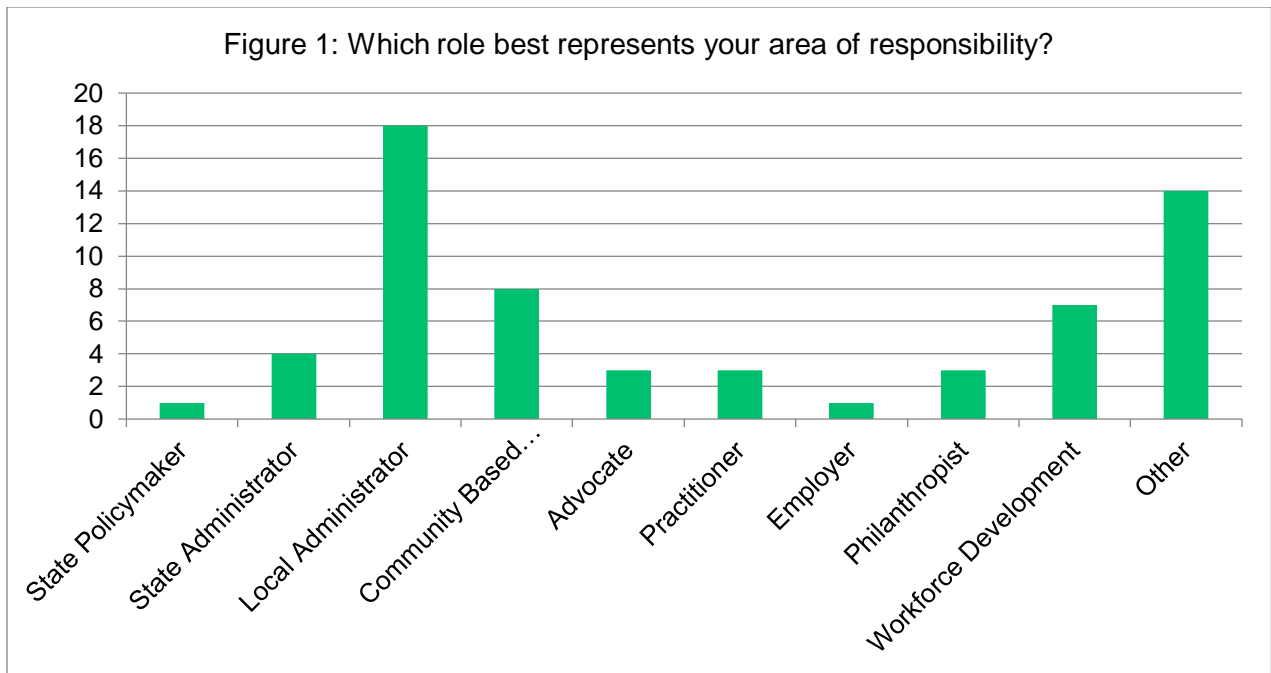![Rodel - A Great Education Changes Everything]

Experience with Career Pathways Survey
United States of America

Responses: 62

Timeframe: Collected between 03-27-2023 and 04-24-2023.

Respondents: Respondents represented a range of roles. Most (29%) are local administrators (Figure 1).

Figure 1: Which role best represents your area of responsibility?

Geographic Focus: Respondents reported 61 areas of geographic focus. These spanned the following states: DE, CO, IN, OH, AZ, WA, RI, TX, MA, TN, MN, and PA (Figure 2).

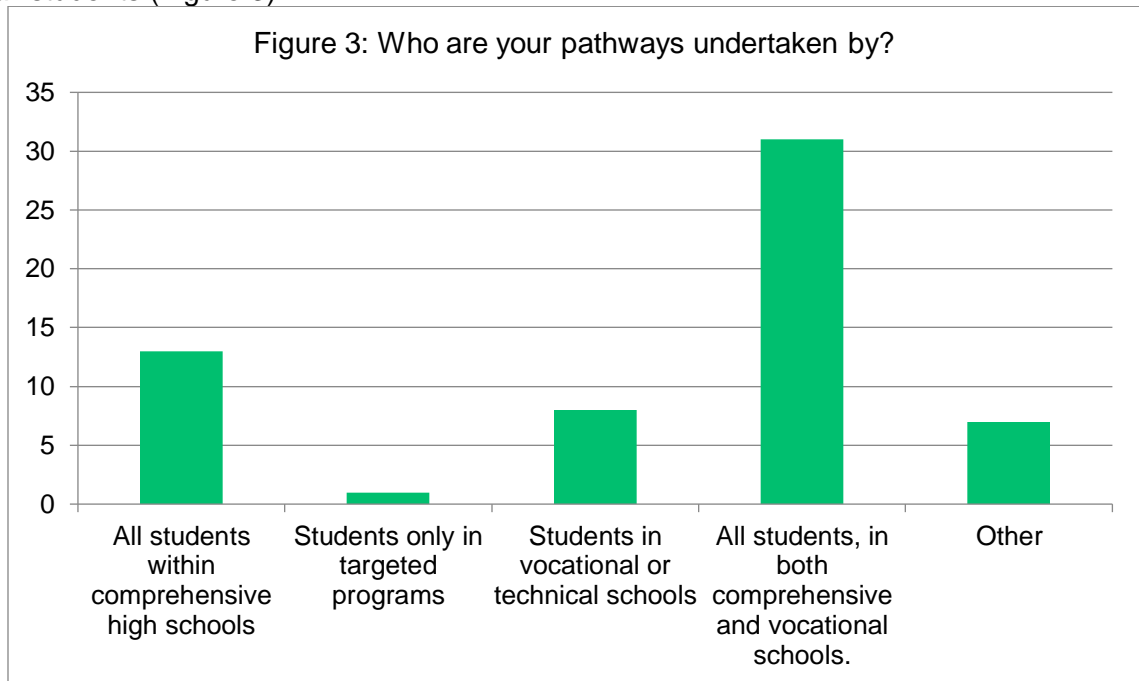Figure 2: Geographic Focus of Programmes

Geographic Focus Detail:

- Respondents represented states and districts of highly variable size. For example, Texas has over 5.1 million public school students and Delaware has just about 140,000 students, so respondents reported a range of student participation in pathways that varied from zero to 300,000.

