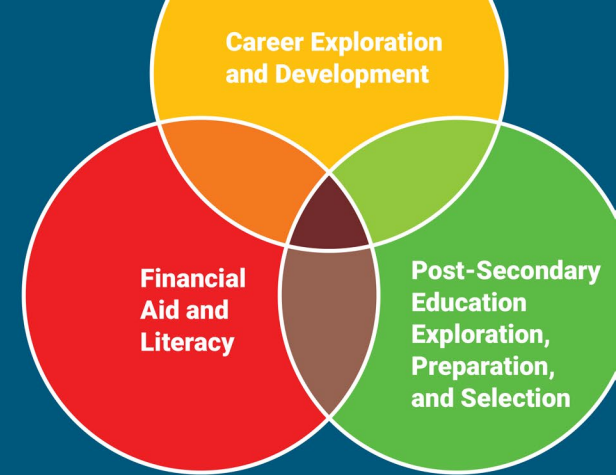


Identification of a Purpose Pathway in Achieving Postsecondary Success



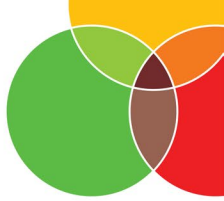
Amanda Wojan, MPH
*Manager, Chicago Roadmap Grants and
Special Projects*

Kirsten Watson, MA HDFS
Program Specialist, Chicago Roadmap



Objectives

- ✓ Introductions
- ✓ Overview of the Chicago Roadmap
- ✓ Background of career exploration as core tenant of Chicago Roadmap
- ✓ **C4 → Purpose Pathways** pilot: operationalization and implementation
- ✓ Pilot findings to date
- ✓ Next steps + plans to scale
- ✓ Discussion/Questions





Who We Are

Amanda Wojan, MPH, *Manager, Chicago Roadmap Grants and Special Projects*

- Literacy teacher
- Mentor
- Public health

awojan@ccc.edu

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Kirsten Watson, M.A. HDFS, *Program Specialist, Chicago Roadmap*

- College Advisor
- Teacher
- Counselor

kwatson49@cps.edu



CPS – CCC Postsecondary Stats



Nearly 7 in 10 CPS freshmen say they hope to earn a bachelor's degree.



Two-thirds of students require remedial courses in English, math or both once they arrive at CCC.



Nearly 50% of CPS graduates who go on to CCC do not return for their second year.



Only 19% of CPS Freshman continue their studies to earn a bachelor's degree within a decade of high school graduation.

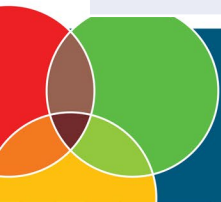


Year-long Deep Dive to Identify 8 Assets & 12 Challenges



8 Assets
High School
<ul style="list-style-type: none"> • Early College Coursework
Transition Zone (12 th grade- 1 st year postsecondary)
<ul style="list-style-type: none"> • Transitional Math holds promise • STAR Scholarship • Four-year innovative models for transition programming
Cross-cutting
<ul style="list-style-type: none"> • Work-based learning gaining momentum • Structures to support underserved students for increasing access serving as foundation
Partnership
<ul style="list-style-type: none"> • CPS-CCC Executives • Strong partnership examples between some CPS schools & CCC campuses

12 Challenges
High School
<ul style="list-style-type: none"> • Not enough students graduate HS ready for college-level coursework • Not enough students taking college-level coursework in HS • Not enough career exploration before graduation • Students on margin get less opportunities
Transition Zone (12 th grade- 1 st year postsecondary)
<ul style="list-style-type: none"> • CCC enrollment process is confusing • At CCC, academic interventions inconsistent • Unclear transfer pathways
Cross-cutting
<ul style="list-style-type: none"> • Students struggle to finance 4-year college pathway • More support for social & emotional competencies • Nonprofits fill gaps but not for those with most need
Partnership
<ul style="list-style-type: none"> • CPS, CCC & Nonprofits don't have access to same key information about students to effectively guide them through transition



What is the Chicago Roadmap?



