

**Madera Unified
School District
Sixth-Grade Career and
Pathway Exploration**

A study of the 2020–2021
academic year

IMAGO
December 2021

Introduction

The Department of College & Career Readiness (CCR) of Madera Unified School District (MUSD) and IMAGO co-developed digital career- and pathway-exploration lessons for their sixth graders to enable them to make informed decisions about their path of study in high school. The 2020–2021 school year was the fourth consecutive year that the Industries and Local Paths lessons were implemented in 6th grade at MUSD.

In light of the COVID-19 pandemic, schools had to make an abrupt shift to distance learning. Consequently, student engagement with curricula—including Industries and Local Paths—took on a novel form as educators worked to adapt instruction and enable student accessibility to digital tools and resources. Teachers (facilitators) remotely assigned the curriculum, and students (learners) accessed the Industries and Local Paths lessons remotely when possible.

Study and Participants


A study was conducted to learn about the experiences and impact of IMAGO's industry and pathway exploration programming. Surveys were developed and distributed to sixth grade learners and facilitators, and results are provided in this report.

The first section of this report covers lesson access-rates for the 2020–21 school year.

The second section of this report provides results of survey responses from 670 sixth-grade students (293 female, 330 male, 5 gender fluid/non-binary, & 42 prefer not to say) belonging to 32 different facilitators across 15 different school sites. The purpose of this survey was to understand learner experience, obtain their feedback to improve their learning experience, and explore what students have learned after taking IMAGO lessons on industry sectors and their high school pathways.

The final section of this report provides a similar overview of survey results from 29 facilitators at 15 school sites. These results can help inform future directions for improvement of facilitator training, support, and curriculum-implementation approaches for more successful adoption and learner impact.

Jhi

Quick Tip: Look for  next to the right margin to find valuable feedback from learners and facilitators.

Lesson Usage

Access rates include both fully- and partially-completed lessons. They provide indication of learner exposure to and sufficient understanding of each industry and local pathway. If a learner begins a lesson about an industry or career pathway and deems that topic as unappealing or redundant due to their existing knowledge, they can exit that lesson and proceed to a different one.

CCR asks sixth-grade teachers at MUSD elementary schools to use all 22 of the core (ie., non-orientation) IMAGO Industries (12) and Local Paths (10) lessons with their students.

Altogether, 48 facilitators assigned 29,508 required Industries and Local Paths lessons to 1,369 learners across 18 elementary school sites. Of these, 1,256 learners (92%) accessed 16,343 (55%) of the required lessons (see Table 1).

Table 1

Student Access by Site

Site	# Accessed	% (of Assigned) Accessed
Alpha	1696	89%
Lincoln	1972	84%
Adams	1542	72%
Cesar Chavez	1740	69%
Eastin-Arcola	317	69%
Washington	1276	62%
La Vina	364	61%
Nishimoto	1259	57%
Berenda	1094	56%
Monroe	899	55%
Pershing	875	50%
Howard	521	49%
Madison	552	41%
Sierra Vista	449	35%
Virginia Lee Rose	658	34%
Millview	482	27%
Dixieland	207	26%
Parkwood	440	25%

Of the facilitators who assigned Industries and Local Paths lessons, 47 (98%) assigned both types of lessons to their learners, and 40 (83%) assigned all 22 required lessons.

Learner Survey Results

To illustrate the sample of learners who completed the survey, Tables 2 and 3 break down the distribution of learners across their 15 reported schools and 32 reported facilitators they had at the time of this survey. Table 4 breaks down ratings learners provided for how much they enjoy digital school work, revealing that nearly 74% of learners at least somewhat like doing school work on the computer.

Table 2

What school do you attend?

School	<i>N</i>	%
Adams Elementary	31	4.63%
Berenda Elementary	73	10.88%
Cesar Chavez Elementary	34	5.07%
Dixieland Elementary	16	2.38%
Eastin-Arcola Elementary	17	2.53%
Howard Elementary	23	3.43%
Lincoln Elementary	72	10.73%
Madison Elementary	38	5.66%
Millview Elementary	51	7.60%
Monroe Elementary	45	6.71%
Nishimoto Elementary	80	11.92%
Parkwood Elementary	49	7.30%
Sierra Vista Elementary	34	5.07%
Virginia Lee Rose Elementary	53	7.90%
Washington Elementary	51	7.60%
Other	3	0.45%

Table 3

Who is your teacher?

