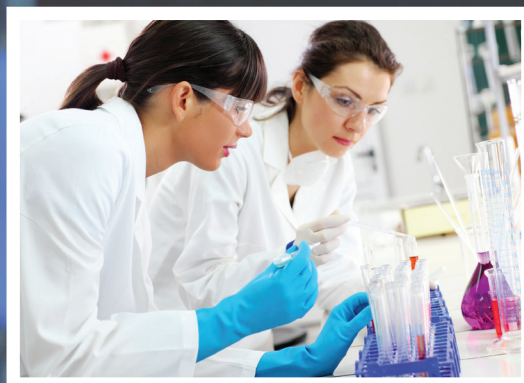


## Association for Career and Technical Education

### CTE Works! 2013 Results from a National Survey



myCollegeOptions®



# ASSOCIATION FOR CAREER AND TECHNICAL EDUCATION

This research brief was created through a joint effort between My College Options® and the Association for Career and Technical Education (ACTE) to examine the state of Career and Technical Education (CTE) in our nation’s high schools. Students and educators were asked to share their attitudes and opinions on CTE, their experiences in the CTE classroom, and their future plans regarding CTE courses and programs.

ACTE is the largest national education association dedicated to the advancement of education that prepares youth and adults for careers. ACTE’s core purpose is to provide leadership in developing an educated, prepared, adaptable and competitive workforce. To that end, ACTE is committed to enhancing the job performance and satisfaction of its members; to increasing public awareness and appreciation for career and technical programs; and to assuring growth in local, state and federal funding for these programs by communicating and working with legislators and government leaders.

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# CAREER SKILLS & COLLEGE PLANS

## Student Findings:

**45%** of students taking CTE courses say they are provided with the chance to work as a team and interact with employers and community leaders.

**2/3** of CTE students believe they are learning skills to help them get jobs in the future.

**1/2** of students in CTE courses are planning to pursue careers related to the CTE areas they are studying, particularly in Engineering.

**45%** of CTE students who are planning to attend college within a year of high school graduation will also be entering the workforce, which can help defray the costs of postsecondary education.

## CTE STUDENTS BENEFIT FROM DEVELOPING COLLEGE- AND CAREER-READY SKILLS AND PLAN TO PURSUE POSTSECONDARY EDUCATION.

Students were asked to identify the benefits and opportunities provided by their CTE classes, and they indicated a variety of benefits, including job skills and teamwork and leadership opportunities. Students were also asked whether they are planning to pursue a career related to the Career and Technical Education areas that they are currently studying in high school, and many students responded positively. While the majority of students plan to attend college within one year of graduation, nearly half of students also plan to enter the workforce.

## STUDENTS ARE LEARNING VALUABLE CAREER SKILLS FOR THE FUTURE

CTE provides me with:

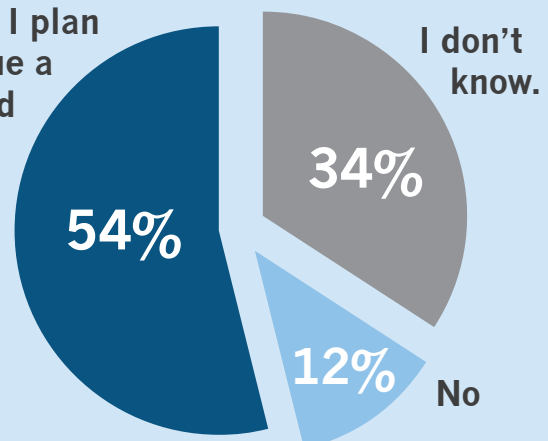
Skills to help me get a job in the future **66%**

**45%** Real-world examples that help in my academic classes

**34%** The opportunity to be creative and innovative

The opportunity to be a leader **32%**

Yes, I plan to pursue a career related to a CTE area I am studying.



