



Career Pathways Student Survey Summary Report

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The Massachusetts Department of Early Education and Care (EEC) launched the [Early Childhood Career Pathways](#) program in 2019. Career Pathways provides funding to the Commonwealth's network of 15 public community colleges to support early childhood educators' debt-free access to courses required for [EEC Teacher and Director certifications](#), and contribute to their completion of early childhood education certificates and Associates degrees. Students are eligible for support through Career Pathways if they currently work in early childhood education settings or if they are pursuing employment in the early childhood field.

The Career Pathways program helps early childhood educators gain the specialized knowledge and skills needed to appropriately nurture and teach young children. As a historically low-wage field, early childhood educators often have difficulty affording the cost of the college coursework that they need to meet EEC certification requirements. By providing the opportunity to build a professional knowledge foundation through the community colleges, Career Pathways also supports educators with stackable and portable college credits that benefit their professional pathway if they choose to pursue a more advanced credential or degree.

Since its inception, EEC has collected data from the colleges on the number of students served by the grant, student demographic information, and student engagement in various early childhood coursework and pathways on a semester-by-semester basis. As a complement to the college data reports, EEC wanted to learn about the program from the students' perspectives and contracted with Abt Global for a pilot survey of Career Pathways students across all of the community colleges.

Overall, students reported very positive experiences with Career Pathways and important professional and personal growth following the support from the grant. Students said they are:

- Applying what they learned in their classes to improve the teaching and care of young children.
- Better able to handle classroom challenges.
- More confident in their ability to navigate college and be successful in their classes.
- Anticipating taking additional college courses toward higher credentials and degrees, even as they work full time.

The following sections of this report discuss key findings from the student survey organized by topic area (see summary in the table below) and considerations for the future at the aggregate level.¹ In select sections, the report also presents findings at the individual college-level and for

¹ The data and findings presented by college in this report are not intended to be an evaluation of individual Career Pathways Grantees performance or effectiveness but rather to summarize student experiences across colleges. The information is intended to support EEC in understanding where colleges differ in their approaches and potentially illuminate additional opportunities for EEC support and enhancing grant alignment overall.

various subgroups of the student sample. Quotes from students' open-ended comments and considerations for the future are also integrated throughout. Finally, two appendices present the methods used to conduct the survey (Appendix A) and data tables for each individual survey item (Appendix B).

Career Pathways Student Survey Key Findings

 Student Characteristics & Background	• Career Pathways supports individuals who are new or relatively new to the early childhood field. • Career Pathways students are generally more ethnically and linguistically diverse than the state's workforce overall.
Grant Outreach & Uptake 	• Most students learn about Career Pathways through their employment settings. • Students primarily take early childhood courses to obtain an EEC certification.
 Pre-Coursework Advising	• Most students meet with a Career Pathways staff member or advisor before beginning their coursework.
Supportive Services 	• Students typically are aware of various supportive services but often do not use them.
 Confidence & Skill Development	• Students overwhelmingly report gains in their confidence navigating the postsecondary education system. • By and large, students feel that their classes give them the knowledge and skills to improve their teaching and handling classroom challenges.
Career & Educational Outcomes 	• Despite balancing full-time work and home needs, a sizeable percentage of students want to take more courses so that they can earn higher credentials or degrees.

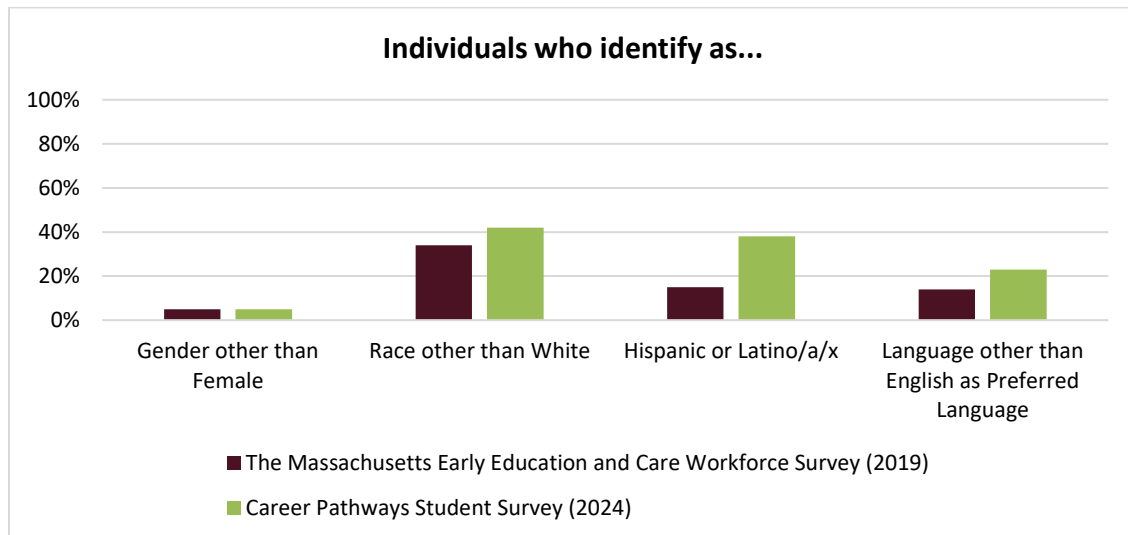


Student Characteristics & Background

Career Pathways supports individuals who are new or relatively new to the early childhood field. Sixty-five percent of respondents had no more than five years of experience working in the field of early education and care (see Exhibit B-10). By comparison, a 2020 [report](#)^{2,3} on the Massachusetts early childhood workforce (Douglass et al.) found that 52 percent of center-based educator respondents had six years or more of experience in the field. This information suggests that the Career Pathways grant effectively targets its primary population—students who are new or relatively new to the field.

Career Pathways students are generally more ethnically and linguistically diverse than the state’s early childhood education workforce overall. In comparing the demographic data in the 2019 workforce survey report with this set of survey respondents, the 2024 Career Pathways student sample was more diverse by at least eight percentage points or more in three out of four demographic categories: race, ethnicity, preferred language (see Exhibit 1).⁴ Appendix B presents additional demographic data on students responding to the survey.

Exhibit 1. Comparison of Select Career Pathways Student Demographics to Statewide Representative Early Childhood Workforce Survey



² [Douglass, A., Kelleher, C., Zeng, S., Agarwal, V., Beauregard, B., Reyes, A., & Crandall, S. \(2020\). *The Massachusetts Early Education and Care Workforce Survey 2019: Key Findings*. Boston: University of Massachusetts Boston.](#)

³ For the purposes of comparing Career Pathways students to the statewide workforce on average, Abt used demographic data from the center-based educator group highlighted in the 2020 report findings.

⁴ The Career Pathways Student Survey asked students their preferred language for taking courses. The 2019 workforce survey asked students their preferred language for learning.



Grant Outreach & Uptake

Most students learn about Career Pathways through their employer. Understanding how students learned about the Career Pathways program helps inform outreach efforts to educators who would benefit from the grant. Most commonly, students' employers informed them of the Career Pathways program (56 percent). Less than 20 percent of students learned about the grant through each of the other means listed in the survey, including through referrals from colleagues or emails from the colleges. An even smaller number of students learned about Career Pathways through an EEC informational event of some kind (9 percent).

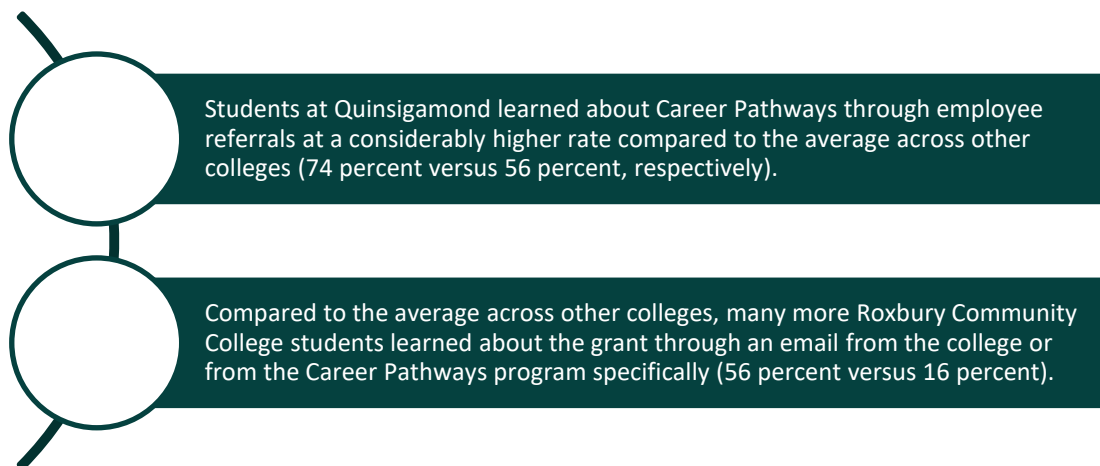
In addition to considering the overall aggregate responses to the survey, Abt reviewed survey data at the college level. One such topic was the strategies employed by colleges to reach eligible students. Although Abt found most students across colleges learned about Career Pathways through their employer, there are a few noteworthy differences at the college level. Exhibit 2 highlights comparison findings for select forms of outreach.



