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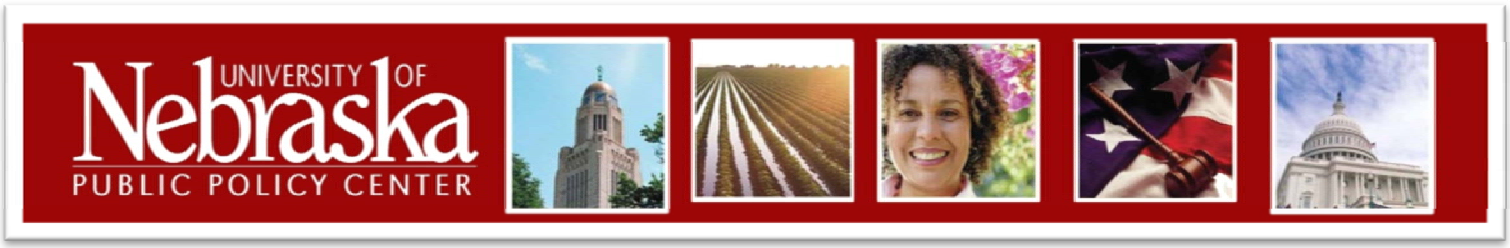

Examining Public Perceptions of Career and Technical Education in Nebraska

Report Delivered to the Nebraska Department of Education

July 2010

Prepared by:

Mitchel N. Herian

University of Nebraska Public Policy Center

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KEY FINDINGS

Perceptions of Career and Technical Education (CTE) Courses

- The Nebraska public believes that CTE prepares students for careers and college, and that CTE courses are just as important as traditional academic subjects.

- However, substantial proportions of Nebraskans believe that CTE students are not as respected as students who take more traditionally academic courses.

Career Awareness and Exploration

- Most Nebraskans believe that students should begin to learn about potential careers in middle school and that activities such as job shadowing and internships should be made available in high school.

- Large proportions of respondents said they would favor a system of high schools that are focused on specific careers.

Attitudes about Career Information

- Nebraskans who have children in K-12 are interested in learning about career options available to children, but large proportions of parents do not feel that Nebraska schools are currently doing a good job of informing parents about careers and their related academic requirements.

Development of Course Content

- Nebraskans feel that course content should be developed based on: 1) the skills required in the work place; 2) the entrance requirements of Nebraska colleges and universities; and 3) the academic standards and graduation requirements of a school district.

The Role of Local Employers

- Overwhelmingly, Nebraskans believe local businesses should work with schools to ensure that CTE courses are up-to-date and to provide unique learning and training experiences for students.

Skills Obtained by High School Graduates in Nebraska

- Large proportions of respondents feel that Nebraska graduates do not have the skills necessary for success in college and the workplace upon graduation.

- Paradoxically, most respondents also agree that Nebraska schools are doing a good job of preparing students for careers.

The Nebraska Economy and CTE

- Substantial proportions of Nebraskans say that economic activity in their area is directly tied to the education afforded students.

- The majority of Nebraskans believe that teaching students entrepreneurial skills is important for the future of the state's economy.

Demographic Comparisons

- Parents of students are more positive about the skills received by Nebraska graduates than those without children in school.

- Urban respondents are more likely to say economic development is directly related to education and that local employers should be involved in course development.

- Rural respondents are more likely to believe entrepreneurship is important, and that economic development in the state will be directly related to CTE.

Comparison of Results to an Earlier Survey of Educators

- Both the public and educators feel that courses should be developed based on career considerations.

- The public is more likely than educators to say that CTE courses are rigorous and that CTE students are better prepared for employment than other students.

- The public is more likely to say that CTE focuses on students who won't go to college and that CTE students are not as respected as other students.

- Educators are less likely to agree that graduates do not have the skills necessary for college and careers.

INTRODUCTION

This report presents the findings of the survey: "Examining Public Perceptions of Career and Technical Education (CTE) in Nebraska." In Nebraska, CTE is also commonly referred to as "Career Education," but for the purposes of this report, the term "CTE" will be used. There are six subject areas that fall under the umbrella of CTE: 1) Agricultural Education (Environmental and Agricultural Systems); 2) Business and/or Marketing (Business Marketing and Management); 3) Computer Education/Information Technology; 4) Family and Consumer Sciences (Human Services); 5) Health Science; and 6) Industrial Technology (Industrial Manufacturing and Engineering Systems).

The purpose of the survey is to inform possible revisions to CTE standards in Nebraska. Thus, the results herein provide a snapshot of public perceptions of CTE among a randomly selected portion of the public in Nebraska. This survey was conducted during March, April and May, 2010. Both landline and cell phone users were surveyed. Of the 535 respondents, 447 (84%) were landline users, while the other 88 (16%) were cell phone users. The response rate for landline users was 33.9% and was 17.7% for cell phone users. The margin of error for this study is 4.23%. The mean age for the entire sample was 55; the mean age for landline users was 57 and the mean age for cell phone users was 44. Respondents were primarily female (59%) and white (95%). Respondents were roughly evenly split between rural (52%) and urban (48%) areas of the state; urban areas were defined as Douglas, Lancaster and Sarpy Counties, and rural areas were defined as any other county. Finally, 29% of respondents indicated that they had children in school in Nebraska. Where possible, researchers worded questions to allow for comparisons to responses to a similar survey that was administered to Nebraska educators in late 2009; these comparisons are included within this report.

1. Perceptions of CTE Courses

The public was asked a series of questions about their attitudes toward CTE in Nebraska. In general, the results showed that the public had positive attitudes toward CTE and its applicability in the current economy. For example, nearly 84% of respondents agreed that, "CTE classes teach students the basic skills necessary for employment" and nearly 70% of respondents disagreed with the statement, "CTE courses are easy." The public also appeared to view CTE as dynamic and engaging for students. For instance, nearly 68% of respondents agreed that, "The content of CTE classes keeps up with changes in careers and technology." Additionally, over 80% of respondents agreed that, "CTE classes engage students and get them excited about learning." Participants were also queried about their opinions regarding the intellectual rigor of CTE courses and the responses were again positive: nearly 70% of respondents agreed that CTE classes stress academic achievement as much as technical skills and over 90% agreed that CTE is just as important as subjects such as math, English, and social studies (see Table 1).

Table 1

CTE is just as important as subjects such as math, English, and social studies.

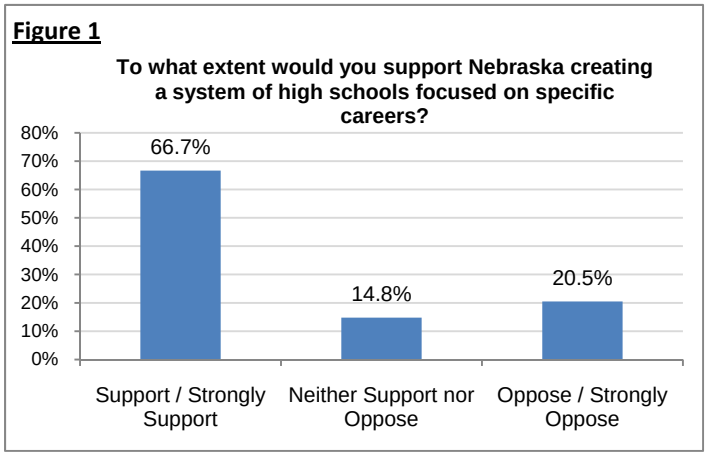
Agree/ Strongly Agree	Neither Agree nor Disagree	Disagree/ Strongly Disagree	n
91.9%	**2.7%**	**5.5%**	**527**

However, the attitudes of the public seemed to reflect the possibility that there are negative perceptions of CTE courses and the students toward whom they are geared: almost 47% of respondents agreed that, "CTE tends to focus on students who probably won't go to college," and 49% agreed that, "Students in CTE programs are as respected as students who take more traditional classes." (See Table B.1 in Appendix B for full list of results.)

2. Career Awareness and Exploration

Participants were asked about their attitudes regarding the point at which students should begin to learn about career options in school. The results show that Nebraskans favor providing information about careers to children in middle school, but waiting until high school to start offering work-based experiences. Specifically, when asked "At which level of education should students begin learning about the types of careers available to them?" the majority of respondents (53%) said that middle school was the appropriate level. And when asked, "At which level of education should students begin to have opportunities for work-based learning experiences such as job shadowing or internships?" two thirds (67%) indicated that high school was the appropriate level. To understand the public's desire to have schools organized around careers, respondents were asked, "To what extent would you support Nebraska creating a system of high schools focused on specific careers?" About 64% of respondents stated that they would support the creation of such a system (see Figure 1). (See Tables B.2-B.4 in Appendix B.)

Figure 1



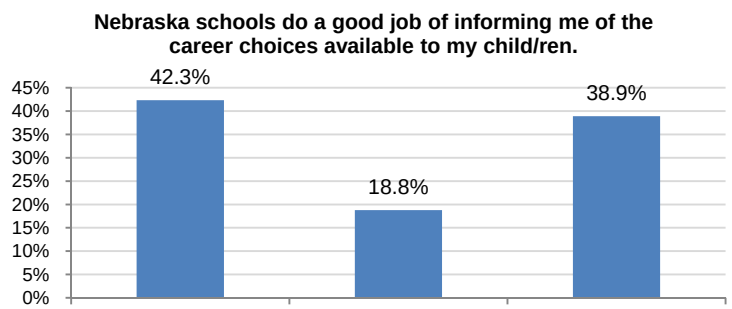
3. Attitudes About Career Information

To understand the attitudes of parents of children in Nebraska schools, a set of questions was asked of those with children in school. In total 155 respondents (29% of the total sample) indicated that they had children in school. Of the 155, 29% indicated they had children in elementary school, 35% had children in middle school, and 40% had children in high school. General attitudes about career preparation were positive, as 70% of

parents agreed that, "I am confident that my child/ren is/are being adequately prepared for the careers of tomorrow."

But the results showed that while parents were interested in learning more about careers and their related educational requirements, substantial proportions of parents did not feel that they were receiving that information. For instance, nearly 90% of respondents agreed that, "I am interested in learning about the career options available to my children," but nearly 40% of parents disagreed that, "Nebraska schools do a good job of informing me of the career choices available to my children" (see Figure 2), and 36% disagreed that "Nebraska schools do a good job of informing me of the academic requirements for careers." Thus, there appears to be a gap between the type of information sought by parents and the type of information they actually receive with respect to career education. (See Tables B.5-B.7 in Appendix B.)

