

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

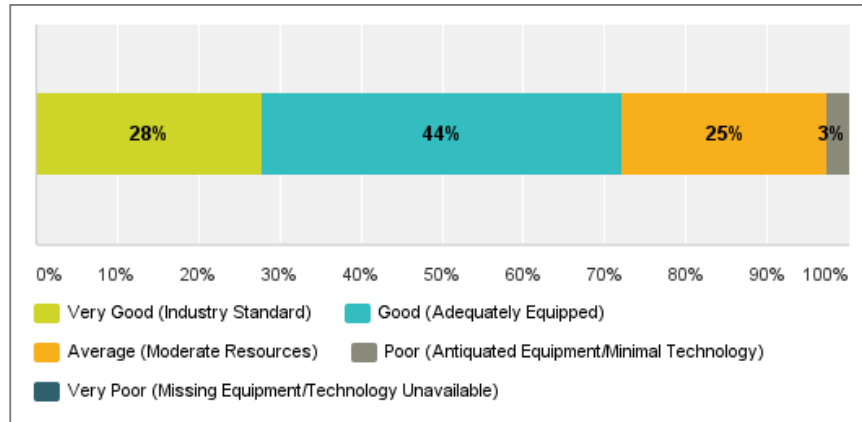
- Creation of new CTE programs
- Hire additional staff
- New equipment for CTE classrooms
- Additional courses in existing CTE programs
- Enrichment opportunities for students (internships, CTE student-organizations, work-based learning opportunities, community college partnerships)

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)

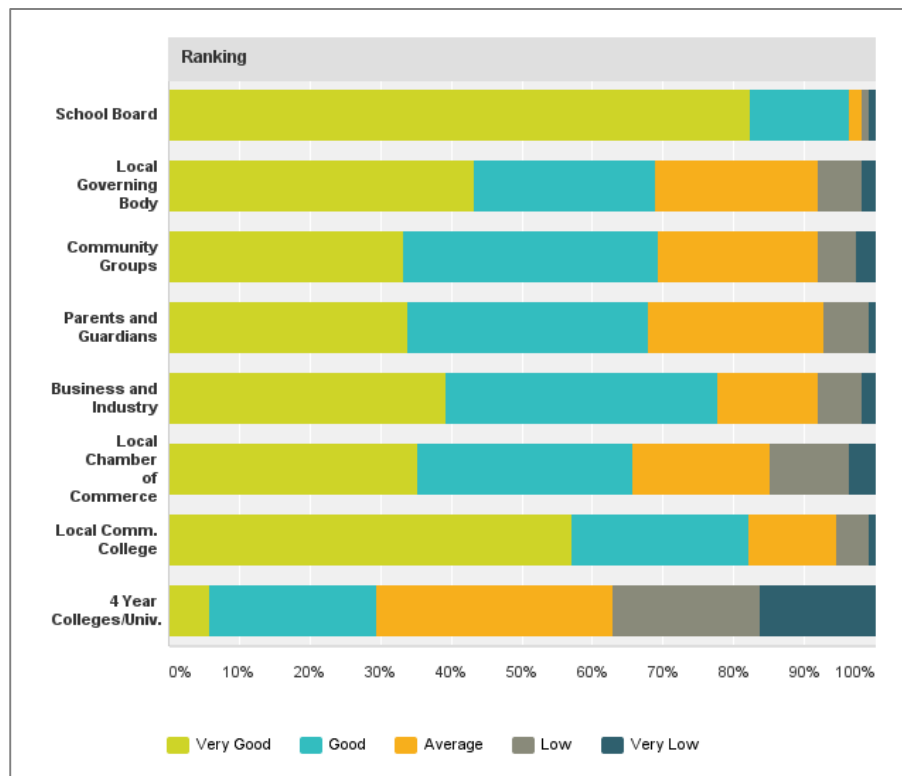
Quality of equipment/technology resources available to students

