



RESEARCH BRIEF



Office of Research, Assessment, Data, Accountability, and Reporting

Post-Graduation Planning

A central goal of Oregon’s public K-12 education system is to prepare students for life beyond high school, including college, career, military, or other paths they may take. This preparation involves offering training and skills relevant to those pathways and exposing students to the breadth of options available to them, helping them to identify matches to their interests and aptitudes. The Oregon Department of Education supports efforts to help students identify interests through programs including [Career and Technical Education \(CTE\)](#), the [Career-related Learning Experiences](#) graduation requirement, [Career Connected Learning](#), [Accelerated Learning](#), and Oregon’s new [Higher Education and Career Path Skills](#) graduation requirement. In this brief, data from the Student Educational Equity Development (SEED) survey’s first operational year on students’ post-graduation plans is used to examine which plans students are interested in pursuing.

“I want my future profession to feel valued not an afterthought in a single class.” – Oregon Student, 2023-24 SEED Survey

Key Takeaways

- Students are most likely to report interest in employment, and least likely to report interest in military service.
- There are large gaps between the proportion of students who are interested in postsecondary enrollment and the proportion that enrolls, and those gaps vary substantially by student group.
- Students who were on-track to graduate in 9th grade are much more likely to be interested in 4-year college.
- Students who reported more opportunities to connect classwork to careers were also more likely to be interested in many of the post-graduation plans.
- Students who report higher sense of belonging are more likely to be interested in pursuing a degree at a 4-year college.

Background

In 2023-24, on behalf of the Oregon Department of Education (ODE), Oregon schools administered the Student Educational Equity Development (SEED) survey in its first operational year, having piloted the survey each year since 2020-21. The SEED survey is administered to students in grades 3-11 and is offered in multiple languages and with accessibility features to support the participation of all eligible students. It asks students about their schooling

experiences in areas that impact learning (e.g., access to learning resources, opportunities to learn). More information about the 2023-24 administration of SEED is available in the [2023-24 State Report](#).¹

Students in grades 9-11 were asked to respond to the following questions as part of the post-graduation planning domain:

- Are you considering any of the following during the year after high school?
- Are you considering any of the following educational opportunities during the year after high school?

A set list of options was presented for each of these items (listed in Figure 1, below). Between 30,000 and 32,000 students² responded to each item, with the exception of the “other” options, which were more likely to be skipped. Students participating in SEED are free to skip any items they would like to, for any reason.³

Educational Plans

Students reported a wide range of plans following high school. By far the most commonly-reported plan was full- or part-time employment, with 80% of students reporting this was probably or definitely in their plans. The least common was military service, with only 16% of students reporting that this was in their plans, and 45% reporting that it was definitely not. While interest in this option was higher [among some student groups](#), including military-connected students, the majority of students were uninterested in military service in all student groups examined.

“We have two programs/classes that help with future career and college readiness...I am in both and they are both extremely helpful and worth mentioning or even joining.” – Oregon Student, 2023-24 SEED Survey⁴

Nearly all students had at least one option they were probably or definitely considering (95% of 9th graders, rising to 97% of 11th graders), suggesting that schools are exposing students to a wide range of possible future pathways and that most students are thinking about their options after high school. By 11th grade, 81% of students had at least one option that they were “definitely” considering in the year following high school, up from 77% among 9th graders. Although the survey was not administered to 12th graders, we might expect that rate to continue to rise throughout high school, following the trend from 9th to 11th grade.

In addition to being a popular option on its own, full- or part-time employment was commonly reported in combination with other options, though the frequency varied somewhat. Among 11th graders, students who definitely planned to attend a 2-year college were more likely to report definitely planning to be employed than those who planned to attend a 4-year college (61% vs 49%). The highest frequency of intersection for this option was among students who planned to start a family or take care of children, 77% of whom also reported that they definitely planned to pursue employment.

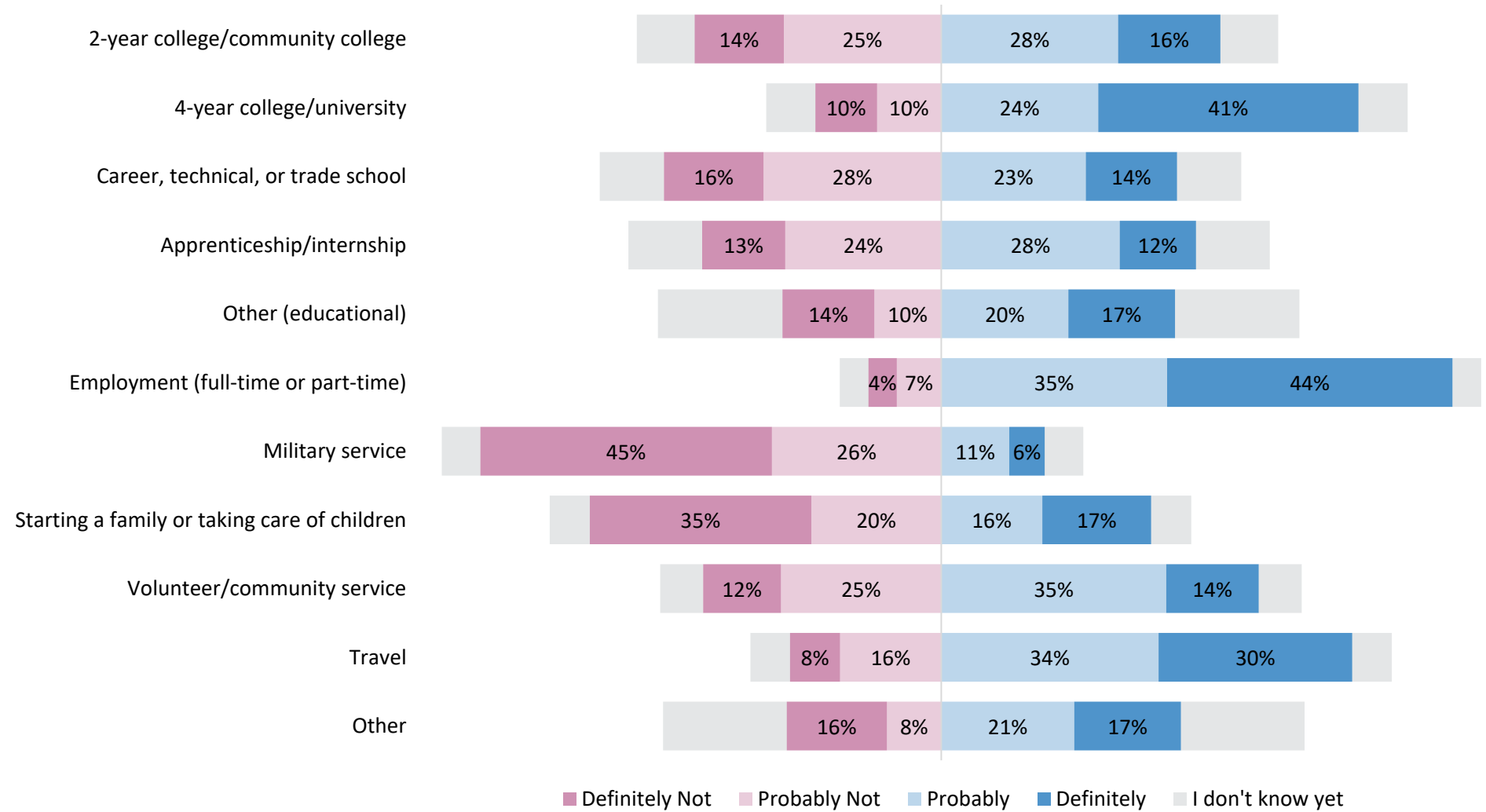
¹ Survey participation in high school grades was between 25-29% of eligible students, depending on grade level. Although not all students had the opportunity to take the SEED survey, the sample was demographically representative overall.

² While these items were part of the post-graduation planning domain, they were asked of all students in grades 9-11. Oregon’s goal is for all students to complete high school, but we acknowledge that, while more than 80% of students graduate on time each year, other students earn a GED or other credential (on time or on an extended timeframe), or ultimately leave high school without a completion credential. [Prior work](#) has shown that non-completing students typically leave high school at the end of their junior or senior year, so the surveyed population likely includes most of the students who may ultimately not complete high school.

³ Students who skipped an item are not included in the results for that item, but are included in the results for any items they responded to.

