

# **Career Education Plans and Obstacles**

## **A Survey of 9<sup>th</sup> and 12<sup>th</sup> Grade Nebraska High School Students**

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### ***Introduction***

This report is one component of a research project to examine barriers to success for Special Populations in Nebraska Career Education programs at the secondary and postsecondary levels, and to identify opportunities and strategies to overcome these barriers. The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) requires Nebraska to continue to focus on the performance of Special Populations in career education. Special Populations, as defined by Perkins IV, include English Language Learners (including migrant students), students with disabilities, economically disadvantaged students (including foster students), single parents/displaced homemakers, and students in programs that are non-traditional for their gender. In initiating this research study, the Nebraska Department of Education recognized that there are career education disparities for Special Populations in the state, and that progress in meeting the career education goals for these groups has been inadequate.

This report presents the results of a Career Plans survey of 9<sup>th</sup> and 12<sup>th</sup> grade Nebraska public high school students. The purpose of the survey was to examine students' career and postsecondary education interests and plans at both the 9<sup>th</sup> and 12<sup>th</sup> grade levels, and to identify obstacles that students in general and in different Special Population groups might face in terms of pursuing their career goals through postsecondary education. Students were asked to identify their race/ethnicity, but were not asked questions that could be used to identify those who were economically disadvantaged. They were also asked if they were in a program for English as a Second Language, Special Education or Teen Parents.

Career Plans surveys were administered to primarily 9<sup>th</sup> and 12<sup>th</sup> grade students through the cooperation of 14 school districts across the state and three youth programs in the Omaha metropolitan area (see Appendix A). The surveys were completed near the end of the 2008 school year. Versions of the survey were slightly different for the 9<sup>th</sup> and 12<sup>th</sup> grade students (see Appendices B and C). A few responses from 10<sup>th</sup> grade students have been included with the 9<sup>th</sup> grade surveys, and a few 11<sup>th</sup> grade responses have been included with the 12<sup>th</sup> grade surveys. Altogether there were 825 surveys completed in the 9<sup>th</sup> grade group and 564 in the 12<sup>th</sup> grade group. Since the survey sample was not drawn by a scientific method, the specific statistics should be considered with caution.

The results of this survey contributed to the development of the project strategic plan: *Overcoming Barriers to Career Education for Special Populations: A Strategic Plan for Nebraska*, 2009. The other companion research reports for this project are *Career Education Status of Special Populations in Nebraska Public Secondary Schools and Community Colleges, 2009* and *Career Education Plans and Obstacles: A Survey of Nebraska Community College Students, 2009*. These reports are available upon request from the Nebraska Department of Education, Nebraska Career Education Division.

## **I. Postsecondary Education Plans and Obstacles**

### ***Education aspirations***

The education aspirations of most students surveyed were high (see Table 1). Only 16 percent of 9<sup>th</sup> graders and 10 percent of 12<sup>th</sup> graders expected their highest level of education to be a high school diploma or GED. More than 70 percent of students in both grades expected to earn a four-year college degree or higher, including more than a third who expected to earn a masters degree or higher.

Boys were twice as likely as girls to limit their aspirations to a high school diploma. This gender difference applied across grade levels and all racial/ethnic groups except Hispanics. American Indian boys had much lower education aspirations than other groups: 60 percent of those in 9<sup>th</sup> grade and 38 percent of those in 12<sup>th</sup> grade expected their education to be limited to a high school diploma or GED.

Hispanic students, both boys and girls, were the next lowest in education aspirations, with 20 percent of 9<sup>th</sup> graders and 18 percent of 12<sup>th</sup> graders limiting their expectations to a high school diploma or GED. African American and Asian/Pacific Islander 12<sup>th</sup> graders had the highest education aspirations, with all expecting more than a high school diploma, and 90 percent expecting to earn a four-year college degree or higher.

### ***Postsecondary education plans***

In spite of high expectations of earning a four-year degree, a number of 12<sup>th</sup> graders indicated that they did not plan to start their postsecondary education at a four-year college or university (see Table 2). Nearly three-fourths (72%) of 12<sup>th</sup> graders expected to earn at least a four-year degree, but only 55 percent planned to begin their college education at a four-year institution, while 33 percent planned to attend a community college or other two-year institution. Ninth graders had similarly high educational aspirations, but did not consider community colleges as a path to a four-year degree: 71 percent expected to earn at least a four-year degree, and 68 percent planned to attend a four-year institution after high school graduation.

The college continuation rate of 92 percent implied by the 12 graders' postsecondary plans are substantially higher than the college continuation rate of 67 percent for Nebraska high school graduates for 2005-06 (Nebraska's Coordinating Commission for

Postsecondary Education – 2008 Progress Report). Although sample bias might have contributed to the discrepancy, it is also possible that many graduating 12<sup>th</sup> graders plan to continue their education, but for various reasons do not enroll in a postsecondary program within a year. In addition, some students may have simply given the response they felt was expected instead of indicating their actual intentions.

The change between 9<sup>th</sup> and 12<sup>th</sup> grades in the status of the community college as a place to begin the pursuit of a four-year degree applies across gender and racial/ethnic groups. Hispanic girls stand out among 12<sup>th</sup> graders in this postsecondary trend: more than half (52%) planned to attend a community college, compared to one-third (33%) of all 12<sup>th</sup> grade students. This is due in part to the fact that they were more likely than the total group to limit their education expectations to a two-year degree (22% vs. 16%), but mostly it reflects their plans to begin their pursuit of a four-year degree at a community college.

### ***Family's college attendance and parental support for college***

Overall, more than half (51%) of the students reported that a parent or guardian had attended college, and two-thirds (65%) had an immediate family member (parent or sibling) who had attended college (see Table 3). There were no substantial differences by gender or grade level in family members' college attendance. Among 12<sup>th</sup> graders, white students were most likely to have an immediate family member who had attended college (78%), whereas Hispanic students were the least likely (41%). In particular, Hispanic 12<sup>th</sup> graders were much less likely than white students to have a parent who had attended college (22% vs. 64%). Racial/ethnic group results were similar among 9<sup>th</sup> graders.

Students in both grades reported that they had strong parental support for going to college, with more than three-fourths of 9<sup>th</sup> graders (77%) and 12<sup>th</sup> graders (79%) indicating that their parents were "very supportive" (see Table 4). Gender differences were small overall, but African American and American Indian girls reported higher levels of support than did boys, especially among 9<sup>th</sup> graders. White students reported the highest level of support (83% very supportive), but parental support for going to college was generally strong among all racial/ethnic groups except for American Indian 9<sup>th</sup> graders (52% very supportive).

### ***College exposure***

The 12<sup>th</sup> grade survey examined students' college exposure in terms of campus visits, meetings with recruiters and courses taken at a college. More than three fourths (78%) of the students had visited a college campus (see Table 5). College visit rates were a little higher for white (80%) and Asian (77%) students than for other groups (72% - 74%). Gender differences in college exposure were small.

Half (50%) of the students had met with recruiters at school. Boys were much more likely than girls to have done so (59% vs. 43%), possibly because they might have higher rates of visits with military recruiters or college sports recruiters. Among girls, American Indian students were most likely (63%) and Hispanic students least likely (31%) to have met with recruiters.

When asked if they had ever taken a career-related course at a community college or university, only 17 percent of the students said yes. Girls were more likely than boys to have taken a course at a college (20% vs. 14%), primarily due to the difference between white girls and boys. American Indian students were much less likely than other groups to have taken a career-related course at a college (8%). One fourth (25%) of African American and Asian students had taken a course at a college – the highest rate among racial/ethnic groups. The racial/ethnic group differences might reflect different levels of opportunity to take courses at a college because of proximity or local programs that facilitated such courses.

### ***Problems faced in going to college***

Students taking the 12<sup>th</sup> grade survey were also asked, “Which of the following problems might you face in trying to go to college? (check all that apply),” (see Table 6). The top three college access problems were economically-related and were identified by many more students than were the other options: *cost of tuition and books* (72%), *need to earn money* (54%), and *cost of lodging and food* (46%). Another economic obstacle, *lack of information about financial aid*, was a distant fourth (22%), and *lack of transportation* was even less prevalent (12%). Gender differences were relatively small, except among American Indian students. American Indian girls were much more likely than boys to identify these economic obstacles, except for *lack of transportation*, which was much more of a problem for boys.

The same economic-related issues comprised the top four college access problems for each racial/ethnic group. There were, nevertheless, substantial differences among the groups in the prevalence of these economic problems, but with no clear pattern. White and Asian students were a little more likely than others to consider the *cost of tuition and books* to be a problem. Hispanic and African American students were less likely than others to consider the *cost of lodging and food* to be a problem. These students, perhaps, are more likely to live at home while attending college. African American students and American Indian boys were less likely than others to consider the *need to earn money* a problem. African American and American Indian girls were much more likely than other students to consider *lack of information about financial aid* to be a problem. White students were much less likely than others to identify *lack of transportation* to be a problem, while American Indian boys were the most likely to face that problem.

There were a number of potential obstacles which affected less than 20 percent of girls or boys, but were more problematic for certain groups of students. The following problems affected at least 20 percent of the specified group(s):

- *lack of transportation* – African American boys, American Indian Boys
- *distance* – American Indian girls
- *lack of interest* – American Indian boys, American Indian girls
- *poor grades* – American Indian girls, Hispanic boys
- *don't know what to study* – Hispanic girls, American Indian girls, Asian girls and boys total
- *lack of information about college choices* – Hispanic girls
- *lack of information about how to apply or register* – Hispanic girls

*Language* was a college access problem limited primarily to some Asian students (15%) and Hispanic students (10%). Hispanic girls were much more likely than Hispanic boys to consider *language* to be a problem in going to college (17% vs. 2%). *Discrimination* was considered a college access problem by a few students, primarily American Indian boys (14%) and African American girls (11%).

Only one-tenth (11%) of students responded that *nothing* was a problem in trying to go to college. Boys were nearly twice as likely as girls to have no college access problems (14% vs. 8%). Responses were similar across racial/ethnic groups, except for American Indian boys who were much more likely than others to respond that *nothing* was a problem in going to college (38%). No American Indian girls gave that response.

Students who said that they were not going to college directly after high school graduation, but rather would go into the military or work only, had substantially different profiles of college access than other students. Interestingly, nearly half (46%) of the military-bound group and one-third (31%) of the work-only group said *nothing* was a college access problem, compared to just one-tenth (11%) of students overall. Quite possibly, many students not planning to go to college consider access issues to be irrelevant, and therefore not a problem. The three predominant economic obstacles described above were substantially less prevalent among those students who were not college-bound.

The few college access issues which appear to be more of a problem for military-bound students than for others are *distance* and *poor grades*. For work-only students, *distance*, *lack of interest*, *lack of family support*, *language*, *lack of information about college choices*, and *child care access or costs* were more problematic than for other students.

## II. Career Planning

### *Preferred persons to talk to about which classes to take*

The classes students take in high school can impact both their career interests and college readiness. Students were asked, "Which people do you prefer to talk to about which classes to take in high school? (check all that apply)," (see Table 7). Preferences for nearly all categories listed increased between 9<sup>th</sup> and 12<sup>th</sup> grade, but the ranks were similar, and only a small percentage of students in either grade said they preferred to talk to "no one."

The top preferences for 9<sup>th</sup> and 12<sup>th</sup> graders respectively were parents (70%, 85%), female friends (46%, 60%), male friends (43%, 60%), teachers (32%, 54%), and guidance counselors (32%, 51%). Both girls and boys preferred to talk to same sex friends and siblings more than those of the opposite sex.

The top preferences were similar across ethnic groups, with a few differences in the order. Hispanic 9<sup>th</sup> graders were less likely than other groups to indicate a preference for

talking to a parent or guardian. Asian and white students had the highest preference for talking to friends. African American students showed the highest preference for talking to guidance counselors.

### ***Career decision-making***

The 12<sup>th</sup> grade survey asked students several questions related to career decision-making. These questions were not asked on the 9<sup>th</sup> grade survey because students at that level would not be far enough along in the career decision process.

Responses to the question “Who have been most helpful in discussing your future career choices?” were coded into several broad categories, using the first response if more than one category was given (see Table 8). Nearly half (45%) of the students identified one or both parents as being the most helpful. The rest of the responses were fairly evenly distributed (6% to 9%) across the categories of friends, family/other relatives (not parent or sibling), guidance counselors and siblings.

White students were more likely than others to say that their parent(s) had been the most helpful in discussing career choices (51%). However, students in minority groups still identified parents more often than they identified any other category as being the most helpful.

African American and Hispanic students were more likely than others to identify guidance counselors as the most helpful. African American students also identified friends more often than did others. American Indian students were at least twice as likely as other groups to say that family/other relatives were the most helpful.

Gender differences were fairly small: girls were more likely than boys to consider friends as the most helpful (13% vs. 5%). The similarities between boys and girls applied across racial/ethnic groups.

Students were asked to rate how well their schooling had prepared them to choose and plan for a career on a scale of 1 (not well) to 6 (very well). The overall rating (4.1) was positive (see Table 9), but only 13% choose the highest number. One fourth of students (26%) gave a response of 3 or lower. There were no differences by gender, and racial/ethnic group differences were small. African-American females rated their career preparation a little lower than the other groups (3.7).

The 12<sup>th</sup> grade survey also asked “Which of the following considerations are important to you in your choice of a career? (check all that apply),” (see Table 10). The top four selections for both boys and girls were *interesting to me* (88%), *pay/benefits* (68%), *matches my skills* (63%) and *work environment* (59%). Within those top considerations, the order varied by gender, with boys more likely than girls to consider *pay/benefits* as important (72% vs. 63%) and girls more likely to give importance to *work environment* (64% vs. 53%). Scholarship availability (19%) and cost of education (27%) were among the least important career choice considerations for 12<sup>th</sup> grade students.

The top four considerations in the choice of a career were the same for all racial/ethnic groups when boys and girls were combined. However, for Hispanic girls, *my family's support* replaced *work environment*, and for American Indian girls, *my family's support* and *flexible schedule* replaced *matches my skills* and *pay/benefits* in their top four considerations in the choice of a career.

### ***Career-related activities***

Students in both grades were asked, "Have you participated in any of the following activities to help you decide on possible career options? (check all that apply)," (see Table 11). As would be expected, 12<sup>th</sup> grader rates were higher than 9<sup>th</sup> grader rates for participation in at least one career-related activity (84% vs. 65%). Girls in the 9<sup>th</sup> grade were more likely than boys to have participated in at least one activity (71% vs. 59%), a trend that held among all racial/ethnic groups. Overall, there were no gender differences among 12<sup>th</sup> graders in career-related activity participation rates.

Among 9<sup>th</sup> graders, Hispanic students were least likely to have participated in any career-related activity and Asian, American Indian and African American students were the most likely. Racial/ethnic group differences among 12<sup>th</sup> graders were smaller, with Asian and white students the most likely to have participated in any career-related activity.

There was no one activity in which the majority of students in either grade had participated. For 9<sup>th</sup> graders, the activity, *reading career materials*, had the highest participation rate of 19 percent, but seven activities had participation rates between 15 and 19 percent. For 12<sup>th</sup> graders the highest rates were for *college/university visit* (40%), *career fair* (36%) and *interest assessment* (32%). The college visit rate pertains only to those visits intended to help decide on a possible career. The rate for any college visits is much higher, as described in the *College exposure* section of this report above.

Although participation rates for individual activities varied among 12<sup>th</sup> grade students in different racial/ethnic groups, there is no clear pattern. The small numbers for some groups makes it difficult to draw conclusions about any differences. Overall, the career related activity participation rates among all of the 12<sup>th</sup> grade groups seems low.

Ninth grade students were asked "How often do you think about your future career?" (see Table 12). The average response was 3.8 on a scale of 1 (never) to 5 (very often). This indicates they were thinking about their future careers more often than their fairly low participation rates in career related activities imply. Differences by gender and racial/ethnic group were small. African American students gave the highest ratings among both boys and girls. Girls indicated they think about their careers a little more often than boys do.

### III. Career Interests

Students were asked the open-ended question, “What are some career areas in which you are possibly interested?” The first response they gave was coded according to the career fields, clusters and pathways designated in the Nebraska Career Education Model. Careers were identified at the most specific of the three levels possible (see Table 13). Students in the 12<sup>th</sup> grade survey were also asked what would be the focus of any postsecondary studies. This information was used, as needed, to provide a more specific category for their career interest.

At the career field level, gender differences were pronounced. For girls, the most prevalent career field in both grades was Health Sciences, primarily in the Therapeutic Services pathway (nurses, doctors, dentists, therapists, etc.). The next highest field was Human Services and Resources, primarily in the Teaching/Training and Personal Care Services (cosmetology) pathways, and, for 9<sup>th</sup> grade girls, Legal Services.

For boys in both grades, the Industrial, Manufacturing and Engineering Systems (IMES) field was the most prevalent, primarily in the Facility and Mobile Equipment Maintenance pathway (automotive), and, for 12<sup>th</sup> grade boys, the Engineering and Technology pathway. The next highest career field choice for boys was Human Services and Resources, primarily in the Law Enforcement pathway, and, for 9<sup>th</sup> grade boys, National Security (military) and for 12<sup>th</sup> grade boys, the Teaching/Training pathway. The field of Business, Marketing and Management was a close third for 9<sup>th</sup> grade boys, primarily in the Recreation, Amusements and Attractions (athletes, sports) pathway.

Grade level differences were relatively small at the career field level. Girls’ level of interest in careers in the Business, Marketing and Management field doubled from 8 to 16 percent between 9<sup>th</sup> and 12<sup>th</sup> grades. Their interest in the Animal Systems pathway (veterinarian) declined from 7 to 2 percent over the grade levels, while their limited interest in any of the Industrial, Manufacturing and Engineering Systems (IMES) careers declined from 7 to 4 percent.

The biggest change for boys between 9<sup>th</sup> and 12<sup>th</sup> grades was a decline in interest in Recreation, Amusements and Attractions careers (athletes, sports) from 10 to 1 percent. Boys’ interest in National Security (military) careers also declined from 8 to 1 percent over the grade levels.

Although the percent of students who responded “I don’t know” to the career interests question was similar across grade levels (4%), 9<sup>th</sup> graders, especially boys, were much more likely to not respond to the question than were 12<sup>th</sup> graders (21% vs. 7%).

#### ***Traditional and non-traditional careers by gender***

Students’ career interests also were coded according to whether or not the occupation is non-traditional for either gender and, thereby, traditional for the other (see Table 14). An occupation is considered non-traditional for a gender if it is represented by 25 percent or fewer of those employed in it. Many of the students’ career interests did not fall into a



non-traditional category for either gender, or were specified too broadly to be classified (i.e., “business”, “education”, “health”).

The interests students indicated for careers that are traditional by gender strongly reflect those traditions. In the 9<sup>th</sup> grade, girls were almost twenty times more likely than boys to be interested in a traditionally female career (e.g., nursing, cosmetology), while boys were four times more likely than girls to be interested in a traditionally male career (e.g., automotives, construction). In the 12<sup>th</sup> grade, girls were six times more likely than boys to be interested in a traditionally female career, while boys were 10 times more likely than girls to be interested in a traditionally male career.

Between grade levels, girls became more traditional and less non-traditional in their career interests. Traditional career interests for girls increased from 19 to 32 percent, across a wide range of careers (cosmetology, early childhood, education). Their limited interest in non-traditional careers declined from 6 to 3 percent, with less interest in a number of those careers.

Both traditional and non-traditional career interests increased for boys across grade levels. Their interests in traditional careers increased from 26 to 32 percent, primarily due to more interest in engineering and technology careers. Their limited interest in nontraditional careers increased from 1 to 5 percent, due primarily to more interest in physical therapy careers.

#### **IV. Industrial, Manufacturing and Engineering Systems Careers**

Girls’ low level of participation has been well documented for career education programs in the Industrial, Manufacturing and Engineering Systems (IMES) field. The survey attempted to identify some of the reasons for this lack of interest and to examine any differences in attitudes at the 9<sup>th</sup> and 12<sup>th</sup> grade levels and among different racial/ethnic groups.

