



Aligning Your Acronyms: PaCE Crosswalk to CCRI

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Presentation Description

Connect the benchmarks from the On PaCE to Thrive framework to the Illinois State Board of Education required College and Career Readiness Indicator data collection. See the connections between the two and align your support of student career development to meet both. The first half of the presentation will focus on a crosswalk from the On PaCE to Thrive framework to the CCRI data collection. The second half of the presentation will feature a panel of four CTE System Directors sharing how their offices support the regional implementation of PaCE and CCRI.



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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	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>A student should be supported to:</p> <ul style="list-style-type: none"> 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 <p>A student should know:</p> <ul style="list-style-type: none"> the concept of career clusters of interest relationship between community service/extracurricular activities and postsecondary (PS)/career goals 	<p>A student should be supported to:</p> <ul style="list-style-type: none"> 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 begin determining eligibility for advanced placement (AP) courses outline a plan for community service and extracurricular activities related to PS plans complete a financial aid assessment with a family member <p>A student should know:</p> <ul style="list-style-type: none"> 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 extracurricular activities to PS and career plans general cost ranges of various PS options 	<p>A student should be supported to:</p> <ul style="list-style-type: none"> visit at least one workplace aligned with career interests complete an orientation course to a particular career cluster or cluster 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) attend a PS affordability workshop with a family member <p>A student should know:</p> <ul style="list-style-type: none"> educational requirements, cost, expected entry level, and midpoint salary for occupations in selected CP different types of PS credentials and institutions general timing of PS entrance exams and applications benefit of early college credit opportunities to PS access and completion 	<p>A student should be supported to:</p> <ul style="list-style-type: none"> 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 either "catch up" or "speed up" course complete or enroll in at least one early college credit opportunity attend a college fair visit at least 3 PS institutions take at least one college entrance exam <p>A student should know:</p> <ul style="list-style-type: none"> 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 	<p>By 12/31 of 12th grade a student should have:</p> <ul style="list-style-type: none"> 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 <p>By the end of 12th grade a student should be supported to:</p> <ul style="list-style-type: none"> 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 <p>A student should know:</p> <ul style="list-style-type: none"> 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



ISBE College and Career Ready Indicator (May 2021)

Distinguished Scholar

1. Cumulative GPA: 3.75 or based on the 4.0 scale
2. 95% attendance junior and senior year (average of the two years must be 95% or better)
3. ACT Composite Score: 30 or SAT Composite Score: 1400
4. At least one academic indicator in each English language arts (ELA) **and** mathematics during or before high school junior or senior year unless otherwise specified
5. Three career ready indicators during or before high school junior or senior year unless otherwise specified

College and Career Scholar

1. Cumulative GPA: 2.8 or higher based on the 4.0 scale
2. 95% attendance in high school junior and senior year (average of the two years must be 95% or better)
3. **EITHER**
 - (A) College and Career Pathway Endorsement under Postsecondary and Workforce Readiness Act; **OR**
 - (B) All of the following:
 - One academic indicator in each of ELA **and** math during or before high school junior or senior year unless otherwise specified
 - Identify a career area of interest by the end of the sophomore year
 - Three career ready indicators during or before high school junior or senior year unless otherwise specified

Academic Indicators	
ELA	MATH
ELA Advanced Placement (AP) Exam (Score of 3 or Higher)	Math AP Exam (Score of 3 or Higher)
ELA AP Course (Grade of A, B, or C)	Math AP Course (Grade of A, B, or C)
Dual Credit English Course (Grade of A, B, or C)	Dual Credit Math Course (Grade of A, B, or C)
International Baccalaureate (IB) ELA Course (Grade of A, B, or C)	IB Math Course (Grade of A, B, or C)
IB Exam (Score of 4 or Higher)	IB Exam (Score of 4 or Higher)
Transitional English (Grade of A, B, or C)	Transitional Math (Grade of A, B, or C)
	Algebra II (Grade of A, B, or C)
Minimum ACT Subject Scores of English: 18 and Reading: 22	Minimum ACT Subject Score of Math: 22 and Math Course in Senior Year
Minimum SAT Subject Score of Evidence-Based Reading and Writing: 540	Minimum SAT Subject Score of Math: 540 and Math Course in Senior Year

Career Ready Indicators
<ul style="list-style-type: none"> • Career Development Experience during high school career • Industry Credential at any point in time before graduation • Military Service or an ASVAB Score of 31 or Higher during high school career • Dual Credit Career Pathway Course (College Credit Earned) • Completion of Program of Study before graduation • Attaining and Maintaining Consistent Employment for a Minimum of 12 Months during high school • Consecutive Summer Employment during high school career • 25 Hours of Community Service during high school career • Two or More Organized Co-Curricular Activities during high school career



College and Career Pathway Endorsement Framework



INDIVIDUAL PLAN

Each student completing an endorsement must have an individualized plan, which includes college planning linked to early understanding of career goals, financial aid, resume, and personal statement.

PROFESSIONAL LEARNING

Awareness, exploration, and preparation activities that provide opportunities for students to interact with adults in their workplace

9th	10th	11th	12th
At least 2 career exploration activities or 1 intensive experience		60 cumulative hours of paid or credit supervised career development experience with a professional skills assessment	
At least 2 team-based challenges with adult mentoring			

Through these experiences, a student gains essential employability and technical competencies in their identified sector.

