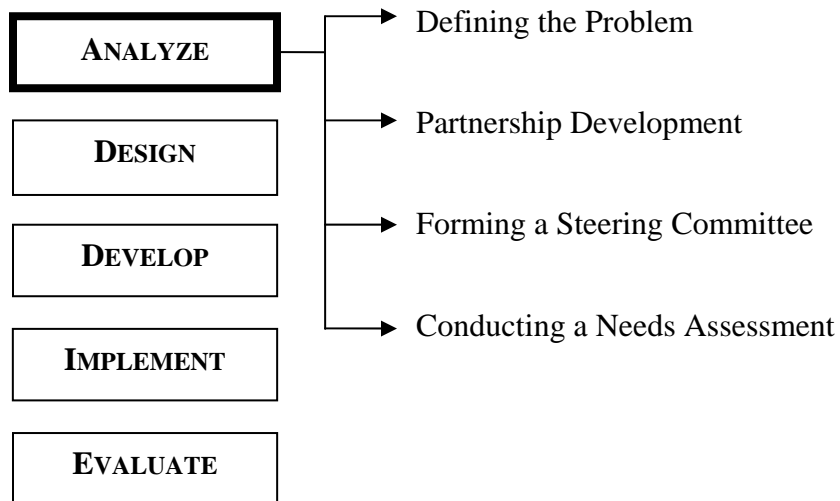


ANALYZE

Analyze is the first stage of the ADDIE process. To begin, your community will need to gain an understanding of a problem or issue it is facing. To do so a partnership among a broad group of stakeholders must be developed over time into a steering committee. This partnership and steering committee are involved in designing what the desired resolution to the problem or issue would look like. As part of this step, it is important to gather information on local needs in order to determine the best way to address them. This stage provides the basis for all of the future planning that will take place.



A. DEFINING THE PROBLEM

If your community is like most in this country, employers are struggling to find workers who have the necessary academic and technical skills to fill their entry-level positions, while also possessing the employability skills and work ethic that make them valuable employees. Economic developers have concerns about whether the local workforce is prepared to participate in the 21st century economy and thus attract new businesses into the area. Many in the community feel that the schools could do a better job of preparing graduates for employment and success in college.

In the experience of Coweta County, the development of CEC addressed these workforce, education, and economic development concerns. It was businesspeople who brought their needs to the table, approaching the education leaders. Thus, workforce and economic development was the lens through which the problem was initially viewed. However, in the communities replicating CEC, the impetus began from within the school system. Educators were looking to improve education for all students and viewed career and technical education as one of the best means to bring reform to the secondary level and improve success after graduation.

In Whitfield County, the Board of Education determined that a new career and technical high school was needed. The community demonstrated its support for the idea through passing a Special Purpose Local Option Sales Tax (SPLOST) to construct a facility to house a career academy.

The problem can be defined in different ways and approached from different directions. The process described in this manual can be used whether your community needs a better prepared workforce to encourage economic development or looks to improve educational outcomes for high school students—or both. Whoever is initiating efforts in your community will need to ensure that their concerns are shared by others outside of their purview.

Guideline: *DETERMINE THE ISSUES*

Determine that the issues of secondary school graduate success or workforce and economic development are of concern to your community.

- Begin a conversation about these issues and the links between them with education representatives, businesspeople, economic development professionals, and community leaders with whom you come in contact. Determine their level of concern and interest in addressing them. Present the types of solutions that are possible and gauge their interest.
- Reflect on the following questions. Ask them of others.
 - What do you know about the outcomes for high school graduates in your community?
 - How many go to college? Do they succeed there?
 - How many get a job after graduation?
 - Are high school dropout rates high?
 - What are the concerns of employers and economic developers in your community?

- Is finding well-prepared entry-level workers a problem?
- Are employers concerned about a lack of work ethic?
- Are economic developers trying to attract new business to the area? Are they able to advertise a well-educated workforce as part of the draw?

Guideline: *COMMUNICATE THE PROBLEM*

Based on the above discussions, define the problem in such a way that it can be easily communicated to other community members.

- Express the issue in language that is reflective of that heard in discussing these issues locally.
- Draw parallels between Coweta County or the other Georgia communities mentioned in this manual and use their experiences as examples.

In Walton County, those in the school interested in this effort began by canvassing the business community for support, telling the story of CEC in Coweta County. They found some strong leaders in their first round of conversations including Leggett and Platt. Employers said that they were facing the same issues as Coweta.

