

2024

COLLEGE READINESS AND POSTSECONDARY PATHWAYS INITIATIVE

MIDDLE SCHOOL



**Waukegan
Public School
District #60**



**Waukegan
to College**

First-Generation Success

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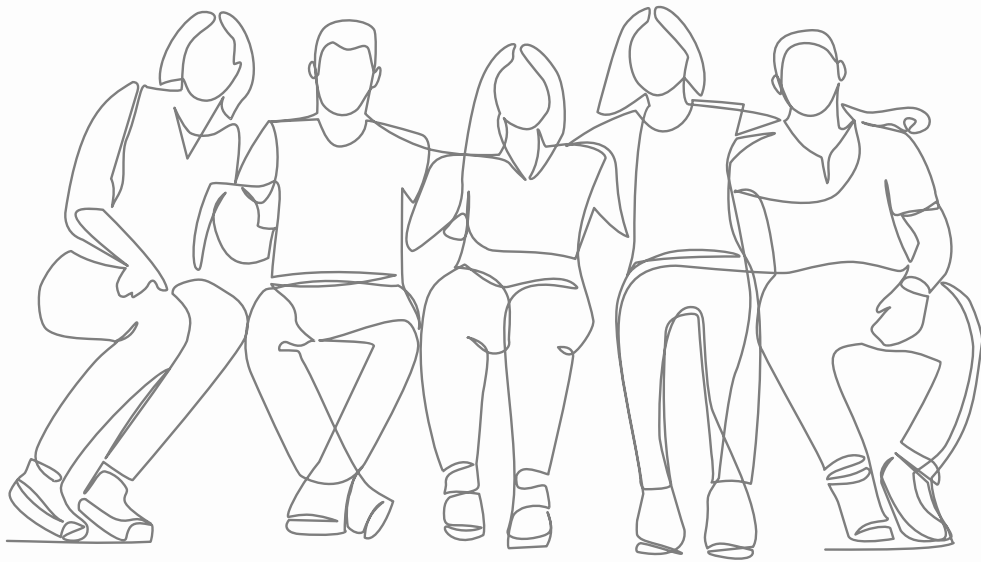
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Who We Are

Waukegan to College began in response to an urgent plea from the Waukegan community: “We are worried our children aren’t prepared for college and we don’t know how to guide them.”

These Waukegan parents knew they had neither the experience nor expertise to guide their first-generation college bound children on the pathway to college graduation. Waukegan to College values equity, relationships, collaboration, ambition and leadership and is honored to be a partner with Waukegan School District at John Lewis Middle School.



Founded In 2009



High School & Middle School Programming



232 scholars, 84 college graduates



8 full time staff, 1 part time



150+ Volunteers

Core Values

Equity

access, opportunity, and
Inclusivity

Relationships

local, family, and community

Collaboration

work together; everyone
does their part

Ambition

strive for excellence, dare to
dream

Leadership

accountability, self-
advocacy, and Influence

Pilot Overview

Purpose

The purpose of the initiative is to complement the district's efforts in preparing students for success in postsecondary pathways. We believe that, ultimately, it is about tapping into the extraordinary potential of every middle school student to live their dreams.

Our program will support the district's transformational plan through focusing on the following areas:

- Self-Discovery
- Academic Success
- Career Exploration
- Post secondary pathways

Key Areas

Aligning Framework



Illinois PaCE Postsecondary and Career Expectations

At the middle school and early high school level, the Illinois Postsecondary and Career Expectations (PaCE) Framework is designed to provide students with guided exploration of postsecondary planning and options in a manner that is consistent with adolescent development. Meaningful participation in post-secondary preparation programs requires that students perceive college and/or career as possible and probable. Too often, programs are designed to serve only students who already have a college-going or career-oriented identity. The developmental work in the middle school framework is intended to prepare students to more fully engage with the PaCE Framework throughout the critical high school years.



