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**COLLEGE CHANGES EVERYTHING®
CONFERENCE**

Designing for Connection: Cohorts, Community, and College & Career Readiness

Waukegan To College

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Introductions



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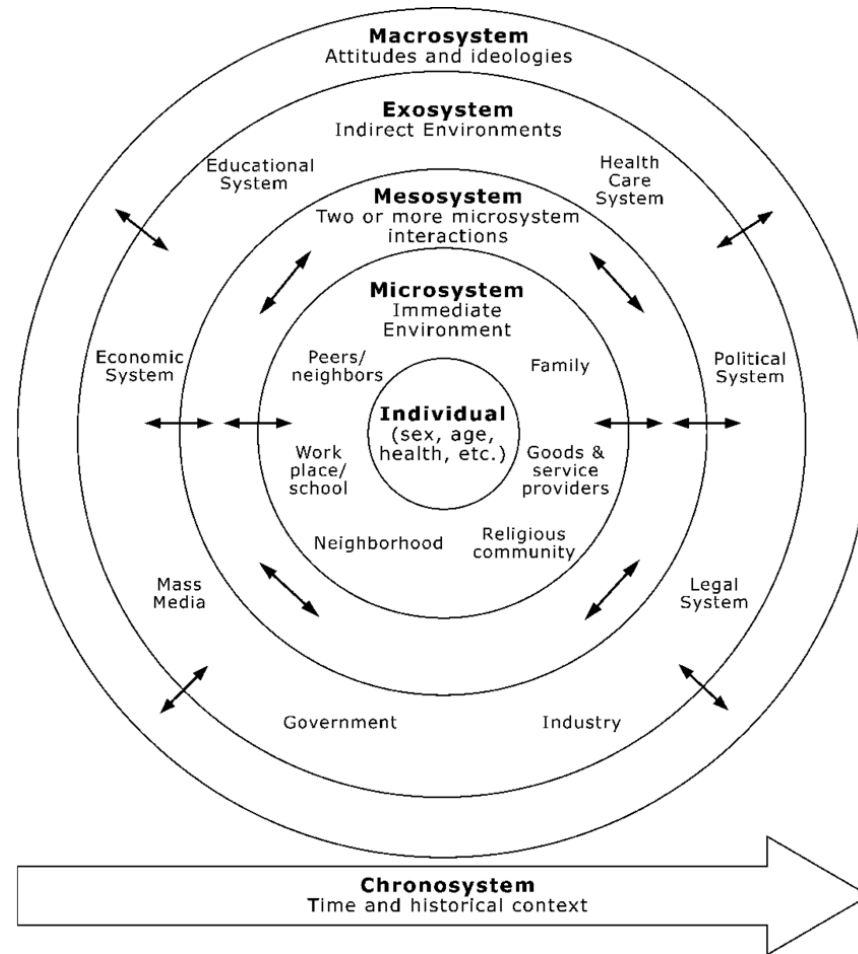
Agenda & Outcomes

- What we will do:
 - Talk through Ecological Systems Theory
 - Talk through PaCE Framework at Waukegan to College
 - Talk through Waukegan to College Programming
 - A sample lesson
- What will we take away:
 - Learn how young people are shaped by and can shape their support systems
 - How Waukegan To College is implementing Illinois' Education Policy into our programming
 - See how our cohort models provide academic and career knowledge and a sense of belonging

Session Agreements

- Be Present
- Take Care of Yourself
- Stay Curious
- Practice Confidentiality (if needed)
- Use Inclusive Language
- Assume Best Intent

Ecological Systems Theory



PaCE Framework



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 postsecondary 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.



Waukegan Middle School

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 Engage in guided self-reflection Envision a positive future Learn about and practice SMART goals Explore their strengths Map a support network Develop 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 Explore their executive functioning skills Create or change a habit Record their progress through SMART goals Explore career interests Practice their strengths Effectively ask for help Understand a growth mindset Explore learning styles 	<p>A student should be exposed to:</p> <ul style="list-style-type: none"> The concept of career clusters of interest The relationship between community service/extracurricular activities and PS/career goals <p>A student should be supported to:</p> <ul style="list-style-type: none"> Engage in guided self-reflection 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 Record their progress through SMART goals Attend a career exploration day, activity, or presentation Demonstrate a growth mindset Complete a unit on education planning
Aspiration	Planning	Self-Advocacy

PaCE Framework

Waukegan to College Cohort Advising Lesson Framework

The purpose of this document is to frame the lessons that Advisors will teach during whole group Cohorts.

Lessons are directly linked to this document for ease and can be found in the Curriculum@waukegantocollege.org account.



