

2024



COLLEGE CHANGES EVERYTHING<sup>®</sup>  
CONFERENCE

# Tailoring PaCE to Be the Right Fit

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# Schools/Districts Implementing PaCE

ISAC has identified over **200 schools and districts** who are implementing PaCE

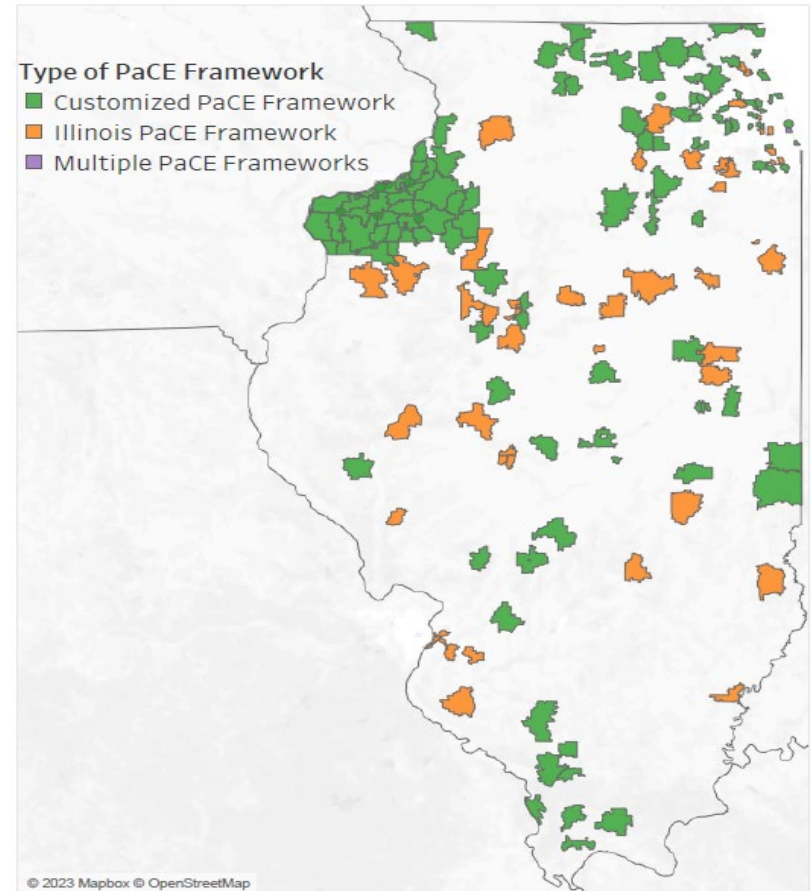
142 customized (57 w/ISAC)

67 adopted Illinois PaCE

We have created a repository of frameworks, available at

[www.isac.org/pace](http://www.isac.org/pace)

PaCE Implementation by ZIP Code Spring 2023



# Middle School Framework (6<sup>th</sup> -8<sup>th</sup> Grade) **NEW!**



## 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>



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# High School Framework (9<sup>th</sup> -12<sup>th</sup> Grade) **UPDATED!**



## 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>





# 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/events 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.



# 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
<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>determine an experience within the Work Based Learning Continuum.</li> <li>explore opportunities along the Work Based Learning Continuum.</li> <li>enroll 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>ensured 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>

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## School/Organization Name

### 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:</b></p> <ul style="list-style-type: none"> <li>Financial Aid and Literacy</li> <li>Career Exploration and Development</li> <li>Postsecondary Education Exploration, Preparation, and Selection</li> </ul>			



• Career Exploration and Development • Financial Aid and Literacy • Post-Secondary Education Exploration, Preparation, and Selection

# PaCE Crosswalk

- Illustrates the overlap between the Illinois PaCE benchmarks, the College and Career Readiness Indicators (CCRIs), and the College and Career Pathway Endorsements (CCPEs)