By the end of 6th grade	By the end of 7th grade	By the end of 8th grade
<p>A student should be exposed to:</p> <ul style="list-style-type: none"> information about and examples of a wide range of careers language that emphasizes individual skills, strengths, and assets practices that develop a growth mindset <p>A student should be supported to:</p> <ul style="list-style-type: none"> explore their interests practice their strengths develop their confidence in their abilities 	<p>A student should be supported to:</p> <ul style="list-style-type: none"> engage in guided self-reflection articulate aspirations envision a positive future explore their habits create or change a habit record their progress explore career interests explore their strengths effectively ask for help understand a growth mind set 	<p>A student should be supported to:</p> <ul style="list-style-type: none"> explore barriers to aspirations articulate personal strengths identify sources of motivation explore career interests develop an educational plan for at least one career interest compare possible financial futures complete a career cluster survey attend a career exploration day demonstrate a growth mind set explore learning styles map a support network complete a unit on education planning <p>A student should be exposed to:</p> <ul style="list-style-type: none"> the concept of career clusters of interest relationship between community service/extracurricular activities and postsecondary (PS)/career goals be exposed to a financial literacy unit in a course or workshop



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Aspiration to Explore

Describes *what* students should be exposed to

Self-Advocacy to Engage

Describes *what* actions students will take to practice

Planning to Envision

Describes *what* students should develop



Program Opportunity Analysis



Current Program

What currently exists at John Lewis?

- Daily advisory, community partnerships to support students with greatest needs, Initial year integrating an SEL curriculum.



Desired Program

What does John Lewis want to support students?



Middle School Pathway Initiative

How will we fill the gap and address the needs?

- Weekly onsite programming for students centered on how to succeed in middle, high school and beyond. Students are invited to imagine and create their own postsecondary success with guidance and support.

Middle School Pilots with Waukegan to College Include:

- school based Advisory Committee made up of teachers, administrators, counselors, Department of Equity, Innovations & Accountability and Waukegan to College leadership
- consistent collaboration with school based team while implementing programming with students and families
- PTO or FACE Liason to support parent engagement
- Classroom space with storage
- IT support from school site
- Access to staff facilities (bathroom, parking, lounge, entry)

Learner Experience

■ Reflection

Every module has reflection embedded at the beginning, middle and end. Learners will build reflective capacity through regular engagement of the Middle School Pathways Program.

■ Choice

All learners will build capacity in choice making; from career surveys, to job research to building a Top 5 Ranking of postsecondary options, the learner is in the driver's seat.

■ Experiential

To support concrete learning and accountability, learners will engage through games, simulations, site visits, interviews and expos where the knowledge they build through lessons is activated in a real-world setting.



Curriculum



Each grade level curriculum is aligned to the Illinois PaCE Framework outcomes. Learners answer a question about themselves across four lessons, in each of the four Modules. The bigger picture unfolds throughout the school year as students are guided through reflection, choice making and experiential learning relevant to themselves. Each Module features extension activities in the form of site visits, interviews, assemblies and/or showcases.

Classroom Presentations

Module 1

L1

L2

L3

L4

Assembly

Module 2

L1

L2

L3

L4

Field Trip

Module 3

L1

L2

L3

L4

Assembly

Module 4

L1

L2

L3

L4

Field Trip

1:1 Advising

Sixth-Grade Module Driving Questions

M1 *Who Am I As a Learner?*

M2 *Who Am I As a Middle Schooler?*

M3 *How Can I Continue to Be Successful?*

M4 *Where Do I See Myself Going?*

Seventh-Grade Module Driving Questions

M1 *Who Am I As a Learner?*

M2 *Who Could I Be Someday?*

M3 *What Kind of Life Can I Live?*

M4 *What Resources Are Available to Me?*

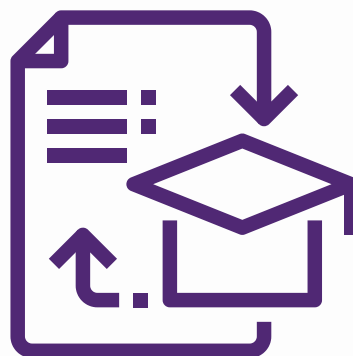
Eighth Grade Module Driving Questions

M1 *Who Am I As a Learner?*

M2 *What is My Postsecondary Plan?*

M3 *How Much is This Going to Cost Me?*

M4 *How Do I Get There?*



07

Self Directed Learning Cycle

Reflect

[What have I learned? How am I progressing towards my goal?
Is this where I wanted to go?]

