Using the PaCE Framework to Expand Support for K-12 Students and Implementing College & Career Pathway Endorsements

Eric Lasky
Assistant Principal
Ridgewood High School
If you could take your students on a field trip anywhere in the world, where would you go and why?
School Profile

**Enrollment** = 888
- Grade 9 = 223
- Grade 10 = 244
- Grade 11 = 205
- Grade 12 = 216

**Race**
- Hispanic/Latino = 28.55%
- American Indian = .001%
- Asian = 8.33%
- Black/African American = .002%
- Native Hawaiian = .002%
- Two or More Races = 1.76%
- White = 61.35%

**Demographics**
- Low Income = 28%
- IEPs = 12%
- Homeless = 3%
- English Learners = 15%
- English Learners with Services = 8%
- Number of Languages Spoken = 25
- Graduation Rate = 97%
- 9th Grade on Track = 92%
- Student Attendance = 91%
- Student Mobility = 12%
- Chronically Truant Students = 4%
- Post Secondary Enrollment = 82%
Agenda

Why Ridgewood needs the PaCE

How past work help us

Breakdown of Grades K-4, 5-8, and 9-12

4 District working together

How has the PaCE framework support our work with CCPE

What are some programs that we hope to continue to grow with the support of the PaCE framework
Why the need for a PaCE Framework

- Don’t know cost of post-secondary program
- Not having a defined career pathway
- Changing majors (1-3)
- Major based on “what I think I may like.”
- COST!
- Ensuring students have the skills they need for the workforce
Mission of our Work

We must work now to ensure every student has a future.

We believe every student has a path and we must support it, develop it, and ensure it is relevant.
RIDGEWOOD HIGH SCHOOL

CAREER TREE

TECHNICAL CAREERS
(Apprenticeship, Associate’s Degree, Advanced Certification, Experience, etc.)
- Certified Welder (MIG, TIG, Stick)
- Automotive Machinist
- CAD Technician
- CNC Operator
- First-Line Supervisor
- Heavy Equipment Operator
- Machinist
- Laser Cutter Technician
- Production Fabricator
- Robot Programmer
- Shop Foreman
- Tool & Die Maker

PROFESSIONAL CAREERS
(Bachelor’s, Master’s, Ph.D., Specialized Training, Experience, etc.)
- Aerospace Engineer
- Civil/Structural Engineer
- CNC Applications Engineer
- Computer Automated Manufacturing Engineer
- Manufacturing Engineer
- Process Engineer
- Product Design Engineer
- Quality Assurance Inspector
- Quality Manager
- Safety Engineer
- Research & Development Specialist
- Safety Engineer

ENTRY-LEVEL CAREERS
(with Program Completion)
- CNC Machine Tool Operator
- CNC Setup Handler/Technician
- Forklift Operator
- Grinding Machine Tool Setter
- Packager/Shipping Specialist
- Lathe Operator
- Mill/Drill/Punch Operator
- Sheet Metal Worker
- Tool & Die Repair Technician
- Press Operator
- Assembler
- Apprentice

ACADEMICS

EXPERIENCES

PROFESSIONAL SKILLS

PASSION
Start of the K-12 PaCE

Advisory Board for Manufacturing/Engineering

Need in our community

How can the school support them

What skills do our students need

Creating an experience

Model for other school advisory boards
Manufacturing & Engineering Advisory Board

Mission: Encourage, engage, equip, empower, and employ young people so they are prepared to contribute to industry, enhance their lives and society.

Advisory Council: Triton College, Ridgewood HS, QCC, TMA, Fluid Power, DVR, Union Ridge (k-12), Giles (5-8)
K-12 PaCE Framework: the 5 E’s

● **K-4  Encourage**
  ○ Build awareness of careers
  ○ Foundation for financial literacy
  ○ How do we get money, saving and spending, human capital

● **5-8  Engage**
  ○ Gadget camp, fluid power challenge, after school computer science camp
  ○ Exploring income of different careers
  ○ Cost of post-secondary education

● **9-12 Equip**
  ○ Career Exploration Project
  ○ Team based challenge
  ○ WBL

They will then be empowered with a post secondary program (should be started in HS) and finally employed
Steps we took in creating the K-12 PaCE Framework

- 4 Principles (4 different districts)
- Creating questions to drive the framework
- Getting stakeholder at the four schools to fill out the survey
- Principals meeting to discuss the survey questions
Steps we took in creating the K-12 PaCE Framework

4 Principles

● A school district (other than Chicago’s) shall adopt and commence implementation of career exploration and career development activities in accordance with a PaCE Framework for grades 6 – 12 (Not due until July 1, 2025)

● Frameworks must be prominently displayed on each
Steps we took in creating the K-12 PaCE Framework

Creating questions to drive the framework

- Careers
- Financial Literacy
In Grades 3 and 4, What topics should students know about financial literacy? Check your top four choices

☐ Borrowing money and credit
☐ Producers and consumers
☐ Cost of producing items
☐ What is Human Capital
☐ Supply and demand
☐ Managing money
☐ Allocate weekly allowance
☐ Saving options
☐ Other...

