MAKING CAREER PATHWAYS VISIBLE

A LEADERSHIP TOOLKIT FOR DISTRICT TEAMS



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DESIGNING THE STUDENT JOURNEY

EVERY STUDENT DESERVES A PATHWAY THEY CAN SEE, UNDERSTAND, AND CONFIDENTLY NAVIGATE.

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LEADERSHIP TOOLKIT

ABOUT THIS TOOLKIT

Practical tools. Meaningful conversations. Lasting impact.



WHY THIS TOOLKIT?

Career pathways become meaningful when students can clearly see how learning connects to their future. While many districts have exceptional career-connected learning opportunities, they are not always easy for students and families to see, understand, or navigate.

The **Making Career Pathways Visible Leadership Toolkit** provides practical leadership tools that help district teams strengthen pathway visibility through meaningful conversations, collaborative planning, and intentional action.

Rather than introducing another initiative, these resources are designed to **build upon the outstanding work** already happening in your schools and communities.

HOW TO USE THESE LEADERSHIP TOOLS

GATHER
the right people.

Invite the individuals who influence student experiences and pathway decisions. Diverse perspectives lead to stronger solutions.

DISCUSS
what matters most.

Use the reflection questions to celebrate strengths, identify opportunities, and build shared understanding.

ACT
with purpose.

Leave every discussion with one clear commitment that moves your district forward.

THE LEADERSHIP CYCLE

SEE
Understand the current reality.

→

DESIGN
Create intentional systems and experiences.

→

SUSTAIN
Measure progress, strengthen partnerships, and continuously improve.

BEST USED DURING

- District Leadership Meetings
- Strategic Planning
- School Improvement Planning
- Career Connected Learning Teams
- Professional Learning
- Advisory Committees

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LEADERSHIP TOOL #1

CAREER PATHWAY VISIBILITY AUDIT

Strategic Reflection



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LEADERSHIP TOOL #1

ABOUT THIS TOOL



PURPOSE

This tool helps district leadership teams examine how well career pathway opportunities are communicated, connected, and accessible for all students. The audit identifies strengths, reveals opportunities for growth, and guides intentional next steps.

- Assess the visibility of career pathways across your district.
- Identify gaps and opportunities to improve student awareness and understanding.
- Create a shared plan for clearer, more accessible pathway communication.

RECOMMENDED PARTICIPANTS

District leadership, CTE leaders, counselors, communications staff, teaching staff, community partners, and others who influence student pathway experiences.

ESTIMATED TIME

60-90 minutes for the audit and discussion.

30-60 minutes for action planning.

LEADERSHIP CONVERSATIONS

Reflection questions prompt meaningful dialogue about current practices, student experiences, and ways to strengthen visibility.

ACTION PLANNING

Use the findings to prioritize actions, assign responsibilities, and establish timelines for improvement.

CAREER PATHWAY VISIBILITY AUDIT

For each statement, consider your district's current reality. Circle the number that best represents your district.

VISIBILITY DIMENSION	WHAT WE CONSIDER	RATING
AWARENESS Can students and families find and recognize pathways?	Information about career pathways is easy to find, accessible, and promotes a clear understanding of options.	1 2 3 4 5
UNDERSTANDING Do students and families understand the value and next steps?	Pathways are communicated in student-friendly language, show connections to interests, skills, and future opportunities, and outline next steps.	1 2 3 4 5
NAVIGATION Is it easy to explore and move through pathways?	Students know where to go for support and can navigate course sequences, experiences, and resources with confidence.	1 2 3 4 5
EXPERIENCES Are meaningful experiences visible and accessible?	Students have access to career-connected experiences (e.g., tours, job shadows, WBL, dual credit) that build awareness and skills.	1 2 3 4 5
PARTNERSHIPS Are partnerships visible and leveraged?	Partnerships with business, postsecondary, and community organizations are visible and enhance student opportunities.	1 2 3 4 5
CONTINUOUS MANAGEMENT Do we use data and feedback to improve visibility?	We gather feedback, use data, and continuously refine how pathways are communicated and experienced.	1 2 3 4 5

SCORE:

Add your scores above.

Total Score: _____/30

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LEADERSHIP TOOL #1

CAREER PATHWAY VISIBILITY

Conversation Guide

A Leadership Reflection Using the Five Design Principles

DESIGN PRINCIPLE #1

STUDENTS CAN SEE THEMSELVES

Every student should see themselves reflected in the pathways, role models, and opportunities available to them. Representation builds belonging, inspiration and belief in what's possible.