⁴ Quotations are presented verbatim throughout the document, with the exception of minor typographical errors, which have been corrected for readability, and potentially identifiable details, which have been redacted or replaced with text in square brackets to protect student confidentiality. Quotes come from responses to several open-ended items, none of which asked specifically about post-graduation plans; quotations are therefore illustrative, and any not be representative of student opinions overall.

Figure 1: Post-Graduation Plans
 Students in grades 9-11, 2023-24 School Year



Students who responded “I don’t know yet” are represented by the pale grey bars, which are split evenly between the positive and negative ends of the axis. Students who skipped the question are not included in the proportions above. The number of respondents was similar for all of the post-graduation options presented apart from the “Other” options, which each had about 2/3 as many respondents as the other options. Supplemental data for this figure available in the [appendix](#).

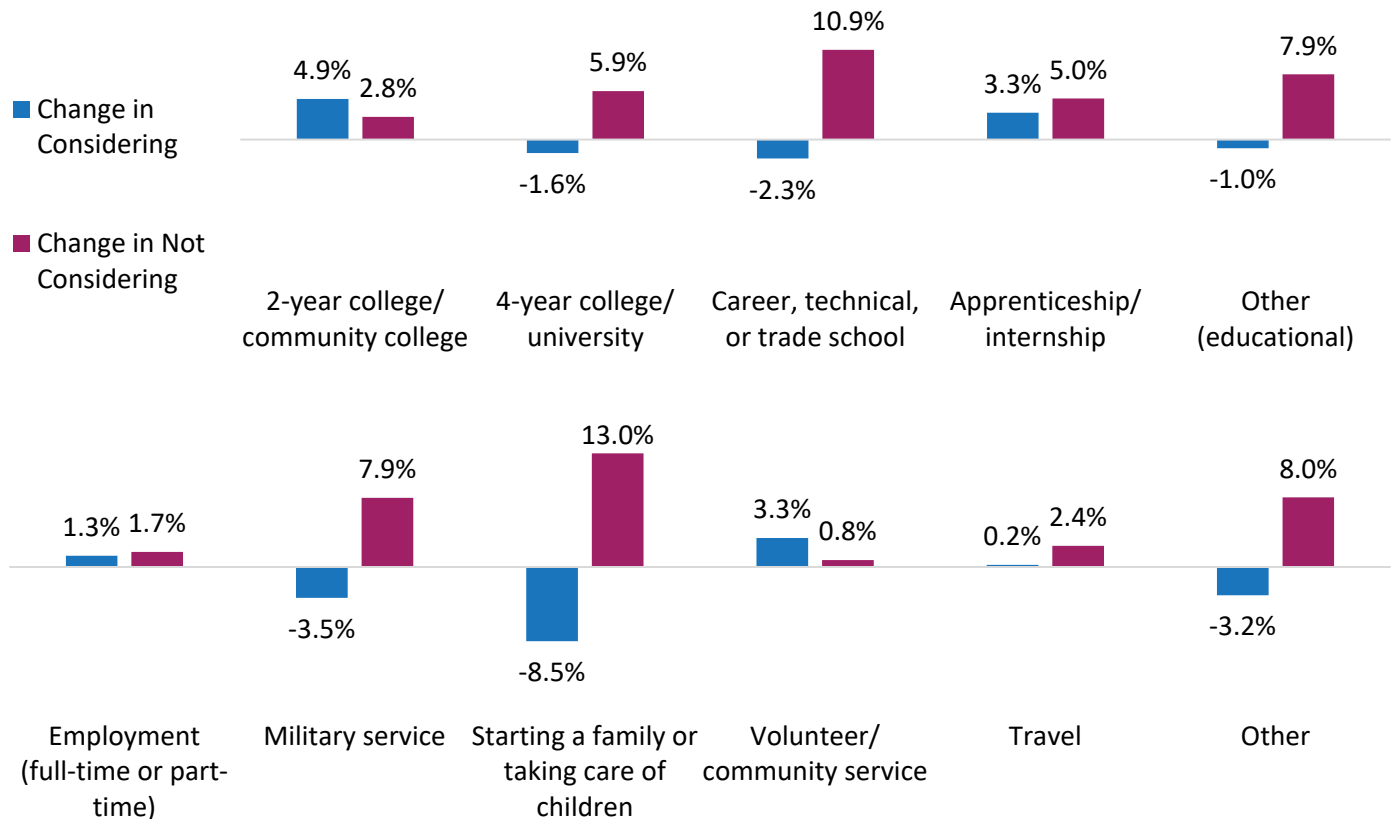
Despite high levels of interest in employment, unemployment for young people is significantly higher than for older age groups. In 2023, 11.7% of Oregon teenagers (16 to 19) who were seeking employment were not employed.⁵

Change in Plans for Higher Grade Levels

Students in later grades did not have substantially different plans than students in earlier grades in most cases. In general, responses from later grades were less likely to indicate that they didn't know yet, and more likely to be definite about their interest/lack of interest, primarily moving towards "definitely not" in older cohorts.

Figure 2: Difference in Post-Graduation Interests Between Students in 9th and 11th Grade

Probably/Definitely and Probably Not/Definitely Not in 11th grade, difference from 9th grade



Negative values (below the horizontal axis) indicate an overall decrease in the proportion of students selecting those options (e.g. 1.6% fewer students reported interest in 4-year college/university in 11th grade than in 9th grade, while 5.9% more students reported disinterest). Students who reported "I don't know yet" are not represented in the chart.

While some options garnered more interest over time, most options saw decreases in interest as students approaching the end of their high school enrollment narrow their options and interests. The only options that saw a net increase in interest were 2-year college/community college and volunteering/community service. Some students commented that they had increased exposure to community colleges while in high school, which may contribute to the increased interest.

"I'll be going to [Community College] this fall (2024), and there will be classes there that align with my interests and preferred future career path." – Oregon Student, 2023-24 SEED Survey

⁵ Oregon Employment Dept, Oregon's Youth in the Labor Force. <https://www.qualityinfo.org/-/oregon-s-youth-in-the-labor-force-1>

“None. All are available at my school through the partnership with the local community college.” – Oregon Student, 2023-24 SEED Survey, response to “Please list any courses you would like to take that are not available to you at your school.”

The sharpest difference was among students interested in starting a family, with 13% more students reporting that they were not interested in 11th grade compared to 9th grade. Nearly all of the difference was in the “definitely not” response: 41% of 11th graders were “definitely not” considering starting a family, compared to only 29% of 9th graders.

“I wish they had more childcare classes, or classes that could prepare students who are interested in parenthood: how to raise and care for children. School is supposed to be where you learn valuable life skills. Raising children requires valuable skills and knowledge, and those children will grow up with what their parents know.” – Oregon Student, 2023-24 SEED Survey

“Some of us maybe get pregnant in or after high school so [I would like to take] a child development class and obviously no one wants to go into motherhood clueless.” – Oregon Student, 2023-24 SEED Survey

These differences may reflect increased access to health education, including healthy relationships and information about pregnancy and parenting. As with other post-graduation options, students are refining their future plans as they gain more information and develop a better understanding of their options. In the constructed responses, students also expressed interest in coursework teaching how to parent, not just how to avoid unplanned pregnancy – information with the potential to be valuable in years beyond their initial post-graduation year. As more years of SEED data become available, a follow-up study looking at how individual student responses change as the students themselves progress through high school would be of interest.

Demographic Differences

Employment, in addition to being the most popular plan overall, showed the least variation between student groups. The proportion of students expressing interest in this option ranged from 72% to 86% - a popular choice for all demographics examined.