Figure 2



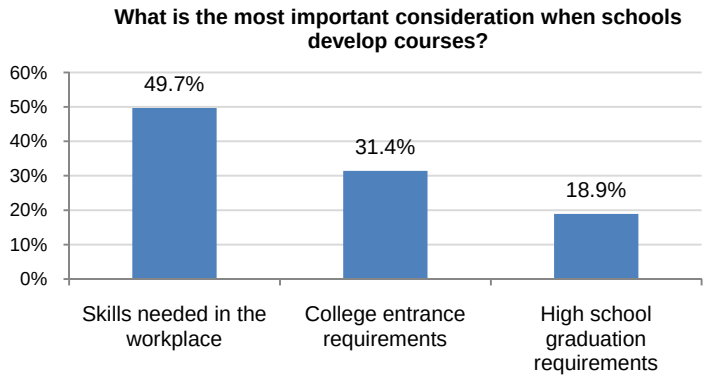
4. The Delivery of Courses

Respondents were asked about their opinions regarding the ways in which courses are delivered in Nebraska schools. Overwhelmingly, participants indicated that they favored integrating career-related education and activities with standard educational approaches. For example, nearly 90% agreed that courses should be taught by combining teaching with information about related careers; over 90% agreed that classes should teach students how to take what they learn and apply it in new situations; and over 95% agreed that classes should be taught by incorporating hands-on experience. (See Table B.8 in Appendix B for full list of results.)

5. Development of Course Content

To understand the attitudes of Nebraskans regarding the ways in which courses are developed in the state, participants were asked what they thought should drive the development of courses. Specifically, respondents were asked whether they thought that courses should be developed based on the skills needed in the workplace, college entrance requirements, or high school graduation requirements (see Figure 3). Nearly 50% of respondents indicated that workplace skills should be the number one consideration, while 31% cited college entrance requirements, and about 19% said high school graduation requirements should drive the development of courses. (See Tables B.9-B.10 in Appendix B.)

Figure 3



6. A Role for Local Employers

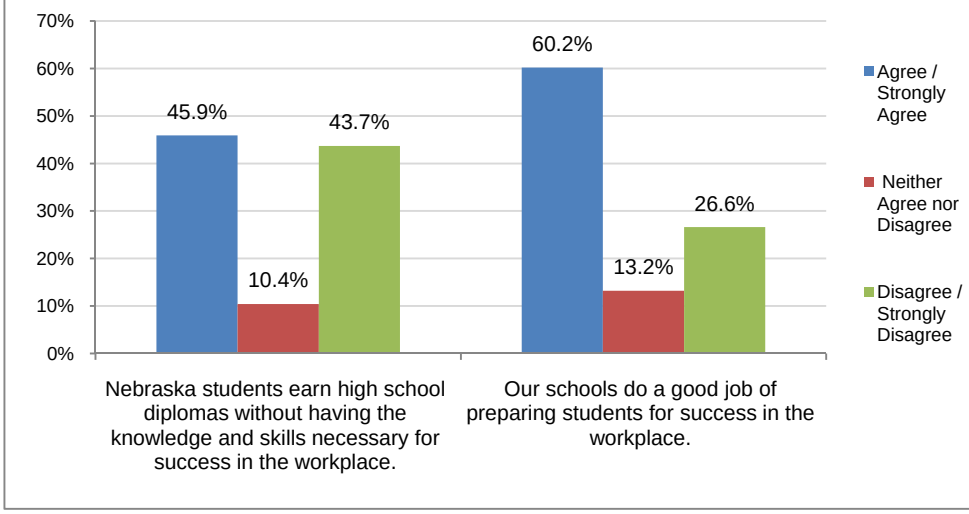
Participants were asked to respond to a number of questions about potential roles for local employers. By wide margins, respondents indicated that they support collaboration with employers. Over 90% of

respondents agreed with each of these statements: Schools should work with local employers to stay in touch with what skills are needed in the workplace (97% agree); local employers should be involved in the development of CTE courses offered at our schools (91% agree); and local employers should partner with schools by providing real world education and training experiences for students (95% agree). (See Table B.11 in Appendix B.)

7. Perceptions of Skills Obtained by High School Graduates in Nebraska

To understand general attitudes of Nebraskans regarding education in Nebraska, participants were asked a series of questions. The results suggest that Nebraskans have mixed views of the skills that graduates obtain in high school and the job of schools in preparing students for careers. For instance, roughly equal proportions of respondents agree and disagree that: "Nebraska students earn high school diplomas without having the knowledge and skills necessary for success in college" (44% agree and 44% disagree); "Nebraska students earn high school diplomas without having the knowledge and skills necessary for success in the workplace (46% agree and 44% disagree); and "Nebraska students earn high school diplomas without having developed skills in leadership, teamwork and personal responsibility (42% agree and 47% disagree). In contrast, respondents tended to approve of the job Nebraska schools are doing in preparing students for careers: 60% agree that Nebraska schools do a good job of preparing students for success in the workplace, and that Nebraska schools are adequately preparing students for the Nebraska careers of the future (See Figure 4 for this comparison). These somewhat paradoxical findings suggest that while respondents are satisfied with the efforts of Nebraska schools to prepare students, respondents may be somewhat skeptical of the efforts put forth by the students themselves to develop skills applicable for college and employment (See Table B.12 in Appendix B.)

Figure 4



8. Views on Nebraska Economy and the Role of CTE

Respondents were asked to state their opinions about Nebraska's economy and its relation to CTE in Nebraska schools. The results showed that the majority of Nebraskans view the economic climate as "fair" (49%) to "good" (42%), and also view Nebraska State government's efforts at promoting job growth as "fair" (46%) to "good" (42%). In addition, nearly 60% of respondents agreed that the "economic development in your area is directly tied to the type of education local schools provide children." The perceived importance of entrepreneurship was evident, as over 90% of respondents agreed that "helping young people learn how to start their own business is important to Nebraska's economic future." (See Tables B.13-B.15 in Appendix B.)

9. DEMOGRAPHIC COMPARISONS

Question responses were broken down on a number of different demographic variables. Specifically, the following comparisons were made: respondents with children in K-12 versus those without children in school; urban respondents versus rural respondents; those who took CTE courses in school and those who did not; those who were members of career student organizations and those who were not; and gender. Analysis of variance (ANOVA) was used to assess statistical significance between the various demographic groups. Responses to questions were coded "1" for a "strongly disagree" response and "5" for a "strongly agree" response. Thus, higher mean scores represent higher levels of agreement on each of the questions. The comparisons summarized below are presented in full in Tables B.16-B.20 in Appendix B.

Respondents with Children in School versus those without Children in School

Parents with children in Nebraska schools were more positive regarding the skills obtained by students than respondents that did not have children in school. In particular, parents were significantly more likely to disagree that students graduate without having the knowledge and skills required for success in college and the workplace and that students graduate without having the developed skills in leadership, teamwork, and personal responsibility. Parents of students were also significantly more likely to agree that Nebraska schools do a good job of preparing students for success in the workplace (see Table 2). Additionally, parents were more likely to disagree that CTE tends to focus on students who probably won't go to college. Finally parents were significantly more likely than non-parents to say that local businesses should partner with schools by providing real world education and training experiences.

Table 2

Comparison of individuals with children in school and those without.

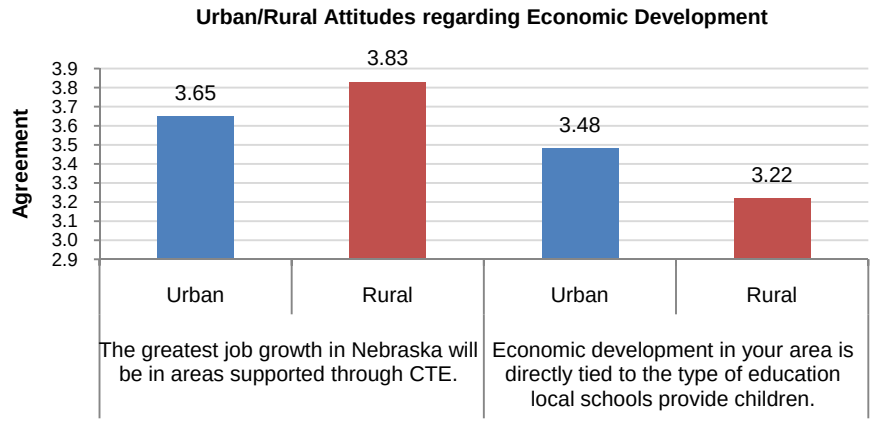
	Mean Score	
	Children in School	No Children in School
Nebraska students earn high school diplomas without having the knowledge and skills necessary for success in college.	2.67	3.15
Nebraska students earn high school diplomas without having the knowledge and skills necessary for success in the workplace.	2.74	3.15
Our schools do a good job of preparing students for success in the workplace.	3.52	3.29

Scale used to compute mean score: "Strongly Disagree=1; Disagree=2; Neither Agree nor Disagree=3; Agree=4; Strongly Agree=5

Urban Respondents versus Rural Respondents

For the purposes of comparing urban and rural respondents, participants from Douglas, Lancaster, and Sarpy counties were classified as urban respondents, while participants from all other areas of the state were categorized as rural respondents. The primary differences between urban and rural respondents centered on the role of CTE in Nebraska's economic development. In particular, urban respondents were significantly more likely than rural respondents to say that economic development is directly tied to the type of education local schools provide children, while rural respondents were significantly more likely to say that helping young people start their own business is important to Nebraska's economic future and that the greatest job growth in Nebraska will be in areas supported through CTE see Figure 5). Rural respondents appeared to view CTE courses as more rigorous, as they were significantly more likely to say that CTE classes

Figure 5



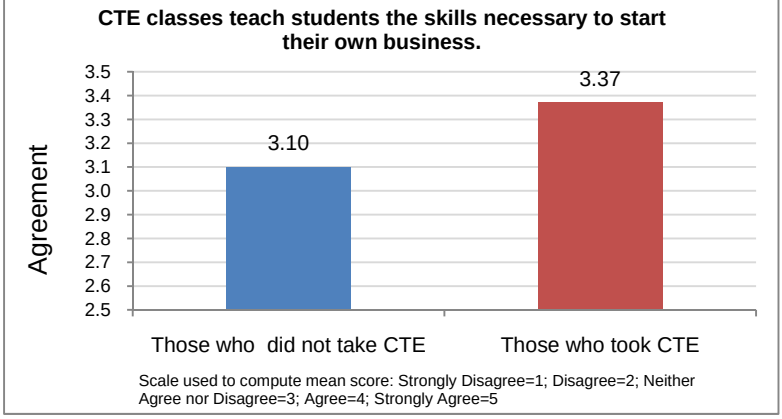
Scale used to compute mean score: Strongly Disagree=1; Disagree=2; Neither Agree nor Disagree=3; Agree=4; Strongly Agree=5

stress academic achievement as much as they do technical skills. Finally, urban respondents were significantly more likely to say that local employers should be involved in the development of CTE courses, and that local employers should partner with schools by providing real-world education and training experiences for students.

Comparison of Individuals who took CTE Courses in School and those who did not

To understand whether individuals who took CTE courses in school held different opinions about CTE than individuals who did not take CTE, a number of comparisons were made. The results showed that individuals who took CTE in school were less likely to agree that Nebraska students graduate without having the skills necessary for college or the workplace and were less likely to agree that CTE focuses on students who will not go to college; this group was also more likely to agree that CTE courses stress academic achievement. Interestingly, those who did not take CTE were more likely to agree that CTE classes teach students how to start their own business (see Figure 6), and were more likely to support creating a system of high schools focused on specific careers.

