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Employing the Next Generation: Defining the Need for Employability Skills Integration Through the Lens of School District Superintendents

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Abstract

Since its inception, agricultural education has been instrumental in equipping secondary graduates with the necessary skills to be successful in their future career endeavors. While this has remained a priority over time, many employers claim that secondary graduates do not possess the necessary skills to be successful in the workforce. This study sought to assess the perceptions of school-district superintendents on the importance of integrating employability skills into agricultural education courses and evaluate differences in the perceptions of male and female superintendents. We used a descriptive, correlational research design to collect data. The instrument assessed 41 individual skills in nine employability skill areas utilizing a Likert scale ranging from 1 = Not Important at All to 5 = Extremely Important. The first research objective determined that participating superintendents valued skills like critical thinking, personal qualities, and resource management the most. The second research objective suggested that female superintendents value applied academic skills, critical thinking skills, and systems thinking skills significantly more than male superintendents. The findings of this study suggest that superintendents believe employability skill integration is an important priority for CTE and SBAE. Based on the findings of this study, we recommend providing professional development to superintendents on the benefits of SBAE. Additionally, qualitative research should be conducted with male and female superintendents to further explore the differences in their perceptions.

***Keywords*:** Employability Skills; Superintendent Perceptions; Agricultural Education

Review of Literature

One of the foundational pillars of agricultural education is preparing students for the workforce (Symonds et al., 2011). Since the passage of the Smith-Hughes Vocational Education Act of 1917, the focus of school-based agricultural education (SBAE) has been to prepare students for future employment (Herren, 1986). While this has been a long-standing tenant of SBAE, many employers claim that students exiting secondary and post-secondary education are not prepared for an entry-level position in their organization (Casner-Lotto et al., 2006; Institute of Student Employers, 2018; Robinson & Garton, 2008). Employers claim that these students lack interpersonal skills, such as critical thinking, leadership, time management, and problem-solving (Casner-Lotto et al., 2006; Copeland et al., 2020; Easterly et al., 2017; Haddad & Marx, 2018; Institute of Student Employers, 2018). Furthermore, employers claim that students are deficient in

applied academic skills, such as writing, mathematics, and reading comprehension (Casner-Lotto et al., 2006; Copeland et al., 2020; Institute of Student Employers, 2018).

While employers reported deficiencies in the employability skills of recent graduates (Casner-Lotto et al., 2006; Institute of Student Employers, 2018; Robinson & Garton, 2008), many secondary students report they are prepared for the workforce (Copeland et al., 2020; Hendrix & Morrison, 2018; Norris et al., 2019). Additionally, students feel they have high levels of communication, reliability, and interpersonal skills (Copeland et al., 2020; Hendrix & Morrison, 2018; Norris et al., 2019). This high regard for their personal employability skills could suggest a dissonance in the perceptions of students and employers (Casner-Lotto et al., 2006; Corder & Irlbeck, 2018; Easterly et al., 2017; Institute of Student Employers, 2018; Robinson & Garton, 2008).

While employers and students disagree on the quality of their employability skills, agricultural educators agree that preparation for a future career is a primary focus of education (Free, 2017). The responsibility to prepare students for the workforce has primarily been placed on Career and Technical Education (CTE) programs, such as SBAE (Manley, 2012; Martinez, 2007; Threeton, 2007). Additionally, Norris et al. (2023) determined that CTE administrators agreed that employability skill integration is an essential priority of SBAE. Furthermore, CTE administrators ranked problem-solving, critical thinking, and demonstrating integrity as the most critical employability skills for agricultural education to instill in students (Norris et al., 2023). However, Free (2017) determined that agricultural educators do not value all employability skills equally. The skills agricultural educators valued the most included ethics, communication, time management, and reliability (Free, 2017).

