

2014-2015 CTE DATA PROFILE



INDIANA
WORKFORCE
DEVELOPMENT
AND ITS **WorkOne** CENTERS

DEPARTMENT OF WORKFORCE DEVELOPMENT

INDIANA COMMISSION FOR CAREER AND TECHNICAL EDUCATION

**Indiana Department of Workforce Development
Career and Technical Education (CTE)**

Chris Deaton
cdeaton@dwd.in.gov

State Director of Perkins Accountability & Postsecondary CTE

PeggyWild
pwild@doe.in.gov

State Director of Career & Technical Education

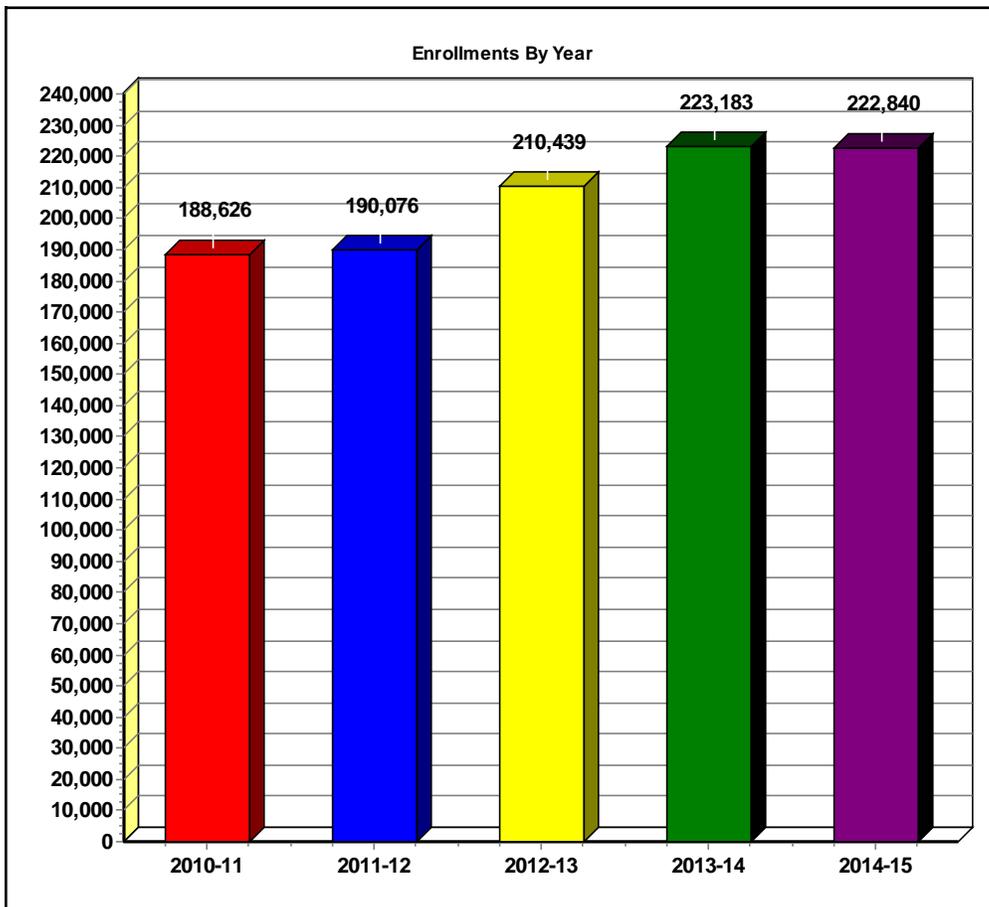
Enrollments and Demographics

Career and Technical Education in Indiana

Many of Indiana's youth get their start each year in exciting and rewarding careers through secondary and post-secondary Career and Technical Education (CTE) courses. Whether students plan to further their education or pursue careers in the military, CTE courses can be the first step on a pathway toward productive employment and citizenship. The mission of Career and Technical Education is to help empower students to effectively participate in an international economy as world-class workers and citizens. Programs in Career and Technical Education are designed to contribute to the broad educational achievement of students, including improvement in basic skills such as reading, writing and mathematics. Students improve their abilities to work independently and, as part of a team, think creatively, solve problems, and utilize technology.

