



PaCEing Yourself

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“Do something. If it works, do more of it. If it doesn't, do something else.”

“One thing is sure. We have to do something. We have to do the best we know how at the moment... If it doesn't turn out right, we can modify it as we go along.”





2013-2014 District Goals - <https://5il.co/ikuq>
2014-2015 District Goals - <https://5il.co/ikun>
2015-2016 District Goals - <https://5il.co/ikul>





Career Readiness

def·i·ni·tion

\dē-fə'-nī-shən\

meaning of a word;
can be subjective



Career ready graduates have the
skills and motivation to pursue a self-directed goal,
adapt to challenges along the way,
and know the options to obtain their post-secondary career.





Community Engagement in our goal work

Involvement in [Waubonsee College and Career Readiness Partnership](#) and the [Northern Illinois Regional P-20 Network](#)

Hinckley
Business
Association





Hinckley-Big Rock CUSD #429

Survey question examples

- How many jobs have you filled in the last 12 months?
- How many jobs do you expect to fill within the next 12 months?
- Which soft skill rises to the top of the list when considering entry-level success in your workplace?
- Which hard skill rises to the top of the list when considering entry-level success in your workplace?
- Which of the hard skills from your list can be developed for new employees after you hire the employee in your workplace?
- Which are more important for your success in your workplace, hard skills or soft skills? Why?





https://www.isbe.net/Documents/PaCE_Revisions.pdf





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Our use of the document

The degree of clarity at which a televised image broadcast signal is received

def·i·ni·tion n. 1.
The teacher gave definitions of the new words.
of an image (picture on TV screen)





HBR Career Readiness Plan

Hinckley-Big Rock CUSD #429 defines career ready graduates as having the skills and motivation to pursue a self-directed goal, adapt to challenges along the way, and know the options to obtain their post-secondary career. It is our goal that all graduating seniors will have a defined plan and be career ready when they complete high school. This list of benchmark expectations will act as a guide for HBR staff, students, and parents as we plan and prepare for our students to be ready to go.

- ◆ skills and motivation to pursue a self-directed goal
- ◇ adapt to challenges along the way
- know the options to obtain their PS career

[Link to plan](#)

By the end of 5th grade	By the end of 8th grade	By the end of 9th grade	By the end of 10th grade
<p>A student should be supported to:</p> <ul style="list-style-type: none"> ◆ identify and set personal and academic goals ◇ consistently apply the SEL (Grit/Growth/Goal Setting) in daily practices ● gather information regarding training and education for jobs in field of choice ◆ create an inventory of interests and possible careers <p>A student should know:</p> <ul style="list-style-type: none"> ● the jobs and/or careers their parents hold ◆ the learning behaviors consistent with successful students 	<p>A student should be supported to:</p> <ul style="list-style-type: none"> ◆ complete a career cluster survey ● engage in annual career day ● take part in a financial literacy exercise ◆ attend a day with parent/guardian at work <p>A student should know:</p> <ul style="list-style-type: none"> ◆ the concept of career clusters for further exploration ◆ possible career clusters they are currently interested in ◇ the relationship between the skills acquired in community service and extracurricular activities and postsecondary career goals 	<p>A student should be supported to:</p> <ul style="list-style-type: none"> ● revisit/update the career interest inventory ● complete orientation to career clusters ● attend a PS options workshop ● complete 4 year plan with counselor ● outline a plan for school and community engagement aligned with PS goals <p>A student should know:</p> <ul style="list-style-type: none"> ● at least one career cluster for further exploration ● the relationship between coursework, school and community engagement, and outcomes to PS goals ◇ general cost ranges of various PS options 	<p>A student should be supported to:</p> <ul style="list-style-type: none"> ◆ complete orientation to a chosen CP ◆ chose a CP related to a career cluster ◆ identify 2-3 adults to support him/her through the PS planning/selection process ● attend a PS financial workshop with an adult family member <p>A student should know:</p> <ul style="list-style-type: none"> ● educational requirements, cost, entry level, and median salary for chosen CP ● different types of PS credentials and institutions ● general timing of exams and applications aligned with chosen CP ● benefit of early college credit related to PS goals

PS - Post-secondary, CP - Career Pathways





- ◆ skills and motivation to pursue a self-directed goal
- ◇ adapt to challenges along the way
- know the options to obtain their PS career

[Link to plan](#)