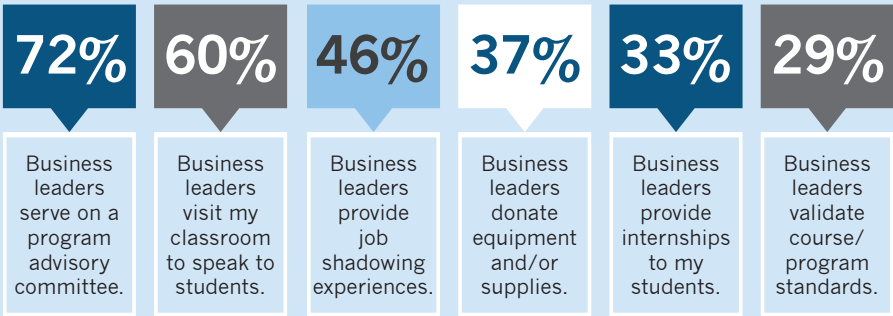


# ALIGNMENT WITH BUSINESS & INDUSTRY

## CTE PROGRAMS FACILITATE EDUCATION AND BUSINESS WORKING TOGETHER TO EQUIP STUDENTS WITH SKILLS FOR CAREER SUCCESS.

When asked how they work with business/industry leaders in their CTE programs, nearly three-quarters of educators report that business leaders serve on program advisory committees, and many educators say they visit classrooms to speak to students. Nearly all educators report at least partially integrating CTE programming with core subject courses, with one-third of educators indicating formal, school-wide integration of CTE and core subjects.

## CTE EDUCATORS WORK WITH BUSINESS/INDUSTRY LEADERS IN MANY DIFFERENT WAYS



## Educator Findings:

**3/4** of CTE educators say business and industry leaders serve on program advisory committees, 60% say they visit CTE classrooms, and 29% say they validate course/program standards.

**46%** of CTE educators say business and industry leaders provide their students with job shadowing experiences, and 33% say they provide internships.

**95%** of educators report integrating CTE with core courses, providing the technical, academic, and employability skills that employers need.



# MOTIVATION & ACHIEVEMENT IN HIGH-SKILL FIELDS

## Student Findings:

**2/3** of students say the #1 motivation for taking CTE courses is to help them prepare for their lives after high school.

**1/2** of students say they are taking CTE courses to learn new skills, and one-third say they are taking CTE to improve their existing skills.

**85%** of CTE students report having an "A" or "B" grade point average, and high achieving students are more likely to say that CTE has helped them a great deal in other courses.

**S**tudents interested in Science majors/careers are significantly more likely to say CTE courses provide them with higher levels of reading and writing skills.

**S**tudents interested in Engineering majors/careers are more likely to say CTE provides them with higher levels of mathematics skills.

## CTE STUDENTS ACHIEVE ACADEMICALLY AND ARE MOTIVATED TO PURSUE HIGH-SKILL, HIGH-DEMAND FIELDS.

While some students have many different reasons for studying CTE, most students indicate they are taking CTE courses to prepare for life after high school or to learn new skills. Around one-third of students say they are taking CTE to learn about specific careers, and another third say they want to improve their existing skills. Students particularly see the benefits of CTE in improving not just technical skills but also skills such as reading and writing for use in Science careers and mathematics for use in Engineering careers.

## TOP REASONS FOR TAKING CTE COURSES

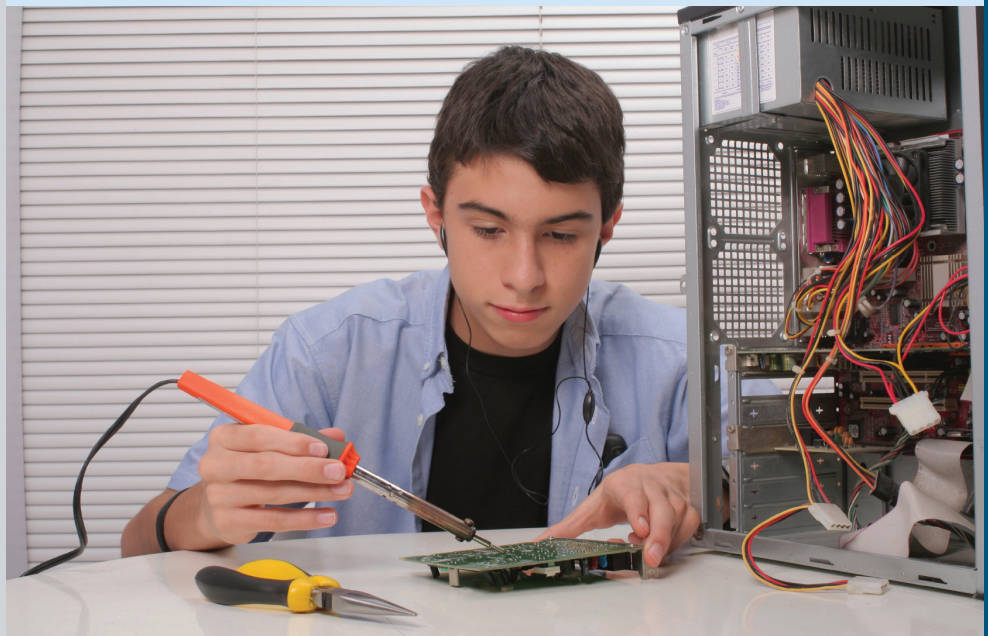
**63% say** To prepare for life after high school

