

SECONDARY VOTING BALLOTS
Defining Completers
Skill Attainment (1S2)
Nontraditional Participation and Completion (4S1, 4S2)

Defining Completers

	Prefer	Can live with it	Cannot live with it
<i>Defining Completers</i>			
<p><u>Option 1: Attained Career and Technical Skills.</u> A completer is a concentrator who has attained the career and technical skills in a state-recognized program or sequence (in the numerator for 1S2).</p> <p><u>Note:</u> This does not imply that the student has attained academic skills (in the numerator for 1S1) or graduated from high school (in the numerator for 2S1).</p>	<p>AL, CA, DC, ID, LA, OH, OK, WV</p> <p>= 8</p>	<p>AK, FL, IN, MA, MN, MO, NE, NV, NY, SC, SD, WI</p> <p>=12</p>	<p>AR, AZ, CO, CT, DE, GA, HI, IA, KS, MD, MI, MT, NC, ND, NJ, OR, PR, TX, UT, VA, WY</p> <p>=21</p>
<p><u>Option 2: Completed Program or Course Sequence.</u> A completer is a concentrator who has completed (earned credits) in all of the secondary courses or units of instruction within a state-recognized program or sequence.</p> <p><u>Note:</u> This does not imply that the student has attained academic (in the numerator for 1S1) or career and technical skills (in the numerator for 1S2) or has met the requirements for high school graduation and attained a high school diploma (in the numerator for 2S1).</p>	<p>AK, CO, DE, IA, IN, ME, NV, SC, VT, WA</p> <p>=10</p>	<p>DC, LA, MA, MI, MO, NE, NY, OH, OK, UT, WI, WV</p> <p>=12</p>	<p>AL, AR, AZ, CA, CT, FL, GA, HI, ID, KS, MD, MN, MT, NC, ND, NJ, OR, PR, SD, TX, VA, WY</p> <p>=22</p>

3	Prefer	Can live with it	Cannot live with it
<p><u>Option 3: Met Requirements for Graduation.</u> A completer is a concentrator who has met the requirements for high school graduation and has attained a high school diploma (in the numerator for 2S1).</p> <p><u>Note:</u> This does not imply that the student has attained academic skills (in the numerator for 1S1) or attained career and technical skills (in the numerator for 1S2).</p>	<p>IL, MT, NE, UT, WA, WY</p> <p>=6</p>	<p>AL, FL, GA, IA, IN, ID, KS, MA, MD, MN, NY, OR, TX, VA</p> <p>=14</p>	<p>AK, AR, AZ, CA, CO, CT, DC, DE, HI, LA, MI, MO, NC, ND, NJ, NV, OH, OK, PR, SC, SD, WI, WV</p> <p>=23</p>
<p><u>Option 4: Attained Career and Technical Skills and Met Requirements for Graduation.</u> A completer is a concentrator who has attained the career and technical skills in a state-recognized program or sequence (in the numerator for 1S2) (Option 1) <u>and</u> has met the requirements for high school graduation and has attained a high school diploma (in the numerator for 2S1) (Option 3).</p> <p><u>Note:</u> This does not imply that the student has attained academic skills (in the numerator for 1S1).</p>	<p>AZ, FL, GA, KS, MN, MO, ND, NJ, KY, OR, PR, SD, TN, TX, WI</p> <p>=15</p>	<p>AL, DC, IN, MA, MD, NC, NE, OK, PA, VA, WV</p> <p>=11</p>	<p>AK, AR, CA, CO, CT, DE, HI, IA, ID, LA, MI, MT, NV, NY, OH, SC, UT, WY</p> <p>=18</p>

4	Prefer	Can live with it	Cannot live with it
<p><u>Option 5: Completed Program or Course Sequence and Met Requirements for Graduation.</u> A completer is a concentrator who has completed (earned credits) in all of the secondary courses or units of instruction within a state-recognized program or sequence (Option 2) <u>and</u> has met the requirements for high school graduation and has attained a high school diploma (in the numerator for 2S1) (Option 3). <u>Note:</u> This does not imply that the student has attained academic (in numerator for 1S1) or career and technical skills (in the numerator for 1S2)</p>	<p>AR, CT, MA, MD, MT, NC, VA =7</p>	<p>DC, IA, MI, OR, TX, WI, WV =7</p>	<p>AK, AL, CA, DE, FL, KS, LA, ID, MN, MO, ND, NY, OH, OK, SC, SD =16</p>

Secondary Career and Technical Skill Attainment (1S2)

