

Career and Technical Education 2008 Survey

The Senate Interim Charges released January 2008 included the following:

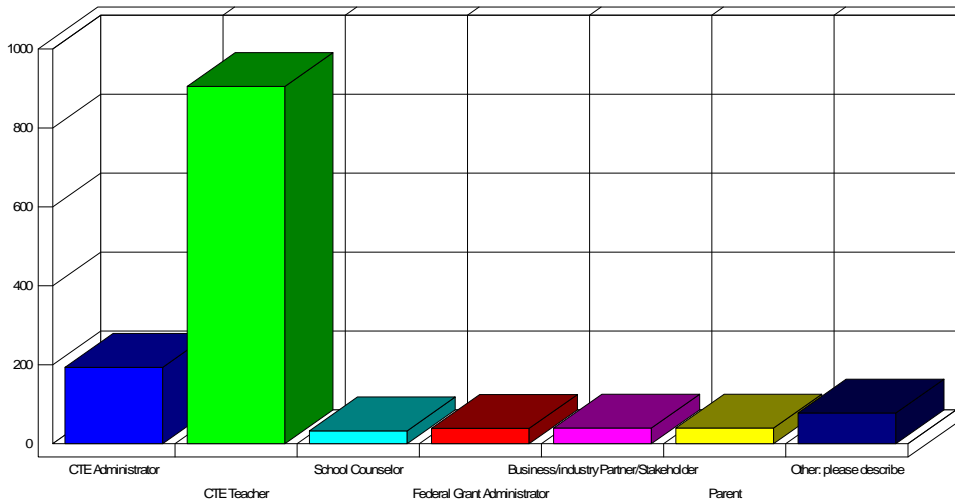
Review the access and quality of career and technical education programs in the state and make recommendations to improve these programs to address economic and workforce needs of this state.

The Texas Education Agency (TEA) was asked to conduct a survey to review the access and quality of career and technical education (CTE) programs in the state. The purpose of the survey was to inform stakeholders and policy makers to identify barriers to implementing quality CTE programs. TEA administered the survey in the summer of 2008 and had 1224 respondents. Respondents also had the opportunity to provide policy recommendations that are captured at the end of this document.

1. What is your role or relationship to CTE programs? (Check all that apply)

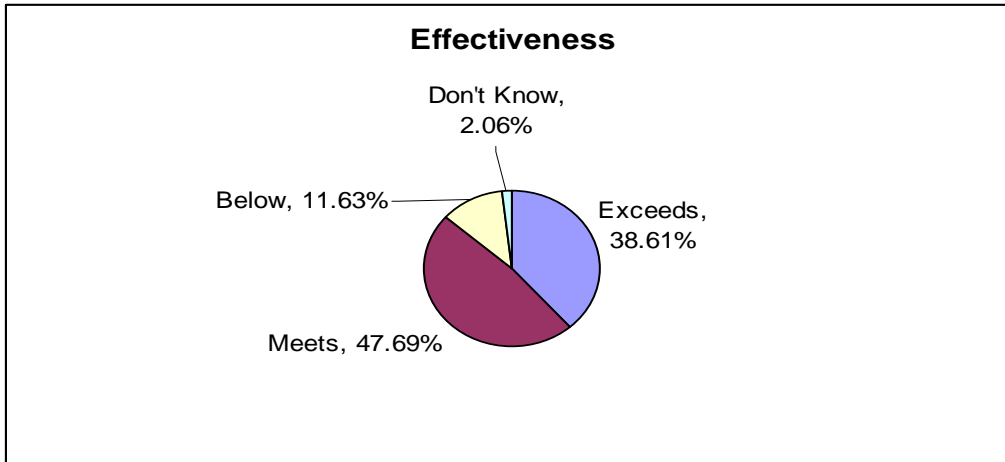
Respondents	Percent	Result
194	15.85%	CTE Administrator
905	73.94%	CTE Teacher
33	2.70%	School Counselor
39	3.19%	Federal Grant Administrator
40	3.27%	Business/industry Partner/Stakeholder
40	3.27%	Parent
78	6.37%	Other *(The largest "other" respondent was retired teachers)

Survey Said for Windows and the WEB - Role



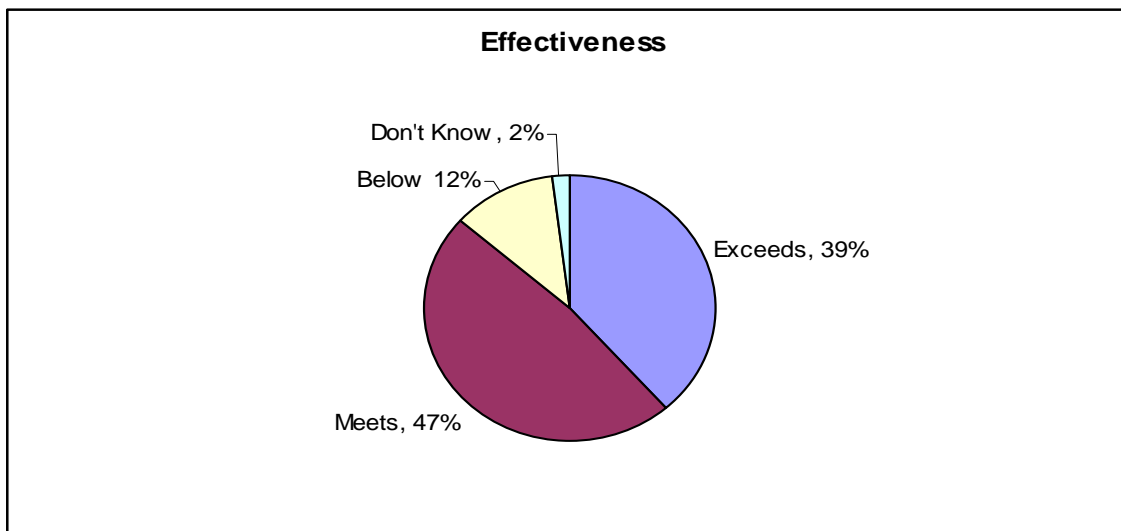
2. Overall, how would you characterize the size, scope and, quality of academic counseling and career guidance in your district?

<u>Respondents</u>	<u>Percent</u>	<u>Result</u>
468	38.61%	Exceeds Expectations
578	47.69%	Meets Expectations
141	11.63%	Below Expectations
25	2.06%	Don't know



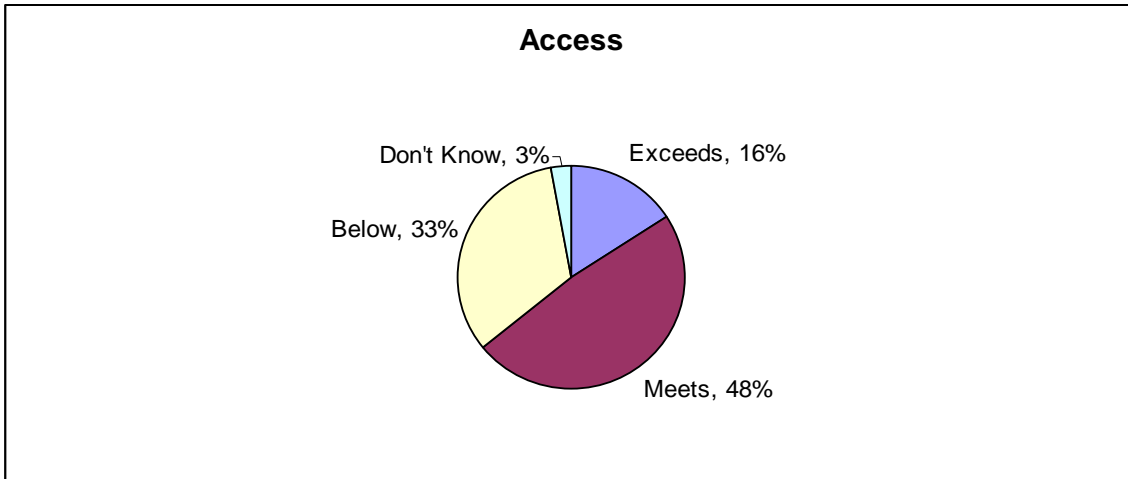
3. Overall, how would you characterize the size, scope and, quality of academic counseling and career guidance in your district?

