Princeville Jr. High School PaCE Postsecondary and Career Expectations

At the middle school level, the (PaCE) Framework is designed to provide students with guided exploration of postsecondary planning and options in a manner that is consistent with the developmental stage of each student. This developmental work is intended to prepare students to more fully engage with the PaCE Framework throughout the high school years.

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

Aspirations SelfAdvocacy Planning

Illinois Student Assistance Commission

By the end of 7th grade

A student should be supported to:

- Explore their learning styles/skill set
- Articulate their learning goals
- 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 mind set

By the end of 8th grade

A student should be supported to:

- Explore conflict resolution
- 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 mind set
- Explore learning styles
- Map a support network

By the end of 8th grade

A student should be supported to:

- complete a career cluster survey
- attend a career exploration day
- complete orientation lessons on high school education planning
- understand taking the right coursework in high school can reduce the cost of PS options (ICC, Dual Credit, AP)

A student should know:

- the concept of career clusters of interest relationship between community service/
- extracurricular activities and PS/career goals



Postsecondary and **Career Expectations**

Each student should have an individualized learning plan to help make decisions about career and postsecondary (PS) education or training, to plan a course of study, and to make financial aid assessments with family members.

By the end of 9th grade

- complete a career cluster survey
- complete a career interest survey
- attend a PS options workshop
- discuss course work for PS/ career plans aligned with the ISBE College and Career Readiness Indiciatros (CCRIs)
- begin determining eligibility for ICC, advanced placement (AP) courses
- outline a plan for community service and extracurricular activities related to PS plans
- be exposed to a financial literacy unit in a course/workshop and complete a basic financial aid assessment with a family member

A student should know:

- one or two careers for further exploration
- 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

By the end of 10th grade

A student should be supported to: A student should be supported to:

- complete an orientation course to a particular career cluster or cluster grouping
- connect and build relationships with 2-3 adults to support the PS and career selection process
- review coursework, and PS/ career plans in relation to the ISBE CCRI (every year)
- attend a basic financial aid presentation with a family member

A student should know:

- educational requirements, cost. expected entry level, and midpoint salary for occupations in selected career pathway (CP)
- skills related to career interests (Xello)
- 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

By the end of 11th grade

- revisit the career interest survey
- visit at least one workplace aligned with career interests
- create a resume and personal statement
- explore the process of obtaining an industry-based credential related to CP, if applicable
- determine readiness for collegelevel coursework in math/ELA and enrollment in either "catch up" or "speed up" course
- complete at least one early college credit opportunity
- attend a college fair
- visit at least one PS institution
- take at least one college entrance exam
- Complete a Postsecondary Plan Workshop

A student should know:

- application deadlines, test timing, cost, and preparation for industrybased certification for CP
- entrance requirements, including application deadlines, for expected PS for 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

A student should be supported to:

- Address any remedial needs in math/ELA
- Visit at least one PS institution
- obtain an internship opportunity related to the CP and/or if applicable, receive industry-based certification(s) related to the CP
- participate in a mock job interview

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

By 12/31, a student should have:

- completed 2 or more admissions applications to PS institutions
- met with school counselor to ensure all steps in the PS admissions process are completed on time
- attended a financial Aid application completion workshop
- completed a financial aid application