For the Future...

*Abt recommends that EEC and community colleges consider further exploration into **outreach mechanisms that may more effectively target educators or prospective educators directly**. This would enable EEC and colleges to reach a broader pool of prospective students eligible and motivated to pursue higher EEC credentials, advanced degrees, or other career or academic goals.*

Exhibit 2. Career Pathways Outreach Comparison Across Colleges



Students primarily take early childhood courses to obtain an EEC certification. The survey asked about students' goals and motivations for taking courses. Most students enrolled in coursework to become certified in some capacity by EEC (56 percent). Slightly less than one-third of students listed a goal of earning a promotion at their current job (32 percent), pursuing an Associate degree (28 percent) or obtaining a Child Development Associate (CDA) credential (26 percent).



Pre-Coursework Advising

Most students meet with a Career Pathways staff member or advisor before beginning their coursework. One of the unique components of the Career Pathways Grant is that it funds staff positions to support students in various capacities along the timeline of their college experience. Early communications and check-in points with Career Pathways staff or college advisors can help students get on a pathway to success in their early childhood coursework and in identifying career and educational goals more broadly. As Exhibit 3 describes, a little more than half of students said they connected with a member of the grant staff or an advisor prior to starting courses. Students most commonly met with staff for support registering for courses and deciding which ones to take, as well as pursuing general information about the college’s Early Childhood Program. Of the students who did not meet with someone, most said they did not think they needed that kind of support.

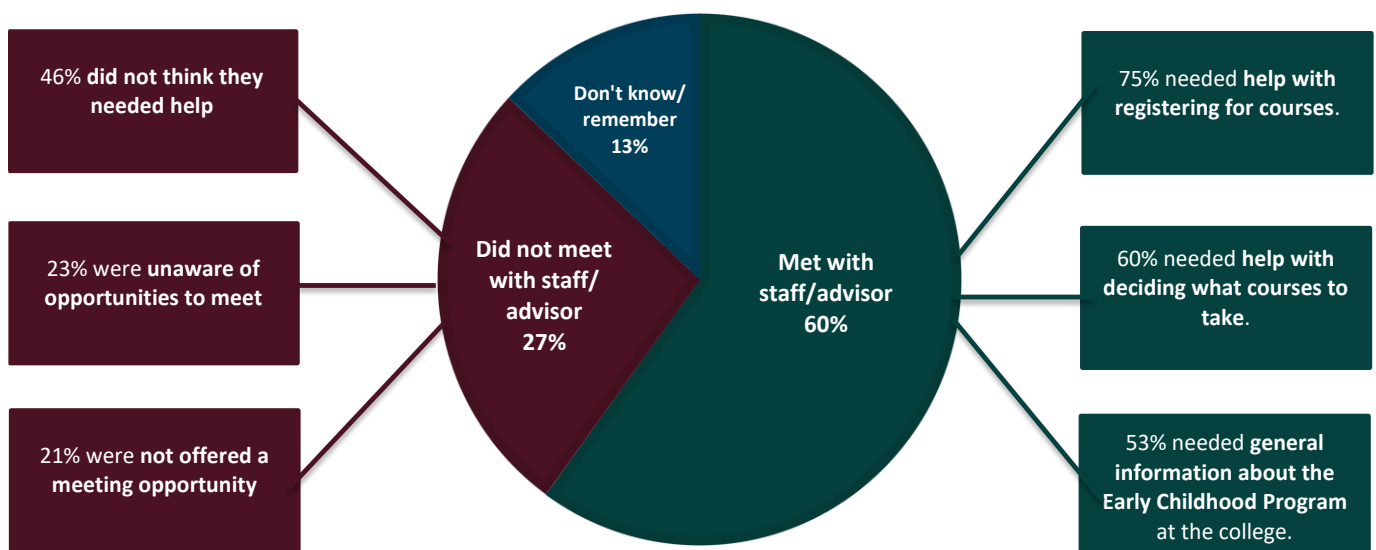


For the Future...

*While it is positive that most (60 percent) of students met with staff prior to starting courses, a sizeable portion of the respondents either did not meet with anyone at all (27 percent) or could not recall (13 percent). These meetings offer a critical opportunity to make students aware of resources and supports at the college and generally set them up on a path for success. Abt recommends that **colleges consider strategies for connecting with more students** before they start coursework.*

“I started when I was 54 years old and never went to college before. The constant help and encouragement made an intimidating new experience great!”

Exhibit 3. Connections between Career Pathways Students and Staff Prior to Starting Courses



The survey was offered in English, Spanish, and Portuguese⁵, which correspond to the languages in which students speak and take coursework. In reviewing data on student connections with staff prior to starting classes, Abt found no substantial differences for students who took the survey in English or Spanish. Exhibit B-20 in the appendices presents these data.



Supportive Services

Students are typically aware of various supportive services but often do not use them.

Another key focus of the Student Survey was to better understand how students did or did not make use of available supports and services throughout their coursework experience. Students were asked whether they were aware of and ultimately used an array of potential services⁶



For the Future...

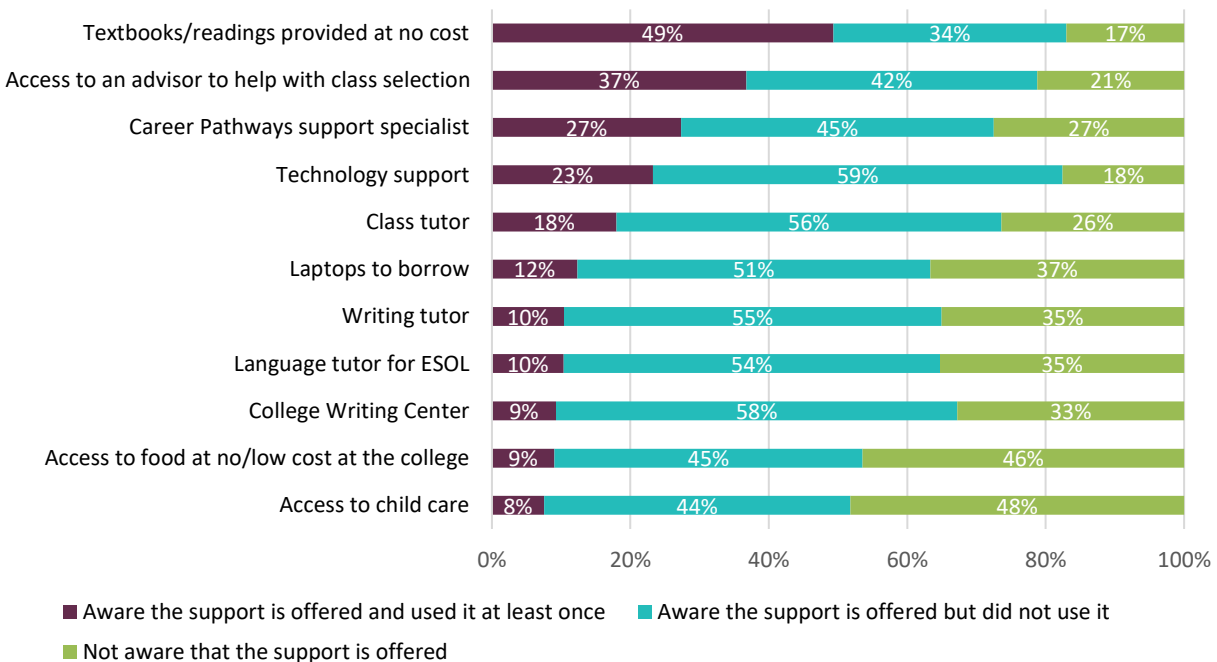
*Overall, although students hear about available supportive services, Abt recommends **colleges consider deeper exploration into why most of their students do not take advantage of supports.** Colleges could engage in follow-up data collection on this topic (formally or informally) and consider making changes to the services offered or the logistics around accessing them in response to this data.*

offered by their college. As Exhibit 4 displays, at least 60 percent of students were aware the supportive services available to them, with the exception of two (access to child care and food at no/low cost). Despite students' awareness of the majority of supportive services only three out of the eleven services were used by 25 percent of students or more. Access to textbooks or other course materials at no cost was the most popularly accessed service, but it should be noted that all colleges offer this service as a requirement of the grant. Still, only about 50 percent of respondents utilized free textbooks and course readings. Taken together, students generally know about the supportive services their college offers but often do not take advantage of them during their time there.

