CHI RISE

Transcend   CROWN FAMILY PHILANTHROPIES

THE CHI-RISE
POST-SECONDARY PREPARATION BLUEPRINT
BLUEPRINT

July 2022

THE PURPOSE OF THIS BLUEPRINT

The Chi-Rise Post-secondary Preparation Blueprint articulates a detailed vision for high school postsecondary programs that prepare Chicago's high school students for a successful transition to college and careers.

This blueprint should be a living document where the Chi-Rise community captures its evolving ideas and model as it develops. This document is a source of detailed information designed to be used to create various other tools and resources, whether those are slide decks for boards, one-pagers for parents, videos for websites, talking points for a conference, or any number of other tools.

CASE FOR CHANGE

A summery of insights about the local community and school that builds knowledge and appreciation for the community's past, present, and future as well as an impetus for change.

MISSION

The overarching role the school must play within the country.

GRADUATE AIMS

The learning outcomes the school will drive towards to achieve its purpose.

DESIGN PRINCIPLES

Core characteristics that describe the felt experience or ethos of the school and are held true across all experiences, in order to achieve the mission.

EXPERIENCES

Programmed activities that key stakeholders—such as learners, educators, and families—engage in within the school in order to meet the graduate aims and fulfill the design principles.

SCHOOL ELEMENTS

The various approaches, structures, and resources related to areas like curriculum, hiring, technology, and more that enable the stakeholder experiences.

CHI RISE

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EXECUTIVE SUMMARY

Anyone who has had the chance to be with young people in high school knows that it can be a time of huge promise. High schoolers have the chance to evolve their identities, discover passions, and chart post-secondary pathways that are meaningful to them. To fulfill the promise of these precious years, high school students need to be exposed to the pathways available to them, try on different possibilities through immersive experiences, and rely on a community of adults, mentors, and peers to help them make meaning of what they are learning about the world and themselves. To build these skills, young people need to have the chance to practice during school. That's why the Chi-Rise postsecondary school model provides purposeful time and space for students to understand their own abilities and interests, connect these interests to potential careers, and map pathways—whether it be college or career—to their authentic ambitions.

For the past few years, since the spring of 2020, five Chicago high schools created the model which is outlined in the following blueprint. Design teams across each of the five schools, supported by Transcend, reimagined the types of experiences students need to be fully prepared for life after high school. The "Chi-Rise 5" – North Grand High School, Washington High School, Kelly College Prep, Percy L. Julian High School, and Chicago Vocational and Career Academy – imagined, designed, piloted, and implemented experiences young people need to thrive in and transform the world. What emerged is an integrated vision of what a high school journey will look like when Chi-Rise 5 schools have realized their multi-year vision for young people on their campuses. The postsecondary journey integrates three "core component" experiences of postsecondary readiness: college exposure, work-based learning, and a seminar arc that builds the wayfinding and technical skills proven to be critical for students' long-term success.

GRADUATE AIMS

Driver/Aims	Definitions	Observable Indicators
What outcomes does the learning environment drive towards?	*What does the aim mean? What knowledge, skills, and mindsets does it entail?*	*What would indicate a student has developed the aims?*
Competencies	The abilities that enable one to effectively perform roles, complete complex tasks, or achieve specific objectives after high school, whether this is in college or their chosen career.	» Increase the percentage of 9th graders with a 3.0 and on track to graduate » Increase college persistence rates » Explicitly address SEL and workplace readiness skills through a college and career curriculum » Increase the graduation rate of the high school » Increase the percentage of students persisting through college graduation; therefore, decreasing attainment gaps
Agency	Having the ability to make choices about and take an active role in one's life path —including one's college and career path—as a result of knowledge, skills, beliefs, and resources.	» Increase the quality and percentage of students completing the Learn. Plan. Succeed. postsecondary plans » Increase the percentage of students applying for and receiving Chi-Rise (and other) scholarships to support their postsecondary plan goals » Increase the percentage of students filing FAFSA to maximize available financial aid supports (state, federal, and institutional) and strengthen financial planning skills
Integrated Identity	A sense of internal consistency regarding who one is that serves as a framework for decision making and a stable base for oneself, throughout life, even as it evolves.	» Increase exposure to different types of colleges and alternative pathways, deepening an understanding of important criteria to consider when making decisions » Students understand the careers and college majors that are aligned to their interests and strengths » Students participate in at least one internship or job shadow aligned to their career or college major aspirations » Students feel confident in their ability to succeed in school and life after high school graduation » Increase the proportion of students attending match/fit postsecondary institutions and programs

DESIGN PRINCIPLES

Principle : What principles weave throughout the environment?

Affirmation of Self & Others

Each learner develops a unique, positive sense of self and purpose as well as a deep respect for the identities of others; these diverse identities are celebrated, nurtured, and leveraged in meaningful and anti-oppressive ways to support everyone's learning. Having an integrated identity is important for students as they navigate decisions about their postsecondary pathways. Knowing one's interest and goals as well as the community one wishes to be a part of can help a young person choose a career track or college that is a good fit. This is important because research suggests feeling a sense of belonging while in college, especially as a freshman, is important to retention and overall success. Therefore, practices should be designed to support and affirm student identities and the communities they are part of.

Relevance

Learning explores young peoples' interests and goals, is connected to their communities, and enables them to understand and tackle real problems in authentic contexts. Understanding the relevance of the practices associated with the postsecondary pathways students are interested in will not only increase opportunities for engagement, it will also lead to an increase in students' ability to understand fit and match. Therefore, practices should be designed to create relevance for students and the pathways they choose.

High Expectations with Unlimited Opportunities

All learners experience high expectations and have equitable access to many opportunities, enabling them to progress toward their aspirations for themselves, their families, and the community—regardless of the time and support needed. Implementing practices that support all the students to both reach for and meet high expectations is a must for students to have the ability to choose the future they desire. Research tells us that rigor has one of the strongest correlations to success in college, and it used to be that a high school diploma was the symbol that a student was college or career ready. Currently we find rigor is often viewed differently depending upon the thoughts, beliefs, or support opportunities available for each student. Ensuring high expectations with unlimited opportunities for all students exists throughout all our PSP practices.

Customization

The focus, pace, and sequence of learning, as well as the resources and supports provided, are tailored to each learner's identity, prior knowledge, development, way of learning, and life experiences, ensuring that all learners have what they need to be successful and those who need more receive more. The Learn.Plan. Succeed. graduation requirement recognizes six postsecondary pathways: college, employment, military, gap year programs, job training programs, and apprenticeships. To support students in driving toward any of these measures of success, a school must provide customized supports and value all possible pathways.

Description : What do the principles mean?

SEMINAR GRADES 9-12

Overview

Much like a new employee at a high-performing organization, an entering freshman first encounters a course specifically designed to "on-board" students to high school. Grade 9 seminar courses teach the core structures and experiences of high school, the key habits they will need to build, and explicitly teaches the core SEL competencies of the Chicago Public Schools C4 curriculum. This year-long course is offered to every incoming ninth-grader and incorporates learning structures such as **self-awareness circles and goal-setting.** Self-awareness circles provide dedicated time to developing an understanding of self—including knowledge of one's personal history, strengths, areas for growth, and interests—which helps learners understand their values and personal motivations. The ninth grade seminar teacher's strength is building relationships with students and supporting students' academic and personal reflection. Teachers, themselves, practice the same self-awareness and reflection through **Adult SEL** circles during seminar planning meetings. This reflection time helps teachers practice the very habits and routines they are teaching to students, as well as provides a structure for the common planning seminar teachers need. During seminar class, an emphasis is placed on exposing students to each pathway through a range of hands-on learning experiences such as alumni panels, college trips, military colloquium, and a trades/apprentice fair. Students leave ninth grade aware of the postsecondary pathway options available to them and with emerging knowledge about their strengths