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**Chicago
Roadmap** >>>

Working Together

With the Chicago Roadmap, CPS and CCC will work as one, providing a seamless education pathway beginning the moment students step into Pre-K classrooms and stretching to and through college. With a clear path ahead, nothing can stand in the way of our students.



The Goal

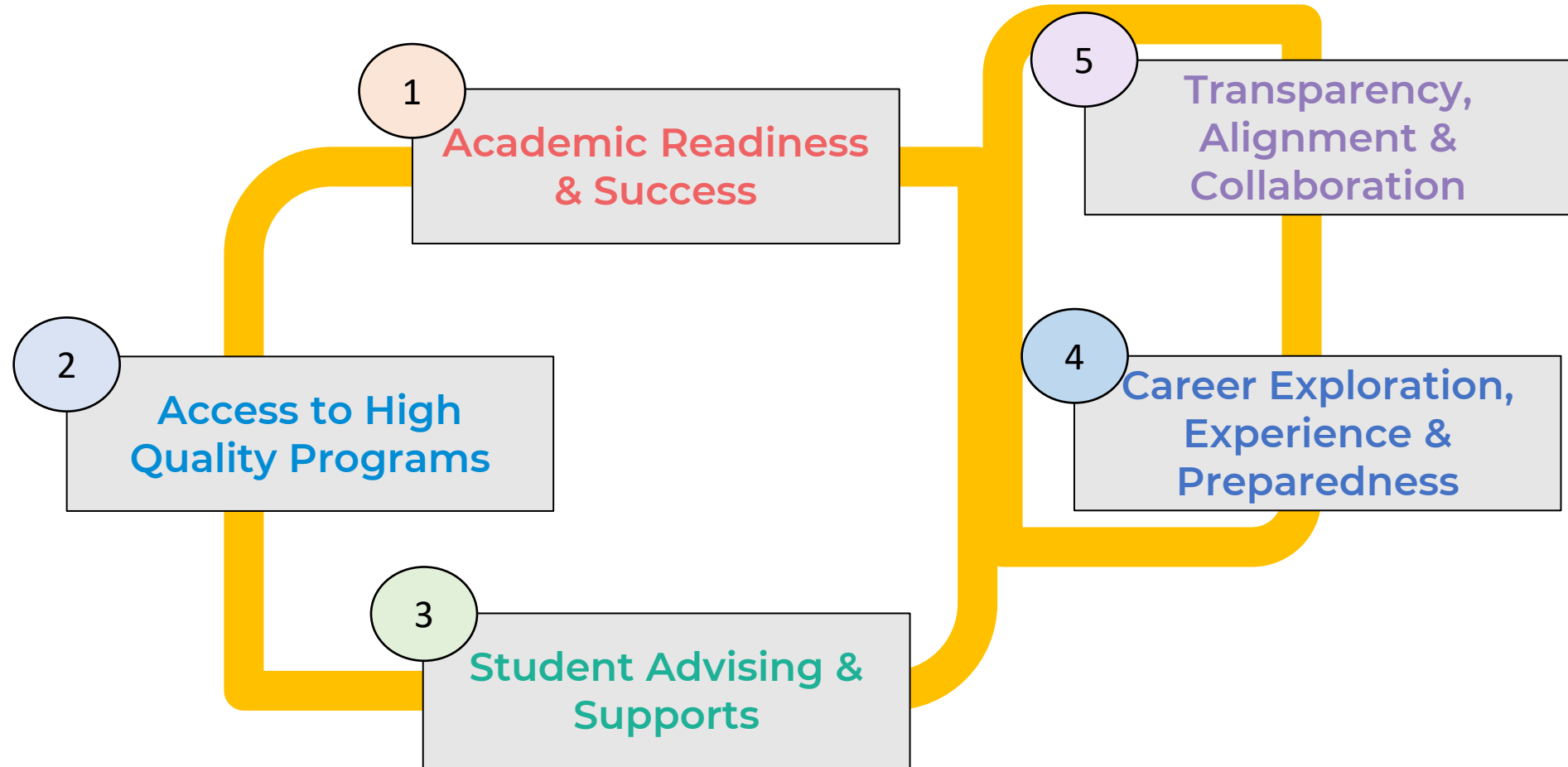
Ensure all of our students, regardless of background or ZIP Code, have the opportunity to get to and through college, paving the way for economic success.