	Prefer	Can live with it	Cannot live with it
<i>Employer- and Postsecondary- Validated Standards</i>			
<u>Option 1</u> : States establish statewide employer and partner-validated standards (including recognizing national standards) for all local programs.	AR, AZ, CT, DC, HI, KY, LA, NC, VA, VT, WV =11	AR, CA, FL, GA, ID, IN, KS, MD, MO, NE, SC, SD, WI =13	AL, DE, IA, MA, MI, MN, MT, ND, NJ, NV, NY =11
<u>Option 2</u> : 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).	DE, IA, IN, NE, NV, NY =6	AL, CA, DC, FL, ID, MD, ME, MI, MN, NJ, SC, SD, WI =13	AR, AZ, CT, GA, HI, KS, KY, LA, MA, MO, MT, NC, ND, VA, WV =15
<u>Option 3</u> : 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).	AL, CA, CO, DE, FL, GA, ID, KS, MD, ME, MI, MN, MO, MT, ND, NJ, OH, OK, OR, PA, SC, SD, TN, WA, WI, WY =26	AK, AR, DC, IA, IL, KY, LA, MA, NC, NE, NV, NY, TX, UT, VA, VT =16	AZ, CT, HI, IN, WV =5

	Prefer	Can live with it	Cannot live with it
<i>Valid and Reliable Assessment Systems</i>			
<p><u>Option 1:</u> States establish statewide third-party assessment systems (including state-developed and national) meeting standards for validity and reliability. All local schools would be required to use the statewide assessment systems for Perkins reporting.</p>	<p>AR, AZ, CT, DC, KY, MO, NC</p> <p>=7</p>	<p>AL, GA, PA</p> <p>=3</p>	<p>CA, CO, DE, FL, HI, IA, ID, IN, KS, LA, MA, MD, MI, ME, MN, MT, ND, NE, NJ, NV, NY, SC, SD, WI, WV</p> <p>=25</p>
<p><u>Option 2:</u> States establish a process for approving locally-selected or developed national/state/local <u>third-party</u> assessment systems meeting standards for validity and reliability. Local schools would use their state-recognized national, state or local third-party assessment systems for Perkins reporting.</p> <p><u>Note:</u> Local third-party assessments are those developed and administered by local partners (not individual teachers by themselves). Partners could include teachers, employers and postsecondary education. This is similar to what was presented by New York for state-approved local assessments.</p>	<p>CA, IA, IN, NJ, NV, NY, VT, WI</p> <p>=8</p>	<p>DC, GA, ID, KY, MA, MD, ME, MI, MN, MO, NC, ND, NE</p> <p>=13</p>	<p>AL, AR, AZ, CO, CT, DE, FL, HI, KS, LA, MT, SC, SD, VA, WV</p> <p>=15</p>

7	Prefer	Can live with it	Cannot live with it
<p><u>Option 3:</u> States establish a process for approving locally-selected or developed national/state/local assessment systems meeting standards for validity and reliability. Local schools would use their state recognized national, state or local assessment systems for Perkins reporting.</p> <p><u>Note:</u> This option would allow states to use teacher-developed and administered assessments (not just third-party systems) for Perkins reporting.</p>	<p>AL, DE, GA, FL, LA, MD, ME, MN, ND, NE, OK, PA, SC, SD, TN, TX, VA</p> <p>=17</p>	<p>AK, AR, CA, DC, IA, ID, IN, KS, KY, MA, MI, MO, MT, NJ, NV, OR, UT, WY</p> <p>=18</p>	<p>AZ, CO, CT, HI, NC, NY, OH, WI, WV</p> <p>=9</p>
<p><u>Option 4:</u> States establish statewide third-party assessment systems for some programs and establish a process for approving locally-selected or developed <u>third-party</u> national/state/local assessment systems meeting standards for validity and reliability. Local schools would use statewide third-party assessment for some programs and locally-selected or developed systems for all other programs for Perkins reporting.</p> <p><u>Note:</u> This option provides more state flexibility by combining Options 1 and 2. But, only <u>third-party</u> assessments can be used for Perkins reporting.</p>	<p>OH</p> <p>=1</p>	<p>AK, AR, DC, GA, ID, KS, ME, MI, MN, MO, NC, NE, NY, OR, VT, WI</p> <p>=16</p>	<p>AL, AZ, CA, CO, CT, DE, FL, HI, IA, IN, KY, LA, MA, MD, MT, ND, NJ, NV, OK, SC, SD, TX, UT, VA, WV, WY</p> <p>=26</p>

8	Prefer	Can live with it	Cannot live with it
<p><u>Option 5:</u> 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. Local schools would use statewide third-party assessment for some programs and locally-selected or developed systems for all other programs for Perkins reporting.</p> <p><u>Note:</u> This option provides more state flexibility by combining Options 1 and 3. This option would allow states to use teacher-developed and administered assessments (not third-party) for Perkins reporting as in Option 3.</p>	<p>AK, HI, ID, KS, MI, MT, OR, WA</p> <p>=8</p>	<p>AL, CA, DC, FL, GA, IL, KY, MD, ME, MO, ND, NE, NV, SC, SD, TX, VA, VT</p> <p>=18</p>	<p>AR, AZ, CO, CT, DE, IA, IN, LA, MA, MN, NC, NJ, NY, OH, OK, PA, UT, WI, WV, WY</p> <p>=20</p>

