

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

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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

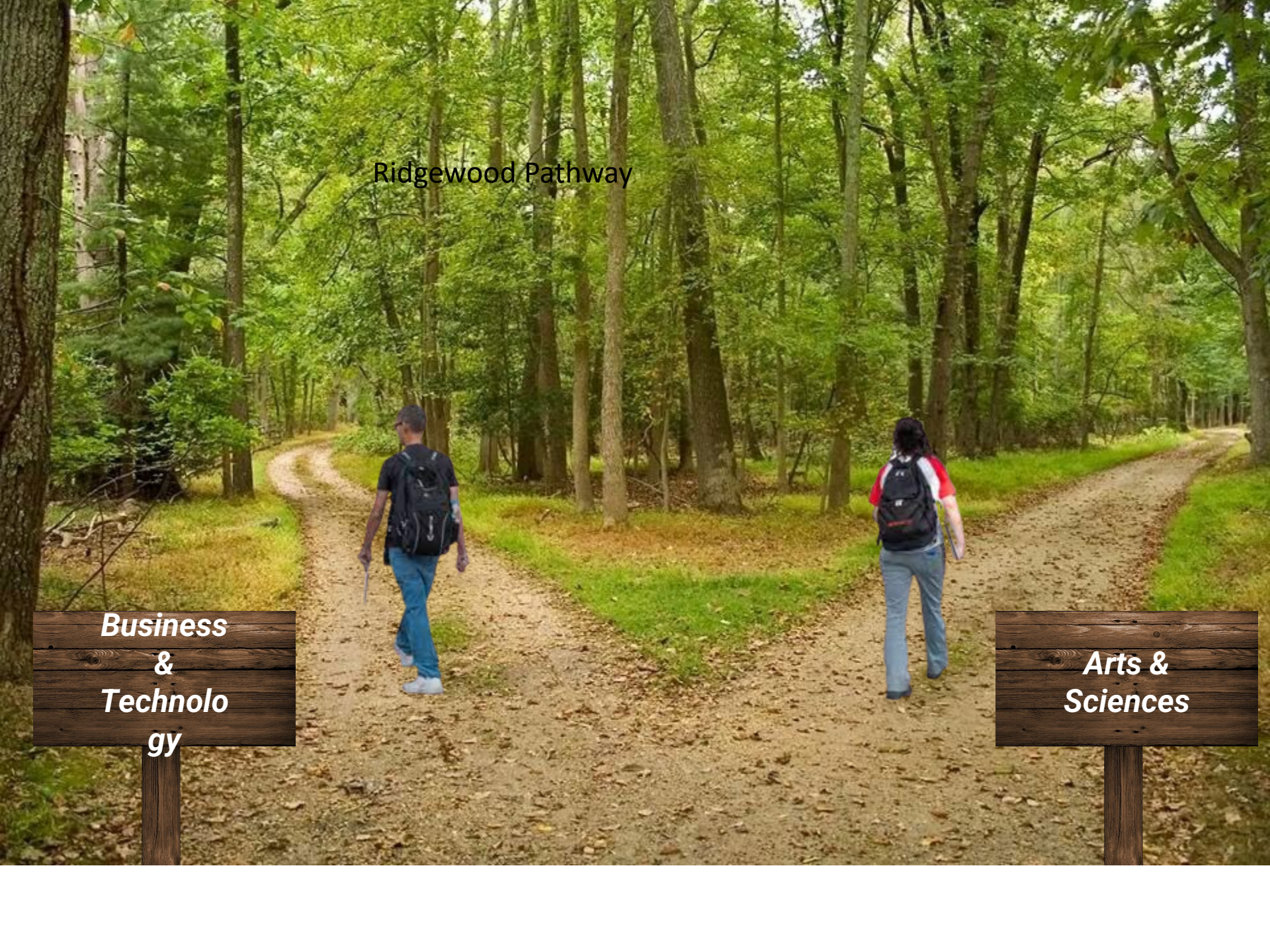
and we must

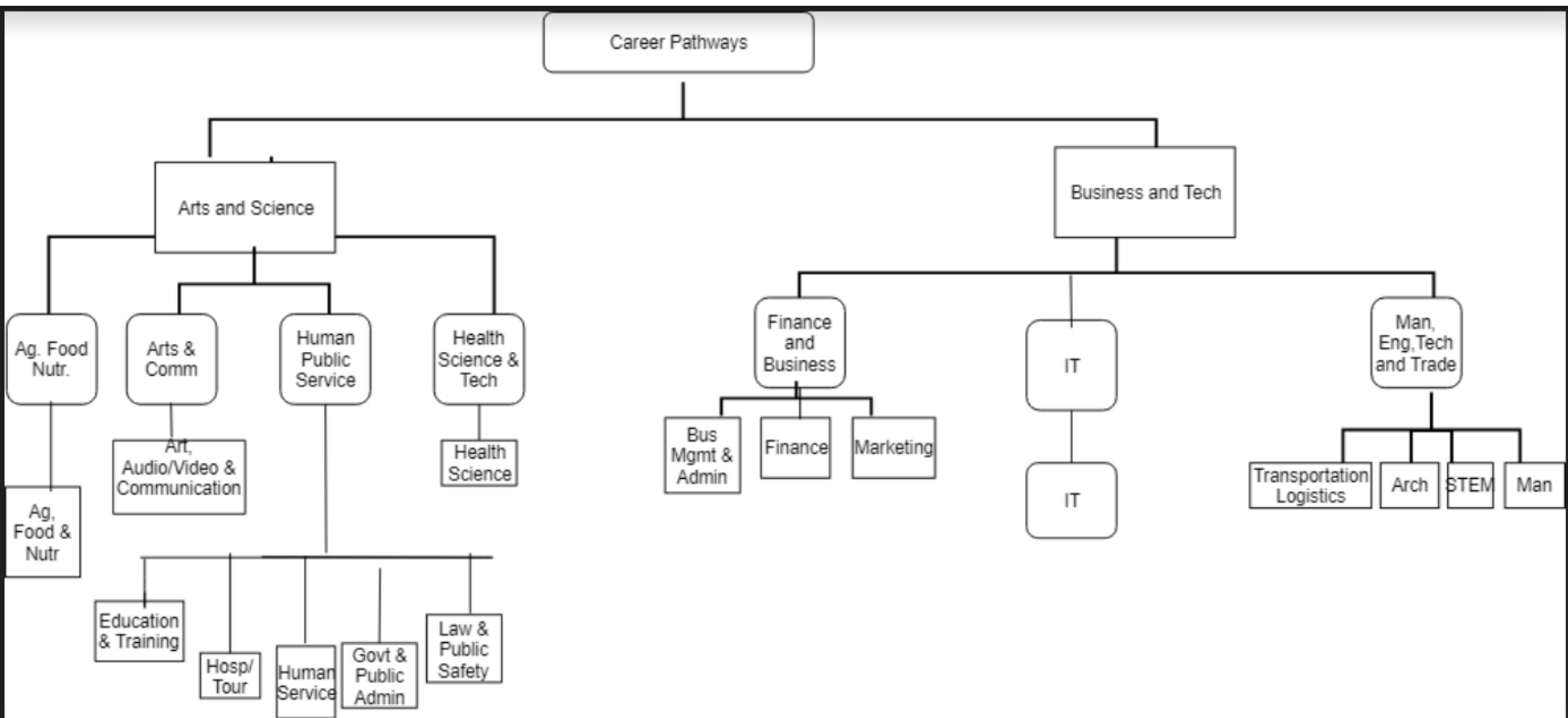
support it, develop it, and ensure it is relevant.

