

2015-2016 CTE DATA PROFILE



INDIANA
WORKFORCE
DEVELOPMENT
AND ITS **WorkOne** CENTERS

DEPARTMENT OF WORKFORCE DEVELOPMENT

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

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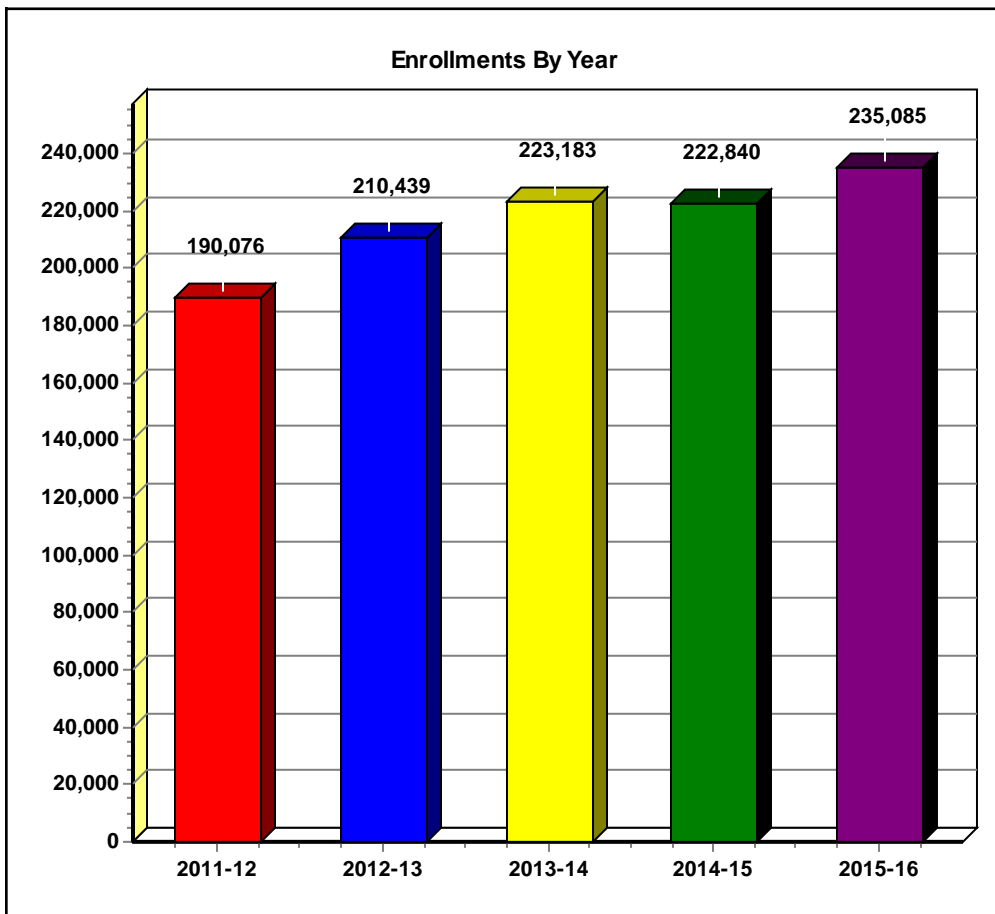
Enrollments and Demographics

Career and Technical Education in Indiana

Many of Indiana's youth get their start each year in exciting and rewarding careers through secondary and postsecondary 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