	Prefer	Can live with it	Cannot live with
<i>Defining Reporting Group: Who Should Be Reported in What Year</i>			
<u>Option 1</u> : States use an <u>exit</u> reporting group and report whether students met standards or attained skills before leaving secondary education.	AK, AR, AL, AZ, DC, DE, FL, GA, IA, ID, IN, IL, KY, KS, MA, MD, ME, MI, MO, MT, ND, NE, NJ, NY, OH, OR, PA, SC, TN, TX, UT, VA, WA, WI, WY 35	CA, CO, LA, MN, NC, NV, OK, SD, WV 9	CT, HI 2
<u>Option 2</u> : 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, CT, LA, MN, NC, NV, VT, WV 8	DC, IN, MI, NE, NJ, WI 6	AK, AZ, DE, FL, GA, HI, IA, ID, KS, KY, MA, MD, MO, MT, ND, NY, OH, SC, SD, VA 20
<u>Option 3</u> : 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	GA, IN, WI 3	AK, AZ, CA, CT, DC, DE, FL, HI, IA, ID, KS, KY, LA, MA, MD, MI, MO, MT, NC, ND, NJ, NV, NY, OH, SC, VA, WV 27

Secondary Nontraditional Occupations (Overarching Issues)

	Prefer	Can live with it	Cannot live with it
<i>Identifying Occupations as Non-Traditional</i>			
OVAE should develop or endorse a standardized list of occupations that are out-of-gender balance, based on an analysis of national employment statistics.			
<u>Option 1:</u> State administrators must report on all occupations on the OVAE-identified list, irrespective of whether a given occupation is out-of-gender balance within a state.	AK, AZ, CA, CO, CT, DE, IA, ID, HI, IN, KS, KY, MD, ME, MN, MO, NE, OK, PA, SD, TN, TX, VA, VT 24	AL, AR, DC, GA, FL, IL, LA, MA, MI, MT, NC, ND, NJ, NV, NY, OR, WI, WV 18	OH, SC, UT, WY 4
<u>Option 2:</u> State administrators must consult the OVAE-identified list to identify out-of-gender occupations, but may tailor reporting around occupations that are out-of-gender balance within their state.	AR, DC, GA, FL, IL, LA, MI, NC, ND, NJ, NY, OH, SC WA, WI, WV, WY 17	AK, AL, AZ, CO, DE, IA, ID, IN, KS, MA, MD, ME, MN, MT, NE, NV, OR, SD, UT, VA 20	CA, CT, HI, MO, OK 5
<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.	AL, MT, NV 3	AK, AR, AZ, GA, IA, ID, IN, LA, ME, MI, MN, NC, SC, SD, WI, WV 16	CA, CT, DC, DE, FL, HI, KS, MA, MD, MO, ND, NE, NJ, NY, VA 15

	Prefer	Can live with it	Cannot live with it
<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 <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>AK, AR, AZ, CA, CT, DC, DE, FL, GA, HI, IA, ID, IN, IL, KS, KY, LA, MD, ME, MI, MN, MO, MT, NC, ND, NE, NY, OH, OK, OR, PA, SC, SD, TN, TX, UT, VA, VT, WA, WI, WV, WY</p> <p>42</p>	<p>AL, CO, MA, NJ, NV</p> <p>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>AL, CO, NV</p> <p>3</p>	<p>AK, GA, ID, IN, KY, LA, MD, ME, MI, MN, MT, NC, NE, SD, WI, WV</p> <p>16</p>	<p>AZ, CA, CT, DC, DE, FL, HI, IA, KS, MA, MO, ND, NJ, NY, SC, UT, VA</p> <p>17</p>

12	Prefer	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 the life of the Act, 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>AK, AR, AZ, CA, CO, CT, DC, DE, FL, GA, HI, IA, ID, IN, IL, KS, KY, LA, MD, ME, MI, MN, MO, MT, NC, ND, NE, NJ, NV, NY, OH, OK, OR, PA, SC, SD, TN, UT, VA, VT, WA, WV, WY</p> <p>43</p>	<p>AL, MA, TX, WI</p> <p>4</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>AL, WI</p> <p>2</p>	<p>AK, CA, DC, ID, IN, MI, MN, NC, NE, NV, SD, WV</p> <p>12</p>	<p>AZ, CT, DE, FL, GA, HI, IA, KY, KS, LA, MA, ME, MD, MO, MT, ND, NJ, NY, SC, UT, VA</p> <p>21</p>