Enrollment Trends

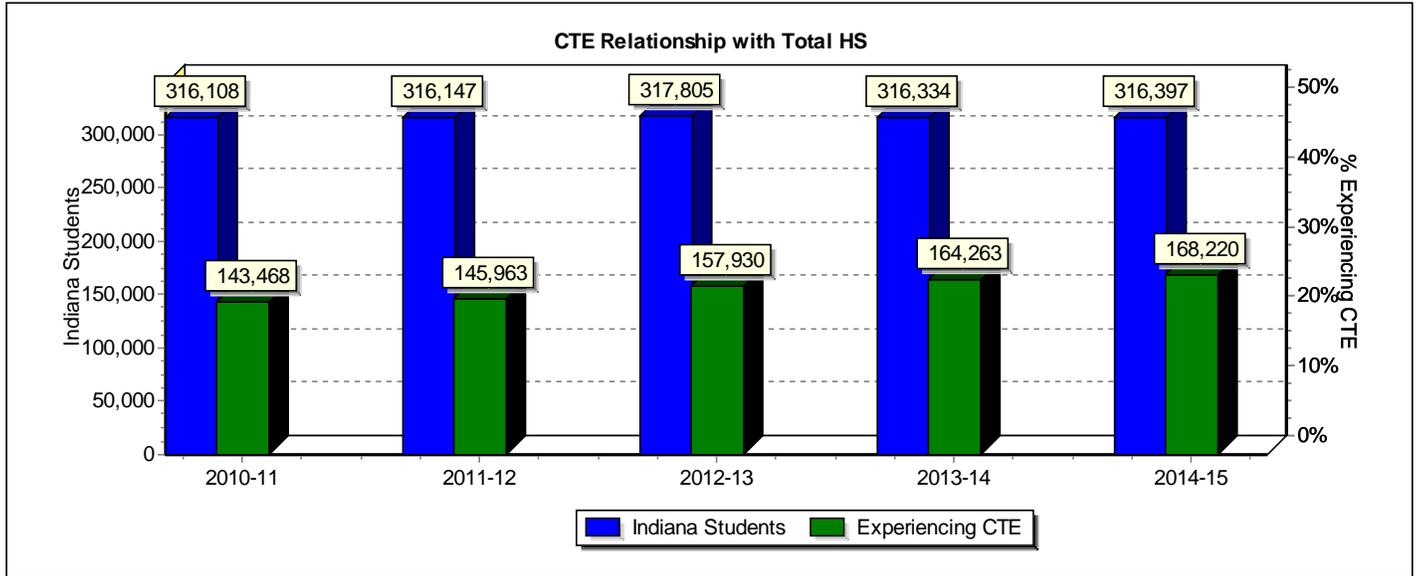
Career and Technical Education programs are no longer designed for those students who do not plan to go on to college. CTE is now an exciting alternative for all students. Overall, CTE enrollment increased 18% percent from 2010-2011 to 2014-2015.



Enrollments and Demographics

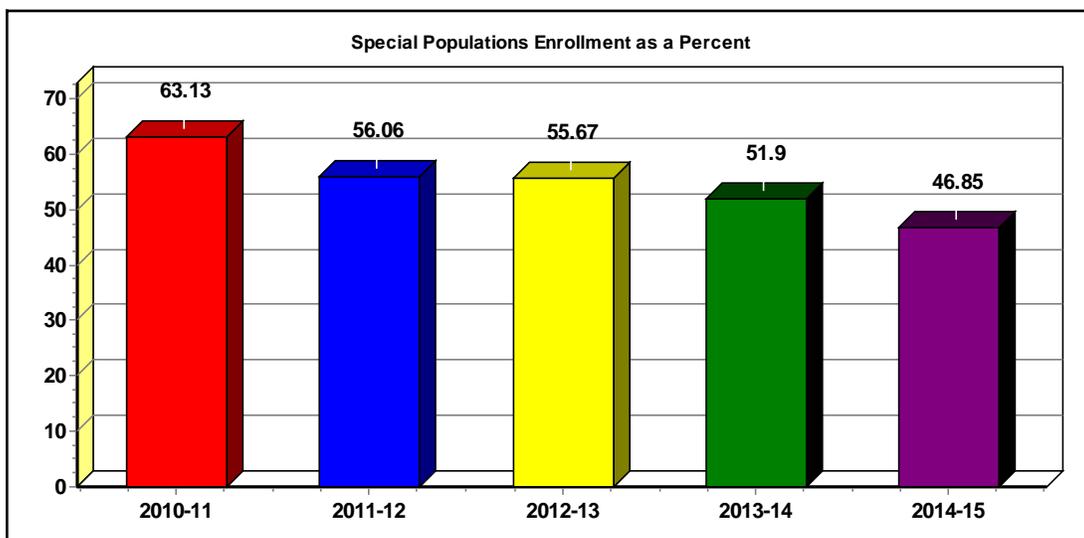
Career-Technical Education Data Profile

The percentage of high school students experiencing CTE, after a steady increase from 2010-2011 thru 2014-2015, as demonstrated by the chart below.



Special Populations Enrollment

Special populations students are those who need services or accommodations to better succeed during their high school careers. Students identified as special populations include those with exceptionalities and those who are determined at-risk due to academic or economic disadvantages. The following chart illustrates the number of enrolled students identified as special populations has decreased from 63% in 2010-2011 to 47% in 2014-2015.



Enrollment Clusters

The chart below shows enrollment trends by cluster including special populations enrollments.