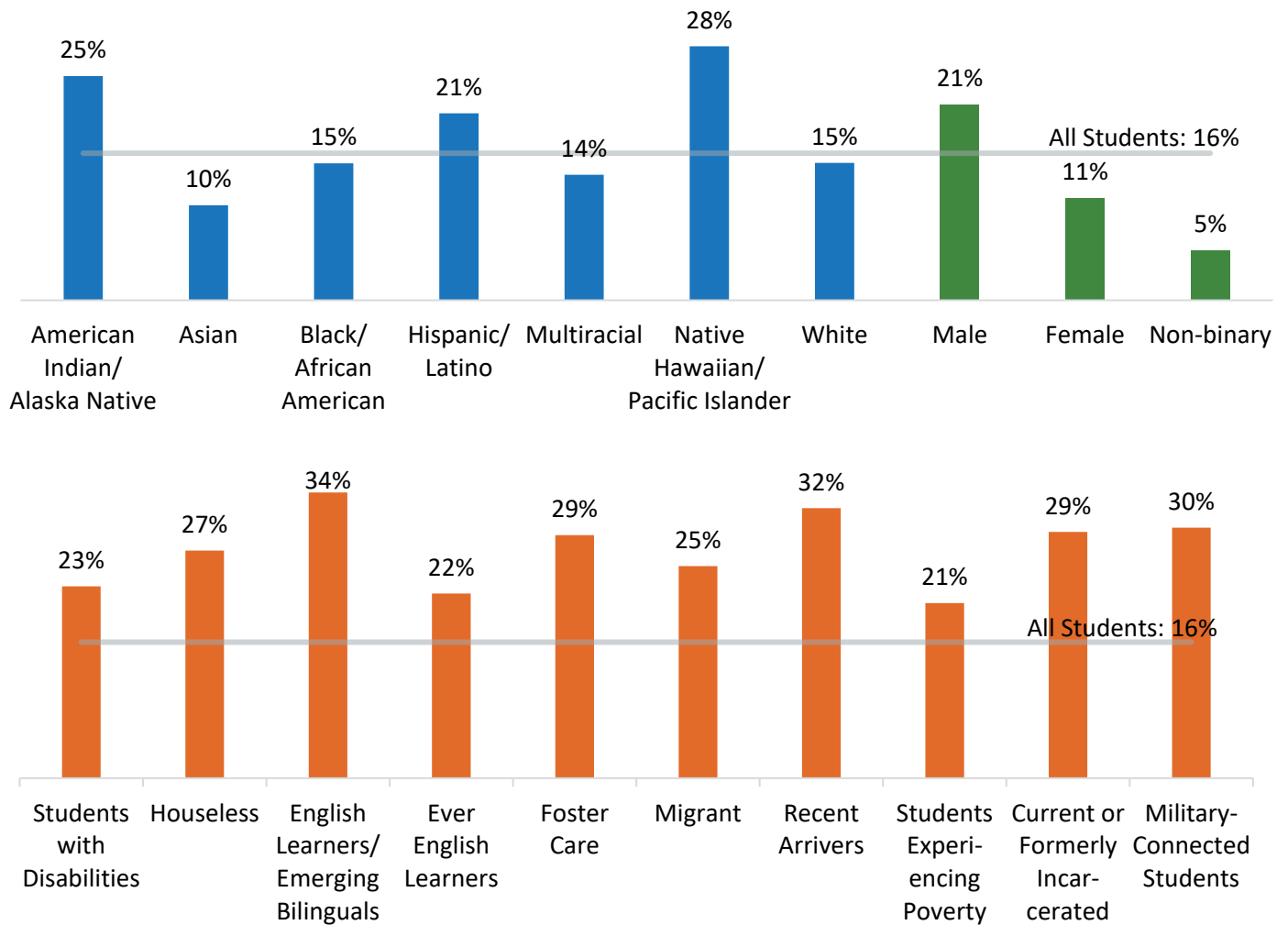
Interestingly, while participation in career and technical education (CTE) programs has been shown to be associated with improved educational outcomes in other areas, both CTE participants and CTE concentrators had very similar levels of interest in each postgraduate plan compared to students overall. CTE concentrators were slightly more likely to be interested in apprenticeships, but the difference was small (43%, compared to 39% of students who did not participate in CTE). Full data available in the [Appendix: Supplemental Data Tables](#), Table 3.

Some of the largest demographic differences were seen in the levels of interest students expressed in military service. Although this was the least popular post-high school option overall, and for every student group examined, interest in this option varied widely between groups. Male students were much more likely than female students to express interest, and both groups were much more likely than non-binary students, likely due to the perceived culture in the military. In recent years, the military has engaged in a process to address disparities across genders, including changes to parental leave policies and opening more career paths to female members. The work is not yet complete, as evidenced by the higher rates of separation from service relative to male soldiers.⁶ Until recently, the work was ongoing; however, recent federal policy changes are endangering this progress for female and gender-expansive servicemembers.

⁶ Sullivan, Col Adrian, [Responses to Gender Bias and Discrimination among Women Officers](#), Army University Press. 2023.

Figure 3: Interest in Military Service

Percentage of students who answered “probably or definitely,” by student group, grades 9-11



[Military-connected students](#) (students with active-duty parents or guardians) were nearly twice as likely to be interested in military service as the overall population, though this sample size is small, and the majority of these students did not report interest in military service. Students from most marginalized groups were more likely than average to be interested in military service. Native Hawaiian/Pacific Islander students were the most likely of any racial/ethnic group to be interested. This is consistent with other data on military service; for example, the Marshallese join the US military at a higher rate than any US state.⁷ Interest rates among American Indian/Alaska Native students similarly reflect historical rates of military service by this population.⁸ While not all recent arrivers are non-citizens, high rates of interest in this student group may reflect interest in [military service as a path to naturalization](#).

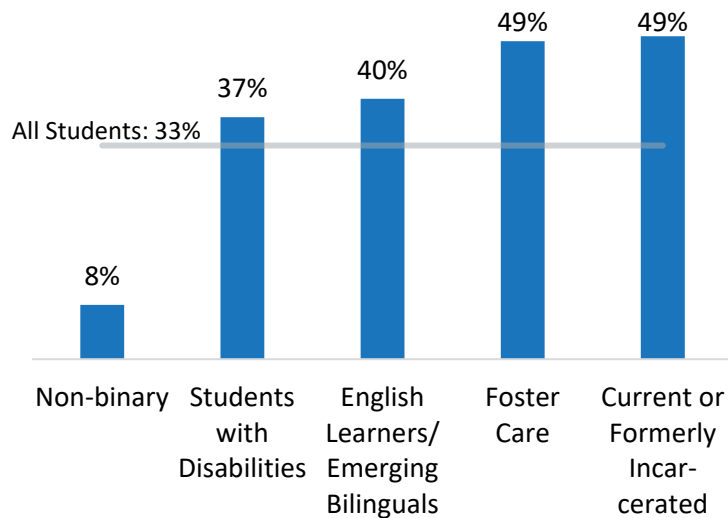
“I really like that you can graduate early and I really really wanna do that so I can join the air force and do boot camp.” – Oregon Student, 2023-24 SEED Survey

⁷ U.S. Embassy in the Republic of the Marshall Islands, [U.S.-Marshall Islands Policy and History](#).

⁸ USO, [A History of Military Service: Native Americans in the U.S. Military Yesterday and Today](#).

Figure 4: Plans to Start a Family or Take Care of Children

Percentage of students who answered “probably or definitely,” by student group, grades 9-11



Racial/ethnic patterns in plans to start a family or care for children in the year following high school were similar to [national trends in teen pregnancy and birth](#), with the exception of Hispanic students, who reported similar levels of interest in starting a family as the overall population of students, despite having higher birthrates nationally. Asian students were least likely to report plans to start a family (28%), and American Indian/Alaska Native and Black African/American students were most likely (40% and 41%, respectively).

Among other student groups, a few stood out (shown in the chart to the left). Male and female students were equally likely to report plans to start a family (33%), but

non-binary students were substantially less likely (8%). There are a variety of factors that may influence non-binary students' decisions to become a parent, which could include the [lack of representation](#) of LGBTQ2SIA+ families in media, recurring LGBTQ2SIA+ book [bans](#), and the lack of education or access to affirming [fertility options](#) necessary for many LGBTQ2SIA+ parents. A Family Equality Council [report](#) indicated 63% of LGBTQ people planning families expect to use assisted reproductive technology, foster care, or adoption to become parents.

Currently or formerly incarcerated students were particularly likely to report plans to start a family or care for children after high school, with almost half of these students indicating that they probably or definitely would pursue this option. This may be related to elevated rates of caregiving responsibilities in this population, as well as higher likelihood of already having children when incarcerated. Although data on this particular element is sparse, juvenile justice data in the past has reported that 48% of incarcerated youth indicated that they were responsible for caring for other family members, such as children, prior to their incarceration, and an estimated 20% either had or were expecting a child, with male youth more likely than female youth to report expecting a child.⁹ While facilities serving teen mothers are still in operation, Oregon's only facility serving teen mothers *with* their children (referred to by the Oregon Department of Human Services and Oregon Youth Authority along with their infants) [closed in 2020](#).