CAREER-FOCUSED INSTRUCTIONAL SEQUENCE

Two years of secondary coursework, or equivalent competencies, that articulate to a postsecondary credential with labor market value. Must include at least 6 hours of early college credit.

9th	10th	11th	12th
Orientation / Introduction			
		Skill Development	
		Capstone / Advanced Courses	

ACADEMIC READINESS

Ready for non-remedial coursework in reading and math by high school graduation through criteria defined by district and local community college

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Recent Updates

- [HB 3296](#) - passed both houses
 - [Summary](#)
- College & Career Readiness Indicator (CCRI) Revisions Group - Balanced Accountability Measure Committee



	PaCE Element ¹	ISBE College & Career Readiness Indicator (CCRI)	CCPE
Career Exploration & Development	Visit at least one workplace aligned to career interests (10th)	✔ Supports baseline component (Identify a career area of interest by the end of 10th grade)	✔ Meets Professional Learning 9th/10th grade requirement (At least 2 career exploration activities)
	Revisit career cluster survey and take a career interest survey (9th) Complete an orientation to the career clusters (9th) Complete an orientation course to a particular career cluster or cluster grouping (10th)	✔ Supports baseline component (Identify a career area of interest by the end of 10th grade)	✔ Meets Career-Focused Instructional Sequence 9th/10th grade component
	Select a career pathway (CP) within a career cluster of interest (10th)	✔ Meets baseline component (Identify a career area of interest by the end of 10th grade)	✔ Supports Individualized Plan
	Identify an internship opportunity related to CP (11th)	✔ Supports meeting Career Ready Indicator (Career Development Experience)	✔ Supports meeting Career Ready Indicator (Career Development Experience)
	Obtain an internship opportunity relating to CP (12th)	✔ Meets Career Ready Indicator (Career Development Experience)	✔ Meets Professional Learning 11th/12th grade requirement (career development experiences)
	Complete one or more team-based challenges or projects relating to CP (12th)	N/A	✔ Meets Professional Learning component (At least 2 team-based challenges with adult mentoring)
Post-Secondary Education Exploration, Preparation, and Selection	Address any remedial needs in Math/ELA (12th)	✔ Meets Academic Ready Indicators (Transitional ELA/Math Course Completion)	✔ Meets Academic Competencies (Ready for non-remedial coursework in reading and math by HS graduation)
	Meet with a counselor to discuss coursework and postsecondary (PS)/career plans with the ISBE CCRI (9th)	✔ Supports overall planning and preparation to meet the CCRI	✔ Supports Individualized Plan
	Begin determining eligibility for AP courses (9th & 10th)	✔ Supports Academic Indicator (ELA/Math AP Courses/Exams); Supports Career Ready Indicator (Dual Credit Career Pathway Course)	✔ Supports Career-Focused Instructional Sequence 11th/12th grade components (Early College Credit)
	Outline a plan for community service and extracurricular activities related to PS plans (9th)	✔ Supports Career Ready Indicator (25 hours community service, co-curricular activities)	✔ Supports Individualized Plan
	Compare student cumulative GPA, academic, and career indicators to ISBE CCRI (every year)	✔ Supports overall planning and preparation to meet the CCRI	N/A
	Determine readiness for college-level coursework in Math/ELA and enrolled in either "catch-up" or "speed up" course (11th)	✔ Meets Academic Ready Indicators (Transitional ELA/Math Course Completion)	✔ Meets Academic Competencies (Ready for non-remedial coursework in reading and math by HS graduation)
	Complete or enroll in at least one early college credit opportunity (11th)	✔ Meets Academic Indicator (ELA/Math AP Courses/Exams); ✔ Supports Career Ready Indicator (Dual Credit Career Pathway Course)	✔ Meets 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

¹ The primary focus of this crosswalk are the elements within PaCE pertaining to activities/experiences a student should be supported to do.



Supporting PaCE Regionally

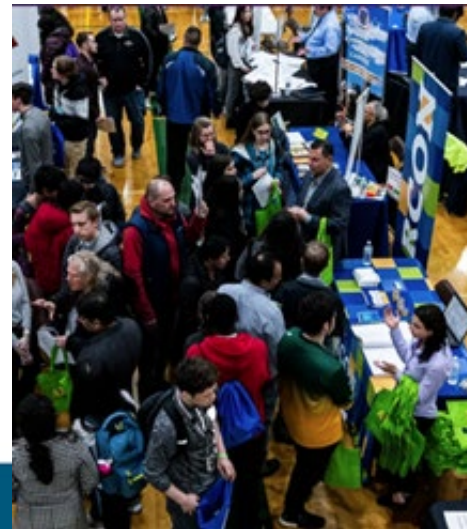
- [Madison County CTE Crosswalk](#)
- [NSERVE](#)
- [VALEES](#)
- [NECSS](#)





NECSS Career Advisors

- Administer Interest Inventory Assessments -8th/9th
- Resume classes and individual help-11th
- Mock Interviews -11th
- Classroom Career Speakers
- Career Treks- Field trips during the day that are open to all students
- Organize the Annual Career Expo- 8th
- Arrange for Job Shadows and Internships- 11th



Northwest Educational Council for Student Success
A partnership committed to college and career readiness



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Thank You