13	Prefer	Can live with it	Cannot live with it
<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—endorsed by OVAE—that relates nontraditional occupations with Classification of Instructional Program 2000 codes.</p>	<p>AK, AR, AZ, CO, DC, DE, GA, IA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MN, MO, MT, NC, ND, NE, NJ, NV, NY, OK, OR, PA, SD, TN, VA, VT, WY</p> <p>34</p>	<p>AL, CA, FL, HI, OH, SC, TX, UT, WA, WI, WV</p> <p>11</p>	<p>CT, MI</p> <p>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>AL, CA, CT, FL, MI, OH, SC, UT, WA, WI, WV</p> <p>11</p>	<p>AK, AR, ID, IN, KS, LA, MN, MT, NC, NJ, NV, SD</p> <p>12</p>	<p>AZ, DC, DE, GA, HI, IA, KY, MA, MO, MD, ND, NE, NY, VA</p> <p>14</p>

Secondary Nontraditional Participation (4S1)

	Prefer	Can live with it	Cannot live with it
<i>Inclusion of Students</i>			
<p>Option 1: Report Concentrators</p> <p><u>Numerator</u>: Number of under-represented concentrators in a non-traditional CTE program or cluster pathway</p> <p><u>Denominator</u>: Number of concentrators in a non-traditional CTE program or cluster pathway.</p>	<p>AK, AL, AR, CA, CT, DC, FL, KS, KY, LA, MA, ME, MI, NC, NE, NJ OH, OK, OR, PA, SC, TN, UT, WA, WI, WV, WY</p> <p>27</p>	<p>AZ, GA, IA, ID, IL, IN, MD, MN, MO, MT, NV, NY, TX, VT</p> <p>14</p>	<p>CO, DE, HI, ND, SD, VA</p> <p>6</p>
<p>Option 2: Report Participants (Current Measure)</p> <p><u>Numerator</u>: Number of under-represented students enrolled in at least one course (participants) in a non-traditional CTE program or cluster pathway</p> <p><u>Denominator</u>: Number of students enrolled in at least one course (participants) in a non-traditional CTE program or cluster pathway.</p>	<p>AZ, CO, DE, GA, HI, IA, ID, IN, MN, MO, MT, ND, NV, NY, SD, TX, VA, VT</p> <p>18</p>	<p>AL, AK, AR, CA, DC, FL, IL, KY, LA, MA, MD, ME, MI, NC, NE, NJ, OK, OR, SC, UT, WV</p> <p>21</p>	<p>CT, KS, OH, WI, WY</p> <p>5</p>

Secondary Nontraditional Completion (4S2)

	Prefer	Can live with it	Cannot live with it
<i>Inclusion of Students</i>			
<p>Option 1: Completion Rate for Underrepresented Participants</p> <p><u>Numerator:</u> Number of under-represented students who complete a non-traditional CTE program or cluster pathway <u>Denominator:</u> Number of under-represented students who enroll in at least CTE course (participants) which is part of a non-traditional program or cluster pathway.</p>	<p>IA, MO</p> <p>2</p>	<p>CO, IN, LA, MA, MI, SD, VT, WV</p> <p>8</p>	<p>AK, CA, CT, DC, DE, FL, GA, HI, ID, KS, MD, ME, MT, NC, ND, NE, NJ, NV, NY, SC, VA, WI</p> <p>22</p>
<p>Option 2: Completion Rate of Underrepresented Concentrators</p> <p><u>Numerator:</u> Number of under-represented concentrators who complete a non-traditional CTE program or cluster pathway <u>Denominator:</u> Number of under-represented concentrators in a non-traditional CTE program or cluster pathway.</p>	<p>AL, MI, NJ, SC, WV</p> <p>5</p>	<p>AR, CA, FL, IA, IN, LA, MA, MD, MO, NE, NV, NY, SD, WI</p> <p>14</p>	<p>AK, CO, CT, DC, DE, GA, HI, ID, KS, ME, MT, NC, ND, VA</p> <p>14</p>
<p>Option 3: Percent of Underrepresented Participants Who Become Underrepresented Concentrators</p> <p><u>Numerator:</u> Number of under-represented participants who become concentrators in a non-traditional CTE program or cluster pathway <u>Denominator:</u> Number of under-represented students who enroll in at least one CTE course (participants) which is part of a non-traditional program or cluster pathway</p>	<p>VA</p> <p>1</p>	<p>IN, LA, WV</p> <p>3</p>	<p>AK, CA, CO, CT, DC, DE, FL, GA, HI, IA, ID, KS, KY, MA, MD, ME, MI, MO, MT, NC, ND, NE, NJ, NV, NY, SC, SD, VA, WI</p> <p>29</p>
<p>Option 4: Percent of completers in Non-Traditional Programs who are in Underrepresented Group (current measure)</p> <p><u>Numerator:</u> Number of underrepresented completers in non-traditional programs <u>Denominator:</u> Number of completers in non-traditional programs (including both underrepresented and overrepresented completers).</p>	<p>AK, AR, AZ, CA, CT, DC, DE, FL, GA, HI, ID, IL, IN, KS, KY, LA, MA, MD, ME, MN, MT, NC, ND, NE, NV, NY, OH, OR, PA, SD, TN, TX, UT, VA, VT, WA, WI</p> <p>37</p>	<p>CO, IA, MI, MO, NJ, OK, WV</p> <p>7</p>	<p>SC, WY</p> <p>2</p>