Ridgewood Pathway

**Business
&
Technolo
gy**

**Arts &
Sciences**





EDUCATION WITH PURPOSE

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

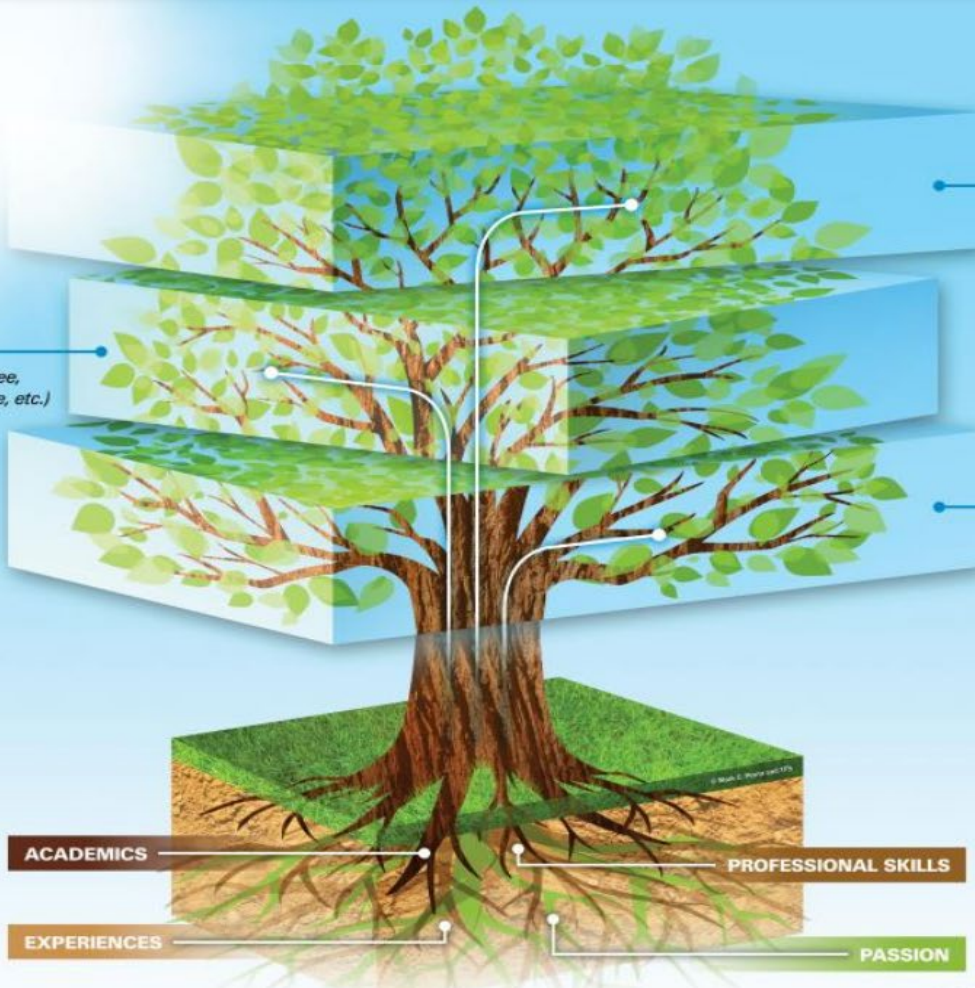
(Bachelor's, Master's, Ph.D., Specialized Training, Experience, etc.)

