



Professional Development

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# Overview of the Illinois Postsecondary and Career Expectations (PaCE)

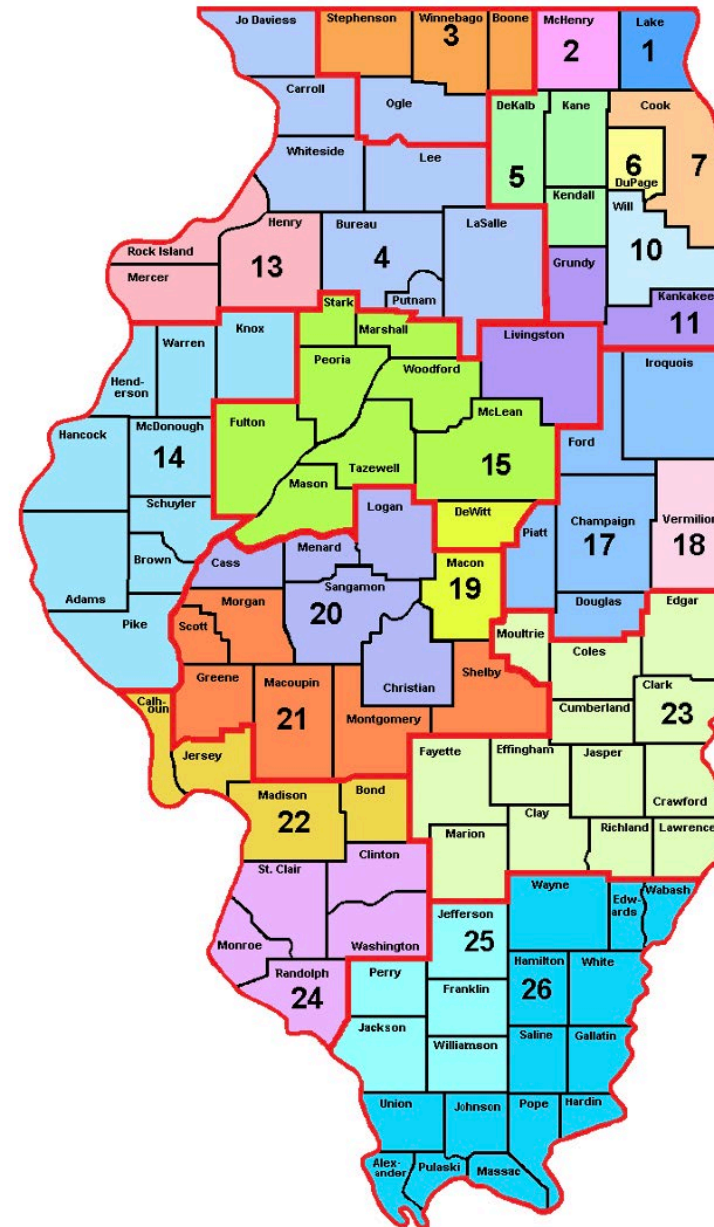
October 4, 2023



## Kiersten Baer

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  - Illinois Center for Specialized Professional Support
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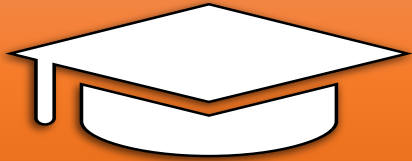
# Where is Your Local Area?



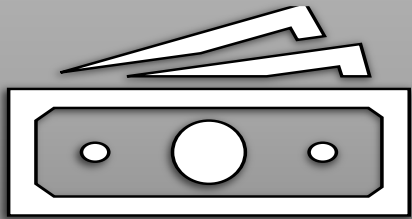
Which partner do you best represent?



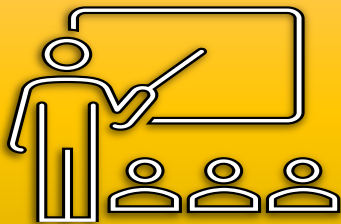
## About ISAC



“Providing Illinois students with information and assistance to help make education beyond high school accessible and affordable”



We administer scholarships and grants to students across the State of Illinois



We provide professional development offerings on navigating the financial aid process, resources and support for underrepresented students, and understanding student loan repayment/forgiveness programs



# Agenda

1. Background and Legislation
2. Getting Started with PaCE
3. PaCE Implementation Process
4. Resources and Support Options

# Background and Legislation

# Background of PaCE

**May 2016:** The Illinois House and Senate unanimously pass the Postsecondary and Workforce Readiness (PWR) Act

**July 2016:** The PWR Act is signed into law and partners the four education agencies to develop and establish a system to ensure high school students are college and career ready

**July 2017:** Deadline for education agencies to adopt and recommend a framework that outlines the Illinois PaCE Framework

**May 2022:** Public Act 102-0917 signed into law and builds upon the PWR Act with a focus on PaCE and College and Career Pathway Endorsements