<https://chicagoroadmap.org/>



Chicago Roadmap Domains



Chicago Roadmap

Domain 1: Academic Readiness & Success

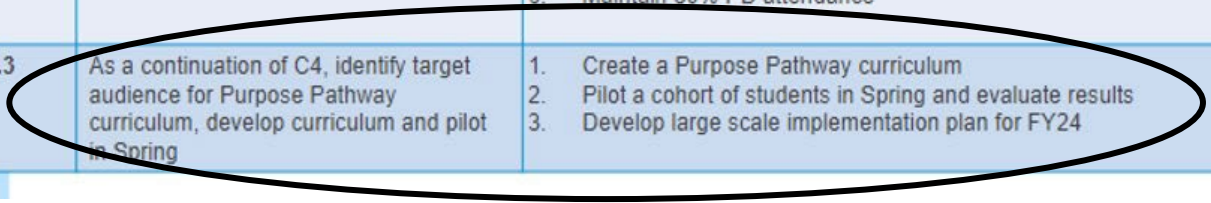


FY23 Implementation Plans / Domain 1: Academic Readiness & Success

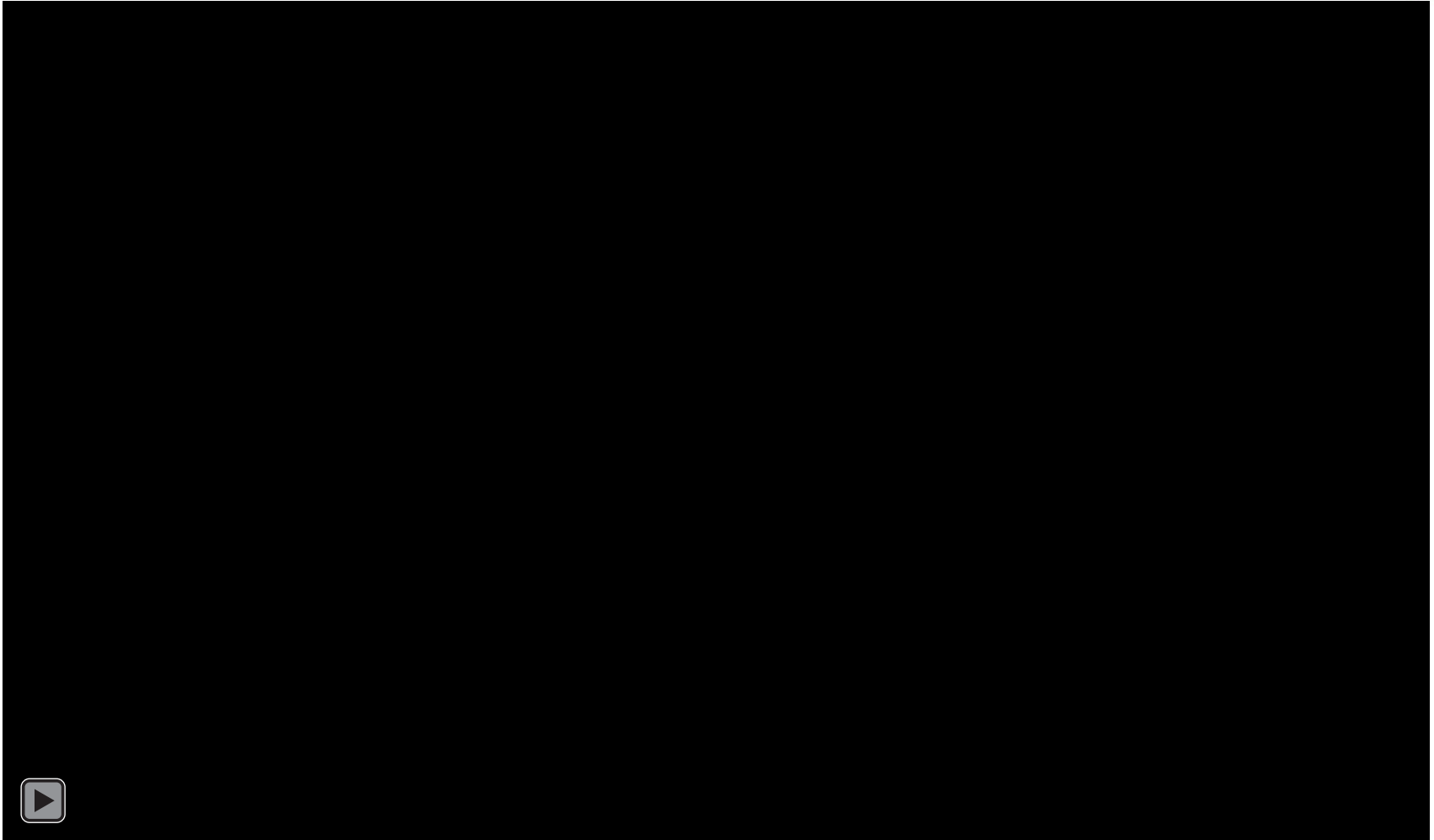
Game Changer for Equity Goals:

- Expand opportunities for students to graduate high school ready for college and to succeed in their chosen pathway
- Convene CPS & CCC faculty to build a shared understanding and collaborate around instructional practice

	FY23 OBJECTIVES	IMPLEMENTATION GOALS
1.1	Expand Transitional Math to any remaining schools and monitor for successful implementation	<ol style="list-style-type: none">1. Evaluate virtual course pilot, make necessary revisions and scale2. Increase student course success rates by 5%3. Evaluate course delivery (survey)4. Increase PD attendance by 20%5. Ensure students/ parents are aware of benefits of TM through at least 3 communications6. Expand TM to any remaining schools, including 4 Charter and/or Options
1.2	Continue Scaling Transitional English, support implementation through high-quality PD and collaboration through CPS-CCC faculty	<ol style="list-style-type: none">1. Add at least 10 high schools and one small school2. Evaluate course delivery (survey)3. Deliver a proposed structure for TE or DC to be counted as part of the CPS English requirement4. Increase student course success rates by 5%5. Ensure students/ parents are aware of benefits of TM through at least 3 communications6. Maintain 80% PD attendance
1.3	As a continuation of C4, identify target audience for Purpose Pathway curriculum, develop curriculum and pilot in Spring	<ol style="list-style-type: none">1. Create a Purpose Pathway curriculum2. Pilot a cohort of students in Spring and evaluate results3. Develop large scale implementation plan for FY24



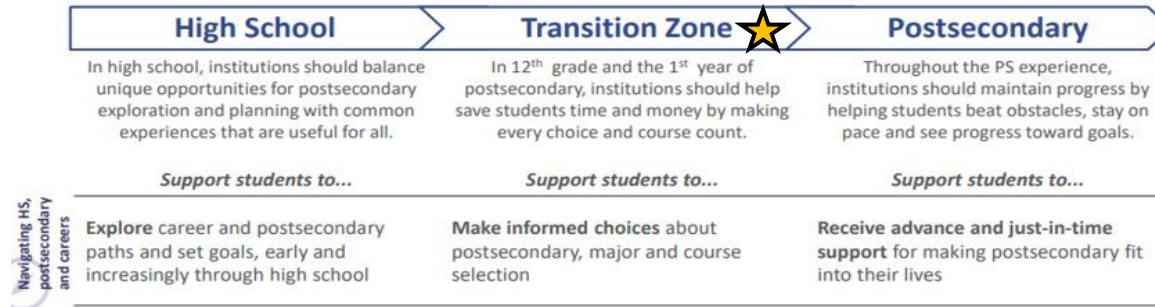
College and Career Competency (C4): Creation of CPS Success Bound Curriculum