**57% say** To learn new skills

**34% say** To learn more about a specific career

**34% say** To improve existing skills

**30% say** To explore different careers



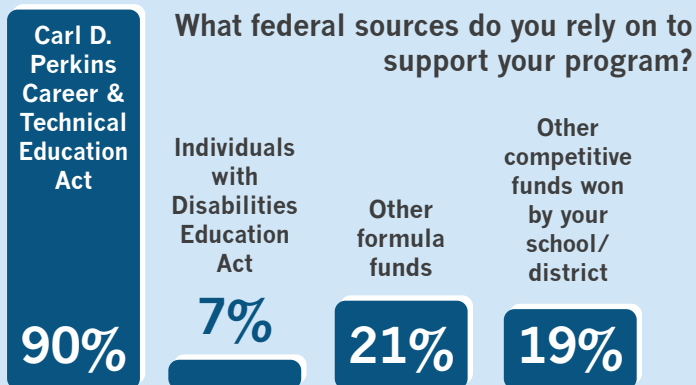


# FUNDING & SUPPORT

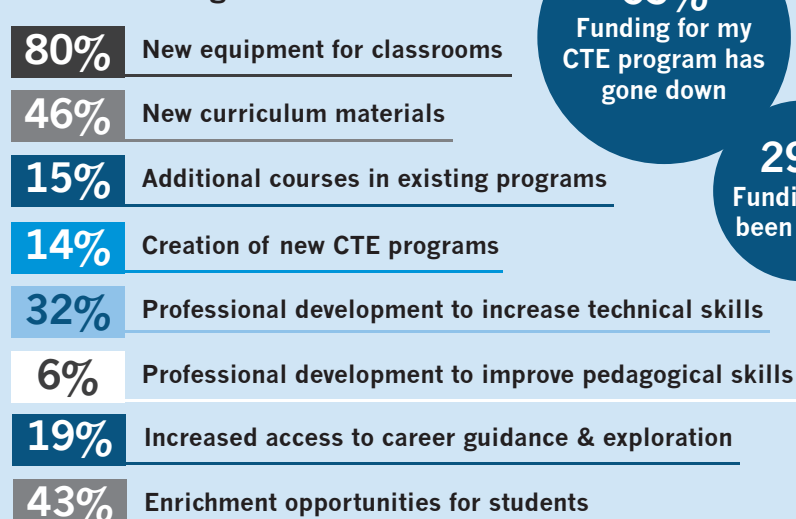
## CTE PROGRAMS ARE VITAL TO AMERICAN ECONOMIC COMPETITIVENESS, YET FUNDING REMAINS A CHALLENGE.

The majority of educators report that they rely on Perkins Act funding for their CTE programs, and nearly two-thirds of educators say that funding for their programs has decreased in recent years. When asked how they would use an increase in federal funding for their programs, most educators indicated they would purchase new equipment for their CTE classrooms which reflects a need to keep current and relevant to workplace needs. New curriculum materials and enrichment opportunities were also high on educators' lists.

## FEDERAL FUNDING IS A CRITICAL ISSUE FOR CAREER & TECHNICAL EDUCATION PROGRAMS



### How would you spend an increase in federal funding for CTE?



**65%** Funding for my CTE program has gone down

**6%** Funding has gone up

**29%** Funding has been stable

## Educator Findings:

**9** out of 10 educators in CTE classrooms rely on the Carl D. Perkins Career & Technical Education Act to support their programs.

**65%** of CTE educators report their funding has decreased in recent years, 29% say it has remained stable, and 6% report an increase.

**80%** of educators say they need an increase in federal funding for new equipment in their CTE classrooms.

**E**ducators in low income high schools are twice as likely to say they need enrichment opportunities for students, career guidance activities, and new CTE programs in their schools.



# RESEARCH METHODOLOGY

The Association for Career and Technical Education research, conducted by NRCCUA, was constructed using the results of paper surveys administered in high schools nationally. The ACTE student survey and educator questionnaire were designed by ACTE and NRCCUA, and administered by NRCCUA. The data analysis and presentation were conducted by NRCCUA. In the fall of 2012, the ACTE survey was mailed to educators across the nation. These educators were asked to distribute the survey to their students, as well as complete an ACTE educator questionnaire.

