

NORTH LAWRENCE CTE  
DISTRICT AND CAREER CENTER

# CTE QUALITY PROGRAM REVIEW

LAWRENCE COUNTY ECONOMIC GROWTH COUNCIL  
AND LAWRENCE COUNTY WORKFORCE COALITION

MAY 2018



# INTRODUCTION

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In the last fifteen years, what used to be called “vocational education” has shifted to what is now called Career and Technical Education, or CTE.

But more than the name has changed.

Unlike the past, today’s CTE programs focus on career readiness for ALL students interested in preparing for their future career; those pursuing a four-year college degree as well as students entering an apprenticeship or going straight to work after graduation. Guided by state and federal laws and new beliefs, CTE is different than previous vocational education ideals in a number of ways:

- Employer demand is front and center. Instead of just offering career programs that are hobby or craft oriented, today’s CTE programs must help students prepare for careers in industries that are not only in high demand but pay a living wage or higher and offer opportunities for growth (i.e. are not “dead end” jobs). That’s why Indiana’s CTE school funding formula is based on how well CTE programs prepare students for both high wage and high demand career fields in Indiana.
- Most jobs will require additional education and training after high school. By 2025, Georgetown University predicts more than 60% of all careers will require some level of education and training beyond high school, whether it is on-the-job training, earning a short-term credential, completing an apprenticeship, or earning a two- or four-year college degree.
- Today’s high school students should be prepared for all possibilities. All Indiana students are required to complete high school courses that allow them to enter a two- or four-year college (unless they opt out) - and almost all Indiana CTE students complete those requirements - even many CTE students who plan to go to work directly after graduation. State leaders understand that young adults often change their minds and should have the option to pursue higher levels of education in the future if they wish to do so.

State and federal guidelines for CTE programs now require that coursework cover all aspects of an occupational industry. Instead of training students for one specific occupation or a handful of skills, today’s CTE students acquire multiple technical, employability and leadership skills that are transferable across many aspects of a career area; matching today’s work environment that requires employees who are skilled technicians as well as problem-solvers and diagnosticians, who are nimble enough to adapt to changing workforce needs, and who can serve as not only workers but also as managers and entrepreneurs.

In this report, we present a broad overview of the CTE program at the North Lawrence Career Center and the North Lawrence CTE District. The review is divided into five components:

**I. CTE Foundational Components.**

Meeting state and federal laws, rules, and guidelines is an essential foundational aspect of any quality education program.

**II. CTE Quality Instruction and Programming.**

This report uses a combination of state and national “CTE quality” criteria for quantifying the level of quality of the North Lawrence Career Center’s instructional and programming inputs.

**III. CTE Alignment with Industry Demand.**

Employers expect area CTE programs to provide student preparation for local careers that have a high demand for workers. This section looks at how well current CTE pathway program offerings accomplish this goal.

**IV. CTE Student Readiness Outcomes.**

Measures of how well students are learning academic content and developing technical skills needed by employers are another way to assess the overall quality of a CTE program.

**V. CTE Perceptions.**

How do students and the community perceive CTE programs? Results of multiple community surveys help pinpoint community perceptions.

A sixth section provides recommendations.

Because this report relies on available state and regional data, and the quality of the data varies widely, care should be taken not to weight any one data element or indicator too heavily. For example, local workforce demand data is lacking so area employers should be part of an ongoing conversation in determining what area employers’ needs really are and what high demand, high wage occupational areas take priority. Similarly, educators should have a voice at the table in explaining why course offerings or student performance gaps exist.

Far from a “final report” this review serves as a starting point for broad, collaborative, and continued conversations between employers, educators, and community members about how to best meet area industry demands while maximizing the preparation of all students for post-high school success.

# I. CTE FOUNDATIONAL COMPONENTS

## State and Federal Requirements

Indiana's Career and Technical Education (CTE) programs are divided into approximately 50 regions called CTE Districts. North Lawrence Career Center is CTE District #40.

All Indiana CTE Districts are governed by state laws and rules as well as by the federal Carl D. Perkins Act requirements. The Indiana Department of Education conducts audits of CTE District programs on a five-year rotation to assess district compliance with both state and federal regulations. Non-compliant schools and districts can face sanctions, the loss of funding, or other consequences.

## FEDERAL REQUIREMENTS

- **State Audit Results.** An audit of the North Lawrence Career Center was conducted by the Indiana Department of Education in May 2018. Outcomes of the audit were not available at the time of this report.
- **CTE Director Review.** The Indiana Department of Education bases its audits on a 23-item monitoring visit compliance scorecard that includes a Program Review and Data and Policies Review. Using the same criteria as the state, Interim CTE Director Steve Fisher assessed the district's level of implementation of each criteria item using the following five point scale:
  - Not enough information to answer
  - Not yet implemented
  - In development/initial implementation
  - Operational level of development
  - Exemplary level of implementation

The following table color codes the results with higher levels of implementation indicated in blue and green and lower levels of implementation in yellow and orange.

1. At least one career cluster with a state-recognized college and career pathway is offered in each program/content area that is currently provided in the CTE District	IN DEVELOPMENT
2. Class size in all courses are a minimum of 10 students or continuous progress is being made toward increasing low class sizes	IN DEVELOPMENT
3. Students in the district have access to at least five state-recognized career pathways	IN DEVELOPMENT
4. A CTE District Consortium meets a minimum of once per year and maintains documentation	IN DEVELOPMENT
5. Links exist between secondary and postsecondary CTE pathway programs	OPERATIONAL
6. A written Graduation Plan is in place for each student and updated each year identifying the academic and technical course sequence students need for graduation and continuation to postsecondary education	OPERATIONAL

7. A continuous program improvement process approved by the state is in place and used by the CTE District	<b>OPERATIONAL</b>
8. All performance targets (FAUPL) for Perkins Core Indicators are achieved	<b>IN DEVELOPMENT</b>
9. CTE labs demonstrate excellent student safety	<b>OPERATIONAL</b>
10. Each pathway program/content area has an advisory committee that meets a minimum of once per year	<b>EXEMPLARY</b>
11. Teacher licensing is appropriate and meets state requirements	<b>NOT YET IMPLEMENTED</b>
12. Teachers have opportunities for annual professional development	<b>IN DEVELOPMENT</b>
13. Dual credit agreements are established and records maintained	<b>OPERATIONAL</b>
14. State course standards are being used in all pathway programs	<b>EXEMPLARY</b>
15. Activities funded by Perkins have not been funded for more than three years unless they are revised, expanded, or under improvement	<b>OPERATIONAL</b>
16. Activities funded by Perkins are not required or funded by other federal, state, or local laws (e.g. no "double dipping" or supplanting)	<b>OPERATIONAL</b>
17. Data exists to support the need for the Perkins funded activity	<b>EXEMPLARY</b>
18. Data is collected on the impact of each Perkins funded activity	<b>IN DEVELOPMENT</b>
19. All required uses of local Perkins funding were met	<b>OPERATIONAL</b>
20. Required uses of Perkins funding were met before "permissive uses"	<b>OPERATIONAL</b>
21. Annual data reporting deadlines to the state are met	<b>OPERATIONAL</b>
22. Written policies, procedures, and a list of duties for each involved person with Perkins-related duties, including back-up employees, are in place and maintained	<b>IN DEVELOPMENT</b>
23. The CTE District maintains a file of all local pathway programs including a program of study course sequences for every program	<b>IN DEVELOPMENT</b>
24. The CTE District maintains five years of data on student pathway program/course enrollments and completion	<b>NOT ENOUGH INFORMATION</b>
25. The CTE District maintains signed copies of all Form 30's for all schools	<b>OPERATIONAL</b>
26. All teachers have a valid teaching license for the content area they teach according to DOE Assignment Code, including teachers of courses below 9th grade	<b>NOT YET IMPLEMENTED</b>
27. The CTE District maintains files of all teacher licenses	<b>IN DEVELOPMENT</b>
28. The CTE District maintains evidence that students have passed end-of course/program assessments, dual credit assessments, and/or certification, licensing, or other credentialing examinations	<b>OPERATIONAL</b>

- **State CTE District Ranking.** Each year the Indiana Department of Education ranks the state's CTE Districts according to how well the district met its federal targets of student performance (detailed in Section A). The most recent state ranking of CTE programs from the 2016-17 school year ranks North Lawrence CTE District 40th out of the 48 districts. The ten lowest ranking CTE Districts are listed below:
  - 39. Area District #13 - Wawasee Area Career District
  - 40. Area District #37 - Central Nine Career Center
  - 41. Area District #20 - Kokomo Area Career Center
  - 42. Area District #17 - Heartland Career Center
  - **43. Area District #40 - North Lawrence Career**
  - 44. Area District #38 - Blue River Career District
  - 45. Area District #42 - Southeastern Career Center
  - 46. Area District #45 - Prosser Career Center
  - 47. Area District #21 - Marion Regional Career District
  - 48. Area District #03 - Gary Area Career Center

## FEDERAL REQUIREMENTS

- **Meeting Federal Student Performance Targets.** To meet federal requirements, each CTE District in Indiana must set targets for student performance in eight areas, listed on the left hand column of the table below. Only students earning six or more high school credits in any one particular career area (e.g. Welding, Culinary Arts) are counted in the tallies (these students are referred to as “CTE concentrators”). The percentages highlighted in green below indicate targeted performance levels that have not been met for one year, yellow font colors indicate a target that has not been met for two years in a row, and red indicates missing the district's targeted performance level for three years consecutively.

	14-15	15-16	16-17	Trend
1S1- Passing ISTEP English	67.1%	74.3%	76.6%	↑
1S2- Passing ISTEP Math	82.5%	78.4%	86.9%	↑
2S1 - Passing Technical Skills	84.7%	87.0%	92.9%	↑
3S1 - Completing HS	99.3%	98.7%	95.8%	↓
4S1 - HS Graduation	89.7%	87.3%	89.2%	↔
5S1 - Placement After HS	91.1%	97.6%	97.8%	↑
6S1 - Non-Trad Enrollment	25.4%	24.9%	23.3%	↓
6S2 - Non-Trad Completion	3.5%	9.1%	4.2%	↔

By and large, the North Lawrence CTE District met the majority of its student performance targets. The percentage of students passing end-of-course technical skills examinations improved (2S1) in the last year but the district has missed meeting its high school graduation targets for three years in a row. While the Non-Traditional Enrollment and Completion targets are important, almost every CTE District in the state struggles to meet its target.

## Section I Summary

It is clear from interviews with Interim CTE Director Steve Fisher, conducted for this review, that the North Lawrence CTE District and Career Center has been out of compliance with state requirements in many areas, perhaps for quite some time. The findings of the state's audit of the district conducted in May 2018 are expected to provide specific details.

Because many of the criteria used by the state for its audit are included in the 28 elements summarized in the table on the previous page, it expected that issues of teacher licensing, overall record-keeping, and proper documentation of pathway programs will be among the first areas targeted for improvement. Some of the issues of misalignment between current programming and state and federal foundational requirements have been addressed immediately while others will require more time and energy.



## II. CTE QUALITY INSTRUCTION AND PROGRAMMING

Because there is no single set of state or national standards of CTE quality, multiple measures are used in this report to assess the quality of CTE programming and instruction in the North Lawrence CTE District; including how the district aligns with state and national indicators of program quality, interviews with area employers, and results of perception surveys by other community stakeholders including parents, students, teachers, administrators and counselors.

### CTE QUALITY CRITERIA

This review uses a CTE program self-assessment tool based on CTE program quality indicators from three state and national resources:

- Indiana's Four Standards for Career and Technical Education Programs
- The Indiana Association of Career and Technical Education District's (IAC TED) Tool for *Evaluating the Quality of CTE Programs*
- The Association of Career and Technical Education's (ACTE) High Quality CTE Program of Study Framework

An 11-point CTE Quality Criteria Self-Assessment instrument, based on a crosswalk of the indicators from the resources above, was completed in May 2018 by North Lawrence CTE Interim Director Steve Fisher. Results of the program review are summarized in the table below (Appendix B shows ratings for all indicators).

The same five-point rating scale, explained on page 5 and based on perceived levels of implementation, was used for this CTE Quality Criteria Self-Assessment. The blue and green colors in the table below indicate exemplary and operational levels of implementation, respectively, while orange and yellow colors indicate components that are in development or not yet developed.

1. Standards-Aligned and Integrated Curriculum	Mixed implementation with a need for employer input in the review and development of pathway programs. Most other elements in development or at an operational level of implementation.	IN DEVELOPMENT
2. Sequencing and Articulation	Few responses, many elements not yet implemented	NOT YET IMPLEMENTED
3. Student Assessment	Assessments are aligned to state standards and requirements but many other elements in development	IN DEVELOPMENT
4. Prepared & Effective Program Staff	Minimal licensing requirements met but to low degree with other areas in operational implementation but with room for improvement.	IN DEVELOPMENT
5. Engaging Instruction	Mixed with more information needed on the degree of project-based learning. Instructional components, however, are at the operational level.	OPERATIONAL
6. Access and Equity	Almost all elements at the operational level of implementation.	OPERATIONAL
6. Access and Equity	All elements at the operational level of implementation.	OPERATIONAL

8. Business and Community Partnerships	All quality indicator components in development or at initial implementation	<b>NOT YET IMPLEMENTED</b>
9. Career and Technical Student Organizations	In development or no response	<b>NOT YET IMPLEMENTED</b>
10. Work-Based Learning	While initial, foundational components of WBL are in place, many other elements are in development or in initial development	<b>NOT YET IMPLEMENTED</b>
11. Data	Mixed. Annual and continuous evaluation of teachers and pathway programs occur at an exemplary level. Student performance data is shared with staff and privacy and security protections are in place. Other elements cannot be answered because of insufficient information.	<b>EXEMPLARY</b>

## Section II Summary

Similar to the findings in Section I, a comparison between the North Lawrence CTE District's programs and the 11 components of quality CTE programs yields areas of strength as well as gaps. Continuous evaluations of teachers are conducted annually and the sharing of student performance data for program improvement is rated exemplary. Many teachers utilize engaging instructional techniques, according to Mr. Fisher, and facilities and equipment needs are operational. Access and equity is maintained for all students.

Areas needing improvement include strengthening and deepening alliances with area businesses, industries, and community partners. More employers are needed to regularly review the course standards, content, and assessments and better courses and pathway sequences are needed, especially opportunities for students to earn industry credentials and postsecondary college credits.

As mentioned earlier, fundamental teacher licensing requirements – in some pathway program areas – are lacking and must be met. According to Mr. Fisher, four instructors are teaching with Emergency Licenses and record-keeping of these credentials is poor. In the area of work-based learning, some students had been working during school time without instructor supervision, lacking employer and parent approval, and without concern of potential liability issues.

Much work remains to be done to not only meet the foundational compliance requirements summarized in Section I but to move closer to the CTE quality criteria referenced in this section. These quality criteria represent the professional practices and processes that – when in place – lead to higher levels of student preparation and readiness to meet employer and postsecondary institution expectations.

# III. CTE ALIGNMENT WITH INDUSTRY DEMAND

In this section we summarize what business and industry leaders in the state and in the region say are the highest demand occupations and occupational areas.

## INDIANA DEMAND:

The state of Indiana has identified five industry sectors with the highest current need for employees. These are called Indiana Priority Now industries and include the following:

### Indiana Priority Now Industries

- Advanced Manufacturing
- Agriculture
- Health Sciences
- Information Technology
- Transportation, Distribution and Logistics

## REGIONAL DEMAND

The North Lawrence CTE District is part of Indiana Economic Growth Region 8 which encompasses eight Indiana counties; Brown, Daviess, Greene, Lawrence, Martin, Monroe, Orange, and Owen Counties.

Because there is such a large amount of region-specific labor market data available, it is difficult to pinpoint just one list of regional demand. Depending on the criteria used, labor market rankings of regional demand can vary widely. For example, data exists that allows you to rank regional demand based on any one of the following criteria:

- Occupational demand over the last year
- Occupational demand in the first quarter of this year
- Industry sector demand over the last year or in the first quarter of this year
- Demand ranked by current employ in the region
- Demand ranked by wages
- Future projected demand

The table in Appendix C compares the various labor market data listings available and illustrates how different criteria lead to different rankings.

For this report, we analyzed the most current list from the Indiana Department of Workforce Development of job postings in Region 8 over the last year. Sorting the list by industry yields the following top industry demand ranking for Region 8:

### Region 8 Top 12 Industries

- Health Sciences
- Manufacturing
- Engineering
- Business, Management and Sales
- Information Technology
- Transportation (Truck Drivers)
- Mechanics (All areas)
- Agriculture
- Law Enforcement
- Industrial Maintenance
- Machining & Welding
- Construction

It is important to note that the regional rankings above represent a combination of three factors; 1) DEMAND, 2) WAGES, and 3) GROWTH.

**DEMAND.** Not all employers report job postings and employment needs to the Indiana Department of Workforce Development. Consequently, the data used in this and similar reports to indicate demand are limited and may not be entirely accurate. It is critical that area employers weigh in on actual employment needs and review the data to make the regional rankings as accurate as possible.

**WAGES.** To compile the Region 8 demand rankings, occupational openings over the last year were sorted by a combination of highest number of listings and by job posted minimum wages of \$10.00 per hour or higher. This is important for two reasons:

- The state of Indiana promotes CTE programs that prepare students for occupations that are both high demand AND high wage. For state purposes, a minimum of \$13.00 per hour is considered a “high wage” occupation.
- As stated above, for this report we sorted demand in the region by occupations offering at least \$10.00 per hour as a starting wage. This is because CTE programs are obligated to prepare students for success, and a common measure of career success is if an occupation allows an employee to be “self-sufficient.” The Indiana Institute for Working Families defines self-sufficiency as “how much income is needed for a family of a certain composition in a given place to adequately meet their basic needs - without public or private assistance.”<sup>1</sup>
  - The bare minimum self-sufficiency hourly wage for a single adult with no children living in Lawrence County is \$8.33/hour
  - The self-sufficiency hourly wage of the same single adult with one infant child is \$14.42/hour.
  - The \$10.00/hour minimum wage used in this report is an approximate average of those two figures, allowing student graduates entering the occupations on our list to be self-sufficient.

<sup>1</sup><http://www.indianaselfsufficiencystandard.org/>

<sup>2</sup> This is an unduplicated enrollment count, meaning the data reflects students not number of courses taken

**GROWTH.** Another principle of CTE programs is to prepare students for occupations that offer opportunities for growth; that is, the ability for an individual to gain additional knowledge or learn new skills within their industry in order to earn higher wages. It is for this reason that some occupational areas – such as heavy and tractor-trailer truck drivers careers – are not taught in CTE programs in Indiana. It is also why some CTE programs supplement instruction with lessons on entrepreneurship or skills specialization.

For example, many Cosmetology programs in Indiana instruct students on how to start their own businesses, Culinary Arts programs emphasize skills in being a chef or develop high-wage earning specialty skills, and some Health Sciences programs encourage students earning a Certified Nursing Assistant (CNA) credential to continue to pursue additional education and skills development after they graduate.

### ALIGNMENT

One of the key questions of this study is, “How well do the pathway program offerings at North Lawrence Career Center align with employer’s needs?” The simple answer to the question is illustrated in the table below.

On the left side of the table below are Region 8’s identified Highest Demand Industries. The right side lists current CTE pathway program offerings at the North Lawrence Career Center. Based on this simple comparison only, there appears to be some degree of alignment between the region’s highest demand industries and the programs offered at the career center.

Region 8 Highest Demand Industries	# Job Openings in 2017-18	North Lawrence Career Center Pathway Programs
Health Science	944	Health Science
Business Management and Sales	564	
Manufacturing	369	Welding/Machine Trades
Engineering	274	Engineering (PLTW)
Information Technology/Computers	199	Computer Science/Electronics
Transportation (Truck Drivers)	143	
Mechanics	123	Auto Mechanics/Machine Trades
Agriculture	106	Agriculture
Law Enforcement	103	
Industrial Maintenance/Machinists/Welding	83	Machine Trades
Construction	42	Construction Trades

Digging deeper into this analysis, it is important to consider the following:

- **Degree of Alignment.** While some of the occupational area listed on the left side of the table may have similar titles to CTE pathway programs listed on the right side of the table, it does not necessarily mean that the content of the educational and technical skills programs at the career center meets the needs of employers. When employers are fully engaged with CTE Advisory Councils for each program pathway, employers and educators have opportunities to regularly discuss ways to ensure that course content, technical skills development, and student work experiences are tightly aligned.
- **Missing CTE Programs.** The three occupational areas that appear to have no CTE pathway program – Business Management and Sales, Transportation (Truck Drivers), and Law Enforcement – may not be aligned for a number of valid reasons:
  - Student interest is too low to offer the pathway program. Several CTE Districts have closed precision machining, manufacturing, and other high demand career programs because students were dis-interested and not enrolling in the courses. Though CTE programs receive reimbursement from the state, the funding is tied to enrollments and districts have to account to the state for any programs in which enrollment dips below ten students.
  - The content is covered in other classes.
  - At some point the community may have determined that local CTE programs do not need to prepare students for these occupations (for example, there are other training programs in the area or on-the-job training is part of employment).
- **CTE Programs Offered but Not Aligned.** It would an oversimplification to only use the comparisons in the table above to justify eliminating or reducing current CTE programs that do not show alignment to area industry need. For the six current CTE pathway programs not listed in the table – Auto Body Repair, Cosmetology, Early Childhood Education, Family and Consumer Sciences (FACS), Graphic Design, and Radio & TV - consideration must also be given to these factors:
  - A percentage of students earn a credential in Cosmetology or Graphic Design in order to earn income to help pay for further education in college or a trade school
  - Some occupational areas are in demand outside of Region 8. Area CTE leaders may need to determine to what degree the career center should help prepare students for occupational areas in demand outside of Region 8.

