



**Region 6 Works Council  
Evaluation of Career and Technical Education Opportunities  
November 1, 2013**

Region 6 Works Council approved the Evaluation Report by a majority vote  
Of its members at The Work Council Meeting on October 30<sup>th</sup>, 2013.

Region 6 Work Council Members

William Bradley, Jay County Development Corporation

Timothy Conley, Indiana/Kentucky/Ohio Reg. Council of Carpenters

Scot Croner, Blackford County Schools

John Fallon, Ball State University

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Gregory Hinshaw, Randolph Central School Corporation

Emily Jerman-Brown, IU Health Ball Memorial & Blackford Hospitals

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Judson Motsenbocker, Jud Construction

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Michael Wickersham, Wicks Pies, Inc.

Bonnie Willy, ITCC

## **Executive Summary**

According to Works Council legislation, each regional Works Council must evaluate Career and Technical Education (CTE) opportunities within their region by November 1, 2013. The Works Council addressed the following issues in developing this report: CTE pathways alignment, articulation of CTE secondary to postsecondary, overview of secondary CTE data, regional employment sector information, and an analysis that includes next steps for the Works Council.

## **CTE Pathways and Data**

Aggregated data from Form 30A for area schools indicate that all students have some access to CTE. It is clear that there is a “patchwork” pattern to the opportunities that are available, as students in schools with a nearby district career and technical educational center (Muncie, Richmond, New Castle, Connersville) have much greater access to a variety of courses. The cluster with the largest number of courses offered in the Region is Agriculture Food & Natural Resources (131), then Education and Training (113), followed closely by Health Science (112), and Manufacturing and Logistics (100). In many cases, the smallest high schools in the region (Randolph Southern, Daleville, Cowan) have the smallest number of CTE courses reported.

The Works Council has very little verifiable information about dual credit opportunities in the region, and many of these courses do not qualify as career and technical education courses.

## **Regional Employment Sector Information**

The Hoosier Hot 50 Jobs for Region 6 indicates that the largest number of openings are in the P-12 teaching field, followed by nursing, followed by post-secondary teaching openings. In traditional CTE areas outside of health occupations, the largest number of openings are for truck drivers, engineers, and electricians. The region includes several small cities that were formerly heavily dependent upon manufacturing but have seen their industrial bases decline.

## **Analysis and Next Steps**

Since the high number of posted employment openings and education and health science fields are matched by high numbers of course offerings in the Education and Training and Health Science career and technical education clusters, much of the current effort in secondary career and technical education appears to already be properly aligned. The data seem to indicate that additional access to existing programs is a critical need, as the smallest and most remote high schools generally have the least utilization of career and technical education courses. The number of students participating in rural schools may be small but it may be a significant percent of student enrolment. Since the region includes several incorporated cities (Portland, Dunkirk, Hartford City, Montpelier, Muncie, Winchester, Union City, Richmond, New Castle, Connersville, Liberty, and Rushville) the needs may vary widely within the region.

### **CTE Pathways in Region VI**

CTE Clusters and pathways offered at the high schools and career centers within Region 6 Work Council:

<b>Cluster</b>	<b>Pathways</b>	<b>Courses</b>
Agriculture Food & Natural Resources	7	131
Education & Training	3	113
Health Science	5	112
Manufacturing & Logistics	6	100
Hospitality & Tourism/Human Services	3	78
Business Management & Administration Marketing/Finance	4	63
Arts, AV Technology & Communication	4	55
Architecture & Construction	4	52
Transportation	4	45
Information Technology	2	34
Public Safety	2	31
Total For Region	44 Pathways	814 Courses

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Please note that some courses are able to be taken for 4-6 credits per year depending upon the school's schedule while others are 1 credit courses offered for a semester. Therefore, although some Clusters may have more courses available to students, it does not necessarily indicate more instructional time/resources have been allocated for them.



