

**CAREER AND TECHNICAL
EDUCATION
DATA
PROFILE**

**DEPARTMENT OF
WORKFORCE DE-
VELOPMENT**

INDIANA 2011





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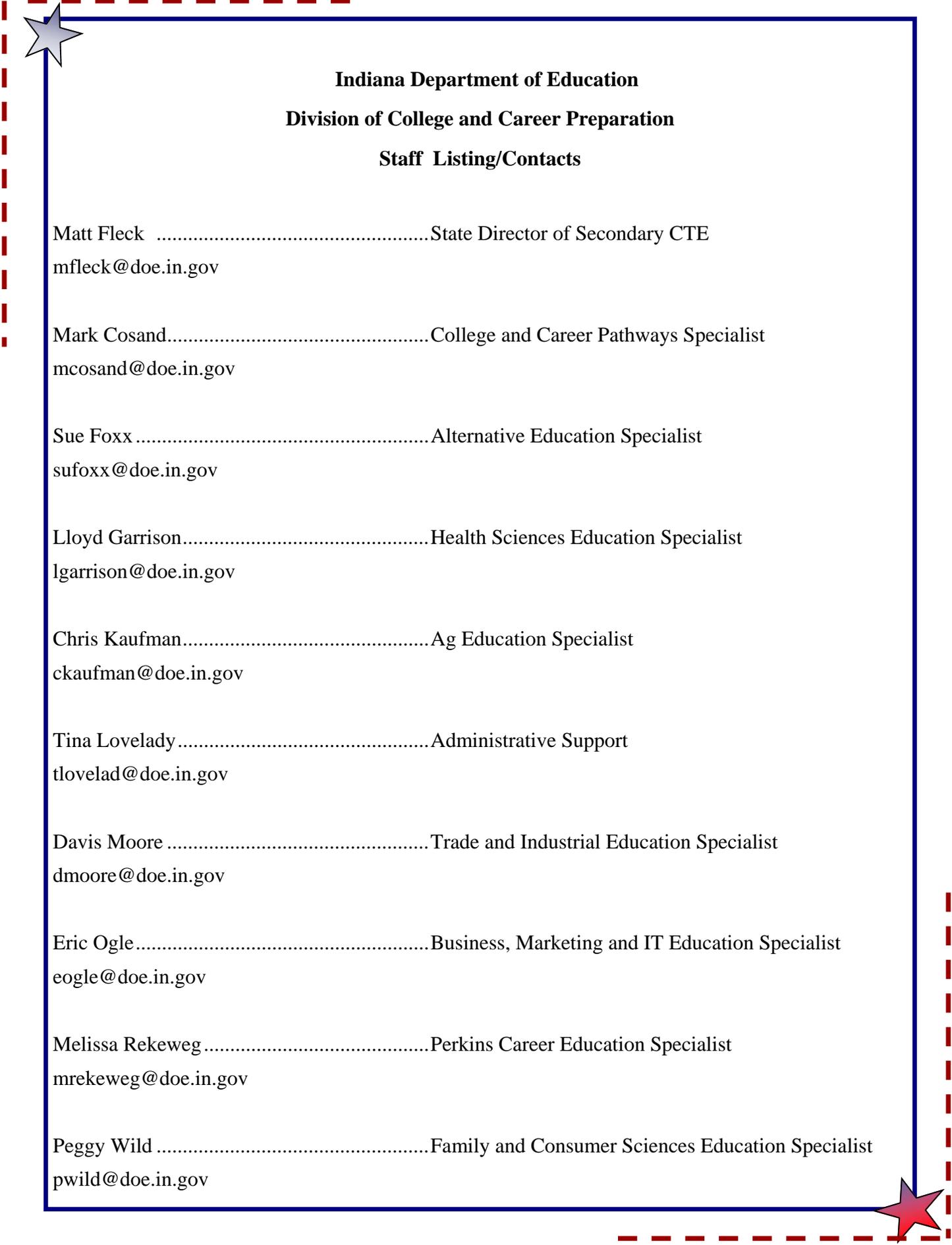
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Career and Technical Education

DATA PROFILE





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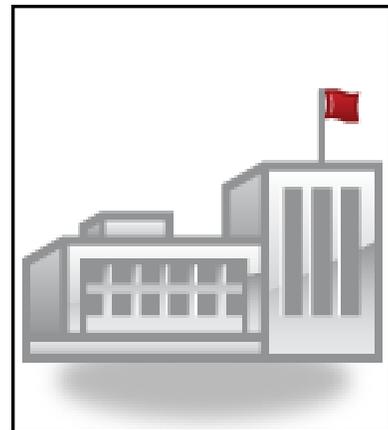


DEMOGRAPHICS AND ENROLLMENTS

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 career and technical courses can be the first step in a pathway toward productive employment and citizenship.