Teacher	<i>N</i>	%
Lopez	37	5.52%
Zamora	35	5.22%
Russell	34	5.07%
Iriye	32	4.78%
Torres	32	4.78%
Peña	31	4.63%
Syra	30	4.48%
Lara	27	4.03%
Magos	27	4.03%
Rivera	26	3.88%
Scalzo	26	3.88%
Alvarez	25	3.73%
Fry	25	3.73%

MUSD 2020–2021

Teacher	N	%
Schwandt	24	3.58%
Stroh	24	3.58%
Howard	23	3.43%
Luft	23	3.43%
Warnes	23	3.43%
Gonzalez	22	3.28%
Neubert	22	3.28%
Standen	19	2.84%
Schallberger	18	2.69%
Rodriguez	17	2.54%
Diaz	16	2.39%
Seward	15	2.24%
Counsel	14	2.09%
Jones	10	1.49%
Savage	6	0.90%
Herrera	4	0.60%
Francisco	1	0.15%
Mendoza	1	0.15%
Ortiz	1	0.15%

Table 4

How much do you like or dislike doing school work on a computer?

Rating	N	%
1	77	11.49%
2	98	14.63%
3	261	38.96%
4	158	23.58%
5	76	11.34%

Note. 1 = Dislike very much, 5 = Like very much

How Learners Used the Lessons

Lesson Engagement

Table 5 - 11 summaries:

- 91.19% of the students used the Industries/Local Paths lessons either sometimes or many times.
- 60% of the students completed lessons in groups or with their class either sometimes or almost/always.
- 72.39% of the students had teachers who discussed ideas after the lesson sometimes or almost/always.
- 71.43% of the students had teachers who sometimes or almost/always guided discussions during the lessons.
- 63.74% of students sometimes or almost/always did activities beyond just the study guides.
- 81.64% of the students completed lessons & study guides on their own sometimes or almost/always.
- 63.35% of the students were not engaged in unrelated activities (distracted) when completing lessons.

Table 5

How much did you use the IMAGO Industries and/or Local Paths lessons at school and/or at home?

Response	N	%
Never or almost never	59	8.81%
Sometimes	389	58.06%
Many or very many times	222	33.13%

From Tables 6-10, we asked students to select an answer that is most true for them.

Table 6

How often do you complete lessons in groups or with your class?

Response	N	%
Never or almost never	250	37.31%
Sometimes	251	37.46%
Always or almost always	151	22.54%
I didn't take any lessons	18	2.69%

Table 7

How often does your teacher discuss ideas from the IMAGO lessons with you &/or your class AFTER the lessons?

Response	N	%
Never or almost never	173	25.82%
Sometimes	270	40.30%
Always or almost always	215	32.09%
I didn't take any lessons	12	1.79%

Table 8

How often does your teacher guide discussions DURING IMAGO lessons?

Response	N	%
Never or almost never	179	26.72%
Sometimes	253	37.76%
Always or almost always	225	33.58%
I didn't take any lessons	13	1.94%

Table 9

How often did you do activities beyond just the study guides for the IMAGO lessons?

Response	N	%
Never or almost never	220	32.84%
Sometimes	314	46.87%
Always or almost always	113	16.87%
I didn't take any lessons	23	3.43%

Table 10

How often did you complete most IMAGO lessons & study guides on your own?

Response	N	%
Never or almost never	85	12.69%
Sometimes	215	32.09%
Always or almost always	332	49.55%
I didn't take any lessons	38	5.67%

We wanted to understand the environment in which students were completing IMAGO lessons. Were learners primarily focused on the lessons or were there other distractions present? Table 11 shows that 36.65% of learners (of those who reported accessing lessons) were engaged in unrelated activities (distracted) while completing lesson(s). Some of these activities include texting, using social media, and talking to friends or family about unrelated topics to the lesson.

Table 11

What were you usually doing when you were completing the IMAGO lesson(s)?**Mark all that apply.**

Response	N	% of all students	% of students who took lessons*
Not distracted	401	59.85%	63.35%
Distracted	232	34.63%	36.65%
Didn't take lessons	31	4.63%	
Unclear / no response	6	0.90%	

Note. *% based on total excluding students who responded, "Did not take lessons", and/or "no response/unclear"

What Learners Thought About the Lessons

Learner Feedback & Experiences

Table 12 - 15 summaries:

- 83.18% of students were either neutral or liked the lessons very much.
- 94.49% of students felt the lessons were somewhat-to-very helpful.
- 83.81% of students said some or most of the information in the Local Paths lessons were new.
- 89.55% of students felt the lessons were equally difficult and easy-to-easy to understand.
- 8.84% of students still had questions about careers & MUSD pathways after completing the lessons.

Table 12 shows that 47% of students who took lessons liked more than disliked them. Over 83% of students who took lessons reported liking them at least moderately.

Table 12

How much did you like or dislike the lessons?

