

# Acknowledgements

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## Disclaimer

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# Scope and Methodology

## Background:

The National Staff Development Council (NSDC) asserts teacher professional development and school improvement helps to ensure success for students (NSDC, 2007). Additionally, high quality professional development activities are considered crucial to improving teacher performance. To this end, this survey, initiated in 2006, is the first known of its kind surveying the Missouri Association for Career and Technical Education (Missouri ACTE) membership regarding the annual summer conference which serves as a primary professional development venue for Missouri educators.

This survey was developed in response to concerns regarding declining membership and attendance at the annual Missouri ACTE conference. Historical data provided by Missouri ACTE indicated over the past four years membership has declined by 551, an average of 137.75 members per year, or 15.5% (See Figure 1). For the four-year period, there has also been a greater overall decline in the number of registrations for summer conference (22.6%) than that of membership (15.5%), representing a trend toward decreased participation. This decline can also be seen in the rate of participation of members in the summer conference. In 2002, 88.5% of members registered for the conference while in 2006, 81% of members registered. With participation in summer conference declining faster than membership, this could indicate a diminished interest in the conference. In response to these concerns, this survey was conducted to solicit member self-reported data regarding their 2006 summer conference attendance.

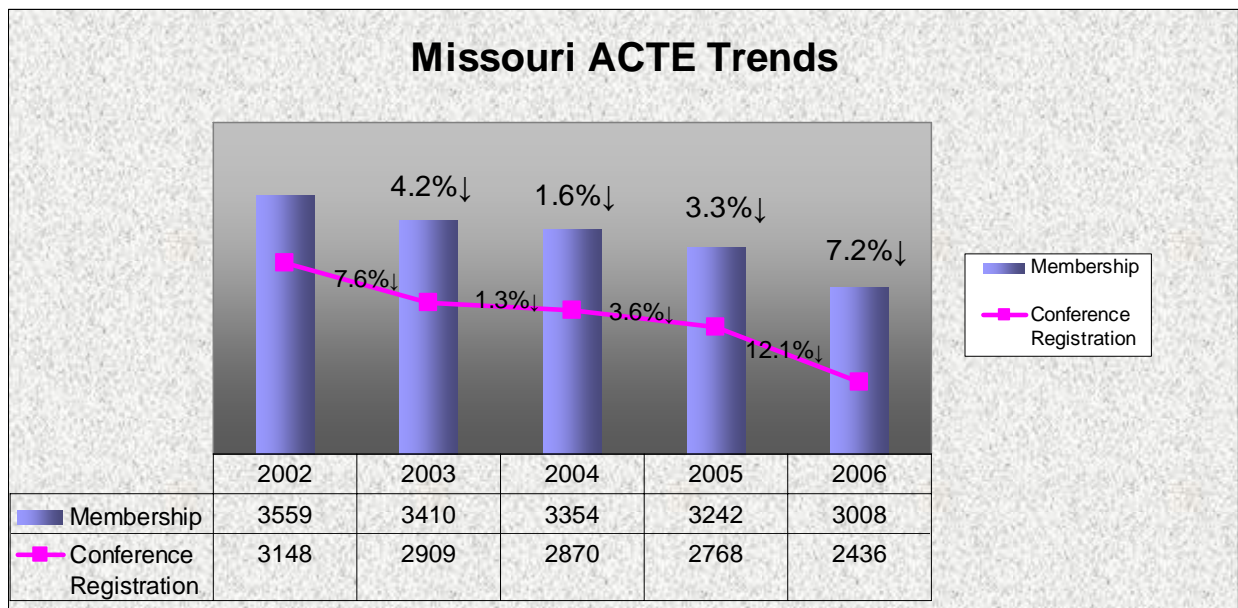


Figure 1 Trends in Missouri ACTE Membership and Conference Registrations

### *Purpose of Survey:*

Objectives of the Missouri ACTE member survey was to determine:

- the demographic information for conference attendees and non-attendees
- the variables and influences for attendance to summer conference
- the perceived value of attendance to summer conference
- the effectiveness of summer conference in providing a professional development venue for Missouri ACTE members

### *Research Method:*

Surveys are recognized as a primary method of collecting reliable and valid information directly from participants regarding their feelings, motivations, plans, and beliefs (Fink & Kosecoff, 2005). Since potential respondents were widely separated by distance, the investigators for this study selected a Web-based survey that provided them with refined features offering “multiple possibilities that cannot be realized within the more limited confines of paper or interview questionnaires” (p. 354). All participant responses were recorded in an electronic database. Access to take the survey was allowed only when respondents provided their informed consent to participate. The Web location of the survey was disseminated via email and made available for the period November 6, through 18, 2006. Responses to survey questions included rank ordering, yes or no, open-ended, and multiple choice (See Appendix A, p. 14). No personal or institutional information was solicited or retained by the survey instrument that could tie participants to responses. The electronic database was managed by a Web-administrator and only aggregate data was disseminated to the investigators.

The population for this study was all members of Missouri ACTE. The sample included all members who elected to respond to the survey. A total of 921 respondents agreed to participate in the survey; although, not all respondents provided feedback to all of the questions. The number of respondents who indicated they were members of Missouri ACTE totaled 896. No information is available regarding the number of individuals who received the survey link; however, the 2006 membership of Missouri ACTE is 3008 (see Figure 1). Based on this information, approximately 29.8% of Missouri ACTE members responded to the survey.

This survey and analysis report will be shared with Missouri ACTE members and the Department of Elementary and Secondary Education, Division of Career Education. Analysis information (including a copy of this report) will be posted on the MCCE Website and may also be referenced in a published manuscript.

## Demographic Information

Respondents who chose *Area Career Center* and *Comprehensive High School* as their institution type constituted 68% of total respondents. Other types of institutions for Missouri ACTE members included *community colleges, four-year colleges/universities, junior high schools, detention centers, alternative schools, private schools, industry apprenticeship programs, and DESE*. Respondents who indicated they were members of the national organization, ACTE, constituted 65.5% (603) of the respondents.

The data indicate that average years of teaching experience for most divisions was higher than average years of business/industry experience (See Appendix B, p. 23). The division with the highest average teaching experience was TEAM, at 20.3 years. There were two divisions whose average years of business/industry experience was higher than their average teaching experience, specifically MTTA averaging 15.3 years in business/industry and 13.7 years in teaching and MOSAHOE averaging 20.1 years in business/industry and 12 years in teaching.

The more teaching experience reported by respondents, the more likely they were to attend the summer conference, with the biggest increase occurring following the fifth year of teaching (see Figure 2). Respondents with 26 or more years of teaching experience were the most likely to attend summer conference, with 99.3% of respondents attending at least a few times.

Respondents with teaching experience of five years or less were 10% less likely to attend the summer conference than their retirement ready counterparts.

Years of teaching experience (n=919)	Portion of total respondents	Have attended the conference at least a few times	Average years in business/industry	Hold ACTE membership
0-5 years, n=172	18.7%	89%	9.9	64%
6-15 years, n=352	38.3%	96.9%	10.9	67.9%
16-25 years, n=252	27.4%	97.2%	8.6	65.5%
26 years or more, n=143	15.6%	99.3%	8.5	61.5%

Figure 2 Teaching Experience Breakouts

Nine of the eleven divisions reported a majority of their teachers having 6 to 25 years of experience. Only two divisions fall outside this range, making up 1.5% of all respondents to this question (See Figure 3). The range with the highest for each division has been highlighted in grey.

Teaching Experience by Division								
Division <i>n</i> = 892	0-5 Years		6-15 Years		16-25 Years		26+ Years	
	#	%	#	%	#	%	#	%
MACS	6	37.5	3	18.8	4	25	3	18.7
MBEA	52	17.3	125	41.7	77	25.7	46	15.3
MCCTA	15	16.5	20	22	36	39.6	20	22
MCEA	17	24.6	32	46.4	15	21.7	5	7.3
MOEFACS	18	16.1	34	30.4	37	33	23	20.5
MOSAHOE	10	20	25	50	14	28	1	2
MSCA	7	25.9	5	18.5	6	22.2	9	33.3
MSNA	3	9.6	10	32.3	11	35.5	7	22.6
MTTA	8	10.5	39	51.3	18	23.7	11	14.5
MVATA	24	24	45	45	20	20	11	11
TEAM	1	5	5	25	9	45	5	25
<b>Total</b>	161	18	343	38.5	247	27.7	141	15.8

Figure 3 Teaching Experience by Division

The distribution of respondents over years of business/industry experience is quite different than noted above in years of teaching. Respondents making up the range 0 to 15 years are 78.5% of total respondents to this question (See Figure 4). The range with the highest for each division has been highlighted in grey.

Business/Industry Experience by Division								
Division <i>n</i> = 890	0-5 Years		6-15 Years		16-25 Years		26+ Years	
	#	%	#	%	#	%	#	%
MACS	6	37.5	7	43.7	2	12.5	1	6.6
MBEA	122	40.9	135	45.3	33	11.1	8	2.7
MCCTA	45	48.9	30	32.6	9	9.8	8	8.7
MCEA	27	39.1	26	37.7	15	21.7	1	1.5
MOEFACS	66	58.9	33	29.5	9	8	4	3.6
MOSAHOE	3	6.1	11	22.5	15	30.6	20	40.8
MSCA	15	55.6	7	25.9	3	11.1	2	7.4
MSNA	18	58.1	6	19.4	4	12.9	3	9.6
MTTA	11	14.5	28	36.8	22	28.9	15	19.8
MVATA	59	59	26	26	8	8	7	7
TEAM	11	55	7	35	2	10	0	0
<b>Total</b>	<b>383</b>	<b>43</b>	<b>316</b>	<b>35.5</b>	<b>122</b>	<b>13.7</b>	<b>69</b>	<b>7.8</b>

Figure 4 Business/Industry Experience by Division

When respondents were asked to provide feedback regarding their level of participation in the 2006 summer conference, they were provided four options (*I attend every year, I have attended a few times, I have never attended and I have no knowledge of ACTE, MOACTE or the summer conference*). For purposes of this report, respondents who chose *I attend every year* or *I have attended a few times* were considered Attendees and respondents who chose *I have never attended* or *I have no knowledge of ACTE, MOACTE or the summer conference* were considered Non-Attendees.

Self-reported data from Attendees and Non-Attendees was similar as to reasons for holding membership in Missouri ACTE, with *Professional development* topping the list in both groups at 62.5% (see Figures 5 and 6). A distant second place for holding membership includes *Advocacy/legislative support* and *School/institution requirement*. Non-Attendees generally had approximately two years more business/industry experience than Attendees, while having approximately seven years less teaching experience than Attendees. Non-Attendees reported

they were 44.1% less likely to hold membership in the national organization (ACTE) and 48.5% of Non-Attendees responded they were not members of any Missouri ACTE Division.

**Attendees:**

Demographic information for respondents who have attended summer conference at least a few times	
Average years in teaching	14.8
Average years in business/industry	9.5
Type of institution:	
Comprehensive HS	38.3%
Area Career Center	30.4%
Hold ACTE membership	67.1%
Primary membership reason:	
Professional Development	62.5%
Advocacy	16.0%

Figure 5 Attendee Information

**Non-Attendees:**

Demographic information for respondents who have never attended summer conference	
Average years in teaching	7.5
Average years in business/industry	11.7
Type of institution:	
Comprehensive HS	34.3%
Area Career Center	17.1%
Hold ACTE membership	22.9%
Primary membership reason:	
Professional Development	62.5%
School/Inst requirement	25%

Figure 6 Non-Attendee Information

Of Attendees with less than five years experience, 55.2% held Missouri ACTE membership for *Professional development*, 72.7% used information gleaned at the conference in their classroom at least *Occasionally*, 9.3% paid their own expenses to attend the conference, and 39.5% indicated a keynote address is at least *Important*.

## Summer Conference Attendance (variables and influences)

Attendees identified no specific variables having a primary negative impact on their attendance at the summer conference. Since *None* was not an optional answer to this question, of the 107 respondents who chose *Other*, 67.3% (72) indicated they could not identify any negatives to the conference. The two variables reaching the highest percentage of having a negative influence on respondents' attendance were *Date of conference* at 13.9% and *Relevance of general session programming to my work* at 18.7%.

Respondents who indicated they were members of the national organization totaled 603, 86.6% of which also indicated they attended the summer conference at least a few times. Nearly 80% of total respondents indicated they attended the Missouri ACTE summer conference every year and an additional 17% indicated they attended a few times. Approximately 44% of Attendees pay for some portion of their own expenses to attend this conference.

Of respondents who attended the conference at least a few times, 46.3% indicated the *Relevance of general session programming to my work* had no influence on their decision to attend the

conference, with an additional 17.7% indicating a negative influence on their decision to attend. Interestingly, 15.9% of respondents who attended the conference at least a few times indicated *The relevance of division session programming to my work* had either no influence or a negative influence on their decision to attend the conference.

The survey provided respondents who indicated attendance at the 2006 opening keynote address with an unlimited character text box to provide feedback regarding the helpfulness of the opening session (See Appendix A, Question 12a). Evaluation of the responses revealed, 44 of the 365 received (12.1%) identified that the keynote address did not provide useful information, 14 (5.3%) indicated they did not remember the opening session, and 206 (56.4%) indicated the session was motivational, inspiring, or entertaining. If the intent of the keynote address is to provide pertinent, useful information to conference goers, one may assume that approximately 74% are not getting the content they expected. From this information coupled with the negative impact (or lack of any impact) of the general session programming on one's decision to attend the conference, it could be inferred that changes in the general session programming need to occur. Following are a few of the comments provided to Question 12a:

I expected to hear a key note speaker that would give me something that I can use in the classroom rather than a 'let's feel good about teaching' talk

The opening session was boring and didn't help me as far as professional development goes

I feel the money could be better spent on content specific training, or training focused on CTE

It was ok...I suppose. My opinion about opening sessions is that they are extremely long and repeat each other. They are intended to be motivational, but every conference has an opening session speaker and they all repeat the same information and take twice as long as they should. I would really prefer to spend the time in a session learning something new rather than listening to the same old 'lets love education' speech. If I didn't love teaching I would go back to being an accountant...save the fee and give us something concrete!!

A few other comments include:

I enjoy the first session and speaker because it allows us all to gather as one united body to see our leadership, honor those who have won awards and I enjoy a motivating speaker as a kickoff to a great week of division meetings.

It was energizing and promoted camaraderie among attendees

## Value of Attendance

Analysis of survey data implies that general session programming does not positively influence attendance at the conference. Respondents indicating *Relevance of the general session to my work* as a negative or non-influence on their attendance at the conference reached 64%. This information coupled with the lack of useful information obtained from the keynote address as indicated previously, suggests change to more classroom-focused programming including content related featured speakers. A planned change to feature instructional practice may increase the benefit of the general session and positively impact overall satisfaction with the conference experience. Doing so may constitute a beginning for reducing or turning around the current trends toward declining new membership and attendance.

Nearly 48% of conference Attendees indicated they pay some portion of their expenses to attend the summer conference. Interestingly, this indicates having to pay for some of their own expenses does not influence nearly half of the conference goers who still attend the summer conference.

Respondents were asked to identify the frequency at which they used information obtained at any session at any Missouri ACTE summer conference in their classroom (See Appendix A, Question 14). Available responses were *Frequently*, *Occasionally*, *Seldom*, and *Never*. Figure 7 below identifies the types of institutions represented by members who responded with *Frequently*. This information could assist in determining target markets for the summer conference. Additionally, summer conference attendance rates for respondents who *Frequently* use information in their classrooms was nearly 79% higher for those who attend every year versus those who have attended a few times (89.4% attend every year, and 10.6% have attended a few times). Creating avenues that allow for members to more consistently attend the conference seems very important.

Likelihood of <i>Frequently</i> Using Conference Material by Institution Type	
Comprehensive High School	63.9%
Combination MS/Comprehensive HS	60.8%
Area Career Center	51.3%
Middle School	46.2%
Four Year College/University	41.2%
DESE	35.0%
Private/Technical College	25.0%
Community College	24.7%
Industry Apprenticeship Program	8.3%

Figure 7 Uses of Conference Materials by Institution Type

## Professional Development Effectiveness

Six questions were asked specifically about professional development criteria of the *Carl D. Perkins Career and Technical Improvement Act of 2006*. With the increased use of Perkins funding by institutions to fund professional development activities for teachers and administrators, it is important Perkins requirements are addressed when planning professional development. The importance conveyed by respondents to the Perkins requirements is reflected in Figure 8. Responses supported five of the six requirements at 88% or higher at the *Very Important* or *Important* level. The six questions are ranked below according to responses provided. Most notable in Figure 8 is the lack of importance placed on using scientifically-based data to determine content.

Question	% of respondents identifying this topic as <i>Very Important</i> or <i>Important</i>
#25) ensure teachers can effectively use applied learning that contributes to the academic and career and technical knowledge of their students?	96.9%
#22) be classroom-focused and have a lasting impact on classroom instruction?	96.3%
#23) be high quality, in depth, sustained, and intensive?	91.8%
#24) assist teachers in effectively developing rigorous, challenging and integrated academic and CTE education curricula?	91.4%
#20) provide training in the integration and use of rigorous academics in conjunction with technical subjects?	88%
#21) use scientifically based data to determine content?	68.6%

Figure 8 Professional Development Questions

Determining content based on scientifically proven results is another component of the *Carl D. Perkins Career and Technical Improvement Act of 2006*. If data are to provide meaningful guidance in the process of continuous improvement, teachers and administrators require professional development regarding analyzing data, aligning curriculum and assessment, designing authentic assessment of various forms, and understanding which assessment provides for desired outcomes (NSDC, 2007). According to Noyce (2000), teachers are a vital component to creating a data-driven culture within schools. Apparently, this concept is not completely endorsed by the respondents to this survey (See Figure 8). To garner greater support for scientifically-based data to determine content of professional development activities, the data infer that a portion of the summer conference should focus on assisting teachers in using data to improve instruction. Doing so would include identifying questions relating to student performance, and gathering and analyzing pertinent data to guide the instructional process. Such

programming would provide Attendees with an understanding of the potential contributions data-based professional development adds to the conference experience.

## Discussion and Implications

According to Lowden (2005), it is important for professional development activities to focus on improving instructional practice. Although 90.5% of conference goers who have attended summer conference at least a few times use information obtained from the conference in their classroom at least *Occasionally*, this survey did not evaluate changes to instructional practice. Universal and consistent professional development has a positive effect on the improvement of instructional practice and as such should be addressed when planning professional development.

It is important for professional development assessment to be focused on how activities provide learning experiences rather than the participants' satisfaction with the experience (Lowden, 2005). With some modification, the survey used in this exercise can be delivered on a routine (possibly annual) basis to help assess participant learning. Another improvement may be to modify the conference evaluation to include questions regarding how information may be used in the classroom or how the participant sees the information influencing instructional practice. More useful information for future conference planners would be available if in the evaluation participants were to identify sessions they attended that had application to their classroom.

Identifying current and future goals for the conference and their relationship to Missouri ACTE "Purposes" may be a topic for further study by Missouri ACTE. Although Missouri ACTE's "Purposes" were not evaluated as part of this survey, the question begs asking, *should the conference goals be reflective of Missouri ACTE goals or purposes?* Without identifying any statistical significance, Figure 9 below exhibits some confusion (as was exhibited throughout most of the divisions as well) about the *primary* purpose of Missouri ACTE.

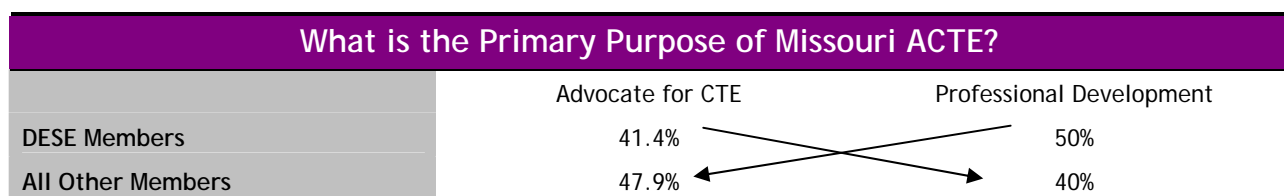


Figure 9 Primary Purpose Differences

The investigators conducting this survey recognize a study limitation in that the questions presented for feedback did not further examine what respondents' believed to be the primary purpose of Missouri ACTE. Thus, additional research is needed regarding whether a primary purpose is important, whether the organization can fulfill more than one primary purpose effectively, and if the summer conference should be reflective of the organization's purpose.