## Sampling Error

The margin of error and the confidence interval below are a measurement of how well the ACTE survey results represent the entire student community. For example, in theory, one could say that if we performed the survey 100 times, the results for each respondent would fall within the margin of error above or below the percentage reported 99 out of 100 times.

Respondent Group.....	All students
Sample.....	58,179
Estimated Population.....	12,949,193
Margin of Error (MOE-99%).....	+/- 0.53%

## Nonsampling Error

It is possible that question wording and logistical difficulties in conducting surveys can introduce error or bias into the findings, in addition to that caused by non-response and sampling error.

## Demographic Weights

When appropriate, demographic weights were created and applied to the data to reduce the effects of survey sampling and response bias. Weights were calculated for graduation year, ethnicity and state using the high school graduate projections from the Western Interstate Commission for Higher Education (WICHE).

## Sample Demographics

### Students

# of Student Respondents.....58,179

### Gender

Male.....	52.1%
Female.....	47.9%

### Ethnicity

American Indian.....	2.0%
Asian.....	2.9%
African-American.....	13.0%
Hispanic.....	13.5%
Middle Eastern.....	0.4%
White.....	46.1%
Other/Multiracial.....	14.4%
Prefer not to respond.....	7.6%

### Graduation Year

2013.....	28.6%
2014.....	32.9%
2015.....	22.6%
2016.....	15.3%

### Grade Point Average

A.....	30.9%
B.....	53.6%
C.....	14.2%
<C.....	1.3%

### Educators

# of Educator Respondents.....1,014

### Member

ACTE Members.....	48.6%
Non-Members.....	51.4%

### Community

Rural.....	50.1%
Suburban.....	28.9%
Urban.....	21.0%

### School Type

Public.....	99.1%
Private.....	0.9%





## ABOUT MY COLLEGE OPTIONS®

For 40 years, the National Research Center for College & University Admissions™ has been gathering information on student and educator attitudes and interests. Every year, 2.5 million high school students in over 95% of the public and private high schools in the country participate.

NRCCUA® operates the nation's largest college planning program, My College Options, which directly benefits participating students, families and educators by providing them with comprehensive resources on colleges and universities, the college search and admissions processes, financial aid and scholarship programs, and more.

Through our research partnerships, we seek to assist the educational community in every way possible. Our research partners are able to reach millions of students and thousands of educators through our extensive reach and relationships with administrators, educators and students.

Thank you for your support and partnership in connecting our nation's youth with educational opportunities. We hope that the data gathered will be of significant value to your organization. For more information about this report and our research programs, please visit: [www.nrccua.org/research](http://www.nrccua.org/research).

## RESEARCH ADVISORY BOARD

The My College Options Research Advisory Board assists the research efforts of NRCCUA and its partners by periodically reviewing our survey instrument, data collection and reporting methods to increase quality and value, and ensure our findings are aligned with current education research best practices.

Each member of the Board offers a unique perspective on educational issues, including college access for underrepresented students and minority programs, national education leadership and higher education administration, and the development of human service policy initiatives.

Dr. Nicole Francis  
President & CEO  
Visionary Policy Institute

Dr. Steven M. LaNasa  
President  
Donnelly College

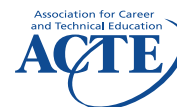
James M. Rubillo  
Former Executive Director  
National Council of Teachers  
of Mathematics



# Career and Technical Planning Profile

ALL ITEMS IN BOX ARE REQUIRED FOR PROCESSING.

PLEASE PRINT CLEARLY WITH A NO. 2 PENCIL OR BLACK OR BLUE INK ONLY! COMPLETELY FILL IN CIRCLES.



First Name											Last Name																			
Home Address																														
City																State						Zip								
Preferred Email																														

Your High School Name																																							
Birth Date										Gender					High School Graduation Year										What is your grade average?										Scale:				
month      day      year										<input type="radio"/> Male <input type="radio"/> Female					<input type="radio"/> 2013 <input type="radio"/> 2015 <input type="radio"/> 2017 <input type="radio"/> 2014 <input type="radio"/> 2016 <input type="radio"/> 2018										<input type="radio"/> A+ <input type="radio"/> B+ <input type="radio"/> C+ <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> A- <input type="radio"/> B- <input type="radio"/> Lower than C										A=4, B=3, C=2, D=1, Failing=0				