- 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

PROFESSIONAL SKILLS

EXPERIENCES

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

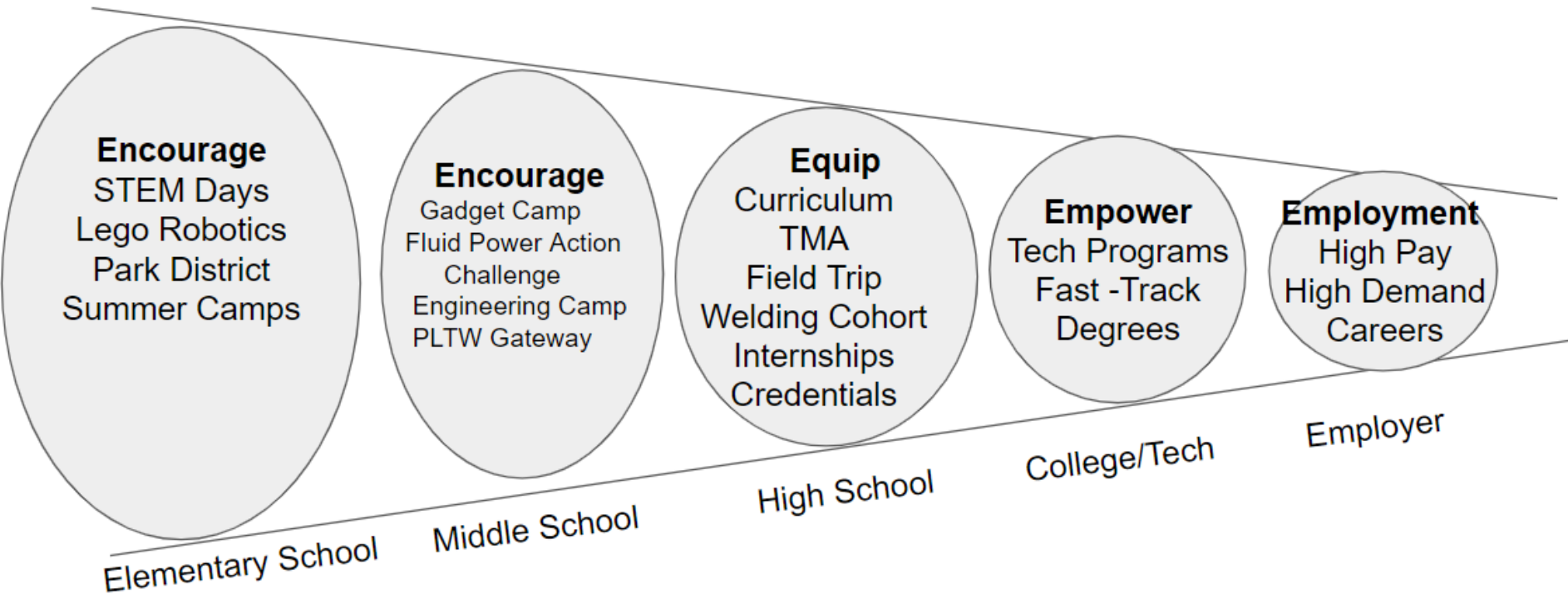
Model for other school advisory boards



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 – 1 (Not due until July1, 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 K-2, What topics should students know about financial literacy? Check the four that are most important.

- Identify good end services
- Make spending decisions
- Saving and spending
- What can I buy with \$10?
- What is money
- Needs vs Wants
- How do you get money
- What is charity
- Other...

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

Lin
k



**Union Ridge
School District 86**
A Blue Ribbon School of Excellence

| BY THE END OF KINDERGARTEN | BY THE END OF 1ST GRADE | BY THE END OF 2ND GRADE |
|---|---|--|
| A student should be supported to: | A student should be supported to: | A student should be supported to: |
| Be aware of workers in their community Share their thoughts about what they want to be when they grow up | Share their thoughts about what they want to be when they grow up Identify and describe what makes them unique | Create a career family tree Be exposed to and reflect on several careers Share their thoughts on what they want to be when they grow up Reflect on what makes them unique and different |
| A student should know: | A student should know: | A student should know: |
| What is money What are needs versus wants | How do they get money | About saving and spending |

| BY THE END OF 3RD GRADE | BY THE END OF 4TH GRADE | BY THE END OF 5TH GRADE |
|---|---|---|
| A student should be supported to: | A student should be supported to: | A student should be supported to: |
| Understand how cost influences spending | Be aware of the education needed to support different career options Participate in an activity that would provide exposure to possible career pathway | Create career goals |
| A student should know: | A student should know: | A student should know: |
| How to manage money How to allocate weekly allowance | What is supply and demand What are producers and consumers | The different methods of payment (e.g. cash, credit, debit) How to set long and short term goals for saving Practices that develop a growth mindset |

| BY THE END OF 6TH GRADE | BY THE END OF 7TH GRADE | BY THE END OF 8TH GRADE |
|--|---|--|
| A student should be supported to: | A student should be supported to: | A student should be supported to: |
| Explore their interests Explore incomes of different careers | Understand a budget and the salary needed to meet basic needs Explore their strengths Identify sources of information Identify one trusted adult the student can go to in time of need and success | Be exposed to language that emphasizes individual skills, strengths and assets Explore career interests Select one career pathway endorsement they would like to earn on their high school diploma Estimate the cost of a 2-year and 4-year college education Demonstrate a growth mindset to envision a positive future |
| A student should know: | A student should know: | A student should know: |
| How to compare and prioritize needs and wants Information and examples of wide range of careers | The benefits of financial responsibility and the costs of financial irresponsibility How to analyze situations to determine if they represent financially responsible decisions | How high school dual credit classes can save them time and money How to develop an education plan for at least one career interest The relationship between high school coursework, attendance, and grades to postsecondary plans |

| BY THE END OF 9TH GRADE |
|---|
| A student should be supported to: |
| Revisit career cluster interest survey and take a career interest survey Select a career pathway within a career cluster of interest Visit at least one workplace aligned with career interest Be aware of youth employment opportunities while in High School Develop public speaking skills Complete a financial aid assessment with a family member Attend at postsecondary options workshop Attend a college fair Complete a college fit/match inventory Complete or enroll in at least one early college credit opportunity Review coursework and postsecondary/career plans in relation to the ISBE College and Career Readiness Indicators (CCRIs) |
| A student should know: |
| One or two career clusters for further exploration and development Own learning style and how it relates to career interests General cost ranges of various postsecondary institutions The different types of postsecondary credentials and institutions |