All surveys contain some component of bias in "attitudinal composition" (Krosnick, 1999). Respondents often answer surveys according to their personal and/or organizational beliefs, feelings, attitudes, and what they are experiencing at any given moment. Analysis of the respondent data revealed that some respondents had been predisposed or biased to some extent regarding the primary purpose of the survey. Potential bias was most notable through responses concerning division sessions being changed or discontinued. Based on the depth and breadth of the comments made by members of individual divisions, there appeared to be a significant concern regarding this topic (See Appendix C, page 48). While the intent of this survey was to determine reasons for declining attendance at summer conference, division session programming was not specifically excluded as it may impact future conference attendance. Therefore, it is recommended bias be taken into account when considering any recommendations or implications of this survey.

Consistent with US ED (2000), the investigators for this survey believe improvement in instructional practice would be positively influenced by high-quality, consistent, and universal professional development; criteria also stipulated in the professional development standards of the new Carl D. Perkins Career and Technical Improvement Act of 2006 (Perkins 2006). If the framers of the summer conference wish to continue to provide relevant information to teachers and other educators that influences instructional practice and contributes to their reform efforts, these criteria must remain as the central focus. The central issue brought to light by respondent feedback, albeit somewhat biased, was that respondents highly value division specific content. Additional feedback suggests respondents clearly understand the importance of a majority of the professional development criteria set out by Perkins 2006. This understanding becomes integral to a more consistent approach throughout all Missouri ACTE divisions when determining appropriate conference content and activities. Therefore, a need also exists for conference committees and planners to consider ways of incorporating consistent and universal content, driven by supporting professional development activities across all divisions, into future conferences.

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# Appendices

## MoACTE Survey 2006

OPENING PAGE:

**Purpose of the Study:** The purpose of this research is to gather perceptions, concerns, and issues with MoACTE and its summer conference.

**Researchers:** Terri Fayle, Paul Mackay, and Larae Watkins. University of Central Missouri (UCM), Department of Career and Technology Education, Missouri Center for Career Education.

**Description of Research Method:** The study involves completing a short online survey, approximately 10 minutes in length. The survey instrument will be disseminated via email and listserv and be available for the period November 6, 2006 through November 18, 2006. Access to the survey will be allowed only when you have provided consent to participate by clicking the I Agree button below. Results and data will be shared with MoACTE members and the Department of Elementary and Secondary Education. No information that can identify you is requested.

**Request for Participation:** We are inviting you to participate in this study. Once submitted, we will not know who submitted a completed survey. Consistent with federal guidelines on research involving human subjects, the following are guaranteed:

- Study participants must be over the age of 18.
- Participation in this study is voluntary.
- There is no penalty for declining to participate.
- Participants have the right to withdraw at anytime without penalty.
- Participation in this survey is anonymous.
- Participation in this survey poses no risks of injury, illness, emotional distress, or loss of privacy.
- You may contact the UCM Institutional Compliance Official regarding subjects' rights (Office of Sponsored Programs, 660-543-4264).

**If you are over the age of 18, you may give your consent to participate in this study by clicking on the "I Agree" button below. Thank you!**

I HAVE READ THIS CONSENT FORM AND AGREE TO PARTICIPATE

I AGREE

## MoACTE Survey 2006

How many years have you been teaching? Choose one

How many years of business/industry experience do you have? Choose one:

At what type of institution are you employed? Choose one from the list below

- Area Career Center
- Middle School
- Comprehensive High School
- Combination Middle School/Comprehensive High School
- Community College
- Private/Technical College
- Industry Sponsored Apprenticeship Program
- Four Year College/University
- DESE
- Other

Are you a member of the national organization (ACTE)? Choose one from the list below

- Yes
- No
- Do not know

## MoACTE Survey 2006

What is the primary purpose of MOACTE? Choose one from the list below

- Professional development
- Advocate for career education
- Protect your teaching/administrative positions
- Protect your division's goals
- Networking opportunities
- Publications provided
- Do not know
- Other

What is your primary division? Choose one from the list below

- MACS - Missouri Association of Career Services
- MBEA - Missouri Business Education Association
- MCCTA - Missouri Council of Career & Technical Administrators
- MCEA - Marketing & Cooperative Education Association
- MOEFACS - Missouri Educators of Family and Consumer Sciences
- MOSAHOE - Missouri State Association of Health Occupation Education
- MSCA - Missouri School Counselor Association
- MSNA - Missouri Special Needs Association
- MTTA - Missouri Trade & Technical Association
- MVATA - Missouri Vocational Agricultural Teachers Association
- TEAM - Technology Education Association of Missouri
- I am not currently a member of MOACTE

## MoACTE Survey 2006

What is the primary reason you hold membership with MOACTE? Choose one from the list below

- School/institution requirement
- Advocacy/legislative support
- Technical updates
- Professional development
- Other

Does your division sponsor any other meetings for your division during the year that include professional development? Choose one from the list below

- Yes
- No
- Don't know

How would you describe your summer conference attendance? Choose one from the list below

- I attend every year
- I have attended a few times
- I have no knowledge of ACTE, MOACTE or the summer conference
- I have never attended

Identify the funding source for your expenses to attend the conference. Choose all that apply

- Not sure
- Local district
- Carl Perkins Act
- Personal/Self-funded
- Other

## MoACTE Survey 2006

What portion of conference expenses were you expected to pay (not covered by your school/institution)? Choose all that apply

- None
- All
- Registration
- Travel/Mileage
- Lodging
- Other

Did you attend the opening keynote address at the 2006 summer conference? Choose one from the list below

- Yes
- No
- Do not remember

Given that you attended the opening keynote address at the 2006 summer conference, how was the opening session helpful? Fill in

How important is an opening session?

- | Very Important                      | Important                           | Slightly Important                  | Not Important                       |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

How often have you used information obtained at any session at any MOACTE summer conference in your classroom?

- | Frequently                          | Occasionally                        | Seldom                              | Never                               |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

## MoACTE Survey 2006

Who plans your division's conference sessions? *Choose one from the list below*

- Division leadership team
- DESE
- Combination of DESE/Division leadership team
- Not sure

Of the following, identify whether the item positively or negatively influenced your decision to attend past conferences.

	Positive	Negative	No Influence
Date of conference (last week of July)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conference location (Springfield)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Length of the conference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of the lodging/accommodations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ease of the registration process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial assistance from my institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relevance of division session programming to my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relevance of general session programming to my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## MoACTE Survey 2006

Quality of networking opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of the exhibits/trade show	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Identify the primary item that positively influenced your attendance.

Choose one from the list below

- Date of conference (last week of July)
- Conference location (Springfield)
- Length of the conference
- Quality of the lodging/accommodations
- Ease of the registration process
- Financial assistance from my institution
- Relevance of division session programming to my work
- Relevance of general session programming to my work
- Quality of professional development
- Quality of networking opportunities
- Quality of the exhibits/trade show
- Other

## MoACTE Survey 2006

Identify the primary item that negatively influenced your attendance.

Choose one from the list below

- Date of conference (last week of July)
- Conference location (Springfield)
- Length of the conference
- Quality of the lodging/accommodations
- Ease of the registration process
- Financial assistance from my institution
- Relevance of division session programming to my work
- Relevance of general session programming to my work
- Quality of professional development
- Quality of networking opportunities
- Quality of the exhibits/trade show
- Other

Of the following, identify whether the items are true or false regarding your conference attendance.

	True	False	Not Considered
Encouraged by my administrator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part of my contract commitment/salaried time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendance required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunity to network with my school colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## MoACTE Survey 2006

Opportunity to attend sessions sponsored by different divisions (other than my own division)




Other




How important is it that professional development activities provide training in the integration and use of rigorous academics in conjunction with technical subjects?

Very Important

Important

Slightly Important

Not Important





How important is it that professional development activities use scientifically based data to determine content?

Very Important

Important

Slightly Important

Not Important





How important is it that professional development activities be classroom-focused and have a lasting impact on classroom instruction?

Very Important

Important

Slightly Important

Not Important





How important is it that professional development activities be classroom-focused and have a lasting impact on classroom instruction?

Very Important

Important

Slightly Important

Not Important

## MoACTE Survey 2006

How important is it that professional development activities be high quality, in depth, sustained, and intensive?

Very Important

Important

Slightly  
Important

Not Important



How important is it that professional development activities assist teachers in effectively developing rigorous, challenging and integrated academic and CTE education curricula?

Very Important

Important

Slightly  
Important

Not Important



How important is it that professional development activities ensure teachers can effectively use applied learning that contributes to the academic and career and technical knowledge of their students?

Very Important

Important

Slightly  
Important

Not Important



Please make any other comments here:

You have reached the end of the survey.

FINAL PAGE:

If you would like to go back through the questions to review or change your responses, please click on the "Review Responses" button below.

If you are satisfied with your answers, please submit your responses by clicking on the "Submit Responses" button below.

## MOACTE Survey - MACS Results

# of Respondents			Avg years teaching			Avg years Bus/Ind		
(total respondents 921)	16	1.7%	13			9.9		
Institute Type			MOACTE Primary Purpose			Primary Membership Reason		
	#	%		#	%		#	%
Area Career Center	8	50.0%	Advocate for CE	7	43.8%	Prof development	11	68.8%
Community College	5	31.3%	Prof development	5	31.3%	School/institution req	3	18.8%
Comprehensive HS	2	12.5%	Networking ops	2	12.5%	Technical updates	2	12.5%
Other	1	6.3%	Protect divisions's goals	1	6.3%	Other	0	0.0%
Combo MS/Comp HS	0	0.0%	Other	1	6.3%	Advocacy/legis support	0	0.0%
Middle School	0	0.0%	Do not know	0	0.0%			
4-Year College/University	0	0.0%	Protect teach/admin position	0	0.0%			
DESE	0	0.0%						
	<i>n</i> = 16	100%		<i>n</i> = 16	100%		<i>n</i> = 16	100%
Member of ACTE			Div Holds Other Meetings			My Conference Attendance		
Yes	10	62.5%	Yes	15	93.8%	Attend every year	14	87.5%
No	5	31.3%	No	0	0.0%	Attended several times	1	6.3%
Do not know	1	6.3%	Don't know	1	6.3%	Never attended	1	6.3%
						No knowledge of ACTE, MOACTE or conf	0	0.0%
	<i>n</i> = 16	100%		<i>n</i> = 16	100%		<i>n</i> = 16	100%
Expense Funding Source			Attendee Pd Expenses			Who plans For Your Division		
Carl Perkins Act	10	52.6%	None	10	71.4%	Division leadership team	9	60.0%
Local district	6	31.6%	Travel/Mileage	2	14.3%	Combo DESE/Division	5	33.3%
Personal/Self-funded	2	10.5%	Other	1	7.1%	Not sure	1	6.7%
Other	1	5.3%	All	1	7.1%	DESE	0	0.0%
Not sure	0	0.0%	Registration	0	0.0%			
			Lodging	0	0.0%			
	<i>n</i> = (chose multiple)	19	100%	<i>n</i> = (chose multiple)	14	100%	<i>n</i> = 15	100%
Keynote Attendance			Keynote Importance			Frequency Conf Info Used in Classroom		
Yes	9	60.0%	Very important	2	13.3%	Frequently	7	46.7%
No	6	40.0%	Important	6	40.0%	Occasionally	5	33.3%
Do not remember	0	0.0%	Slightly important	3	20.0%	Seldom	0	0.0%
			Not important	4	26.7%	Never	3	20.0%
	<i>n</i> = 15	100%		<i>n</i> = 15	100%		<i>n</i> = 15	100%
Identify how the following items influenced your decision to attend past conferences:								
Positive			Negative			No Influence		
Date	6	40.0%	Date	1	6.7%	Date	8	53.3%
Division session relevance	12	80.0%	Division session relevance	1	6.7%	Division session relevance	2	13.3%
Exhibits/Trade Show	6	40.0%	Exhibits/Trade show	1	6.7%	Exhibits/Trade show	8	53.3%
Financial Assistance	12	80.0%	Financial assistance	1	6.7%	Financial assistance	2	13.3%
General session relevance	6	40.0%	General session relevance	1	6.7%	General session relevance	8	53.3%
Length	8	53.3%	Length	0	0.0%	Length	7	46.7%
Location	9	60.0%	Location	0	0.0%	Location	6	40.0%
Lodging	7	46.7%	Lodging	1	6.7%	Lodging	7	46.7%
Networking	13	86.7%	Networking	0	0.0%	Networking	2	13.3%
Prof dev quality	11	73.3%	Prof dev quality	1	6.7%	Prof dev quality	3	20.0%
Registration	9	60.0%	Registration	0	0.0%	Registration	6	40.0%

## MOACTE Survey - MACS Results

### Identify the primary (single) item that influenced your decision to attend past conferences:

Primary Positive			Primary Negative		
Division session relevance	5	33.3%	Exhibits/Trade show	4	26.7%
Financial Assistance	3	20.0%	General session relevance	3	20.0%
Networking	3	20.0%	Other	3	20.0%
Location	2	13.3%	Date	2	13.3%
Date	1	6.7%	Length	2	13.3%
Prof dev quality	1	6.7%	Lodging	1	6.7%
Exhibits/Trade Show	0	0.0%	Division session relevance	0	0.0%
General session relevance	0	0.0%	Financial assistance	0	0.0%
Length	0	0.0%	Location	0	0.0%
Lodging	0	0.0%	Networking	0	0.0%
Other	0	0.0%	Prof dev quality	0	0.0%
Registration	0	0.0%	Registration	0	0.0%
<i>n=</i>	15	100%	<i>n=</i>	15	100%

### Identify whether the items are true or false regarding your conference attendance:

True		False		Not considered	
Attendance required	3 20.0%	Attendance required	7 46.7%	Attendance required	5 33.3%
Encouraged by admin	9 60.0%	Encouraged by admin	3 20.0%	Encouraged by admin	3 20.0%
Networking op	14 93.3%	Networking op	0 0.0%	Networking op	1 6.7%
Opportunity to attend sessions from other divs	7 46.7%	Opportunity to attend sessions from other divs	1 6.7%	Opportunity to attend sessions from other divs	7 46.7%
Part of my contract	2 13.3%	Part of my contract	7 46.7%	Part of my contract	6 40.0%

### The following questions relate directly to Perkins IV professional development requirements. How important is it that professional development activities:

Provide training in integration and use of rigorous academics in conjunction with technical subjects?		Use scientifically based determine content?		Be classroom-focused and have a lasting impact on classroom instruction?	
Very important	5 31.3%	Very important	1 6.3%	Very important	5 31.3%
Important	7 43.8%	Important	10 62.5%	Important	5 31.3%
Slightly important	0 0.0%	Slightly important	4 25.0%	Slightly important	2 12.5%
Not important	4 25.0%	Not important	1 6.3%	Not important	4 25.0%
<i>n=</i>	16 100%	<i>n=</i>	16 100%	<i>n=</i>	16 100%
Be high quality, in depth, sustained, and intensive?		Effectively developing rigorous, challenging, and integrated academic and CTE education curricula?		Ensure teachers can effectively use applied learning that contributes to the academic and career and technical knowledge of their students?	
Very important	7 43.8%	Very important	6 37.5%	Very important	7 43.8%
Important	7 43.8%	Important	6 37.5%	Important	6 37.5%
Slightly important	2 12.5%	Slightly important	4 25.0%	Slightly important	3 18.8%
Not important	0 0.0%	Not important	0 0.0%	Not important	0 0.0%
<i>n=</i>	16 100%	<i>n=</i>	16 100%	<i>n=</i>	16 100%

## MOACTE Survey - MBEA Results

# of Respondents			Avg years teaching			Avg years Bus/Ind		
(total respondents 921)	300	32.6%	14.5			8.9		
Institute Type			MOACTE Primary Purpose			Primary Membership Reason		
	#	%		#	%		#	%
Comprehensive HS	152	51.2%	Prof development	152	50.7%	Prof development	217	73.1%
Area Career Center	51	17.2%	Advocate for CE	128	42.7%	School/institution req	37	12.5%
Combo MS/Comp HS	46	15.5%	Protect divisions's goals	7	2.3%	Advocacy/legis support	23	7.7%
Community College	19	6.4%	Do not know	5	1.7%	Technical updates	13	4.4%
Other	12	4.0%	Networking ops	4	1.3%	Other	7	2.4%
Middle School	7	2.4%	Protect teach/admin position	2	0.7%			
4-Year College/University	7	2.4%	Other	2	0.7%			
DESE	3	1.0%						
n= 297			n= 300			n= 297		
Member of ACTE			Div Holds Other Meetings			My Conference Attendance		
Yes	152	50.7%	Yes	271	90.6%	Attend every year	230	76.9%
No	136	45.3%	No	9	3.0%	Attended several times	64	21.4%
Do not know	12	4.0%	Don't know	19	6.4%	Never attended	5	1.7%
						No knowledge of ACTE, MOACTE or conf	0	0.0%
n= 300			n= 299			n= 299		
Expense Funding Source			Attendee Pd Expenses			Who plans For Your Division		
Local district	132	37.8%	None	166	52.4%	Combo DESE/Division	147	50.0%
Carl Perkins Act	117	33.5%	Other	55	17.4%	Not sure	70	23.8%
Personal/Self-funded	75	21.5%	All	39	12.3%	Division leadership team	54	18.4%
Other	18	5.2%	Travel/Mileage	23	7.3%	DESE	23	7.8%
Not sure	7	2.0%	Registration	19	6.0%			
			Lodging	15	4.7%			
n= (chose multiple) 349			n= (chose multiple) 317			n= 294		
Keynote Attendance			Keynote Importance			Frequency Conf Info Used in Classroom		
Yes	163	55.4%	Very important	32	10.9%	Frequently	201	68.6%
No	130	44.2%	Important	106	36.2%	Occasionally	73	24.9%
Do not remember	1	0.3%	Slightly important	108	36.9%	Seldom	14	4.8%
			Not important	47	16.0%	Never	5	1.7%
n= 294			n= 293			n= 293		
Identify how the following items influenced your decision to attend past conferences:								
Positive			Negative			No Influence		
Date	144	49.1%	Date	48	16.4%	Date	101	34.5%
Division session relevance	264	90.4%	Division session relevance	12	4.1%	Division session relevance	16	5.5%
Exhibits/Trade Show	188	64.4%	Exhibits/Trade show	22	7.5%	Exhibits/Trade show	82	28.1%
Financial Assistance	213	73.2%	Financial assistance	20	6.9%	Financial assistance	58	19.9%
General session relevance	106	36.2%	General session relevance	45	15.4%	General session relevance	142	48.5%
Length	214	73.0%	Length	17	5.8%	Length	62	21.2%
Location	185	63.4%	Location	41	14.0%	Location	66	22.6%
Lodging	183	62.9%	Lodging	5	1.7%	Lodging	103	35.4%
Networking	259	88.7%	Networking	3	1.0%	Networking	30	10.3%
Prof dev quality	273	93.5%	Prof dev quality	9	3.1%	Prof dev quality	10	3.4%
Registration	207	70.9%	Registration	14	4.8%	Registration	71	24.3%

## MOACTE Survey - MBEA Results

### Identify the primary (single) item that influenced your decision to attend past conferences:

Primary Positive			Primary Negative		
Division session relevance	127	43.2%	General session relevance	50	18.7%
Prof dev quality	69	23.5%	Date	45	16.9%
Financial Assistance	35	11.9%	Other	38	14.2%
Location	25	8.5%	Location	35	13.1%
Networking	14	4.8%	Financial assistance	30	11.2%
Other	9	3.1%	Exhibits/Trade show	23	8.6%
Date	6	2.0%	Length	18	6.7%
Exhibits/Trade Show	4	1.4%	Division session relevance	10	3.7%
General session relevance	2	0.7%	Registration	7	2.6%
Registration	1	0.3%	Lodging	5	1.9%
Lodging	1	0.3%	Prof dev quality	4	1.5%
Length	1	0.3%	Networking	2	0.7%
<i>n</i> = 294    100%			<i>n</i> = 267    100%		

### Identify whether the items are true or false regarding your conference attendance:

True		False		Not considered				
Attendance required	102	34.8%	Attendance required	125	42.7%	Attendance required	66	22.5%
Encouraged by admin	160	54.8%	Encouraged by admin	39	13.4%	Encouraged by admin	93	31.8%
Networking op	246	84.2%	Networking op	12	4.1%	Networking op	34	11.6%
Opportunity to attend sessions from other divs	62	21.1%	Opportunity to attend sessions from other divs	113	38.4%	Opportunity to attend sessions from other divs	119	40.5%
Part of my contract	30	10.3%	Part of my contract	156	53.6%	Part of my contract	105	36.1%

### The following questions relate directly to Perkins IV professional development requirements. How important is it that professional development activities:

Provide training in integration and use of rigorous academics in conjunction with technical subjects?			Use scientifically based determine content?			Be classroom-focused and have a lasting impact on classroom instruction?		
Very important	147	49.2%	Very important	46	15.4%	Very important	227	75.7%
Important	115	38.5%	Important	131	44.0%	Important	69	23.0%
Slightly important	28	9.4%	Slightly important	91	30.5%	Slightly important	4	1.3%
Not important	9	3.0%	Not important	30	10.1%	Not important	0	0.0%
<i>n</i> = 299    100%			<i>n</i> = 298    100%			<i>n</i> = 300    100%		
Be high quality, in depth, sustained, and intensive?			Effectively developing rigorous, challenging, and integrated academic and CTE education curricula?			Ensure teachers can effectively use applied learning that contributes to the academic and career and technical knowledge of their students?		
Very important	150	50.0%	Very important	148	49.7%	Very important	194	64.9%
Important	135	45.0%	Important	129	43.3%	Important	99	33.1%
Slightly important	13	4.3%	Slightly important	16	5.4%	Slightly important	5	1.7%
Not important	2	0.7%	Not important	5	1.7%	Not important	1	0.3%
<i>n</i> = 300    100%			<i>n</i> = 298    100%			<i>n</i> = 299    100%		

## MOACTE Survey - MCCTA Results

# of Respondents			Avg years teaching			Avg years Bus/Ind		
(total respondents 921) 92 10.0%			17			8.9		
Institute Type			MOACTE Primary Purpose			Primary Membership Reason		
	#	%		#	%		#	%
Area Career Center	56	60.9%	Prof development	45	48.9%	Prof development	46	50.0%
Community College	18	19.6%	Advocate for CE	36	39.1%	Advocacy/legis support	21	22.8%
DESE	6	6.5%	Networking ops	4	4.3%	School/institution req	11	12.0%
4-Year College/University	5	5.4%	Do not know	3	3.3%	Other	8	8.7%
Other	2	2.2%	Other	2	2.2%	Technical updates	6	6.5%
Private/Tech College	2	2.2%	Protect divisions's goals	1	1.1%			
Comprehensive HS	1	1.1%	Protect teach/admin position	1	1.1%			
Combo MS/Comp HS	1	1.1%						
Ind Spons Appren Prog	1	1.1%						
Middle School	0	0.0%						
n= 92 100%			n= 92 100%			n= 92 100%		
Member of ACTE			Div Holds Other Meetings			My Conference Attendance		
Yes	88	95.7%	Yes	84	91.3%	Attend every year	83	91.2%
No	3	3.3%	No	4	4.3%	Attended several times	8	8.8%
Do not know	1	1.1%	Don't know	4	4.3%	Never attended	0	0.0%
						No knowledge of ACTE, MOACTE or conf	0	0.0%
n= 92 100%			n= 92 100%			n= 91 100%		
Expense Funding Source			Attendee Pd Expenses			Who plans For Your Division		
Carl Perkins Act	58	53.7%	None	70	76.1%	Combo DESE/Division	40	44.0%
Local district	31	28.7%	Other	12	13.0%	Division leadership team	39	42.9%
Personal/Self-funded	10	9.3%	Travel/Mileage	4	4.3%	Not sure	11	12.1%
Other	8	7.4%	All	4	4.3%	DESE	1	1.1%
Not sure	1	0.9%	Registration	1	1.1%			
			Lodging	1	1.1%			
n= (chose multiple) 108 100%			n= (chose multiple) 92 100%			n= 91 100%		
Keynote Attendance			Keynote Importance			Frequency Conf Info Used in Classroom		
Yes	73	80.2%	Very important	21	23.6%	Frequently	32	36.0%
No	18	19.8%	Important	39	43.8%	Occasionally	37	41.6%
Do not remember	0	0.0%	Slightly important	22	24.7%	Seldom	15	16.9%
			Not important	7	7.9%	Never	5	5.6%
n= 91 100%			n= 89 100%			n= 89 100%		
Identify how the following items influenced your decision to attend past conferences:								
Positive			Negative			No Influence		
Date	32	36.4%	Date	10	11.4%	Date	46	52.3%
Division session relevance	61	68.5%	Division session relevance	13	14.6%	Division session relevance	15	16.9%
Exhibits/Trade Show	36	40.9%	Exhibits/Trade show	8	9.1%	Exhibits/Trade show	44	50.0%
Financial Assistance	73	82.0%	Financial assistance	1	1.1%	Financial assistance	15	16.9%
General session relevance	37	41.6%	General session relevance	20	22.5%	General session relevance	32	36.0%
Length	43	48.9%	Length	8	9.1%	Length	37	42.0%
Location	43	48.3%	Location	9	10.1%	Location	37	41.6%
Lodging	39	43.8%	Lodging	5	5.6%	Lodging	45	50.6%
Networking	76	85.4%	Networking	1	1.1%	Networking	12	13.5%
Prof dev quality	60	67.4%	Prof dev quality	10	11.2%	Prof dev quality	19	21.3%
Registration	57	64.0%	Registration	2	2.2%	Registration	30	33.7%

## MOACTE Survey - MCCTA Results

### Identify the primary (single) item that influenced your decision to attend past conferences:

Primary Positive			Primary Negative		
Division session relevance	22	25.0%	Division session relevance	15	18.8%
Networking	20	22.7%	General session relevance	10	12.5%
Prof dev quality	15	17.0%	Date	9	11.3%
Financial Assistance	12	13.6%	Exhibits/Trade show	9	11.3%
Location	8	9.1%	Location	9	11.3%
Date	5	5.7%	Other	7	8.8%
Other	4	4.5%	Prof dev quality	7	8.8%
Exhibits/Trade Show	1	1.1%	Length	5	6.3%
General session relevance	1	1.1%	Lodging	4	5.0%
Length	0	0.0%	Networking	3	3.8%
Lodging	0	0.0%	Registration	2	2.5%
Registration	0	0.0%	Financial assistance	0	0.0%
<i>n</i> = 88 100%			<i>n</i> = 80 100%		

### Identify whether the items are true or false regarding your conference attendance:

True		False		Not considered	
Attendance required	26 29.2%	Attendance required	41 46.1%	Attendance required	22 24.7%
Encouraged by admin	65 71.4%	Encouraged by admin	8 8.8%	Encouraged by admin	18 19.8%
Networking op	78 87.6%	Networking op	1 1.1%	Networking op	10 11.2%
Opportunity to attend sessions from other divs	47 52.8%	Opportunity to attend sessions from other divs	19 21.3%	Opportunity to attend sessions from other divs	23 25.8%
Part of my contract	35 38.9%	Part of my contract	33 36.7%	Part of my contract	22 24.4%

### The following questions relate directly to Perkins IV professional development requirements. How important is it that professional development activities:

Provide training in integration and use of rigorous academics in conjunction with technical subjects?		Use scientifically based determine content?		Be classroom-focused and have a lasting impact on classroom instruction?	
Very important	46 51.1%	Very important	28 31.1%	Very important	57 62.6%
Important	31 34.4%	Important	48 53.3%	Important	29 31.9%
Slightly important	8 8.9%	Slightly important	10 11.1%	Slightly important	5 5.5%
Not important	5 5.6%	Not important	4 4.4%	Not important	0 0.0%
<i>n</i> = 90 100%		<i>n</i> = 90 100%		<i>n</i> = 91 100%	
Be high quality, in depth, sustained, and intensive?		Effectively developing rigorous, challenging, and integrated academic and CTE education curricula?		Ensure teachers can effectively use applied learning that contributes to the academic and career and technical knowledge of their students?	
Very important	54 60.0%	Very important	55 61.8%	Very important	49 55.1%
Important	30 33.3%	Important	28 31.5%	Important	37 41.6%
Slightly important	6 6.7%	Slightly important	5 5.6%	Slightly important	3 3.4%
Not important	0 0.0%	Not important	1 1.1%	Not important	0 0.0%
<i>n</i> = 90 100%		<i>n</i> = 89 100%		<i>n</i> = 89 100%	

## MOACTE Survey - MCEA Results

# of Respondents			Avg years teaching			Avg years Bus/Ind		
(total respondents 921)	69	7.5%	12			9.5		
Institute Type			MOACTE Primary Purpose			Primary Membership Reason		
	#	%		#	%		#	%
Comprehensive HS	48	69.6%	Prof development	39	56.5%	Prof development	41	59.4%
Area Career Center	17	24.6%	Advocate for CE	24	34.8%	School/institution req	12	17.4%
Community College	1	1.4%	Protect divisions's goals	3	4.3%	Advocacy/legis support	12	17.4%
Other	1	1.4%	Networking ops	1	1.4%	Other	3	4.3%
Combo MS/Comp HS	1	1.4%	Do not know	1	1.4%	Technical updates	1	1.4%
DESE	1	1.4%	Protect teach/admin position	1	1.4%			
Middle School	0	0.0%	Other	0	0.0%			
4-Year College/University	0	0.0%						
	<i>n=</i> 69	100%		<i>n=</i> 69	100%		<i>n=</i> 69	100%
Member of ACTE			Div Holds Other Meetings			My Conference Attendance		
Yes	58	85.3%	Yes	63	91.3%	Attend every year	66	95.7%
No	9	13.2%	No	3	4.3%	Attended several times	3	4.3%
Do not know	1	1.5%	Don't know	3	4.3%	Never attended	0	0.0%
						No knowledge of ACTE, MOACTE or conf	0	0.0%
	<i>n=</i> 68	100%		<i>n=</i> 69	100%		<i>n=</i> 69	100%
Expense Funding Source			Attendee Pd Expenses			Who plans For Your Division		
Carl Perkins Act	40	46.5%	None	32	41.6%	Combo DESE/Division	45	65.2%
Local district	23	26.7%	Registration	15	19.5%	Division leadership team	16	23.2%
Personal/Self-funded	18	20.9%	Other	12	15.6%	DESE	6	8.7%
Other	5	5.8%	All	8	10.4%	Not sure	2	2.9%
Not sure	0	0.0%	Travel/Mileage	5	6.5%			
			Lodging	5	6.5%			
	<i>n=</i> (chose multiple) 86	100%		<i>n=</i> (chose multiple) 77	100%		<i>n=</i> 69	100%
Keynote Attendance			Keynote Importance			Frequency Conf Info Used in Classroom		
Yes	24	34.8%	Very important	4	5.8%	Frequently	46	66.7%
No	44	63.8%	Important	14	20.3%	Occasionally	21	30.4%
Do not remember	1	1.4%	Slightly important	28	40.6%	Seldom	0	0.0%
			Not important	23	33.3%	Never	2	2.9%
	<i>n=</i> 69	100%		<i>n=</i> 69	100%		<i>n=</i> 69	100%
Identify how the following items influenced your decision to attend past conferences:								
Positive			Negative			No Influence		
Date	40	58.0%	Date	11	15.9%	Date	18	26.1%
Division session relevance	65	94.2%	Division session relevance	1	1.4%	Division session relevance	3	4.3%
Exhibits/Trade Show	32	46.4%	Exhibits/Trade show	7	10.1%	Exhibits/Trade show	30	43.5%
Financial Assistance	53	76.8%	Financial assistance	9	13.0%	Financial assistance	7	10.1%
General session relevance	20	29.0%	General session relevance	18	26.1%	General session relevance	31	44.9%
Length	43	62.3%	Length	8	11.6%	Length	18	26.1%
Location	40	58.0%	Location	11	15.9%	Location	18	26.1%
Lodging	49	71.0%	Lodging	4	5.8%	Lodging	16	23.2%
Networking	62	89.9%	Networking	0	0.0%	Networking	7	10.1%
Prof dev quality	63	91.3%	Prof dev quality	2	2.9%	Prof dev quality	4	5.8%
Registration	52	75.4%	Registration	3	4.3%	Registration	14	20.3%

## MOACTE Survey - MCEA Results

### Identify the primary (single) item that influenced your decision to attend past conferences:

Primary Positive			Primary Negative		
Division session relevance	36	52.2%	General session relevance	14	21.9%
Prof dev quality	10	14.5%	Length	9	14.1%
Financial Assistance	5	7.2%	Location	8	12.5%
Location	5	7.2%	Date	7	10.9%
Networking	5	7.2%	Other	7	10.9%
Other	4	5.8%	Financial assistance	6	9.4%
Date	2	2.9%	Exhibits/Trade show	4	6.3%
Registration	2	2.9%	Registration	3	4.7%
Exhibits/Trade Show	0	0.0%	Division session relevance	2	3.1%
General session relevance	0	0.0%	Prof dev quality	2	3.1%
Length	0	0.0%	Lodging	1	1.6%
Lodging	0	0.0%	Networking	1	1.6%
<i>n=</i>	69	100%	<i>n=</i>	64	100%

### Identify whether the items are true or false regarding your conference attendance:

True		False		Not considered	
Attendance required	34	21.4%	Attendance required	23	20.2%
Encouraged by admin	41	25.8%	Encouraged by admin	14	12.3%
Networking op	59	37.1%	Networking op	5	4.4%
Opportunity to attend sessions from other divs	15	9.4%	Opportunity to attend sessions from other divs	32	28.1%
Part of my contract	10	6.3%	Part of my contract	40	35.1%
			Attendance required	12	16.9%
			Encouraged by admin	14	19.7%
			Networking op	5	7.0%
			Opportunity to attend sessions from other divs	22	31.0%
			Part of my contract	18	25.4%

### The following questions relate directly to Perkins IV professional development requirements. How important is it that professional development activities:

Provide training in integration and use of rigorous academics in conjunction with technical subjects?			Use scientifically based determine content?			Be classroom-focused and have a lasting impact on classroom instruction?		
Very important	30	43.5%	Very important	14	20.6%	Very important	51	73.9%
Important	32	46.4%	Important	22	32.4%	Important	18	26.1%
Slightly important	4	5.8%	Slightly important	17	25.0%	Slightly important	0	0.0%
Not important	3	4.3%	Not important	15	22.1%	Not important	0	0.0%
<i>n=</i>	69	100%	<i>n=</i>	68	100%	<i>n=</i>	69	100%
Be high quality, in depth, sustained, and intensive?			Effectively developing rigorous, challenging, and integrated academic and CTE education curricula?			Ensure teachers can effectively use applied learning that contributes to the academic and career and technical knowledge of their students?		
Very important	37	53.6%	Very important	43	64.2%	Very important	43	63.2%
Important	27	39.1%	Important	17	25.4%	Important	23	33.8%
Slightly important	3	4.3%	Slightly important	7	10.4%	Slightly important	2	2.9%
Not important	2	2.9%	Not important	0	0.0%	Not important	0	0.0%
<i>n=</i>	69	100%	<i>n=</i>	67	100%	<i>n=</i>	68	100%

## MOACTE Survey - MOEFACS Results

# of Respondents			Avg years teaching			Avg years Bus/Ind		
(total respondents 921) 113 12.3%			16.7			6.8		
Institute Type			MOACTE Primary Purpose			Primary Membership Reason		
	#	%		#	%		#	%
Comprehensive HS	65	58.0%	Advocate for CE	53	46.9%	Prof development	81	72.3%
Combo MS/Comp HS	23	20.5%	Prof development	48	42.5%	Advocacy/legis support	15	13.4%
Middle School	10	8.9%	Networking ops	6	5.3%	School/institution req	10	8.9%
Area Career Center	4	3.6%	Do not know	2	1.8%	Other	4	3.6%
Other	3	2.7%	Protect divisions's goals	1	0.9%	Technical updates	2	1.8%
4-Year College/University	3	2.7%	Protect teach/admin position	1	0.9%			
Community College	2	1.8%	Other	1	0.9%			
DESE	2	1.8%	Publications provided	1	0.9%			
n= 112 100%			n= 113 100%			n= 112 100%		
Member of ACTE			Div Holds Other Meetings			My Conference Attendance		
Yes	76	67.3%	Yes	84	75.0%	Attend every year	88	77.9%
No	33	29.2%	No	13	11.6%	Attended several times	21	18.6%
Do not know	4	3.5%	Don't know	15	13.4%	Never attended	4	3.5%
						No knowledge of ACTE, MOACTE or conf	0	0.0%
n= 113 100%			n= 112 100%			n= 113 100%		
Expense Funding Source			Attendee Pd Expenses			Who plans For Your Division		
Local district	49	38.3%	None	56	47.5%	Combo DESE/Division	70	64.2%
Personal/Self-funded	36	28.1%	All	23	19.5%	Not sure	18	16.5%
Carl Perkins Act	34	26.6%	Other	17	14.4%	Division leadership team	16	14.7%
Other	8	6.3%	Travel/Mileage	10	8.5%	DESE	5	4.6%
Not sure	1	0.8%	Registration	7	5.9%			
			Lodging	5	4.2%			
n= (chose multiple) 128 100%			n= (chose multiple) 118 100%			n= 109 100%		
Keynote Attendance			Keynote Importance			Frequency Conf Info Used in Classroom		
Yes	61	56.5%	Very important	23	21.1%	Frequently	72	66.1%
No	47	43.5%	Important	40	36.7%	Occasionally	32	29.4%
Do not remember	0	0.0%	Slightly important	39	35.8%	Seldom	4	3.7%
			Not important	7	6.4%	Never	1	0.9%
n= 108 100%			n= 109 100%			n= 109 100%		
Identify how the following items influenced your decision to attend past conferences:								
Positive			Negative			No Influence		
Date	52	47.7%	Date	22	20.2%	Date	35	32.1%
Division session relevance	96	88.1%	Division session relevance	6	5.5%	Division session relevance	7	6.4%
Exhibits/Trade Show	65	60.7%	Exhibits/Trade show	12	11.2%	Exhibits/Trade show	30	28.0%
Financial Assistance	72	66.7%	Financial assistance	16	14.8%	Financial assistance	20	18.5%
General session relevance	50	45.9%	General session relevance	15	13.8%	General session relevance	44	40.4%
Length	73	59.3%	Length	25	20.3%	Length	25	20.3%
Location	77	70.6%	Location	12	11.0%	Location	20	18.3%
Lodging	53	48.6%	Lodging	13	11.9%	Lodging	43	39.4%
Networking	99	90.8%	Networking	2	1.8%	Networking	8	7.3%
Prof dev quality	100	91.7%	Prof dev quality	5	4.6%	Prof dev quality	4	3.7%
Registration	80	74.1%	Registration	6	5.6%	Registration	22	20.4%

## MOACTE Survey - MOEFACS Results

**Identify the primary (single) item that influenced your decision to attend past conferences:**

Primary Positive			Primary Negative		
Division session relevance	42	38.5%	Date	23	21.9%
Prof dev quality	19	17.4%	Financial assistance	17	16.2%
Financial Assistance	14	12.8%	General session relevance	12	11.4%
Networking	13	11.9%	Other	12	11.4%
Location	12	11.0%	Location	11	10.5%
Date	6	5.5%	Exhibits/Trade show	8	7.6%
General session relevance	1	0.9%	Division session relevance	5	4.8%
Length	1	0.9%	Length	5	4.8%
Registration	1	0.9%	Lodging	5	4.8%
Exhibits/Trade Show	0	0.0%	Registration	4	3.8%
Lodging	0	0.0%	Prof dev quality	2	1.9%
Other	0	0.0%	Networking	1	1.0%
<i>n=</i>	109	100%	<i>n=</i>	105	100%

**Identify whether the items are true or false regarding your conference attendance:**

True		False		Not considered	
Attendance required	23 21.1%	Attendance required	51 46.8%	Attendance required	35 32.1%
Encouraged by admin	58 53.2%	Encouraged by admin	24 22.0%	Encouraged by admin	27 24.8%
Networking op	89 81.7%	Networking op	14 12.8%	Networking op	6 5.5%
Opportunity to attend sessions from other divs	28 26.2%	Opportunity to attend sessions from other divs	33 30.8%	Opportunity to attend sessions from other divs	46 43.0%
Part of my contract	12 11.0%	Part of my contract	58 53.2%	Part of my contract	39 35.8%

**The following questions relate directly to Perkins IV professional development requirements. How important is it that professional development activities:**

Provide training in integration and use of rigorous academics in conjunction with technical subjects?			Use scientifically based determine content?			Be classroom-focused and have a lasting impact on classroom instruction?		
Very important	52	46.4%	Very important	32	28.6%	Very important	76	68.5%
Important	53	47.3%	Important	52	46.4%	Important	34	30.6%
Slightly important	7	6.3%	Slightly important	27	24.1%	Slightly important	1	0.9%
Not important	0	0.0%	Not important	1	0.9%	Not important	0	0.0%
<i>n=</i>	112	100%	<i>n=</i>	112	100%	<i>n=</i>	111	100%
Be high quality, in depth, sustained, and intensive?			Effectively developing rigorous, challenging, and integrated academic and CTE education curricula?			Ensure teachers can effectively use applied learning that contributes to the academic and career and technical knowledge of their students?		
Very important	60	54.1%	Very important	64	56.6%	Very important	66	58.4%
Important	42	37.8%	Important	41	36.3%	Important	45	39.8%
Slightly important	9	8.1%	Slightly important	8	7.1%	Slightly important	2	1.8%
Not important	0	0.0%	Not important	0	0.0%	Not important	0	0.0%
<i>n=</i>	111	100%	<i>n=</i>	113	100%	<i>n=</i>	113	100%