Much like a new employee at a high-performing organization, an entering freshman first encounters a course specifically designed to "onboard" students to high school. Grade 9 seminar courses teach the core structures and experiences of high school, the key habits students will need to build, and the core SEL competencies of the Chicago Public Schools C4 curriculum. This year-long course is offered to every incoming ninth-grader and incorporates learning structures such as self-awareness circles and goal-setting. Self-awareness circles provide dedicated time to developing an understanding of self—including knowledge of one's personal history, strengths, areas for growth, and interests—which helps learners understand their values and personal motivations. The ninth grade seminar teacher's strength is building relationships with students and supporting students' academic and personal reflection. Teachers themselves practice the same self-awareness and reflection through Adult SEL circles during seminar planning meetings. This reflection time both helps teachers practice the very habits and routines they are teaching to students, as well as provides a structure for the common planning seminar teachers need. During seminar class, an emphasis is placed on exposing students to each pathway through a range of hands-on learning experiences such as alumni panels, college trips, military colloquium, and a trades/apprentice fair. Students leave ninth grade aware of the postsecondary pathway options available to them and with emerging knowledge about their strengths and preferences as learners. By the end of ninth grade, students are fluent in seminar practices such as goal-setting and student-led conferencing, which they will continue, with less scaffolding, over the next three years.

During **tenth and eleventh grades,** an emphasis is placed on students exploring the many careers aligned to their pathways of interest. Students might begin taking courses specific to their pathway and begin meeting and networking with industry professionals through professional guest speaker panels, workplace tours, and mock interviews. Time and space is still provided to students in a structured and supportive environment through one of their core content classes with monthly student-led conferencing days. The counseling team supports teachers to lead transcript review sessions, PSAT preparation, and college trips aligned to students' interests and/or majors. In addition to the monthly time given in their core classes, students also participate in quarterly grade-wide cafes—a time when all sophomores and juniors meet with their former freshman seminar teacher (when possible) or other adult identified as their advisor for that school year. These cafes focus on postsecondary planning and problem-solving. As students begin to choose their academic and postsecondary pathways, they also identify a student affinity group potentially within their pathway. This core group of peers and mentor(s) helps build the connection to school and the integrated sense of identity students need to continue to navigate their postsecondary plans.

As seniors, **twelfth grade** students are once again given time within the school day through a dedicated senior seminar course. As a result of complementary experiences in work-based learning and college exposure since ninth grade, students at this point are very familiar with the C4 competencies and employability skills. [1] During senior seminar, every student is completing the requirements for graduation and entry into their postsecondary pathway. Senior seminar is co-taught with a teacher and College & Career Coach or other support staff to ensure the individual attention and support each student needs. During the fall semester, students visit their top three colleges of choice as well as a college overnight trip. During the spring semester, students are

encouraged to pursue an individual off-campus experience or internship related to their pathway and as part of a larger capstone project.

A critical component to students' postsecondary success is ensuring all students are meaningfully engaged during summer. Summer programming ensures the 6-8 weeks between students' school years provide the types of experiences students need in order to develop the necessary skills and habits for postsecondary success. Counselors, enrichment staff, advisors, and teachers are assigned a caseload of students each year with the responsibility of ensuring students choose, enroll in, and attend a summer enrichment experience. Schools can hold enrichment fairs, similar to college fairs, to make sure all students and their families understand the opportunities provided during the summer. Most importantly, Chi-Rise schools hold the expectation that summer is a critical time in adolescent development and, therefore, all students can and should participate in and benefit from summer programming.

Seminar Student Experiences:
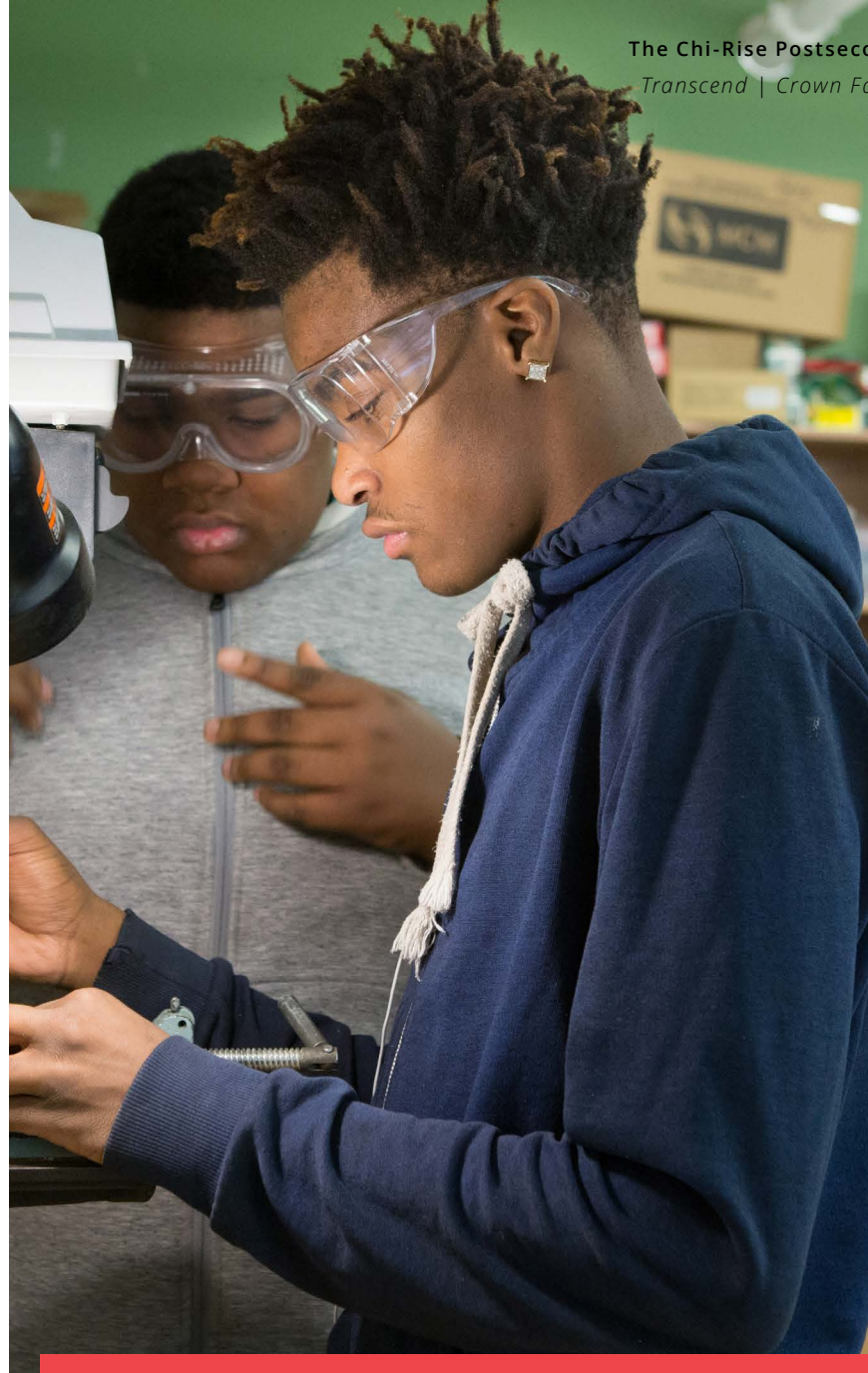
Self-Awareness Circles: Students can simultaneously hold a racial identity, a cultural identity, a gender identity, a religious identity, and a family role identity, among others. Circles help students distinguish between their inner world (thoughts, feelings, memories) and outer world (environment and people). The practice focuses on recognizing the different worlds, as well as how students can build more awareness and focus within each. These activities are rooted in mindfulness practices and have been found to reduce stress, increase academic performance, support healthy social engagement, and increase joy in life.

Student-led conferencing/goal-setting: During seminar, students participate in 1:1 weekly check-ins with a consistent goal coach, where students reflect on progress and set new goals. Additionally, students meet bi-weekly with a grade-level peer (a "running buddy") to check in on progress and to discuss strategies.