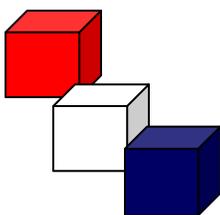
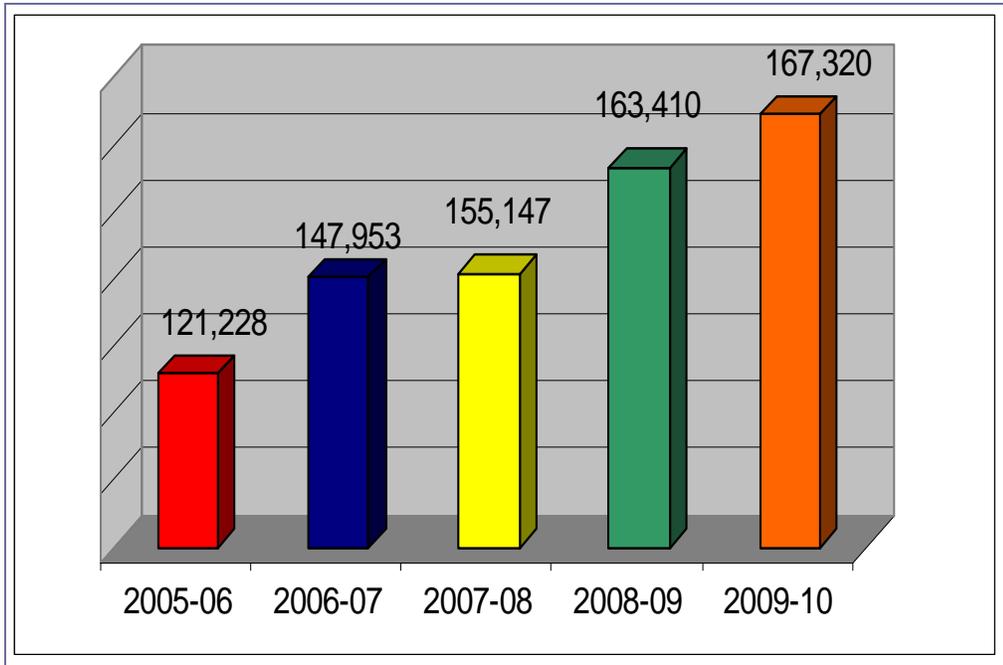
The mission of Career and Technical Education is to help empower students to effectively participate in an international economy as world-class workers and citizens. Programs in Career-Technical Education are designed to contribute to the broad educational achievement of students, including improvement 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

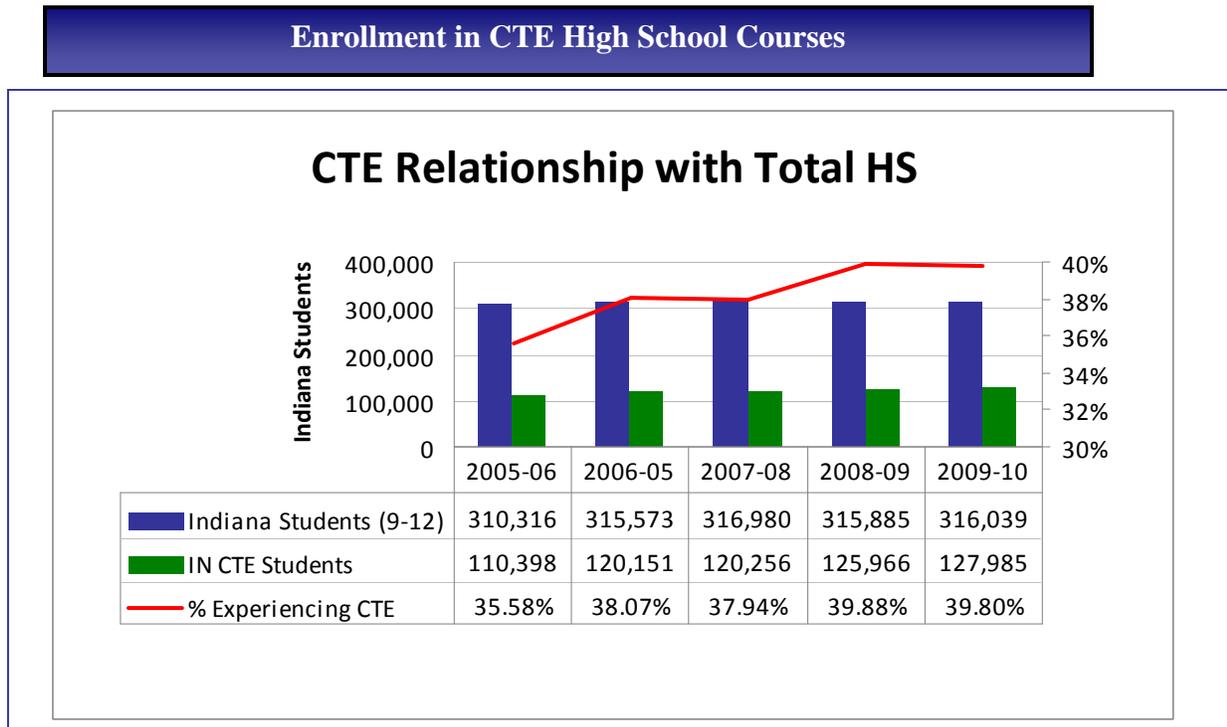
Career and Technical Education programs are no longer designed for those students who do not plan to go on to college. CTE is now an exciting alternative for all students. Overall, CTE enrollment increased 72% percent from 2005/2006 to 2009/2010.