DESIGN PRINCIPLE #2

STUDENTS KNOW THEIR NEXT STEP



Students understand the next steps available to them- and how to take them. Clear pathways, timely guidance, and intentional support help students move forward with confidence.

DESIGN PRINCIPLE #3

STUDENTS UNDERSTAND WHY LEARNING MATTERS

Students understand how what they are learning connects to their lives, interests, and future goals. Real-world relevance, meaningful experiences, and clear purpose make learning engaging and help students see the value of their education every day.



DESIGN PRINCIPLE #4

FAMILIES CAN FIND THEIR WAY



Families can easily find, understand, and support the pathways available to their students. Clear information, welcoming communication, and multi-language access remove barriers and build trust.

DESIGN PRINCIPLE #5

PATHS LEAD SOMEWHERE

Students can clearly see how today's opportunities connect to future education, careers, credentials, and meaningful employment. Every pathway has a purpose- and students believe in the possibilities ahead.



EVERY STUDENT DESERVES A PATHWAY THEY CAN SEE, UNDERSTAND, AND CONFIDENTLY NAVIGATE.

EXPLORING REGISTRATION GUIDES AND CAREER PATHWAY APPROACHES

Identify a few websites and registration guides from other school districts. Reflect on the Design Principles for making career pathways visible.

1

District:

Website:

Ease of finding information:

What's missing? What aspects are lacking in helping students and families?

2

District:

Website:

Ease of finding information:

What's missing? What aspects are lacking in helping students and families?

3

District:

Website:

Ease of finding information:

What's missing? What aspects are lacking in helping students and families?



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LEADERSHIP TOOL #2

FINDING EVIDENCE OF CAREER PATHWAYS

Strategic Reflection



THINK LIKE A DESIGNER:

OBSERVE. GATHER EVIDENCE. LOOK FOR PATTERNS. SEE WHAT'S THERE AND WHAT'S MISSING- BEFORE YOU REDESIGN THE EXPERIENCE.

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LEADERSHIP TOOL #2

ABOUT THIS TOOL



PURPOSE

This tool helps leadership teams examine a registration guide, course catalog, or scheduling website through the lens of the Five Design Principles.

The goal is not to evaluate for compliance or completeness. The goal is to **think like designers.**

Designers begin by observing. They look for patterns, gather evidence, and notice what is present- and what is missing- before redesigning the experience.

FLEXIBLE FACILITATION OPTIONS

This activity can be facilitated in several different ways depending on your team and available space.

COMPLETE INSIDE THE TOOLKIT

Ideal for small leadership teams.

Use the Evidence Wall pages directly in the toolkit.

Write or draw evidence in the spaces provided.

Use the reflection prompts to guide your conversation.

USE STICKY NOTES ON A POSTER

Ideal for district workshops, leadership retreats, or communities of practice.

Print the Evidence Wall pages as a poster or on large chart paper.

Use colorful sticky notes to capture evidence as you review the guide.

Cluster similar themes and patterns.

Take a photo to capture your work.

CREATE A GALLERY WALK

Ideal for larger teams or collaborative sessions.

Post five large posters around the room- one for each Design Principle.

Teams rotate around the room, adding evidence to sticky notes.

Encourage movement, discussion, and shared thinking.

TIPS FOR SUCCESS

- Look through the eyes of a student and family.
- Capture both strengths and gaps.
- Listen to your team's different perspectives.
- Focus on progress, not perfection.

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LEADERSHIP TOOL #2

FINDING EVIDENCE OF CAREER PATHWAYS

Strategic Reflection

LOOKING FOR EVIDENCE

EVIDENCE COLLECTION GUIDE

As you review your registration guide, course catalog, or scheduling website, collect evidence using the Five Design Principles.

DESIGN PRINCIPLES

- Students Can See Themselves
- Students Know Their Next Step
- Students Understand Why Learning Matters
- Families Can Find Their Way
- Pathways Lead Somewhere

EVIDENCE EXAMPLES

- Student stories or testimonials
- Photos of students in action
- Diverse representation
- Career pathway graphics
- Course sequences or progressions
- "Next Step" information
- College or training connections
- Industry or employer partners
- Work-based learning opportunities
- Career outlook or wage data
- Industry credentials or certifications
- QR codes or links to learn more

REMEMBER:
COLLECT EVIDENCE BEFORE DISCUSSING IMPROVEMENTS

Our goal is to understand what's working, what's missing, and what could make career pathways easier to see, understand, and navigate.