By the end of 11th grade	By the end of 11th grade	By the end of 12th grade	By the end of 12th grade
<p>A student should be supported to:</p> <ul style="list-style-type: none"> ◆ identify and complete a virtual job-shadowing ◇ revisit/update the career interest inventory ◆ create a resume and personal statement ◆ attend a fair aligned to PS goals ◆ enroll in at least one early college credit opportunity ◇ identify the specialized skills necessary to be successful in their chosen CP by the end of 1st semester ◆ complete a self-assessment regarding their proficiency in relation to these specialized skills and utilize the results 	<p>A student should know:</p> <ul style="list-style-type: none"> ● if the CP lines up with observed academic behavior, results, and remaining time to achieve PS goals ● application deadlines, test timing, cost, financial aid deadlines, return on investment of options to achieve PS goals ◆ career attributes related to CP ● 3-5 options to achieve PS goals, one reach option and one safe option 	<p>A student should have:</p> <ul style="list-style-type: none"> ◆ completed 3 or more applications that align with PS goals ◆ met with a school counselor to ensure all steps in the PS process are completed on time ● attended a FAFSA completion workshop when aligned with PS goals ● completed the FAFSA when aligned with PS goals <p>A student should be supported to:</p> <ul style="list-style-type: none"> ◆ receive industry-based certification(s) when aligned with PS goals ◆ complete one or more team-based challenges or projects related to identified CP ◇ address any remedial needs to assist in PS readiness ◇ attend a financial aid award letter workshop 	<p>A student should be supported to:</p> <ul style="list-style-type: none"> ◆ have an advanced understanding of the specialized skills necessary to be successful in their chosen CP ◆ complete an analysis of their pursuit/accumulation of these specialized skills and then utilize this analysis ◆ create a summer career readiness plan ◆ understand that the steps they have taken K-12 have prepared them to independently pursue a different CP should they choose to do so <p>A student should know:</p> <ul style="list-style-type: none"> ● how CP courses articulate with PS goals ◇ estimated costs and return on investment related to further education for PS goals ● terms and conditions of any scholarship or loan for further education related to PS goals

PS - Post-secondary, CP - Career Pathways

Adapted and modeled after Illinois PaCE: Postsecondary and Career Expectations





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Our use of the document



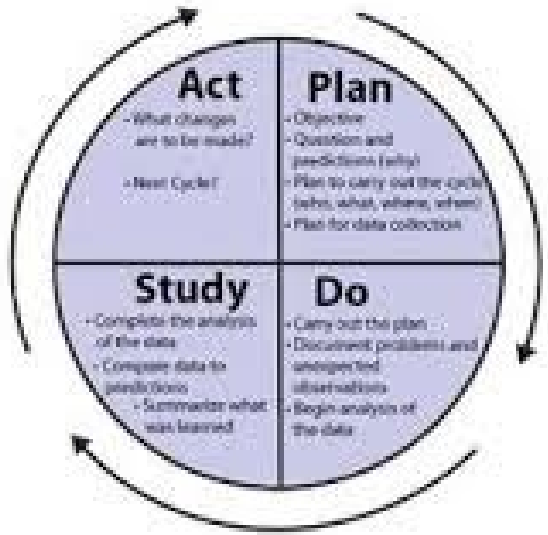


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The PDSA Cycle for Learning and Improving



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Mapping Your Network

Identifying the needs, strengths and gaps in your community.



Adapted from
The Forum for Youth Investment

Tips:

- Place a star next to areas **your organization** fulfills
- Circle areas that are **already existing** in your community



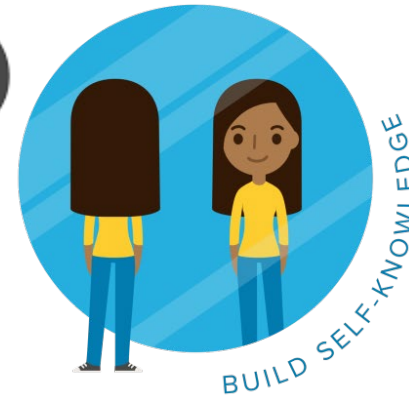


District Wide PaCE-ing



District Wide PaCE.

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2016 Results

- 89% have goals related to their future career ambitions
- 97% have goals for next year
- 89% revealed they adapt to challenges in order to succeed
- 92% are ready for the next step in their educational career



I have a personal goal for the future
and
I know the options to attain my goal



Class of

- 2017: 96.6% and 98.3%
- 2018: 97.4% and 100%
- 2019: 100% and 100%
- 2022: 97.9% and 97.9%





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Thank You





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