##### ***IMES career interests and knowledge***

As noted in the *Career Interests* section above, only 7 percent of 9<sup>th</sup> grade girls and 4 percent of 12<sup>th</sup> grade girls identified an IMES career field when asked an open-ended question about their career interests. Girls showed a little more interest in some IMES careers when asked explicitly, “Are you interested in any of the following Industrial Technology career options for yourself? (check all that apply),” (see Table 15). Overall, 29% of 9<sup>th</sup> grade and 20% of 12<sup>th</sup> grade girls expressed interest in one or more IMES careers, again showing a decline in interest between 9<sup>th</sup> and 12<sup>th</sup> grade. African American girls were the exception, with interest increasing from 20% in 9<sup>th</sup> grade to 32% in 12<sup>th</sup> grade. Architecture was by far the most prevalent IMES career interest, with automobile mechanics a distant third. American Indian girls in 9<sup>th</sup> grade (48%) and 12<sup>th</sup> grade (35%), and African American girls in 12<sup>th</sup> grade (32%) indicated the highest level of IMES interest. The least IMES interest was indicated by African American 9<sup>th</sup> grade girls (20%) and white 12<sup>th</sup> grade girls (15%).

Boys' interest in any of the specified IMES careers also declined between 9<sup>th</sup> grade (74%) and 12<sup>th</sup> grade (60%). Automobile mechanics, autobody repair and welders were the careers with the highest levels of interest, with substantial interest indicated for a number of other IMES careers. Hispanic 9<sup>th</sup> grade boys (82%) and American Indian 12<sup>th</sup> grade boys (86%) expressed the highest interest in any IMES careers. White boys in the 9<sup>th</sup> grade (68%) and the 12<sup>th</sup> grade (56%) showed the least interest.

Students were asked to rate how much they knew about the IMES career field on a scale of 1 (nothing) to 6 (a great deal), (see Table 16). On average, neither girls nor boys rated their knowledge very high, though boys' ratings were substantially higher than were girls' ratings. For girls, the average ratings across racial/ethnic groups ranged from 2.0 to 2.6, and were similar at both grade levels. For boys, the ratings ranged from 2.9 to 4.0 across racial/ethnic groups, and increased between 9<sup>th</sup> and 12<sup>th</sup> grade levels.

### ***IMES courses***

Students were also asked to check from a list of selected IMES courses offered by many Nebraska high schools any "that you have taken, plan to take, or would take if your school offered it." Again, boys' level of interest in each of the IMES courses was much higher than for girls, with interest spread over a wide range of courses (see Table 17). Overall level of interest in any other IMES courses among 9<sup>th</sup> graders was similar to their level of interest in any other IMES careers.

Interest in IMES courses changed only a little between 9<sup>th</sup> and 12<sup>th</sup> grade levels. This is somewhat surprising since 9<sup>th</sup> grade students mostly would be projecting which courses they plan to take, whereas 12<sup>th</sup> graders mostly would be reporting courses they have taken. The decline in interest in IMES courses between 9<sup>th</sup> and 12<sup>th</sup> grades is substantially less for both boys and girls than the decline in their IMES career interests, reported above.

Among girls, the highest level of interest in IMES courses was for American Indian 9<sup>th</sup> and 12<sup>th</sup> graders. Among boys, the interest was similar among all racial/ethnic groups in both grade levels.

### ***Knowing female in IMES field***

Students were asked if they knew any female or male family members, friends or others who worked or studied in the IMES field. The results for girls were analyzed to determine the impact of knowing a female in IMES on their interest in and knowledge of IMES careers (see Table 18).

Few girls in 9<sup>th</sup> grade (16%) or 12<sup>th</sup> grade (21%) know a female in the IMES field. Girls who knew an IMES female were more likely to have an interest in an IMES career, and were substantially more likely to have taken, or plan to take, an IMES course than were other girls. Their reported knowledge of the IMES field was also substantially higher. African American and American Indian girls, especially 9<sup>th</sup> graders, were more likely than Hispanic or white girls to know a female in the IMES field. This may help explain

why, among the girls, these groups had the highest level of interest in IMES careers and courses.

Theoretically, girls might know an IMES female because they already had an IMES interest, and were acquainted with a female in the field through coursework (e.g., a teacher or guest presenter) or related pursuits. However, among girls who knew an IMES female, only 23% knew a female in the IMES field other than a family member or friend. Although knowing a female in the IMES field does seem to have had a positive impact on girls' interest in that field, that impact was limited. Most girls, regardless whether or not they knew an IMES female, were not interested in any IMES careers or courses.

### ***Reasons for lack of interest in IMES***

Students in both grades were asked "If you have little or no interest in the above Industrial Technology career options, what are your reasons?" Most responses simply echoed their disinterest, e.g., "I'm just not interested," "It's not my thing," "sounds boring." Some students referred to other career interests, e.g., "I want to be in a medical field," "not in my career plan," "I want to work with animals." A few referred to their perceptions of characteristics of the IMES field, e.g., "I'm not much of a hands on person," "I just don't like working in a workshop," "little pay," "sort of scared because I cut off part of my thumb at school last year in Tech Ed," "too dirty, want better pay," "It looks complicated."

Only a dozen girls out of more than 500 who responded to the question, referred to gender, e.g., "They are for guys," "Because I'm a girl, no one will believe in me," "I am a female and in my opinion those jobs are too manly for me," "I'm a totally girly girl and I hate getting dirty or sweaty." Three fourths of the 12 girls who mentioned the gender stereotype were from racial/ethnic minority groups. However, gender-stereotype reasons were uncommon across all racial/ethnic groups.

A related question asked students to check off from a list their reasons for not taking or planning to take IMES courses (see Table 19). The primary reason checked by boys and girls in both grades was *not in my career plan*, but girls indicated this at a higher rate than boys in 9<sup>th</sup> grade (68% vs. 46%) and 12<sup>th</sup> grade (65% vs. 46%). *Boring* and *never considered it* were second and third for both genders, with girls indicating those reasons at higher rates than boys.

Girls in both grades were three times as likely as boys to check *too noisy/dirty* as a reason, but only 15 percent of 9<sup>th</sup> grade girls and 17 percent of 12<sup>th</sup> grade girls made that response. In the 12<sup>th</sup> grade, boys were more likely than girls to check *schedule conflicts* (17% vs. 5%), but there was no difference between 9<sup>th</sup> grade boys and girls (10%). Students in the 9<sup>th</sup> grade were a little more likely than 12<sup>th</sup> graders to identify *too hard* as a reason (15% vs. 10%), with girls only slightly more likely than boys to make that response. Very few boys or girls checked the options that indicated negative influence of parents, counselors or friends, or how they thought they would feel or be treated in the classroom. There were only slight differences among racial/ethnic groups in their responses to the question about reasons for not taking IMES courses.

## V. Business Careers

Students' interests in business careers and courses were explored through questions similar to those asked about the field of Industrial, Manufacturing and Engineering Systems (IMES), discussed above. The Business, Marketing and Management career field was chosen in order to examine any differences in attitudes among racial/ethnic groups about a career field that is not dominated overall by either gender.

### ***Business Career Interests and Knowledge***

When asked, "Are you potentially interested in any of the following Business Career options for yourself? (check all that apply)," the majority of 9<sup>th</sup> graders (58%) and 12<sup>th</sup> graders (55%) checked at least one option (see Table 20). This is a much higher level of interest than indicated by the students' response to the open-ended question about their career interests, with 12 percent of 9<sup>th</sup> graders and 16 percent of 12<sup>th</sup> graders listing a business field career first (see the earlier *Career Interests* section of this report).

Overall, interest in one or more business careers was similarly high among boys and girls, but there were gender differences for specific business careers. Boys were more interested than girls in the careers of general manager and, among 12<sup>th</sup> graders, financial analyst. Girls were more interested in careers of human resources manager and, among 12<sup>th</sup> graders, customer service representative.

White students were a little less interested overall in business careers than were students who were members of racial/ethnic minority groups. The gender differences in specific business career interests described above were not consistent across racial/ethnic groups. There was no one group that had a consistently higher level of interest across the business career list.

The students rated their knowledge of the business field on a scale of 1 (nothing) to 6 (a great deal) (see Table 21). Students in 12<sup>th</sup> grade rated their knowledge a little higher than did 9<sup>th</sup> graders (3.3 vs. 2.8). Average responses were similar for boys and girls within racial/ethnic groups. Business knowledge was rated the highest by African American students and lowest by American Indian students.

### ***Business courses***

Interest in one or more business courses (courses taken, planned to take or would take if school offered) was similar for boys and girls in both grades and within most racial/ethnic groups (see Table 22). There were substantial differences across grade levels, with interest increasing from 43 percent in 9<sup>th</sup> grade to 58 percent in 12<sup>th</sup> grade. This increase applied to both boys and girls across racial/ethnic groups. Students' primary interests were spread across several business courses, with accounting receiving the most interest in 9<sup>th</sup> grade (16%) and 12<sup>th</sup> grade (27%).

There were some differences in business career interests across racial/ethnic groups. African American (76%), Asian (75%) and American Indian (72%) indicated the highest level of interest in business courses.

There was a large gap between the level of business interest indicated by the 55 percent of 12<sup>th</sup> graders who had “potential interest” in one or more of the listed business careers, and the level of interest indicated by the 16 percent of 12<sup>th</sup> graders who listed a business career first in response to the open-ended question about their career interests (see the *Career Interests* section above). There was a similar, but smaller gap for IMES career interests, even when analyzed for boys only.

The reasons students gave for lack of interest in any business courses paralleled their responses to the question about lack of interest in IMES courses (described earlier). The most prevalent responses at both grade levels were “not in my career plan,” “boring” and “never considered it.”

## **VI. Special Populations**

Students were asked if they were in any English as a Second Language (ESL), Special Education and/or Teen Parent programs. Pertinent items from the survey were selected for analysis to compare the responses of these groups to the total student responses at each grade level. Although the total responses include these students, they represent just a small percentage, and, therefore, the totals are reasonable proxies for students who are not in these Special Population groups.

### ***English as a Second Language students***

Table 23 shows the number of ESL students in the survey and the ESL program participation rates by grade level, gender and race/ethnicity. The percent of survey students participating in an ESL program was low, with just seven percent of 9<sup>th</sup> graders and four percent of 12<sup>th</sup> graders. Hispanic students had the highest participation rates in both 9<sup>th</sup> grade (15%) and 12<sup>th</sup> grade (18%). Among Hispanic 9<sup>th</sup> graders, the ESL participation rate for girls was half that of the boys (10% vs. 19%), but the participation for Hispanic girls in the 12<sup>th</sup> grade was much higher, and similar to the boys (20% vs. 17%). The small numbers of ESL students and differences in the overall demographic profile by grade level make it difficult to interpret changes in participation rates for demographic groups across grade levels.

The gender and race/ethnicity characteristics of the ESL students in each grade level are presented in Table 24, along with responses to selected survey questions. The gender and race/ethnicity distributions reflect the program participation rates discussed above: more boys in ESL programs in 9<sup>th</sup> grade, more girls in the 12<sup>th</sup> grade, and Hispanic students comprising more than two-thirds of the ESL students in both grades.

Educational aspirations for ESL students were somewhat lower than for the total group of surveyed students. One-third of the 9<sup>th</sup> graders and one-fourth of the 12<sup>th</sup> graders expected a high school diploma to be their highest level of education, more than twice the percentage for students overall. Their postsecondary plans reflect those lowered expectations, with work only or military plans after high school more prevalent than for

students overall. Among those who planned to attend a postsecondary institution, ESL students were much less likely than others to expect to start at a four-year college or university, preferring institutions that take two years or less.

ESL students were less likely than others to have family members who had attended college, and had lower levels of parental support for going to college, especially among 12<sup>th</sup> graders. ESL students were less likely than other 12<sup>th</sup> graders to have ever visited a college campus, met with a recruiter at school, or took a career-related course at a college.

Students in ESL programs participated in most career education activities at substantially lower rates than other students. The only activities in which ESL students were more likely than others to engage were *workstudy/apprentice/employment in a potential career field* and, for 12<sup>th</sup> graders, *taking a specific career-related course*. Among 12<sup>th</sup> graders, ESL students were more than twice as likely as others not to have participated in any career education activities. However, among 9<sup>th</sup> graders there was no difference in how often students thought about their future career, and 12<sup>th</sup> grade ESL students gave slightly higher ratings on how well their school had prepared them to choose and plan for a career.

The importance of various factors in the choice of a career varied considerably between the group of ESL students and 12<sup>th</sup> grade students overall. Although *interesting to me* was the most important factor for students in each group, it was substantially less important to ESL students. The other leading factors – *matches my skills, pay/benefits, work environment, and people I'd work with* – all were less important among ESL students. Factors that were more important to ESL students than to others were *my family's support, scholarship availability, cost of education and opportunity to travel*.

The biggest potential problem in going to college was *cost of tuition and books* for ESL students and other 12<sup>th</sup> graders alike. However, the ESL students were a little less likely than others to consider *cost of lodging and food*, and *need to earn money* as problems. Nearly one-third of ESL students indicated that *language* was a problem for them in going to college. They also were a little more likely than others to indicate that *lack of information about college choices, don't know what to study, lack of family support and discrimination* were potential problems in going to college.

### ***Special Education students***

A small number of survey students identified themselves as being in a Special Education program, including 6 percent of 9<sup>th</sup> graders and 5 percent of 12<sup>th</sup> graders (see Table 25). Among 9<sup>th</sup> graders, boys were twice as likely as girls to be in Special Education (8% vs. 4%), and outnumbered girls among every racial/ethnic group. Participation rates at the 9<sup>th</sup> grade level were highest for American Indian students, and for African American boys, and were zero for Asian/Pacific Islander students. Those differences should be considered with caution given the relatively small number of students in those racial/ethnic groups.

The Special Education participation rates were the same for 12<sup>th</sup> grade boys and girls overall, but there were substantial differences among racial ethnic groups. In the 12<sup>th</sup> grade, rates were higher for Hispanic students (14%) than for other groups, and were much higher than for Hispanic students in 9<sup>th</sup> grade (4%). Hispanic 12<sup>th</sup> grade girls were nearly twice as likely as the boys to be in Special Education (18% vs. 10%). Girls also had much higher participation rates than boys among American Indian 12<sup>th</sup> graders. No African American student in 12<sup>th</sup> grade reported being in Special education, but the number of students surveyed for that group was relatively small. White boys still outnumbered white girls in 12<sup>th</sup> grade Special Education programs, but the percentages were very low (4% vs. 2%), and about half that of white 9<sup>th</sup> graders. Again, the differences in Special Education participation rates among these survey groups should be considered with caution given the small numbers of students in some of the groups.

The gender and race/ethnicity distributions of the Special Education students in each grade level are presented in Table 26, along with responses to selected survey questions. The distributions reflect the program participation rates discussed above: more boys in programs in 9<sup>th</sup> grade, similar percentages by gender in the 12<sup>th</sup> grade. Hispanic and American Indian students comprised higher percentages of the Special Education group than of the total survey population at each grade level. Among 12<sup>th</sup> graders, white and African American students were underrepresented in the Special Education programs.

Educational aspirations were lower for Special Education students than for others at the 9<sup>th</sup> grade level, and they were twice as likely as others to expect their highest level to be a GED or high school diploma. Lower still, were the aspirations of 12<sup>th</sup> grade Special Education students, with more than half expecting to earn no more than a high school diploma, compared to only one-tenth of total 12<sup>th</sup> grade students surveyed.

Postsecondary plans for 9<sup>th</sup> grade Special Education students mirrored their educational aspirations, with one-third planning to work only or enter the military. However, at the 12<sup>th</sup> grade level, more Special Education students planned to attend a postsecondary institution than those who aspired to a vocational license or college degree. In particular, they planned to attend a Training Institute at a much higher rate than students overall. Quite possibly they intended to pursue programs that don't award a vocational license, diploma or degree. More than a third of 12<sup>th</sup> grade Special Education students planned to either work only or go into the military instead of attending a postsecondary institution.

Approximately two-thirds of the 9<sup>th</sup> grade Special Education students and total students reported that a family member had attended college. However, only half of the 12<sup>th</sup> grade Special Education students reported that a family member had attended college, compared to two-thirds of total 12<sup>th</sup> graders.

Parental support for going to college was lower for Special Education students than for others at both grade levels. Special Education students in the 12<sup>th</sup> grade were twice as likely as those in the 9<sup>th</sup> grade to say their parents were *not at all supportive* of their going to college, which is consistent with their lower educational aspirations (see above).

Among 12<sup>th</sup> graders, Special Education students were less likely than others to have ever visited a college campus, met with a recruiter at school, or took a career-related course at a college.

Career education activity profiles were fairly similar between 9<sup>th</sup> grade students overall and those in Special Education. Approximately two-thirds of Special Education students and total students had participated in one or more of the listed career education activities. The biggest difference was that Special Education students were half as likely as other 9<sup>th</sup> graders to have read career materials. The career education activity rates were higher for 12<sup>th</sup> graders overall, with more than three-fourths checking at least one of the activities. However, 12<sup>th</sup> grade Special Education students were less likely than other 12<sup>th</sup> graders to have participated in any career related activity, and just slightly more likely than their 9<sup>th</sup> grade counterparts. They also were less likely than total 12<sup>th</sup> graders to have read career materials or had a college/university visit to help decide on possible career options.

Among 9<sup>th</sup> graders, there was little difference between Special Education students and others in how often they thought about their future careers. Twelfth grade Special Education students gave slightly lower ratings than others on how well their school had prepared them to choose and plan for a career.

The importance of various factors in the choice of a career varied somewhat between the group of Special Education students and 12<sup>th</sup> grade students overall. Although *interesting to me* was important to the most students in each group, it was substantially less important to Special Education students. The other leading factors – *matches my skills*, *pay/benefits*, *work environment*, *people I'd work with* and *availability of jobs* – were of similar importance. Factors that were more important to Special Education students than to others were *my family's support* and *location of jobs*.

The biggest potential problems in going to college were economic ones (*cost of tuition and books*, *cost of lodging and food*, and *need to earn money*) for Special Education students and other 12<sup>th</sup> graders alike. One-tenth of Special Education students indicated that *physical disabilities* posed a potential problem in going to college. They also were more likely than others to indicate that *lack of transportation*, *poor grades*, *lack of information about college choices*, and *don't know what to study* were potential problems.

### ***Teen parents***

There were only 13 teen parents in the survey sample, 3 in the 9<sup>th</sup> grade and 10 in the 12<sup>th</sup>. All but one was female, and they represented every racial/ethnic group except Asian/Pacific Islander. The number of teen parents in either grade was too small for detailed analysis. However, it is noteworthy that these students had fairly high educational aspirations, with all but one expecting to earn more than a high school diploma, and all planning to attend a postsecondary institution after high school. Four of the 12<sup>th</sup> grade teen parents thought child care access or costs was a potential problem for going to college.



## **Appendix A**

### **Survey Methodology**

In the spring of 2008, twenty-five high schools were invited to participate in this study by distributing surveys to 9<sup>th</sup> and 12<sup>th</sup> grade students. They were also asked to provide information on the district's career education programs, and to respond to a survey on barriers to career education. The schools were selected to provide diversity in terms of geographic location (at least one school from each ESU), size (range of student membership, 162 to 46,000) and race/ethnicity. Fourteen of the schools agreed to distribute the student surveys. The other schools declined primarily because of lack of time before the school year ended. Six of the participating schools also provided input on their career education programs and barriers to career education.

In order to increase outreach to special populations, high school age students were recruited through various youth programs including Bridge to Success, a college readiness program that works with Omaha Public School students, Girls Inc. in Omaha, Girl Scouts in Omaha, and the Upward Bound program for Western Nebraska Community College.

The 9<sup>th</sup> and 12<sup>th</sup> grade versions of the survey forms differed slightly (see Appendices B and C). Because some school districts found it more feasible to distribute the surveys to students in classes with mixed grade levels, the 9<sup>th</sup> grade survey was labeled for 9<sup>th</sup> and 10<sup>th</sup> graders, and the 12<sup>th</sup> grade survey was labeled for 11<sup>th</sup> and 12<sup>th</sup> graders. The results for the few 10<sup>th</sup> and 11<sup>th</sup> grade students were included in the results reported for 9<sup>th</sup> and 12<sup>th</sup> graders, respectively. Altogether, there were 1,389 surveys completed, including 825 at the 9<sup>th</sup> grade level, and 564 at the 12<sup>th</sup> grade level.

