

## Overview

- The survey was conducted by the Virginia School Boards Association Task Force on Workforce Readiness to gather information on Career and Technical Education (CTE) across the Commonwealth.
- The survey was administered to Virginia's superintendents in October/November 2015.
- 115 of 132 school divisions responded with balanced statewide representation.
- Respondents self-identified as 62% rural, 23% suburban, and 16% urban/large city.
- As broken down by student enrollment:
  - Under 2,500 students (41 divisions)
  - 2,501 – 5,000 students (31 divisions)
  - 5,001 – 10,000 students (19 divisions)
  - 10,001+ students (24 divisions)

## Key Findings

### CTE funding in recent years

- Half of the respondents (50%) report that fewer funds have been allocated, 33% indicate that funding has been stable, and 17% report that more funds have been allocated.

### How additional CTE program funding would be utilized

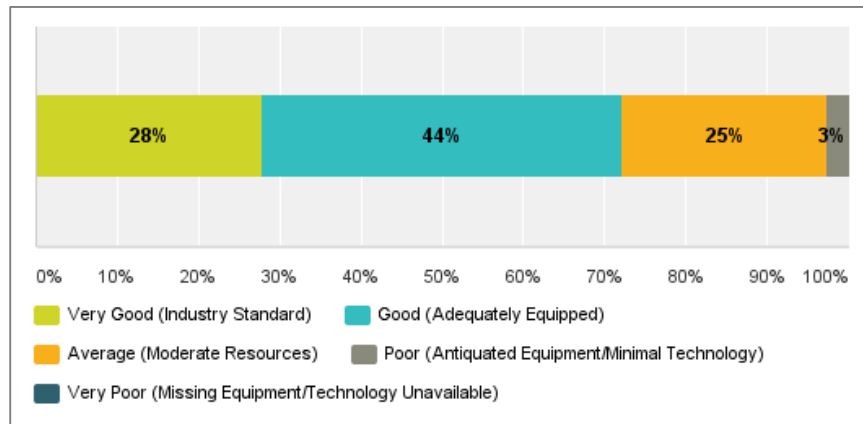
- Creation of new CTE programs
- Hire additional staff
- New equipment for CTE classrooms
- Additional courses in existing CTE programs
- Enrichment opportunities for students (internships, CTE student-organizations, work-based learning opportunities, community college partnerships)

### Top 5 factors that hinder the implementation of new, innovative CTE programming

1. Lack of qualified instructors
2. Lack of facility space or specialized equipment
3. Licensure/Certification issues
4. Redirection of funding to support SOL curriculum
5. Private sector hiring competition (ie: salaries, benefits)

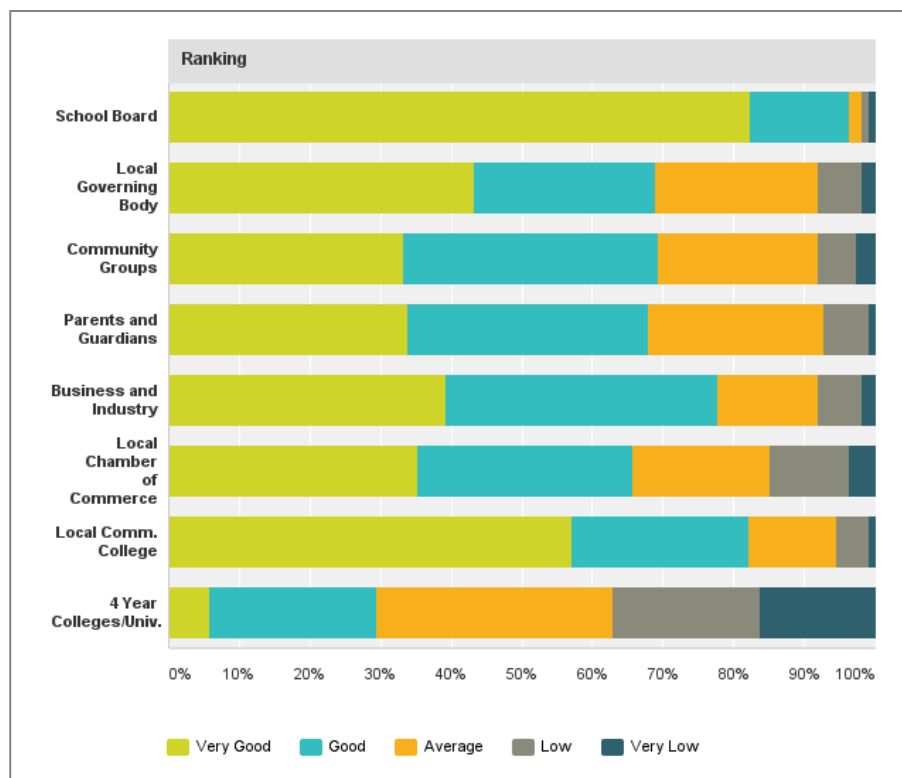
## Quality of equipment/technology resources available to students

- Slightly more than one in four respondents (28%) state that students are working with “Industry Standard” equipment.