Rating	N	% of all	% of students who took lessons*
Disliked VERY MUCH	34	5.07%	5.20%
Disliked mostly, but not very much	76	11.34%	11.62%
Equally liked and disliked	238	35.52%	36.39%
Liked mostly, but not very much	203	30.30%	31.04%
Liked VERY MUCH	103	15.37%	15.75%
Never took any IMAGO lessons	16	2.39%	

Note. *% based on total excluding "Did not take lessons"

When asked what, if anything, was their favorite part of the lessons, 76% ($n = 473$) of learners who reported accessing lessons ($N = 622$) responded indicating that they favored at least one aspect of the lessons. These responses ranged from general (e.g., "Everything" or "The videos") to more specific explanations of things learners enjoyed in the lessons. The following are examples of these responses from learners:

- My favorite part was to see all the high-schoolers doing what they are interested in and it really made me think that it would be fun and helpful in the future so it really persuaded me to do something in the industries.
- Where it said you can do anything if you put your mind to it
- My favorite part of the lessons is when it makes me think what I would like to do when I'm older and make me confident.
- My favorite part of the lessons is that now that I know more about the pathways I can be more sure on what I want to pick and that I can choose a pathway out of many pathways that I like.
- My favorite part about the lessons were that I got to learn more about future jobs I might be taking and that I got to take all that knowledge and put it into some critical thinking for my future!
- My favorite part of the lessons were learning what other peoples jobs are, and learning what they do for our community.
- My favorite parts were watching the kids when they are enjoying what they like most in which the career path.
- My favorite part was learning and seeing real life students in class everyday.
- Answering the questions because it keeps my mind working.
- Answering questions because it gave me the information and I had to remember it to answer so I would take notes and write what I think was the answer that was fun to me.
- The Study Guide, It made people think twice about not listening to the IMAGO.
- How you can understand and visualize what there saying when they talk a bit to fast.
- Watching the videos they were cool taught me some new stuff and had good music.
- My favorite part was the people who taught them because they were funny
- The videos... clean editing kinda humorous and educational at the same time



A great majority of learners who accessed lessons felt that the lessons were at least somewhat helpful (see Table 13), were exposed to new information in Local Paths lessons (see Table 14), and were able to understand the information provided in the lessons (see Table 15).

Table 13

How helpful were these lessons?

Rating	N	%	% (of taken)*
Not helpful at all	36	5.37%	5.51%
Somewhat helpful	373	55.67%	57.12%
Very helpful	244	36.42%	37.37%
Never took any lessons	17	2.54%	

Note. *% based on total excluding "Did not take lessons." N=653

Table 14

How much of the information in the Local Paths lessons was new to you?

Rating	N	% of all	% of taken*
Everything was new to me	91	13.58%	14.31%
Most things were new to me	225	33.58%	35.38%
Some things were new to me	217	32.39%	34.12%
Few things were new to me	82	12.24%	12.89%
Nothing was new to me	21	3.13%	3.30%
Never completed any Local Paths lessons	34	5.07%	

Note. *% based on total excluding "Never completed...." N=636

Table 15

How easy or difficult was it to understand the information in the lessons?

Rating	N	%
Very or mostly easy	294	43.88%
Equally difficult and easy	306	45.67%
Very or mostly difficult	52	7.76%
Never took any IMAGO lessons	18	2.69%

To further investigate how comprehensively the Industries and Local Paths lessons educate learners about MUSD high school pathways and potential careers and identify any knowledge gaps, we asked learners what questions they still had after completing the lessons. After coding, results revealed that almost 9% of learners had questions.

The following are examples of learner questions:

- How do people start a company?
- What if some of the career pathways are not in your high school?
- Is there a military pathway, if so that's what I want to do.
- Is there any type of different engineering
- If I wanted to be a psychologist what [pathway] would I put?





- I am a bit curious about the salaries of the jobs because I want to have a job that I love while also getting a fair salary that i´m also happy with.
- Which career makes you get the most money?
- How much money do you make in media arts and design?
- How many years do you have to take off college to be in the Medical field?
- What is required to get that job because you can't just get hired?
- I wonder if in the arts lessons if they teach you actual how to draw
- How hard are they and what's the difficulty?
- Can we take more than one class like if I want to take Education to be a teacher or hospitality to be doctor. For example If i can choose between the two if I can take both classes and see what I like the most?
- I was wondering if you can choose more than one pathway in high school?

How Lessons Impacted Learners

Lesson Outcomes

Table 16 - 21 summaries:

- 94.18% of students either learned some or a lot of new things from the lessons.
- 71.34% of students said Industries/Local Paths lessons had something that was valuable. Examples are provided after Tables 17 and 18.
- 86.79% of students said the Local Paths lessons at least somewhat helped them figure out what career pathway to choose in high school.
- 63.58% of students identified a specific career pathway they're most interested in studying in in high school. *Top 5: Engineering Technology, Animal Science, Performing Arts, Agriculture Business, and Patient Care.*
- 7.01% of students would not like to study any of the current pathways due to lack of interest, and 5.22% completed all the lessons but still need more information about pathways before they can decide.
- Only 14.33% of students said the lessons did not impact them and they are still not thinking about what they want to do in high school.