Table A1 shows the distribution of respondents by school district or community organization and grade level. Table A2 shows the distribution of students by survey grade level, race/ethnicity and gender. Smaller school districts were asked to distribute the surveys to all of their 9<sup>th</sup> and 12<sup>th</sup> grade students. Larger school districts were asked to distribute the surveys to two or three classes of 9<sup>th</sup> and 12<sup>th</sup> graders in one high school. The Grand Island school district distributed the surveys to a high percentage of their 9<sup>th</sup> grade and 12<sup>th</sup> grade students. As a result, approximately half of the total responses were from Grand Island students, including nearly three-fourths of the 9<sup>th</sup> grade Hispanic students. A review of results that excluded the Grand Island responses, found no change in the basic findings of this survey report as they pertained to Hispanic or white, non-Hispanic students (the principle racial/ethnic groups for Grand Island).

The purpose of the survey was to examine students' career and postsecondary education interests and plans at both the 9<sup>th</sup> and 12<sup>th</sup> grade levels, and to identify obstacles they might face in terms of pursuing their career goals through postsecondary education. Since the survey sample was not drawn by a scientific method, the specific statistics should be considered with caution.

**Table A1. Survey Respondents by School District or Organization and Grade Level**

<b>Public School District</b>	<b>9th Grade</b>	<b>10th Grade</b>	<b>11th Grade</b>	<b>12th Grade</b>	<b>Total</b>
Gordon-Rushville	9	0	0	14	23
Grand Island	414	5	2	227	648
Hitchcock County	18	1	0	23	42
Johnson County	28	2	0	21	51
Lincoln (Lincoln High)	28	23	24	33	108
McCool Junction	21	0	0	21	42
Newman Grove	18	7	0	18	43
Omaha (Benson High)	46	0	13	36	95
Omaha Nation	10	2	3	4	19
Ralston	36	1	0	9	46
Santee	7	0	4	1	12
South Sioux City	31	14	12	38	95
Southern District #1	35	0	0	33	68
Winnebago	18	1	0	19	38
<b>Community Organization</b>					
Bridge to Success, Omaha	2	18	0	0	20
Boys & Girls Club, North Platte	3	0	2	0	5
Girls Inc., Omaha	15	7	0	0	22
Girl Scouts, Omaha	2	0	0	0	2
Upward Bound, Southeast CC	1	2	0	0	3
Upward Bound, Western Nebraska CC	0	0	2	5	7
<b>Total</b>	<b>742</b>	<b>83</b>	<b>62</b>	<b>502</b>	<b>1389</b>

**Table A2. Survey Respondents by Survey Level, Race/Ethnicity and Gender**

	<b>9th Grade Survey</b>				<b>12th Grade Survey</b>			
	<b>Female</b>	<b>Male</b>	<b>unknown</b>	<b>Total</b>	<b>Female</b>	<b>Male</b>	<b>unknown</b>	<b>Total</b>
White, Non-Hispanic	229	205	1	435	171	177	13	361
Hispanic	106	126	2	234	50	42	2	94
African American	44	21	1	66	26	9	2	37
American Indian	30	23	3	56	17	22	1	40
Asian/Pacific Islander	11	6	0	17	9	7	0	16
unknown	7	9	1	17	7	9	0	16
<b>Total</b>	<b>427</b>	<b>390</b>	<b>8</b>	<b>825</b>	<b>280</b>	<b>266</b>	<b>18</b>	<b>564</b>

**Career Plans Survey**

school \_\_\_\_\_ age \_\_\_\_ grade level \_\_\_\_ \_\_\_\_male \_\_\_\_ female

**race/ethnicity (check all that apply)**

\_\_\_\_African American \_\_\_\_American Indian \_\_\_\_Asian \_\_\_\_Hispanic \_\_\_\_White  
 \_\_\_\_other \_\_\_\_\_

**Are you in any of the following programs at school? (check all that apply)**

\_\_\_\_ English as a second language \_\_\_\_ special education \_\_\_\_ teen parent \_\_\_\_other \_\_\_\_\_

**1. What do you think you will do after high school? (check only 1)**

\_\_\_\_community college \_\_\_\_university/4 year college \_\_\_\_training institute \_\_\_\_military  
 \_\_\_\_work only \_\_\_\_work and college \_\_\_\_other \_\_\_\_\_

**2. What is the highest level of education you think you will achieve one day? (check only 1)**

\_\_\_\_GED \_\_\_\_high school diploma \_\_\_\_vocational license/certificate  
 \_\_\_\_ 2 year degree \_\_\_\_4 year degree \_\_\_\_Masters degree or higher.

**3. Have any of the following family members attended college? (check all that apply)**

\_\_\_\_parent/guardian \_\_\_\_brother \_\_\_\_sister \_\_\_\_aunt \_\_\_\_uncle  
 \_\_\_\_cousin (male) \_\_\_\_cousin (female) \_\_\_\_ none of the above \_\_\_\_ don't know

**4. How encouraging are your parents/guardian for you to go to college?**

\_\_\_\_ very supportive \_\_\_\_ somewhat supportive \_\_\_\_ not at all supportive

comments: \_\_\_\_\_

**5. How often do you think about your future career? (circle 1)**

never 1.....2.....3.....4.....5 very often

**6. Have you participated in any of the following activities to help you decide on possible career options? (check all that apply)**

\_\_\_\_ interest assessment \_\_\_\_skills assessment \_\_\_\_career fair \_\_\_\_workplace field trip/job shadowing  
 \_\_\_\_read career materials \_\_\_\_ career exploration course/workshop/presentation  
 \_\_\_\_specific career-related course \_\_\_\_ student organization member (specify\_\_\_\_\_)  
 \_\_\_\_workstudy/apprentice/employment in field of possible career \_\_\_\_college/university visit  
 \_\_\_\_ other \_\_\_\_\_ \_\_\_\_none

**7. Which people do you prefer to talk to about which classes to take in high school? (check all that apply)**

\_\_\_\_parent/guardian \_\_\_\_grandparent \_\_\_\_brother \_\_\_\_sister \_\_\_\_other relative \_\_\_\_guidance counselor  
 \_\_\_\_teacher \_\_\_\_principal/administrator \_\_\_\_recruiter or other professional \_\_\_\_religious leader  
 \_\_\_\_friends (male) \_\_\_\_friends (female) \_\_\_\_youth organization leader  
 \_\_\_\_other \_\_\_\_\_ \_\_\_\_no one

**8. What are some career areas in which you are possibly interested?**

***The following questions concern your attitudes about two different broad career fields.***

***Career Field: Industrial Technology, including Architecture, Construction, Manufacturing, Engineering and Transportation***

**9. Are you potentially interested in any following Industrial Technology career options for yourself? (check all that apply)**

☐ drafter ☐ architect ☐ building inspector ☐ civil engineer ☐ welder ☐ electrician  
☐ woodworker ☐ carpenter ☐ automobile mechanic ☐ autobody repair  
☐ truck driver ☐ small engine mechanic ☐ aircraft mechanic ☐ heavy equipment operator  
☐ other Industrial Technology careers \_\_\_\_\_

**10. How much do you know about this career field? (circle a number)**

nothing 1....2....3....4....5....6 a great deal

**11. What people do you know working or studying in this career field? (check all that apply)**

☐ no one ☐ family member (male) ☐ family member (female)  
☐ friend (male) ☐ friend (female) ☐ other (male) ☐ other (female)

**12. If you have little or no interest in the above Industrial Technology career options, what are your reasons?**

**13. Which of the following high school courses that you have taken, plan to take, or would take if your school offered it? (check all that apply)**

☐ construction ☐ drafting ☐ computer-aided drafting ☐ drafting occupations  
☐ construction/ home maintenance ☐ construction/maintenance trades ☐ woodworking  
☐ millwork/cabinet making ☐ metals and welding ☐ metalworking ☐ metalworking occupations  
☐ automotive mechanics ☐ automotive services ☐ agriculture equipment mechanics  
☐ electronics ☐ construction electricity ☐ electronics occupations ☐ technology education  
☐ industrial technology, general ☐ none of these  
☐ other Industrial Technology courses \_\_\_\_\_

**14. How many of your friends have taken or would be interested in taking one or more of the above courses? \_\_\_\_\_**

**15. For any of the courses above that you have not taken and are not interested in taking, what are your reasons for not taking them? (check all that apply)**

☐ boring ☐ too hard ☐ not in my career plan ☐ wouldn't know anyone ☐ too noisy/dirty  
☐ how I think I would be treated ☐ schedule conflicts ☐ never considered it  
☐ not for people going to college ☐ counselor didn't advise me to ☐ friends advised me not to  
☐ parent/guardian didn't want me to ☐ other \_\_\_\_\_

**comments:**

***Career Field: Business, including Management, Marketing, Finance, Human Resources, Business Analysis, Communications and Administrative/Information Support***

**16. Are you potentially interested in any of the following Business career options for yourself? (check all that apply)**

☐ general manager   ☐ market research analyst   ☐ sales manager   ☐ accountant   ☐ bookkeeper  
☐ financial analyst   ☐ human resources manager   ☐ insurance agent   ☐ real estate broker  
☐ public relations specialist   ☐ customer service representative   ☐ public administrator  
☐ database manager   ☐ web designer   ☐ other Business careers \_\_\_\_\_

**17. How much do you know about this career area? (circle a number)**

nothing   1....2....3....4....5....6   a great deal

**18. What people do you know working or studying in this career area?**

**(check all that apply)**

☐ no one   ☐ family member (male)   ☐ family member (female)  
☐ friend (male)   ☐ friend (female)   ☐ other (male)   ☐ other (female)

**19. If you have little or no interest in the above Business career options, what are your reasons?**

**20. Check any of the following high school courses that you have taken, plan to take, or would take if your school offered it: (check all that apply)**

☐ business communication   ☐ beginning marketing   ☐ accounting   ☐ advanced accounting  
☐ business technology/procedures   ☐ advanced business computer applications   ☐ e-commerce  
☐ entrepreneurship   ☐ business management   ☐ business economics   ☐ business/consumer law  
☐ intro to business   ☐ none of these   ☐ other elective Business courses \_\_\_\_\_

**21. How many of your friends have taken or would be interested in taking one or more of the above courses? \_\_\_\_\_**

**22. For any of the courses above that you have not taken or are not interested in taking, what are your reasons for not taking them? (check all that apply)**

☐ boring   ☐ too hard   ☐ not in my career plan   ☐ wouldn't know anyone  
☐ how I think I would be treated   ☐ schedule conflicts   ☐ never considered it  
☐ counselor didn't advise me to   ☐ friends advised me not to   ☐ parent/guardian didn't want me to  
☐ other \_\_\_\_\_

**comments:**

***Other career fields***

**23. Have you taken or plan to take any other elective career-related courses in high school?**

☐ No   ☐ Yes (which ones) \_\_\_\_\_

**THANK YOU VERY MUCH!**

**Nebraska Department of Education   April 2008**

**Career Plans Survey**

**school** \_\_\_\_\_ **age** \_\_\_\_ **grade level** \_\_\_\_ **male** **female**

**race/ethnicity (check all that apply)** \_\_\_\_African American \_\_\_\_American Indian \_\_\_\_Asian  
 \_\_\_\_ Hispanic \_\_\_\_ White \_\_\_\_other \_\_\_\_\_

**Are you in any of the following programs at school ? (check all that apply)**

\_\_\_\_English as a second language \_\_\_\_special education \_\_\_\_teen parent \_\_\_\_other\_\_\_\_\_

**1, What do you think you will do after high school? (check only 1)**

\_\_\_\_community college \_\_\_\_university/4 year college \_\_\_\_training institute \_\_\_\_military  
 \_\_\_\_work only \_\_\_\_work and college \_\_\_\_other \_\_\_\_\_

**2. If you plan to continue your education, what will be the focus of your studies?**

**3. If you plan only to work right out of high school, what type of work?**

**4. What is the highest level of education you think you will achieve one day? (check only 1)**

\_\_\_\_GED \_\_\_\_high school diploma \_\_\_\_vocational license/certificate  
 \_\_\_\_ 2 year degree \_\_\_\_4 year degree \_\_\_\_Masters degree or higher.

**5. Have any of the following family members attended college? (check all that apply)**

\_\_\_\_parent/guardian \_\_\_\_brother \_\_\_\_sister \_\_\_\_aunt \_\_\_\_uncle  
 \_\_\_\_cousin (male) \_\_\_\_cousin (female) \_\_\_\_ none of the above \_\_\_\_ don't know

**6. How encouraging are your parents/guardian for you to go to college?**

\_\_\_\_ very supportive \_\_\_\_ somewhat supportive \_\_\_\_ not at all supportive

**comments:**\_\_\_\_\_

**7. Have you ever visited a college campus (community college, university)?**

\_\_\_\_No \_\_\_\_Yes (which colleges) \_\_\_\_\_

**8. Have you met with any recruiters at school? \_\_\_\_No \_\_\_\_Yes**

**9. Which of the following problems might you face in trying to go to college? (check all that apply)**

\_\_\_\_cost of tuition and books \_\_\_\_cost of lodging and food \_\_\_\_ lack of transportation \_\_\_\_distance  
 \_\_\_\_need to earn money \_\_\_\_physical disabilities \_\_\_\_lack of interest \_\_\_\_poor grades  
 \_\_\_\_lack of family support \_\_\_\_language \_\_\_\_discrimination \_\_\_\_ don't know what to study  
 \_\_\_\_lack of information about college choices \_\_\_\_lack of information on financial aid  
 \_\_\_\_lack of information on how to apply or register \_\_\_\_ child care access or costs  
 \_\_\_\_other \_\_\_\_\_  
 \_\_\_\_nothing.

**10. Have you participated in any of the following activities to help you decide on possible career options? (check all that apply)**

☐ interest assessment ☐ skills assessment ☐ career fair ☐ workplace field trip/job shadowing  
☐ read career materials ☐ career exploration course/workshop/presentation  
☐ specific career-related course ☐ student career organization member (specify \_\_\_\_\_)  
☐ workstudy/apprentice/employment in field of possible career ☐ college/university visit  
☐ other \_\_\_\_\_ ☐ none

**11. How well do you think your schooling has prepared you to choose and plan for a career: (circle a number)**      not well 1.....2.....3.....4.....5.....6      very well

**12. Which people have you talked to about your career possibilities? (check all that apply)**

☐ parent/guardian ☐ grandparent ☐ brother ☐ sister ☐ other relative ☐ guidance counselor  
☐ teacher ☐ principal/administrator ☐ recruiter or other professional ☐ religious leader  
☐ friends (male) ☐ friends (female) ☐ youth organization leader  
☐ other \_\_\_\_\_ ☐ no one

**13. Who have been the most helpful in discussing your future career choices?**

**14. Which of the following considerations are important to you in your choice of a career? (check all that apply)**

☐ interesting to me ☐ matches my skills ☐ pay/benefits ☐ work environment  
☐ people I'd work with ☐ value to society ☐ my family's support ☐ friends' support  
☐ education requirements ☐ scholarship availability ☐ cost of education ☐ job security  
☐ opportunity to travel ☐ flexible schedule ☐ availability of jobs ☐ location of jobs  
☐ other \_\_\_\_\_

**15. What are some career areas in which you are possibly interested?**

*The following questions concern your attitudes about two different broad career fields.*

***Career Field: Industrial Technology, including Architecture, Construction, Manufacturing, Engineering and Transportation***

**16. Are you potentially interested in any following Industrial Technology career options for yourself? (check all that apply)**

☐ drafter ☐ architect ☐ building inspector ☐ civil engineer ☐ welder ☐ electrician  
☐ woodworker ☐ carpenter ☐ automobile mechanic ☐ autobody repair  
☐ truck driver ☐ small engine mechanic ☐ aircraft mechanic ☐ heavy equipment operator  
☐ other Industrial Technology careers \_\_\_\_\_

**17. How much do you know about this career field? (circle a number)**

nothing 1....2....3....4....5....6      a great deal

**18. What people do you know working or studying in this career field? (check all that apply)**

☐ no one ☐ family member (male) ☐ family member (female)  
☐ friend (male) ☐ friend (female) ☐ other (male) ☐ other (female)

**19. If you have little or no interest in the above Industrial Technology career options, what are your reasons?**

**20. Check any of the following high school courses that you have taken, plan to take, or would take if your school offered it:**

☐ construction   ☐ drafting   ☐ computer-aided drafting   ☐ drafting occupations  
☐ construction/ home maintenance   ☐ construction/maintenance trades   ☐ woodworking  
☐ millwork/cabinet making   ☐ metals and welding   ☐ metalworking   ☐ metalworking occupations  
☐ automotive mechanics   ☐ automotive services   ☐ agriculture equipment mechanics  
☐ electronics   ☐ construction electricity   ☐ electronics occupations   ☐ technology education  
☐ industrial technology, general   ☐ none of these  
☐ other Industrial Technology courses \_\_\_\_\_

**21. How many of your friends have taken or would be interested in taking one or more of the above courses? \_\_\_\_\_**

**22. For any of the courses above that you have not taken and are not interested in taking, what are your reasons for not taking them? (check all that apply)**

☐ boring   ☐ too hard   ☐ not in my career plan   ☐ wouldn't know anyone   ☐ too noisy/dirty  
☐ how I think I would be treated   ☐ schedule conflicts   ☐ never considered it  
☐ not for people going to college   ☐ counselor didn't advise me to   ☐ friends advised me not to  
☐ parent/guardian didn't want me to   ☐ other \_\_\_\_\_

**comments:**

***Career Field: Business, including Management, Marketing, Finance, Human Resources, Business Analysis, Communications and Administrative/Information Support***

**23. Are you potentially interested in any of the following Business career options for yourself? (check all that apply)**

☐ general manager   ☐ market research analyst   ☐ sales manager   ☐ accountant   ☐ bookkeeper  
☐ financial analyst   ☐ human resources manager   ☐ insurance agent   ☐ real estate broker  
☐ public relations specialist   ☐ customer service representative   ☐ public administrator  
☐ database manager   ☐ web designer   ☐ other Business careers \_\_\_\_\_

**24. How much do you know about this career area? (circle a number)**

nothing 1....2....3....4....5....6 a great deal

**25. What people do you know working or studying in this career area? (check all that apply)**

☐ no one   ☐ family member (male)   ☐ family member (female)  
☐ friend (male)   ☐ friend (female)   ☐ other (male)   ☐ other (female)



**26. If you have little or no interest in the above Business career options, what are your reasons?**

**27. Check any of the following high school courses that you have taken, plan to take, or would take if your school offered it:**

☐ business communication   ☐ beginning marketing   ☐ accounting   ☐ advanced accounting  
☐ business technology/procedures   ☐ advanced business computer applications   ☐ e-commerce  
☐ entrepreneurship   ☐ business management   ☐ business economics   ☐ business/consumer law  
☐ intro to business   ☐ none of these   ☐ other elective Business courses \_\_\_\_\_

**28. How many of your friends have taken or would be interested in taking one or more of the above courses? \_\_\_\_\_**

**29. For any of the courses above that you have not taken or are not interested in taking, what are your reasons for not taking them? (check all that apply)**

☐ boring   ☐ too hard   ☐ not in my career plan   ☐ wouldn't know anyone  
☐ how I think I would be treated   ☐ schedule conflicts   ☐ never considered it  
☐ counselor didn't advise me to   ☐ friends advised me not to   ☐ parent/guardian didn't want me to  
☐ other \_\_\_\_\_

**comments:**

### ***Other career fields***

**30. Have you taken any other elective career-related courses in high school?**

☐ No   ☐ Yes (which ones) \_\_\_\_\_

**31. Have you taken any career-related courses at a community college or university?**

☐ No   ☐ Yes (which college and courses?) \_\_\_\_\_

**THANK YOU VERY MUCH!**

Table 1.	Highest Level of Education Expected						
	by Gender, Grade Level and Race/Ethnicity						
			All Students				
			Percent of Students				
		9th Grade				12th Grade	
Education Expectation	Female	Male	Total*		Female	Male	Total*
GED	2%	3%	3%		0%	1%	1%
High School	9%	17%	13%		6%	12%	9%
Vocational License	3%	2%	3%		5%	2%	3%
2 Year Degree	10%	14%	12%		13%	18%	16%
4 Year Degree	33%	40%	37%		31%	35%	33%
Masters Degree or higher	44%	24%	34%		45%	32%	39%
Total	100%	100%	100%		100%	100%	100%
Number of Students	418	383	809		275	262	554
			White, Non-Hispanic Students				
			Percent of Students				
		9th Grade				12th Grade	
Education Expectation	Female	Male	Total*		Female	Male	Total*
GED	1%	4%	3%		0%	1%	1%
High School	5%	10%	7%		3%	9%	6%
Vocational License	1%	2%	2%		5%	2%	4%
2 Year Degree	10%	13%	11%		14%	15%	15%
4 Year Degree	33%	42%	38%		28%	40%	34%
Masters Degree or higher	49%	29%	39%		51%	32%	41%
Total	100%	100%	100%		100%	100%	100%
Number of Students	225	203	429		170	175	357
			Hispanic Students				
			Percent of Students				
		9th Grade				12th Grade	
Education Expectation	Female	Male	Total*		Female	Male	Total*
GED	2%	1%	1%		2%	0%	1%
High School	15%	22%	19%		18%	17%	17%
Vocational License	3%	3%	3%		8%	0%	4%
2 Year Degree	15%	15%	15%		22%	24%	23%
4 Year Degree	27%	42%	35%		18%	27%	24%
Masters Degree or higher	38%	18%	27%		31%	32%	30%
Total	100%	100%	100%		100%	100%	100%
Number of Students	104	124	230		49	41	92