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



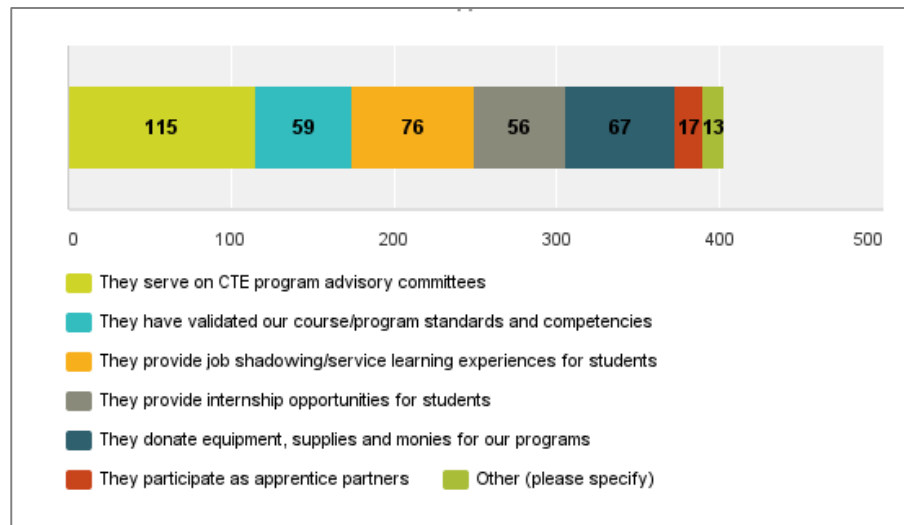
Support of CTE by other entities/groups

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



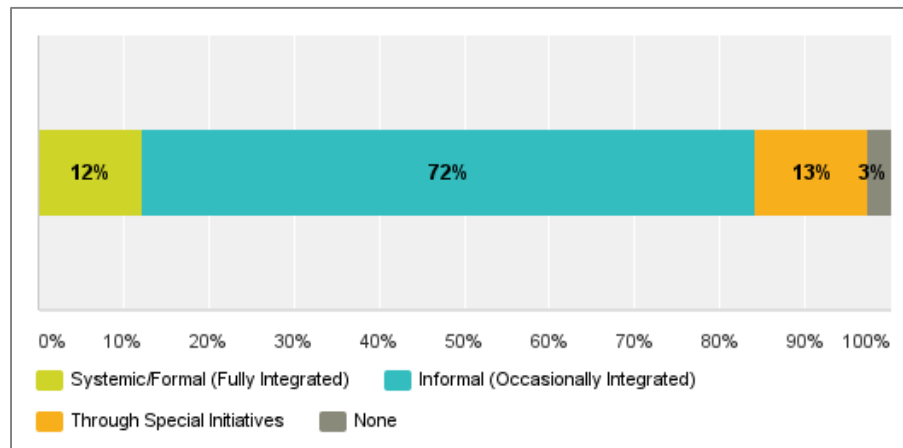
Relationship with local business/industry leaders and CTE programs

- 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

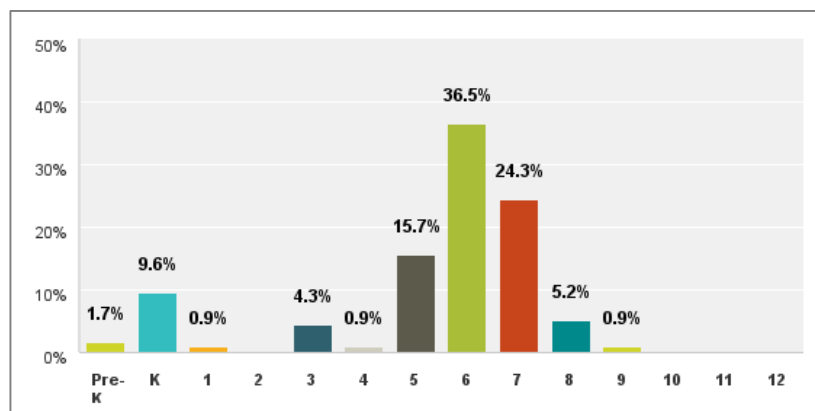
- Approximately 86% of respondents state that workplace readiness and work ethics training is integrated across the curriculum (44% fully; 42% partially).

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.



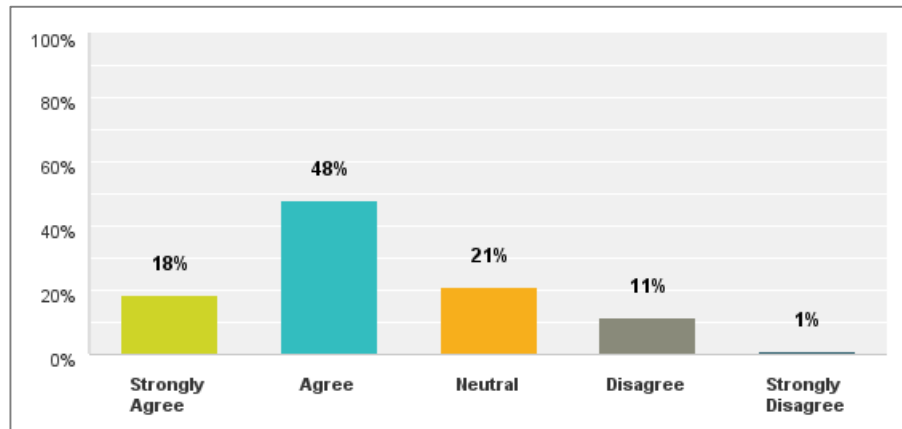
- The majority of divisions (89%) also report providing programs for students in grades K-8 to build interest in CTE programs.