Guideline: *BE PATIENT*

This bit of advice bears repeating frequently. It took Coweta County three years of planning before the center was opened. Don't be in a hurry, be prepared to explain everything repeatedly, and make sure each stage is completed before proceeding to the next stage.

B. PARTNERSHIP DEVELOPMENT

If some in your community decide to address these issues through the means offered in this manual, it is important to begin the process of partnership formation through developing communication among all the key players that will be needed in this effort. Interest can come from any sectors of your community, but unless the superintendent of schools, the technical college president, and key business leaders are on board—agreeing on the issues at hand and the means to address them while committing to be active in creating solutions—efforts are unlikely to move forward. Thus time spent engaging these individuals, probably in one-on-one settings, is important.

Guideline: *ENGAGE IN COMMUNITY-WIDE DIALOGUE*

Community-wide awareness and engagement in the dialogue is necessary for success. There will be much work to be done and, beyond the volunteers needed, little can be done without strong community-wide support for educational change.

- Community leaders and elected officials will be important supporters as efforts move forward. Hold community meetings to talk about the issues and proposed solutions to broaden interest, as well as find those interested in being part of the efforts.
- If impetus for these efforts comes from within the school district, it is very important to form a broad coalition of allies before moving forward. Others may assume that the school district is launching one more education reform effort and fail to see the connection to broader community issues.
- If the business community is not engaged initially, the Chamber of Commerce may be a good place to start in forming partnerships. Not only are the president and board members likely to have a strong interest in meeting local workforce and employment needs, but they can serve as powerful advocates for the initiative, educating and recruiting other businesspeople to become involved. Other important business allies will be large employers important to the area's continuing growth and key business leaders who are already engaged with or supporting the education system in some way.
- The technical college is most effective as a partner when leadership comes from the president directly, in the experience of CEC and the replicating communities.
- It can be helpful to point to proven models that are in place—CEC and Walton, Whitfield, and Douglas Counties—as you bring the idea of education for economic development to your community.

To engage business partners in Whitfield County, the superintendent asked the vocational instructor leading the planning efforts for the new school to participate in the Chamber of Commerce's leadership development class. This instructor had the opportunity to educate other community leaders about the new career academy and gather their input.

Guideline: ENSURE SCHOOL SYSTEM AND TECHNICAL COLLEGE COLLABORATION

The school system and the technical college need to be working in concert on this effort from the beginning. It is important not to overload the steering committee and eventual board of directors with representatives of education. However, you do want complete representation. One of the replication sites in particular realized belatedly that they must include a member of the school board in their discussions in addition to the superintendent and technical college representative.

- Convene a meeting between key leadership from each institution to ensure that both share a vision for improving the linkages between the secondary and postsecondary education systems. While the technical college will be interested in a new population of students, its administrators must be willing to commit leadership and resources to be a full partner in the effort. Make sure that potential partners understand what's in it for them.

Athens Technical College had only a small center in Walton County and wanted to expand its footprint to a larger campus. College representatives were therefore interested in discussing a joint effort that would allow them to increase their county presence.

Guideline: ENSURE SUPERINTENDENT BUY-IN

Without the buy-in of the superintendent of schools, the vision outlined here will not be possible. Make every effort to ensure that s/he is not just a supporter but enthusiastic enough to serve as a spokesperson to the community at-large. Leadership at the executive level from all the stakeholder groups is necessary to create true partnerships. Leaders also play important roles as advocates to others in their fields of influence.

- Be prepared for leadership transitions, as they are sure to take place. Establish clear communication from the beginning and work with a team of leaders from each stakeholder if possible. For example, don't just engage the high school principals but include a team of other administrators and teacher leaders from their schools to maintain continuity should any of them leave.

C. FORMING A STEERING COMMITTEE

Having generated community interest in transforming education into an engine of economic development and once all the key stakeholders are engaged in the discussion, a steering committee needs to be formed to provide structure and leadership for activities. The committee will become the main forum for the ongoing conversation and can function as a means of engaging interested people.

Guideline: *INCLUDE ALL KEY STAKEHOLDERS*

The committee should reflect the diverse group of people interested in these efforts as well as all key stakeholders. Business and industry representatives should make up at least 50 percent of its membership.