Figure 6



Comparison of Individuals who were Members of Career Student Organizations and those who were not

A comparison was also made between individuals who took part in career student organizations (FFA; DECA; etc.). The results show that there were few differences between these two groups of respondents, though individuals who were in career student organizations were more likely to agree that local employers should be involved in the development and delivery of courses.

Gender Comparison

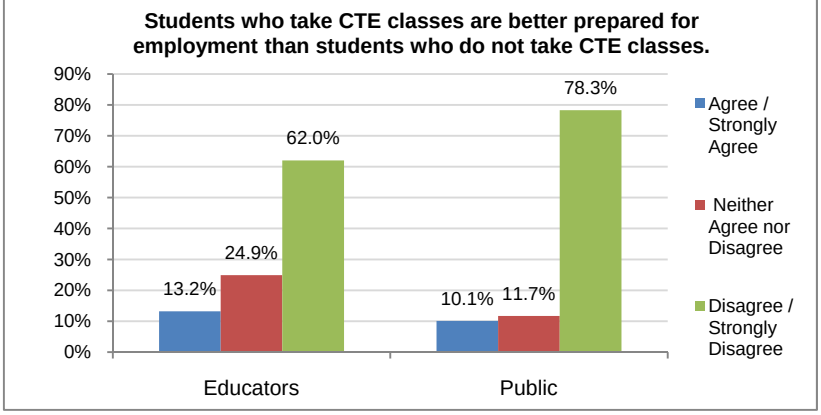
The primary differences between genders were observed on questions about perceptions of CTE. In particular, females were significantly more likely to say that CTE courses teach students how to start their own business, that CTE classes engage students and get them excited about learning, and that CTE classes stress academic achievement as much as technical skills. Men were significantly more likely to say that CTE classes are easy and that students who take CTE classes are more prepared for work than those who do not. In addition to differences regarding perceptions of CTE, women with children in school were more likely than men with children in school to say that they are confident their children are being prepared for the careers of tomorrow and that they want their child/ren to find careers in Nebraska.

10. COMPARISON BETWEEN THE PUBLIC AND EDUCATORS

Many of the questions asked of the public were also asked of Nebraska educators in a previous study. Where possible, questions were kept the same between the two studies to allow for direct comparisons between the two populations. In a number of cases, however, question wording was modified slightly because of the technical nature of the question. Tables B.21-B.43 in Appendix B contain the results of these comparisons.

A number of key differences were seen between the two groups. The public tended to have somewhat more positive views of the rigor of CTE classes (the public was more likely to disagree that CTE classes are easy) and applicability (the public was more likely to say that CTE students are better prepared for employment [see Figure 7]), but were more likely to say that CTE tends to focus on students who won't go to college and that students in CTE are not as respected as students on a traditional academic track. Second, the public was much less positive about the skills obtained by high school graduates in Nebraska: over 45% of the public agreed that Nebraska students graduate without having the knowledge and skills necessary for success in the workplace, but only about 21% of educators agreed. Third, while both groups were supportive of local businesses providing unique experiences for students, the public was much more supportive of involving local businesses in the development of courses.

Figure 7



There were also a number of similarities between the two groups. For instance, large proportions of both the public and educators agreed that courses should be taught by incorporating information about related careers and hands on experiences. Also, the public and educators agreed that the primary consideration in the development of courses should be the skills required in the workplace.

11. CONCLUSION

The results presented here provide a snapshot of the views of a cross-section of Nebraskans regarding CTE. The survey showed that Nebraskans have generally positive views about CTE in the state, that career awareness should be made available to students, that courses should be developed and delivered in ways that stress relationships with careers, and that local employers have a role to play in fostering career education in Nebraska schools. The survey also showed, however, that Nebraskans are not necessarily as positive about the type of training that students are receiving in Nebraska schools, as substantial portions of respondents indicated that they feel that students are graduating without having the necessary skills for success in college and the workplace. In addition, while respondents are fairly positive regarding the efforts being made by Nebraska schools to prepare students for careers, large portions of parents do not feel that Nebraska schools do a good job of informing them of the career choices available to children and the related academic requirements.

As the demographic comparisons suggested, many of the opinions held by the public can be better understood by comparing the responses of various demographic groups in the state. For instance, parents of children in Nebraska schools hold more positive opinions of the skills obtained by Nebraska students than people without children in school, and urban and rural respondents had differing opinions regarding the applicability of CTE classes to the economic development of the state and the role of local employers. Such comparisons provide for a richer understanding of the results of the survey. At the same time, though, these comparisons lead to more questions than can be answered by this brief analysis. As such, it would be beneficial for future analyses to replicate many of the questions on this survey to allow for comparisons of attitudes over time. Additionally, many of the demographic comparisons would again allow for a deeper understanding of the results.

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Appendix A

Demographics

DEMOGRAPHICS

As noted, both cell phone and landline samples were used to conduct this survey. Of the 535 respondents, 447 (84%) were landline users, while the other 88 (16%) were cell phone users. The mean age for the entire sample is 55; the mean age for landline users was 57 and the mean age for cell phone users was 44. Respondents were primarily female (59%) and white (95%). Respondents were roughly evenly split between rural (52%) and urban (48%) areas of the state; urban areas were defined as Douglas, Lancaster and Sarpy Counties, and rural areas were defined as any other county. Finally, 29% of respondents indicated that they had children in school in Nebraska.

Table A.1

What is your age?		
	%	n
Under 30	5.4 %	29
30-39	12.9%	69
40-49	19.3%	103
50-59	23.7%	127
60 and Over	38.7%	207
Total	100%	535

Table A.2

What is your gender?		
	%	n
Male	41.9%	224
Female	58.1%	311
Total	100 %	535

Table A.3

What is your race/ethnicity?		
	%	n
American Indian	.8%	4
Asian	1.0%	5
Black/African American	.6%	3
Hispanic/Latino	1.7%	9
Other/Mixed Race	.4%	2
Pacific Islander	.2%	1
White	95.4%	502
Total	100%	526

Table A.4

Did you graduate from a Nebraska high school?		
	%	n
Yes	69.5%	372
No	30.5%	163
Total	100%	535

Table A.5

Did you take CTE courses in school?		
	%	n
Yes	51.9%	274
No	48.1%	254
Total	100%	528

Table A.6

Were you a member of a student career organization?		
	%	n
Yes	27.7%	148
No	72.3%	386
Total	100%	534

Table A.7

What is the highest level of education you have completed?		
	%	n
Some high school	2.4%	13
High school graduate	23.3%	124
Some college	21.1%	112
Two year degree	14.8%	79
Four year degree	19.0%	101
Some graduate school	3.6%	19
Graduate Degree	15.8%	84
Total	100%	532

Table A.8

Do you typically work?		
	%	n
Working full-time	53.2%	284
Working part-time	9.9%	53
Unemployed	1.5%	8
Retired	23.8%	127
In-school	1.7%	9
Keeping house	6.2%	33
Disabled	1.9%	10
Other-specify	1.9%	10
Total	100%	534

Table A.9

How connected is/was the work you normally do/did to the CTE education you received in high school?		
	%	n
Very connected	21.2%	51
Somewhat connected	33.2%	80
Not very connected	21.6%	52
Not at all connected	24.1%	58
Total	100%	241

Table A.10

We are interested in making sure that all areas of the state are represented in this survey. In which county is your school district located?

County	Frequency	Percent	County	Frequency	Percent	County	Frequency	Percent
Adams	--	--	Frontier	2	.4	Nemaha	2	.4
Antelope	3	.6	Furnas	1	.2	Nuckolls	1	.2
Banner	--	--	Gage	14	2.6	Otoe	3	.6
Blaine	--	--	Garden	--	--	Pawnee	--	--
Boone	2	.4	Garfield	1	.2	Perkins	2	.4
Box Butte	5	.9	Gosper	2	.4	Phelps	8	1.5
Boyd	1	.2	Grant	2	.4	Pierce	2	.4
Brown	1	.2	Greeley	--	--	Platte	9	1.7
Buffalo	9	1.7	Hall	11	2.1	Polk	4	.7
Burt	2	.4	Hamilton	5	.9	Red Willow	1	.2
Butler	5	.9	Harlan	2	.4	Richards	4	.7
Cass	14	2.6	Hitchcock	1	.2	Saline	--	--
Cedar	2	.4	Holt	7	1.3	Sarpy	39	7.3
Chase	1	.2	Hooker	--	--	Saunders	7	1.3
Cherry	3	.6	Howard	3	.6	Scotts Bluff	13	2.4
Cheyenne	3	.6	Jefferson	4	.7	Seward	5	.9
Clay	--	--	Johnson	--	--	Sheridan	2	.4
Colfax	1	.2	Kearney	2	.4	Sherman	1	.2
Cuming	5	.9	Keith	4	.7	Sioux	--	--
Custer	3	.6	Keya Paha	--	--	Stanton	3	.6
Dakota	1	.2	Kimball	1	.2	Thayer	3	.6
Dawes	3	.6	Knox	5	.9	Thomas	1	.2
Dawson	6	1.1	Lancaster	92	17.2	Thurston	1	.2
Deuel	1	.2	Lincoln	14	2.6	Valley	1	.2
Dixon	3	.6	Logan	--	--	Washington	7	1.3
Dodge	15	2.8	Loup	1	.2	Wayne	2	.4
Douglas	121	22.6	Madison	10	1.9	Webster	2	.4
Dundy	--	--	Merrick	--	--	Wheeler	--	--
Fillmore	5	.9	Morrill	1	.2	York	4	.7
Franklin	1	.2	Nance	1	.2	**Total**		100.0

"--" Indicates that there were no responses from that county

Table A.11

Number of Respondents by Rural/Urban Breakdown

	Frequency	Percent	Cumulative Percent
Rural	277	47.6%	43.1%
Urban	252	52.4%	75.7%
Total	529	100.0%	

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Appendix B

Frequencies and Statistical Analyses

FREQUENCIES

This appendix contains the statistics pertaining to the responses to the general questions that were asked of all respondents. In the first section of Appendix B, frequencies are presented so that the reader can see the distribution of responses to the various questions.

DEMOGRAPHIC ANALYSIS OF VARIANCE

In the second part of Appendix B, Analysis of Variance (ANOVA) tables are presented. ANOVA is a hypothesis testing procedure that is used to evaluate mean differences between two or more populations. As with many statistical procedures, ANOVA uses sample data as the basis for drawing general conclusions about populations.[1] In this case, we are drawing upon this particular sample to draw general conclusions about how the public generally views CTE in Nebraska. The scale used on these questions range from 1-5 with 1 representing "strongly disagree" and 5 representing "strongly agree." Thus, larger numbers indicate higher levels of agreement with the statements. Whenever there are significant differences between the groups, the *p* value is followed by an asterisk (*).