Adult SEL: Educators participate in similar social-emotional learning (SEL) activities as their students. Built into the school culture is the belief that adults' social-emotional growth supports their ability to help students develop as well. Individual, relationship, and community growth are primary drivers of students' development and, as such, teachers should be committed to this as well. Educators participate in faculty circle activities and progress through their own SEL curriculum. The curriculum mirrors that of students as they complete self-directed work focused on the individual, relationships, and the community. While educators work through the curriculum at their own pace, they also participate in a faculty circle during seminar planning time.

Student Affinity Groups: Affinity groups are meant to expand students' connection to school and increase students' positive self-identity. These groups are formed based on staff interests or affinity. One group may be focused on identity development of young adult African American men, another might be students of first- or second-generation immigrants, while another is for female athletes. Groups meet with their "pod" weekly and then monthly across groups.

Enabling Structures

School Elements	Learning Environment Requirements *What must be true about this system element in the larger school environment to ensure its success?*	Relevant Links Requirements *What resources further illustrate the approaches or support implementation?*
CURRICULUM, INSTRUCTION, & ASSESSMENT	**Curriculum:** CPS is currently piloting SEL and College and Career Readiness competencies through its C4 curriculum. With the goal of students mastering these competencies over their four years in high school. In grades 9 and 12 students experience the curriculum through their daily seminar classes while they complete the content of their ILP. In grades 10 and 11 students have bi-weekly exposure to C4 curriculum during one of their core content area classes. In each grade, the C4 curriculum is used to help support students for their WBL and college exposure activities, weaving together the purposeful time in class with these out-of-school experiences. **Instructional approach:** Students have multiple opportunities to develop SEL competencies through seminar-supported experiences such as goal-setting, circles, and student-led conferencing. These strategies are specifically taught and practiced in grade 9 in order for all students to be able to move forward with more independence and less scaffolding in subsequent grades. The ideal pedagogical approaches to execute this component are Constructivist, Collaborative, Reflective and Inquiry-Based Learning. **Assessment approach:** Schools utilize C4 competency rubrics across all content areas for consistent use of language and reinforcement of skills and learning for students across pathway-specific courses, seminar courses, and content area courses.	» CASEL has highlighted several states and districts that have created their own SEL standards, including Austin ISD, Denver Public Schools, and the Michigan Department of Education. » Toolkit of supports for schools to more effectively integrate C4 competencies: academic-SEL integration » All students are supported through seminar—a space to complete the Learn.Plan.Succeed requirements and Naviance scope and sequence (ILP).

School Elements	**Learning Environment Requirements** *What must be true about this system element in the larger school environment to ensure its success?*	**Relevant Links Requirements** *What resources further illustrate the approaches or support implementation?*

SCHOOL COMMUNITY & CULTURE

Seminar courses offer a critical structure to supporting students' connection to school. Given the whole-child focus of seminar, specific attention is given to affirming student identities and supporting them to build the skills necessary to confront potential bias and obstacles in future college and career settings.

Topics such as first generation college student experiences as well as confronting privilege and oppression are addressed as part of the C4 curriculum. Schools can utilize a PERTS assessment or Panorama student survey to understand school climate, teaching and learning, relationships, and belonging.

» CPS Equity Framework
» Culturally Responsive Curriculum Scorecard [Steinhardt NYU]
» Critical Practices for Anti-bias Education: Classroom Culture [Learning for Justice]
» Shaping Anti-Racist School Culture [TFA]
» Equitable Classroom Practices [Montgomery County PS]
» Celebrations of Learning Primer [Transcend]

ADULT ROLES & HIRING

The skills seminar teachers need to be effective are those that are required for all teaching professionals, with an increased emphasis on relationship-building and cultural awareness. This is to ensure seminar teachers are equipped to offer the emotionally safe space during seminar for students to develop and enhance their social and emotional competencies. Specifically, teachers participate in anti-bias training and explore their own biases and self-awareness through ongoing support and professional development.
» Teachers are assigned a seminar course(s) as their full teaching load limiting the number of preps they have.
» Senior seminar teachers are paired with a college and counselor coach who co-facilitates seminar classes.
» Teachers meet weekly during common planning time with a school counselor to customize curriculum and/or get clarity on postsecondary process/requirements.
» Teachers work with an enrichment coordinator to connect out-of-school experiences to curriculum and content.

» Kelly senior seminar planning agendas 2021–2022
» Enrichment coordinator job description
» CPS College and Career Coach job description

School Elements	Learning Environment Requirements	Relevant Links Requirements
	What must be true about this system element in the larger school environment to ensure its success?	*What resources further illustrate the approaches or support implementation?*
ADULT ROLES & HIRING (Cont...)	» Teachers receive the training necessary to teach SEL practices such as circles and goal-setting as well as the technical PSP requirements (Naviance, L.P.S)	
SCHEDULE & USE OF TIME	Seminar exists as a class, 5 days a week for all students in grades 9 and 12. In grades 10 and 11 seminar might meet less often, but at regular intervals (monthly/quarterly) or around key dates. » All 9th graders and 12th graders attend daily seminar classes » All 10th-11th students attend seminar cafes (goal-setting) days a minimum four times a year. » All 10th-11th students attend a minimum of four colloquium days (pathway exposure and immersion events) four times a year.	» Leveraging Master Calendar to Improve Equity & Access [Unlocking Time]
FAMILY & COMMUNITY PARTNERSHIPS	A variety of local community organizations created to support students and their families visit the seminar classes and colloquium days throughout the year. These partnership organizations provide the college and career exposure as well as work-based learning experiences needed to offer a complete enrichment experience for students. By having a broad base of community support, Chi-Rise schools ensure every student participates in an enrichment experience and is able to offer summer programming to all students. » College partnership organizations such as One Goal can deploy staff to meet with students during seminar. » Mentors and guest speakers can use the seminar class as their opportunity to meet directly with students.	» Family Handbook Examples [NYCCSC] » Creating and Maintaining Community Partnerships

School Elements	**Learning Environment Requirements** *What must be true about this system element in the larger school environment to ensure its success?*

SPACE & FACILITIES

Chi-Rise schools make creative use of the space in their school buildings to ensure that experiential learning can take place as often as possible. In seminar courses, specifically, students are encouraged to use more "formal" offices or meeting spaces so they can mirror real-world working environments. .

- » Grade 9 seminar students host their own college fair in the auditorium at Kelly HS.
- » Students participate in mock interviews in a variety of admin offices.
- » Grade 10 and 11 students participate in grade-level cafes by taking over the school library as a meeting space.
- » Colloquium days involve students meeting in a variety of spaces across the school including outdoors to complete military pathway exposure activities.

TECHNOLOGY & INFRASTRUCTURE

All students and seminar teachers have access to and a fluent understanding of Naviance in order to accomplish and record L.P.S tasks. Senior students have 1:1 technology during seminar in order to ensure an efficient college application process.