- If important people from the technical college, the school system, or the business and employer community don't come to the table on their own, specific invitations should be given to them to join.
- A committee can be quite large and it is usually worthwhile to leave its membership open, accepting all those who express interest. An appropriate size will need to be determined based on the needs and characteristics of your community.

In Whitfield County, the superintendent of schools asked participants in the Chamber of Commerce leadership development class to identify those business leaders who should serve on an Executive Planning Team for the planned career academy.

Coweta County had over 25 people participating on its steering committee. Walton County had double that number, counting 50 to 60 in the initial group. Such a large group was considered valuable for publicity, gathering a wealth of ideas, and engaging a broad spectrum of community members.

Guideline: *SELECT A CHAIRPERSON*

The committee will need to select a chair.

- It seems best for the chair to be a business person or at least a leader outside of the realm of education.

Guideline: *DEVELOP A COMMON VISION*

It is necessary for the full steering committee to meet initially to develop mission, vision, and goal statements that all can agree on. Once a shared vision is in place, all will be able to use the same language in talking to others.

- An outside consultant with skills in this area may be useful to lead the steering committee in the development of these statements. Such an outsider can focus on the process without being tied to the outcomes and can facilitate consensus.

In the case of Coweta, Joe Harless, who chaired the steering committee, was a respected community figure with a business and training background and an interest in education.

- With a large steering committee, this development process can be unwieldy. One option is to designate a small subgroup to create the first draft of mission, vision, and goal statements and have them bring this to the larger group for feedback and comment.

Guideline: *FORM SUBCOMMITTEES*

It will be most effective to form subcommittees to get the work done most efficiently. Each subcommittee will need a chair responsible for leadership and developing its membership.

- While all subcommittees need representatives from the steering committee in leadership and membership roles, they can serve as a place to engage additional people not on the steering committee itself, thus casting the circle even broader.
- Suggestions for subcommittees include governance, curriculum, work ethic, publicity, finance, resources, and transportation.

In forming CEC, curriculum subcommittees involved teachers of the relevant subject matter at the high school level.

- The governance group can develop the charter and bylaws and pursue 501(c)(3) status.
 - The curriculum committee will need to take responsibility for analyzing the community needs assessment (see the next unit), reviewing other high school career and technical education curricula, looking at technical college curricula in relevant areas, and examining industry standards. They will outline curricula in the areas determined important by local employers and will probably need to further divide into occupational areas.
 - Publicity would be responsible for communicating to the community about the efforts underway. Specific audiences may include school counselors, teachers and administrators, the business community as a whole, parents, students, and other stakeholders.
 - The finance committee can prepare a budget while the resource committee takes responsibility for determining a location and/or facility for the school and finding the funds to build or renovate as necessary.
- Consistent, regular meetings of the full committee will allow the subcommittees to report to one another on their progress.

ADDIE Accomplishment	Met?	Red Flags
Steering committee composed of principle stakeholder segments including at minimum business and industry (at least 50%), public school system(s), and local technical college.		Failure to include all key stakeholders on steering committee.

D. CONDUCTING A NEEDS ASSESSMENT

An employer needs assessment is the key step in specifying the desired outcomes for high school graduates and this data forms the basis of curriculum development. Employers must specify the skills, knowledge, information, and attitudes that they require in successful employees, and in which occupational areas a growing number of employees will be needed locally. Curriculum developers then ask the question of how we ensure that high school students graduate with those abilities and focus on creating new, competency-based curricula, rather than simply offering the existing career and technical education courses.

In addition to its information gathering role, a needs assessment can also serve a public relations purpose in educating the business community about the efforts underway. It serves as an assurance of the education community's interest in inviting business to participate in education.

Guideline: *CREATE OR ADAPT A NEEDS ASSESSMENT FORM*

A needs assessment must gather information on the types of jobs available at local businesses, the skills and knowledge needed to be successful at those jobs, the employability skills important to local employers, and the technical college certificates that are needed at each business. A sample needs assessment instrument, administered online in Walton County to capture information on current and future employment opportunities and job information, is included at the end of this chapter.