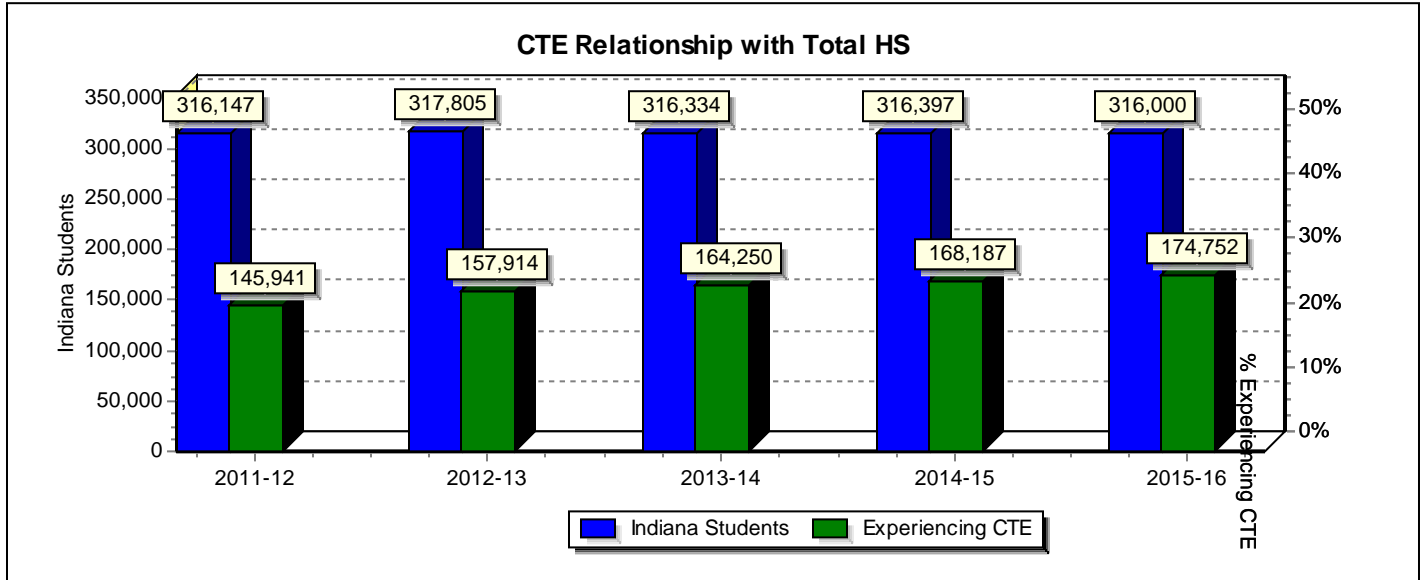
Career and Technical Education programs are no longer designed for those students who do not plan to go on to college. CTE is now an exciting alternative for all students. Overall, CTE enrollment increased 24% percent from 2011-2012 to 2015-2016.



Enrollments and Demographics

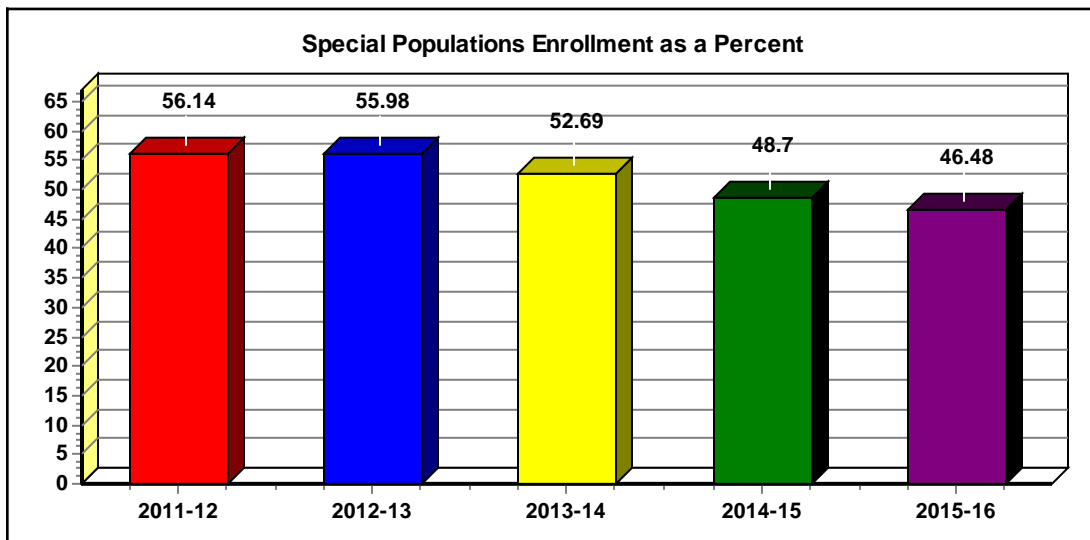
Career and Technical Education Data Profile