Programmatic Focus: Respondents reported a wide range of program focus areas. Among these were healthcare, manufacturing, construction, law and public safety, visual design and imaging, medical bioscience, agribusiness and production systems, culinary arts, natural resource management, engineering, animal science, horticulture, hospitality, business, marketing, exercise science, and many others.

Students Served: Of the 62 respondents, most (n=31) reported that their pathways programs served all students (Figure 3).

Figure 3: Who are your pathways undertaken by?

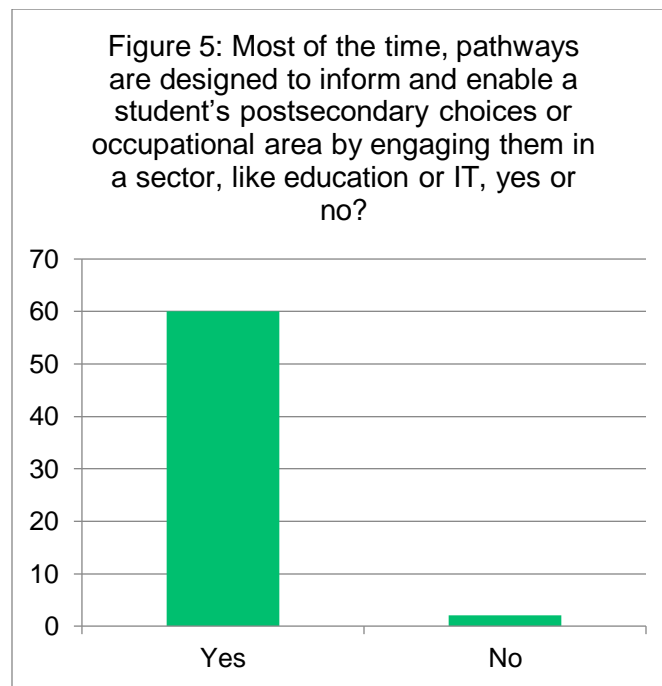| Category	Value
All students within comprehensive high schools	13
Students only in targeted programs	1
Students in vocational or technical schools	8
All students, in both comprehensive and vocational schools.	31
Other	7

Students Served Detail:
- Respondents reported serving different subsections of the student population. For example, one respondent noted that most of the students in their program were "Black, Latino, and students experiencing poverty;" another, "Most of our students are white, as is our community demographic. We do serve several students who have [Individualized Education Plans (or Programs)] IEPs and a large portion of our students are economically disadvantaged." Several respondents provided links to websites with more detailed demographic information.
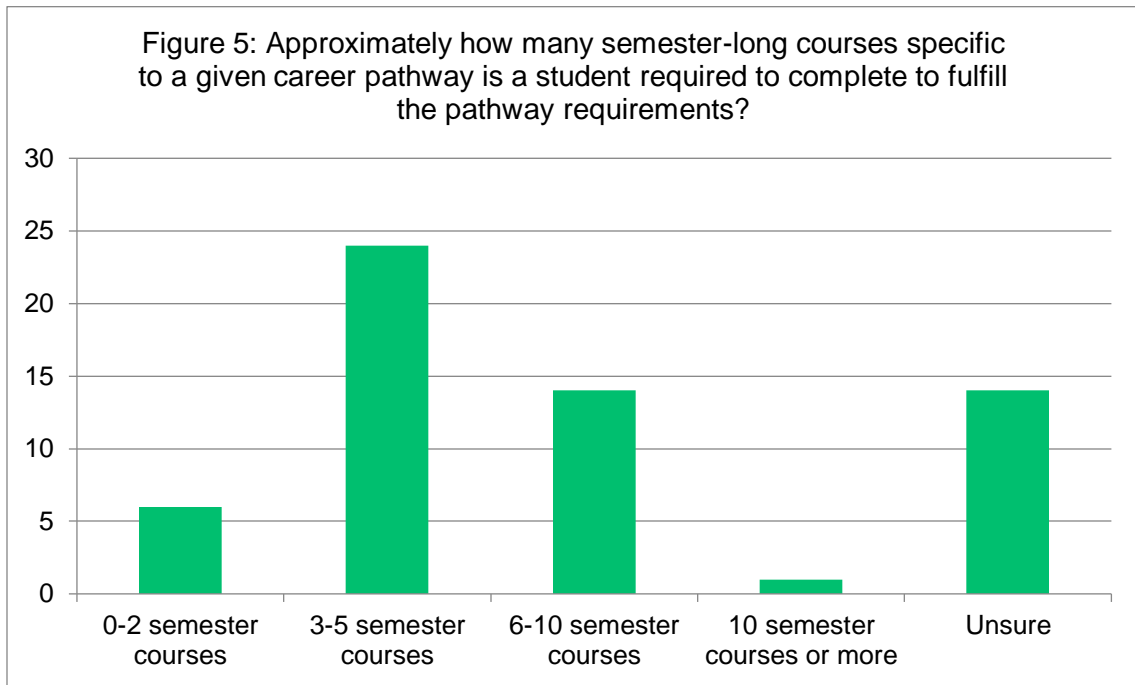
Employment Opportunities: More than half of respondents (n=35) said that "yes," most of the time, pathways are designed to lead directly to specific employment opportunities out of high school (Figure 4).