- Give some thought to who the instrument comes from and how it is presented. A cover letter or email message will need to convince employers to respond and should be signed by someone they respect.
- The instrument will need to gather information on each company and its current positions, in particular jobs that make up a large percentage of that organization's workforce and those for which the number of employees needed is expected to increase in the coming years. (See Section Two—Major Job Titles in the sample survey that follows.) Being able to look at current job openings along with growth and hiring trends by sector will be important in developing the curricular areas for the education center.
- It is worthwhile to ask employers whether they expect new jobs to be created in the near future and what those might entail. (See Section Two—Job Creation.)
- For each job category at a company, it will be important to have those answering the survey specify the knowledge, skills, information, and preparation needed to be successful. (See Section Three—Specific Job Information/Knowledge/Attitudes.) This sort of detailed information will form the basis of curriculum development in each field, as it is likely that standard high school career and technical education curricula will not produce the desired outcomes.

For the original needs assessment in Coweta County, a hard-copy survey was mailed to the 800 members of the Chamber of Commerce with a cover letter on school system letterhead, signed by the superintendent and the president of the technical college.

- Employers' opinions on necessary work ethic and attitudes will be important in delivering instruction in these areas. (See Section Four—Work Ethic Characteristics.)
- Finally, employers can indicate which postsecondary TCCs (technical certificates of credit) will be most relevant to positions in their companies. (See Section Seven—Job Relevant Technical Certificates of Credit). This assists the committee in decision making on dual enrollment programs to be offered to students.

Guideline: *DISTRIBUTE NEEDS ASSESSMENT WIDELY*

The instrument will need to be distributed to all significant businesses in the county.

- Conducting the assessment electronically is probably the most efficient and cost-effective method, if the software and technical expertise are present. Not only is data received back instantaneously, but the costs of copying, postage, and data entry are avoided. The Chamber of Commerce or the technical college may have the experience, resources, and software to offer the survey online. There are also a few companies that offer very inexpensive online survey software, of which Survey Monkey (www.surveymonkey.com) is one. With such software, an email is sent to respondents with a link to the website hosting the survey. When someone responds, answers are automatically compiled. A three- or four-week response period is probably sufficient.
- The Chamber is likely to be a key partner whether or not it has survey capabilities, as its membership list is the most obvious way to contact the majority of local employers. The difficulty is in ensuring that the survey makes it to the right respondent within any particular business. The best person to answer the questions needs a broad understanding of the technical and employability skills needed for positions all across the company, as well as the work ethic expected of and shown by employees. Human resource professionals may be the most appropriate. You may want to suggest that they consult with personnel managers when responding.

In both Walton and Coweta Counties, the 40 percent of businesses that responded to the needs assessment survey represented 80 percent of the manufacturing workforce in the counties.

Guideline: *FOLLOW UP WITH CALLS OR VISITS*

Sending out one or even several emails is unlikely to create sufficient response to the survey. A team of people from the steering committee or the Chamber will need to follow-up with businesses that have not responded individually, either through calls or visits.

- Extend the survey deadline if response rates are poor. A reasonable rate of response would be 30 or 40 percent. With fewer than half responding, it is important to ensure that those who did respond

Steering committee members in Walton County hand delivered some surveys to key employers and others who wouldn't complete it online. With most key employers, the committee members made personal visits to walk them through what was needed and to fill in the survey form with them.

include employers from diverse sectors and heavily represent the county’s important industries.

Guideline: ANALYZE REPOSES

Simple analyses of the data will be needed for the curriculum committee. Frequency counts of the various responses are mostly what will be needed.

- Data collected electronically can be downloaded into Excel and analyzed further. Someone will need to be tasked with organizing and reporting on the data to the steering committee.
- In looking at responses, the analyst can determine the top occupational areas of need as well as any skills, knowledge, and attitudes that the majority of respondents report as being necessary.

In Coweta County, the most frequent response on the assessment was that the schools needed to teach and grade work ethic. The second thing that became apparent was the need to emphasize healthcare as an occupational area, as it was the area of most need. The local demand for licensed practical nurses and nursing aides led to CEC offering technical college certificates in patient care assisting and patient care technician to its high school students.

<u>ADDIE Accomplishment</u>	<u>Met?</u>	<u>Red Flags</u>
Current and future employment needs, based on interviews and surveys of area employers.		Focus on existing high school and technical college courses and programs without formal employer needs investigation by steering committee.
Specific, tangible technical skills/knowledge and work ethic expected by employers, based on employer interviews and surveys.		Needs assessment survey asks employers about courses to be offered rather than skills, knowledge, and work ethic expected of employees.

Sample Needs Assessment

The following pages are from an online needs assessment survey developed for use in Walton County.