| BY THE END OF 10TH GRADE |
|---|
| A student should be supported to: |
| Explore internships and apprenticeships for scholarships and money opportunities Attend a postsecondary affordability workshop with a family member Identify two related postsecondary paths and/or college majors strongly correlated with assessment results Outline a plan for high school courses to prevent remediation at the college level Meet with a counselor to discuss coursework and postsecondary/career plans using ISBE CCRIs |
| A student should know: |
| Educational requirements, cost, expected entry level and midpoint salary for occupations in selected career clusters How career pathways courses and experiences articulate to degree programs at postsecondary options Career attributes related to career interests The affordability of postsecondary options in relation to expected entry-level career salary and anticipated debt Where to find scholarship opportunities |

| BY THE END OF 11TH GRADE |
|--|
| A student should be supported to: |
| Participate in a job shadowing opportunity Complete an elective course to explore career interests Participate in mock job interview Create a resume and personal statement Identify an internship opportunity to career pathways Create a plan and timeline for financial aid process Learn about debt and credit scores Outline a plan to pay for college Visit at least 3 postsecondary institutions Determine readiness for college-level coursework in math/ELA and enrollment in either "catch up" or "speed up" course Meet with a counselor to discuss coursework and postsecondary/career plans using ISBE CCRIs Take at least one college entrance exam |
| A student should know: |
| Financial aid deadlines for chosen postsecondary options The difference between need-based, merit-based and self-help students financial aid programs 3-5 match schools, one safety, one reach school for postsecondary program of study The general timing of postsecondary entrance exams and applications |

| BY THE END OF 12TH GRADE |
|--|
| By 12/31 a student should have: |
| Completed the FAFSA Attended a FASFA completion workshop Completed 3 or more admissions applications to postsecondary institutions Met with a school counselor to ensure all steps in the postsecondary admission process are completed on time A student should be supported to: |
| Obtain an internship opportunity related to the career pathways If applicable, receive industry-based certification(s) related to the career pathways Secure letters of recommendation for college and scholarship applications Understand the college placement process Meet with a counselor to discuss coursework and postsecondary/career plans using ISBE CCRIs |
| A student should know: |
| The terms and conditions of any scholarship or loan Estimated cost of each postsecondary option |



HIGH SCHOOL



Norridge School District 80



Union Ridge School District 86
A Blue Ribbon School of Excellence

| By the end of Kindergarten | By the end of 1st Grade | By the end of 2nd Grade | By the end of 3rd Grade | By the end of 8th Grade | |
|---|---|---|--|--|--|
| <i>A student should be supported to:</i> | <i>A student should be supported to:</i> | <i>A student should be supported to:</i> | <i>A student should be supported to:</i> | <i>A student should be supported to:</i> | |
| Be aware of workers in their community | Share their thoughts about what they want to be when they grow up | Create a career family tree | Understand how cost influences spending | Be exposed to language that emphasizes individual skills, strengths, and assets | |
| Share their thoughts about what they want to be when they grow up | Identify and describe what makes them unique | Be exposed to and reflect on several careers | | Explore their strengths | Explore career interests |
| | | Share their thoughts about what they want to be when they grow up | | Identify sources of information | Select one career pathway endorsement they would like to earn on their high school diploma |
| <i>A student should know:</i> | <i>A student should know:</i> | <i>A student should know:</i> | <i>A student should know:</i> | <i>A student should know:</i> | |
| What is money | How do they get money | About saving and spending | How to manage money | Estimate the cost of a two-year and four-year college education | |
| What are needs versus wants | | | How to allocate weekly allowance | Demonstrate a growth mindset to envision a positive future | |
| By the end of 4th Grade | By the end of 5th Grade | By the end of 6th Grade | By the end of 7th Grade | By the end of 8th Grade | |
| <i>A student should be supported to:</i> | <i>A student should be supported to:</i> | <i>A student should be supported to:</i> | <i>A student should be supported to:</i> | <i>A student should be supported to:</i> | |
| Be aware of the education needed for different career options | Create career goals | Explore their interests | Understand a budget and the salary needed to meet basic needs | How high school dual credit classes can save them time and money | |
| Participate in an activity that would provide exposure to possible career pathway | | Explore incomes of different careers | Explore their strengths | Explore career interests | |
| Recognize that many skills are transferable from one occupation to another | | | Identify sources of information | Select one career pathway endorsement they would like to earn on their high school diploma | |
| <i>A student should know:</i> | <i>A student should know:</i> | <i>A student should know:</i> | <i>A student should know:</i> | <i>A student should know:</i> | |
| What is supply and demand | The different methods of payment (e.g., cash, credit, debit) | How to compare and prioritize needs and wants | The benefits of financial responsibility and the costs of financial irresponsibility | How to develop an education plan for at least one career interest | |
| What are producers and consumers | How to set long and short term goals for savings | Information and examples of wide range of careers | How to analyze situations to determine if they represent financially responsible decisions | The relationship between high school coursework, attendance, and grades to | |
| | Practices that develop a growth mindset | | | | |

