

**Disclaimer**

[Company name] has prepared this report for the career and technical education (CTE) director of the [name of school district] School District. The further dissemination of this report is at the sole discretion of the CTE director. This report reflects the research and findings of our team and is designed to be used for the [name of school district] School District Career and Technical Center (CTC) improvement process. Our team members are available to present the report and its findings at the request of the [name of school district] CTE director.

**Commented [VS1]:** A couple of things here: Except for a language (English), program/subject areas (science, math) are not capitalized, even when they are part of a person's position title. The exception is if you use it as part of a person's title and name. For example: I talked to Principal Powell. Mr. Powell is the elementary principal. I saw Coach Smith. Ms. Smith is the basketball coach.

Having said all that, most people don't know that rule and even think it's disrespectful to use lowercase instead of caps. At the very least, many people just think it looks funny to use lowercase. It's up to you whether to follow this rule.

Also, you may want to pick a style guide to follow. I have some strong biases here. Chicago and APA are frequent choices for business, government, etc. AP is the style guide for journalism, but (in my opinion far too) many companies have adopted it for business. My biases aside, having a style guide will tell you things like whether to use periods in initialisms.

The primary thing, though, is to be consistent. Notice that you've used periods here, but not elsewhere. The convention I see most often these days is without periods.

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## Executive Summary

Our team evaluated the [name of school district] Career and Technical Center (CTC) during January 12-23, 2019. The overall impression of the CTC is that this is a vibrant center with great potential. The facility is well maintained with labs that are advantageous to the work taking place. The equipment is positioned properly, and most items are in good working order. The programs are moderately aligned with local business and industry. The CTC has a good working relationship with the area community college, affording the students opportunities for continuing their education. Currently the [name of school district] School District provides its students with the following career pathways to prepare them for college and career: Health Science, Architecture & Construction, Manufacturing, Transportation, Agriculture & Natural Resources, Business Management, and STEM (Science, Technology, Engineering and Math). A thorough background examination with all the stakeholders within the school district boundaries has revealed that the programs within the career pathways have a positive impact on the current workforce needs. The business management program is the only exception. The program seems to be disconnected from local business and industry leaders, and it has little to no connection to post-secondary education for students completing the program. However, a substantial amount of growth can take place in this Center. In the following sections, we will elaborate on these areas:

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Chapter 1 Recruitment and Retention

Chapter 2 Test Results

Chapter 3 Recruitment

Chapter 4 Facilities, Technology, and Equipment

Chapter 5 Programs

1. Business and Industry
2. Community College
3. Higher Education
4. Data
5. Population Shifts
  - a. School Size
  - b. Race/Ethnicity
  - c. Income
  - d. Adult Education
6. Commuting Patterns

Chapter 6 Perceptions of Stakeholders

Chapter 7 Internships/Externships

Chapter 8 Recommendations

### Recruitment and Retention

Based on interviews and student surveys as well as enrollment data obtained from the director of the [name of school district] CTC, the recruitment and retention processes have not been fully maximized. The students do not have a full understanding of the scope and depth of career and technical education (CTE) and its possible positive influence on better preparing them for college and career opportunities. Integrating college and career activities at the elementary level, would be advantageous for the students of the [name of school district] School District, as it would demonstrate the relevance of careers to the various school curriculums such as math, science, and technology. From the elementary through the middle school educational process, students' understanding and awareness should be heightened ed by

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The point here is that it's worth a few seconds to google each entity name so you're sure your writing it correctly.

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various means: demonstrations and presentations from individuals in a variety of career pathways, occupational awareness programs, student career investigation activities, individualized career and academic plans, engagement with career and technical educators, job shadowing, and opportunities to attend and participate in orientation programs for specific CTE areas, provided by the CTE staff. Educating students as well as parents about the current and future workforce needs in the region is of crucial importance to better preparing students to become employed in a high-wage, high-tech career that will be aligned with student interest as well as student ability to be successful and experience personal satisfaction of the career choice.

