In anticipation of Future of CTE Summit, the eight co-convening organizations partnered on a survey on the Summit participants’ understanding, perspectives and opinions on Career Technical Education (CTE). We found some both commonalities and as well as significant differences of opinions on various topics. Below is a summary of the top-line findings, based on responses from 77 participants.

**Finding 1: There was significant consistency in how participants describe CTE**
Among the 11 choices provided, three were clear “winners.” Overwhelmingly, the majority defined CTE in fairly literal terms as a program of study, or sequence of academic and technical courses leading to a degree or credential. The next two most popular descriptions also were very practical – career preparation and workforce development.

<table>
<thead>
<tr>
<th>What Three Terms Best Describe CTE</th>
<th>73%</th>
<th>68%</th>
<th>50%</th>
<th>29%</th>
<th>29%</th>
<th>19%</th>
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</thead>
<tbody>
<tr>
<td>Sequence of technical/academic courses lead to</td>
<td>STEM</td>
<td>Vocational</td>
<td>High school</td>
<td>Other</td>
<td>Any postsecondary education</td>
<td>Dropout prevention</td>
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<tr>
<td>degree/credential</td>
<td>11%</td>
<td>education</td>
<td>electives</td>
<td>3%</td>
<td>3%</td>
<td>1%</td>
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<tr>
<td>Career preparation</td>
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<td>Workforce development</td>
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<td>Postsecondary technical training</td>
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<td>Career exploration</td>
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<td>Contextualized academics</td>
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</tbody>
</table>

**Finding 2: Participants diverge on the different strengths and values in CTE**
Among the 11 options provided on CTE’s greatest strengths, no answer was selected by more than half the participants, demonstrating a wide view of what CTE has to offer. The strengths do trend towards positive experiences and outcomes for students.

![CTE's Greatest Strengths](chart.png)
Finding 3: There was overwhelming agreement that CTE has a perception challenge
Three-quarters of participants identified the public perception among policymakers, parents and students as one the greatest challenges facing CTE. Generally, most of the more commonly-selected answers were externally-focused – perception, policy disconnect, misalignment of systems – although insufficient exploration and advisement and lack of employer engagement are identified challenges that exist within the CTE system.

Finding 4: Participants agree that students and employers are CTE’s two most important stakeholders
Over 90 percent of participants identified students or employers are the most important stakeholder CTE, and only 4 percent believed either stakeholder was the least important.

Finding 5: Participants agree that the demands of a skills-based economy can and will have the greatest influence on CTE’s future
The transition to a focus on skills and competencies – both on the job and in the classroom – is the most impactful influencer identified by participants. Some other unique responses for external trends/influencers included the ‘continued dissatisfaction with the debt burden on a general education pathway’ and ‘growing business awareness of the value/need for CTE.’
Opinions and Perspectives of the Future of CTE Summit Participants

**Most Impactful External Influencers**

- Economy values skills/competencies over degrees: 83%
- Personalization of K-12 education pathways: 63%
- Technology’s impact on how/where learning happens: 54%
- Performance-based funding: 26%
- Globalization: 19%
- Organizational structures favoring teams/innovation: 19%
- Demographic shifts: 15%
- Other: 8%

**Finding 6: CTE is relevant but evolving today – and integrated and valued in the future**

What three words would you use to describe CTE **today**?

What three words should describe CTE in **five years**?

**About the Survey Participants**

Of the 77 survey participants who responded:

- Thirty-eight percent work for a state agency/government, 21 percent at an education reform/advocacy organization and 18 percent represent business and/or workforce.
- Sixty percent have the most experience at the secondary level, 26 percent at the postsecondary level and nine percent in adult education or workforce development.
- Eighty-four percent self-identify as “expert” or right below compared to only five percent of respondents who self-identify as “novice” or just above