## MOACTE Survey - MOSAHOE Results

# of Respondents			Avg years teaching			Avg years Bus/Ind		
(total respondents 921) 50 5.4%			12			20.1		
Institute Type			MOACTE Primary Purpose			Primary Membership Reason		
	#	%		#	%		#	%
Area Career Center	29	58.0%	Prof development	25	51.0%	Prof development	31	62.0%
Community College	14	28.0%	Advocate for CE	15	30.6%	School/institution req	14	28.0%
Comprehensive HS	3	6.0%	Networking ops	6	12.2%	Other	4	8.0%
Other	3	6.0%	Protect divisions's goals	2	4.1%	Advocacy/legis support	1	2.0%
Combo MS/Comp HS	1	2.0%	Do not know	1	2.0%	Technical updates	0	0.0%
Middle School	0	0.0%	Protect teach/admin position	0	0.0%			
4-Year College/University	0	0.0%	Other	0	0.0%			
DESE	0	0.0%						
n= 50 100%			n= 49 100%			n= 50 100%		
Member of ACTE			Div Holds Other Meetings			My Conference Attendance		
Yes	20	40.0%	Yes	29	58.0%	Attend every year	32	65.3%
No	24	48.0%	No	11	22.0%	Attended several times	14	28.6%
Do not know	6	12.0%	Don't know	10	20.0%	Never attended	2	4.1%
						No knowledge of ACTE, MOACTE or conf	1	2.0%
n= 50 100%			n= 50 100%			n= 49 100%		
Expense Funding Source			Attendee Pd Expenses			Who plans For Your Division		
Carl Perkins Act	21	39.6%	None	20	38.5%	Division leadership team	20	43.5%
Local district	16	30.2%	Other	13	25.0%	Combo DESE/Division	14	30.4%
Personal/Self-funded	8	15.1%	Registration	12	23.1%	Not sure	12	26.1%
Not sure	6	11.3%	Travel/Mileage	4	7.7%	DESE	0	0.0%
Other	2	3.8%	Lodging	3	5.8%			
			All	0	0.0%			
n= (chose multiple) 53 100%			n= (chose multiple) 52 100%			n= 46 100%		
Keynote Attendance			Keynote Importance			Frequency Conf Info Used in Classroom		
Yes	28	60.9%	Very important	5	10.9%	Frequently	18	39.1%
No	18	39.1%	Important	20	43.5%	Occasionally	23	50.0%
Do not remember	0	0.0%	Slightly important	12	26.1%	Seldom	5	10.9%
			Not important	9	19.6%	Never	0	0.0%
n= 46 100%			n= 46 100%			n= 46 100%		
Identify how the following items influenced your decision to attend past conferences:								
Positive			Negative			No Influence		
Date	25	54.3%	Date	6	13.0%	Date	15	32.6%
Division session relevance	34	73.9%	Division session relevance	7	15.2%	Division session relevance	5	10.9%
Exhibits/Trade Show	24	52.2%	Exhibits/Trade show	6	13.0%	Exhibits/Trade show	16	34.8%
Financial Assistance	40	87.0%	Financial assistance	4	8.7%	Financial assistance	2	4.3%
General session relevance	18	39.1%	General session relevance	9	19.6%	General session relevance	19	41.3%
Length	28	60.9%	Length	6	13.0%	Length	12	26.1%
Location	32	69.6%	Location	4	8.7%	Location	10	21.7%
Lodging	32	69.6%	Lodging	0	0.0%	Lodging	14	30.4%
Networking	41	89.1%	Networking	3	6.5%	Networking	2	4.3%
Prof dev quality	38	82.6%	Prof dev quality	4	8.7%	Prof dev quality	4	8.7%
Registration	40	87.0%	Registration	2	4.3%	Registration	4	8.7%

## MOACTE Survey - MOSAHOE Results

**Identify the primary (single) item that influenced your decision to attend past conferences:**

Primary Positive			Primary Negative		
Financial Assistance	13	28.9%	General session relevance	7	17.5%
Division session relevance	10	22.2%	Location	7	17.5%
Location	6	13.3%	Division session relevance	5	12.5%
Prof dev quality	6	13.3%	Length	5	12.5%
Networking	4	8.9%	Other	4	10.0%
Other	3	6.7%	Date	3	7.5%
Date	2	4.4%	Prof dev quality	3	7.5%
Length	1	2.2%	Exhibits/Trade show	2	5.0%
Exhibits/Trade Show	0	0.0%	Financial assistance	2	5.0%
General session relevance	0	0.0%	Networking	1	2.5%
Lodging	0	0.0%	Registration	1	2.5%
Registration	0	0.0%	Lodging	0	0.0%
<i>n</i> = 45 100%			<i>n</i> = 40 100%		

**Identify whether the items are true or false regarding your conference attendance:**

True			False			Not considered		
Attendance required	12	26.7%	Attendance required	25	55.6%	Attendance required	8	17.8%
Encouraged by admin	38	82.6%	Encouraged by admin	2	4.3%	Encouraged by admin	6	13.0%
Networking op	40	87.0%	Networking op	3	6.5%	Networking op	3	6.5%
Opportunity to attend sessions from other divs	15	33.3%	Opportunity to attend sessions from other divs	14	31.1%	Opportunity to attend sessions from other divs	16	35.6%
Part of my contract	8	17.8%	Part of my contract	28	62.2%	Part of my contract	9	20.0%

**The following questions relate directly to Perkins IV professional development requirements. How important is it that professional development activities:**

Provide training in integration and use of rigorous academics in conjunction with technical subjects?			Use scientifically based determine content?			Be classroom-focused and have a lasting impact on classroom instruction?		
Very important	28	57.1%	Very important	19	38.0%	Very important	27	55.1%
Important	17	34.7%	Important	24	48.0%	Important	22	44.9%
Slightly important	4	8.2%	Slightly important	7	14.0%	Slightly important	0	0.0%
Not important	0	0.0%	Not important	0	0.0%	Not important	0	0.0%
<i>n</i> = 49 100%			<i>n</i> = 50 100%			<i>n</i> = 49 100%		
Be high quality, in depth, sustained, and intensive?			Effectively developing rigorous, challenging, and integrated academic and CTE education curricula?			Ensure teachers can effectively use applied learning that contributes to the academic and career and technical knowledge of their students?		
Very important	18	38.3%	Very important	24	50.0%	Very important	26	52.0%
Important	26	55.3%	Important	22	45.8%	Important	23	46.0%
Slightly important	3	6.4%	Slightly important	2	4.2%	Slightly important	1	2.0%
Not important	0	0.0%	Not important	0	0.0%	Not important	0	0.0%
<i>n</i> = 47 100%			<i>n</i> = 48 100%			<i>n</i> = 50 100%		

## MOACTE Survey - MSCA Results

# of Respondents			Avg years teaching			Avg years Bus/Ind		
(total respondents 921) 27 2.9%			16.5			6.8		
Institute Type			MOACTE Primary Purpose			Primary Membership Reason		
	#	%		#	%		#	%
Area Career Center	12	46.2%	Prof development	13	48.1%	Prof development	21	77.8%
Community College	5	19.2%	Advocate for CE	12	44.4%	Other	3	11.1%
Comprehensive HS	4	15.4%	Do not know	1	3.7%	School/institution req	2	7.4%
Middle School	2	7.7%	Other	1	3.7%	Advocacy/legis support	1	3.7%
Other	1	3.8%	Networking ops	0	0.0%	Technical updates	0	0.0%
DESE	1	3.8%	Protect divisions's goals	0	0.0%			
4-Year College/University	1	3.8%	Protect teach/admin position	0	0.0%			
Combo MS/Comp HS	0	0.0%						
n= 26 100%			n= 27 100%			n= 27 100%		
Member of ACTE			Div Holds Other Meetings			My Conference Attendance		
Yes	14	51.9%	Yes	23	85.2%	Attend every year	18	66.7%
No	12	44.4%	No	2	7.4%	Attended several times	9	33.3%
Do not know	1	3.7%	Don't know	2	7.4%	Never attended	0	0.0%
						No knowledge of ACTE, MOACTE or conf	0	0.0%
n= 27 100%			n= 27 100%			n= 27 100%		
Expense Funding Source			Attendee Pd Expenses			Who plans For Your Division		
Carl Perkins Act	12	41.4%	None	15	53.6%	Division leadership team	12	44.4%
Personal/Self-funded	6	20.7%	All	6	21.4%	Combo DESE/Division	8	29.6%
Other	5	17.2%	Other	3	10.7%	Not sure	7	25.9%
Local district	4	13.8%	Travel/Mileage	3	10.7%	DESE	0	0.0%
Not sure	2	6.9%	Lodging	1	3.6%			
			Registration	0	0.0%			
n= (chose multiple) 29 100%			n= (chose multiple) 28 100%			n= 27 100%		
Keynote Attendance			Keynote Importance			Frequency Conf Info Used in Classroom		
Yes	12	44.4%	Very important	3	11.5%	Frequently	12	44.4%
No	15	55.6%	Important	13	50.0%	Occasionally	12	44.4%
Do not remember	0	0.0%	Slightly important	10	38.5%	Seldom	2	7.4%
			Not important	0	0.0%	Never	1	3.7%
n= 27 100%			n= 26 100%			n= 27 100%		
Identify how the following items influenced your decision to attend past conferences:								
Positive			Negative			No Influence		
Date	8	29.6%	Date	5	18.5%	Date	14	51.9%
Division session relevance	20	74.1%	Division session relevance	3	11.1%	Division session relevance	4	14.8%
Exhibits/Trade Show	11	42.3%	Exhibits/Trade show	0	0.0%	Exhibits/Trade show	15	57.7%
Financial Assistance	16	64.0%	Financial assistance	5	20.0%	Financial assistance	4	16.0%
General session relevance	11	40.7%	General session relevance	2	7.4%	General session relevance	14	51.9%
Length	13	48.1%	Length	1	3.7%	Length	13	48.1%
Location	13	48.1%	Location	5	18.5%	Location	9	33.3%
Lodging	10	38.5%	Lodging	4	15.4%	Lodging	12	46.2%
Networking	25	92.6%	Networking	0	0.0%	Networking	2	7.4%
Prof dev quality	21	80.8%	Prof dev quality	2	7.7%	Prof dev quality	3	11.5%
Registration	19	73.1%	Registration	0	0.0%	Registration	7	26.9%

## MOACTE Survey - MSCA Results

### Identify the primary (single) item that influenced your decision to attend past conferences:

Primary Positive			Primary Negative		
Division session relevance	7	26.9%	Financial assistance	6	24.0%
Prof dev quality	7	26.9%	Division session relevance	4	16.0%
Financial Assistance	6	23.1%	Exhibits/Trade show	3	12.0%
Location	3	11.5%	Other	3	12.0%
Date	1	3.8%	Date	2	8.0%
Length	1	3.8%	General session relevance	2	8.0%
Networking	1	3.8%	Prof dev quality	2	8.0%
Exhibits/Trade Show	0	0.0%	Length	1	4.0%
General session relevance	0	0.0%	Location	1	4.0%
Lodging	0	0.0%	Lodging	1	4.0%
Other	0	0.0%	Networking	0	0.0%
Registration	0	0.0%	Registration	0	0.0%
<i>n</i> =	26	100%	<i>n</i> =	25	100%

### Identify whether the items are true or false regarding your conference attendance:

True		False		Not considered	
Attendance required	6	22.2%	Attendance required	15	55.6%
Encouraged by admin	16	59.3%	Encouraged by admin	5	18.5%
Networking op	21	77.8%	Networking op	4	14.8%
Opportunity to attend sessions from other divs	16	61.5%	Opportunity to attend sessions from other divs	5	19.2%
Part of my contract	8	29.6%	Part of my contract	14	51.9%
				5	18.5%

### The following questions relate directly to Perkins IV professional development requirements. How important is it that professional development activities:

Provide training in integration and use of rigorous academics in conjunction with technical subjects?			Use scientifically based determine content?			Be classroom-focused and have a lasting impact on classroom instruction?		
Very important	16	59.3%	Very important	7	25.9%	Very important	10	37.0%
Important	8	29.6%	Important	13	48.1%	Important	13	48.1%
Slightly important	2	7.4%	Slightly important	5	18.5%	Slightly important	4	14.8%
Not important	1	3.7%	Not important	2	7.4%	Not important	0	0.0%
<i>n</i> =	27	100%	<i>n</i> =	27	100%	<i>n</i> =	27	100%
Be high quality, in depth, sustained, and intensive?			Effectively developing rigorous, challenging, and integrated academic and CTE education curricula?			Ensure teachers can effectively use applied learning that contributes to the academic and career and technical knowledge of their students?		
Very important	17	63.0%	Very important	14	51.9%	Very important	17	63.0%
Important	8	29.6%	Important	11	40.7%	Important	10	37.0%
Slightly important	1	3.7%	Slightly important	1	3.7%	Slightly important	0	0.0%
Not important	1	3.7%	Not important	1	3.7%	Not important	0	0.0%
<i>n</i> =	27	100%	<i>n</i> =	27	100%	<i>n</i> =	27	100%

## MOACTE Survey - MSNA Results

# of Respondents			Avg years teaching			Avg years Bus/Ind		
(total respondents 921)	31	3.4%	18.5			8.7		
Institute Type			MOACTE Primary Purpose			Primary Membership Reason		
	#	%		#	%		#	%
Area Career Center	26	83.9%	Prof development	16	51.6%	Prof development	21	67.7%
Comprehensive HS	3	9.7%	Advocate for CE	12	38.7%	Advocacy/legis support	5	16.1%
Community College	1	3.2%	Networking ops	1	3.2%	School/institution req	4	12.9%
Other	1	3.2%	Do not know	1	3.2%	Other	1	3.2%
Combo MS/Comp HS	0	0.0%	Protect teach/admin position	1	3.2%	Technical updates	0	0.0%
Middle School	0	0.0%	Protect divisions's goals	0	0.0%			
4-Year College/University	0	0.0%	Other	0	0.0%			
DESE	0	0.0%						
n= 31 100%			n= 31 100%			n= 31 100%		
Member of ACTE			Div Holds Other Meetings			My Conference Attendance		
Yes	19	61.3%	Yes	12	38.7%	Attend every year	26	83.9%
No	11	35.5%	No	12	38.7%	Attended several times	5	16.1%
Do not know	1	3.2%	Don't know	7	22.6%	Never attended	0	0.0%
						No knowledge of ACTE, MOACTE or conf	0	0.0%
n= 31 100%			n= 31 100%			n= 31 100%		
Expense Funding Source			Attendee Pd Expenses			Who plans For Your Division		
Carl Perkins Act	17	41.5%	None	15	42.9%	Division leadership team	19	61.3%
Local district	13	31.7%	Other	5	14.3%	Combo DESE/Division	9	29.0%
Personal/Self-funded	6	14.6%	Registration	5	14.3%	Not sure	3	9.7%
Not sure	2	4.9%	All	5	14.3%	DESE	0	0.0%
Other	3	7.3%	Travel/Mileage	3	8.6%			
			Lodging	2	5.7%			
n= (chose multiple) 41 100%			n= (chose multiple) 35 100%			n= 31 100%		
Keynote Attendance			Keynote Importance			Frequency Conf Info Used in Classroom		
Yes	15	48.4%	Very important	6	19.4%	Frequently	16	51.6%
No	16	51.6%	Important	15	48.4%	Occasionally	13	41.9%
Do not remember	0	0.0%	Slightly important	8	25.8%	Seldom	2	6.5%
			Not important	2	6.5%	Never	0	0.0%
n= 31 100%			n= 31 100%			n= 31 100%		
Identify how the following items influenced your decision to attend past conferences:								
Positive			Negative			No Influence		
Date	16	51.6%	Date	3	9.7%	Date	12	38.7%
Division session relevance	28	90.3%	Division session relevance	2	6.5%	Division session relevance	1	3.2%
Exhibits/Trade Show	17	54.8%	Exhibits/Trade show	2	6.5%	Exhibits/Trade show	12	38.7%
Financial Assistance	25	80.6%	Financial assistance	4	12.9%	Financial assistance	2	6.5%
General session relevance	14	45.2%	General session relevance	3	9.7%	General session relevance	14	45.2%
Length	21	67.7%	Length	4	12.9%	Length	6	19.4%
Location	23	74.2%	Location	4	12.9%	Location	4	12.9%
Lodging	17	54.8%	Lodging	2	6.5%	Lodging	12	38.7%
Networking	28	90.3%	Networking	1	3.2%	Networking	2	6.5%
Prof dev quality	28	90.3%	Prof dev quality	1	3.2%	Prof dev quality	2	6.5%
Registration	21	67.7%	Registration	2	6.5%	Registration	8	25.8%

## MOACTE Survey - MSNA Results

**Identify the primary (single) item that influenced your decision to attend past conferences:**

Primary Positive			Primary Negative		
Prof dev quality	10	32.3%	Other	5	18.5%
Division session relevance	8	25.8%	Financial assistance	4	14.8%
Financial Assistance	6	19.4%	General session relevance	3	11.1%
Other	2	6.5%	Length	3	11.1%
Date	1	3.2%	Exhibits/Trade show	2	7.4%
General session relevance	1	3.2%	Location	2	7.4%
Location	1	3.2%	Lodging	2	7.4%
Networking	1	3.2%	Prof dev quality	2	7.4%
Registration	1	3.2%	Date	1	3.7%
Exhibits/Trade Show	0	0.0%	Division session relevance	1	3.7%
Length	0	0.0%	Networking	1	3.7%
Lodging	0	0.0%	Registration	1	3.7%
<i>n=</i>	31	100%	<i>n=</i>	27	100%

**Identify whether the items are true or false regarding your conference attendance:**

True		False		Not considered	
Attendance required	5	16.7%	Attendance required	18	60.0%
Encouraged by admin	23	76.7%	Encouraged by admin	5	16.7%
Networking op	28	90.3%	Networking op	3	9.7%
Opportunity to attend sessions from other divs	16	53.3%	Opportunity to attend sessions from other divs	3	10.0%
Part of my contract	1	3.3%	Part of my contract	24	80.0%
			Attendance required	7	23.3%
			Encouraged by admin	2	6.7%
			Networking op	0	0.0%
			Opportunity to attend sessions from other divs	11	36.7%
			Part of my contract	5	16.7%

**The following questions relate directly to Perkins IV professional development requirements. How important is it that professional development activities:**

Provide training in integration and use of rigorous academics in conjunction with technical subjects?			Use scientifically based determine content?			Be classroom-focused and have a lasting impact on classroom instruction?		
Very important	12	38.7%	Very important	5	16.7%	Very important	14	45.2%
Important	12	38.7%	Important	10	33.3%	Important	13	41.9%
Slightly important	4	12.9%	Slightly important	12	40.0%	Slightly important	2	6.5%
Not important	3	9.7%	Not important	3	10.0%	Not important	2	6.5%
<i>n=</i>	31	100%	<i>n=</i>	30	100%	<i>n=</i>	31	100%
Be high quality, in depth, sustained, and intensive?			Effectively developing rigorous, challenging, and integrated academic and CTE education curricula?			Ensure teachers can effectively use applied learning that contributes to the academic and career and technical knowledge of their students?		
Very important	10	32.3%	Very important	11	35.5%	Very important	13	43.3%
Important	15	48.4%	Important	17	54.8%	Important	15	50.0%
Slightly important	4	12.9%	Slightly important	2	6.5%	Slightly important	2	6.7%
Not important	2	6.5%	Not important	1	3.2%	Not important	0	0.0%
<i>n=</i>	31	100%	<i>n=</i>	31	100%	<i>n=</i>	30	100%