Clusters	Overall Enrollments		Special Populations Enrollments	
	2013-14	2014-15	2013-14	2014-15
Agriculture, Food, & Natural Resources	21,729	21,272	10,600	9,211
Architecture & Construction	8,078	7,972	4,816	4,355
Arts, Technology, & Communications	9,262	9,599	5,031	4,382
Business, Management, & Admin	13,967	13,692	6,673	5,597
Educational Services	35,226	35,453	17,796	16,829
Finance	1,289	653	684	218
Health Services	46,914	47,666	23,981	22,078
Hospitality & Tourism	4,924	4,930	3,167	2,995
Human Services	19,337	18,207	11,186	9,894
Info Technology	5,377	6,161	2,658	2,671
Law & Protective Services	5,578	6,027	2,707	2,697
Manufacturing & Processing	10,650	10,569	5,938	5,464
Marketing, Sales, & Promotion	4,022	4,515	1,784	1,705
Other Career and Tech Programs and FACS	9,827	9,777	5,896	5,048
Science, Engineering & Technologies	19,420	19,489	8,422	7,400
Transportation and Logistics	7,583	6,858	4,497	3,847

Performance

Data on Attainment of Academic and Technical Competencies

Local Education district administrators receive federal funding to implement CTE programs. A requirement of that funding distribution is that districts must provide data on student academic and technical achievement levels. The following chart shows how well special needs students, enrolled in CTE courses, performed on the Graduation Qualifying Exam (GQE).

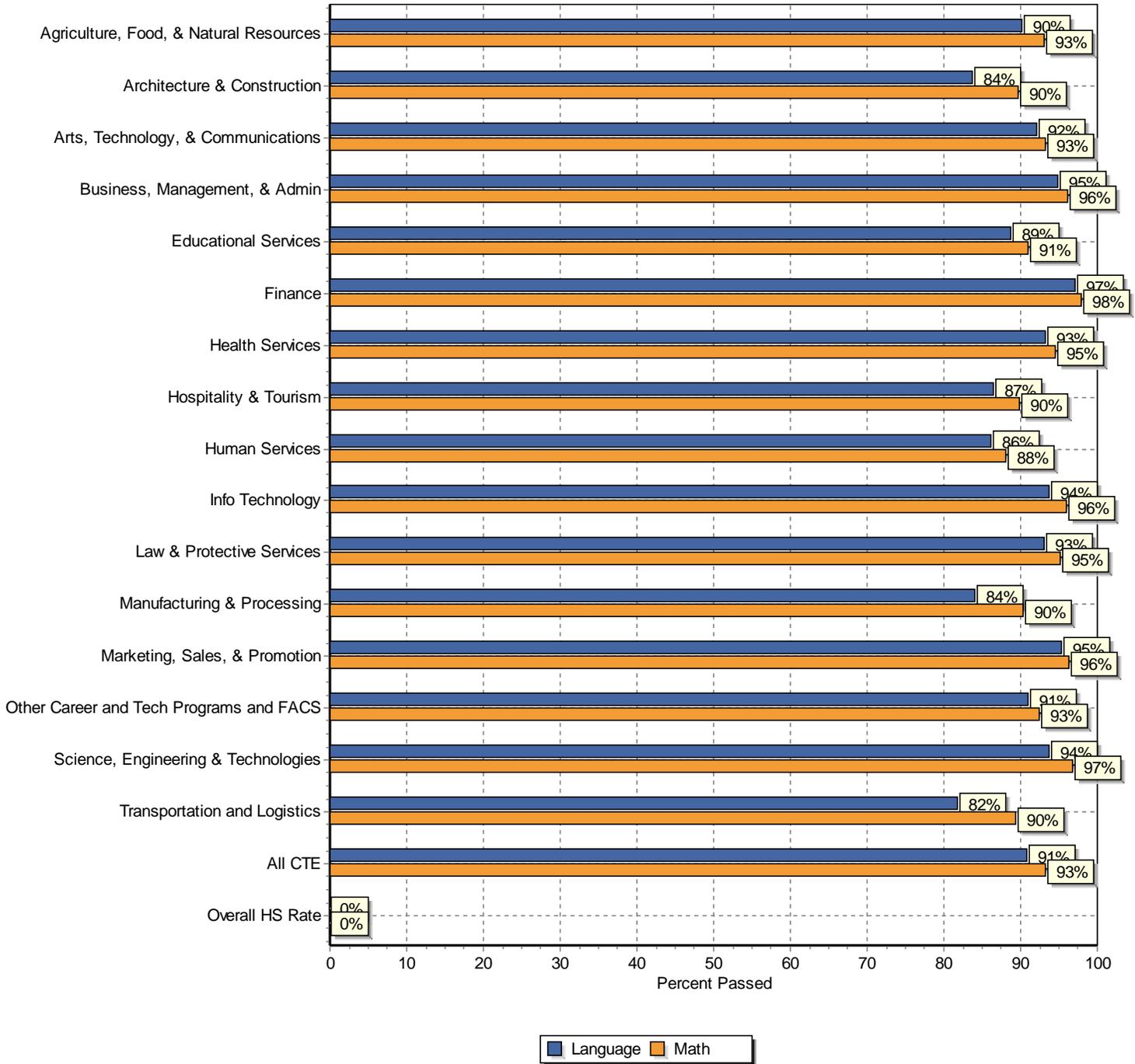
Category	Math	Language Arts
Mental Handicap	24.46%	13.46%
Hearing Impairment	82.43%	71.62%
Autism	76.57%	66.53%
Communication Disorder	87.57%	80.79%
Visual Impairment	68.39%	56.77%
Emotional Handicap	74.88%	72.95%
Orthopedic Impairment	77.27%	66.88%
Other Health Impairment	68.94%	60.80%
Dual Sensory Impairment	100.00%	100.00%
Multiple Handicap	30.30%	21.21%
Learning Disabilities	72.58%	56.73%
Traumatic Brain Injury	75.00%	70.00%
Disadvantaged	93.49%	91.28%
Limited English Proficiency and Disadvantaged	70.59%	39.39%
Emotional Handicap 2	69.86%	64.38%
Overall HS Rate	--	--