School Elements	**Learning Environment Requirements** *What must be true about this system element in the larger school environment to ensure its success?*	**Relevant Links Requirements** *What resources further illustrate the approaches or support implementation?*
BUDGET & OPERATIONS	Chi-Rise schools benefit from the additional funding for a full-time position at each school. At Kelly College Prep, this funding has allowed them to hire a third college and career coordinator. At Julian, they have been able to hire a postsecondary coordinator and at CVS they have hired an additional school counselor. At each school, an additional full-time hire is needed to ensure the capacity needed to implement the model. In addition, each school received approximately $150,000 in funds from CFP to support their postsecondary initiatives.	» What Transcripts Reveal about School Values & Inequities [EdSurge] » SAMPLE school funding priorities 2021–2022
COMMUNICATIONS	The additional full-time hire to support each school's postsecondary model ensures that consistent messaging is sent to all stakeholders regarding seminar, work-based learning, and college exposure. This takes the form of weekly newsletters to students, teachers, and families, website updates, and, when available, in-person communication events such as summer enrichment program's family night. Grades 9 and 12 seminar classes are the main conduit for communicating about students' progress to grade level teams and family members. CPS LPS progress reports are mailed home twice a year to also inform students and families about their progress.	» CPS Family-facing LPS information » CPS LPS website
CONTINUOUS LEARNING & IMPROVEMENT	Two key practices help support and sustain the seminar program: support for adult SEL and feedback loops from students regarding their experiences. Research has shown the benefit to implementing seminar. Seeking continuous reflection and feedback about the course, its design, and the experiences it provides ensures it has the intended impact.	» SEL Competencies Case Study [Hanover Research] » GATES Research examining grade 9 seminar in Chicago

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Growing Research & Evidence Base

Insights from External Research

CASEL is a national organization that works to make social and emotional learning (SEL) part of a high-quality and equitable education for all. Their decades of research has captured the importance and impact of SEL across age groups and school communities across the country. Their curriculum, along with many others, formed the basis for CPS's C4 College and Career Curriculum pilot. CASEL's SEL Framework ; ASCA: Student Mindsets & Behaviors

Insights from Other Schools

Valor Collegiate Academy uses their circle practice as a cornerstone of their school's model. In this article, Edutopia examines the case for SEL as a foundation for academics and, specifically, the Valor model. Here is a more detailed explanation of how Valor implements circles across their school community.

COLLEGE EXPOSURE

Overview

To maximize their chances of success after high school, students must understand how their abilities and interests match with prospective postsecondary learning routes. College exposure experiences provide multiple opportunities to prepare students for the postsecondary institution that most enables persistence including increasing their awareness of available college and career options, developing an understanding of the skills necessary to succeed in various pathways, connecting classroom learning to college and workplace demands, helping students envision themselves in postsecondary environments, and assisting them in developing a broader vision of the world they will one day enter.

Ninth grade college exposure is rooted in students developing a broad understanding of—and an emerging personal connection to—why college matters, what campus life can look like, and how various types of institutions offer different advantages based on their aspirations. Students' first **college tour/visit** experience is to a local (within a 50-mile radius) institution and is set up to provide an exciting introduction to the college experience that should spark student interest and curiosity and begin to disrupt mindsets that they may not be "college material." While a college visit may last a few hours, the lasting impact of these off-campus experiences is driven through the anticipation-building pre-visit learning and guiding sense making and post-visit reflection activities students have in their postsecondary seminar courses. In addition to exposure to workplace learning pathways, ninth graders utilize seminars to create their own meaningful goals and action steps which can help them think through critical decisions about their trajectory within high school and well beyond graduation. Seminar is also a launchpad for students' first PSP9 Freshman-Senior post secondary fair, which tasks ninth grade students with researching and presenting on career pathways of interest to their twelfth grade peers. Students' career and college pathway presentations build their sense of self, awareness of the connection between college and careers and hone transferable skills like efficacy for interpersonal communication. Students leave ninth grade with clarity on questions like *Who am I as a learner? What is a postsecondary plan? What careers are a strong fit for me? What purpose does college serve in career aspirations? How can I prepare now for the future I want?*

During tenth grade, college exposure experiences emphasize a deeper understanding of what differentiates public, private, liberal-arts, STEM-focused, Historically Black or other global majority serving colleges and universities—in student experience and what admissions and matriculation entail. Immersive college visits that take place overnight and sometimes

out of state are aimed at building students' sense of "college-going identity." Through activities like shadowing a college student, visiting collegiate courses, attending presentations from student affinity organizations, residing in on-campus housing and eating in dining halls, students get a first-hand look at the difference and value of choosing a college that truly fits their aspirations and needs. Tenth grade also marks the introduction of attending college representative visits in school and conducting teacher-supported informational interviews with professionals, college students, or alumni in their career field of interest. To create compelling rep visits and interview experiences that build students' college-going identity, it is vital that adults in those roles hold social identities and personal backgrounds that mirror students' lived experiences. In many cases this means that rep visits and interviews are constructed to leverage individualized attention as a complement to the large group dynamics of college tours. The tenth to eleventh grade transition is marked by attending summer bridge programs specifically designed for students from historically marginalized backgrounds to gain critical college knowledge, academic support or immersion in career environments. Programs like Upward Bound foster mentorship relationships, offer critical support for students' parents and college cultural enrichment experiences for 2–4 weeks in the summer months, often while students reside on college campuses themselves. Towards the end of tenth grade, students have the opportunity to apply for dual enrollment or dual-credit programs for their junior and senior years where they take tuition-free courses at local colleges.

Eleventh grade further emphasizes best fit and exposure to the gamut of college choices by tailoring the college representative visits and overnight college tours to students' growing sense of their interests and career aspirations. Based on students' reflections from their summer bridge and tenth grade college visit experiences, the learning focus now shifts to the technical components of admissions

and college finances. College tours and representative visit "scavenger hunts" support students to make informed decisions about their high school courses, narrow their college application options and ask specific questions related to the variations in admissions requirements. Students participating in dual enrollment courses also have opportunities to reflect on the academic rigor of college coursework, thus getting an even fuller picture of the college experience. Students use the summer between eleventh and twelfth grade to continue in summer bridge offerings or customized college visits that emphasize college admissions processes, like crafting compelling personal statements, calculating college finances and narrowing down their list of fit and match institutions.

Twelfth grade college exposure includes continued experiences with dual enrollment, allowing students to explore topics of interest and challenge themselves, as well as further specialization experiences with best fit colleges and universities. Students are supported to plan their own college tour trips in the fall in small groups with other students during senior seminar courses. They are given a budget and asked to work through logistics by applying and demonstrating their employability skills. By the end of their fall semester, senior students have applied to at least three of their ranked college choices and the institution's subsequent financial aid processes, including the FAFSA application. With college matriculation processes having various nuances, one-to-one college representative and counselor touchpoints are critical to ensuring successful matriculation between the spring and summer prior to college enrollment. As a celebration of their collective diligence and growth, students participate in a Senior Decision Day where students, families and school staff gather to highlight and celebrate the milestone of choosing higher education pathways. Senior Decision or "Signing" Day is also an opportunity to spark inspiration and motivation for 9th through 11th grade students still developing their exposure to postsecondary paths.

College Student Experiences:

College Tours and Visits: College Tours and Visits serve two main purposes:
1) Open students' minds to the possibilities for their future
2) Disrupt the notions that they may not be "college material" by developing a positive identity around the college experience. Providing a range of exposure experiences to a variety of institutions (local, in-state, private, public, Historically Black or Hispanic-serving, etc) reinforces that students have multiple ways to identify a school that is right for them. Additionally, providing various college tour trip lengths (all day, overnight, multiple-days) immerses students in the social-emotional experience of having more autonomy and personal decision-making responsibilities.

- » Intentional pre-visit lessons that give important college context, build anticipation and create time and space for important conversations among students, families, and staff.
- » Team building exercises with students from similar backgrounds (from Chicago, first-generation, etc) to encourage students to experience not being alone on campus
- » Performances from campus cultural organizations (Divine 9 Black Greek orgs, Caribbean Student Assoc.)
- » Interactive conversations with undergraduates of color, undocumented students and first-generation students
- » Mock classroom lectures from professors based on different academic choices
- » "Scavenger hunt" style campus tours that lead students locate support services

On Campus Postsecondary Fairs: Postsecondary or "College and Career Fairs" give students and their families a chance to get information from a large number of colleges and to meet college admissions representatives at one local event. Some fairs feature a wide variety of colleges such as regional and national fairs, while others focus on certain types of colleges such as historically Black colleges and universities (HBCU), military colleges, or colleges with strong athletics programs. Freshmen and sophomores may want to visit

with representatives from a wide range of types of schools to explore all the possibilities. Juniors may want to narrow their focus on colleges where they might apply. Seniors can use the college fair to make connections at schools where they are applying. Chi-Rise College and Career Fairs can also serve to build student schema and agency without attending external fairs via opportunities like Freshman college and career research presentations to seniors.