## High School Transformation

A Crosswalk of PaCE, CCPE, and CCRi



### Background

The 2016 Postsecondary and Workforce Readiness (PWR) Act included multiple policy frameworks, such as the Postsecondary and Career Expectations (PaCE) framework and the College and Career Pathway Endorsement (CCPE) framework. Throughout 2016–17, the Illinois State Board of Education (ISBE) developed the Illinois Every Student Succeeds Act State (ESSA) Plan, which included a College and Career Readiness Indicator (CCRi) in the school quality framework. As part of Public Act 102-0917, the Illinois Student Assistance Commission, Illinois State Board of Education, Illinois Board of Higher Education, Illinois Community College Board, and other stakeholders met to update the PaCE framework. The updates were presented to each of the agencies' boards and commissions and approved as of July 1, 2023.

This document lays out the key areas of alignment between the frameworks to help practitioners understand the connections as they implement PaCE, CCPE, and CCRi.

### A New Approach

The PaCE, CCPE, and CCRi frameworks signal a new approach to college/postsecondary and career readiness that is grounded in a philosophy of college and career pathways. Undergirding all three frameworks is the notion that no single measure can convey an individual's preparedness for what comes after high school. Under this philosophy, the State has moved toward an approach that sees academic preparation as going hand-in-hand with career exploration and preparation for all students as they

move through their secondary careers. The PaCE framework provides a helpful organizing frame for this understanding, focusing on three primary areas of importance: career exploration and development; financial aid and literacy; and postsecondary education, exploration, preparation and selection. Both the CCRi and CCPE align to this overarching vision. For example, if a student were to complete all the activities outlined in PaCE, they would ostensibly meet the CCRi threshold, and the requirements to receive a CCPE on their high school diploma.

This approach to college and career readiness includes two major elements:

1. **Academic Readiness:** At their core, these three frameworks embrace the idea that students should complete their secondary education ready for credit-bearing college coursework (i.e., requiring no English or math remediation in college), and having earned some early college credit via Advanced Placement or dual credit coursework.
2. **Postsecondary and Career Exploration and Preparation:** Both the PWR Act and the State's ESSA plan emphasize the importance of a range of experiences and activities that support students to prepare for and make decisions about what comes after completing their secondary credential.
  - **Connecting Secondary to Postsecondary:** Students should know why it is important to learn and do the things expected of them in their high school career. These frameworks center on planning for and connecting secondary coursework and experiences

to postsecondary and career planning and preparation.

- **Exposure, Exploration, & Preparation:** Students should be empowered to make informed decisions about what comes after high school based on their interests and skills. This includes exposure to career clusters, as well as participating in activities along a continuum of work-based learning that support exploration and preparation.
- **Financial Aid Implications:** Students should know what their financial aid options are and how to access them, no matter what their postsecondary pathway entails.

### Why Is This Important?

Ultimately, the goal of this approach to college/postsecondary and career readiness is to better prepare young people for what comes after high school, both in terms of making an informed choice, as well as being adequately prepared to enter directly into whatever their choice of postsecondary pathway might be. Students who have met the CCRi, by engaging in activities and learning that are promoted in the PaCE framework, will be both more knowledgeable about and prepared for life after high school. In this way, they will be able to advance along their career pathway of choice more efficiently.



For more details on the PWR Act and its component parts, visit [pwreact.org](http://pwreact.org).



# HINCKLEY-BIG ROCK





# HBR Career Readiness Plan

Hinckley-Big Rock CUSD #429 defines career ready graduates as having the skills and motivation to pursue a self-directed goal, adapt to challenges along the way, and know the options to obtain their post-secondary career. It is our goal that all graduating seniors will have a defined plan and be career ready when they complete high school. This list of benchmark expectations will act as a guide for HBR staff, students, and parents as we plan and prepare for our students to be ready to go.