⁵ Only 4 percent of students chose to respond to the survey in Portuguese. For that reason, any student preferred language subgroup comparisons conducted by Abt were limited to the English and Spanish language responding groups.

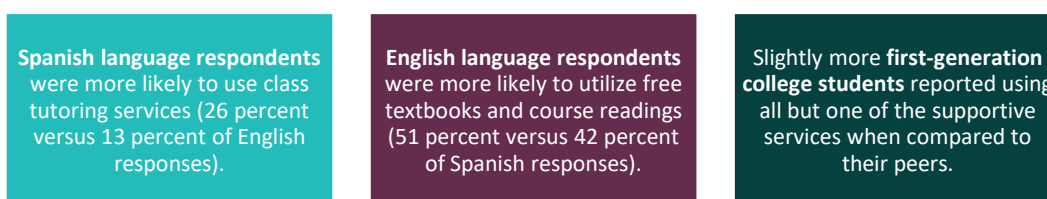
⁶ Colleges offer different supports and services based on their individual program approaches to the grant. For that reason, students may have been asked about supports that their college did not offer or potentially offered by a different name. Readers should use caution in utilizing findings around specific individual services or around the supportive service awareness and usage data for individual colleges.

Exhibit 4. Supportive Services Awareness and Usage Across Colleges



Furthermore, Abt reviewed the breakdown in supportive service usage by two additional categories: the language in which students completed the survey and whether or not they identified as a first-generation college student. Exhibits B-21 and B-22 in the appendices present these data. Although small, there were a handful of noteworthy differences to highlight (see Exhibit 5 below).

Exhibit 5. Supportive Service Usage Comparisons by Student Subgroups



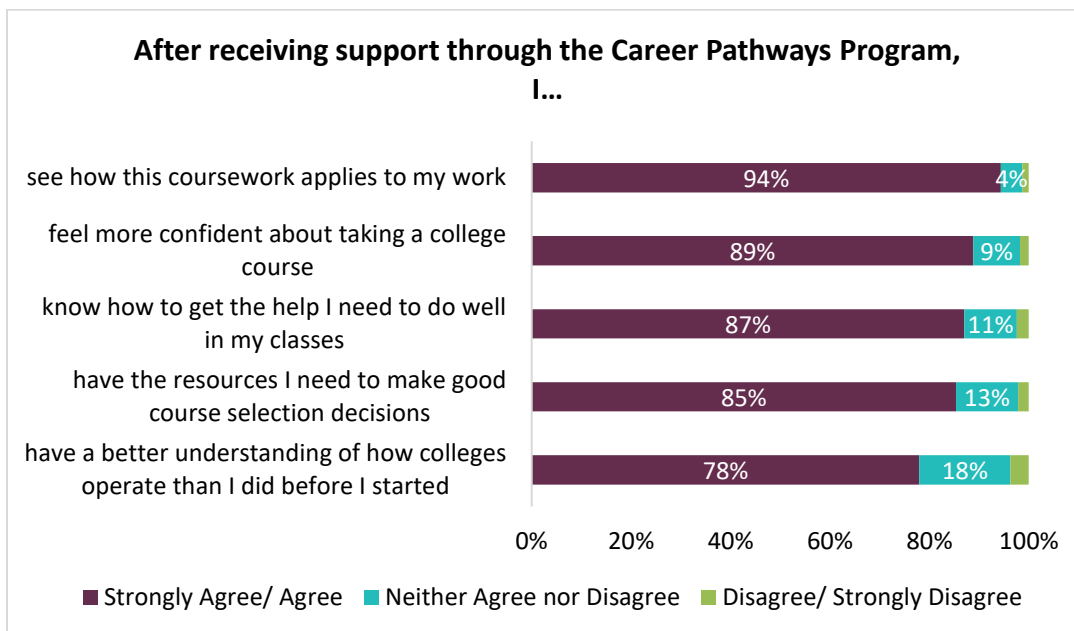
Confidence & Skill Development

Students overwhelmingly report gains in their confidence navigating the postsecondary education system. Because a goal of the grant is to help students embark on a college experience that prepares them for a career in early education, it is critical for colleges and EEC to understand how Career Pathways influences students' comfort and confidence with the

“college experience.” As Exhibit 6 portrays, students largely expressed agreement that the program had a positive influence on their skills relating to college success, with more than three-quarters of students saying they agreed or strongly agreed with each of the five topics in the survey. The item with the strongest agreement was that students could see how their early childhood coursework applied to their work (94 percent).

“The opportunity given to me set off a chain reaction by letting me step foot back into higher education. I am now enrolled as a 2025 Spring Semester student... Without the course I took that helped me regain my confidence in myself as a student, I don't know if I would have come back to college.”

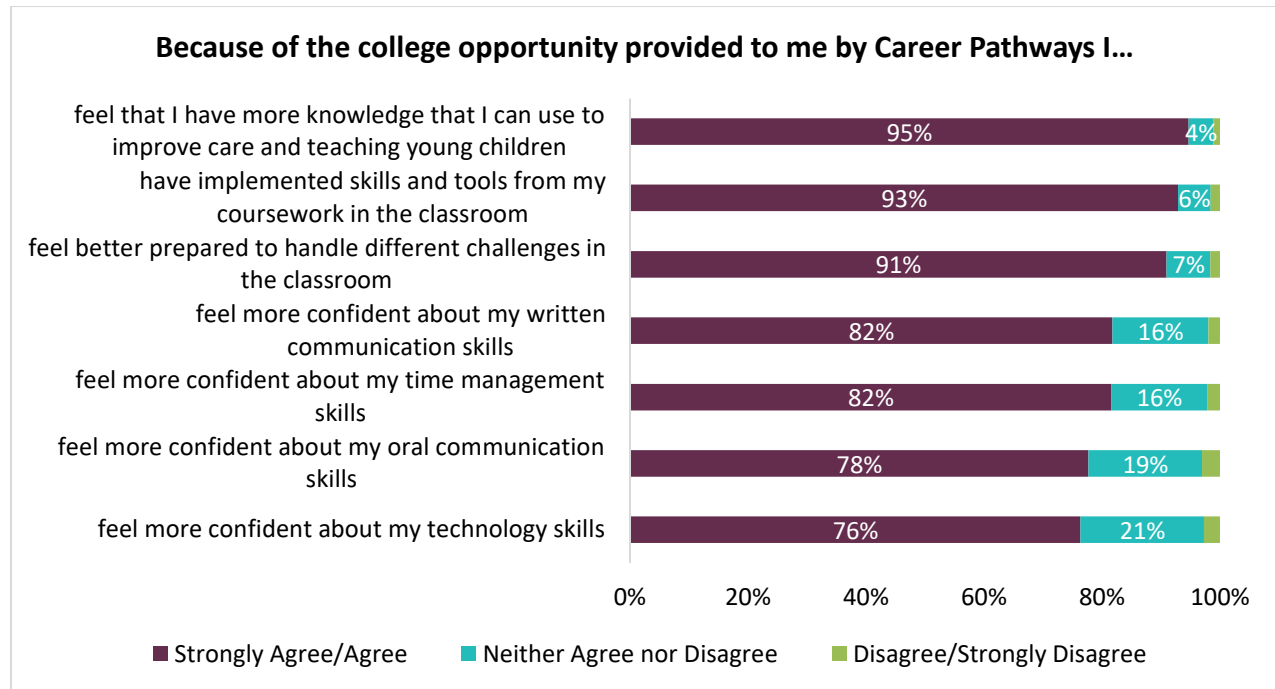
Exhibit 6. Students’ Ability to Navigate Postsecondary Education System



By and large, students feel that their classes give them the knowledge and skills to improve teaching and handling classroom challenges. Similar to students’ perspectives on navigating the postsecondary education system, the majority of students expressed they either agreed or strongly agreed that Career Pathways had a positive influence on their skill development. As Exhibit 7 shows, the three most commonly cited areas of growth included enhanced knowledge of how to improve care and teaching for young children (95%), comfort implementing the skills and tools learned through their courses in the classroom (93%), and greater preparedness to handle different challenges in the classroom (91%). Students were least likely to agree with the statement that Career Pathways helped them feel more confident using technology (76%).

“During my [coursework], I learned so much about child development and how to engage with young children in a positive and supportive way.”