Youth in foster care were similarly likely to report plans to start a family or care for children, which aligns with other research showing that both male and female youth in foster care are highly likely to become parents by age 19.¹⁰ Additional demographic breakdowns are available in the [appendix](#).

Overall, 97% of 11th graders who indicated that they definitely planned to start a family had at least one other option that they also definitely planned to pursue – largely employment, followed by travel, 4-year college, and volunteering.

⁹ Sedlak, Andrea, and Carol Bruce. [Survey of Youth in Residential Placement: Youth Characteristics and Backgrounds](#). Washington, DC: US Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention, 2016.

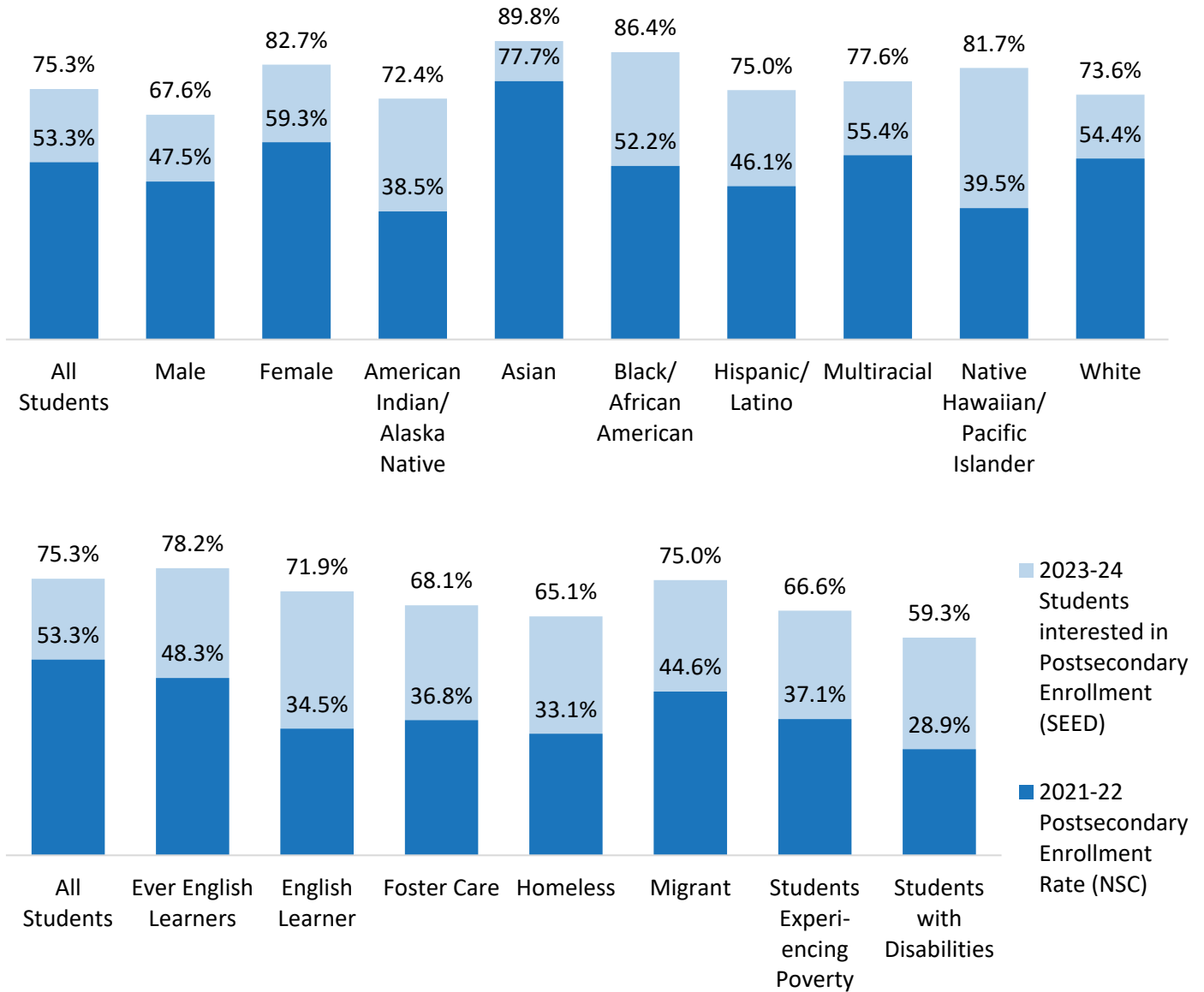
¹⁰ Oshima, Karen M. Matta, Sarah Carter Narendorf, and J. Curtis McMillen. "Pregnancy risk among older youth transitioning out of foster care." *Children and Youth Services Review* 35, no. 10 (2013): 1760-1765.

Postsecondary Enrollment

Overall, 75% of students reported that they would probably or definitely pursue enrollment in a 2-year and/or 4-year college in the year following graduation. Although not directly comparable, this rate is far in excess of the actual postsecondary enrollment rate for the most recent cohort of graduates, shown in Figure 5 below.

Figure 5: Interest in Postsecondary Enrollment vs Postsecondary Enrollment Rates¹¹

Percentage of students who answered “probably or definitely” to either 2-year or 4-year college, by student group, grades 9-11. Compared to the most recent postsecondary enrollment rates (percent of graduates who actually enrolled in a 2-year or 4-year college within a year of graduation) for high school graduates in 2021-22.



The gap between the proportion of students interested in post-secondary education and the proportion that actually enrolled is large, hovering around twenty percentage points in most cases. While the postsecondary enrollment rate for high school graduates in 2021-22 was likely impacted by the [COVID-19 pandemic and shifts to distance learning](#), the rate

¹¹ [Published post-secondary enrollment rates](#) do not include all of the student groups available in SEED data. The published rates represent a proportion of students who graduated high school in 2021-22, which theoretically should have a higher propensity for postsecondary enrollment than the population of SEED respondents, not all of whom can be assumed to graduate. Additional study in future years can compare postsecondary enrollment rates by SEED response, once more years of data are available.

at which students reported interest in postsecondary enrollment also significantly exceeds pre-pandemic [postsecondary enrollment rates](#).

The gap is smaller for Asian students, and larger for many marginalized student groups, particularly Native Hawaiian/Pacific Islander students, English learners/emerging bilinguals, and students with disabilities, where the proportion that enrolled is less than half the proportion that was interested in enrolling. Native Hawaiian/Pacific Islander students are of particular interest – this group is among the most interested in postsecondary enrollment in the SEED data, but the least likely of any racial/ethnic group to enroll in postsecondary. The addition of a new [Higher Education and Career Path Skills](#) graduation requirement and plans for a future [direct admissions program](#) may help support more of these students in the practical and administrative steps needed to make their dreams of college a reality, but barriers (particularly [financial ones](#)) remain. [Summer melt](#) (the tendency for students who are accepted to college to miss administrative deadlines or lack support) may also be a factor.

“I am focusing on my academics, as I want to achieve a scholarship (I cannot afford college without one). I also work multiple days a week, which is tricky to make work with another commitment like an extracurricular.” – Oregon Student, 2023-24 SEED Survey, response to “If you do not participate in any school or community activities or clubs, please describe why.”

“I wish our counselors put more work into guiding us about college and scholarships. I feel like I don't know where I'm supposed to start at all.” – Oregon Student, 2023-24 SEED Survey

English learners and students with disabilities are also disproportionately likely to be awarded a modified Oregon diploma, which is associated with a substantially lower rate of postsecondary enrollment.¹² It's important that students and families are fully informed of the possible ramifications of different diploma options when they are making the choice of which to pursue.

Students overall, and most student groups, reported more interest in 4-year colleges than in 2-year. The exceptions were students navigating houselessness, English learners, migrant students, students experiencing poverty, and students with disabilities, who preferred 2-year colleges to 4-year by very slim margins (3 percentage points or less). These groups were also more likely than average to express interest in career, technical, or trade schools.

Results by On-track and Regular Attendance Status

The SEED survey overrepresented students who were on-track to graduate at the end of their 9th grade year of high school¹³ - 93% of respondents¹⁴ (across grades 9-11) had been on-track as of the end of 9th grade whereas [overall on-track rates](#) were between 82-85% for these three cohorts. Students who were on-track were more than twice as likely to be interested in attending a 4-year college, and substantially less likely to be interested in military service and career, technical, or trade schools. They were also somewhat more likely to be interested in volunteering/community service.