Integrating science, technology, engineering, and mathematics (STEM) into SBAE is one of the most proposed strategies to improve the employability skills gap (Chumbley et al., 2015; Clark et al., 2013; Conner et al., 2017; Kelley & Knowles, 2016; McGunagle & Zizka, 2020; McKim et al., 2018; Swafford, 2018; Wang & Knobloch, 2020). The integration of academic skills coupled with the experiential nature of SBAE could improve the applied academic skills of secondary students (Chumbley et al., 2015; Conner et al., 2017; Kelley & Knowles, 2016; McKim et al., 2018; Swafford, 2018; Wang & Knobloch, 2020). While integrating STEM into SBAE has become a higher priority in the past decade (Swafford, 2018), McKim et al. (2018) determined that SBAE student's academic achievement in science and math was significantly lower than their peers not enrolled in SBAE. While academic achievement in science and math was lower, McKim et al. (2018) also determined that for every Carnegie unit of agricultural education completed, the average annual income of the student was increased by $1,850.67 for secondary graduates and $457.40 for post-secondary graduates. The results from McKim et al. (2018) suggesting science and math achievement are lower for SBAE students in juxtaposed by some studies suggesting STEM achievement is higher among SBAE students (Nolin & Parr, 2013; Theriot & Kotrlik, 2009).

With the emphasis on employability skill development placed on CTE and SBAE (Manley, 2012; Martinez, 2007; Threeton, 2007), agricultural educators must implement effective strategies to instill employability skills into students (Norris et al., 2023). The main strategies utilized by agricultural educators are to engage students in FFA activities and supervised agricultural experience (SAE) projects (Ahrens et al., 2015; Haddad & Marx, 2018; Ramsey & Edwards, 2012; Rosch et al., 2015; Smith & Rayfield, 2016). The FFA has been a critical aspect of employability skill development in SBAE students for more than a century (Ahrens et al., 2015; Rosch et al., 2015). FFA activities, such as leadership development events (LDEs), career development events

(CDEs), and leadership conferences, have been highly effective at instilling the desired qualities in secondary students (Ahrens et al., 2015; Rosch et al., 2015). In addition to FFA, SAE has served as a key experiential component of SBAE that engages students in hands-on activities in agricultural contexts (Haddad & Marx, 2018; Ramsey & Edwards, 2012; Smith & Rayfield, 2016). These work-based learning (WBL) projects effectively instill students with skills, such as communication, career decisions, financial literacy, work ethic, etc. (Haddad & Marx, 2018; Ramsey & Edwards, 2012; Smith & Rayfield, 2016). Furthermore, some studies show that SBAE students have higher levels of employability skills than their peers who are not engaged in SBAE (Copeland et al., 2020).

School district superintendents serve as leadership figures in the school and make critical decisions on course selections, curriculum choices, and many of the duties placed on the agricultural educator (Hainline et al., 2019; Hainline et al., 2021). The dynamic between superintendents and educators can be further strained due to many superintendents potentially lacking experience as former teachers (Novak, 2012). The shortage of qualified superintendent candidates has caused many districts across the U.S. to hire superintendents with little-to-no teaching experience (Kottkamp, 2011; Novak, 2012). Furthermore, Novak (2012) stated, "While many superintendents share the conventionality of teaching experience, a small percentage of superintendents have business backgrounds but no teaching experience" (p. 3). This transition from hiring seasoned, classroom teachers for key administrative roles could negatively affect agricultural educators' ability to teach employability skills through SBAE if those administrators do not value employability skill development through CTE programs. Investigating the value that school-district superintendents place on employability skill integration into SBAE and CTE programs will help inform future strategies for employability skill development.

Purpose of the Study

The purpose of this study was to investigate the value that district superintendents place on employability skill integration into SBAE. The following research objectives guided this study:

1.) Describe superintendents' perceived value of employability skill integration into SBAE and which employability skills are the most critical for SBAE teachers to instill in students.
2.) Evaluate statistical differences in how male and female superintendents value employability skill integration.

Theoretical Framework

We used the Human Capital Theory (HCT; Becker, 1993) as the theoretical framework to guide this study. The HCT theory posits that as inputs, such as specialized training, education, and experience, increase, the abilities of an individual subsequently increase (Becker, 1993). Currently, industry leaders claim that secondary and post-secondary students are not prepared for the workforce, and ultimately need more human capital development in employability skills (Institute of Student Employers, 2018; Robinson & Garton, 2008). SBAE provides a multitude of opportunities for education and experience through FFA activities and SAE projects (Ahrens et al., 2015; Haddad & Marx, 2018; Ramsey & Edwards, 2012; Rosch et al., 2015; Smith & Rayfield, 2016). These human capital inputs have proven to be successful at providing students with the employability skills desired by industry (Ahrens et al., 2015; Haddad & Marx, 2018; Smith &

Rayfield, 2016). The Perkins Collaborative Resource Network (PCRN) developed a conceptual framework to depict the employability skills that CTE needs to instill in its students (see Figure 1; PCRN, 2022). As agricultural education continues to evolve, it will be critical to evaluate the perceptions of administrators (i.e., superintendents) on the importance of SBAE's place in employability skill integration due to their influence on funding allocations, curriculum programming, and the specific duties of agricultural educators.