Figure 4: Most of the time, pathways are designed to lead directly to specific employment opportunities out of high school, yes or no?

	Yes	No
Value	35	27
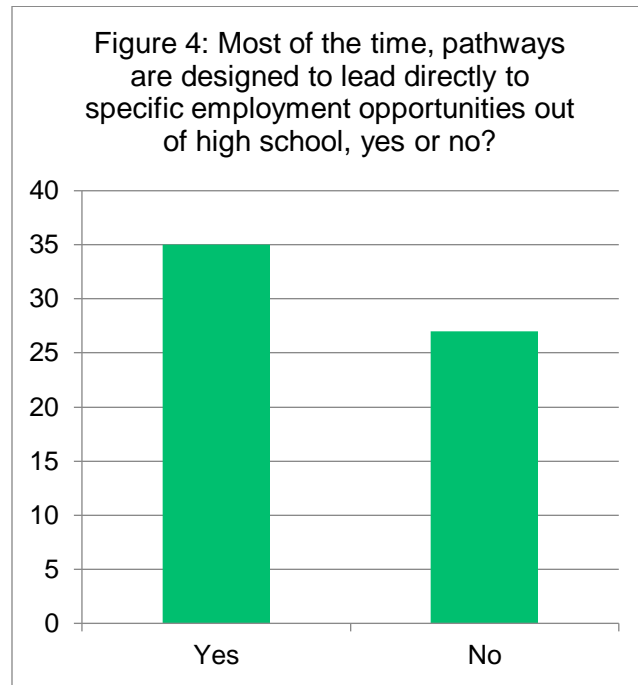
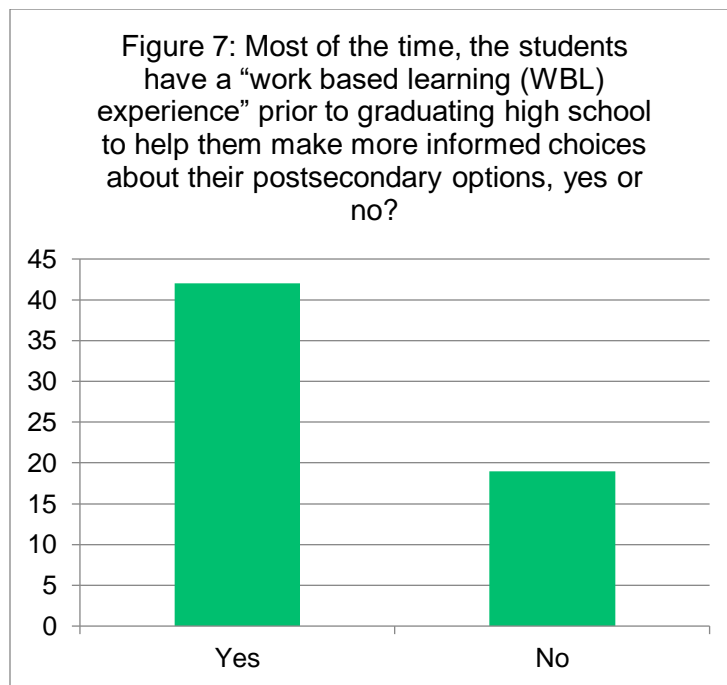**Postsecondary Choices**: Almost all respondents (n=60) said that yes, pathways are designed to inform and enable a student's postsecondary choices (Figure 5).

Figure 5: Most of the time, pathways are designed to inform and enable a student's postsecondary choices or occupational area by engaging them in a sector, like education or IT, yes or no?