Table 16 shows that over 94% of students who took lessons learned at least some new things (some or a lot of new things).

Table 16

How much did you learn from the IMAGO lessons?

Rating	N	% of all	% of taken*
A lot of new things	245	36.57%	37.58%
Some new things	369	55.07%	56.60%
Nothing	38	5.67%	5.83%
Never took any lessons	18	2.69%	

Note. *% based on total excluding "Did not take lessons". N=652

Table 17

What things did you learn from the Industries and/or Local Paths lessons?

Responses	N	% of taken
What the different professional industries are	252	37.61%
About the topics involved in the different industries	237	35.37%
What career pathway options I can choose from in high school	264	39.40%
About the topics involved in the different career pathways	191	28.51%
What jobs / careers are related to the different career pathways	213	31.79%
Which industry each career pathway is part of	139	20.75%
Never used these lessons	84	12.54%

We asked students the most valuable thing they learned from Industries and/or Local Paths lessons. Responses were coded as "Yes" if they described something they learned and provided a description for it; otherwise, it was coded as "No" or according to any other type of response they provided (see Table 18).

Table 18

What was the most valuable thing you learned from the Industries and/or Local Paths lessons?

Response	N	% of all	% of taken
Yes (valuable learn)	356	53.13%	71.34%
No (no valuable learn)	73	10.90%	14.63%
Don't know	33	4.93%	6.61%
No Response / Unclear Response	37	5.52%	7.41%
Did not take lessons	171	25.52%	

Note. *% based on total excluding "Did not take lessons." N = 499.

The following are some examples of responses from learners describing the most valuable thing they learned:

- I learned that if you work hard enough you can achieve any goal.
- That you can make changes in the world.





- There is so much you can do with your life and that it's never too early to plan.
- When I go to high school I want to focus on my future so it won't go bad.
- It is good to learn about these things so you don't go to High school not knowing what Local path you want to do.
- There are many more interesting jobs than I have ever imagined.
- Is that I should choose a job I enjoy.
- Even though some jobs sound like they do nothing for the world, we actually need them.
- It helped me understand the industries better and see which ones I dislike and which ones I really liked.
- All the different types of pathways there are and how diverse each of them are. They are making me start thinking about what pathway I want to pursue.
- Was to make sure to pay attention, know what you're doing, and try your best in everything.
- It guided me and helped me understand what I wanted to do.
- To accomplish some things you need teamwork.
- How we can help people.
- How things work but also what it's like and that was really important because I got to see what it actually is and their experience so it made it easier to pick what I want to be when I'm older. Even though I still have trouble picking between being a teacher or a doctor.
- There are different types of classes that you can take for knowledge for your future career.
- I need to choose what's best for me because I will be studying that for many years.
- You don't have to be an adult to be successful or start some type of business
- Is how different the industries are from what I imagined.
- If you want to do something you have to believe in yourself.
- I can be many things when I grow up.

87% of students who took Local Paths said the lessons at least somewhat (i.e., “sort of” to “yes”) helped them identify which high school career pathway to pursue (see Table 19).

Table 19

Did the Local Paths lessons help you figure out what career pathway to choose in high school?

Response	N	% of all	% of taken*
Yes	163.00	24.33%	26.59%
Sort of	369.00	55.07%	60.20%
Not at all	81.00	12.09%	13.21%
Did not use Local Paths lessons	57.00	8.51%	

Note. *% based on total excluding "Did not take lessons." N=613

Table 20

Based on what you know so far, which career pathway do you think you'd most like to study when you're in high school?

Pathway	N	%
Engineering Technology	64	9.55%
Animal Science	51	7.61%
Performing Arts	47	7.01%
Agriculture Business	43	6.42%
Patient Care (Nursing)	36	5.37%
Design Visual and Media Arts	30	4.48%
Public Safety	26	3.88%
Agriculture Mechanics (Power)	18	2.69%
Food Service and Hospitality	17	2.54%
Marketing	17	2.54%
Agriculture Mechanics (Fabrication)	13	1.94%
Patient Care (Athletic)	12	1.79%
Plant Science	11	1.64%
Education (K-12)	9	1.34%
Child Development (Birth to TK)	8	1.19%
Production and Managerial Arts	7	1.04%
Residential and Commercial Construction	5	0.75%
Transportation	5	0.75%
Product Innovation and Design	4	0.60%
Entrepreneurship and Self-Employment	3	0.45%
I'm still not sure	151	22.54%
I still don't know enough about these pathways to choose, even though I COMPLETED all the Local Paths Lessons	35	5.22%
I don't know enough about these pathways to choose because I DIDN'T COMPLETE ANY/ENOUGH of the Local Paths Lessons	11	1.64%
I don't think I'd like to study any of these career pathways because they don't appeal to me	47	7.01%

Table 21

How have the Industries and Local Paths lessons impacted you? Select all that apply.