**July 2023:** The four state education agencies adopted and publicized an updated Illinois PaCE Framework



# Components of the PWR Act

- Four components of the PWR Act
  - PaCE
  - College and Career Pathway Endorsements (CCPEs)
  - Transitional Instruction – Math and English
  - Competency-Based Education Pilot



# Public Act 102-0917 Overview

- Signed into law on May 27, 2022, and became effective January 1, 2023
- Builds upon the PWR Act and focuses on two main components
  - Illinois PaCE Framework (Illinois PaCE)
  - College & Career Pathway Endorsements (CCPEs)
- Amends certain sections of the Illinois School Code, for public high schools and Chicago Public Schools (CPS)

## Public Act 102-0917 – Education Agencies

- **No later than July 1, 2023 – Completed!**
  - The four state education agencies, with appropriate stakeholders, will adopt and publicize an update to the Illinois PaCE Framework that extends to 6th grade
- **No later than July 1, 2024:**
  - Illinois State Board of Education (ISBE) shall publish and maintain a current database, by region, of employer champions for work-based learning and career readiness programs
  - ISBE shall publish and maintain an inventory of resources available to support school districts in implementing CCPEs

# Public Act 102-0917 – Adopting PaCE for Chicago Public Schools

- **No later than July 1, 2024:**
  - CPS shall adopt and commence implementation of a PaCE Framework for grades 6-12 aligned to the framework adopted by the State agencies
  - The CPS framework shall be available on a prominent location on the district's website

## Public Act 102-0917 – Adopting and Implementing PaCE for School Districts

- **No later than July 1, 2025**
  - A school district (other than CPS) shall adopt and commence implementation of career exploration and career development activities in accordance with a PaCE Framework for grades 6 – 12
  - A school district’s framework shall be available in a prominent location on the district’s website
  - A school district (other than CPS) serving grades 9 – 12 must have elected to implement CCPEs or must have opted out of implementation

# Public Act 102-0917 – Offering CCPEs

- CPS must have elected to implement CCPEs for:
  - Class of 2026 – offer at least one endorsement area
  - Class of 2028 – offer at least two endorsement areas
  - Class of 2030 – offer at least three endorsement areas if the district has an enrollment of more than 350 students
- School districts, other than CPS, must have elected to implement CCPEs for:
  - Class of 2027 – offer at least one endorsement area
  - Class of 2029 – offer at least two endorsement areas
  - Class of 2031 – offer at least three endorsement areas if the district has an enrollment of more than 350 students

# Making the Connection

- Benchmarks on the Illinois PaCE Framework help support and meet both College and Career Readiness Indicators (CCRIs) and CCPEs

	PaCE Element	ISBE College & Career Readiness Indicator (CCRI)	CCPE
Career Exploration & Development	Visit at least one workplace aligned to career interests (10th)	☑ <i>Supports</i> baseline component: Identify a career area of interest by the end of 10th grade	☑ <i>Meets</i> professional learning 9th/10th grade requirement: At least 2 career exploration activities
	Complete a career cluster survey (9th) Complete a career interest survey (9th) Participate in activities related to their career cluster of interest (10th)	☑ <i>Supports</i> baseline component: Identify a career area of interest by the end of 10th grade	☑ <i>Meets</i> career-focused instructional sequence 9th/10th grade component
	Select a career area of interest: Enroll in career pathway as available (10th)	☑ <i>Meets</i> baseline component: Identify a career area of interest by the end of 10th grade	☑ <i>Supports</i> individualized plan
	Complete an experience within the work-based learning continuum (11th)	☑ <i>Supports</i> meeting career ready indicator: Career development experience	☑ <i>Supports</i> meeting professional learning
	Obtain an internship opportunity related to the career pathway if applicable (12th)	☑ <i>Meets</i> career ready indicator: Career development experience	☑ <i>Meets</i> professional learning 11th/12th grade requirement: Career development experiences
	If applicable, receive industry-based certification(s) relating to the career pathway (12th)	☑ <i>Meets</i> career ready indicator: Industry credential	☑ <i>Supports</i> meeting career-focused instructional sequence
	Complete at least two team-based challenges (12th)	N/A	☑ <i>Meets</i> professional learning component: At least 2 team-based challenges with adult mentoring
	Postsecondary Education Exploration, Preparation, and Selection	Address any remedial needs in math/ELA (12th)	☑ <i>Meets</i> academic ready indicators: Transitional ELA/math course completion
Select coursework for postsecondary/career plans aligned with CCRI (9th)		☑ <i>Supports</i> overall planning and preparation to meet the CCRI	☑ <i>Supports</i> individualized plan
Enroll as appropriate in early college credit courses (9th)		☑ <i>Supports</i> academic indicator: ELA/math AP courses/exams ☑ <i>Supports</i> career ready indicator: Dual credit career pathway course	☑ <i>Supports</i> career-focused instructional sequence 11th/12th grade components: Early college credit
Outline a plan for community service and extracurricular activities related to postsecondary plans (9th)		☑ <i>Supports</i> career ready indicator: 25 hours community service, co-curricular activities	☑ <i>Supports</i> individualized plan
Review coursework and postsecondary/career plans in relation to CCRI: Every year		☑ <i>Supports</i> overall planning and preparation to meet the CCRI	N/A
Determine readiness for college-level coursework in math/ ELA and enroll in either "catch-up" or "speed up" course (11th)		☑ <i>Meets</i> academic ready indicators: Transitional ELA/math course completion	☑ <i>Meets</i> academic competencies: Ready for non-remedial coursework in reading and math by HS graduation
Complete at least one early college credit opportunity (11th)		☑ <i>Meets</i> academic indicator: ELA/math AP courses/exams ☑ <i>Supports</i> career ready indicator: Dual credit career pathway course	☑ <i>Meets</i> career-focused instructional sequence 11th/12th grade components: Early college credit