Based on Indiana's Academic Standards, the GQE covers English/Language Art and Mathematics. The test is administered the first time in the student's 10th grade year. The chart above displays how well special needs categories performed on the exam with the percentage (%) of students from each category that passed the exam.

Academic Attainment

What students learn in high school prepares them for further education, the workforce and the real world. Solid reading, writing and math skills are "must haves" for a successful future. To ensure students master these basics on their way to earning a high school diploma, they are required to pass the Graduation Qualifying Exam or GQE. The following chart illustrates how well students from each cluster perform on the GQE. The blue and orange bars represent the percent (%) of students, by cluster, that passed the Language and Math sections of the exam.

Academic Attainment Data by Cluster



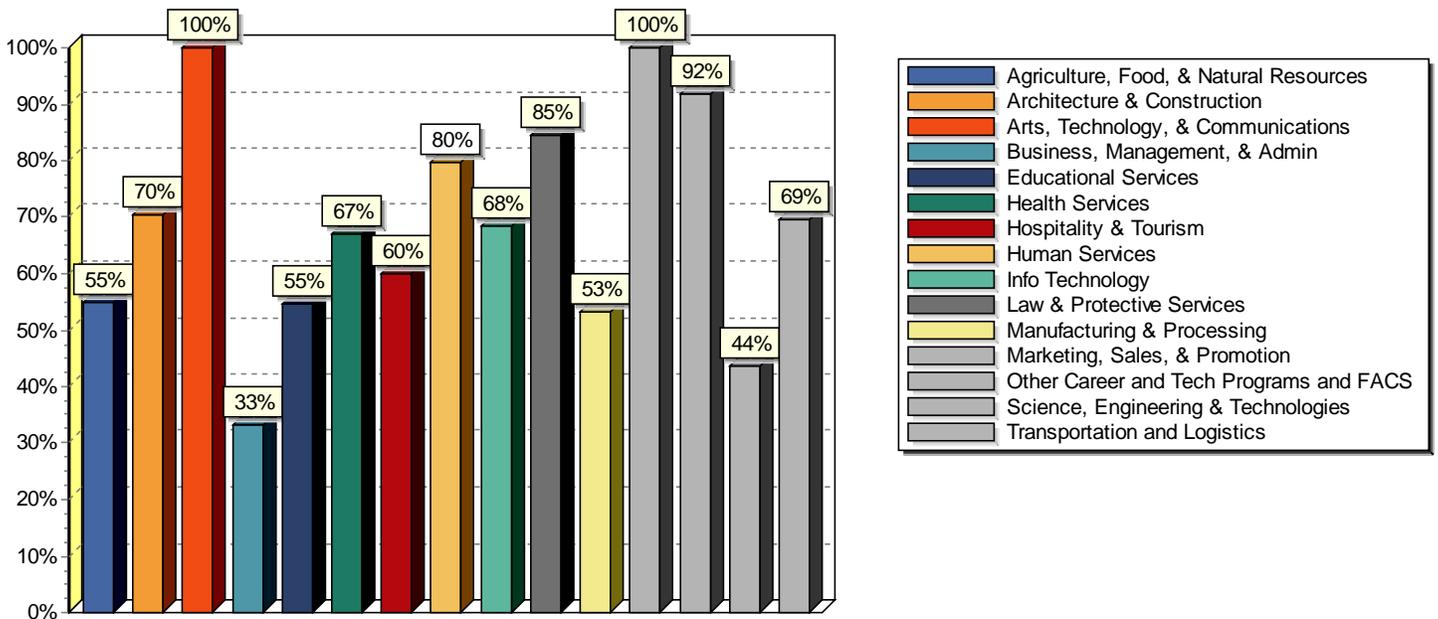
Technical Attainment

Technical Attainment is a measurement of the performance of all CTE concentrators; statewide, in their respective pathways. This measurement is based upon the scores students attain on approved end of Program Assessments.

