Perceptions of Career & Technical Education:
Findings & Action from the 2019 DESE CTE Survey

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UNIVERSITY OF MISSOURI
Extension
an equal opportunity/ADA institution
Agenda

• About the survey and its respondents

• Student responses

• Responses from parents, educators and businesses

• Key findings and conclusions
About the survey and its respondents
About the survey

• The survey was conducted at the behest of the Statewide CTE Advisory Council.

• Intended to inform a communication and marketing campaign, the success of which is dependent on:
  • “...a clear understanding of audience members’ pre-existing opinions — be they rightly or wrongly held.”

• We must understand what people believe before we can change minds.
The survey received 9,654 total responses, of which almost 70 percent were from adults.

Survey Respondents by Type

- **Total**: 9,654
- **Non-students**: 6,735
- **Educators**: 4,003
- **Parents & Guardians**: 1,639
- **Other**: 602
- **Business Leaders**: 445
- **Students**: 2,919

Number of Respondents
The survey generated responses from every county in Missouri

- Among 6,735 adult responses
  - Metro: 52.5%
  - Non-metro: 37.4%
  - St. Louis (MO) MSA: 16.4%
  - Kansas City (MO) MSA: 13.0%
  - Out of State: 1.1%
  - Blank: 9.1%
Adult respondents do not have a negative perception of CTE, but they perceive that one exists.

- CTE can be a pathway into college for some students: 96.5%
- CTE-related professions pay less than fields requiring a 4-year degree: 16.6%
- The name 'CTE Education' has a negative connotation: 36.6%
- CTE is just as important as subjects such as Math, English, Science & Social Studies: 91.4%
- Students in CTE programs are as respected as those who take more traditional classes: 47.2%
In addition to positively perceiving CTE, adults also agreed on the importance of practical knowledge and work-based learning opportunities.

- More than two-thirds of respondents strongly agree that classes should apply lessons to real world situations.
  - Over 90 percent of respondents agreed that courses should include content about careers.
  - Almost all respondents agreed that CTE classes should provide work-based learning experiences.

- While perceptions of CTE are positive overall, perceptions were highest among respondents from non-metro counties.

- Differences emerge, however, between Adults and Student respondents.
Student responses
Assumptions about negative perceptions of CTE are more commonly held by adults.

CTE students are as respected as those who take more traditional classes

- **Agree**
  - Students: 60.7%
  - Adults: 47.2%
- **Disagree**
  - Students: 21.3%
  - Adults: 46.3%
- **Do Not Know**
  - Students: 16.3%
  - Adults: 5.3%
- **Blank**
  - Students: 1.6%
  - Adults: 1.1%

Assumptions about negative perceptions of CTE are more commonly held by adults.
Assumptions about negative perceptions of CTE are more commonly held by adults.

The name 'CTE Education' has a negative connotation

- **Agree:**
  - Students: 24.2%
  - Adults: 36.6%
- **Disagree:**
  - Students: 59.8%
  - Adults: 57.4%
- **Do Not Know:**
  - Students: 14.2%
  - Adults: 4.8%
- **Blank:**
  - Students: 1.8%
  - Adults: 1.3%
Students appear less aware of the earning opportunities in CTE-related careers

CTE-related professions pay less than fields requiring a 4-year degree

- **Students**
  - Agree: 36.0%
  - Disagree: 31.6%
  - Do Not Know: 28.4%
  - Blank: 4.0%

- **Adults**
  - Agree: 16.6%
  - Disagree: 76.3%
  - Do Not Know: 5.7%
  - Blank: 1.5%

Do not know and blank responses are included in the survey results.
This lack of awareness may explain why many students prioritize college prep efforts.

The most important thing schools should do is to teach courses that meet college entrance requirements.