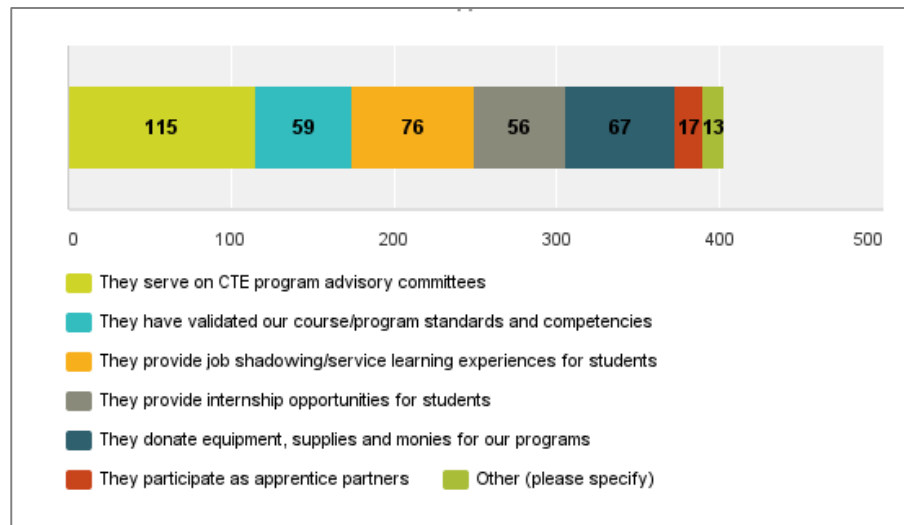
## Support of CTE by other entities/groups

- Respondents indicate strong support from local school boards, with varying levels of support from other entities and groups.



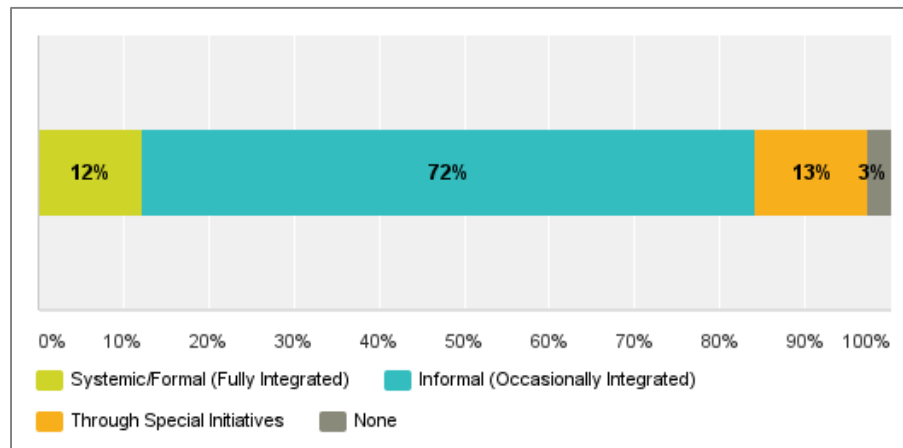
## Relationship with local business/industry leaders and CTE programs

- 115 of 115 respondents report that business/industry leaders serve on program advisory committees. However, other involvement is not as consistent or widespread.



## Level of integration between CTE classes and core subject classes

- The majority (72%) indicate occasional integration, with only 12% indicating full integration.



## Impact of scheduling/graduation requirements on CTE opportunities

- Approximately 90% of respondents state that scheduling/graduation requirements do impact student opportunities to be involved in CTE programs.