16	Prefer	Can live with it	Cannot live with it
<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>AK, AL, AR, AZ, CA, CO, CT, DC, GA, HI, IA, ID, KS, KY, LA, MA, ME, NC, NE, NJ, NV, NY, OH, OK, SC, TN, TX, UT, VT, WA, WI, WV, WY</p> <p>33</p>	<p>DE, FL, IL, IN, MD, MN, MT, ND, OR, SD</p> <p>10</p>	<p>MI, MO, PA, VA</p> <p>4</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>	<p>DE, IL, IN, MD, MI, MN, MO, MT, PA, SD, VA</p> <p>11</p>	<p>AL, AZ, DC, FL, IA, LA, ME, NC, NE, NY, OK, UT, WI, WY</p> <p>14</p>	<p>AK, CA, CO, CT, GA, HI, ID, KS, KY, MA, ND, NJ, NV, OR, SC, WV</p> <p>16</p>

POSTSECONDARY VOTING BALLOT
Skill Attainment (1P2)
Nontraditional Participation and Completion (4P1, 4P2)

Postsecondary Career and Technical Skill Attainment (1P2)

	Prefer	Can live with it	Cannot live with it
<i>Employer- and Postsecondary- Validated Standards</i>			
<u>Option 1</u> : States should establish a process for approving local, employer-validated standards including schools adopting national and state standards <u>where available</u> for local programs,	DE, GA, KS 3	AK, AR, CT, DC, FL, ID, IL, MA, MD, MO, MS, NC, ND, NJ, NV, SD, TX, VT, WV 19	HI, IA, MI, OH, TN, VA 6
<u>Option 2</u> : States should establish a process for approving local, employer-validated standards including schools adopting national, regional, and state standards such as accreditation, <u>where appropriate</u> for local programs	AR, AZ, IA, MD, MS, NC, PA, SC, TN, WV 10	CT, DC, DE, FL, GA, ID, IL, MA, MO, NJ, NV, SD, VA, VT 14	HI, KS, MI, ND, OH, TX 6
<u>Option 3</u> : States should establish a process for approving local, employer-validated standards, or national, regional, or state standards adopted by local programs.	CO, CT, FL, ID, IN, KY, MT, ND, NE, NJ, NV, NY, OK, SD, TX, VA, VT, WA, WI 19	AK, AL, AR, AZ, CA, DC, DE, GA, HI, IA, IL, KS, MI, MN, MS, OR, SC, TN, UT, WV, WY 21	MA, MD, MO, NC, OH, PA 6

	Prefer	Can live with it	Cannot live with it
<i>Valid and Reliable Assessment Systems</i>			
<u>Option 1</u> : States work with national and regional accrediting and licensure bodies, where appropriate, to strengthen accreditation requirements for student assessment and apply it to CTE programs.	AZ, CT, NC, SD, WA 5	DC, FL, HI, IL, KS, MA, MD, MO, MS, NE, NJ, NV, PA, SC, TX, VT, WV 17	DE, GA, ID, MI, ND, TN, VA 7
<u>Option 2</u> : OVAE will provide technical assistance to states to strengthen student assessment and apply it to CTE programs.	AR, IA, MS, TN 4	DC, FL, GA, ID, IL, KS, LA, MA, MD, MO, ND, NE, NV, PA, SC, VA, VT, WV 18	AZ, CT, DE, HI, MI, NJ, SD, TX, WI 9
<u>Option 3</u> : OVAE will work with Congress and accrediting agencies to strengthen accreditation requirements for student assessment and apply it to CTE programs.	DE, MD, MI 3	DC, HI, IL, KS, MA 5	AZ, FL, GA, ID, MO, MS, NC, ND, NE, NJ, NV, TN, TX, VA, VT, WI, WV 17
<u>Option 4</u> : States will work with national and regional accrediting and licensure bodies, where appropriate, to strengthen accreditation requirements for student assessment and apply it to CTE programs. In addition, OVAE will provide technical assistance to states, as needed, to strengthen student assessment and apply it to CTE programs.	DC, FL, ID, IL, KS, MO, MT, ND, NE, NJ, NV, NY, OK, OR, PA, SC, TX, VA, WI 19	AK, AL, AZ, CA, GA, MA, MN, MS, NC, OH, SD, TN, UT, VT, WA, WV, WY 17	CO, CT, DE, HI, IA, KY, MD, MI 8