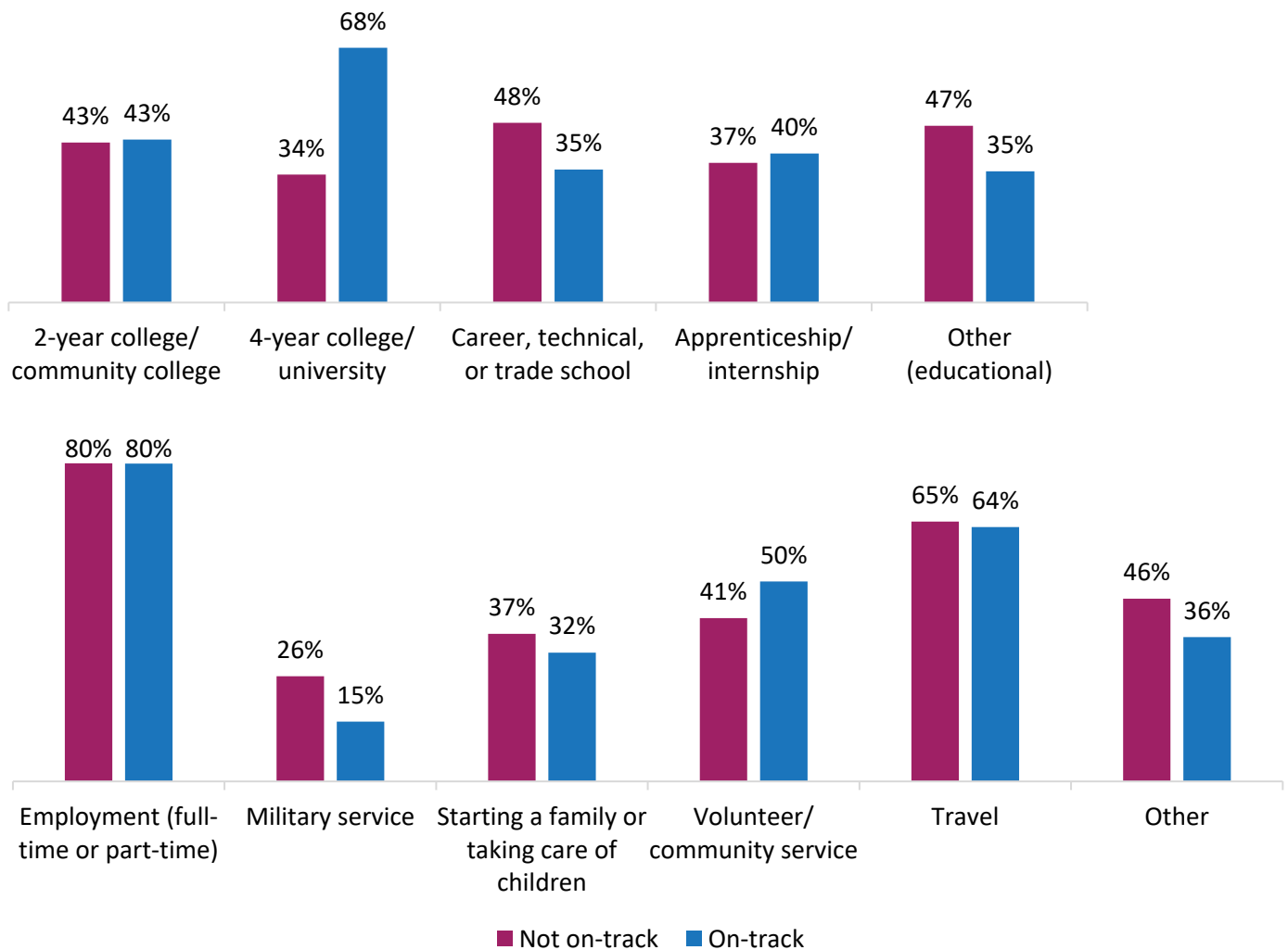
¹² [Community-Informed Recommendations for Equitable Graduation Outcomes](#)

¹³ Students who had earned at least 25% of the credits required to graduate; see <https://www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Accountability-Measures.aspx> for more information.

¹⁴ Limited to students who were Full Academic Year in their 9th grade year, defined as having enrollment in a the same district both on the first school day in May, and for a majority of the school year up to that point. This is the inclusion criterion for

Figure 6: Post-graduation Plans by On-Track Status in 9th grade

Percentage of students who answered “probably or definitely,” grades 9-11



Looking at plans by regular attendance status produced very similar, but less pronounced, results. Students who were regular attenders in 2023-24 were 15 percentage points more likely to be interested in attending a 4-year college, seven percentage points less likely to be interested in attending career, technical, or trade school, and within three percentage points of their chronically absent peers for the remaining specific options.

“There’s lots of like small tests to see what we would like to do in our future and they are helpful...the school is very helpful on being able to find a career for our future and how we can do better when we're in high school and motivate us to keep our grades up. – Oregon Student, 2023-24 SEED Survey

Students with a stronger idea of their future plans may also be more motivated to attend school regularly and attain higher grades. Additional data available in the [appendix](#).

“I think the pathway opportunities at [my school] are a wide variety, but I think [students] should be able to take tests to find what they find interesting so they can start out on pathways at our school so dive into their future careers/hopes earlier.” – Oregon Student, 2023-24 SEED Survey

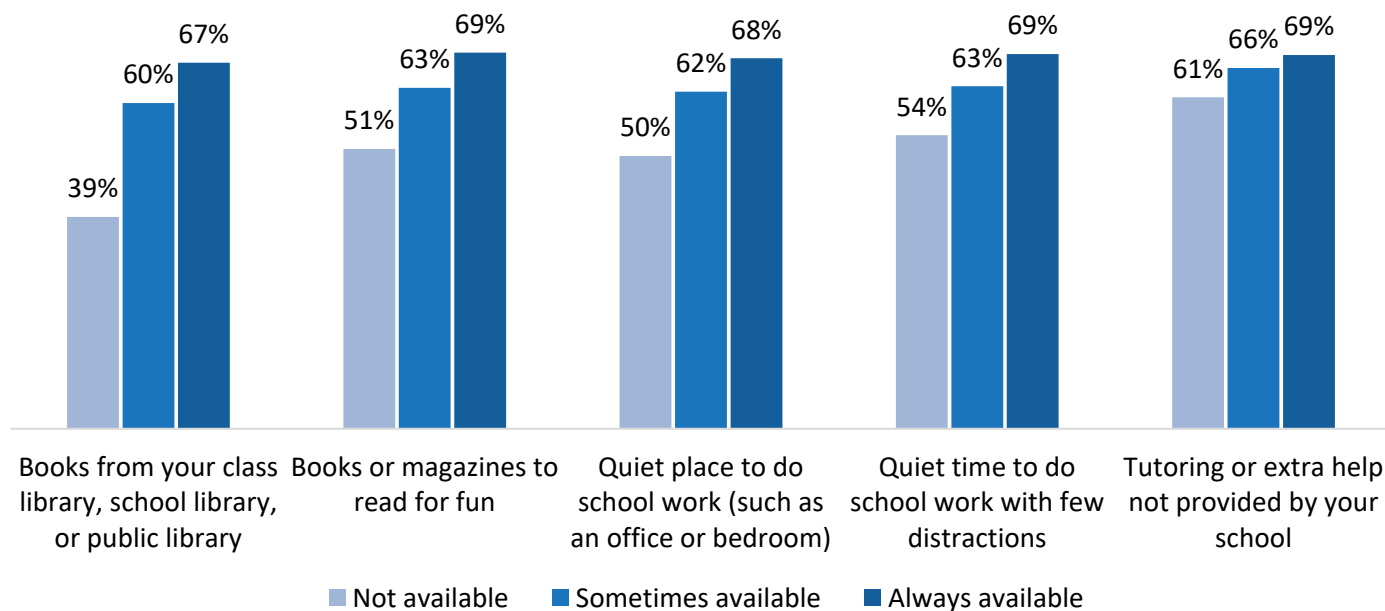
“I think that at my school there is an absurd focus on taking personality quizzes to determine what our future career should be, which doesn't seem helpful at all. If I wanted to take a buzzfeed quiz about what my future would look like, I could do that on my own time, not as a mandatory assignment in my classes. We don't do any actual trial of possible careers, and the information regarding careers/colleges is conveyed in a confusing format.” – Oregon Student, 2023-24 SEED Survey

Other SEED Items Correlating with Postgraduate Plans

SEED collected data on student access to learning resources, which refers to the degree to which a student can access technology and other educational tools, materials, or supports. Access to learning resources, specifically reading materials, was strongly correlated with interest in attending a 4-year college or university, but weakly or uncorrelated with interest in other educational options. Outside help, such as tutoring, was much less strongly predictive of interest in a 4-year college, but quiet places and times to do schoolwork were more predictive. This highlights the critical role libraries and librarians play in developing and supporting learners, which is consistent with research from higher education showing improved academic outcomes associated with library use.^{15,16}

Figure 7: Interest in Attending a 4-year College or University

Percentage of students who answered “probably or definitely,” planning to attend a 4-year college or university, grades 9-11, by the student’s response to “Are these things available to help you with your school work?”