Exhibit 7. Students' Professional and Personal Skill Growth



Career & Educational Outcomes

Despite balancing full-time work and home needs, a sizeable percentage of students want to take more courses so they can earn higher credentials or degrees. As part of the Student Survey, respondents were asked whether they experienced, or expected to soon experience, certain outcomes as a result of taking community college courses. Nearly all students (97 percent) selected at least one positive career or educational outcome after taking early childhood courses at one of the 15 community colleges. Many students said they obtained a higher EEC credential (60 percent), were more likely to remain in the early care and education field (45 percent), and received a compensation increase or bonus (41 percent).



For the Future...

*As the Career Pathways Grant continues to evolve, understanding what happens to students supported by the grant after they are finished with their coursework remains critical to understanding the value of the grant itself. Both EEC and the colleges could individually explore **currently available mechanisms to track student outcomes or put new mechanisms into place for this purpose**. For example, the updates being made to EEC's Educator Registry could provide an opportunity to collect and review ongoing data on the credentials and licensure outcomes experienced by students over time. Additionally, colleges could send out a brief survey to students one year after they finish a course to learn more about their current circumstances.*

However, the most commonly cited outcome was wanting to take more courses in the future (77 percent). Most of this same group of students were employed at least 35 hours per week

(77 percent). Together, these data suggest Career Pathways students, despite working full or nearly full time, remain motivated to continue on a path of higher education and achieve their goals to pursue advanced certification through EEC or a CDA.

The next section of the report presents a summary of differences in outcomes and skill growth for subgroups of Career Pathways students.

Skill Growth & Student Outcomes Subgroup Findings

Student subgroup comparisons included: English survey responses versus Spanish survey responses, students who connected with a member of the Career Pathways staff or an advisor before starting coursework versus those who did not, and first-generation college students versus their peers who had family members with college experience (see Appendix B for data). Overall, there were a few small but noteworthy takeaways from this comparison, described below in Exhibit 8.

Exhibit 8. Highlights from Skill Growth & Outcomes Comparisons for Student Subgroups

Students who took the survey in Spanish:

- More likely to agree they had a better understanding of **how colleges operate** (87 percent versus 75 percent).
- More likely to agree their confidence in their **technology, time management, and oral communication skills** increased (by at least 10 percent each).
- More often received a **compensation increase**, took on a **different role** within the same employer, and **got a job with a different employer** (by at least 10 percent each).

Students who connected with grant staff or an advisor:

- More likely to agree they had a better understanding of **college operations**, resources for making **good course decisions**, and how to **get help to do well** in their courses (by at least 10 percent each).
- Only small differences observed in postsecondary education system confidence and professional outcomes, but consistently more agreement than peers.

First-generation college students:

- More likely to agree they had more confidence in **technology** and **oral communication skills** than they did before (approximately 10 percent higher).
- Only small differences observed in postsecondary education system confidence and professional outcomes, but consistently more agreement than peers.

Conclusion

As previously stated, the Student Survey represented the first opportunity to hear directly from those being served by Career Pathways at the grant-level and across all 15 community colleges. While this report presents a handful of considerations and recommendations for future improvements, students primarily reported positive experiences and outcomes associated with Career Pathways. Additionally, while Abt did not do a formal analysis of the open comments

provided at the end of the survey, at least one very clear sentiment was observed. **Students were grateful for the opportunities provided by the grant and often cited that their educational advancement and subsequent career advancement would not have been possible without it.**

The data and findings in this report should be utilized by both EEC and the community colleges as a resource to describe the population served by the grant and their direct feedback on the experiences and outcomes that resulted from their participation. Assessing the impact of the grant and more deeply understanding both students' and employers' priorities remains critical to EEC's efforts to ensure a highly qualified workforce that meets the needs of children and their families across the Commonwealth. This report provides EEC and the colleges with useful data in support of this goal and serves as a launch point for future data collection, evaluation, and student outcome tracking efforts.

Appendix A: Methods

This Appendix presents an overview of the Career Pathways Student Survey development and administration procedures, as well as a discussion of limitations and important context for considering Student Survey data and findings.

Survey Design

Abt partnered with EEC and the 15 community colleges to develop the Student Survey protocol. The goal was to cover a variety of topics related to students' motivations, experiences, and outcomes associated with Career Pathways. Throughout the fall of 2024, Abt generated multiple versions of the protocol and worked with EEC initially to streamline potential items and identify priority topics of interest. Once a preliminary draft was compiled, Abt solicited feedback from each of the 15 community colleges via email and during a Community of Practice meeting. EEC and Abt then reviewed the colleges' feedback on the protocol and survey administration procedures. This collaborative process resulted in the final protocol, which is presented later in this appendix.

Colleges were asked to identify their own definitions for a Career Pathways student in accordance with some parameters determined by EEC and Abt. These criteria they were asked to consider in defining their student population served by the grant included:

- Include students who registered for a course funded by Career Pathways in the Spring 2024, Summer 2024, and Fall 2024 semesters.

Include Both matriculated and non-matriculated students should be included in the roster as long as they have registered for a Career Pathways-funded course.

- All students who registered for a Career Pathways-funded course during these semesters should be included, whether they passed, failed, or withdrew from the course.

Survey Administration

Abt programmed an online survey using the ConfirmIt platform and created individual links for each of the 15 colleges. The survey was programmed in the three most common languages grant coordinators said their students communicate in (English, Spanish, and Brazilian Portuguese).

Based on the colleges' individual definitions of what it means to be a "Career Pathways Student," 4,109 eligible students were served by the program during the Spring, Summer, and Fall 2024 semesters. Using Abt-developed communication templates to ensure consistency across the grant, college coordinators emailed the survey invitations and a total of three reminders over a five-week administration period (late January to early March 2025). Abt supported grant coordinators in addressing student questions or concerns about the effort and also distributed \$20 gift card incentives to each student who submitted a completed survey.

Of those 4,109 total students who received the survey invitation and reminders via email, 1,285 submitted complete responses⁷. This represents approximately 31 percent of the total sample (Exhibit A-1). Exhibits A-2 and A-3 also summarize the semesters student respondents engaged in coursework and which language they selected for completing the survey.

Exhibit A-1. Overall Survey Response Summary

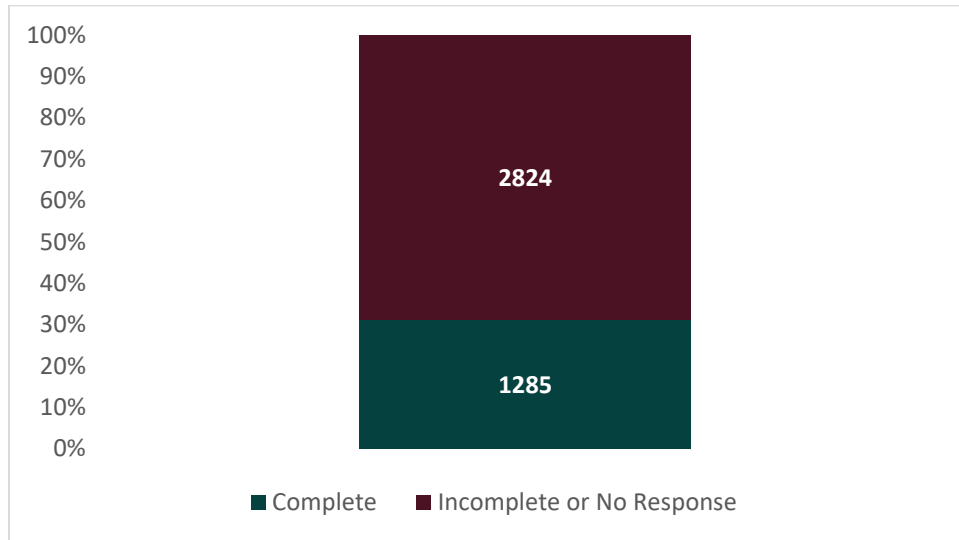


Exhibit A-2. Semesters Students Engaged in Coursework (N=1,454)

	Percent of Respondents
Spring 2024	58%
Summer 2024	39%
Fall 2024	61%

Exhibit A-3. Survey Language Selection (N=1,525)

	Percent of Respondents
English	77%
Spanish	19%
Portuguese	4%

Survey Limitations and Context

While the Career Pathways Student Survey provided a unique and important opportunity to learn about students' experiences with the grant for the first time, there are some limitations to the data and the findings in this report to keep in mind.

⁷ Some students opened the link, provided partial responses, and discontinued their effort before reaching the end of the survey. Abt utilized all response data available for each item of the survey and includes responses from partially completed surveys in the findings presented in following sections. For that reason, responses for an individual item of the survey may exceed the number of completed survey submissions.