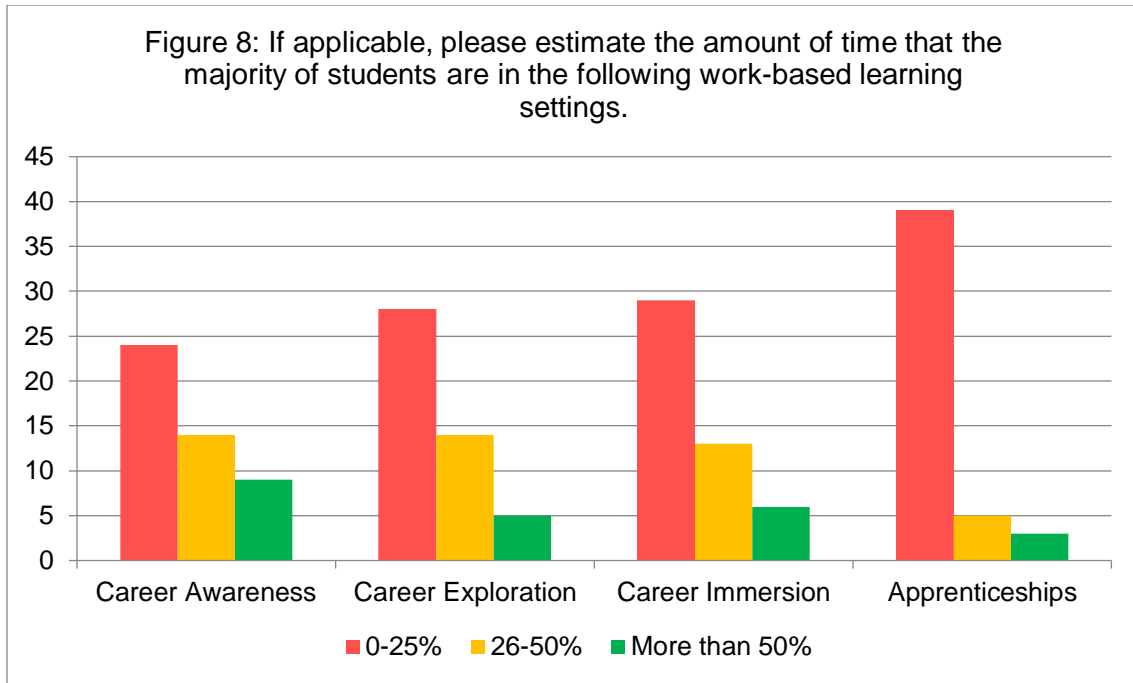|	Yes	No
Value	60	2

Credits Required: Most respondents said that three to five semester-long courses were required to fulfil pathway requirements. A large portion also reported six to 10 courses or said that they were unsure (Figure 6).
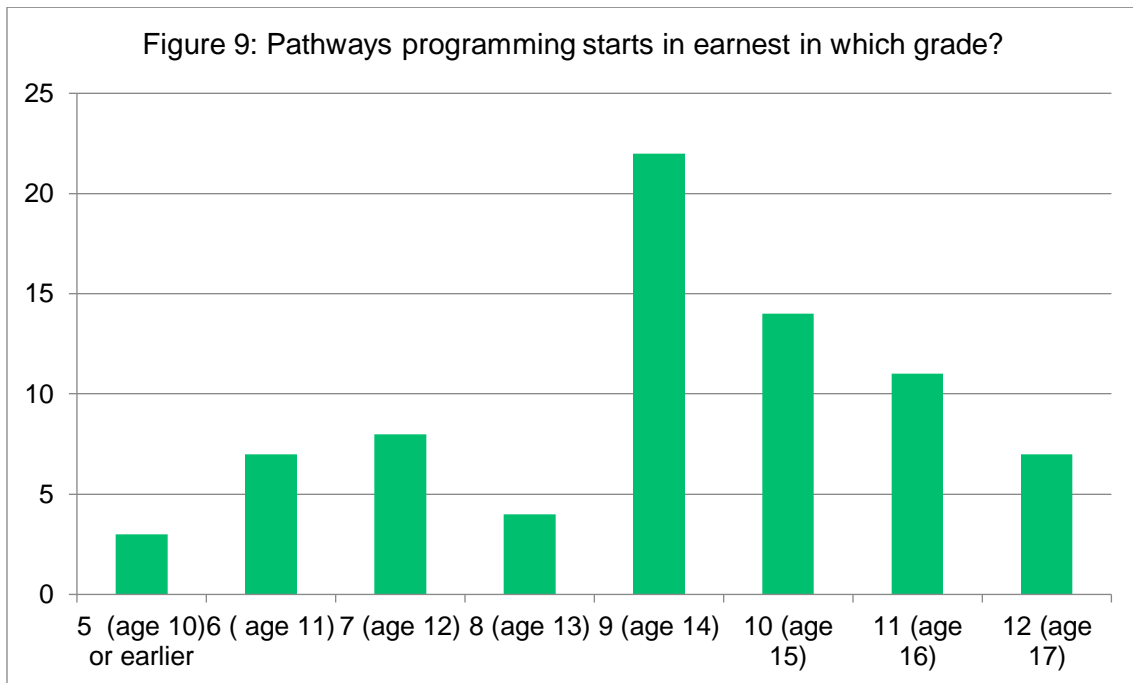
Figure 5: Approximately how many semester-long courses specific to a given career pathway is a student required to complete to fulfill the pathway requirements?

Work-Based Learning: Close to 70 percent of respondents (n=42) said that most of the time students had a work-based learning (WBL) experience (Figure 7).

