



**GEORGIA
POLICY LABS**



Appendix to:

A Multi-State Analysis of Trends in Career and Technical Education

Massachusetts, Michigan, Tennessee, and Washington

Thomas Goldring, Celeste K. Carruthers, Shaun Dougherty,
Daniel Kreisman, and Roddy Theobald

Career & Technical Education Policy Exchange

November 2021

Appendix Table 1. Classification of Disability Types

Grouped categories	State-specific special education categories			
	Tennessee	Michigan	Massachusetts	Washington
High-incidence	Language impairment Functional delay Specific learning disability Autism Other health impairment	Speech and language impairment Early childhood development delay Specific learning disability Autism Other health impairment	Communication disability Specific learning disabilities Communication impairment Health impairment	Health impairment Specific learning disability Communication disorders Autism
Low-incidence	Orthopedic disability Blindness Deaf Deaf-blindness Hearing impaired Speech impairment Developmental delay Multiple disabilities Visually impaired Traumatic brain injury	Deaf-blindness Hearing impaired Visual impairment Severe multiple impairment Traumatic brain injury	Sensory/deaf-blindness Sensory/hearing Sensory/vision Multiple disabilities Physical disability Neurological disability	Orthopedic impairment Multiple disabilities Deafness Hearing impairment Visual impairment Deaf-blindness Traumatic brain injury
Intellectual	Intellectual disability	Cognitive impairment	Intellectual disability	Intellectual disability
Behavioral	Emotional disturbance	Emotionally impaired	Emotional disability	Emotional/behavioral disability

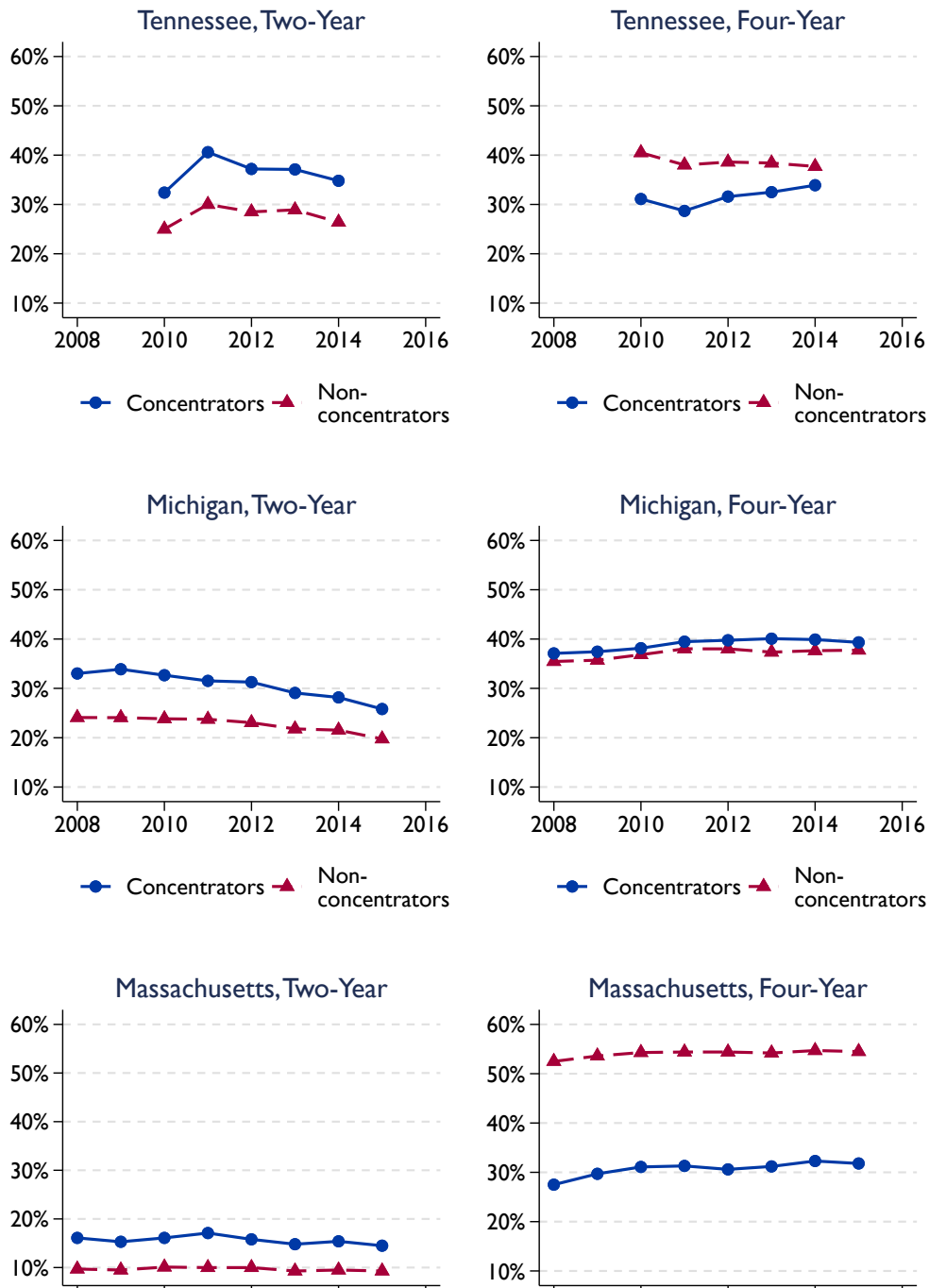
Notes. This table lists individual disabilities for each broad category by state.

Appendix Table 2. Summary Statistics for Covariates in Regression Models for CTE Concentration

	Tennessee	Michigan	Massachusetts	Washington
Black	0.229	0.186	0.087	0.043
Hispanic	0.059	0.050	0.140	0.183
Other	0.032	0.039	0.077	0.187
White	0.680	0.726	0.696	0.587
Female	0.495	0.496	0.494	0.489
Poor		0.423	0.422	
IEP		0.032		
Gifted	0.020	0.097		0.044
ELL	0.012	0.004	0.059	0.042
High incidence disability	0.098	0.011	0.125	0.102
Low incidence disability	0.005	0.010	0.018	0.005
Intellectual disability	0.006	0.048	0.013	0.005
Behavioral disability	0.005	0.046	0.019	0.006
Math standardized score	0.000	0.186	0.033	0.050
Reading standardized score	0.000	0.050	0.042	0.043
Students	304,900	972,739	505,492	440,589

Notes. This table provides summary statistics for the regression analysis sample in Table 2. Each state's sample is students who were ever classified as having an identified disability and who attended high school for four consecutive years. Concentrators are defined using state-specific definitions for students who concentrate in or complete a program of study.

Appendix Figure 1. College Enrollment Rate by State, Ninth-Grade Cohort, College Type, and CTE Concentrator State



Notes. This figure plots enrollment for concentrators and non-concentrators by college type. College enrollment is within five years of entering high school (or one year after expected graduation). Each state's sample is students who were ever classified as having an identified disability and who attended high school for four consecutive years. Concentrators are defined using state-specific definitions for students who concentrate in or complete a program of study. Ninth-grade cohort is the school year for first-time ninth graders (e.g., 2016 means first-time ninth graders in SY 2015-16). See Table 1 for definitions.