Response	N	% of 670
Made me start thinking about what I'm going to do in high school.	339	50.60%
Made me start thinking about what kind of career I'd like to pursue.	297	44.33%
Made me feel more prepared for high school.	221	32.99%
Made me feel more hopeful about my future.	203	30.30%
Made me feel more worried about going to high school.	72	10.75%
Have not impacted me because I am still not thinking about what I want to do in high school or careers.	96	14.33%

Facilitator Survey Results

To illustrate the sample of facilitators ($N = 29$) who completed the survey, Table 22 outlines their distribution across their reported school sites. Between one and three facilitators from each of 15 elementary sites completed the survey—most being from Lincoln, Madison, and Millview.

Table 22

School site

School	N	%
Adams	2	6.90%
Alpha	2	6.90%
Berenda	1	3.45%
Dixieland	1	3.45%
Howard	1	3.45%
La Vina	1	3.45%
Lincoln	3	10.34%
Madison	3	10.34%
Millview	3	10.34%
Nishimoto	2	6.90%
Parkwood	1	3.45%
Pershing	2	6.90%
Sierra Vista	2	6.90%
Virginia Lee Rose	1	3.45%
Washington	2	6.90%

How Facilitators Used the Lessons

Lesson Implementation

Table 23 - 28 summaries:

- 68.97% of teachers used the lessons as much or more than expected.
- 81.82% of high-use teachers use the lessons because they believe the lessons are valuable for students.
- 71.43% of low-use teachers said that a lack of time/space in existing curriculum prevented them from using the lessons more.
- 37.93% of the teachers facilitated lessons and/or class discussions about lesson topics when they used the Industries and Local Paths lessons.

Table 23 reveals that just over 24% ($n = 7$) used less than what was expected or did not use lessons at all (*low-use group*), while 76% ($n = 22$) used at least as much as expected or still used lessons despite being unaware of expectations (*high-use group*).

Facilitators were directed to different follow-up survey questions based on their usage-level determined by this question.

Table 23

How much did you use the IMAGO lessons?

Response	N	%
Used MORE than expected	6	20.69%
Used AS MUCH as expected	14	48.28%
Used LESS than expected	6	20.69%
I don't know what is expected, & DID NOT use the lessons	1	3.45%
I don't know what is expected, but DID use the lessons	2	6.90%

Tables 24 and 25 correspond to follow-up responses from only *high-use* facilitators.

Table 24

What motivated you to use these lessons?

Theme	N	%
I think the lessons are valuable for students	18	81.82%
To fulfill a requirement	14	63.64%
Lessons are enjoyable/interesting	11	50.00%
Lessons are fun to implement in class	7	31.82%
Students like the lessons	6	27.27%
I understand how and feel confident using the lessons	6	27.27%
I was curious about the lessons	4	18.18%
Lessons are relevant to what I teach	1	4.55%

Note. Includes only high-use facilitators (N=22).

When asked if they could use any other supports, over 77% ($n = 17$) of high-use facilitators said they did not need any, while close to 23% ($n = 5$) identified supports to help them better use lessons—including IMAGO introduction/training; a lesson-deadline timeline; & more controlled learner navigation to required lessons (see Table 25).

Table 25

Would any other support(s) help you get better use of these lessons?

Theme	Sample response(s)	N	%
IMAGO training/ intro	This was my first year in 6th grade and I would have liked more support on how to implement these lessons into my weekly lessons. Having an overview of IMAGO would have been good just to get a better understanding of it. I'm new to sixth grade and would probably benefit from a tutorial on how to use the program.	3	13.64%
IMAGO lesson- deadline timeline	It would be beneficial and helpful to have a guideline as to when each lesson should be completed, and which lessons should be first. Having an outline on lessons and dates would be helpful	1	4.55%
Streamlined learner navigation to only required lessons	It would be ideal if students only had access to Industries and Local Paths. Some would click around saying they were "lost" even after we covered the links they need to be using (Industries and Local Paths). I don't understand the need to have everything else accessible to them if they aren't going to use it.	1	4.55%

Note. Displays only results from high-use facilitators who identified additional supports. Percentages are based out of full group size (N=22).

Tables 26 and 27 include follow-up responses from only *low-use* facilitators.