Complete list of
student
competencies



C4 + Purpose Pathways



Navigating HS, postsecondary and careers

College and Career Competency Curriculum (C4)

- Social & emotional learning + coursework + hands-on assistance → identification of life goals + “best fit”
- 3 domains:
 - 1) Foundational Skills
 - 2) Career Awareness & Alignment
 - 3) Academic & Financial Readiness for Postsecondary
 - [47 student competencies](#) addressed via Individualized Learning Plan (ILP) sequence
 - personalized postsecondary plan embedded into [Learn.Plan.Succeed](#)
- Launch timeline of C4 curriculum:
 - SY 2022 – 11th and 12th grade pilot
 - SY 2023 – 9th and 10th grade pilot
 - SY 2024 – 6-8th grade pilot
 - SY 2025 & beyond – all CPS district schools have access to the curriculum



Purpose Pathways: a self-growth & career exploration workshop

- “13th grade” extension of C4 curriculum
- Through expert-guided self-exploration, identify passions, values, goals, and life purpose.
- Backwards map life purpose onto academic & career plan.
- Build portfolio of products to leverage for future academic and career endeavors
 - i.e., LinkedIn page, resume, personal statement, draft cover letter
- Launch timeline:
 - SP23 - pilot with recent CPS graduates
 - SU23 - embedded in Summer Start curriculum
 - FA23 & beyond - part of CCC FYE infrastructure



What is Purpose Pathways?

- A **FREE** 8-week workshop series
- Non-credit bearing
- 1.5 hours/week on Zoom
- Pilot: **March 17 – May 12, 2023**
- Students will explore their **identity, strengths, goals, values, vision, and purpose** in life to help guide their future, including the interrelationship of education and career.
- [CCC Academic Catalog](#) as catalyst for career exploration.

EXPLORE YOUR LIFE'S PURPOSE

Purpose Pathways workshops for recent graduates of CPS (2020-2022)

This spring, take time to build your future with a FREE 8-week virtual workshop series:

- Explore values
- Identify a vision for your future
- Explore education, career, and life experiences
- Celebrate success

Join us on Fridays from March 17 through May 12 at 1-2:30pm

There's a \$250 stipend for those who complete the series and provide their feedback.

Register for this FREE virtual workshop series today

qrco.de/PurposePathways

Questions?
Email Amanda Wojan at awojan@ccc.edu
or text/call (312) 521-0327

CITY COLLEGES OF CHICAGO Chicago Public Schools Chicago Roadmap»

Purpose Pathways Curriculum Teaser



Completed **Purpose Pathway** that serves as a roadmap for student. Consider opportunities to share Purpose Pathway with CCC advisor and others.



Purpose Pathways Pilot Implementation



Secure stakeholder buy-in



Create curriculum outline + secure curriculum writer



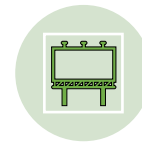
Organize internal working group



Recruit + train facilitators



Outreach to students



8-week series; celebrate student successes



Program evaluation + analysis

Organization & coordination of wraparound supports:

- Brightspace
- Office hours
- Stipends
- Guest speakers/panelists
- Culminating event/celebration