20	Prefer	Can live with it	Cannot live with it
<i>Establishing Meet/Not Meet Levels for Reporting Skill Attainment</i>			
<u>Option 1a:</u> States require postsecondary institutions to identify core/required standards or competencies that must be attained to say a student "meets" standards or "attains" skill	AZ, CT, MD, MI 4	AK, DC, FL, HI, IL, KS, LA, MA, MS, NC, SD, TX, WV 13	DE, ID, MO, NJ, TN, VA, VT 7
<u>Option 1b:</u> States implement a process for identifying core/required standards or competencies that must be attained to say a student "meets" standards or "attains" skills	HI, MS, NC, SC, WV 5	DC, FL, IL, KS, MA, MD, MO, NE, SD, TN, VA 11	AZ, CT, DE, ID, MI, NJ, TX, VT 8
<u>Option 1c:</u> States require postsecondary institutions to identify core/required standards or competencies that must be attained to say a student "meets" the level of employer validated standards or "attains" skills	KS, SD, TX, WA 4	AK, AZ, DC, FL, ID, IL, MD, MS, NJ, WV 10	CT, DE, HI, MA, MI, MO, NC, TN, VA, VT 10
<u>Option 1d:</u> States implement a process for identifying the type and number of local, employer-validated, or national, regional or state standards or competencies that must be attained to say a student "meets" standards or "attains" skills in local programs.	CO, FL, GA, MO, MT, NE, OK, OR, PA, TN, VA, VT, WI, WY 14	AL, AZ, CA, DC, IA, ID, IL, KY, KS, MA, MN, MS, NC, NJ, NV, NY, TX, SC, SD, UT, WA 21	CT, DE, HI, MD, MI, WV 6
<u>Option 2:</u> States determine a percentage of competencies defined by postsecondary institutions that must be attained to say a student "meets" standards or "attained" skills	DE, ID 2	<u>Proposed by NSWG</u> Hold off acting upon until regional meetings MI, OK 2	FL 1

	Prefer	Can live with it	Cannot live with it
<i>Defining the Student Population</i>			
<u>Option 1</u> : All concentrators are included in the skill attainment measure	AZ, AR, FL, HI, ID, KS, LA, MD, MI, MN, MO, MT, NC, ND, NE, NV, NY, OH, OK, OR, PA, SD, TN, TX, UT, VA, VT, WA, WI, WY 30	AK, AL, CA, IL, KY, MA, SC 7	CO, CT, DC, IA, MS, NJ, WV 7
<u>Option 2</u> : All completers are included in the skill attainment measure	CO, CT, GA, IA, IL, KY, MS, SC, WV 9	AK, ID, KS, MA, MD, MI, NE, NV, PA, SD, TN, VT 12	AZ, DC, FL, HI, MO, NC, ND, NJ, OH, TX, UT, VA, WI 13

	Prefer	Can live with it	Cannot live with it
<i>Defining Reporting Group: Who Should Be Reported in What Year</i>			
<u>Option 1</u> : States use an <u>exit</u> reporting group and report whether students met standards or attained skills before leaving postsecondary education.	AK, AR, AZ, CO, CT, DC FL, GA, HI, IA, ID, IN, KY, KS, LA, MD, MO, MS, MT, NC, ND, OH, OR, SC, SD, TN, VA, VT, WA, WV, WY 31	AL, CA, IL, MA, MI, NE, NJ, NV, NY, OK, PA, TX, UT 13	MN, WI 2
<u>Option 2</u> : 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, MI, NV 3	AZ, IN, KS, MD, OH, WV 6	CT, DC, FL, GA, HI, ID, IL, MA, MO, MS, NC, ND, NJ, SD, TN, TX, VA, VT, WI 19
<u>Option 3</u> : 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.	IL, NY, PA, WI 4	IN, KS, ND, OH, SD 5	AZ, CA, CT, DC, FL, GA, HI, ID, MA, MD, MI, MO, MS, NC, NJ, NV, TN, TX, VA, VT, WV 21

Postsecondary Nontraditional Occupations (Overarching Issues)

