



**GEORGIA
POLICY LABS**



Appendix to:

The Effect of Passing a CTE Technical Assessment on College Enrollment

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October 2021

Appendix Table A1. NOCTI Tests in Analysis Sample

Test name	All takers	College samp. takers	Pass rate (all)	Female (all)	Coll. enroll (coll samp.)	Top 25 (college)
Engineering	6,219	2,909	0.73	0.26	0.72	1
General management	4,623	2,796	0.61	0.48	0.61	1
Culinary arts level 2 cook	2,229	1,342	0.62	0.66	0.60	1
Early childhood education and care-basic	1,637	1,118	0.90	0.87	0.64	1
A*S*K fundamental business concepts	1,158	824	0.14	0.47	0.75	1
Criminal justice	1,104	595	0.85	0.61	0.73	1
Cosmetology	1,056	704	0.74	0.98	0.58	1
Television production	979	438	0.65	0.45	0.68	1
A*S*K fundamental marketing concepts	837	714	0.37	0.48	0.87	1
Computer programming	632	285	0.27	0.20	0.85	1
ACF culinary arts certification	494	379	0.44	0.64	0.68	1
Teaching as a profession	417	274	0.48	0.89	0.70	1
Financial and investment planning	352	213	0.57	0.49	0.50	1
Therapeutic services	279	276	0.92	0.84	0.92	1
Business financial management	234	138	0.61	0.43	0.83	1
Retail merchandising	216	123	0.70	0.83	0.76	1
Visual comm. & interactive media design	211	158	0.89	0.45	0.73	1
MBA research: standard marketing	203	2	0.68	0.52	0.00	0
Plant science/horticulture	190	150	0.76	0.57	0.87	1
Electronics technology	161	126	0.19	0.11	0.72	1
Hospitality management-lodging	151	84	0.95	0.57	0.57	1
Welding	123	121	0.41	0.12	0.56	1
Accounting-basic	116	43	0.43	0.41	0.88	0
Automotive technician-core	113	109	0.35	0.06	0.50	1
Interior decorating and design	95	75	0.92	0.77	0.79	1
Accounting-advanced	93	39	0.23	0.38	0.79	0
Emergency and fire management services	86	61	0.77	0.28	0.30	1
Human resources management	76	40	0.84	0.57	0.53	0
Small animal science and technology	75	75	0.95	0.88	0.89	1
Pre-engineering/engineering technology	68	0	0.19	0.24		0
Culinary arts level 1 prep cook	62	39	0.85	0.53	0.74	0
Dental assisting	59	50	0.14	0.83	0.68	0
Information support and services	55	55	0.76	0.05	0.82	0
Collision repair and refinishing technol	48	48	0.25	0.02	0.44	0

