



Examining the Perceptions of Career and Technical Education in Nebraska

Nebraska Educators Summary | January 2010

INTRODUCTION

This summary contains survey results regarding the perceptions of Nebraska Educators toward Career and Technical Education (CTE) in the state. The purpose of the survey is to inform the upcoming CTE standards revisions process in Nebraska, as the results provide a snapshot of the perceptions of CTE in Nebraska, as well as more specific attitudes about the role of CTE in education. The first portion of the survey asked respondents a series of general questions about CTE. The second portion of the survey

asked respondents specific questions about the different CTE subject areas. Thus, the survey provides in depth perceptions about the various subject areas, as questions were asked about specific subject areas that are contained under the rubric of CTE.

The survey was conducted during November and December, 2009. Just over 1,000 responses were received from CTE Instructors, Principals, Superintendents, Counselors, Curriculum Directors, and Math and Science Teachers from across the state.

KEY FINDINGS | EXECUTIVE SUMMARY

Perceptions of CTE Courses

While Administrators, CTE Teachers, Counselors and Math/Science Teachers all view CTE positively, CTE Teachers tend to be the most optimistic about the ability of CTE courses to prepare students for life after high school and are most positive about the rigor of CTE courses.

Career Awareness and Exploration

CTE Teachers believe that schools would be more effective and students better prepared for employment and college if classes and curriculum were organized around specific career areas. Counselors and CTE Teachers are most likely to favor offering career awareness and exploration to younger students.

Delivery of Courses

Nebraska Educators feel that internships and job shadowing opportunities should be provided to students, particularly older students.

Development of Course Content

Nebraska Educators feel that course content should be developed based on:

1. The technical, academic and work skills required in the work place.
2. The academic standards and graduation requirements of a school district.
3. The entrance requirements of Nebraska colleges and universities.

The Role of Local Employers

Nebraska Educators are positive about local employers providing unique experiences for students. CTE Teachers and Counselors are enthusiastic about local employers helping evaluate curriculum and course content in Nebraska schools. In general, Educators are not enthusiastic about local employers setting specifications for curriculum.

Skills Obtained by High School Graduates in Nebraska

Respondents generally disagree that Nebraska graduates do not have the skills necessary for life after high school. CTE Teachers are more likely to agree that graduates do not obtain the necessary skills for life after high school.

Entrepreneurship

Large proportions of all groups agree that it is important for students to learn how to work for themselves or start a business. CTE Teachers are most confident about the ability of CTE courses to teach entrepreneurial skills.

General Trends

Among the Educators surveyed, there are substantial differences between the groups in attitudes toward CTE in Nebraska. Counselors and Math/Science Teachers appear to be the most ambivalent toward CTE, as these two groups are most likely to provide 'neutral' responses to many of the questions.

To access the complete report visit www.nde.state.ne.us/NCE/