COMPARISON TO EARLIER SURVEY OF EDUCATORS

Third, a series of tables that compare responses to this survey to educators' responses to an earlier survey are provided. While many of the questions were worded slightly differently between the two surveys, care was taken to ensure that meaningful comparisons could be made between the two groups.

[1] Gravetter and Wallnau. (2004). *Statistics for the Behavioral Sciences*, 6th ed. Belmont, CA: Wadsworth.

Frequencies

1. PERCEPTIONS OF CTE COURSES

Table B.1

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
CTE courses are easy.	8.1%	61.2%	12.1%	17.2%	1.4%	505
CTE classes teach students the basic skill necessary for employment.	.2%	8.9%	7.4%	76.0%	7.5%	517
CTE classes teach students the skills necessary to start their own business.	2.0%	28.6%	18.1%	47.6%	3.8%	504
The greatest job growth in Nebraska will be in areas supported through CTE.	.5%	8.9%	14.8%	67.3%	8.7%	507
Students who take CTE classes are better prepared for employment than students who do not take CTE classes.	.2%	9.9%	11.7%	63.6%	14.7%	505
CTE tends to focus on students who probably won't go to college.	3.3%	39.5%	10.3%	43.0%	3.9%	516
Students in CTE programs are as respected as students who take more traditional classes.	2.0%	35.5%	13.3%	47.0%	2.2%	504
The content of CTE classes keeps up with changes in careers and technology.	.4%	12.0%	19.2%	66.5%	1.9%	468
CTE classes engage students and get them excited about learning.	.4%	4.9%	12.5%	76.1%	6.2%	514
CTE classes stress academic achievement as much as they do technical skills.	.6%	16.1%	14.6%	65.4%	3.3%	492
CTE is just as important as subjects such as math, English, and social studies.	.2%	5.3%	2.7%	65.5%	26.4%	527

2. CAREER AWARENESS AND EXPLORATION

Table B.2

	Elementary School	Middle School	High School	n
At which level of education should students begin learning about the types of careers available to them?	24.2%	53.5%	22.3%	467
At which level of education should students begin to have opportunities for work-based learning experiences such as job shadowing or internships?	3.0%	30.3%	66.7%	465

Table B.3

High schools and colleges should work together to provide students the opportunity to earn college credit while still in high school.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
.8%	3.0%	3.4%	58.8%	34.0%	532

Table B.4

To what extent would you support Nebraska creating a system of high schools focused on specific careers?

Strongly Oppose	Oppose	Neither Support nor Oppose	Support	Strongly Support	n
5.7%	14.8%	14.8%	42.6%	22.1%	526

3. ATTITUDES ABOUT CAREER INFORMATION AMONG THOSE WITH CHILDREN IN NEBRASKA SCHOOLS

Table B.5

Do you currently have a child in K through 12 in Nebraska schools?		
Yes	No	n
29.0%	71%	535

Table B.6

Are your students in:*			
	Yes	No	n
Elementary School	28.8%	71.2%	156
Middle School/Junior High	34.8%	65.2%	155
High School	39.7%	60.3%	156

*Respondents with children in school were asked this follow up question. It was possible for respondents to answer "yes" to more than one of the response options.

Table B.7

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Nebraska schools do a good job of informing me of the career choices available to my child/ren.	2.7%	36.2%	18.8%	38.9%	3.4%	149
Nebraska schools do a good job of informing me of the academic requirements for careers.	4.7%	31.1%	19.6%	41.2%	3.4%	148
I am confident that my child/ren is/are being adequately prepared for the careers of tomorrow.	3.3%	17.2%	9.3%	62.9%	7.3%	151
I want my child/ren to find a career in Nebraska.	0%	9.1%	26.0%	52.6%	12.3%	154
I am interested in learning about the career options available to my child/ren.	.6%	4.5%	5.1%	67.9%	21.8%	156
I feel well informed regarding the career options available to my child/ren.	2.6%	28.3%	18.4%	44.7%	5.9%	152

4. THE DELIVERY OF COURSES

Table B.8

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Courses should be taught by combining classroom teaching with content about related careers.	1.0%	3.8%	5.6%	75.4%	14.2%	520
Classes should teach students how to take what they learn and apply it to an entirely new situation.	.2%	3.4%	2.7%	66.6%	27.1%	527
Classes should be taught by incorporating hands-on experience.	0%	.9%	1.7%	60.5%	36.9%	531

5. DEVELOPMENT OF COURSE CONTENT

Table B.9

What is the most important consideration when schools develop courses?		
	Percent	n
Skills needed in the workplace.	49.7%	261
College entrance requirements.	31.4%	165
High school graduation requirements.	18.9%	99
Total	100%	525

Table B.10

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
High schools and colleges should work together to provide students the opportunity to earn college credit while still in high school.	.8%	3.0%	3.4%	58.8%	34.0%	532

6. A Role for Local Employers

Table B.11

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Schools should work with local employers to stay in touch with what skills are needed in the workplace.	.2%	2.1%	.8%	62.7%	34.3%	533
Local employers should be involved in the development of CTE courses offered at our schools.	.4%	4.2%	4.9%	68.4%	22.1%	529
Local employers should partner with schools by providing real world education and training experiences for students.	.0%	3.4%	1.9%	70.1%	24.7%	531

7. Perceptions of Skills Obtained by Students in Nebraska

Table B.12

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Nebraska students earn high school diplomas without having the knowledge and skills necessary for success in college.	5.0%	39.3%	11.4%	36.0%	7.5%	517
Nebraska students earn high school diplomas without having the knowledge and skills necessary for success in the workplace.	4.4%	39.3%	10.4%	40.9%	5.0%	521
Nebraska students earn high school diplomas without having developed skills in leadership, teamwork and personal responsibility.	3.2%	43.5%	11.5%	36.6%	5.2%	524
Our schools do a good job of preparing students for success in the workplace.	2.5%	24.1%	13.2%	55.6%	4.6%	523
Nebraska schools are adequately preparing students for the Nebraska careers of the future.	2.0%	23.4%	14.1%	56.4%	4.1%	509

8. VIEWS ON NEBRASKA ECONOMY AND RELATION TO CTE

Table B.13

	Poor	Fair	Good	Excellent	n
How would you rate the economic climate in Nebraska right now?	7.4%	49.1%	42.3%	1.3%	530
How do you think Nebraska government is doing in promoting job growth in the state?	10.0%	45.5%	41.5%	3.0%	508

Table B.14

How do you feel about the prospects for Nebraska's economic growth over the next five years?

Not at all Optimistic	Not Very Optimistic	Somewhat Optimistic	Very Optimistic	n
1.5%	14.7%	73.9%	9.9%	524

Table B.15

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Economic development in your area is directly tied to the type of education local schools provide children.	1.8%	27.1%	11.7%	54.5%	4.9%	506
Helping young people learn how to run their own business is important to Nebraska's economic future.	0%	4.7%	4.0%	68.3%	23.0%	527

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Demographic Comparisons

Respondents with Children in K-12 and those without

Urban and Rural Respondents

Individuals who took CTE in School and those who did not

Individuals who were members of a Career Student Organization (CSO) and those who were not

Genders

Table B.16

Comparison between respondents with children in school and respondents without children in school

	Kids in K-12?	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n	Mean	SD	ANOVA F-Test
Nebraska students earn high school diplomas without having the knowledge and skills necessary for success in college.	Yes	9.2%	49.0%	11.8%	26.1%	3.9%	153	2.67	1.08	20.987***
	No	3.3%	36.3%	11.3%	40.1%	9.1%	364	3.15	1.11	
Nebraska students earn high school diplomas without having the knowledge and skills necessary for success in the workplace.	Yes	7.1%	47.7%	12.3%	29.7%	3.2%	155	2.74	1.06	15.607***
	No	3.3%	35.8%	9.6%	45.6%	5.7%	366	3.15	1.08	
Nebraska students earn high school diplomas without having developed skills in leadership, teamwork and personal responsibility.	Yes	4.5%	55.2%	12.3%	26.0%	1.9%	154	2.66	0.98	19.506***
	No	2.7%	38.6%	11.1%	41.1%	6.5%	370	3.10	1.08	
Our schools do a good job of preparing students for success in the workplace.	Yes	1.3%	17.0%	17.0%	58.2%	6.5%	153	3.52	0.90	5.766*
	No	3.0%	27.0%	11.6%	54.6%	3.8%	370	3.29	1.00	
Nebraska schools are adequately preparing students for the Nebraska careers of the future.	Yes	2.0%	17.9%	16.6%	60.3%	3.3%	151	3.45	0.89	1.412
	No	2.0%	25.7%	13.1%	54.7%	4.5%	358	3.34	0.97	
Economic development in your area is directly tied to the type of education local schools provide children.	Yes	3.3%	26.5%	8.6%	54.3%	7.3%	151	3.36	1.05	0.085
	No	1.1%	27.3%	13.0%	54.6%	3.9%	355	3.33	0.96	
Helping young people learn how to run their own business is important to Nebraska's economic future.	Yes	0.0%	3.3%	6.5%	65.4%	24.8%	153	4.12	0.66	0.247
	No	0.0%	5.3%	2.9%	69.5%	22.2%	374	4.09	0.68	
CTE is just as important as subjects such as math, English, and social studies.	Yes	0.0%	3.9%	5.2%	62.7%	28.1%	153	4.15	0.69	0.268
	No	0.3%	5.9%	1.6%	66.6%	25.7%	374	4.12	0.72	
Courses should be taught by combining classroom teaching with content about related careers.	Yes	0.6%	1.9%	5.2%	76.1%	16.1%	155	4.05	0.59	2.532
	No	1.1%	4.7%	5.8%	75.1%	13.4%	365	3.95	0.69	
Classes should teach students how to take what they learn and apply it to an entirely new situation.	Yes	0.0%	2.6%	3.2%	62.3%	31.8%	154	4.24	0.63	2.044
	No	0.3%	3.8%	2.4%	68.4%	25.2%	373	4.14	0.66	
Classes should be taught by incorporating hands-on experience.	Yes	0.0%	0.0%	0.6%	53.5%	45.8%	155	4.45	0.51	9.942**
	No	0.0%	1.3%	2.1%	63.3%	33.2%	376	4.28	0.57	
High schools and colleges should work together to provide students the opportunity to earn college credit while still in high school.	Yes	0.6%	2.6%	4.5%	53.5%	38.7%	155	4.27	0.72	0.953
	No	0.8%	3.2%	2.9%	61.0%	32.1%	377	4.20	0.71	
	Yes	9.8%	52.3%	20.9%	14.4%	2.6%	153	2.48	0.95	0.693

Table B.16

Comparison between respondents with children in school and respondents without children in school