PaCE framework's elements for financial aid and literacy support some elements of the CCPE but do not meet requirements for either CCPE or CCRI

☑ signifies that the component supports the CCRI and the CCPE but does not meet all the requirements

☑ signifies that the component meets the requirements of the CCRI and CCPE



# Public Act 102-0917 – Opting Out

- A school board may opt out of implementation of all or part of the requirements by considering the following:
  - School district's current systems for college and career readiness
  - School district's cost of implementation balanced against the potential benefits to students
  - Willingness and capacity of local businesses to partner with SD for successful implementation of pathways
  - Willingness of higher education institutions to partner with SD for successful implementation of pathways and the availability of dual credit opportunities under the Dual Credit Quality Act
  - Availability of a statewide database of participating local business partners for the purpose of career readiness and the accessibility of those partners to the school district
  - Availability of teachers meeting faculty credential standards for dual credit courses in the endorsement area
- School district must report its board findings and decision to ISBE



# HR 681 – Celebrate College & Career Readiness

- Resolution was adopted March 17, 2022, and became effective immediately

## ISAC

- Publish an annual report documenting and recognizing the leadership of districts in implementing a PaCE Framework

## ISBE

- Publish an annual report documenting and recognizing the leadership of eligible districts implementing CCPEs
- Encourage all districts serving 9-12th grades to implement CCPE in multiple areas in collaboration with postsecondary and workforce partners

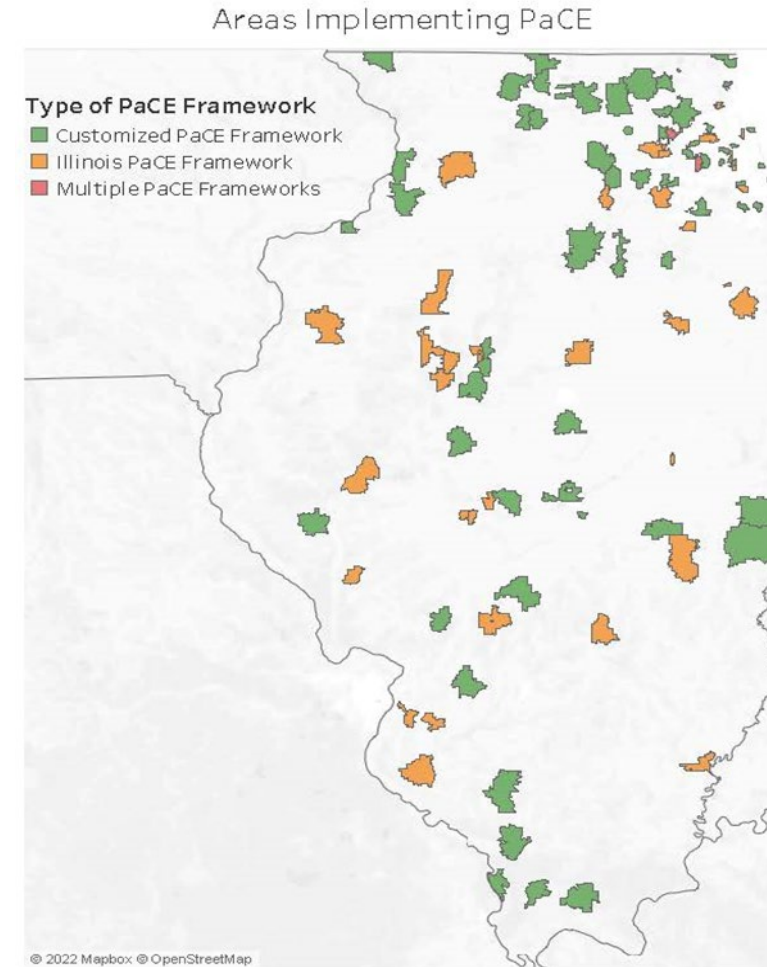
## ISAC & ISBE

- Encourage all districts serving grades 8-12th to implement their own PaCE Framework
- Encourage districts to extend the PaCE framework to serve earlier grades

# Getting Started with PaCE

# PaCE Frameworks Across the State

- ISAC has identified 148 schools and districts who are implementing PaCE
  - 94 customized (26 w/ISAC)
  - 54 adopted Illinois PaCE
- We have created a repository of frameworks, available at [www.isac.org/pace](http://www.isac.org/pace)



# Purpose of a Framework

- Serves as a tool to guide college and career readiness efforts
- A framework provides:
  - **Sustainability** – enables college and career readiness efforts to be replicated from year to year
  - **Accountability** – allows all staff to understand the expectations for college and career readiness at each grade level
  - **Flexibility** – can be adjusted to meet the needs of the student population and scaled-up as needed

# Illinois PaCE Framework – High School



## Illinois PaCE Postsecondary and Career Expectations

Each student should have an individualized learning plan to help make decisions about career and post-secondary (PS) education or training, to plan a course of study, and to make financial aid assessments with family members.