### Section III Summary

It cannot be overstated that employer involvement is essential to CTE program alignment. Greater employer involvement is needed to strongly shape what CTE pathway programs are prioritized and offered, as well advising teachers on program content and skills development. But this is a shared responsibility of both schools and employers who must be proactive in making it happen and receptive to the hard work of continued ongoing collaboration.

## IV. CTE STUDENT READINESS OUTCOMES

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The fourth area of assessing the quality of CTE programs focuses on “where the rubber meets the road” which is program outcomes. This section uses various student data measures to answer the question, “How well are students prepared for succeeding in a career or further education after graduation?”

To answer that question we examine overall student readiness for success in the future by reviewing student performance metrics and trends in the areas of 1) Technical/Career Skills Readiness, 2) Academic Readiness, and 3) Placement after high school new graduation.

### TECHNICAL/CAREER SKILLS READINESS

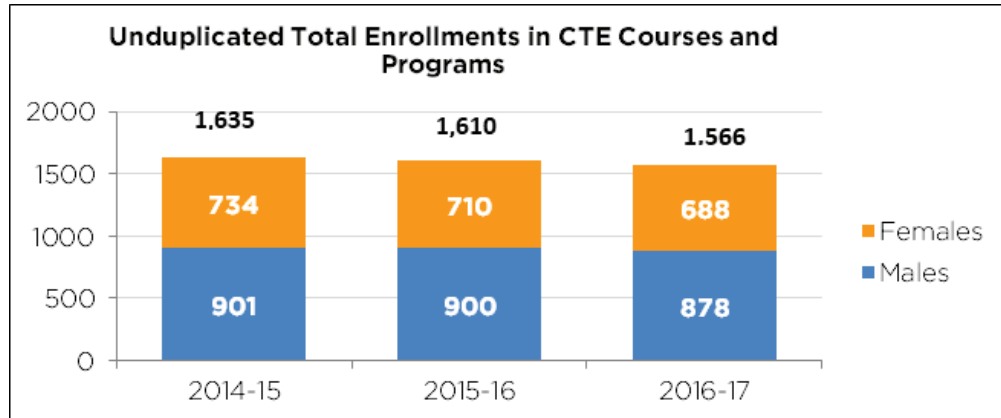
- **Enrollment and Interest**
  - **CTE Enrollment.** The number of students who enroll in CTE courses and programs – and enrollment trends over time – provides an indication of the level of student interest in various career areas. To the surprise of some, students are seldom “put into courses” that they do not choose or forced into pathway programs because the related career area has a high need for employees. Rather, students self-select courses and pathway programs based on their awareness of or interest in various careers, and often because of what their friends are enrolling in or what’s popular on TV or in social media.

Students from six school corporations enroll in CTE courses and pathway programs in the North Lawrence CTE District including students from North Lawrence, Mitchell, and Orleans Community Schools and Brownstown Central, Shoals, and Medora Community School Corporations. Appendix F provides a breakdown of CTE enrollments by school corporation. Note in that table that many district schools offer Introductory and Foundational CTE courses at their home high schools while the half-day, more intensive two credit per semester and three credit per semester pathway program courses are typically offered at the North Lawrence Career Center. You can see that few students from Medora and Shoals school districts enroll in pathway programs at the career center.

CTE enrollment data provides an indication of that awareness and interest but can be confusing. Duplicated number counts reflect total course enrollments, so one student enrolling in two courses would count twice. Unduplicated counts reflect only the number of students enrolled.

### Total CTE Enrollments

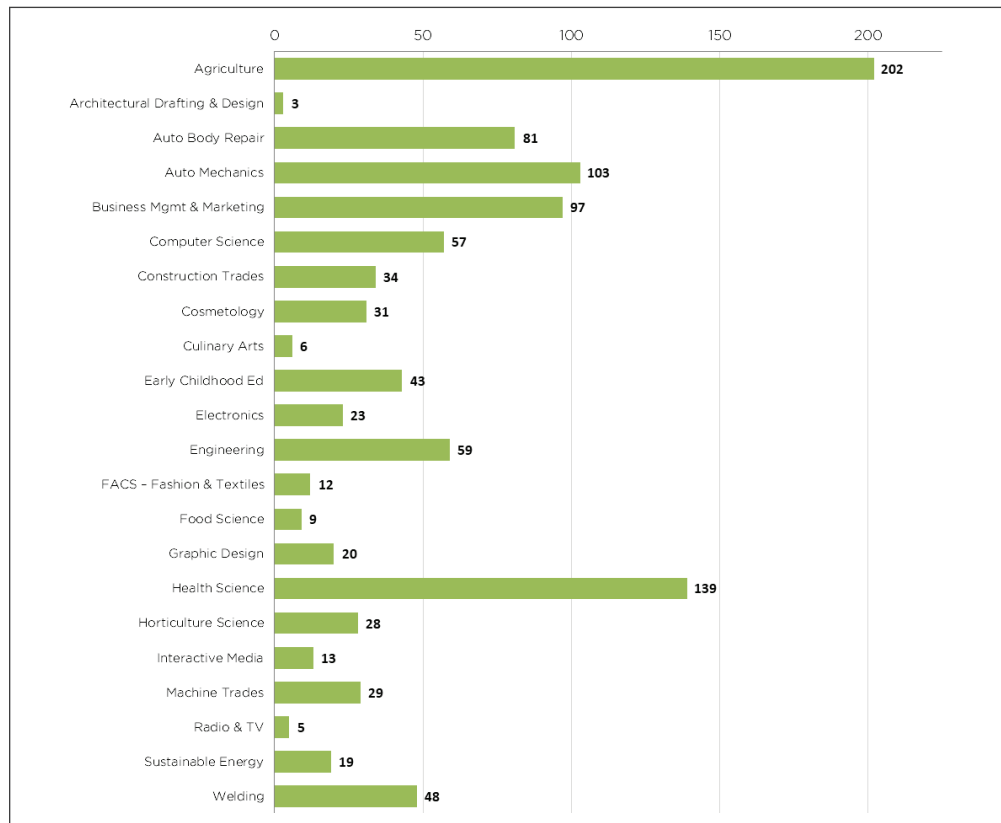
Over the last three years, the number of students enrolling in CTE courses<sup>2</sup>



Within the North Lawrence CTE District has dropped by 4%.The percentage of male participants (56%) and female participants (44%) has remained fairly steady for the past three years.

### Enrollment by Pathway Program

The table below lists 2016-17 enrollments in the district's CTE courses and pathway programs in alphabetical order.





### Enrollment by School Corporation

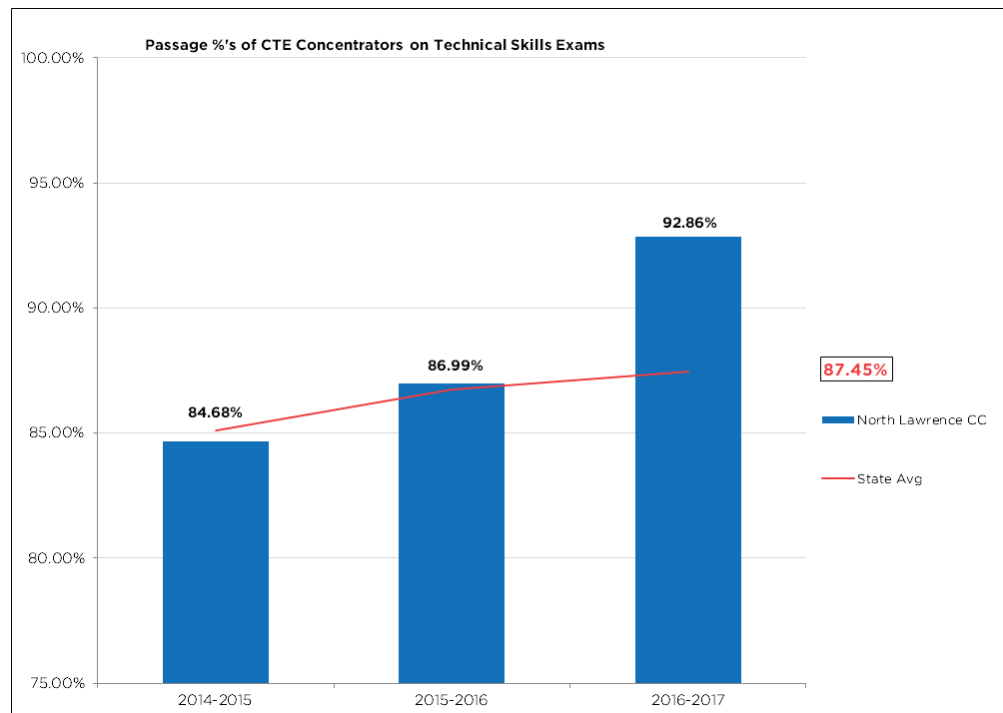
Most introductory and foundational CTE courses in the CTE district are offered at the student's "home high school" while more skills-intensive, multi-credit junior and senior year pathway programs are typically offered at the North Lawrence Career Center. The table on the next page provides a breakdown of the number of students enrolled in these two sets of courses in the most current data year (2016-17), providing a broad picture of the distribution of CTE enrollment among the six school corporations in the CTE District.

School Corporation	Intro or Foundational	Pathway Programs	Total Enrollment
Brownstown Central Comm School Corp	318	341	<b>659</b>
Medora Community School Corp	83	20	<b>103</b>
Mitchell Community Schools	98	30	<b>128</b>
North Lawrence Community Schools	219	1,120	<b>1,339</b>
Orleans Community Schools	120	101	<b>221</b>
Shoals Community School Corp	103	34	<b>137</b>

- Work Readiness**

#### Technical Skills Attainment.

Data listing the percentage of students passing the technical skills assessments in their CTE pathway program is one indicator of student readiness for work. Trend data indicates a growing percentage of students pass these assessments in North Lawrence CTE District, a rating that is 5% higher than the state average.



### Earning of Certifications/Credentials

Indiana approved CTE pathway programs are designed to prepare students to pass the written and skills-based assessments required for earning an industry-based certification, state license, or other credential indicating that the student has the education and technical skills that are valued by employers in that career field.

Three data components are important to review; the number of pathway programs offering a credential, the number of students completing the assessment related to the credential, and the number and percent of students earning the associated credential. The table on the following page provides a summary of this data for the 2016-17 school year.

CTE Pathway Program	Credential	# Taking	% Passing
Auto Body Repair	ASE Certification	18	72%
Auto Mechanics	ASE Certification	6	100%
Construction Trades	Home Builders Institute Basic Principles of Construction	8	50%
Cosmetology	Indiana Cosmetology License	1	100%
Early Childhood Education	Child Development Associate (CDA)	2	100%
	Pre-PAC Examination	10	90%
Engineering-PLTW	PLTW Computer Integrated Mftg	6	83%
Electronics & Computers	ETSA SET-Student Electronics Technician	6	17%
Health Science	Certified Nursing Assistant (CNA)	4	100%
	Pharmacy Technician Associate Certification	1	100%

Additional certifications are offered by the district's CTE programs but are not listed above, primarily because the credentials are not required or collected by the Indiana Department of Education (such as CPR and ServSafe credentials). When compared to the certifications and credentials that employers in Economic Growth Region 8 (EGR 8) say they need (see the table below), some degree of alignment is evident. It should be noted that many of the credentials listed as needed by employers require students to be 18 years old or older and have work experience.

The North Lawrence CTE District reported a total of 32 industry certifications earned by seniors in the 2016-17 school year. Those certifications qualified the district for additional "incentive funding" from the state.

### Top 15 Credentials Requested by Employers 1st Quarter 2018 in EGR 8<sup>4</sup>

Credential	# Job Postings Requesting
Driver's License	473
CDL Class A	256
Registered Nurse	199
<b>Basic Life Saving (BLS)</b>	<b>78</b>
<b>First Aid CPR</b>	<b>64</b>
Advanced Cardiac Life Support (ACLS) Certification	63
Basic Cardiac Life Support Certification	57
Licensed Practical Nurse (LPN)	37
<b>Certified Nursing Assistant</b>	<b>31</b>
Real Estate Certification	31
Critical Care Registered Nurse (CCRN)	23
Certified Public Accountant (CPA)	19
<b>ServSafe</b>	<b>18</b>
<b>Automotive Service Excellence (ASE) Certification</b>	<b>16</b>
Nurse Practitioner	16

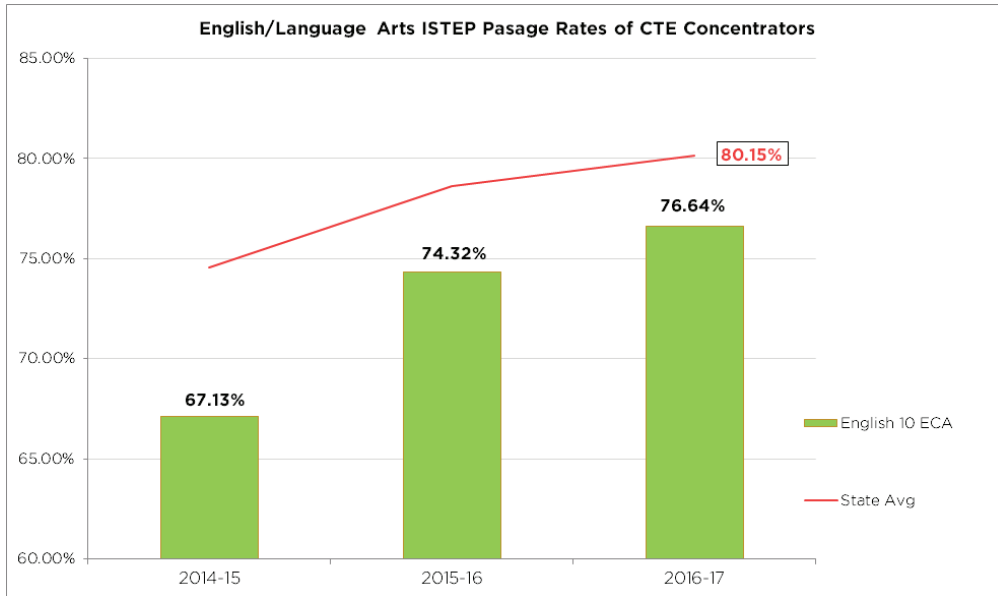
### Work-Based Learning

Various data indicate that only a small fraction of North Lawrence CTE students participate in work-based learning experiences that occur off campus. While these experiences can be extremely beneficial to both students and employers, the rigor and quality of recent work-based learning experiences has been called into question. Interim CTE Director Steve Fisher believes much work is needed to improve the district's work and learn programs for students.

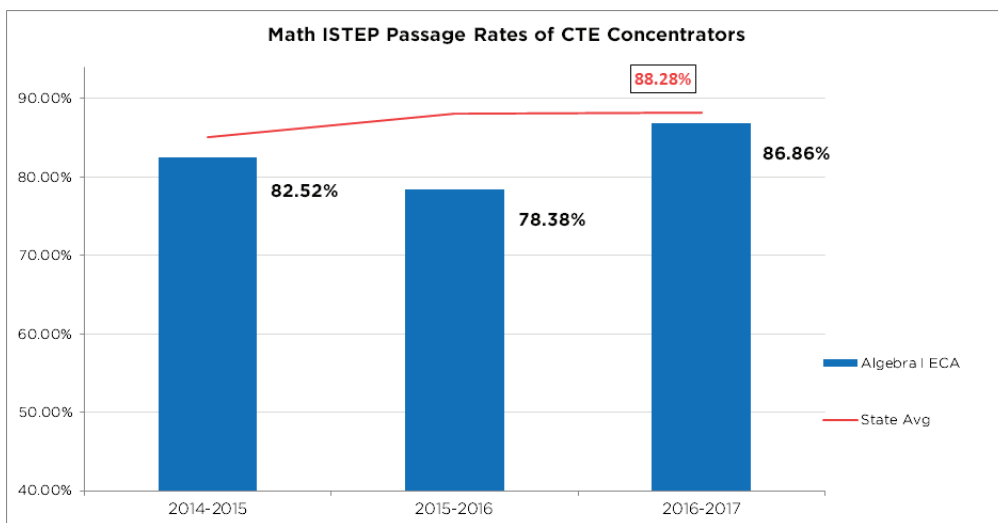
### ACADEMIC READINESS

The state of Indiana collects a variety of academic achievement data from CTE districts for state and federal reporting purposes. Weaving together academic and technical education components – to support the broad development of student knowledge and skills – is a tenet of quality CTE programs. But the data collected for measuring progress toward that goal is often too broad or too disconnected to be useful.

- **Academic Achievement**
  - **ISTEP Math and English Assessments.** Annual measures of the percentage of CTE concentrators who have passed their state required English/Language Arts and Mathematics assessments are required by the Carl D. Perkins Act. This despite the fact that most students take these assessment in 9th or 10th grade, often a year or two before they enter a CTE course or pathway program., meaning CTE teachers and faculty have little or no influence on this data.

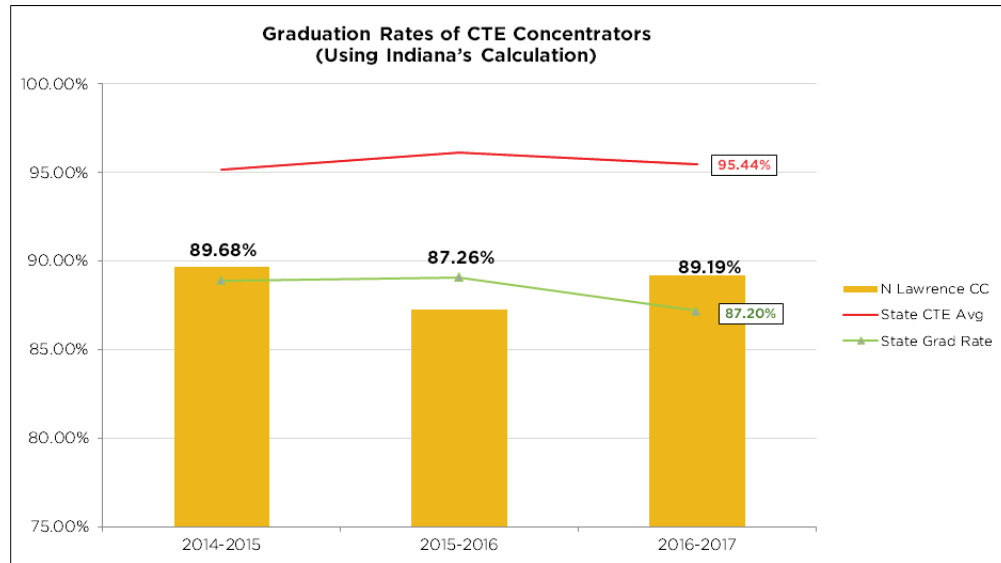


Nevertheless, student passage rates have increased for both English/LA and Mathematics assessments over the last three years, as seen in the graphs above and on the next page, yet those achievement rates are slightly below the state average for CTE students as a whole.



- Graduation**

High school graduation rates of North Lawrence CTE concentrators have remained mostly steady over the last three years, trending higher than the state graduation rate for all high school students (both CTE and non-CTE students) but more than 6 percentage points lower than the cumulative graduation rate for CTE concentrators in Indiana.

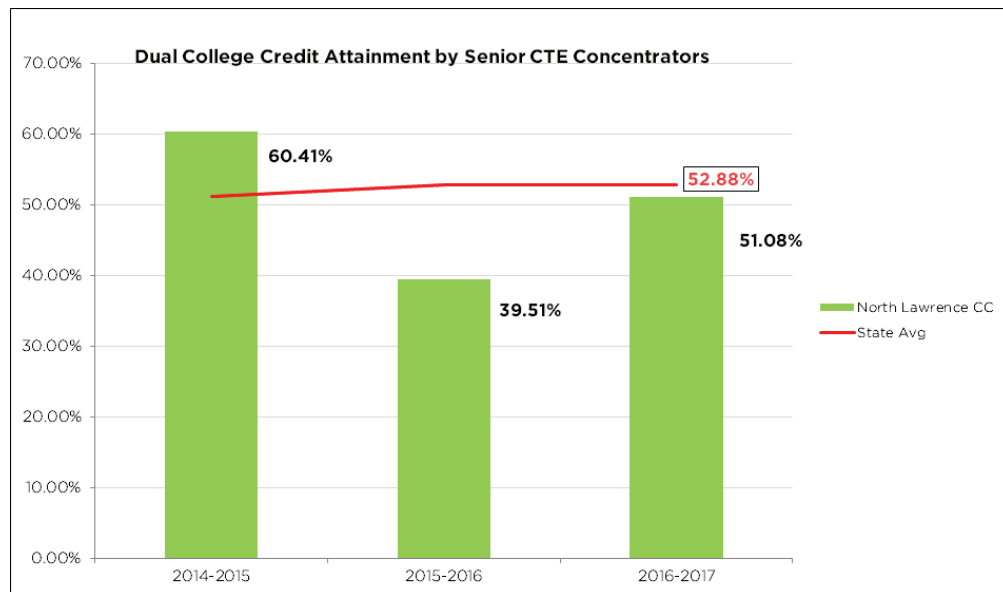


- Postsecondary Readiness**

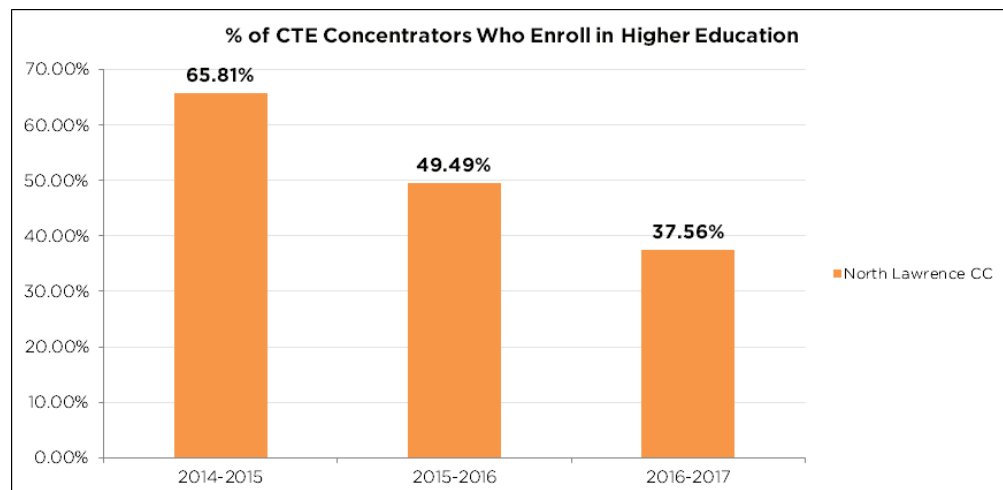
Ten CTE pathway programs in the North Lawrence CTE District offer students the opportunity to earn college credits at Vincennes University or Ivy Tech Community College before high school graduation. Though some records are not available, the table on the following page summarizes state-reported data on the number and percent of students attempting and earning dual college credits in the district in the 2016-17 school year.