## MOACTE Survey - MTTA Results

# of Respondents			Avg years teaching			Avg years Bus/Ind		
(total respondents 921)	76	8.3%	13.7			16.3		
Institute Type			MOACTE Primary Purpose			Primary Membership Reason		
	#	%		#	%		#	%
Area Career Center	44	57.9%	Prof development	41	55.4%	Prof development	36	47.4%
Community College	10	13.2%	Advocate for CE	26	35.1%	School/institution req	22	28.9%
Comprehensive HS	7	9.2%	Networking ops	3	4.1%	Advocacy/legis support	9	11.8%
Indust Spons Appren	7	9.2%	Do not know	2	2.7%	Technical updates	7	9.2%
Private/Technical Coll	4	5.3%	Protect teach/admin position	2	2.7%	Other	2	2.6%
Other	3	3.9%	Protect divisions's goals	0	0.0%			
DESE	1	1.3%	Other	0	0.0%			
<i>n=</i>	76	100%	<i>n=</i>	74	100%	<i>n=</i>	76	100%
Member of ACTE			Div Holds Other Meetings			My Conference Attendance		
Yes	54	26.3%	Yes	15	19.7%	Attend every year	57	75.0%
No	20	71.1%	No	33	43.4%	Attended several times	18	23.7%
Do not know	2	2.6%	Don't know	28	36.8%	Never attended	1	1.3%
						No knowledge of ACTE, MOACTE or conf	0	0.0%
<i>n=</i>	76	100%	<i>n=</i>	76	100%	<i>n=</i>	76	100%
Expense Funding Source			Attendee Pd Expenses			Who plans For Your Division		
Carl Perkins Act	35	35.7%	None	45	54.9%	Division leadership team	36	48.0%
Local district	32	32.7%	Other	12	14.6%	Combo DESE/Division	23	30.7%
Personal/Self-funded	19	19.4%	Registration	8	9.8%	Not sure	15	20.0%
Other	7	7.1%	Travel/Mileage	7	8.5%	DESE	1	1.3%
Not sure	5	5.1%	Lodging	6	7.3%			
			All	4	4.9%			
<i>n= (chose multiple)</i>	98	100%	<i>n= (chose multiple)</i>	82	100%	<i>n=</i>	75	100%
Keynote Attendance			Keynote Importance			Frequency Conf Info Used in Classroom		
Yes	36	48.0%	Very important	5	6.7%	Frequently	29	38.7%
No	38	50.7%	Important	25	33.3%	Occasionally	33	44.0%
Do not remember	1	1.3%	Slightly important	28	37.3%	Seldom	12	16.0%
			Not important	17	22.7%	Never	1	1.3%
<i>n=</i>	75	100%	<i>n=</i>	75	100%	<i>n=</i>	75	100%
Identify how the following items influenced your decision to attend past conferences:								
Positive			Negative			No Influence		
Date	27	36.0%	Date	10	13.3%	Date	38	50.7%
Division session relevance	55	73.3%	Division session relevance	9	12.0%	Division session relevance	11	14.7%
Exhibits/Trade Show	40	54.1%	Exhibits/Trade show	12	16.2%	Exhibits/Trade show	22	29.7%
Financial Assistance	55	75.3%	Financial assistance	4	5.5%	Financial assistance	14	19.2%
General session relevance	23	31.1%	General session relevance	15	20.3%	General session relevance	36	48.6%
Length	38	51.4%	Length	11	14.9%	Length	25	33.8%
Location	44	58.7%	Location	9	12.0%	Location	22	29.3%
Lodging	36	48.0%	Lodging	6	8.0%	Lodging	33	44.0%
Networking	62	82.7%	Networking	1	1.3%	Networking	12	16.0%
Prof dev quality	53	71.6%	Prof dev quality	5	6.8%	Prof dev quality	16	21.6%
Registration	55	73.3%	Registration	3	4.0%	Registration	17	22.7%

## MOACTE Survey - MTTA Results

### Identify the primary (single) item that influenced your decision to attend past conferences:

Primary Positive			Primary Negative		
Division session relevance	16	21.6%	General session relevance	19	26.8%
Financial Assistance	13	17.6%	Other	12	16.9%
Location	12	16.2%	Location	8	11.3%
Networking	11	14.9%	Division session relevance	7	9.9%
Prof dev quality	9	12.2%	Date	5	7.0%
Date	7	9.5%	Networking	5	7.0%
Other	4	5.4%	Length	4	5.6%
Exhibits/Trade Show	1	1.4%	Lodging	4	5.6%
General session relevance	1	1.4%	Prof dev quality	3	4.2%
Length	0	0.0%	Exhibits/Trade show	2	2.8%
Lodging	0	0.0%	Financial assistance	1	1.4%
Registration	0	0.0%	Registration	1	1.4%
<i>n</i> = 74 100%			<i>n</i> = 71 100%		

### Identify whether the items are true or false regarding your conference attendance:

True		False		Not considered	
Attendance required	29 39.7%	Attendance required	30 41.1%	Attendance required	14 19.2%
Encouraged by admin	57 78.1%	Encouraged by admin	11 15.1%	Encouraged by admin	5 6.8%
Networking op	59 83.1%	Networking op	4 5.6%	Networking op	8 11.3%
Opportunity to attend sessions from other divs	35 47.9%	Opportunity to attend sessions from other divs	14 19.2%	Opportunity to attend sessions from other divs	24 32.9%
Part of my contract	17 23.3%	Part of my contract	48 65.8%	Part of my contract	8 11.0%

### The following questions relate directly to Perkins IV professional development requirements. How important is it that professional development activities:

Provide training in integration and use of rigorous academics in conjunction with technical subjects?			Use scientifically based determine content?			Be classroom-focused and have a lasting impact on classroom instruction?		
Very important	23	30.3%	Very important	13	17.1%	Very important	25	32.9%
Important	37	48.7%	Important	38	50.0%	Important	43	56.6%
Slightly important	13	17.1%	Slightly important	21	27.6%	Slightly important	7	9.2%
Not important	3	3.9%	Not important	4	5.3%	Not important	1	1.3%
<i>n</i> = 76 100%			<i>n</i> = 76 100%			<i>n</i> = 76 100%		
Be high quality, in depth, sustained, and intensive?			Effectively developing rigorous, challenging, and integrated academic and CTE education curricula?			Ensure teachers can effectively use applied learning that contributes to the academic and career and technical knowledge of their students?		
Very important	29	38.7%	Very important	21	28.0%	Very important	36	48.6%
Important	38	50.7%	Important	44	58.7%	Important	35	47.3%
Slightly important	7	9.3%	Slightly important	8	10.7%	Slightly important	2	2.7%
Not important	1	1.3%	Not important	2	2.7%	Not important	1	1.4%
<i>n</i> = 75 100%			<i>n</i> = 75 100%			<i>n</i> = 74 100%		

## MOACTE Survey - MVATA Results

# of Respondents			Avg years teaching			Avg years Bus/Ind		
(total respondents 921) 100 10.9%			12.6			6.8		
Institute Type			MOACTE Primary Purpose			Primary Membership Reason		
	#	%		#	%		#	%
Comprehensive HS	46	46.5%	Advocate for CE	55	55.0%	Advocacy/legis support	50	50.5%
Area Career Center	21	21.2%	Prof development	38	38.0%	Prof development	37	37.4%
Combo MS/Comp HS	21	21.2%	Protect divisions's goals	3	3.0%	School/institution req	7	7.1%
DESE	4	4.0%	Other	2	2.0%	Other	4	4.0%
Community College	2	2.0%	Networking ops	1	1.0%	Technical updates	1	1.0%
Other	2	2.0%	Protect teach/admin position	1	1.0%			
Private/Technical College	2	2.0%	Do not know	0	0.0%			
Middle School	1	1.0%						
n= 99 100%			n= 100 100%			n= 99 100%		
Member of ACTE			Div Holds Other Meetings			My Conference Attendance		
Yes	97	97.0%	Yes	93	93.0%	Attend every year	97	97.0%
No	1	1.0%	No	3	3.0%	Attended several times	2	2.0%
Do not know	2	2.0%	Don't know	4	4.0%	Never attended	1	1.0%
						No knowledge of ACTE, MOACTE or conf	0	0.0%
n= 100 100%			n= 100 100%			n= 100 100%		
Expense Funding Source			Attendee Pd Expenses			Who plans For Your Division		
Local district	64	49.2%	None	57	55.3%	Combo DESE/Division	68	68.7%
Carl Perkins Act	34	26.2%	Other	20	19.4%	Division leadership team	24	24.2%
Personal/Self-funded	27	20.8%	Registration	11	10.7%	Not sure	7	7.1%
Other	4	3.1%	Lodging	7	6.8%	DESE	0	0.0%
Not sure	1	0.8%	All	5	4.9%			
			Travel/Mileage	3	2.9%			
n= (chose multiple) 130 100%			n= (chose multiple) 103 100%			n= 99 100%		
Keynote Attendance			Keynote Importance			Frequency Conf Info Used in Classroom		
Yes	25	25.3%	Very important	10	10.1%	Frequently	46	46.5%
No	73	73.7%	Important	30	30.3%	Occasionally	44	44.4%
Do not remember	1	1.0%	Slightly important	39	39.4%	Seldom	8	8.1%
			Not important	20	20.2%	Never	1	1.0%
n= 99 100%			n= 99 100%			n= 99 100%		
Identify how the following items influenced your decision to attend past conferences:								
Positive			Negative			No Influence		
Date	60	61.2%	Date	7	7.1%	Date	31	31.6%
Division session relevance	85	86.7%	Division session relevance	2	2.0%	Division session relevance	11	11.2%
Exhibits/Trade Show	50	51.0%	Exhibits/Trade show	10	10.2%	Exhibits/Trade show	38	38.8%
Financial Assistance	69	70.4%	Financial assistance	4	4.1%	Financial assistance	25	25.5%
General session relevance	23	23.5%	General session relevance	21	21.4%	General session relevance	54	55.1%
Length	64	65.3%	Length	2	2.0%	Length	32	32.7%
Location	53	54.1%	Location	10	10.2%	Location	35	35.7%
Lodging	61	62.2%	Lodging	5	5.1%	Lodging	32	32.7%
Networking	88	89.8%	Networking	1	1.0%	Networking	9	9.2%
Prof dev quality	83	84.7%	Prof dev quality	2	2.0%	Prof dev quality	13	13.3%
Registration	70	71.4%	Registration	4	4.1%	Registration	24	24.5%

## MOACTE Survey - MVATA Results

### Identify the primary (single) item that influenced your decision to attend past conferences:

Primary Positive			Primary Negative		
Division session relevance	50	50.5%	General session relevance	29	33.0%
Prof dev quality	20	20.2%	Date	12	13.6%
Networking	11	11.1%	Other	9	10.2%
Financial Assistance	7	7.1%	Location	8	9.1%
Location	5	5.1%	Financial assistance	7	8.0%
Date	3	3.0%	Exhibits/Trade show	6	6.8%
Length	2	2.0%	Length	4	4.5%
Other	1	1.0%	Registration	4	4.5%
Exhibits/Trade Show	0	0.0%	Lodging	3	3.4%
General session relevance	0	0.0%	Prof dev quality	3	3.4%
Lodging	0	0.0%	Division session relevance	2	2.3%
Registration	0	0.0%	Networking	1	1.1%
<i>n</i> =	99	100%	<i>n</i> =	88	100%

### Identify whether the items are true or false regarding your conference attendance:

True		False		Not considered	
Attendance required	40	40.4%	Attendance required	29	29.3%
Encouraged by admin	63	63.6%	Encouraged by admin	7	7.1%
Networking op	85	85.9%	Networking op	4	4.0%
Opportunity to attend sessions from other divs	11	11.1%	Opportunity to attend sessions from other divs	44	44.4%
Part of my contract	63	64.3%	Part of my contract	8	8.2%
				27	27.6%

### The following questions relate directly to Perkins IV professional development requirements. How important is it that professional development activities:

Provide training in integration and use of rigorous academics in conjunction with technical subjects?			Use scientifically based determine content?			Be classroom-focused and have a lasting impact on classroom instruction?		
Very important	47	47.0%	Very important	23	23.5%	Very important	53	53.5%
Important	44	44.0%	Important	51	52.0%	Important	44	44.4%
Slightly important	5	5.0%	Slightly important	17	17.3%	Slightly important	2	2.0%
Not important	4	4.0%	Not important	7	7.1%	Not important	0	0.0%
<i>n</i> =	100	100%	<i>n</i> =	98	100%	<i>n</i> =	99	100%
Be high quality, in depth, sustained, and intensive?			Effectively developing rigorous, challenging, and integrated academic and CTE education curricula?			Ensure teachers can effectively use applied learning that contributes to the academic and career and technical knowledge of their students?		
Very important	42	42.9%	Very important	32	32.3%	Very important	36	36.0%
Important	41	41.8%	Important	54	54.5%	Important	59	59.0%
Slightly important	13	13.3%	Slightly important	12	12.1%	Slightly important	5	5.0%
Not important	2	2.0%	Not important	1	1.0%	Not important	0	0.0%
<i>n</i> =	98	100%	<i>n</i> =	99	100%	<i>n</i> =	100	100%

## MOACTE Survey - TEAM Results

# of Respondents			Avg years teaching			Avg years Bus/Ind		
(total respondents 921) 20 2.2%			20.3			6.5		
Institute Type			MOACTE Primary Purpose			Primary Membership Reason		
	#	%		#	%		#	%
Comprehensive HS	9	45.0%	Prof development	11	55.0%	Prof development	13	65.0%
Combo MS/Comp HS	5	25.0%	Advocate for CE	6	30.0%	Other	3	15.0%
Middle School	3	15.0%	Networking ops	2	10.0%	School/institution req	2	10.0%
Area Career Center	1	5.0%	Do not know	1	5.0%	Advocacy/legis support	2	10.0%
4-Year College/University	1	5.0%	Protect divisions's goals	0	0.0%	Technical updates	0	0.0%
DESE	1	5.0%	Protect teach/admin position	0	0.0%			
Community College	0	0.0%	Other	0	0.0%			
Other	0	0.0%						
n= 20 100%			n= 20 100%			n= 20 100%		
Member of ACTE			Div Holds Other Meetings			My Conference Attendance		
Yes	10	50.0%	Yes	16	80.0%	Attend every year	15	75.0%
No	10	50.0%	No	0	0.0%	Attended several times	3	15.0%
Do not know		0.0%	Don't know	4	20.0%	Never attended	2	10.0%
						No knowledge of ACTE, MOACTE or conf	0	0.0%
n= 20 100%			n= 20 100%			n= 20 100%		
Expense Funding Source			Attendee Pd Expenses			Who plans For Your Division		
Personal/Self-funded	10	40.0%	None	5	25.0%	Division leadership team	9	50.0%
Local district	9	36.0%	Registration	5	25.0%	Combo DESE/Division	5	27.8%
Carl Perkins Act	4	16.0%	All	5	25.0%	Not sure	4	22.2%
Other	2	8.0%	Other	4	20.0%	DESE	0	0.0%
Not sure	0	0.0%	Lodging	1	5.0%			
			Travel/Mileage	0	0.0%			
n= (chose multiple) 25 100%			n= (chose multiple) 20 100%			n= 18 100%		
Keynote Attendance			Keynote Importance			Frequency Conf Info Used in Classroom		
Yes	10	55.6%	Very important	3	16.7%	Frequently	9	50.0%
No	8	44.4%	Important	7	38.9%	Occasionally	7	38.9%
Do not remember	0	0.0%	Slightly important	5	27.8%	Seldom	1	5.6%
			Not important	3	16.7%	Never	1	5.6%
n= 18 100%			n= 18 100%			n= 18 100%		
Identify how the following items influenced your decision to attend past conferences:								
Positive			Negative			No Influence		
Date	6	33.3%	Date	3	16.7%	Date	9	50.0%
Division session relevance	13	72.2%	Division session relevance	2	11.1%	Division session relevance	3	16.7%
Exhibits/Trade Show	14	77.8%	Exhibits/Trade show	1	5.6%	Exhibits/Trade show	3	16.7%
Financial Assistance	12	70.6%	Financial assistance	1	5.9%	Financial assistance	4	23.5%
General session relevance	6	35.3%	General session relevance	3	17.6%	General session relevance	8	47.1%
Length	8	47.1%	Length	0	0.0%	Length	9	52.9%
Location	12	66.7%	Location	1	5.6%	Location	5	27.8%
Lodging	7	38.9%	Lodging	2	11.1%	Lodging	9	50.0%
Networking	15	88.2%	Networking	0	0.0%	Networking	2	11.8%
Prof dev quality	16	94.1%	Prof dev quality	0	0.0%	Prof dev quality	1	5.9%
Registration	8	44.4%	Registration	2	11.1%	Registration	8	44.4%

## MOACTE Survey - TEAM Results

**Identify the primary (single) item that influenced your decision to attend past conferences:**

Primary Positive			Primary Negative		
Location	4	22.2%	Other	6	35.3%
Prof dev quality	4	22.2%	Division session relevance	2	11.8%
Division session relevance	3	16.7%	Registration	2	11.8%
Financial Assistance	3	16.7%	Exhibits/Trade show	1	5.9%
Exhibits/Trade Show	2	11.1%	Financial assistance	1	5.9%
Networking	1	5.6%	General session relevance	1	5.9%
Other	1	5.6%	Length	1	5.9%
Date	0	0.0%	Location	1	5.9%
General session relevance	0	0.0%	Lodging	1	5.9%
Length	0	0.0%	Networking	1	5.9%
Lodging	0	0.0%	Date	0	0.0%
Registration	0	0.0%	Prof dev quality	0	0.0%
<i>n</i> =	18	100%	<i>n</i> =	17	100%

**Identify whether the items are true or false regarding your conference attendance:**

True		False		Not considered				
Attendance required	2	11.8%	Attendance required	11	64.7%	Attendance required	4	23.5%
Encouraged by admin	4	22.2%	Encouraged by admin	6	33.3%	Encouraged by admin	8	44.4%
Networking op	15	83.3%	Networking op	2	11.1%	Networking op	1	5.6%
Opportunity to attend sessions from other divs	9	50.0%	Opportunity to attend sessions from other divs	4	22.2%	Opportunity to attend sessions from other divs	5	27.8%
Part of my contract	1	5.6%	Part of my contract	11	61.1%	Part of my contract	6	33.3%

**The following questions relate directly to Perkins IV professional development requirements. How important is it that professional development activities:**

Provide training in integration and use of rigorous academics in conjunction with technical subjects?			Use scientifically based determine content?			Be classroom-focused and have a lasting impact on classroom instruction?		
Very important	9	45.0%	Very important	1	5.0%	Very important	10	50.0%
Important	10	50.0%	Important	13	65.0%	Important	10	50.0%
Slightly important	1	5.0%	Slightly important	5	25.0%	Slightly important	0	0.0%
Not important	0	0.0%	Not important	1	5.0%	Not important	0	0.0%
<i>n</i> =	20	100%	<i>n</i> =	20	100%	<i>n</i> =	20	100%
Be high quality, in depth, sustained, and intensive?			Effectively developing rigorous, challenging, and integrated academic and CTE education curricula?			Ensure teachers can effectively use applied learning that contributes to the academic and career and technical knowledge of their students?		
Very important	8	40.0%	Very important	6	30.0%	Very important	10	50.0%
Important	9	45.0%	Important	13	65.0%	Important	9	45.0%
Slightly important	3	15.0%	Slightly important	1	5.0%	Slightly important	1	5.0%
Not important	0	0.0%	Not important	0	0.0%	Not important	0	0.0%
<i>n</i> =	20	100%	<i>n</i> =	20	100%	<i>n</i> =	20	100%

## MOACTE Survey - Results of All Attendees

# of Respondents			Avg years teaching			Avg years Bus/Ind		
(total respondents 921)	883	95.9%	14.8			9.5		
Institute Type			MOACTE Primary Purpose			Primary Membership Reason		
	#	%		#	%		#	%
Comprehensive HS	336	38.3%	Prof development	427	48.5%	Prof development	544	62.5%
Area Career Center	267	30.4%	Advocate for CE	373	42.4%	Advocacy/legis support	139	16.0%
Combo MS/Comp HS	98	11.2%	Networking ops	29	3.3%	School/institution req	120	13.8%
Community College	72	8.2%	Protect divisions's goals	18	2.0%	Other	36	4.1%
Other	30	3.4%	Do not know	16	1.8%	Technical updates	31	3.6%
Middle School	21	2.4%	Protect teach/admin position	8	0.9%			
DESE	19	2.2%	Other	8	0.9%			
4-Year College/University	17	1.9%	Publications	1	0.1%			
Ind Spons Appren Prog	9	1.0%						
Private/Technical College	8	0.9%						
n= 877 100%			n= 880 100%			n= 870 100%		
Expense Funding Source			Attendee Pd Expenses			Member of ACTE		
Carl Perkins Act	384	35.7%	None	493	51.9%	Yes	592	67.1%
Local district	381	35.4%	Other	156	16.4%	No	263	29.8%
Personal/Self-funded	222	20.6%	All	102	10.7%	Do not know	27	3.1%
Other	64	5.9%	Registration	86	9.1%			
Not sure	26	2.4%	Travel/Mileage	66	6.9%			
			Lodging	47	4.9%			
n= (chose multiple) 1077 100%			n= (chose multiple) 950 100%			n= 882 100%		
Keynote Attendance			Keynote Importance			Frequency Conf Info Used in Classroom		
Yes	425	48.2%	Very important	116	13.2%	Frequently	490	55.7%
No	453	51.4%	Important	317	36.1%	Occasionally	306	34.8%
Do not remember	4	0.5%	Slightly important	305	34.7%	Seldom	63	7.2%
			Not important	140	15.9%	Never	21	2.4%
n= 882 100%			n= 878 100%			n= 880 100%		
Identify how the following items influenced your decision to attend past conferences:								
Positive			Negative			No Influence		
Date	418	47.6%	Date	131	14.9%	Date	329	37.5%
Division session relevance	738	84.1%	Division session relevance	60	6.8%	Division session relevance	80	9.1%
Exhibits/Trade Show	487	55.8%	Exhibits/Trade show	81	9.3%	Exhibits/Trade show	305	34.9%
Financial Assistance	644	73.9%	Financial assistance	73	8.4%	Financial assistance	154	17.7%
General session relevance	316	36.0%	General session relevance	155	17.7%	General session relevance	406	46.3%
Length	556	63.5%	Length	69	7.9%	Length	251	28.7%
Location	535	60.9%	Location	109	12.4%	Location	234	26.7%
Lodging	497	56.7%	Lodging	48	5.5%	Lodging	331	37.8%
Networking	776	88.5%	Networking	12	1.4%	Networking	89	10.1%
Prof dev quality	753	86.1%	Prof dev quality	42	4.8%	Prof dev quality	80	9.1%
Registration	621	70.9%	Registration	40	4.6%	Registration	215	24.5%