Business/Industry Needs Assessment Survey

Section 1 - Company Information

Keep my company's information private.

Company/Organization:

Street:

City:

State:

Zip:

Contact Person:

Title:

Telephone:

Fax:

Email Address:

Total number of employees: _____

Annually, what is your average turnover rate? _____

Approximate number of new hires each year: _____

Approximate annual training budget: \$_____

Section 2 - Major Job Titles

For this section, please list the job titles in your company/organization that represent **approximately 20% or more** of your employees and/or **requires unique skills that makes recruitment and hiring difficult**.

*Required Field - One job position must be completed to move on to the next section.

Job Title	# of employees	Does this job represent 20% or more of your employees?	Does this job require unique skills that make recruitment and hiring difficult?	Will the number of employees needed for this job increase significantly in the next five years?
*1.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you need more room to list additional jobs please do so here:

Are there jobs that are likely to evolve in the near future? What knowledge and skills do you think these jobs will require?

Emerging Job Title	Job Skills Required
1.	
2.	
3.	

Section 3 - Specific Job Information/Knowledge/Attitudes

For each of the jobs you listed in Section 2, please fill out the following specific information. As you finish each job, click on [Next] to continue with the survey.

Job 1

1. For the position of (Job 1), what key actions are performed (Examples are: welding, preparing camera ready copy, statistical process control, selling, taking inventory, operating cash register)?

2. For the position of (Job 1), please list essential knowledge, skills, and attitudes required for this position (feel free to use current job description):

3. For the position of (Job 1), what is the minimum education and training level typically needed prior to job-entry?

- No prior training needed
- High School Diploma
- Technical Certificate of Credit
- Continuing Education
- Associate Degree
- Bachelor's Degree
- Master's Degree
- Other:

4. For the position of (Job 1), do you have a high turnover during an employee's probationary period due to inadequate skills or ability?

- Yes
- No

5. For the position of (Job 1), what computer software skills are needed (if any)?

6. For the position of (Job 1), how important is each of the generic skills listed below?

	Not Needed	Not Important	Moderate	Important	Vital	Is there a deficiency among your employees?
A. Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
B. Calculating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
C. Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
D. Oral Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
E. Listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
F. Manual Dexterity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

Section 4 - Work Ethic Characteristics

Please rate how important each of these characteristics are for successful employees.

1. Attendance: Reports to work, arrives/leaves on time, notifies supervisor in advance of planned absences.

Not at all <input type="radio"/>	Nominal <input type="radio"/>	Moderate <input type="radio"/>	Important <input type="radio"/>	Essential <input type="radio"/>	Is there a deficiency among your employees? <input type="checkbox"/>
-------------------------------------	----------------------------------	-----------------------------------	------------------------------------	------------------------------------	---

2. Character: Displays loyalty, honesty, trustworthiness, dependability, reliability, initiative, self-discipline, and self-responsibility.

Not at all <input type="radio"/>	Nominal <input type="radio"/>	Moderate <input type="radio"/>	Important <input type="radio"/>	Essential <input type="radio"/>	Is there a deficiency among your employees? <input type="checkbox"/>
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3. Teamwork: Respects the rights of others, respects confidentiality, is a team worker, is cooperative, assertive, displays a customer service attitude, seeks opportunities for continuous learning, demonstrates mannerly behavior.

Not at all <input type="radio"/>	Nominal <input type="radio"/>	Moderate <input type="radio"/>	Important <input type="radio"/>	Essential <input type="radio"/>	Is there a deficiency among your employees? <input type="checkbox"/>
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4. Appearance: Displays appropriate dress, grooming, hygiene, and etiquette.

Not at all

Nominal

Moderate

Important

Essential

Is there a deficiency among your employees?

5. Attitude: Demonstrates a positive attitude, appears self-confident, has realistic expectations of self.

Not at all

Nominal

Moderate

Important

Essential

Is there a deficiency among your employees?

6. Productivity: Follows safety practices, conserves materials, keeps work area neat and clean, follows directions and procedures, completes tasks.

Not at all

Nominal

Moderate

Important

Essential

Is there a deficiency among your employees?

7. Communication: Displays appropriate nonverbal (eye contact, body language) and oral (listening, telephone etiquette, grammar) skills.

Not at all

Nominal

Moderate

Important

Essential

Is there a deficiency among your employees?