CTE Pathway Program	College/University	# College Credits Available	# Students Attempting	% Passing & Earning DC
Agriculture	Ivy Tech Columbus	18	No record	
Auto Body Repair	Vincennes University	16	5	100%
Auto Mechanics	Ivy Tech Indianapolis	21	29	86%
	Vincennes University	6		
Early Childhood Education	Ivy Tech Bloomington	6	No record	
Electronics & Computer	Vincennes University	11	No record	
Engineering-PLTW	Ivy Tech Bloomington	9	87	43%
	Vincennes University	3		
Graphic Arts	Vincennes University	18	No record	
Health Science	Ivy Tech Bloomington	9	19	100%
Machine Trades	Vincennes University	9	No record	
Welding	Ivy Tech Bloomington	3	31	90%
	Vincennes University	9		

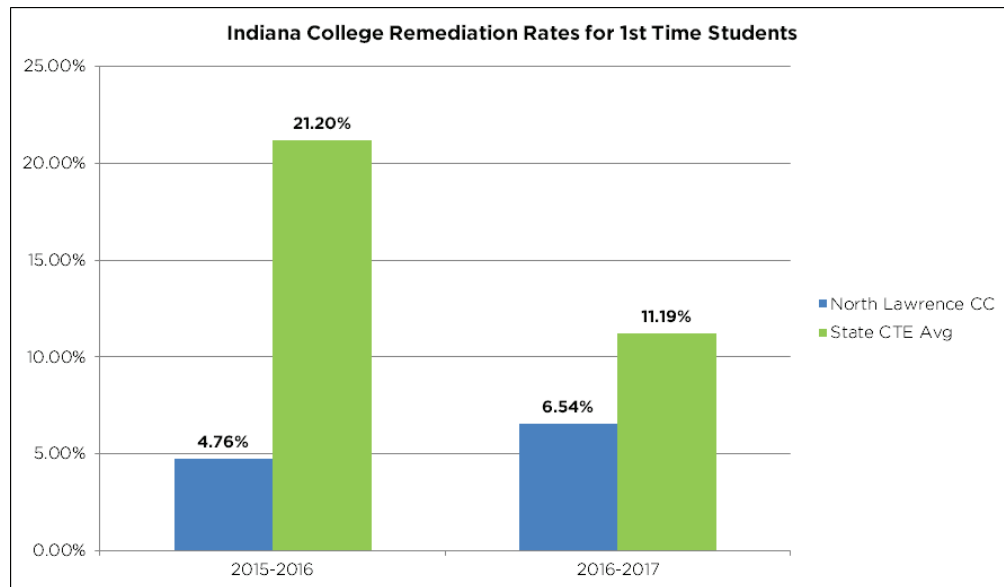
- Percent Earning Dual Credits.** Over the last three years the number and percentage of students earning dual credits has fluctuated. The most recent data (2016-17) shows the rate of dual credit attainment in the North Lawrence CTE District is 1 to 2 percentage points below the state average for all CTE concentrators.



- Percent Going on to College.** The percentage of CTE students who earn six or more high school credits in one career area (CTE Concentrators) and who enroll in a two- or four-year college program in Indiana after graduation, has dropped significantly over the last three years as indicated in the graph on the next page; dropping by almost 30 percentage points from 2015 to 2017. The reasons for this decline are unclear.

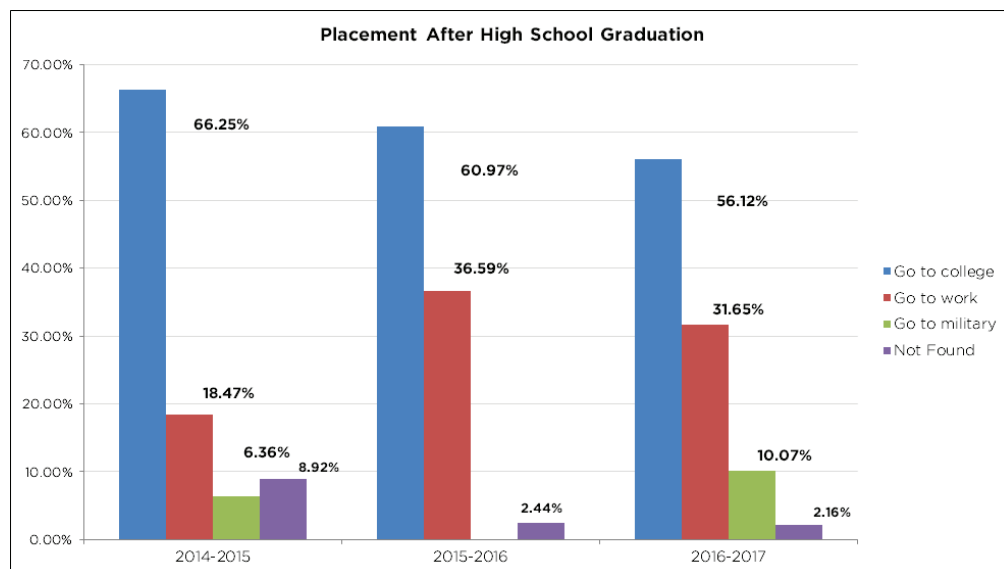


- College Remediation Rates.** The good news about CTE Concentrators who DO go on to enroll in an Indiana two-year or four-year college is that a very small percentage are required to take one or more remedial math or English/Language Arts college courses. The difference between the remediation rates of North Lawrence CTE Concentrators with Indiana students overall, is dramatic.



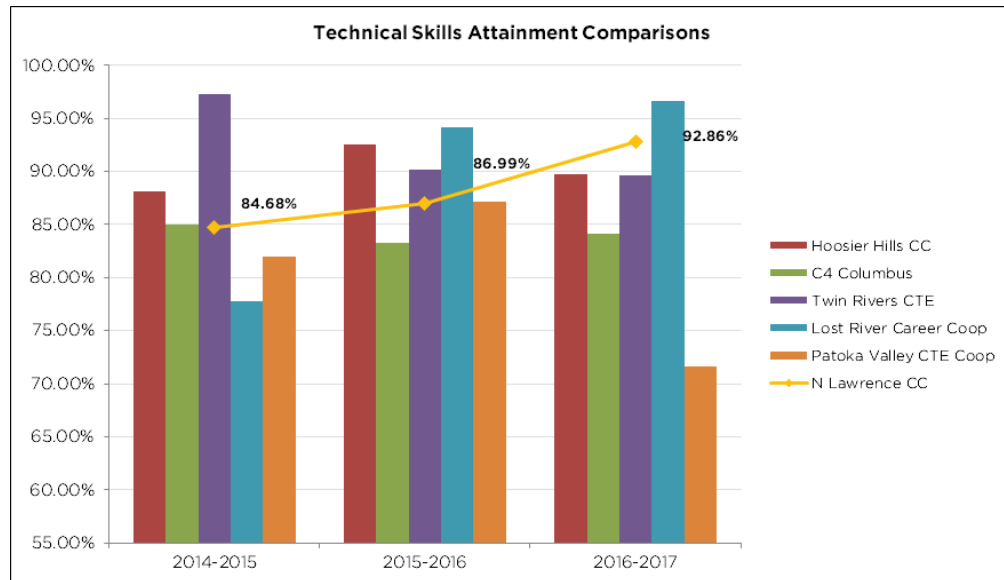
## PLACEMENT

Where do North Lawrence CTE graduates “land” after they graduate high school? The percentages vary from year to year but generally fall into one of three categories; students go to work, go to two- or four-year college, or go to the military. A fourth category includes students who cannot be located (termed “not placed” by the state). Overwhelmingly, CTE Concentrators in the North Lawrence CTE District go to college once they graduate from high school, with the second highest percentage transitioning to work. Military placement after high school varies from year to year.

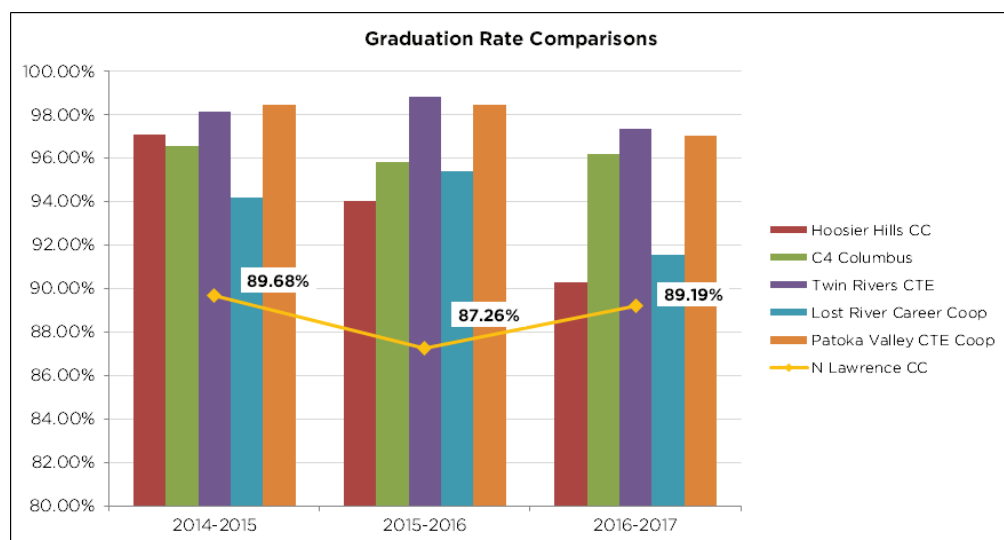


## COMPARISONS

For comparison purposes, two pieces of CTE student performance data – Graduation Rates and Technical Skills Attainment from the North Lawrence CTE District – were placed side by side with the data from five surrounding CTE Districts; Hoosier Hills Career Center, Columbus Area Career Connection (C4), Twin Rivers CTE, Lost River Career Cooperative, and Patoka Valley CTE Cooperative.



In the Technical Skills Attainment category, North Lawrence has fared as good as or better than the surrounding districts with the exception of higher attainment rates from Lost River and Twin Rivers CTE.



Conversely, the graduation rates of North Lawrence CTE District's CTE Concentrators is well below the graduation rates of all other CTE Districts in the area, in some cases as much as 10 percentage points lower.



#### **Section IV Summary**

It is easy to get lost in the amount of data presented in this section. It is also a challenge to assess whether the data results presented here show positive or negative results or trends. Much of this depends on what the goals of the district's Career and Technical Education programs are. For example, is it a good thing that a high percentage of CTE graduates from the North Lawrence CTE District go on to college or does the community want more high school graduates to stay and work in the region? Or the opposite?

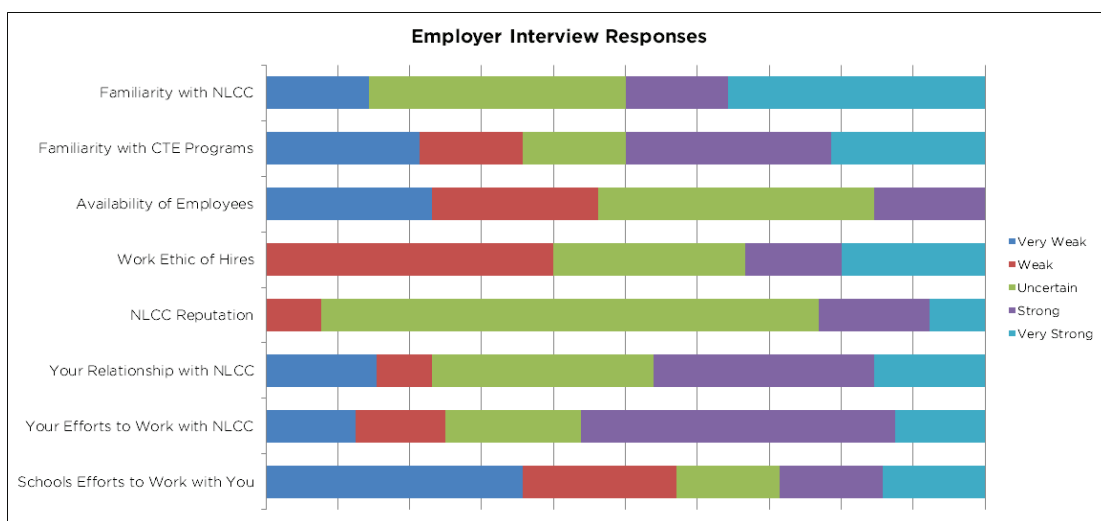
These and other questions require further discussion, ideally among a broad spectrum of community stakeholders that includes employers, educators, students, parents, community organizations, area leaders and others.

# V. CTE PERCEPTIONS

## EMPLOYER INTERVIEWS

Phone interviews were conducted during May 2018 with fifteen employers from within Indiana Economic Growth Region 8, mostly from Lawrence County.

Open-ended interview questions were combined with questions asking employers to give their impressions regarding a variety of issues on a scale of 1 – Very Weak to 5 – Very Strong. The graph below quantifies employers' responses regarding their current workforce needs as well as their thoughts about the North Lawrence Career Center (NLCC).



- **Familiarity with CTE and North Lawrence Career Center.** A fairly equal balance of employers know what CTE (Career and Technical Education) means and approximately half were at least somewhat familiar with the North Lawrence Career Center, typically with the programs that aligned with their career field. In general, employers seemed moderately pleased with the career center programs they were familiar with though others felt they did not have enough knowledge to form an opinion. Some gave specific advice, including the following:
  - The school needs to broaden its connection with employers outside of Bedford and in the region
  - Training technologies for manufacturing need to improved
  - The quality of the career center is good but it is under-utilized and needs to be updated and modernized
  - The courses and curriculum are adequate but the caliber of students going through program tends to be below average

- Programs for students in coop work great
- Overall things are fine but there are some issues with communication, students/parents not certain what courses are being offered
- It's on a path forward but is a little behind the curve.
- **Preparation of Students for Work.** The need for graduates with soft skills or employability skills such as punctuality, attitude, and communication skills was repeated frequently by employers who were interviewed. One said better measurement skills were needed and another said more community college-level technical skills were of the most value.
- **Providing Coop, Internships, or Work-Based Learning.** Almost half of the employers interviewed said their company offers a cooperative education, internship, or other work-based learning program to NLCC students, though some said it was limited to college students only. The other half of the employers interviewed said their businesses offered no on-the-job experiences to students though some said they had done so in the past. While a few employers admitted they “don’t do much” or “are not very good at selling ourselves,” many said they offer internships or awareness activities to promote their career field in one way or another:
  - Our company is active in regional STEM programs and would like to invite more of our employees to go out to classrooms to talk about what we do and bring students in to see it firsthand
  - We partner onsite with math and science teachers in the STEM areas but North Lawrence School Corporation is not as plugged into STEM as other schools. Our employees are provided paid time off to do mentoring and tutoring with students and to work with robotic teams
  - We hold open houses and go to career days. Sometimes teachers visit our facility to see what we do and what’s available for students
  - Our company conducts an area health education center program to get students interested in health careers (in high schools in approximately 12 counties)
  - We use social media; Twitter, Facebook, LinkedIn, etc. and visit two-year colleges and sometimes area high schools
  - We hold recruiting visits with Ford and Chrysler to introduce students to scholarship programs in four career centers
  - Our business advertises in the vocational yearbook.

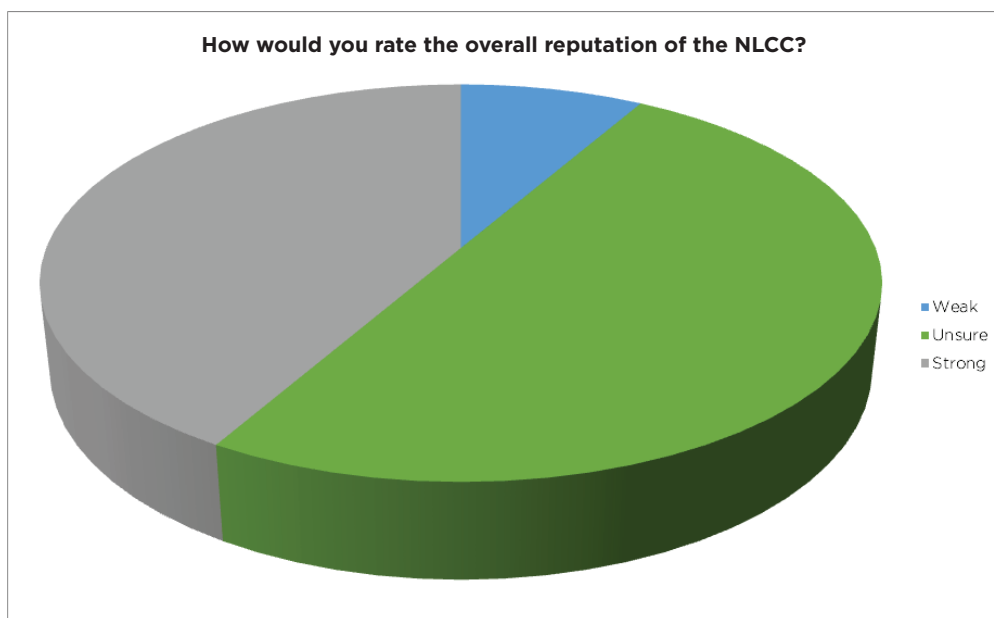
A few companies said they provide tours that build awareness among elementary and middle school students and many promote their occupational needs through cooperative education.

- **Employer Outreach to Schools.** Just half of the employers interviewed said they reach out to local schools to try and connect. While a variety of reasons were provided, some said simply it was just difficult to do or that liability issues complicated the communication. One employer said a teacher told her that the school administration would not support an alliance with an area employer so she contacted the school board and has not yet received a followup response. “We’re dysfunctional down here with our schools,” said another. “They’re in the mindset that everyone has to have a college degree.”
- **Additional Comments.** The employers interviewed were decidedly optimistic about improving their relationship with the North Lawrence Career Center and career preparation programs in general, offering several comments including these:
  - I believe our career center has the potential to really make a difference in our kids’ education and even to retrain some of the people who have been through the justice system or who are unemployed. It is very important for our region to understand we need to work together as industry and education...we’re so focused on everyone having a four-year degree that students are missing out on the opportunity for a better paying occupation without a degree
  - Drug use has become a real problem, issue, and it’s growing. If we can support and re-brand the career center, I’m 100% behind it
  - How do we create true K-14 Pathways in the local area? We would really like to see action versus just discussion
  - Soft skills are the biggest challenge we face
  - We’re happy that the Lawrence County Economic Growth Council is looking at this issue
  - The biggest problem with the career center in the past several years is that it takes the bottom half of the class. We need higher level, higher skills students for employees. We need to find out what students’ aptitudes are early on and steer students to potential career paths based on their interests. Until we work more closely with counselors to make sure they are really aware of what’s happening in business industry, nothing’s going to change
  - Increased engagement with local schools and vice versa needs to tick up. I’m a big advocate for introducing potential employees in the middle school level to give them an idea of possible careers early on.

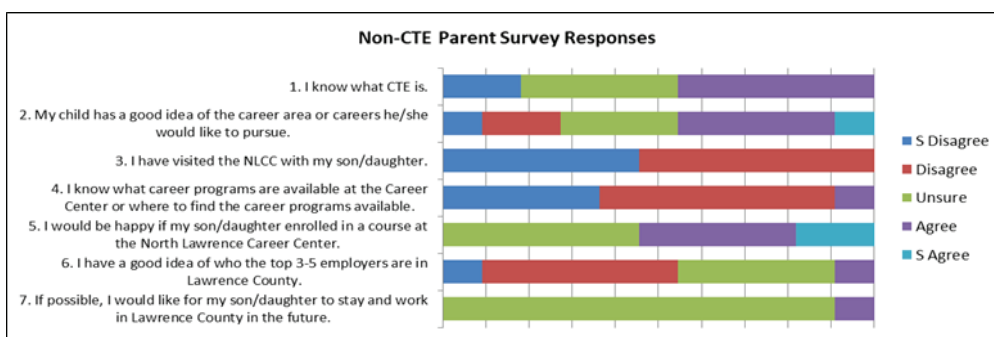
## PERCEPTION SURVEYS

In addition to employer interviews, eight surveys were created and distributed to students, parents, teachers, school counselors and administrators to assess their perceptions of the overall CTE programs in the North Lawrence CTE District. Though there are many data points to “crunch” for this summary, we try to present the results in a manner that gives you an easy overview of the majority of responses.