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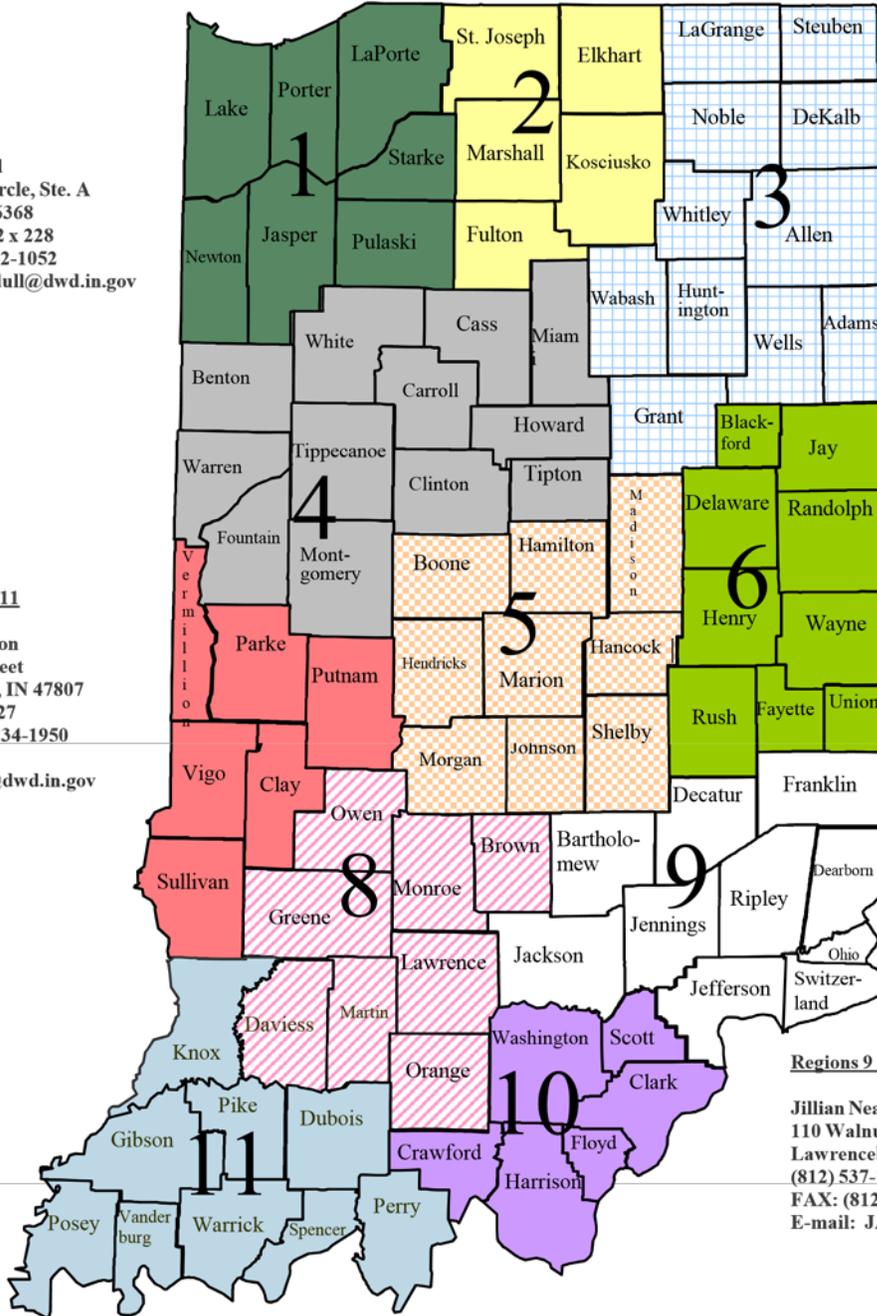
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**Region 6 Work Council School Corporations with Career Center Affiliation**

**AREA 18 CTE Cooperative**

Blackford County      Blackford County Schools  
 Jay County              Jay School Corporation

**Muncie Area Career Center**

Delaware County      Cowan Community School Corporation  
                                  Daleville Community Schools  
                                  Delaware Community School Corporation  
                                  Liberty-Perry Community School Corporation  
                                  Muncie Community Schools  
                                  Wes-Del Community Schools  
                                  Yorktown Community Schools  
 Randolph County      Monroe Central School Corporation  
                                  Randolph Central School Corporation  
                                  Randolph Eastern School Corporation

**New Castle Career Center**

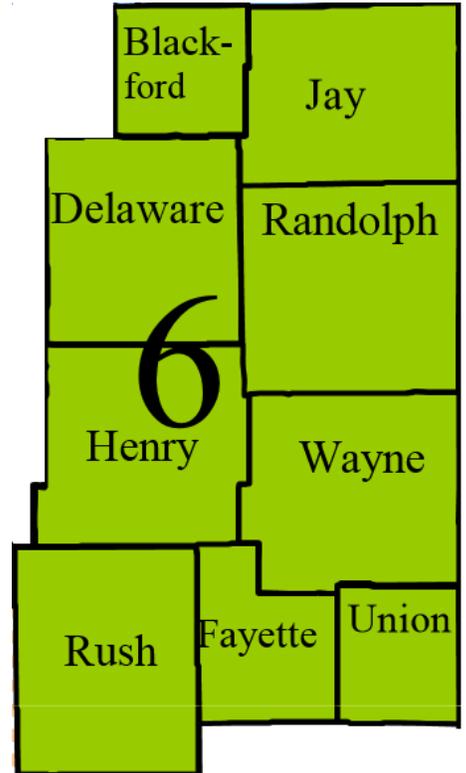
Henry County              Blue River Valley School Corporation  
                                  Charles A. Beard Memorial School Corporation  
                                  New Castle Community School Corporation  
                                  Shenandoah School Corporation  
                                  South Henry School Corporation  
 Randolph County      Union School Corporation  
 Wayne County              Nettle Creek School Corporation