Pilot Purpose Pathways Evaluation Plan



Goal	Questions	Format
<p>Session Feedback/QI</p> <ul style="list-style-type: none"> • Did students find session meaningful, engaging, fun • Suggestions for improvement: content, structure, delivery, activities, guest speakers 	<p>2 questions:</p> <ul style="list-style-type: none"> • The activities in this session were interesting and engaging. • The XX video we watched was helpful. 	<ul style="list-style-type: none"> • MS Form to be disseminated at the end of each session. • 5 mins built into session for student completion. • Facilitator focus groups (mid-point, end-point).
<p>Process Measures</p> <ul style="list-style-type: none"> • Did session reach its objectives 	<p>2-3 questions; tie back to session objectives:</p> <ul style="list-style-type: none"> • As a result of this session, I am able to ... • I better understand ... 	<ul style="list-style-type: none"> • MS Form to be disseminated at the end of each session. • 5 mins built into session for student completion.
<p>Outcome Measures</p> <ul style="list-style-type: none"> • Do students feel more confident in their pathway • Do students have concrete product that they can leverage for postsecondary/career advancement 	<p>Pre/post survey to measure student experience via likert scale:</p> <ul style="list-style-type: none"> • It is easy for me to think of things that I am good at. • I know what qualities I like most about myself. • It is easy for me to think of experiences in life that bring me joy. • I know what I want my future to look like. • I can think of someone I know that lives the type of life I want for my future. • I know how to develop a S.M.A.R.T goal. • I know what I want to study while at CCC. • I know what step I want to take in my education and/or career after CCC. • I have the support I need from family, friends, professors, etc. to reach my goals for my future. • <i>I know the difference between vocation, profession, mission, and passion.</i> 	<p>MS Form disseminated upon registration and at final week of the series.</p>
<p>Student data profile</p>	<p>Demographics CCC graduation rate Rate of transfer to 4-year</p>	<p>CCC data tracking platform (Openbook)</p>



Pilot Findings To Date



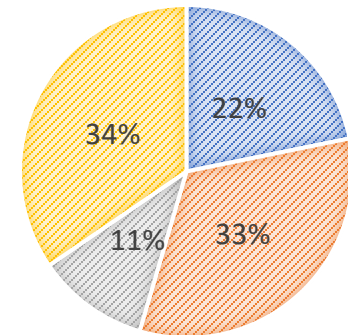
Pre-survey findings (self-reported): N=91

- 83% first-generation college students
- 53% have not declared a major or have, but might change their mind

77 of the 146 registrants showed up for Week 1 of class!

MAIN REASON FOR PARTICIPATION:

- Goals, values, purpose
- Undecided in major
- Earn \$250
- Meet college peers



Less than 50% of students responded with “agree” or “strongly agree”

I can think of someone I know that lives the type of life I want for my future.



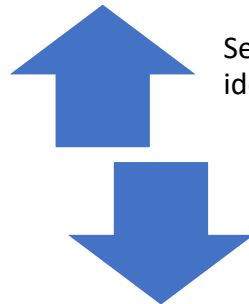
I know how to define goals to get me closer to my ideal future.



It is easy for me to think of things that I am good at and enjoy.



Implications across the education-span:



Secondary: focus senior seminar and other supports on identifying strengths and defining goals.

Postsecondary: streamlined connection to FYE, advising, transfer, wellness center, career services, & other wraparound services for holistic support and reduction of silos.



