CT SD TX MO VT 19	VA MN ND CO 4
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.	TN VA NE IA AZ NC GA NY SD TX MO VT DE MN ND 15	ID OH NE AR OR SC WV IL PA DC NJ UT PR WA KS AL FL OK AK ME NH CO 22	WY CT WI 3
This measure should be eliminated.	AR OH MS OR ID SC 6	VA NE TN 3	IA 1

Secondary Non-Traditional Completion (4S2)

Options	Preference	Can Live With It	Cannot Live With It
<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>MS SC IA OH WV DC UT WA VT CA DE LA NH ME OK 15</p>	<p>ID TN NE OR MS IA OH NJ AL CO 10</p>	<p>AR VA SC TX MO PR SD AK ND MN KS FL 12</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>	<p>ID OR VA TN NE AR AZ WY NC GA NY PA SD PR NJ TX MO HI KY MD MA MI NM MT KS MN ND AL FL AK 30</p>	<p>MS IA OH UT ME OK 6</p>	<p>WA VT NH CO 4</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>	<p>OH IA 2</p>	<p>CO 1</p>	<p>OR SC MS AR VA ID 6</p>
<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>SC NE WV AL OK 5</p>	<p>VA IA OH AR NL GA ME 7</p>	<p>WY CT NY CO 4</p>

Options	Preference	Can Live With It	Cannot Live With It
<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>NE OH SC VA MS AR TN ID OR IA CO 11</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 program or cluster pathway that prepares individuals for employment in nontraditional occupations.</p>	<p>VA GA TX MO MI NM 6</p>	<p>MS OH ID OR TN IA NE DC WV IL 10</p>	<p>SC AZ PA CO 4</p>
<p>Retain the current approach for calculating this measure.</p>	<p>SD UT WA PR VT WI MN DC PA OR ID KS AK MD CA IL WY NY MT DE IN HI FL NH NC NJ ND ME MS AZ OH KY MA CT TN AR LA 37</p>	<p>MO OK TX IA GA 5</p>	<p>SC MI 2</p>
<p><i>Reporting Completion Rates</i></p>			
<p><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.</p>	<p>AR OR NE MS OH SC ID TN AZ WV WY CT NC GA NY PA SD UT WA PR VT WI TX MO CA DE KY HI LA MA MD MT NM ND FL OK MN KS ME NH AL 41</p>	<p>IA VA DC NJ AK CO 6</p>	
<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 or cluster pathway that prepares individuals for employment in nontraditional occupations. Specifically, the gap is the difference between the: 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.</p>	<p>VA IA MI AK 4</p>	<p>OR AR NE 3</p>	<p>MS IA SC ND FL OK MN KS ME NH AL CO 12</p>

Options	Preference	Can Live With It	Cannot Live With It
<u>Reporting: Cross sectional or Longitudinal</u>			
<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).	OH OR IA MS NE SC AR WV WY CT NC DC NY GA NJ PR TX UT WI VT CA KY LA CO MA HI 26	TN VA IA MS PA WA 6	AZ IL 2
<u>Option 2:</u> Reporting should be based on longitudinal student data (i.e., a cohort of students who are followed over time).	TN IA AZ PA IL SD MO DE MD MI MT NM 12	WY NC 2	NE OR AR SC ID VA DC WV NY GA CT CO 12
These options are confusing. Preference votes indicate that options are not understood.	MN AL ND NH FL OK AK ME 8		

Postsecondary Concentrator

Options	Preference	Can Live With It	Cannot Live With It
<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>DE SC VT MN MD ID MO WI OK CT 10</p>	<p>TX 1</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>VT KS SD CA TN FL HI MS ND NH OH NJ OR AL WA AZ PA 17</p>		
<p><u>Option 3:</u> States should include student intent to enroll in a CTE program of study that leads to an award and attainment of a threshold level of coursework OR both as a means of identifying CTE concentrators.</p>	<p>LA MN AK NY NV WY NC GA 8</p>		<p>TN CA IA NH 4</p>
<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 or type of award</p>	<p>OH MS PA NC TN OR SC VA WA KS NH MN ID NV 14</p>	<p>OK WI TX MO WY SD FL NE ME AL 11</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>KY MO SD WI CT 5</p>		

Options	Preference	Can Live With It	Cannot Live With It
<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>	<p>VT LA ND NJ NY AL WY CA IA GA AZ 11</p>	<p>AK OK NE CT IL MT OR ME KY VA NH OH WA 13</p>	
<p><i>Defining Sequence of Courses</i></p>			
<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>	<p>LA AK HI ND FL OR SC GA TX VA KS MS NH NJ MN MD ID KY MO PA WI NC TN IL OK 25</p>	<p>AL UT AL CA DE CO WY ME VA WA 10</p>	
<p><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</p>	<p>SD 1</p>		
<p><u>Option 3:</u> States should allow local institutions to define their own CTE programs of study.</p>	<p>WA NY NV WY CT UT 6</p>		