Figure 7: Most of the time, the students have a "work based learning (WBL) experience" prior to graduating high school to help them make more informed choices about their postsecondary options, yes or no?
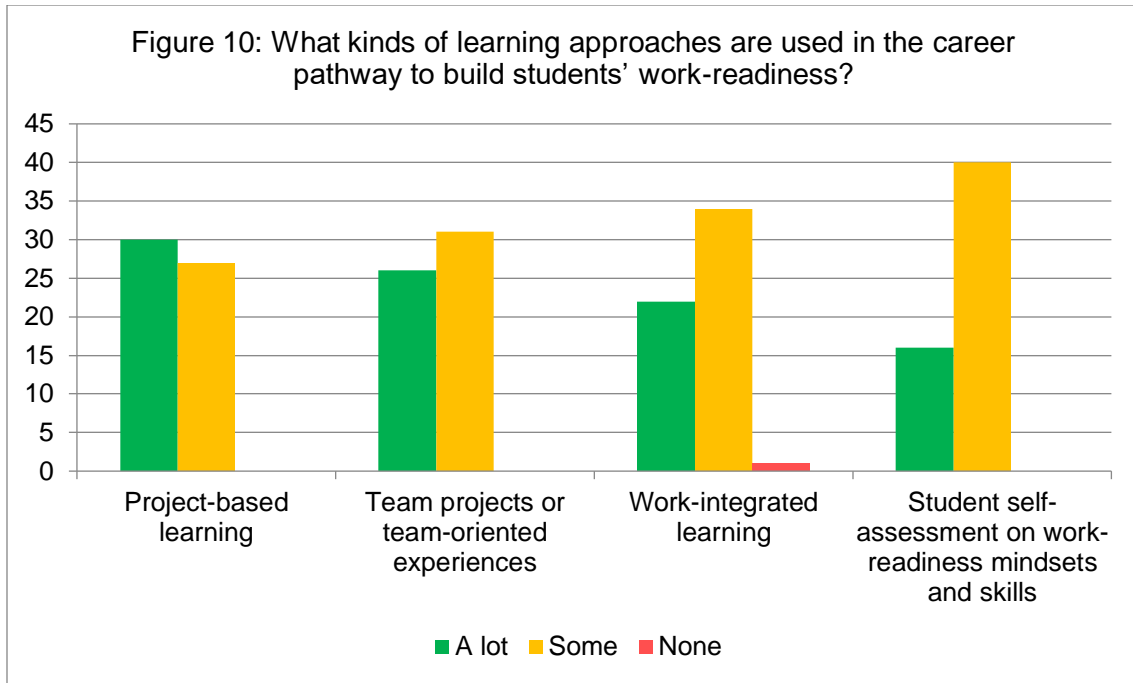
WBL Detail: Respondents estimated that if students did have a WBL experience, they spent various amounts of time in the following settings: career awareness, career exploration, career immersion, and apprenticeships (Figure 8).
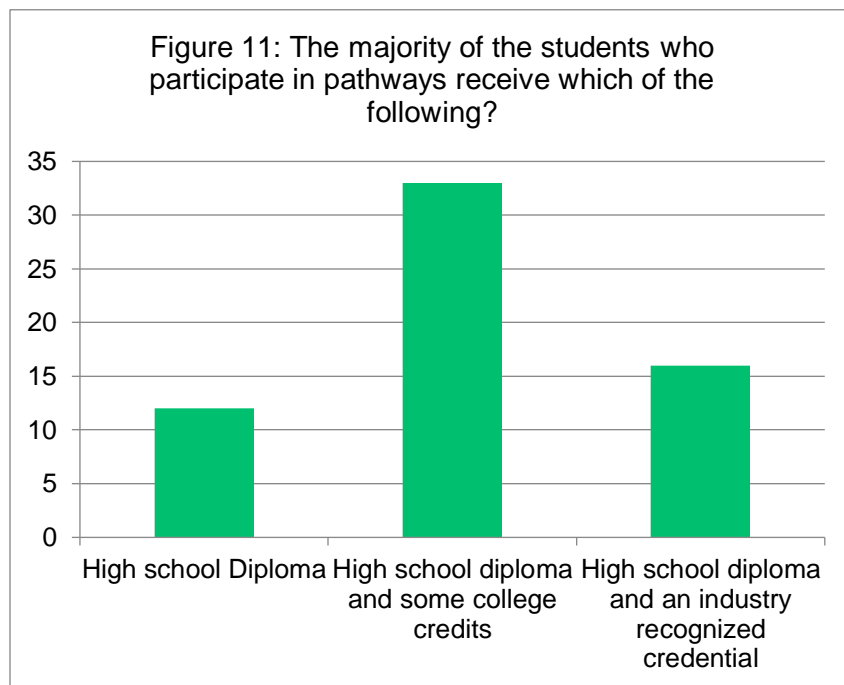
Figure 8: If applicable, please estimate the amount of time that the majority of students are in the following work-based learning settings.

Setting	0-25%	26-50%	More than 50%
Career Awareness	24	14	9
Career Exploration	28	14	5
Career Immersion	29	13	6
Apprenticeships	39	5	3

Age Range: The most common response was that grade nine (age 14) is when programming typically starts in earnest (Figure 9).

Figure 9: Pathways programming starts in earnest in which grade?

Grade	Value
5 (age 10) or earlier	3
6 (age 11)	7
7 (age 12)	8
8 (age 13)	4
9 (age 14)	22
10 (age 15)	14
11 (age 16)	11
12 (age 17)	7

Learning Approaches: All four of the learning approaches provided to respondents were used in the career pathway to build students' work-readiness (Figure 10).

Figure 10: What kinds of learning approaches are used in the career pathway to build students' work-readiness?

A chart with the following data:

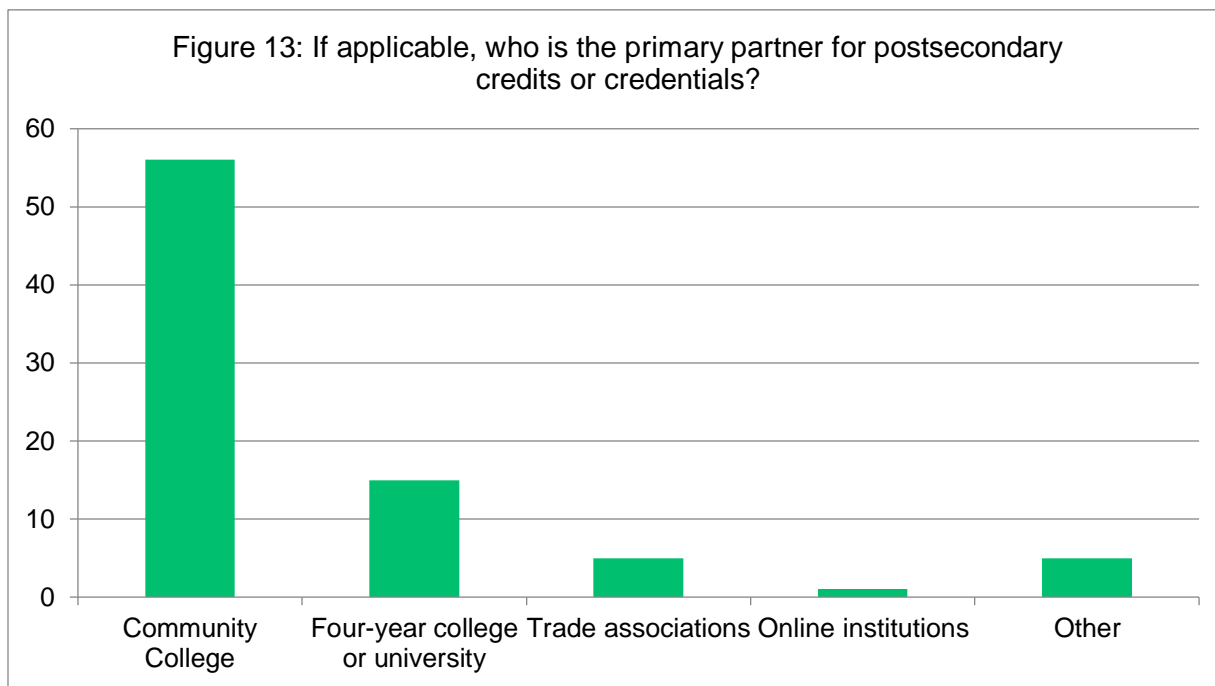| Approach	A lot	Some	None
Project-based learning	30	27	
Team projects or team-oriented experiences	26	31	
Work-integrated learning	22	34	1
Student self-assessment on work-readiness mindsets and skills	16	40	