College Representative High School Visits: College representative visits, whether virtual or in-person, take place between admissions office staff present vital information on the fit and match, financial aid needs, and student experiences that influence and motivate students to apply to specific institutions. For instance, virtual college rep visit findings at Percy Julian High School illuminated students most strongly resonate with presentations by undergraduate students over traditional admissions staff when considering applying to schools they've learned about for the first time. College rep visits that go beyond passive informational sessions and become highly engaging and relevant experiences for Chi-Rise students include these ingredients:

» Staff create targeted invitations to groups of students
» Invite institutions to have representatives that mirror Chi-Rise high school student social identities and backgrounds
» Have college reps organized by college speciality; e.g., "HBCU Week"

Summer Bridge Programs: Summer bridge programs are designed to ease the transition to college and support postsecondary success by providing students with the academic skills and social resources needed to succeed in a college environment. These programs occur in the summer "bridge" period between high school and college. Although the content of summer bridge programs can vary across institutions and by the population served, they typically last 2–4 weeks and involve (a) an in-depth orientation to college life and resources, (b) academic advising, (c) training in skills necessary for college success (e.g., time management and study skills), and/or (d) accelerated academic coursework. There is a critical need to provide support to students to complete summer bridge applications including letters of intent, articulation of aspirations, and other necessary documentation. Ideally, the completion of summer bridge programs occurs in senior seminar classes, so that students have a dedicated time to receive that support.

Dual enrollment / Dual credit: Dual enrollment encompasses college and high school programs, which are partnerships between school districts and institutions of higher education that allow high school students to enroll in college courses and earn transferable college credit free of charge. To combat persistent barriers to access and engagement in dual enrollment or dual-credit courses, students can be eligible to take dual enrollment courses via a broadened set of entry requirements including their ACT/SAT scores, GPA or class rank, demonstrated proficiency in the subject they're interested in and academic/career advisor recommendations.

» Partnership includes alignment between high school and college course planning, frequent communication on student progress, and regular cycles of evaluation using various student data points
» Student outcomes for dual enrollment are intentionally tied to more than college course credits, so that students are highly motivated to engage in authentic learning
» Provide additional student support services (coaching students on task and time management more aligned to realities of managing college course schedules)

Enabling Structures

School Elements	**Learning Environment Requirements** *What must be true about this system element in the larger school environment to ensure its success?*	**Relevant Links Requirements** *What resources further illustrate the approaches or support implementation?*

CURRICULUM, INSTRUCTION, & ASSESSMENT

Curriculum: This college exposure model uses a curricular [scope and sequence](#) that allows students to gradually explore different types of colleges and universities from 9th to 12th grade.

Instructional approach: Targeted pre-visit lessons that allow students to learn important college vocabulary, admissions processes, and college-specific information builds critical schema for all students, regardless of their familiarity with college. These lessons also help build anticipation ahead of the campus visit and create time and space for important conversations. Students and staff may share their experiences and learnings from the day by using structured reflection activities in a post-visit session immediately after the trip. Students may develop their own relevant objectives and action steps based on their experiences, which can aid them in making important choices about their future in high school and beyond.

Assessment approach: Common indicators of student outcomes with college exposure include increased quality and percentage of students completing Learn.Plan.Succeed. PSP plans, higher numbers of students applying for and receiving scholarships that support their plans, higher FAFSA completion rates, dual enrollment and college credit earning rates, and higher applications and attendance rates to match+fit postsecondary institutions and programs. Evidence of student progress varies by college exposure experience:
- **College Tours:** Pre/Post Student Surveys, Naviance college application reports
- **Dual Enrollment:** Application completion and acceptance rates, school partner attendance and grade reports

» Sample Pre-Visit [Lesson Plan](#)
  - [Pre-Visit Research Activity](#)
  - [Suggested Questions](#)
» Sample Post-Visit Lesson Plan
  - [College Preference Activity](#)
  - [Post-Visit Next Steps Note-Catcher](#)
  - [Post-Visit Survey (Exit Ticket)](#)
» Post-Visit [Student Survey](#)

School Elements

Learning Environment Requirements
What must be true about this system element in the larger school environment to ensure its success?

SCHOOL COMMUNITY & CULTURE

Multifaceted college exposure can promote agency, self-efficacy and ultimately foster a relationship-rich school community that encourages a range of postsecondary pathways.

College visits, fairs, student and alumni interviews and summer bridge programs provide exciting, high-impact experiences that can create strong student interest in exploring various postsecondary pathways. By approaching college visits strategically and purposefully preparing for maximum impact on children who have expressed that they or their families do not see them as "college material," these trips may have a huge ripple effect on the school community as a whole. For instance, seminar teachers can leverage college visits to spark discussions around postsecondary planning with families.

Additionally, by designing pre-visit learning or post visit reflections interdisciplinary or cross curricular as mentioned in the curriculum, instruction & assessment section above fosters a shared sense of connection and importance throughout a students daily school experience.

School Elements	**Learning Environment Requirements** *What must be true about this system element in the larger school environment to ensure its success?*	**Relevant Links Requirements** *What resources further illustrate the approaches or support implementation?*

ADULT ROLES & HIRING

The gamut of college exposure initiatives outlined in the Chi-Rise model require a significant investment of adult school-level capacity and district support, much of which was not present at the outset of the Chi-Rise proposal phase. Patterns in all five schools' PSP experience designs illuminated the need for a coordinator role which held the vision, set direction and progress monitoring for all PSP-related work. This role is particularly foundational as management and execution of college exposure experiences fell the furthest outside existing high school instructional and administrator role responsibilities.

With this in mind, a "Postsecondary Program" management and coordination role was created and supported at each campus via Chi-Rise financial support and coordination with CPS central office. This role, with some school-contextual differences, has:
» Supervised and managed all college exposure student experiences in 9th through 12th grades
» Coached and supported the various iterations of campus "Post-secondary Leadership Teams" made up of counselors, seminar teachers, CTE coordinators and administrators in college enrollment, scholarship acquisition, student skill building and admissions transitions and on-site specializing in Naviance data systems and processes related to Learn.Plan.Succeed efforts
» Served as liaison with school, CPS district central office PSP roles, college and universities and external partner service provider stakeholders.

» Sample Campus Postsecondary Program Coordinator Job Description similar to capacity currently serving at all five Chi-Rise campuses

School Elements	**Learning Environment Requirements** *What must be true about this system element in the larger school environment to ensure its success?*	**Relevant LinksRequirements** *What resources further illustrate the approaches or support implementation?*
SCHEDULE & USE OF TIME	Additionally, the coordination and execution of specific experiences like Dual Enrollment and summer bridge programs also require capacity that can be a combination of dedicated full-time staff and external partner capacity, especially for the coordination of college tours. Some exposure experiences are planned during the school day (e.g., field trip) while others take place outside school hours (e.g., internship) or during the summer months (summer bridge programs, UpwardBound, etc). Whether schools arrange a series of college trips spaced over a longer period of time or cluster visits to numerous institutions on the same day, reading the school and district calendar is a key first step. Consider staff and student attendance patterns (e.g., avoid the days before or after a vacation, significant religious holidays, etc.) as well as the necessity for at least three to four hours on the day of the visit itself.	» This folder of planning materials for a "Michigan Day" college immersion experience includes schedules and student groupings
FAMILY & COMMUNITY PARTNERSHIPS	**Family Roles:** Innovations with families largely center around three initiatives: » Providing early and frequent communication related to college transition tasks (i.e., FAFSA completion, financial applications) in the form of on-campus events and digital communications » Inviting and cultivating a bench of family volunteers and chaperones for college visits » Providing greater access to travel and accommodation stipends for families to attend personal college tours outside of the school day.	» This sample family letter explains the purpose and goals behind school-sponsored college visits » Kelly High School November Postsecondary Fair org contact list.