By the end of 9th grade	By the end of 10th grade	By the end of 11th grade	By the end of 12th grade
<p><b>A student should be supported to:</b></p> <ul style="list-style-type: none"> <li>complete a career cluster survey</li> <li>complete a career interest survey</li> <li>attend a PS options workshop</li> <li>select course work for PS/career plans aligned with the ISBE College and Career Readiness Indicators</li> <li>enroll as appropriate in early college credit courses</li> <li>outline a plan for community service and extracurricular activities related to PS plans</li> <li>attend a basic financial aid presentation with a trusted adult</li> </ul> <p><b>A student should know:</b></p> <ul style="list-style-type: none"> <li>one or two careers for further exploration</li> <li>the relationship between HS coursework, attendance, and grades to PS plans</li> <li>importance of community service and extracurricular activities to PS and career plans</li> <li>general cost ranges of various PS options</li> </ul>	<p><b>A student should be supported to:</b></p> <ul style="list-style-type: none"> <li>visit at least one workplace aligned with career interests</li> <li>participate in activities related to their career cluster of interest</li> <li>select a career area of interest: enroll in career pathway (CP) as available</li> <li>explore opportunities along the Work Based Learning Continuum.</li> <li>connect and build relationships with 2-3 adults to support the PS and career selection process</li> <li>review coursework, and PS/career plans in relation to the ISBE College and Career Readiness Indicators (every year)</li> <li>attend a basic financial aid presentation with a family member</li> </ul> <p><b>A student should know:</b></p> <ul style="list-style-type: none"> <li>educational requirements, cost, expected entry level, and midpoint salary for occupations in selected CP</li> <li>skills related to career interests</li> <li>different types of PS credentials and institutions</li> <li>general timing of PS entrance exams and applications</li> <li>benefit of early college credit opportunities to PS access and completion</li> </ul>	<p><b>A student should be supported to:</b></p> <ul style="list-style-type: none"> <li>revisit the career interest survey</li> <li>participate in a mock job interview</li> <li>create a resume and personal statement</li> <li>complete an experience within the Work Based Learning Continuum.</li> <li>determine readiness for college-level coursework in math/ELA and enrollment in either "catch up" or "speed up" course</li> <li>complete at least one early college credit opportunity</li> <li>attend a college fair</li> <li>visit at least 3 PS institutions</li> <li>take at least one college entrance exam</li> <li>complete a Postsecondary Plan Workshop</li> </ul> <p><b>A student should know:</b></p> <ul style="list-style-type: none"> <li>application deadlines, test timing, cost, and preparation for industry-based certification for CP</li> <li>entrance requirements, including application deadlines, for expected PS programs of study</li> <li>3-5 match schools, one safety, one reach school for PS program of study</li> <li>negative impact of remediation on PS goals</li> <li>financial aid deadlines for chosen PS options</li> </ul>	<p><b>By the end of 12th grade a student should be supported to:</b></p> <ul style="list-style-type: none"> <li>complete at least two team based challenges.</li> <li>obtain an internship opportunity related to the CP if applicable</li> <li>if applicable, receive industry-based certification(s) related to the CP</li> <li>address any remedial needs in math/ELA</li> <li>complete a financial aid offer workshop</li> </ul> <p><b>A student should know:</b></p> <ul style="list-style-type: none"> <li>how CP courses and experiences articulate to degree programs at PS options</li> <li>estimated cost of chosen PS options</li> <li>affordability of PS options in relation to expected entry-level career salary and anticipated debt</li> <li>terms and conditions of any scholarship or loan</li> </ul> <p><b>By 12/31 of 12th grade a student should have:</b></p> <ul style="list-style-type: none"> <li>completed 3 or more admissions applications to PS institutions</li> <li>ensure all steps in the PS admissions process are completed on time</li> <li>attended a Financial Aid Application completion workshop</li> <li>completed a financial aid application</li> </ul>

# Components of the Illinois PaCE Framework

ISBE, ICCB, IBHE, ISAC  
7/1/2023

By the end of 9<sup>th</sup> grade

By the end of 10<sup>th</sup> grade

By the end of 11<sup>th</sup> grade

By the end of 12<sup>th</sup> grade

- A student should be supported to:
  - Action items or experiences
- A student should know:
  - Understand key concepts
- A student should have:
  - Completion of time-sensitive tasks