The percentage of high school students experiencing CTE, after a steady increase from 2011-2012 thru 2015-2016, 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 56% in 2011-2012 to 46% in 2015-2016.



Enrollment Clusters

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

Clusters	Overall Enrollments		Special Populations Enrollments	
	2014-15	2015-16	2014-15	2015-16
Agriculture, Food, & Natural Resources	21,272	21,876	9,642	9,310
Architecture & Construction	7,952	8,769	4,464	4,766
Arts, Technology, & Communications	9,599	9,663	4,532	4,347
Business, Management, & Admin	14,289	15,244	5,946	6,241
Educational Services	35,453	37,997	17,808	17,832
Health Services	47,666	49,894	22,906	22,787
Hospitality & Tourism	4,986	5,342	3,098	3,153
Human Services	18,207	18,182	10,305	9,981
Info Technology	6,161	7,336	2,755	3,219
Law & Protective Services	6,027	6,409	2,765	2,844
Manufacturing & Processing	10,569	11,335	5,636	5,817
Marketing, Sales, & Promotion	4,515	4,447	1,744	1,812
Other Career and Tech Programs and FACS	9,777	10,872	5,190	5,269
Science, Engineering & Technologies	19,489	20,791	7,764	8,037
Transportation and Logistics	6,858	6,909	3,959	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).