School Elements	**Learning Environment Requirements** *What must be true about this system element in the larger school environment to ensure its success?*	**Relevant Links Requirements** *What resources further illustrate the approaches or support implementation?*

College & Partnership Communications: Communication with admissions personnel should be seen as a chance to establish long-term partnerships between the high school and the college admissions office. When you contact the same admissions counselor every time, you'll get speedier replies to your booking requests and follow-up queries. Special requests, such as a lower student-to-guide ratio, student panels, a personalized tour tailored to students' needs and interests, or participation at a local college fair, may all be accommodated. Simple gestures, such as a thank you card that includes student thoughts after the visit, go a long way toward establishing this bond.

SPACE & FACILITIES

COVID19 restrictions on college tour travel have forced high schools to provide creative on-campus solutions for virtual exposure experiences and have exacerbated existing physical space constraints. Julian HS took learnings from their virtual exposure pilots to design and begin building a postsecondary "Hub" space in their existing library. The dedicated space will include conference and small group room spaces to host virtual and in-person college rep presentations, interviews, study spaces for dual-enrollment learners and PSP-related informational displays. The hub will work in concert with seminar classrooms as dedicated PSP learning spaces. Current realities at all Chi-Rise campuses reflect the need for dedicated space to host college exposure experiences.

School Elements	**Learning Environment Requirements** *What must be true about this system element in the larger school environment to ensure its success?*	**Relevant Links Requirements** *What resources further illustrate the approaches or support implementation?*

BUDGET & OPERATIONS

Emergent data and impact analysis from all Chi-Rise schools shows the critical value of a full-time role budget allocation for dedicated PSP coordinator capacity for both direct student support, and cohesion between school leadership, school counselors, district support teams, and higher education institutions.

The effort (via the Chi-Rise 5 and Catalyst Grant) to reduce the financial barrier to postsecondary degree attainment is a critical element for students once they've selected and begun matriculation in a post-high school pathway. This is done by offering competitive scholarships and other financial supports such as emergency aid for students who are at risk of not pursuing or completing post secondary degrees or credentials at matched institutions.Additionally, reducing financial barriers to access college exposure experiences prior to matriculation for costs associated with college tours like family visit stipends, application and registration fees, and basic costs of transportation and meals is paramount. In order to manage logistics for coordinated off-campus events like college tours, it is imperative that a team of school-based personnel are organized and resourced with a central hub of information.

» A digital work plan in spreadsheet form holds many of the typical steps and timelines involved in planning multiple college exposure events (template is framed for college visits). This tool is particularly helpful for coordinating efforts.

» This organizer creates a central hub of key logistical details for upcoming college trips such as contact information, the number of students and chaperones attending each visit, and costs associated with lunch and transportation.

COMMUNICATIONS

Student and Family Communications: Incorporating postsecondary planning and experiences conversations into existing student and family communication structures increases family communication around postsecondary pathways and college access by shifting to earlier in the high school years.

» This sample overview of the college visit initiative is a helpful one-pager for sharing key information with school staff.

» Rise High School Network "On-Track" Conference strategy guide.

School Elements	Learning Environment Requirements	Relevant Links Requirements
	What must be true about this system element in the larger school environment to ensure its success?	*What resources further illustrate the approaches or support implementation?*

CONTINUOUS LEARNING & IMPROVEMENT

Similar to methods mentioned in the 9th–12th Seminar considerations, regular student and adult feedback cycles are critical for sustaining college exposure initiatives across a campus. Additionally, to support a college-going culture, all adults should serve as advisors and relationship builders to provide students with postsecondary support. In order to fulfill those responsibilities, professional development is a combination of both internally created content and training through partnerships. For instance, Embarc, a local partner, designs and facilitates experiential student and adult experiences in schools by aligning the entire school community around the goal of implementing meaningful experiences, building relationships, and integrating social-emotional learning. While centered on student outcomes, Embarc also provides year-long professional development and continuous learning cycles for teachers, counselors and administrators in alignment with common core standards and UChicago's Foundations for Young Adult Success framework.

Progress Monitoring All college exposure methods, including college visits, are intended to promote both leading and lagging measures of student success. Planning committees may select various focal indicators and goals depending on how a school prepares and conducts college visits and what grade(s) engage in them. The most critical aspect of adopting the plan is being clear about the objectives, followed by gathering data and feedback to promote continuous learning and development for future college visits and college and career preparedness and access programs.

» Connecting College Exposure initiatives to campus wide results frameworks like these:
» Goal 1: On-Track Achievement
  • Grade 9/schoolwide on-track credit earning
  • Grade 9/schoolwide on-track attendance
  • Grade 9/schoolwide on-track behavior
  • Grade 9/schoolwide overall on-track achievement
» Goal 2: College and Career Readiness
  • 4-year high school graduation rate
  • Grade 9 and schoolwide Bs or better college-ready unweighted GPA ≥ 3.0
  • Grades 9-12 PSAT and SAT college readiness benchmark attainment
  • College readiness attainment (Grade 11–12 SAT and/or AP benchmark)
  • AP participation
» Goal 3: College and Career Access
  • FAFSA completion
  • College application rates
» Goal 4: Postsecondary Success
  • College enrollment
  • College persistence
» Goal 5: Gap Closure
  • Grade 9 on-track gap closure by subgroup
  • College readiness gap closure by subgroup

Growing Research & Evidence Base

Insights from External Research

University of Chicago's Consortium in School Research Foundations for Young Adult Success (YAS) Framework highlights three factors that are critical to preparing young people for meaningful, productive futures: competencies, an integrated identity, and agency. Each of these factors can also be used to understand what drives postsecondary success, whether this entails admission to and the successful completion of a postsecondary program or immediate entry into a fulfilling career. The Chi-Rise initiative deeply rooted program aims, strategy and experiences in the YAS Framework. Aside from centering on the three factors as student "aims" within postsecondary pathways, the research executive summary outlines key implications that still remain relevant years after publication:

» A narrow focus on content knowledge in isolation from the other foundational components undermines learning and development.
» Policy needs to provide the "safe space" for schools and out-of-school programs to become learning organizations.

Insights from Other Schools

RISE High School Network College Visit [Strategy Guide](#): Comprehensive toolkit with strategies, templates, tips, project planning and progress monitoring guidance.

[Dual Enrollment at Urban Assembly School of Emergency Management](#)

College Exposure at Platt High School, Meridian, CT: Network educators at Platt High School in Meriden have created a concentrated series of sophomore college visits in the spring, creatively promoted to students, staff, and families as the "Panther Prowl." They select colleges carefully, prioritizing colleges and universities within two hours of Meriden but perhaps less obvious options for students, such as small liberal arts schools or those located just over the border in Massachusetts. These visits are bolstered by classroom activities leading up to the visits to deepen their impact, starting with a quick five-minute "college reveal" in classes a few weeks prior to the visit and continuing with a more intensive pre-visit lesson a week in advance. Leveraging the momentum from clustered college visits and related learning activities has provided a visible boost to the college-going culture in other aspects of the student experience at Platt. Providing students and staff with custom "Panther Prowl" college visit t-shirts has spurred an uptick in college swag spotted throughout the school building. Platt staff who coordinate the school's on-track conferences, focused one-on-one conversations held with every student in a grade level, have incorporated reflective questions around students' postsecondary planning and experiences with early college visits. Family communication around postsecondary pathways and college access has increased and moved earlier in the high school years, one component of Platt's push toward building a more comprehensive college and career readiness and access program.