In Grades 5 and 6, What topics should students know about financial literacy? Check your top four choices

☐ Exploring incomes of different careers
☐ Compare and prioritize needs and wants
☐ Impulse buying
☐ Setting long and short term goals for savings
☐ Methods of payment (Cash, Credit, and Debit)
☐ The value of charitable giving or raising money for charity
☐ Basic concepts of investing with risk and return
☐ Other...

In Grades 7 and 8, What topics should students know about financial literacy? Check your top four choices

☐ Savings for college, retirement, emergency, or other items
☐ Estimate the cost of a two-year and four-year college education
☐ Understanding a family budget and understanding the salary needed to meet basic needs
☐ Calculate simple and compound interest
☐ Legal and ethics behaviors when making financial decisions
☐ Advantages and disadvantages of different payment methods
☐ Analyze situations to determine if they represent financially responsible decisions
☐ Benefits of financial responsibility and the costs of financial irresponsibility
☐ Other...
For Grades K-2, what should students be exposed to or supported to do? Choose up to four

- Students will reflect on several Career Day presentations
- Students reflect on what makes them unique and different
- Students will share their thoughts about what they want to be when they grow up
- Students will be aware of workers in their community
- Students will learn the many kinds of tools workers use
- Students can create a career family tree
- Attend a summer camp or after school activity to encourage a possible career pathway
- Other...

For Grades 8, What should students be exposed to or supported to do? Check all that apply

- Explore identity conflicts
- Articulate personal strengths
- Identify sources of motivation
- Explore career interests
- Develop an educational plan for at least one career interest
- Compare possible financial futures
- Demonstrate a growth mindset
- Explore learning styles
- Map a support network
- How high school dual credit classes can save them time and money
- Pick one career pathway endorsement they would like to earn on their high school diploma
- Attend a summer camp or after school activity to engage in a possible career pathway
- Other...
Steps we took in creating the K-12 PaCE Framework

Getting stakeholder at the four schools to fill out the survey

- Councilors
- Grade level leads
- Divisions Heads
- Principals
Steps we took in creating the K-12 PaCE Framework

Principals meeting to discuss the survey questions

- Determine what grade should items go under
- Can they commit to meeting the items
- Wordsmithing - make sure it makes sense to the community
| K - 12 Postsecondary and Career Expectations (PaCE) Framework: Encourage, Engage, Equip, Empower and Employ |

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<thead>
<tr>
<th><strong>BY THE END OF KINDERGARTEN</strong></th>
<th><strong>BY THE END OF 1ST GRADE</strong></th>
<th><strong>BY THE END OF 2ND GRADE</strong></th>
<th><strong>BY THE END OF 3RD GRADE</strong></th>
<th><strong>BY THE END OF 4TH GRADE</strong></th>
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- Be aware of the community and its opportunities.
- Share their thoughts about what they want to be when they grow up.
- Identify and discuss what makes them unique.
- Share their thoughts on what they want to be when they grow up.

- Environmental and social influences (families, peers, etc.).
- Be aware of the education needed to support different career pathways.
- Participate in an activity that would provide experience for potential career pathways.

- Create career goals.
- Explore their interests and career pathways.
- Evaluate their strengths and interests.

**A student should know:**

- How do they get money?
- What is supply and demand?
- What are producers and consumers?

**A student should know:**

- How to manage money?
- How to allocate money?
- The different methods of payment (e.g., cash, credit, debit).

**A student should know:**

- How to set long and short term goals for saving.
- Practices that develop a positive mindset.

**A student should know:**

- How to manage money?
- The benefits of financial responsibility and the costs of financial irresponsibility.

**A student should know:**

- How to manage money?
- How to allocate money?
- How to set long and short term goals for saving.

**A student should know:**

- How to manage money?
- How to allocate money?
- The different methods of payment (e.g., cash, credit, debit).

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<th><strong>BY THE END OF 8TH GRADE</strong></th>
<th><strong>BY THE END OF 9TH GRADE</strong></th>
<th><strong>BY THE END OF 10TH GRADE</strong></th>
<th><strong>BY THE END OF 11TH GRADE</strong></th>
<th><strong>By 12/31 a student should have:</strong></th>
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- Explore internships and opportunities for scholarships and money availability.
- Apply for postsecondary affordability with a family member.