Table 26

What prevented you from using Industries and Local Paths lessons more?

response	N	%
Did not have enough time/space in existing curriculum	5	71.43%
Did not know these lessons were available for me to use	1	14.29%
Did not have enough time to review &/or prepare to use these lessons	1	14.29%
Technical issues accessing/using lessons	1	14.29%
Was never told about IMAGO	1	14.29%

Note. Includes only low-use facilitators (N=7).

Over 71% of low-use facilitators said they would be more motivated if they had more time or regular/on-campus classes (see Table 27).

Table 27

What would motivate you to use these lessons more often?

Theme	Sample response(s)	N	%
More time	Having more time to facilitate them during the school day; More Time	3	42.86%
Regular/ on-campus class	A regular class will allow me and my class to complete the program!; Being on campus should help to use them more effectively.	2	28.57%
Admin requirement	Requirement from admin	1	14.29%
Understanding of IMAGO	Knowing what Imago is and how to use it	1	14.29%

Note. Includes only low-use facilitators (N=7).

The survey included two separate questions to learn how all 29 facilitators implemented each type of lesson. Facilitators reported using both the Industries and Local Paths lessons the same ways (see Table 28).

Table 28

How did you use the IMAGO Industries and Local Paths lessons? (mark all that apply)

Response	N	%
Assigned to students as individual work during class meeting times	15	51.72%
Assigned to students as homework	12	41.38%
Facilitated as a class lesson or had class discussions about lesson topics	11	37.93%
Did not use	1	3.45%

How Facilitators Used Resources

Support & Resource Usage

Table 29 – 36 summaries:

- 41.38% of teachers sought and received support.
- 91.67% of teachers who received support fully received the help they needed.
- 76.92% of facilitators who did not seek support reported that they did not need it because they already knew how to use IMAGO.
- 34.48% of facilitators watched IMAGO tutorials
- 37.93% of teachers used the Suggested Scope and Sequence resource document at least sometimes.
- 29.63% of facilitators who used lessons used the facilitator guides at least some of the time.

Table 29 reveals that just over 41% ($n = 12$) of facilitators sought and received support for using IMAGO, while close to 45% ($n = 13$) did not.

Facilitators were directed to different follow-up survey questions about IMAGO support based on their answer to this question. Those who answered “don’t remember” were not asked any additional questions about IMAGO support.

Table 29

Did you seek out and receive IMAGO support this year?

Response	N	%
No	13	44.83%
Yes	12	41.38%
Don't remember	4	13.79%

Tables 30 and 31 correspond to follow-up responses from only facilitators who sought support. Overall, facilitators who sought support received the help they needed and were satisfied with the speed.

Table 30

Did you get the help you needed from the support you received?

Response	N	%
Yes	11	91.67%
Somewhat	1	8.33%

Note. Includes only facilitators who did seek support (N=12).

Table 31

What went well or was lacking from the support you received?

Theme	Sample Responses	N	%
Effective/ rapid support	I always forget how to set up the new class each year, Mrs. Toney walked me through it and sent out an email with these steps. I got to see an example of a lesson. All of my questions were answered quickly and completely.	9	75.00%
Unclear	We just didn't have a lot of time to focus on Imago due to other obligations; "N/A"	2	16.67%
Nothing	Nothing	1	8.33%

Note. Includes only facilitators who did seek support (N=12).

Tables 32 includes follow-up responses from only facilitators who did not seek/receive support.

Table 32

What was the primary reason you did not seek out &/or receive support?

Response	N	%
Didn't need support because I already knew how to use IMAGO & didn't encounter any problems	10	76.92%
Wasn't aware that I could get support	2	15.38%
I found a solution before I reached out for support	1	7.69%

Note. Includes only facilitators who did not seek support (N=13).

Table 33 reveals that over 51% of facilitators in this study (n = 17) did not watch IMAGO tutorials. When asked why they did not use tutorials, 14 (of these 17) facilitators provided a reason. 50% did not access tutorials because they already knew how to use IMAGO without their help, and the other 50% were not aware of the tutorials.

Table 33

Did you watch any IMAGO tutorials?

Response	N	%
No	17	58.62%
Yes, but only some of them	9	31.03%
Yes, I watched all of them	1	3.45%
Not sure	2	6.90%

Table 34 reveals that over 62% of facilitators in this study (n = 18) did not use the Suggested Scope & Sequence, and Table 35 outlines reasons provided by these facilitators for not using this resource. Of the 18 facilitators who never/rarely used the resource guide, most weren't aware of it, & 1/3 (n = 6) already understood how to incorporate the lessons into their curricula.

Table 34

How often did you use the Suggested Scope & Sequence resource document?