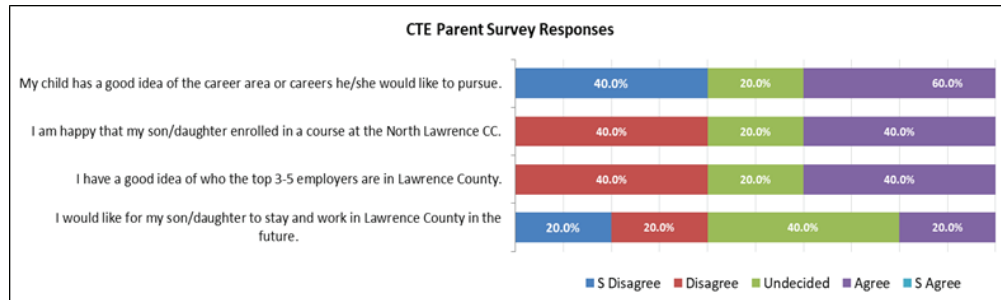
**Parent Perceptions.** We asked parents of CTE students as well as parents who have no students enrolled in CTE courses or pathway programs to respond to a series of questions.



- Non-CTE Parent Responses.** Parents without a son or daughter in a CTE course or program were mixed about their knowledge of CTE programs, but with more than half saying they would be “happy if my son/daughter enrolled in a course at the North Lawrence Career Center.” A small percentage of parents rated the overall reputation of the North Lawrence Career Center as weak with half saying they were unsure. Other results are summarized in the graph below.



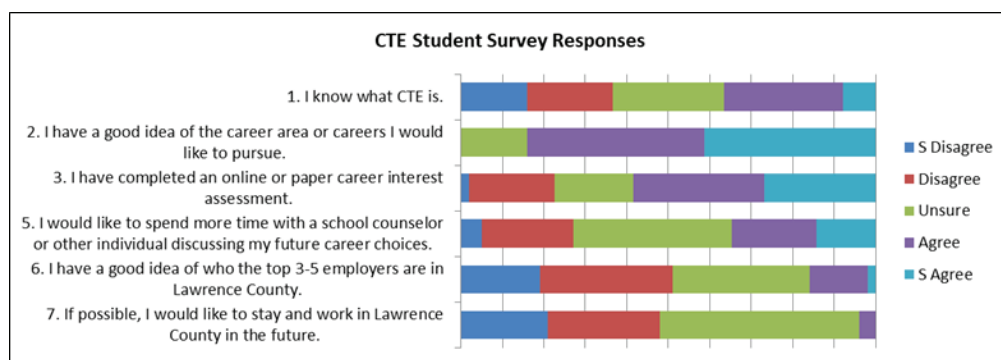
- CTE Parent Perceptions.** Only 5 parents of CTE students responded to the survey with two parents agreeing and two parents disagreeing that they were happy their son/daughter was enrolled in a course at the career center (one was unsure).



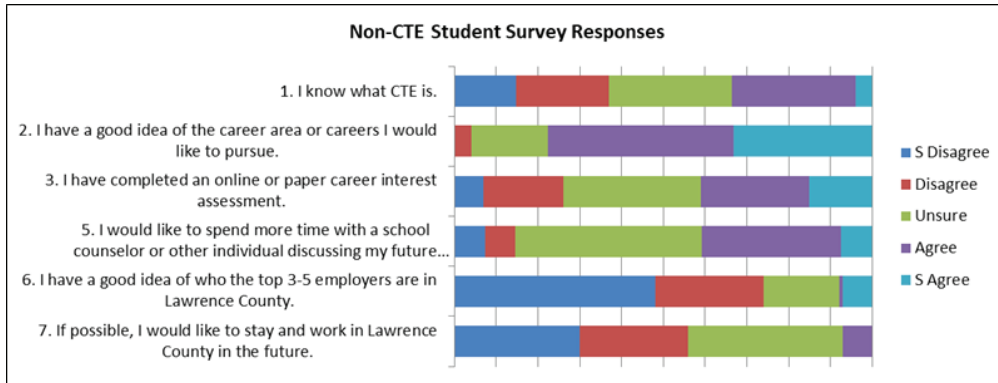
Parents gave us a number of positive comments about their impressions of NLCC including this one, “The cooperative spirit between the school systems seems good. I also see it as a place where students who might struggle in a traditional classroom have a chance to succeed and feel accomplished with a new skill.”

Asked what they would like to see improved, parents listed transportation, having more information in general about available career options, and aligning all of the school calendars so students did not miss any class time.

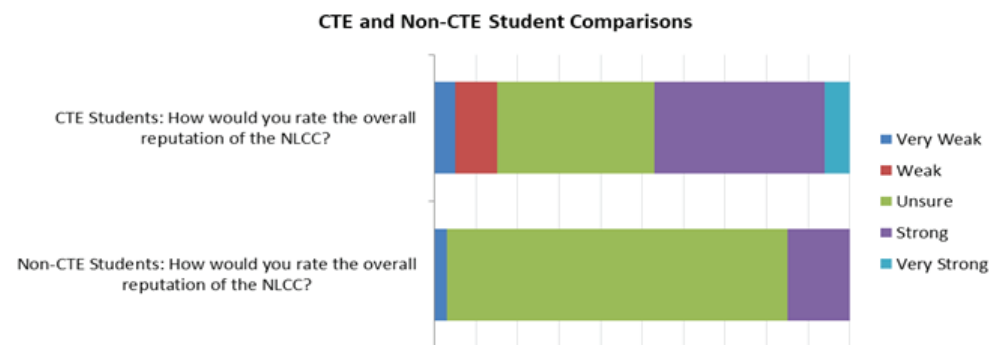
- Student Perceptions.** Students enrolled in CTE programs, and those who were not, were asked to answer a number of identical questions related to careers and career preparation. A total of 90 student responses were received. Overall, CTE students were more likely to Agree or Strongly Agree that they had completed a career assessment but all other responses were strikingly similar.



CTE student responses are summarized in the graph above and Non-CTE Students in the graph below. Note the similarities between the “Strongly Agree” and “Agree” statements in both.



As expected, CTE students also ranked the reputation of the North Lawrence Career Center as mostly Strong or Very Strong in comparison to students who are not enrolled in CTE courses.



When asked how CTE pathway programs and course offerings could be improved, students offered a number of answers including having more course or program offerings (17%), more experiential/hands on learning opportunities in the field (14%), and still being able to graduate with an honors diploma while taking courses at the career center (46%).

By a wide margin, students said they heard about career programs through their school counselor (63%), friends or family (11%), or by completing field trips or hearing a guest speaker (11%). The table below summarizes the top ranked responses when students were asked what they liked best about the North Lawrence Career Center and what challenges they had to overcome to attend.

What aspects do you like best about taking courses at NLCC?	What challenge/difficulties did you overcome to take courses at NLCC?
<ul style="list-style-type: none"> <li>• Opportunity to learn new career skills</li> <li>• Opportunity to earn college/dual credits</li> <li>• Getting to work with my hands</li> <li>• Change of pace/different environment</li> <li>• Taking classes with other students are like me</li> </ul>	<ul style="list-style-type: none"> <li>• Scheduling conflicts with other courses</li> <li>• Spending half the day at the Career Center</li> <li>• Sports schedules or after school events</li> <li>• Negative opinions about the career center</li> <li>• Transportation issues</li> </ul>

- **Teacher Perceptions**

A wide majority of CTE and non-CTE teachers (70-82%) listed “Unsure” when asked to rate parents’ perception of the North Lawrence Career Center. When asked about the positive aspects of the district’s CTE programs teachers listed the following:

- *Our staff realizes our students need options and we work to educate them on those options.*
- *[It] helps students know whether or not they want to pursue a career that will land them a job right out of high school or not*
- *They can see what career they might/might not enjoy*
- *I think [CTE courses] are very beneficial for students, especially those just wanting to enter directly into the workforce*
- *I like that they are able to complete internships...*
- *Students get a chance to have experience in their chosen profession*
- *I think it is important to make students aware of the careers that take a college degree and those that do not. We put so much pressure on college careers and not other career options.*
- *This can set them on the correct path for their future.*



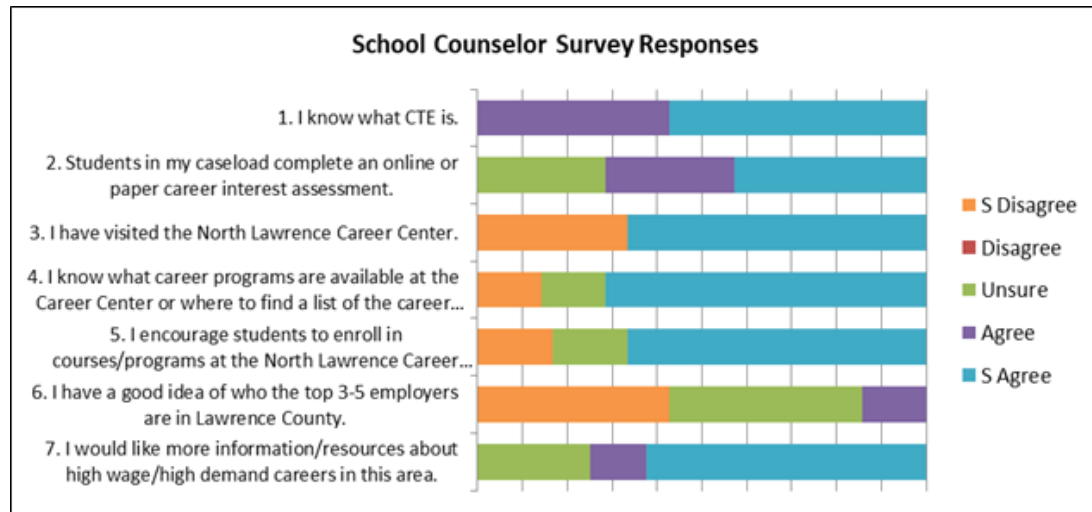
CTE and non-CTE teachers also had suggestions on ways to improve the quality of CTE programs in the district. These are summarized in the table below:

<b>What would you change/improve career awareness and career exploration opportunities available to your students before they graduate high school?</b>	
<i>CTE Teachers</i>	<i>Non-CTE Teachers</i>
<ul style="list-style-type: none"> <li>• <i>More students in my classes</i></li> <li>• <i>I have NEVER been allowed to submit a budget for Perkins money. I have a vocational license and am a CTE teacher. I could use this funding to improve and grow my programs, support our school store, cover expenses for PD, and other things that I currently pay for on my own dime</i></li> <li>• <i>Allow my programs [at...High School] to be in the budget for Perkins funding. (This is a CTE program not at the career center). The past director told me that as long as he was director every dime would be spent on the Career Center. Perhaps with the new director that will change.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Earlier intervention- middle school</i></li> <li>• <i>More education and awareness across the whole school population</i></li> <li>• <i>Transportation, most of our students do not have transportation to outside programs.</i></li> <li>• <i>IT WOULD BE NICE IF THEY DIDN'T HAVE TO GIVE UP THINGS LIKE BAND OR CHOIR TO PARTICIPATE IN NLCC PROGRAM!</i></li> <li>• <i>More variety, shadowing, resources and options- we need MORE of all these</i></li> <li>• <i>Educate our school on what is offered</i></li> <li>• <i>Having various employers come to school to present opportunities available to students or encouraging visits with classes to various employers. A lot of the time it feels like students have to choose: job or college. But employers like Cook provide opportunities for students to do both.</i></li> <li>• <i>More encouragement and easier access.</i></li> <li>• <i>Make sure students understand that careers that do not take a college career are just as worthy. Take away that stigma.</i></li> </ul>

**CTE teachers made no significant comments about the quality or need for additional equipment or resources.**

- School Counselor Perceptions.** 68% of the school counselors who responded to the online survey said their perceptions of the North Lawrence Career Center were Strong or Very Strong but they were less certain about perceptions by parents and students. 71% of counselors Strongly Agreed that they wanted more information about high wage and high demand careers in the area with 43% Strong Disagreeing that they had a good idea of the top 3-5 employers in the area. With the high influence school counselors have on students' career exploration and decision-making, this represents a large gap in the career preparation process.

The graph on the following page summarizes a variety of other school counselor responses.

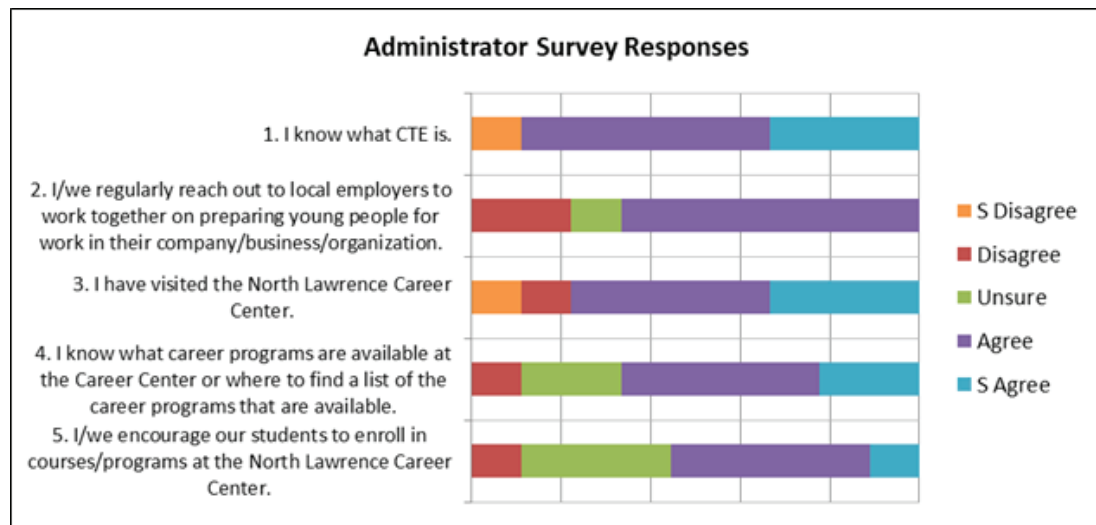


Counselors say student interest is the number one factor that helps students decide to go to the career center. But lack of transportation is often a barrier and so is the inability of some advanced students to complete both a pathway program and earn an honors diploma.

Counselors also provided their list of advantages and challenges of the career readiness and CTE programs in the district, summarized in the table below.

What aspects do you like best about the programs at NLCC?	What challenge/difficulties do your students face in attending NLCC?
<ul style="list-style-type: none"> <li>Students are exposed to our career center beginning in the 6th grade, and take multiple interest surveys including the Indiana Career Explorer in 10th grade, and the ASVAB in 11th grade</li> <li>Our students have amazing career exploration opportunities available to them</li> <li>I think students don't fully understand the potential that NLCC has for them</li> </ul>	<ul style="list-style-type: none"> <li>Transportation limitations</li> <li>I'm concerned about the rigor of the programs available at our career center. I know there are a few programs that are very good, but there are certainly some weak links. There are a few programs that I discourage students from attending.</li> <li>Many of our seniors spend only 1 1/4 hours in the classroom....that is just not enough to make it worth sending them there. Scheduling is a major issue in my mind.</li> <li>Awareness beginning at an early age.</li> </ul>

- School Administrator Perceptions.** Responses were mostly positive from administrators at schools that feed into the North Lawrence Career Center, though the majority of the seven respondents listed “Unsure” when asked what perceptions students and parents have of the career center.



Administrators also offered their perceptions of the favorable and challenging aspects associated with the career center and CTE programs in general.

What aspects do you like best about the programs at NLCC?	What challenge/difficulties do your students face in attending NLCC?
<ul style="list-style-type: none"> <li>• <i>Students receive info often in a variety of courses on careers</i></li> <li>• <i>It offers Auto Body classes that our school does not offer</i></li> <li>• <i>It has the opportunity to provide career readiness to non-college bound students</i></li> <li>• <i>Our students have the ability to job shadow and intern for various local businesses and firms</i></li> <li>• <i>It gives students more of a variety of career options than just a traditional school.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Make the curriculum more applicable to the student's job opportunities in this area by collaborating with local business/industry</i></li> <li>• <i>[Offer] more student flexibility with their schedule</i></li> <li>• <i>The length of time students are there in the afternoon. Our students often arrive and wait over an hour before they attend afternoon classes</i></li> <li>• <i>I would like to see school corporations join together in CTE offerings so we can expand our base and expose students to more pertinent areas of future employment</i></li> <li>• <i>Motivation is more important than information. I believe schools do a good job informing students. They just do not wish to pursue</i></li> <li>• <i>[Offer] more opportunities in home high schools.</i></li> </ul>

### Section V Summary

The wealth of information provided by the perception surveys can be overwhelming. Their real value is in the mining of specific results that pertain to future goals and directives of the North Lawrence CTE District as a whole. The survey answers also serve as baseline data for future, perhaps annual surveys, to see how perceptions, attitudes, and perspectives improve.

# VI. RECOMMENDATIONS

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Perhaps the most important part of this review is what happens next. Based on the data compiled and analyzed for this report, we suggest a number of action steps outlined in the following set of recommendations.

**1. Address Issues of Compliance First.** It is expected that the state audit of the North Lawrence CTE District will require several additional actions be completed immediately in order to bring the district into full compliance with state and federal laws and rules. The 28 indicators used by the state in its Program Review and Data and Policies guidelines, summarized in the Directors Review on pages 5 and 6, can serve as a supplemental guide in implementing the state's action steps. Issues of teacher licensing, the appropriate release of students for work-based learning, and other foundational components are the first order of business.

**2. Adopt Steps for Expanding Quality Instruction and Programming.** Beyond meeting basic compliance requirements, several additional steps can be taken to enhance the quality work that is already in place in the CTE district.

- a) **Create a True Career Readiness Consortium.** A key component of quality CTE programs is the establishment of a robust consortium that engages business and industry leaders, education administrators, workforce and economic development representatives, parents and other community stakeholders in ongoing discussions that purposefully and proactively review education to workforce linkages in the community. Though required of all federal Perkins funding recipients, consortiums are often treated as a formality instead of being a robust, meaningful hub of collaboration that advises and guides the direction of local CTE programs. Creating such a consortium is challenging because it requires collaboration, transparency, difficult conversations, often a suspension of politics, and continued effort to be effective. But the results are significant program improvement and increased student success over time.
- b) **Engage Educators in Discussing CTE Quality Criteria.** We suggest using the 11-point CTE Quality Criteria instrument from this report to begin a dialogue among CTE and non-CTE teachers, administrators, and school counselors across all grade levels and all schools in the district to share ideas and prioritize steps to actively address misconceptions, share information, and establish communication processes that raise the quality of all programs.
- c) **Provide a Mentor to New CTE Director.** If a new CTE District Director is hired, we strongly recommend that transition support be provided to the individual via an experienced CTE specialist. Too much is at stake to leave the transition to chance.

**3. Be Intentional About Workforce and Education Alignment.** We recommend the creation of a structured, ongoing process to assess how well overall K-12 career readiness programs and the district's CTE pathway programs align with the highest demand workforce needs in the area. The process will require active engagement of the region's employers – perhaps through the Career Readiness Consortium described above – in order to be effective, as well as the establishment of criteria for assessing the degree to which pathway programs align to area industry needs. Key education leaders will need to be involved to balance employers' expectations with the realities of education budgets, and the need for sufficient student interest and enrollment to add or expand CTE programs. Conversely, consideration should be given to the inclusion of a process of rethinking or restructuring CTE pathway programs that have weak linkages to area workforce needs.

**4. Focus on Outcomes and Results.** The multitude of student performance and outcome data presented in Section IV of this report indicates that more remains to be done to increase enrollments in some pathway programs, expand the percent of students earning industry-valued credentials and dual credits, and increase the number of students completing a work-based learning experience, and other related areas. Consideration should be given to adding other indicators of career and postsecondary readiness to an annual review of student outcomes, such as employer and postsecondary satisfaction ratings and the degree to which students learn or exhibit employability skills. Continual reflection on student outcomes can guide all of the processes described in this section.

**5. Work on Perceptions.** Either through an established community group or the new Career Readiness Consortium, discussions about ways to proactively begin changing community perceptions of CTE and career readiness in general should be initiated. Start with some of the challenges described in the perception survey results in this report including issues such as student transportation to the career center and worksites, educator and community misperceptions about CTE, scheduling conflicts with students wanting CTE pathway programs and an honors degree, and better alignment of various school calendars and class schedules.

Though most of the recommendations listed here are self-evident, they will all require a substantial amount of work over time. Many actions have already been started to meet foundational compliance requirements while others will involve processes that may take several years. But all of these steps are important.

As stated at the beginning of this section, the true value of this report lies in what happens next. We hope this summary spurs productive conversations that result in new processes, decisions, and action steps that benefit more of the area's students and employers.