EVIDENCE WALL

What evidence did we find?

Students Can See Themselves	Students Know Their Next Step	Students Understand Why Learning Matters	Families Can Find Their Way	Pathways Lead Somewhere

REFLECTION AND INSIGHTS

WHAT SURPRISED US?

What stood out as we reviewed the guide?

WHICH DESIGN PRINCIPLE HAD THE MOST EVIDENCE? LEAST EVIDENCE?

Most:

Least:

WHAT PATTERNS DID WE NOTICE?

What trends or themes emerged from our evidence?

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LEADERSHIP TOOL #2

FINDING EVIDENCE OF CAREER PATHWAYS

Strategic Reflection

FROM EVIDENCE TO ACTION

TURN INSIGHTS INTO IMPACT

Use the insights from your Evidence Wall to identify your top design moves. Focus on actions that will strengthen visibility, understanding, and navigation for students, families, and partners.

1 DESIGN MOVE
What change will we make?

_____

_____

_____

Who will lead this? _____

What is the timeline? _____

What outcome do we expect? _____

_____

2 DESIGN MOVE
What change will we make?

_____

_____

_____

Who will lead this? _____

What is the timeline? _____

What outcome do we expect? _____

_____

3 DESIGN MOVE
What change will we make?

_____

_____

_____

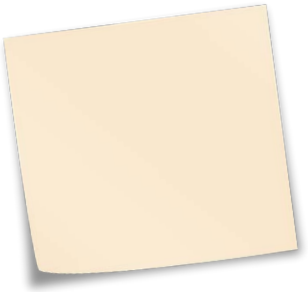
Who will lead this? _____

What is the timeline? _____

What outcome do we expect? _____

_____

Ideas, Notes, and Insights





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LEADERSHIP TOOL #3

DESIGN THROUGH THE STUDENT'S EYES

Think Like A Designer



DESIGNING SYSTEMS THAT WORK FOR EVERY LEARNER

USE STUDENT SCENARIOS TO SURFACE ASSUMPTIONS, SPARK MEANINGFUL CONVERSATIONS, AND DESIGN EXPERIENCES THAT HELP EVERY STUDENT SEE THEIR POSSIBILITIES AND TAKE THEIR NEXT STEP.

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LEADERSHIP TOOL #3

ABOUT THIS TOOL



PURPOSE

Students experience school in different ways- and their needs, interests, and challenges are not the same. Yet too often, systems are designed for the "average" student that doesn't really exist.

Student scenarios help leadership teams step into the shoes of real learners. They spark empathy, uncover assumptions, and reveal opportunities to strengthen the student experience for everyone.

THIS TOOL WILL HELP YOUR TEAM:

- See your system through the eyes of different students.
- Surface strengths, gaps, and unintended barriers.
- Identify what every student needs to see, understand, experience, and do next.
- Design more inclusive, connected, and future-ready pathways.
- Take action that makes a meaningful difference.

HOW TO USE THIS TOOL:

1. **READ EACH SCENARIO**
   Get to know the student- their strengths, questions, and goals.
2. **HAVE THE CONVERSATION**
   Use the Five Design Principles to explore how your current system supports (or doesn't support) this student.
3. **IDENTIFY DESIGN MOVES**
   Brainstorm ideas and strategies that would create a better experience for this student.
4. **COMPARE & CONNECT**
   Look across all scenarios. What patterns emerge? Where will you focus?
5. **TAKE ACTION**
   Prioritize your ideas and document next steps. Small moves create big change.

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LEADERSHIP TOOL #3

STUDENT SCENARIO 1

MEET *Alex*



"I'm interested in a lot of things, but I'm not sure where to start."

GRADE
10th Grade

LOCATION
Rural Community

INTERESTS
Engineering, Sports, Video Games, Music

ALEX'S STORY

Alex is a curious and motivated student who enjoys hands-on projects and solving problems. He works hard in class and is involved in sports and band. Alex isn't sure what he wants to do after high school and sometimes feels overwhelmed by all the options. He wants to make the right choice but isn't sure how to explore what might be the best fit for him.