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141	11.63%	Below Expectations
25	2.06%	Don't know



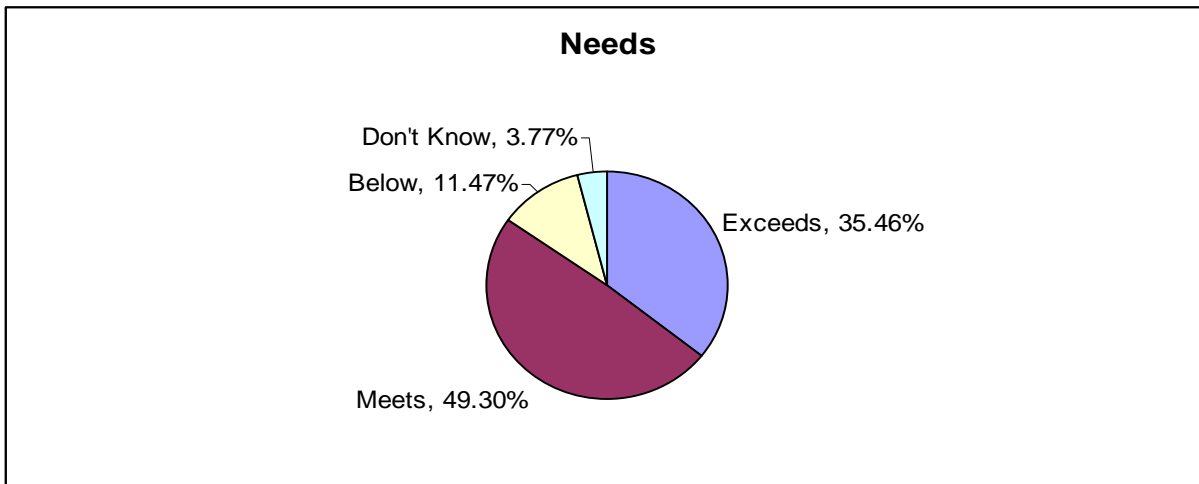
4. Overall, how would you characterize the access to CTE programs in your district, including equitable access for students with special needs?

<u>Respondents</u>	<u>Percent</u>	<u>Result</u>
192	15.85%	Exceeds Expectations
585	48.31%	Meets Expectations
402	33.20%	Below Expectations
32	2.64%	Don't know



5. To what extent do CTE programs in your district address the economic and workforce needs of your community and state?

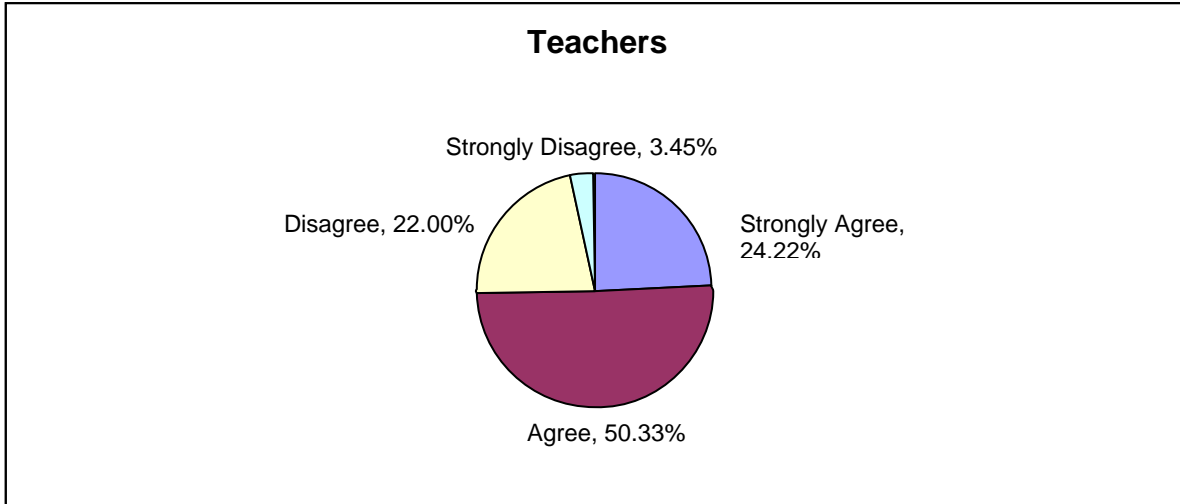
<u>Respondents</u>	<u>Percent</u>	<u>Result</u>
433	35.46%	Exceeds Expectations
602	49.30%	Meets Expectations
140	11.47%	Below Expectations
46	3.77%	Don't know



For items 6-19, respondents were asked to identify barriers to implementing quality CTE programs. They were asked to indicate whether they agree/disagree that each statement was a significant barrier to implementing quality CTE programs.

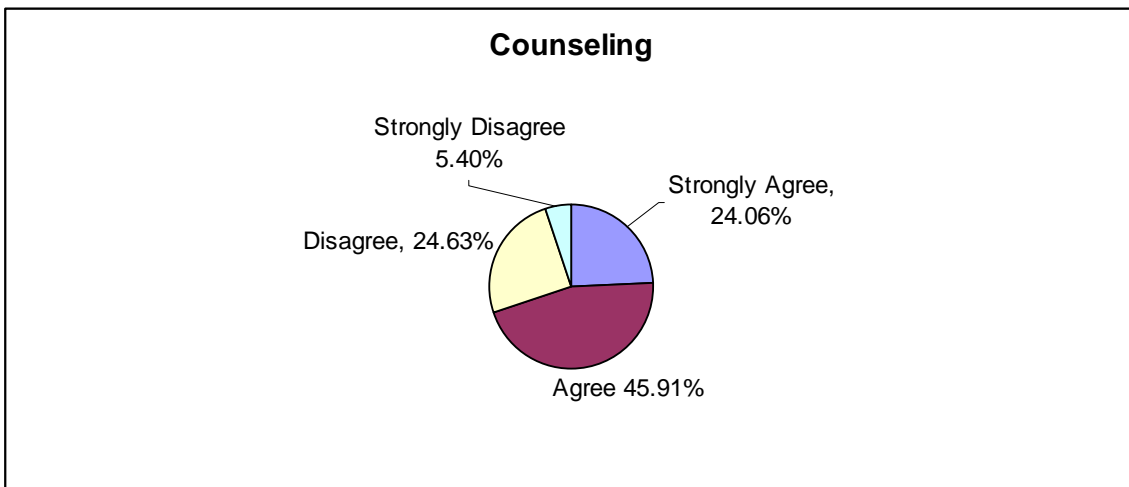
6. Recruitment and retention of qualified teachers

<u>Respondents</u>	<u>Percent</u>	<u>Result</u>
295	24.22%	Strongly Agree
613	50.33%	Agree
268	22.00%	Disagree
42	3.45%	Strongly Disagree



7. Insufficient academic guidance and career counseling

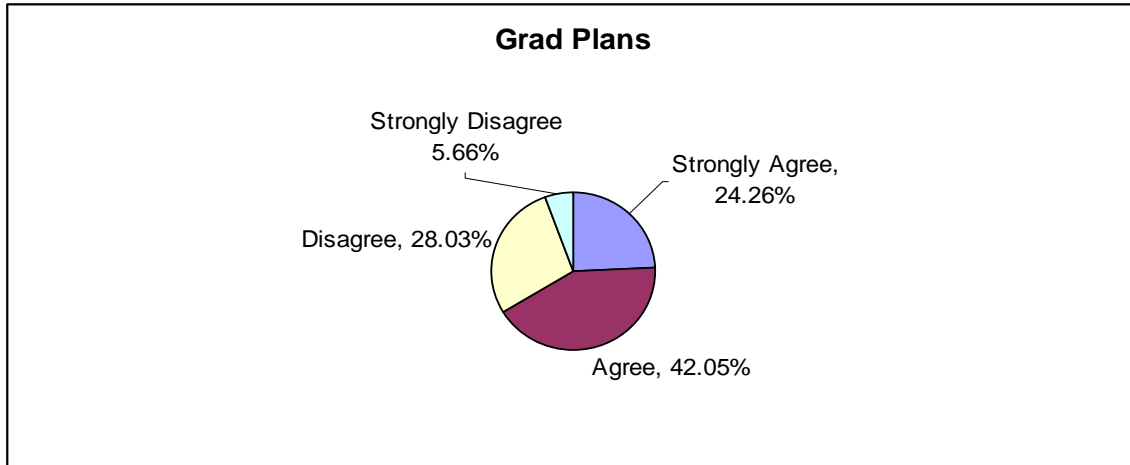
<u>Respondents</u>	<u>Percent</u>	<u>Result</u>
294	24.06%	Strongly Agree
561	45.91%	Agree
301	24.63%	Disagree
66	5.40%	Strongly Disagree



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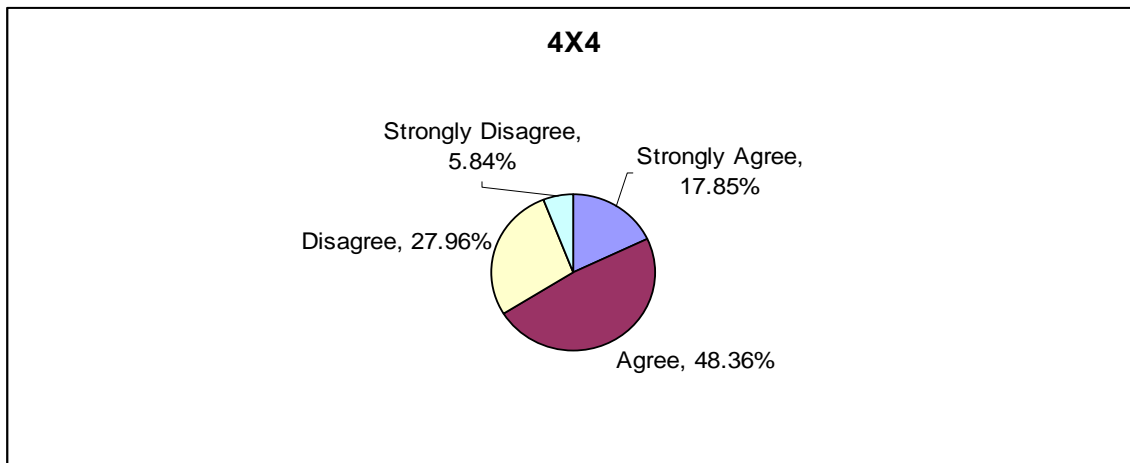
8. Developing individualized graduation plans