Legend: ■ A lot ■ Some ■ None

Qualifications and Certificates: In most cases, respondents reported that the majority of students involved in their career pathways received a high school diploma and some college credits (Figure 11).

Figure 11: The majority of the students who participate in pathways receive which of the following?

A chart with the following data:

Category	Value
High school Diploma	12
High school diploma and some college credits	33
High school diploma and an industry recognized credential	16

Integration with Tertiary Education: Respondents reported that Dual Enrollment courses were the primary method of integration between postsecondary and tertiary education (Figure 12).
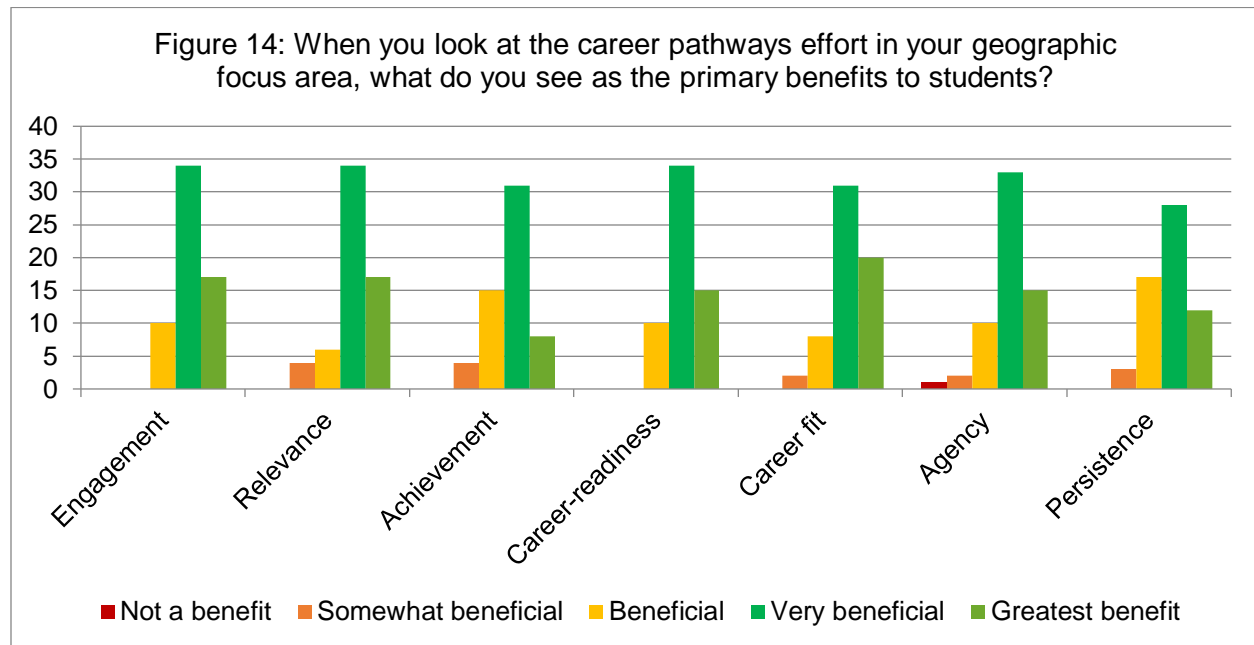
Implementation Partners: Respondents reported a range of implementation partners, including, most commonly, community colleges (Figure 13).

Figure 13: If applicable, who is the primary partner for postsecondary credits or credentials?

A bar chart showing values: Community College ≈ 56, Four-year college or university ≈ 15, Trade associations ≈ 5, Online institutions ≈ 1, Other ≈ 5.

Describing Career Pathways: Respondents felt that pathways were distinct from vocational education, often describing pathways as an opportunity for students to explore and expressing that pathways supported students in whatever they chose to pursue after graduation. Table 1 presents a sampling of responses.