Home Phone (      )											Cell Phone (      )										
Parent First Name											Parent Last Name										

## YOUR ACTIVITIES AND POST-SECONDARY PLANS

- What are your college/career plans within one year after graduation? (Darken as many as apply)**  
A. ☐ Go on to a 4-year college or university    C. ☐ Go on to a technical/career college    E. ☐ Enter the workforce (I have secured a job.)    G. ☐ Enter the military  
B. ☐ Go on to a community college    D. ☐ Pursue an apprenticeship    F. ☐ Enter the workforce (I will be looking for a job.)    H. ☐ I will not graduate.
- Are you planning to pursue a career related to one of the career and technical areas you are studying? (Darken ONE)**  
A. ☐ Yes    B. ☐ No    C. ☐ I don't know.
- Why are you taking career and technical education courses? (Darken as many as apply)**  
A. ☐ To prepare for life after high school    C. ☐ To improve existing skills    E. ☐ To learn more about a specific career    G. ☐ To fulfill an elective  
B. ☐ To learn new skills    D. ☐ To explore different careers    F. ☐ To better understand my academic classes
- My career and technical education coursework provides me with: (Darken as many as apply)**  
A. ☐ Real-world examples that help me better understand my academic classes    D. ☐ Higher levels of reading and writing skills    H. ☐ The chance to work as part of a team  
B. ☐ Higher levels of math skills    E. ☐ The opportunity to be creative and innovative    I. ☐ The opportunity to interact with employers and community leaders  
C. ☐ Higher levels of science skills    F. ☐ The ability to look at and solve complicated problems    J. ☐ Skills to help me get a job in the future  
G. ☐ The opportunity to be a leader
- If costs were not a factor, which categories of college would you like to attend? (Darken as many as apply)**  
A. ☐ Private College/University    B. ☐ State College/University    C. ☐ Community/Junior College    D. ☐ Vocational/Technical School
- Specialized schools and colleges offer degree programs in selected professional areas. Which categories of college would you like to attend? (Darken up to THREE)**  
A. ☐ Architectural College    G. ☐ College of Education    M. ☐ College of Mathematics    R. ☐ School of Psychology/Sociology  
B. ☐ Art/Design College    H. ☐ Engineering College    N. ☐ Medical School    S. ☐ College of Science  
C. ☐ Bible College    I. ☐ School of Forestry/Environmental Studies    O. ☐ Military Academy/College    T. ☐ Institute of Technology  
D. ☐ School of Business    J. ☐ General/Liberal Arts College    P. ☐ Music College/Conservatory    U. ☐ Theatre Arts College  
E. ☐ School of Communications    K. ☐ School of Journalism    Q. ☐ Nursing College    V. ☐ Other/Undecided  
F. ☐ Culinary School    L. ☐ Law School
- Have either of your parents attended college?** A. ☐ Yes    B. ☐ No
- Please identify the types of high school courses you are currently taking. (Darken as many as apply)**  
A. ☐ Advanced Placement (AP)    C. ☐ Honors Programs    E. ☐ Other Advanced Programs    G. ☐ General College Prep  
B. ☐ International Baccalaureate (IB)    D. ☐ Gifted/Accelerated Programs    F. ☐ College-Credit Courses    H. ☐ Vocational
- Which of the following VARSITY SPORTS are you most likely to participate in while attending college? (Darken as many as apply)**  
A. ☐ Baseball    E. ☐ Crew/Rowing    I. ☐ Football    M. ☐ Ice Hockey    Q. ☐ Softball    U. ☐ Volleyball  
B. ☐ Basketball    F. ☐ Cross Country    J. ☐ Golf    N. ☐ Lacrosse    R. ☐ Swimming/Diving    V. ☐ Wrestling  
C. ☐ Bowling    G. ☐ Cycling    K. ☐ Gymnastics    O. ☐ Rodeo    S. ☐ Tennis    W. ☐ Other Athletics  
D. ☐ Cheerleading/Dance Team    H. ☐ Field Hockey    L. ☐ Horsemanship    P. ☐ Soccer    T. ☐ Track & Field
- Which of the following ACTIVITIES are you most likely to participate in while attending college? (Darken as many as apply)**  
A. ☐ Academic/Honors Club    F. ☐ Church/Religious    K. ☐ Fraternity/Sorority    P. ☐ Math/Science Club    U. ☐ Peer Mentoring/Tutoring  
B. ☐ Art/Design    G. ☐ Community Serv/Volunteer    L. ☐ Hunting/Fishing    Q. ☐ Military/ROTC    V. ☐ Student Government  
C. ☐ Band/Orchestra    H. ☐ Debate/Forensics    M. ☐ Intramural/Club Sports    R. ☐ Newspaper/TV/Radio    W. ☐ Study Abroad  
D. ☐ Business/Entrepreneur    I. ☐ Drama/Theatre    N. ☐ Language Club    S. ☐ Outdoor Adventure/Rec    X. ☐ Writing/Publications  
E. ☐ Choir    J. ☐ Environmental Club    O. ☐ Leadership    T. ☐ Outdoor Winter Sports