	Kids in K-12?	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n	Mean	SD	ANOVA F-Test
CTE courses are easy.	No	7.4%	65.1%	8.2%	18.5%	0.9%	352	2.40	0.90	
CTE classes teach students the basic skill necessary for employment.	Yes	0.7%	5.9%	11.8%	72.5%	9.2%	153	3.84	0.69	0.150
	No	0.0%	10.2%	5.5%	77.5%	6.9%	364	3.81	0.70	
CTE classes teach students the skills necessary to start their own business.	Yes	2.7%	28.9%	24.2%	39.6%	4.7%	149	3.15	0.98	1.385
	No	1.7%	28.5%	15.5%	51.0%	3.4%	355	3.26	0.97	
The greatest job growth in Nebraska will be in areas supported through CTE.	Yes	0.0%	10.0%	17.3%	62.0%	10.7%	150	3.73	0.78	0.099
	No	0.6%	8.4%	13.7%	69.5%	7.8%	357	3.76	0.74	
Students who take CTE classes are better prepared for employment than students who do not take CTE classes.	Yes	0.0%	10.6%	14.6%	56.3%	18.5%	151	3.83	0.85	0.001
	No	0.3%	9.6%	10.5%	66.7%	13.0%	354	3.82	0.78	
CTE tends to focus on students who probably won't go to college.	Yes	5.2%	48.4%	18.3%	21.6%	6.5%	153	2.76	1.06	16.752***
	No	2.5%	35.8%	6.9%	52.1%	2.8%	363	3.17	1.03	
Students in CTE programs are as respected as students who take more traditional classes.	Yes	0.0%	40.4%	15.9%	41.1%	2.6%	151	3.06	0.96	0.777
	No	2.8%	33.4%	12.2%	49.6%	2.0%	353	3.14	1.00	
The content of CTE classes keeps up with changes in careers and technology.	Yes	0.7%	10.5%	23.1%	65.0%	0.7%	143	3.55	0.72	0.322
	No	0.3%	12.6%	17.5%	67.1%	2.5%	325	3.59	0.75	
CTE classes engage students and get them excited about learning.	Yes	0.7%	2.6%	17.9%	70.2%	8.6%	151	3.83	0.64	0.018
	No	0.3%	5.8%	10.2%	78.5%	5.2%	363	3.83	0.62	
CTE classes stress academic achievement as much as they do technical skills.	Yes	0.7%	10.5%	20.4%	64.5%	3.9%	152	3.61	0.76	1.121
	No	0.6%	18.5%	12.1%	65.9%	2.9%	340	3.52	0.85	
Schools should work with local employers to stay in touch with what skills are needed in the workplace.	Yes	0.0%	1.3%	0.6%	59.4%	38.7%	155	4.35	0.57	2.591
	No	0.3%	2.4%	0.8%	64.0%	32.5%	378	4.26	0.62	
Local employers should be involved in the development of CTE courses offered at our schools.	Yes	0.0%	5.2%	7.7%	56.8%	30.3%	155	4.12	0.76	0.957
	No	0.5%	3.7%	3.7%	73.3%	18.7%	374	4.06	0.65	
Local employers should partner with schools by providing real world education and training experiences for students.	Yes	0.0%	0.6%	0.0%	65.8%	33.5%	155	4.32	0.51	15.794***
	No	0.0%	4.5%	2.7%	71.8%	21.0%	376	4.09	0.64	

#p<.1; *p<.05; **p<.01; ***p<.001

Table B.17

Comparison between urban and rural respondents

	Urban/ Rural	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n	Mean	SD	ANOVA F-Test
Nebraska students earn high school diplomas without having the knowledge and skills necessary for success in college.	Urban	6.6%	40.9%	12.0%	33.9%	6.6%	242	2.93	1.13	2.211
	Rural	3.7%	39.4%	10.8%	37.5%	8.6%	269	3.08	1.12	
Nebraska students earn high school diplomas without having the knowledge and skills necessary for success in the workplace.	Urban	5.7%	41.1%	10.6%	38.2%	4.5%	246	2.95	1.10	2.440
	Rural	3.3%	37.9%	9.7%	43.9%	5.2%	269	3.10	1.07	
Nebraska students earn high school diplomas without having developed skills in leadership, teamwork and personal responsibility	Urban	4.5%	43.1%	13.0%	35.4%	4.1%	246	2.92	1.06	1.219
	Rural	2.2%	44.0%	9.9%	37.7%	6.2%	273	3.02	1.08	
Our schools do a good job of preparing students for success in the workplace.	Urban	2.0%	22.0%	15.9%	53.7%	6.5%	246	3.41	0.97	.905
	Rural	3.0%	25.5%	10.7%	57.9%	3.0%	271	3.33	0.98	
Nebraska schools are adequately preparing students for the Nebraska careers of the future.	Urban	1.3%	24.1%	17.7%	52.3%	4.6%	237	3.35	0.94	.256
	Rural	2.6%	22.8%	10.9%	59.9%	3.7%	267	3.39	0.97	
Economic development in your area is directly tied to the type of education local schools provide children.	Urban	2.1%	20.4%	13.3%	56.3%	7.9%	240	3.48	0.97	8.587**
	Rural	1.5%	33.0%	10.0%	53.3%	2.3%	261	3.22	0.99	
Helping young people learn how to run their own business is important to Nebraska's economic future.	Urban	--	6.1%	5.3%	67.1%	21.5%	246	4.04	0.72	2.934#
	Rural	--	3.6%	2.9%	69.1%	24.4%	275	4.14	0.63	
CTE is just as important as subjects such as math, English, and social studies.	Urban	0.4%	5.6%	4.0%	61.4%	28.5%	249	4.12	0.76	.017
	Rural	0.0%	5.1%	1.5%	68.8%	24.6%	272	4.13	0.67	
Courses should be taught by combining classroom teaching with content about related careers.	Urban	0.8%	5.2%	5.2%	72.8%	16.0%	250	3.98	0.70	.007
	Rural	1.1%	2.7%	5.7%	77.7%	12.9%	264	3.99	0.63	
Classes should teach students how to take what they learn and apply it to an entirely new situation.	Urban	0.0%	2.0%	2.4%	67.1%	28.5%	249	4.22	0.58	3.042#
	Rural	0.4%	4.8%	2.9%	66.2%	25.7%	272	4.12	0.71	
Classes should be taught by incorporating hands-on experience.	Urban	--	0.0%	2.8%	59.0%	38.2%	249	4.35	0.53	.607
	Rural	--	1.8%	0.7%	61.6%	35.9%	276	4.32	0.58	
High schools and colleges should work together to provide students the opportunity to earn college credit while still in high school.	Urban	0.8%	2.4%	2.4%	58.6%	35.9%	251	4.26	0.69	1.679
	Rural	0.7%	3.6%	4.4%	59.3%	32.0%	275	4.18	0.74	

Table B.17

Comparison between urban and rural respondents

	Urban/ Rural	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n	Mean	SD	ANOVA F-Test
CTE courses are easy.	Urban	7.9%	58.5%	14.1%	17.0%	2.5%	241	2.48	0.95	1.710
	Rural	8.1%	64.5%	10.0%	17.0%	0.4%	259	2.37	0.87	
CTE classes teach students the basic skill necessary for employment.	Urban	0.4%	8.6%	8.2%	74.5%	8.2%	243	3.81	0.72	.002
	Rural	0.0%	9.3%	6.7%	77.0%	7.1%	269	3.82	0.69	
CTE classes teach students the skills necessary to start their own business.	Urban	2.6%	29.5%	20.5%	44.0%	3.4%	234	3.16	0.98	2.079
	Rural	1.5%	27.3%	16.3%	50.8%	4.2%	264	3.29	0.96	
The greatest job growth in Nebraska will be in areas supported through CTE.	Urban	0.4%	11.3%	20.0%	60.0%	8.3%	240	3.65	0.81	7.744**
	Rural	0.4%	6.9%	10.3%	73.9%	8.4%	261	3.83	0.69	
Students who take CTE classes are better prepared for employment than students who do not take CTE classes.	Urban	0.4%	11.0%	14.3%	59.9%	14.3%	237	3.77	0.84	2.026
	Rural	0.0%	9.1%	9.5%	66.5%	14.8%	263	3.88	0.77	
CTE tends to focus on students who probably won't go to college.	Urban	4.1%	35.8%	13.8%	42.7%	3.7%	246	3.06	1.05	.169
	Rural	2.6%	43.4%	6.8%	43.4%	3.8%	265	3.02	1.06	
Students in CTE programs are as respected as students who take more traditional classes.	Urban	2.1%	37.1%	17.3%	40.9%	2.5%	237	3.05	0.98	2.014
	Rural	1.9%	34.5%	10.0%	51.7%	1.9%	261	3.17	0.99	
The content of CTE classes keeps up with changes in careers and technology.	Urban	0.5%	9.2%	23.9%	64.7%	1.8%	218	3.58	0.70	.092
	Rural	0.4%	14.8%	15.2%	67.6%	2.0%	244	3.56	0.78	
CTE classes engage students and get them excited about learning.	Urban	0.8%	4.1%	15.6%	72.1%	7.4%	244	3.81	0.66	.358
	Rural	0.0%	5.7%	9.5%	79.5%	5.3%	264	3.85	0.59	
CTE classes stress academic achievement as much as they do technical skills.	Urban	0.9%	19.4%	16.8%	60.8%	2.2%	232	3.44	0.86	7.886**
	Rural	0.4%	12.9%	12.5%	69.8%	4.3%	255	3.65	0.77	
Schools should work with local employers to stay in touch with what skills are needed in the workplace.	Urban	0.4%	2.8%	0.4%	56.6%	39.8%	251	4.33	0.67	1.905
	Rural	0.0%	1.4%	1.1%	68.1%	29.3%	276	4.25	0.55	
Local employers should be involved in the development of CTE courses offered at our schools.	Urban	0.4%	4.0%	3.6%	63.1%	28.9%	249	4.16	0.71	7.652**
	Rural	0.4%	4.4%	6.2%	73.5%	15.6%	275	4.00	0.65	
Local employers should partner with schools by providing real world education and training experiences for students.	Urban	--	3.6%	2.4%	61.6%	32.4%	250	4.23	0.66	6.610*
	Rural	--	3.3%	1.5%	78.2%	17.1%	275	4.09	0.56	