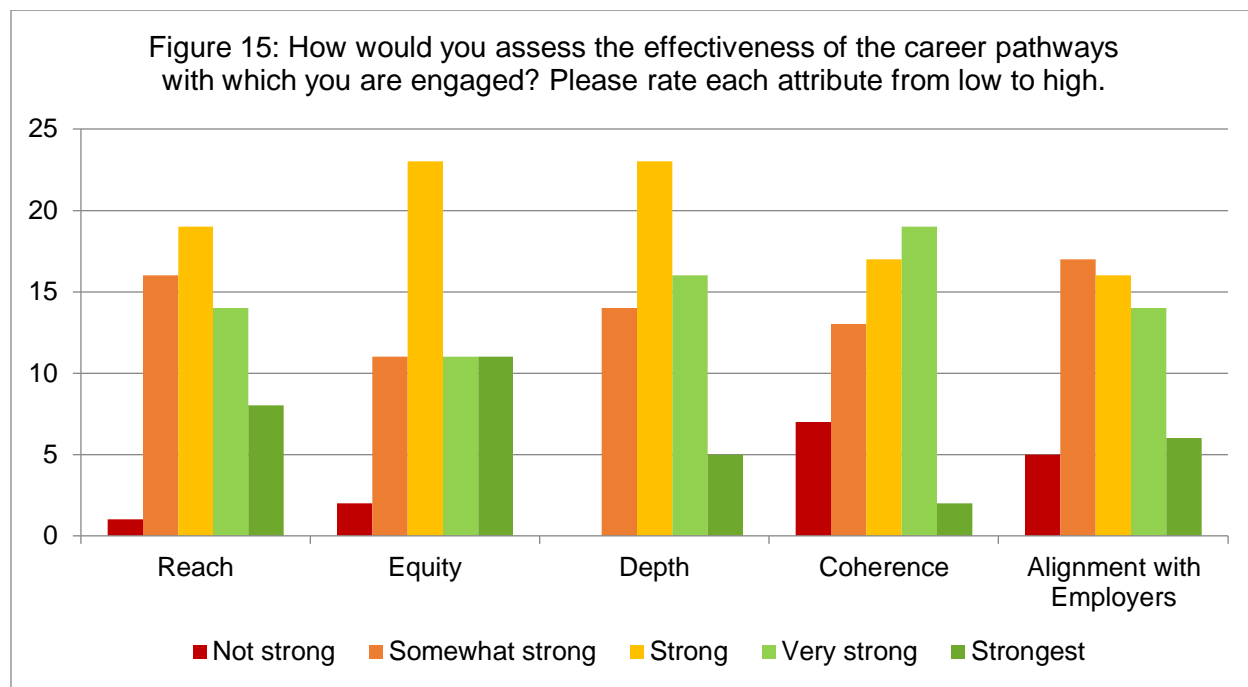| Table 1: In talking to a student or parent, in a sentence or two, how would you distinguish "career pathways" from a traditional vocational or career and technical education (CTE) program? |
|---|
| Career Pathways encourage students to explore their passions to determine careers they may or may not want to pursue. Employers have a chance to try out students for future employment. |
| Career pathways serve to advance all students toward their postsecondary path - directly to work, to attain a two-year degree or a four-year degree. |
| A career pathway is a series of connected and deepening experiences that prepare a student for a real job. These often begin with learning about different industries and occupations, then building some skills to try out if you like that industry or occupation, and culminating (ideally) in paid, work-based training to really experience the work before committing longer-term. These pathways may involve one or more CTE courses, but they don't have to. |

Strengths: Responses regarding the greatest benefit of pathways to students varied. Most respondents felt that engagement, relevance, achievement, carer-readiness, career fit, agency, and persistence were of some level of benefit to students who participated in pathways (Figure 14).

Figure 14: When you look at the career pathways effort in your geographic focus area, what do you see as the primary benefits to students?

Legend: ■ Not a benefit ■ Somewhat beneficial ■ Beneficial ■ Very beneficial ■ Greatest benefit

Other Benefits: Respondents reported several areas of additional benefit to students. Table 2 presents a sampling of responses.

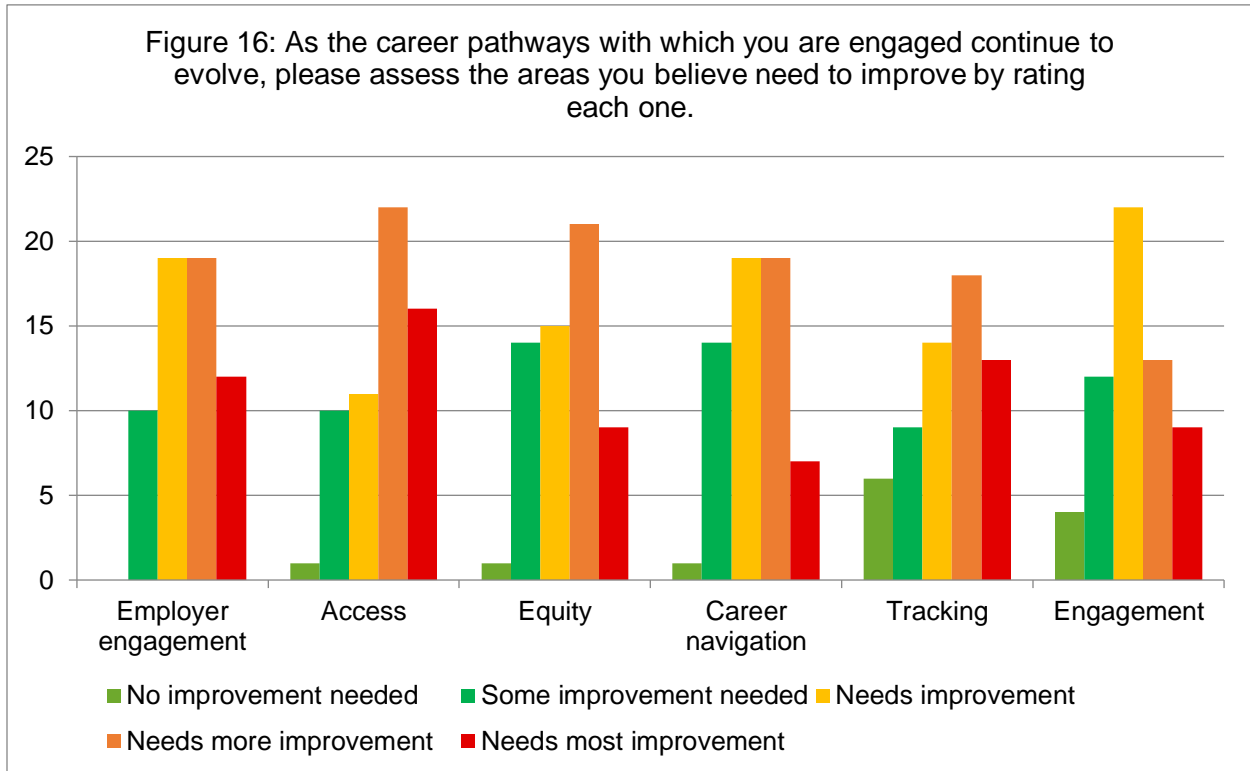| Table 2: Are there other benefits for students beyond those listed above? What other thoughts would you share about the benefits to students in participating in career pathways? |
| --- |
| Some students learn better by doing. Confidence is gained to make better choices for their pathways. Even learning about something they don't want to do helps them to be confident to say what they want to do. They can see their future ahead of them and are excited to move forward. |
| Ideally opportunities to have paid, on-the-job training |
| Social capital and meeting folks in an industry they are interested in |
| Readiness for whatever [postsecondary] path the student chooses (durable skills). |