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**State Reported Results for Performance Indicators**

A thorough analysis of the district's past three years of Mississippi Career Planning and Assessment System (MS-CPAS) program scores, performance-based scores, and national certification attainment reveals that although individual CTE programs are successful, there is room for improvement. Comparing and contrasting programs' curriculum blueprints and corresponding scores, each program has areas that perform above the state average. This is a segmented view and does not reflect a full perspective on student and program assessment success. Overall program MS-CPAS scores for the [name of school district] School District are listed below.

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|                         |                        |
|-------------------------|------------------------|
| Health Science I – 72   | Health Science II – 63 |
| Construction Core – 58  | Carpentry – 42         |
| Manufacturing Core – 70 | Metal Fabrication – 55 |

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| Automotive Service Technology I – 67   | Automotive Service Technology II – 53   |
| Agriculture & Natural Resources I – 54 | Agriculture & Natural Resources II – 41 |
| Business Fundamentals – 62             | Business Management – 48                |

| Program          | TRSD Score | State Average |
|------------------|------------|---------------|
| Health Science I | 72         | xx            |

The district scores for year one and year two for each of these programs must be dissected and analyzed to determine the various factors that contribute to the deficiencies of each CTE program. This analysis will also indicate the areas of growth that can improve teacher readiness to prepare students for higher achievement for each program course. This analysis indicates that staff development and individual instructor preparedness can be improved to better prepare both students and teachers for success in future state-reported performance results.

### **Recruitment and Retention**

Based on interviews and student surveys as well as enrollment data obtained from the director of the [name of school district] CTC, recruitment and retention processes should be optimized for expanded student enrollment. The students do not have a full understanding of the scope and depth of CTE and its possible positive influence to better prepare them for college and career opportunities. Integrating college and career activities at the elementary level would start to demonstrate the relevance of careers to the various school curriculums such as math, science, and technology. From the elementary through the middle school educational

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progression, students' understanding and awareness should be heightened by various means – demonstrations and presentations from individuals in a variety of career pathways, occupational awareness programs, student career investigation activities, individualized career and academic plans, engagement with career and technical educators, job shadowing, and an opportunity to attend and participate in specific CTE program orientation programs provided by the CTE staff. Educating the students as well as the parents of the current and future workforce needs in the region is of vast importance to better prepare students to become employed in a high-wage, high-tech career that will align with student's interest as well as student's ability to be successful and experience personal satisfaction within their career choice.

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### Facilities, Technology, and Equipment

After a comprehensive on-site review and comparing current equipment to state-recommended equipment lists, we have the following observations that would better serve the programs.

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**Carpentry** – This program has attained National Center for Construction Education and Research (NCCER) status. The layout and condition of the lab are excellent. All required equipment is installed and functioning properly in the lab. As a condition to remain NCCER-accredited, this program will be reviewed every three years for compliance with NCCER standards.

**Automotive Technology** – This program has attained national Automotive Service Excellence (ASE) status. The layout and condition of the lab are excellent. All required equipment is installed and functioning properly in the lab. As a condition to remain ASE-accredited, this program will be reviewed every five years for compliance with ASE standards.

**Metal Fabrication** – This program has attained NCCER status. The layout and condition of the lab are excellent. All required equipment is installed and functioning properly in the lab. As a condition to

remain NCCER-accredited, this program will be reviewed every three years for compliance with NCCER standards.

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**Health Science** – This lab and all equipment are in good working order. However, the Center should repaint the lab, as the paint is showing significant wear and tear.

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**Business Management** – This lab needs significant improvement. The carpet is in a state of disrepair and most of the tables and furniture are broken. In addition, 9 of the 12 computers are not functioning or are completely outdated. To ensure alignment with current business standards, this lab needs a significant upgrade.

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Also, did you ever ask your oversight/monitoring/review authorities to cite specific things so you could get them done? I wondered whether this was that.

