Middle School PaCE Framework

TRUENORTH EDUCATIONAL COOPERATIVE 804

PaCE: Postsecondary and Career Expectations: At the middle school level, the PaCE Framework provides students with guided exploration of postsecondary planning and options in a manner consistent with adolescent development. Meaningful participation in post-secondary preparation programs requires that students perceive college and/or career as possible and probable. 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 6th grade

A student should be exposed to:

- Various learning styles and how they connect to career clusters
- Self-advocacy skills, proficient communication skills, and growth mindset
- Information about the 16 career clusters and identify examples of careers

A student should be supported to:

- Explore their interests and strengths by completing various self-assessments
- Reflect on interests, favorite school subjects, and future choices
- Develop confidence in their abilities
- Practice their strengths
- Know and understand the Transition Planning process

By the end of 7th grade

A student should be supported to:

- Complete interest inventories, learning styles assessments, and engage in guided self-reflection related to changes from 6th grade
- Articulate aspirations
- Explore types of communication and how to engage in problem solving conversations, how to ask for help
- Complete instruction on self-advocacy to explore strengths and understand a growth mindset
- Explore the 16 career clusters in order to identify examples of careers that align with their aspirations, strengths, and interests
- Learn about Transition Services available to students with IEP's and how this looks in the transition plan
- Explore post-secondary options and differences between college, military, trades, workforce, etc.

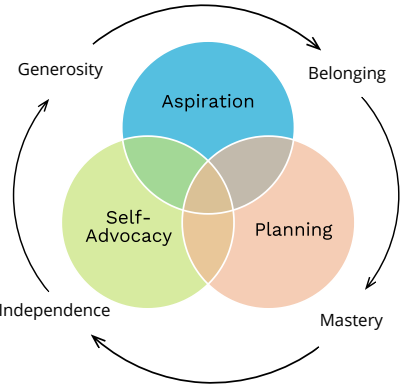
By the end of 8th grade

A student should be supported to:

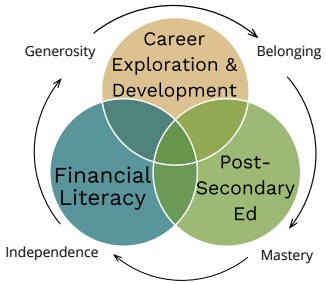
- Explore barriers to aspirations
- Identify sources of motivation
- Articulate strengths and aspirations
- Demonstrate growth mindset
- Explore learning styles
- Map a support network
- Explore various careers and their individual career interests
- Complete a career cluster survey, learning styles assessment, and reflect on changes from 7th grade
- Attend a career day to learn about jobs within common career clusters
- Attend an information session for their home community high school
- Identify a career cluster(s) that aligns to interests and work with Transition Specialist/Counselor to make future educational, employment, and independent living goals for their Transition Plan

A student should be exposed to:

- How high school courses and activities relate to their post-secondary plans
- A unit on financial literacy
- A unit on educational planning
- Careers that align with their aspirations, strengths, and interests
- The relationship between community service/extracurricular activities and post-secondary/career goals



IllinoisPaCE



TRUENORTH EDUCATIONAL COOPERATIVE 804 High School PaCE Framework

IllinoisPaCE

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. Students may engage in the various benchmarks throughout their time at TrueNorth and, therefore, are not tied to grade levels but, rather, steps in the process of preparing for postsecondary opportunities.

Step 1

A student should be supported to:

- Complete a variety of age-appropriate Transition Assessments
- Complete a career interest inventory/profile
- Explore career clusters/pathways in area(s) of interest
- Participate in activities/clubs
- Explore opportunities for internships, work experiences, and/or job training in a career field(s) of interest
- Practice interview skills and building a resume
- Be exposed to basic financial literacy topics and information
- Ensure coursework aligns with post-secondary outcomes
- Complete an initial Transition interview with a Transition/College and Career Specialist

A student should know:

- Various career clusters, related careers and skills within those clusters
- Their own strengths and areas for growth
- The relationship between high school coursework/attendance/grades and their post-secondary goals
- The relationship between community service/extracurricular activities and their post-secondary goals

Step 2

A student should be supported to:

- Complete a variety of age-appropriate Transition Assessments
- Compare and contrast a career of interest with their personal strengths and weaknesses
- Explore and engage in at least one career exploration activity aligned with career interests
- Engage in beginner financial literacy presentation (prioritize Consumer Ed for 10th grade)
- Meet with Transition Specialist/ Coordinator to discuss employability skills and training options
- Explore linkages to community resources that may provide support (e.g. job coaching or help finding a job, independent living support, financial assistance)

A student should know:

- Skills related to career interests
- Courses and opportunities related to career interests
- The impact of salary on standard of living
- Personal strengths and areas of growth

Step 3

A student should be supported to:

- Complete a variety of age-appropriate Transition Assessments
- Participate in a mock job interview and create a resume and personal statement
- Complete an experience within the Work Based Learning Continuum
- Explore/attend financial aid/literacy presentations
- Complete self-assessments to determine readiness for college-level coursework (e.g., study skills, learning style)
- Attend a college and/or career fair
- Explore and/or visit 3 post-secondary options
- Plan post-secondary options with Transition Specialist/Coordinator
- Engage in Transition Planning Meetings with school and home district team
- Understand options for Transition Services post-high school before taking diploma

A student should know:

- General cost of various PS options
- Options for financial planning (e.g., ABLE, Trusts, guardianship, POA) if applicable
- Different types of PS credentials and institutions
- General timing of PS entrance exams and applications
- Benefit of early college credit opportunities to PS access/completion
- 3-5 match schools (if applicable) for the chosen PS program of study

Step 4

A student should be supported to:

- Complete an experience within the Work Based Learning Continuum
- Obtain an internship related to the career field of interest, if applicable
- Explore or obtain an industry-based certification related to the career field of interest, if applicable
- Attend a workshop or work with staff to complete a financial aid application
- Understand own accommodations in various settings (education, training, work, etc.)
- Understand how to access and obtain necessary accommodations in various settings (school, work, etc.)
- Meet with Transition Specialist/ Coordinator to finalize PS options

A student should know:

- Estimated cost and affordability of PS options in relation to expected entry-level career salary and anticipated debt
- Terms & conditions of any scholarships or loans
- Opportunities for Transition Services

By 12/31 step 4, a student should have:

- Completed any necessary applications or documents related to financial aid, loan options, financial assistance, and/or scholarships (if applicable)
- Completed admissions applications to desired post secondary institutions and ensured all steps in admissions process are completed on time (if applicable)
- Taken at least one college entrance exam if considering college as PS option