	Prefer	Can live with it	Cannot live with it
<i>Identifying Occupations as Non-Traditional</i>			
OVAE should develop or endorse a standardized list of occupations that are out-of-gender balance, based on an analysis of national employment statistics.			
<u>Option 1:</u> State administrators must report on all occupations on the OVAE-identified list, irrespective of whether a given occupation is out-of-gender balance within a state.	AK, AR, AZ, CA, CO, DC, DE, GA, HI, IA, ID, IN, KY, KS, LA, MD, MI, MN, MO, MT, NC, ND, NE, NJ, OH, OK, PA, SD, TN, VA, VT 31	AL, FL, IL, MA, MS, NV, OR, TX, UT, WA 10	CT, WI, WV 3
<u>Option 2:</u> State administrators must consult the OVAE-identified list to identify out-of-gender occupations, but may tailor reporting around occupations that are out-of-gender balance within their state.	FL, IL, MS, SC, TX, UT, WA, WY 8	AK, AZ, CT, DC, GA, IA, ID, KS, KY, MD, MI, MN, NC, ND, NE, NJ, NV, NY, OH, OK, OR, PA, SD, TN, VT, WI, WV 27	CO, DE, HI, MA, MO, VA 6
<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.	CT, WI 2	AZ, IL, MS, NC, NV, OH, SD, TN, WV 9	AK, DC, DE, ID, FL, GA, HI, KS, MA, MD, MI, MO, MT, ND, NJ, TX, VA, VT 18

	Prefer	Can live with it	Cannot live with it
<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 <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>AK, AR, AZ, CO, DC, FL, GA, HI, IA, ID, IN, IL, KY, MD, MN, MO, MS, NC, ND, NE, NY, OH, OK, OR, SC, SD, PA, TX, VA, UT, VA, VT, WI, WY</p> <p>34</p>	<p>AL, CA, CT, KS, MA, MI, NJ, NV, TN, WA, WV</p> <p>11</p>	<p>DE</p> <p>1</p>
<p><u>Option 1a:</u> <i>High skill, high wage, high demand</i> Occupations, with corresponding CIP codes, 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>CA, DE, KS, LA, NJ, NV, TN</p> <p>7</p>	<p>AZ, CT, DC, GA, HI, ID, IL, KY, MA, MD, MI, MO, MS, OH, SD, TX, VA, VT, WV</p> <p>19</p>	<p>FL, NC, ND, WI</p> <p>4</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>CT</p> <p>1</p>	<p>AZ, DC, GA, IL, NC, ND, NV, OH, SD, WV</p> <p>10</p>	<p>AK, DE, MA, MD, MS, FL, HI, ID, KS, MI, MO, MS, NJ, TN, TX, VA, VT</p> <p>17</p>

25	Prefer	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 the life of the Act, 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>AR, AZ, CA, CO, DC, DE, FL, GA, HI, IA, ID, IN, IL, KS, KY, LA, MA, MD, MI, MN, MO, MS, MT, NC, ND, NE, NJ, NY, NV, OH, OK, OR, PA, SC, SD, TN, TX, UT, VA, VT, WA, WI, WV, WY</p> <p>44</p>	<p>AK, AL, CT</p> <p>3</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>AK, CT</p> <p>2</p>	<p>AZ, DC, GA, IN, KS, NV, SD, TN, VA, VT, WI, WV</p> <p>12</p>	<p>DE, FL, HI, ID, IL, MA, MD, MI, MO, MS, MT, NC, ND, NJ, OH, TX</p> <p>16</p>

	Prefer	Can live with it	Cannot live with it
<i>Identifying Programs as Non-Traditional</i>			
<u>Option 1</u> : State administrators should identify programs or pathways that prepare students for employment in a nontraditional occupation using a standardized crosswalk—endorsed by OVAE—that relates nontraditional occupations with Classification of Instructional Program 2000 codes.	AK, AR, AZ, CA, CO, DC, DE, HI, IA, ID, IN, IL, KS, KY, LA, MA, MD, MI, MN, MO, MS, MT, NC, ND, NE, NJ, NV, NY, OH, OK, OR, PA, SC, SD, TN, TX, VA, VT, WY 39	AL, CT, FL, GA, UT, WA, WV 7	WI 1
<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.	CT, FL, GA, WA, WV 5	AZ, DC, IN, KY, NC, NJ, NV, TN, TX, VT 10	AK, DE, HI, ID, IL, KS, MA, MD, MI, MO, MS, ND, OH, SD, VA, WI 16

Postsecondary Nontraditional Participation (4P1)