Enrollment Trends by Year



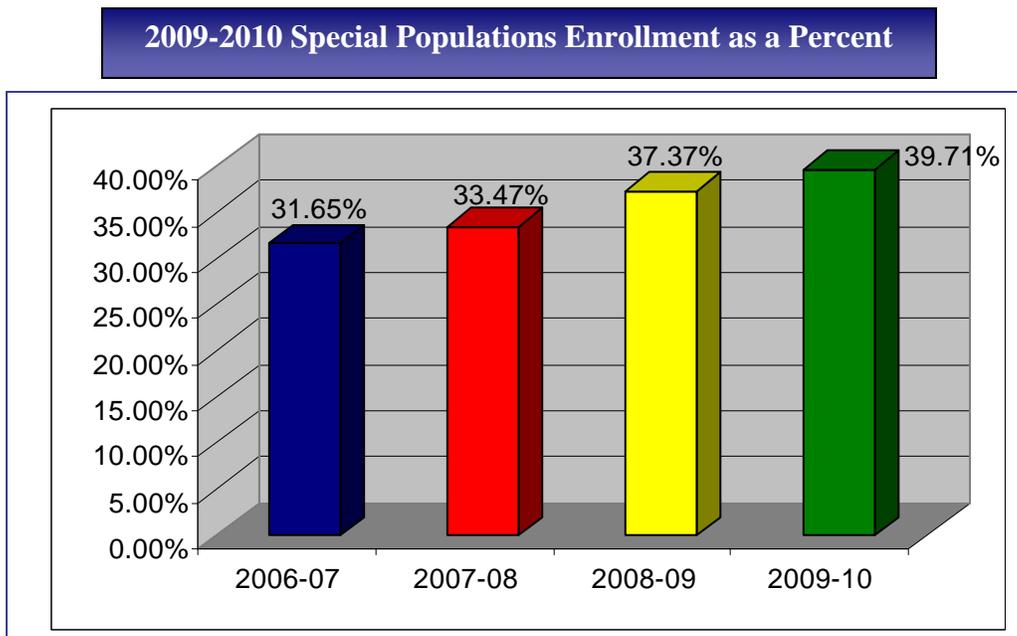
Career-Technical Education Data Profile

The percentage of high school students experiencing CTE, after a slight increase in 2008-09, has a level period as demonstrated by the chart below.



Special Populations Enrollment

The percentage of CTE enrollments by students with special needs is increasing. 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 increased from 32% in 2006—2007 to over 40% in 2009 –2010.

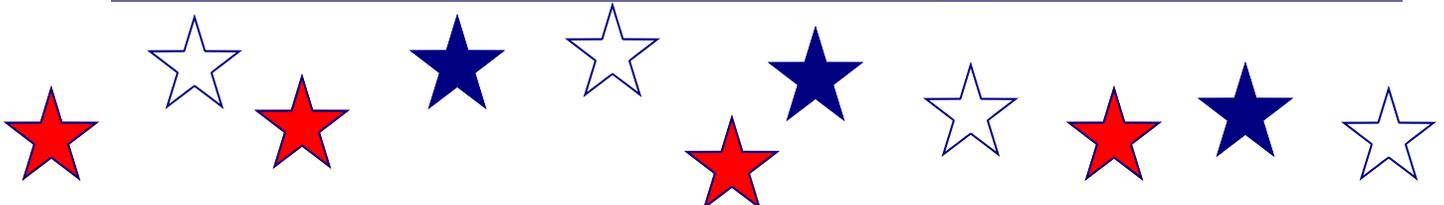


Enrollment Clusters

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

Enrollment by Clusters

Clusters	Overall Enrollments		Special Populations Enrollments	
	2008-09	2009-10	2008-09	2009-10
Agriculture, Food & Natural Resources	20,800	18,972	7,917	7,804
Architecture & Construction	4,671	4,407	252	2,164
Arts, A/V Technology & Communications	4,594	4,719	2,027	1,771
Business, Management, Administration & Finance	17,084	9,098	1,229	3,039
Education and Training	4,317	1,191	1,241	524
Health Science	12,588	10,887	5,511	3,777
Hospitality & Tourism	2,762	82	5,732	12
Human Services	14,479	4,544	3,942	2,164
Information Technology	3,737	4,862	—	1,830
Law, Public Safety, Corrections & Security	1,343	1,710	1,637	744
Manufacturing	8,860	2,944	3,812	1,581
Science, Technology, Engineering & Mathematics	14,021	15,579	3,697	4,661
Transportation, Distribution & Logistics	5,598	5,267	3,753	2,648
Wholesale, Retail Sales & Service	4,292	2,622	528	941
Unassigned	44,513	76,760	19,799	31,757



PERFORMANCE

Data on Attainment of Academic and Technical Competencies

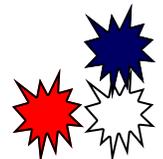
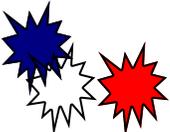
Local education district administrations receive federal funding to implement CTE programs. A requirement of that funding distribution is that districts must provide data on student academic and technical achievement levels.