OVER PLEASE

1. <input type="radio"/> Accounting/Finance	20. <input type="radio"/> Computer/Information Sciences	39. <input type="radio"/> Financial Services	58. <input type="radio"/> Nursing/Health Care
2. <input type="radio"/> Advertising/Marketing	21. <input type="radio"/> Cosmetology	40. <input type="radio"/> Foreign Language	59. <input type="radio"/> Pharmacy
3. <input type="radio"/> Aeronautics/Flight Training	22. <input type="radio"/> Criminal Justice/Law Enforcement	41. <input type="radio"/> Forestry/Conservation	60. <input type="radio"/> Philosophy
4. <input type="radio"/> Aerospace Technology	23. <input type="radio"/> Culinary/Chef	42. <input type="radio"/> Game Design and Developer	61. <input type="radio"/> Photography/Video/Film
5. <input type="radio"/> Agricultural Sciences	24. <input type="radio"/> Dance/Choreography	43. <input type="radio"/> Golf Course Design/Management	62. <input type="radio"/> Physical Education/Recreation
6. <input type="radio"/> Animation/Multimedia	25. <input type="radio"/> Dental Health	44. <input type="radio"/> Graphic Arts/Design	63. <input type="radio"/> Physical Therapy
7. <input type="radio"/> Architecture	26. <input type="radio"/> Drama/Theatre Arts	45. <input type="radio"/> History/Archaeology	64. <input type="radio"/> Physics
8. <input type="radio"/> Art	27. <input type="radio"/> Electronic Technician	46. <input type="radio"/> Hospitality/Resort Management	65. <input type="radio"/> Politics/Government Science
9. <input type="radio"/> Athletics/Coaching	28. <input type="radio"/> Energy Technology	47. <input type="radio"/> HVAC (heating and cooling)	66. <input type="radio"/> Psychology/Psychiatry
10. <input type="radio"/> Aviation/Airline Industry	29. <input type="radio"/> Engineering (Chemical)	48. <input type="radio"/> Interior Design	67. <input type="radio"/> Religion/Ministry/Theology
11. <input type="radio"/> Biology	30. <input type="radio"/> Engineering (Civil)	49. <input type="radio"/> Journalism	68. <input type="radio"/> Science
12. <input type="radio"/> Broadcasting/Radio/TV	31. <input type="radio"/> Engineering (Computer)	50. <input type="radio"/> Lawyer/Legal Services	69. <input type="radio"/> Social Work/Human Services
13. <input type="radio"/> Business	32. <input type="radio"/> Engineering (Electrical/Electronic)	51. <input type="radio"/> Marine Biology	70. <input type="radio"/> Software Developer
14. <input type="radio"/> Business (International)	33. <input type="radio"/> Engineering (General)	52. <input type="radio"/> Massage Therapy	71. <input type="radio"/> Sports Management
15. <input type="radio"/> Business Owner/Entrepreneur	34. <input type="radio"/> Engineering (Mechanical)	53. <input type="radio"/> Mathematics/Statistics	72. <input type="radio"/> Sports Medicine
16. <input type="radio"/> Chemistry	35. <input type="radio"/> English/Writing	54. <input type="radio"/> Medical Physician	73. <input type="radio"/> Teaching/Education
17. <input type="radio"/> Child Care/Development	36. <input type="radio"/> Environmental Studies	55. <input type="radio"/> Medical Technology	74. <input type="radio"/> Travel/Tourism
18. <input type="radio"/> Christian Services/Missionary	37. <input type="radio"/> Equine Studies	56. <input type="radio"/> Military Science	75. <input type="radio"/> Veterinary Medicine
19. <input type="radio"/> Communications/Public Relations	38. <input type="radio"/> Fashion Merchandising	57. <input type="radio"/> Music	76. <input type="radio"/> Undecided/Other