<u>Respondents</u>	<u>Percent</u>	<u>Result</u>
296	24.26%	Strongly Agree
513	42.05%	Agree
342	28.03%	Disagree
69	5.66%	Strongly Disagree



9. Graduation requirements (4X4) diminish student's opportunity to take elective courses, including CTE courses

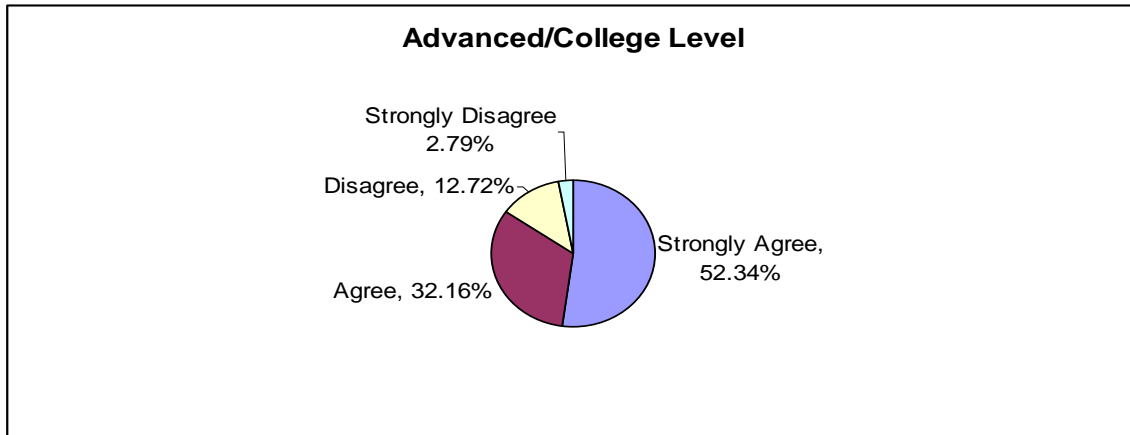
<u>Respondents</u>	<u>Percent</u>	<u>Result</u>
217	17.85%	Strongly Agree
588	48.36%	Agree
340	27.96%	Disagree
71	5.84%	Strongly Disagree



For items 6-19, respondents were asked to identify barriers to implementing quality CTE programs. **They were asked to indicate whether they agreed/disagreed that each statement was a significant barrier to implementing quality CTE programs.**

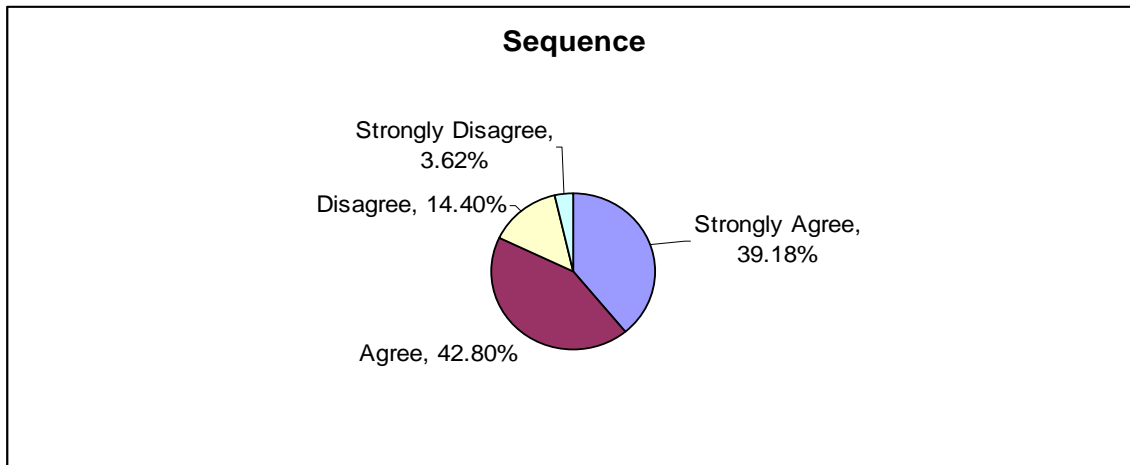
10. Need for flexibility to offer advanced/college level CTE courses in lieu of existing requirements for graduation

<u>Respondents</u>	<u>Percent</u>	<u>Result</u>
638	52.34%	Strongly Agree
392	32.16%	Agree
155	12.72%	Disagree
34	2.79%	Strongly Disagree



11. Offering a coherent sequence of CTE courses

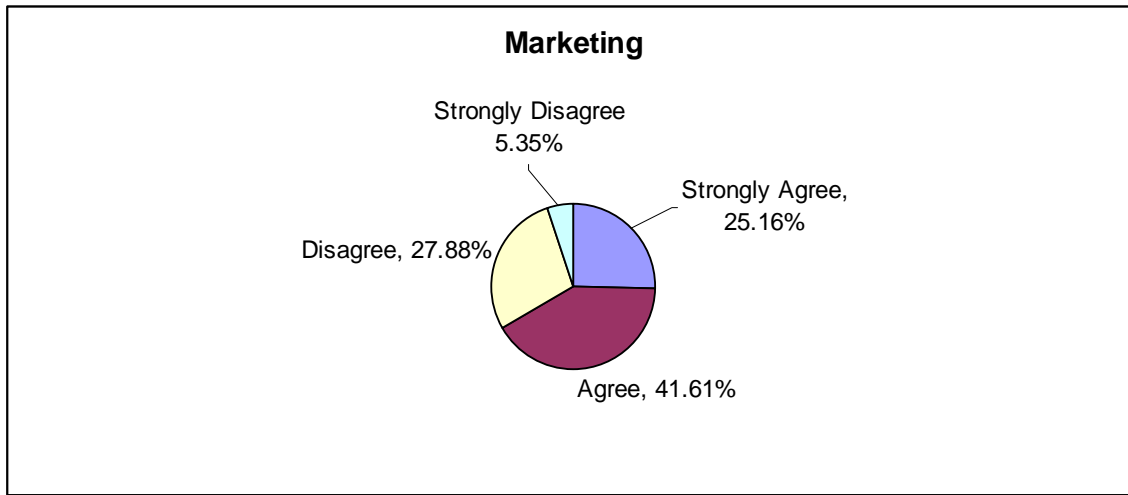
<u>Respondents</u>	<u>Percent</u>	<u>Result</u>
476	39.18%	Strongly Agree
520	42.80%	Agree
175	14.40%	Disagree
44	3.62%	Strongly Disagree



For items 6-19, respondents were asked to identify barriers to implementing quality CTE programs. . **They were asked to indicate whether they agree/disagree that each statement was a significant barrier to implementing quality CTE Programs.**

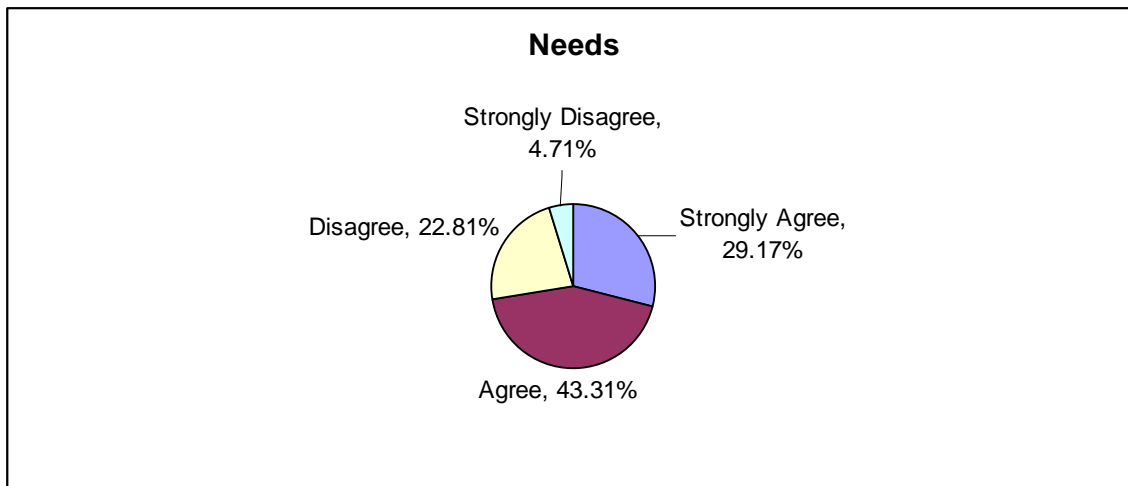
12. Marketing CTE programs to students/parents

Respondents	Percent	Result
306	25.16%	Strongly Agree
506	41.61%	Agree
339	27.88%	Disagree
65	5.35%	Strongly Disagree