¹⁵ LeMaistre, Tiffany, Qingmin Shi and Sandip Thanki. “Connecting Library Use to Student Success.” *Libraries and the Academy* 18 (2018): 117 - 140.

¹⁶ Logan, Judith. “Students Who Used the Library in Their First Year of University are More Likely to Graduate or Still be Enrolled After Four Years.” *Evidence Based Library and Information Practice* (2018).

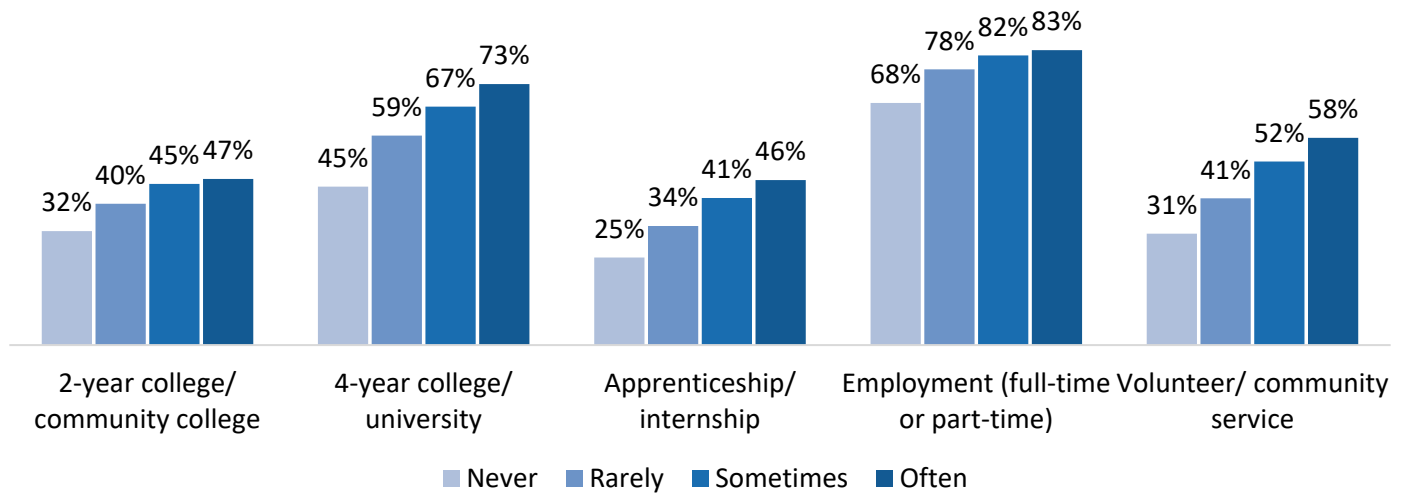
Access to books was also correlated with increased interest in volunteering and travel, but was negatively correlated with interest in military service (14% of students with consistent access to books were interested in military service, compared to 24% of those without access).

Opportunities to connect classroom learning to career opportunities were also associated with increased interest in many post-graduation plans, particularly interest in higher education, as shown in Figure 8 below. Responses to this item were uncorrelated with interest in military service, and only weakly correlated with interest in career, technical, or trade schools or starting a family. The effect was stronger for interest in 4-year colleges than 2-year colleges, which is consistent with other research finding that implementing career relevant instruction promotes students to value school and education more highly.¹⁷ Students [want to feel that their coursework is relevant to their careers and lives](#).

“I would like my school to push the future at students more, expand on what type of jobs these classes can lead to and what we should be doing to take steps in growth and career building, as well as more time spent on discovering what to do after school as placing that burden on students with no guiding hand especially since some students don't have [college-educated] parents.” – Oregon Student, 2023-24 SEED Survey

Figure 8: Interest in Selected Post-Graduation Options by Reported Opportunities to “Connect what you are learning in your classes to potential career opportunities.”

Percentage of students who answered “probably or definitely,” grades 9-11, by the student’s response to “How often did you do the following things at your school? Connect what you are learning in your classes to potential career opportunities.”



This finding was also consistent with reported agreement with the statement “I am taking courses that will help me achieve my future goals.” 71% of students who agreed were interested in 4-year college, compared to only 52% of students who disagreed. This item was weakly correlated with interest in 2-year college (40% of students who disagreed, compared to 45% of students who agreed) and not correlated with interest in career, technical, or trade schools.

“I really want to start a business, but no classes in school help me there. I already have a full plan on my future and what I want to do...I hope someday school can teach me more about these subjects.” – Oregon Student, 2023-24 SEED Survey

¹⁷ Rose, Roderick A., and Patrick T. Akos. "Promoting school valuing through career relevant instruction." *Journal of the Society for Social Work and Research* 5, no. 4 (2014): 539-563.

“I feel like my school should have more opportunities to learn more about colleges and steps throughout the school year so you don’t just take random classes all of high school and then have no idea what to do when graduating. More one on one time with teachers and counselors so you can really have a better idea what to do with your future.” – Oregon Student, 2023-24 SEED Survey

“The only reason I’m not taking courses that help my future goal is because I don’t know what I want to do in the future, it’s not the schools fault.” – Oregon Student, 2023-24 SEED Survey

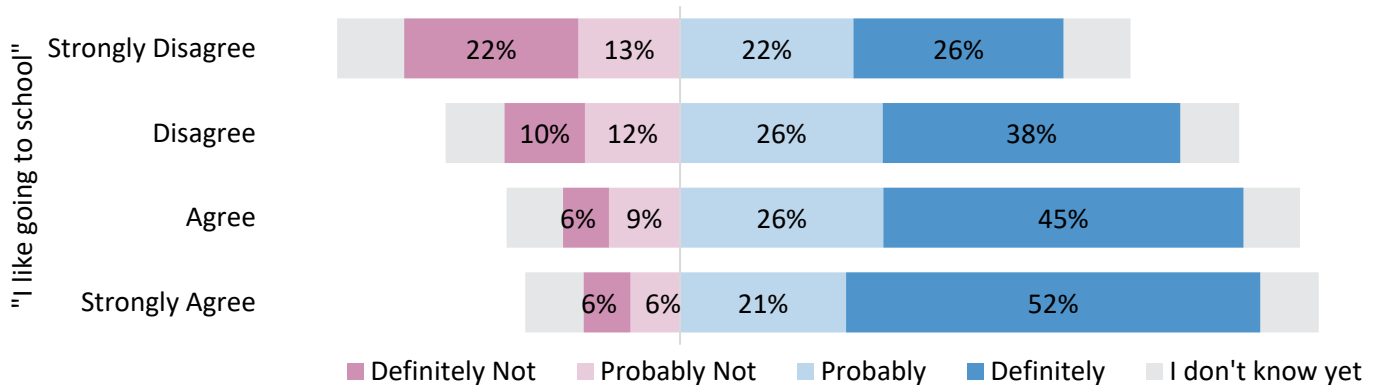
Conversely, opportunities to interact with business and industry professionals¹⁸ were very weakly correlated with interest in 4-year colleges, but more strongly correlated with interest in 2-year colleges (38% of students who disagreed, relative to 46% of students who agreed) and career, technical, and trade schools (30% of students who disagreed, relative to 39% of students who agreed). Opportunities to participate in job shadows and tour or visit businesses showed a similar pattern.