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**Agriculture and Natural Resources** – This lab is completely outdated. The last major upgrade to this lab was in 2009, and the equipment was last upgraded in 2012. As a result, the lab needs a complete overhaul, and the equipment should be updated.

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### Program Evaluations

Currently the [name of school district] School District provides its students with the following career pathways to prepare them for college and career readiness: Health Science, Architecture & Construction, Manufacturing, Transportation, Agriculture & Natural Resources, Business Management, and STEM. A thorough background examination with all the stakeholders within the school district boundaries has revealed that the programs within the career pathways have a positive impact on the current workforce needs except for the business management program. There seems to be some disconnect with several of the local business/industry leaders as well as a need for continuing education within the career pathway for the students completing the program. In the next section, we will detail these relationships at length.

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CTE: Also, do you want to suggest a process for making suggested changes to the programs?

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**Student Enrollment** – Most programs are self-sustaining for program completers; supplying workforce needs; and preparing students for advanced education, training, and national certification. The Business Management and Agriculture & Natural Resources programs are the exceptions. Both programs are operating below a fifty percent capacity. Student numbers for both programs have declined for the past five years. We have concluded that student interest in both programs has declined due to a lack of workforce needs. Interviews with students demonstrated a standing stigma with the agriculture program being tied to manual labor, no opportunities for advancement, low wages, and a lack of new and emerging technology. About the business management pathway, students seemed to have little to no interest in this field of study but gave no exact explanation for their disinterest.

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**Instructor Preparation** – Instructors' professional readiness for the pathway field of studies for the [name of school district] School District provided insight as to the cause of the district's low performance on state and national assessments. Although all but one instructor hold a current five-year license. One instructor holds an ongoing expert citizen's license and has made no progress in acquiring an associate degree. Over time, the district has had a history of low teacher retention in all program areas. This equates to poor classroom management skills and instructors not having long-term experience in the field of study. In addition, instructors have not taken advantage of potential externships with local businesses and industries within their career pathway, which would provide insight into current workforce needs, changing standards, and new technology applications.

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#### Local Business and Industry Findings



We met with the following local businesses and industries to gauge their current involvement and perception of the [name of school district] CTE programs:

**Caterpillar Industries** – Caterpillar is part of a national chain, has an outstanding training program, and is well regarded within the community. It boasts a \$3,500,000 payroll and has the most modern and advanced equipment in the industry. This location currently has 132 employees. Caterpillar has a very positive impression of the Center in general as well as the Agriculture & Natural Resources program. The relationship between Caterpillar and the Center is very engaged. Caterpillar allows students to become involved in internships and paid jobs. Caterpillar employees currently donate time to [name of school district] in the following areas: (1) career exploration for the middle school grades, (2) teaching assignments in the Agriculture and Natural Resources program, and (3) appearances at career fairs. In addition, Caterpillar is very involved in the [name of school district] advisory committee process. This is a very positive relationship.

**Acme Widgets** – Acme has been in this location for 52 years. This is a settled company that has workforce needs. As of this writing, Acme has 14 openings. Acme is not the industry leader and has equipment upgrade needs to keep pace with industry standards. Though Acme attends advisory committee meetings and provides feedback during the meetings, their involvement is minimal. This is a moderately positive working relationship; expanding and improving it would benefit [name of school district].

**XYZ Industries** – XYZ is a leader in its industry with a \$5,600,000 payroll and is well regarded in the community. Its training methods and equipment are state of the art. However, XYZ does not provide input into the Manufacturing program at [name of school district]. Our research indicates that the Center has engaged in little to no outreach to XYZ, leading to a lost opportunity for the Manufacturing

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program. Establishing a working relationship should be a top priority for [name of school district], as this is currently a non-functioning relationship.

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A review of the advisory committee minutes shows that the CTC should enhance its process for working with local business and industry. See Recommendation Number 3 for further elaboration.