- ◆ skills and motivation to pursue a self-directed goal
- ◇ adapt to challenges along the way
- know the options to obtain their PS career

By the end of 5th grade	By the end of 8th grade	By the end of 9th grade	By the end of 10th grade
<p>A student should be supported to:</p> <ul style="list-style-type: none"> <li>◆ identify and set personal and academic goals</li> <li>◇ consistently apply the SEL (Grit/Growth/Goal Setting) in daily practices</li> <li>● gather information regarding training and education for jobs in field of choice</li> <li>◆ create an inventory of interests and possible careers</li> </ul> <p>A student should know:</p> <ul style="list-style-type: none"> <li>● the jobs and/or careers their parents hold</li> <li>◆ the learning behaviors consistent with successful students</li> </ul>	<p>A student should be supported to:</p> <ul style="list-style-type: none"> <li>◆ complete a career cluster survey</li> <li>● engage in annual career day</li> <li>● take part in a financial literacy exercise</li> <li>◆ attend a day with parent/guardian at work</li> </ul> <p>A student should know:</p> <ul style="list-style-type: none"> <li>◆ the concept of career clusters for further exploration</li> <li>◆ possible career clusters they are currently interested in</li> <li>◇ the relationship between the skills acquired in community service and extracurricular activities and postsecondary career goals</li> </ul>	<p>A student should be supported to:</p> <ul style="list-style-type: none"> <li>● revisit/update the career interest inventory</li> <li>● complete orientation to career clusters</li> <li>● attend a PS options workshop</li> <li>● complete 4 year plan with counselor</li> <li>● outline a plan for school and community engagement aligned with PS goals</li> </ul> <p>A student should know:</p> <ul style="list-style-type: none"> <li>● at least one career cluster for further exploration</li> <li>● the relationship between coursework, school and community engagement, and outcomes to PS goals</li> <li>◇ general cost ranges of various PS options</li> </ul>	<p>A student should be supported to:</p> <ul style="list-style-type: none"> <li>◆ complete orientation to a chosen CP</li> <li>◆ chose a CP related to a career cluster</li> <li>◆ identify 2-3 adults to support him/her through the PS planning/selection process</li> <li>● attend a PS financial workshop with an adult family member</li> </ul> <p>A student should know:</p> <ul style="list-style-type: none"> <li>● educational requirements, cost, entry level, and median salary for chosen CP</li> <li>● different types of PS credentials and institutions</li> <li>● general timing of exams and applications aligned with chosen CP</li> <li>● benefit of early college credit related to PS goals</li> </ul>

PS - Post-secondary, CP - Career Pathways





- ◆ skills and motivation to pursue a self-directed goal
- ◇ adapt to challenges along the way
- know the options to obtain their PS career

By the end of 11th grade	By the end of 11th grade	By the end of 12th grade	By the end of 12th grade
<p>A student should be supported to:</p> <ul style="list-style-type: none"> <li>◆ identify and complete a virtual job-shadowing</li> <li>◇ revisit/update the career interest inventory</li> <li>◆ create a resume and personal statement</li> <li>◆ attend a fair aligned to PS goals</li> <li>◆ enroll in at least one early college credit opportunity</li> <li>◇ identify the specialized skills necessary to be successful in their chosen CP by the end of 1st semester</li> <li>◆ complete a self-assessment regarding their proficiency in relation to these specialized skills and utilize the results</li> </ul>	<p>A student should know:</p> <ul style="list-style-type: none"> <li>● if the CP lines up with observed academic behavior, results, and remaining time to achieve PS goals</li> <li>● application deadlines, test timing, cost, financial aid deadlines, return on investment of options to achieve PS goals</li> <li>◆ career attributes related to CP</li> <li>● 3-5 options to achieve PS goals, one reach option and one safe option</li> </ul>	<p>A student should have:</p> <ul style="list-style-type: none"> <li>◆ completed 3 or more applications that align with PS goals</li> <li>◆ met with a school counselor to ensure all steps in the PS process are completed on time</li> <li>● attended a FAFSA completion workshop when aligned with PS goals</li> <li>● completed the FAFSA when aligned with PS goals</li> </ul> <p>A student should be supported to:</p> <ul style="list-style-type: none"> <li>◆ receive industry-based certification(s) when aligned with PS goals</li> <li>◆ complete one or more team-based challenges or projects related to identified CP</li> <li>◇ address any remedial needs to assist in PS readiness</li> <li>◇ attend a financial aid award letter workshop</li> </ul>	<p>A student should be supported to:</p> <ul style="list-style-type: none"> <li>◆ have an advanced understanding of the specialized skills necessary to be successful in their chosen CP</li> <li>◆ complete an analysis of their pursuit/accumulation of these specialized skills and then utilize this analysis</li> <li>◆ create a summer career readiness plan</li> <li>◆ understand that the steps they have taken K-12 have prepared them to independently pursue a different CP should they choose to do so</li> </ul> <p>A student should know:</p> <ul style="list-style-type: none"> <li>● how CP courses articulate with PS goals</li> <li>◇ estimated costs and return on investment related to further education for PS goals</li> <li>● terms and conditions of any scholarship or loan for further education related to PS goals</li> </ul>