Table 1. continued							
			African American Students				
			Percent of Students				
		9th Grade				12th Grade	
Education Expectation	Female	Male	Total*		Female	Male	Total*
GED	2%	5%	3%		0%	**	0%
High School	7%	10%	8%		0%	**	0%
Vocational License	7%	0%	5%		0%	**	0%
2 Year Degree	2%	14%	6%		4%	**	9%
4 Year Degree	36%	33%	36%		58%	**	49%
Masters Degree or higher	45%	38%	42%		38%	**	43%
Total	100%	100%	100%		100%	**	100%
Number of Students	42	21	64		24	9	35
			American Indian Students				
			Percent of Students				
		9th Grade				12th Grade	
Education Expectation	Female	Male	Total*		Female	Male	Total*
GED	7%	5%	6%		0%	0%	0%
High School	13%	55%	31%		13%	38%	26%
Vocational License	3%	0%	2%		0%	0%	0%
2 Year Degree	3%	9%	7%		6%	33%	21%
4 Year Degree	43%	23%	33%		50%	19%	32%
Masters Degree or higher	30%	9%	20%		31%	10%	21%
Total	100%	100%	100%		100%	100%	100%
Number of Students	30	22	55		16	21	38
			Asian/Pacific Islander Students				
			Percent of Students				
		9th Grade				12th Grade	
Education Expectation	Female	Male	Total*		Female	Male	Total*
GED	**	**	7%		**	**	0%
High School	**	**	7%		**	**	0%
Vocational License	**	**	0%		**	**	6%
2 Year Degree	**	**	13%		**	**	0%
4 Year Degree	**	**	40%		**	**	44%
Masters Degree or higher	**	**	33%		**	**	50%
Total	**	**	100%		**	**	100%
Number of Students	11	4	15		9	7	16
*includes any students not identified by gender							
**number of students too small for analysis							

<b>Table 2.</b>	<b>Postsecondary Education Plans After Completing High School</b>						
	<b>by Grade Level, Gender and Race/Ethnicity</b>						
			<b>All Students</b>				
			<b>Percent of Students</b>				
		<b>9th Grade</b>				<b>12th Grade</b>	
<b>Postsecondary Plans</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>		<b>Female</b>	<b>Male</b>	<b>Total*</b>
Training Institute	6%	3%	4%		3%	7%	4%
Community/ 2 Year College	13%	15%	14%		34%	31%	33%
University/4 Year College	75%	60%	68%		59%	50%	55%
Military	2%	11%	6%		1%	6%	3%
Work Only	4%	11%	7%		4%	6%	5%
Total	100%	100%	100%		100%	100%	100%
Number of Students	418	382	808		270	258	546
			<b>White, Non-Hispanic Students</b>				
			<b>Percent of Students</b>				
		<b>9th Grade</b>				<b>12th Grade</b>	
<b>Postsecondary Plans</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>		<b>Female</b>	<b>Male</b>	<b>Total*</b>
Training Institute	3%	1%	2%		2%	4%	3%
Community/ 2 Year College	13%	16%	14%		33%	31%	32%
University/4 Year College	79%	65%	73%		62%	57%	59%
Military	2%	12%	7%		1%	5%	3%
Work Only	3%	6%	4%		2%	4%	3%
Total	100%	100%	100%		100%	100%	100%
Number of Students	225	204	430		16600%	173	352
			<b>Hispanic Students</b>				
			<b>Percent of Students</b>				
		<b>9th Grade</b>				<b>12th Grade</b>	
<b>Postsecondary Plans</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>		<b>Female</b>	<b>Male</b>	<b>Total*</b>
Training Institute	9%	3%	6%		4%	8%	6%
Community/ 2 Year College	16%	18%	17%		52%	35%	46%
University/4 Year College	70%	54%	61%		27%	40%	32%
Military	0%	7%	4%		0%	5%	2%
Work Only	5%	17%	12%		17%	13%	14%
Total	100%	100%	100%		100%	100%	100%
Number of Students	101	122	225		48	40	90

Table 2. Continued							
		African American Students					
		Percent of Students					
		9th Grade				12th Grade	
Postsecondary Plans	Female	Male	Total*		Female	Male	Total*
Training Institute	7%	5%	6%		0%	**	0%
Community/ 2 Year College	5%	5%	5%		24%	**	31%
University/4 Year College	82%	81%	82%		76%	**	69%
Military	2%	0%	2%		0%	**	0%
Work Only	5%	10%	6%		0%	**	0%
Total	100%	100%	100%		100%	**	100%
Number of Students	44	21	66		25	9	36
		American Indian Students					
		Percent of Students					
		9th Grade				12th Grade	
Postsecondary Plans	Female	Male	Total*		Female	Male	Total*
Training Institute	13%	14%	13%		6%	29%	18%
Community/ 2 Year College	13%	5%	11%		19%	24%	21%
University/4 Year College	60%	23%	44%		75%	19%	45%
Military	10%	36%	22%		0%	14%	8%
Work Only	3%	23%	11%		0%	14%	8%
Total	100%	100%	100%		100%	100%	100%
Number of Students	30	22	55		16	21	38
		Asian/Pacific Islander Students					
		Percent of Students					
		9th Grade				12th Grade	
Postsecondary Plans	Female	Male	Total*		Female	Male	Total*
Training Institute	**	**	0%		**	**	0%
Community/ 2 Year College	**	**	13%		**	**	20%
University/4 Year College	**	**	75%		**	**	67%
Military	**	**	0%		**	**	13%
Work Only	**	**	13%		**	**	0%
Total	**	**	100%		**	**	100%
Number of Students	11	5	16		8	7	15
*Includes students unidentified by gender							
**Number of students too few for analysis							

<b>Table 3.</b>	<b>College Attendance of Parents/Guardian, Siblings, Aunts, Uncles and Cousins</b>						
	<b>by Gender, Grade Level and Race/Ethnicity</b>						
			<b>All Students</b>				
			<b>Percent of Students</b>				
		<b>9th Grade</b>			<b>12th Grade</b>		
<b>Attended College:</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>		<b>Female</b>	<b>Male</b>	<b>Total*</b>
Parent and Sibling	19%	16%	18%		25%	29%	27%
Sibling, no Parent	11%	15%	13%		16%	17%	16%
Parent, no Sibling	33%	31%	32%		26%	26%	26%
Other relatives only	16%	10%	13%		14%	12%	13%
No relatives	7%	13%	10%		12%	10%	11%
Don't know	15%	15%	15%		7%	8%	7%
Total	100%	100%	100%		100%	100%	100%
Number of Students	425	382	815		277	260	554
			<b>White, Non-Hispanic Students</b>				
			<b>Percent of Students</b>				
		<b>9th Grade</b>			<b>12th Grade</b>		
<b>Attended College:</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>		<b>Female</b>	<b>Male</b>	<b>Total*</b>
Parent and Sibling	27%	26%	26%		34%	35%	35%
Sibling, no Parent	10%	9%	9%		14%	15%	14%
Parent, no Sibling	36%	42%	39%		30%	28%	29%
Other relatives only	11%	7%	9%		11%	7%	9%
No relatives	4%	5%	5%		7%	8%	8%
Don't know	12%	10%	11%		5%	7%	6%
Total	100%	100%	100%		100%	100%	100%
Number of Students	229	202	432		169	174	355
			<b>Hispanic Students</b>				
			<b>Percent of Students</b>				
		<b>9th Grade</b>			<b>12th Grade</b>		
<b>Attended College:</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>		<b>Female</b>	<b>Male</b>	<b>Total*</b>
Parent and Sibling	3%	2%	3%		6%	12%	9%
Sibling, no Parent	16%	20%	18%		18%	22%	19%
Parent, no Sibling	21%	13%	18%		10%	15%	13%
Other relatives only	23%	14%	18%		24%	27%	25%
No relatives	14%	30%	22%		32%	22%	28%
Don't know	22%	21%	21%		10%	2%	6%
Total	100%	100%	100%		100%	100%	100%
Number of Students	104	121	227		50	41	93

<b>Table 3. continued</b>							
			<b>African American Students</b>				
			<b>Percent of Students</b>				
		<b>9th Grade</b>				<b>12th Grade</b>	
<b>Attended College:</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>		<b>Female</b>	<b>Male</b>	<b>Total*</b>
Parent and Sibling	18%	10%	15%		12%	**	14%
Sibling, no Parent	7%	38%	17%		16%	**	20%
Parent, no Sibling	36%	29%	35%		36%	**	31%
Other relatives only	18%	5%	14%		16%	**	14%
No relatives	11%	14%	12%		8%	**	6%
Don't know	9%	5%	8%		12%	**	14%
						**	
Total	100%	100%	100%		100%	**	100%
Number of Students	44	21	66		25	8	35
			<b>American Indian Students</b>				
			<b>Percent of Students</b>				
		<b>9th Grade</b>				<b>12th Grade</b>	
<b>Attended College:</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>		<b>Female</b>	<b>Male</b>	<b>Total*</b>
Parent and Sibling	17%	13%	14%		12%	18%	18%
Sibling, no Parent	3%	13%	9%		12%	18%	15%
Parent, no Sibling	50%	30%	41%		35%	23%	27%
Other relatives only	23%	17%	21%		12%	9%	10%
No relatives	3%	0%	2%		12%	5%	8%
Don't know	3%	26%	13%		18%	27%	23%
Total	100%	100%	100%		100%	100%	100%
Number of Students	30	23	56		17	22	40
			<b>Asian/Pacific Islander Students</b>				
			<b>Percent of Students</b>				
		<b>9th Grade</b>				<b>12th Grade</b>	
<b>Attended College:</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>		<b>Female</b>	<b>Male</b>	<b>Total*</b>
Parent and Sibling	**	**	24%		**	**	19%
Sibling, no Parent	**	**	29%		**	**	25%
Parent, no Sibling	**	**	18%		**	**	25%
Other relatives only	**	**	6%		**	**	31%
No relatives	**	**	0%		**	**	0%
Don't know	**	**	24%		**	**	0%
	**	**			**	**	
Total	**	**	100%		**	**	100%
Number of Students	11	6	17		9	7	16
*includes any students not identified by gender							
**number of students too small for analysis							

Table 4.	Parental Support for College Education						
	by Gender, Grade Level and Race/Ethnicity						
			All Students				
			Percent of Students				
		9th Grade			12th Grade		
	Female	Male	Total*		Female	Male	Total*
Not at all supportive	2%	3%	3%		3%	4%	4%
Somewhat Supportive	20%	22%	21%		19%	16%	17%
Very Supportive	78%	75%	77%		79%	79%	79%
Total	100%	100%	100%		100%	100%	100%
Number of Students	421	378	807		275	258	551
			White, Non-Hispanic Students				
			Percent of Students				
		9th Grade			12th Grade		
	Female	Male	Total*		Female	Male	Total*
Not at all supportive	1%	2%	1%		1%	3%	2%
Somewhat Supportive	16%	16%	16%		15%	14%	14%
Very Supportive	83%	82%	83%		83%	83%	83%
Total	100%	100%	100%		100%	100%	100%
Number of Students	2258	199	425		168	171	352
			Hispanic Students				
			Percent of Students				
		9th Grade			12th Grade		
	Female	Male	Total*		Female	Male	Total*
Not at all supportive	3%	6%	4%		10%	5%	8%
Somewhat Supportive	26%	25%	25%		27%	27%	27%
Very Supportive	71%	69%	71%		63%	68%	65%
Total	100%	100%	100%		100%	100%	100%
Number of Students	105	121	228		49	41	92



<b>Table 4. continued</b>							
			<b>African American Students</b>				
			<b>Percent of Students</b>				
		<b>9th Grade</b>			<b>12th Grade</b>		
	<b>Female</b>	<b>Male</b>	<b>Total*</b>		<b>Female</b>	<b>Male</b>	<b>Total*</b>
<b>Not at all supportive</b>	2%	5%	3%		4%	**	9%
<b>Somewhat Supportive</b>	16%	25%	19%		12%	**	9%
<b>Very Supportive</b>	81%	70%	78%		84%	**	83%
						**	
<b>Total</b>	100%	100%	100%		100%	**	100%
<b>Number of Students</b>	43	20	64		25	8	35
			<b>American Indian Students</b>				
			<b>Percent of Students</b>				
		<b>9th Grade</b>			<b>12th Grade</b>		
	<b>Female</b>	<b>Male</b>	<b>Total*</b>		<b>Female</b>	<b>Male</b>	<b>Total*</b>
<b>Not at all supportive</b>	3%	4%	5%		0%	5%	3%
<b>Somewhat Supportive</b>	33%	57%	43%		24%	27%	25%
<b>Very Supportive</b>	63%	39%	52%		76%	68%	73%
<b>Total</b>	100%	100%	100%		100%	100%	100%
<b>Number of Students</b>	30	23	56		17	22	40
			<b>Asian/Pacific Islander Students</b>				
			<b>Percent of Students</b>				
		<b>9th Grade</b>			<b>12th Grade</b>		
	<b>Female</b>	<b>Male</b>	<b>Total*</b>		<b>Female</b>	<b>Male</b>	<b>Total*</b>
<b>Not at all supportive</b>	**	**	0%		**	**	0%
<b>Somewhat Supportive</b>	**	**	24%		**	**	31%
<b>Very Supportive</b>	**	**	76%		**	**	69%
<b>Total</b>	**	**	100%		**	**	100%
<b>Number of Students</b>	11	6	17		9	7	16
*includes any students not identified by gender							
**number of students too small for analysis							

<b>Table 5.</b>	<b>College Exposure by Campus Visits, Meetings with Recruiters and College Coursework</b>				
	<b>12th Grade Survey Students by Gender and Race/Ethnicity</b>				
	<b>Percent of students who have ever visited a college campus</b>				
<b>Race/Ethnicity:</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>	<b>Number of Students</b>	
White, Non-Hispanic	83%	77%	80%	343	
Hispanic	73%	73%	72%	92	
African American	67%	**	72%	29	
American Indian	75%	71%	74%	38	
Asian/Pacific Islander	**	**	77%	13	
Total***	80%	75%	78%	529	
Number of Students	261	251%	529		
	<b>Percent of students who have met with a recruiter at school</b>				
<b>Race/Ethnicity:</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>	<b>Number of Students</b>	
White, Non-Hispanic	44%	61%	52%	341	
Hispanic	31%	51%	41%	91	
African American	41%	**	46%	28	
American Indian	63%	58%	58%	36	
Asian/Pacific Islander	**	**	58%	12	
Total***	43%	59%	50%	522	
Number of Students	256	249	522		
	<b>Percent of students who have taken a career-related course at a college</b>				
<b>Race/Ethnicity:</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>	<b>Number of Students</b>	
White, Non-Hispanic	21%	14%	18%	323	
Hispanic	19%	16%	17%	81	
African American	28%	**	25%	28	
American Indian	0%	14%	8%	38	
Asian/Pacific Islander	**	**	25%	12	
Total***	20%	14%	17%	495	
Number of Students	244	234	495		
*includes any students not identified by gender					
**number of students too small for analysis					
***includes any students not identified by race/ethnicity					

Table 6.	Problems Faced in Trying to Go to College			
	12th Grade Survey Respondents by Gender and Race/Ethnicity			
		Total Students		
	Percent of Students with Potential Problem			
Potential Problems:	Female	Male	Total*	
cost of tuition and books	75%	68%	72%	
cost of lodging and food	45%	47%	46%	
lack of transporttion	10%	14%	12%	
distance	13%	10%	11%	
need to earn money	57%	52%	54%	
physical disabilities	1%	2%	1%	
lack of interest	7%	11%	9%	
poor grades	12%	17%	14%	
lack of family support	5%	5%	5%	
language	4%	2%	3%	
discrimination	3%	4%	3%	
don't know what to study	17%	16%	17%	
lack of information about college choices	12%	11%	12%	
lack of information on financial aid	24%	19%	22%	
lack of information on how to apply or register	12%	10%	12%	
child care access or costs	2%	2%	2%	
nothing	8%	14%	11%	
Number of Students	257	249	523	
	White, Non-Hispanic Students			
	Percent of Students with Potential Problem			
Potential Problems:	Female	Male	Total*	
cost of tuition and books	76%	72%	75%	
cost of lodging and food	47%	50%	49%	
lack of transporttion	7%	10%	8%	
distance	10%	10%	10%	
need to earn money	56%	55%	55%	
physical disabilities	1%	1%	1%	
lack of interest	7%	9%	8%	
poor grades	10%	14%	11%	
lack of family support	3%	4%	3%	
language	1%	0%	0%	
discrimination	1%	1%	1%	
don't know what to study	15%	15%	15%	
lack of information about college choices	8%	9%	9%	
lack of information on financial aid	21%	16%	19%	
lack of information on how to apply or register	8%	10%	10%	
child care access or costs	2%	1%	2%	
nothing	11%	9%	10%	
Number of Students	163	163	338	

Table 6. continued				
		Hispanic Students		
	Percent of Students with Potential Problem			
Potential Problems:	Female	Male	Total*	
cost of tuition and books	69%	61%	64%	
cost of lodging and food	33%	32%	32%	
lack of transporttion	15%	17%	15%	
distance	17%	5%	11%	
need to earn money	63%	51%	56%	
physical disabilities	0%	0%	0%	
lack of interest	4%	12%	8%	
poor grades	13%	24%	18%	
lack of family support	10%	5%	8%	
language	17%	2%	10%	
discrimination	2%	7%	4%	
don't know what to study	21%	17%	19%	
lack of information about college choices	23%	17%	20%	
lack of information on financial aid	29%	24%	26%	
lack of information on how to apply or register	23%	7%	15%	
child care access or costs	2%	2%	2%	
nothing	6%	12%	11%	
Number of Students	48	41	91	
	African American Students			
	Percent of Students with Potential Problem			
Potential Problems:	Female	Male	Total*	
cost of tuition and books	61%	**	66%	
cost of lodging and food	28%	**	31%	
lack of transporttion	22%	**	21%	
distance	11%	**	14%	
need to earn money	33%	**	31%	
physical disabilities	0%	**	3%	
lack of interest	6%	**	3%	
poor grades	17%	**	21%	
lack of family support	11%	**	14%	
language	0%	**	3%	
discrimination	11%	**	7%	
don't know what to study	6%	**	10%	
lack of information about college choices	11%	**	7%	
lack of information on financial aid	39%	**	28%	
lack of information on how to apply or register	17%	**	14%	
child care access or costs	6%	**	3%	
nothing	0%	**	0%	
Number of Students	18	9	29	

<b>Table 6. continued</b>				
	<b>American Indian Students</b>			
	<b>Percent of Students with Potential Problem</b>			
<b>Potential Problems:</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>	
cost of tuition and books	80%	43%	60%	
cost of lodging and food	73%	43%	57%	
lack of transportation	7%	29%	22%	
distance	20%	14%	19%	
need to earn money	60%	33%	46%	
physical disabilities	0%	5%	3%	
lack of interest	20%	24%	22%	
poor grades	33%	14%	22%	
lack of family support	13%	5%	8%	
language	0%	5%	3%	
discrimination	7%	14%	14%	
don't know what to study	27%	19%	24%	
lack of information about college choices	20%	19%	19%	
lack of information on financial aid	40%	24%	32%	
lack of information on how to apply or register	20%	10%	16%	
child care access or costs	0%	5%	3%	
nothing	0%	5%	3%	
Number of Students	15	21	37	
	<b>Asian/Pacific Islander Students</b>			
	<b>Percent of Students with Potential Problem</b>			
<b>Potential Problems:</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>	
cost of tuition and books	**	**	77%	
cost of lodging and food	**	**	54%	
lack of transportation	**	**	15%	
distance	**	**	15%	
need to earn money	**	**	77%	
physical disabilities	**	**	0%	
lack of interest	**	**	8%	
poor grades	**	**	15%	
lack of family support	**	**	8%	
language	**	**	15%	
discrimination	**	**	8%	
don't know what to study	**	**	23%	
lack of information about college choices	**	**	15%	
lack of information on financial aid	**	**	23%	
lack of information on how to apply or register	**	**	8%	
child care access or costs	**	**	8%	
nothing	**	**	0%	
Number of Students	7	6	13	