Response	N	%
Never or rarely	18	62.07%
Sometimes	7	24.14%
Often or always	4	13.79%

Table 35

If you never or rarely used the resource guide, why?

Response	N	%
N/A (Used resource guide)	11	excluded
Wasn't aware of the resource document	8	44.44%
Already understood how to incorporate the Industries and Local Paths lessons into my curriculum	6	33.33%
Forgot	2	11.11%
Time (It didn't fit into our limited instructional time and deployment model this school year)	1	5.56%
Allowed students the option to choose what interest them	1	5.56%

Note. Percentages calculated based on only facilitators who did not use the document (N=18).

Table 36 shows that, for this question, 27 facilitators responded indicating that they used lessons (2 said they never used lessons). Of facilitators who used lessons, over 48% (n = 13) used facilitator guides at least some of the time

Table 36

Did you use any facilitator guides?

Response	N	%
No	14	51.85%
Yes, but only some of them	8	29.63%
Yes, I always used them when they were available	5	18.52%
Never used lessons	2	excluded

Note. Percentages calculated based on excluding 2 facilitators who selected "Never used lessons" (N=27).

When asked why they did not use facilitator guides, reasons provided included being unaware that facilitator guides were available, time restraints, & not needing the facilitator guides.

The following are examples of responses from facilitators explaining why they did not use facilitator guides:

- I taught the lessons last year so I feel confident teaching the lessons without the guide now.
- I didn't know they were available.
- Just didn't have time.

What Facilitators Thought About the Lessons

Facilitator Feedback & Experiences

Table 37 – 39 summaries:

- 96.15% of teachers felt the lessons were valuable for learners.
- 82.35% of teachers experienced success related to the lesson-implementation &/or their facilitation
- 68.75% of teachers described a challenge related to lesson-implementation.

After excluding three unclear/unrelated responses, over 96% of facilitators ($n=25$) indicated that they think the lessons are valuable for learners (see Table 37).

Table 37

In your opinion, how valuable are these lessons for your students?

Theme	Sample response	N	%
Valuable	<i>see below</i>	25	96.15%
Unrelated/ unclear response	Some students really enjoyed them (about 30%) of the class. Others were ambivalent to them.	3	<i>excluded</i>
not valuable	I thought some of the industries may have been out of sixth graders thinking.	1	3.85%

Note. Percentages calculated based on N=26.



The following are some examples of facilitator responses suggesting that they found value in the lessons:

- It is very important to expose students to the many career pathways. The program allows students to preview the courses they will have access to in Middle and High School. IMAGO helps students develop interests, and think about their futures. IMAGO helps students understand that there are careers in every area of interest.
- They are very valuable especially because the majority of our students do not attend college after high school. This allows them to see the many opportunities available to them. As a parent of two kids who have had to decide in 8th grade what pathway they had to take in high school the Imago lessons were very much appreciated. Other than the Imago lessons they took in 6th grade they received no other information about the pathways offered. Without Imago they would have had to decide what their next four years would be based on virtually no information. The local pathway lessons are the most valuable in my opinion. They love to see family or friends in the videos, it helps them connect to it a lot more.
- it exposes them to careers that they didn't know about previously -- very valuable and helps them to dream big!

Table 38 shows that, for this question regarding implementation success, 17 facilitators responded clearly indicating that they used lessons (11 said they never used lessons). Of these facilitators, over 82% ($n = 14$) described a success related to learner engagement or class discussions.

Table 38

When you implemented lessons, was anything about the lesson/your facilitation successful?

Theme	N	%
Identified success from lesson implementation	14	82.35%
Never implemented any lessons	11	<i>excluded</i>
Didn't identify success	3	17.65%
Unclear	1	<i>excluded</i>

Note. Percentages calculated based on N=17.

The following are examples of facilitator responses describing a success from the lesson or their facilitation:

- Presenting the videos to my students and then having discussions about the videos before allowing them to complete the study guides was very beneficial. I also provided sentence frames for responses at the beginning until my students were confident to respond on their own.
- Imago leads into our science and history very well. Our history talks a lot about farming for food (agriculture) and how each culture treated its people (hospitality). Many of the Imago lessons have an activity that is hands on they can use to apply their Engineering and Design science standards to. The new business finance one was perfect for my math lesson!
- The discussion questions allowed for a better understanding of the possibilities within the area of focus.
- The lessons and questions helped spark discussions and sharing.
- When teachers guide the lessons... you get more student engagement.

Table 39 shows that, for this question regarding implementation challenges, 16 facilitators provided responses indicating that they used lessons (13 said they never used lessons). Of these facilitators, close to 69% (n = 11) described challenges—including facilitation in distance learning, using lessons as homework, learner completion of assigned work, & technical issues assigning/using lessons.