**Richmond Area Career Center**

Randolph County      Randolph Southern School Corporation  
 Wayne County              Northeastern Wayne Schools  
                                  Richmond Community Schools

**Whitewater Technical Career Center**

Fayette County              Fayette County School Corporation  
 Rush County                Rush County Schools  
 Union County                Union County/College Corner Joint School District  
 Wayne County                Centerville-Abington Community Schools  
                                  Western Wayne Schools



### CTE Articulation to Postsecondary Opportunities

Region 6 Dual Credit opportunities and credits earned:

Below is the data reported by the state. We will continue to verify data as the numbers reported do not seem to match with data from the school corporations.

<u>Cluster</u>	<u>Courses</u>	<u>Students Earning Dual Credit</u>
Agriculture Food & Natural Resources	5	74
Education & Training	4	82
Health Science	7	157
Manufacturing & Logistics	4	48
Hospitality & Tourism/Human Services	3	15
Business Management & Administration Marketing/Finance	5	84
Arts, AV Technology & Communication	3	75
Architecture & Construction	4	86
Transportation	3	69
Information Technology	5	42
Public Safety	1	1
Science, Technology, Engineering & Math	9	317
Total for the Region	53	1051

Note: There are a large number of additional dual credit courses offered within the region that do not qualify as CTE courses but remain important for post-secondary opportunities for students in the education and health sciences fields.

Information was sought on the existence of workforce partnership plans. There are a few informal partnership plans in place between Randolph Central School Corporation and Indiana Marajun, a local manufacturing firm. In addition, Randolph Eastern School Corporation offers a STR8 2 Work program and partners with IMPCO Automotive, a local Union City manufacturer, for on the job and classroom training. Both of these partnerships have an emphasis on manufacturing. New Castle Career Center has articulation agreements with IKORCC Carpenters and Millwrights apprenticeships. In addition, New Castle Career Center and others have cosmetology agreements. New Castle also has a partnership with Progress Rail.

A formal agreement does exist between Ivy Tech Community College, high schools and business partners. It is the MPRO/Conexus where each high school has a business partner or two. Currently four schools have MPRO/Conexus agreements, but several schools plan to add it next school year. Ivy Tech and the career centers have advisory boards with representatives from local businesses. These business advisors provide direction toward the best possible skill sets and certifications for students going into entry level positions in their work force. Please note that the workforce partnership data seems to be incomplete. A subcommittee has been formed to get a cleared picture from the DWD data.

### **Regional Employment Sectors**

The primary employment sectors in Region 6 are:

Manufacturing (Automotive; Glass; paper; Packaging; Plastics; Caskets; Blinds, Shades, Screens, food)  
Health Care  
Education  
Agri-Business  
Warehouse & Transportation  
Bio-Med Life Sciences  
Business & Financial Services  
Renewable Energy/Clean-Green Tech  
Contact Centers  
Retail Trade

EGR 6 relies heavily on its Economic Development partners and Business Services Team, to assure that the workforce development pipeline, including that of our educational partners, is sensitive to and aligned with the needs of those Employers who are the engine of our local and regional economy.

These Employers are primarily defined as those who provide quality compensation (wages and benefits) to their employees and are classified in the Basic Sector of the regional economy. Basic Sector businesses and firms are entirely dependent upon external factors and their product or service is typically not sold to households or families, rather to other businesses and firms. As such their fortunes are largely dependent on non-local factors and they usually export their goods. This alignment also places a priority on those Employers who are in the workforce supply chain from which the region's Basic Sector Employers typically hire their experienced workers. The recommendations and action steps resulting from this study will assure the EGR 6 WorkOne partnership contributes, to the extent possible, to the development of the talent pool for the Region at all levels and in those sectors by acknowledging that the means of strengthening and growing the local economy is to develop and enhance the Basic Sector. The Basic Sector is therefore identified as the "engine" of the local economy.<sup>1</sup>

<sup>1</sup> Analysis of Education and Workforce in Indiana's Economic Growth Region 6, Preliminary Report, July 2013, Alliance for Strategic Growth, Inc.