- **Students**: Agree: 72.0%, Disagree: 18.3%, Do Not Know: 7.5%, Blank: 2.2%
- **Adults**: Agree: 50.3%, Disagree: 47.3%, Do Not Know: 1.1%, Blank: 1.4%
A sizable minority of students lacked awareness of CTE education and opportunities

### Student-specific responses

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
<th>Do Not Know</th>
<th>Blank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many community &amp; technical colleges agree to transfer CTE credits</td>
<td></td>
<td></td>
<td>32.5%</td>
<td></td>
</tr>
<tr>
<td>I have an opportunity to earn credit toward an Industry-Recognized Credential (IRC)</td>
<td></td>
<td></td>
<td>27.6%</td>
<td></td>
</tr>
<tr>
<td>CTE courses are easy</td>
<td></td>
<td></td>
<td>26.2%</td>
<td></td>
</tr>
<tr>
<td>CTE classes stress academic achievement as much as they do technical skills</td>
<td></td>
<td></td>
<td>21.6%</td>
<td></td>
</tr>
<tr>
<td>Students enrolled in CTE programs tend to be well prepared academically</td>
<td></td>
<td></td>
<td>21.4%</td>
<td></td>
</tr>
<tr>
<td>CTE classes engage students &amp; get them excited about learning</td>
<td></td>
<td></td>
<td>20.7%</td>
<td></td>
</tr>
</tbody>
</table>
CTE students have a much clearer understanding of CTE courses & opportunities, and this gap is due more to a lack of awareness, than a negative perception.

### CTE and Non-CTE Student Responding 'Do Not Know'

<table>
<thead>
<tr>
<th>Statement</th>
<th>CTE Students</th>
<th>Non-CTE Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE courses are easy</td>
<td>8.0%</td>
<td>43.6%</td>
</tr>
<tr>
<td>Many comm. &amp; tech. colleges agree to transfer CTE credits</td>
<td>30.1%</td>
<td>43.1%</td>
</tr>
<tr>
<td>I have an opportunity to earn credit toward an Industry-Recognized Credential (IRC)</td>
<td>23.3%</td>
<td>37.8%</td>
</tr>
<tr>
<td>CTE classes stress academic achievement as much as they do technical skills</td>
<td>8.0%</td>
<td>35.2%</td>
</tr>
<tr>
<td>CTE classes engage students and get them excited about learning</td>
<td>6.3%</td>
<td>34.4%</td>
</tr>
<tr>
<td>My teachers are knowledgeable about CTE pathways</td>
<td>8.1%</td>
<td>31.9%</td>
</tr>
</tbody>
</table>
Parents, educators, and business leaders
Many parents lack knowledge about CTE-related credentials, programs & opportunities

Parent-specific responses

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
<th>Do Not Know</th>
<th>Blank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many community &amp; technical colleges agree to transfer CTE credits</td>
<td></td>
<td></td>
<td>52.5%</td>
<td></td>
</tr>
<tr>
<td>My child has an opportunity to earn an Industry-Recognized Credential (IRC)</td>
<td></td>
<td></td>
<td>40.3%</td>
<td></td>
</tr>
<tr>
<td>HS students who enroll in a college CTE courses are eligible for dual credit opportunities</td>
<td></td>
<td></td>
<td>32.5%</td>
<td></td>
</tr>
<tr>
<td>I am satisfied with the CTE offerings at my child's school</td>
<td></td>
<td></td>
<td>31.2%</td>
<td></td>
</tr>
<tr>
<td>CTE classes stress academic achievement as much as they do technical skills</td>
<td></td>
<td></td>
<td>27.3%</td>
<td></td>
</tr>
</tbody>
</table>

Percent Respondents
Educators, particularly administrators & counselors, have a positive perception of CTE

<table>
<thead>
<tr>
<th>Statement</th>
<th>Admin/Counselors</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE classes teach students transferable skills that will serve them well in this economy</td>
<td>94.7%</td>
<td>89.5%</td>
</tr>
<tr>
<td>CTE classes engage students &amp; get them excited about learning</td>
<td>94.4%</td>
<td>88.7%</td>
</tr>
<tr>
<td>CTE classes teach students the basic skills necessary for employment</td>
<td>92.6%</td>
<td>87.3%</td>
</tr>
<tr>
<td>Earning an IRC or doing an apprenticeship program prepares workers as well as a 4-year degree</td>
<td>84.8%</td>
<td>75.9%</td>
</tr>
<tr>
<td>CTE classes stress academic achievement as much as they do technical skills.</td>
<td>82.3%</td>
<td>73.1%</td>
</tr>
<tr>
<td>Students who take CTE classes are better prepared for employment than those who do not</td>
<td>76.3%</td>
<td>70.0%</td>
</tr>
</tbody>
</table>
Almost 90% of educators agree that CTE exposure should begin before HS, but many K-8 teachers lack CTE knowledge.