	Prefer	Can live with it	Cannot live with it
<i>Inclusion of Students</i>			
<p><u>Option 1</u>: State administrators should report only on vocational concentrators enrolled in a CTE program that prepares individuals for employment in nontraditional occupations.</p>	<p>AK, AR, CA, CT, DE, FL, GA, HI, ID, KS, KY, LA, MI, MN, MO, MS, MT, NC, ND, NE, NY, OH, OK, OR, PA, SC, SD, TN, TX, VT, UT, VA, VT, WA, WI, WV, WY</p> <p>37</p>	<p>AL, AZ, DC, IA, IL, MA, MD, NJ, NV</p> <p>9</p>	<p>CO</p> <p>1</p>
<p><u>Option 2</u>: 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>AZ, IA, IN, MD, NV</p> <p>5</p>	<p>AK, CA, DC, DE, FL, GA, HI, IL, KS, MA, MO, NC, OH, SD, VT</p> <p>15</p>	<p>CO, CT, ID, MI, MS, ND, NJ, TN, TX, VA, WA, WI, WV</p> <p>13</p>

²⁸**Postsecondary Nontraditional Completion (4P2)**

	Prefer	Can live with it	Cannot live with it
<i>Defining Completion</i>			
<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.	AK, AR, AZ, CO, CT, DC, GA, HI, IA, ID, IL, KS, KY, LA, MA, MD, MN, MO, MS, MT, NC, ND, NE, NJ, OH, OK, PA, SC, SD, TN, TX, VA, VT, WI, WV, WY 36	AL, MI, NY, NV, OR, UT, WA 7	DE 1
<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.	CA, DE, NV, WA 4	DC, ID, KS, MA, MI, MS, SD, VT, WV 9	AZ, CT, GA, HI, MD, MO, NC, ND, NJ, OH, TN, TX, VA, WI 14

	Prefer	Can live with it	Cannot live with it
<i>Inclusion of Students</i>			
<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.			
<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.	DE, PA 2	AK, AZ, DC, GA, IA, ID, IL, KS, MA, MD, NC, NV, SD, TN, TX, SC, VT, WV 18	CT, HI, MI, MO, MS, ND, NJ, VA, WI 9
<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.			

30	Prefer	Can live with it	Cannot live with it
<p>Option 4: 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>WI</p> <p>1</p>	<p>AZ, DC, DE, IA, ID, IL, MD, NV, KS, SC, SD, TN, VT, WV</p> <p>14</p>	<p>CT, GA, HI, MI, MO, MS, NC, ND, NJ, TX, VA</p> <p>11</p>
<p>Option 5: Number of underrepresented gender students who complete NTO programs (numerator), # of all students who complete NTO programs (denominator). Current measure construction</p>	<p>AK, AR, AZ, CA, CO, CT, DC, FL, GA, HI, IA, ID, IN, IL, KS, KY, LA, MD, MI, MN, MO, MS, MT, NC, ND, NE, NJ, NV, NY, OH, OK, OR, PA, SC, SD, TN, TX, UT, VA, VT, WA, WV, WY</p> <p>43</p>	<p>AL, DE, MA</p> <p>3</p>	<p>WI</p> <p>1</p>

	Prefer	Can live with it	Cannot live with it
<i>Reporting Completion Rates</i>			
<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>AK, AR, AZ, CO, CT, FL, GA, HI, IA, ID, IN, IL, KS, KY, LA, MN, MO, MS, MT, NC, ND, NE, NV, NY, OH, OK, OR, PA, SC, SD, TN, TX, UT, VA, VT, WA, WV, WY</p> <p>38</p>	<p>AL, DC, MA, MD, MI, NJ</p> <p>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 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>	<p>DE</p> <p>1</p>	<p>OH, VA</p> <p>2</p>	<p>AZ, CT, DC, FL, GA, HI, ID, IL, IN, KS, MD, MI, MO, MS, NC, ND, NJ, NV, OH, SD, TN, TX, VT, WV</p> <p>24</p>

	Prefer	Can live with it	Cannot live with it
<i>Reporting: Cross-sectional or Longitudinal</i>			
<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).	AZ, DE, HI, ID, KY, LA, MD, MI, NC, NV, PA, SC, SD, VT, WV 15	CT, DC, FL, GA, IN, IL, KS, ND, NE, NJ, OH, TN, TX, VA 14	MO, MS 2
<u>Option 2</u> : Reporting should be based on longitudinal student data (i.e., a cohort of students who are followed over time).	AR, IN 2	DE, FL, IL, KS, MD, NC, OH, SD, VT 9	AZ, DC, CT, GA, HI, ID, MI, MO, MS, ND, NJ, NV, TN, TX, VA, WV 16
<u>Option 3</u> : Reporting should be based on the approach used in 2P1	AK, CT, DC, GA, IA, KS, MN, MO, MS, ND, NE, NJ, NY, OH, OK, OR, TN, TX, VA, WA, WI, WY 22	AL, AZ, FL, ID, IL, IN, KY, MD, MT, SD, UT, VT, WV 13	HI, MI, NC, NV 4