## Integration of workplace readiness and work ethics training (*such as communications skills, interview readiness, and awareness of expectations of employers*) across the curriculum

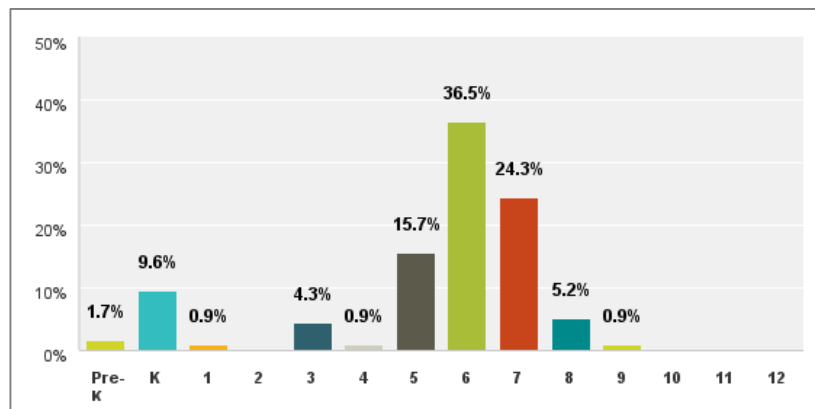
- Approximately 86% of respondents state that workplace readiness and work ethics training is integrated across the curriculum (44% fully; 42% partially).

## Respondents using virtual/hybrid CTE programming

- 45% indicate that virtual/hybrid learning opportunities are being used, with economics and personal finance being the most common offering.
- 55% indicate no usage of virtual/hybrid learning opportunities.

## Grade level where school divisions begin the discussion on career awareness/CTE opportunities with students and parents

- Grades 5-7 were the most common (77% of responses), with more than one-third reporting grade 6.



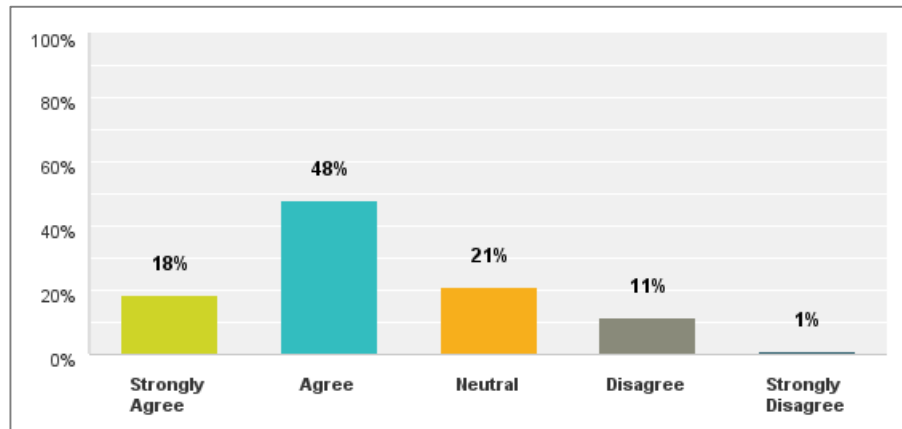
- The majority of divisions (89%) also report providing programs for students in grades K-8 to build interest in CTE programs.

## Top methods used to increase awareness and understanding of career and CTE opportunities

- 72% report distributing materials to students to take home.
- 70% report counselor led classroom visitations.
- 68% report holding a CTE facility Open House.
- 65% report having information on the division web site.

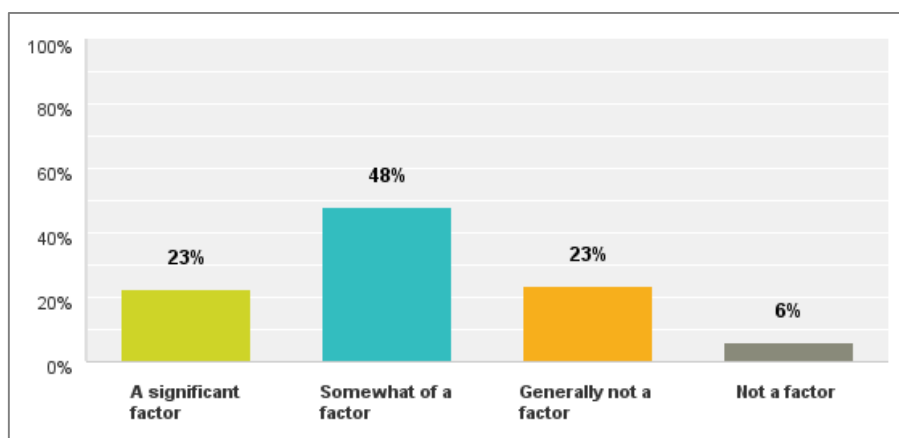
## Student access to “market ready” workforce development opportunities

- 1 out of 3 respondents do not agree that students have access to opportunities that are relevant to their future employment aspirations and opportunities.