The following chart shows how well special needs students, enrolled in CTE courses, performed on the ISTEP exam.

2009 - 2010 Academic Attainment Data by Special Needs Categories

	Math	Language/Arts
Mental Handicap	8%	9%
Hearing Impairment	50%	51%
Autism	33%	40%
Communication Disorder	50%	61%
Visual Impairment	62%	77%
Emotional Handicap	28%	33%
Orthopedic Impairment	31%	53%
Other Health Impairment	47%	52%
Multiple Handicap	19%	26%
Learning Disabilities	23%	36%
Traumatic Brain Injury	14%	43%
Disadvantaged	62%	62%
Limited English Proficiency and Disadvantaged	36%	44%

Based on Indiana's Academic Standards, the Graduation Qualifying Exam (GQE) covers English/Language Arts through Grade 9 and Mathematics through Grade 8, plus Algebra I. The test is administered the first time in mid-September of the students' sophomore year, the test is about 6 hours long and is given over a three day period during the month. The chart above shows how well special needs categories perform on the ISTEP exam with the percentage (%) of students from each category that passed the exam.



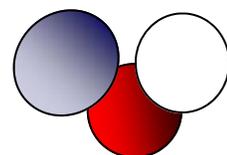
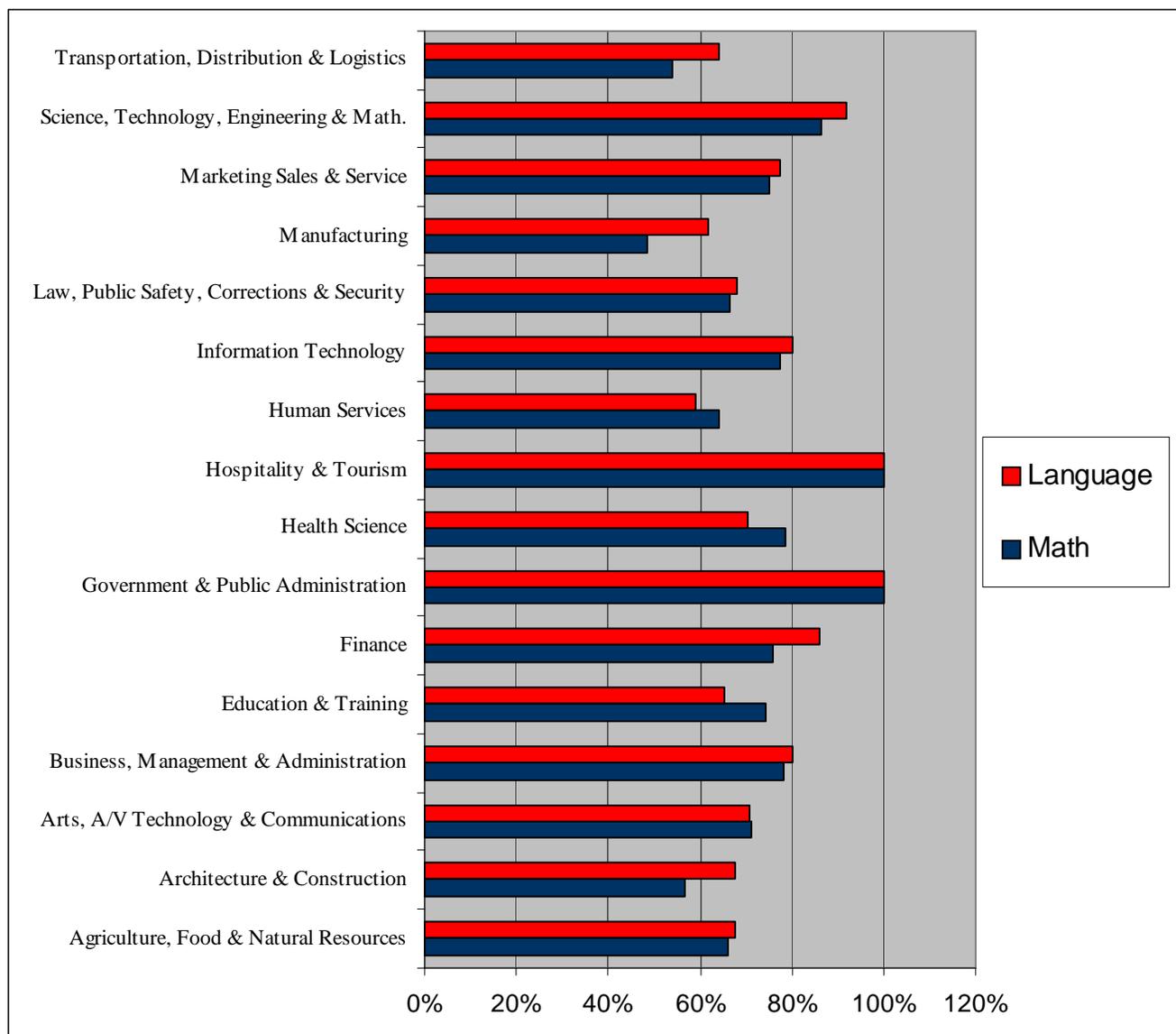
Academic Attainment