WHAT ALEX ALREADY HAS

- Curious and open-minded attitude
- Interest in activities and extracurriculars
- Support from his family
- Strong work ethic
- Teachers who care

WHAT ALEX STILL NEEDS

- Exposure to a variety of career pathways
- Help identifying his strengths and interests
- Opportunities to explore in real-world settings
- Guidance on next steps beyond high school
- Confidence in making decisions

DESIGN THROUGH ALEX'S EYES

1 STUDENTS CAN SEE THEMSELVES
How would Alex know he belongs in your schools and programs?

2 STUDENTS KNOW THEIR NEXT STEP
What clear next steps can you help Alex take?

3 STUDENTS UNDERSTAND WHY LEARNING MATTERS
How would Alex connect what he learns today to his future?

4 FAMILIES CAN FIND THEIR WAY
How can Alex's family easily find and understand the opportunities available?

5 PATHWAYS LEAD SOMEWHERE
What experiences would build Alex's confidence and open doors to meaningful opportunities?

ASK YOURSELVES: If this student entered your district tomorrow... what would be different?

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LEADERSHIP TOOL #3

STUDENT SCENARIO 2

MEET *Maya*



"I love helping others and want to work in healthcare. I just need to know how to get started."

GRADE
11th Grade

LOCATION
Rural Community

INTERESTS
Healthcare, Biology, Volunteering, Art

MAYA'S STORY

Maya has always enjoyed science and helping people. She volunteers at a local care center and can picture herself working in healthcare someday. After school, Maya works to help support her family, and because of her work schedule and transportation challenges, she is often unable to stay after school for activities or extra academic support. Her parents are supportive but are not familiar with dual credit or career pathway options. Maya is motivated and ready to learn—she just needs a clear pathway to follow.

WHAT MAYA ALREADY HAS

- Strong interest in helping others
- Good grades in science
- Active in community service
- Supportive family
- Determination and resilience

WHAT MAYA STILL NEEDS

- Clear information about healthcare career pathways
- Opportunities for hands-on experience
- Transportation solutions
- Help understanding dual credit and scholarships
- A trusted adult mentor

DESIGN THROUGH MAYA'S EYES

1 **STUDENTS CAN SEE THEMSELVES**
How would Maya know she belongs in your schools and programs?

2 **STUDENTS KNOW THEIR NEXT STEP**
What clear next steps can you help Maya take?

3 **STUDENTS UNDERSTAND WHY LEARNING MATTERS**
How would Maya connect what she learns today to her future?

4 **FAMILIES CAN FIND THEIR WAY**
How can Maya's family easily find and understand the opportunities available?

5 **PATHWAYS LEAD SOMEWHERE**
What experiences would build Maya's confidence and open doors to meaningful opportunities?

ASK YOURSELVES: If this student entered your district tomorrow... what would be different?

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LEADERSHIP TOOL #3

STUDENT SCENARIO 3

MEET *Jordan*



"I like building things and figuring out how they work. I just don't always see that as a 'real' career option."

GRADE
10th Grade

LOCATION
Small Town

INTERESTS
Skilled Trades, Automotive, Welding, Design, Outdoors

JORDAN'S STORY

Jordan loves hands-on work. He spends time in the garage fixing engines and building custom projects. He learns best by doing, but traditional classes haven't always engaged him. Jordan wants a career where he can build, problem-solve, and work with his hands. He is not sure how to turn his interests into a high-wage career or where to get training after high school. His family is supportive, but he needs someone else to help him see what's possible.

WHAT JORDAN ALREADY HAS

- Problem solver
- Strong mechanical aptitude
- Hands-on learning style
- Hardworking and reliable
- Passionate for building and creating

WHAT JORDAN STILL NEEDS

- Awareness of career pathways in skilled trades
- Access to industry experiences and mentors
- Information about training and certifications
- Confidence that this path has long-term potential
- Guidance on postsecondary options and costs

DESIGN THROUGH JORDAN'S EYES

1 STUDENTS CAN SEE THEMSELVES
How would Jordan know he belongs in your schools and programs?

2 STUDENTS KNOW THEIR NEXT STEP
What clear next steps can you help Jordan take?

3 STUDENTS UNDERSTAND WHY LEARNING MATTERS
How would Jordan connect what he learns today to his future?

4 FAMILIES CAN FIND THEIR WAY
How can Jordan's family easily find and understand the opportunities available?

5 PATHWAYS LEAD SOMEWHERE
What experiences would build Jordan's confidence and open doors to meaningful opportunities?



ASK YOURSELVES: If this student entered your district tomorrow... what would be different?