Multiple funding streams for student support: There are often multiple financial aid mechanisms that enable students to complete their battery of early childhood coursework in fulfillment of whatever professional goals they may have. Throughout the survey development process, college staff emphasized this point and highlighted the role their team often plays in helping students navigate financial aid opportunities in addition to registering for coursework. For this reason, students are often unaware of the specific funding stream that was used to support a specific course. As underscored by many of the open-ended comments in their survey submissions, what students do understand about Career Pathways is that it provided them with enrollment in a college course at no additional cost or debt to them.

- **Grant-specific outcomes and impacts:** If students were supported by multiple funding streams (as many often are), it is impossible to parse out specific outcomes that are strictly attributable to Career Pathways compared to other funding sources. Throughout this report, Abt presents findings with that context in mind and generally refers to any outcomes or impacts reported by students as a result of their early childhood coursework more broadly as opposed to Career Pathways-specific outcomes.
- **Defining Career Pathways students:** While all 15 colleges adhere to the requirements of the Career Pathways Grant, they have some flexibility in how they utilize funds and offer supports to students. For that reason, the colleges sometimes define “Career Pathways Students” differently. For instance, one college defines its Career Pathways student population as those who receive funds for coursework only. Another college’s definition encompasses students for whom the grant pays tuition and fees, but also students who receive funds to support them in non-coursework activities associated with their Child Development Associate (CDA) credential. EEC allows the community colleges to set their own individual parameters for defining Career Pathways students. This context is important to keep in mind while reading this report to acknowledge that students may have been afforded different opportunities at different colleges based on the way their specific college utilizes the grant funds.
- **Terminology across colleges:** To be consistent across the 15 colleges, Abt utilized the same terminology in the student survey and tried to use language that would be applicable across colleges and understandable to the students. However, students at some colleges may not have been familiar with terms like “academic advisor” or “Career Pathways support specialist” and would have been able to respond based on the name of a Career Pathways staff member in lieu of their title. Additionally, at some colleges, advisors in an academic and nonacademic capacity have very specific titles (i.e., Mentor or Success Coach) and responding students might not have answered survey items with those staff members in mind.



Survey Protocol

EEC Career Pathways Student Survey Pilot

[Career Pathways](#) is a grant funded by the Massachusetts Department of Early Education and Care (EEC) to the Commonwealth's network of 15 community colleges. The grant is used by the colleges to pay the tuition and fees for early childhood educators to take courses to earn certificates and degrees, as well as support the staff who work with and advise those students.

The purpose of this survey is for EEC to better understand the experiences of students who have taken courses funded by or otherwise received advising or support through the Career Pathways grant.

Our records indicate that you were a student either the Spring 2024, Summer 2024, or Fall 2024 semester at [INSERT COLLEGE] for whom the college used a portion of the Career Pathways grant. Your participation in this survey is completely voluntary. We anticipate the survey will take you approximately 20 minutes to complete. You will receive a \$20 electronic gift card for your time. If you choose to receive the electronic gift card, you will be required to input your email address at the end of the survey.

Confidentiality: The study team is committed to protecting your confidentiality. Colleges and EEC will not have access to your individual responses. The survey also does not ask for your name, phone number, or address. However, participation in a survey always includes a small risk that your personal information might be seen by someone outside of the study team. The survey team has developed strict procedures to minimize the chance that this happens.

Answering all or some of the questions: You can skip any individual question and/or stop answering the survey questions entirely at any time. Please remember to submit your survey responses at the end of the questionnaire.

If you have any questions, please feel free to contact [INSERT COLLEGE COORDINATOR NAME AND EMAIL].

Employment

1. Are you currently employed in an Early Childhood Education and Care program (center-based, family child care, or out-of-school time)?
 - ☐ Yes
 - ☐ No
2. [SKIP IF "NO" SELECTED ABOVE Q1] What type of Early Childhood Education and Care program are you currently working at? Check all that apply.
 - ☐ Center-based child care
 - ☐ Family child care
 - ☐ Head Start
 - ☐ Early Head Start



- ☐ Out-of-school-time program
- ☐ Public school early childhood program
- ☐ Other: _____
- ☐ I don't know

3. [SKIP IF "NO" SELECTED ABOVE] How many hours do you typically work per week?

- ☐ More than 35 hours per week
- ☐ 20 to 35 hours per week
- ☐ Less than 20 hours per week

4. [SKIP IF "NOT CURRENTLY EMPLOYED" SELECTED ABOVE] How long have you been working in Early Education and Care?

- ☐ Less than 2 years
- ☐ 2-5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ 16-20 years
- ☐ More than 20 years

5. What age group do you work with at your Early Education and Care program?

- ☐ Infants (0-15 months)
- ☐ Toddlers (15 months-2 years 9 months)
- ☐ Preschoolers (2 years 9 months-Kindergarten)
- ☐ School-age
- ☐ Multiple age groups

College Experience

6. Are you the first person in your family to enroll in college? By family, we are referring to your parents and grandparents.

- ☐ Yes
- ☐ No

7. In which of the following semesters have you taken early childhood education and care classes? Check all that apply.

- ☐ Spring 2024
- ☐ Summer 2024
- ☐ Fall 2024

College Enrollment



8. How did you find out about the Early Childhood Career Pathways program? Please check all that apply.

- ☐ Referred by employer
- ☐ Referred by colleague
- ☐ Social media
- ☐ Email from college or Career Pathways program
- ☐ EEC Informational Event
- ☐ Professional Development Center
- ☐ College Admissions Office
- ☐ Other, please specify: _____
- ☐ I don't remember

9. Why are you taking college courses through the Early Childhood Career Pathways program? Please check all that apply.

- ☐ My employer told me I had to take these courses.
- ☐ To get certified by EEC.
- ☐ To be promoted at my current job.
- ☐ To get a new job.
- ☐ To pursue a Child Development Associate Credential (CDA).
- ☐ To pursue an Associate degree (AA or AAS).
- ☐ Other, please specify: _____

Academic Advising and Coursework

10. At any point before the classes started, did you connect with an advisor, Career Pathways staff, or other college staff to discuss how to get started and what courses to take? By "connect with," we mean exchanging emails, a phone call, an in-person meeting, a Zoom meeting, etc.

- ☐ Yes
- ☐ No
- ☐ I don't remember

11. [IF "NO" SELECTED IN PREVIOUS QUESTION] Why didn't you meet with an advisor or other staff prior to starting this semester to discuss what courses to take next?

- ☐ The option was not offered.
- ☐ I did not need the help.
- ☐ I did not have time to meet.
- ☐ I did not know that this help was available.
- ☐ Other, please specify: _____

12. [IF "YES" SELECTED IN PREVIOUS QUESTION] What supports did you receive at this meeting? Check all that apply.

- ☐ Help with deciding what courses to take
- ☐ Help with registering for courses
- ☐ Help with setting up a college email account
- ☐ Help with FAFSA or ECE Scholarship application
- ☐ Information on how to receive course materials such as textbooks and/or a loaned laptop
- ☐ General information about the Early Childhood Program at the College
- ☐ I don't remember.
- ☐ Other, please specify: _____

Supportive Services

13. Please indicate whether you are aware that the following supports are offered by your college and whether you have utilized them at least once.

	Not aware that the support is offered	Aware the support is offered but did not use it.	Aware the support is offered and used it at least one time
Class tutor			
Writing tutor			
Language tutor for ESOL			
College writing Center			
Technology support			
Laptops to borrow			
Textbooks/readings provided at no cost			
Access to food at no/low cost at the college			
Access to child care			
Career Pathways support specialist			
Access to an advisor to help with class selection			



14. Did you make use of other supports that are not included in the list above?

- ☐ Yes
- ☐ No

15. [IF YES TO PREVIOUS QUESTION] Please describe any additional supports that you accessed: [OPEN TEXT]

16. How were you made aware of the supports listed above? Check all that apply.

Received information via email during application/ intake form process

Discussed support opportunities with Career Pathways coordinator

Discussed support opportunities with academic advisor

Learned about supports through college website/ Facebook page/ other social media platform

Learned about supports from another student

Orientation event (via Zoom, in-person, etc.)

Other, please specify: _____

Impact & Outcomes

17. We are interested in how Career Pathways has or has not shaped your experiences of being a college student. Please indicate your level of agreement with the following statements.

After receiving support through the Career Pathways Program, I...	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
feel more confident about taking a college course.					
see how this coursework applies to my work.					
have a better understanding of how colleges operate than I did before I started.					
have the resources I need to make good course selection decisions.					
know how to get the help I need to do well in my classes.					

18. We are interested in how the college opportunity provided by Career Pathways has or has not influenced your professional growth. Please indicate your level of agreement with the following statements.