# APPENDIX A

## STATE RANKINGS OF CTE PROGRAMS

1. Area District #12 - Warsaw Area Career C		25. Area District #02 - Area Career Center of
2. Area District #33 - McKenzie Career Cente		26. Area District #34 - Whitewater Career
3. Area District #11 - North Central Area Voc.		27. Area District #14 - FWCS Career
4. Area District #04 - Southlake Career Coop		28. Area District #24A - Pike Career and
5. Area District #09 - Impact Institute		29. Area District #49 - Walker Center for
6. Area District #05 - Porter Co. Career & Tec		30. Area District #36 - Hoosier Hills Career
7. Area District #47 - Patoka Valley Career &		31. Area District #32 -IPS Career &
8. Area District #27 - New Castle Career Cen		32. Area District #32A - Charter Schools USA
9. Area District #31 - Area 31 Career Program		33. Area District #08 - Elkhart Area Career
10. Area District #41 - Columbus Area Career		34. Area District #22 - Muncie Area Career
11. Area District #19 - Wildcat Creek Career C		35. Area District #07 - South Bend Comm.
12. Area District #43 - Twin Rivers CTE Area		36. Area District #44 - Lost River Career Coop
13. Area District #10 - Indian Trails Career Coo		37. Area District #35 - Vigo County School
14. Area District #25 - Hinds Career Center		38. Area District #3B - Merrillville Career
15. Area District #30 - Area 30 Career Center		39. Area District #13 - Wawasee Area Career
16. Area District #46 - Southern Indiana Caree		40. Area District #37 - Central Nine Career
17. Area District #28 - Richmond Area Career		41. Area District #20 - Kokomo Area Career
18. Area District #01 - East Chicago Central Hi		42. Area District #17 - Heartland Career
19. Area District #24 - J. Everett Light Career		43. Area District #40 - North Lawrence Career
20. Area District #16 - Century Career Center		44. Area District #38 - Blue River Career
21. Area District #18 - Area 18 Career Coop		45. Area District #42 - Southeastern Career
22. Area District #29 -Wabash River Career an		46. Area District #45 - Prosser Career
23. Area District #06 - A.K. Smith Career Cent		47. Area District #21 - Marion Regional Career
24. Area District #23 - West Central Indiana C		48. Area District #03 - Gary Area Career

# APPENDIX B

## EXPANDED RESULTS OF CTE QUALITY CRITERIA SELF-ASSESSMENT

1. Standards-Aligned and Integrated Curriculum	
a. Pathway program of study curricula are developed with employer input to prepare students for both further education and in-demand and emerging careers.	Not yet implemented
b. State content standards are used as the foundation for local curriculum development and input from the community is considered in the development process (Indiana Standard 4.1)	Operational level of implementation
c. Pathway course curricula are aligned with and help students apply appropriate English/language arts, mathematics, science and social studies standards in work-related situations (Indiana Standard 4.2)	Operational level of implementation
d. Pathway course curricula emphasize the technical, academic and employability skills that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications and work ethic (Indiana Standard 4.3).	Operational level of implementation
e. Pathway course curricula are consistent with available state and national industry certification/credentialing standards (Indiana Standard 4.4).	Operational level of implementation
f. Program of study standards are publically available and accessible, as appropriate, to students, parents/guardians, partners and the community.	In development/initial implementation
g. Every teacher uses a syllabus for each course and copies of the syllabi are available to the CTE administrator (Indiana CTE audit requirement).	Operational level of implementation
h. Teachers use a course outline that details what topics/units are covered and when throughout the school year.	In development/initial implementation
i. Safety is taught as an integral part of the instructional program (Indiana Standard 1.1).	Operational level of implementation
2. Sequencing and Articulation	
a. Pathway programs of study start with broad foundational knowledge and skills and progress in specificity to build students' depth of knowledge and skills.	Not yet implemented
b. Content and standards within Pathway programs of study are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education.	Not yet implemented
c. Pathway programs of study include a combination of rigorous academic and technical courses (Indiana Standard 4.10).	Operational level of implementation
d. Approximately how many Pathway programs of study offer dual/college credits to students?	No answer
e. Approximately what percentage of all CTE concentrators in the district earn college credits?	No answer
f. Please list any certifications, certificates, licenses or other credentials your students can earn in your program (leave blank if none):	No answer
g. Approximately what percentage of CTE concentrators in the district earn an industry certification, license or other credential?	No answer
h. Briefly describe the review process used for determining what new Pathway programs will be offered and what existing Pathway programs will not be continued:	In development/initial implementation



<b>3. Student Assessment</b>	
a. Various assessments, including formative and summative assessments, are integrated throughout Pathway programs of study to validate student learning (Indiana Standard 4.7).	Operational level of implementation
b. Assessments are aligned to state standards and/or end-of-program assessments and are appropriate to students' current level of knowledge and skill attainment.	Operational level of implementation
c. Assessments are valid, reliable and developed or chosen in accordance with relevant quality standards.	In development/initial implementation
d. Pathway programs of study incorporate multiple forms of assessment, including performance-based assessment where students must demonstrate the application of their knowledge and skills.	In development/initial implementation
e. Pathway programs of study prepare students for assessments that lead to recognized postsecondary credentials, as available and appropriate.	Yes but to a low degree/initial implementation
<b>4. Prepared and Effective Program Staff</b>	
a. CTE educators in the district meet minimum state, district and local certification and licensing requirements (Indiana Standard 3.1).	Yes but with room for improvement/operational implementation
b. CTE educators maintain up-to-date knowledge and skills across all aspects of an industry and have appropriate industry-relevant credentials.	Yes but with room for improvement/operational implementation
c. CTE teachers participate in ongoing, rigorous professional development to remain current in their program area and to meet license renewal requirements (Indiana Standard 3.2).	Yes but with room for improvement/operational implementation
d. CTE teachers demonstrate leadership and commitment to the profession.	Yes but with room for improvement/operational implementation
e. CTE teachers have the time, resources and supports to implement all elements of a high quality Pathway program of study (Indiana Standard 4.8).	Yes but to a low degree/initial implementation
f. CTE teachers, academic educators, counselors, administrators and other relevant staff collaborate regularly to coordinate curriculum, instruction, assessment and to analyze data for program improvement.	No answer
g. How many CTE teachers are operating with an emergency license?	Do not have enough information to answer
<b>5. Engaging Instruction</b>	
a. Program of study instruction is driven by relevant content area standards and learning objectives.	Do not have enough information to answer
b. Project-based learning and related instructional approaches, such as problem-based, inquiry-based and challenge-based learning, are used.	Operational level of implementation
c. Instruction incorporates relevant equipment, technology and materials to support learning.	Operational level of implementation
d. Instruction is flexible, differentiated and personalized to meet the needs of a diverse student population.	Do not have enough information to answer

<b>9. Career and Technical Student Organizations (CTSOs)</b>	
a. Career and Technical Student Organization (CTSO) activities enhance the instructional program (where available - Indiana Standard 4.9).	No answer
b. List the Career Technical Student Organizations (CTSOs) available to students in the CTE District:	Operational level of implementation
c. In what ways could the degree of student participation in CTSOs be improved?	Operational level of implementation
<b>10. Work-Based Learning</b>	
a. Work-based learning is organized in a sequenced continuum that progresses in intensity as a student moves through a program of study, including a range of activities such as workplace tours, job shadowing, school-based enterprises, internships and apprenticeships.	Operational level of implementation
b. Work-based learning experiences are an integral part of a majority of Pathway programs of study.	In development/initial implementation
c. The work-based learning continuum is aligned with relevant national, state and/or local curriculum standards.	In development/initial implementation
d. Requirements and procedures for work-based learning experiences (such as safety, liability, transportation, supervision, etc.) are formalized with employers, students and, as appropriate, parents/guardians.	In development/initial implementation
e. Training is provided to students and employers in advance of work-based learning experiences, addressing each stakeholder's rights and responsibilities as well as safety and appropriate behavior.	In development/initial implementation
f. Work-based learning experiences are closely supervised by an educator and/or other appropriate staff with clearly defined roles.	In development/initial implementation
g. Employers play a leadership role in developing, facilitating and evaluating work-based learning experiences.	Exemplary level of implementation
h. Students engage in reflection and document learning resulting from work-based learning experiences, such as through a portfolio or presentation.	Exemplary level of implementation
i. List what Pathway programs of study offer work-based learning:	Operational level of implementation
<b>11. Data</b>	
a. All CTE teachers are evaluated on an annual basis.	Do not have enough information to answer
b. Continuous evaluation is conducted of all Pathway programs of study.	Operational level of implementation
c. There is a formal process in place for the systematic and continuous use of student performance data for program improvement, including identifying and addressing equity gaps.	Do not have enough information to answer
d. Results of federal and student performance indicators (Perkins Core Indicators) are annually shared with all staff.	Do not have enough information to answer
e. Privacy and security protections are in place for data collection, storage, analysis and reporting. Protections adhere to all federal, state and local privacy laws.	Do not have enough information to answer
f. Educators have access to relevant valid and reliable aggregate data on all students participating in the program of study.	Not yet implemented
g. Educators have access to relevant valid and reliable data disaggregated by gender, race and ethnicity, and special population status, thus facilitating comparisons of access and performance among subpopulations and with the general student population.	Operational level of implementation
h. CTE district performance data is shared, as appropriate, in an easy-to-understand format with students, parents/guardians, partners and the community.	Operational level of implementation

# APPENDIX C

## SUMMARY

The table below shows the rankings of employer demand in Region 8 using four criteria; current job advertisements in the first quarter of this year and over the entire year, current employment, and projected demand.

	Total Industry Ads for Job Openings in Region 8 - 1 <sup>st</sup> Qtr 2017 to 1 <sup>st</sup> Quarter 2018 - by Industry Type	Top Industry Ads for Job Openings in Region 8 in 1 <sup>st</sup> Quarter 2018 by Industry Type	Current Employment in Region 8 by Highest Earnings per Job and Industry Type	Projected Top 10 Industries in Region 8 by Industry Type by 2024
1	Healthcare	Educational Services	Manufacturing	Educational services
2	Manufacturing	Transportation and Warehousing	Government	Healthcare & Social Assistance
3	Engineering	Healthcare & Social Assistance	<b>Professional, Technical Services</b>	Manufacturing
4	<b>Business-Office Workers/Operations/Accounting</b>	Retail Trade	Wholesale Trade	<b>Accommodation and food services</b>
5	Computer/IT	Manufacturing	<b>Construction</b>	Retail trade
6	Business-Sales	<b>Accommodation/Food Service</b>	Information Technology	<b>Construction</b>
7	Heavy and Tractor-Trailer Truck Drivers	<b>Professional, Scientific and Technical Services</b>	Health Care, Social Serv.	<b>Professional and technical services</b>
8	Business-Management/ Customer Service	Finance and Insurance	Trans., Warehousing	Other services, except public administration
9	Mechanics	Public Administration	Other Private (not above)	<b>Administrative and waste services</b>
10	Agriculture	Arts, Entertainment and Recreation	Retail Trade	Transportation and warehousing
11	Law Enforcement	Information Technology	<b>Accommodation, Food Services</b>	
12	Industrial Maintenance/ Machinists/Welding	<b>Administrative Support</b>	Farm	
13	<b>Construction</b>	Waste Management	Arts, Ent., Recreation	

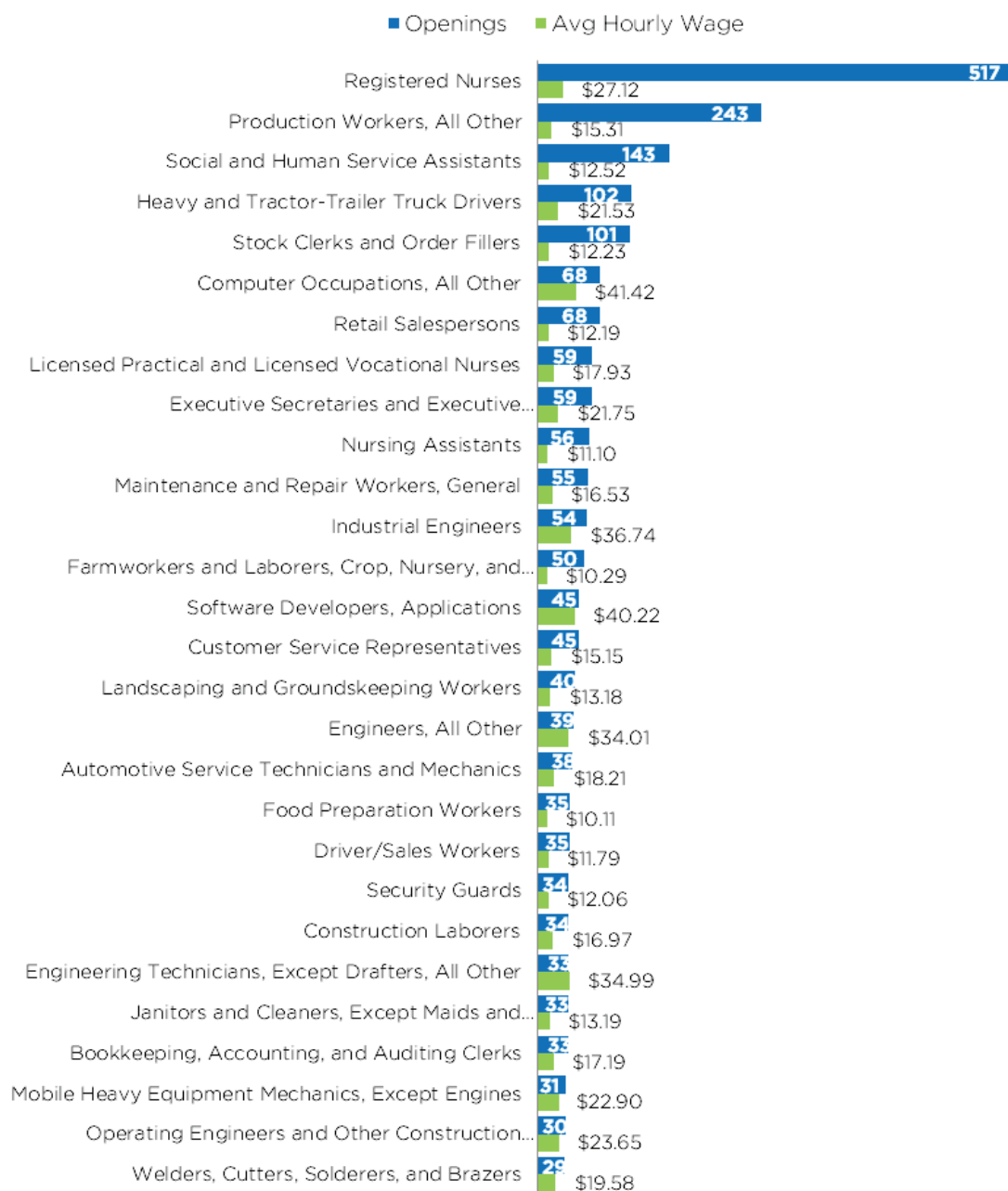
Despite the variances in the lists, several industries appear in all or most lists and are compiled in the Region 8 ranking below.

# APPENDIX D

## WAGE AND DEMAND TABLES

Indiana Economic Growth Region 8

Top 25 Occupations by Demand and ≥\$10.00/Average Hourly Wage (OES)



# APPENDIX E

## INDIANA REAL-TIME JOB DEMAND REPORT<sup>5</sup>

Top Occupations	Ads	Top Industries	
Heavy and Tractor-Trailer Truck Drivers	194	Educational Services	300
Retail Salespersons	49	Transportation and Warehousing	194
Registered Nurses	42	Health Care and Social Assistance	154
First-Line Supervisors of Retail Sales Workers	19	Retail Trade	135
Managers, All Other	19	Manufacturing	60
Licensed Practical and Licensed Vocational Nurses	17	Accommodation and Food Services	45
Nursing Assistants	17	Professional, Scientific, and Technical Services	40
Cashiers	16	Finance and Insurance	30
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	16	Public Administration	21
Clinical Research Coordinators	15	Arts, Entertainment, and Recreation	12
Sales Representatives, Wholesale & Manufacturing, Except Technical & Scientific Products	15	Information	12
Combined Food Preparation and Serving Workers, Including Fast Food	12	Administrative and Support and Waste Management and Remediation Services	10
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	12	Other Services (except Public Administration)	8
Medical and Health Services Managers	12	Wholesale Trade	7
Physical Therapists	12	Construction	4
Education Administrators, Postsecondary	11	Real Estate and Rental and Leasing	3
First-Line Supervisors of Food Preparation and Serving Workers	11	Agriculture, Forestry, Fishing and Hunting	1
Maintenance and Repair Workers, General	11	Utilities	0
Pharmacy Technicians	11	Management of Companies and Enterprises	0
Stock Clerks, Sales Floor	11	Mining, Quarrying, and Oil and Gas Extraction	0

<sup>5</sup> Real-Time Job Demand report, Hoosiers by the Numbers, Indiana Department of Workforce Development, Data provided by Burning Glass, Labor Insight/Jobs, file:///C:/Users/mattj/Downloads/rtjdqq01.pdf

# APPENDIX F

## NORTH LAWRENCE CTE DISTRICT ENROLLMENT (DUPLICATED)

### BY SCHOOL CORPORATION 2016-17

Reported to the Indiana Department of Education on Form 30A

School Corporation	DOE Course Title	DOE Designation	1 credit courses	2 credits per semester courses	3 credits per semester courses
Brown	Child Development	FOUND	17	0	0
Brown	Nutrition and Wellness	FOUND	70	0	0
Brown	Preparing for College and Careers	FOUND	56	0	0
Brown	Automotive Collision Repair I	HIGH- HIGH	0	0	5
Brown	Automotive Collision Repair II	HIGH- HIGH	0	0	2
Brown	Automotive Services Technology I	HIGH- HIGH	0	0	2
Brown	Computer Science I	HIGH- HIGH	1	0	0
Brown	Entrepreneurship and New Ventures Capstone	HIGH- HIGH	20	0	0
Brown	Graphic Design and Layout	HIGH- HIGH	0	0	1
Brown	Health Science Education I	HIGH- HIGH	0	0	1
Brown	Plant and Soil Science	HIGH- HIGH	13	0	0
Brown	PLTW Human Body Systems	HIGH- HIGH	11	0	0
Brown	PLTW Principles of Biomedical Sciences	HIGH- HIGH	76	0	0
Brown	Principles of Business Management	HIGH- HIGH	28	0	0
Brown	Principles of Engineering PLTW	HIGH- HIGH	19	0	0
Brown	Principles of Marketing	HIGH- HIGH	47	0	0
Brown	Welding Technology I	HIGH- HIGH	0	0	1
Brown	Welding Technology II	HIGH- HIGH	0	0	1
Brown	Cosmetology I	HIGH- MOD	0	0	3
Brown	Cosmetology II	HIGH- MOD	0	0	3
Brown	Business Law and Ethics	INTRO	19	0	0
Brown	Introduction to Accounting	INTRO	21	0	0
Brown	Introduction to Advanced Manufacturing and Logistics	INTRO	12	0	0
Brown	Introduction to Agriculture, Food and Natural Resources	INTRO	26	0	0
Brown	Introduction to Culinary Arts and Hospitality	INTRO	32	0	0
Brown	Introduction to Engineering Design PLTW	INTRO	33	0	0
Brown	Introduction to Fashion and Textiles	INTRO	17	0	0
Brown	Introduction to Housing and Interior Design	INTRO	15	0	0
Brown	Agribusiness Management	MOD- HIGH	15	0	0
Brown	Agriculture Power, Structure and Technology	MOD- HIGH	33	0	0
Brown	Computer Tech Support	MOD- HIGH	0	1	0
Brown	Food Science	MOD- HIGH	9	0	0
Brown	Horticultural Science	MOD- HIGH	28	0	0
<b>TOTALS</b>	<b>33 courses</b>		<b>618</b>	<b>1</b>	<b>19</b>

Medora	Adult Roles and Responsibilities	FOUND	24	0	0
Medora	Child Development	FOUND	4	0	0
Medora	Nutrition and Wellness	FOUND	15	0	0
Medora	Automotive Collision Repair I	HIGH- HIGH	0	0	1
Medora	Fashion and Textile Careers I	HIGH- HIGH	12	0	0
Medora	Health Science Education I	HIGH- HIGH	0	0	1
Medora	Precision Machining I	HIGH- HIGH	0	0	1
Medora	Welding Technology I	HIGH- HIGH	0	0	1
Medora	Advanced Child Development	INTRO	7	0	0
Medora	Advanced Nutrition and Wellness	INTRO	14	0	0
Medora	Introduction to Housing and Interior Design	INTRO	19	0	0
<b>TOTALS</b>	<b>11 Courses</b>		<b>95</b>	<b>0</b>	<b>4</b>

Mitchell	Adult Roles and Responsibilities	FOUND	17	0	0
Mitchell	Child Development	FOUND	13	0	0
Mitchell	Nutrition and Wellness	FOUND	68	0	0
Mitchell	Automotive Collision Repair I	HIGH- HIGH	0	0	4
Mitchell	Automotive Services Technology I	HIGH- HIGH	0	0	3
Mitchell	Automotive Services Technology II	HIGH- HIGH	0	0	1
Mitchell	Construction Trades I	HIGH- HIGH	0	0	2
Mitchell	Early Childhood Education I	HIGH- HIGH	0	0	6
Mitchell	Health Science Education I	HIGH- HIGH	0	0	2
Mitchell	Interactive Media	HIGH- HIGH	0	0	3
Mitchell	Precision Machining II	HIGH- HIGH	0	0	1
Mitchell	Welding Technology I	HIGH- HIGH	0	0	2
Mitchell	Welding Technology II	HIGH- HIGH	0	0	4
Mitchell	Cosmetology I	HIGH- MOD	0	0	2
<b>TOTALS</b>	<b>13 Courses</b>		<b>98</b>	<b>0</b>	<b>30</b>