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 ISTEP exam. The red and blue bars represent the percent (%) of students, by cluster, that passed the Language and Math sections of the exam

2009- 2010 Academic Attainment Data by Cluster



Technical Attainment

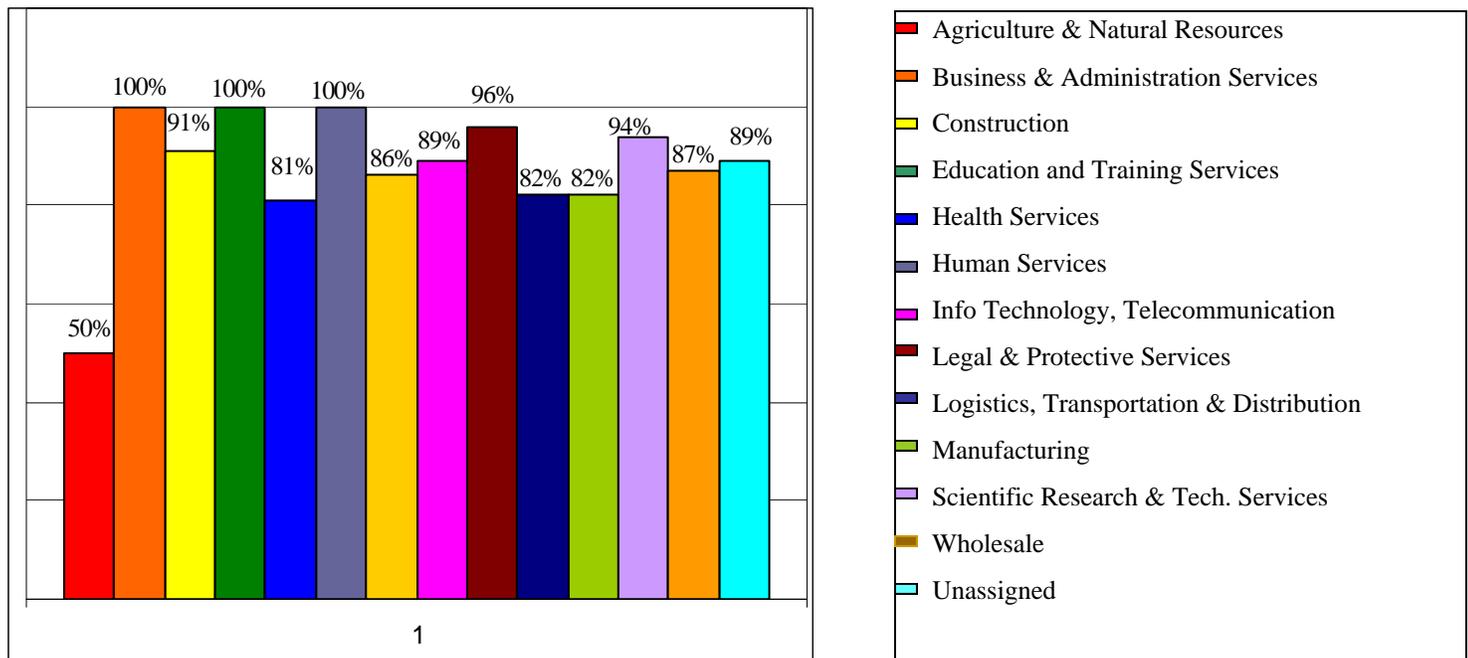
Technical Attainment is a measurement of the performance of all CTE concentrators, statewide, in their respective pathways. This measurement is based upon the scores students attain on approved end of Program Assessments.

Technical Assessment Coverage by Cluster Statewide

CLUSTER NAME	STUDENTS	CLUSTER NAME	STUDENTS
Agriculture & Natural Resources	.02%	Human Services	9.02%
Arts and Communication Services	.16%	Info. Technology, Telecommunication Services	5.63%
Business & Administration Services	.08%	Legal & Protective Services	23.08%
Construction	1.25%	Logistics, Transportation & Distribution	1.60%
Education and Training Services	5.17%	Manufacturing	4.28%
Financial Services	0.00%	Scientific Research & Technical Services	11.26%
Health Services	23.79%	Wholesale, Retail Sales	1.81%
Hospitality & Tourism	0.00%	Unassigned	3.52%

