



## SAMPLE MATERIAL

### A District-Level Mission to Improve College Access

Chicago Public Schools, Illinois

**Topic:** Helping Students Navigate the Path to College

**Practice:** Assess and Intervene

Chicago Public Schools is organized into clusters of schools known as Areas, which are overseen by an Area Coordinator and receive support from district-level departments. The Area Coordinator and the Postsecondary Specialist from the Department of College and Career Preparation use this tool to identify issues a school needs to monitor and/or address to increase college enrollment.

Based on previous year performance, the Area Coordinator and Postsecondary Specialist work with the principal and counseling team to set the year's college enrollment goals and identify critical activities to support these goals (e.g., FAFSA completion; participation in college and career fairs, visits, or tours; resume completion; and parent participation in graduation requirement workshop). The Area Coordinator and Postsecondary Specialist will meet with the school two to four times over the school year to check on their progress.

Schools can adapt this tool so that it monitors the steps and activities that are most effective for its students.

(In comparison to national and District Rate)

*Annual District Goal: 5% Increase*

### FAFSA Completion Data for 2004-2009 by School

(In comparison to District Rate \*2004-2006 data self-reported from SEQ. 2009 FAFSA data as of 09/09. Final Report forthcoming 10/09)

*Annual District Goal: 5% Increase*

### Choices Planner Usage for 2006-2009 by School

*Annual District Goal: 50% Minimum or 5% Increase Above Previous Year*

[illegible]

## DISTRICT

[illegible]

## Office of College and Career Preparation (OCCP) Scorecard--MONTHLY

ACCESS	Metric	Grade	Definition	Data Sources
	% of students completing OCCP access targets	9	% of students that have completed a resume AND that have participated in a mock interview AND have participated in at least one financial aid or financial literacy workshop	What's Next Illinois, School-level tracking-- TBD, Illinois Student Assistance Commission
		10	% of students that have completed a resume AND that have participated in a mock interview AND have participated in at least one financial aid or financial literacy workshop AND complete the federal & state aid estimator	
		11	% of students that have completed a resume AND that have participated in a mock interview AND have participated in at least one financial aid or financial literacy workshop AND complete the federal & state aid estimator	
		12	% of students that have completed the FAFSA AND have applied to three match schools AND have applied to one scholarship AND have participated in at least two financial aid or financial literacy workshop	
		Parent	% of parents that have attended a college parent night AND participated in at least one financial aid or literacy workshop OR received assistance searching for colleges, scholarships, etc. through the college and career center AND met with Counselor and C	
	% of students completing resume and mock interview	9	% of students completing resume and mock interview	What's Next Illinois for resumes, School-level tracking--TBD
		10		
		11		
		12		
	% of students completing FAFSA or FAFSA forecaster	9	N/A	Illinois Student Assistance Commission, What's Next Illinois
		10	% of students completing the FAFSA forecaster	
		11	% of students completing the FAFSA forecaster	
		12	% of students completing the FAFSA	
		Parent	% of 11th and 12th gr. parents completing FAFSA forecaster/PIN registr.	

READINESS	Metric	Grade	Definition	Data Source
	% of students completing OCCP readiness targets	9	% of eligible students applying for at least one college or career enrichment activity (e.g. Summer Quest, CTE, ASM, Freshman Connection, AVID, Upward Bound, Advanced course taking) AND have participated in at least one academic or career-related service	Transcript data, School-level tracking--TBD
		10	% of eligible students applying for at least one college or career enrichment activity AND have participated in at least one academic or career-related service learning activity AND participated in at least one soft skills or student support workshop AND	
		11	% of eligible students applying for at least one college or career enrichment activity AND have participated in at least one academic or career-related service learning activity or unpaid work experience AND participated in at least one soft skills or stud	
		12	% of eligible students applying for at least one college or career enrichment activity AND have participated in at least one academic or career-related service learning activity or unpaid work experience AND participated in at least one soft skills or stud	
		Parent	% of parents/accountable adult attending workshops to learn about graduation requirements, AND EPAS student score interpretation, AND to review their child's 4-year course and college and career plan to determine if their child is on-track or on-pace to g	
	% of students participating in work-based learning	9	% of students who have participated in a career-related, job shadow, paid internship, unpaid internship, or cooperative education experience	School-level tracking--TBD , WBL Manager for CTE schools
		10		
		11		
		12		
	% of students in a college enrichment activity	9	% of students who have participated in Summer Quest, CTE, Freshman Connection, AVID, Upward Bound, Advanced course taking, or other academic enrichment programs	Transcript data, Program tracking
		10		
		11		
		12		
		Parent	% of parents attending a workshop or fair about opportunities for academic or career enrichment	



### School Demographic Data Points

## AREA 25

[illegible]

### High Functioning Team Data Points

## AREA 25

[illegible]