NLawrence	Adult Roles and Responsibilities	FOUND	18	0	0
NLawrence	Child Development	FOUND	26	0	0
NLawrence	Nutrition and Wellness	FOUND	21	0	0
NLawrence	Preparing for College and Careers	FOUND	11	0	0
NLawrence	Automotive Collision Repair I	HIGH- HIGH	34	10	3
NLawrence	Automotive Collision Repair II	HIGH- HIGH	0	1	3
NLawrence	Automotive Services Technology I	HIGH- HIGH	30	25	1
NLawrence	Automotive Services Technology II	HIGH- HIGH	0	29	4
NLawrence	Computer Science I	HIGH- HIGH	38	0	0
NLawrence	Computer Science II: Programming	HIGH- HIGH	8	0	0
NLawrence	Construction Trades I	HIGH- HIGH	0	20	1
NLawrence	Construction Trades II	HIGH- HIGH	0	3	6
NLawrence	Early Childhood Education I	HIGH- HIGH	0	20	4
NLawrence	Early Childhood Education II	HIGH- HIGH	0	3	5
NLawrence	Graphic Design and Layout	HIGH- HIGH	0	16	3
NLawrence	Health Science Education I	HIGH- HIGH	0	28	5
NLawrence	Health Science Education II: Nursing	HIGH- HIGH	0	0	4
NLawrence	Interactive Media	HIGH- HIGH	0	5	3
NLawrence	Networking I	HIGH- HIGH	4	0	0
NLawrence	Precision Machining I	HIGH- HIGH	9	7	1
NLawrence	Precision Machining II	HIGH- HIGH	0	5	5
NLawrence	Principles of Engineering PLTW	HIGH- HIGH	12	0	0
NLawrence	Radio and Television I	HIGH- HIGH	0	3	2
NLawrence	Radio and Television II	HIGH- HIGH	0	1	0
NLawrence	Welding Technology I	HIGH- HIGH	14	11	8
NLawrence	Welding Technology II	HIGH- HIGH	0	0	5
NLawrence	Cosmetology I	HIGH- MOD	0	0	15
NLawrence	Cosmetology II	HIGH- MOD	0	0	5
NLawrence	Business Law and Ethics	INTRO	12	0	0
NLawrence	Human Development and Wellness	INTRO	24	0	0
NLawrence	Introduction to Agriculture, Food and Natural Resources	INTRO	46	0	0
NLawrence	Introduction to Construction	INTRO	13	0	0
NLawrence	Introduction to Engineering Design PLTW	INTRO	48	0	0
NLawrence	Natural Resources	LOW- HIGH	28	0	0
NLawrence	Sports and Entertainment Marketing	LOW- HIGH	10	0	0
NLawrence	Agriculture Power, Structure and Technology	MOD- HIGH	0	10	0
NLawrence	Anatomy & Physiology	MOD- HIGH	97	0	0
NLawrence	Animal Sciences	MOD- HIGH	31	0	0
NLawrence	Architectural Drafting and Design I	MOD- HIGH	2	0	0
NLawrence	Architectural Drafting and Design II	MOD- HIGH	0	1	0
NLawrence	Civil Engineering and Architecture PLTW	MOD- HIGH	16	0	0
NLawrence	Computer Integrated Manufacturing PLTW	MOD- HIGH	9	0	0
NLawrence	Computer Tech Support	MOD- HIGH	5	0	0

Nlawrence	Digital Electronics PLTW	MOD- HIGH	2	0	0
Nlawrence	Electronics and Computer Technology I	MOD- HIGH	13	4	0
Nlawrence	Electronics and Computer Technology II	MOD- HIGH	0	6	0
Nlawrence	Medical Terminology	MOD- HIGH	30	0	0
Nlawrence	Sustainable Energy Alternatives	MOD- HIGH	19	0	0
NLawrence	Work Based Learning Capstone, Trade and Industry	WORK	0	0	0
<b>TOTALS</b>	<b>49 Courses</b>		<b>630</b>	<b>208</b>	<b>83</b>

Orleans	Adult Roles and Responsibilities	FOUND	12	0	0
Orleans	Child Development	FOUND	14	0	0
Orleans	Interpersonal Relationships	FOUND	20	0	0
Orleans	Nutrition and Wellness	FOUND	15	0	0
Orleans	Preparing for College and Careers	FOUND	56	0	0
Orleans	Automotive Collision Repair I	HIGH- HIGH	0	0	2
Orleans	Automotive Collision Repair II	HIGH- HIGH	0	0	1
Orleans	Automotive Services Technology II	HIGH- HIGH	0	0	1
Orleans	Construction Trades: Heavy Equipment I	HIGH- HIGH	0	0	2
Orleans	Early Childhood Education I	HIGH- HIGH	0	0	4
Orleans	Early Childhood Education II	HIGH- HIGH	0	0	1
Orleans	Graphic Design and Layout	HIGH- HIGH	0	0	2
Orleans	Health Science Education II: Nursing	HIGH- HIGH	0	2	0
Orleans	Interactive Media	HIGH- HIGH	0	0	2
Orleans	Principles of Business Management	HIGH- HIGH	5	0	0
Orleans	Welding Technology II	HIGH- HIGH	0	0	1
Orleans	Cosmetology I	HIGH- MOD	0	0	2
Orleans	Introduction to Engineering Design PLTW	INTRO	3	0	0
Orleans	Marketing in Hospitality	LOW- HIGH	13	0	0
Orleans	Natural Resources	LOW- HIGH	10	0	0
Orleans	Advanced Life Science: Plants and Soils (L)	MOD- HIGH	3	0	0
Orleans	Agribusiness Management	MOD- HIGH	7	0	0
Orleans	Agriculture Power, Structure and Technology	MOD- HIGH	19	0	0
Orleans	Medical Terminology	MOD- HIGH	2	0	0
<b>TOTALS</b>	<b>24 Courses</b>		<b>179</b>	<b>2</b>	<b>18</b>

Shoals	Preparing for College and Careers	FOUND	42	0	0
Shoals	Culinary Arts and Hospitality I	HIGH- HIGH	3	0	0
Shoals	Culinary Arts and Hospitality II: Culinary Arts	HIGH- HIGH	3	0	0
Shoals	Plant and Soil Science	HIGH- HIGH	4	0	0
Shoals	Principles of Business Management	HIGH- HIGH	2	0	0
Shoals	Principles of Engineering PLTW	HIGH- HIGH	1	0	0
Shoals	Cosmetology I	HIGH- MOD	0	0	1
Shoals	Computers in Design and Production	INTRO	4	0	0
Shoals	Introduction to Accounting	INTRO	2	0	0
Shoals	Introduction to Agriculture, Food and Natural Resources	INTRO	4	0	0
Shoals	Introduction to Culinary Arts and Hospitality	INTRO	29	0	0
Shoals	Introduction to Engineering Design PLTW	INTRO	3	0	0
Shoals	Introduction to Fashion and Textiles	INTRO	2	0	0
Shoals	Introduction to Housing and Interior Design	INTRO	2	0	0
Shoals	Introduction to Transportation	INTRO	15	0	0
Shoals	Sports and Entertainment Marketing	LOW- HIGH	5	0	0
Shoals	Agribusiness Management	MOD- HIGH	4	0	0
Shoals	Anatomy & Physiology	MOD- HIGH	10	0	0
<b>TOTALS</b>	<b>18 Courses</b>		<b>135</b>	<b>0</b>	<b>1</b>

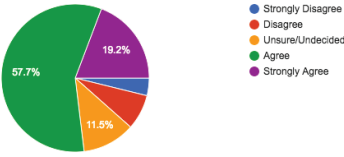
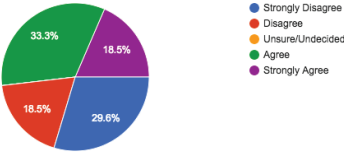
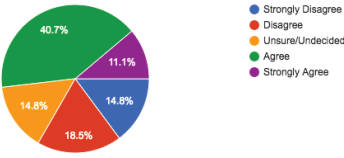
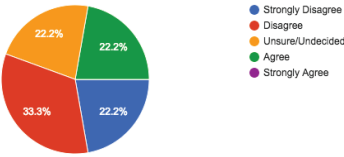
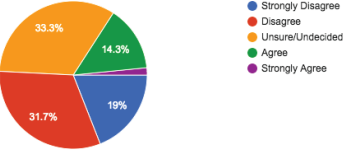
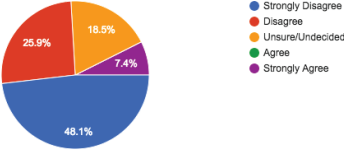


# APPENDIX G

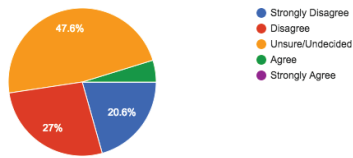
## CTE AND NON-CTE STUDENT SURVEY RESPONSES

### -NORTH LAWRENCE CTE DISTRICT

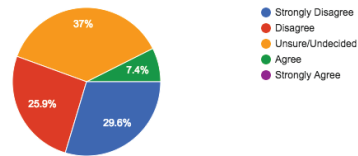
CTE Students - 63 responses	Non-CTE Students - 27 responses
<p>1. I know what CTE is. 63 responses</p> <p>Strongly Disagree: 15.9%, Disagree: 20.6%, Unsure/Undecided: 27%, Agree: 28.6%, Strongly Agree: 7.9%</p>	<p>1. I know what CTE is. 27 responses</p> <p>Strongly Disagree: 14.8%, Disagree: 22.2%, Unsure/Undecided: 29.6%, Agree: 29.6%, Strongly Agree: 3.8%</p>
<p>2. I have a good idea of the career area or careers I would like to pursue. 63 responses</p> <p>Strongly Disagree: 0%, Disagree: 0%, Unsure/Undecided: 15.9%, Agree: 42.9%, Strongly Agree: 41.3%</p>	<p>2. I have a good idea of the career area or careers I would like to pursue. 27 responses</p> <p>Strongly Disagree: 0%, Disagree: 0%, Unsure/Undecided: 18.5%, Agree: 44.4%, Strongly Agree: 33.3%</p>
<p>3. I have completed an online or paper career interest assessment. 63 responses</p> <p>Strongly Disagree: 0%, Disagree: 20.6%, Unsure/Undecided: 19%, Agree: 31.7%, Strongly Agree: 27%</p>	<p>3. I have completed an online or paper career interest assessment. 27 responses</p> <p>Strongly Disagree: 7.4%, Disagree: 18.5%, Unsure/Undecided: 33.3%, Agree: 25.9%, Strongly Agree: 14.8%</p>
<p>5. I would like to spend more time with a school counselor or other individual discussing my future career choices. 63 responses</p> <p>Strongly Disagree: 0%, Disagree: 22.2%, Unsure/Undecided: 38.1%, Agree: 20.6% (13 responses), Strongly Agree: 14.3%</p>	<p>8. I would like to spend more time with a school counselor or other individual discussing my future career choices. 27 responses</p> <p>Strongly Disagree: 7.4%, Disagree: 7.4%, Unsure/Undecided: 44.4%, Agree: 33.3%, Strongly Agree: 7.4%</p>

	<p>4. I have talked with my school counselor about possible future careers.</p> <p>26 responses</p>  <ul style="list-style-type: none"> <li>Strongly Disagree</li> <li>Disagree</li> <li>Unsure/Undecided</li> <li>Agree</li> <li>Strongly Agree</li> </ul>
	<p>5. I have visited the North Lawrence Career Center.</p> <p>27 responses</p>  <ul style="list-style-type: none"> <li>Strongly Disagree</li> <li>Disagree</li> <li>Unsure/Undecided</li> <li>Agree</li> <li>Strongly Agree</li> </ul>
	<p>6. I know what career programs are available at the Career Center or where to find a list of the career programs that are available.</p> <p>27 responses</p>  <ul style="list-style-type: none"> <li>Strongly Disagree</li> <li>Disagree</li> <li>Unsure/Undecided</li> <li>Agree</li> <li>Strongly Agree</li> </ul>
	<p>7. I am considering or have enrolled in a course at the North Lawrence Career Center.</p> <p>27 responses</p>  <ul style="list-style-type: none"> <li>Strongly Disagree</li> <li>Disagree</li> <li>Unsure/Undecided</li> <li>Agree</li> <li>Strongly Agree</li> </ul>
<p>6. I have a good idea of who the top 3-5 employers are in Lawrence County.</p> <p>63 responses</p>  <ul style="list-style-type: none"> <li>Strongly Disagree</li> <li>Disagree</li> <li>Unsure/Undecided</li> <li>Agree</li> <li>Strongly Agree</li> </ul>	<p>9. I have a good idea of who the top 3-5 employers are in Lawrence County.</p> <p>27 responses</p>  <ul style="list-style-type: none"> <li>Strongly Disagree</li> <li>Disagree</li> <li>Unsure/Undecided</li> <li>Agree</li> <li>Strongly Agree</li> </ul>

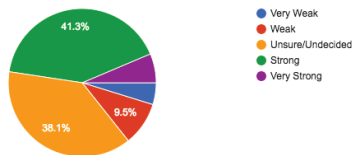
7. If possible, I would like to stay and work in Lawrence County in the future.  
63 responses



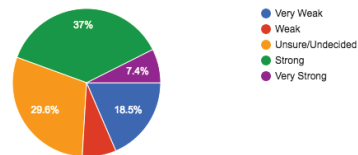
10. If possible, I would like to stay and work in Lawrence County in the future.  
27 responses



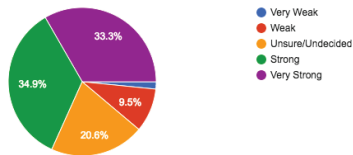
8. How would you rate your knowledge about different careers that are available in the county (or within a half hour from where you live)?  
63 responses



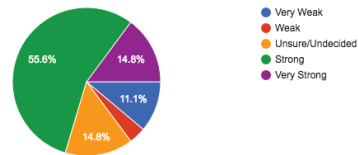
11. How would you rate your knowledge about different careers that are available in the county (or within a half hour from where you live)?  
27 responses



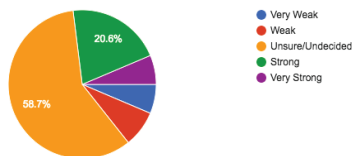
9. How would you rate your confidence in knowing what career you want to have in the future?  
63 responses



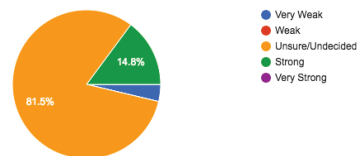
12. How would you rate your confidence in knowing what career you want to have in the future?  
27 responses

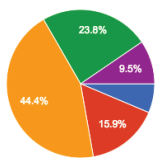
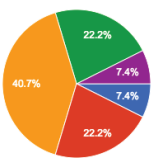


10. How would you rate the overall reputation of the North Lawrence Career Center?  
63 responses



13. How would you rate the overall reputation of the North Lawrence Career Center?  
27 responses



<p>11. How would you rate the availability of careers in this area related to what you want to do?</p> <p>63 responses</p>  <ul style="list-style-type: none"> <li>Very Weak</li> <li>Weak</li> <li>Unsure/Undecided</li> <li>Strong</li> <li>Very Strong</li> </ul>	<p>14. How would you rate the availability of careers in this area related to what you want to do?</p> <p>27 responses</p>  <ul style="list-style-type: none"> <li>Very Weak</li> <li>Weak</li> <li>Unsure/Undecided</li> <li>Strong</li> <li>Very Strong</li> </ul>
	<p><b>15. What would make it easier or more likely for you to consider enrolling in a course/program at the North Lawrence Career Center?</b></p> <p>Of those who responded and who have enrolled in a CTE course(s), the overwhelming response was:</p> <ul style="list-style-type: none"> <li>Being able to graduate with honors and still take a program at the career center = 46%</li> </ul>

### Additional Comments from CTE Students:

#### Why did you enroll in CTE courses at the North Lawrence Career Center?

Of those who responded and who have enrolled in a CTE course(s):

- Interest in/wanting to explore certain careers = 40%
- To satisfy a course requirement = 13%

#### How did you learn about the career courses/programs available at the Career Center?

Of those who responded and who have enrolled in a CTE course(s):

- School counselor/teacher/school = 63%
- Friends/Family = 11%
- Field trips/guest speakers = 11%

#### What should be done to better advertise or promote CTE to make it easier or more likely for others to consider enrolling in a course/program at the North Lawrence Career Center?

- There needs to be more involvement on the Career Center's side to promote itself to students.
- Have a class required to learn about it
- Have students who go to it come and talk to other students about it.
- More classes/ courses/ programs should be offered.
- Introduce it earlier on
- More stuff online

#### What additional or alternative CTE programs might interest you if they were offered?

Of those who responded and who have enrolled in a CTE course(s), the two highest responses were:

- Welding, forge welding or other metal work = 20%
- Medical = 24%

**How could CTE courses/programs be improved?**

Of those who responded and who have enrolled in a CTE course(s), the two highest responses were:

- More course/program offerings = 17%
- More experiential/hands on learning opportunities/time in the field = 14%

**What challenges/difficulties did you have to overcome to take courses at the Career Center?**

- Scheduling conflicts with other courses = 14
- Spending half the day at the Career Center = 9
- Sports schedules or after school events = 8
- Negative opinions about the career center = 7
- Transportation issues = 7

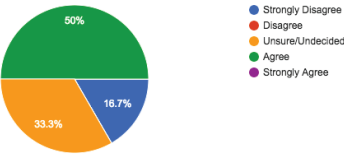
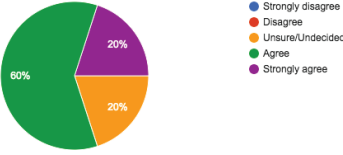
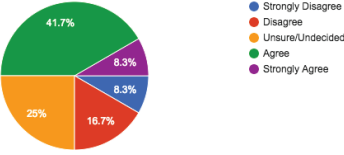
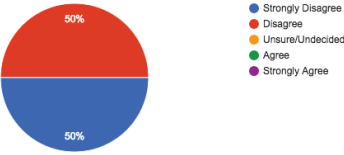
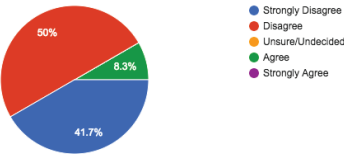
**What aspects do you like best about taking a course at the Career Center?**

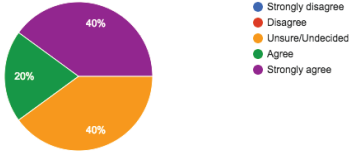
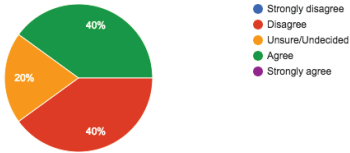
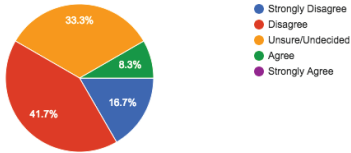
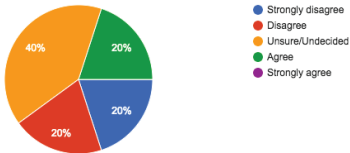
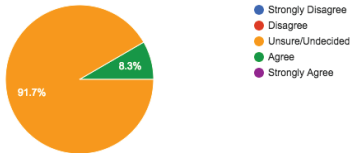
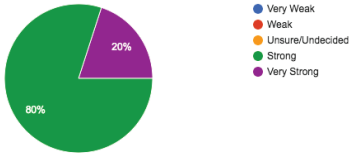
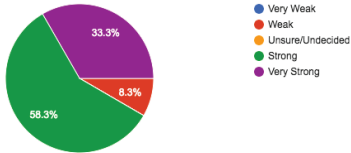
- Opportunity to learn new career skills = 32
- Opportunity to earn college/dual credits = 23
- Getting to work with my hands = 22
- Change of pace/different environment = 19
- Taking classes with other students are like me = 14

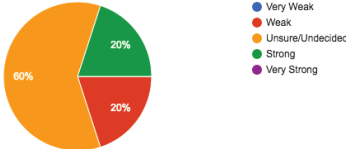
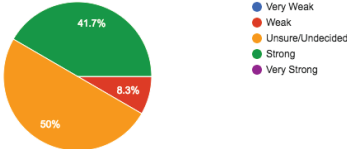
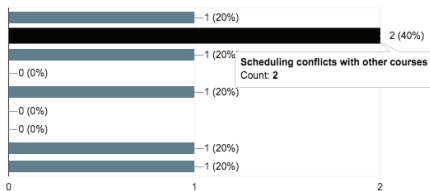
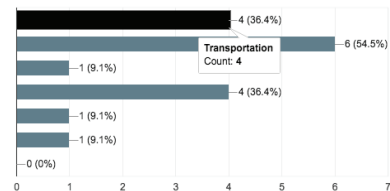
# APPENDIX H

## CTE AND NON-CTE PARENT SURVEY RESPONSE SUMMARY

### -NORTH LAWRENCE CTE DISTRICT

CTE PARENTS 5 responses	NON-CTE PARENTS 12 responses
	<p>1. I know what CTE is. 12 responses</p>  <ul style="list-style-type: none"> <li>Strongly Disagree</li> <li>Disagree</li> <li>Unsure/Undecided</li> <li>Agree</li> <li>Strongly Agree</li> </ul>
<p>1. My son/daughter has a good idea of the career area or careers he/she would like to pursue. 5 responses</p>  <ul style="list-style-type: none"> <li>Strongly disagree</li> <li>Disagree</li> <li>Unsure/Undecided</li> <li>Agree</li> <li>Strongly agree</li> </ul>	<p>2. My son/daughter has a good idea of the career area or careers he/she would like to pursue. 12 responses</p>  <ul style="list-style-type: none"> <li>Strongly Disagree</li> <li>Disagree</li> <li>Unsure/Undecided</li> <li>Agree</li> <li>Strongly Agree</li> </ul>
	<p>3. I have visited the North Lawrence Career Center with my son/daughter. 12 responses</p>  <ul style="list-style-type: none"> <li>Strongly Disagree</li> <li>Disagree</li> <li>Unsure/Undecided</li> <li>Agree</li> <li>Strongly Agree</li> </ul>
	<p>4. I know what career programs are available at the Career Center or where to find a list of the career programs that are available. 12 responses</p>  <ul style="list-style-type: none"> <li>Strongly Disagree</li> <li>Disagree</li> <li>Unsure/Undecided</li> <li>Agree</li> <li>Strongly Agree</li> </ul>