5th-8th Grade Monthly Cohort Advising Lesson Framing

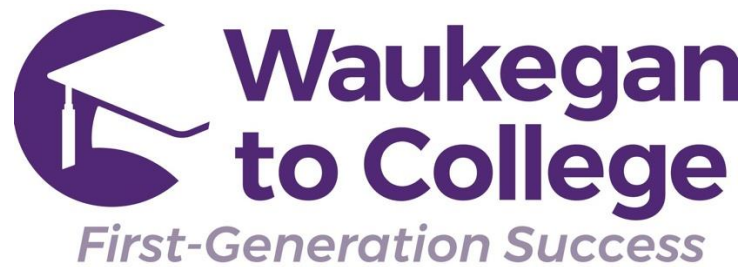
Month	5th	6th	7th	8th
August	Student Success Plans		Student Success Plans	Student Success Plans
September	Uniquely You & Introduction to the 6th Grade Checklist		Uniquely You & Introduction to the 7th Grade Checklist	Uniquely You & Introduction to the 8th Grade Checklist
October	G6M1L1: Skills Inventory		G7M1L1: Home, School and Community Skills Inventory	G8M1L2: Career Cluster Introduction
November	G6M1L3: Developing My Interests		G7M1L2: Job Exploration Challenge	G8M2L2: Exploring Majors, Programs and Certificates
December	G6M2L1: My Motivation		G7M2L2: Developing Interview Questions for Community Mentors	G8M2L4: What About Trade School?
January	G6M2L3: Introduction to the Self-Directed Cycle		G7M2L3: Interview Community Member	G8M3L2: Living a "Day in the Life" College
February	G6M3L1: Reflecting on My Organization System		G7M3L3: Spend it! Simulation Game	G8M3L3: Pricing Out Your Plan
March	G6M3L3: Real Life Failures (Who Made it!)		G7M3L4: My Financial Goals	G8M4L1: Scavenger Hunt through WHS Handbook
April	G6M4L1: Introduction to Career Clusters & G6M4L2: Career Survey		G7M4L1: In-School Resources & G7M4L2: Community Resources	G8M4L2: Surviving High School Guest Speakers & G8M4L3: Resource Fair for 8th
May	Review 5th/6th Grade Checklist		Review 7th Grade Checklist	Review 8th Grade Checklist

Cohort Advising



College & Career Pathways





CAREER AND COLLEGE READINESS: S.M.A.R.T GOAL SETTING

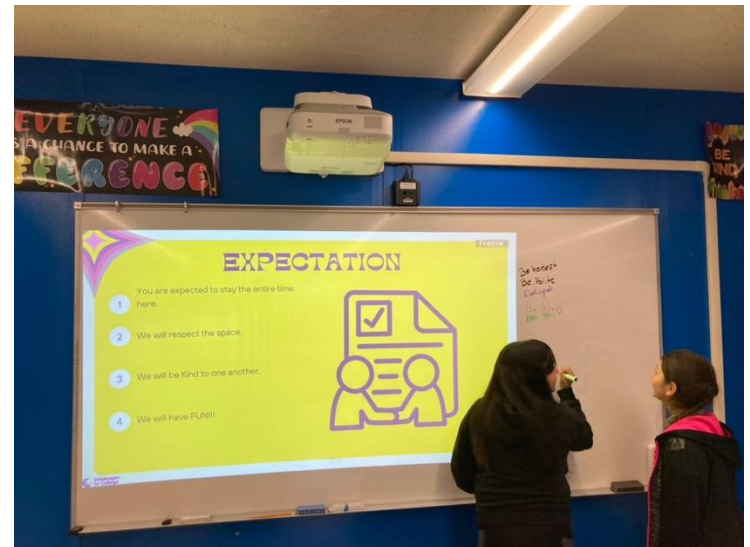
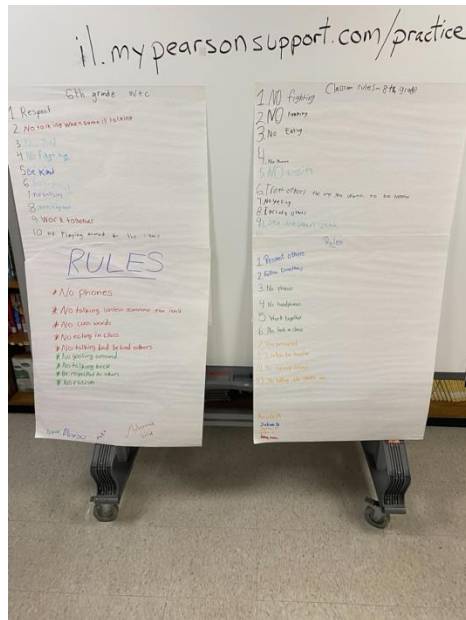
- Today, we will be going through and looking at a lesson that we have done with our students.
- We will look at the presentation as a student and a parent.

ICEBREAKER

- Name
- Pronouns
- When did you decide that college was something that you wanted to pursue?