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LEADERSHIP TOOL #3

STUDENT SCENARIO 4

MEET *Elena*



"I'm new here and still learning how things work. I want to do well and be part of something."

GRADE
9th Grade

LOCATION
New to District
(First Year in MN)

INTERESTS
Science, Math, Languages, Dance, Helping Others

ELENA'S STORY

Elena moved to the United States last year from another country. She is adjusting to a new school, new language nuances, and a new culture. Elena works hard in class and has strong academic skills, especially in math and science. She wants to go to college and become a doctor someday. Elena isn't sure what opportunities are available in high school or how to get involved. She wants to make friends, build her confidence speaking up, and feel like she truly belongs.

WHAT ELENA ALREADY HAS

- Strong academic skills
- Determination and perseverance
- Bilingual abilities and cultural perspective
- Interest in helping others
- Willingness to try new things

WHAT ELENA STILL NEEDS

- Help navigating school and opportunities
- Connecting with peers and trusted adults
- Language and communication confidence
- Information about college and financial aid
- Opportunities to belong and share her talents

DESIGN THROUGH ELENA'S EYES

1 **STUDENTS CAN SEE THEMSELVES**
How would Elena know she belongs in your schools and programs?

2 **STUDENTS KNOW THEIR NEXT STEP**
What clear next steps can you help Elena take?

3 **STUDENTS UNDERSTAND WHY LEARNING MATTERS**
How would Elena connect what she learns today to her future?

4 **FAMILIES CAN FIND THEIR WAY**
How can Elena's family easily find and understand the opportunities available?

5 **PATHWAYS LEAD SOMEWHERE**
What experiences would build Elena's confidence and open doors to meaningful opportunities?

ASK YOURSELVES: If this student entered your district tomorrow... what would be different?

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LEADERSHIP TOOL #3

STUDENT SCENARIO 5

MEET *Aaliyah*



"I have so many ideas and care about my community. I want to create, lead, and make a difference."

GRADE
11th Grade

LOCATION
Mid-Sized Town

INTERESTS
Entrepreneurship, Arts, Marketing, Social Justice, Leadership

AALIYAH'S STORY

Aaliyah is creative, energetic, and deeply invested in her community. She enjoys art, digital design, and leading projects that make a positive impact. Aaliyah has big ideas. One day she wants to start her own business or nonprofit. She's not always sure how to turn her ideas into a plan or find the right people and resources to help. Aaliyah wants to learn by doing, lead alongside others, and create solutions for real problems.

WHAT AALIYAH ALREADY HAS

- Creativity and big ideas
- Leadership potential
- Strong communication skills
- Passion for her community
- Willingness to learn and grow

WHAT AALIYAH STILL NEEDS

- Opportunities to lead and try ideas
- Mentors and role models in her interests
- Business and financial literacy support
- Connections to industry and community partners
- Space and time to explore and create

DESIGN THROUGH AALIYAH'S EYES

1 STUDENTS CAN SEE THEMSELVES
How would Aaliyah know she belongs in your schools and programs?

2 STUDENTS KNOW THEIR NEXT STEP
What clear next steps can you help Aaliyah take?

3 STUDENTS UNDERSTAND WHY LEARNING MATTERS
How would Aaliyah connect what she learns today to her future?

4 FAMILIES CAN FIND THEIR WAY
How can Aaliyah's family easily find and understand the opportunities available?

5 PATHWAYS LEAD SOMEWHERE
What experiences would build Aaliyah's confidence and open doors to meaningful opportunities?

ASK YOURSELVES: If this student entered your district tomorrow... what would be different?

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LEADERSHIP TOOLKIT

CREATE YOUR OWN STUDENT *Story*

Every district has students whose stories deserve to be understood.
Use this page to capture the experience of a student in your school and design a pathway that helps them thrive.



STUDENT NAME

GRADE

STUDENT VOICE
What might this student say?

TELL US ABOUT THIS STUDENT

What are they passionate about?

What do they hope for?

What strengths do they bring?

What questions are they asking?

What experiences have shaped them?

WHAT DOES THIS STUDENT ALREADY HAVE?

What are their strengths, interests, relationships, talents, and experiences?