Ask for Feedback

[Who Is the right person to ask for feedback when I am stuck or finishing my plan?]

Set A Goal

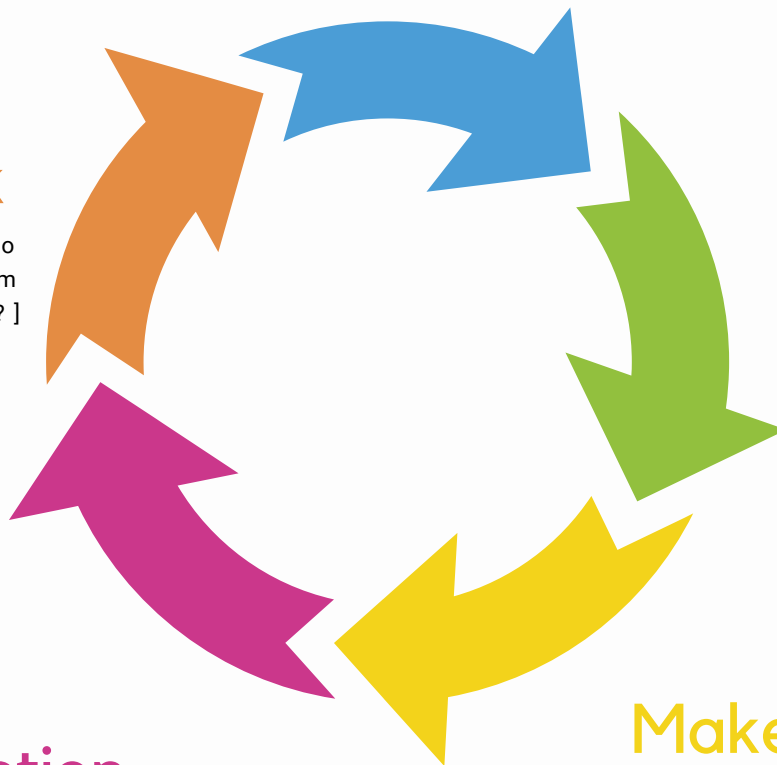
[What am I trying to do now?
How am I adjusting?]

Take Action

[Follow the plan I made with a growth mindset.]

Make A Plan

[What does It look like to get there?]



6TH GRADE CHECKLIST



MIDDLE SCHOOL

- ☐ I have a method to stay organized
- ☐ I can read my progress report/report card and understand my grades
- ☐ I know where to find my classes at John Lewis and can follow my schedule
- ☐ I choose foreign language/electives that match my interests

ASPIRATION

- ☐ explore information about and examples of a wide range of careers
- ☐ reflect on personality type and related Interests
- ☐ explore and develop Interests



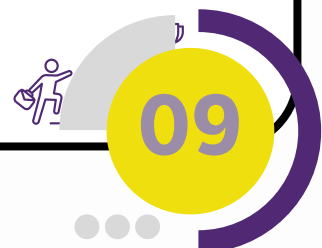
SELF-ADVOCACY

- ☐ can describe a growth mindset vs. a fixed mindset
- ☐ can name steps to take and/or practices to use to develop a growth mindset
- ☐ demonstrate confidence in abilities, whether they are strengths or challenges



PLANNING

- ☐ can use language to emphasize skills, strengths and assets
- ☐ can practice strengths using a self-directed goal cycle
- ☐ can practice challenged using a self-directed goal cycle



7TH GRADE CHECKLIST



MIDDLE SCHOOL

- ☐ I can confidently identify two methods to accomplish my goals
- ☐ I know the middle school course pathways available to me
- ☐ I can visualize at least one post-secondary pathway
- ☐ I know how to read MAP scores and other assessments to understand my grade level progress

ASPIRATION

- ☐ engage in guided self-reflection
- ☐ articulate aspirations in the form of potential career paths
- ☐ visualize a positive future, naming financial goals
- ☐ connect with and interview a member of the community about their career path and choices