# Illinois PaCE Framework – Middle School



## Illinois PaCE Postsecondary and Career Expectations

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



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



# Components of Middle School Framework

ISBE, ICCB, IBHE, ISAC  
7/1/2023



By the end of 6<sup>th</sup> grade

By the end of 7<sup>th</sup> grade

By the end of 8<sup>th</sup> grade

- A student should be supported to:
- A student should be exposed to





# Select a Framework

- Schools and districts can either adopt the Illinois PaCE Framework or customize a PaCE framework



## Illinois PaCE Postsecondary and Career Expectations

Each student should have an individualized learning plan to help make decisions about career and post-secondary (PS) education or training, to plan a course of study, and to make financial aid assessments with family members.



By the end of 9th grade	By the end of 10th grade	By the end of 11th grade	By the end of 12th grade
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[School Logo]

## Postsecondary and Career Expectations

Each student should have an individualized learning plan to help make decisions about career and post-secondary (PS) education or training, to plan a course of study, and to make financial aid assessments with family members.

[School Name]

By the end of 9th grade	By the end of 10th grade	By the end of 11th grade	By the end of 12th grade



Career Exploration and Development

Post-Secondary Education Exploration, Preparation, and Selection

Financial Aid and Literacy

# Adopting the Illinois PaCE Framework

- Review each benchmark on the Illinois PaCE Framework and consider:
  - Administration support and/or approval
  - Available resources
  - Benchmarks that align with CCRI
  - Needs of the student population
  - Partnerships within community
  - Potential costs

# Developing a Customized Framework

- Review each benchmark on the Illinois PaCE Framework and consider:
  - Addressing CCRI
  - Administration support and/or approval
  - Available resources
  - Needs of the student population
  - Partnerships within community
  - Potential costs
  - Who should/needs to be involved in framework development
- Schools and districts can request a PaCE Framework Development Workshop **or** customize a PaCE framework on their own

# Establish a Framework Development Team

- Only necessary if customizing a PaCE Framework
- Consensus should be reached among the team about:
  - Which benchmarks to include on the framework
  - Which grade levels each benchmark should be assigned
- Potential members to include, but not limited to:
  - Counseling staff
  - School/district administration – curriculum directors, principal, superintendent
  - Teachers – middle/junior high and high school from different departments