Because of the college opportunity provided to me by Career Pathways I...	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
feel more confident about my technology skills.					
feel more confident about my time management skills.					
feel more confident about my oral communication skills.					
feel more confident about my written communication skills.					
feel that I have more knowledge that I can use to improve care and teaching young children.					
feel better prepared to handle different challenges in the classroom.					
have implemented skills and tools from my coursework in the classroom.					

19. As a result of completing a college course(s), have you experienced or do you expect to experience any of the following? Check all that apply.

- ☐ Taking more college courses.
- ☐ Receiving a bonus/compensation increase at my job.
- ☐ Taking on a different role/job with the same employer.
- ☐ Getting a job at a different early childhood program.
- ☐ I am more likely to stay with my employer.
- ☐ Obtaining a higher EEC credential.
- ☐ I am more likely to stay in the ECE field.
- ☐ None of the Above

Demographic Information



Note: EEC would like to better understand the population served by the Career Pathways Grant, which is why we've asked that you provide the information below. As a reminder, you may skip any questions you don't feel comfortable answering.

20. Race

Note: These options are based on the federal racial/ethnic categories and are therefore limited. Please provide additional information in the Self-described category if the other categories listed do not accurately represent you.

- ☐ American Indian or Alaska Native
- ☐ Asian or Asian American
- ☐ Black or African American
- ☐ Middle Eastern or North African
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White
- ☐ Multi-racial
- ☐ Self-described _____
- ☐ Prefer not to share

21. Ethnicity

Note: These options are based on the federal racial/ethnic categories and are therefore limited.

- ☐ Hispanic or Latina/o/e or Spanish origin
- ☐ Not Hispanic or Latina/o/e or Spanish origin
- ☐ Prefer not to share

22. Gender Identity

- ☐ Female
- ☐ Male
- ☐ Non-Binary
- ☐ Transgender
- ☐ Prefer not to share

23. Course Languages Preference

Note: Select which language you would prefer to complete your coursework in (i.e., course instruction, course materials to review, written assignments to submit, etc.).

- ☐ English
- ☐ Spanish
- ☐ Portuguese



- ☐ Haitian Creole
- ☐ Mandarin Chinese
- ☐ Other language(s) _____
- ☐ Prefer not to share

24. Age

- ☐ Under 18
- ☐ Age 18-24
- ☐ Age 25-30
- ☐ Age 31-40
- ☐ Age 41-50
- ☐ Age 51-60
- ☐ Age 61+
- ☐ Prefer not to share

25. Do you live in Massachusetts?

- ☐ Yes
- ☐ No

26. Is there anything else you'd like to share about your Career Pathways experience at your college?

Appendix B: Survey Tables

This Appendix presents the data tables from the survey, as well as some additional tables from the college-level and student subgroup comparisons discussed in the body of the report.

Exhibit B-1. Race (N=1,291)

	Percent of Respondents
American Indian or Alaska Native	1%
Asian or Asian American	5%
Black or African American	9%
Middle Eastern or North African	1%
Native Hawaiian or Other Pacific Islander	0%
White	58%
Multi-racial	6%
Self-described	7%
Prefer not to share	0%

Exhibit B-2. Ethnicity (N=1,291)

	Percent of Respondents
Hispanic or Latina/o/e or Spanish origin	38%
Not Hispanic or Latina/o/e or Spanish origin	55%
Prefer not to share	7%

Exhibit B-3. Gender Identity (N=1,296)

	Percent of Respondents
Female	95%
Male	2%
Non-Binary	1%
Transgender	0%
Prefer not to share	1%

Exhibit B-4. Course Language Preference (N=1,296)

	Percent of Respondents
English	76%
Spanish	18%
Portuguese	4%
Haitian Creole	0%
Mandarin Chinese	0%
Other language(s)	1%
Prefer not to share	0%

Exhibit B-5. Age (N=1,296)

	Percent of Respondents
Under 18	0%
Age 18-24	17%
Age 25-30	18%
Age 31-40	31%
Age 41-50	24%
Age 51-60	8%
Age 61+	2%
Prefer not to share	0%

Exhibit B-6. Students' Massachusetts Residency (N=1,296)

	Percent of Respondents
Live in Massachusetts	98%
Live in another state	2%

Exhibit B-7. Students' Family College Enrollment Background (N=1,465)

	Percent of Respondents
First in family to enroll in college	54%
Not first in family to enroll in college	46%

Exhibit B-8. Early Childhood Care and Education (ECE) Program Employment Status (N=1,523)

	Percent of Respondents
Currently employed in ECE program	89%
Not currently employed in ECE program	11%

Exhibit B-9. Typical Weekly Hours Worked (N=1,321)

	Percent of Respondents
More than 35 hours per week	77%
20 to 35 hours per week	19%
Less than 20 hours per week	4%

Exhibit B-10. Years Worked in ECE Field (N=1,322)

	Percent of Respondents
Less than 2 years	24%
2-5 years	41%

	Percent of Respondents
6-10 years	15%
11-15 years	9%
16-20 years	6%
More than 20 years	6%

Exhibit B-11. Age Groups of Children Worked With (N=1,322)

	Percent of Respondents
Infants (0-15 months)	10%
Toddlers (15 months-2 years 9 months)	20%
Preschoolers (2 years 9 months-Kindergarten)	35%
School-age	3%
Multiple age groups	32%

Exhibit B-12. Program Type of Students Employed in ECE Field (N=1,321)

	Percent of Respondents
Center-based child care	65%
Family child care	18%
Head Start	6%
Early Head Start	4%
Out-of-school-time program	2%
Public school early childhood program	4%
Other	7%
I don't know/ remember	0%

Exhibit B-13. How Student Respondents Became Aware of Career Pathways Across Colleges (N=1,440)

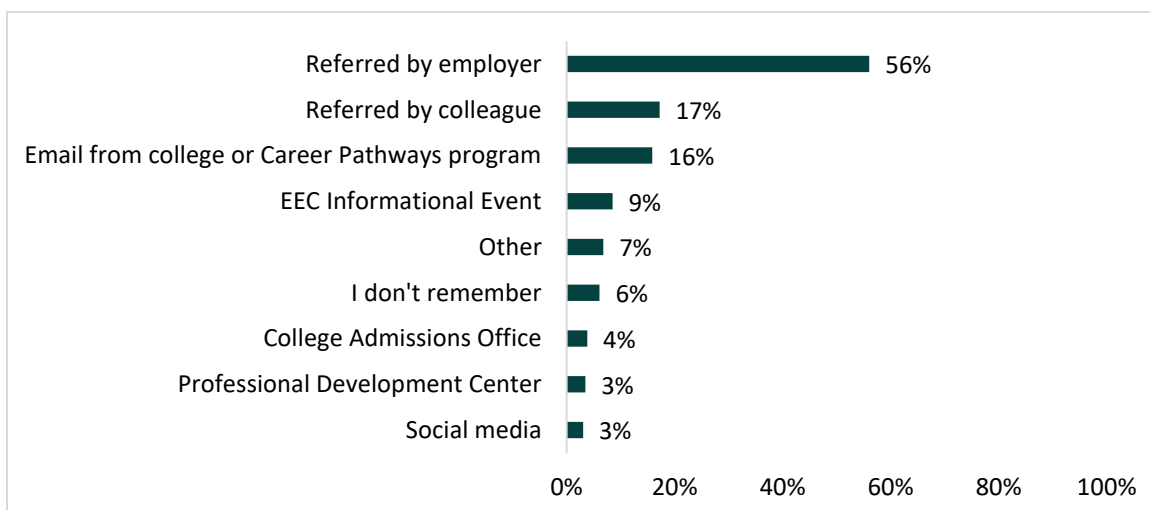


Exhibit B-14. Reasons for Taking Courses (N=1,438)