COMMUNITY AGREEMENT

- In your groups, you will be coming up with community agreements.
- Every group will write down 4 to 5 standards that they, as a group will respect and uphold.



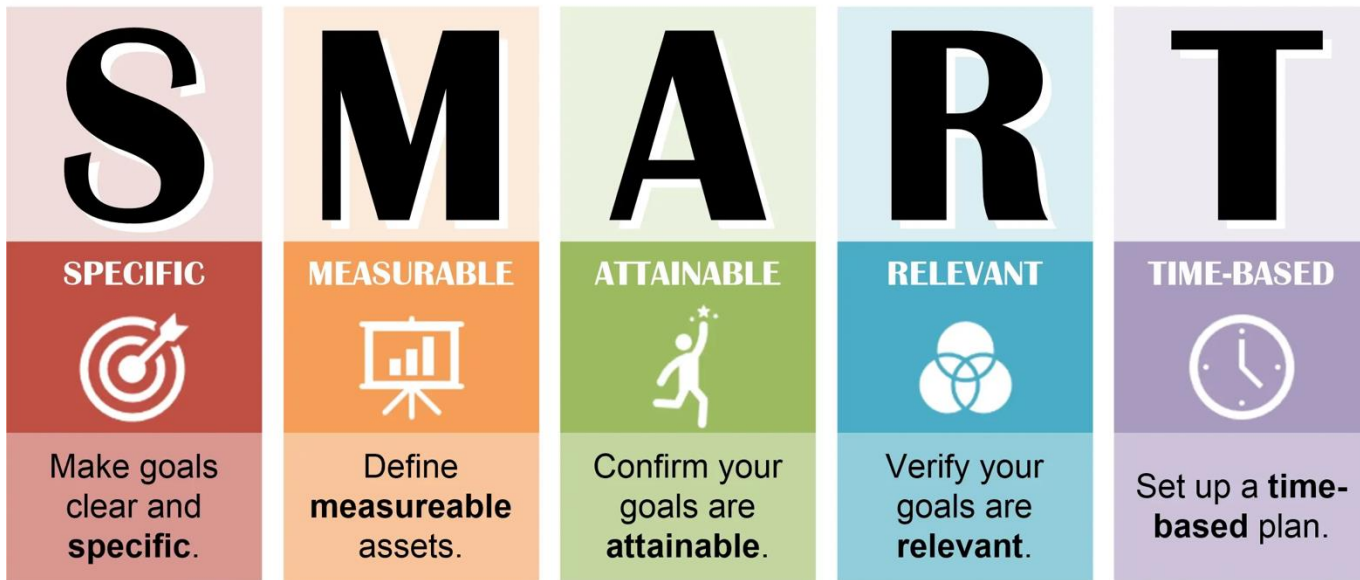
Reflecting on goal setting

- In your groups, take 2 minutes to discuss the following questions
 - What is the hardest part of setting a goal?
 - What is the easiest part of goal setting?

Outcomes

- Students will know how to set a goal using S.M.A.R.T.
- Students will define their personal “why”
- Students will reflect on their present and future goals

SMART GOALS



Let's Practice

Scenario: I want to be more active and run a marathon

S:

M:

A:

R:

T:

Let's Brainstorm

- What is a goal you want to accomplish by the end of the fiscal year?
- What is a goal you want to accomplish by the end of the summer?
- What is a goal you want to accomplish by next year?

Activity

Using the smart template, create a goal that you will accomplish by next school year

- Be ready to share, as everyone will share their goal with the class. It can be a school-related goal or a personal goal.

Parent Cohorts

Activity

- ✓ Create two goals: One personal and one professional goal
Crea dos objetivos: uno personal y otro profesional
- ✓ Use the smart worksheet for both of your goals
Utilice la hoja de trabajo inteligente para sus dos objetivos
- ✓ Share one of your goals in group discussion
Comparte uno de tus objetivos en una discusión grupal.

Share with a partner

With a partner you will each take turns asking each other these questions about your goals. You can choose just one goal to talk about.

- ✓ What makes this goal important to you right now?
¿Qué hace que este objetivo sea importante para usted en este momento?
- ✓ What would success look like to meet this goal?
¿Cómo sería el éxito para alcanzar este objetivo?
- ✓ What support do you need to complete this goal?
¿Qué apoyo necesitas para completar este objetivo?

Parent Discussion



Grade 5/6 Cohort 4: Parent Discussion Cards <i>Print this page & cut cards out</i>	
What does “self-direction” mean to you?	When does your child set goals? Give an example of a goal your child has made.
When working independently on a task, how does your child do with staying focused? Give an example.	What does “reflection” meant to you? Your child?
What could it look like to model being reflective and re-adjusting your actions to your child?	How does Waukegan to College use the Self-Directed Cycle throughout 5th thru 12th grade?

Questions?



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