## **Analysis of Pathways Alignment**

### **What is the degree and magnitude of the workforce challenges faced in the region?**

Region 6 has a 2011-2012 high school graduation rate of 91%. Although a high percentage there are still 1 out of 10 not graduating. With a total school population of over 17,000 this is about 1,700 high school drop-outs. Region 6 CTE graduation rate is 97% and 347 CTE Certificates or Passing Assessments were awarded. A challenge in this area is that in our region there were 9,329 participants and only 1,387 concentrators. Of these only 276 participants (2.95%) received certifications and only 246 concentrators (17.75%) received certifications.

The challenge is to offer guidance and assistance to help participants become concentrators. Once a concentrator, their opportunity to be certified increases substantially.

Because a majority of the demand for skilled and educated workers for the region is 2 years or less post secondary preparation, there is a large gap in the preparation of those exiting high school for the entry level job opportunities. Likewise, the regional educational attainment is low. These two challenges offer an opportunity for dual credit education at the high school that prepares workers for post secondary training and employment. In technical classes there are opportunities to elevate the course offerings to the level that they could be used to prepare students and adults alike with in demand skills resulting in college credit.

The challenge in the region is that we are seeing a shift in declining manufacturing employment and an increase in health care and education sectors. There is also a shift in the skills needed for these employment sectors.

### **How well do secondary CTE pathways outcomes align with regional industry needs?**

WorkOne data identifies two emerging industries that do not currently exist within Region 6; Data/Technology Centers and Chemicals & Chemical Based Products. The Information Technology pathway supports Data/Technology centers. The Biotechnology pathway may support the biofuel industry sector.

A fair portion of the entry level jobs in the region do not require a 4 year degree, but most every occupation requires skills. Outside of Healthcare most other industry sectors do not have a well-established and mapped career pathway to develop the skilled and trained individuals that are in demand.

Most students at the high school level are engaged in coursework that prepares them for college, but not necessarily for work. The educational system lacks the ease of entry and exit from education to work and work to education.

Currently the system lacks the ability to know the regional education and skills attainment in an easily accessible format to understand the relationship between the "completions" and "employment" within and outside of the region. A more robust, long term data system would assist the region in being able to quantify the demands versus the outputs in meeting the regional needs.

Preliminary recommendations from research undertaken by Alliance for Strategic Growth, Inc. for Region 6 funded in part by the Governor's Education Roundtable and the Lilly Endowment may assist in understanding the information gaps, recommendations based upon projected job openings and economic development opportunities for the region. The document may also provide input for "Next Steps" the Works Council might take to improve CTE.

**Does the talent pipeline available through CTE match the demand that exists in the region?**

CTE courses develop student interest in the areas of education and health care.

There are two emerging industries in Region 6: Data/Technology Centers & Chemicals & Chemical Based Products. There are CTE courses that may support Data/Tech Centers. More information is needed in this area.

There seems to be many courses, but few CTE certifications to match the demand for many of the employment sectors within the region.

**What innovative examples from CTE curricula (internships, apprenticeships, certifications, etc.) are already happening within the region?**

PLTW at Delaware Community School Corporation; Liberty Perry Community School Corporation, Muncie Community Schools, Whitewater Valley, Richmond Area career Centers and others.

Health Occupations courses are available at numerous schools.

Advanced Manufacturing at Winchester Community High School.

MPRO/Conexus at several schools.

ST82WK at Union City Community High School.

Apprenticeships through IKORCC Carpenters and Millwrights at New Castle Career Center

**What are the next steps that the Works Council needs to take to improve CTE opportunities?**

1. Determine needs of employers through verified openings and experiences and what skills, classes, and certifications are needed for those openings and those projected to be in demand over the next 5-10+ years.
2. Explore ways to improve access to health, education, and manufacturing clusters at the high school level. Expand local innovation through targeted funding of start-up costs for high school programs. Identify barriers for students entering and remaining in a CTE-track.
3. Understand from industry and workforce partnerships the best CTE certifications. Determine if there are certifications that this Region needs that are not currently offered, and could be

through CTE. Identify and discontinue certifications that are currently available that hold little value or do not assist student with a job search.

4. Fully explore and understand the various metrics and data available about this region provided from the State and local Workforce Development offices through the formation of a Region 6 Data Subcommittee.
5. Align with the Governor's goal that every high school in the region has or maintains the resources and staff to help students understand and explore the multitude of CTE opportunities within the region that lead to high demand/high wage jobs.