Technical Assessment Coverage by Cluster Statewide	
Cluster Name	Students
Agriculture, Food, & Natural Resources	0.10%
Architecture & Construction	4.03%
Arts, Technology, & Communications	0.65%
Business, Management, & Admin	0.12%
Educational Services	2.28%
Health Services	22.99%
Hospitality & Tourism	17.10%
Human Services	0.37%
Info Technology	6.16%
Law & Protective Services	2.82%
Manufacturing & Processing	10.60%
Marketing, Sales, & Promotion	0.23%
Other Career and Tech Programs and FACS	3.60%
Science, Engineering & Technologies	65.36%
Transportation and Logistics	15.71%

The chart above shows the percent of completers for each cluster that are taking an approved assessment

Technical Attainment Pass by Cluster Statewide

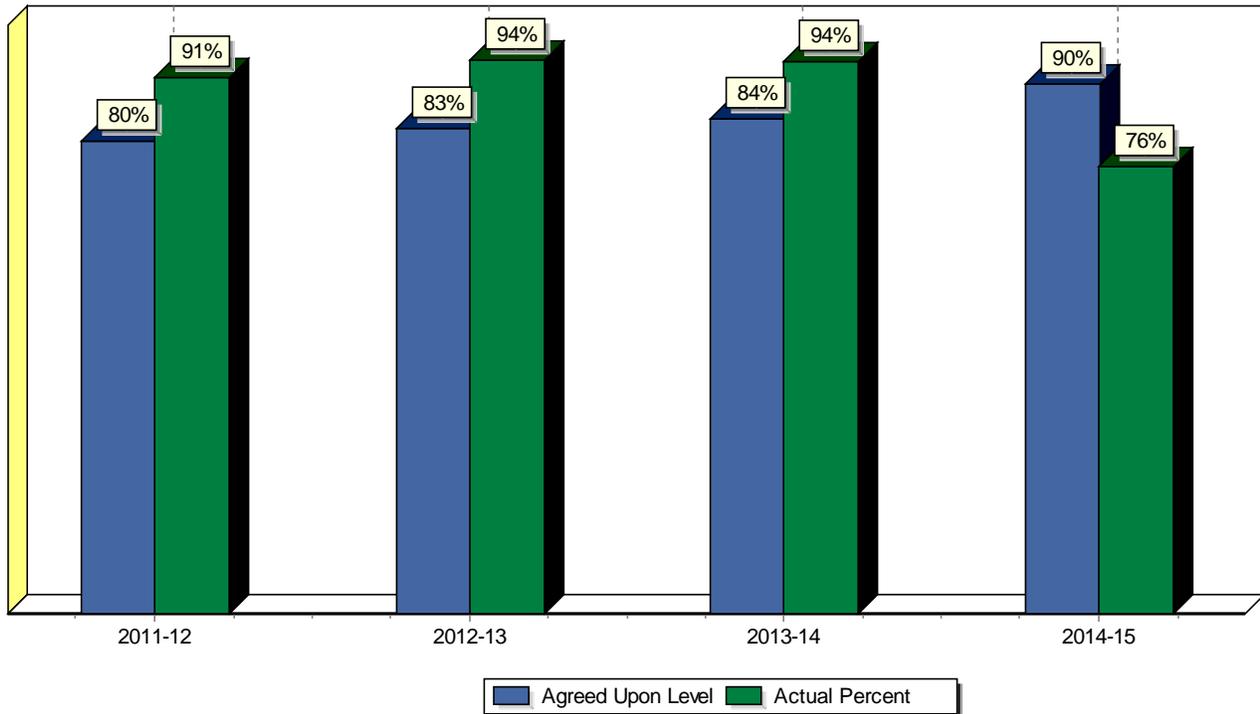


The chart above shows the percent of students that take assessments who are able to pass

Follow-up Data on CTE Concentrators

Many studies have shown that a high percentage of students enrolled in CTE courses stay in school and pursue further education. Through more hands-on instruction and coursework with real-world applicability, students are more interested, motivated and engaged in the learning process. CTE classes are offered in many different fields; from construction, firefighting, environmental science, anatomy, nursing, physiology, business and marketing, IT, engineering, architectural drawing and veterinary science. These classes integrate a rigorous academic curriculum with technical skill development to prepare students for higher education or the workplace. Each year, the Career and Technical Education Division surveys students who graduated the previous year and that met the definition of concentrator. A "concentrator" is a student who earns at least 6 credits in designated CTE courses in a single State approved career pathway. This annual survey follows these students to further education, military and employment.

Secondary Placement Performance Levels



Many studies have shown that enrollment in Career and Technical Education courses is one of the main reasons students stay in high school. CTE courses can offer the type of learning and subject matter that can be of interest to students that may otherwise be uninterested in school. CTE does this by making learning more relevant and interesting.

Core Indicators

The chart below shows Indiana's performance on the core indicators of performance for the last three years, Indiana CTE has been performing well. The State level columns show Indiana's performance each year. The Agreed Upon Level is the goal that is negotiated with the U.S. Department of Education.

