Orientation to the Illinois Postsecondary and Career Expectations (PaCE) Framework

Dada Ibrahimovic
Professional Development Specialist
Illinois Student Assistance Commission
Before we begin...

• This session will be recorded

• If you are having trouble connecting audio through your computer, use the “Call Me” option for audio

• We invite you all to use the chat feature to ask questions and interact with our presenters

• Please complete our PaCE Implementation survey (link is in the chat)

• If your school or district is implementing a college and career readiness framework please share it with us by emailing it to ISAC.pace@illinois.gov
Agenda

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

May 30th, 2015: HR 477 adopted and established an advisory committees to address key areas of college and career readiness identified by the P-20 Council

Fall 2015 – early 2016: Advisory committees held meetings to build consensus among stakeholders; their recommendations were made in February 2016

May 2016: IL House and Senate unanimously passed the Postsecondary and Workforce Readiness (PWR) Act which is made up of four components including PaCE

July 29th, 2016: Bill signed into law and partnered ISAC, ISBE, ICCB and IBHE in developing and establishing a system to ensure high school students are college and career ready

July 1st, 2017: Deadline for partner agencies to adopt and recommend a framework that outlines PaCE
Components of the PWR Act
Illinois 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 8th grade
- A student should be supported to:
  - complete a career cluster survey
  - attend a career exploration day
  - complete a unit on education planning
  - be exposed to a financial literacy unit in a course or workshop

- A student should know:
  - the concept of career clusters of interest
  - the relationship between community service/extra-curricular activities and postsecondary (PS)/career goals

By the end of 9th grade
- A student should be supported to:
  - revisit career cluster interest survey and take a career interest survey
  - complete an orientation to career clusters
  - attend a PS options workshop
  - meet with a counselor to discuss coursework and PS/career plans using the ISBE College and Career Readiness Indicators

- A student should know:
  - one or two career clusters for further exploration and development
  - the relationship between HS coursework, attendance, and grades to PS plans
  - importance of community service and extra-curricular activities to PS and career plans

By the end of 10th grade
- A student should be supported to:
  - visit at least one workplace aligned with career interests
  - complete an orientation course to a particular career cluster or career grouping
  - select a career pathway (CP) within a career cluster of interest
  - begin determining eligibility for AP courses
  - identify 2-3 adults to support the student through the PS and career selection process
  - review coursework, and PS/career plans in relation to the ISBE College and Career Readiness Indicators (every year)

- A student should know:
  - educational requirements, cost, and expected entry level, and midpoint salary for occupations in selected CP
  - different types of CP credentials and institutions
  - general timing of PS entrance exams and applications
  - benefit of early college credit opportunities to PS access and completion

By the end of 11th grade
- A student should be supported to:
  - revisit the career survey
  - participate in a mock job interview
  - create a resume and personal statement
  - identify an internship opportunity related to the CP
  - determine readiness for college-level coursework in math/ELA and enrollment in either “catch up” or “speed up” course
  - complete or enroll in at least one early college credit opportunity

- A student should know:
  - application deadlines, test timing, cost, and preparation for industry-based certification for CP
  - career attributes related to career interests
  - entrance requirements, including application deadlines, for expected PS programs of study
  - 3-5 match schools, one safety, one reach school for PS program of study
  - negative impact of remediation on PS goals
  - financial aid deadlines for chosen PS options

By the end of 12th grade
- By 12/31 of 12th grade a student should have:
  - completed 3 or more admissions applications to PS institutions
  - met with a school counselor to ensure all steps in the PS admissions process are completed on time
  - attended a FAFSA completion workshop
  - completed the FAFSA

- By the end of 12th grade a student should be supported to:
  - address any remedial needs in math/ELA
  - obtain an internship opportunity related to the CP
  - if applicable, receive industry-based certification(s) related to the CP
  - complete one or more team-based challenges or projects related to the CP
  - attend a financial aid award letter workshop

- A student should know:
  - how CP courses and experiences articulate to degree programs at PS options
  - estimated cost of each PS option
  - affordability of PS options in relation to expected entry-level career salary and anticipated debt
  - terms and conditions of any scholarship or loan

www.isac.org/pace/il-pace-resource-materials
Components of the Illinois PaCE Framework

ISBE, ICCB, IBHE, ISAC
7/1/2017

By the end of 8th grade
By the end of 9th grade
By the end of 10th grade
By the end of 11th grade
By the end of 12th grade

• A student should be supported to:
• A student should know:
• A student should have:
Making the Connection