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

Technical Attainment Pass by Cluster Statewide

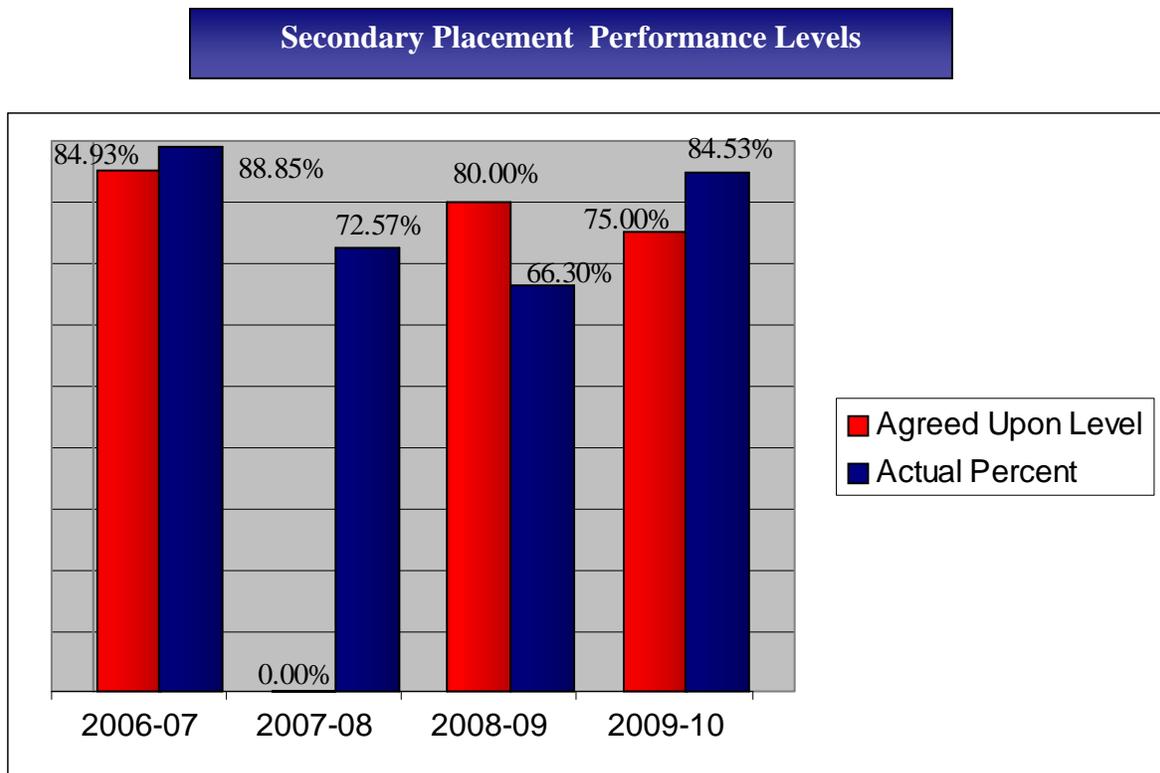


The chart above shows the percent of students that take assessment who are able to pass.

Follow-up Data on CTE Concentrators

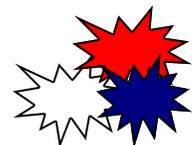
Many studies have shown that a high percentage of students enrolled in CTE courses stay in school and pursue further education. Through more hands-on instruction and coursework with real-world applicability, students are more interested, motivated and engaged in the learning process. CTE classes are offered in many different fields, from construction, firefighting, environmental science, anatomy, nursing, physiology, veterinary science, IT, engineering to architectural drawing and business and marketing. These classes integrate a rigorous academic curriculum with technical skill development to prepare students for higher education or the workplace.

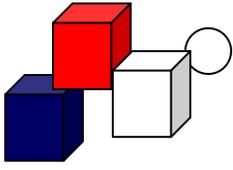
Each year, the Career and Technical Education Division surveys students who graduated the previous year and that met the definition of concentrator. A “concentrator” is a student who earns at least 6 credits in the career pathway in which they are enrolled. This annual survey follows these students to further education, military and employment.



*Agreed Upon Level for 2007-08 is N/A due to the fact that this was a transition year and the State was only accountable for 1S1, 1S2 and 4S1.

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.





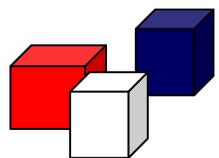
Core Indicators

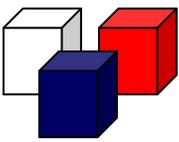
The chart below shows Indiana’s performance on the core indicators of performance for the last three years, Indiana CTE has been performing well. The State level columns show Indiana’s performance each year. The Agreed Upon Level is the goal that is negotiated with the U.S. Department of Education.

Core Indicators of Performance

Core Indicator	Agreed Upon Levels 07 - 08	State Level 07-08	Agreed Upon Levels 08 - 09	State Level 08-09	Agreed Upon Levels 09– 10	State Level 09-10
1S1 Academic Achievement Langage/Arts	73%	89%	73%	85%	69%	69%
1S2 Academic Achievement Math	71%	89%	71%	84%	68%	69%
2S1 Technical Skills Attainment	N/A	89%	85%	85%	92%	92%
3S1 Completion	N/A	85%	89%	92%	95%	95%
4S1 NCLB Graduation	78%	89%	89%	89%	91%	91%
5S1 Placement	N/A	73%	80%	66%	84%	85%
6S1 Non-Traditional Participation	N/A	29%	11%	29%	29%	29%
6S2 Non-Traditional Completion	N/A	27%	11%	28%	25%	25%

Blue - Met or Exceeded Goal/Agreed Upon Level
Red - Below Goal





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 Indicators of Performance—Extended