## MOACTE Survey - Results of All Attendees

Identify the primary (single) item that influenced your decision to attend past conferences:											
Primary Positive			Primary Negative			Primary Division					
Division session relevance	327	37.3%	General session relevance	151	18.7%	MBEA	294	33.3%			
Prof dev quality	173	19.7%	Date	112	13.9%	MOEFACS	109	12.4%			
Financial Assistance	118	13.5%	Other	107	13.3%	MVATA	99	11.2%			
Networking	84	9.6%	Location	91	11.3%	MCCTA	91	10.3%			
Location	83	9.5%	Financial assistance	75	9.3%	MTTA	75	8.5%			
Date	35	4.0%	Exhibits/Trade show	64	7.9%	MCEA	69	7.8%			
Other	30	3.4%	Length	57	7.1%	MOSAHOE	46	5.2%			
Exhibits/Trade Show	8	0.9%	Division session relevance	54	6.7%	MSNA	31	3.5%			
General session relevance	6	0.7%	Prof dev quality	28	3.5%	MSCA	27	3.1%			
Length	6	0.7%	Lodging	27	3.3%	TEAM	18	2.0%			
Lodging	1	0.1%	Registration	25	3.1%	MACS	15	1.7%			
Registration	5	0.6%	Networking	16	2.0%	Not currently a member	8	0.9%			
<i>n</i> =		876	100%	<i>n</i> =		807	100%	<i>n</i> =		882	100%

Identify whether the items are true or false regarding your conference attendance:								
True			False			Not considered		
Attendance required	283	32.3%	Attendance required	379	43.3%	Attendance required	213	24.3%
Encouraged by admin	538	61.3%	Encouraged by admin	126	14.4%	Encouraged by admin	214	24.4%
Networking op	741	84.7%	Networking op	54	6.2%	Networking op	80	9.1%
Opportunity to attend sessions from other divs	265	30.3%	Opportunity to attend sessions from other divs	285	32.6%	Opportunity to attend sessions from other divs	324	37.1%
Part of my contract	187	21.4%	Part of my contract	432	49.5%	Part of my contract	254	29.1%

**The following questions relate directly to Perkins IV professional development requirements. How important is it that professional development activities:**

Provide training in integration and use of rigorous academics in conjunction with technical subjects?			Use scientifically based determine content?			Be classroom-focused and have a lasting impact on classroom instruction?					
Very important	411	46.8%	Very important	190	21.8%	Very important	551	62.8%			
Important	360	41.0%	Important	401	45.9%	Important	294	33.5%			
Slightly important	75	8.5%	Slightly important	214	24.5%	Slightly important	26	3.0%			
Not important	32	3.6%	Not important	68	7.8%	Not important	7	0.8%			
<i>n</i> =		878	100%	<i>n</i> =		873	100%	<i>n</i> =		878	100%
Be high quality, in depth, sustained, and intensive?			Effectively developing rigorous, challenging, and integrated academic and CTE education curricula?			Ensure teachers can effectively use applied learning that contributes to the academic and career and technical knowledge of their students?					
Very important	436	50.5%	Very important	421	48.3%	Very important	498	56.9%			
Important	364	42.1%	Important	375	43.0%	Important	349	39.9%			
Slightly important	64	7.4%	Slightly important	65	7.5%	Slightly important	26	3.0%			
Not important	0	0.0%	Not important	11	1.3%	Not important	2	0.2%			
<i>n</i> =		864	100%	<i>n</i> =		872	100%	<i>n</i> =		875	100%

## MOACTE Survey - Results Of All Non-Attendees

# of Respondents			Avg years teaching			Avg years Bus/Ind		
(total respondents 921) 35 3.8%			7.5			11.7		
Institute Type			MOACTE Primary Purpose			Primary Membership Reason		
	#	%		#	%		#	%
Comprehensive HS	12	34.3%	Prof development	12	34.3%	Prof development	10	62.5%
Area Career Center	6	17.1%	Do not know	11	31.4%	School/institution req	4	25.0%
Middle School	5	14.3%	Advocate for CE	9	25.7%	Other	2	12.5%
Other	4	11.4%	Networking ops	1	2.9%	Advocacy/legis support	0	0.0%
Combo MS/Comp HS	4	11.4%	Protect teach/admin position	1	2.9%	Technical updates	0	0.0%
Community College	3	8.6%	Other	1	2.9%			
DESE	1	2.9%	Protect divisions's goals	0	0.0%			
4-Year College/University	0	0.0%						
n= 35 100%			n= 35 100%			n= 16 100%		
Member of ACTE			Primary Division					
Yes	8	22.9%	Not a member	17	50.0%			
No	23	65.7%	MBEA	5	14.7%			
Do not know	4	11.4%	MOEFACS	4	11.8%			
			MOSAHOE	3	8.8%			
			TEAM	2	5.9%			
			MACS	1	2.9%			
			MTTA	1	2.9%			
			MVATA	1	2.9%			
n= 35 100%			n= 34 100%					
<b>The following questions relate directly to Perkins IV professional development requirements. How important is it that professional development activities:</b>								
<b>Provide training in integration and use of rigorous academics in conjunction with technical subjects?</b>			<b>Use scientifically based determine content?</b>			<b>Be classroom-focused and have a lasting impact on classroom instruction?</b>		
Very important	22	62.9%	Very important	8	23.5%	Very important	21	60.0%
Important	11	31.4%	Important	22	64.7%	Important	14	40.0%
Slightly important	2	5.7%	Slightly important	3	8.8%	Slightly important	0	0.0%
Not important	0	0.0%	Not important	1	2.9%	Not important	0	0.0%
n= 35 100%			n= 34 100%			n= 35 100%		
<b>Be high quality, in depth, sustained, and intensive?</b>			<b>Effectively developing rigorous, challenging, and integrated academic and CTE education curricula?</b>			<b>Ensure teachers can effectively use applied learning that contributes to the academic and career and technical knowledge of their students?</b>		
Very important	14	40.0%	Very important	16	47.1%	Very important	18	51.4%
Important	20	57.1%	Important	16	47.1%	Important	17	48.6%
Slightly important	1	2.9%	Slightly important	2	5.9%	Slightly important	0	0.0%
Not important	0	0.0%	Not important	0	0.0%	Not important	0	0.0%
n= 35 100%			n= 34 100%			n= 35 100%		

## Division Comments

Each respondent who took the survey was allowed to make comments at the end of the survey. Because the comments were so diverse, below you will find the comments disaggregated by division.

### MACS

One of the best things about MOACTE is networking with other professionals so we know we are not alone out there. Also, the motivational speakers are key to getting our year off to a great start.

MOACTE is a very worthwhile conference. I hope it remains very much as it is now. It works! Networking is so very important as well as learning and sharing from the success of my colleagues.

I have found MOACTE activities to be 'pie in the sky' stuff as most professional development is. While we, as teachers and support staff, learn the best way to do things, we are generally not allowed to implement these practices in our schools. As a MACS member, I find any information from DESE to be particularly useless. I don't mean this as whining, I mean this in the truest sense that in 5 years, I don't believe that the DESE folks, in particular the section dealing with follow-up, have given me anything other than confusing and conflicting information. I go because it's required, I may, but not likely, pick up useful information and the best, most useful part is the networking and time spent with my peers.

Keep up the good work as we need the training offered at these conferences!

## MBEA

MOACTE is an integral part of my educational professional development experience. I believe that it energizes me for the upcoming school year. It also provides me with many opportunities to learn how to use new technologies and to learn about new teaching techniques. I also learn about many new curriculum options. All of these are very good reasons for attending the summer MOACTE conference.

I think we have one of the better summer conferences judging from other teachers in other states. I would love for the conference to relocate and try another city. We have been going to Springfield for so many years. The older hotels have not updated very much and things are always the same. I think change can be a good thing.

I enjoy being able to attend the conference and discuss various items that apply to my area. The items aren't just general but they deal with stuff that actually impact me and what I teach. I enjoy being able to divide into my content areas.

The Business Division has an outstanding summer conference program that prepares teachers with excellent professional development. We have approximately 600 business teachers each year who attend. Our professional development is of the highest quality, and we have no need to change our programming. We have one of the top conferences across the United States. As a past president of the regional business teacher association, I have attended over 12 different states' conferences. Missouri offers the best professional development training at its conference. It is rigorous, professional, academic, and current. Business teachers from other states praise our conference for its excellence. If generic, general professional development programming is offered as the basis of the summer conference, there will be a huge decline in attendance. Business teachers need the summer conference to keep current with industry standards. We need program specific training. If we were generalist teachers, generalist topics would work--but we are program specific teachers. The Missouri ACTE conference provides the platform for all CTE teachers to learn the latest in topics and gather together. It provides an avenue for us to work together and gain legislative clout to be able to maintain funding. We have outstanding leadership through Donna Vossen and Gamble & Schlemeier Governmental Consultants. It appears that this survey is biased and written to get the results that the researchers want. I wonder if the survey was first tested by a focus group or a sample population before proceeding. There were questions that did not seem to make sense--or were not clear. This should have been taken care of prior to making it available for responses. In the October 12, 2006, Christian Science Monitor newspaper, a newspaper that is read worldwide for its excellent reporting, page one has an article entitled "Suddenly, vocational training back in vogue." It notes that "enrollment soars in career technical ed, as demand grows for workers with specific skills." You should read this article. If our country does not have technically trained instructors, technical skills will not properly be taught to students. Academic standards are taught in our schools; technical standards can be much more easily taught at the Missouri ACTE Summer Conference. The Missouri ACTE Conference is an outstanding professional development opportunity for business teachers and CTE teachers. In particular, the conference does an excellent

job in preparing business teachers for the classroom. Our needs are met. I have completed the survey nine times now. At the end of the first three times, when I clicked "submit" the last time, a screen came up saying "not able to locate" your website. The last six times, it just froze and would not accept my comments when I selected "submit." You will not get ample responses to your survey as it is 1) done after too much time has elapsed from the conference 2) takes too much time to complete" in my case because I had to complete the survey nine times, and 3) one-sided and confusing to answer. Missouri ACTE has one of the finest conferences in the United States. Continuing the technical training for instructors is vital for business, industry, our country, and our citizens.

I do not want to see MOACTE do away with our divisional meetings. I don't feel that it would be beneficial for me to attend if I could not attend sessions that were relevant to my area of teaching. I think it would defeat the whole purpose of having the conference.

Our MBEA conference provides me with activities for the classroom, committee work, professional development, and community based ideas each year.

I am very proud of the Business Education professional development offerings. Sessions are always current and relevant.

The main draw of MOACTE is to networking with other teachers in my field. I am a business teacher, but teach advanced networking so unless I attend the industrial tech. meetings the conference has very little value. I also don't like going to a workshop and then finding out it is a sales pitch. They should say that up front so I don't have to leave during a presentation. If I attend the industrial tech. meetings, I don't get credit for business because they don't overlap. I was attending yearly because of the requirement for my vocational certificate, but now I have the option of attending other conferences so I am unlikely to continue to attend MOACTE on a regular basis. The college credit courses offered were a huge bonus too, and the reason I attended last year.

The professional development opportunities available at the MBEA sessions are what influence my attendance at the MO-ACTE summer conference. I do attend the MO-ACTE opening session and the division sessions but my decision to attend the conference is based on the quality of sessions provided by the MBEA/DESE leadership. There is no other conference (state or national) where you can update your technical skill through a variety of computer workshops and choose from over 60+ professional development sessions. MBEA does a great job of designing sessions that continue through MBEA regional workshops and into MBEA fall conference. For example: a strand for personal finance was started at the MBEA summer conference. The strand was to be continued at MBEA regional workshops (however, that was changed to RPDC regional workshops) and will be enforced at the MBEA Fall Conference. Another example is Digital Communications. The Digital Communications competency profile was developed in 2005-2006. The profile was introduced at the MBEA summer conference. The topic was followed-up on through MBEA regional workshops and the MBEA fall conference. The MBEA/DESE leadership team does an excellent job of researching professional development opportunities, listening to the membership through conference evaluations,

and finding the best speaker available for the situation. In my professional opinion, giving the MO-ACTE/MBEA membership more options designed around Career Paths/Career Clusters, Integration of Academics, etc. and less options related directly to Business/Marketing would have another negative impact on summer conference attendance.

This conference sets the mood for the whole year. It gets me motivated, learn some new items, find out what is new, share ideas with other teachers, socialize, network and come home ready to go for the new year with lots of ideas and freshness for creativity.

The meetings that are directly related to my field of teaching (business education) are the most useful for me. The opening session is nice, and certainly a motivator, but the meetings related to business education are the most helpful to me as a teacher.

I enjoyed the conference, and am looking forward to next summer!

Career education is already using applied learning. It is important that we can document the academics in the classroom for validation, but it is already being taught. I have always gained a great deal of information and training at the summer conference that can be applied to my content area. If it were not for this conference, I would not be able to stay current with education trends. This conference is required in my contract and funded for the most part by the school. This helps in encouraging me to go and get application from the presentations. I do not find that the conference needs to be changed in its major focus if that is what this survey is trying to find out.

The main reason I attend this conference every year is simply to attend my division breakout sessions. The general sessions are for the most part a waste of time. Although they are usually entertaining, which is refreshing, I would hate to see the entire format of this conference change to where we do not have division specific professional development. I pride myself on having current, up-to-date, relevant, and fun activities for my students. The ONLY way I can accomplish this is to attend sessions with other teachers from my content area. I believe it would be impossible to have the conference intermingled and still have the ability to allow teachers to go home with concrete activities/information that they can actually use. We have enough of this kind of professional development within our school districts.

Is there any way that the workshops (Business Education) can be listed on the DESE website sooner? We usually have to register for the workshops early to get hotel accommodations without knowing what the workshop sessions are going to be. This is my biggest complaint about the conference.

I believe the MBEA division does an excellent job of providing useful topics and activities that can be used in the classroom. I like the way it is currently organized.

This is the best conference I have attended for up-to-date technology information and training and offers relevant roundtables and concurrent sessions. Having these sessions

geared toward my business division is extremely beneficial to my success as an informed teacher.

I have enjoyed my MOACTE-MBEA conferences and gained from my attendance. It is 'perfect' just the way it is.

MOACTE/MBEA contributes greatly to my professional development and to my ability to keep abreast of changes in technology and curriculum. Please continue to have it each year.

Would not attend MOACTE if our division did not have sessions. MBEA has one of best summer conferences in the U.S. Do not consider doing away with the division sessions.

Missouri has one of the best MBEA summer conferences. Please do NOT do away with this.

I believe the professional development I receive at the summer MBEA conference is a crucial part of my teaching experience. I always come home with ideas, challenges, and encouragement. I honestly would not attend the conference if it was one big MOACTE conference, as I want information that applies to my area the most.

I belong to the Business Division, which provides a massive offering of content-specific workshop offerings. I have attended both the state and national conferences and find that the quality and selection of offerings at Missouri State MBEA far exceed what was offered at the National ACTE level. I depend on the wealth of information that I receive at MBEA each summer and want to be able to continue to have those offerings. If it were necessary for MBEA to offer a summer conference outside of MO-ACTE in order to continue content-specific professional development, I would support that, for I have no way locally to receive this kind of information. I would have to reconsider attending MO-ACTE simply for sessions that were only available across all the curriculums. I can receive that through my local PD offerings and would not have to travel four hours and pay for nights and meals at the same time.

PLEASE don't make any changes to the Business Education portion of the conference. It is recognized nationally for its high-quality professional development and networking opportunities. It is THE premier professional development opportunity that most business teachers attend.

I enjoy the breakout sessions we have in MBEA. They are very beneficial and I always come back with great ideas to use in the classroom. I rarely go to anything that MOACTE does as a group because I find the ones that I have gone to be less useful and a waste of my time.

More industry professionals needed as presenters. Conference should be at central MO location like Columbia.

The MBEA sessions are a fantastic source of professional development that is directly related to my content. They are invaluable, and I hope that any decisions made will reinforce their value and not detract from them in any way!

I hope that the ACTE committee keeps our meetings divisional in nature. I have really enjoyed the summer conference and have gotten a lot of great information and networking from this meeting.

I go to the conference for the networking with other business teachers. Besides learning at certain business workshops, I learn a great deal from fellow business teachers.

The MBEA division does an excellent job coordinating professional development sessions that are both interesting and very useful. The hands-on computer lab workshops are wonderful.

I generally only attend the MBEA sessions of the conference. The sessions are relevant to the subjects I teach and I am able to implement many ideas and methods into my classroom. I also enjoy networking with other business teachers who teach throughout the state. If the sessions were combined with other disciplines, I probably would not attend.

The MBEA/MOACTE conference gives me the best ideas and information for using in my classroom. If it weren't for attending MBEA classes on new classroom ideas, I would probably get stuck in a rut for ideas. I would probably not attend the conference if there were not as many Business related topics to choose from or our own place to have these meetings. I like the conference just the way it is!

I REALLY like the hands on sessions and the handouts with lesson plan ideas. They are something I can take back and apply to my classroom.

I gain great knowledge during the time that I spend with fellow business educators. I do not see an importance of increasing the time I spend with other disciplines (i.e. ag, facs, etc) because We do not have the same focus. If I need questions or help in those regards I will contact those in my district and the districts around us. Teachers in small schools need contacts within their disciplines to succeed.

I have heard that the MOACTE is considering lengthening the MOACTE sessions and not allowing the divisions such as MBEA to have as much time. If this happens, I will not attend the conference. The only reason I attend the opening sessions are because I am there and I have paid for it. These sessions are nice but I'm attending the conference in order to learn more about my discipline which is what the MBEA provides me. MBEA provides hands on workshops that apply to my classroom: so far, the MOACTE programs have not.

This year I paid summer 2006 and did not attend because all computer software sessions were full! This is all I care about-learning how to use the computer software better, so I

can become a more effective instructor to my students. It is not mandatory to attend anymore-but I hate to miss out because there are no computers available!!! Please address this concern.

I have not attended the sessions for ACTE for several years because I spend every day from 7:30 a.m. to 6 p.m. at the business sessions. I take three to four computer labs each year besides attending every available session. I have done this for 27 years and have always learned something. We are not core subject teachers and do not need additional training in addition to what we receive from our own school's MAP workshops. We need subject-specific workshops so we can return to our own classrooms and immediately use the ideas. If you put us all together with generalized sessions, I and many others will not be attending.

I enjoy the convention. The speakers are good. It is an excellent way for me to meet and learn from other instructors. I really enjoy learning from my fellow business teachers.

The MBEA part of the conference is the main reason I attend annually. If the divisions are not able to have as much time as they have now for professional development the meets the needs of those in each department, then I will be much less likely to attend the MOACTE conference.

Please keep the concurrent sessions offered each year at MOACTE. I will probably not attend the conference if my business sessions are not offered. Thank you.

I am required to attend 3 of every 5 years for certification. However, the sessions offered by my division (MBEA) are valuable enough to keep me wanting to go each year whether required or not.

The best information received from the conference is from the sessions provided by other teachers within my division. They know what we face everyday and the relevance is high. Combining the sessions so they are not divisional would be a detriment to all technical educators, regardless of their division.