<b>CTE PARENTS</b> <b>5 responses</b>	<b>NON-CTE PARENTS</b> <b>12 responses</b>
<p>2. I am happy that my son/daughter enrolled in a course at the North Lawrence Career Center.</p> <p>5 responses</p>  <ul style="list-style-type: none"> <li>Strongly disagree</li> <li>Disagree</li> <li>Unsure/Undecided</li> <li>Agree</li> <li>Strongly agree</li> </ul>	<p>5. I would be happy if my son/daughter enrolled in a course at the North Lawrence Career Center.</p> <p>12 responses</p>  <ul style="list-style-type: none"> <li>Strongly Disagree</li> <li>Disagree</li> <li>Unsure/Undecided</li> <li>Agree</li> <li>Strongly Agree</li> </ul>
<p>3. I have a good idea of who the top 3-5 employers are in Lawrence County.</p> <p>5 responses</p>  <ul style="list-style-type: none"> <li>Strongly disagree</li> <li>Disagree</li> <li>Unsure/Undecided</li> <li>Agree</li> <li>Strongly agree</li> </ul>	<p>6. I have a good idea of who the top 3-5 employers are in Lawrence County.</p> <p>12 responses</p>  <ul style="list-style-type: none"> <li>Strongly Disagree</li> <li>Disagree</li> <li>Unsure/Undecided</li> <li>Agree</li> <li>Strongly Agree</li> </ul>
<p>4. If possible, I would like for my son/daughter to stay and work in Lawrence County in the future.</p> <p>5 responses</p>  <ul style="list-style-type: none"> <li>Strongly disagree</li> <li>Disagree</li> <li>Unsure/Undecided</li> <li>Agree</li> <li>Strongly agree</li> </ul>	<p>7. If possible, I would like for my son/daughter to stay and work in Lawrence County in the future.</p> <p>12 responses</p>  <ul style="list-style-type: none"> <li>Strongly Disagree</li> <li>Disagree</li> <li>Unsure/Undecided</li> <li>Agree</li> <li>Strongly Agree</li> </ul>
<p>5. How would you rate your child's ability to learn about or "try out" different career possibilities?</p> <p>5 responses</p>  <ul style="list-style-type: none"> <li>Very Weak</li> <li>Weak</li> <li>Unsure/Undecided</li> <li>Strong</li> <li>Very Strong</li> </ul>	<p>8. How would you rate your child's ability to learn about or "try out" different career possibilities?</p> <p>12 responses</p>  <ul style="list-style-type: none"> <li>Very Weak</li> <li>Weak</li> <li>Unsure/Undecided</li> <li>Strong</li> <li>Very Strong</li> </ul>

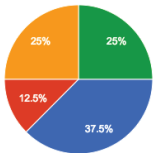
CTE PARENTS 5 responses	NON-CTE PARENTS 12 responses																																										
<p>6. How would you rate the overall reputation of the North Lawrence Career Center among non-CTE parents?</p> <p>5 responses</p>  <table><thead><tr><th>Rating</th><th>Count</th><th>Percentage</th></tr></thead><tbody><tr><td>Very Weak</td><td>0</td><td>0%</td></tr><tr><td>Weak</td><td>1</td><td>20%</td></tr><tr><td>Unsure/Undecided</td><td>3</td><td>60%</td></tr><tr><td>Strong</td><td>2</td><td>20%</td></tr><tr><td>Very Strong</td><td>0</td><td>0%</td></tr></tbody></table>	Rating	Count	Percentage	Very Weak	0	0%	Weak	1	20%	Unsure/Undecided	3	60%	Strong	2	20%	Very Strong	0	0%	<p>9. How would you rate the overall reputation of the North Lawrence Career Center?</p> <p>12 responses</p>  <table><thead><tr><th>Rating</th><th>Count</th><th>Percentage</th></tr></thead><tbody><tr><td>Very Weak</td><td>0</td><td>0%</td></tr><tr><td>Weak</td><td>1</td><td>8.3%</td></tr><tr><td>Unsure/Undecided</td><td>6</td><td>50%</td></tr><tr><td>Strong</td><td>5</td><td>41.7%</td></tr><tr><td>Very Strong</td><td>0</td><td>0%</td></tr></tbody></table>	Rating	Count	Percentage	Very Weak	0	0%	Weak	1	8.3%	Unsure/Undecided	6	50%	Strong	5	41.7%	Very Strong	0	0%						
Rating	Count	Percentage																																									
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<p>7. What challenges/difficulties make it difficult for your child to take courses at the Career Center?</p> <p>5 responses</p>  <table><thead><tr><th>Challenge</th><th>Count</th><th>Percentage</th></tr></thead><tbody><tr><td>Scheduling conflicts with other courses</td><td>2</td><td>40%</td></tr><tr><td>Transportation issues</td><td>1</td><td>20%</td></tr><tr><td>Spending half the day at the Career Center</td><td>1</td><td>20%</td></tr><tr><td>Negative opinions about the Career Center</td><td>1</td><td>20%</td></tr><tr><td>Inability to pursue an Academic Honors diploma</td><td>0</td><td>0%</td></tr><tr><td>Not interested in vocational school</td><td>0</td><td>0%</td></tr></tbody></table> <ul style="list-style-type: none"><li>Scheduling conflicts with other courses = 2</li><li>Transportation issues = 1</li><li>Spending half the day at the Career Center = 1</li><li>Negative opinions about the Career Center = 1</li><li>Inability to pursue an Academic Honors diploma = 1</li><li>Not interested in vocational school = 1</li></ul>	Challenge	Count	Percentage	Scheduling conflicts with other courses	2	40%	Transportation issues	1	20%	Spending half the day at the Career Center	1	20%	Negative opinions about the Career Center	1	20%	Inability to pursue an Academic Honors diploma	0	0%	Not interested in vocational school	0	0%	<p>10. What challenges/difficulties make it difficult for your child to take courses at the Career Center?</p> <p>11 responses</p>  <table><thead><tr><th>Challenge</th><th>Count</th><th>Percentage</th></tr></thead><tbody><tr><td>Scheduling conflicts with other courses</td><td>4</td><td>36.4%</td></tr><tr><td>Transportation</td><td>6</td><td>54.5%</td></tr><tr><td>Spending half the day at the Career Center</td><td>1</td><td>9.1%</td></tr><tr><td>Negative opinions about the Career Center</td><td>1</td><td>9.1%</td></tr><tr><td>Inability to pursue an Academic Honors diploma</td><td>1</td><td>9.1%</td></tr><tr><td>Not interested in vocational school</td><td>0</td><td>0%</td></tr></tbody></table> <ul style="list-style-type: none"><li>Scheduling conflicts with other courses = 4</li><li>Transportation = 6</li><li>Sports schedules or other after school events = 4</li><li>Negative opinions about the Career Center = 2</li><li>Spending half the day at the Career Center = 1</li></ul>	Challenge	Count	Percentage	Scheduling conflicts with other courses	4	36.4%	Transportation	6	54.5%	Spending half the day at the Career Center	1	9.1%	Negative opinions about the Career Center	1	9.1%	Inability to pursue an Academic Honors diploma	1	9.1%	Not interested in vocational school	0	0%
Challenge	Count	Percentage																																									
Scheduling conflicts with other courses	2	40%																																									
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Negative opinions about the Career Center	1	9.1%																																									
Inability to pursue an Academic Honors diploma	1	9.1%																																									
Not interested in vocational school	0	0%																																									
<p>8. What do you like about the North Lawrence Career Center?</p> <ul style="list-style-type: none"><li>The cooperative spirit between the school systems seems good. I also see it as a place where students who might struggle in a traditional classroom have a chance to succeed and feel accomplished with a new skill.</li></ul>	<p>11. What would you like to change about the career awareness and career exploration opportunities available to your child?</p> <ul style="list-style-type: none"><li>I did not even know that courses were still offered at this location. It is never discussed with parents.</li><li>I don't know what to change, because I don't know what opportunities are talked about with my child. I would love to know this information and be a part so I can encourage her.</li><li>More opportunities for exploration</li></ul>																																										
<p>9. What would you like to change about the courses/programs at the Career Center?</p> <ul style="list-style-type: none"><li>I would like to see school calendars aligned so all the students can attend all available days of instruction.</li></ul>	<p>12. What would make it easier or more likely for your child to enroll in a course/program at the North Lawrence Career Center?</p> <ul style="list-style-type: none"><li>Transportation</li><li>Hearing good comments from other students using this center. Transportation opportunity. Learning about what is offered thru this program.</li><li>Having some courses at local high schools</li></ul>																																										



# APPENDIX I

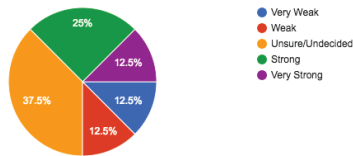
## CTE AND NON-CTE TEACHER SURVEY RESPONSE SUMMARY

### -NORTH LAWRENCE CTE DISTRICT

CTE TEACHERS 8 responses	NON-CTE TEACHERS 49 responses
<p>1. Students in my course(s)/program can earn dual/college credits. 8 responses</p>  <ul style="list-style-type: none"> <li>Strongly Disagree</li> <li>Disagree</li> <li>Unsure/Undecided</li> <li>Agree</li> <li>Strongly Agree</li> </ul>	<p>1. I know what CTE is. 49 responses</p>  <ul style="list-style-type: none"> <li>Strongly Disagree</li> <li>Disagree</li> <li>Unsure/Undecided</li> <li>Agree</li> <li>Strongly Agree</li> </ul>
<p>2. Students in my course(s)/program can earn industry certification/license or credential. 8 responses</p>  <ul style="list-style-type: none"> <li>Strongly Disagree</li> <li>Disagree</li> <li>Unsure/Undecided</li> <li>Agree</li> <li>Strongly Agree</li> </ul>	<p>2. I have visited the North Lawrence Career Center. 49 responses</p>  <ul style="list-style-type: none"> <li>Strongly Disagree</li> <li>Disagree</li> <li>Unsure/Undecided</li> <li>Agree</li> <li>Strongly Agree</li> </ul>
<p>3. A majority of my students, by the end of the senior year, can participate in a work-based learning experience. 8 responses</p>  <ul style="list-style-type: none"> <li>Strongly Disagree</li> <li>Disagree</li> <li>Unsure/Undecided</li> <li>Agree</li> <li>Strongly Agree</li> </ul>	<p>3. I know what career programs are available at the Career Center or where to find a list of the career programs that are available. 49 responses</p>  <ul style="list-style-type: none"> <li>Strongly Disagree</li> <li>Disagree</li> <li>Unsure/Undecided</li> <li>Agree</li> <li>Strongly Agree</li> </ul>
<p>4. I actively recruit students for my course(s)/program. 8 responses</p>  <ul style="list-style-type: none"> <li>Strongly Disagree</li> <li>Disagree</li> <li>Unsure/Undecided</li> <li>Agree</li> <li>Strongly Agree</li> </ul>	<p>4. I encourage students to enroll in courses/programs at the North Lawrence Career Center. 49 responses</p>  <ul style="list-style-type: none"> <li>Strongly Disagree</li> <li>Disagree</li> <li>Unsure/Undecided</li> <li>Agree</li> <li>Strongly Agree</li> </ul>

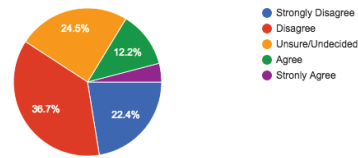
5. How would you rate the overall marketing/promotion of your CTE course(s)/program to all high school students?

8 responses



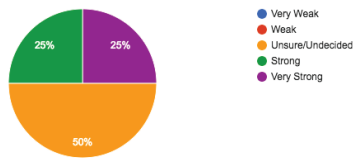
5. I have a good idea of who the top 3-5 employers are in Lawrence County.

49 responses



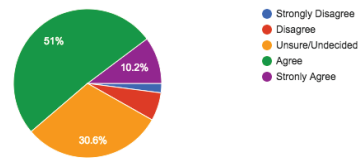
6. How would you rate your involvement in marketing/recruiting students to enroll in your CTE course(s)/program?

8 responses



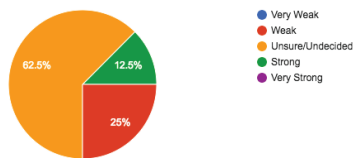
6. I would like more information/resources about high wage/high demand careers in this area.

49 responses



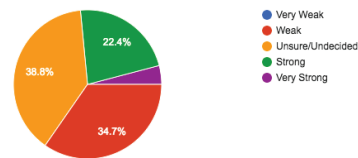
7. Other than the parents of CTE students, how would you rate parents' perceptions of the North Lawrence Career Center?

8 responses



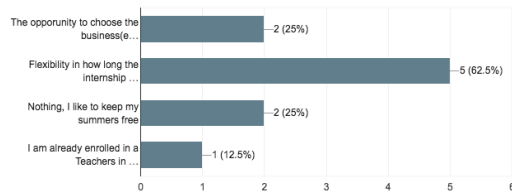
7. How would you rate students' ability to learn about or "try out" different career possibilities during their time at your school?

49 responses



8. What might incent you to consider a short-term, paid summer internship at a local business(es):

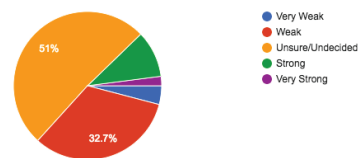
8 responses

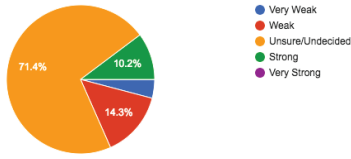
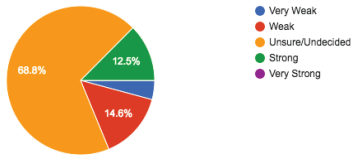
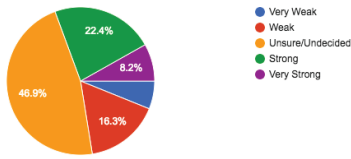


- The opportunity to choose the business(es)/company(ies) = 2
- Flexibility in how long the internship lasts and when I complete it = 5
- Nothing, I like to keep my summers free = 2
- I am already enrolled in Teachers in Industry Internship program = 1

8. How would you rate your students' awareness of CTE career courses/programs?

49 responses



<p><b>9. What support or resources do you need to improve your CTE course(s)/program?</b></p> <ul style="list-style-type: none"> <li>• More students in my classes</li> <li>• I have NEVER been allowed to submit a budget for Perkins money. I have a vocational license and am a CTE teacher. I could use this funding to improve and grow my programs, support our school store, cover expenses for PD, and other things that I currently pay for on my own dime</li> </ul>	<p>9. How would you rate students' perceptions of the North Lawrence Career Center?</p> <p>49 responses</p>  <table border="1"> <thead> <tr> <th>Perception</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Very Weak</td> <td>10.2%</td> </tr> <tr> <td>Weak</td> <td>14.3%</td> </tr> <tr> <td>Unsure/Undecided</td> <td>71.4%</td> </tr> <tr> <td>Strong</td> <td>10.2%</td> </tr> <tr> <td>Very Strong</td> <td>4.9%</td> </tr> </tbody> </table>	Perception	Percentage	Very Weak	10.2%	Weak	14.3%	Unsure/Undecided	71.4%	Strong	10.2%	Very Strong	4.9%
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Very Weak	10.2%												
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Unsure/Undecided	71.4%												
Strong	10.2%												
Very Strong	4.9%												
<p><b>10. What would you like to change about the Career Center?</b></p> <ul style="list-style-type: none"> <li>• That they would allow my programs [at...High School] to be in the budget for Perkins funding. The past director told me that as long as he was director every dime would be spent on the Career Center. Perhaps with the new director that will change.</li> </ul>	<p>10. How would you rate parents' perceptions of the North Lawrence Career Center?</p> <p>48 responses</p>  <table border="1"> <thead> <tr> <th>Perception</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Very Weak</td> <td>12.5%</td> </tr> <tr> <td>Weak</td> <td>14.6%</td> </tr> <tr> <td>Unsure/Undecided</td> <td>68.8%</td> </tr> <tr> <td>Strong</td> <td>12.5%</td> </tr> <tr> <td>Very Strong</td> <td>1.6%</td> </tr> </tbody> </table>	Perception	Percentage	Very Weak	12.5%	Weak	14.6%	Unsure/Undecided	68.8%	Strong	12.5%	Very Strong	1.6%
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	<p>11. How do you rate your perceptions of the Career Center?</p> <p>49 responses</p>  <table border="1"> <thead> <tr> <th>Perception</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Very Weak</td> <td>8.2%</td> </tr> <tr> <td>Weak</td> <td>16.3%</td> </tr> <tr> <td>Unsure/Undecided</td> <td>46.9%</td> </tr> <tr> <td>Strong</td> <td>22.4%</td> </tr> <tr> <td>Very Strong</td> <td>8.2%</td> </tr> </tbody> </table>	Perception	Percentage	Very Weak	8.2%	Weak	16.3%	Unsure/Undecided	46.9%	Strong	22.4%	Very Strong	8.2%
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### Additional Comments from Non-CTE Teachers:

#### What criteria do you use to direct students toward or away from the Career Center?

- Their future goals
- Students who do not want to go to college, have a good work ethic and have good attendance.
- Those who are hands-on learners
- Students who do not show a proclivity for college are directed towards the career center.
- Career pathways and diploma track

**What do you like about the career awareness and career exploration opportunities available to your students before they graduate high school?**

- Our staff realizes our students need options and work to educate them on those options. We also have opportunities here for classes.
- Helps students know whether or not they want to pursue a career that will land them a job right out of high school or not.
- They can see what career they might/might not enjoy
- I think they are very beneficial for students, especially those just wanting to enter directly into the workforce.
- I like that they are able to complete internships and CTE courses are available
- Students get a chance to have experience in their chosen profession.
- I think it is important to make students aware of the careers that take a college degree and those that do not. We put so much pressure on college careers and not other career options.
- This can set them on the correct path for their future.

**What would you like to change about the career awareness and career exploration opportunities available to your students, including CTE courses/programs?**

- Earlier intervention- middle school
- More education and awareness across the whole school population
- Transportation, most of our students do not have transportation to outside programs.
- IT WOULD BE NICE IF THEY DIDN'T HAVE TO GIVE UP THINGS LIKE BAND OR CHOIR TO PARTICIPATE IN YOUR PROGRAM!
- More variety, shadowing, resources and options- we need MORE of all these
- Educate our school on what is offered
- Having various employers come to school to present opportunities available to students or encouraging visits with classes to various employers. A lot of the time it feels like students have to choose: job or college. But employers like Cook provide opportunities for students to do both.
- Probably more field trips to businesses that could be job opportunities for students.
- More encouragement and easier access.
- Make sure students understand that careers that do not take a college career are just as worthy. Take away that stigma.

# APPENDIX J

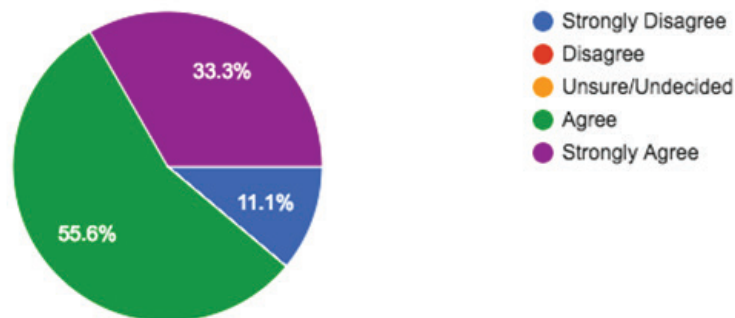
## SCHOOL ADMINISTRATOR SURVEY RESPONSE SUMMARY

### -NORTH LAWRENCE CTE DISTRICT

9 RESPONSES

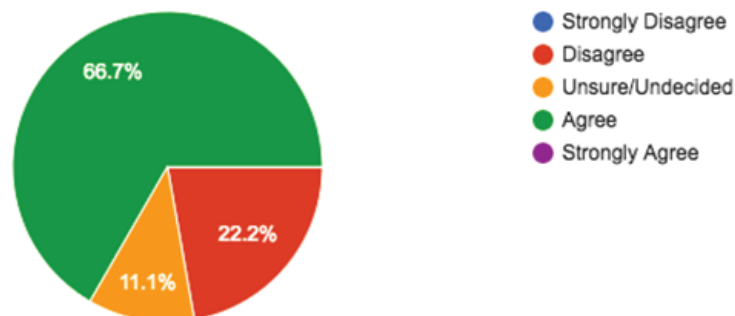
1. I know what CTE is.

9 responses



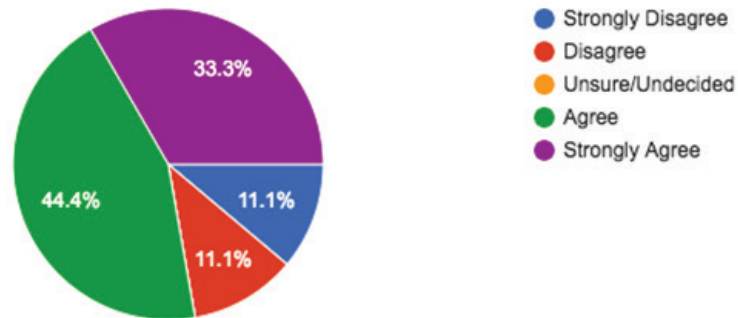
2. I/we regularly reach out to local employers to work together on preparing young people for work in their company/business/organization.

9 responses



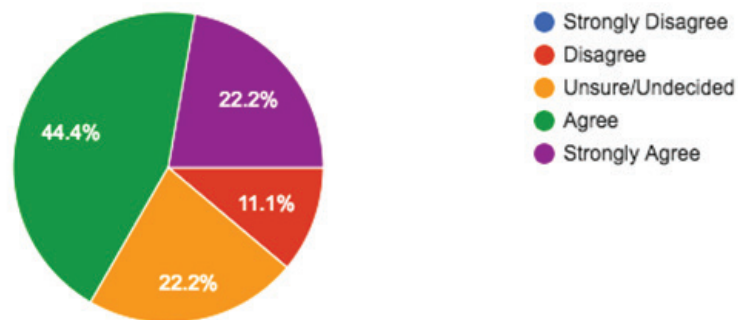
### 3. I have visited the North Lawrence Career Center.

