The Illinois PaCE Framework

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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
• 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
After the 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 4:30PM Monday, May 15, 2023.
  • Link to the evaluation will be shared at the end of this session
Agenda

1. Public Act 102-0917 Overview
2. Illinois PaCE Framework
3. Supports
Public Act 102-0917
Overview
Public Act 102-0917 Overview

- Signed into law on May 27, 2022, and became effective January 1, 2023
- Builds upon the Postsecondary & Workforce Readiness (PWR) Act focusing 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

• The four state education agencies, with appropriate stakeholders, will adopt and publicize an update to the Illinois PaCE Framework that extends to 6th grade
  • The Illinois PaCE Framework currently is from 8 – 12 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
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
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
Illinois PaCE Framework
### 2017-2023 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.

<table>
<thead>
<tr>
<th>By the end of 8th grade</th>
<th>By the end of 9th grade</th>
<th>By the end of 10th grade</th>
<th>By the end of 11th grade</th>
<th>By the end of 12th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student should be supported to:</td>
<td>A student should be supported to:</td>
<td>A student should be supported to:</td>
<td>A student should be supported to:</td>
<td>By 12/31 of 12th grade a student should have:</td>
</tr>
<tr>
<td>complete a career cluster survey</td>
<td>revisit career cluster interest survey and take a career interest survey</td>
<td>visit at least one workplace aligned with career interests</td>
<td>revisit the career survey</td>
<td>completed 3 or more admissions applications to PS institutions</td>
</tr>
<tr>
<td>attend a career exploration day</td>
<td>complete an orientation to career clusters</td>
<td>complete an orientation course to a particular career cluster or cluster grouping</td>
<td>participate in a mock job interview</td>
<td>met with a school counselor to ensure all steps in the PS admissions process are completed on time</td>
</tr>
<tr>
<td>complete a unit on education planning</td>
<td>attend a PS options workshop</td>
<td>select a career pathway (CP) within a career cluster of interest</td>
<td>create a resume and personal statement</td>
<td>attended a FAFSA completion workshop</td>
</tr>
<tr>
<td>be exposed to a financial literacy unit in a course or workshop</td>
<td>meet with a counselor to discuss coursework and PS/career plans using the ISBE College and Career Readiness Indicators</td>
<td>begin determining eligibility for AP courses</td>
<td>identify an internship opportunity related to the CP</td>
<td>completed the FAFSA</td>
</tr>
<tr>
<td>A student should know:</td>
<td>begin determining eligibility for advanced placement (AP) courses</td>
<td>identify 2-3 adults to support the student through the PS and career selection process</td>
<td>determine readiness for college-level coursework in math/ELA and enrollment in either &quot;catch up&quot; or &quot;speed up&quot; course</td>
<td>By the end of 12th grade a student should be supported to:</td>
</tr>
<tr>
<td>the concept of career clusters of interest</td>
<td>outline a plan for community service and extracurricular activities related to PS plans</td>
<td>review coursework, and PS/career plans in relation to the ISBE College and Career Readiness Indicators (every year)</td>
<td>complete or enroll in at least one early college credit opportunity</td>
<td>address any remedial needs in math/ELA</td>
</tr>
<tr>
<td>relationship between community service/extracurricular activities and postsecondary (PS)/career goals</td>
<td>complete a financial aid assessment with a family member</td>
<td>attend a PS affordability workshop with a family member</td>
<td>attend a college fair</td>
<td>obtain an internship opportunity related to the CP</td>
</tr>
<tr>
<td>A student should know:</td>
<td>one or two career clusters for further exploration and development</td>
<td>A student should know:</td>
<td>visit at least 3 PS institutions</td>
<td>if applicable, receive industry-based certification(s) related to the CP</td>
</tr>
<tr>
<td>educational requirements, cost, expected entry level, and midpoint salary for occupations in selected CP</td>
<td>the relationship between HS coursework, attendance, and grades to PS plans</td>
<td>educational requirements, cost, and preparation for industry-based certification for CP</td>
<td>take at least one college entrance exam</td>
<td>complete one or more team-based challenges or projects related to the CP</td>
</tr>
<tr>
<td>different types of PS credentials and institutions</td>
<td>importance of community service and extracurricular activities to PS and career plans</td>
<td>career attributes related to career interests</td>
<td>A student should know:</td>
<td>attend a financial aid award letter workshop</td>
</tr>
<tr>
<td>general timing of PS entrance exams and applications</td>
<td>general cost ranges of various PS options</td>
<td>entrance requirements, including application deadlines, for expected PS programs of study</td>
<td>benefit of early college credit opportunities to PS access and completion</td>
<td>how CP courses and experiences articulate to degree programs at PS options</td>
</tr>
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<td>benefit of early college credit opportunities to PS access and completion</td>
<td></td>
<td>3-5 match schools, one safety, one reach school for PS program of study</td>
<td></td>
<td>estimated cost of each PS option</td>
</tr>
<tr>
<td>negative impact of remediation on PS goals</td>
<td>financial aid deadlines for chosen PS options</td>
<td></td>
<td></td>
<td>affordability of PS options in relation to expected entry-level career salary and anticipated debt</td>
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<tr>
<td>terms and conditions of any scholarship or loan</td>
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<td></td>
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**Draft of Illinois PaCE Framework-HS**

### 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.

#### Career Exploration and Development

- Start exploring careers
- Participate in activities related to their career cluster of interest
- Complete a career cluster survey

#### Financial Aid and Literacy

- Explore opportunities along the Work-Based Learning Continuum
- Complete at least one early college credit opportunity
- Attend a college fair
- Attend a college fair