PS - Post-secondary, CP - Career Pathways

Adapted and modeled after Illinois PaCE: Postsecondary and Career Expectations

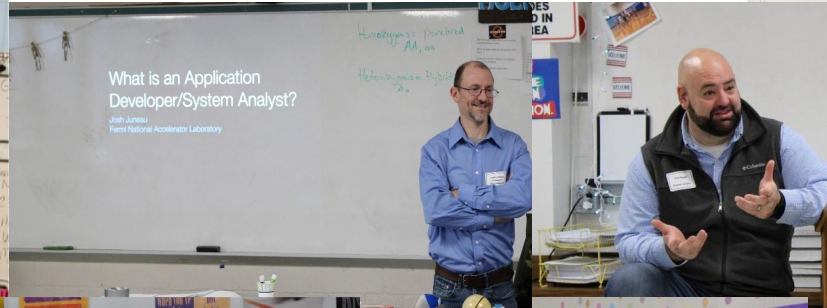


# Starting in the Middle

- 30+ Careers Represented
  - Schedule based on student interest
- Focus on Soft Skills
  - Communication and interpersonal skills
  - leadership
  - problem solving
  - work ethic
  - time management
  - teamwork
    - These are characteristics that can be carried over to any position.

*“Communication – the human connection is key to personal and career success.”*

*Paul J. Meyer*



- **PreK-2nd grade**
  - Learning about various careers and community helpers
  - Collaboration begins with group discussion and problem-solving
  - Executive Functioning skills begin to develop through play and
  
- **3rd-5th**
  - Project-Based Learning
    - 3rd: Wax Museum
    - 4th: Shark Tank
    - 5th: Mock Interviews

# Clubs

- Educator Rising
- Medical Skills Club
- Weather Forecasting Club
- Broadcasting Club

# Career Readiness at the High School Grades

xello

[How it Works](#) ▾

[Resources](#) ▾

[Support](#) ▾

[About Us](#) ▾

XELLO FOR MIDDLE & HIGH SCHOOL

## Prepare Students for a Successful Future

More than any other program, Xello helps middle and high school students of all backgrounds, abilities, and aspirations become future ready.

# Career Readiness at the High School Grades

- HBR Career Pathways
  - Agriculture, Food, and Natural Resources
- Indian Valley Vocational Center

Auto Body Repair	Automotive Technology	Aviation Mechanics
Certified Nursing Assistant	Computer Programming & Gaming Technologies	Computer Technology
Construction Trades	Cosmetology	Culinary Arts
Emergency Medical Services	Fire Science	Graphic Design
Health Occupations	Law Enforcement	Sports Medicine
Student Services	Teaching Methods	Welding & Fabrication



# Where are we going next?

- HS:
  - In house interactive expos: Trades, Careers, & Colleges
  - CTE course expansion
  - Mini-mester
    - Career exploration
    - Job shadow days
    - Career presentations
- MS
  - Career Presenters invited based on student feedback
  - Extension activities based on what students learned from Career Day presentations
    - Character Strong/Service Projects assigned based on interest/skill
- ES:
  - Job shadow parent/guardian
  - Expand Xello Career Exploration

# Thank You!

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).