# PaCE Implementation Process

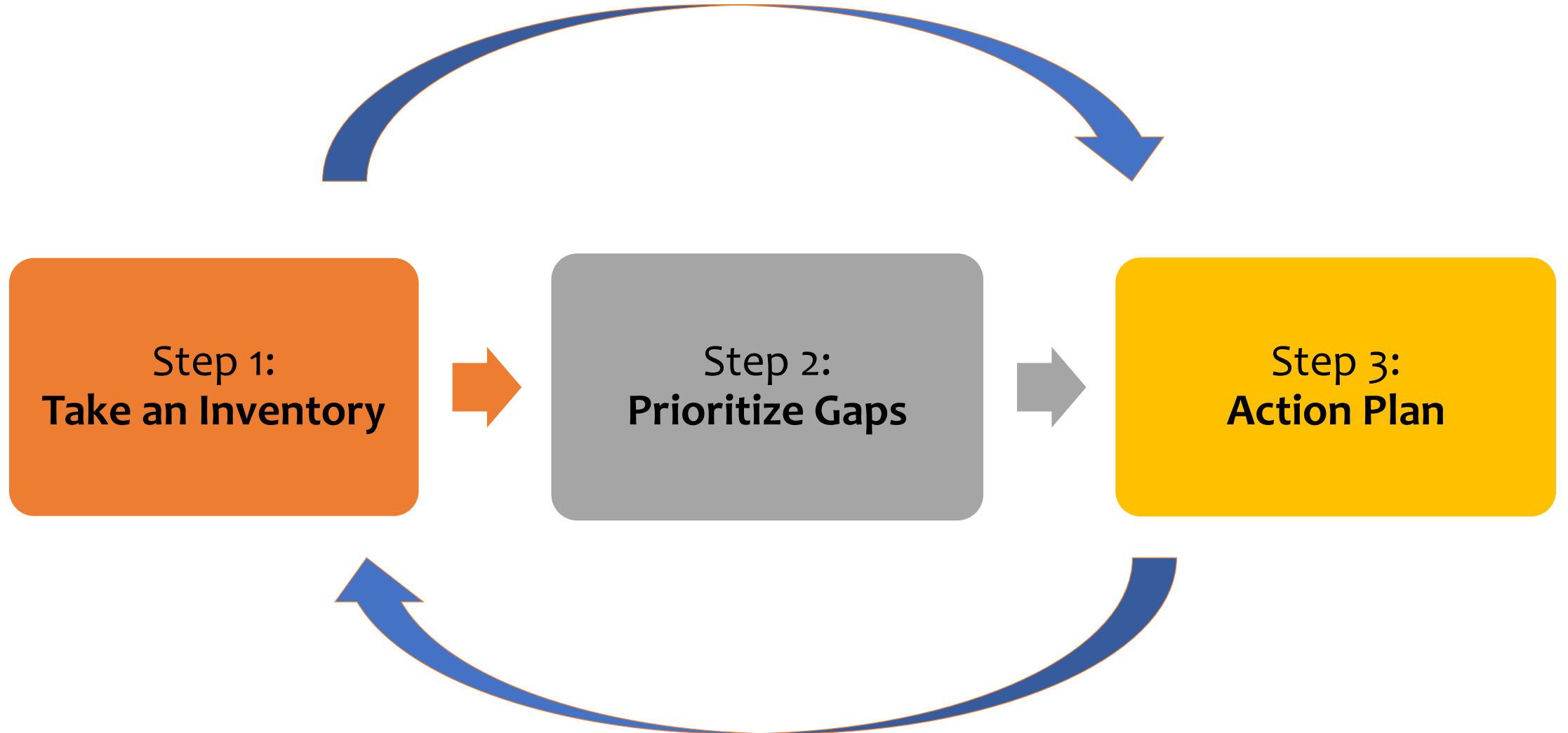
# Establish an Implementation Team

- Implementing PaCE requires collaboration across a range of professionals within the school, district, and community
- The team will work collaboratively to continually assess, address, and implement programming that aligns with their framework
- Involving a variety of school/district/community partners on the Implementation Team ensures:
  - Unique needs of the student population are being addressed
  - All available school/district/community resources are identified and considered
  - Students are exposed to college and career readiness concepts by various staff members working in different capacities

# Potential Implementation Team Members

- Effectiveness of PaCE implementation depends on the team involved
- Potential members to include, but not limited to:
  - Counseling staff
  - School/district administration – curriculum directors, principal, superintendent
  - Teachers – middle/junior high and high school from different departments
  - Community college partners
  - 4-year college/university partners
  - ISACorps member
  - Local business partners

# PaCE Implementation Process





# Step 1: Take an Inventory

- Assess what is currently being done within your school/district to meet each benchmark on your framework (Illinois PaCE or customized)
- Identify areas of strengths and areas in need of additional support
- When taking an inventory, consider:
  - Which benchmarks are currently being met?
  - How well/effectively are benchmarks being met?
  - Which benchmarks are not currently being met?

# Step 1: Take an Inventory Worksheets

Step 1: Career Exploration		Step 1: Financial Aid		Step 1: Take an Inventory																																	
<b>Career Exploration</b> Instructions: Using the Degree of Completion Scale to report the percentage of students currently meeting each benchmark. Enter the corresponding number in the box next to each benchmark.		<b>Financial Aid</b> Instructions: Using the Degree of Completion Scale to report the percentage of students currently meeting each benchmark. Enter the corresponding number in the box next to each benchmark.		<b>Postsecondary Education Exploration, Preparation, and Selection Benchmarks</b> Instructions: Using the Illinois PaCE Framework, take an inventory to assess what is currently being done within the school or district. To get started, use the Degree of Completion Scale to report the percentage of students currently meeting each benchmark. Enter the corresponding number in the box next to each benchmark.																																	
				<table border="1"> <thead> <tr> <th colspan="2">Key</th> <th colspan="2">Degree of Completion Scale</th> </tr> </thead> <tbody> <tr> <td>AP</td> <td>Advanced Placement</td> <td>1</td> <td>Less than 25% of students</td> </tr> <tr> <td>CCRI</td> <td>College/Career Readiness Indicators</td> <td>2</td> <td>26-50% of students</td> </tr> <tr> <td>ELA</td> <td>English Language Arts</td> <td>3</td> <td>51-75% of students</td> </tr> <tr> <td>HS</td> <td>High School</td> <td>4</td> <td>76-99% of students</td> </tr> <tr> <td>ISBE</td> <td>Illinois State Board of Education</td> <td>5</td> <td>100% of students</td> </tr> <tr> <td>PS</td> <td>Postsecondary</td> <td></td> <td></td> </tr> </tbody> </table>						Key		Degree of Completion Scale		AP	Advanced Placement	1	Less than 25% of students	CCRI	College/Career Readiness Indicators	2	26-50% of students	ELA	English Language Arts	3	51-75% of students	HS	High School	4	76-99% of students	ISBE	Illinois State Board of Education	5	100% of students	PS	Postsecondary		
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ISBE	Illinois State Board of Education	5	100% of students																																		
PS	Postsecondary																																				
By end of 8 <sup>th</sup> grade		By end of 8 <sup>th</sup> grade		By end of 8 <sup>th</sup> grade		By end of 9 <sup>th</sup> grade		By end of 10 <sup>th</sup> grade		By end of 11 <sup>th</sup> grade		By end of 12 <sup>th</sup> grade																									
students should be supported to:		students should be supported to:		students should be supported to:		students should be supported to:		students should be supported to:		students should be supported to:		students should be supported to:																									
<input type="checkbox"/> complete a career cluster survey <input type="checkbox"/> attend a career exploration day		<input type="checkbox"/> be exposed to a financial literacy unit in a course workshop		<input type="checkbox"/> complete a unit on education planning		<input type="checkbox"/> attend a PS options workshop <input type="checkbox"/> meet with a counselor to discuss coursework and PS/career plans using ISBE CCRI <input type="checkbox"/> begin determining eligibility for AP courses <input type="checkbox"/> outline a plan for community service and extracurricular activities related to PS plans		<input type="checkbox"/> begin determining eligibility for AP courses <input type="checkbox"/> identify 2-3 adults to support them through the PS and career selection process <input type="checkbox"/> review coursework, and PS/career plans in relation to ISBE CCRI		<input type="checkbox"/> determine readiness for college-level coursework in math/ELA and enrollment in either "catch up" or "speed up" course <input type="checkbox"/> complete/enroll in at least one early college credit opportunity <input type="checkbox"/> attend a college fair <input type="checkbox"/> visit at least 3 PS institutions <input type="checkbox"/> take at least one college entrance exam		<input type="checkbox"/> address any remedial needs in math/ELA <b>students should have:</b> <input type="checkbox"/> completed 3 or more admissions application to PS institutions <input type="checkbox"/> met with a school counselor to ensure all steps in the PS admissions process are completed on time																									
students should know		students should know		students should know:		students should know:		students should know:		students should know:		students should know:																									
<input type="checkbox"/> the concept of career cluster of interest		N/A		<input type="checkbox"/> relationship between community service/extracurricular activities and PS/career goals		<input type="checkbox"/> the relationship between HS coursework, attendance, and grades to PS plans <input type="checkbox"/> importance of community service and extracurricular activities to PS and career plans		<input type="checkbox"/> different types of PS credentials and institutions <input type="checkbox"/> general timing of PS entrance exams and applications <input type="checkbox"/> benefit of early college credit opportunities to PS access and completion		<input type="checkbox"/> entrance requirements and application deadlines for expected PS program of study <input type="checkbox"/> 3-5 match schools, one safety, one reach school for PS program of study <input type="checkbox"/> negative impact of remediation on PS goals		N/A																									