<b>Table 6. continued</b>				
	<b>Students Who Are Not Going To College</b>			
	<b>Percent of Students with Potential Problem</b>			
<b>Potential Problems:</b>	<b>Military</b>	<b>Work Only</b>	<b>Total*</b>	
cost of tuition and books	31%	35%	33%	
cost of lodging and food	31%	35%	33%	
lack of transportation	15%	23%	21%	
distance	23%	23%	23%	
need to earn money	23%	39%	33%	
physical disabilities	0%	4%	3%	
lack of interest	8%	15%	13%	
poor grades	23%	19%	21%	
lack of family support	0%	8%	5%	
language	0%	12%	8%	
discrimination	0%	4%	3%	
don't know what to study	8%	12%	10%	
lack of information about college choices	15%	19%	18%	
lack of information on financial aid	0%	19%	13%	
lack of information on how to apply or register	0%	8%	5%	
child care access or costs	0%	12%	8%	
nothing	46%	31%	36%	
Number of Students	13	26	39	
*includes any students not identified by gender				
**number of students too small for analysis				

<b>Table 7.</b>	<b>Preferred People to Talk to About High School Classes</b>						
	<b>by Gender, Grade Level and Race/Ethnicity</b>						
			<b>All Students</b>				
			<b>Percent of Students</b>				
		<b>9th Grade</b>				<b>12th Grade</b>	
<b>Prefer to talk to about classes:</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>		<b>Female</b>	<b>Male</b>	<b>Total*</b>
parent/guardian	77%	63%	70%		84%	85%	85%
grandparent	19%	14%	17%		42%	33%	37%
brother	22%	24%	23%		23%	30%	26%
sister	27%	21%	25%		44%	27%	36%
other relative	24%	14%	19%		37%	30%	34%
guidance counselor	39%	25%	33%		60%	42%	51%
teacher	36%	28%	32%		55%	52%	54%
principal/administrator	12%	13%	13%		12%	14%	13%
recruiter or other professional	4%	6%	5%		21%	23%	21%
religious leader	5%	4%	5%		8%	9%	8%
friends (male)	40%	46%	43%		56%	64%	60%
friends (female)	62%	28%	46%		69%	50%	60%
youth organization leader	5%	3%	4%		5%	6%	6%
no one	1%	8%	5%		2%	4%	3%
Number of Students	426	388	822		276	258	550
			<b>White, Non-Hispanic Students</b>				
			<b>Percent of Students</b>				
		<b>9th Grade</b>				<b>12th Grade</b>	
<b>Prefer to talk to about classes:</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>		<b>Female</b>	<b>Male</b>	<b>Total*</b>
parent/guardian	82%	72%	77%		89%	85%	87%
grandparent	23%	20%	22%		49%	33%	41%
brother	21%	24%	23%		20%	28%	24%
sister	28%	21%	24%		46%	25%	36%
other relative	24%	14%	20%		42%	28%	36%
guidance counselor	39%	27%	34%		59%	41%	49%
teacher	34%	28%	31%		58%	54%	56%
principal/administrator	11%	16%	13%		12%	14%	13%
recruiter or other professional	4%	8%	6%		23%	23%	23%
religious leader	6%	5%	5%		9%	8%	9%
friends (male)	42%	55%	48%		62%	67%	64%
friends (female)	70%	30%	51%		73%	54%	63%
youth organization leader	3%	3%	3%		6%	5%	5%
no one	0%	6%	3%		2%	2%	2%
Number of Students	229	204	434		159	170	351

<b>Table 7. Continued</b>							
			<b>Hispanic Students</b>				
			<b>Percent of Students</b>				
		<b>9th Grade</b>				<b>12th Grade</b>	
<b>Prefer to talk to about classes:</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>		<b>Female</b>	<b>Male</b>	<b>Total*</b>
parent/guardian	65%	49%	56%		78%	83%	80%
grandparent	9%	7%	8%		26%	20%	24%
brother	22%	24%	23%		32%	29%	30%
sister	26%	21%	23%		38%	22%	30%
other relative	20%	13%	16%		28%	22%	26%
guidance counselor	34%	22%	28%		54%	44%	50%
teacher	36%	33%	34%		50%	49%	50%
principal/administrator	9%	10%	9%		6%	10%	9%
recruiter or other professional	1%	3%	2%		10%	15%	12%
religious leader	1%	5%	3%		4%	12%	9%
friends (male)	36%	39%	38%		48%	59%	53%
friends (female)	55%	25%	39%		62%	42%	53%
youth organization leader	3%	3%	3%		6%	12%	9%
no one	2%	12%	7%		2%	12%	7%
Number of Students	106	126	234		50	41	92
			<b>African American Students</b>				
			<b>Percent of Students</b>				
		<b>9th Grade</b>				<b>12th Grade</b>	
<b>Prefer to talk to about classes:</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>		<b>Female</b>	<b>Male</b>	<b>Total*</b>
parent/guardian	77%	62%	72%		83%	**	80%
grandparent	23%	19%	22%		33%	**	34%
brother	30%	29%	29%		13%	**	23%
sister	28%	29%	28%		17%	**	23%
other relative	30%	19%	26%		21%	**	29%
guidance counselor	51%	33%	46%		75%	**	69%
teacher	37%	24%	32%		50%	**	49%
principal/administrator	26%	19%	23%		4%	**	9%
recruiter or other professional	12%	5%	9%		21%	**	23%
religious leader	7%	0%	5%		8%	**	6%
friends (male)	40%	14%	31%		50%	**	46%
friends (female)	49%	14%	37%		58%	**	51%
youth organization leader	14%	5%	11%		4%	**	6%
no one	2%	10%	5%		0%	**	0%
Number of Students	43	21	65		24	9	35



<b>Table 7. Continued</b>							
			<b>American Indian Students</b>				
			<b>Percent of Students</b>				
		<b>9th Grade</b>				<b>12th Grade</b>	
<b>Prefer to talk to about classes:</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>		<b>Female</b>	<b>Male</b>	<b>Total*</b>
parent/guardian	73%	64%	71%		65%	82%	75%
grandparent	13%	9%	13%		47%	50%	48%
brother	20%	14%	16%		24%	46%	38%
sister	30%	18%	27%		53%	46%	50%
other relative	27%	18%	24%		41%	41%	43%
guidance counselor	37%	23%	29%		71%	32%	48%
teacher	40%	9%	26%		59%	46%	50%
principal/administrator	20%	5%	16%		18%	18%	18%
recruiter or other professional	3%	0%	2%		35%	32%	33%
religious leader	7%	0%	6%		12%	5%	8%
friends (male)	43%	36%	40%		41%	59%	53%
friends (female)	43%	27%	36%		65%	46%	55%
youth organization leader	7%	0%	4%		6%	0%	3%
no one	3%	5%	4%		0%	9%	5%
Number of Students	30	22	55		17	22	40
			<b>Asian/Pacific Islander Students</b>				
			<b>Percent of Students</b>				
		<b>9th Grade</b>				<b>12th Grade</b>	
<b>Prefer to talk to about classes:</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>		<b>Female</b>	<b>Male</b>	<b>Total*</b>
parent/guardian	**	**	77%		**	**	88%
grandparent	**	**	12%		**	**	25%
brother	**	**	29%		**	**	25%
sister	**	**	47%		**	**	56%
other relative	**	**	18%		**	**	44%
guidance counselor	**	**	53%		**	**	50%
teacher	**	**	53%		**	**	63%
principal/administrator	**	**	6%		**	**	25%
recruiter or other professional	**	**	0%		**	**	25%
religious leader	**	**	6%		**	**	6%
friends (male)	**	**	59%		**	**	56%
friends (female)	**	**	77%		**	**	69%
youth organization leader	**	**	12%		**	**	0%
no one	**	**	6%		**	**	0%
Number of Students	11	6	17		9	7	16
*includes any students not identified by gender							
**number of students too small for analysis							

Table 8.	Person(s) Most Helpful in Discussing Future Career Choices								
	12th Grade Survey Respondents by Race/Ethnicity and by Gender								
	White, Non- Hispanic	Hispanic	African American	American Indian	Asian/ Pacific Islander		Female	Male	Total*
parent(s)	51%	35%	37%	34%	**	47%	44%	45%	
sibling(s)	4%	8%	11%	7%	**	8%	4%	6%	
"family"/other relative(s)	7%	8%	0%	17%	**	6%	9%	8%	
teacher(s)	8%	9%	11%	7%	**	8%	10%	9%	
guidance counselor	3%	16%	21%	7%	**	6%	7%	7%	
friend(s)	10%	5%	16%	7%	**	13%	5%	9%	
other	7%	8%	5%	3%	**	5%	9%	7%	
myself	5%	3%	0%	7%	**	4%	5%	5%	
no one	2%	5%	0%	3%	**	1%	4%	3%	
don't know	2%	1%	0%	7%	**	2%	2%	2%	
Total	100%	100%	100%	100%	**	100%	100%	100%	
Number of students	289	74	19	29	10	218	203	421	
*includes any students not identified by race/ethnicity or gender									
**number of students too small for analysis									
Note: If student gave more than one response, only the first response was coded.									

<b>Table 9.</b>	<b>Rating of How Well Their School Has Prepared them to Choose and Plan for Career</b>						
	<b>12th Grade Survey Respondents by Gender and Race/Ethnicity</b>						
	<b>Average Rating on Scale: 1=not well, 6=very well</b>						
<b>Race/Ethnicity:</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>	<b>Number of Students</b>			
White, Non-Hispanic	4.1	4.1	4.1	335			
Hispanic	4.4	4.4	4.4	85			
African American	3.7	**	4.2	28			
American Indian	4.3	4.2	4.2	37			
Asian/Pacific Islander	**	**	4.2	13			
Total***	4.1	4.1	4.1	512			
Number of Students	251	245	512				
*Includes students unidentified by gender							
**Number of students too few for analysis							
*** Includes students unidentified by race/ethnicity							

<b>Table 10.</b>	<b>Important Considerations in Choice of Career</b>				
	<b>12th Grade Survey Respondents by Gender and Race/Ethnicity</b>				
	<b>Total Students</b>				
	<b>Percent of Students for whom it is Important</b>				
<b>Career Considerations:</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>		
interesting to me	91%	85%	88%		
matches my skills	64%	61%	63%		
pay/benefits	63%	72%	68%		
work environment	64%	53%	59%		
people I'd work with	48%	41%	45%		
value to society	29%	27%	28%		
my family's support	43%	35%	39%		
friends' support	30%	26%	28%		
education requirements	29%	22%	26%		
scholarship availability	21%	16%	19%		
cost of education	29%	24%	27%		
job security	25%	31%	28%		
opportunity to travel	19%	27%	23%		
flexible schedule	40%	36%	38%		
availability of jobs	43%	38%	40%		
location of jobs	34%	37%	35%		
Number of Students	252	241	509		
	<b>White, Non-Hispanic Students</b>				
	<b>Percent of Students for whom it is Important</b>				
<b>Career Considerations:</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>		
interesting to me	97%	90%	93%		
matches my skills	70%	64%	67%		
pay/benefits	67%	79%	73%		
work environment	70%	57%	63%		
people I'd work with	54%	46%	50%		
value to society	35%	24%	29%		
my family's support	40%	36%	37%		
friends' support	31%	23%	27%		
education requirements	28%	20%	25%		
scholarship availability	21%	16%	19%		
cost of education	28%	24%	26%		
job security	30%	33%	31%		
opportunity to travel	21%	25%	23%		
flexible schedule	40%	36%	38%		
availability of jobs	48%	38%	43%		
location of jobs	37%	39%	38%		
Number of Students	159	162	333		

Table 10. continued					
		Hispanic Students			
	Percent of Students for whom it is Important				
Career Considerations:	Female	Male	Total*		
interesting to me	80%	79%	80%		
matches my skills	52%	55%	54%		
pay/benefits	63%	66%	65%		
work environment	50%	45%	48%		
people I'd work with	39%	40%	40%		
value to society	17%	42%	28%		
my family's support	57%	40%	49%		
friends' support	33%	34%	34%		
education requirements	26%	21%	25%		
scholarship availability	17%	18%	19%		
cost of education	35%	26%	32%		
job security	15%	37%	25%		
opportunity to travel	22%	40%	29%		
flexible schedule	37%	42%	40%		
availability of jobs	33%	53%	42%		
location of jobs	26%	40%	33%		
Number of Students	46	38	85		
		African American Students			
	Percent of Students for whom it is Important				
Career Considerations:	Female	Male	Total*		
interesting to me	89%	**	79%		
matches my skills	72%	**	66%		
pay/benefits	56%	**	41%		
work environment	56%	**	41%		
people I'd work with	44%	**	28%		
value to society	17%	**	17%		
my family's support	39%	**	31%		
friends' support	17%	**	17%		
education requirements	39%	**	35%		
scholarship availability	44%	**	35%		
cost of education	28%	**	24%		
job security	17%	**	10%		
opportunity to travel	11%	**	10%		
flexible schedule	50%	**	41%		
availability of jobs	44%	**	35%		
location of jobs	39%	**	31%		
Number of Students	18	9	29		

Table 10. continued					
		American Indian Students			
	Percent of Students for whom it is Important				
Career Considerations:	Female	Male	Total*		
interesting to me	75%	68%	72%		
matches my skills	31%	58%	47%		
pay/benefits	38%	58%	50%		
work environment	56%	42%	50%		
people I'd work with	19%	32%	28%		
value to society	38%	16%	28%		
my family's support	50%	37%	44%		
friends' support	25%	32%	31%		
education requirements	38%	26%	31%		
scholarship availability	13%	16%	17%		
cost of education	38%	21%	31%		
job security	13%	11%	11%		
opportunity to travel	6%	32%	22%		
flexible schedule	50%	32%	42%		
availability of jobs	31%	21%	28%		
location of jobs	31%	32%	33%		
Number of Students	16	19	36		
	Asian/Pacific Islander Students				
	Percent of Students for whom it is Important				
Career Considerations:	Female	Male	Total*		
interesting to me	**	**	83%		
matches my skills	**	**	75%		
pay/benefits	**	**	67%		
work environment	**	**	67%		
people I'd work with	**	**	42%		
value to society	**	**	25%		
my family's support	**	**	50%		
friends' support	**	**	42%		
education requirements	**	**	33%		
scholarship availability	**	**	25%		
cost of education	**	**	25%		
job security	**	**	42%		
opportunity to travel	**	**	17%		
flexible schedule	**	**	33%		
availability of jobs	**	**	50%		
location of jobs	**	**	25%		
Number of Students	7	5	12		
*includes any students not identified by gender					
**number of students too small for analysis					

<b>Table 11.</b>	<b>Career Education/Exporation Activities</b>						
	<b>by Gender, Grade Level and Race/Ethnicity</b>						
			<b>All Students</b>				
			<b>Percent of Students</b>				
		<b>9th Grade</b>				<b>12th Grade</b>	
<b>Activity:</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>		<b>Female</b>	<b>Male</b>	<b>Total*</b>
interest assessment	19%	14%	16%		29%	34%	32%
skills assessment	16%	16%	16%		26%	31%	28%
career fair	17%	13%	15%		38%	33%	36%
workplace field trip/job shadowing	19%	14%	17%		22%	22%	23%
read career materials	23%	15%	19%		28%	26%	27%
career exploration course/workshop	19%	14%	16%		16%	21%	18%
specific career-related course	10%	6%	8%		13%	11%	12%
workstudy/apprentice/employment	5%	9%	7%		8%	11%	9%
college/university visit	20%	11%	16%		41%	40%	40%
student organization member	6%	7%	7%		1%	5%	3%
none	29%	41%	35%		16%	17%	16%
Number of Students	377	327	712		262	235	512
			<b>White, Non-Hispanic Students</b>				
			<b>Percent of Students</b>				
		<b>9th Grade</b>				<b>12th Grade</b>	
<b>Activity:</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>		<b>Female</b>	<b>Male</b>	<b>Total*</b>
interest assessment	23%	18%	21%		32%	40%	36%
skills assessment	20%	17%	18%		26%	33%	29%
career fair	10%	12%	11%		35%	34%	35%
workplace field trip/job shadowing	21%	16%	19%		24%	20%	23%
read career materials	22%	18%	20%		29%	26%	28%
career exploration course/workshop	18%	12%	15%		13%	21%	17%
specific career-related course	12%	6%	9%		12%	8%	11%
workstudy/apprentice/employment	5%	9%	7%		10%	11%	10%
college/university visit	15%	8%	12%		46%	42%	43%
student organization member	10%	9%	9%		1%	4%	2%
none	28%	38%	33%		15%	11%	13%
Number of Students	205	179	385		163	157	332
			<b>Hispanic Students</b>				
			<b>Percent of Students</b>				
		<b>9th Grade</b>				<b>12th Grade</b>	
<b>Activity:</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>		<b>Female</b>	<b>Male</b>	<b>Total*</b>
interest assessment	7%	6%	7%		26%	29%	28%
skills assessment	3%	11%	8%		26%	29%	28%
career fair	8%	12%	10%		30%	34%	32%
workplace field trip/job shadowing	18%	9%	13%		15%	29%	21%
read career materials	20%	10%	14%		35%	31%	33%
career exploration course/workshop	16%	11%	13%		15%	20%	17%
specific career-related course	6%	7%	6%		17%	20%	18%
workstudy/apprentice/employment	3%	7%	5%		7%	14%	10%
college/university visit	15%	13%	14%		22%	46%	32%
student organization member	1%	4%	3%		0%	9%	4%
none	46%	53%	50%		26%	20%	23%
Number of Students	87	101	190		46	35	82

Table 11. continued							
			African American Students				
			Percent of Students				
		9th Grade				12th Grade	
Activity:	Female	Male	Total*		Female	Male	Total*
interest assessment	18%	22%	19%		23%	**	19%
skills assessment	18%	17%	17%		27%	**	26%
career fair	45%	11%	34%		55%	**	45%
workplace field trip/job shadowing	15%	11%	14%		14%	**	13%
read career materials	30%	6%	22%		9%	**	13%
career exploration course/workshop	25%	28%	27%		23%	**	26%
specific career-related course	8%	11%	9%		14%	**	13%
workstudy/apprentice/employment	3%	11%	5%		0%	**	3%
college/university visit	50%	22%	41%		36%	**	36%
student organization member	0%	11%	3%		0%	**	3%
none	13%	33%	19%		18%	**	23%
Number of Students	40	18	59		22	8	31
			American Indian Students				
			Percent of Students				
		9th Grade				12th Grade	
Activity:	Female	Male	Total*		Female	Male	Total*
interest assessment	18%	0%	12%		19%	18%	18%
skills assessment	14%	28%	20%		31%	27%	28%
career fair	43%	22%	35%		56%	32%	44%
workplace field trip/job shadowing	21%	17%	20%		19%	27%	26%
read career materials	25%	11%	18%		19%	18%	18%
career exploration course/workshop	21%	28%	22%		44%	23%	31%
specific career-related course	4%	0%	2%		13%	9%	10%
workstudy/apprentice/employment	14%	11%	12%		6%	9%	8%
college/university visit	39%	17%	31%		50%	23%	33%
student organization member	0%	6%	2%		0%	5%	3%
none	14%	33%	22%		0%	41%	23%
Number of Students	28	18	49		16	22	39
			Asian/Pacific Islander Students				
			Percent of Students				
		9th Grade				12th Grade	
Activity:	Female	Male	Total*		Female	Male	Total*
interest assessment	**	**	23%		**	**	29%
skills assessment	**	**	46%		**	**	29%
career fair	**	**	31%		**	**	43%
workplace field trip/job shadowing	**	**	15%		**	**	36%
read career materials	**	**	39%		**	**	43%
career exploration course/workshop	**	**	31%		**	**	21%
specific career-related course	**	**	31%		**	**	29%
workstudy/apprentice/employment	**	**	8%		**	**	0%
college/university visit	**	**	15%		**	**	57%
student organization member	**	**	8%		**	**	0%
none	**	**	15%		**	**	7%
Number of Students	10	3	13		8	6	14
*includes any students not identified by gender							
**number of students too small for analysis							