Figure 1

Perkin's Collaborative Resource Network Employability Skills Framework

Note. Developed by PCRN (2022).

Method

We utilized a descriptive, correlational research design to address the research objectives.

Participants

The participants in this study were school-district superintendents in Kentucky ($N = 169$), South Carolina ($N = 75$), Arkansas ($N = 260$), Louisiana ($N = 54$), Florida ($N = 62$), Virginia ($N = 128$), Georgia ($N = 191$), and Mississippi ($N = 135$). This calculated to a total population of $N = 1,074$ superintendents.

Instrumentation

We modified an instrument developed by Norris et al. (2023) for this study. Norris et al. (2023) developed their original instrument using the Employability Skills Framework published by the Perkins Collaborative Resource Network (PCRN; 2022; see Figure 1). The instrument in this study evaluated 41 individual employability skills across nine broader skill areas utilizing a five-point Likert scale (1 = *Not Important at All*; 2 = *Somewhat Important*; 3 = *Moderately Important*; 4 = *Very Important*; 5 = *Extremely Important*). Furthermore, we included demographic questions in the instrument and administered the survey through Qualtrics.

We assessed the instrument utilized in this study for validity with a purposively selected committee of two faculty at New Mexico State University. Furthermore, we evaluated the reliability of the instrument *post hoc* utilizing Cronbach's alpha reliability coefficients. The reliability coefficients ranged from .95 to .85 (see Table 1), which suggested a high level of reliability (Ary et al., 2010).

Table 1

Likert Scale Reliability Test Results for Employability Skills

Employability Skill Area	α	*f*
Applied Academic Skills	.92	4
Critical Thinking Skills	.95	6
Resource Management Skills	.90	4
Information Use Skills	.92	5
Communication Skills	.90	5
System Thinking Skills	.93	3
Technology Skills	N/A	1
Personal Qualities	.93	9
Interpersonal Skills	.85	5

Note. Each coefficient suggested a high level of reliability (Ary et al., 2010).

We did not conduct a pilot test to assess the reliability and validity of the instrument because it had previously been evaluated by Norris et al. (2023) through a pilot study and deemed the instrument satisfactory. Additionally, in their study, Norris et al. (2023) also formed a committee of four faculty members to assess the validity of the instrument and determined that the instrument was acceptable.

Data Collection

We developed the frame for this study using superintendent directories maintained and published by the departments of education in each state. We used a census approach to survey all available superintendents (N = 1,074) in the selected states. We used recommendations guided by Dillman et al. (2014) and sent the survey to the participants four times in weekly intervals to stimulate responses. Overall, 153 participants responded to the survey for a 14.25% response rate. Of the 153 responses, we retained 13 partial responses for demographic information but not for parametric analysis, which yielded 140 useable responses. We did not use the partial responses in the study because they did not complete at least 50% of the instrument, and they were missing key demographic information (i.e., gender) to execute the objectives of the study. Finally, Ramsey and Schafer (2012) suggested that at least 30 responses are needed for quality descriptive research, denoting that n = 140 usable responses are acceptable.

Data Analysis

We used SPSS Version 29.0 for all data analysis guided by means, standard deviations, and percentages for the first research objective and an independent samples *t*-test for the second research objective. To assess non-response bias, we compared differences between early responders and late responders (Lindner et al., 2001). We considered participants who responded to the first email (n = 53) as early respondents, and those who responded to the following three emails (n = 87) as late respondents (Dillman et al., 2014). We used an independent samples *t*-test to analyze the differences in these responses. Overall, we found no statistical differences in the responses between early and late responders. The results of the *t*-tests are reported below (see Table 2).