I very much appreciate and enjoy having separate division sessions. I would not attend this conference if it did not have the ability to be so subject specific. The information relevant to my subject has proven helpful and relevant.

I love the format for MBEA; the conference sessions are wonderful and have contributed a great deal to my success in the classroom. I am able to learn new technologies from my colleagues and pass those on to my students. I would hate to see the MBEA format change as it might not be important to attend any longer. Recently, I have not attended as often because that week was the same as my daughters' national softball tournaments. That will soon change as my girls are in college. The date will then become a 'good' week again for me.

It is doubtful that I would attend summer MO-ACTE conference if divisions did not have the opportunity to break out into their own sessions. One general session is good and many times motivating, but additional general sessions would not be very beneficial in my professional development plan. I attend summer conference for the professional development in my content area.

I believe each division should continue to maintain their own part of the conference. MBEA does an excellent job in coordinating and planning extremely useful workshops to keep everyone interested and coming back. I do not think the different branches of MOACTE should be combined for the conference.

Strongly enjoy the sessions by my division and that is the only reason I go. I do not attend all-division socials or other events. Occasionally I go to the MOACTE opening session, but the last one I went to was so non-relevant to my area of teaching that I haven't gone back.

I have seen fewer offerings for those of us in post secondary over the last couple of years. Maybe there needs to be a revisiting of this issue which existed several years ago.

I would prefer having all sessions offered at one location. I thought having to go to various locations to attend certain sessions was ridiculous as I got both times and was frustrated. I wanted to attend two of the computer-related sessions but the times were terrible (too early) and then in order to attend the second session, you had to attend the first one as well. This conflicted with a different session I wanted to go to.

More hands-on activities and lesson plans and ideas for the classroom would be helpful--especially in new technological areas like tablets, PDAs, etc. Also sessions focused on community colleges would be helpful.

I teach technical subjects such as programming, systems, data communication, data base. The college teachers receive very few good sessions and they are not attended. I've done sessions before and they are not attended. When a technical session is presented, it is so introductory that it is not worth your time. Over the many years I attended, I have went to very few sessions that contained any value for my classroom. I have attended because the conference was required. I have found that the Helix Conference sponsored by MU is a much better source of professional development.

As a College instructor, the large focus on the interests of the high school instruction limits its benefits. I also dislike the use of conference time to push lobbying agendas.

I gain excellent information at this conference. The division is meeting the needs of the teachers in providing practical information that can be daily used in the classroom and in our professional development. This is one of the best conferences that I have ever been a part of. I would not think that it needs to be changed in any way. Our division MBEA does a great job of planning and meeting the needs of our group.

If the divisions are not continued and the workshops are all generic for all divisions I will probably not attend on an annual basis. I will spend my money for professional development that is geared toward my area of business.

The conference is very useful but from the business listserv it is obvious that some don't attend because we are required to join MBEA and MOACTE and register at both. Can be close to \$100 and if the district doesn't help pick up the cost, we are stuck with it ourselves. Appreciate it being held in Springfield since KC and St Louis are too far and expensive to add on to the high cost in first paragraph.

I have never left a conference without something that I can walk right into my classroom and use. This is important to me.

I do not want combined sessions with other areas. I want MBEA to have it's own workshop etc. They are the best and they are what benefits me. The other areas are welcome to attend, but DO NOT combine us all together. This would not be content specific and would not benefit the masses.

I would not attend summer conference if the workshops did not pertain to my subject area. I have obtained some wonderful ideas to use in my classroom from summer conference. I also enjoy networking with teachers that teach the same subjects that I teach. I have found that I contact them during the school year for useful activities.

This is an excellent conference. I would hate to think that I did not have it to attend. I have never felt cheated from it or left thinking that I had wasted my time. It is a wonderful experience and a great chance to share and compare ideas and thoughts with fellow teachers.

While a combined conference brings more vendors to trade show (which was poor by my standards) I want a Division conference over a general conference. If the format were to change with more focus on all CTE concentrations I probably won't attend. Business Education Division has a long track record of producing quality conferences and our leadership could go it alone. Don't change format short changing division specific sessions and activities.

This conference is the best. I always return home with lots of new ideas and techniques learned at the MBEA sessions. These sessions are the very most beneficial to me rather than the all-division sessions because the MBEA sessions are specific to my area and better meet my needs. However, I do believe the Missouri ACTE Opening Session is important. Other than that, I haven't seen any all-division topics that I found very interesting - I would much rather attend the MBEA sessions since they are more applicable and relevant to me. If we did away with individual division sessions, I would not attend this conference.

I teach business technology so I enjoy the new software workshops...Photoshop, In Design, Flash, etc. I don't really care about sessions that try to motivate me...I am

motivated to learn more! I am not really interested in hearing about how important teachers are...I know we are. I just like to get down to business.

Please do not combine the discipline areas. I feel you will lose a lot of attendance. We already attend professional development through our schools that don't directly pertain to us. MOACTE conference is one of the only conferences specific to my needs.

I do not particularly care about the ACTE portion of the conference. It is the MBEA division that is of most importance to me. If the format of the summer conference were to change AND considering that we are now allowed to get our pd hours w/o attending the conference, I would MOST likely quit attending.

I believe that the divisions are the most important part of the conference.

The main reason I attend this conference is to attend my division (MBEA) sessions. I probably would not attend if these sessions were not available.

I enjoy the conference but would prefer it be held on a Friday/Saturday or Saturday/Sunday during the school year. Because I teach summer school, July is the only time I have off during the summer and its hard to spend 3.5 days at this conference. I also feel that the same conference could be done in 2 days instead of 3. I prefer fewer & longer days which would allow for less time away from home. That would also cost every school district and/or person less in food and lodging costs.

The business education portion of the conference is excellent. I would not want to combine divisions.

If adequate time is not allowed for professional development workshops and/or classes in MBEA, the trip to Springfield will not be worth it to me.

Please leave MBEA as a separate conference at ACTE!!!

I have always gained good information and ideas to use in my classroom. I enjoy the seeing of people I have worked with in my career from other institutions. I have learned a lot from them. I also have appreciated the resources made available from companies and higher educational institutions.

MBEA workshops ensure that I am teaching relevant, up-to-date curriculum to my business students. I would be a very poor business teacher if I did not have the MBEA workshops to inform me on what and how I should be teaching.

I love the conference and leave every year with new activities to incorporate in my classroom. Also, the networking and finding out what other business teachers are teaching in their classrooms is very beneficial. The introduction of new technology that is being used in classrooms is also very interesting.

The MBEA conference is my lifeline. I depend on it!

MBEA goes above and beyond to provide excellent sessions and training to its members.

Summer conference is the best way to get rejuvenated for the new school year. Our division workshops are the best. They give great teaching tips for classes taught. You need to keep the divisions separate. I have never found any topics relevant in any other divisions. Our sessions are always full of our own division members.

Loved the conference! Please keep the format the same. It was very beneficial.

I like the content specific to business education. The hands on computer workshops are awesome! I would hate for the content-specific sessions to completely go away. I do believe there are some topics that are universal across all divisions, such as program evaluation/improvement, instructional strategies, increasing rigor, etc. Perhaps 1 or 2 days dedicated to content specific topics and the rest of the time, dedicated to a common theme appropriate for all content areas.

I look forward to this conference every year because it is in Springfield and I can attend MBEA sessions specifically geared to what I am teaching in the classroom. It is a great conference and very motivating right before the new school year begins.

If MBEA does not have workshops for their divisions which is the most useful to me in professional development, I will not be attending the conference and generally most business teachers will not be attending. We do not need to change what is highly qualified professional training for us in MBEA.

I feel it is very, very, extremely important that we keep the divisions separate as they have been in the past. That is where we get our ideas for our classroom that meet our particular needs. There are rumors of combining and doing away with the divisions at Springfield, and if that happens, most in our area probably won't attend, I know I won't. Why go to the MSTA convention when nothing pertains to me. Same thought applies here.

I like the structure of the conference the way it is. Our division makes a diligent effort to provide meaningful workshops for our members. To have less time devoted to our specific workshops would, in my opinion, have a negative effect on the valuable experience our business educators get at summer conference.

Would like to see the conference go to two days instead of two-and-a-half

If the summer conference eliminates the separate divisions in terms of scheduling the sessions, I will no longer attend. I feel that the separate sessions are the most important aspect of the conference.

The Business Education Division has top-notch sessions offered. Every year I come back to my school with knowledge (that I gained at the conference) that I use in my classroom.

I have attended for MOACTE conferences for approximately 33 years as a business educator. The highlight of attendance has been the MBEA division meetings. They have provided a wealth of information never attained in classrooms and on-line courses. Our division is on the cutting edge providing relevant curricular information. If the MBEA division meetings were discontinued and combined with ALL ACTE departmental/general meetings, I feel certain that attendance would drop dramatically for the conference. The general meetings have not been influential to my teaching methods, etc., but the MBEA division meetings have been all-important, first-class, and a necessary part of my summer to prepare for new and exciting methods of teaching to bring to the fall classroom.

I would like to see the summer conference stay as it is. Please do not combine all divisions for one conference per se; instead of having each division offer their own workshops, seminars, etc. I come because of the great professional development and networking opportunities that are for my subject area, business education.

The MBEA division has always had an excellent summer conference with very, very good presenters in their field. In order for us to keep up-to-date, it is important that MBEA and DESE continue this focus in our conference. Technology changes so rapidly that we are always in need of specific training in our area of expertise. I depend greatly on the assistance of MBEA and this conference.

I love the conference; especially that it's in Springfield and that it's in July just before we head back to school. It motivates me. The words 'High quality professional development' irritate me, however. What's wrong with attending conferences to get good ideas for teaching?????

I have gained the most for my classroom teaching from the many summer MBEA conferences that I have attended over the years that I have taught. The only reason that I have missed a few conferences were due to health/family reasons.

The business sessions are the best way to keep up to date on new technology in a very short time. I look forward to this conference every year.

I would only attend the conference if sessions are offered in my division centering around specific courses that I teach. I would not attend the conference for general professional development on subjects such as integrating academics with career and technical competencies or general activities such as curriculum writing, or increasing rigor in the classroom, or reading across the disciplines.

I answered to the best of my understanding of the questions, but many of the last questions were unclear. Professional development in my area is different than in other

areas. It means different things to different areas. I LOVE attending MBEA summer conference workshops and classes!

Our subject-area workshops are SO VERY VALUABLE and I have never missed a conference yet because of the high quality of information I receive at this conference. This information is taken back and utilized in the classroom to affect student learning and ultimately student achievement. Highly valued conference leads to highly informed teachers which leads to highly educated & prepared students.

I enjoy our MBEA conference and always leave with ideas and projects that I implement in my classroom.

The late July time frame is too close to the time of the summer officer training for FBLA. This has caused me to reconsider attending next summer.

The MBEA sessions are very useful in my preparation for the classes that I teach and have taught. They are specific to my needs.

If a workshop is offered at a different location prior to the opening general session the time should be later due to the size of the room to the relation of the number of attendees.

I enjoy the conference. I think the general sessions that include all divisions are unnecessary.

I look forward to attending the summer conference every year. I have gained a tremendous amount of help from attending the workshops. The Summer Conference is the best I have attended because it pertains to my specific area. Even though Building Bridges and High Schools That Work conferences were great, I always look forward to the ACTE/MBEA Conference to really build up my program and to obtain the tools to offer better classroom experiences for my students. For the first time, I am going to attend the Fall MBEA Conference. Even though the Fall Conference is short, it is packed full of opportunities. Some of the offerings are so good that I may need to toss a coin to decide which session (workshop) to attend.

It is important that I be given the opportunity to collaborate with colleagues in my division. My main purpose for attending the conference is to learn of the new technology, topics, and activities in my subject area. If this survey is a consideration to merge divisions, that would be a drastic mistake. In fact if that happened, I would not attend the conference so freely. Our division is well organized and most beneficial to me, my colleges, and to my students.

It is crucial for my attendance that division sessions be held separately. I want to attend the BUSINESS sections. They are far more important than anything I ever learn in a general session. The subjects must be kept SEPARATE!

It is extremely important that we have extensive time to meet within our division. Teachers want program specific professional development. Teachers in our division are not interested in attending if the sessions are not program specific. Teachers comment continuously about how helpful our business concurrent sessions are to them in their classrooms.

I would attend more often, but my summer teaching overlaps with the conference dates.

Our division part of the conference is the best conference in the region in our field and provides better professional development sessions than our national conference. It is THE conference all Missouri business educators should participate in! Should MACTE decide to force all divisions into some kind of generic sessions, the needs of business educators for professional development will not be met--my guess would be that MBEA would choose to disassociate with MACTE.

I've only gone to two opening MOACTE sessions in 23 years of attending--one to hear Miss USA--Debby Turner and one to get my state award. I don't really need to hear another motivational speaker nor care to hear about MSIP, Carl Perkins, NCLB, etc. It doesn't fit my needs!!! I want to attend the Bus Ed sessions and just those as I am a teacher educator in Bus Ed! I have had many years of experience attending ACTE national convention and was a national leader in the Bus Ed Division of ACTE for about 13 years. I no longer am involved in ACTE nor go to a convention--why? The convention was terrible in seminars and workshops for bus ed since about 2000--it was mostly 'generic' in the general areas of career ed--probably great for those welding teachers, health occ teachers, and others in career ed that haven't had traditional education programs. But I want my content! I quit going to ACTE because the Bus Ed sessions there were nil or none. If you were to look at national convention attendance by bus ed members, you'd see 200-300 attended in the late 90's. The last time I went in 2004, I doubt 50 bus ed division members were there--again because the programming for bus ed was so poor. The only reason I went to 2004 ACTE convention was because I was one of the 5 finalists for National Educator of the Year--and that is not very professional for a national finalist to say--but it is true. The ACTE national convention is not one useful to business ed! Do you want the state convention to mirror this? I hope not! Listen to the divisions and what the divisions want. We can offer our own division members high quality, sustained, professional development in our field.

The conference is at a great time that doesn't interfere with school or summer school. It is inexpensive. It has been of excellent quality when I have attended. It has been enjoyable and refreshing.

Could we please consider moving the conference back to Columbia? It would be much more centrally located for the majority of people attending.

The Business Division has an outstanding summer conference program that prepares teachers with excellent professional development. We have approximately 600 business teachers each year who attend. Our professional development is of the highest quality,

and we have no need to change our programming. We have one of the top conferences across the United States. As a past president of the regional business teacher association, I have attended over 12 different states' conferences. Missouri offers the best professional development training at its conference. It is rigorous, professional, academic, and current. Business teachers from other states praise our conference for its excellence. If generic, general professional development programming is offered as the basis of the summer conference, there will be a huge decline in attendance. Business teachers need the summer conference to keep current. We need program specific training. If we were generalist teachers, generalist topics would work--but we are program specific teachers. It appears that this survey is biased and written to get the results that the researchers wanted. I wonder if the survey was first tested by a focus group before proceeding. There were questions that did not seem to make sense--or were not clear. This should have been taken care of prior to making it available for use. The Missouri ACTE Conference is an outstanding professional development opportunity for business teachers. The conference does an excellent job in preparing business teachers for the classroom. Our needs are met.

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I really enjoy the MBEA Division sessions offered at the Summer Conference. The sessions offered by my division are high quality and provide many activities and techniques which I implement in my classroom. Our division also addresses the issues of sustained professional development by planning several breakout sessions on the same topic and following up with additional sessions at our Fall Conference and discussions/resources through our discussion list. I enjoy the MOACTE opening session, but other than that, I do not feel MOACTE general sessions apply to my content area. Our division sessions are recognized as some of the best in the country. If we lost the opportunity to have such a wide variety of MBEA sessions I would look for another conference to attend.

None at this time.

I get much information from my specific division sessions. They are specific to my content area and help me immensely. I look at the program to see if I am interested in the general sessions offered and usually stick with the division sessions, because they provide me with more relevant information than the general sessions. I strongly urge you not to change the format of the conference. I feel it would be very detrimental to the conference and fully expect that conference attendance will greatly decline if the format is changed to decrease the amount of time for each division and increase the amount for general sessions.

I was registered to attend this summer and had every intention until I was diagnosed with cancer and had my surgery during the same week, no choice for me. I look forward to going every summer.

I like going to the conference. The networking opportunities are great because you never get to mingle with your peers any other time. Many of my classroom problems have been solved by talking with others at the conference. Also I come home with the feeling that I am not alone. Other teachers have the same problems I have in my class.

Although Springfield is not a consideration on whether I attend or not, would like to see it in the middle of the state or in the Kansas City area.

## MCCTA

Need to provide for the needs of each division for break out sessions. For example the administrative group never gets a chance to have a program about what we are interested in like funding etc.

Career & Technical instructors are hungry to prove their professionalism and competence. We need to provide the means to that end.

Need to have all CTE interact with each other versus divisions.

I am very concerned that now that MOACTE is no required for certification that the conference is in jeopardy. I think that the networking is as important as the professional development. I have learned so much from my colleagues through the years.

I know there has been discussion of having one big 'joint' conference. My understanding of this would be that all divisions attend the same sessions. If this is the case, I am opposed to this type of conference. New teachers this year told me how much they learned by attending THEIR division. I currently still require teachers to attend 3 of 5 MOACTEs, but will allow industry specific training instead. If the format is changed to one 'huge' group meeting, I will no longer require attendance.

I believe that it is imperative that individual divisions are allowed to continue developing most of their offerings. It will kill the conference if this decision making process is lost.

Just a thought Monday - Wednesday, no Thursday morning. I will be glad to have a Fall Conference to support Summer Conference.

The attendance question did not provide an appropriate answer for me to choose. MOACTE needs to address postsecondary programming needs. Postsecondary faculty who attend find little that is appropriate or meaningful for them. They are addressing their professional development requirements in other ways which must be affecting attendance at the summer conference.

I enjoyed this survey. I am hopeful that the conference becomes more beneficial in the area of professional development. However, I am not sure that means that all divisions should attend together and lose all autonomy like they have had in the past. Some really need to consider having more rigor in their conference sessions.

Since DESE has changed the certification requirements for the Career & Technical area MOACTE needs to take that into consideration and realize numbers will continue to decline in attendance. MOACTE needs to be shorten to 2 days, so members would only have to spend one night. It would also be more economical on districts or individuals.

Put more dollars towards hiring better PD presenters. Ask the MASSP for help in your presenters.

Just coming from industry I feel there are too many fences being put up by the paper pushers at or near the top of DESE. You can not do your job for all the hoops you have to jump through. I don't know if I will return next year I'm very disappointed.

None

I think that the leadership from the top down is pointing the organization to much toward the academic and general cluster side. What has happen to teaching SKILLS and preparing student that are NOT college bound something to face the world of work with. Have we forgot how many students that will NOT go to college and how many jobs that are SKILL labor. I think that we are getting away from what VOCATIONAL EDUCATION was created for. We are trying to run them all through college and they wont fit.

I have heard on more than one occasion from non-CTE educators who attended this conference say they felt all educators should be attending. They felt the sessions would be quite beneficial to non-CTE instructors. I'm not sure if inviting more core academic instructors is feasible but I felt it worth mentioning.

Please keep division sessions.

There needs to be consistency across all divisions regarding the quality of programming at the summer conference and beyond. Since this is the primary professional development event for the Career Educators in Missouri (although Building Bridges is also excellent) content needs to be geared toward making our teachers better educators, including, but not limited to updating technical skills.

I believe that because of new certification requirements by the state that the attendance and importance of MOACTE will become less and less important to individuals.

None

The MOACTE conference has little relevance for Community College faculty in their subject areas, i.e. physical therapy, criminal justice, fire science. Linkages between computer science and business are weak at best. How can we improve the conference and make it relevant for community college participants?

Education must focus on rigor, relevance, and relationships in order that our young people be knowledge and skill based for entry into the workplace and their community

Keynote speaker spends too much time on MOACTE stuff in the beginning. Save it for a 2nd general session. You are making it to where no one wants to come to the general opening session to hear the keynote. Also, use the convention facilities for DESE and MCCE updates for all after the 1st general session.

The summer conference format needs work. I like to network with my colleagues but find the general sessions and parochial nature of the conference to be tiresome. If we are to continue to have an opening general session can we get a relevant speaker?

MOACTE needs to improve the quality of the sessions and consider changing the location of the conference. Springfield gets OLD!!!

## MCEA

MOACTE is a great convention but I fear that with the new certification requirements that attendance will begin to drop. Maybe it should be conducted every other year?

I have difficulty with registration every year. I register in one division and am always placed in another. This has happened 3 straight years. I have tried to work it out-but the issue persists. It isn't the end of the world :) but it is annoying.

I feel that in my division (MCEA) the ACTE conference is very beneficial in learning new and innovative information that improves my classroom instruction. I also enjoy visiting with other teachers from my division to share information.