Table B.17

Comparison between urban and rural respondents

	Urban/ Rural	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n	Mean	SD	ANOVA F-Test
Nebraska schools do a good job of informing me of the career choices available to my child/ren	Urban	3.9%	0.32	23.7%	34.2%	6.6%	76	3.08	1.04	.318
	Rural	1.4%	0.42	13.9%	43.1%	0.0%	72	2.99	0.96	
Nebraska schools do a good job of informing me of the academic requirements for careers	Urban	8.0%	0.27	24.0%	34.7%	6.7%	75	3.05	1.10	.031
	Rural	1.4%	0.36	15.3%	47.2%	0.0%	72	3.08	0.95	
I am confident that my child/ren are being adequately prepared for the careers of tomorrow	Urban	5.1%	0.11	10.1%	62.0%	11.4%	79	3.63	1.00	1.754
	Rural	1.4%	0.24	8.5%	63.4%	2.8%	71	3.42	0.94	
I want my child/ren to find a career in Nebraska	Urban	--	6.3%	0.32	49.4%	12.7%	79	3.68	0.78	.027
	Rural	--	12.2%	0.20	56.8%	10.8%	74	3.66	0.83	
I am interested in learning about the career options available to my child/ren	Urban	0.0%	0.02	6.2%	65.4%	25.9%	81	4.15	0.63	2.732#
	Rural	1.4%	0.07	4.1%	70.3%	17.6%	74	3.96	0.78	
I feel well informed regarding the career options available to my child/ren	Urban	3.8%	0.23	24.1%	40.5%	8.9%	79	3.28	1.04	.456
	Rural	1.4%	0.35	12.5%	48.6%	2.8%	72	3.17	0.99	

#p<.1; *p<.05; **p<.01; ***p<.001

Table B.18

Comparison between respondents who took CTE in school and those who did not

	Took CTE?	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n	Mean	SD	ANOVA F-Test
Nebraska students earn high school diplomas without having the knowledge and skills necessary for success in college.	Yes	6.3%	42.8%	11.9%	32.7%	6.3%	269	2.90	1.12	4.754*
	No	3.7%	37.3%	11.2%	39.0%	8.7%	241	3.12	1.12	
Nebraska students earn high school diplomas without having the knowledge and skills necessary for success in the workplace.	Yes	5.5%	43.2%	10.3%	36.5%	4.4%	271	2.91	1.09	5.518*
	No	3.3%	35.8%	10.3%	45.3%	5.3%	243	3.14	1.07	
Nebraska students earn high school diplomas without having developed skills in leadership, teamwork and personal responsibility.	Yes	4.1%	45.0%	12.2%	34.3%	4.4%	271	2.90	1.06	2.106
	No	2.4%	42.3%	10.2%	39.4%	5.7%	246	3.04	1.07	
Our schools do a good job of preparing students for success in the workplace.	Yes	2.2%	24.8%	11.1%	56.7%	5.2%	270	3.38	0.99	0.107
	No	2.4%	23.6%	14.6%	55.3%	4.1%	246	3.35	0.96	
Nebraska schools are adequately preparing students for the Nebraska careers of the future.	Yes	2.3%	23.5%	14.8%	56.1%	3.4%	264	3.35	0.95	0.332
	No	1.7%	23.4%	13.4%	56.5%	5.0%	239	3.40	0.96	
Economic development in your area is directly tied to the type of education local schools provide children.	Yes	2.7%	29.0%	11.5%	51.5%	5.3%	262	3.28	1.03	1.774
	No	.8%	25.3%	11.8%	57.4%	4.6%	237	3.40	0.94	
Helping young people learn how to run their own business is important to Nebraska's economic future.	Yes	0.0%	5.2%	4.4%	68.1%	22.2%	270	4.07	0.69	0.330
	No	0.0%	4.4%	3.6%	68.8%	23.2%	250	4.11	0.66	
CTE is just as important as subjects such as math, English, and social studies.	Yes	0.0%	5.2%	1.5%	65.2%	28.1%	270	4.16	0.69	1.938
	No	0.4%	5.6%	4.0%	66.0%	24.0%	250	4.08	0.73	
Courses should be taught by combining classroom teaching with content about related careers.	Yes	1.1%	2.6%	5.6%	79.3%	11.5%	270	3.97	0.61	0.008
	No	0.8%	5.3%	5.8%	71.2%	16.9%	243	3.98	0.72	
Classes should teach students how to take what they learn and apply it to an entirely new situation.	Yes	0.4%	3.7%	1.8%	66.8%	27.3%	271	4.17	0.67	0.015
	No	0.0%	2.8%	3.6%	66.7%	26.9%	249	4.18	0.62	
Classes should be taught by incorporating hands-on experience.	Yes	0.0%	0.7%	1.8%	58.4%	39.1%	274	4.36	0.56	1.388
	No	0.0%	1.2%	1.6%	63.2%	34.0%	250	4.30	0.56	
High schools and colleges should work together to provide students the opportunity to earn college credit while still in high school.	Yes	0.7%	2.6%	2.6%	58.1%	36.0%	272	4.26	0.70	1.445
	No	0.8%	3.6%	4.0%	59.7%	32.0%	253	4.19	0.76	
	Yes	9.8%	60.2%	12.8%	15.8%	1.5%	266	2.39	0.92	0.491

Table B.18

Comparison between respondents who took CTE in school and those who did not

	Took CTE?	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n	Mean	SD	ANOVA F-Test
CTE courses are easy.	No	6.5%	62.9%	10.8%	19.0%	.9%	232	2.44	0.90	
CTE classes teach students the basic skill necessary for employment.	Yes	0.0%	9.0%	6.0%	76.0%	9.0%	267	3.85	0.70	0.808
	No	0.4%	8.2%	8.6%	77.0%	5.7%	244	3.80	0.68	
CTE classes teach students the skills necessary to start their own business.	Yes	3.1%	33.3%	18.4%	41.0%	4.2%	261	3.10	1.0	9.614**
	No	0.4%	24.1%	17.3%	54.9%	3.4%	237	3.37	0.90	
The greatest job growth in Nebraska will be in areas supported through CTE.	Yes	0.8%	9.1%	13.3%	67.8%	9.1%	264	3.75	0.77	0.033
	No	0.0%	8.9%	16.5%	66.1%	8.5%	236	3.74	0.74	
Students who take CTE classes are better prepared for employment than students who do not take CTE classes.	Yes	0.4%	9.5%	12.5%	63.5%	14.1%	263	3.81	0.81	0.267
	No	0.0%	10.2%	10.2%	63.8%	15.7%	235	3.85	0.81	
CTE tends to focus on students who probably won't go to college.	Yes	4.1%	43.2%	10.9%	38.0%	3.8%	266	2.94	1.06	6.244*
	No	2.5%	35.0%	9.5%	49.0%	4.1%	243	3.17	1.04	
Students in CTE programs are as respected as students who take more traditional classes.	Yes	2.7%	37.9%	12.5%	45.7%	1.2%	256	3.05	1.00	2.629
	No	1.2%	33.2%	14.1%	48.1%	3.3%	241	3.19	0.98	
The content of CTE classes keeps up with changes in careers and technology.	Yes	0.4%	11.1%	18.9%	67.9%	1.6%	243	3.59	0.72	0.334
	No	0.5%	13.2%	19.2%	64.8%	2.3%	219	3.55	0.77	
CTE classes engage students and get them excited about learning.	Yes	0.4%	3.8%	14.4%	77.7%	3.8%	264	3.81	0.58	1.086
	No	0.4%	5.8%	9.9%	74.9%	9.1%	243	3.86	0.66	
CTE classes stress academic achievement as much as they do technical skills.	Yes	0.0%	13.9%	13.1%	69.4%	3.6%	252	3.62	0.77	5.330*
	No	1.3%	18.9%	15.9%	60.9%	3.0%	233	3.45	0.88	
Schools should work with local employers to stay in touch with what skills are needed in the workplace.	Yes	0.0%	2.9%	1.1%	63.0%	33.0%	273	4.26	0.63	0.971
	No	0.4%	1.2%	.4%	62.8%	35.2%	253	4.31	0.59	
Local employers should be involved in the development of CTE courses offered at our schools.	Yes	0.4%	4.8%	4.0%	66.2%	24.6%	272	4.10	0.71	0.730
	No	0.4%	3.6%	6.0%	70.8%	19.2%	250	4.05	0.66	
Local employers should partner with schools by providing real world education and training experiences for students.	Yes	0.0%	3.7%	1.8%	67.6%	26.8%	272	4.18	0.64	0.389
	No	0.0%	3.2%	2.0%	72.2%	22.6%	252	4.14	0.59	

#p<.1; *p<.05; **p<.01; ***p<.001

Table B.19

Comparison between those who were members of a Career Student Organization (CSO) in school and those who were not

	Member of CSO?	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n	Mean	SD	ANOVA F-Test
Nebraska students earn high school diplomas without having the knowledge and skills necessary for success in college.	Yes	5.5%	41.1%	15.1%	29.5%	8.9%	146	2.95	1.13	0.466
	No	4.9%	39.7%	10.0%	38.6%	6.8%	370	3.03	1.12	
Nebraska students earn high school diplomas without having the knowledge and skills necessary for success in the workplace.	Yes	4.8%	42.5%	11.6%	35.6%	5.5%	146	2.95	1.09	1.048
	No	4.3%	38.2%	9.9%	43.0%	4.5%	374	3.05	1.08	
Nebraska students earn high school diplomas without having developed skills in leadership, teamwork and personal responsibility	Yes	4.8%	46.9%	10.9%	32.7%	4.8%	147	2.86	1.08	2.127
	No	2.7%	42.3%	11.7%	38.3%	5.1%	376	3.01	1.06	
Our schools do a good job of preparing students for success in the workplace.	Yes	3.4%	24.7%	13.0%	52.1%	6.8%	146	3.34	1.03	0.066
	No	2.1%	23.7%	13.3%	57.2%	3.7%	376	3.37	0.95	
Nebraska schools are adequately preparing students for the Nebraska careers of the future.	Yes	2.8%	25.5%	14.5%	53.1%	4.1%	145	3.30	0.99	1.184
	No	1.7%	22.3%	14.0%	57.9%	4.1%	363	3.41	0.93	
Economic development in your area is directly tied to the type of education local schools provide children.	Yes	0.7%	28.5%	12.5%	52.8%	5.6%	144	3.34	0.98	0.001
	No	1.9%	26.6%	11.4%	55.4%	4.7%	361	3.34	0.99	
Helping young people learn how to run their own business is important to Nebraska's economic future.	Yes	--	4.7%	2.0%	68.9%	24.3%	148	4.13	0.66	0.506
	No	--	4.8%	4.8%	68.0%	22.5%	378	4.08	0.68	
CTE is just as important as subjects such as math, English, and social studies.	Yes	0.0%	4.1%	3.4%	60.5%	32.0%	147	4.20	0.69	2.498
	No	0.3%	5.8%	2.4%	67.3%	24.3%	379	4.10	0.72	
Courses should be taught by combining classroom teaching with content about related careers.	Yes	0.7%	4.1%	6.1%	73.0%	16.2%	148	4.00	0.67	0.174
	No	1.1%	3.8%	5.4%	76.3%	13.5%	371	3.97	0.66	
Classes should teach students how to take what they learn and apply it to an entirely new situation.	Yes	0.0%	3.4%	3.4%	61.6%	31.5%	146	4.21	0.67	0.81
	No	0.3%	3.4%	2.4%	68.4%	25.5%	380	4.16	0.65	
Classes should be taught by incorporating hands-on experience.	Yes	--	0.7%	0.0%	54.7%	44.6%	148	4.43	0.54	6.414*
	No	--	1.0%	2.4%	62.6%	34.0%	382	4.30	0.56	
High schools and colleges should work together to	Yes	2.0%	2.7%	3.4%	53.1%	38.8%	147	4.24	0.81	0.077