“I love [my school]! They do a great job listening to students AND teacher's voices...The internship program ...is amazing!! My internship this past year really started to shape my future, I am so lucky to have gotten the opportunity to work in an environment like that.” – Oregon Student, 2023-24 SEED Survey

SEED also included items about student sense of belonging – the ways in which a student feels valued, welcomed and cared for at school. Sense of belonging items¹⁹ tended to correlate strongly with interest in 4-year college or university, which potentially reflects students’ view of 4-year college as an extension of high school, with more interest in attending if they already enjoy and feel belonging in their high school. The effect was present for students who were and were not on-track to graduate, but was generally stronger for students who were on-track to graduate.

Figure 9: Interest in 4-year College by Reported Agreement with the Statement “I like going to school.”

Interest in 4-year college or university by reported agreement or disagreement with "I like going to school." Students in grades 9-11, 2023-24 School Year



Additional data available in the [appendix](#).

¹⁸ Students were asked to rate their level of agreement with “At my school, students have opportunities to interact with business and industry professionals through internships, projects, school-based businesses, or other work experiences.”

¹⁹ “I feel welcome at my school,” “I have friends at school,” “I like going to school,” and “There are adults at my school who care about me.” For more information about these and other Sense of Belonging items, see [Student Sense of Belonging in Schools: Connection to Outcomes](#) and [Student Sense of Belonging in Schools: Predictive Factors](#).

Student postsecondary interests are correlated with a number of factors, but one key factor important to both postsecondary plans and other educational outcomes is student sense of belonging. As shown in Figure 9, students are much more likely to be interested in 4-year college when they like going to high school; however, even among students with strong negative feelings about high school, 1 in 4 definitely want to go to a 4-year college.

The items correlated weakly or not at all with interest in a 2-year college and most other options, and were negatively correlated with interest in military service – students who felt more sense of belonging in school were less likely to be interested in military service. The effect on military service interest was much stronger among students who were on-track to graduate.

“I don’t feel welcome in this community in any way shape or form...the second I transferred here I feel like I fell between the cracks” – Oregon Student, 2023-24 SEED Survey

“My school is very well rounded and it has everything that someone could need to be successful in the future. The school community is great and everyone mostly accepts each other for who they are. I can feel at home at school because most of the courses interest me and I participate in activities to fill my day.” – Oregon Student, 2023-24 SEED Survey

Discussion and Additional Resources

While these data are correlational, and should not be used to draw causal conclusions, they do support ODE initiatives around helping students connect what they are learning to their careers or other future plans, and the importance of helping students who wish to attend post-secondary education make that connection. Resources are available through the [Career Connected Learning](#) program, Oregon’s new [Higher Education and Career Path Skills](#) diploma requirements resource page, and the [Office of Student Access and Completion](#) in the Higher Education Coordinating Commission.

Additional resources²⁰ include:

- Post-secondary enrollment
 - [Oregon ASPIRE College Toolkit](#) and customized site visits/information sessions
 - [Office of Student Access and Completion](#)
 - [Oregon’s 17 community colleges](#)
 - [Oregon’s 7 public universities](#) and [OHSU](#)
 - [Oregon’s private colleges](#)
 - [Tips to Avoid Summer Melt](#)
- Apprenticeship/internship
 - [Oregon Apprenticeship](#)
 - [Become an Apprentice](#)
 - Oregon BOLI: [Apprenticeship Opportunities](#)
 - [Pre-apprenticeship Programs](#)
- Career, technical, or trade school
 - [Licensed Private Career Schools](#)
- Employment
 - [Oregon Conservation Corps](#)
 - [The Oregon Youth Corps](#)
 - [Oregon Workforce Innovation and Opportunity Act \(WIOA\) Youth Programs](#)
 - [Workforce Talent Development Board](#)
- Military Service
 - [Careers in the Military](#)
 - [Reserve Officers' Training Corps \(ROTC\) Program](#)

²⁰ Many of these resources are courtesy of Erin Weeks-Earp, at the Higher Education Coordinating Commission.

- Starting a family
 - [Oregon MothersCare: Supporting Healthy Pregnancies](#)
 - Oregon DHS [Family Support and Connections Program](#)
 - [Oregon Paid Family Leave](#)
 - [Oregon Comprehensive Sexuality Education](#)
 - [Oregon Women, Infants, and Children \(WIC\) program](#)
 - [LGBTQ+ Family Building Options](#)
 - Oregon Post Adoption Resource Center [LGBTQ+ Families](#)
- National Service/Volunteering
 - [AmeriCorps in Oregon](#)
 - [Oregon Serves](#)
 - [Volunteer Match](#)
 - [HandsOn Greater Portland](#)
- Travel
 - [Gap Year Association](#)
 - [Institute for International Education](#)

“I think [my school] is the best school in Oregon, with its supportive and hardworking staff. They help students with career research, and ultimately care about their futures.” – Oregon Student, 2023-24 SEED Survey

With thanks to ODE’s SEED team; our colleagues on the Well-Rounded, Integrative & Digital Learning Team, the Correctional, Hospital, and Treatment Programs team, the Standards and Instructional Support Team, the School Age Special Education Team, the Secondary/Post-Secondary Transitions Team, and the School Choice, Options & Recovery Education Team; our colleagues in the Office of Equity, Diversity & Inclusion and the Office of Research, Assessment, Data, Accountability & Reporting; our colleagues at the Higher Education Coordinating Commission; the Student Advisory Panels; and the thousands of students who bravely and vulnerably shared their honest experiences with us.

Appendix: Supplemental Data Tables

Table 1: Supplemental data for Figure 1: Post-Graduation Plans

Students in grades 9-11, 2023-24 School Year

Post-Graduation Plan	Total Responses	Definitely Not	Probably Not	Probably	Definitely	I don't know yet
2-year college/community college	30,728	14%	25%	28%	16%	18%
4-year college/university	31,127	10%	10%	24%	41%	15%
Career, technical, or trade school	30,702	16%	28%	23%	14%	20%
Apprenticeship/internship	30,631	13%	24%	28%	12%	23%
Other (educational)	20,669	14%	10%	20%	17%	39%
Employment (full-time or part-time)	31,163	4%	7%	35%	44%	9%
Military service	30,818	45%	26%	11%	6%	12%
Starting a family or taking care of children	30,786	35%	20%	16%	17%	12%
Volunteer/community service	30,826	12%	25%	35%	14%	13%
Travel	31,019	8%	16%	34%	30%	12%
Other	19,990	16%	8%	21%	17%	39%

Table 2: Post-graduation Plans by Demographic

Students in grades 9-11, 2023-24 School Year. Percentage reporting “probably” or “definitely” for each item.

Student Group	2-year college/ community college	4-year college/ university	Career, technical, or trade school	Apprentice- ship/ internship	Employment (full-time or part-time)	Military service	Starting a family or taking care of children	Volunteer/ community service	Travel
All Students	44%	65%	37%	40%	80%	16%	33%	49%	64%
American Indian/ Alaska Native	53%	60%	46%	47%	81%	25%	40%	48%	67%
Asian	37%	86%	29%	52%	75%	10%	28%	62%	64%
Black/African American	48%	79%	45%	53%	82%	15%	41%	55%	76%
Hispanic/Latino	55%	61%	48%	44%	82%	21%	33%	52%	68%
Multiracial	40%	70%	33%	41%	78%	14%	30%	48%	63%
Native Hawaiian/ Pacific Islander	56%	71%	46%	41%	77%	28%	39%	54%	76%
White	40%	64%	33%	36%	80%	15%	33%	48%	62%
Male	40%	58%	43%	39%	77%	21%	33%	39%	58%
Female	47%	72%	31%	41%	82%	11%	33%	59%	70%

Student Group	2-year college/ community college	4-year college/ university	Career, technical, or trade school	Apprenticeship/ internship	Employment (full-time or part-time)	Military service	Starting a family or taking care of children	Volunteer/ community service	Travel
Non-binary	46%	67%	25%	38%	86%	5%	8%	57%	52%
Students with Disabilities	47%	44%	45%	40%	75%	23%	37%	46%	62%
Houseless	51%	50%	53%	48%	83%	27%	35%	50%	66%
English Learners/Emerging Bilinguals	60%	58%	59%	50%	78%	34%	40%	55%	74%
Ever English Learners	58%	65%	51%	48%	81%	22%	34%	55%	71%
Foster Care	54%	54%	41%	40%	83%	29%	49%	54%	64%
Migrant	61%	61%	51%	47%	82%	25%	33%	59%	72%
Recent Arrivers	59%	74%	50%	54%	72%	32%	34%	58%	75%
Students Experiencing Poverty	50%	53%	46%	41%	81%	21%	36%	49%	65%
Current or Formerly Incarcerated	42%	40%	53%	42%	77%	29%	49%	46%	59%
Military-Connected Students	36%	67%	37%	39%	84%	30%	41%	50%	65%

Table 3: Post-graduation Plans by CTE Participant/Concentrator Status

Students in grades 9-11, 2023-24 School Year. Percentage reporting “probably” or “definitely” for each item.