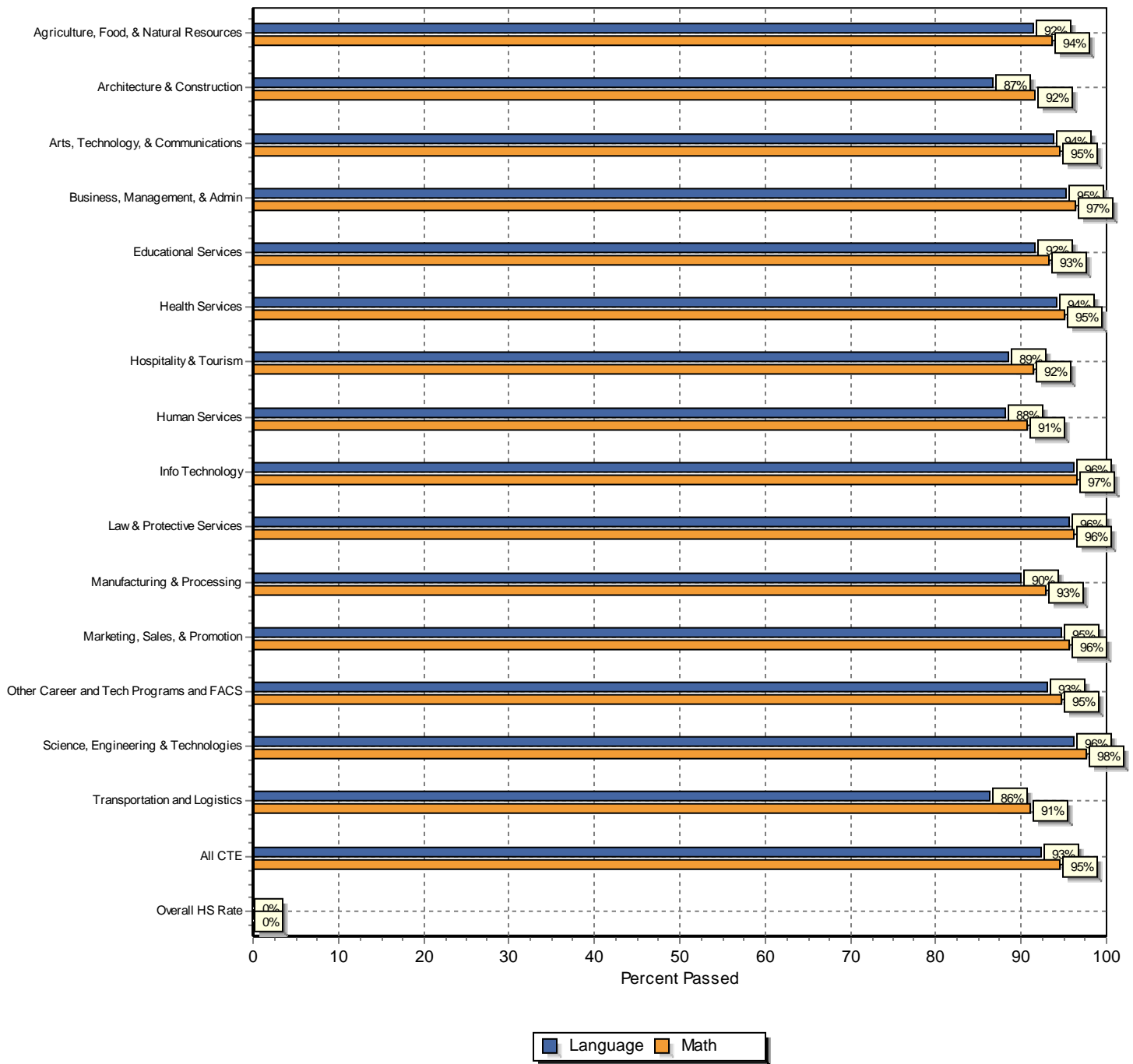
Category	Math	Language Arts
Mental Handicap	29.19%	12.65%
Hearing Impairment	93.02%	81.82%
Autism	76.06%	70.21%
Communication Disorder	91.67%	84.85%
Visual Impairment	83.33%	71.67%
Emotional Handicap	73.28%	71.54%
Orthopedic Impairment	74.55%	67.86%
Other Health Impairment	77.44%	68.91%
Dual Sensory Impairment	100.00%	100.00%
Multiple Handicap	14.29%	9.52%
Learning Disabilities	79.66%	66.15%
Traumatic Brain Injury	83.33%	61.11%
Disadvantaged	95.66%	93.89%
Limited English Proficiency and Disadvantaged	90.24%	76.92%
Emotional Handicap 2	70.42%	73.61%
Overall HS Rate	--	--

Based on Indiana's Academic Standards, the GQE covers English/Language Arts 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