Table B.19

Comparison between those who were members of a Career Student Organization (CSO) in school and those who were not

	Member of CSO?	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n	Mean	SD	ANOVA F-Test
provide students the opportunity to earn college credit while still in high school.	No	0.3%	3.1%	3.4%	60.9%	32.3%	384	4.22	0.68	
CTE courses are easy.	Yes	7.7%	60.8%	11.2%	19.6%	0.7%	143	2.45	0.92	0.113
	No	8.3%	61.3%	12.4%	16.3%	1.7%	362	2.42	0.91	
CTE classes teach students the basic skill necessary for employment.	Yes	0.0%	9.1%	7.0%	74.1%	9.8%	143	3.85	0.72	0.323
	No	0.3%	8.8%	7.5%	76.7%	6.7%	373	3.81	0.70	
CTE classes teach students the skills necessary to start their own business.	Yes	2.8%	31.7%	15.9%	44.1%	5.5%	145	3.18	1.03	0.474
	No	1.7%	27.3%	18.9%	49.0%	3.1%	359	3.25	0.95	
The greatest job growth in Nebraska will be in areas supported through CTE.	Yes	0.7%	9.5%	10.9%	66.7%	12.2%	147	3.80	0.80	1.059
	No	0.3%	8.6%	16.4%	67.4%	7.2%	359	3.73	0.73	
Students who take CTE classes are better prepared for employment than students who do not take CTE classes.	Yes	0.0%	10.4%	9.7%	60.4%	19.4%	144	3.89	0.84	1.252
	No	0.3%	9.7%	12.5%	64.7%	12.8%	360	3.80	0.79	
CTE tends to focus on students who probably won't go to college.	Yes	6.3%	40.6%	12.6%	34.3%	6.3%	143	2.94	1.12	2.217
	No	2.2%	39.0%	9.4%	46.5%	3.0%	372	3.09	1.03	
Students in CTE programs are as respected as students who take more traditional classes.	Yes	2.9%	36.7%	11.5%	47.5%	1.4%	139	3.08	1.01	0.285
	No	1.6%	35.2%	14.0%	46.7%	2.5%	364	3.13	0.98	
The content of CTE classes keeps up with changes in careers and technology.	Yes	0.8%	12.9%	14.4%	71.2%	0.8%	132	3.58	0.75	0.024
	No	0.3%	11.6%	21.1%	64.6%	2.4%	336	3.57	0.74	
CTE classes engage students and get them excited about learning.	Yes	0.0%	4.2%	13.9%	75.7%	6.3%	144	3.84	0.59	0.068
	No	0.5%	5.1%	11.9%	76.2%	6.2%	370	3.82	0.64	
CTE classes stress academic achievement as much as they do technical skills.	Yes	0.0%	14.8%	15.6%	65.2%	4.4%	135	3.59	0.79	0.581
	No	0.8%	16.5%	14.3%	65.5%	2.8%	357	3.53	0.83	
Schools should work with local employers to stay in touch with what skills are needed in the workplace.	Yes	0.0%	0.0%	1.4%	60.1%	38.5%	148	4.37	0.51	3.779*
	No	0.3%	2.9%	0.5%	63.5%	32.8%	384	4.26	0.64	
Local employers should be involved in the development of CTE courses offered at our schools.	Yes	0.0%	4.1%	3.4%	63.4%	29.0%	145	4.17	0.68	3.869*
	No	0.5%	4.2%	5.5%	70.2%	19.6%	383	4.04	0.68	

Table B.19

Comparison between those who were members of a Career Student Organization (CSO) in school and those who were not

	Member of CSO?	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n	Mean	SD	ANOVA F-Test
Local employers should partner with schools by providing real world education and training experiences for students.	Yes	--	1.4%	1.4%	66.4%	30.8%	146	4.27	0.55	6.152*
	No	--	4.2%	2.1%	71.4%	22.4%	384	4.12	0.63	
Nebraska schools do a good job of informing me of the career choices available to my child/ren	Yes	0.0%	35.3%	19.6%	43.1%	2.0%	51	3.12	0.93	0.463
	No	4.1%	36.7%	18.4%	36.7%	4.1%	98	3.00	1.04	
Nebraska schools do a good job of informing me of the academic requirements for careers	Yes	2.0%	35.3%	25.5%	35.3%	2.0%	51	3.00	0.94	0.408
	No	6.2%	28.9%	16.5%	44.3%	4.1%	97	3.11	1.07	
I am confident that my child/ren are being adequately prepared for the careers of tomorrow	Yes	1.9%	19.2%	13.5%	57.7%	7.7%	52	3.50	0.96	0.111
	No	4.0%	16.2%	7.1%	65.7%	7.1%	99	3.56	0.98	
I want my child/ren to find a career in Nebraska	Yes	--	7.7%	26.9%	51.9%	13.5%	52	3.71	0.80	0.106
	No	--	9.8%	25.5%	52.9%	11.8%	102	3.67	0.81	
I am interested in learning about the career options available to my child/ren	Yes	0.0%	0.0%	1.9%	73.6%	24.5%	53	4.23	0.47	4.619*
	No	1.0%	6.8%	6.8%	65.0%	20.4%	103	3.97	0.80	
I feel well informed regarding the career options available to my child/ren	Yes	3.8%	18.9%	15.1%	56.6%	5.7%	53	3.42	0.99	2.74
	No	2.0%	33.3%	20.2%	38.4%	6.1%	99	3.13	1.02	

#p<.1; *p<.05; **p<.01; ***p<.001

Table B.20

Comparison between male and female respondents

	Gender	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n	Mean	SD	ANOVA F-Test
Nebraska students earn high school diplomas without having the knowledge and skills necessary for success in college.	Male	1.8%	43.4%	12.3%	37.0%	5.5%	219	3.01	1.05	0.000
	Female	7.4%	37.6%	10.7%	35.2%	9.1%	298	3.01	1.18	
Nebraska students earn high school diplomas without having the knowledge and skills necessary for success in the workplace.	Male	2.7%	39.6%	11.3%	42.3%	4.1%	222	3.05	1.05	0.242
	Female	5.7%	39.1%	9.7%	39.8%	5.7%	299	3.01	1.12	
Nebraska students earn high school diplomas without having developed skills in leadership, teamwork and personal responsibility	Male	2.8%	41.7%	12.8%	38.5%	4.1%	218	3.00	1.04	0.220
	Female	3.6%	44.8%	10.5%	35.3%	5.9%	306	2.95	1.09	
Our schools do a good job of preparing students for success in the workplace.	Male	2.3%	21.8%	14.1%	58.6%	3.2%	220	3.39	0.94	0.330
	Female	2.6%	25.7%	12.5%	53.5%	5.6%	303	3.34	1.01	
Nebraska schools are adequately preparing students for the Nebraska careers of the future.	Male	2.8%	19.9%	15.3%	59.7%	2.3%	216	3.39	0.92	0.101
	Female	1.4%	25.9%	13.3%	53.9%	5.5%	293	3.36	0.97	
Economic development in your area is directly tied to the type of education local schools provide children.	Male	3.2%	25.9%	13.9%	53.7%	3.2%	216	3.28	0.99	1.404
	Female	0.7%	27.9%	10.0%	55.2%	6.2%	290	3.38	0.98	
Helping young people learn how to run their own business is important to Nebraska's economic future.	Male	0.0%	5.8%	2.7%	67.0%	24.6%	224	4.10	0.70	0.052
	Female	0.0%	4.0%	5.0%	69.3%	21.8%	303	4.09	0.65	
CTE is just as important as subjects such as math, English, and social studies.	Male	0.5%	5.9%	3.6%	61.7%	28.4%	222	4.12	0.76	0.050
	Female	0.0%	4.9%	2.0%	68.2%	24.9%	305	4.13	0.67	
Courses should be taught by combining classroom teaching with content about related careers.	Male	0.5%	4.6%	5.0%	75.3%	14.6%	219	3.99	0.65	0.088
	Female	1.3%	3.3%	6.0%	75.4%	14.0%	301	3.97	0.67	
Classes should teach students how to take what they learn and apply it to an entirely new situation.	Male	0.0%	1.4%	3.2%	70.7%	24.8%	222	4.19	0.55	0.307
	Female	0.2%	3.4%	2.7%	66.6%	27.1%	305	4.16	0.72	
Classes should be taught by incorporating hands-on experience.	Male	0.0%	0.9%	3.1%	59.6%	36.3%	223	4.31	0.58	0.463
	Female	0.0%	1.0%	.6%	61.0%	37.3%	308	4.35	0.55	
High schools and colleges should work together to provide students the opportunity to earn college credit while still in high school.	Male	0.4%	3.6%	3.6%	61.6%	30.8%	224	4.19	0.70	0.988
	Female	1.0%	2.6%	3.2%	56.8%	36.4%	308	4.25	0.73	
	Male	5.6%	57.5%	15.0%	19.6%	2.3%	214	2.56	0.95	7.643**