## Step 2: Prioritize Gaps

- Prioritize how to fill gaps identified after Step 1
- For each benchmark:
  - Document any activities that are currently being done to meet the benchmark
  - Brainstorm potential activities to improve or expand what is currently being done

# Step 2: Prioritize Gaps Worksheet

## Step 2: Prioritize Gaps

**Instructions:** Identify which of your benchmarks should be addressed first, and list them on this worksheet in that order. For every benchmark, document current activities taking place; then, brainstorm and document potential activities to improve the degree of completion.

Benchmark: Attend a financial aid award letter workshop	
<input checked="" type="checkbox"/> Financial Literacy	<input type="checkbox"/> Postsecondary <input type="checkbox"/> Career
<b>Current Activities</b>	<b>Current Partners</b>
After school award letter workshop hosted in school library during the spring semester	Counselor Jane Doe
<b>Potential Activities</b>	<b>Potential Partners</b>
Offer multiple award letter workshops during the spring semester; schedule and advertise workshop dates before winter break	Counseling staff and ISACorps members

## Step 3: Action Plan

- Develop an action plan for implementing the current and potential activities involved with each benchmark
  - Address: the who, where, what, when, and how involved with implementing each benchmark
  - Solidify the logistics involved with implementation
- Ensures that the activities agreed upon in Step 2 are put into action

# Step 3: Action Plan Worksheet

## Step 3: Action Plan

**Instructions:** Transfer benchmarks from the *Prioritize Gaps* worksheet. Then, develop an action plan for all activities involved with each benchmark. Provide logistical information needed for implementation of each benchmark and any relevant additional information in the blank spaces provided.

Benchmark: Attend a financial aid award letter workshop	
<input checked="" type="checkbox"/> Financial Literacy <input type="checkbox"/> Postsecondary <input type="checkbox"/> Career	
Who is involved and what is their role?	Counselor Jane Doe will organize the workshops; all counseling staff and an ISACorps member will attend the workshops
When will it take place?	3/18, 4/16, and 5/10 from 4 - 6 PM
Where will it take place?	All workshops will be held in the school library
Action items:	Reserve space in the library; reach out to administration to set-up an all-call and e-mail blast; secure ISACorps assistance for each date

# Resources and Support Options

# Illinois PaCE Website

- Materials and resources to support PaCE are available online, including:
  - Descriptions of PaCE support options
  - Implementation support & worksheets
  - Customized framework examples
  - Upcoming in-person trainings and webinars

## Illinois PaCE: Postsecondary and Career Expectations

The Illinois PaCE Framework was developed with extensive input gathered from stakeholders and subject matter experts to provide guidance to students, families, and educators on what types of experiences and information a student should have in order to make the most informed decisions about college and career planning, beginning in 8th grade and continuing through high school. The framework was recently extended by statute to begin in 6<sup>th</sup> grade, with an updated framework required from the State's educational agencies by no later than July 1<sup>st</sup>, 2023. The framework is organized around three key areas:

- Career Exploration and Development
- Postsecondary Education Exploration, Preparation, and Selection
- Financial Aid and Literacy

It is recognized that high schools and communities provide a broad array of college and career readiness activities for students, but they are not always documented and/or connected to other initiatives within a school, district, or community. The intent of the PaCE Framework is for it to be an organizing tool to help acknowledge and connect areas of success and identify those that may need additional attention or resources.