WORK-BASED LEARNING

Overview

Beginning in ninth grade, it is critical that students engage in a series of experiences that provide students an authentic understanding of careers through engagement with **career research projects, workplace tours,** and **professional speaker series,** some of which happen in their seminar spaces. Two to three times over the course of freshman year, young people take a full day to learn about a career pathway by spending time in an associated workplace and having the chance to engage with career professionals. Ideally, twice a semester, students can specifically hear from alumni and professionals from the community as a launching point to the immersion, skills development, and social capital they'll experience following their first year in high school. By the end of their freshman year, students will answer the following questions: What careers most align to my interests, strengths and values? What knowledge and skills are required in those careers? Who can I learn from and develop relationships with that work within those careers?

Tenth grade is strategically focused on personalizing career exposure through continuous **opportunities for reflection, curated career fairs,** and **adult mentorship** so that students can build insight into the careers that most align with their values, strengths, and interests. In year two of high school, students also begin to develop the skills necessary for deep immersion in workplaces. During each quarter in seminar, students focus on different workplace skills such as **resume building, interview preparation, mock interviews,** and simulated workplace scenarios that require them to use critical thinking, creativity, collaboration, and communication. Students use those skills to identify potential employers that would provide them with an immersive experience during junior and senior year, allowing them to truly practice what it means to acquire and maintain a career while also gaining real-world skills that will help them in any career.

In 11th and 12th grade, students focus their time and energy on the acquisition of social capital by participating in an immersive experience within a career field of interest and allowing that experience to shape their post-secondary choices. Via **networking nights with alumni, specialized career fairs, community college programming,** and **intensive job search support,** juniors secure internships, enroll in certification programs, and participate in job-shadowing opportunities that provide invaluable experience and insight. For example, students may complete a certification program through a local community college for construction safety, connect with alumni in general contracting and interview for an internship as a personal assistant to those alumni on a local housing project. As a result of this immersive experience, students are able to reflect on the extent to which specific career pathways are aligned to their dreams for adulthood, foster authentic joy through experiential learning, and discover the post-secondary options that are best suited to help them achieve those dreams.

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Work-Based Learning Experiences

Assistantships, Apprenticeships, and Internships – Students benefit from a developmental approach to attaining work experiences. When considering how to ensure a student is successful in an internship by their junior year, schools can ensure students have the opportunity to complete "prerequisites" such as assistantships and apprenticeships which provide a more structured and supported work experience. One such partner that serves Chicago Public Schools is After School Matters, which works to deliver high-quality, hands-on, project-based apprenticeship programs in a variety of content areas, including the arts, communications and leadership, sports, and STEM.

Career Research Projects – All students in grade 9 begin exploring careers by first identifying their strengths and preferences using the Naviance tool strengths finder and career cluster finder. Once they have identified their interests, they can then begin exploring career clusters which align to these interests. Participating in and completing a Career Research project deepens the learning for all students and expands their prior knowledge of available and potential career choices. By the end of ninth grade, therefore, all students have identified their unique strengths and interests and the careers most aligned to those strengths and interests both through hands-on experiences and through individual research projects.

Specialized Career Fairs – Careers fairs are an excellent way for students to hear what local companies have on offer. Students can talk to different employers, gain an understanding of what their jobs entail or the different roles available, and the skills that are needed to be successful in today's economy. This is an informal setting, where students can ask any questions they may have. Specifically, students should be encouraged to attend specialized career fairs which might center around an industry or career cluster they are interested in such as healthcare, hospitality, or skilled trade, etc.

Panels & Speaker Series – Designed to meet specific learning outcomes, guest speaker presentations are educationally rich, tied to the curriculum, and designed to help students connect what they're learning in school with the workplace. Presentations are usually conducted in the school, but in some cases, guest speakers may "visit" a classroom electronically via Google Meets or some other technology. This opportunity is intended primarily for students who are beginning to explore career pathways, but may also be used to deepen students' knowledge depending on the content of the presentation.

Workplace Tours – More than a simple field trip, a site visit is designed and structured to meet specific learning outcomes, be educationally rich, and build awareness of the business, its industry sector, its role in the economy, and the career options it provides. A site visit involves preparation and follow-up in the classroom, including research and reflection by students. Tours generally last between an hour-and-a-half to two hours.

Informational Interviews – Designed to meet specific learning objectives, informational interviews are educationally rich, tied to the curriculum, and help students connect what they are learning in school with the workplace. Unlike a guest speaker activity, where speakers usually address a group in the classroom, informational interviews are one-to-one interactions and generally take place at the company's workplace. They may also be conducted via telephone—ideally utilizing FaceTime or Skype.

Adult Mentorship – Critical to student success in post-secondary pathways is the availability of an adult to help students navigate the logistical and often emotional transition from high school to college or work. Students from underserved communities often lack a network of professionals in their area of career interest. Helping students find purposeful mentors through partnerships like iMentor and hosting networking nights for seniors can help students develop the social capital, skills, and support they will need to make a successful transition after high school.

Enabling Structures

School Elements	**Learning Environment Requirements** *What must be true about this system element in the larger school environment to ensure its success?*	**Relevant Links Requirements** *What resources further illustrate the approaches or support implementation?*

CURRICULUM, INSTRUCTION, & ASSESSMENT

- *What standards or competencies do students master?*
- *What teaching and learning approach(es) do we use?*
- *What systems or approaches are in place to support struggling students?*
- *What evidence do we gather to understand student progress?*
- *How is student progress recorded and reported?*

Students learn about potential careers aligned to their interests beginning in the ninth grade. By identifying career clusters, students gain expanded knowledge of careers and opportunities available to them. Beginning in 10th grade, students choose one of the high school pathways available to them to deepen their studies within a specific industry. A student who has chosen the Software and Engineering pathway might take an additional computer science course or an advanced mathematics course. A minimum of one pathway specific course is taken each year from grades 10–12. These pathway courses:
  » align to industry relevant skills and credentials
  » include industry-grounded projects
  » build professional as well as technical skills
  » involve industry professionals coming into the classroom, and scholars going into industry environments

Once a year, students present projects connected to their pathway to a community of industry professionals, higher education partners, and public partners through a Student Showcase. The showcase is an opportunity for students to demonstrate their agency and identity as they present what they have accomplished

» The work-based learning continuum supports career-related programs of study by moving CPS students through three stages of employer engagement in the classroom, workplace, or community.
» Naviance WBL Toolkit
» IL Essential Employability Skills
» IL Postsecondary & Workforce Readiness Act: Recommended Essential Employability & Technical Competencies

School Elements	**Learning Environment Requirements** *What must be true about this system element in the larger school environment to ensure its success?*	**Relevant Links Requirements** *What resources further illustrate the approaches or support implementation?*
SCHOOL COMMUNITY & CULTURE *The makeup, rituals, and community practices of the entire learning community.*	A comprehensive WBL program brings awareness to the world of work all teachers in the high school are preparing students for. Routinely, students are asked to make connections in all content areas to their future career aspirations. Habits and skills, across all grades, are in support of the professional skills all adults develop in order to be successful in the workplace. Adults demonstrate the kinds of professional behaviors and attitudes students need to see and practice on a daily basis. Students are also given opportunities to learn from industry professionals who share similar backgrounds and educational experiences, ensuring students grow a network of industry connections.	» Using Community Experts to Extend Teaching » Innovative Learning Excursions [NextGen Learning Center]
ADULT ROLES & HIRING	A post-secondary coordinator, or other full-time position, exists at each school in order to develop and integrate WBL at every grade-level. This position works in collaboration with the community/family liaison to develop relationships across the community which will extend opportunities for WBL. This role also requires collaboration with grade level or department heads to ensure teachers and other support staff are actively involved in the planning and execution of experiences such as workplace tours, mock interviews, etc.	» Post-secondary coordinator job description » Enrichment Coordinator job description

School Elements	Learning Environment Requirements	Relevant Links Requirements
	What must be true about this system element in the larger school environment to ensure its success?	*What resources further illustrate the approaches or support implementation?*

SCHEDULE & USE OF TIME

As students choose their pathway at the beginning of their tenth grade year, they will potentially start to be grouped with similar students in their pathway classes through grade 12. This smaller learning community within the larger school environment is an important peer network to foster. Time is given throughout the school year for pathway classes to have extended time together to compete in competitions and/or participate in relevant industry experiences such as conferences or fairs.