Postsecondary Career and Technical Skill Attainment (1P2)

Options	Preference and Can Live with It	Cannot Live With It	Comments
<u>Employer-Validated Standards</u>			
Option 1a: States establish a process for approving local, employer-validated standards (including schools adopting national, <i>regional</i> , and state standards <i>such as accreditation</i> , where appropriate for local programs)	CT NC WY PA AZ IL GA NY OR MS ID IA SC VA TN NE OH CO MD KY CA 21	DE LA MT MI HI 5	
Option 1b: States establish a process for approving local, employer-validated standards <i>where available</i> (including schools adopting national and state standards where appropriate for local programs)	ND AL KS OR FL ME NH MN AK MO WI SD TX NJ UT VT 16		
<u>Valid and Reliable Assessment Systems</u>			
Option 1a: States work with <i>national and regional accrediting and licensure bodies, where appropriate</i> , to strengthen accreditation requirements for student assessment and apply it to CTE programs	CT NC PA WY AZ IL GA NY NJ SD WI MO TX UT WA 15		
Option 1b: <i>OVAE will provide TA to states to strengthen</i> student assessment and apply it to CTE programs	OR MS ID SC OH IA NE TN VA ND AL KY OK FL ME NH MN AK 18		
Option 1c: <i>OVAE work with Congress and accrediting agencies to</i> strengthen accreditation requirements for student assessment and apply it to CTE programs	KY MD DE LA MI HI CA MT, CO 9		
<u>Establishing Meet/Not Meet Levels for Reporting Skill Attainment</u>			
Option 1a: States require <i>postsecondary institutions</i> to identify core/required standards or competencies that must be attained to say a student "meets" standards or "attains" skills	PA CT AZ NY IL NC GA MD KY MT LA MI 12		

Options	Preference and Can Live with It	Cannot Live With It	Comments
Option 1b: States <i>implement a process for identifying</i> core/required standards or competencies that must be attained to say a student "meets" standards or "attains" skills	OR VA TN NE OH IA SC MS 8		
Option 1c: States require colleges to identify core/required standards or competencies that must be attained to say a student "meets" <i>the level of employer validated</i> standards or "attains" skills	TX UT MD SD WA WI NJ NH AL MN OK FL ND ME AL KS 16	CA CO HI DE 4	
Option 2: States determine a percentage of competencies defined by <i>postsecondary institutions</i> that must be attained to say a student "meets" standards or "attained" skills	MS ID IA OH SC VA CO CA HI MI DE LA MD MT KY 15	TN OR 2	
<u>Defining the Student Population</u>			
Option 1: All concentrators are included in the skill attainment measure	AZ NC WY NY PA MT LA MI HI MD CA KY DE WI MO SD UT TX NJ WA ND AL MN OK FL ME NH KS OR VA OH TN NE CO 34	GA IL CT MS IA SC 6	
Option 1a: All <i>completers</i> are included in the skill attainment measure	NY PA GA CT IL MS IA NE TN OR VA OH SC 13	NC WY AZ 3	
<u>Defining Reporting Group: Who Should Be Reported in What Year</u>			
Option 1: States use an <u>exit</u> reporting group and report whether students met standards or attained skills before leaving postsecondary education	AL CT GA IL PA WY NC NY AK ME MD ND NH OK AL FL KS CA CO HI LA MI MT DE KY NM IA NE OH SC TN VA ID MS OR TX MO WA NJ UT SD CO 41		

Options	Preference and Can Live with It	Cannot Live With It	Comments
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.	CA HI LA MD MI MT NM 8		
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.	AK ME MN ND NH OR AL FL KS 9		
<u>Other Issues :</u>			
			<p>Eliminate this measure- we should be aligned with workforce programs. Technical skill attainment = Completion 1P2=2P1 There are four ways to measure this:</p> <ol style="list-style-type: none"> 1. skill assessments 2. teacher competency check lists 3. grades 4. credit attainment <p>This measure makes more sense at the secondary level All postsecondary CTE students are in Community Colleges to get technical skill attainment. No need to measure separately from academic skill attainment.</p>

Postsecondary Completion (2P1)