<b>Table 12.</b>	<b>Rating of How Often Student Thinks About Future Career</b>				
	<b>9th Grade Survey Respondents by Gender and Race/Ethnicity</b>				
	<b>Average Rating on Scale: 1=never, 5=very often</b>				
<b>Race/Ethnicity:</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>	<b>Number of Students</b>	
White, Non-Hispanic	3.8	3.7	3.8	422	
Hispanic	3.8	3.6	3.7	227	
African American	4.4	4.1	4.3	59	
American Indian	4.1	3.5	3.8	56	
Asian/Pacific Islander	**	**	3.9	17	
Total***	3.9	3.7	3.8	798	
Number of Students	412	378	798		
*Includes students unidentified by gender					
**Number of students too few for analysis					
*** Includes students unidentified by race/ethnicity					

Table 13.		Career Interests by Grade Level and Gender					
		9th grade			12th grade		
Career Field and Cluster/Pathway	Female	Male	Total		Female	Male	Total
<b>Agriculture, Food and Natural Resources</b>							
Animal Systems	7%	2%	5%		2%	1%	1%
Environmental Service Systems	<1%	0%	<1%		0%	<1%	<1%
Plant Systems	0%	1%	<1%		<1%	0%	<1%
Power, Structural and Technical Systems	0%	0%	0%		0%	1%	<1%
Agriculture - not specific	0%	<1%	<1%		<1%	<1%	<1%
<b>Subtotal</b>	<b>7%</b>	<b>4%</b>	<b>6%</b>		<b>3%</b>	<b>3%</b>	<b>3%</b>
<b>Business, Marketing and Management</b>							
Business Management and Administration	<1%	<1%	<1%		3%	3%	3%
Business Owner/Entrepreneur	<1%	1%	1%		<1%	1%	1%
Human Resources Management	0%	0%	0%		<1%	0%	<1%
Finance	<1%	1%	0%		2%	1%	2%
Insurance	0%	<1%	<1%		0%	0%	0%
Marketing	0%	<1%	<1%		1%	2%	1%
Professional Sales and Merchandizing	3%	1%	2%		2%	<1%	1%
Recreation, Amusements and Attractions	1%	10%	5%		1%	1%	1%
Restaurants and Food and Beverage Services	1%	1%	1%		1%	<1%	1%
Lodging	0%	0%	0%		<1%	0%	<1%
Business - not specific	2%	3%	2%		4%	6%	5%
<b>Subtotal</b>	<b>8%</b>	<b>18%</b>	<b>12%</b>		<b>16%</b>	<b>15%</b>	<b>16%</b>
<b>Communication and Information Systems</b>							
Audio/Video Technology and Film	<1%	2%	1%		3%	3%	3%
Information Technology	1%	<1%	1%		<1%	5%	2%
Journalism and Broadcasting	1%	<1%	1%		1%	<1%	1%
Performing Arts	5%	4%	5%		1%	3%	2%
Printing Technology	0%	0%	0%		<1%	0%	<1%
Programming and Software Development	0%	1%	<1%		<1%	1%	1%
Visual Arts	4%	2%	3%		3%	2%	2%
Web and Digital Communications	0%	0%	0%		<1%	0%	<1%
Communications - not specific	<1%	0%	<1%		<1%	0%	<1%
<b>Subtotal</b>	<b>12%</b>	<b>10%</b>	<b>11%</b>		<b>10%</b>	<b>14%</b>	<b>12%</b>
<b>Health Sciences</b>							
Therapeutic Services	27%	6%	18%		24%	8%	16%
Diagnostic services	0%	0%	0%		1%	<1%	1%
Health Informatics	<1%	0%	<1%		0%	0%	0%
Biotechnology Research and Development	<1%	<1%	<1%		<1%	0%	<1%
Health, Medicine - not specific	10%	6%	9%		9%	5%	7%
<b>Subtotal</b>	<b>38%</b>	<b>12%</b>	<b>27%</b>		<b>34%</b>	<b>13%</b>	<b>24%</b>

Table 13. continued							
		9th grade				12th grade	
Career Field and Cluster/Pathway	Female	Male	Total		Female	Male	Total
Human Services and Resources							
Teaching/Training	10%	3%	7%		12%	6%	9%
Education - Professional Support Services	0%	0%	0%		<1%	0%	<1%
Education and Training - not specific	<1%	0%	<1%		2%	2%	2%
Personal Care Services	5%	0%	3%		8%	<1%	4%
Counseling and Mental Health Services	3%	1%	2%		2%	2%	2%
Early Childhood Development and Services	1%	0%	<1%		2%	0%	1%
Family and Community Services	1%	<1%	1%		2%	0%	1%
Human Services - not specific	0%	0%	0%		<1%	0%	<1%
Consumer Services	<1%	0%	<1%		0%	0%	0%
Law Enforcement Services	3%	4%	4%		2%	5%	3%
Legal Services	5%	2%	3%		2%	3%	2%
Law, Public Safety and Security - other	0%	<1%	<1%		0%	<1%	<1%
National Security	0%	8%	3%		<1%	1%	1%
Government and Public Administration - other	1%	<1%	<1%		0%	0%	0%
Subtotal	29%	19%	25%		33%	20%	27%
Industrial, Manufacturing and Engineering Systems							
Engineering and Technology	1%	4%	2%		0%	9%	4%
Science and Math	3%	5%	4%		2%	4%	3%
Construction	<1%	5%	2%		<1%	5%	2%
Design and Pre-Construction	2%	7%	4%		1%	2%	2%
Maintenance and Operations	0%	0%	0%		0%	<1%	<1%
Facility and Mobile Equipment Maintenance	1%	11%	5%		0%	10%	5%
Transportation,Distribution and Logistics - other	0%	1%	<1%		<1%	1%	1%
Production	0%	3%	1%		0%	3%	2%
Manufacturing	0%	1%	<1%		0%	0%	0%
IMES -other	0%	0%	0%		0%	<1%	<1%
Subtotal	7%	37%	19%		4%	35%	19%
Total career resonses	100%	100%	100%		100%	100%	100%
Number of students giving career response	354	257	611		258	231	489
Don't Know	3%	5%	4%		4%	4%	4%
No Response	14%	29%	21%		4%	9%	7%
Total number of students	427	390	817		280	266	546

<b>Table 14.</b>	<b>Traditional and Non-Traditional Career Interests</b>				
	<b>by Gender and Grade Level</b>				
	<b>Numbers of students</b>				
<b>Career Interests</b>	<b>Female Students</b>		<b>Male Students</b>		
<b>Traditional for Females</b>	<b>9th Grade</b>	<b>12th Grade</b>	<b>9th Grade</b>	<b>12th Grade</b>	
nursing	27	24	0	1	
physical therapy	7	5	1	8	
massage therapy	3	2	0	1	
dental hygiene/assistant	1	3	0	0	
doctors office	1	0	0	0	
physical training	0	1	0	0	
veterinarian technology	0	2	0	0	
cosmetology	13	17	0	0	
modeling	1	0	0	0	
social work	5	6	1	0	
early childhood development	3	6	0	0	
early childhood education	1	4	0	0	
elementary education	3	9	0	1	
special education	3	3	0	1	
teachers aide	0	1	0	0	
<b>Total</b>	<b>68</b>	<b>83</b>	<b>2</b>	<b>12</b>	
	<b>Female Students</b>		<b>Male Students</b>		
<b>Traditional for Males</b>	<b>9th Grade</b>	<b>12th Grade</b>	<b>9th Grade</b>	<b>12th Grade</b>	
automotive/mechanics	2	0	28	23	
construction	1	0	11	9	
welding	0	0	6	7	
electrician	0	0	2	2	
drafting	0	0	1	1	
airline pilot	0	0	1	0	
engineering	4	0	6	13	
electronics technology	0	0	0	3	
computer engineering/repair	0	0	2	3	
HVAC	0	0	0	1	
tool and die	0	0	0	1	
meteorology	0	0	3	0	
physics/astronomy	1	0	1	2	
hands-on work	0	0	0	1	
plumber	0	1	0	0	
audio/video technician/producer	0	0	0	2	
sports broadcasting	0	1	0	1	
OPPD/utility line	0	0	0	2	
animal research	1	0	0	0	
farm manager	0	1	0	0	
trash clean-up	1	0	0	0	
dentist	7	3	3	1	
chiropractor	0	1	1	0	
wild land firefighting	0	0	1	0	
business CEO	0	1	0	1	
chef	3	0	1	0	
<b>Total</b>	<b>20</b>	<b>8</b>	<b>67</b>	<b>73</b>	
	<b>Career Interest Distribution by Traditional Status</b>				
	<b>Female Students</b>		<b>Male Students</b>		
	<b>9th Grade</b>	<b>12th Grade</b>	<b>9th Grade</b>	<b>12th Grade</b>	
<b>Traditional for Gender</b>	19%	32%	26%	32%	
<b>Nontraditional for Gender</b>	6%	3%	1%	5%	
<b>Other*</b>	75%	65%	73%	63%	
<b>Total</b>	100%	100%	100%	100%	
<b>Total number of respondents</b>	354	257	258	231	
* Career interest not traditional for either gender, or career interest specified too broadly to be classified ( i.e., "business", "education", "health")					

<b>Table 15. Potential Interest in Selected Industrial Technology Careers</b>							
<b>by Gender, Grade Level and Race/Ethnicity</b>							
			<b>All Students</b>				
			<b>Percent of Students</b>				
		<b>9th Grade</b>				<b>12th Grade</b>	
<b>IT Career Area:</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>		<b>Female</b>	<b>Male</b>	<b>Total*</b>
drafter	3%	4%	3%		2%	9%	5%
architect	13%	19%	16%		11%	16%	13%
building inspector	2%	7%	5%		2%	8%	5%
civil engineer	1%	4%	3%		1%	8%	5%
welder	2%	21%	11%		3%	19%	10%
electrician	2%	11%	6%		1%	16%	8%
woodworker	4%	14%	9%		1%	15%	8%
carpenter	4%	14%	9%		3%	17%	10%
automobile mechanic	5%	35%	20%		4%	25%	14%
autobody repair	4%	23%	13%		3%	21%	12%
truck driver	2%	7%	5%		1%	8%	5%
small engine mechanic	2%	17%	9%		2%	13%	7%
aircraft mechanic	2%	12%	7%		2%	8%	5%
heavy equipment operator	0%	9%	5%		1%	9%	5%
none of the above	71%	26%	50%		80%	40%	61%
Number of Students	423	386	817		272	261	551
			<b>White, Non-Hispanic Students</b>				
			<b>Percent of Students</b>				
		<b>9th Grade</b>				<b>12th Grade</b>	
<b>IT Career Area:</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>		<b>Female</b>	<b>Male</b>	<b>Total*</b>
drafter	4%	5%	5%		2%	9%	5%
architect	13%	20%	17%		10%	16%	13%
building inspector	1%	6%	4%		2%	6%	4%
civil engineer	0%	4%	2%		2%	6%	4%
welder	3%	22%	12%		2%	17%	9%
electrician	1%	11%	6%		1%	13%	7%
woodworker	3%	15%	9%		1%	16%	9%
carpenter	4%	12%	7%		2%	17%	9%
automobile mechanic	4%	32%	17%		4%	20%	12%
autobody repair	5%	22%	13%		2%	17%	10%
truck driver	3%	9%	6%		2%	8%	5%
small engine mechanic	2%	18%	10%		1%	11%	6%
aircraft mechanic	2%	13%	7%		1%	6%	3%
heavy equipment operator	1%	12%	6%		2%	9%	5%
none of the above	71%	32%	53%		85%	44%	65%
Number of Students	226	202	429		167	172	352

<b>Table 15. continued</b>							
<b>Hispanic Students</b>							
<b>Percent of Students</b>							
<b>9th Grade</b>				<b>12th Grade</b>			
<b>IT Career Area:</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>		<b>Female</b>	<b>Male</b>	<b>Total*</b>
drafter	0%	2%	1%		2%	10%	6%
architect	11%	19%	16%		13%	10%	11%
building inspector	2%	9%	6%		2%	10%	6%
civil engineer	0%	6%	3%		0%	15%	7%
welder	0%	18%	9%		4%	24%	13%
electrician	0%	12%	6%		0%	24%	11%
woodworker	5%	10%	8%		2%	10%	6%
carpenter	4%	18%	12%		6%	17%	11%
automobile mechanic	6%	42%	25%		9%	37%	21%
autobody repair	4%	26%	16%		4%	34%	18%
truck driver	0%	6%	3%		0%	7%	3%
small engine mechanic	2%	11%	7%		4%	22%	12%
aircraft mechanic	2%	10%	6%		0%	15%	7%
heavy equipment operator	0%	2%	2%		0%	7%	3%
none of the above	74%	18%	43%		77%	39%	60%
Number of Students	106	125	233		47	41	90
<b>African American Students</b>							
<b>Percent of Students</b>							
<b>9th Grade</b>				<b>12th Grade</b>			
<b>IT Career Area:</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>		<b>Female</b>	<b>Male</b>	<b>Total*</b>
drafter	0%	5%	2%		0%	**	0%
architect	9%	14%	11%		20%	**	19%
building inspector	0%	5%	2%		0%	**	6%
civil engineer	5%	0%	3%		0%	**	3%
welder	0%	19%	6%		0%	**	6%
electrician	7%	14%	9%		0%	**	6%
woodworker	2%	14%	6%		0%	**	3%
carpenter	0%	0%	0%		4%	**	6%
automobile mechanic	5%	19%	9%		0%	**	6%
autobody repair	5%	14%	8%		4%	**	8%
truck driver	0%	5%	2%		0%	**	0%
small engine mechanic	2%	19%	8%		4%	**	6%
aircraft mechanic	2%	14%	6%		0%	**	6%
heavy equipment operator	0%	0%	0%		0%	**	3%
none of the above	80%	24%	62%		68%	**	61%
Number of Students	43	21	65		24	9	35

Table 15. continued							
			American Indian Students				
			Percent of Students				
		9th Grade			12th Grade		
IT Career Area:	Female	Male	Total*		Female	Male	Total*
drafter	0%	0%	0%		0%	18%	10%
architect	17%	17%	16%		12%	18%	18%
building inspector	14%	13%	15%		0%	18%	13%
civil engineer	3%	4%	4%		0%	14%	8%
welder	0%	35%	18%		0%	23%	13%
electrician	3%	13%	7%		0%	18%	10%
woodworker	7%	30%	16%		6%	27%	20%
carpenter	10%	26%	16%		0%	32%	20%
automobile mechanic	24%	39%	33%		6%	50%	33%
autobody repair	3%	17%	11%		6%	36%	25%
truck driver	7%	4%	5%		6%	9%	8%
small engine mechanic	7%	26%	16%		0%	23%	15%
aircraft mechanic	3%	13%	9%		12%	14%	13%
heavy equipment operator	0%	17%	7%		0%	14%	8%
none of the above	52%	26%	40%		65%	14%	35%
Number of Students	29	23	55		17	22	40
			Asian/Pacific Islander Students				
			Percent of Students				
		9th Grade			12th Grade		
IT Career Area:	Female	Male	Total*		Female	Male	Total*
drafter	**	**	2%		**	**	0%
architect	**	**	4%		**	**	5%
building inspector	**	**	0%		**	**	0%
civil engineer	**	**	0%		**	**	0%
welder	**	**	2%		**	**	3%
electrician	**	**	2%		**	**	3%
woodworker	**	**	2%		**	**	0%
carpenter	**	**	2%		**	**	0%
automobile mechanic	**	**	5%		**	**	3%
autobody repair	**	**	4%		**	**	5%
truck driver	**	**	0%		**	**	0%
small engine mechanic	**	**	2%		**	**	3%
aircraft mechanic	**	**	0%		**	**	0%
heavy equipment operator	**	**	0%		**	**	0%
none of the above	**	**	18%		**	**	25%
Number of Students	11	6	17	0	9	7	16
*includes any students not identified by gender							
**number of students too small for analysis							

Table 16. Rating of How Much Student Knows about the Career Field of Industrial Technology									
by Grade Level, Gender and Race/Ethnicity									
			Average Rating on Scale: 1=nothing, 6=a great deal						
		9th Grade					12th Grade		
Race/Ethnicity:	Female	Male	Total*	Number of Students		Female	Male	Total*	Number of Students
White, Non-Hispanic	2.2	3.3	2.7	395		2.1	3.4	2.7	311
Hispanic	2.1	3.0	2.6	219		2.4	3.7	3.0	80
African American	2.2	3.4	2.7	60		2.0	**	2.4	30
American Indian	2.5	2.9	2.7	52		2.6	4.0	3.4	39
Asian/Pacific Islander	**	**	2.9	16		**	**	1.9	14
Total***	2.2	3.2	2.7	757		2.2	3.5	2.8	488
Number of Students	385	264	757			233	239	488	
*Includes students unidentified by gender									
**Number of students too few for analysis									
*** Includes students unidentified by race/ethnicity									



<b>Table 17. Industrial Technology Courses Taken or Would be Interested in Taking by Gender, Grade Level and Race/Ethnicity</b>							
			<b>All Students</b>				
			<b>Percent of Students</b>				
		<b>9th Grade</b>			<b>12th Grade</b>		
<b>IT Course:</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>		<b>Female</b>	<b>Male</b>	<b>Total*</b>
construction	3%	28%	15%		3%	23%	12%
drafting	4%	7%	5%		3%	18%	11%
computer-aided drafting	6%	10%	8%		7%	21%	14%
drafting occupations	0%	3%	2%		1%	7%	3%
construction/home maintenance	4%	13%	8%		2%	14%	8%
construction/maintenance trades	0%	5%	3%		1%	8%	4%
woodworking	6%	21%	13%		6%	27%	16%
millwork/cabinet making	2%	5%	4%		1%	11%	6%
metals and welding	6%	30%	18%		6%	32%	18%
metalworking	3%	16%	10%		2%	19%	10%
metalworking occupations	1%	9%	5%		1%	9%	5%
automotive mechanics	8%	28%	18%		5%	25%	14%
automotive services	5%	17%	11%		5%	18%	11%
agriculture equipment mechanics	2%	9%	5%		1%	3%	2%
electronics	6%	22%	14%		2%	26%	14%
construction electricity	0%	8%	4%		1%	11%	6%
electronics occupations	1%	8%	5%		1%	9%	5%
technology education	4%	11%	8%		8%	15%	11%
industrial technology, general	4%	11%	7%		4%	13%	8%
other industrial technology courses	1%	2%	2%		1%	0%	1%
none of these	57%	20%	39%		44%	19%	31%
no response	13%	7%	10%		29%	14%	22%
Number of Students	423	384	814		270	259	547
			<b>White, Non-Hispanic Students</b>				
			<b>Percent of Students</b>				
		<b>9th Grade</b>			<b>12th Grade</b>		
<b>IT Course:</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>		<b>Female</b>	<b>Male</b>	<b>Total*</b>
construction	3%	22%	12%		2%	23%	13%
drafting	4%	7%	5%		4%	17%	11%
computer-aided drafting	5%	12%	8%		4%	19%	12%
drafting occupations	1%	3%	2%		1%	5%	3%
construction/home maintenance	5%	10%	7%		1%	13%	7%
construction/maintenance trades	0%	6%	3%		1%	6%	3%
woodworking	6%	23%	14%		7%	30%	18%
millwork/cabinet making	3%	6%	4%		1%	12%	6%
metals and welding	8%	34%	20%		7%	30%	18%
metalworking	4%	17%	10%		2%	17%	9%
metalworking occupations	2%	10%	6%		1%	6%	3%
automotive mechanics	10%	25%	17%		5%	22%	13%
automotive services	6%	17%	11%		5%	13%	9%
agriculture equipment mechanics	2%	10%	6%		1%	3%	2%
electronics	5%	20%	12%		1%	26%	13%
construction electricity	0%	5%	3%		1%	9%	5%
electronics occupations	0%	9%	4%		1%	9%	5%
technology education	4%	13%	8%		7%	11%	9%
industrial technology, general	5%	11%	8%		3%	13%	8%
other industrial technology courses	1%	2%	2%		0%	1%	0%
none of these	58%	22%	41%		47%	18%	32%
no response	13%	7%	10%		29%	15%	22%
Number of Students	226	201	428		166	171	350