» CPS WBL Toolkit

FAMILY & COMMUNITY PARTNERSHIPS

The post-secondary coordinator and community/family liaison are the main points of contact for community organizations looking to offer employment, mentorship, or internship opportunities to students. In addition, family members are invited to hear from counselors and others about the importance of summer opportunities during family nights and orientation gatherings. Families also hear from counselors and others during family nights and orientation gatherings about the importance of summer opportunities.

Local businesses also form a partnership coalition with each high school to meet regularly and develop ideas for emerging opportunities, tap local assets, and address needs from the community.

» Lodi Community Design Team

School Elements	**Learning Environment Requirements** *What must be true about this system element in the larger school environment to ensure its success?*	**Relevant Links Requirements** *What resources further illustrate the approaches or support implementation?*

SPACE & FACILITIES

- *Where is our primary or hub space for learning located?*
- *How do we organize and design the space within our hub to support learning?*
- *In which places do we extend learning beyond the primary hub space?*

Industry pathway courses look physically different from traditional content courses in that they mirror the workplace environment. This might mean a graphic design studio with specialized printers and cameras, a culinary kitchen, or a construction classroom filled with tools, equipment, and working surfaces. Students gain mastery and fluency with the tools that they will be using in any given industry over the course of grades 10–12 and take ownership for their unique pathway space.

In certain situations, when a school's physical space does not provide an industry-related environment, the school has identified a local partner to provide space such as a commercial kitchen or art studio.

» NGHS STEAM Center Classroom Design

TECHNOLOGY & INFRASTRUCTURE

Students can track their progress towards their career ambitions and related post-secondary pathway using Naviance's Roadtrip Nation feature. Each student has a unique Naviance account beginning in 8th grade, and this account houses all of their career and postsecondary aspirations —even as their choices might change over time.

School Elements	**Learning Environment Requirements** *What must be true about this system element in the larger school environment to ensure its success?*	**Relevant Links Requirements** *What resources further illustrate the approaches or support implementation?*
BUDGET & OPERATIONS	Moving Forward Together is a $525 million investment over FY2022 and FY2023 to address students' social and emotional needs, accelerate student learning, and prepare students for success beyond the pandemic through a holistic, equity-based approach. More than $21 million will be invested to ensure all schools can offer after-school and summer programming and each school has a dedicated Out of School Time coordinator. In addition, $5 million in FY22 will support a comprehensive set of post-secondary supports including a new Work-Based Learning Center to provide students in all grades with exposure to potential career paths.	
COMMUNICATIONS	All students receive weekly updates on WBL opportunities via the school's email. Pathway teachers also ensure each student knows about upcoming or new opportunities as part of their classroom structures and routines to explore the industry landscape. Students are also asked to research and to join pathway-related mailing lists and social media accounts to stay up to date with local offerings related to their field of interests.	» This CPS toolkit has been developed to help teachers, their intermediary support providers, and employer partners deliver educationally rich and authentic work-based learning experiences that connect students to future opportunities. » CPS high school opportunities tracker
CONTINUOUS LEARNING & IMPROVEMENT	Work-based learning teachers and CTE teachers are uniquely positioned to help students make the critical connections between future work and their current schooling. There are three areas that can benefit from customization when supporting these faculty positions: certification, performance, and professional development.	» 21st Century Educators: Developing and Supporting Great CTE teachers

Growing Research & Evidence Base

Insights from External Research

WBL and CTE teachers can prevent high school dropout by engaging students in real-world learning opportunities and relevant, skill-based instruction; likewise, students who participate in CTE courses and programs are less likely to drop out of school. In fact, graduation rates for students in CTE programs are significantly higher than the graduation rate for high school students overall. Students in CTE programs have graduation rates of more than 90 percent, whereas the graduation rate for high school students overall is just under 75 percent (ACTE, n.d.). Employment projections predict that many of the jobs that will be added in the next decade will require some college or postsecondary certification. The same projections predict that far fewer jobs will be available for those with only a high school diploma or GED (Carnevale, Smith, & Strohl, 2010, 2013; U.S. Department of Education, 2012)
CASEL: SEL for Workforce Development
Work-Based Learning Framework [US DOE]

Insights from Other Schools

The Brooklyn STEAM Center, is an innovative training hub for a socioeconomically and academically diverse group of predominantly African American and Latino 11th and 12th grade scholars, immersing career preparation within a work environment to prepare a pipeline of talented young adults who will thrive in the rapidly evolving manufacturing, technology, and creative fields.

STEAM Playbook

SAMPLE SCOPE AND SEQUENCE

GRADUATE ASSETS	PRODUCTION TIMELINE				
	GRADE 9	GRADE 10	GRADE 11	GRADE 12	GRADUATE ASSETS SUMMARY
Foundational Academics	Learn.Plan. Succeed ILP	Learn.Plan. Succeed ILP	Learn.Plan. Succeed ILP	Learn.Plan. Succeed ILP	Curated portfolio, professional products/projects, student "working brand" established via professional social media presence
Personal Development	C4 Curriculum Freshman Seminar Course	C4 Curriculum Cafes, student-led conferences, and colloquiums	C4 Curriculum Cafes, student-led conferences, and colloquiums	C4 Curriculum Senior Seminar Course	PSP goal tracker; financial plan, career plan, self-employment; personal checking and savings bank accounts and budgeting tools (financial literacy) mentor and quarterly coaching
Pathway Immersion	1 college visit Alumni panel 2 informational interviews	2 college visits Alumni panel College fair 2 workplace tours 1 informational interview 1 job-shadowing experience (group) [optional] 1 internship	2 college visits Alumni panel College fair College rep visits 2 workplace tours 1 informational interview 1 job shadowing experience (indiv) [optional] 1 internship and or paid work	1 college overnight College fair College rep visits [optional] 1 internship [optional] paid work	Minimum **4 college campus tours,** Letter of Rec, college interview practice, FAFSA completion and awards review, GPA, match and fit Relevant **certifications;** industry-relevant resume, professional references; developed **contacts** with 6–8 industry leaders, **awards,** Minimum 3 **workplace tours** and 3 **informational interviews**

SEMINAR SYSTEM OF SUPPORT

GRADE 9 SEMINAR	GRADE 10 CORE CONTENT CLASS	GRADE 11 CORE CONTENT CLASS	GRADE 12 SEMINAR
Seminar Teacher	Content Area Teacher + Counselor	Content Area Teacher + Counselor	Seminar Teacher + Post-secondary Specialist

Foundational Academics

Personal Development

Pathway Immersion

SAMPLE STUDENT WORK-BASED LEARNING EXPERIENCES ACROSS GRADES 9—12

GRADE 9

1 Career Research Project
2-3 guest speaker panels
1 school-based career fair
1–2 workplace tours

GRADE 10

2 informational interviews
1 school-based career fair
2–3 workplace tours
1 job shadowing

GRADE 10
SUMMER

2 informational interviews
1 assistantship

GRADE 11

2 informational interviews
1–2 external career fair
2-3 workplace tours
1 job shadowing
1 professional mentor
1–2 networking nights

GRADE 11
SUMMER

1 apprenticeship and or internship
1 professional mentor

GRADE 12

1 apprenticeship and or internship
1 professional mentor
1–2 networking nights

SAMPLE STUDENT COLLEGE EXPOSURE EXPERIENCES ACROSS GRADES 9-12

GRADE 9

1–2 college tours
1–2 rep visits

GRADE 10

1–2 college tours
1–2 rep visits
College fair

GRADE 11

Overnight college tour - Diversity overnights
College fair
Dual enrollment

GRADE 12

1–2 college tours
Senior college trip
Dual enrollment