Table 2

Results of t-Tests Assessing Non-Response Bias

Constructs	*n*	*M*	*SD*	*t*	*df*	*p*	Cohen's *d*
Early Responders	53	4.48	.67				
Applied Academic Skills				.29	138	.78	.05
Late Responders	87	4.44	.69				
Early Responders	53	4.75	.43				
Critical Thinking Skills				1.07	138	.29	.19
Late Responders	87	4.66	.49				
Early Responders	53	4.52	.57				
Resource Management Skills				-.23	138	.82	-.04
Late Responders	87	4.55	.55				
Early Responders	53	4.51	.55				
Information Use Skills				.30	138	.77	.05
Late Responders	87	4.48	.59				
Early Responders	53	4.51	.52				
Communication Skills				.44	138	.66	.08
Late Responders	87	4.47	.57				
Early Responders	53	4.40	.56				
Systems Thinking Skills				-.73	138	.86	-.03
Late Responders	87	4.42	.66				
Early Responders	53	4.51	.72				
Technology Skills				.34	138	.74	.06
Late Responders	87	4.47	.61				
Early Responders	53	4.59	.46				
Personal Qualities				.49	138	.63	.09
Late Responders	87	4.55	.46				
Early Responders	53	4.52	.48				
Interpersonal Skills				.31	138	.76	.05
Late Responders	87	4.49	.56				

Note. n = 140. α = .05

Limitations

The results of this study are limited due to a lower response rate (14.25%), and therefore, should not be generalized beyond the participants of the study. Additionally, the data from this study was self-reported by the superintendents and could be skewed based on their perceptions. While superintendents have a significant influence over the duties of an agricultural educator, their perceptions may not be an accurate description of the importance to employability skill integration into SBAE.

Demographics of the Participants

The demographics of the participants are listed in Table 3.

Table 3

Demographics of Participating Superintendents

Demographic	Descriptor	*f*	%
Gender	Female	95	67.9
	Male	45	32.1
Race	White	122	87.2
	African American	15	10.7
	Other	3	2.1
Highest Degree Earned	Bachelor's Degree	1	0.7
	Master's Degree	22	15.9
	Specialist	44	31.9
	Doctoral	71	51.5
School District Size	0–3,000 Students	85	60.7
	3,000–9,000 Students	35	25.0
	9,000–25,000 Students	12	8.6
	25,000+ Students	8	5.7
School System Type	City School System	34	24.3
	County School System	90	64.3
	Charter	1	0.7
	Other	15	10.7
Agricultural Education	Offered	120	85.7
	Not Offered	20	14.3
Educational Background in CTE	Yes	27	19.3
	No	113	80.7
Years of Teaching Experience	Induction Phase (0–7 Years)	66	47.1
	Non-Induction Phase (8+ Years)	74	52.9

Note. Retained partial responses cause the *n* to vary in some demographic categories.

Results

Research Objective One

In the first research objective, the superintendents ranked the employability skill areas as *Very Important* to *Extremely Important* for agricultural education to incorporate into its curriculum. Overall, superintendents ranked Critical Thinking Skills (M = 4.69, SD = .52), Personal Qualities (M = 4.57, SD = .58), and Resource Management Skills (M = 4.54, SD = .63) as the highest employability skill areas. In the individual skills area, the superintendents ranked Problem Solving (M = 4.72, SD = .50), Planning and Organizing (M = 4.71, SD = .53), and Critical Thinking (M = 4.70, SD = .52) as the most important. Additionally, between 98.6% and 84.3% of superintendents ranked the employability skill as *Very Important* or *Extremely Important* for agricultural education to integrate into its instruction.

Table 4

Descriptive Statistics for Individual and Construct Scores for Employability Skills