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.

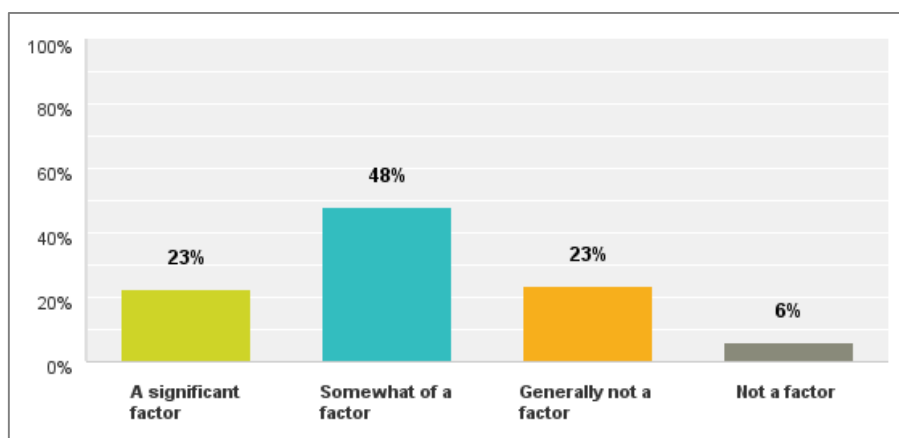
Student access to “market ready” workforce development opportunities

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

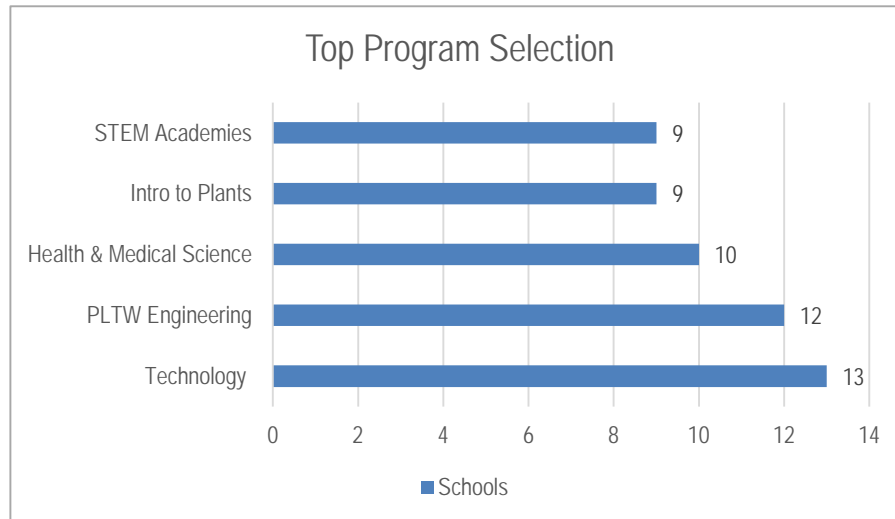


Impact of Virginia Community College Dual Enrollment opportunities on a student’s likelihood to be involved in a school division CTE program

- 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."

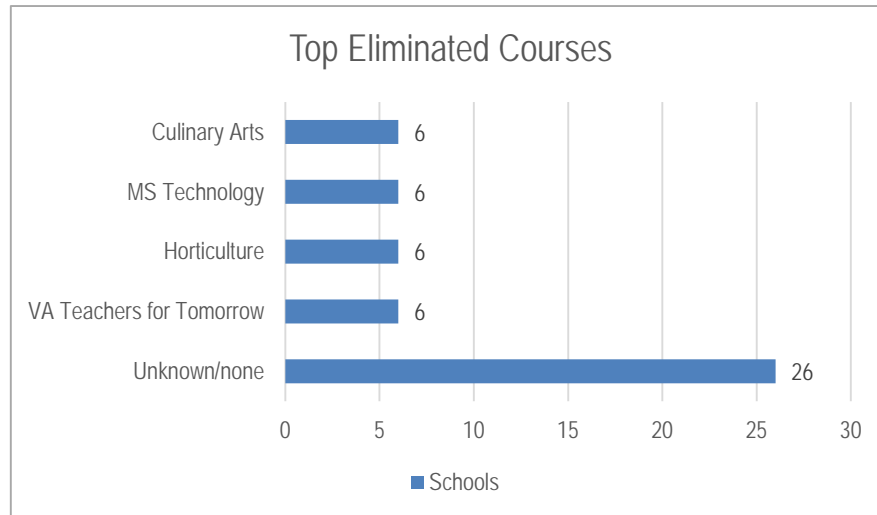
Top CTE Programs that divisions would like to see added

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."