8. Cooperation: Displays leadership skills, appropriately handles criticism, conflicts, and complaints, demonstrates problem-solving capability, maintains appropriate relationships with supervisors and peers, follows chain of command.

Not at all

Nominal

Moderate

Important

Essential

Is there a deficiency among your employees?

9. Respect: Deals appropriately with cultural/racial diversity; does not engage in harassment of any kind.

Not at all

Nominal

Moderate

Important

Essential

Is there a deficiency among your employees?

Are there other characteristics of successful employees that you consider important?

Section 5 - Emerging knowledge, skills, and attitudes

Please indicate the emerging knowledge, skills, and attitudes you predict will be essential in your business/industry within the next 5-10 years.

KNOWLEDGE (i.e. factual based information such as knowledge of mechanical engineering, welding, information technology, etc.)

SKILLS (i.e. the ability to perform a certain behavior or action through the application of knowledge, welding, type 75 words per minute, public speaking, etc.)

ATTITUDES (i.e. the mindset an employee needs to adequately perform the job, persistence, self-starter, customer service-oriented, team player, etc.)

Section 6 - Your Company's Future Plans

What future plans does your company have for growth (Select all that apply)?

- not applicable
- planning to expand
- leave the area
- merge with another company
- diversify to additional products and services
- other

Please elaborate on your selections and specify your timeframe:

What businesses and industries in your sector would you like to see clustered in our area?

What businesses and industries outside your sector would you like to see clustered in our area?

Section 7 - Job Relevant Technical Certificates of Credits (TCC)

Please select which certificates and/or degree programs are relevant to the list of jobs you have identified (select all that apply):

Certificates of Proficiency

Agricultural Business and Production

Programs

- Landscaping
- Horticulture Operations

Business Mgt./Admin Services

Programs

- Workforce Leadership
- General Secretarial
- Clerical Assistant
- Marketing Analyst
- Maintaining & Managing Personal Computers
- Computer Systems Technology
- Office Occupations
- Materials & Operations Management
- Web Design
- Medical Billing & Coding

Computer & Informational Sciences

Programs

- Cisco Internet Working
- Cisco Networking
- Cisco Certified Network Associate
- Business Systems Networking: Cisco
- Certified Internet Webmaster
- AS/400 Developer

Construction Trades

Programs

- Restoration Carpentry
- Building Trades

Education

Programs

- English as a Second Language Education
- Early Childhood Education
- Multimedia Audio/Video Production
- English as a Second Language

Engineering-Related Technology

Programs

- Computer-Aided Drafting & Design
- Basic Electronics
- Computer-Aided Design
- Computer-Aided Drafting & Design: Architecture
- Manufacturing Operations
- Basic Environmental Health & Safety Technology
- Electronic Technician

Health Professional & Rel. Science

Programs

- Emergency Medical Technician
- Emergency Medical Technician-Basic
- Certified Nursing Assistant
- Medical Transcription
- Emergency Medical Service-Basic
- Emergency Medical Technology-Basic
- Medical Coding
- Nursing Assistant

Home Economics

Programs

- Gerontology
- Early Childhood Education
- Early Childhood Development Associate
- Child Development
- Early Childhood Development

Law & Legal Studies

Programs

- Paralegal Technology

Mechanics and Repairers

Programs

- Automotive Drivability Specialist
- Industrial Mechanical Systems
- Small Engine Repair
- Micro-Computer Upgrade & Repair
- Industrial Electronics
- Industrial Equipment
- Basic automotive Maintenance
- Programmable Logic Trainer
- Diesel Technology

Personal & Miscellaneous Services

Programs

- Manicure Technology

Precision Production Trades

Programs

- TIG Welding
- Household Upholstery
- Welding
- Welding Technology
- Mild Steel Welding
- Pre-Engineering

Protective Services

Programs

- Law Enforcement Administration
- Crime Scene Investigation

Social Sciences

Programs

- Geospatial Information Systems

Transportation & Material Moving

Programs

- Truck Driving

Visual & Performing Arts

Programs

- Graphic Design

Technical Certificates

Agricultural Business and Production

Programs

- Agriculture Technology
- Horticulture, Landscape, & Nursery Operations
- Ornamental Horticulture