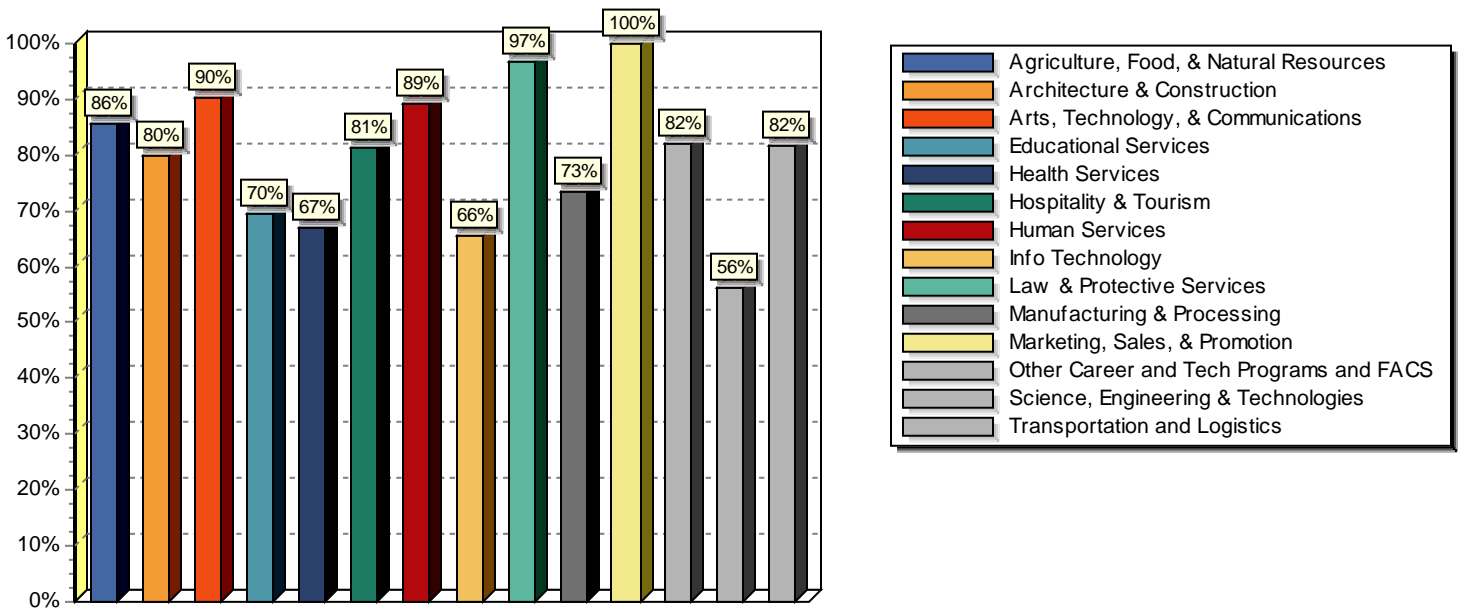
Technical Attainment

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	0.04%
Architecture & Construction	5.40%
Arts, Technology, & Communications	0.86%
Educational Services	1.71%
Health Services	26.10%
Hospitality & Tourism	15.08%
Human Services	0.16%
Info Technology	12.05%
Law & Protective Services	3.23%
Manufacturing & Processing	10.69%
Marketing, Sales, & Promotion	0.05%
Other Career and Tech Programs and FACS	3.33%
Science, Engineering & Technologies	65.08%
Transportation and Logistics	16.96%