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

<table>
<thead>
<tr>
<th>PaCE Element</th>
<th>ISBE College &amp; Career Readiness Indicator (CCRI)</th>
<th>CCPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visit at least one workplace aligned to career interests (10th)</td>
<td>Supports baseline component (Identify a career area of interest by the end of 10th grade)</td>
<td></td>
</tr>
<tr>
<td>Revisit career cluster survey and take a career interest survey (9th)</td>
<td>Supports baseline component (Identify a career area of interest by the end of 10th grade)</td>
<td></td>
</tr>
<tr>
<td>Complete an orientation course to a particular career cluster or cluster grouping (10th)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select a career pathway (CP) within a career cluster of interest (10th)</td>
<td>Meets baseline component (Identify a career area of interest by the end of 10th grade)</td>
<td></td>
</tr>
<tr>
<td>Identify an internship opportunity related to CP (11th)</td>
<td>Supports meeting Career Ready Indicator (Career Development Experience)</td>
<td></td>
</tr>
<tr>
<td>Obtain an internship opportunity relating to CP (12th)</td>
<td>Meets Career Ready Indicator (Career Development Experience)</td>
<td></td>
</tr>
<tr>
<td>Complete one or more team-based challenges or projects relating to CP (12th)</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Address any remedial needs in Math/ELA (12th)</td>
<td>Supports Academic Ready Indicators (Transitional ELA/Math Course Completion)</td>
<td></td>
</tr>
<tr>
<td>Meet with a counselor to discuss coursework and postsecondary (PS)/career plans with the ISBE CCRI (9th)</td>
<td>Supports overall planning and preparation to meet the CCRI</td>
<td></td>
</tr>
<tr>
<td>Begin determining eligibility for AP courses (9th &amp; 10th)</td>
<td>Supports Academic Indicator (ELA/Math AP Courses/Exams); Supports Career Ready Indicator (Dual Credit Career Pathway Course)</td>
<td></td>
</tr>
<tr>
<td>Outline a plan for community service and extracurricular activities related to PS plans (9th)</td>
<td>Supports Career Ready Indicator (25 hours community service, co-curricular activities)</td>
<td></td>
</tr>
<tr>
<td>Compare student cumulative GPA, academic, and career indicators to ISBE CCRI (every year)</td>
<td>Supports overall planning and preparation to meet the CCRI</td>
<td></td>
</tr>
<tr>
<td>Determine readiness for college-level coursework in Math/ELA and enrolled in either “catch-up” or “speed up” course (11th)</td>
<td>Meets Academic Ready Indicators (Transitional ELA/Math Course Completion)</td>
<td></td>
</tr>
<tr>
<td>Complete or enroll in at least one early college credit opportunity (11th)</td>
<td>Supports Academic Indicator (ELA/Math AP Courses/Exams); Supports Career Ready Indicator (Dual Credit Career Pathway Course)</td>
<td></td>
</tr>
</tbody>
</table>

www.isac.org/pace/il-pace-resource-materials
Getting Started with 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
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.

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.

www.isac.org/pace/il-pace-resource-materials
Illinois PaCE Heat Map

• Current Map of High Schools in Illinois having either:
  • Customized PaCE Framework
  • Illinois PaCE Framework
  • Multiple PaCE Frameworks

www.isac.org/pace
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 CCRIs
  - Needs of the student population
  - Partnerships within community
  - Potential costs

*Note:* There is no formal approval process required to adopt the Illinois PaCE Framework
Developing a Customized Framework

• Review each benchmark on the Illinois PaCE Framework and consider:
  • Addressing CCRIs
  • 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 should be composed of members working within each of the three domains

• 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

Step 2: Prioritize Gaps

Step 3: Action Plan
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?
### Postsecondary Education Exploration, Preparation, and Selection Benchmarks