Business Mgt./Admin Services

Programs

- Business Technology - Medical Transcriptionist
- Office Administration
- Administrative Information Processing
- Office Technology
- Secretarial Science
- Business Information Systems
- Office Occupations
- Quality Management & Supervision
- Software Support
- Automated Office Technology
- Business Technology
- Data Processing Machine Operator
- Accounting
- Business Computer Information Systems
- Information Processing
- Software Applications
- Business

Computer Technologies

Programs

- Lithographic Occupations

Computer & Informational Sciences

Programs

- Business Systems Networking: Cisco
- Network Technology
- Computer Information Systems
- Network Technology
- Computer Technology
- Information Systems Technology

Construction Trades

Programs

- Residential Construction Technology
- General Construction - Carpentry
- Residential Carpentry
- Preservation Construction Supervision
- Commercial Carpentry

Education

Programs

- Early Childhood Education
- Multimedia Audio/Video Production

Engineering-Related Technology

Programs

- Computer-Aided Drafting & Design
- Electronics - Digital
- Electromechanical Technology - Instrumentation
- Computer Repair & Networking Technology
- Quality Control Technology
- Electronics Technology
- Drafting & Design
- Electricity/Electronics
- Computer Electronics
- Industrial Control Electronics

- Environmental Regulatory Sciences
- Drafting
- Electronics
- Surveying

Health Professional & Rel. Science

Programs

- Emergency Medical Technician
- Practical Nursing
- Surgical Technology
- Licensed Practical Nursing
- Emergency Medical Technology - Paramedic
- Professional Medical Coding
- Medical Transcription

Law & Legal Studies

Programs

- Legal Secretarial

Personal & Miscellaneous Services

Programs

- Cosmetology
- Restaurant Management
- Culinary Arts

Protective Services

Programs

- Criminal Justice
- Fire Science
- Law Enforcement
- Crime Scene Investigation

Public Admin & Services

Programs

- Behavioral Health Technology

Social Sciences

Programs

- Geospatial Information Systems

Visual & Performing Arts

Programs

- Graphic Design
- Multimedia Graphics Technology

Associate Degrees

Agricultural Business and Production

Programs

- Landscaping
- Horticulture Operations

Business Mgt./Admin Services

Programs

- Workforce Leadership
- General Secretarial
- Clerical Assistant
- Marketing Analyst
- Maintaining & Managing Personal Computers
- Computer Systems Technology
- Office Occupations
- Materials & Operations Management
- Web Design
- Medical Billing & Coding

Computer & Informational Sciences

Programs

- Cisco Internet Working
- Cisco Networking
- Cisco Certified Network Associate
- Business Systems Networking: Cisco
- Certified Internet Webmaster
- AS/400 Developer

Construction Trades

Programs

- Restoration Carpentry
- Building Trades

Education

Programs

- English as a Second Language Education
- Early Childhood Education
- Multimedia Audio/Video Production
- English as a Second Language

Engineering-Related Technology

Programs

- Computer-Aided Drafting & Design
- Basic Electronics
- Computer-Aided Design
- Computer-Aided Drafting & Design: Architecture
- Manufacturing Operations
- Basic Environmental Health & Safety Technology
- Electronic Technician

Health Professional & Rel. Science

Programs

- Emergency Medical Technician
- Emergency Medical Technician-Basic
- Certified Nursing Assistant
- Medical Transcription
- Emergency Medical Service-Basic
- Emergency Medical Technology-Basic
- Medical Coding
- Nursing Assistant

Home Economics

Programs

- Gerontology
- Early Childhood Education
- Early Childhood Development Associate
- Child Development
- Early Childhood Development

Law & Legal Studies

Programs

- Paralegal Technology

Mechanics and Repairers

Programs

- Automotive Drivability Specialist
- Industrial Mechanical Systems
- Small Engine Repair
- Micro-Computer Upgrade & Repair
- Industrial Electronics
- Industrial Equipment
- Basic automotive Maintenance
- Programmable Logic Trainer
- Diesel Technology

Personal & Miscellaneous Services

Programs

- Manicure Technology

Precision Production Trades

Programs

- TIG Welding
- Household Upholstery
- Welding
- Welding Technology
- Mild Steel Welding
- Pre-Engineering

Protective Services

Programs

- Law Enforcement Administration
- Crime Scene Investigation

Social Sciences

Programs

- Geospatial Information Systems

Transportation & Material Moving

Programs

- Truck Driving

Visual & Performing Arts

Programs

- Graphic Design

Will you be willing to offer financial incentives to more highly trained employees?

- Yes
- No