<table>
<thead>
<tr>
<th>Statement</th>
<th>K-8 Teachers</th>
<th>HS+ Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am aware of the individual career and academic plan (ICAP)</td>
<td>14.8%</td>
<td>25.1%</td>
</tr>
<tr>
<td>I am aware of the CTE certificate</td>
<td>10.5%</td>
<td>25.1%</td>
</tr>
<tr>
<td>CTE classes stress academic achievement as much as they do technical skills</td>
<td>10.8%</td>
<td>7.7%</td>
</tr>
<tr>
<td>Our local school provides work-based learning opportunities (e.g., apprent., interns.)</td>
<td>22.4%</td>
<td>28.8%</td>
</tr>
<tr>
<td>Earning an IRC or doing an apprenticeship program prepares workers as well as a 4-year degree</td>
<td>13.3%</td>
<td>25.8%</td>
</tr>
</tbody>
</table>
Business leaders are often aware of, and value, CTE certifications and credentials.

**Business-specific responses**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
<th>Do Not Know</th>
<th>Blank</th>
</tr>
</thead>
<tbody>
<tr>
<td>A CTE certificate would give added value or preference to potential employees</td>
<td>84.5%</td>
<td>60.0%</td>
<td>61.1%</td>
<td>69.4%</td>
</tr>
<tr>
<td>An IRC or app. program can equally prepare someone for work as a 4-yr. Degree</td>
<td>69.4%</td>
<td>76.0%</td>
<td>61.1%</td>
<td>60.0%</td>
</tr>
<tr>
<td>Employers are seeking qualified workers with IRCs</td>
<td>61.1%</td>
<td>60.0%</td>
<td>42.2%</td>
<td>42.2%</td>
</tr>
<tr>
<td>Students with an IRC have a greater opportunity for employment in my business</td>
<td>60.0%</td>
<td>61.1%</td>
<td>42.2%</td>
<td>42.2%</td>
</tr>
<tr>
<td>I am aware of the individual career and academic plan (ICAP)</td>
<td>42.2%</td>
<td>60.0%</td>
<td>61.1%</td>
<td>60.0%</td>
</tr>
</tbody>
</table>

Percent Respondents

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Business leaders see a role for industry participation, but that does not always lead to action

### Business-specific responses

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
<th>Do Not Know</th>
<th>Blank</th>
</tr>
</thead>
<tbody>
<tr>
<td>My company currently has a working relationship with a CTE area career center or CTE program</td>
<td></td>
<td>50.3%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Local employers should partner with schools to provide students with real world education &amp; training experiences</td>
<td></td>
<td>93.0%</td>
<td>32.1%</td>
<td>0%</td>
</tr>
<tr>
<td>My company offers students in Grades 7-12 internships &amp; work-based learning opportunities</td>
<td></td>
<td>39.3%</td>
<td>91.5%</td>
<td>0%</td>
</tr>
<tr>
<td>Local employers should be involved in the development of our school's CTE courses</td>
<td></td>
<td>91.5%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Percent Respondents

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Key findings and conclusions
Greatest perception gap between adults and students

- Adult respondents do not have a negative perception of CTE, but they perceive that one exists.
  - Many adults do not equate CTE with college; students appear somewhat less certain.

- Students often lack awareness of CTE-related earning and education opportunities.
  - Assumptions about negative perceptions of CTE are more commonly held by adults

*This lack of awareness is found primarily among non-CTE students.*
Key gaps exist among adult groups

• Parents have a broadly positive view of CTE education, but lack knowledge about CTE-related credentials, programs & opportunities.

• Almost 90% of educators agree that CTE exposure should begin before HS, but *K-8 teachers have relatively less knowledge about CTE-related activities and opportunities.*

• Business leaders see a role for industry participation in CTE education, but *that desire does not always translate into action* (e.g., creating work-based learning opportunities, internships, etc).
Questions?
Thank you!

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