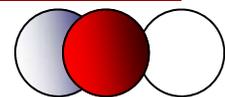
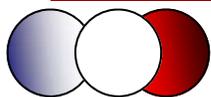
Core Indicators		AUL 07-08	Actual Level 07-08	AUL 08-09	Actual Level 08-09	AUL 09-10	Actual Level 09-10
S2X	Post Secondary Enrollment	N/A	44.04%	N/A	45.92%	N/A	51.67%
S3X	Cluster Match	N/A	17.22%	N/A	18.18%	N/A	15.79%
S4X	Industry Cert./ Licensing	N/A	2.04%	N/A	1.69%	N/A	1.45%
S5X	Dual Credit	N/A	7.26%	N/A	7.14%	N/A	8.64%
S6X	Remediation	N/A	33.96%	N/A	24.67%	N/A	5.57%
P2X	Placed/Related	N/A	43.59%	N/A	39.44%	N/A	34.59%
P3X	Industry Cert./ Licensing	N/A	95.86%	N/A	95.01%	N/A	94.17%
P4X	2 yr Completion	N/A	20.65%	N/A	20.89%	N/A	16.26%
P5X	Bacc Completion	N/A	80.00%	N/A	52.25%	N/A	48.25%
P7X	Academic Achievement Lang Art / LAST TEST					N/A	77.73%
P8X	Academic Achievement Math / LAST TEST					N/A	77.76%
P9X	COMPLETION RATE	N/A	53.51%	N/A	48.66%	N/A	39.71%

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.

Disaggregated Core Indicator Results

	1S1 Academic Achievement Lang Art	1S2 Academic Achievement Math	2S1 Technical Skill Attainment	3S1 Completion	4S1 Graduation (NCLB)	5S1 Placement	6S1 Non-Trad Participation	6S2 Non-Trad Completion
Male	72%	64%	87%	94%	89%	81%	27%	19%
Female	66%	74%	95%	96%	93%	82%	33%	36%
Black	46%	51%	92%	94%	90%	62%	34%	26%
American Indian	62%	61%	88%	96%	90%	80%	30%	14%
Hispanic	56%	51%	91%	93%	89%	76%	30%	24%
Asian	75%	70%	80%	95%	89%	70%	31%	28%
White	73%	71%	93%	95%	91%	82%	29%	25%
Other Race	59%	64%	97%	95%	91%	82%	34%	31%
Disabled	36%	26%	90%	87%	80%	75%	28%	24%
Economically Disadvantaged	66%	66%	91%	96%	90%	81%	31%	27%
Nontraditional	72%	72%	83%	95%	90%	78%	100%	100%
Single Parent	61%	61%	97%	96%	89%	79%	20%	15%
Displaced Homemaker	64%	64%	99%	98%	90%	79%	12%	7%
Limited English Proficiencies	44%	36%	89%	96%	89%	75%	21%	23%
Other Education Barriers	54%	54%	88%	95%	83%	82%	28%	24%



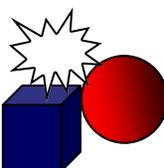


TOP 48 Secondary Area Districts Ranked by Performance

These are the 48 Area CTE districts (ACTED's) ranked 1-48 by only their results on the eight core indicators of performance for the 2009-10 school year/Federal Report. Also, shown on the table next to the ACTED is the number of students served.

Ranking	ACTED Name	AVD #
1	Warsaw Area Career Center	12
2	Indian Trails Career Coop	10
3	Vigo County	35
4	West Central Indiana	23
5	Porter County	5
6	Wawasee Area Career	13
7	MSD of Wayne TWP	31
8	Kokomo	20
9	John H. Hinds Area Career Center	25
10	North Central Area	11
11	New Castle Area	27
12	Anthis Area Career Center	14
13	Central Nine Career Center	37
14	Area 18 Vocational ED	18
15	Tippecanoe	19
16	Area 4 Indian Trails	4
17	Parke-Vermillion	29
18	Four County	9
19	Hoosier Hills Career Center	36
20	McKenzie Career Center	33
21	South Bend Community	7
22	North Lawrence Career Center	40
23	Patoka Valley	47
24	Southeastern Career Center	42
25	Area 43 Twin Rivers	43

Ranking	ACTED Name	AVD #
26	Evansville	46
27	J. Everett Light	24
28	Whitewater Tech	34
29	Area 39 Twin Rivers	39
30	Walker Career Center	49
31	Blue River Career Center	38
32	Richmond Area Career Center	28
33	Muncie Area Career Center	22
34	Heartland Career Center	17
35	A.K. Smith Area Career Center	6
36	Area 30 Career Center	30
37	Ebbert Education Center	26
38	Gary Area Career Center	3
39	Elkhart Area Career Center	8
40	Prosser School of Technology	45
41	Tucker Area Career Center	21
42	School City of Hammond	2
43	Perry County Area Career Center	48
44	Columbus Area Career Center	41
47	Century Career Center	16
46	East Chicago	1
47	Vocation Career High School	32
48	Lost River Career Center	44



Dual Credits

This table illustrates the number of CTE students that are awarded post secondary credits while in high school CTE programs. Since DWD began collecting this data in 2007-08 there has been a 70% increase in this area.