13. Offering CTE programs that meet the current and emerging needs of employers

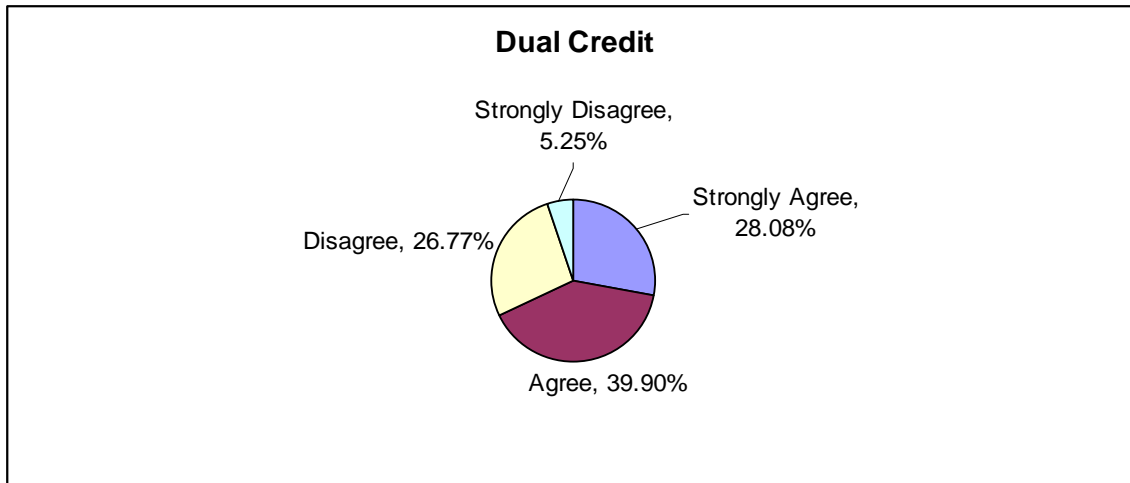
Respondents	Percent	Result
353	29.17%	Strongly Agree
524	43.31%	Agree
276	22.81%	Disagree
57	4.71%	Strongly Disagree



For items 6-19, respondents were asked to identify barriers to implementing quality CTE programs. **They were asked to indicate whether they agreed/disagreed that each statement was a significant barrier to implementing quality CTE programs.**

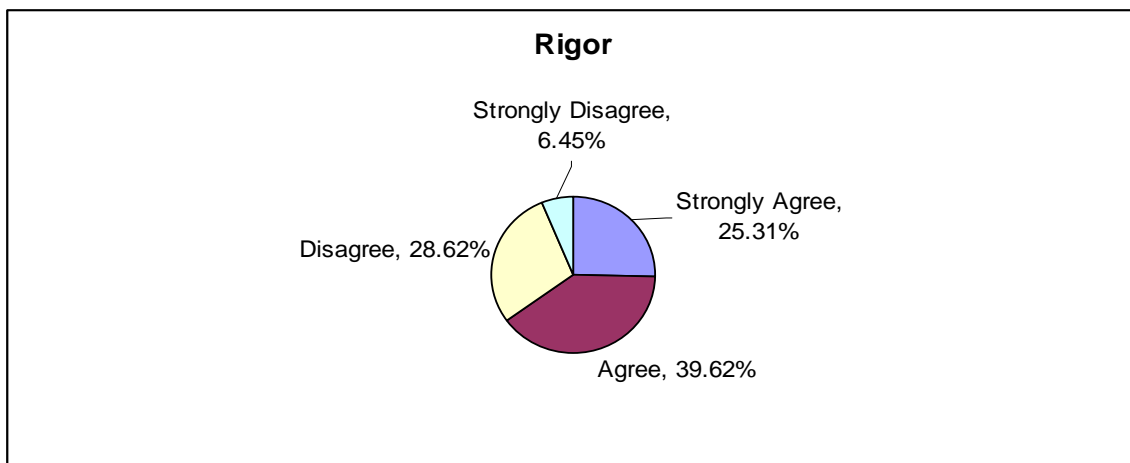
14. Offering opportunities for student to participate in dual credit, local or statewide articulated credit

<u>Respondents</u>	<u>Percent</u>	<u>Result</u>
342	28.08%	Strongly Agree
486	39.90%	Agree
326	26.77%	Disagree
64	5.25%	Strongly Disagree



15. Offering rigorous, relevant CTE coherent sequences

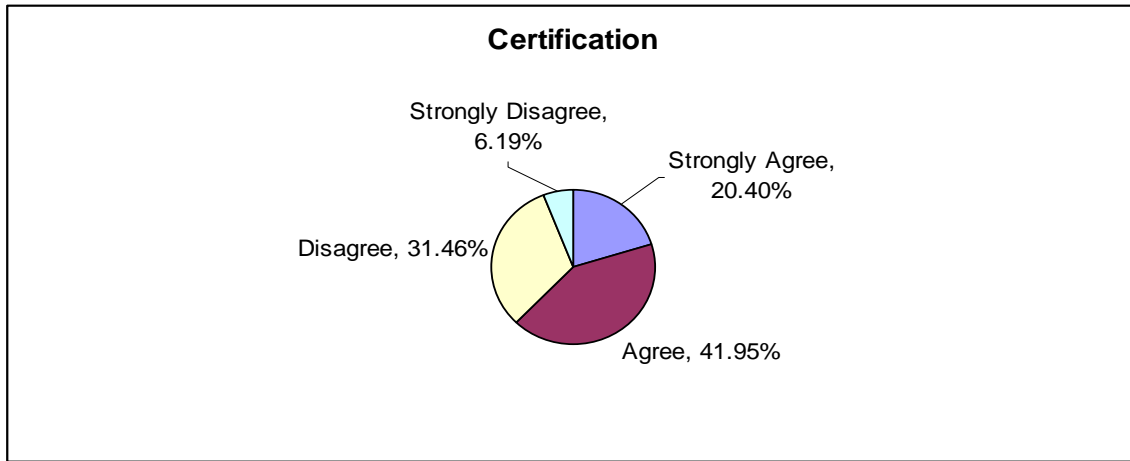
<u>Respondents</u>	<u>Percent</u>	<u>Result</u>
306	25.31%	Strongly Agree
479	39.62%	Agree
346	28.62%	Disagree
78	6.45%	Strongly Disagree



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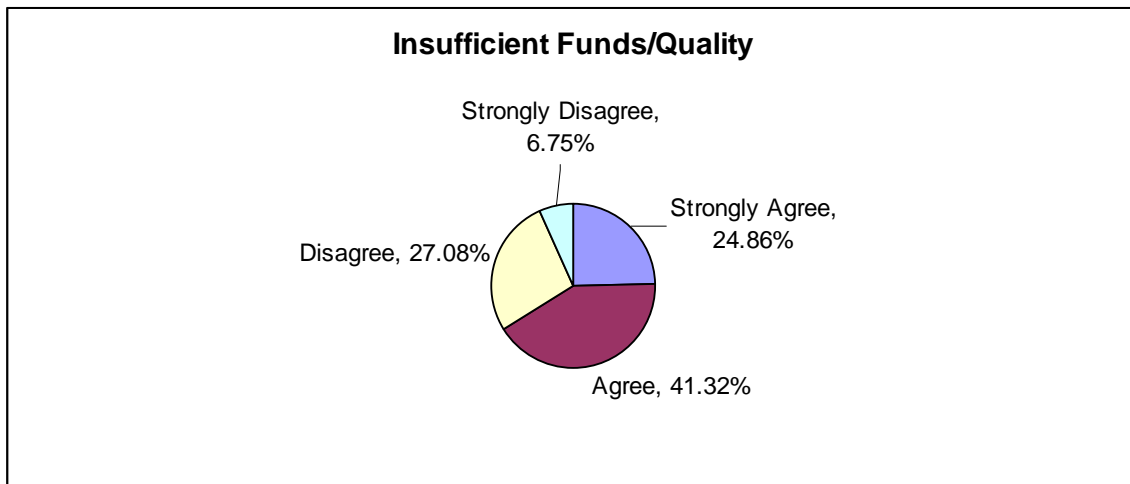
16. Offering students opportunities for end-of-program industry certifications and licensures, where appropriate and available

Respondents	Percent	Result
247	20.40%	Strongly Agree
508	41.95%	Agree
381	31.46%	Disagree
75	6.19%	Strongly Disagree