Employability Skill Areas	*M*	*SD*	*%*
Critical Thinking Skills	**4.69**	**.52**	**97.5**
Problem Solving	4.72	.50	97.9
Planning and Organizing	4.71	.53	96.4
Critical Thinking	4.70	.52	97.2
Reasoning	4.66	.50	98.6
Making Sound Decisions	4.66	.53	97.2
Personal Qualities	**4.57**	**.58**	**95.5**
Demonstrating Integrity	4.66	.57	95.0
Taking Initiative	4.62	.54	97.1
Responsibility and Self-Discipline	4.59	.57	95.7
Positive Attitude and a Sense of Self-Worth	4.59	.52	98.6
Demonstrating Professionalism	4.58	.58	95.7
Demonstrating a Willingness to Learn	4.57	.55	97.1
Adapting and Showing Flexibility	4.54	.56	97.1
Taking Responsibility for Professional Growth	4.52	.62	93.6
Working Independently	4.44	.69	90.0
Resource Management Skills	**4.54**	**.63**	**92.5**
Managing Time	4.66	.55	96.4
Managing Materials	4.61	.56	96.4
Managing Money	4.52	.69	90.0
Managing Personnel	4.35	.72	87.2
Interpersonal Skills	**4.50**	**.64**	**93.1**
Teamwork and Working with Others	4.66	.57	96.4
Responding to Customer Needs	4.56	.59	95.0
Respecting Individual Differences	4.44	.74	91.4
Negotiating Resolve Conflicts	4.43	.65	91.4
Exercising Leadership	4.43	.67	91.4
Communication Skills	**4.49**	**.65**	**91.9**
Observing Carefully	4.56	.58	95.7
Comprehending Written Material	4.56	.60	94.3
Listening Actively	4.53	.64	92.1
Communicating Verbally	4.51	.63	92.9
Conveying Information in Writing	4.27	.78	84.3

Employability Skill Areas	*M*	*SD*	%
Information Use Skills	**4.49**	**.65**	**92.3**
Using Information	4.56	.60	94.3
Analyzing Information	4.55	.66	92.2
Communicating Information	4.48	.64	93.6
Locating Information	4.47	.66	90.7
Organizing Information	4.38	.67	90.8
Technology Skills	**4.49**	**.65**	**92.8**
Understanding and Using Technology	4.49	.65	92.8
Applied Academic Skills	**4.46**	**.75**	**88.6**
Scientific Principles and Procedures	4.52	.70	90.8
Reading Skills	4.47	.72	90.7
Mathematical Strategies and Procedures	4.47	.73	90.0
Writing Skills	4.36	.85	82.8
Systems Thinking Skills	**4.41**	**.67**	**91.2**
Understanding and Using Systems	4.44	.68	92.9
Monitoring Systems	4.43	.66	90.7
Improving Systems	4.37	.66	90.0

Note. $n = 140$. The percentage of superintendents who ranked the skills as *Very Important* or *Extremely Important* is denoted in the table.

Research Objective Two

The second research objective aimed to evaluate statistical differences between the perceptions of male and female superintendents on the importance of employability skills integration using an independent samples *t*-test. Overall, we found statistically significant differences in three of the employability skills pathways, including applied academic skills $t(138) = -3.25$, $p < .001$ (males, $M = 4.33$, $SD = .73$; females, $M = 4.72$, $SD = .47$), critical thinking skills $t(138) = -2.45$, $p = .02$ (males, $M = 4.63$, $SD = .50$; females, $M = 4.83$, $SD = .35$), and systems thinking skills $t(138) = -1.96$, $p = .05$ (males, $M = 4.34$, $SD = .62$; females, $M = 4.56$, $SD = .60$). Thus, females value three employability skill areas significantly higher than males (see Table 5).

Table 5

Independent Samples t-Test

Constructs	*n*	*M*	*SD*	*t*	*df*	*p*	Cohen's *d*
Male	95	4.33	.73				
Applied Academic Skills				-3.25	138	<.001*	-.59
Female	45	4.72	.47				
Male	95	4.47	.54				
Communication Skills				-.55	138	.58	-.10
Female	45	4.52	.56				
Male	95	4.63	.50				
Critical Thinking Skills				-2.45	138	.02*	-.44
Female	45	4.83	.35				

Constructs	*n*	*M*	*SD*	*t*	*df*	*p*	Cohen's *d*
Male	95	4.45	.58				
Information Use Skills				-1.23	138	.22	-.22
Female	45	4.57	.54				
Male	95	4.49	.55				
Interpersonal Skills				-.47	138	.64	-.09
Female	45	4.53	.49				
Male	95	4.55	.46				
Personal Qualities				-.81	138	.42	-.15
Female	45	4.62	.46				
Male	95	4.48	.60				
Resource Management Skills				-1.83	138	.07	-.33
Female	45	4.66	.43				
Male	95	4.34	.62				
Systems Thinking Skills				-1.96	138	.05*	-.36
Female	45	4.56	.60				
Male	95	4.46	.63				
Technology Skills				-.59	138	.55	-.11
Female	45	4.53	.69				

Note. $n = 140$. Asterisk* denotes statistical significance at the $\alpha = .05$ level.