A. ☐ In a big city  
B. ☐ In a mid-sized city or town  
C. ☐ In a small town

D. ☐ Small (under 3,000 students)  
E. ☐ Medium (3,001 to 10,000 students)  
F. ☐ Large (over 10,000 students)

G. ☐ Ethnically diverse  
H. ☐ Ethnically similar  
I. ☐ Historically black  
J. ☐ Tribal

K. ☐ Major sports program  
L. ☐ Dormitories available  
M. ☐ Close to home  
N. ☐ Far from home

A. ☐ Enlist after high school      C. ☐ Military Academy/College      E. ☐ National Guard      G. ☐ No military interest  
B. ☐ College-Based ROTC      D. ☐ Military Reserves      F. ☐ Other military plans

A. ☐ Air Force      B. ☐ Army      C. ☐ Coast Guard      D. ☐ Marines      E. ☐ Navy

A. <input type="radio"/> Adventist	F. <input type="radio"/> Bible	K. <input type="radio"/> Church of God	P. <input type="radio"/> Jewish	U. <input type="radio"/> Nazarene
B. <input type="radio"/> African Methodist Episcopal	G. <input type="radio"/> Catholic	L. <input type="radio"/> Disciples of Christ	Q. <input type="radio"/> L.D.S./Mormon	V. <input type="radio"/> Presbyterian
C. <input type="radio"/> Assemblies of God	H. <input type="radio"/> Charismatic/Pentecostal	M. <input type="radio"/> Episcopal	R. <input type="radio"/> Lutheran	W. <input type="radio"/> Nondenominational
D. <input type="radio"/> Baptist	I. <input type="radio"/> Church of Christ	N. <input type="radio"/> Evangelical	S. <input type="radio"/> Mennonite	X. <input type="radio"/> Other Christian Denomination
E. <input type="radio"/> Baptist (Southern)	J. <input type="radio"/> Church of Christ (United)	O. <input type="radio"/> Friends/Quaker	T. <input type="radio"/> Methodist	Y. <input type="radio"/> None of the above

A. ☐ Conservative: Separate male/female living arrangements. No drinking, smoking, or drugs on or off campus.

B. ☐ Moderate: Observing reasonable limits and avoiding extremes in behavior on or off campus.

C. ☐ Liberal: Observing minimal campus regulations.

A. ☐ American Indian/Alaskan Native  
B. ☐ Asian/Asian-American/Pacific Islander  
C. ☐ Black/African-American  
D. ☐ Latino/Hispanic/Chicano  
E. ☐ Middle Eastern  
F. ☐ White/Caucasian  
G. ☐ Other  
H. ☐ Prefer not to respond

A. ☐ College/Career Information    B. ☐ Financial Aid/Student Loans    C. ☐ Mentoring/Motivational Programs    D. ☐ Study Skills    E. ☐ Test Prep    F. ☐ Tutoring

1.	2.	3.
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Spell out full college name and the abbreviation of the state in which it is located. (Abbreviate the word University-UNIV)

[illegible][illegible]

10



Association for Career and Technical Education

# ACCTE Career & Technical Educator Questionnaire

Complete and return with students' surveys.

## Please send me:

- ☐ Additional planning profiles for my students: \_\_\_\_\_ (number)
- ☐ Information about the Association for Career and Technical Education (ACTE)
- ☐ An emailed copy of my personalized report of student responses for my school
- \*Please provide your email address in the update information section to receive your report.

### Please provide any updates to the information below:

Name: \_\_\_\_\_

Position/Title: \_\_\_\_\_

School: \_\_\_\_\_


Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

School Phone Number: ( ) \_\_\_\_\_

Email: \_\_\_\_\_  
(\*required to receive report)

Estimated school start date in Fall, 2013: \_\_\_\_\_



1144G4D60

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Your responses to these questions will be used for research purposes only. Your contact information will not be associated with your questionnaire in any way. Thank you.

1. This semester I have been assigned to teach the following number of students: (Darken ONE)
- A. ☐ 1-50      B. ☐ 51-100      C. ☐ 101-150      D. ☐ 151+
2. How long have you been teaching? (Darken ONE)
- A. ☐ 0-5 years      C. ☐ 11-15 years      E. ☐ 21-25 years      G. ☐ 31+ years
- B. ☐ 6-10 years      D. ☐ 16-20 years      F. ☐ 26-30 years

3. If your CTE program received an increase in federal funding, how would you choose to spend the money? (Darken top THREE)

- A. ☐ New equipment for CTE classrooms
- B. ☐ New curriculum materials for CTE classrooms
- C. ☐ Additional courses in existing CTE programs
- D. ☐ Creation of new CTE programs in your school
- E. ☐ Professional development to increase your technical skills
- F. ☐ Professional development to improve your pedagogical skills
- G. ☐ Increased access for students to career guidance and exploration activities
- H. ☐ Enrichment opportunities for students (career and technical student organizations, work-based learning activities, development of secondary-postsecondary articulation agreements, etc.)