17. Insufficient funds to implement quality CTE programs

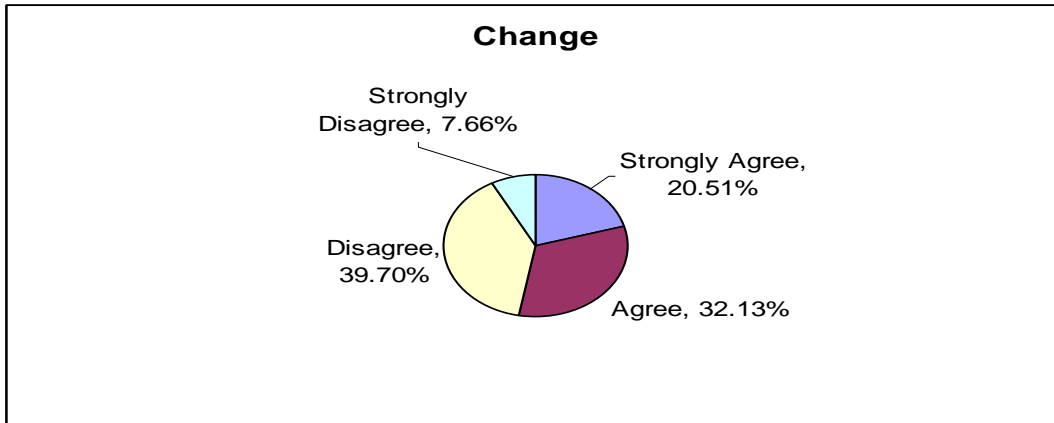
Respondents	Percent	Result
302	24.86%	Strongly Agree
502	41.32%	Agree
329	27.08%	Disagree
82	6.75%	Strongly Disagree



For items 6-19, respondents were asked to identify barriers to implementing quality CTE programs. **They were asked to indicate whether they agreed/disagreed that each statement was a significant barrier to implementing quality CTE programs.**

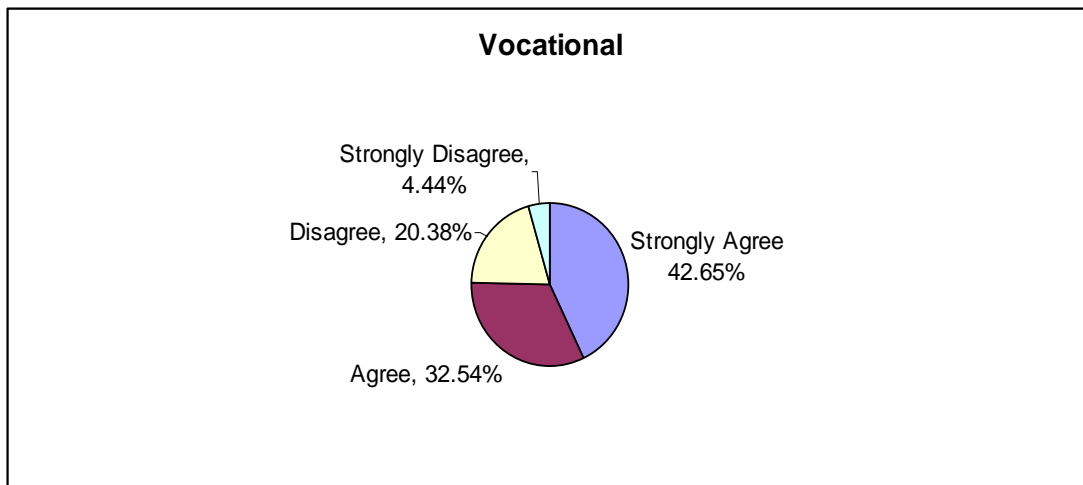
18. District resistance to change CTE programs

Respondents	Percent	Result
249	20.51%	Strongly Agree
390	32.13%	Agree
482	39.70%	Disagree
93	7.66%	Strongly Disagree



19. Misperceptions that CTE is the "old vocational" program for students that are not going to college

Respondents	Percent	Result
519	42.65%	Strongly Agree
396	32.54%	Agree
248	20.38%	Disagree
54	4.44%	Strongly Disagree

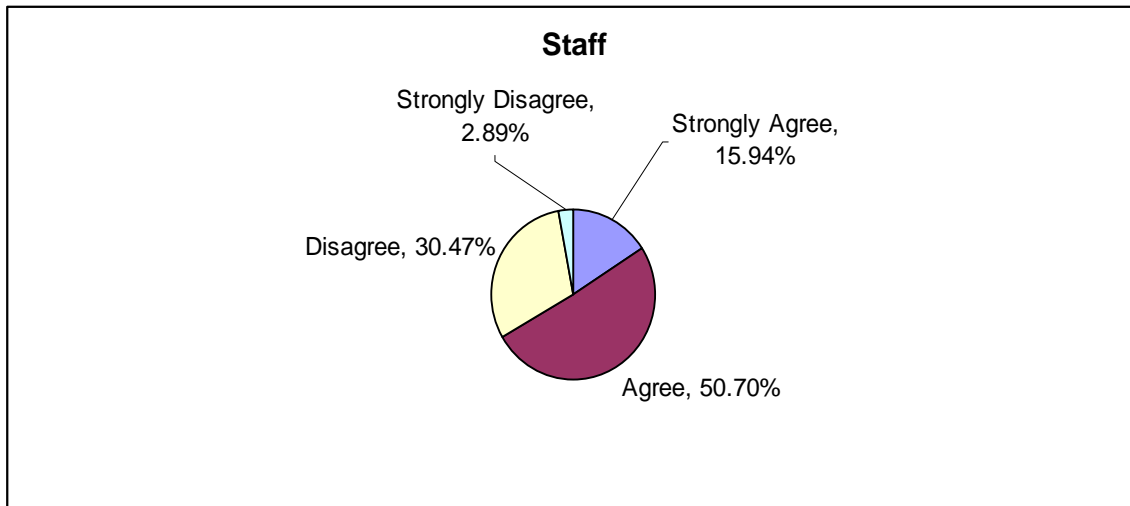


20 – 22 Please review policy recommendations at the end of this document.

For items 23-37, respondents were asked to identify barriers to establishing effective partnerships with business and industry and postsecondary institutions. **They were asked to indicate whether they agreed/disagreed that each statement was a significant barrier to establishing effective partnerships.**

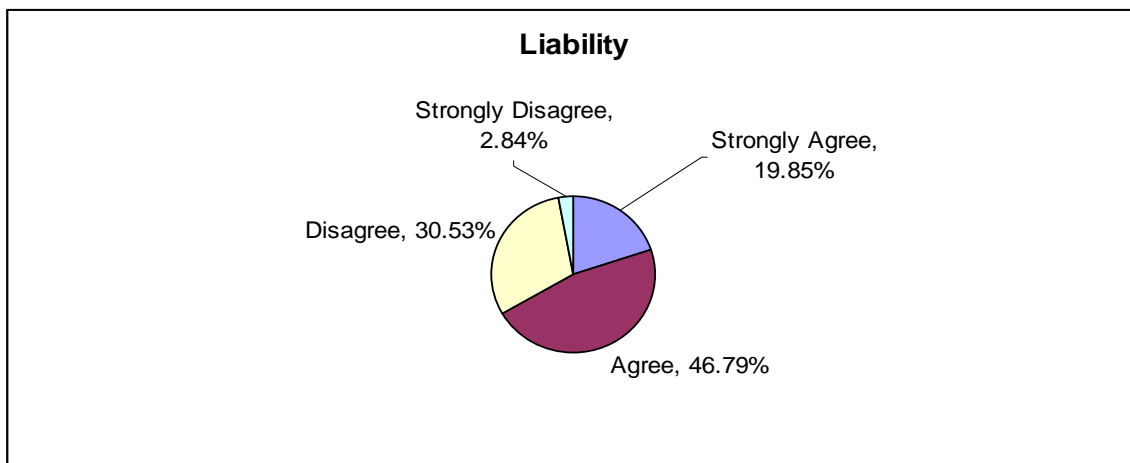
20. Business and industry does not have sufficient staff to oversee student training.

<u>Respondents</u>	<u>Percent</u>	<u>Result</u>
193	15.94%	Strongly Agree
614	50.70%	Agree
369	30.47%	Disagree
35	2.89%	Strongly Disagree



21. Liability issues regarding students at the business and industry site

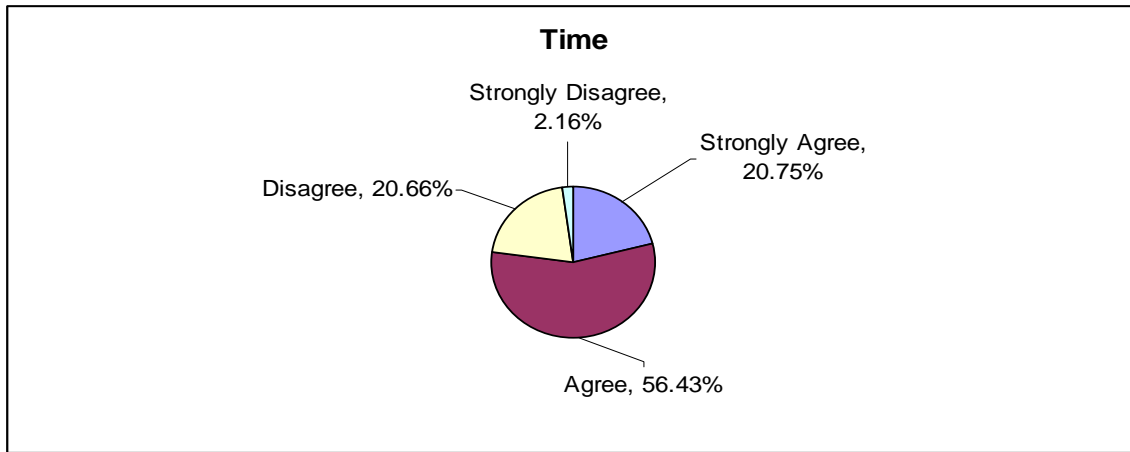
<u>Respondents</u>	<u>Percent</u>	<u>Result</u>
238	19.85%	Strongly Agree
561	46.79%	Agree
366	30.53%	Disagree
34	2.84%	Strongly Disagree