Options	Preference	Can Live With It	Cannot Live With It
<u>Reporting Group: Entry or Exit Cohorts</u>			
<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>MO SC AK PA SD VY NJ NY MD WI IL OK UT 13</p>	<p>ME TN 2</p>	<p>TX FL CT CA CO ND HI GA OR AZ OH NC AL KY WY NH 16</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>	<p>LA DE HI ND OH OR TX WA KS MS NH AL AZ ID KY NV WY CA NC TN IA CT GA 23</p>	<p>MD FL UT CO OK ME IL SC SD 9</p>	<p>WI VA IL NJ MN 5</p>

Postsecondary Placement (3P1)

Options	Preference	Can Live With It	Cannot Live With It
<u>Measurement Approach</u>			
<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>OR MS SC VA OH VT DE ND SC TX KS NY MN AL ID KY MO PA SD WI WY 21</p>	<p>IA TN CA IL OK CT MI CO LA NJ CA UT ME NC MD FL MI MT 18</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>	<p>LA CA AK NC UT WA NJ MD NV 9</p>	<p>IL OR VA AL MO 5</p>	
<u>Timing of Measurement</u>			
<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>OR MS SC OH IA VA AZ KY NV SD VT LA AK ND TX KS NJ MD ID MO PA WI IL OK CT 25</p>	<p>AL UT NE TN ME NC FL CO NY MN TN MI NM MT 14</p>	
<p><u>Option 1a:</u> States should report employment outcomes based on data collected during the 2nd quarter after exit of the program.</p>	<p>WY NY VA OH AZ NJ UT KY OR IL NM OK WA AL MO MN CA GA FL NC MD HI MT NE 24</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>DE NH UT TN 4</p>		

Options	Preference	Can Live With It	Cannot Live With It
<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>	<p>OH NY MN CA NC AL WY 7</p>		
<p><i>Student Population</i></p>			
<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>LA SC MS NH MN WI TN OK GA 9</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>DE MD OH AZ VT KY VA MO PA KS IA NY 12</p>	<p>ME OK TN MN LA SD NJ NY MS WI TX SC IL GA FL NC NM AZ CA 21</p>	<p>WA CO OR 3</p>
<p><u>Option 3</u>: States should report on all CTE concentrators who left a program, irrespective of whether they completed, was 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>	<p>VT AK ND OR TX WA NJ AL NV SD WY NC CT FL ID 15</p>	<p>OK MO KS NE MS MI NY MT AZ CO 10</p>	

Postsecondary Retention (3P2)

Options	Preference and Can Live with It	Cannot Live With It
<u>Timing of Measurement</u>		
<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>VT NJ NC LA NY OK AK MN IA DE AL CT ND ID CA OR KY TX MO VA NV KS SD NH WY 25</p>	<p>WI TN ME 3</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>	<p>OH IL SC UT MS MD AZ PA WI TN 10</p>	
<u>Student Population</u>		
<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>LA OH OR SC TX VT KS MS NH AZ KY PA WI IL OK IA CT GA 18</p>	<p>TN OR 2</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>	<p>VT DE NC VA NJ NY AL ID MO NV SD WY 12</p>	

Defining Postsecondary Nontraditional Occupations and Programs

Options	Preference and Can Live with It	Cannot Live With It
<i>Identifying Occupations as Non-Traditional</i>		
<p><u>Option 1:</u> OVAE should develop or endorse a standardized list of <i>high skill, high wage, high demand</i> 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>CA CO HI LA MD MI MT DE KY AZ GA IL PA NC NY AK ME MN ND NH OK FL KS IA NE OH SC TN VA ID OR 31</p>	<p>WY 1</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>NJ UT SD TX WA WI MO VT WY NY NC GA PA IL OR NE SC OH TN MS IA CO CA LA 24</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>	<p>CT IL AZ WY NY PA NC 7</p>	<p>GA 1</p>
<i><u>Data Sources for Identifying Non-Traditional Occupations</u></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 <i>current</i> U.S. Census data collected by the U.S. Census Bureau, in the event that states are permitted to tailor analyses to state conditions.</p>	<p>NJ UT SD TX WA WI MO AZ CT GA IL PA WY NC NY ME MN ND NH OK AL FL KS IA NE OH SC VA ID MS OR 31</p>	
<p><u>Option 1a:</u> <i>High skill, high wage, high demand</i> Occupations, with <i>corresponding CIP codes</i>, 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 <i>current</i> U.S. Census data collected by the U.S. Census Bureau, in the event that states are permitted to tailor analyses to state conditions</p>	<p>KY DE LA MD MT HI CO CA MI 9</p>	