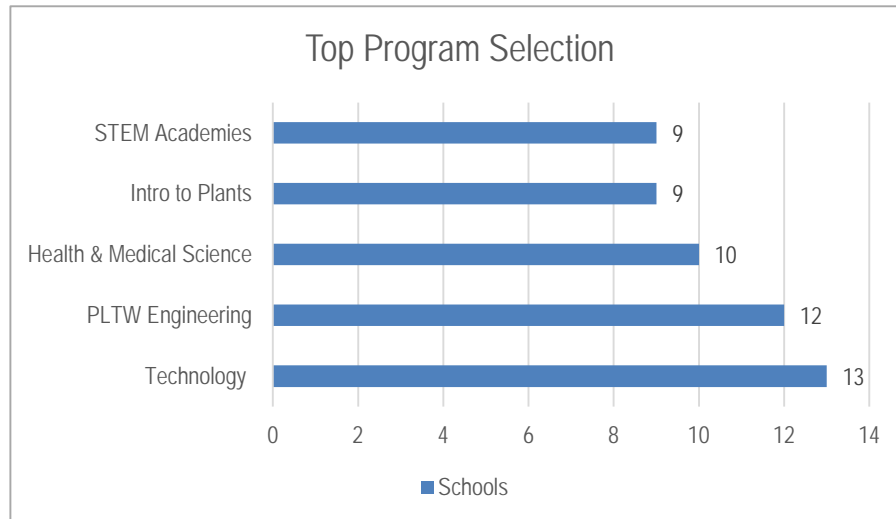


## Impact of Virginia Community College Dual Enrollment opportunities on a student’s likelihood to be involved in a school division CTE program

- The majority (71%) report that it is a factor.



## List the CTE Programs that have been added since 2009



### Related Comments:

- "We have eliminated some courses and implemented new courses with an increase in rigor and certifications."
- "No additions, but CTE courses were reorganized to meet state guidelines and competency requirements."
- "Project Lead the Way Design and Modeling (at one middle school – we could not find a teacher at the other middle school...replaced the Synergistics lab."

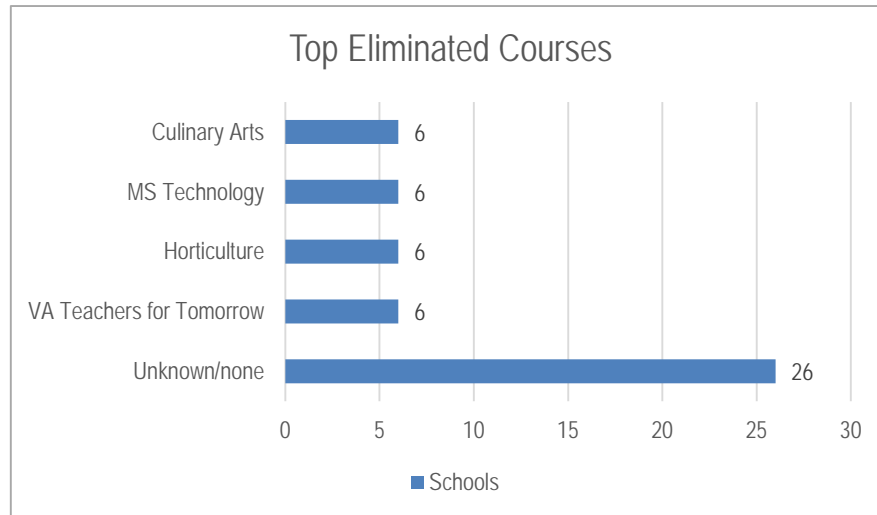
### Top CTE Programs that divisions would like to see added

1. Cyber Security
2. Expanded Medical Options
3. Computer Science/Programming
4. Welding

### Related Comments:

- "The State needs to develop a stand- alone course for Optician Energy Fundamentals Gateway to Technology (PLTW) for Middle School Geo-Spatial Technology Engineering Processes Engineering Practicum."
- "We would like to reinstate the Teachers for Tomorrow. (We have not eliminated this course but currently do not have enough staffing to offer it.)"
- "More technology and engineering classes if we can find teachers to teach these courses. We cannot find qualified candidates to teach these classes."

## List the CTE Programs that have been eliminated since 2009



### Related Comments:

- "Cosmetology, one tech teacher – resulting in a decrease in exploratory manufacturing courses offered."
- "Automotive Servicing was eliminated state-wide."
- "None eliminated...but significant reduction to the size of our FACS program."
- "Several business offerings/sections when Economics and Personal Finance was added as a graduate requirement."
- "Welding, Masonry, both at the Northern Neck Technical Center."
- "Numerous course changes to simplify pathways in FCS, Business and Marketing courses – though the programs themselves still exist."
- "A+ Certification...we hope to offer this again in the future, but staffing and licensure limitations required us to not teach it starting 2015-2016."