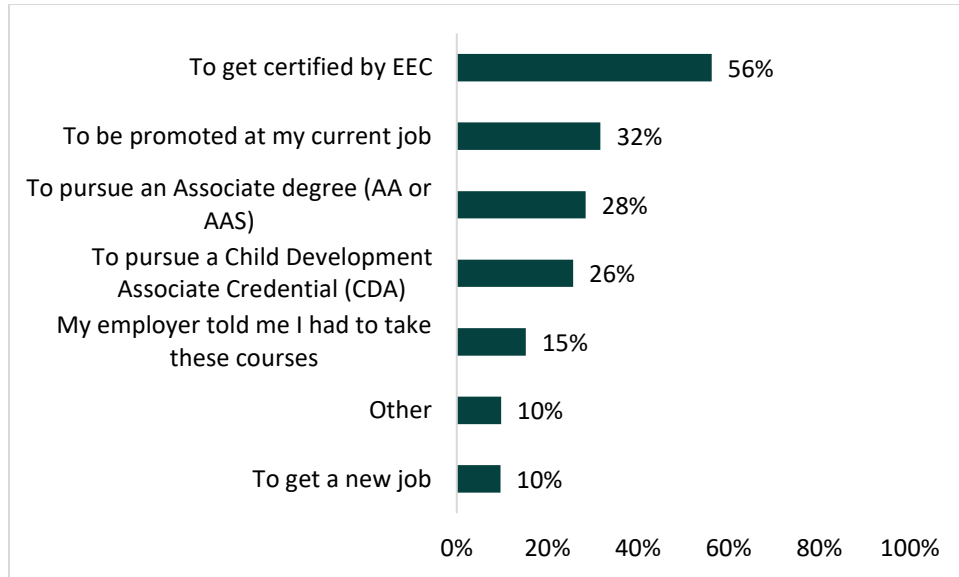


Exhibit B-15. Connection with Staff Prior to Starting Courses (N=1,428)

	Percent of Respondents
Yes, connected with staff/advisor(s)	60%
No, did not connect with staff/ advisor(s)	27%
I don't know/ remember	13%

Exhibit B-16. Reasons for Not Connecting with Staff (N=380)

	Percent of Respondents
The option was not offered.	21%
I did not need the help.	46%
I did not have time to meet.	7%
I did not know that this help was available.	23%
Other	3%

Exhibit B-17. Support Offered by Career Pathways Staff Prior to Courses (N=860)

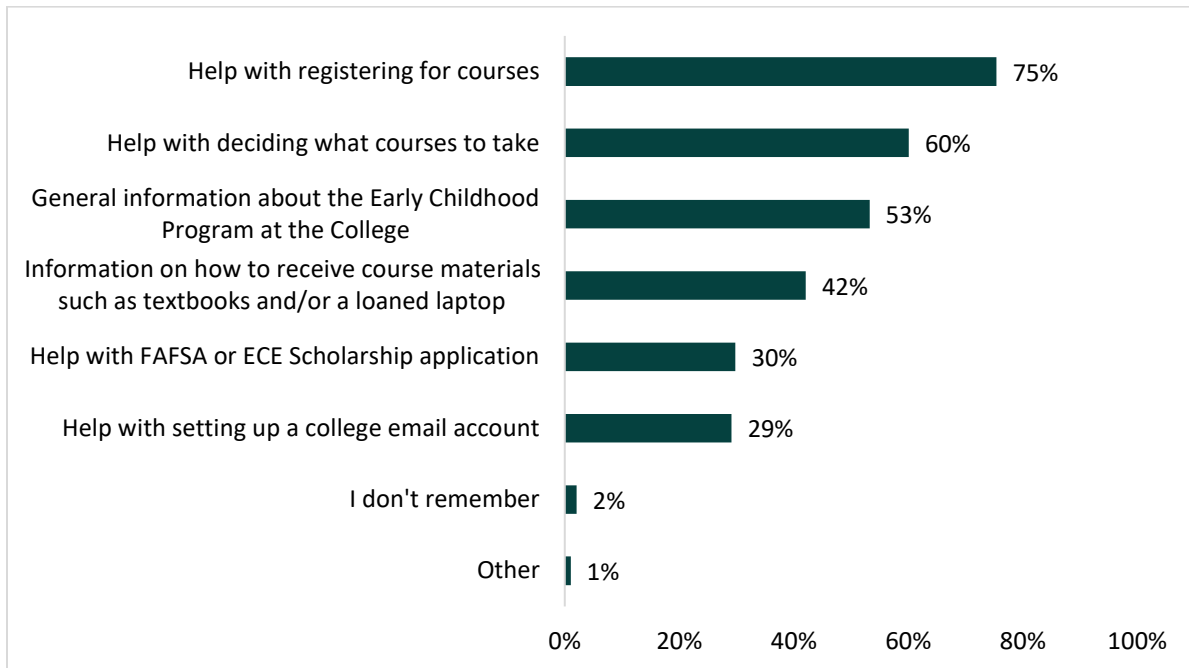


Exhibit B-18. Students Use of Other Supportive Services (N=1,368)

	Percent of Respondents
Accessed other type of supportive service	5%

Exhibit B-19. How Students Became Aware of Supportive Services (N=1,356)

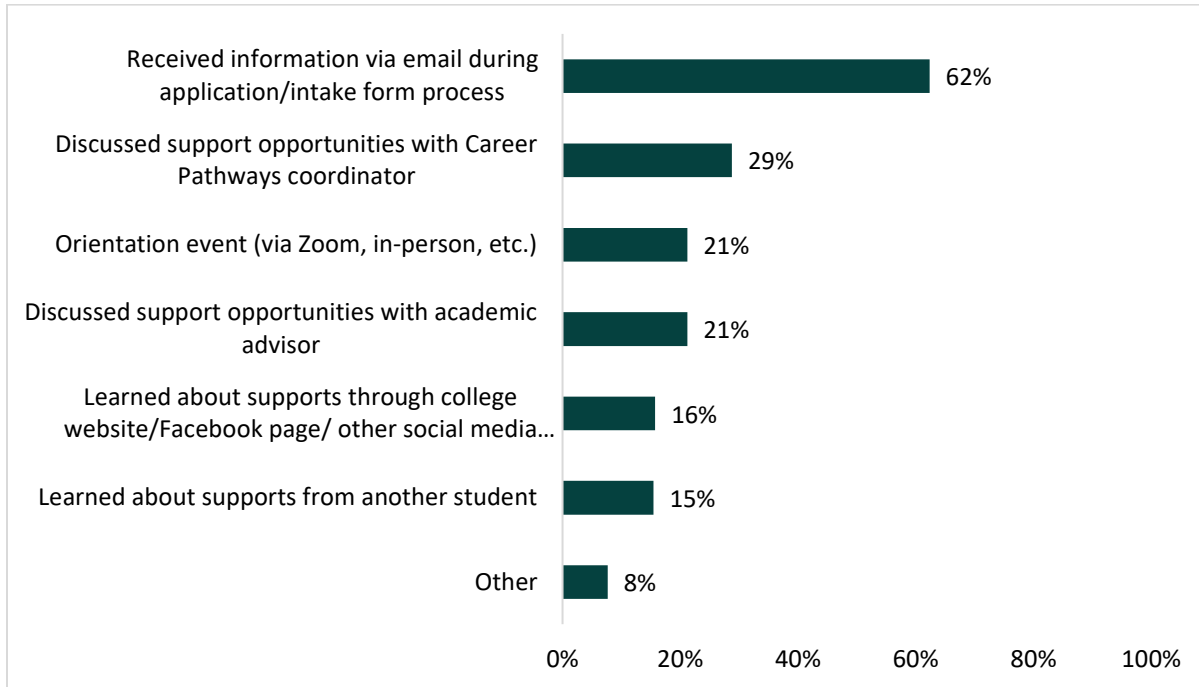


Exhibit B-20. Professional and Educational Outcomes (N=1,302)

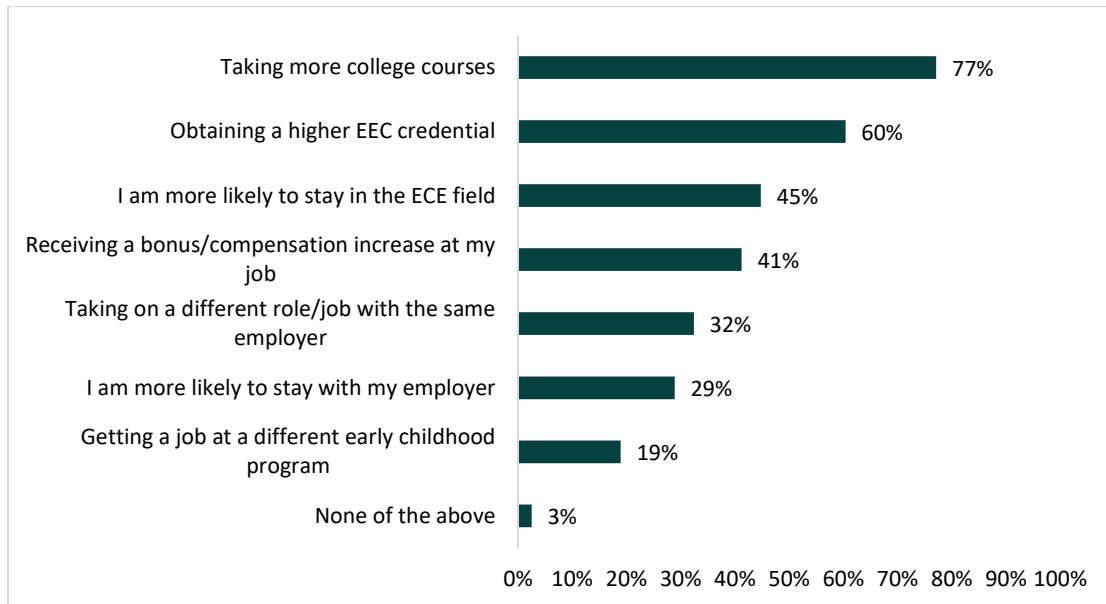


Exhibit B-21. Connection with Staff Prior to Starting Courses by Survey Language

	Percent of English Respondents	Percent of Spanish Respondents
Yes, connected with staff/advisor(s)	60%	62%

