The Condition of Career Pathway Readiness in the United States

Executive Summary

- !ÑƆɆêˢɆɴⱥ ǁ ɥÑɿɪɕê ɾȷ öêˢêƍ ɷ ɾɕ ƆɆⱥƆêɕ ɾɴ êǁÑƆ ɾȷ ‘ƆêˋƆɕêê Ⱪ ɾɕɔ-ôê”ɥ ąW ł W ǁɥɥêɥɥ ɲ êɴ‘ɥɆɥ ǁɥɥ ɾÑɆǁ‘êø ˣɆ‘Ɔ ÐêɆɴⱥ ȡ`ǁƓɆ êø ȷɾɕ ǁƍ ɲ ɾɥ‘ ǁƍɜ ɾÐɥ ɆɴˋƆêˋ ŧ Ð.
- ěˢêɕǁƍ ǁê ⱥ ȸą ǁ‘Ɇ ɾ ɴ ǁ ƒ W ǁɕêêɕ ł ê ǁ ø Ɇɴêɥɥ Wêɕ‘Ɇ Ñǁ‘ê

  ® ąW ł W®)

  ǁɥɥêɥɥ ɲ êɴ‘ɥ Ⱪ ɾɕɔ-ȡƍǁÑê ^ ɾÑ` ɲ êɴ‘ὖ ! ȡȡƍɆêø ā ǁ‘Ɔ ǁ ɴø ¹ɕǁȡƆɆÑ öɆ‘êɕǁÑ”. Ðê‘ ˣêêɴ î ` ɴê ℎĦˣç ǁ ɴø î ` ƒ” ℎĦˣ ąW ł W ǁ‘‘ǁɆɴ ɲ êɴ‘ ƍêˢêɥɥ Æêɴêɕǁƍ” ɆɴÑɕêǁɥêø ˣɆ‘Ɔ ƍêˢêƍ ɾȷ êø ` Ñǁ‘Ɇɾɴ.
- Individuals who tested in high school or who had a low education level were less likely to qualify for an ąW ł W Ñɾ ɲ ȡǁɕêø ‘ɾ ê ¯ ǁ ɲ Ɇøøƍê ɾɕ ƆɆⱥ ƍêˢêƍ ɾȷ êø ` Ñǁ‘Ɇɾɴ.
- Of the 16 Career and Technical Education (CTE) career clusters, half do not include occupations that span the full range of educational levels (low, middle, and high) required for entry. Seven CTE clusters ¸V ` ɥɆɴêɥɥ ā ǁɴǁÆê ɲ êɴ°̊ hø ` Ñǁ‘Ɇɾɴ ! řɕǁɆɴɆɴÆ°̊ · ɆɴǁɴÑê°̊ ¹ ɾˢêɕɴ ɲ êɴ°̊ Ç ɾɥȡƍɆ‘ǁƍ‘” ! řɾ ` ɕɆɥ ɲ°̊ Ìɴȷɾɕ ɲ ǁ‘Ɇɾɴ Technology, and Marketing) have zero to four occupations requiring mid-level educational attainment for entry. The Hospitality & Tourism cluster has only two occupations that require a high level of education, and two clusters (Information Technology and STEM) have zero to two occupations that require a low level of education.
- For this report, career cluster benchmarks were estimated for 16 career clusters. A skills gap analysis ˣ ǁɥ Ñɾɴø ` Ñ‘êø Ð” ÑǁƍÑ ` ƍǁ‘Ɇɴ Æ ‘Ɔê ȡêɕÑêɴ‘ǁÆê ɾȷ Ⱪ ɾɕɔ-ôê”ɥ ê¯ ǁ ɲ Ɇêêɥ ˣ Ɔɾ ɲ ê‘ ‘Ɔê ÐêɴÑƆ ɲ ǁɕɔ-ɥ ȷɾɕ ǁ career cluster, limiting the analyses to examinees whose educational attainment level was equal to the required educational level for entry.
- The gap analysis results indicate that level of educational attainment does not necessarily track with Technology, and Marketing).
- For examinees with a middle level of educational attainment, skill gaps were found for occupations that required a similar level of education in three career clusters (Architecture & Construction; Information Technology; and Law, Public Safety, Corrections, & Security).
- Skill gaps among examinees with a high level of educational attainment for occupations that required ǁ ɥÆ ɲ ƍǁɕ ƍêˢêƍ ɾȷ êø ` Ñǁ‘Ɇɾɴ ˣ êɕê Ɇøêɴ‘Ɇ‘ êø Ɇɴ êÆƆ‘ Ñǁɕêêɕ Ñƍ ` ɥ‘êɕɥ¸ ! ⱥɕÑƆÆ‘êÑ‘ ` ɕê ! Construction; Education & Training; Government; Human Services; Health Science; STEM; and Law, Public Safety, Corrections, & Security).

Read the report at act.org/CareerPathwayReport.

Policies and Practices to Increase Career Readiness

Use Career Readiness and Career Pathway Readiness Benchmarks to Set Goals for Students and Programs

Vts ɿ ll ø ℊ” ll dz dz ℊ £ Ǹ ll p ℊ ê Ǹ ll ts ê ts ts ê ll ø £ ɴ ê u ɥ p ê ɴ Ǹ ? ɲ ll ts ɜ ɥ Ǹ ll ɴ p ê ø ê ˢ ê ℊ ɿ dz ê ø ll ‘ ‘ ? ê ɥ ‘ ll ‘ ê ɿ ts ℊ ɿ Ǹ ll ℊ ℊ ê ˢ ê ℊ ll ɴ ø ` ɥ ê ø p ” policymakers to guide education and workforce development efforts for regions, districts, or schools. These aggregate career readiness benchmarks can be used in workforce development efforts to ensure ‘ ? ll ‘ ɬ ɿ p ɥ ê ɜ ê ts ɥ ? ll ˢ ê ‘ ? ê ɟ ɿ ` ɴ ø ll ‘ £ ɿ ɴ ll ℊ ɥ ɜ £ ℊ ℊ ɥ ℊ ɿ Ǹ ll ℊ ê ɲ dz ℊ ɿ ” ê ts ɥ ê ɜ ¸ W ll ts ê ts dz ll ‘ ? ˣ ll ” ts ê ll ø £ ɴ ê u ɥ p ê ɴ Ǹ ? ɲ ll ts ɜ ɥ Ǹ ll ɴ p ê ` ɥ ê ø £ ɴ Ǹ ll ts ê ts Ǹ ɿ ` ɴ ɥ ê ℊ £ ɴ Æ ‘ ɿ Æ ` £ ø ê £ ɴ ø £ ˢ £ ø ` ll ℊ ɥ ˣ ? ɿ ll ts ê ē dz ℊ ɿ ts £ ɴ Æ ø £ ɟ ɟ ê ts ê ɴ ‘ Ǹ ɿ ℊ ℊ ê Æ ê ɲ ll ɬ ɿ ts ů ˚ W ř h