For items 23-37, respondents were asked to identify barriers to establishing effective partnerships with business and industry and postsecondary institutions. **They were asked to indicate whether they agreed/disagreed that each statement was a significant barrier to establishing effective partnerships.**

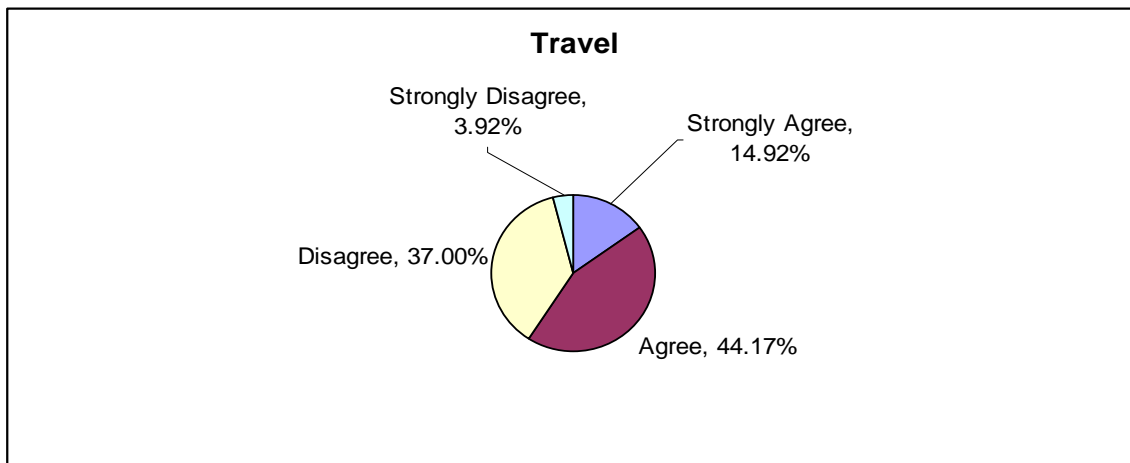
22. Time of day students are available for training may not coincide with the best time for the business/industry partner.

Respondents	Percent	Result
250	20.75%	Strongly Agree
680	56.43%	Agree
249	20.66%	Disagree
26	2.16%	Strongly Disagree



23. Liability issues related to students' travelling to and from business and industry facilities

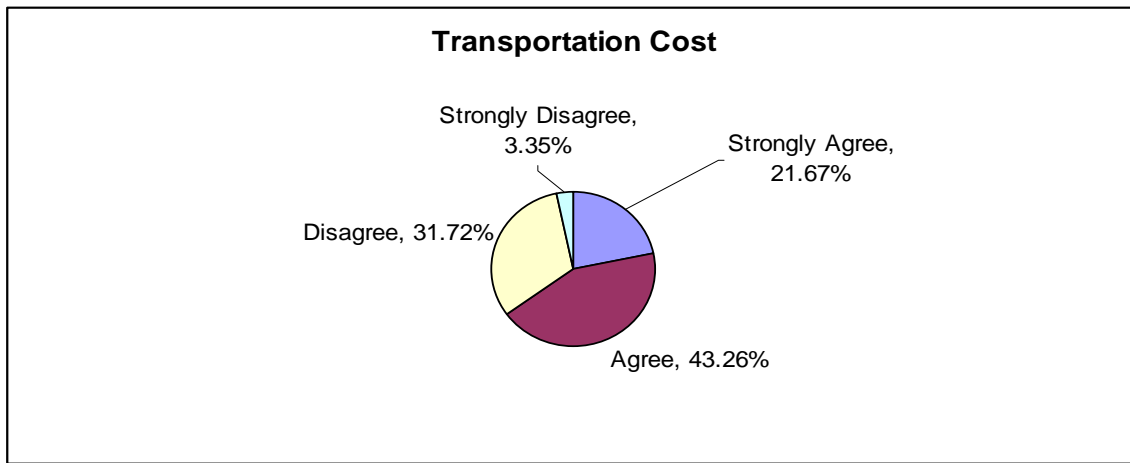
Respondents	Percent	Result
179	14.92%	Strongly Agree
530	44.17%	Agree
444	37.00%	Disagree
47	3.92%	Strongly Disagree



For items 23-37, respondents were asked to identify barriers to establishing effective partnerships with business and industry and postsecondary institutions. **They were asked to indicate whether they agreed/disagreed that each statement was a significant barrier to establishing effective partnerships.**

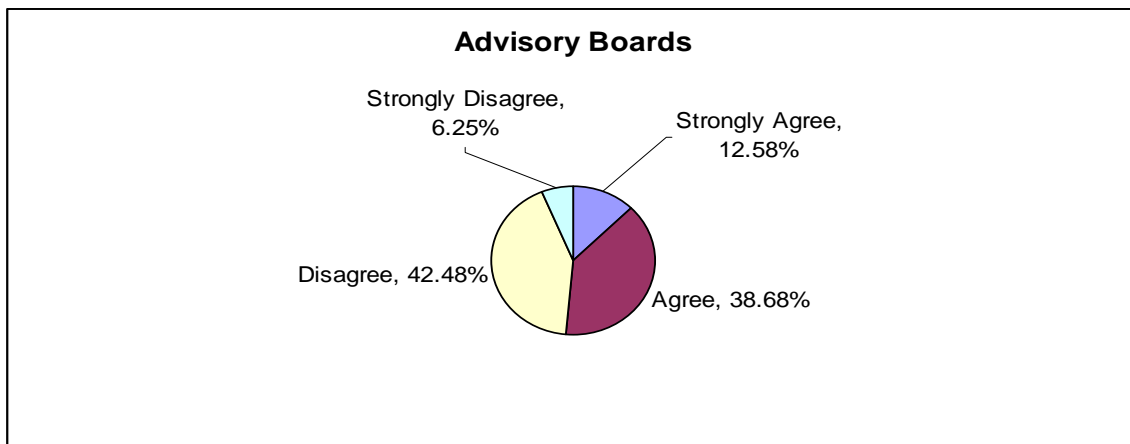
24. Cost of transporting students to business and industry facilities

Respondents	Percent	Result
259	21.67%	Strongly Agree
517	43.26%	Agree
379	31.72%	Disagree
40	3.35%	Strongly Disagree



25. Secondary administrators do not require CTE business and industry advisory boards/committees.

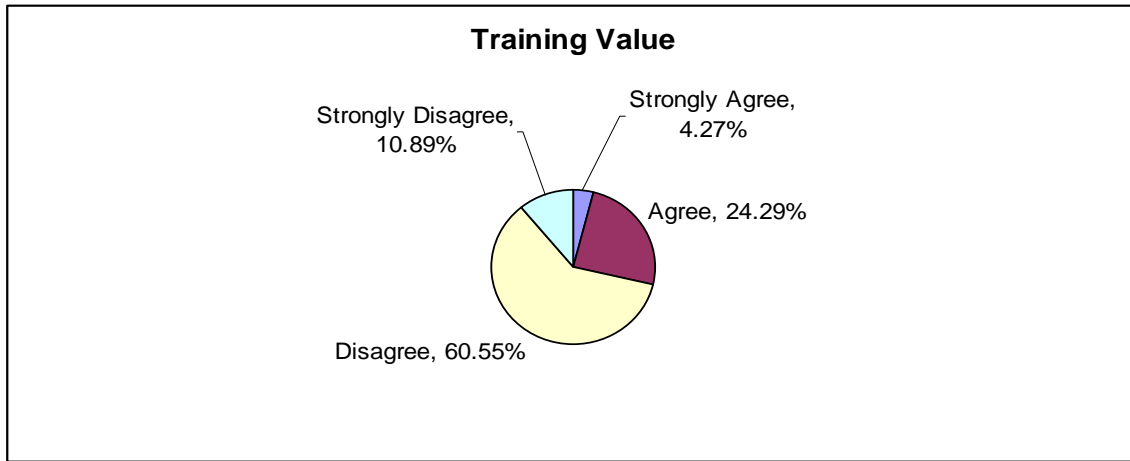
Respondents	Percent	Result
149	12.58%	Strongly Agree
458	38.68%	Agree
503	42.48%	Disagree
74	6.25%	Strongly Disagree



For items 23-37, respondents were asked to identify barriers to establishing effective partnerships with business and industry and postsecondary institutions. **They were asked to indicate whether they agreed/disagreed that each statement was a significant barrier to establishing effective partnerships.**