WHAT DOES THIS STUDENT STILL NEED?

Are their current experiences and connections able to guide them? Do they have the correct information and confidence to be successful? What opportunities are available to them?

DESIGN THROUGH THE STUDENT'S EYES

Use the Five Design Principles to design a better experience for this student.

1 **STUDENTS CAN SEE THEMSELVES**
How would this student know they belong in your schools and programs?

2 **STUDENTS KNOW THEIR NEXT STEP**
What clear next steps can you help this student take?

3 **STUDENTS UNDERSTAND WHY LEARNING MATTERS**
How would this student connect what they learn today to their future?

4 **FAMILIES CAN FIND THEIR WAY**
How can this student's family easily find and understand the opportunities available?

5 **PATHWAYS LEAD SOMEWHERE**
What experiences would build this student's confidence and open doors to meaningful opportunities?

OUR FIRST DESIGN MOVE

If we could change one thing for the student tomorrow, what would it be?

SIX MONTHS LATER...

How will we know this student's experience has improved?

WHO CAN HELP?

List people, partners, or resources that can support this student.

NOTES, IDEAS, AND NEXT STEPS

Use this space for additional thoughts, sketches, or action steps.



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LEADERSHIP TOOL #4

DESIGNING THE STUDENT JOURNEY



DESIGNING SYSTEMS THAT WORK FOR EVERY LEARNER

MAP THE EXPERIENCES, OPPORTUNITIES, CONVERSATIONS, AND RELATIONSHIPS THAT SHAPE YOUR STUDENTS' CAREER DEVELOPMENT- ACROSS EVERY GRADE AND BEYOND HIGH SCHOOL.

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LEADERSHIP TOOL #4

ABOUT THIS TOOL

PURPOSE

This tool helps district leadership teams visualize the full student experience across career pathways. Rather than viewing school through departments, committees, or individual programs, it encourages teams to see each student's experience as one connected journey. The process identifies strengths, reveals gaps and opportunities, and guides the design of a more connected system that helps every student see, understand, and confidently navigate their future.

FLEXIBLE FACILITATION OPTIONS

Choose the approach that best fits your team.

LEADERSHIP TEAM PLANNING

Ideal for district leadership teams

Use the Journey Mapping pages during planning meetings to identify current experiences, celebrate strengths, and uncover opportunities to strengthen the student journey.

INTERACTIVE DESIGN WALL

Ideal for workshops

Print the Journey Map as a large poster. Use sticky notes. Invite participants to stand, collaborate, move ideas, and redesign the student experience together.

DEPARTMENT REFLECTION

Ideal for entire districts

Individual departments map only the experiences they directly influence. Then combine everyone's work into one district journey. This reveals silos and builds a more complete picture.

STUDENT JOURNEY WALK

Choose one student (or create a student persona) and trace their path through the journey map. Ask: Would they experience this? Would they know about it? Could they access it?

ANNUAL CONTINUOUS IMPROVEMENT

Repeat this activity every year. Use different colored sticky notes to identify new experiences, removed experiences, improved connections and growing partnerships. Make the map a living document.

JOURNEY MAPPING PRINCIPLES

- Map what students actually experience- not what we hope they experience.
- Start with the student perspective, not the organizational chart.
- Identify a real experience, conversation, or opportunity.
- Celebrate strengths before identifying gaps.
- Look for connections, not just collections of activities.



REMEMBER:
Every student deserves a pathway they can see, understand, and confidently navigate.

AS YOU MAP LOOK FOR...

- Connected experiences
- Clear transitions
- Student choice
- Family understanding
- Industry connections
- Missing opportunities
- Redundant activities
- Moments where students may feel lost

CONSIDER MAPPING OPPORTUNITIES SUCH AS...

REGIONAL CAREER EXPLORATION

- 9th Grade Career Navigator
- 10th Grade Career Expo
- 11th Grade Career Day
- Tour of Manufacturing
- Construct Tomorrow
- Career Exploration for All
- SouthPoint Budget City
- JA Finance Park Mobile

CAREER-CONNECTED ENRICHMENT

- SCRUBS Camp
- Transportation Works!
- CTSOs (e.g., FFA, HOSA, DECA)
- Future City Competition
- Life Smarts Competition

CAREER PROGRAMMING

- AVID
- Career Academies
- Career Planning Courses
- Career Navigation Tools
  - MCIS
  - Zello
  - Naviance
- Work- Based Learning

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LEADERSHIP TOOL #4

MAPPING THE STUDENT JOURNEY

THE STUDENT JOURNEY Key Questions Students are Asking	**K- 4TH GRADE** What sparks my curiosity?	**5TH - 8TH GRADE** What interests, strengths, and values are emerging?	**9TH GRADE** What pathways and possibilities are available to me?
OPPORTUNITIES & PATHWAYS What opportunities help students explore and grow at this stage?			
SUPPORT & CONNECTIONS Who supports students along the way?			
TRANSITION POINTS Where do students make key decisions or shifts?			