Conclusions and Discussion

The first research objective of this study sought to assess the perceptions of superintendents on the importance of integrating employability skills development into the agricultural education curriculum. Overall, the superintendents ranked critical thinking skills, personal qualities, and resource management skills the highest. Additionally, the participants of this study ranked all employability skills as *Very Important* or *Extremely Important*. These results are congruent with the findings of Free (2017) and Norris et al. (2023). Free (2017) determined that agricultural educators regarded communication skills, ethics, and reliability as the most important employability skills for the agricultural education profession. Similarly, Norris et al. (2023) determined that CTE administrators regarded critical thinking skills, personal qualities, and communication skills as the most important skills for agricultural education to instill in students. Furthermore, between 98.6% and 84.3% of superintendents agreed that it is *Very Important* or *Extremely Important* for agricultural educators to integrate employability skill development in these areas. This agreement among superintendents, agricultural educators, and CTE administrators could lead to collaborative efforts to support CTE's and SBAE's goal of developing students ready for the workforce. The results from the first objective provides further support that district level administrators view employability skills development as a critical aspect of CTE and SBAE.

The main strategies utilized by agricultural educators to integrate employability skills into students include FFA and SAE activities. These conclusions are consistent with Ahrens et al. (2015) who found that leadership conferences had a positive effect on students' acquisition of employability skills. Similarly, Smalley and Sands (2018) suggested that FFA competitions are an

effective means of employability skills development in secondary students. Additionally, Ramsey and Edwards (2012) and Haddad and Marx (2018) also suggested that employability skills are developed through SAE implementation.

The second research objective assessed statistical differences between the perceptions of male and female superintendents on the importance of SBAE integrating employability skill development into its curriculum. The analysis was conducted utilizing an independent samples *t*-test, which suggested that male superintendents valued applied academic skills, critical thinking skills, and systems thinking skills significantly less than female superintendents. This finding suggests inconsistencies in how male and female superintendents value these employability skills. This finding complements the findings from Dalton et al. (2018), which determined that women in the agricultural profession value skills, such as transferring knowledge, professional development, and working with diverse groups of people significantly more than men. While the analysis suggests that female superintendents value applied academic skills in SBAE more than males, some studies suggested there are gender gaps in academic achievement in STEM fields. While there may be inconsistencies between the academic achievement between different genders in some subjects, Chumbley et al. (2015) found no significant gender-based differences in the motivation to learn science and math. Nevertheless, Nolin and Parr (2013) determined that enrolling in SBAE courses could improve test scores in some STEM subjects, which will likely appeal to all superintendents regardless of their preferred routes to skill development.

Understanding the viewpoints of superintendents on employability skill integration, considering the influence they have on curriculum and instruction, provides significant insight into addressing the employability skills gap. To help agricultural education remain relevant for the 21st century, the profession must find effective ways to engage students in employability skill development. McKim et al. (2018) determined that for every Carnegie unit of SBAE courses completed, the average annual income of secondary graduates was increased by $1,850.67. However, while FFA and SAE activities are effective at instilling employability skills in secondary students and increasing long-term income, not all students have access to SBAE, and not all students choose to participate. Therefore, SBAE must expand programming to more diverse audiences to engage students in employability skill development.

Recommendations for Future Practice and Research

Generally, agricultural educators, CTE administrators, and superintendents align with preferred skill development (Free, 2017; Norris et al., 2023). Additionally, we found that district-level administrators view the integration of employability skills as a critical aspect of CTE and SBAE. Since FFA and SAE activities are primary strategies agricultural educators use to incorporate employability skill development into instruction and only 19.3% of participating superintendents have a background in CTE, we recommend providing data-informed professional development to superintendents on the benefits of agricultural education to student's career and leadership development. Additionally, because FFA and SAE activities are vessels for employability skill development, we recommend expanding SBAE programs to leverage human capital training (Becker, 1993) in existing programs. The training provided to district-level administrators will increase their awareness of SBAE and its benefits, which will cause key decision-makers to expand CTE and SBAE programing in that respective district. We also recommend conducting qualitative research to further explore the differences between superintendents' perceptions of skill development in SBAE and compare those findings with

differing demographic components that may influence an agricultural program. Additionally, we recommend evaluating the effects of professional development on agricultural educators' ability to critically position the value of the CTE experience and provide essential employability skill development to students.

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