4. What federal sources do you rely on to support your program? (Darken as many as apply)

- A. ☐ Carl D. Perkins Career and Technical Education Act
- B. ☐ No Child Left Behind (Elementary and Secondary Education Act)
- C. ☐ Individuals with Disabilities Education Act
- D. ☐ Other formula funds
- E. ☐ Other competitive funds won by your school/district

5. How would you rate the support of career and technical education by your school's principal or administrator? (Darken ONE)

- A. ☐ Generally positive      C. ☐ Somewhat negative
- B. ☐ Somewhat positive      D. ☐ Generally negative

6. Are you a member of ACTE? (Darken ONE)

- A. ☐ Yes      B. ☐ No, but I am aware of the organization.      C. ☐ No, I am not aware of the organization.

7. Describe the level of integration between career and technical classes and core subject classes in your school/district. (Darken ONE)

- A. ☐ Systemic/Formal - School-wide integration
- B. ☐ Informal - I include core subject concepts in my class.
- C. ☐ None

8. In what type(s) of career and technical education professional development have you participated in within the last 12 months? (Darken as many as apply)

- A. ☐ Academic and CTE integration
- B. ☐ Analysis and uses of assessments and data
- C. ☐ Course content and knowledge
- D. ☐ CTE linkages to state content standards
- E. ☐ Differentiated instruction/special population
- F. ☐ Education and pedagogical skills
- G. ☐ Improving parental/community involvement
- H. ☐ Non-traditional fields
- I. ☐ Research based effective teaching practices
- J. ☐ Staying current with industry methods and needs

9. How do you work with business and industry leaders in your program? (Darken as many as apply)

- A. ☐ I don't work with them.
- B. ☐ They serve on a program advisory committee.
- C. ☐ They have validated my course/program standards and curriculum.
- D. ☐ They visit my classroom to speak to students.
- E. ☐ They provide job shadowing experiences for my students.
- F. ☐ They provide internships to my students.
- G. ☐ They donate equipment and/or supplies for my program.

10. Has funding specifically for your program changed in recent years? (Darken ONE)

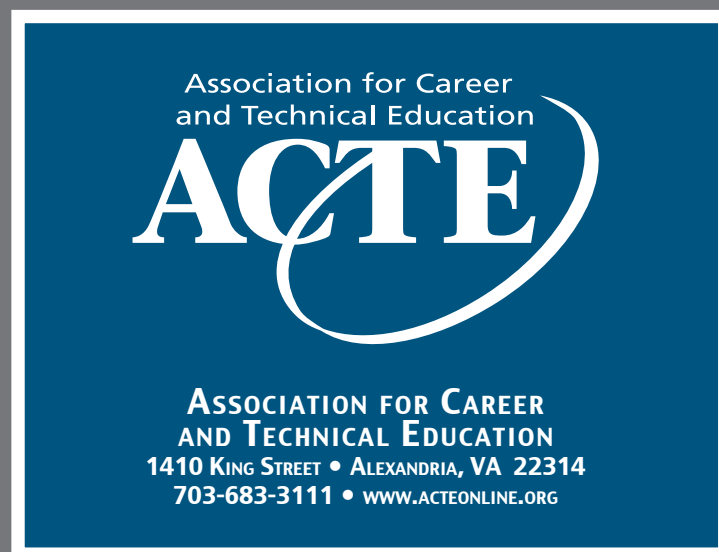
- A. ☐ Yes, it has gone up.      B. ☐ Yes, it has gone down.      C. ☐ No, it has been stable.

11. How would you rate the image of career and technical education at your school? (Darken ONE)

- A. ☐ Generally positive      C. ☐ Somewhat negative
- B. ☐ Somewhat positive      D. ☐ Generally negative

12. How would you rate the equipment and resources available to you in your career and technical education classes? (Darken ONE)

- A. ☐ Very good      B. ☐ Good      C. ☐ Average      D. ☐ Poor      E. ☐ Very poor



## RESEARCH FOR THE FUTURE

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