THE FIVE DESIGN PRINCIPLES

1

STUDENTS CAN SEE THEMSELVES

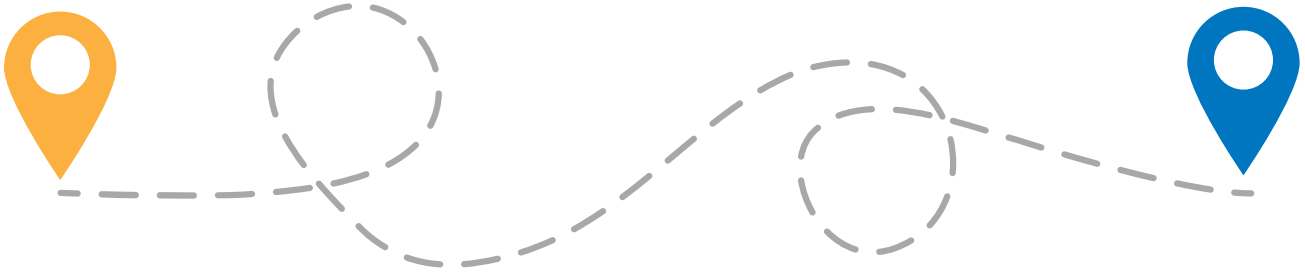
Every student sees a future that includes them.

2

STUDENTS KNOW THEIR NEXT STEP

Every student has a clear and supported next step.

EVERY STUDENT DESERVES A PATHWAY THEY CAN SEE, UNDERSTAND, AND CONFIDENTLY NAVIGATE.



10TH GRADE How can I explore careers and build real-world insight?	11TH- 12TH GRADE How can I deepen my skills and prepare for my future?	BEYOND How will I continue to grow, contribute, and lead?

3

STUDENTS UNDERSTAND WHY LEARNING MATTERS

Every student connects learning to life and career.

4

FAMILIES CAN FIND THEIR WAY

Every family has the information and support they need.

5

PATHWAYS LEAD SOMEWHERE

Every pathway leads to a meaningful opportunity.

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LEADERSHIP TOOL #4

MAPPING THE STUDENT JOURNEY

FROM MAPPING TO ACTION

WHAT SURPRISED US?

What patterns emerged? What did we notice? What challenged our assumptions?

WHAT'S WORKING WELL? WHAT ARE SOME CHALLENGES?

What strengths should we build on? Where do we see gaps, challenges, or missed connections?

OUR TOP DESIGN MOVES

1 DESIGN MOVE
What change will we make?

Who will lead this?

What is the timeline?

What resources will we need?

What outcome do we expect?

2 DESIGN MOVE
What change will we make?

Who will lead this?

What is the timeline?

What resources will we need?

What outcome do we expect?

3 DESIGN MOVE
What change will we make?

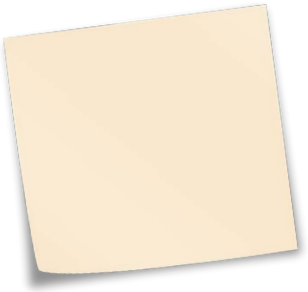
Who will lead this?

What is the timeline?

What resources will we need?

What outcome do we expect?

Ideas, Notes, and Insights



FUTURE READY
CAREER & TECHNICAL EDUCATION

A Service of SCSC

EVERY STUDENT HAS A STORY.

EVERY STORY DESERVES A PATHWAY.

EVERY STUDENT DESERVES A PATHWAY THEY CAN SEE, UNDERSTAND, AND CONFIDENTLY NAVIGATE.

PURPOSE

This publication is designed to help district teams strengthen partnerships, elevate student experiences, and ensure every learner can see, understand, and confidently navigate their future.

VERSION 1.0

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