Table B.20

Comparison between male and female respondents

	Gender	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n	Mean	SD	ANOVA F-Test
CTE courses are easy.	Female	10.0%	63.9%	10.0%	15.5%	.7%	291	2.33	0.88	
CTE classes teach students the basic skill necessary for employment.	Male	0.0%	9.5%	9.5%	74.5%	6.4%	220	3.78	0.70	1.308
	Female	0.3%	8.4%	5.7%	77.1%	8.4%	297	3.85	0.70	
CTE classes teach students the skills necessary to start their own business.	Male	3.2%	31.8%	16.6%	45.2%	3.2%	217	3.13	1.01	3.479#
	Female	1.0%	26.1%	19.2%	49.5%	4.2%	287	3.30	0.94	
The greatest job growth in Nebraska will be in areas supported through CTE.	Male	0.0%	7.7%	12.7%	71.5%	8.1%	221	3.80	0.69	.04652
	Female	0.7%	9.8%	16.4%	64.0%	9.1%	286	3.71	0.79	
Students who take CTE classes are better prepared for employment than students who do not take CTE classes.	Male	0.0%	8.8%	9.2%	65.9%	16.1%	217	3.89	0.77	2.745#
	Female	0.3%	10.8%	13.5%	61.8%	13.5%	288	3.77	0.83	
CTE tends to focus on students who probably won't go to college.	Male	4.1%	28.3%	16.0%	47.5%	4.1%	219	3.19	1.03	7.307
	Female	2.7%	47.8%	6.1%	39.7%	3.7%	297	2.94	1.06	
Students in CTE programs are as respected as students who take more traditional classes.	Male	1.9%	35.8%	13.5%	46.5%	2.3%	215	3.12	0.99	0.003
	Female	2.1%	35.3%	13.1%	47.4%	2.1%	289	3.12	0.99	
The content of CTE classes keeps up with changes in careers and technology.	Male	0.5%	12.4%	18.3%	68.3%	0.5%	202	3.56	0.73	0.153
	Female	0.4%	11.7%	19.9%	65.0%	3.0%	266	3.59	0.75	
CTE classes engage students and get them excited about learning.	Male	0.5%	7.2%	12.7%	74.7%	5.0%	221	3.76	0.67	4.131*
	Female	0.3%	3.1%	12.3%	77.1%	7.2%	293	3.88	0.58	
CTE classes stress academic achievement as much as they do technical skills.	Male	0.5%	20.1%	14.8%	62.2%	2.4%	209	3.46	0.85	4.159*
	Female	0.7%	13.1%	14.5%	67.8%	3.9%	283	3.61	0.79	
Schools should work with local employers to stay in touch with what skills are needed in the workplace.	Male	0.4%	3.1%	1.8%	60.5%	34.1%	223	4.25	0.68	1.869
	Female	0.0%	1.3%	0.0%	64.2%	34.5%	310	4.32	0.54	
Local employers should be involved in the development of CTE courses offered at our schools.	Male	0.9%	5.0%	3.2%	64.4%	26.6%	222	4.11	0.75	0.769
	Female	0.0%	3.6%	6.2%	71.3%	18.9%	307	4.06	0.63	
Local employers should partner with schools by providing real world education and training experiences for students.	Male	0.0%	4.9%	1.3%	66.5%	27.2%	224	4.16	0.68	0.000
	Female	0.0%	3.4%	1.9%	70.1%	24.7%	307	4.16	0.56	
Nebraska schools do a good	Male	4.6%	41.5%	16.9%	33.8%	3.1%	65	2.89	1.03	2.555

Table B.20

Comparison between male and female respondents

	Gender	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n	Mean	SD	ANOVA F-Test
job of informing me of the career choices available to my child/ren	Female	1.2%	32.1%	20.2%	42.9%	3.6%	84	3.15	0.96	
Nebraska schools do a good job of informing me of the academic requirements for careers	Male	6.3%	35.9%	20.3%	34.4%	3.1%	64	2.92	1.04	2.525
	Female	3.6%	27.4%	19.0%	46.4%	3.6%	84	3.19	1.00	
I am confident that my child/ren are being adequately prepared for the careers of tomorrow	Male	4.5%	24.2%	13.6%	51.5%	6.1%	66	3.30	1.05	7.041**
	Female	2.4%	11.8%	5.9%	71.8%	8.2%	85	3.72	0.87	
I want my child/ren to find a career in Nebraska	Male	--	10.4%	29.9%	53.7%	6.0%	67	3.55	0.76	3.107*
	Female	--	8.0%	23.0%	51.7%	17.2%	87	3.78	0.83	
I am interested in learning about the career options available to my child/ren	Male	0.0%	6.0%	9.0%	67.2%	17.9%	67	3.97	0.72	1.787
	Female	1.1%	3.4%	2.2%	68.5%	24.7%	89	4.12	0.70	
I feel well informed regarding the career options available to my child/ren	Male	3.1%	35.4%	15.4%	41.5%	4.6%	65	3.09	1.04	2.122
	Female	2.3%	23.0%	20.7%	47.1%	6.9%	87	3.33	0.98	

#p<.1; *p<.05; **p<.01; ***p<.001

Comparisons between Educators and Consumers

PERCEPTIONS OF CTE COURSES

Table B.21

CTE courses are easy.*

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Educators	2.2%	31.7%	27.8%	33.6%	4.6%	996
Public	8.1%	61.2%	12.1%	17.2%	1.4%	505

* Educators were asked to agree or disagree that: “CTE courses are generally considered to be easy.”

Table B.22

CTE classes teach students the basic skills necessary for employment.*

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Educators	.4%	3.7%	13.7%	64.4%	17.8%	993
Public	.2%	8.9%	7.4%	76.0%	7.5%	517

* Educators were asked to agree or disagree that: “CTE classes teach students basic employability skills.”

Table B.23

CTE classes teach students the skills necessary to start their own business.*

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Educators	.4%	6.4%	24.3%	57.3%	11.6%	988
Public	2.0%	26.9%	18.1%	47.6%	3.8%	504

* Educators were asked to agree or disagree that: “CTE classes teach students entrepreneurial skills.”

Table B.24

The greatest job growth in Nebraska will be in areas supported through CTE.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Educators	.5%	3.6%	28.2%	48.5%	19.2%	998
Public	.4%	8.9%	14.8%	67.3%	8.7%	507

Table B.25

Students who take CTE classes are better prepared for employment than students who do not take CTE classes.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Educators	.5%	12.7%	24.9%	44.7%	17.3%	996
Public	.2%	9.9%	11.7%	63.6%	14.7%	505

Table B.26

CTE tends to focus on students who probably won't go to college.*

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Educators	8.0%	39.5%	21.5%	28.6%	2.3%	994
Public	3.3%	39.5%	10.3%	43.0%	3.9%	516

* Educators were asked to agree or disagree that: "CTE tends to focus on students who are not academically suited for college."

Table B.27

Students in CTE programs are as respected as students who take more traditional classes.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Educators	4.4%	33.0%	25.1%	32.9%	4.6%	997
Public	2.0%	35.5%	13.3%	47.0%	2.2%	504

* Educators were asked to agree or disagree that: “Students in CTE programs are as respected as students on a traditional academic track.”

Table B.28

The content of CTE classes keeps up with changes in careers and technology.*

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Educators	11.4%	45.7%	22.9%	17.5%	2.5%	993
Public**	.4%	12.0%	19.2%	66.5%	1.9%	468

* Educators were asked to agree or disagree that: “The content and delivery of CTE courses has not changed much over the past five years.”

Table B.29

CTE classes engage students and get them excited about learning.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Educators	.0%	3.8%	20.8%	57.0%	18.3%	994
Public	.4%	4.9%	12.5%	76.1%	6.2%	514

Table B.30

CTE classes stress academic achievement as much as they do technical skills.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Educators	.4%	10.1%	19.5%	55.2%	14.8%	993
Public	.6%	16.1%	14.6%	65.4%	3.3%	492

CAREER AWARENESS AND EXPLORATION

Table B.31 (Educators)

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Middle school students should be offered classes for a specific career area.	5.7%	37.3%	28.3%	24.0%	4.6%	992
High school students should be offered classes for a specific career area.	1.0%	7.8%	15.5%	55.2%	20.5%	997
Career awareness should begin with elementary school students.	2.8%	16.1%	14.8%	48.7%	17.5%	998
Career exploration should begin with middle school or junior high students.	1.3%	6.1%	5.7%	56.2%	30.7%	995

Table B.32 (Public)

	Elementary School	Middle School	High School	n
At which level of education should students begin learning about the types of careers available to them?	24.1%	53.4%	22.2%	467
At which level of education should students begin to have opportunities for work-based learning experiences such as job shadowing or internships?	3.0%	30.1%	66.2%	465

Table B.33

High schools and colleges should work together to provide students the opportunity to earn college credit while still in high school.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Educators	1.5%	2.5%	7.3%	49.0%	39.6%	997
Public	.8%	3.0%	3.4%	58.8%	34.0%	532

THE DELIVERY OF COURSES

Table B.34

Courses should be taught by combining classroom teaching with content about related careers.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Educators	.1%	.9%	7.8%	68.0%	23.2%	992
Public	1.0%	3.8%	5.6%	75.4%	14.2%	520

Table B.35

Classes should teach students how to take what they learn and apply it to an entirely new situation.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Educators	.0%	.4%	3.2%	61.2%	35.2%	997
Public	.2%	3.4%	2.7%	66.6%	27.1%	527

Table B.36

Classes should be taught by incorporating hands-on experience.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Educators	.1%	.3%	2.6%	54.9%	42.1%	996
Public	.0%	.9%	1.7%	60.5%	36.9%	531

DEVELOPMENT OF COURSE CONTENT

Table B.37 (Educators)

The overall content of a course should be developed based on:						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
The technical, academic and work skills required in the work place.	.3%	3.8%	13.8%	60.4%	21.7%	993
The academic standards and graduation requirements of a school district.	1.4%	12.5%	20.0%	54.4%	11.7%	992
The entrance requirements of Nebraska colleges and universities.	3.0%	21.9%	30.2%	38.9%	6.0%	997

Table B.38 (Public)

What is the most important consideration when schools develop courses?		
	Percent	n
Skills needed in the workplace.	49.7%	261
College entrance requirements.	31.4%	165
High school graduation requirements.	18.9%	99
Total	100.0%	525

A ROLE FOR LOCAL EMPLOYERS

Table B.39 (Educators)

Local businesses should partner with our schools by:						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Assessing emerging occupations and employer needs.	.1%	1.2%	10.4%	72.0%	16.2%	991
Setting specifications for the curriculum.	3.8%	26.8%	31.7%	33.4%	4.2%	991
Validating course content.	1.9%	11.5%	19.4%	55.5%	11.7%	990
Assessing program quality.	1.5%	14.5%	22.8%	52.5%	8.7%	992
Providing unique education and training experiences for students.	.1%	1.4%	6.6%	71.3%	20.6%	995
Mentoring and supporting students.	.0%	1.0%	5.9%	69.8%	23.3%	993

Table B.40 (Public)

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Schools should work with local employers to stay in touch with what skills are needed in the workplace.	.2%	2.1%	.8%	62.7 %	34.3%	533
Local employers should be involved in the development of CTE courses offered at our schools.	.4%	4.2%	4.9%	68.4%	22.1%	529
Local employers should partner with schools by providing real world education and training experiences for students.	.0%	3.4%	1.9%	70.1%	24.7%	531

PERCEPTIONS OF SKILLS OBTAINED BY HIGH SCHOOL GRADUATES IN NEBRASKA

Table B.41

Nebraska students earn high school diplomas without having the knowledge and skills necessary for success in college.*

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Educators	11.4%	52.6%	14.8%	18.8%	2.3%	998
Public	5.0%	40.0%	11.4%	36.0%	7.5%	517

* Educators were asked to agree or disagree that: "Nebraska students earn high school diplomas without having the knowledge and skills necessary for success in college *and* the workplace."

Table B.42

Nebraska students earn high school diplomas without having the knowledge and skills necessary for success in the workplace.*

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Educators	11.4%	52.6%	14.8%	18.8%	2.3%	998
Public	4.4**%**	39.3**%**	10.4**%**	40.9**%**	5.0%	521

* Educators were asked to agree or disagree that: "Nebraska students earn high school diplomas without having the knowledge and skills necessary for success in college *and* the workplace."

Table B.43

In general, Nebraska students earn high school diplomas without having developed skills in leadership, teamwork and personal responsibility.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	n
Educators	8.7%	45.0%	14.3%	28.5%	3.5%	996
Public	3.2%	43.5%	11.5%	36.3%	5.2%	524

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