Identification of a Purpose Pathway in Achieving Postsecondary Success

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IllinoisPaCE SYMPOSIUM
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

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- Mentor
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- Teacher
- Counselor
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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

<table>
<thead>
<tr>
<th>8 Assets</th>
<th>12 Challenges</th>
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<tbody>
<tr>
<td><strong>High School</strong></td>
<td><strong>High School</strong></td>
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<tr>
<td>• Early College Coursework</td>
<td>• Not enough students graduate HS ready for college-level coursework</td>
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<tr>
<td><strong>Transition Zone (12th grade- 1st year postsecondary)</strong></td>
<td>• Not enough students taking college-level coursework in HS</td>
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<tr>
<td>• Transitional Math holds promise</td>
<td>• Not enough career exploration before graduation</td>
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<tr>
<td>• STAR Scholarship</td>
<td>• Students on margin get less opportunities</td>
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<tr>
<td>• Four-year innovative models for transition programming</td>
<td><strong>Transition Zone (12th grade- 1st year postsecondary)</strong></td>
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<td><strong>Cross-cutting</strong></td>
<td><strong>Cross-cutting</strong></td>
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<tr>
<td>• Work-based learning gaining momentum</td>
<td>• CCC enrollment process is confusing</td>
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<td>• Structures to support underserved students for increasing access serving as foundation</td>
<td>• At CCC, academic interventions inconsistent</td>
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<td>• Unclear transfer pathways</td>
<td><strong>Cross-cutting</strong></td>
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<td><strong>Partnership</strong></td>
<td><strong>Partnership</strong></td>
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<tr>
<td>• CPS-CCC Executives</td>
<td>• Students struggle to finance 4-year college pathway</td>
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<td>• Strong partnership examples between some CPS schools &amp; CCC campuses</td>
<td>• More support for social &amp; emotional competencies</td>
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<td>• Nonprofits fill gaps but not for those with most need</td>
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<td></td>
<td><strong>Partnership</strong></td>
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<td>• CPS, CCC &amp; Nonprofits don’t have access to same key information about students to effectively guide them through transition</td>
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What is the Chicago Roadmap?

[Image]

**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

1. Academic Readiness & Success
2. Access to High Quality Programs
3. Student Advising & Supports
4. Career Exploration, Experience & Preparedness
5. Transparency, Alignment & Collaboration
Chicago Roadmap
Domain 1: Academic Readiness & Success

<table>
<thead>
<tr>
<th>FY23 Objectives</th>
<th>Implementation Goals</th>
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<tbody>
<tr>
<td>1.1 Expand Transitional Math to any remaining schools and monitor for successful implementation</td>
<td>1. Evaluate virtual course pilot, make necessary revisions and scale</td>
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<td>2. Increase student course success rates by 5%</td>
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<td>3. Evaluate course delivery (survey)</td>
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<td>4. Increase PD attendance by 20%</td>
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<td>5. Ensure students/parents are aware of benefits of TM through at least 3 communications</td>
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<td>6. Expand TM to any remaining schools, including 4 Charter and/or Options</td>
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<tr>
<td>1.2 Continue Scaling Transitional English, support implementation through high-quality PD and collaboration through CPS-CCC faculty</td>
<td>1. Add at least 10 high schools and one small school</td>
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<td>2. Evaluate course delivery (survey)</td>
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<td>3. Deliver a proposed structure for TE or DC to be counted as part of the CPS English requirement</td>
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<td></td>
<td>4. Increase student course success rates by 5%</td>
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<td>5. Ensure students/parents are aware of benefits of TM through at least 3 communications</td>
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<td></td>
<td>6. Maintain 90% PD attendance</td>
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<tr>
<td>1.3 As a continuation of C4, identify target audience for Purpose Pathway curriculum, develop curriculum and pilot in Spring</td>
<td>1. Create a Purpose Pathway curriculum</td>
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<td>2. Pilot a cohort of students in Spring and evaluate results</td>
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<td>3. Develop large scale implementation plan for FY24</td>
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College and Career Competency (C4): Creation of CPS Success Bound Curriculum

Complete list of student competencies
C4 + Purpose Pathways

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.
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

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<tr>
<th>Goal</th>
<th>Questions</th>
<th>Format</th>
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<tbody>
<tr>
<td><strong>Session Feedback/QI</strong></td>
<td>2 questions:</td>
<td>• MS Form to be disseminated at the end of each session.</td>
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<tr>
<td>• Did students find session meaningful, engaging, fun</td>
<td>• The activities in this session were interesting and engaging.</td>
<td>• 5 mins built into session for student completion.</td>
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<tr>
<td>• Suggestions for improvement: content, structure, delivery, activities, guest speakers</td>
<td>• The XX video we watched was helpful.</td>
<td>• Facilitator focus groups (mid-point, end-point).</td>
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<td><strong>Process Measures</strong></td>
<td>2-3 questions; tie back to session objectives:</td>
<td>MS Form to be disseminated at the end of each session.</td>
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<tr>
<td>• Did session reach its objectives</td>
<td>• As a result of this session, I am able to ...</td>
<td>• 5 mins built into session for student completion.</td>
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<td>• I better understand ...</td>
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<tr>
<td><strong>Outcome Measures</strong></td>
<td>Pre/post survey to measure student experience via likert scale:</td>
<td>MS Form disseminated upon registration and at final week of the series.</td>
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<td>• Do students feel more confident in their pathway</td>
<td>• It is easy for me to think of things that I am good at.</td>
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<td>• Do students have concrete product that they can leverage for postsecondary/career advancement</td>
<td>• I know what qualities I like most about myself.</td>
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<td>• It is easy for me to think of experiences in life that bring me joy.</td>
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<td>• I know what I want my future to look like.</td>
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<td>• I can think of someone I know that lives the type of life I want for my future.</td>
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<td>• I know how to develop a S.M.A.R.T goal.</td>
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<td>• I know what I want to study while at CCC.</td>
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<td>• I know what step I want to take in my education and/or career after CCC</td>
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<td>• I have the support I need from family, friends, professors, etc. to reach my goals for my future.</td>
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<td>• I know the difference between vocation, profession, mission, and passion.</td>
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<td><strong>Student data profile</strong></td>
<td>Demographics</td>
<td>CCC data tracking platform (Openbook)</td>
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<td>CCC graduation rate</td>
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<td>Rate of transfer to 4-year</td>
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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

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

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

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

** 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

CERTIFICATE
OF COMPLETION

Purpose Pathways Completer

This certificate is awarded to you for outstanding work over the past 8 weeks. We hope you take pride in dedicating time to the exploration of your values, passions, and future goals. This is a big first step in achieving your dreams! This certificate is awarded on 12 May 2023.

Chancellor, City Colleges of Chicago
Workshop Facilitator
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:
- **1-year plan**: baked into FYE infrastructure; will be embedded in Summer Start 2023 program!
- **5-year plan**: offered as 1-credit course
- **10-year plan**: all undecided incoming students taking PP as a 1-credit course
Thank You

Questions?