- Identify career pathways and opportunities.
- Complete a social and emotional assessment.

- Meet with a counselor to discuss coursework and postsecondary/college plans using IDEAL.

**A student should know:**

- Career exploration and decision making.
- Decision making in relation to the Next Generation Career Readiness Standards.

**A student should know:**

- Participate in a job shadowing opportunity.
- Complete an application to a college.

**A student should know:**

- Meet with a counselor to discuss coursework and postsecondary/college plans using IDEAL.

**A student should know:**

- Financial aid deadlines for each postsecondary option.
- Understand the college enrollment process.

**A student should know:**

- College enrollment.
- Postsecondary/college plans using IDEAL.

**A student should know:**

- The costs of each postsecondary option.
- The benefits of financial responsibility and the costs of financial irresponsibility.

**A student should know:**

- Financial aid deadlines for each postsecondary option.
- Career exploration and decision making.

**A student should know:**

- Meet with a counselor to discuss coursework and postsecondary/college plans using IDEAL.

**A student should know:**

- Financial aid deadlines for each postsecondary option.
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<tr>
<th>By the end of Kindergarten</th>
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<td>Be aware of workers in their community</td>
<td>Share their thoughts about what they want to be when</td>
<td>Create a career family tree</td>
<td>Understand how cost influences spending</td>
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<td>Share their thoughts about what they want to be</td>
<td>they grow up</td>
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<td>when they grow up</td>
<td>Identify and describe what makes them unique</td>
<td>Share their thoughts about what they want to be</td>
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<tr>
<td>What are needs versus wants</td>
<td>Reflect on what makes them unique and different</td>
<td>when they grow up</td>
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<td><strong>A student should know:</strong></td>
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<td>What is money</td>
<td>How do they get money</td>
<td>About saving and spending</td>
<td>How to manage money</td>
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<td><strong>By the end of 4th Grade</strong></td>
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<td>Be aware of the education needed for different career options</td>
<td>Explore their interests</td>
<td>Understand a budget and the salary needed to meet</td>
<td>Be exposed to language that emphasizes individual</td>
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<td>Participate in an activity that would provide exposure to</td>
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<td>basic needs</td>
<td>skills, strengths, and assets</td>
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<td>possible career pathway</td>
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<td>Explore their strengths</td>
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<td>Recognize that many skills are transferable from one</td>
<td>Create career goals</td>
<td>Explore incomes of different careers</td>
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<td>occupation to another</td>
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<td>debit)</td>
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<td>costs of financial irresponsibility</td>
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<td>Practices that develop a growth mindset</td>
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<td>Information and examples of wide range of careers</td>
<td>How to analyze situations to determine if they</td>
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Supporting the K-8 work

In order to help ensure our students are meeting the objective in the PaCE framework taken actions

- 4th grade STEM days
- Budget days
- Provides them with career exploration programs
- After School CS Programs
- Fluid Power Challenge
After School C.S. Program

93 Students Registered

- 30 Union Ridge
- 50 Giles
- 2 Pennoyer
- 12 Ridgewood
Computer Science for GOOD
Supporting the PaCE Framework In K-12

● Fluid Power Challenge
What the PaCE can lead to in high school

- Education Pathway
- TMA
- Norridge Gardens
- Cyber Program
- Associate Degree Program
Education Pathway

- NEIU EDN 216 Child and Adolescent (co-taught with RHS teachers some semesters)
- RHS Methodology Course
- Jr. Student Teaching
- Complete a total of 60 observation hours by end of senior year.
Education Pathway Program Goals

RHS students will have...

- Earned college credit for 2 college courses
- Observed all levels of Education
- Created and taught a lesson
- Engaged in 2 team-based challenges
- Worked with small groups of students and/or tutored individuals
- Engaged in a mini student-teaching experience
- A clear idea of what subject/level they wish to teach (if they want to teach)
- A strong understanding of possible career paths in Education
Technical Manufacturing Association (TMA)

- Student go to TMA twice a week for 12 weeks
- Second Semester - Paid Internship
- Offered full time jobs with benefits
CNA Certification

Virtual Tour
High School Cyber Program

- **Cyber 1**: Begin your Career in Cybersecurity *(No experience necessary)*

- **Cyber 2**: Combination of certification aligned experiences, engaging with industry experts

- **Cyber 3**: Culmination capstone with internship and preparing for College and Careers
Total Students 68

Asian = 6
Hispanic = 18
Two or More Races = 2
Free/Reduced = 23
Disability = 4
Females = 24
Associate’s Degree

- Save families money
- Save students time
- Provide an opportunity for students to start college with Ridgewood support
- Reward students for high rigor and dedication to academics

Triton College
Thank You