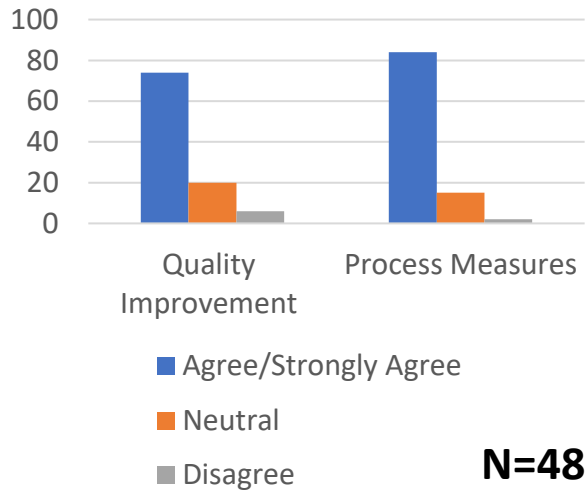
QI: Closeout Survey Findings To Date

Concept of
life purpose

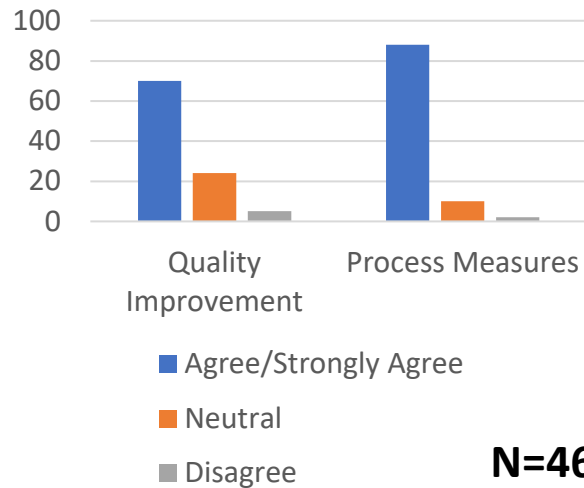
Exploring
culture

Identifying
core values

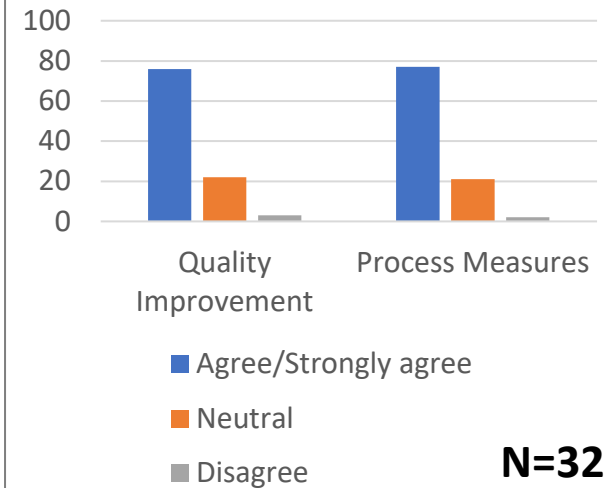
% of responses by category
– Week 1 Closeout Survey



% of responses by category
– Week 2 Closeout Survey



% of responses by category
– Week 3 Closeout Survey



QI findings: Students overwhelmingly receptive to material, engaged in class

Students slightly more likely to disagree with Qs asking about their preferences/interest compared to Qs about attaining content knowledge.

Process measure findings: Students are learning the core concepts being taught

*** Week 3 dip in survey completion suspected to be related to the start of Spring Break.*

Purpose Pathways Pilot: Celebrating Student Success



Student Showcase

- ❖ Display their vision board & celebrate learnings
- ❖ Present to peers, facilitators, Chiefs, Chancellors, Deputies, Directors across CPS and CCC
- ❖ Opportunity to network with individuals across the district





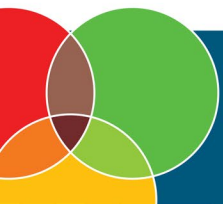
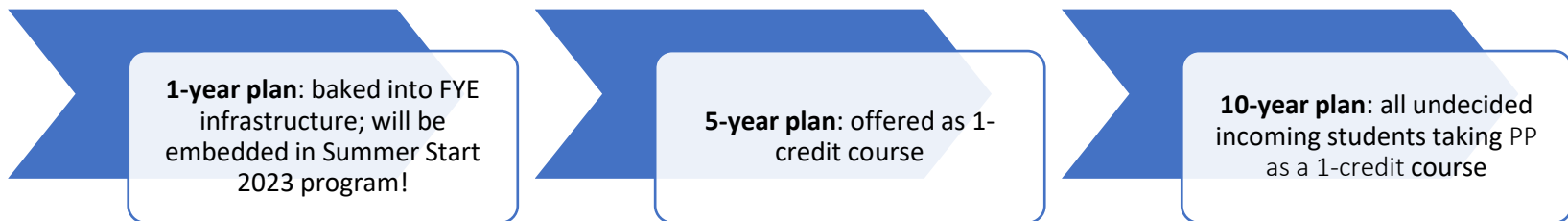
Next steps + plans to scale

Take student and faculty facilitator feedback and make necessary curricular/structural revisions.

- Less content, more space for student conversations
- More journaling
- Keep content/assignments relevant (i.e., social media generation)

Overall trend from facilitator feedback thus far: each facilitator will need to adapt curriculum blueprint to fit the needs of their student population. Not a one size fits all!

The future of Purpose Pathways at CCC:





Thank You

Questions?