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### Linkages to Post-Secondary Education

The area community college for [name of school district] School District is Two Rivers Community College. As part of the interview process, we found that the relationship between the school district and the community college is very positive. All programs have a direct linkage between the high school program and the community college program of study. The counselors for both parties exchange information on a regular basis and Two Rivers attends all career and reality fairs the school conducts.

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The CTC should put additional time and effort into two major areas. The first area is dual credit/dual enrollment. Currently, the district and the college do not have dual credit/dual enrollment agreements. See Recommendation Number 4 for further elaboration.

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The second area of need is the new Advanced Manufacturing Instrumentation program at Two Rivers. This program fits nicely into the workforce needs for XYZ Industries and has new industry standard equipment in the program. [name of school district] CTE should strongly consider partnering with both Two Rivers and XYZ to enhance its current manufacturing program and link it to both the college and XYZ. This is a growing industry and can be a true asset to the CTC and the community at large. See Recommendation Number 4 for further elaboration.

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**Commented [VS47]:** CTE: Do you know what the college's relationship is with XYZ? If that's a strong relationship, it seems in XYZ's interest to look further down to build its pipeline, especially if TRSD and TRCC built dual enrollment/credit agreements.

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Student survey data indicates enrollment into several of the four-year colleges throughout the state. Academic programs available at these institutions have various connected majors that tie into the pathways at the CTC. The data show a reduction in the numbers of students attending universities, which demonstrates that students seem to be aware of the increased need for careers that require specific associate degrees or national certifications.

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### Perceptions of Stakeholders

The data gathered from various surveys, interviews, and electronic questionnaires

demonstrated several relevant perceptions of the stakeholders within the school district that could be instrumental in reshaping the image and perception of CTE in the [name of school district] School District.

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**Business and Industry** – Regarding the various businesses and industries of the area, responders were aware that the school district offers CTE programs at the high school level.

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Only 20 percent of the businesses and industries responded that they have had communications with school district personnel about CTE. Only 10 percent of the interviewees were able to identify the pathway programs at the CTC. None of the responders was aware of student or teacher internships or externships existing within the district. Ninety percent of the business and industry interviewees indicated that they would welcome communication and/or a meeting to discuss needed workforce training as well as participation in a forum to improve CTE in the school district.

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**Public** – Surveys among the public indicated that when asked about CTE in the school district, only 25 percent were familiar with the concept or term. Further questioning determined that

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the public was aware of vocational education. When asked about the concept of vocational education, 80 percent of public responders listed agriculture and home economics as the programs the school district offers that responders were able to identify. None of the public responders was aware that the school district offers adult career and technical training programs.

**Students** – Among the student responders, 100 percent knew that the school district offers CTE programs. Only 30 percent of student responders were able to identify the six programs the CTC offers. The student survey revealed that 45 percent were enrolled in a CTE program. Of the students surveyed, 35 percent had completed or would be completing a two-year career pathway program during the 2018-19 school year. The student survey indicated that 65 percent of the students plan to attend a community college and complete a two-year associate degree associated with a career and technical pathway.

**Parents** – Electronic parental surveys had a lower percentage of responders. Of the 632 surveys distributed, 28 percent provided feedback. Of the 28 percent who responded to the surveys, a mere 20 percent were aware of the CTE programs offered at the CTC. The responders indicated that only 5 percent had some form of communication with the school district pertaining to CTE. None of the parental responders was aware of the adult career and technical training programs the school district offers.

### **Internships and Externships**

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- Deleted: were
- Deleted: offered within
- Commented [VS57]: When you finish your final draft, do a spacing check to ensure that
  - The spacing between paragraphs is correct
  - The spacing at the top and bottom of each page is correct
  - The spacing before and after headings and sub-headings is correct... [21]

Currently, [name of school district] CTC has no internships for students, nor do they have any working agreements with local businesses for externships for instructors, counselors or administrators.

**Deleted:** Career and Technical Center

**Commented [VS58]:** CTE: I assume you will expand on this and strongly recommend that the district remedies this.

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