# Illinois PaCE Student Checklist

- Corresponds to the Illinois PaCE benchmarks
- Written in student-friendly language
- Designed to help students prepare for life after high school
- Divided by grade level (9 – 12)
- Each grade level includes action items for career, money, and college

## ✓ PaCE Student Checklist

### 12TH GRADE



#### Career

- Talk to your counselor to see if you need to take any additional Math/ELA classes to graduate and be accepted into college.
- Take advantage of an internship/job shadow opportunity or summer job to get experience in the field you are interested in. Find an internship or summer job by visiting:  
[studentportal.isac.org](http://studentportal.isac.org) > **Toolbox > Internship and Summer Jobs** >



#### Money

- Complete your Free Application for Federal Student Aid (FAFSA) or Alternative Application as soon as possible after it opens
- To help you complete one of these applications, you can attend a financial aid application completion workshop with your parent(s), guardians, or a trusted adult. See if your school is hosting a financial aid application completion workshop. If not, you can find a financial aid workshop near you, visit:



#### College

- Be sure to address any remedial needs in Math or English-Language arts. Take a transitional class if available and needed
- Apply to at least 3 postsecondary institutions
- Meet with your counselor/advisor and mentor to ensure all the steps in the postsecondary process is complete. Ask for application waivers is needed and applicable

# PaCE Support Request Form

- A request form must be submitted for any of the ISAC PaCE Support options
- We offer in person and virtual options!
- Available online at [isac.org/pace](http://isac.org/pace)

## PaCE Support Request

To request Postsecondary and Career Expectations (PaCE) support, return a completed PaCE Support Request Form no more than six (6) months and no less than four (4) weeks prior to the event. At this time, all support options are being held virtually until further notice.



## PaCE Support Request Form

Event Name: \*

Is this request for virtual or in-person support? \*

- Virtual  
 In-Person

Event Contact: \*

First Last

Title: \*

School/Organization: \*

School/Organization Address

Street Address: \*

City: \*

State: \*

Zip Code: \*

Email: \*

Phone Number: \*

 -  - 

### ## ####

# PaCE Implementation Guide

- Provides extensive guidance on adopting and implementing a PaCE Framework
- Components of guide:
  - Building understanding with stakeholders
  - Developing a plan for implementation
  - Executing the implementation plan
  - Best practices for how to build a team of stakeholders



Illinois Postsecondary  
& Career Expectations (PaCE)  
Implementation Guide



# PaCE Framework Development Workshop

- Facilitated process of customizing a PaCE Framework
  - Only for schools/districts customizing a framework
- 2-3-hour timeframe
- Framework Development Team is required to schedule a workshop
- Workshop outcomes:
  - Copy of customized PaCE framework formatted to match the Illinois PaCE Framework
  - Customized PaCE implementation worksheets
  - Continued ISAC Support

# PaCE Implementation Support

- Series of three, one-hour meetings with ISAC and the school/district implementation team
- Work with the implementation team to understand and complete the *Take an Inventory*, *Prioritize Gaps*, and *Action Plan* worksheets
- Upon completion of the meetings, the school/district implementation team will be equipped to implement their framework (Illinois PaCE or customized)

# PaCE Implementation Leader Training

- While implementing PaCE is a team effort, having a team leader helps to keep the PaCE implementation efforts on track
  - Leaders serve as liaisons between ISAC and the implementation team
  - PaCE Implementation Leader Training provides:
    - An in depth understanding of all the steps involved in the PaCE implementation process
    - Best practices for implementation
    - Knowledge of PaCE resources that help support the PaCE benchmarks

# First Generation Scholars Network

- To join the First Generation Scholars Network (FGSN), students can click the **JOIN NOW!** button on the Student Portal
- Joining allows students to:
  - Connect with an FGSN mentor
  - Find an FGSN program on campus
  - Join “check-in” events with other first-generation students
- Services are **free!**

## Join the Network

Ready to join?

You can join using our online form

**JOIN NOW!**

Have questions? Email us at  
[ISAC.FirstGen@illinois.gov](mailto:ISAC.FirstGen@illinois.gov)



# Thank You!

Questions?

Meghan Chrum

[Meghan.Chrum@illinois.gov](mailto:Meghan.Chrum@illinois.gov) or [isac.pace@illinois.gov](mailto:isac.pace@illinois.gov)!

Sign up for ISAC's e-Messaging service to receive the latest news and updates at [www.isac.org/emessaging](http://www.isac.org/emessaging)