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

Technical Attainment Pass by Cluster Statewide

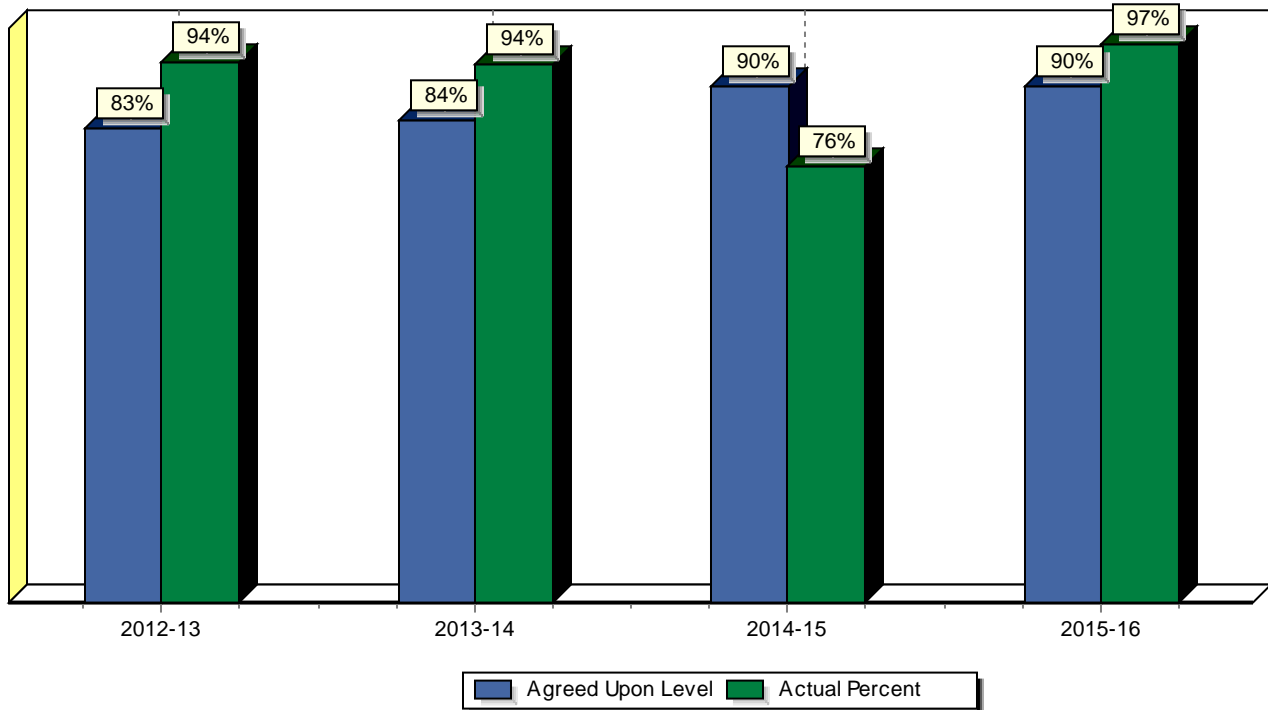


The chart above shows the percent of students that take assessments who are able to pass

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 a 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
	2013 - 2014	2013 - 2014	2014 - 2015	2014 - 2015	2015 - 2016	2015 - 2016
Academic Achievement New - Language Arts	65.50%	77.50%	65.50%	74.54%	70.00%	78.65%
Academic Achievement New - Math	71.00%	83.58%	71.00%	85.16%	80.00%	88.15%
Technical Skills Attainment	87.00%	88.95%	88.00%	85.12%	89.00%	86.75%
Completion	92.75%	99.59%	94.00%	99.55%	96.00%	99.70%
Graduation (NCLB)	94.25%	94.98%	94.25%	95.18%	95.00%	96.13%
Post Graduate Follow Up	84.00%	93.67%	90.00%	76.03%	90.00%	97.04%
Non-Traditional Participation	35.00%	27.37%	31.00%	27.99%	31.00%	28.99%
Non-Traditional Completion	32.00%	12.10%	25.00%	14.49%	25.00%	17.78%

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	78.65%	88.15%	86.75%	99.70%	96.13%	97.04%	28.99%	17.78%
Male	77.10%	87.35%	87.03%	99.62%	95.33%	96.87%	3.04%	5.11%
Female	80.59%	89.15%	86.36%	99.79%	97.15%	97.23%	70.09%	35.98%
American Indian	84.09%	90.70%	86.11%	100%	93.48%	100%	32.72%	13.89%
Asian or Pacific Islander	78.87%	93.49%	80.95%	100%	99.54%	97.86%	35.01%	37.13%
African American	61.80%	77.38%	78.68%	99.72%	95.31%	94.08%	29.60%	19.07%
Hispanic, Not African American	74.68%	88.21%	84.46%	99.55%	95.85%	94.44%	27.91%	17.25%
Hawaiian	100%	100%	66.67%	100%	100%	100%	28.57%	0%
White - Not Hispanic	81.29%	89.56%	88%	99.69%	96.24%	97.59%	28.91%	17.41%
Multi-Race or Other	74.33%	84.68%	84.75%	99.87%	95.78%	97.37%	29.07%	18.15%
Disabled	44.46%	66.97%	83.50%	99.50%	88.56%	95.41%	18.69%	11.05%
Economically Disadvantaged	71.72%	83.82%	85.57%	99.50%	93.96%	96.12%	27.60%	16.24%
Single Parent	72.22%	87.16%	91.18%	100%	97.14%	96.15%	30.17%	15.25%
Displaced Homemaker	--	--	--	--	0%	100%	--	--
Limited Eng Proficiency	50%	73.33%	90.91%	100%	93.33%	100%	25.40%	17.39%
Non Traditional	85.05%	91.25%	82.62%	99.79%	97.24%	97.17%	100%	100%
Other Educational Barrier	80%	74.44%	88.57%	100%	92.55%	95.92%	23.04%	9.09%

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 2015-2016 school year/Federal Report.