Effectiveness: Respondents reported varying rates of effectiveness (Figure 15).

Figure 15: How would you assess the effectiveness of the career pathways with which you are engaged? Please rate each attribute from low to high.

Other Strengths: Table 3 presents a sampling of responses.

Table 3: Are there other strengths that distinguish your program? What might other policymakers want to learn more about?
The Passport to Careers offered two education pathways for eligible young people: one leads to a college degree or certificate, and one leads to an apprenticeship or pre-apprenticeship program. In addition to financial support, the program has designated points of contacts on college campuses and in apprenticeships that support students in navigating the process.
Strong student success outcomes
Our dual enrollment opportunities. There is a huge cohort of our students who will graduate with 10 or more credits from our local community college.

Improvement Opportunities: Respondents reported that career pathways need improvement in a range of areas (Figure 16).

Figure 16: As the career pathways with which you are engaged continue to evolve, please assess the areas you believe need to improve by rating each one.

Other Improvement Areas: Table 4 presents a sampling of responses.

Table 4: Are there other areas of improvement that should be addressed? What other improvements would you like to see in your career pathways program?
Greater alignment across state agencies to support the work
Greater consistency between districts on WBL requirements, WBL implementation, and tracking
Breaking down barriers to move across career and college preparation. These programs shouldn't be either/or, rather the career skills should be valued as preparation for college credentials as well as employment.

Questions for Others: Table 5 presents a sampling of responses.

Table 5: As you think about what you might want to learn from other countries engaging in some version of the career pathways work, what are your questions?
To what extent are teachers trained on multiple pathways during their teacher education (e.g., in school, continuing education)? What messages resonate most with employers to participate in career pathways (especially paid opportunities)?
We wrestle with often the need to support student choice and agency without tracking students. From our review, countries who do better career training are exclusionary at some point and track students. We are interested in any model that really enhances agency and choice with full supports and access.
How do schools and the district equivalent in other countries leverage public dollars to support and incentive the creation and sustainability of career pathways? How do other countries ensure that the most marginalized populations gain equitable access to quality pathways and have choice in decision-making about their future?
I would like to learn more about preapprenticeships and how to make them a bigger part of high school programming.

Definitions: Various terms were defined for respondents as part of the survey. These definitions are outlined below (Table 6).

Table 6: Terms & Definitions	
Career Awareness	Includes workplace tours or guest speakers coming to school
Career Exploration	Includes job shadowing or informational interviews
Career Immersion	On-site work as an intern or pre-apprentice, paid or unpaid
Apprenticeships	Deep engagement with an employer
Engagement	For some students, learning by doing is a better way to learn
Relevance	By seeing how their "book work" applies in a work setting, school becomes more relevant
Achievement	Because this approach is more engaging, we're seeing improvements in student achievement more broadly
Career Readiness	Career pathways gives students a head start on the durable skills they'll need to excel in the workplace
Career fit	By exploring a given field, they have a better sense of what they do, and don't want to pursue as a career
Agency	By having to make some choices about their future, students build confidence in owning their path forward
Persistence	The program helps students persist in completing postsecondary training (college degrees or certifications)
Reach	Your initiative has broad reach across schools and geographies
Equity	Your initiative serves as a vehicle to level the playing field for all students
Depth	For the students this works for, your initiative provides deep career preparation
Coherence	Your state and local policy leaders are on the same page
Alignment with Employers	Your employer community buys in to this and are proactive partners
Employer Engagement	Need for increased co-ownership with employers

Access	Need for scalable solutions to get students to and from training and WBL
Equity	Need to increase supports for those for whom full engagement in career pathways take more effort and support
Career Navigation	Need to improve supports for students in looking to make good choices in high school and beyond
Tracking	Need to normalize that a four-year degree is just one path to a good job, while not tracking low-income students of color into pathways that do not maximize their potential
Engagement	Need to ensure that career pathways are seen as attractive learning programs for all students

To view the survey tool in its entirety, use this link:

https://bit.ly/3RMN1U2