	Percent of English Respondents	Percent of Spanish Respondents
No, did not connect with staff/ advisor(s) or I don't know/ remember	40%	38%

Exhibit B-22. Supportive Service Usage by Survey Language

	Percent of English Respondents	Percent of Spanish Respondents
Class tutor	13%	26%
Writing tutor	9%	13%
Language tutor for ESOL	7%	18%
College Writing Center	9%	10%
Technology support	24%	21%
Laptops to borrow	12%	15%
Textbooks/readings provided at no cost	51%	42%
Access to food at no/low cost at the college	8%	13%
Access to child care	6%	14%
Career Pathways support specialist	27%	34%
Access to an advisor to help with class selection	37%	34%

Exhibit B-23. Supportive Service Usage by First-Generation College Student Status

	Percent of First-Generation College Student Respondents	Percent of Non-First-Generation College Student Respondents
Class tutor	22%	14%
Writing tutor	11%	9%
Language tutor for ESOL	12%	8%
College Writing Center	10%	9%
Technology support	25%	21%
Laptops to borrow	14%	10%
Textbooks/readings provided at no cost	51%	48%
Access to food at no/low cost at the college	11%	7%
Access to child care	9%	6%
Career Pathways support specialist	28%	26%
Access to an advisor to help with class selection	37%	37%

Exhibit B-24. Students' Ability to Navigate Postsecondary Education System by Survey Language

	Percent of English Respondents who Agree or Strongly Agree	Percent of Spanish Respondents who Agree or Strongly Agree
I feel more confident about taking a college course	88%	90%
I see how this coursework applies to my work	94%	94%
I have a better understanding of how colleges operate than I did before I started	75%	87%
I have the resources I need to make good course selection decisions	85%	86%
I know how to get the help I need to do well in my classes	87%	87%

Exhibit B-25. Students' Professional and Personal Skill Growth by Survey Language

	Percent of English Respondents who Agree or Strongly Agree	Percent of Spanish Respondents who Agree or Strongly Agree
I feel more confident about my technology skills	73%	87%
I feel more confident about my time management skills	79%	90%
I feel more confident about my oral communication skills	74%	91%
I feel more confident about my written communication skills	80%	89%
I feel that I have more knowledge that I can use to improve care and teaching young children	94%	95%
I feel better prepared to handle different challenges in the classroom	90%	93%
I have implemented skills and tools from my coursework in the classroom	93%	93%

Exhibit B-26. Professional and Educational Outcomes by Survey Language

	Percent of English Respondents	Percent of Spanish Respondents
Taking more college courses	75%	83%
Receiving a bonus/compensation increase at my job	39%	51%
Taking on a different role/job with the same employer	30%	42%
Getting a job at a different early childhood program	16%	28%
I am more likely to stay with my employer	31%	26%
Obtaining a higher EEC credential	59%	64%
I am more likely to stay in the ECE field	45%	51%
None of the above	3%	2%

Exhibit B-27. Students' Ability to Navigate Postsecondary Education System by Whether or Not They Connected with Career Pathways Grant Staff Prior to Starting Coursework

	Percent of Respondents who Connected with Grant Staff	Percent of Respondents who Did Not Connect with Grant Staff or Did Not Know
I feel more confident about taking a college course	91%	85%
I see how this coursework applies to my work	96%	92%
I have a better understanding of how colleges operate than I did before I started	82%	72%
I have the resources I need to make good course selection decisions	90%	78%
I know how to get the help I need to do well in my classes	91%	81%

Exhibit B-28. Students' Professional and Personal Skill Growth by Whether or Not They Connected with Career Pathways Grant Staff Prior to Starting Coursework

	Percent of Respondents who Connected with Grant Staff	Percent of Respondents who Did Not Connect with Grant Staff or Did Not Know
I feel more confident about my technology skills	79%	72%

	Percent of Respondents who Connected with Grant Staff	Percent of Respondents who Did Not Connect with Grant Staff or Did Not Know
I feel more confident about my time management skills	84%	79%
I feel more confident about my oral communication skills	82%	71%
I feel more confident about my written communication skills	85%	76%
I feel that I have more knowledge that I can use to improve care and teaching young children	96%	92%
I feel better prepared to handle different challenges in the classroom	93%	88%
I have implemented skills and tools from my coursework in the classroom	94%	91%

Exhibit B-29. Professional and Educational Outcomes by Whether or Not They Connected with Career Pathways Grant Staff Prior to Starting Coursework

	Percent of Respondents who Connected with Grant Staff	Percent of Respondents who Did Not Connect with Grant Staff or Did Not Know
Taking more college courses	80%	72%
Receiving a bonus/compensation increase at my job	43%	39%
Taking on a different role/job with the same employer	35%	28%
Getting a job at a different early childhood program	20%	17%
I am more likely to stay with my employer	31%	26%
Obtaining a higher EEC credential	63%	56%
I am more likely to stay in the ECE field	48%	39%
None of the above	2%	4%

Exhibit B-30. Students' Ability to Navigate Postsecondary Education System by First-Generation College Student Status

	Percent of First-Generation College Student Respondents who Agree or Strongly Agree	Percent of Non-First-Generation College Student Respondents who Agree or Strongly Agree
I feel more confident about taking a college course	90%	87%
I see how this coursework applies to my work	95%	94%
I have a better understanding of how colleges operate than I did before I started	82%	73%
I have the resources I need to make good course selection decisions	87%	84%
I know how to get the help I need to do well in my classes	88%	86%

Exhibit B-31. Students' Professional and Personal Skill Growth by First-Generation College Student Status

	Percent of First-Generation College Student Respondents who Agree or Strongly Agree	Percent of Non-First-Generation College Student Respondents who Agree or Strongly Agree
I feel more confident about my technology skills	81%	71%
I feel more confident about my time management skills	84%	79%
I feel more confident about my oral communication skills	82%	72%
I feel more confident about my written communication skills	85%	78%
I feel that I have more knowledge that I can use to improve care and teaching young children	95%	94%
I feel better prepared to handle different challenges in the classroom	92%	90%
I have implemented skills and tools from my coursework in the classroom	93%	93%

Exhibit B-32. Professional and Educational Outcomes by First-Generation College Student Status

	Percent of English Respondents	Percent of Spanish Respondents
Taking more college courses	81%	72%
Receiving a bonus/compensation increase at my job	42%	40%
Taking on a different role/job with the same employer	34%	31%
Getting a job at a different early childhood program	21%	16%
I am more likely to stay with my employer	26%	32%
Obtaining a higher EEC credential	62%	58%
I am more likely to stay in the ECE field	46%	43%
None of the above	2%	3%

Exhibit B-33. How Student Respondents Became Aware of Career Pathways by College

College	Referred by employer	Referred by colleague	Email from college or Career Pathways program	EEC Informational Event	College Admissions Office	Professional Development Center	Social media
Berkshire	61%	14%	18%	4%	5%	2%	2%
Bristol	67%	9%	13%	5%	1%	5%	4%
Bunker Hill	38%	27%	10%	8%	3%	2%	8%
Cape Cod	56%	15%	27%	10%	5%	5%	0%
Greenfield	69%	12%	10%	5%	2%	2%	2%
Holyoke	37%	21%	11%	14%	6%	0%	3%
Mass Bay	60%	2%	3%	21%	5%	0%	4%
Massasoit	64%	14%	15%	2%	3%	2%	1%
Middlesex	62%	14%	18%	9%	5%	4%	0%
Mt. Wachusett	46%	20%	30%	11%	11%	6%	6%
North Shore	67%	19%	14%	9%	0%	3%	3%
Northern Essex	47%	24%	9%	7%	6%	6%	4%
Quinsigamond	74%	10%	13%	4%	4%	4%	3%
Roxbury	3%	9%	56%	19%	16%	0%	3%
Springfield Technical	27%	9%	21%	16%	9%	7%	6%
Aggregate Average	56%	17%	16%	9%	4%	3%	3%