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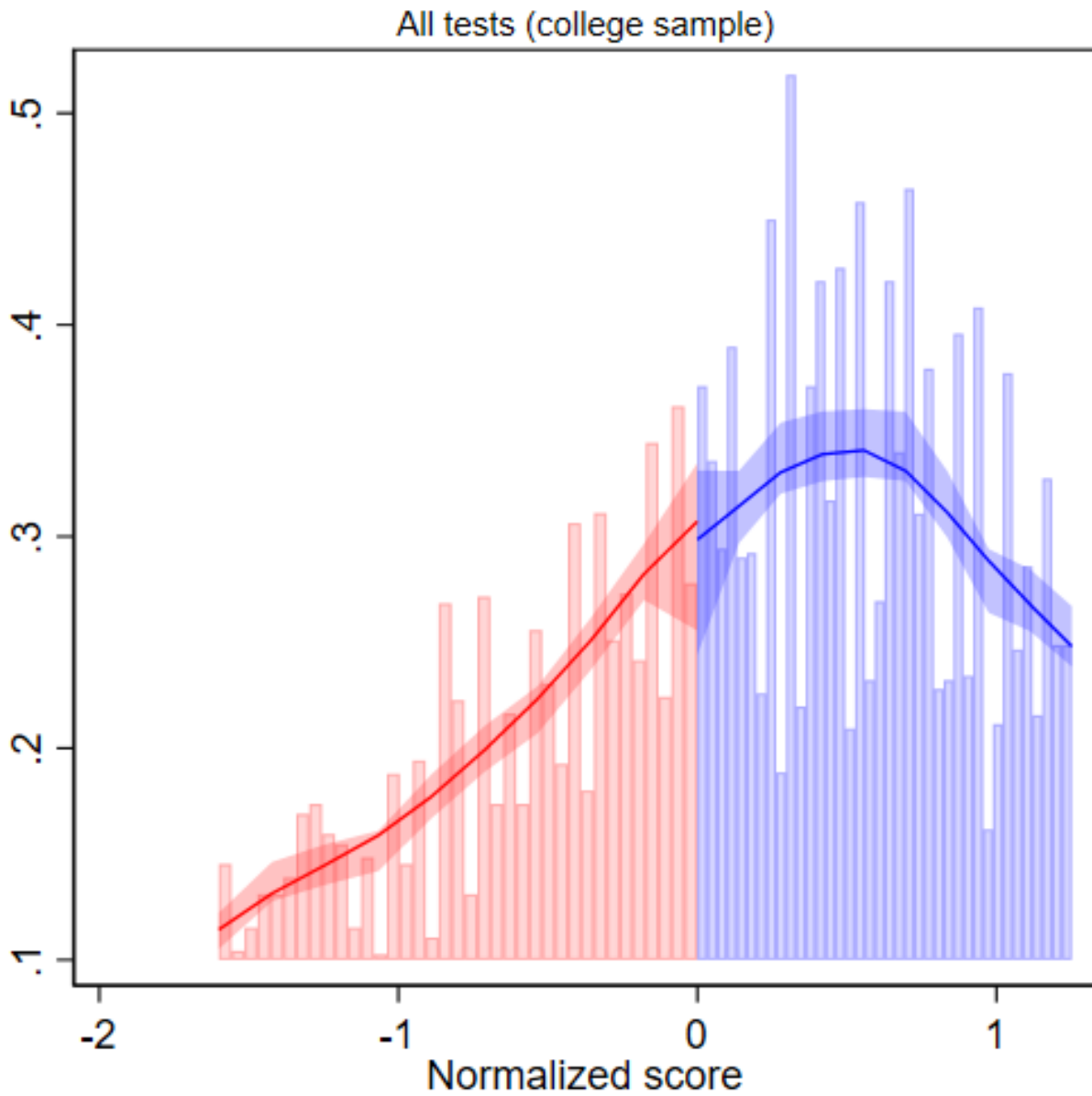
Web design	47	46	0.19	0.38	0.74	0
Architectural drafting	38	38	0.89	0.37	0.76	0
Nursing assisting	29	2	0.45	0.93	0.50	0
Construction masonry-brick	28	27	0.39	0.07	0.52	0
Manufacturing technology	24	24	0.54	0.08	0.92	0
Fashion merchandising	22	3	0.77	0.86	1.00	0
Travel and tourism	21	13	0.95	0.86	0.69	0
Retail trades	21	5	0.19	0.48	0.80	0
Electronics	19	18	0.53	0.00	0.67	0
Carpentry	18	17	0.22	0.17	0.41	0
Technical drafting	17	4	0.53	0.35	1.00	0
Heating, ventilation, air conditioning	16	15	0.50	0.00	0.33	0
Mechatronics-level 1	16	9	1.00	0.00	0.78	0
Computer repair technology	15	15	0.27	0.20	0.33	0
Graphic production technology	14	1	0.29	0.36	0.00	0
Horticulture-landscaping	13	0	0.23	0.38		0
Lodging	8	0	1.00	0.38		0
Education and training	1	1	1.00	1.00	1.00	0

Appendix Table A2. Covariate Smoothness Test Across the Technical Assessment Passing Threshold

	Female (1)	Hispanic (2)	Black (3)	ELA (4)	Math (5)
Passed	0.006	0.017*	0.003	-0.003	-0.017
RDD estimate	(0.020)	(0.009)	(0.015)	(0.031)	(0.027)
Bandwidth (in s.d.)	0.9	1.028	0.892	0.686	0.751
Obs. below threshold	3,159	3,473	3,143	2,167	2,353
Obs. above threshold	4,417	4,951	4,382	2,899	3,215
Dependent var. mean	0.509	0.116	0.686	-0.0236	0.0497