Table 17. continued				Hispanic Students			
			Percent of Students				
		9th Grade				12th Grade	
IT Course:	Female	Male	Total*		Female	Male	Total*
construction	4%	36%	21%		4%	20%	11%
drafting	5%	6%	6%		4%	23%	13%
computer-aided drafting	7%	10%	8%		13%	28%	19%
drafting occupations	0%	3%	2%		0%	15%	7%
construction/home maintenance	2%	17%	10%		7%	10%	8%
construction/maintenance trades	0%	6%	3%		0%	13%	6%
woodworking	7%	19%	13%		0%	15%	7%
millwork/cabinet making	0%	6%	3%		4%	15%	9%
metals and welding	3%	24%	15%		2%	43%	20%
metalworking	1%	12%	7%		2%	28%	14%
metalworking occupations	0%	6%	3%		2%	20%	10%
automotive mechanics	6%	33%	21%		2%	35%	17%
automotive services	4%	19%	12%		2%	35%	17%
agriculture equipment mechanics	1%	8%	5%		2%	3%	2%
electronics	4%	25%	15%		2%	28%	14%
construction electricity	0%	9%	5%		0%	18%	8%
electronics occupations	0%	6%	4%		0%	13%	6%
technology education	2%	7%	5%		2%	20%	10%
industrial technology, general	2%	12%	7%		2%	10%	6%
other industrial technology courses	0%	2%	1%		0%	0%	0%
none of these	58%	18%	36%		37%	15%	27%
no response	16%	8%	12%		30%	18%	25%
Number of Students	106	125	233		46	40	88
			African American Students				
			Percent of Students				
		9th Grade				12th Grade	
IT Course:	Female	Male	Total*		Female	Male	Total*
construction	0%	14%	5%		0%	**	3%
drafting	0%	0%	0%		0%	**	3%
computer-aided drafting	11%	5%	9%		8%	**	6%
drafting occupations	0%	0%	0%		0%	**	3%
construction/home maintenance	5%	5%	5%		0%	**	3%
construction/maintenance trades	0%	0%	0%		0%	**	0%
woodworking	2%	14%	6%		12%	**	14%
millwork/cabinet making	5%	0%	3%		0%	**	0%
metals and welding	7%	24%	12%		0%	**	6%
metalworking	5%	14%	8%		4%	**	6%
metalworking occupations	0%	10%	3%		0%	**	3%
automotive mechanics	7%	24%	12%		4%	**	14%
automotive services	0%	5%	2%		8%	**	14%
agriculture equipment mechanics	0%	0%	0%		0%	**	3%
electronics	11%	29%	17%		8%	**	14%
construction electricity	2%	19%	8%		4%	**	6%
electronics occupations	5%	10%	6%		0%	**	3%
technology education	7%	24%	14%		24%	**	22%
industrial technology, general	7%	10%	8%		8%	**	11%
other industrial technology courses	0%	5%	2%		0%	**	0%
none of these	61%	19%	47%		44%	**	39%
no response	9%	10%	9%		20%	**	19%
Number of Students	44	21	66		25	9	36

Table 17. continued			American Indian Students				
			Percent of Students				
		9th Grade			12th Grade		
IT Course:	Female	Male	Total*		Female	Male	Total*
construction	14%	39%	24%		12%	36%	25%
drafting	3%	4%	4%		0%	23%	13%
computer-aided drafting	7%	4%	7%		24%	36%	30%
drafting occupations	0%	0%	0%		0%	9%	5%
construction/home maintenance	0%	22%	9%		6%	32%	20%
construction/maintenance trades	3%	9%	5%		6%	23%	15%
woodworking	10%	35%	20%		6%	36%	25%
millwork/cabinet making	3%	9%	5%		6%	5%	8%
metals and welding	10%	35%	22%		6%	41%	28%
metalworking	3%	26%	15%		6%	14%	10%
metalworking occupations	0%	9%	5%		6%	14%	10%
automotive mechanics	10%	30%	20%		6%	36%	23%
automotive services	7%	26%	16%		6%	23%	15%
agriculture equipment mechanics	7%	9%	7%		0%	9%	5%
electronics	10%	17%	13%		0%	23%	13%
construction electricity	3%	22%	11%		0%	18%	10%
electronics occupations	3%	9%	5%		0%	5%	3%
technology education	14%	9%	11%		6%	27%	18%
industrial technology, general	0%	13%	5%		12%	14%	13%
other industrial technology courses	0%	4%	2%		6%	0%	3%
none of these	48%	17%	35%		35%	18%	25%
no response	10%	9%	9%		24%	9%	15%
Number of Students	29	23	55		17	22	40
			Asian/Pacific Islander Students				
			Percent of Students				
		9th Grade			12th Grade		
IT Course:	Female	Male	Total*		Female	Male	Total*
construction	**	**	6%		**	**	0%
drafting	**	**	18%		**	**	0%
computer-aided drafting	**	**	6%		**	**	6%
drafting occupations	**	**	0%		**	**	0%
construction/home maintenance	**	**	0%		**	**	0%
construction/maintenance trades	**	**	6%		**	**	0%
woodworking	**	**	6%		**	**	0%
millwork/cabinet making	**	**	0%		**	**	0%
metals and welding	**	**	12%		**	**	0%
metalworking	**	**	6%		**	**	0%
metalworking occupations	**	**	0%		**	**	0%
automotive mechanics	**	**	12%		**	**	0%
automotive services	**	**	0%		**	**	6%
agriculture equipment mechanics	**	**	6%		**	**	0%
electronics	**	**	6%		**	**	13%
construction electricity	**	**	0%		**	**	6%
electronics occupations	**	**	0%		**	**	6%
technology education	**	**	0%		**	**	0%
industrial technology, general	**	**	6%		**	**	6%
other industrial technology courses	**	**	0%		**	**	0%
none of these	**	**	29%		**	**	44%
no response	**	**	24%		**	**	38%
Number of Students	11	6	17		9	7	16
*includes any students not identified by gender							
**number of students too small for analysis							

<b>Table 18. Female High School Student Interest in Industrial, Manufacturing &amp; Engineering Systems (IMES)</b>					
<b>by Grade Level and Status of Knowing Female in IMES Field</b>					
	<b>9th and 10th Grade Students</b>		<b>11th and 12th Grade Students</b>		
	<b>Knows IMES Female</b>	<b>Does Not Know IMES Female</b>	<b>Knows IMES Female</b>	<b>Does Not Know IMES Female</b>	
<b>Total Female Students</b>					
number*	61	317	50	188	
percent of respondents	16%	84%	21%	79%	
% interested in any IMES career field	34%	30%	28%	21%	
% taken/interested in any IMES courses	47%	28%	40%	25%	
knowledge of IMES career field:					
1=nothing; 6=a great deal	2.7	2.2	3.0	1.9	
<b>White Female Students</b>					
number*	28	175	24	122	
percent of respondents	14%	86%	16%	84%	
% interested in any IMES career field	39%	30%	17%	16%	
% taken/interested in any IMES courses	50%	28%	38%	23%	
knowledge of IMES career field:					
1=nothing; 6=a great deal	2.7	2.2	3.0	1.9	
<b>Hispanic Female Students</b>					
number*	11	95	8	34	
percent of respondents	10%	90%	19%	81%	
% interested in any IMES career field	36%	25%	25%	26%	
% taken/interested in any IMES courses	55%	23%	38%	32%	
knowledge of IMES career field:					
1=nothing; 6=a great deal	2.7	2.2	3.0	1.9	
<b>African American Female Students</b>					
number*	14	30	9	11	
percent of respondents	32%	68%	45%	55%	
% interested in any IMES career field	14%	45%	44%	27%	
% taken/interested in any IMES courses	36%	36%	33%	36%	
knowledge of IMES career field:					
1=nothing; 6=a great deal	2.7	2.5	3.0	1.9	
<b>American Indian Female Students</b>					
number*	8	14	4	12	
percent of respondents	36%	64%	25%	75%	
% interested in any IMES career field	50%	43%	25%	42%	
% taken/interested in any IMES courses	50%	40%	75%	25%	
knowledge of IMES career field:					
1=nothing; 6=a great deal	2.7	2.2	3.0	1.9	
<b>Asian Female Students</b>					
number*	1	8	1	7	
percent of respondents	11%	89%	13%	88%	
% interested in any IMES career field	**	**	**	**	
% taken/interested in any IMES courses	**	**	**	**	
knowledge of IMES career field:					
1=nothing; 6=a great deal	**	**	**	**	
*excludes students who did not respond to the question on who they knew working or studying in this career field					
**number of students too small for analysis					

Table 19.	Reasons for not Taking Industrial Technology Courses						
	by Gender, Grade Level and Race/Ethnicity						
			All Students				
			Percent of Students				
		9th Grade				12th Grade	
Reason:	Female	Male	Total*		Female	Male	Total*
boring	37%	30%	34%		41%	30%	36%
too hard	16%	13%	15%		11%	10%	10%
not in my career plan	68%	42%	56%		65%	46%	55%
wouldn't know anyone	7%	5%	6%		7%	8%	7%
too noisy/dirty	15%	3%	9%		17%	5%	11%
how I think I would be treated	3%	3%	3%		3%	5%	4%
schedule conflicts	10%	10%	10%		5%	17%	11%
never considered it	31%	24%	28%		33%	23%	28%
not for people going to college	3%	4%	4%		3%	4%	4%
counselor didn't advise me to	3%	2%	3%		4%	6%	5%
friends advised me not to	3%	3%	3%		1%	2%	2%
parent/guardian didn't want me to	4%	5%	5%		3%	3%	3%
no response	6%	15%	10%		10%	15%	12%
Number of Students	423	384	814		270	259	547
			White, Non-Hispanic Students				
			Percent of Students				
		9th Grade				12th Grade	
Reason:	Female	Male	Total*		Female	Male	Total*
boring	41%	30%	36%		41%	30%	36%
too hard	11%	13%	12%		8%	11%	9%
not in my career plan	70%	46%	59%		67%	51%	58%
wouldn't know anyone	5%	3%	4%		8%	6%	7%
too noisy/dirty	15%	3%	9%		20%	5%	12%
how I think I would be treated	3%	3%	3%		3%	5%	4%
schedule conflicts	11%	12%	12%		6%	16%	11%
never considered it	30%	25%	28%		31%	20%	25%
not for people going to college	2%	5%	4%		4%	5%	4%
counselor didn't advise me to	4%	1%	3%		3%	5%	4%
friends advised me not to	4%	1%	3%		1%	2%	1%
parent/guardian didn't want me to	4%	4%	4%		2%	3%	3%
no response	5%	14%	9%		11%	13%	13%
Number of Students	226	201	428		166	171	350

<b>Table 19. continued</b>							
			<b>Hispanic Students</b>				
			<b>Percent of Students</b>				
		<b>9th Grade</b>				<b>12th Grade</b>	
<b>Reason:</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>		<b>Female</b>	<b>Male</b>	<b>Total*</b>
boring	33%	25%	28%		37%	38%	36%
too hard	28%	12%	20%		20%	13%	16%
not in my career plan	70%	39%	53%		61%	38%	50%
wouldn't know anyone	11%	8%	9%		9%	13%	10%
too noisy/dirty	16%	2%	9%		13%	5%	9%
how I think I would be treated	3%	2%	3%		2%	3%	2%
schedule conflicts	4%	9%	6%		7%	15%	10%
never considered it	28%	22%	25%		33%	33%	33%
not for people going to college	3%	4%	3%		0%	3%	1%
counselor didn't advise me to	1%	2%	2%		0%	8%	3%
friends advised me not to	0%	3%	2%		0%	3%	1%
parent/guardian didn't want me to	8%	6%	6%		7%	3%	5%
no response	7%	16%	12%		9%	18%	13%
Number of Students	106	125	233		46	40	88
			<b>African American Students</b>				
			<b>Percent of Students</b>				
		<b>9th Grade</b>				<b>12th Grade</b>	
<b>Reason:</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>		<b>Female</b>	<b>Male</b>	<b>Total*</b>
boring	32%	24%	30%		40%	**	36%
too hard	16%	19%	17%		16%	**	14%
not in my career plan	59%	29%	48%		64%	**	53%
wouldn't know anyone	7%	5%	6%		0%	**	3%
too noisy/dirty	18%	10%	15%		12%	**	8%
how I think I would be treated	5%	0%	3%		4%	**	6%
schedule conflicts	5%	0%	3%		0%	**	6%
never considered it	34%	19%	30%		48%	**	44%
not for people going to college	7%	0%	5%		0%	**	3%
counselor didn't advise me to	5%	0%	3%		8%	**	8%
friends advised me not to	2%	0%	2%		0%	**	0%
parent/guardian didn't want me to	5%	0%	3%		4%	**	3%
no response	9%	19%	12%		0%	**	8%
Number of Students	44	21	66		25	9	36

<b>Table 19. continued</b>							
			<b>American Indian Students</b>				
			<b>Percent of Students</b>				
		<b>9th Grade</b>				<b>12th Grade</b>	
<b>Reason:</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>		<b>Female</b>	<b>Male</b>	<b>Total*</b>
boring	31%	43%	38%		59%	27%	43%
too hard	17%	13%	15%		6%	9%	8%
not in my career plan	52%	48%	47%		47%	32%	38%
wouldn't know anyone	10%	13%	11%		6%	5%	5%
too noisy/dirty	10%	0%	5%		12%	5%	8%
how I think I would be treated	0%	0%	0%		6%	9%	8%
schedule conflicts	7%	9%	7%		0%	18%	10%
never considered it	38%	39%	36%		35%	23%	28%
not for people going to college	0%	4%	2%		18%	0%	8%
counselor didn't advise me to	0%	4%	2%		12%	0%	5%
friends advised me not to	3%	9%	5%		6%	0%	3%
parent/guardian didn't want me to	0%	4%	2%		0%	0%	0%
no response	7%	9%	9%		6%	14%	10%
Number of Students	29	23	55		17	22	40
			<b>Asian/Pacific Islander Students</b>				
			<b>Percent of Students</b>				
		<b>9th Grade</b>				<b>12th Grade</b>	
<b>Reason:</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>		<b>Female</b>	<b>Male</b>	<b>Total*</b>
boring	**	**	24%		**	**	25%
too hard	**	**	12%		**	**	6%
not in my career plan	**	**	53%		**	**	44%
wouldn't know anyone	**	**	6%		**	**	6%
too noisy/dirty	**	**	12%		**	**	0%
how I think I would be treated	**	**	6%		**	**	0%
schedule conflicts	**	**	35%		**	**	6%
never considered it	**	**	29%		**	**	19%
not for people going to college	**	**	12%		**	**	0%
counselor didn't advise me to	**	**	6%		**	**	0%
friends advised me not to	**	**	0%		**	**	6%
parent/guardian didn't want me to	**	**	6%		**	**	6%
no response	**	**	0%		**	**	6%
Number of Students	11	6	17		9	7	16
*includes any students not identified by gender							
**number of students too small for analysis							

<b>Table 20.</b>	<b>Potential Interest in Selected Business Careers</b>						
	<b>by Gender, Grade Level and Race/Ethnicity</b>						
			<b>All Students</b>				
			<b>Percent of Students</b>				
		<b>9th Grade</b>				<b>12th Grade</b>	
<b>Business Career Area:</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>		<b>Female</b>	<b>Male</b>	<b>Total*</b>
general manager	15%	23%	19%		19%	30%	24%
market research analyst	2%	3%	3%		6%	8%	7%
sales manager	12%	13%	12%		15%	13%	14%
accountant	14%	10%	12%		15%	13%	14%
bookkeeper	4%	2%	3%		7%	6%	7%
financial analyst	4%	4%	4%		6%	11%	9%
human resources manager	13%	4%	9%		15%	7%	11%
insurance agent	6%	8%	7%		9%	9%	10%
realestate broker	10%	6%	8%		8%	10%	9%
public relations specialist	9%	3%	6%		10%	7%	9%
customer service representative	3%	2%	3%		10%	5%	7%
public administrator	4%	3%	3%		6%	6%	6%
database manager	1%	3%	2%		3%	6%	4%
web designer	16%	19%	17%		13%	13%	13%
none of the above	43%	42%	42%		47%	43%	45%
Number of Students	417	378	802		270	254	542
			<b>White, Non-Hispanic Students</b>				
			<b>Percent of Students</b>				
		<b>9th Grade</b>				<b>12th Grade</b>	
<b>Business Career Area:</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>		<b>Female</b>	<b>Male</b>	<b>Total*</b>
general manager	11%	23%	16%		17%	28%	23%
market research analyst	1%	3%	2%		5%	6%	6%
sales manager	7%	14%	10%		14%	12%	13%
accountant	13%	12%	12%		16%	13%	15%
bookkeeper	3%	2%	3%		8%	6%	8%
financial analyst	3%	4%	3%		5%	11%	8%
human resources manager	12%	4%	8%		14%	6%	9%
insurance agent	5%	7%	6%		8%	9%	9%
realestate broker	8%	6%	7%		9%	9%	9%
public relations specialist	7%	3%	5%		11%	5%	8%
customer service representative	3%	1%	2%		10%	6%	8%
public administrator	3%	2%	2%		5%	6%	5%
database manager	2%	3%	2%		3%	5%	4%
web designer	13%	20%	16%		13%	14%	13%
none of the above	48%	45%	47%		51%	45%	48%
Number of Students	225	199	425		166	170	349



<b>Table 20. continued</b>							
			<b>Hispanic Students</b>				
			<b>Percent of Students</b>				
		<b>9th Grade</b>				<b>12th Grade</b>	
<b>Business Career Area:</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>		<b>Female</b>	<b>Male</b>	<b>Total*</b>
general manager	19%	24%	22%		22%	32%	27%
market research analyst	4%	5%	4%		9%	16%	13%
sales manager	21%	12%	16%		11%	16%	14%
accountant	12%	7%	10%		13%	18%	16%
bookkeeper	3%	2%	3%		4%	5%	6%
financial analyst	5%	4%	4%		0%	18%	9%
human resources manager	16%	3%	9%		13%	13%	14%
insurance agent	7%	12%	10%		9%	11%	10%
realestate broker	13%	7%	10%		4%	11%	8%
public relations specialist	10%	3%	7%		7%	13%	9%
customer service representative	3%	2%	2%		7%	5%	6%
public administrator	4%	5%	4%		7%	5%	7%
database manager	0%	2%	2%		2%	3%	2%
web designer	15%	14%	15%		9%	8%	8%
none of the above	35%	38%	36%		41%	34%	38%
Number of Students	105	121	228		46	38	86
			<b>African American Students</b>				
			<b>Percent of Students</b>				
		<b>9th Grade</b>				<b>12th Grade</b>	
<b>Business Career Area:</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>		<b>Female</b>	<b>Male</b>	<b>Total*</b>
general manager	20%	25%	21%		16%	**	20%
market research analyst	2%	5%	3%		8%	**	11%
sales manager	17%	25%	19%		16%	**	17%
accountant	12%	15%	13%		16%	**	17%
bookkeeper	5%	10%	6%		0%	**	3%
financial analyst	2%	15%	6%		8%	**	11%
human resources manager	12%	15%	13%		16%	**	23%
insurance agent	5%	5%	5%		8%	**	14%
realestate broker	7%	5%	6%		16%	**	23%
public relations specialist	10%	5%	8%		20%	**	23%
customer service representative	2%	5%	3%		20%	**	14%
public administrator	10%	10%	10%		8%	**	6%
database manager	0%	5%	2%		0%	**	3%
web designer	15%	15%	16%		4%	**	6%
none of the above	41%	35%	39%		52%	**	40%
Number of Students	41	20	62		25	8	35