CLUSTER_NAME	2008-2009	2009-2010
Agriculture & Natural Resources	94	159
Arts & Communication Services	195	541
Business & Administration Services	149	172
Construction	803	—
Education & Training Services	233	385
Financial Services	22	53
Health Services	1650	2,638
Hospitality & Tourism	181	—
Human Services	357	492
Info Technology, Telecommunication Services	147	569
Legal & Protective Services	294	597
Logistics, Transportation & Distribution	926	1,071
Manufacturing	895	792
Scientific Research & Technical Services	1440	2,594
Unassigned	61	274
Wholesale, Retail Sales & Services	41	—
Total:	7,488	10,337

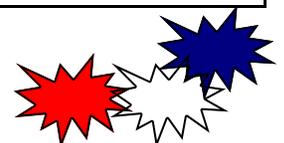
Remediation*

The following chart has not been updated.

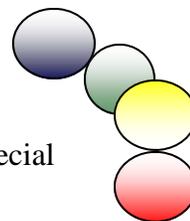
This chart shows the number of CTE graduates who, upon entering post secondary education, are required to take a least one remedial course. There has been a measurable reduction since this data was first collected on 2007 graduates.

Type of Remediation	2007 Statewide CTE Graduates	All Post Secondary First Time Entries 2007	2008 Statewide CTE Graduates	All Post Secondary First Time Entries 2008
Math Only	29.52%	23.39%	18.77%	22.04%
Language Only	8.69%	11.00%	39.64%	9.18%
Math & Language	7.05%	8.53%	32.12%	7.40%

*Data received from InTers and The Commission for Higher Education.



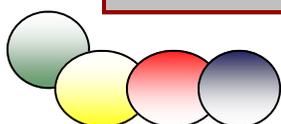
Post Secondary



Below is a representation of 2009- 2010 post secondary data disaggregated by gender, race and special populations categories. From this chart we can also see those areas that need attention.

Post Secondary Core Indicator Results

	1P1 Technical Skill Attainment	2P1 Completion	3P1 Retention	4P1 Placement	5P1 Non-Trad Participation	5P2 Non-Trad Completion
Male	88%	25%	69%	85%	11%	18%
Female	92%	28%	72%	86%	47%	34%
Unknown	3%	22%	73%	67%	0	0
Black	87%	11%	63%	66%	37%	40%
American Indian	100%	21%	70%	100%	28%	33%
Hispanic	100%	18%	70%	82%	32%	30%
Asian	100%	24%	72%	50%	30%	6%
White	92%	29%	72%	87%	27%	20%
Pacific Islander	100%	24%	72%	100%	33%	0%
Other Race	75%	20%	66%	78%	29%	39%
Disabled	0%	24%	68%	100%	11%	0%
Econ. Disadvan- taged	0%	17%	66%	0%	0%	0%
Nontraditional	85%	20%	67%	77%	100%	100%
Single Parent	0%	33%	72%	0%	0%	0%
Displaced Home- maker	0%	35%	81%	0%	0%	0%
Limited English Proficiencies	0%	2%	67%	0%	0%	0%
Other Education Barriers	0%	19%	66%	0%	0%	0%



Post Secondary Performance

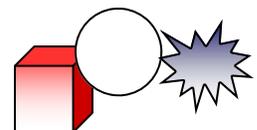
The following chart shows Indiana's post-secondary performance for the last three years. This is another important tool that we use to identify areas that need special focus and effort.

Post Secondary Core Indicators of Performance

Core Indicator	Agreed Upon Levels	State Level	Agreed Upon Levels	State Level	Agreed Upon Levels	State Level
	07 - 08	07-08	08 - 09	08 - 09	09 - 10	09 - 10
1P1/NA Academic Achievement	87%	82%	—	94%	—	
1P1 Technical Skills Attainment	27%	27%	87%	—	80%	92%
2P1 Completion	27%	27%	28%	24%	27%	26%
3P1 Retention	85%	86%	88%	71%	77%	71%
4P1 Placement	86%	87%	80%	74%	76%	86%
5P1 Non-Traditional Participation	6%	27%	20%	27%	23%	28%
5P2 Non-Traditional Completion	7%	24%	20%	22%	23%	29%

Blue - Above Goal/Agreed Upon Level

Red - Below Goal



TOP 21 - Post Secondary

These are the 21 post secondary institutions ranked 1-21 by only their results on the six core indicators of performance for the 2009-10 school year/Federal Report.

Institution Name	State Rank
Ball State University	1
Indiana/Purdue—Fort Wayne	2
Indiana University North West - Gary	3
Ivy Tech Community College - Richmond	4
Ivy Tech Community College - Lafayette	5
Ivy Tech Community College - Sellersburg	6
Indiana University/Purdue University - Indianapolis	7
Ivy Tech Community College - Terre Haute	8
Ivy Tech Community College - Muncie	9
Ivy Tech Community College - South Bend	10
Ivy Tech Community College - Indy	11

Institution Name	State Rank
Ivy Tech Community College - Evansville	12
Ivy Tech Community College - Bloomington	13
Ivy Tech Community College - Fort Wayne	14
Vincennes University	15
Ivy Tech Community College - Columbus	16
Ivy Tech Community College - Gary	17
Ivy Tech Community College - Kokomo	18
Ivy Tech Community College - Madison	19
Purdue University—West Lafayette	20
Purdue University - Calumet	21