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

Dual Credits

This table illustrates the number of CTE students that are awarded postsecondary credits while in high school CTE programs. There has been an increase of 17% from 2014-2015 to 2015-2016 in this area.

Cluster Name	2014-15	2015-16
Agriculture, Food, & Natural Resources	1,931	4,001
Architecture & Construction	1,753	2,168
Arts, Technology, & Communications	1,039	1,019
Business, Management, & Admin	1,167	2,228
Educational Services	1,790	1,513
Health Services	5,833	6,541
Hospitality & Tourism	701	549
Human Services	79	180
Info Technology	1,358	1,477
Law & Protective Services	2,003	2,322
Manufacturing & Processing	3,029	3,608
Marketing, Sales, & Promotion	289	378
Other Career and Tech Programs and FACS	566	716
Science, Engineering & Technologies	9,205	9,792
Transportation and Logistics	2,745	2,691
Total:	33,488	39,183

Remediation

Below is a representation of 2014-2015 and 2015-2016 postsecondary 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 2013-14	All Post Secondary First Time Entries 2014-15	Statewide CTE Graduates 2014-15	All Post Secondary First Time Entries 2015-16
Math Only	3.74%	9.11%	3.57%	15.34%
English Only	3.31%	8.63%	2.97%	11%
Both Math and English	1.08%	2.07%	0.86%	5.14%
Either Math or English	5.96%	15.66%	5.67%	21.20%

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

Postsecondary

Below is a representation of 2015-2016 postsecondary 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	77.62%	23.93%	57.63%	99.70%	4.95%	5.53%
Female	86.38%	32.74%	58.15%	99.44%	70.84%	60.06%
American Indian	--	8.33%	55.56%	100.00%	25.00%	33.33%
Asian or Pacific Islander	0.00%	18.18%	41.67%	100.00%	44.83%	83.33%
African American	80.00%	14.85%	44.74%	100.00%	35.69%	31.58%
Hispanic, Not African American	85.71%	31.19%	58.99%	100.00%	36.91%	23.40%
Hawaiian	--	0.00%	--	--	0.00%	--
White - Not Hispanic	83.33%	30.56%	59.98%	99.50%	26.32%	29.40%
Multi-Race or Other	80.00%	26.76%	54.20%	100.00%	29.29%	36.59%
Disabled	62.50%	100.00%	--	100.00%	--	--
Economically Disadvantaged	--	--	--	--	--	--
Single Parent	--	--	--	--	--	--
Displaced Homemaker	--	--	--	--	--	--
Limited Eng Proficiency	--	--	--	--	--	--
Non Traditional	62.50%	28.90%	55.19%	100.00%	100.00%	100.00%
Other Educational Barrier	--	--	--	--	--	--

Postsecondary Performance

The following chart shows Indiana's postsecondary 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
	2013 - 2014	2013 - 2014	2014 - 2015	2014 - 2015	2015 - 2016	2015 - 2016
Technical Skill Attainment	84.50%	81.62%	90.00%	63.92%	85.00%	82.87%
Completion	27.00%	23.80%	27.00%	29.51%	27.00%	28.30%
Retention	71.00%	63.73%	71.00%	52.42%	69.00%	57.88%
Placement	85.00%	98.99%	85.00%	100.00%	85.00%	99.56%
Non-Traditional Participation	33.00%	27.93%	33.00%	29.12%	30.00%	28.33%
Non-Traditional Completion	33.00%	26.56%	33.00%	33.11%	30.00%	29.97%

Top Postsecondary Institutions Ranked by Performance

These are the postsecondary institutions ranked by only their results on the six core indicators of performance for the 2015-2016 school year Federal Report.

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