#### Post-Secondary Education, Preparation, and Selection

- Complete a college fair
- Complete a college fair
- Complete a college fair
- Complete a college fair

### By the end of 9th grade

- A student should be supported to:
  - Complete a career cluster survey
  - Complete a career interest survey
  - Attend a PS options workshop
  - Select course work for PS/career plans aligned with the IBHE College and Career Readiness Indicators
  - Enroll as appropriate in early college credit courses
  - Outline a plan for community service and extracurricular activities related to PS plans
  - Attend a basic financial aid presentation with a trusted adult

### By the end of 10th grade

- A student should be supported to:
  - Visit at least one workplace aligned with career interests
  - Participate in activities related to their career cluster of interest
  - Select a career area of interest enroll in career pathway (CP) as available
  - Explore opportunities along the Work-Based Learning Continuum
  - Complete at least one early college credit opportunity

### By the end of 11th grade

- A student should be supported to:
  - Review coursework, PS/career plans in relation to the IBHE College and Career Readiness Indicators (every year)
  - Attend a college fair
  - Visit at least 3 PS institutions
  - Take at least one college entrance exam

### By the end of 12th grade

- A student should be supported to:
  - Revisit the career interest survey
  - Create a resume and personal statement
  - Complete at least two team based challenges
  - Obtain an internships opportunity related to the CP if applicable
  - Complete a financial aid offer workshop

### A student should know:

- How CP courses and experiences articulate to degree programs at PS options
- Estimated cost of chosen PS options
- Affordability of PS options in relation to expected entry-level career salary and anticipated debt
- Terms and conditions of any scholarship or loan

### Draft 4.6.2023
### 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 8th grade
- A student should be exposed to:
  - Information about and examples of a wide range of careers
  - Language that emphasizes individual skills, strengths, and assets
  - Practices that develop a growth mindset

- A student should be supported to:
  - Explore their interests
  - Practice their strengths
  - Develop their confidence in their abilities

#### By the end of 7th grade
- A student should be supported to:
  - Engage in guided self-reflection
  - Articulate aspirations
  - Envision a positive future

- Explore their habits
- Create or change a habit
- Record their progress
- Explore career interests
- Explore their strengths
- Effectively ask for help
- Understand a growth mindset

#### By the end of 8th grade
- A student should be supported to:
  - Explore career interests
  - Develop an educational plan for at least one career interest
  - Compare possible financial futures
  - Complete a career cluster survey
  - Attend a career exploration day

- Demonstrate a growth mind set
- Explore learning styles
- Map a support network
- Complete a unit on education planning

- A student should be exposed to:
  - The concept of career clusters of interest
  - Relationship between community service/extracurricular activities and postsecondary (PS)/career goals
  - Be exposed to a financial literacy unit in a course or workshop

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**Draft 4.6.2023**
6th Grade

**By the end of 6th grade**

- A student should be exposed to:
  - information about and examples of a wide range of careers
  - language that emphasizes individual skills, strengths, and assets
  - practices that develop a growth mindset
- A student should be supported to:
  - explore their interests
  - practice their strengths
  - develop their confidence in their abilities

**By the end of 7th grade**

- A student should be exposed to:
  - language that emphasizes individual skills, strengths, and assets
  - practices that develop a growth mindset
- A student should be supported to:
  - explore their interests
  - practice their strengths
  - develop their confidence in their abilities

*Draft 4.6.2023*
7th Grade

By the end of 7th grade:
- A student should be supported to:
  - engage in guided self-reflection
  - articulate aspirations
  - envision a positive future
  - explore their habits
  - create or change a habit
  - record their progress
  - explore career interests
  - explore their strengths
  - effectively ask for help
  - understand a growth mindset

By the end of 8th grade:
- A student should be supported to:
  - explore barriers to aspirations
  - articulate personal strengths
  - identify sources of motivation
  - explore career interests
  - develop an educational plan for at least one career interest
  - compare possible financial futures
  - complete a career cluster survey
  - attend a career exploration day
  - demonstrate a growth mind set
  - explore learning styles
  - map a support network
  - complete a unit on education planning

Draft 4.6.2023
### By the end of 8th Grade

**A student should be supported to:**
- explore barriers to aspirations
- articulate personal strengths
- identify sources of motivation
- explore career interests
- develop an educational plan for at least one career interest
- compare possible financial futures
- complete a career cluster survey
- attend a career exploration day
- demonstrate a growth mind set
- explore learning styles
- map a support network
- complete a unit on education planning

**A student should be exposed to:**
- the concept of career clusters of interest
- relationship between community service/extracurricular activities and postsecondary (PS)/career goals
- be exposed to a financial literacy unit in a course or workshop

### By the end of 7th Grade

**A student should be supported to:**
- in guided self-reflection
- articulate personal aspirations
- in a positive future
- their habits
- or change a habit
- their progress
- their career interests
- complete a career cluster survey
- attend a career exploration day
- demonstrate a growth mind set
- explore learning styles
- map a support network
- complete a unit on education planning

**A student should be exposed to:**
- the concept of career clusters of interest
- relationship between community service/extracurricular activities and postsecondary (PS)/career goals
- be exposed to a financial literacy unit in a course or workshop

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*Draft 4.6.2023*
Supports
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
We’re Ready to Work With You

If you have any questions reach out to our Professional Development staff at

isac.pace@illinois.gov!
Continuing Education (CE) credits and Professional Development (PD) hours

• 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 4:30pm Monday, May 15, 2023

https://www.surveymonkey.com/r/ILPaCE
Thank You!