9 responses



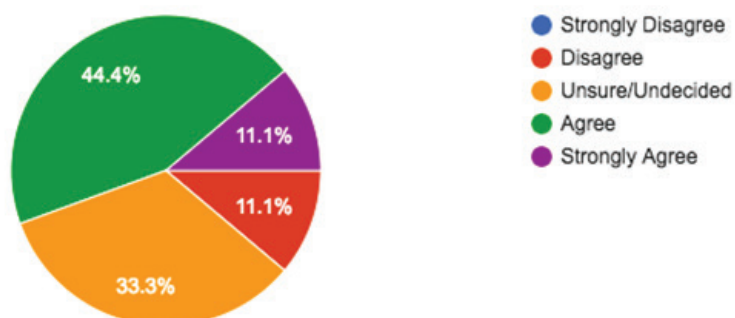
### 4. I know what career programs are available at the Career Center or where to find a list of the career programs that are available.

9 responses



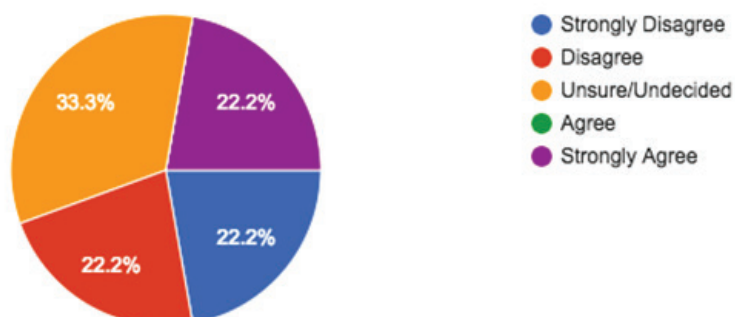
5. I/we encourage our students to enroll in courses/programs at the North Lawrence Career Center.

9 responses



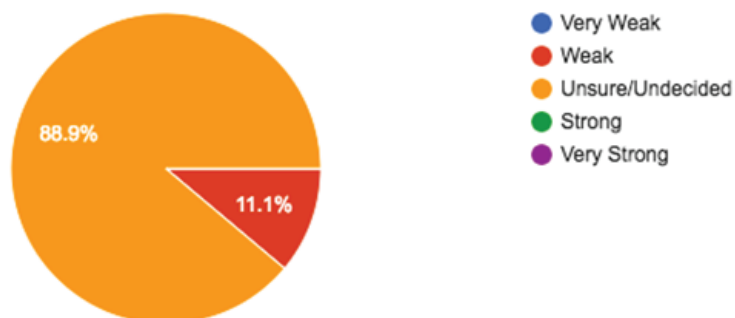
6. I have a good idea of who the top 3-5 employers are in Lawrence County.

9 responses



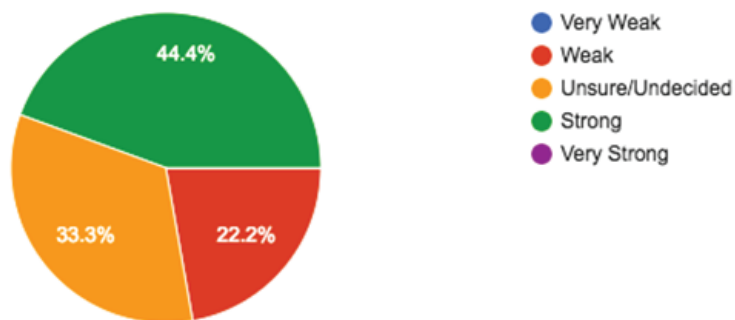
7. How would you rate your students' ability to learn about or "try out" different career possibilities?

9 responses



8. How would you rate your students' awareness of CTE career courses/programs?

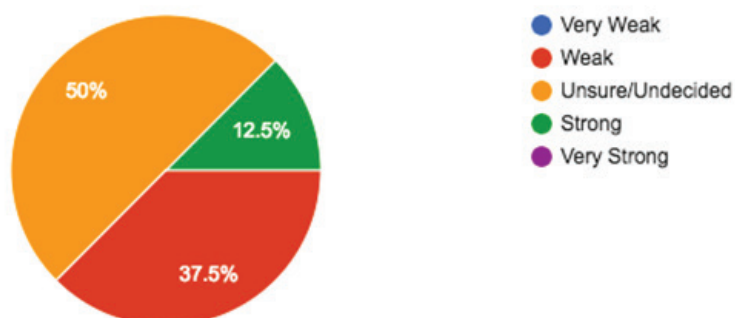
9 responses





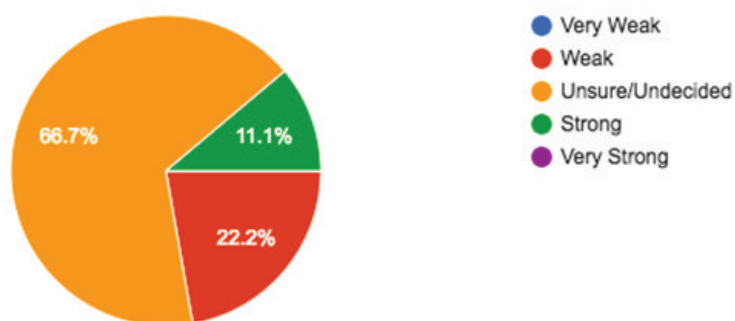
### 9. How would you rate students' perceptions of the North Lawrence Career Center?

8 responses



### 10. How would you rate parents' perceptions of the North Lawrence Career Center?

9 responses



**11. What do you like about the career awareness and career exploration opportunities available to your students before they graduate high school?**

- They receive info often in a variety of courses on careers.
- It offers Auto body classes that our school does not offer.
- It has the opportunity to provide career readiness to non-college bound students.
- Our students have the ability to job shadow and intern for various local businesses and firms.
- It gives students more of a variety of career options than just a traditional school.

**12. What would you like to change about the career awareness and career exploration opportunities available to your students, including CTE courses/programs?**

- Make the curriculum more applicable to the students' job opportunities in this area by collaborating with local business/industry.
- More student flexibility with their schedule.
- The length of time our students are there in the afternoon. Our students often arrive and wait over an hour before they attend afternoon classes.
- I would like to see school corporations join together in CTE offerings so we can expand our base and expose students to more pertinent areas of future employment.
- Motivation is more important than information. I believe schools do a good job informing students. They just do not wish to pursue.
- More opportunities in home schools

**13. What changes would make it easier or more likely for students to enroll in a course/program at the North Lawrence Career Center?**

- Lower tuition cost.
- NLCC is behind the times and needs better facilities and course offerings.
- The control, quality, and efficiency with which the programs are controlled and supervised. Many students don't feel the experiences are beneficial enough to continue after their first year.
- Solutions for the distance would be helpful. Actually bussing students every day really limits their abilities to maximize their day.
- If a course is conducted in our school building. Not sure how this can be accomplished.
- Flexibility with scheduling

**14. What could be done to engage students earlier about careers?**

- Have regional employers in the buildings more often.
- More STEM related activities and career fairs in the elementary and middle school.
- Visit sending schools to promote program (which they do). However need to fix the afternoon time issue.
- Expand partnerships with local businesses and have them present to younger grade levels about the expectations and skills necessary to be considered for employment with their firm.
- STEAM is trying. That said, we have down this path before (CAPE Grant, Tech Prep), but not at the elementary level.
- Career days, job site visits, education about career center in elementary schools

# APPENDIX K

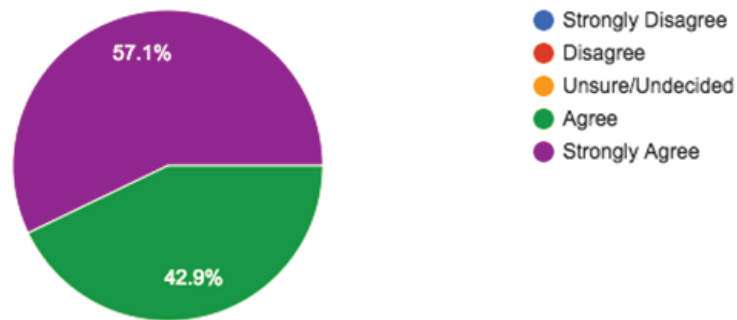
## SCHOOL COUNSELOR SURVEY RESPONSE SUMMARY

### -NORTH LAWRENCE CTE DISTRICT

7 RESPONSES

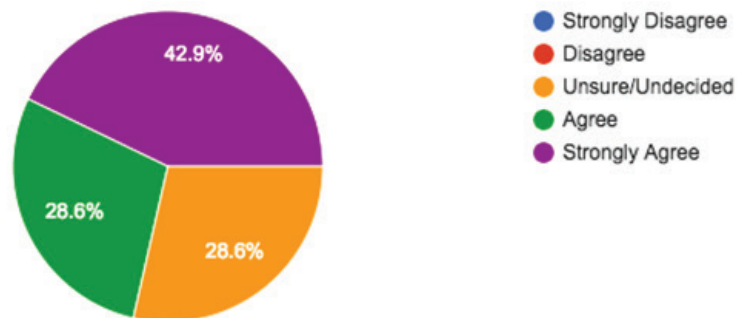
#### 1. I know what CTE is.

7 responses



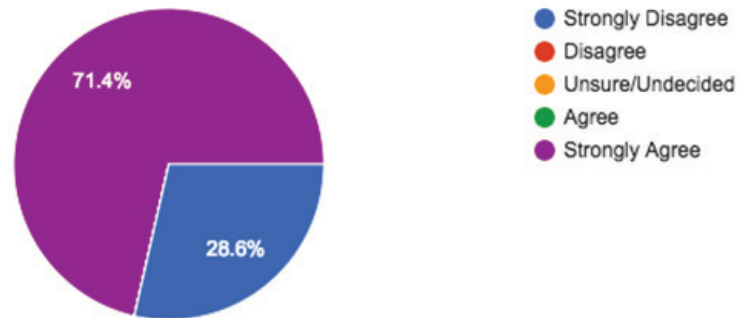
#### 2. Students in my caseload complete an online or paper career interest assessment.

7 responses



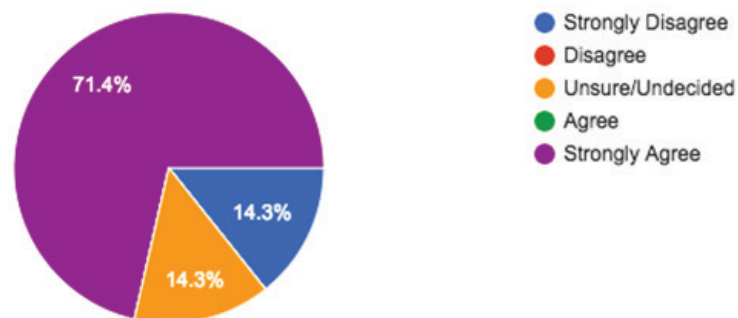
### 3. I have visited the North Lawrence Career Center.

7 responses



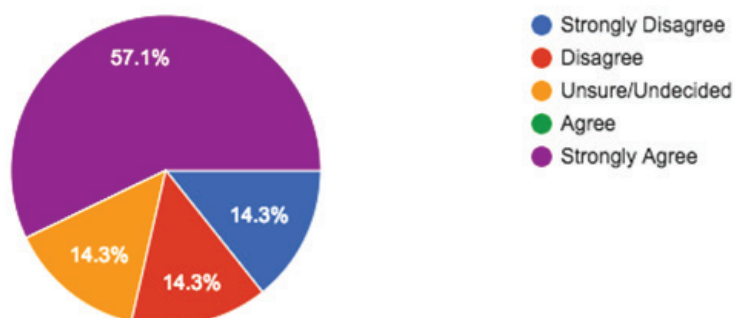
### 4. I know what career programs are available at the Career Center or where to find a list of the career programs that are available.

7 responses



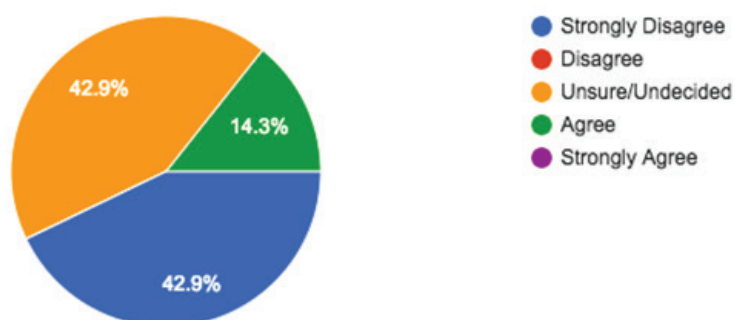
5. I encourage students to enroll in courses/programs at the North Lawrence Career Center.

7 responses



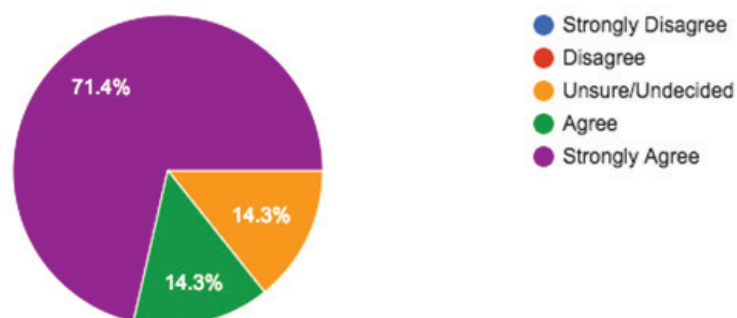
6. I have a good idea of who the top 3-5 employers are in Lawrence County.

7 responses



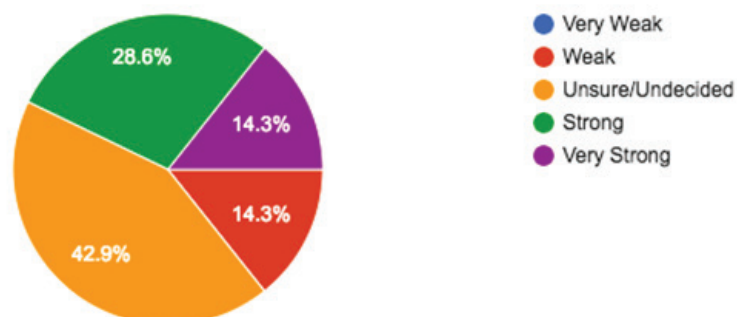
7. I would like more information/resources about high wage/high demand careers in this area.

7 responses



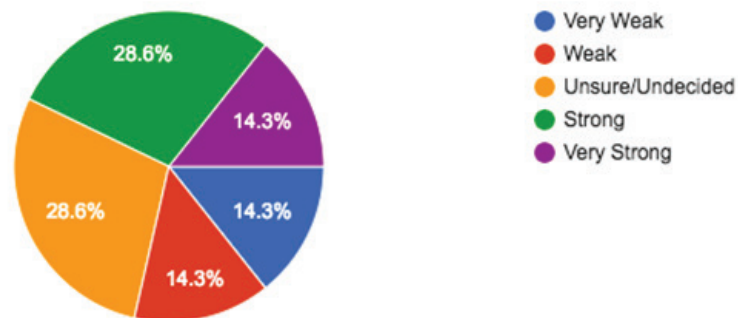
8. How would you rate students' ability to learn about or "try out" different career possibilities?

7 responses



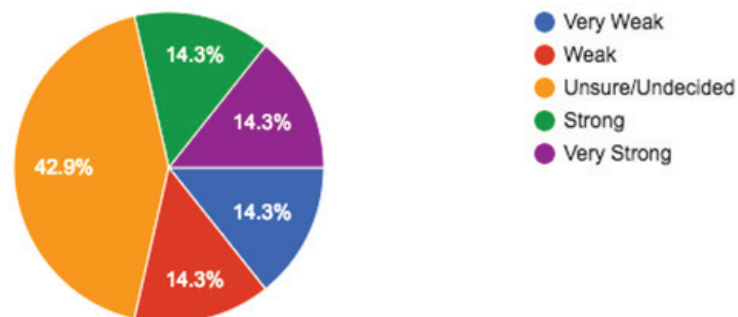
9. How would you rate your students' awareness of CTE career courses/programs?

7 responses



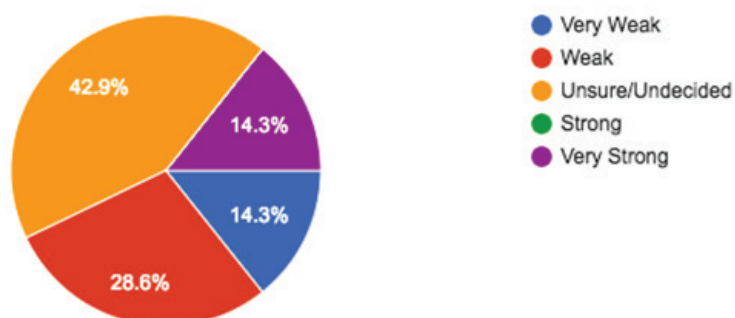
10. How would you rate students' perceptions of the North Lawrence Career Center?

7 responses



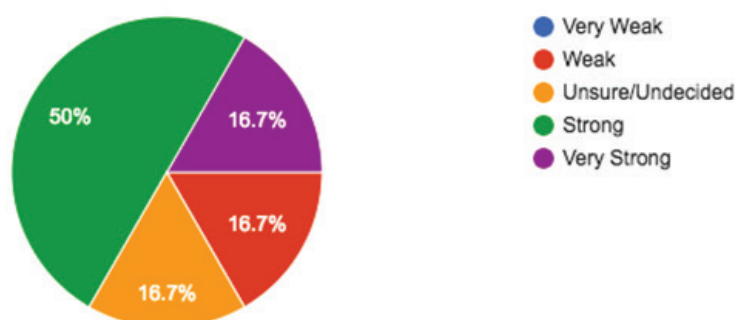
### 11. How would you rate parents' perceptions of the North Lawrence Career Center?

7 responses



### 12. How do you rate your perceptions of the North Lawrence Career Center?

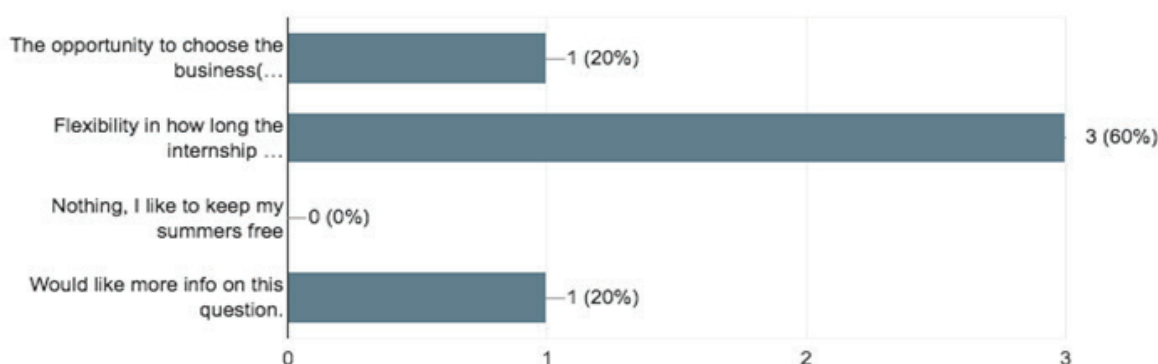
6 responses





### 13. What might incent you to consider a short-term, paid summer internship at a local business(es):

5 responses



- The opportunity to choose the business(es)/company(ies) = 1
- Flexibility in how long the internship lasts and when I complete it = 3
- Would like more info on this question = 1

### 14. What criteria do you use to direct students toward or away from the Career Center?

- We seek students who are interested. Lack of transportation is a barrier.
- Their ability to provide transportation
- Program of interest and Academic Honors do not go to BNL. Core 40 can go.
- scheduling issues
- The long term goals of the individual student
- Their interests, academic need, and time available
- Interests, word of mouth, course lists, 4 year plans

### 15. What do you like about the career awareness and career exploration opportunities available to your students before they graduate high school?

- Ours is good at Brownstown Central
- Students are exposed to our career center beginning in the 6th grade, and take multiple interest surveys including the Indiana Career Explorer in 10th grade, and the ASVAB in 11th grade.
- Our students have amazing career exploration opportunities available to them
- I think students don't fully understand the potential that NLCC has for them.

### 16. What would you like to change about the career awareness and career exploration opportunities available to your students, including CTE courses/programs?

- I wish students would take the search and considering the possibilities more seriously at a young age. I think current students are exposed to the options through many different opportunities.
- I would like to see a mandatory course for all students, possibly freshman or sophomore more year, in the career center. This would expose all students, even those with a preconceived negative perception of NLCC to the opportunities. Preparation for College and Careers would be a great option. Students could elect to take an intro course in a specific area instead if they chose.
- More exposure to information.

**17. What changes would make it easier or more likely for students to enroll in a course/program at the North Lawrence Career Center?**

- Transportation being provided
- I'm concerned about the rigor of the programs available at our career center. I know there are a few programs that are very good, but there are certainly some weak links. There are a few programs that I discourage students from attending. I'm also hopeful that we can figure out a schedule that allows are students to utilize their time better at our career center. Many of our seniors spend only 1 1/4 hours in the classroom....that is just not enough to make it worth sending them there. Scheduling is a major issue in my mind.
- Awareness at an early age. In high school they are exposed to the opportunities available, but many have decided on a course of study whether that be career center oriented, or something not offered in the career center.
- Students being successful and passing their academic courses makes it more possible for them to have time to take NLCC courses. Also, the offerings at NLCC have to be appealing to students and current to the needs in the community.