Core Indicator	Agreed Upon Levels	State Level	Agreed Upon Levels	State Level	Agreed Upon Levels	State Level
	2012 - 2013	2012 - 2013	2013 - 2014	2013 - 2014	2014 - 2015	2014 - 2015
Academic Achievement New - Language Arts	65.50%	72.05%	65.50%	77.50%	65.50%	74.54%
Academic Achievement New - Math	68.50%	84.22%	71.00%	83.58%	71.00%	85.16%
Technical Skills Attainment	85.00%	88.60%	87.00%	88.95%	88.00%	85.12%
Completion	92.00%	99.66%	92.75%	99.59%	94.00%	99.55%
Graduation (NCLB)	94.00%	94.69%	94.25%	94.98%	94.25%	95.18%
Post Graduate Follow Up	82.53%	94.07%	84.00%	93.67%	90.00%	76.03%
Non-Traditional Participation	35.00%	27.26%	35.00%	27.37%	31.00%	27.99%
Non-Traditional Completion	39.00%	15.24%	32.00%	12.10%	25.00%	14.49%
Postsecondary Enrollment	N/A	N/A	N/A	64.30%	N/A	N/A
Cluster Match	N/A	N/A	N/A	10.27%	N/A	N/A
Industry Certification/Licensing	N/A	N/A	N/A	39.94%	N/A	46.72%
Dual Credits	N/A	N/A	N/A	40.70%	N/A	51.24%
Remediation	N/A	N/A	N/A	9.29%	N/A	N/A

Disaggregated Core Indicators

The chart below shows the secondary core indicator data broken down by gender, race and special populations categories. This chart identifies those areas that need extra attention in order to improve performance. From this information we can determine where to direct our State leadership funds in order to better help local recipients meet their goals.

Disaggregate	1S1 Academic Achievement New-Lang Arts	1S2 Academic Achievement New-Math	2S1 Technical Skills Attainment	3S1 Completion	4S1 Graduation (NCLB)	5S1 Post Graduate Follow Up	6S1 Non-Trad Participation	6S2 Non-Trad Completion
Overall Total	74.54%	85.16%	85.12%	99.55%	95.18%	76.03%	27.99%	14.49%
Male	72.71%	84.28%	85.20%	99.44%	94.20%	75.69%	2.66%	4.82%
Female	76.77%	86.22%	85.01%	99.68%	96.38%	76.41%	68.96%	28.48%
African American	77.42%	83.87%	93.55%	98.41%	92.42%	65.31%	32.79%	9.68%
American Indian	77.42%	83.87%	93.55%	98.41%	92.42%	65.31%	32.79%	9.68%
American Indian	73.87%	91.46%	78.63%	100%	98.98%	61.93%	37.40%	34.27%
Asian or Pacific Islander	73.87%	91.46%	78.63%	100%	98.98%	61.93%	37.40%	34.27%
African American	57.04%	73.38%	78.41%	99.38%	93.14%	71.66%	28.65%	17.84%
Hispanic, Not African American	57.04%	73.38%	78.41%	99.38%	93.14%	71.66%	28.65%	17.84%
Asian or Pacific Islander	69.50%	83.99%	84.04%	99.66%	94.85%	75.02%	26.60%	15.87%
Hispanic, Not African American	69.50%	83.99%	84.04%	99.66%	94.85%	75.02%	26.60%	15.87%
Hawaiian	80%	90%	75%	100%	100%	66.67%	19.44%	14.29%
White - Not Hispanic	77.32%	86.66%	85.91%	99.55%	95.51%	77.09%	27.86%	13.68%
Multi-Race or Other	71.55%	84.91%	87.42%	99.71%	93.66%	69.52%	28.37%	17.11%
Disabled	37.87%	60.28%	79.13%	98.93%	86.38%	68.03%	17.35%	7.05%
Economically Disadvantaged	67.08%	80.22%	83.43%	99.34%	92.59%	75.76%	27.07%	13.26%
Non Traditional	61.29%	74.19%	78.50%	99.37%	94.34%	72.86%	26.07%	21%

Disaggregated Core Indicators

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Disaggregate	1S1 Academic Achievement New-Lang Arts	1S2 Academic Achievement New-Math	2S1 Technical Skills Attainment	3S1 Completion	4S1 Graduation (NCLB)	5S1 Post Graduate Follow Up	6S1 Non-Trad Participation	6S2 Non-Trad Completion
Single Parent	61.29%	74.19%	78.50%	99.37%	94.34%	72.86%	26.07%	21%
Displaced Homemaker	64.29%	92.86%	100%	100%	93.33%	75%	11.76%	0%
Single Parent	64.29%	92.86%	100%	100%	93.33%	75%	11.76%	0%
Displaced Homemaker	57.14%	71.43%	100%	100%	87.50%	77.78%	9.09%	0%
Limited Eng Proficiency	57.14%	71.43%	100%	100%	87.50%	77.78%	9.09%	0%
Non Traditional	81.58%	89.83%	82.85%	99.64%	96.51%	75.44%	100%	100%
Other Educational Barrier	81.58%	89.83%	82.85%	99.64%	96.51%	75.44%	100%	100%
Limited Eng Proficiency	62.20%	67.72%	88.73%	100%	96.72%	79.73%	20.06%	6.67%
Other Educational Barrier	62.20%	67.72%	88.73%	100%	96.72%	79.73%	20.06%	6.67%
PostSec Freshman Year	--	--	--	--	--	--	--	--
Senior Grade Year	--	--	--	--	--	--	--	--
Junior Grade Year	--	--	--	--	--	--	--	--
Senior Grade Year	--	--	--	--	--	--	--	--
Sophomore Grade Year	--	--	--	--	--	--	--	--
Freshman Grade Year	--	--	--	--	--	--	--	--

Top Secondary Area Districts Ranked by Performance

These are the 51 Area CTE districts (ACTED's) ranked 1-51 by their results on the eight core indicators of performance for the 2014-2015 school year/Federal Report.