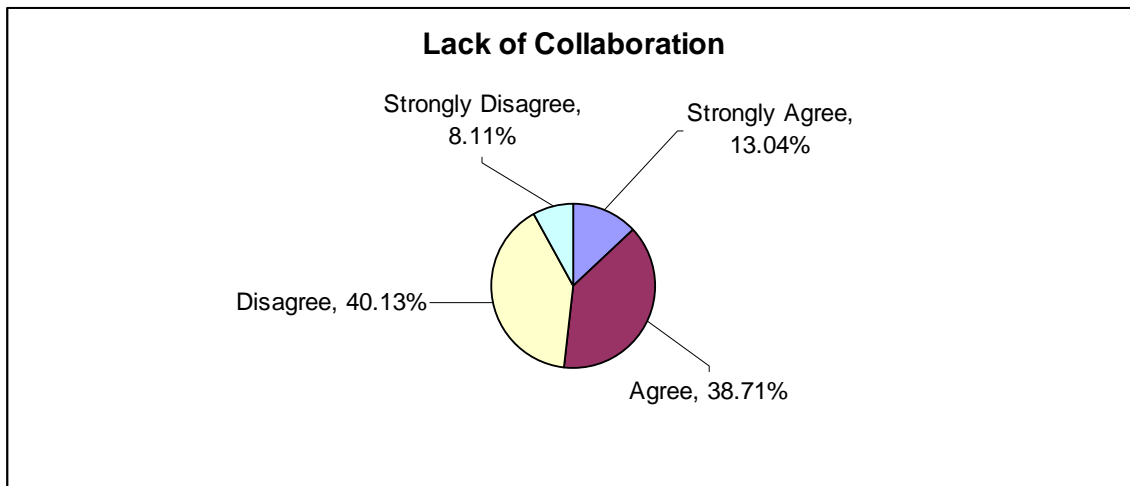
26. Value of training experience does not meet student/parent expectations.

Respondents	Percent	Result
51	4.27%	Strongly Agree
290	24.29%	Agree
723	60.55%	Disagree
130	10.89%	Strongly Disagree



27. Community does not collaborate to foster strong education and business and industry partnerships.

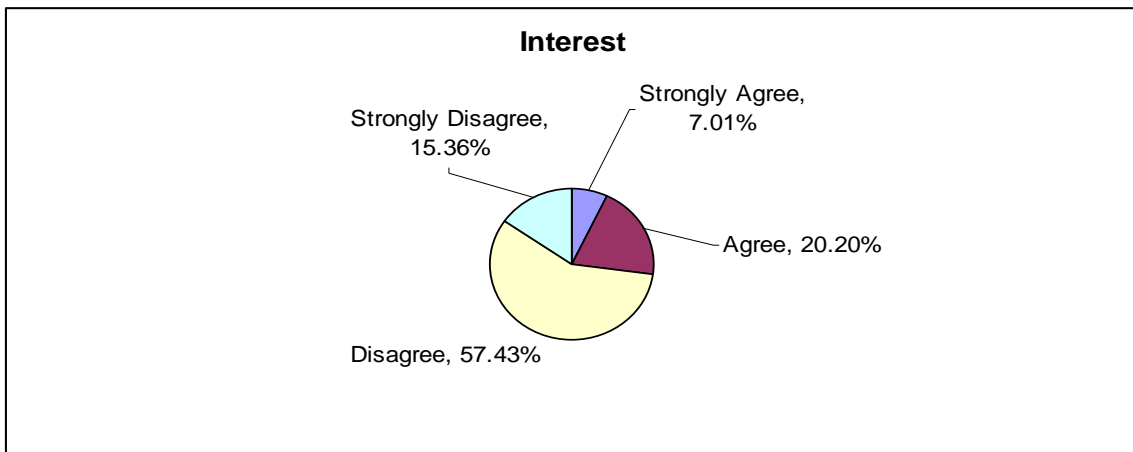
Respondents	Percent	Result
156	13.04%	Strongly Agree
463	38.71%	Agree
480	40.13%	Disagree
97	8.11%	Strongly Disagree



For items 23-37, respondents were asked to identify barriers to establishing effective partnerships with business and industry and postsecondary institutions. **They were asked to indicate whether they agreed/disagreed that each statement was a significant barrier to establishing effective partnerships.**

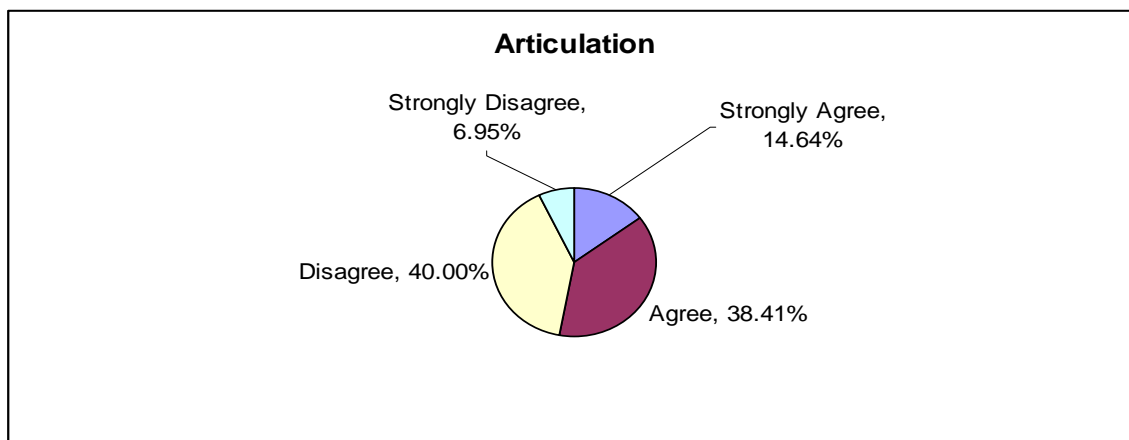
28. Postsecondary institutions in our area do not offer the technical programs that students are interested in pursuing.

Respondents	Percent	Result
84	7.01%	Strongly Agree
242	20.20%	Agree
688	57.43%	Disagree
184	15.36%	Strongly Disagree



29. Secondary technical programs do not articulate to certain postsecondary institutions.

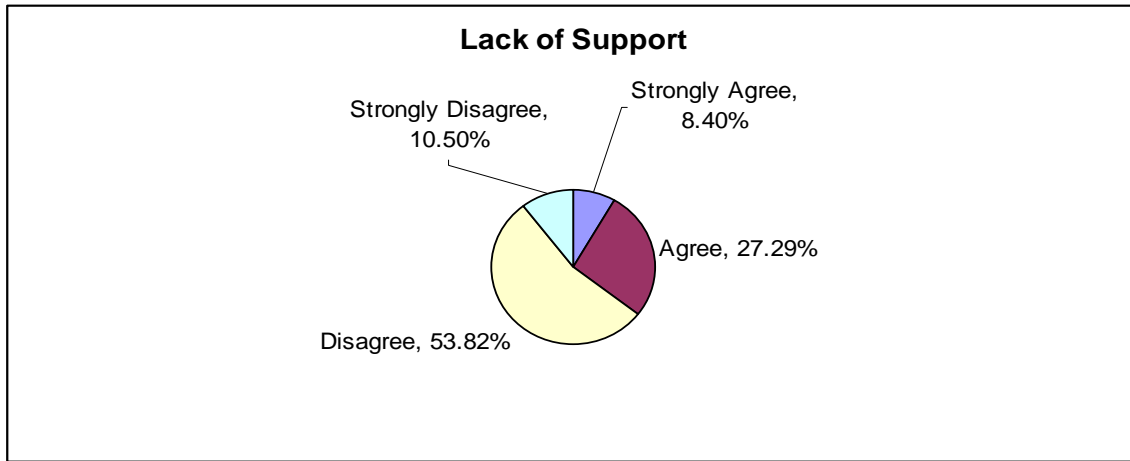
Respondents	Percent	Result
175	14.64%	Strongly Agree
459	38.41%	Agree
478	40.00%	Disagree
83	6.95%	Strongly Disagree



For items 23-37, respondents were asked to identify barriers to establishing effective partnerships with business and industry and postsecondary institutions. **They were asked to indicate whether they agreed/disagreed that each statement was a significant barrier to establishing effective partnerships.**

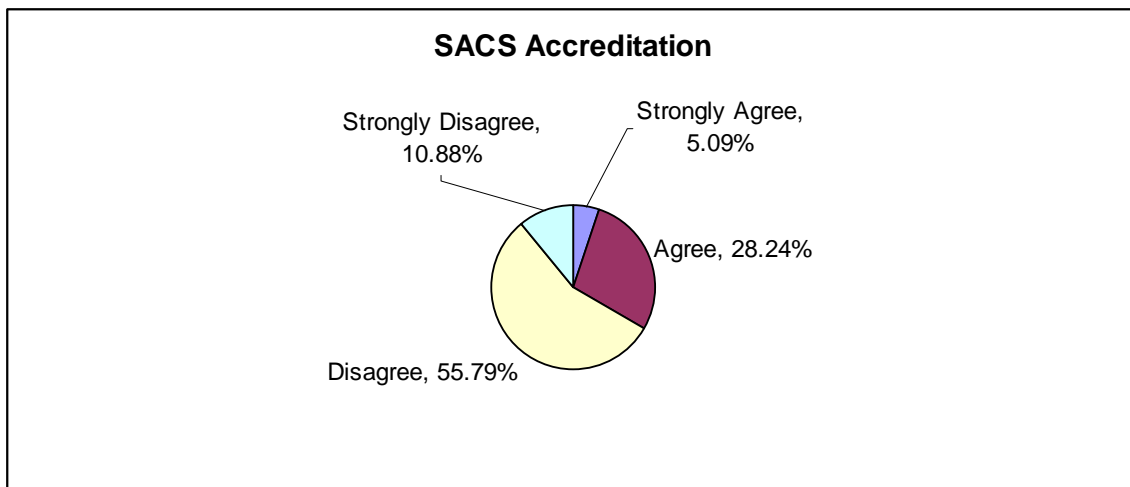
30. Secondary and postsecondary administrators do not support partnerships.