Options	Preference and Can Live with It	Cannot Live With It
<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>	<p>WY IL PA AZ NY NC 6</p>	
<p><i>Updating Lists of Non-Traditional Occupations</i></p>		
<p><u>Option 1:</u> Lists of out-of-gender balance occupations should remain fixed over <i>the life of the Act</i>, 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>	<p>NJ UT SD TX WA WI MO VT CA CO HI LA MD MI MT DE KY NM AZ CT GA IL PA WY NC NY AK ME MN ND NH OK AL FL KS IA NE OH SC TN VA ID MS OR 44</p>	
<p><u>Option 2:</u> Lists of out-of-gender balance occupations should be updated over time, <i>with the release on new national long-term source data</i>, 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>KY AK ME MN ND NH OK AL FL KS AZ CT IL PA QY NC NY 17</p>	
<p><i><u>Identifying Programs as Non-Traditional</u></i></p>		
<p><u>Option 1:</u> State administrators should identify programs or pathways that prepare students for <i>high skill, high wage, high demand</i> employment in a nontraditional occupation using a standardized crosswalk—endorsed by OVAE—that relates nontraditional occupations with Classification of Instructional Program 2000 codes.</p>	<p>CA CO HI LA MD MI MT DE KY NM AZ CT GA IL PA WY NC NY AK ME MN ND NH OK AL FL KS IA NE OH SC TN VA ID MS OR 36</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>	<p>NJ UT SD TX WA WI MO VT AZ CT GA PA WY NC NY 15</p>	

Post-Secondary Nontraditional Participation (4P1)

Options	Preference and Can Live With It	Cannot Live With It
<u>Inclusion of Students</u>		
<p>Option 1: State administrators should report only on vocational concentrators enrolled in a CTE program that prepares individuals for employment in nontraditional occupations.</p>	<p>WY NC NY IA NE GA SC TN VA ID MS OR AK ME MN ND NH OK AL FL KS IL CA PA GA HI MI AL LA NJ UT SD TX WA WI MO VT MT DE NM 40</p>	<p>MD 1</p>
<p>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.</p>	<p>IL PA GA AZ WY NC NY CA HI LA MD MI MT DE NM 15</p>	<p>KY CO 2</p>

Post-Secondary Nontraditional Completion (4P2)

Options	Preference and Can Live With It	Cannot Live With It
<u>Defining Completion</u>		
<p><u>Option 1:</u> A student is a CTE completer if he or she graduates with an associate degree, credential, skill award or certificate in a state or institutionally approved program of CTE studies.</p>	<p>AZ CT GA IL PA WY NC NY IA NE OH SC TN VA ID MS OR MD HI LA CO AK ME MN ND NH OK AL FL KS 30</p>	
<p><u>Option 2:</u> A student is a CTE completer if he or she completes courses required to earn an award in a state or institutionally approved program of CTE studies.</p>	<p>MI DE SD KY TX CA WA NJ WI UT MO VT 12</p>	
<u>Inclusion of Students</u>		
<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>		
<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>NJ UT SD TX WA WI MO VT IA NE GA SC TN VA ID MS OR AZ CT GA IL PA WY NC NY 25</p>	

Options	Preference and Can Live With It	Cannot Live With It
<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>		
<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 program that prepares individuals for employment in nontraditional occupations.</p>	<p>AZ CT GA IL PA WY NC NY IA NE OH SC TN VA ID MS OR 17</p>	
<p><u>Option 5:</u> # of underrepresented gender students who complete NTO programs (numerator), # of all students who complete NTO programs (denominator). Current measure construction</p>	<p>NJ UT SD TX WA WI MO VT CA CO HI LA MD MI MT DE KY NM AZ CT GA IL PA WY NC NY AK ME MN ND NH OK AL FL KS IA NE OH SC TN VA ID MS OR 44</p>	
<p><u>Reporting Completion Rates</u></p>		
<p><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.</p>	<p>NJ UT SD TX WA WI MO VT AZ CT GA IL PA WY NC NY AK ME MN ND NH OK AL FL KS IA NE OH SC TN VA ID MS OR 34</p>	
<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> <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. 	<p>VA NE OH 3</p>	

Options	Preference and Can Live With It	Cannot Live With It
<u>Reporting: Cross-sectional or Longitudinal</u>		
<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).	NJ UT SD TX WA WI MO VT CA CO HI LA MD MI MT DE KY NM AZ CT GA IL PA WY NC NY AK ME MN ND NH OK AL FL KS IA NE OH SC TN VA ID MS OR 44	
<u>Option 2</u> : Reporting should be based on longitudinal student data (i.e., a cohort of students who are followed over time).	IL NY PA WY NC 5	GA AZ 2