**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>
<thead>
<tr>
<th>Key</th>
<th>Degree of Completion Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP</td>
<td>Less than 75% of students</td>
</tr>
<tr>
<td>CCR</td>
<td>26-50% of students</td>
</tr>
<tr>
<td>ELA</td>
<td>51-75% of students</td>
</tr>
<tr>
<td>HS</td>
<td>76-99% of students</td>
</tr>
<tr>
<td>ISBE</td>
<td>100% of students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>By end of 8th grade students should be supported to:</th>
<th>By end of 9th grade students should be supported to:</th>
<th>By end of 10th grade students should be supported to:</th>
<th>By end of 11th grade students should be supported to:</th>
<th>By end of 12th grade students should be supported to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>complete a unit on education planning</td>
<td>attend a PS options workshop</td>
<td>begin determining eligibility for AP courses</td>
<td>determine readiness for college-level coursework in math/ELA and enrollment in either “catch up” or “speed up” course</td>
<td>address any remedial needs in math/ELA</td>
</tr>
<tr>
<td>meet with a counselor to discuss coursework and PS/career plans using ISBE CCR</td>
<td>identify 2-3 adults to support them through the PS and career selection process</td>
<td>review coursework, and PS/ career plans in relation to ISBE CCR</td>
<td>complete/enroll in at least one early college credit opportunity</td>
<td>complete 3 or more admissions application to PS institutions</td>
</tr>
<tr>
<td>begin determining eligibility for AP courses</td>
<td>begin determining eligibility for AP courses</td>
<td>review coursework, and PS/ career plans in relation to ISBE CCR</td>
<td>attend a college fair</td>
<td>meet with a school counselor to ensure all steps in the PS admissions process are completed on time</td>
</tr>
<tr>
<td>outline a plan for community service and extracurricular activities related to PS plans</td>
<td>outline a plan for community service and extracurricular activities related to PS plans</td>
<td>outline a plan for community service and extracurricular activities related to PS plans</td>
<td>visit at least 3 PS institutions</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Benchmark: Attend a financial aid award letter workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Financial Literacy</strong></td>
</tr>
<tr>
<td><strong>Current Activities</strong></td>
</tr>
<tr>
<td>After school award letter workshop hosted in school library during the spring semester</td>
</tr>
<tr>
<td><strong>Potential Activities</strong></td>
</tr>
<tr>
<td>Offer multiple award letter workshops during the spring semester; schedule and advertise workshop dates before winter break</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Benchmark:</th>
<th>Attend a financial aid award letter workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Financial Literacy</strong></td>
<td>☒  Postsecondary</td>
</tr>
<tr>
<td>Who is involved and what is their role?</td>
<td>Counselor Jane Doe will organize the workshops; all counseling staff and an ISACorps member will attend the workshops</td>
</tr>
<tr>
<td>When will it take place?</td>
<td>3/18, 4/16, and 5/10 from 4 - 6 PM</td>
</tr>
<tr>
<td>Where will it take place?</td>
<td>All workshops will be help in the school library</td>
</tr>
<tr>
<td>Action items:</td>
<td>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</td>
</tr>
</tbody>
</table>

[www.isac.org/pace/il-pace-resource-materials](http://www.isac.org/pace/il-pace-resource-materials)
Resources and Support Options
Illinois PaCE Website

- Materials and resources to support PaCE are available online, including:
  - Customized framework examples
  - Fillable framework template
  - Illinois PaCE Student checklist
  - Implementation worksheets
  - PaCE Support Request Form

www.isac.org/pace
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 (8 – 12)
• Each grade level includes action items for career, money, and college

www.isac.org/pace/documents/PACE-Student-Checklist.pdf
PaCE Support Request Form

- A request form must be submitted for any of the ISAC PaCE Support options
- Available online at isac.org/pace
- All PaCE support and training offerings are being held virtually until further notice

www.isac.org/pace/pace-request-form
PaCE Implementation Guide

• Available October 2021
• 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

www.isac.org/pace/il-pace-resource-materials
PaCE and Gift Assistance Program (GAP) Access

School: Add/Edit School Information

School Demographics

Demographic Information

- School Level
  - High School
- School Code
  - 142126
- School Name
  - GRAYSLAKE NORTH HIGH SCHOOL
- School Name Long
  - GRAYSLAKE NORTH HIGH SCHOOL
- School Type
  -
- Highest Degree Granted

Address 1
1925 NORTH ROUTE 83
City
GRAYSLAKE
State
IL
Zip
60030-0000
US Congressional District
State Senate District
State Representative District

FEIN
Phone
1(847)-986-3100
Email
Fax
Web Site
IPTIP Indicator
Grade Levels

Is your school currently implementing/using a college and career readiness plan? (Select one from drop-down menu.)

- Other College and Career Readiness Plan
- Illinois PaCE Framework
- Customized PaCE-aligned Framework
- None

Created by CONVERT on 06/18/2013

› High School Specific Data
› School Contacts
› School Programs
› School Performance

Save  Cancel
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

www.isac.org/pace
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)

[Link](www.isac.org/pace/pace-support-and-training)
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

www.isac.org/pilt
PWR Act Newsletter

• Receive the latest updates and resources on the PWR Act

• The newsletter covers topics such as:
  • PaCE
  • Competency-Based Learning Systems
  • Transitional Instruction – Math and English
  • CCPEs

www.pwract.org
After the Symposium:

• The recording to this session along with the PDF of the presentation will be available at [www.isac.org/pace/Illinois-PaCE-Symposium/](http://www.isac.org/pace/Illinois-PaCE-Symposium/)

• Continuing Education (CE) credits and Professional Development (PD) hours are available for the PaCE Symposium
  
  • In order to receive full credit for participation attendees must have attended at least 75% of the symposium
  
  • An ISBE evaluation and ISAC evaluation must be completed by **April 25**th.
  
  • Link to the evaluations will be shared during the general session (Supports for Students Driven by State Policy)
Thank You

Questions? Email us at isac.pace@illinois.gov