<b>Table 20. continued</b>							
			<b>American Indian Students</b>				
			<b>Percent of Students</b>				
		<b>9th Grade</b>				<b>12th Grade</b>	
<b>Business Career Area:</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>		<b>Female</b>	<b>Male</b>	<b>Total*</b>
general manager	31%	13%	24%		24%	38%	33%
market research analyst	0%	0%	0%		6%	5%	5%
sales manager	14%	9%	11%		12%	14%	15%
accountant	17%	0%	9%		18%	5%	10%
bookkeeper	3%	0%	2%		6%	10%	8%
financial analyst	10%	0%	5%		12%	5%	8%
human resources manager	21%	0%	11%		29%	5%	18%
insurance agent	3%	4%	4%		12%	5%	8%
realestate broker	3%	0%	2%		0%	5%	3%
public relations specialist	10%	0%	5%		6%	10%	8%
customer service representative	7%	4%	5%		0%	0%	0%
public administrator	0%	0%	0%		12%	5%	8%
database manager	0%	0%	0%		0%	10%	5%
web designer	17%	26%	20%		35%	14%	23%
none of the above	41%	48%	45%		24%	38%	31%
Number of Students	29	23	55		17	21	39
			<b>Asian/Pacific Islander Students</b>				
			<b>Percent of Students</b>				
		<b>9th Grade</b>				<b>12th Grade</b>	
<b>Business Career Area:</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>		<b>Female</b>	<b>Male</b>	<b>Total*</b>
general manager	**	**	31%		**	**	13%
market research analyst	**	**	0%		**	**	0%
sales manager	**	**	19%		**	**	31%
accountant	**	**	31%		**	**	6%
bookkeeper	**	**	13%		**	**	0%
financial analyst	**	**	13%		**	**	6%
human resources manager	**	**	0%		**	**	6%
insurance agent	**	**	13%		**	**	6%
realestate broker	**	**	19%		**	**	6%
public relations specialist	**	**	6%		**	**	0%
customer service representative	**	**	13%		**	**	6%
public administrator	**	**	6%		**	**	6%
database manager	**	**	6%		**	**	13%
web designer	**	**	44%		**	**	31%
none of the above	**	**	19%		**	**	44%
Number of Students	10	6	16		9	7	16
*includes any students not identified by gender							
**number of students too small for analysis							

Table 21.	Rating of How Much Student Knows about the Career Field of Business							
	by Grade Level, Gender and Race/Ethnicity							
		Average Rating on Scale: 1=nothing, 6=a great deal						
		9th Grade				12th Grade		
				Number of Students				Number of Students
Race/Ethnicity:	Female	Male	Total*		Female	Male	Total*	
White, Non-Hispanic	2.8	2.7	2.8	379	3.4	3.1	3.3	321
Hispanic	2.8	2.5	2.7	210	3.1	3.5	3.3	80
African American	3.2	3.4	3.3	55	3.6	**	3.9	30
American Indian	2.8	2.4	2.6	49	2.9	2.8	2.9	36
Asian/Pacific Islander	**	**	3.1	15	**	**	3.4	16
Total***	2.9	2.7	2.8	722	3.3	3.2	3.3	496
Number of Students	385	331	722		250	229	496	
*Includes students unidentified by gender								
**Number of students too few for analysis								
*** Includes students unidentified by race/ethnicity								

Table 22.	Business Courses Taken or Have Interest In						
	by Gender, Grade Level and Race/Ethnicity						
			All Students				
			Percent of Students				
		9th Grade				12th Grade	
Business Course:	Female	Male	Total*		Female	Male	Total*
business communication	12%	9%	10%		15%	10%	13%
beginning marketing	7%	8%	8%		15%	14%	14%
accounting	18%	13%	16%		27%	26%	27%
advanced accounting	3%	5%	4%		6%	6%	6%
business technology/procedures	4%	10%	7%		9%	8%	8%
advanced business computer applications	6%	8%	7%		9%	7%	8%
e-commerce	0%	1%	1%		3%	3%	3%
entrepreneurship	7%	8%	7%		10%	13%	11%
business management	12%	13%	12%		13%	14%	14%
business economics	4%	6%	5%		19%	14%	16%
business/consumer law	7%	5%	6%		12%	8%	10%
introduction to business	13%	7%	10%		17%	14%	16%
other elective business courses	1%	1%	1%		1%	2%	1%
none of these	41%	39%	40%		21%	25%	23%
no response	15%	18%	17%		19%	19%	19%
Number of Students	415	374	796		267	253	538
			White, Non-Hispanic Students				
			Percent of Students				
		9th Grade				12th Grade	
Business Course:	Female	Male	Total*		Female	Male	Total*
business communication	10%	9%	9%		12%	8%	11%
beginning marketing	4%	8%	6%		14%	12%	13%
accounting	19%	17%	18%		26%	28%	27%
advanced accounting	2%	6%	4%		6%	7%	7%
business technology/procedures	3%	10%	6%		8%	7%	8%
advanced business computer applications	5%	9%	7%		8%	6%	7%
e-commerce	1%	2%	1%		3%	3%	3%
entrepreneurship	5%	10%	8%		11%	12%	9%
business management	11%	14%	12%		13%	13%	11%
business economics	4%	5%	4%		15%	12%	14%
business/consumer law	5%	3%	4%		9%	5%	7%
introduction to business	14%	9%	12%		16%	12%	16%
other elective business courses	2%	2%	2%		1%	2%	2%
none of these	43%	37%	40%		22%	24%	24%
no response	17%	21%	18%		22%	22%	23%
Number of Students	224	198	423		558	169	347

<b>Table 22. continued</b>							
			<b>Hispanic Students</b>				
			<b>Percent of Students</b>				
		<b>9th Grade</b>				<b>12th Grade</b>	
<b>Business Course:</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>		<b>Female</b>	<b>Male</b>	<b>Total*</b>
business communication	15%	9%	12%		16%	16%	15%
beginning marketing	13%	11%	12%		22%	24%	22%
accounting	16%	8%	12%		27%	24%	26%
advanced accounting	7%	2%	4%		4%	8%	7%
business technology/procedures	4%	12%	9%		13%	5%	9%
advanced business computer applications	5%	6%	6%		11%	11%	11%
e-commerce	0%	1%	0%		2%	3%	2%
entrepreneurship	4%	4%	4%		4%	11%	7%
business management	9%	12%	11%		18%	16%	16%
business economics	3%	8%	6%		16%	16%	15%
business/consumer law	8%	7%	7%		11%	18%	14%
introduction to business	10%	6%	8%		13%	16%	15%
other elective business courses	1%	0%	0%		0%	0%	0%
none of these	41%	40%	40%		20%	18%	20%
no response	16%	18%	17%		18%	11%	14%
Number of Students	105	121	228		45	38	85
			<b>African American Students</b>				
			<b>Percent of Students</b>				
		<b>9th Grade</b>				<b>12th Grade</b>	
<b>Business Course:</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>		<b>Female</b>	<b>Male</b>	<b>Total*</b>
business communication	10%	15%	11%		21%	13%	21%
beginning marketing	10%	10%	10%		21%	38%	24%
accounting	13%	15%	13%		25%	38%	29%
advanced accounting	3%	10%	5%		4%	13%	6%
business technology/procedures	5%	15%	8%		4%	13%	6%
business technology/procedures	5%	5%	5%		4%	25%	9%
e-commerce	0%	5%	2%		4%	13%	6%
entrepreneurship	13%	15%	13%		21%	25%	21%
business management	18%	20%	18%		17%	25%	21%
business economics	5%	5%	5%		46%	13%	35%
business/consumer law	18%	10%	15%		21%	13%	18%
introduction to business	13%	10%	11%		8%	25%	12%
other elective business courses	0%	5%	2%		0%	0%	0%
none of these	40%	30%	38%		13%	13%	12%
no response	5%	10%	7%		8%	13%	12%
Number of Students	40	20	61		24	8	34

<b>Table 22. continued</b>							
			<b>American Indian Students</b>				
			<b>Percent of Students</b>				
		<b>9th Grade</b>				<b>12th Grade</b>	
<b>Business Course:</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>		<b>Female</b>	<b>Male</b>	<b>Total*</b>
business communication	17%	5%	11%		18%	15%	19%
beginning marketing	7%	5%	6%		6%	8%	22%
accounting	21%	0%	13%		29%	23%	28%
advanced accounting	3%	0%	2%		6%	3%	6%
business technology/procedures	14%	0%	8%		6%	8%	6%
advanced business computer applications	10%	14%	11%		18%	10%	8%
e-commerce	0%	0%	0%		6%	3%	6%
entrepreneurship	21%	5%	13%		41%	33%	19%
business management	21%	5%	13%		18%	15%	19%
business economics	7%	5%	6%		29%	23%	33%
business/consumer law	3%	5%	4%		12%	10%	17%
introduction to business	3%	0%	4%		12%	13%	11%
other elective business courses	0%	0%	0%		0%	0%	0%
none of these	34%	67%	49%		18%	23%	11%
no response	21%	5%	13%		6%	13%	17%
Number of Students	29	23	55		17	21	39
			<b>Asian/Pacific Islander Students</b>				
			<b>Percent of Students</b>				
		<b>9th Grade</b>				<b>12th Grade</b>	
<b>Business Course:</b>	<b>Female</b>	<b>Male</b>	<b>Total*</b>		<b>Female</b>	<b>Male</b>	<b>Total*</b>
business communication	**	**	13%		**	**	19%
beginning marketing	**	**	7%		**	**	13%
accounting	**	**	40%		**	**	31%
advanced accounting	**	**	7%		**	**	0%
business technology/procedures	**	**	7%		**	**	19%
advanced business computer applications	**	**	0%		**	**	13%
e-commerce	**	**	0%		**	**	0%
entrepreneurship	**	**	0%		**	**	19%
business management	**	**	20%		**	**	38%
business economics	**	**	13%		**	**	19%
business/consumer law	**	**	0%		**	**	13%
introduction to business	**	**	20%		**	**	19%
other elective business courses	**	**	0%		**	**	0%
none of these	**	**	20%		**	**	19%
no response	**	**	20%		**	**	6%
	10	6	16		9	7	16
*includes any students not identified by gender							
**number of students too small for analysis							

Table 23.	English as a Second Language Program Numbers and Participation Rates								
	by Grade Level, Gender and Race/Ethnicity								
		Number of Survey Students in ESL Program							
		9th Grade				12th Grade			
					Number of Total Students**				Number of Total Students**
<b>Race/Ethnicity:</b>	<b>Female</b>	<b>Male</b>	<b>Total**</b>			<b>Female</b>	<b>Male</b>	<b>Total**</b>	
White, Non-Hispanic	2	6	8		435	0	0	0	361
Hispanic	11	24	36		234	10	7	17	94
African American	5	1	6		66	2	0	3	37
American Indian	0	2	2		56	0	1	1	40
Asian/Pacific Islander	***	***	1		17	***	***	2	16
Total****	20	35	56		825	13	9	23	564
Number of Total Students****	427	390	825			280	266	564	
		ESL Program Participation Rates*							
		9th Grade				12th Grade			
<b>Race/Ethnicity:</b>	<b>Female</b>	<b>Male</b>	<b>Total**</b>			<b>Female</b>	<b>Male</b>	<b>Total**</b>	
White, Non-Hispanic	1%	3%	2%			0%	0%	0%	
Hispanic	10%	19%	15%			20%	17%	18%	
African American	11%	5%	9%			8%	0%	8%	
American Indian	0%	9%	4%			0%	5%	3%	
Asian/Pacific Islander	***	***	6%			***	***	13%	
Total****	5%	7%	7%			5%	3%	4%	
* Percent of survey students in that demographic category who were in an ESL program									
**Includes students unidentified by gender									
***Number of students too few for analysis									
****Includes students unidentified by race/ethnicity									

Table 24.		Students in English as a Second Language Programs Selected Characteristics and Responses by Grade Level					
		9th Grade			12th grade		
		ESL Students	Total Students		ESL Students	Total Students	
Number		56	825		23	564	
<b>Gender (%)</b>							
male		64%	48%		41%	49%	
female		36%	52%		59%	51%	
total		100%	100%		100%	100%	
<b>Race/Ethnicity (%)</b>							
White, non-Hispanic		15%	54%		0%	66%	
Hispanic		68%	29%		74%	17%	
African American		11%	8%		13%	7%	
American Indian		4%	7%		4%	7%	
Asian/Pacific Islander		2%	2%		9%	3%	
Total		100%	100%		100%	100%	
<b>Highest Level of Education Expected (%)</b>							
GED		0%	3%		0%	1%	
High School Diploma		33%	13%		26%	9%	
Vocational License		2%	3%		4%	3%	
2 Year Degree		13%	12%		13%	16%	
4 Year Degree		33%	37%		17%	33%	
Masters Degree or higher		19%	34%		39%	39%	
Total		100%	100%		100%	100%	
<b>Postsecondary Plans (%)</b>							
Training Institute		11%	4%		14%	4%	
Community/2 Year College		20%	14%		32%	33%	
University/4 Year College		46%	68%		32%	55%	
Military		9%	6%		5%	3%	
Work Only		14%	7%		18%	5%	
Total		100%	100%		100%	100%	
<b>Family Members' College Attendance (%)</b>							
parent(s), no sibling		18%	32%		13%	26%	
parent(s) and sibling(s)		4%	18%		4%	27%	
sibling(s), not parent		11%	13%		9%	16%	
other relatives only		25%	13%		30%	13%	
no relatives		16%	10%		35%	11%	
don't know		27%	15%		9%	7%	
Total		100%	100%		100%	74%	
<b>Parental Support for College Education (%+A3)</b>							
Not at all Supportive		4%	3%		9%	4%	
Somewhat Supportive		33%	21%		44%	17%	
Very Supportive		64%	77%		48%	79%	
Total		100%	100%		100%	100%	



Table 24. continued		Students in English as a Second Language Programs Selected Characteristics and Responses by Grade Level					
		9th Grade			12th grade		
		ESL Students	Total Students		ESL Students	Total Students	
<b>Career Education Activities (%)</b>							
interest assessment		8%	16%		17%	32%	
skills assessment		4%	16%		22%	28%	
career fair		4%	15%		39%	36%	
workplace field trip/job shadowing		6%	17%		17%	23%	
read career materials		14%	19%		22%	27%	
career exploration course/workshop		6%	16%		11%	18%	
specific career-related course		4%	8%		17%	12%	
workstudy/apprentice/employment		12%	7%		11%	9%	
college/university visit		18%	16%		28%	40%	
student organization member		4%	7%		6%	3%	
none		48%	35%		39%	16%	
<b>How Often Student thinks about Future Career</b>					(Not Asked)		
Average rating on scale:							
1=never, 5=very often		3.9	3.8				
<b>College Exposure Activities(%)</b>		(Not Asked)					
Ever visited a college campus					55%	78%	
Met with a recruiter at school					41%	50%	
Took career-related course at a college					11%	17%	
<b>Potential Problems in Going to College (%)</b>		(Not Asked)					
cost of tuition and books					73%	72%	
cost of lodging and food					32%	46%	
lack of transporttion					23%	12%	
distance					18%	11%	
need to earn money					36%	54%	
physical disabilities					0%	1%	
lack of interest					9%	9%	
poor grades					14%	14%	
lack of family support					9%	5%	
language					32%	3%	
discrimination					9%	3%	
don't know what to study					23%	17%	
lack of information about college choices					23%	12%	
lack of information on financial aid					27%	22%	
lack of information on how to apply or register					14%	12%	
child care access or costs					5%	2%	
nothing					14%	11%	

Table 24. continued	Students in English as a Second Language Programs Selected Characteristics and Responses by Grade Level					
	9th Grade		12th grade			
	ESL Students	Total Students	ESL Students	Total Students		
<b>How well school has prepared them to choose and plan career</b>	(Not Asked)					
Average rating on scale:						
1=not well; 6=very well			4.5	4.1		
<b>Important Considerations in Career Choice</b>	(Not Asked)					
interesting to me			67%	88%		
matches my skills			43%	63%		
pay/benefits			33%	68%		
work environment			24%	59%		
people I'd work with			10%	45%		
value to society			13%	28%		
my family's support			48%	39%		
friends' support			29%	28%		
education requirements			29%	26%		
scholarship availability			29%	19%		
cost of education			38%	27%		
job security			19%	28%		
opportunity to travel			38%	23%		
flexible schedule			33%	38%		
availability of jobs			33%	40%		
location of jobs			24%	35%		



Table 26.		Students in Special Education Programs					
		Selected Characteristics and Responses by Grade Level					
		9th Grade		12th grade			
		Special Education Students	Total Students	Special Education Students	Total Students		
<b>Number</b>		47	825	29	564		
<b>Gender (%)</b>							
male		65%	48%	52%	49%		
female		35%	52%	48%	51%		
total		100%	100%	100%	100%		
<b>Race/Ethnicity (%)</b>							
White, non-Hispanic		56%	54%	37%	66%		
Hispanic		20%	29%	48%	17%		
African American		11%	8%	0%	7%		
American Indian		13%	7%	11%	7%		
Asian/Pacific Islander		0%	2%	4%	3%		
Total		100%	100%	100%	100%		
<b>Highest Level of Education Expected (%)</b>							
GED		4%	3%	7%	1%		
High School Diploma		30%	13%	52%	9%		
Vocational License		2%	3%	7%	3%		
2 Year Degree		15%	12%	15%	16%		
4 Year Degree		20%	37%	15%	33%		
Masters Degree or higher		28%	34%	4%	39%		
Total		100%	100%	100%	100%		
<b>Postsecondary Plans (%)</b>							
Training Institute		7%	4%	25%	4%		
Community/2 Year College		22%	14%	21%	33%		
University/4 Year College		39%	68%	17%	55%		
Military		13%	6%	8%	3%		
Work Only		20%	7%	29%	5%		
Total		100%	100%	100%	100%		
<b>Family Members' College Attendance (%)</b>							
parent(s), no sibling		33%	32%	14%	26%		
parent(s) and sibling(s)		17%	18%	11%	27%		
sibling(s), not parent		17%	13%	25%	16%		
other relatives only		7%	13%	18%	13%		
no relatives		9%	10%	18%	11%		
don't know		17%	15%	14%	7%		
Total		100%	100%	100%	100%		
<b>Parental Support for College Education (%)</b>							
Not at all Supportive		9%	3%	18%	4%		
Somewhat Supportive		30%	21%	25%	17%		
Very Supportive		61%	77%	57%	79%		
Total		100%	100%	100%	100%		

Table 26. (continued)		Students in Special Education Programs					
		Selected Characteristics and Responses by Grade Level					
		9th Grade		12th grade			
		Special Education Students	Total Students	Special Education Students	Total Students		
<b>Career Education Activities (%)</b>							
interest assessment		11%	16%	29%	32%		
skills assessment		11%	16%	25%	28%		
career fair		21%	15%	33%	36%		
workplace field trip/job shadowing		23%	17%	21%	23%		
read career materials		9%	19%	17%	27%		
career exploration course/workshop		21%	16%	13%	18%		
specific career-related course		7%	8%	13%	12%		
workstudy/apprentice/employment		9%	7%	8%	9%		
college/university visit		21%	16%	21%	40%		
student organization member		2%	7%	4%	3%		
none		32%	35%	29%	16%		
<b>How Often Student thinks about Future Career</b>				(Not Asked)			
Average rating on scale:							
1=never, 5=very often		3.6	3.8				
<b>College Exposure Activities(%)</b>		(Not Asked)					
Ever visited a college campus				63%	78%		
Met with a recruiter at school				37%	50%		
Took career-related course at a college				14%	17%		
<b>Potential Problems in Going to College (%)</b>		(Not Asked)					
cost of tuition and books				56%	72%		
cost of lodging and food				52%	46%		
lack of transportation				30%	12%		
distance				19%	11%		
need to earn money				63%	54%		
physical disabilities				11%	1%		
lack of interest				11%	9%		
poor grades				26%	14%		
lack of family support				11%	5%		
language				7%	3%		
discrimination				7%	3%		
don't know what to study				26%	17%		
lack of information about college choices				26%	12%		
lack of information on financial aid				30%	22%		
lack of information on how to apply or register				11%	12%		
child care access or costs				4%	2%		
nothing				11%	11%		

Table 26. (continued)		Students in Special Education Programs					
		Selected Characteristics and Responses by Grade Level					
		9th Grade		12th grade			
		Special Education Students	Total Students	Special Education Students	Total Students		
<b>How well school has prepared them to choose and plan career</b>	(Not Asked)						
Average rating on scale:							
1=not well; 6=very well				3.7	4.1		
<b>Important Considerations in Career Choice</b>	(Not Asked)						
interesting to me				68%	88%		
matches my skills				60%	63%		
pay/benefits				60%	68%		
work environment				52%	59%		
people I'd work with				48%	45%		
value to society				12%	28%		
my family's support				56%	39%		
friends' support				36%	28%		
education requirements				28%	26%		
scholarship availability				28%	19%		
cost of education				32%	27%		
job security				32%	28%		
opportunity to travel				16%	23%		
flexible schedule				28%	38%		
availability of jobs				44%	40%		
location of jobs				48%	35%		