Please do not do away with the divisional conferences. MCEA provides a great conference and we would lose teachers without it.

In past years, requirements to attend the MOACTE summer conference was mandatory 3/5 years. Not everyone was told the same requirements. Requirements should be consistent for everyone.

I think the conference could be two days long and more than cover what we need to see and do.

Please do not combine the Business and Marketing sessions!!

Summer conference is one of my main sources of updated instructional ideas to keep my classroom in line with current industry trends.

I enjoy the conference and learn the most from teachers who share their experiences and knowledge with the MCEA group.

Some of it was good, but most of it was not useful. Julie Lyman, however, made the parts that were worthwhile. She knows what she's doing, she doesn't play into politics or bureaucracy, and she gives solid ideas and encourages creativity for actual things I can use in my class. If the whole thing were like that, it all would be worthwhile for me.

Please keep the divisions separate and allow us to have a high quality conference. The learning opportunities provided at the business and marketing conferences are vital to classroom instruction.

This is probably the most valuable conference that I attend at present. Being able to meet with colleagues who teach the same topics and experience the same struggles that I do is invaluable. The workshops are relevant to our specific needs.

## MOEFACS

None

Can the conference location be changed? Try rotating locations again.

I would not be ready for the new school year without attendance at this conference. I live near Springfield, but I would attend whether it was near or far away. I always come home with ideas, materials, and information. last year I could only attend two days, due to teaching summer school. But otherwise I enjoy all that they do for us.

The preconference session was a waste of my time. Do we really encourage teachers to weed out the undesirable students? That was what we were taught in our preconference session.

Registration was a lot easier this past year! Thanks.

None at this time

I use the ACTE conference in July to get motivated for the upcoming school year. I would find it difficult to go back to school without the training, information, and the networking of the MOACTE conference.

It is one of the best things we do!

I think there needs to be more information that can be taken and used in the classroom. I felt that many of the FACS workshops were work related and not classroom related. Students enjoy hands on work and there needs to be a time that teachers can network with each other about different project ideas. Grant information is fine, but the round table sessions would be better if they were course, content and project related.

I find MOACTE and my division to be extremely helpful. I am very concerned about the direction ACTE is taking and feel there could be a tremendous breakdown in our effectiveness in Washington DC by the actions being taken at ACTE. I do not feel they are listening to or responding to the divisions but to their own egos.

I really like the conference the way it is. I can only assume with the type of questions inquired that you are looking for changes. Overall, it is a very positive experience for me and one that I look forward to every year.

I have been told it is impossible, but moving the location periodically would allow different people to come to the conference since many times the number who can attend is based on the money available. If it rotated locations it would give different areas a chance to attend without paying mileage and room accommodations. I have been disappointed with the quality of sessions offered by my division and the amount of time wasted. The conference could be shorter, if the days were fully utilized. Many other

divisions have sessions which sound more interesting and relevant. Are we allowed to attend sessions offered by other divisions?

I wouldn't miss ACTE because it keeps me up on what is going on. I find that I actually am ahead of teachers in other areas.

I think that it should be a required activity and that districts should be encouraged to compensate the time spent. Between FCCLA conferences, MOACTE, and other necessary professional development (prostart and financial literacy), a teacher's summer is taken up away from home and family without any compensation. This is something that the state office needs to bring to the attention of administrators. I already have at least 15 days scheduled away for work related activities and I don't get paid for a day past May 27.

Planning of conference was tight, with little time to speak with presenters afterwards to ask Questions.

Conference the 1st week of Aug. would be better.

In regard to funding to attend conference, I am on career ladder so I must pay my own expenses if I am to use the conference as a career ladder item. If I were not on career ladder, my school would pay the registration fees but I had to battle to get that for the new teachers in my department. I don't know if they would pay travel expenses as the conference has been in Springfield a long time and it has not come up.

I truly find the division meetings most valuable when we get to share ideas and network with other teachers!

I love the conference and always come back refreshed and full of new ideas. I have two fields and it is hard to decide which to attend, but I do like the separate conferences. I just wish they would have opening sessions and closing sessions at different times!

I've always had a very positive experience at summer conference -- I do wish it was easier to attend other divisions meeting (too far apart in distance). I know that isn't something that can be fixed.

I thought the Conference was done very well. The registration was efficient. The exhibits were diverse and interesting. Our keynote speaker was entertaining and a good start for the new school year.

I have only been one year so I do not feel that I am very knowledgeable in a lot of the questions you were asking. My biggest obstacle of attending is time of year. It is really hard for me to get away with family obligations - not sure if there is a good alternative however. Would love to have conference on Child Development - Parenting and also Preschool.

I don't like the conference location- Springfield is a long way to drive would prefer more central location. I don't like the Clarion hotel for headquarters- it always smells musty. Not having prof develop money to go to the conference to stay at a hotel for that many days is cost prohibitive. If the conference were in Columbia or Jefferson City I could attend without staying at a hotel and would be more likely to attend regularly instead of the few times I have gone.

Parking is always a problem when registering before opening session at Trade Center

I wish it was not at the end of the summer when extended contract people go back to work August 1. Plus I am an FCCLA advisor and just returned from nationals. Although I realize there is no perfect time

I plan to go again next summer.

Good conference overall. Speaker suggestion: Steve Mintner - <http://www.plsweb.com/>He is a phenomenal speaker that engages the audience. I heard him at High Schools That Work. He inspires AND gives good suggestions for things to do in the classroom.

None

My district pays very little of my expenses. I think conferences were great especially when I started teaching - they helped me acquaint myself with the professional vocational organizations. Unfortunately my district does not feel the same or they would encourage more attendance by paying a 'decent' amount of expenses. My district does not allow or encourage new teaching professional to be involved in our professional organizations and it is evident in our curriculum that does not follow or meet state standards. I was very fortunate to have started teaching when we had a department head to encouraged my professional development and part of that encouragement was getting involved in our professional vocational organizations. That department head has since retired and we have very little encouragement or support to join and support our professional organizations (financially and/or other).

## MOSAHOE

I think we should be allowed to pick up our registration at our headquarters hotel rather than be forced to drive downtown to get it. That's the only thing I truly dislike about the whole conference.

The last questions were the whole point! The educational experience should be one that is rigorous & relevant. The educational process for today & tomorrow's workers needs to be excellent and applicable.

Very little is offered for adult programs!

I have been attending Missouri ACTE and the MoSAHOE Division Summer conference for 21 years. I have always found it to be informational and rewarding. The MoSAHOE Executive Board (mostly the President) plans the conference with some help from our board and the DESE supervisor. The purposes of both Missouri ACTE and MoSAHOE are more inclusive than 'just' Professional Development. Professional Development is an important factor, but it is not our only purpose. DESE and Missouri ACTE have always worked well together to help CTE, both students and educators. They are 2 separate organizations, that often intersect in our goals. I hope that Missouri ACTE will continue to have relevant, informative and exciting conferences. I have always enjoyed them.

Have always enjoyed this Conference. Looking forward to learning and networking with fellow professionals.

Meeting and networking with the MOSAHOE group is the biggest draw for me. If it was meeting with all tech groups, it would be harder to concentrate and to get something out of that I could use or is relevant to me.

It would be nice to have meetings during the school year so that we can take a day or two off from school since we have to pay for attending and we end up giving up several of our free days off to attend.

I think that my division does a good job of offering a variety of sessions on the budget that they have in place. I think that if the divisions worked together, quality sessions/programs could be offered to the larger group. There are too many silos in the organization, and the need for change should be focused on offering the same quality to each instructor attending rather than it just being the luck of the draw depending on what division you are a part of.

Would not go again if given the choice

This conference can be very beneficial for teachers, especially new teachers looking for mentors and people to network with in their area of expertise.

I think the MOSAHOE information is too geared toward nurses. I am an Allied Health professional outside of nursing and not everything applies. I have always really enjoyed the opening speaker. I especially loved the guy from 2005 that was motivational and funny! I had class during that time in 2006 and couldn't make it.

Really like the statewide networking opportunities with other educators and the opportunities to clarify or ask questions of DESE and other state staff members. Maybe next year I will have some suggestions about specific programming. I realize it is hard to meet everyone's needs/expectations but I am not so sure of the value (besides networking) of an opening session. Thank you.

The wording of your last set of questions seem highly biased. I believe the professional development offered by MOACTE includes planning the division conference. It is also a very important opportunity for faculty to present/share their innovations. I believe the grassroots division members must have control over their conference. I do concede that some guidance from DESE could produce more valuable shared (multiple division) sessions. I have wondered how some sort of timeline and general rubric of criteria for speakers could improve offerings. AND IF you think research based teaching decisions are important - what do you do to encourage MOACTE members to engage in research and to PRESENT these findings at their own conference?

I attend the summer conference if the subjects seem to be relevant. It helps that the cost are paid by our district, but I have attended even when I paid for the conference. Unfortunately, I find many of the subjects and workshops in my division are not all that relevant. Also, this is in the middle of my summer and usually, I have other plans. It does make it more appealing to attend the conference now that we need to show 30 hours of professional development to maintain our teaching certificates.

I enjoy this conference. I hope that our division continues to encourage us to attend and continues to provide the positive/appropriate break out sessions that we have had in the past.

From the first time I attended a conference I was sold! Just being able to meet with fellow instructors and hearing they have the same needs I do! I get new ideas every summer at conference and use during the school year!! Networking with other instructors I believe is imperative in teaching! THANK YOU.

I have attended many years. It started out that I had to come to maintain my teaching status. Now, that this is no longer true, I find that joining my professional organization and becoming active on the board in helping to plan the MoSAHOE sessions, it is even more fun than ever before. I think everyone should come to the sessions and become involved. It really made a difference in how I looked at the events.

## MSCA

None.

I count on the MOACTE summer conference to provide current and relevant information that relates to educational trends and Perkins. The professional development planned and conducted by my division (Guidance, Special Needs, Placement) is of high quality. Outside resources are continually accessed. The professional networking is invaluable. After the MOACTE summer conference I am invigorated and ready to start the year.

Our division (MSCA) is held at the Oasis Inn and Convention center, which has done an excellent job providing for our divisional meetings. I enjoy my divisional meetings, but rarely attend any joint session activities.

Great job! I hear positive comments about all divisions!

My purpose in attending the 2007 conference will be to glean information from DESE on reporting data and understanding Placement. I also find it helpful to network with other vocational counselors to find out what they are doing and how they are handling situations pertinent to our positions.

As a post-secondary counselor, we see a lack of programming in areas that would impact us. Last year, there was something I was excited to go to that was cancelled at the last minute. I know that we are not the primary focus of MO-ACTE, however, it would be nice to have something dealing with therapeutic responses, crisis, psychopharmacology, etc, which we deal with along with K-12 counselors.

As an academic advisor at a 2 yr community college, there were not many sessions that really helped me develop in my specific profession.

Years ago, Perkins money from the vo-tech school reimbursed me. Then the county superintendents told the vo-tech school they wanted their money for their district. For a couple of years, our local PDC funds would reimburse me. Now they are spending those funds for in-service only on our campus, no overnight in-services. So this last year I had to pay my own. My administration does not care that I attend and learn things to benefit our students.

I like the conference just how it is.

Please keep it in Springfield!

MSNA

I do not believe professional development is just limited to increasing academic performance. I am more STUDENT focused and believe there are many opportunities to become better teachers to meet students' needs. This professional development doesn't have to always be a 'sustained, intensive, in-depth' program. I have often picked up valuable information and strategies from listening to the presentations of fellow colleagues and my students have benefited from the exchange. I appreciate the opportunity to meet with others who 'do what I do'. This is one of the few opportunities we have to gather as teachers and share concerns, information and strategies that relate specifically to our needs. I have worked on our division planning committee and KNOW our entire program is a result of the information we receive from our division membership. We have a WONDERFUL conference and our division has been positive in the evaluation process. MSNA/MSCA/MACS work in a collaborative process to provide a quality and relevant program. Our DESE staff has been supportive and encouraging in our planning without driving our programming. Getting together with my division and pertinent sessions are the reasons I attend and look forward to summer conference. The first conference I attended was in Columbia and I have not missed summer conference in 24 years. I believe in Career Education and the opportunities it has to offer students.

I DO NOT want my division to fade away nor do I want DESE to take over my professional organization. I feel that MOACTE and DESE should be able to work together (we had that relationship once and some did not want to continue supporting that arrangement). I realize that the Perkins wording has changed, relating to professional development, but why do we have to reinvent the wheel. If divisions are not getting the professional development that is required then work with those groups to get it right. It is my understanding that state department personal plan the programs for certain divisions. If this is true then work with them to get it right. I know that my Trade & Tech friends complain about their programming. I cannot help but feel there is a lack of leadership in their program planning. I do not understand this twist to 'overhaul' the system. There must be a better way to make the needed changes to accommodate Perkins. It all boils down to trust.

The MOACTE Summer Conference provides wonderful opportunities for high quality professional development. The General Opening Session to me is always a must. I did not attend this year OR last because I was working the registration table. Otherwise, I would have been there. The general session is awesome, but after that, everyone needs to be allowed to go to their own division and have workshops/presentations that are applicable to what they are doing. Not large 'general' workshops.

None

I hope the conference stays in Springfield.

I really hope that DESE leaves the conference in the format that it is in. MSNA does a fantastic job in getting the information that is relevant to us, to us. This is the conference

where I learn the most and come away with hands-on information that is extremely important to me. This is the only conference that is 'ours' and needs to stay that way. You can get to the meat of the issues in what matters to your career sector. You aren't forced to listen and attend sessions that do not have any relevance to what you do for kids. I wouldn't change a thing and believe me, I've been involved in a lot of different organizations and this conference is the best I have ever attended!!! I actually go to everything instead of going shopping!

Thank you!

Issues that are relevant to the role of VRE are most appreciated. And those that offer insights not available in other in-service trainings, i.e. dealing with mental health needs of students.

## MTTA

I think the MTTA division carousel meetings should be longer and make the conference one more day longer so we could go to different round table meeting if we so desire.

I would like to see more college credit courses offered at the conference, even if they are for only 1 credit hour. I think many teachers would stay extra days to complete quality courses in education. Not the course in technical education, but courses that could be used to get our regular teaching certifications. That way we have more opportunities to advance our selves and better prepare us the ever changing classroom.

Will not be returning next year.

Relevance is the key thing to work on, until I became a program planner; our division had basically 'fluff' presentations. The general sessions need 'more' relevance to career education, our home school districts professional development is all geared towards 'academics' and career teachers are treated as oddities.

Technical content session are great and provide training sessions we need for certification.

I attend every year because, as a professional educator, it is part of my professional development. It is very important to me to continue to grow as an educator.

Even though it is a requirement, I would go anyway.

I try to attend every year. I have noticed that each year less people are attending. I feel that this is because DESE does not require them to attend for certification. If this conference is going to continue, it needs to be a mandatory conference. Otherwise I think we will see it go away in a few years. As a Planner I cant get people to come do training for very small groups. I have seen many classes that only have 3-5 people come. This does not make it worth while for a presenter to come several miles. Make it mandatory!

Welders rock

50% of my student's grades are based on lab work. 50% is classroom assignments in which they gain the knowledge that applies to the 'hands on' lab work. Then they have ten criteria they are graded on each day that coincides with the classroom and lab work that promotes professionalism. What they receive in the classroom is very rigorous as well as their performance in the lab and professionalism! To think that someone at the state department thinks that we should be required to cross into other division sessions, when what most of the excellent teachers want is to gain knowledge and information on technological advances in their program area's to pass on to their students so that they can be the most qualified when entering the job market or continuing education, is by far the most ridiculous thing I've heard of yet! I know attendance was down this year but the teachers that make a difference are the ones that are still attending. Don't try to fix something that isn't broke!!!!

How about a rotating conference location? Springfield, St. Louis, Columbia, Cape Girardeau?

I believe professional development should be the primary focus. General sessions are a waste of time and turn into cheerleader or political rallies. Technical and teaching sessions are too basic and too short to contribute any real professional development.

I really enjoy all MOACTE conferences and would like to thank all those involved in the planning. You do a tremendous job. I'm not an administrator, but an instructor.  
THANKS !

Someone needs to attend a ACF Chef convention, your lacking professional up to date industry information. I feel like your still in the 70's. You need to move to a larger city, the hotel room cost is not competitive.

The print on this survey was way too small!

Keep up the good work.

This year's program was the most informative general session I attended thus far, in relation to appropriate subject matter for my trade.

I go to the summer conference mainly for the possibility to learn something new in my specific area of teaching. I also go because it gives me a chance to see the other teachers who teach the same things I do and share stories and get ideas from them.

Very pleased with the MTTA division. Keep up the good work!

## MVATA

Divisional program meetings are vital

My experiences every summer at the MOACTE conference are invaluable. This is mostly attributed specifically to the MVATA programming. The opportunity for networking with my colleagues is very important as an agriculture instructor. The MVATA always, without fail, provides extremely high quality Professional Development opportunities. I am always able to take home many ideas and practices and utilize them in my classroom on a regular basis.

Great conference but all can be done in two days instead of three

I will only attend Professional Development that is relevant to my content area and my Division

I would not change a thing concerning our summer conference. It is not broken so don't fix it. It is very successful.

I feel that the Agriculture division should hold their meeting and professional development in better quality establishment. I was not impressed with the High School surrounding especially during the award luncheon. Many speakers could not be heard over the PA.

Please continue to allow divisions to develop their own professional development content. Do not integrate them together.

I have been generally well-satisfied with the summer conference, especially the activities and opportunities within my own division.

Good luck with your survey. Professional Development is very important for everyone in all professions.

While I feel that the conference is overall a good thing. I truly feel that the networking that is gained from other teachers is priceless.

Basic information or any information presented in an interesting way is always looked forward too. If you can walk away from an interesting meeting with 1 learned thing is more important than leaving a 'high-tech' meeting that was over your head or gave you a list of 14 essential competencies, that you will never use.

None

It is extremely valuable to us to have our professional development offered within and specific to our division. All year at our school, I receive professional development that is general in nature. At summer conference, I can receive much more valuable professional

development geared specifically to what I teach and get the chance to interact and learn from my fellow teachers. If our professional development is lumped in all together with everyone else, I will not attend nearly as many sessions and summer conference will not be as beneficial.

I always enjoy the summer conference. MVATA does a great job in making sure we have great professional development carousels to attend.

It is very important to keep each division identity. I would not attend a conference that didn't allow each division to create it's own professional development.

Everything is fine.

I personally think that the individual divisions need to keep doing their own professional development. This will allow for more specialized instruction of more meaningful information. This is also where we do a great deal of networking with our peers

Workshops offered should be more intensive and longer lasting (3-4 hours). Short 30-50 minute presentations lack adequate content. Effective teaching skills should be utilized in the presentation to act as a model for those in attendance.

I go to the summer conference to network with teachers in my field. I feel the information I gain from them is priceless. Our division, MVATA, is different from many other in that we use the conference to glean from each other. Our teaching philosophy aligns with each other so we are all on the same page. Our division professional development is wonderful. We use information directly related to our field and have workshops on high demand areas. Our division does a great job in keeping our State's Agriculture teachers informed of new and changing technology.

This conference is very important to me to get information that will help me in my area. We have great presenter that deal with topics relevant to my area that I am teaching

Thank You

I attend MOACTE so that I can meet with other Agriculture teachers and discuss activities and classroom techniques. I have attended several general sessions and find them very unrelated to my general field. I believe the best use of my time at convention is during the divisional Professional Development activities where I can share ideas and gather information that will make me a better teacher.

If MOACTE does away with division clusters I will not attend this function. I would like to know who thought of this outlandish proposal.

I think being able to correspond and interact with others in my division provides the most benefits to me.

Please do NOT take away our opportunities to provide professional development on the division level. If only general professional development is provided, the results will be as unsuccessful as the all-division opening sessions of the mentor/protégé programs.

## TEAM

Keep up the good work!

I do not like being forced to get a room reserved through the Springfield Bureau. It makes it difficult to get a PO and They never send confirmation. It is always a fiasco. It cause so much problems that I may never attend a conference again or join MOACTE. Please let us get our own rooms in hotels with blocks reserved. Take out the middleman. It only causes problems!!!!!!

I was surprised by the lack of number of vendors in the exhibition hall. It has been dwindling every year. This was a very important reason for also attending MOACTE conference. To see what new curriculum was being offered and textbooks.

I like the conference format the way it is. The divisions cannot be combined into one and have an effective conference. I think it is important to have a joint conference in the future as we do now. In technology education, there are many different needs than there is in health occupations and that is why it needs to stay like it is now. Our attendance is still pretty good, although it has declined in the past years some. Professional development and advocacy are the 2 main things I think the organization should remain focused on.