Supporting the K-8 work

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

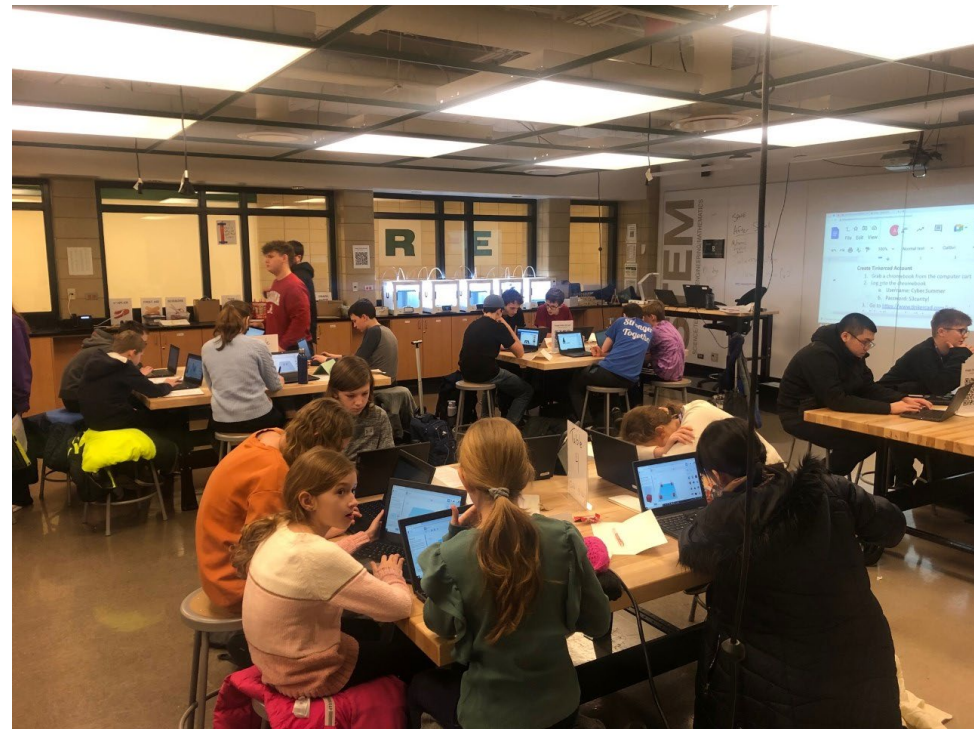
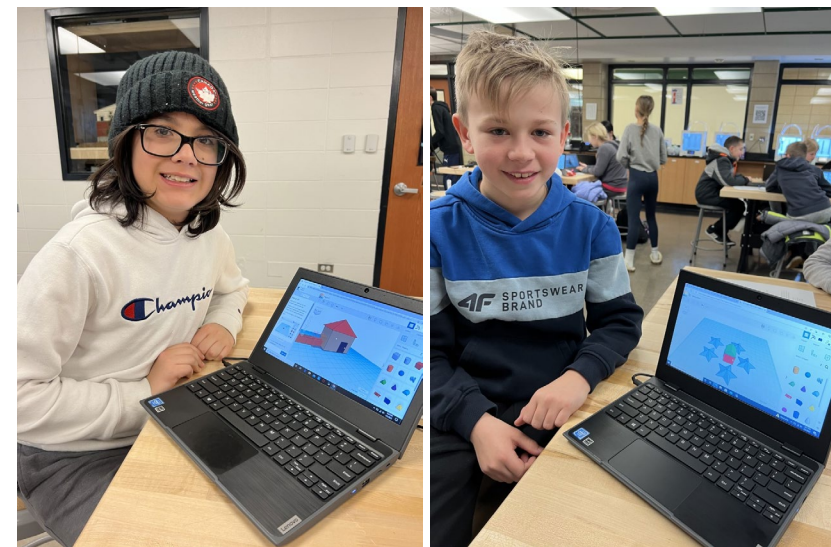
- 4th grade STEM days
- Budget days
- Provides them with career exploration programs
- After School CS Programs
- Fluid Power Challenge



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**



Norridge Gardens



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