<u>Respondents</u>	<u>Percent</u>	<u>Result</u>
100	8.40%	Strongly Agree
325	27.29%	Agree
641	53.82%	Disagree
125	10.50%	Strongly Disagree



31. Secondary teacher credentials do not meet SACS accreditation requirements.

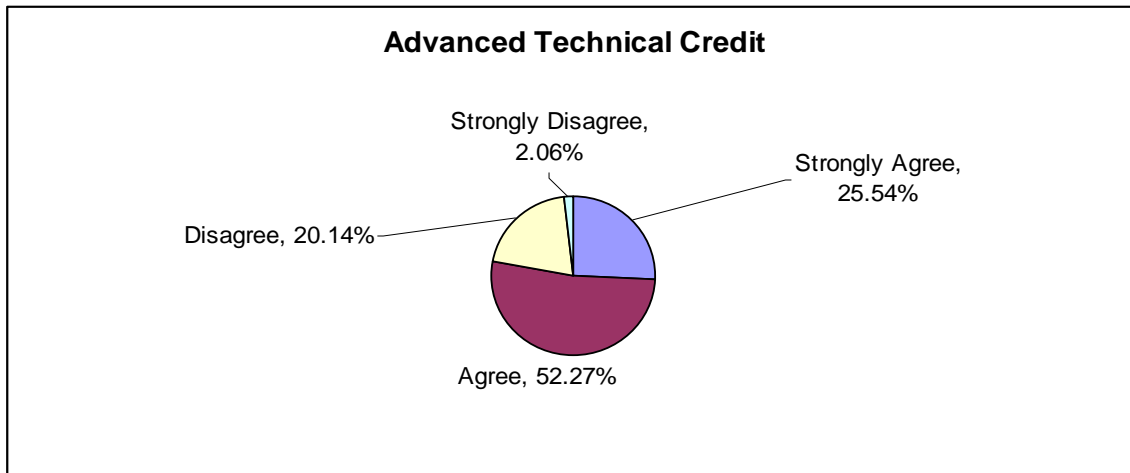
<u>Respondents</u>	<u>Percent</u>	<u>Result</u>
59	5.09%	Strongly Agree
327	28.24%	Agree
646	55.79%	Disagree
126	10.88%	Strongly Disagree



For items 23-37, respondents were asked to identify barriers to establishing effective partnerships with business and industry and postsecondary institutions. **They were asked to indicate whether they agreed/disagreed that each statement was a significant barrier to establishing effective partnerships.**

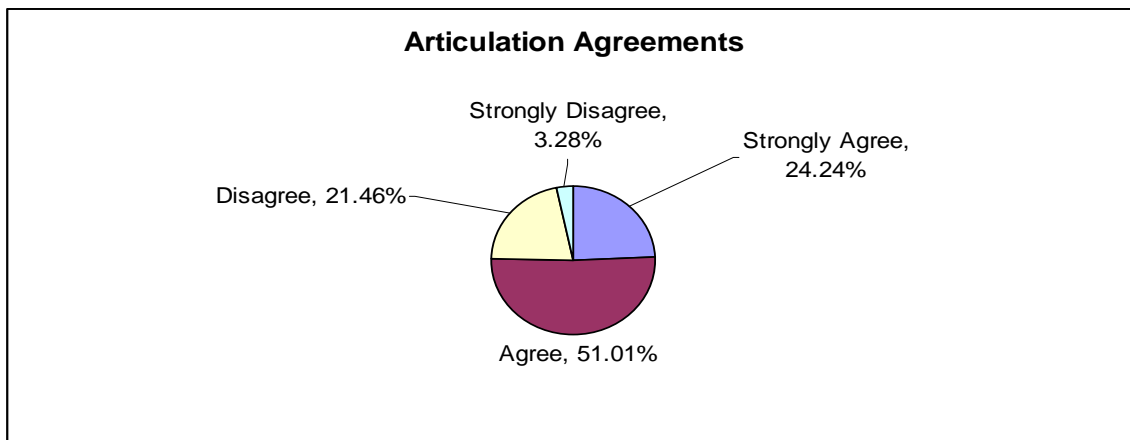
32. Statewide articulated (Advanced Technical Credit) course credit is not accepted by all Texas colleges.

Respondents	Percent	Result
298	25.54%	Strongly Agree
610	52.27%	Agree
235	20.14%	Disagree
24	2.06%	Strongly Disagree



33. Developing articulation agreements with each institution is time consuming for both secondary and postsecondary educators.

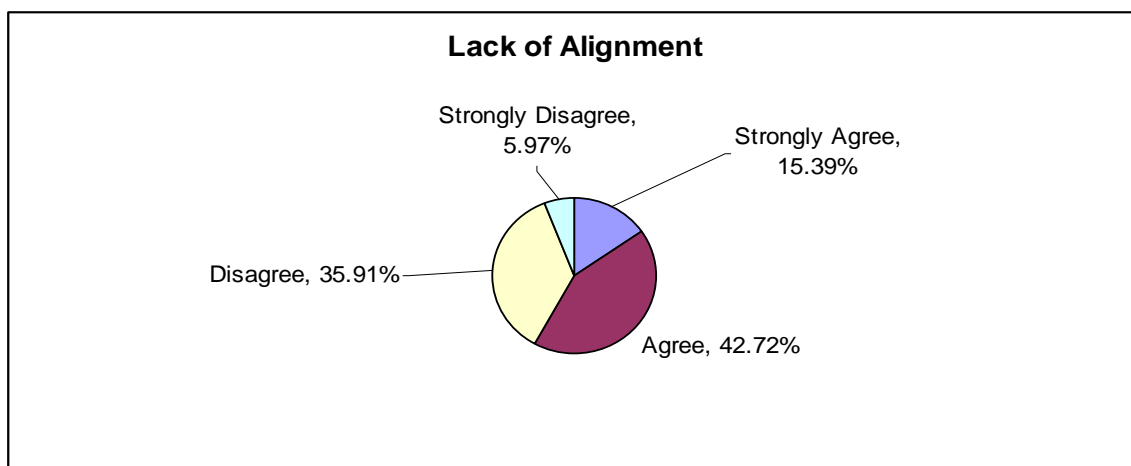
Respondents	Percent	Result
288	24.24%	Strongly Agree
606	51.01%	Agree
255	21.46%	Disagree
39	3.28%	Strongly Disagree



For items 23-37, respondents were asked to identify barriers to establishing effective partnerships with business and industry and postsecondary institutions. **They were asked to indicate whether they agreed/disagreed that each statement was a significant barrier to establishing effective partnerships.**

34. Secondary and postsecondary technical programs lack alignment and do not promote a seamless program of study leading to a certificate, associate or bachelor's degree.

Respondents	Percent	Result
183	15.39%	Strongly Agree
508	42.72%	Agree
427	35.91%	Disagree
71	5.97%	Strongly Disagree



35-36. Proposed Policy Changes

Most common policy recommendations made by survey respondents

*Information was sorted by TEA staff based on common language use, i.e. (community college, articulation, financial aid) and grouped by subject matter.

The three main areas of concern were:

- curriculum alignment
- lack of funding
- lack of collaboration

Course Alignment and 4X4

- Course alignment for junior colleges and CTE courses that are transferable to 4 yr colleges
- Curriculum alignment including the modification of the 4X4 curriculum to include CTE education
- Link CTE offerings to the job market
- Place students in CTE classes based on career choice
- Recognize that curriculum needs to align with NCCER and other industry recognized organizations as well as high school and college
- Change graduation requirements for students that have completed CTE programs
- Develop a consistent set of technical AAS plans that can be articulated with high schools across the state
- Summer credit for CTE learning courses
- Develop articulation between secondary and postsecondary programs
- Reconcile the burden on rural communities and create more ways for rural students to have access to CTE learning
- Offer CTE as dual credit

Funding

- Increase funding for teachers and create positions for career counselors
- More financial assistance for travel
- Funding for an increase in CTE directors statewide
- Reduce/waive tuition fees to increase participation after graduation
- More funding for middle school programs and more funding for CTE counselors
- Fight for more Perkins funding or counterbalance the lack of Perkins funding with state money
- Fund CTE evening classes for students
- Funding for professional development for CTE partners

Collaboration and Partnership

- Required interaction and communication between schools, businesses and community
- Provide a Liaison between high schools and postsecondary to assist in ATC writing & alignment
- Eliminate barriers that university education programs have for developing CTE teachers
- Recognize more teacher input

Administration

- Insurance policy to cover training and travel liability for CTE students
- Require public universities to accept CTE credit from community colleges
- Test CTE courses on the TAKS test
- Create internships and advisory boards for each district