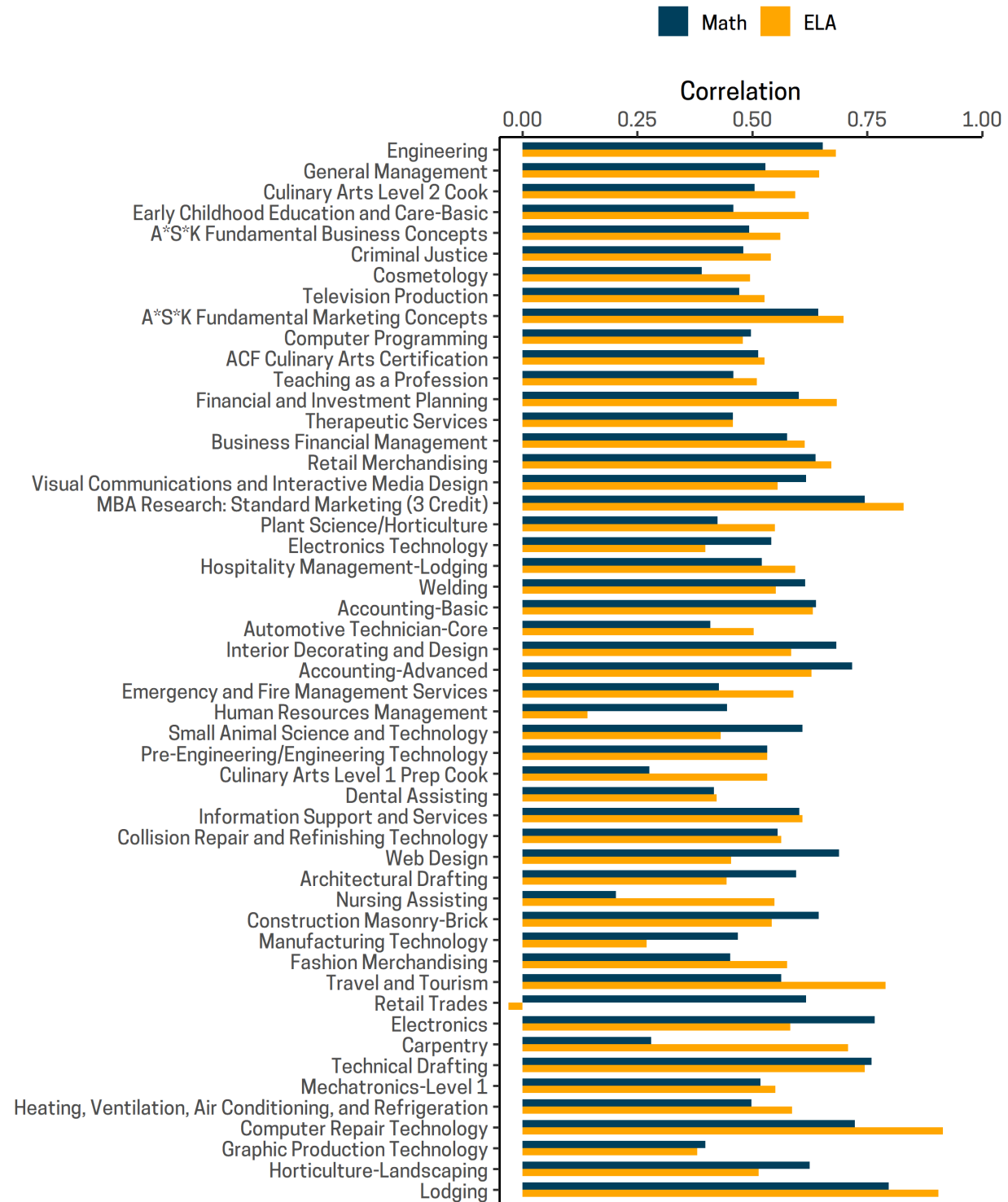
Notes. Effects are estimated from a regression discontinuity design model with the covariate shown as the outcome. Black and Hispanic categories are not mutually exclusive. English Language Arts (ELA) and math are Grade 9 standardized test scores, normalized to z-scores, for those with non-missing tests. Technical assessment fixed effects are included in the model. The running variable is interacted above and below the threshold. Optimal bandwidths and estimation procedures are from Calonico et al. (2014).⁹

Appendix Figure A1. Density Test for Running Variable Used in Regression Discontinuity Design



Notes. The figure plots a density discontinuity test for the pooled running variable (technical assessment score) centered at zero for each test. Test procedures are from Cattaneo et al. (2018).¹⁰

Appendix Figure A2. Correlation Between Standardized Test Scores (Math and ELA) and Technical Assessment Scores



Notes. The figure shows the correlation between technical assessment scores and math and ELA standardized test scores by test for all test-takers in the analysis sample. Technical assessments are sorted by the number of takers; Engineering had the highest number of takers.