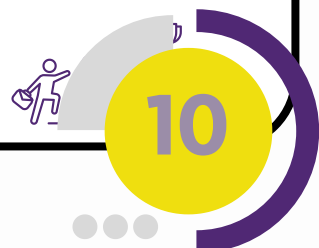
SELF-ADVOCACY

- ☐ explore strengths
- ☐ explore resources available middle school, the community, and home
- ☐ practices advocating for self; changing habits, asking for help, etc.
- ☐ demonstrates understanding of a growth mindset through self-directed learning cycles



PLANNING

- ☐ explore personal habits as a learner
- ☐ identify habits to change or create
- ☐ monitor progressing towards goal completion using a self-directed cycle
- ☐ explore career interests; jobs, skill sets, and salary



8TH GRADE CHECKLIST



MIDDLE SCHOOL

- ☐ I can confidently select 1-2 career pathways I'm interested in.
- ☐ I am confident about my choice of high school and courses.
- ☐ I am confident in the choices I make related to my grades, study habits, and progress as an 8th grader.
- ☐ I am confident in communicating with others about my needs.

ASPIRATION

- ☐ explore the 16 career clusters; Identify potential careers you are interested in
- ☐ identify sources of motivation
- ☐ research careers you are interested in to find out what the job responsibilities are for each career, and what kind of education and skills are needed

SELF-ADVOCACY

- ☐ ask someone you know that went to college (teacher, family member, etc.) about grants, scholarships, loans, and working while attending college. How did they find the money to pay for college?
- ☐ demonstrate a growth mindset through self-directed cycles
- ☐ map out a support network of whom you can seek help
- ☐ update and revise resume to include learning preferences, personal strengths and career interests

PLANNING

- ☐ create a plan with potential classes you need and want to take in high school to prepare for college
- ☐ articulate Financial Goals for "daily life" beyond high school; compare possible financial futures
- ☐ complete a career cluster survey
- ☐ talk to your school counselor, teacher, or family member about how community service and extracurricular activities can help you explore your college and career



Role of the Advisory Committee

Purpose of the Advisory Committee

- Provide contextual feedback on what our plan is.
- Provide contextual feedback on our suggested curriculum.
- Provide direction and guidance to enhance the success of the pathways program, including but not limited to advice on assemblies, classroom presentations, asynchronous learning modules, and college and career visits.
- Advise on successful ways to promote student and parent engagement.
- Advocacy-speak on behalf of the pathways programs to all constituents.
- Participate in communication meetings with Waukegan to College: two times prior to launch; semester check-in; end of year review. Four meetings total.



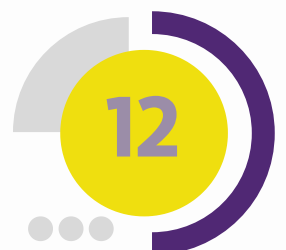
Feedback



**Authentic
Engagement**



Advocacy



Advisory Committee Agenda & Frequency

Sample 60 Minute Agenda

- Welcome & Connection
- Celebrate Student Successes
- Review of Upcoming Module for each grade level
- Feedback Loops on Modules
- Proposal of Next Steps
- Closure



(2) ADVISORY COMMITTEE MEETINGS BEFORE LAUNCH

2) ADVISORY COMMITTEE MEETINGS DURING PROGRAM

(1) ADVISORY COMMITTEE MEETING AT CONCLUSION



CONGRESSMAN

BRAD SCHNEIDER

Representing the 10th District of **ILLINOIS**

Thanks to the Community Project Fund in partnership with Representative Brad Schneider for funding the Middle School Pathways Initiative!

Community Project Funding (CPF) is an initiative that allows Members of Congress to request direct funding for projects that benefit the communities they represent. The initiative, first enacted in 2021, entails stringent eligibility, ethics, and transparency guardrails and is only available to state, local, tribal, territorial governments, and some non-profits.

Project Name: Waukegan to College Onsite School Expansion

Project Description: Funding for this project would expand the organization's reach and increase the number of program participants, especially middle school students. The expansion would create a staff position to manage the middle school students on-site. Waukegan to College would also bring a curriculum design specialist onto their team to improve their educational materials and programming.

*Thank
you!*