Ranking	ACTED Name	AVD #
1	Area District #04 - Southlake Career Corp.	04
2	Area District #23 - West Central Indiana Career & Tech. Educ.	23
3	Area District #31 - Ben Davis Career and Technical	31
4	Area District #12 - Warsaw Area Career Center	12
5	Area District #28 - Richmond Community Schools	28
6	Area District #05 - Porter Co. Career Educ. Center	05
7	Area District #47 - Patoka Valley Voc. Coop	47
8	Area District #29 -Wabash River Career and Technical Education	29
9	Area District #08 - Elkhart Area Career School	08
10	Area District #48 - Perry County Area Voc. Coop	48
11	Area District #30 - Area 30 Career Center	30
12	Area District #11 - North Central Area Voc. Coop.	11
13	Area District #01 - East Chicago High School	01
14	Area District #18 - Bluffton High School	18
15	Area District #32A - Charter Schools, Manual High School	32A
16	Area District #02 - Hammond Area Career Center	02
17	Area District #13 - Wawasee Area Career	13
18	Area District #19 - Wildcat Creek Career & Tech. Coop.	19
19	Area District #24A - Pike High School	24A
20	Area District #36 - Hoosier Hills Career Center	36
21	Area District #27 - New Castle Area Voc. School	27
22	Area District #43 - Twin Rivers Area Voc Career Center	43
23	Area District #14 - Anthis Career Center	14
24	Area District #24 - J. Everett Light Career Center	24
25	Area District #33 - McKenzie Career Center	33
26	Area District #10 - Indian Trails Career Coop.	10
27	Area District #41 - Columbus Area Career Connection	41
28	Area District #38 - Blue River Career Programs	38
29	Area District #46 - Southern Indiana Career & Tech. Center	46
30	Area District #09 - Impact Institute	09
31	Area District #32 - Career & Technical High School	32
32	Area District #49 - Walker Center for Career Education	49
33	Area District #16 - Century Career Center	16
34	Area District #22 - Muncie Area Career Center	22
35	Area District #21 - Tucker Area Voc-Tech Center	21
36	Area District #07 - South Bend Comm. Sch. Corp.	07
37	Area District #35 - Vigo County School Corp.	35
38	Area District #34 - Whitewater Technical Career Center	34
39	Area District #06 - A.K. Smith	06
40	Area District #45 - Prosser Career Education Center	45
41	Area District #42 - Southeastern Career Center	42
42	Area District #20 - Kokomo Area Career Center	20
43	Area District #37 - Central Nine Career Center	37
44	Area District #40 - North Lawrence Voc/Tech Center	40
45	Area District #44 - Lost River Career Coop.	44
46	Area District #25 - Hinds Career Center	25
47	Area District #3B-Merrillville River	3B
48	Area District #26 - Anderson Community Schools	26
49	Area District #03 - Gary Area Career Center	03

Top Secondary Area Districts Ranked by Performance

These are the 51 Area CTE districts (ACTED's) ranked 1-51 by their results on the eight core indicators of performance for the 2014-2015 school year/Federal Report.

Ranking	ACTED Name	AVD #
50	Area District #3TA - Edison Learning Roosevelt	3TA
51	Area District #17 - Heartland Career Center	17

Dual Credits

This table illustrates the number of CTE students that are awarded post secondary credits while in high school CTE programs. There has been an increase of 32% from 2013-2014 to 2014-2015 in this area.

Cluster Name	2013-14	2014-15
Agriculture, Food, & Natural Resources	1,528	1,929
Architecture & Construction	1,436	1,717
Arts, Technology, & Communications	996	1,032
Business, Management, & Admin	918	1,074
Educational Services	1,073	1,786
Finance	166	128
Health Services	4,196	5,822
Hospitality & Tourism	437	672
Human Services	96	79
Info Technology	1,266	1,346
Law & Protective Services	1,594	1,990
Manufacturing & Processing	2,031	3,017
Marketing, Sales, & Promotion	249	289
Other Career and Tech Programs and FACS	472	558
Science, Engineering & Technologies	7,552	9,204
Transportation and Logistics	2,161	2,694
Total:	26,171	33,337

Remediation

Below is a representation of 2013-2014 and 2014-2015 post secondary data disaggregated by gender, race and special populations categories. From this chart we can also see those areas that need attention.