Student Group	2-year college/ community college	4-year college/ university	Career, technical, or trade school	Apprenticeship/ internship	Employment (full-time or part-time)	Military service	Starting a family or taking care of children	Volunteer/ community service	Travel
Concentrator	40%	67%	35%	43%	80%	14%	28%	47%	62%
Participant (excluding concentrators)	45%	65%	39%	40%	80%	17%	34%	48%	64%
Non-participant	43%	65%	35%	39%	79%	16%	33%	52%	64%

Table 4: Post-graduation Plans by Academic Outcome Measure

Students in grades 9-11, 2023-24 School Year. Percentage reporting “probably” or “definitely” for each item.

Group	2-year college/ community college	4-year college/ university	Career, technical, or trade school	Apprenticeship/ internship	Employment (full-time or part-time)	Military service	Starting a family or taking care of children	Volunteer/ community service	Travel
Regular Attenders	43%	69%	35%	39%	79%	15%	32%	50%	63%
Chronically Absent	46%	55%	42%	41%	80%	18%	34%	47%	67%
On-track	43%	68%	35%	40%	80%	15%	32%	50%	64%
Not on-track	43%	34%	48%	37%	80%	26%	37%	41%	65%

Table 5: Post-graduation Plans by other SEED Items

Students in grades 9-11, 2023-24 School Year. Percentage reporting “probably” or “definitely” for each item.

Are these things available to help you with your school work?

... Books from your class library, school library, or public library

Response	2-year college/ community college	4-year college/ university	Career, technical, or trade school	Apprenticeship/ internship	Employment (full-time or part-time)	Military service	Starting a family or taking care of children	Volunteer/ community service	Travel
Not available	37%	39%	41%	36%	66%	25%	34%	35%	55%
Sometimes available	46%	60%	42%	41%	79%	21%	35%	47%	63%
Always available	43%	67%	35%	40%	81%	15%	32%	51%	65%

... Books or magazines to read for fun

Response	2-year college/ community college	4-year college/ university	Career, technical, or trade school	Apprenticeship/ internship	Employment (full-time or part-time)	Military service	Starting a family or taking care of children	Volunteer/ community service	Travel
Not available	43%	51%	40%	35%	74%	22%	35%	41%	59%

Response	2-year college/ community college	4-year college/ university	Career, technical, or trade school	Apprentice- ship/ internship	Employment (full-time or part-time)	Military service	Starting a family or taking care of children	Volunteer/ community service	Travel
Sometimes available	45%	63%	39%	40%	80%	17%	33%	48%	64%
Always available	43%	69%	35%	40%	81%	14%	32%	52%	65%

... Quiet place to do school work (such as an office or bedroom)

Response	2-year college/ community college	4-year college/ university	Career, technical, or trade school	Apprentice- ship/ internship	Employment (full-time or part-time)	Military service	Starting a family or taking care of children	Volunteer/ community service	Travel
Not available	41%	50%	41%	38%	73%	22%	34%	40%	56%
Sometimes available	45%	62%	38%	40%	81%	18%	33%	49%	64%
Always available	43%	68%	36%	40%	80%	15%	32%	50%	65%

... Quiet time to do school work with few distractions

Response	2-year college/ community college	4-year college/ university	Career, technical, or trade school	Apprentice- ship/ internship	Employment (full-time or part-time)	Military service	Starting a family or taking care of children	Volunteer/ community service	Travel
Not available	43%	54%	39%	39%	76%	20%	34%	43%	60%
Sometimes available	44%	63%	36%	39%	81%	16%	32%	49%	63%
Always available	43%	69%	37%	40%	80%	16%	33%	51%	65%

... Tutoring or extra help not provided by your school

Response	2-year college/ community college	4-year college/ university	Career, technical, or trade school	Apprenticeship/ internship	Employment (full-time or part-time)	Military service	Starting a family or taking care of children	Volunteer/ community service	Travel
Not available	43%	61%	35%	38%	80%	15%	29%	45%	59%
Sometimes available	44%	66%	36%	40%	80%	16%	33%	51%	65%
Always available	44%	69%	40%	42%	79%	18%	37%	53%	68%

How often did you do the following things at your school? Connect what you are learning in your classes to potential career opportunities.

Response	2-year college/ community college	4-year college/ university	Career, technical, or trade school	Apprenticeship/ internship	Employment (full-time or part-time)	Military service	Starting a family or taking care of children	Volunteer/ community service	Travel
Never	32%	45%	31%	25%	68%	17%	28%	31%	51%
Rarely	40%	59%	35%	34%	78%	15%	29%	41%	61%
Sometimes	45%	67%	38%	41%	82%	16%	34%	52%	66%
Often	47%	73%	38%	46%	83%	15%	34%	58%	67%

Think about the career resources and opportunities at your school. Indicate your level of agreement with the following statements.

...At my school, students have opportunities to interact with business and industry professionals through internships, projects, school-based businesses, or other work experiences.

Response	2-year college/ community college	4-year college/ university	Career, technical, or trade school	Apprenticeship/ internship	Employment (full-time or part-time)	Military service	Starting a family or taking care of children	Volunteer/ community service	Travel
Disagree	38%	64%	30%	36%	75%	15%	27%	43%	58%
Agree	46%	67%	39%	42%	82%	17%	35%	53%	67%

...At my school, students have opportunities to visit and tour businesses or participate in job shadows.

Response	2-year college/ community college	4-year college/ university	Career, technical, or trade school	Apprenticeship/ internship	Employment (full-time or part-time)	Military service	Starting a family or taking care of children	Volunteer/ community service	Travel
Disagree	39%	66%	31%	37%	78%	13%	27%	46%	60%
Agree	46%	67%	40%	43%	82%	18%	36%	53%	67%

Think about this school year and the courses available at your school. How much do you agree with each statement? I am taking courses that will help me achieve my future goals.

Response	2-year college/ community college	4-year college/ university	Career, technical, or trade school	Apprenticeship/ internship	Employment (full-time or part-time)	Military service	Starting a family or taking care of children	Volunteer/ community service	Travel
Disagree	40%	52%	37%	34%	78%	16%	31%	40%	61%
Agree	45%	71%	37%	43%	81%	16%	34%	54%	66%

Think about this school year and the people at your school. How much do you agree with each statement?

...I feel welcome at my school.

Response	2-year college/ community college	4-year college/ university	Career, technical, or trade school	Apprenticeship/ internship	Employment (full-time or part-time)	Military service	Starting a family or taking care of children	Volunteer/ community service	Travel
Disagree	45%	55%	37%	38%	79%	21%	35%	45%	62%
Agree	43%	68%	37%	40%	80%	15%	33%	51%	65%

...I have friends at school.

Response	2-year college/ community college	4-year college/ university	Career, technical, or trade school	Apprenticeship/ internship	Employment (full-time or part-time)	Military service	Starting a family or taking care of children	Volunteer/ community service	Travel
Disagree	43%	47%	36%	34%	71%	20%	31%	44%	55%
Agree	44%	66%	37%	40%	80%	16%	33%	50%	65%

...I like going to school.

Response	2-year college/ community college	4-year college/ university	Career, technical, or trade school	Apprenticeship/ internship	Employment (full-time or part-time)	Military service	Starting a family or taking care of children	Volunteer/ community service	Travel
Disagree	42%	57%	37%	37%	80%	17%	33%	43%	64%
Agree	45%	71%	36%	42%	80%	16%	34%	55%	65%

...There are adults at my school who care about me.

Response	2-year college/ community college	4-year college/ university	Career, technical, or trade school	Apprenticeship/ internship	Employment (full-time or part-time)	Military service	Starting a family or taking care of children	Volunteer/ community service	Travel
Disagree	41%	50%	39%	35%	72%	26%	36%	40%	59%
Agree	44%	67%	36%	40%	81%	15%	33%	51%	65%