Table 39

When you implemented lessons, was anything about the lesson/your facilitation difficult or unsuccessful?

Theme	N	%
Never implemented lessons	13	<i>excluded</i>
Experienced difficulties	11	68.75%
Nothing difficult/unsuccessful	5	31.25%

Note. Percentages calculated based on N=16.

The following are examples of facilitator responses describing a lesson-implementation challenge:

- Not being able to see what students were doing in real time was a little challenging but that was due to distance learning.
- Students in Distance Learning were not always participating when I taught the lesson.
- I wish I had a list of all the career paths at the high schools or MadTech and which schools had which career path so I can help the students see how these lessons will apply to them.
- The only thing that was difficult was trying to do a whole class implementation of IMAGO during virtual instruction. The conversations that we would have normally had about the lessons were missing and I realized how important that was to engaging students.

- Since it was asynchronous work, it was hard to make sure students were appropriately doing the lessons.

Discussion & Recommendations

There was a slight decrease in total learners and lessons accessed compared to the last report from the 18–19 school year. Fewer lessons were accessed because fewer learners accessed lessons, and the percent of lessons accessed was also slightly lower than the prior report.

Access rates ranged from 25%–89% across sites, with Alpha and Lincoln both above 80%. The usage data summarized in this report represents only the facilitators who digitally assigned IMAGO lessons and their corresponding learners. It is possible some facilitators never created digital classes and still facilitated lessons with their students from their own facilitator account. These cases cannot be digitally recorded for each student and therefore actual usage may differ from the totals in this report.

Learner survey results reveal that they generally found value in and moderately enjoyed the lessons. Results revealed that many learners have started thinking about what they want to do in their professional futures, and 87% of these 6th graders reported having a better idea about what career pathway they want to pursue in high school, suggesting that these lessons are doing what their intended to do—helping students understand and identify personally meaningful pathways to follow in high school and beyond.

Learner and facilitator responses revealed that learners are most often completing these lessons independently. Because lessons tend to have more success when accompanied by at least peer or teacher discussions, it would be worthwhile to design feasible approaches & guide teachers in using lessons in distance learning.

Facilitator survey findings indicate that most who used the lessons feel they are valuable for students. Additionally, results reveal that a considerable portion are comfortable with using lessons, but time for preparation and implementation is an obstacle, and many facilitators could benefit from training and resource refreshers.

Findings from this study are on par with those from the prior two studies. These findings should be discussed and considered by IMAGO and MUSD where feasible to create a better user experience for teachers and students, and increase impact. For IMAGO specifically, effort should be invested in simplifying the registration and navigation on the platform, creating a more robust reporting system, optimizing the speed of the platform, adjusting study guides while balancing rigor and classroom time to complete it, and aim to reduce lesson time.

Using the questions learners had after completing the lessons (p. 10–11) and the suggestions provided by facilitators and learners on the following page, MUSD and IMAGO can work together to develop additional solutions to improve experiences and bridge gaps in information identified by the teachers and students in this study.

Learner & Facilitator Suggestions

Facilitator suggestions/requests:

- I would have liked the students to have access to more of the life skills and core skills.
- Change the order of the lessons so that they match at least one of our textbooks (suggestion: TWIG or McGraw)
- Easier navigation for students, lots of lessons perhaps eliminating some to make it manageable to complete all lessons with all other subjects teachers must teach that require grades.
- Is there a way to add on and expand each of the topics, continuing to update the local pathway videos or fill the gaps of those not yet completed. It would be appreciated.
- Having local people present the careers would be a great motivator for our students. Also, at mid point have a check in to see what students think about careers presented in IMAGO.
- Sending periodic reminders about our completion percentages works, we may gripe a little about it but it does make us more aware that we are being held accountable for completion. Thank you for stopping by my classroom.

Learner suggestions on how to improve the lessons:

- Add more lessons and add examples of the job. For example showing where the job takes place and what they do.
- Explain to us more and show us around and not just one place.
- Less work and more of the careers, show more what the kids want to know about what jobs they want.
- Added more of the high school students talking and how it feels to be in high school.
- What the students do after they graduate HS, like if they are still in the same career path.
- Show me how to build something in construction or engineering.
- People who already work on these industries.
- Add a game that could teach you about what will happen in this career.

Some student suggestions involved adding information about other pathways:

- Criminology investigator
- App designer or actress
- Music, anime
- Architecture
- Animation or art
- Software engineer or how to start up your own company
- How to make money on the internet and stuff
- Being a cook or other stuff
- How to pay tax or even bills and add jobs you can apply for at a young age
- Added games to the questions and fashion design topic
- Sports because I'm a basketball player
- I think having to do more research about the topic as a class would be more interesting