Type of Remediation	Statewide CTE Graduates 2012-13	All Post Secondary First Time Entries 2013-14	Statewide CTE Graduates 2013-14	All Post Secondary First Time Entries 2014-15
Math Only	7.31%	15.34%	3.74%	9.11%
English Only	5.16%	11.00%	3.31%	8.63%
Both Math and English	2.66%	5.14%	1.08%	2.07%
Either Math or English	9.82%	21.20%	5.96%	15.66%

Data received from InTERS and The Commission for Higher Education. Remediation is any student that takes at least one hour of a remedial course.

Post Secondary

Below is a representation of 2014-2015 post secondary data disaggregated by gender, race and special populations categories. From this chart we can also see those areas that need attention.

Category	1P1 Technical Skill Attainment	2P1 Completion	3P1 Retention	4P1 Placement	5P1 Non-Trad Participation	5P2 Non-Trad Completion
Male	65.00%	26.14%	51.09%	100.00%	5.66%	9.52%
Female	63.31%	32.96%	53.69%	100.00%	66.77%	59.93%
African American	56.25%	13.86%	42.25%	100.00%	34.51%	25.93%
American Indian	0.00%	11.11%	42.86%	100.00%	14.29%	0.00%
American Indian	0.00%	11.11%	42.86%	100.00%	14.29%	0.00%
Asian or Pacific Islander	50.00%	15.38%	57.14%	100.00%	33.72%	100.00%
African American	56.25%	13.86%	42.25%	100.00%	34.51%	25.93%
Hispanic, Not African American	62.50%	19.39%	57.26%	100.00%	33.33%	33.33%
Asian or Pacific Islander	50.00%	15.38%	57.14%	100.00%	33.72%	100.00%
Hispanic, Not African American	62.50%	19.39%	57.26%	100.00%	33.33%	33.33%
Hawaiian	--	--	0.00%	--	--	--
White - Not Hispanic	65.22%	32.32%	54.35%	100.00%	28.08%	32.57%
Multi-Race or Other	50.00%	29.41%	44.59%	100.00%	28.33%	47.62%
Disabled	--	50.00%	100.00%	100.00%	9.09%	12.50%
Economically Disadvantaged	33.33%	--	--	100.00%	--	--
Non Traditional	35.59%	30.14%	55.84%	100.00%	100.00%	100.00%
Single Parent	--	--	--	--	--	--
Displaced Homemaker	--	--	--	--	--	--
Single Parent	--	--	--	--	--	--
Limited Eng Proficiency	--	--	--	--	--	--
Displaced Homemaker	--	--	--	--	--	--
Non Traditional	35.59%	30.14%	55.84%	100.00%	100.00%	100.00%
Other Educational Barrier	--	--	--	--	--	--

Post Secondary

Below is a representation of 2014-2015 post secondary data disaggregated by gender, race and special populations categories. From this chart we can also see those areas that need attention.

Category	1P1 Technical Skill Attainment	2P1 Completion	3P1 Retention	4P1 Placement	5P1 Non-Trad Participation	5P2 Non-Trad Completion
Other Educational Barrier	--	--	--	--	--	--
Limited Eng Proficiency	--	--	--	--	--	--

Post Secondary Performance

The following chart shows Indiana's post-secondary performance for the last three years. This is another important tool that we use to identify areas that need special focus and effort.

Core Indicator	Agreed Upon Levels	State Level	Agreed Upon Levels	State Level	Agreed Upon Levels	State Level
	2012 - 2013	2012 - 2013	2013 - 2014	2013 - 2014	2014 - 2015	2014 - 2015
Technical Skill Attainment	83.25%	92.59%	84.50%	81.62%	90.00%	63.92%
Completion	26.00%	27.78%	27.00%	23.80%	27.00%	29.51%
Retention	70.00%	66.58%	71.00%	63.73%	71.00%	52.42%
Placement	83.67%	99.00%	85.00%	98.99%	85.00%	100.00%
Non-Traditional Participation	31.00%	27.00%	33.00%	27.93%	33.00%	29.12%
Non-Traditional Completion	31.00%	27.80%	33.00%	26.56%	33.00%	33.11%

Top Post Secondary Institutions Ranked by Performance

These are the post secondary institutions ranked by only their results on the six core indicators of performance for the 2014-2015 school year Federal Report.

State Rank	Institution Name
1	Ivy Tech Community College-Southeast/Madison
2	Ivy Tech Community College-Columbus
3	Ivy Tech Community College-Lafayette
4	Ivy Tech Community College-South Central/Sellersburg
5	Vincennes University
6	Ivy Tech Community College-Bloomington
7	Ivy Tech Community College-Richmond
8	Ivy Tech Community College-Northwest
8	Ivy Tech Community College-Northcentral
9	Ivy Tech Community College-Central Indiana
10	Ivy Tech Community College-East Central
11	Ivy Tech Community College-Kokomo
11	Purdue University - Fort Wayne
12	Indiana University - Northwest/Gary
13	Ivy Tech Community College-Wabash Valley/Terre Haute
14	Ivy Tech Community College-Northeast/Ft. Wayne
15	Ivy Tech Community College-Southwest/Evansville