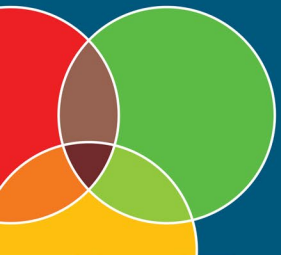
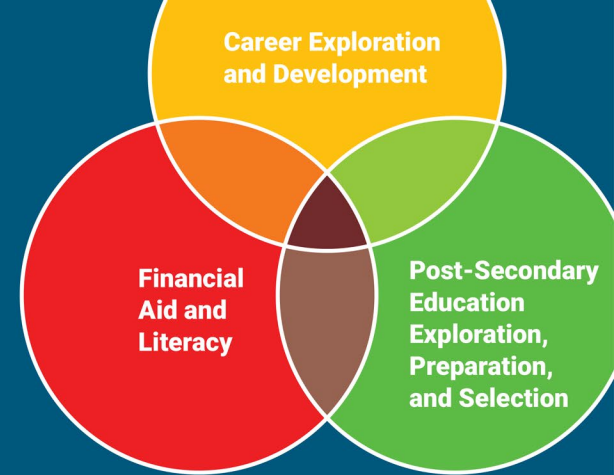


The Illinois PaCE Framework

Eddie Brambila, Managing Director, Capacity Development, Illinois Student Assistance Commission

Ana Moya, Professional Development Specialist, Illinois Student Assistance Commission





Before we begin...

- This session will be recorded
- If you are having trouble connecting audio through your computer, use the “Call Me” option for audio
- We invite you all to use the chat feature to ask questions and interact with our presenters
- If your school or district is implementing a college and career readiness framework please share it with us by emailing it to ISAC.pace@illinois.gov





After the Symposium

- Continuing Education (CE) credits and Professional Development (PD) hours are available for the PaCE Symposium
 - In order to receive full credit for participation attendees must have attended at least 75% of the symposium
 - An ISBE evaluation and ISAC evaluation must be completed by **4:30PM Monday, May 15, 2023.**
 - Link to the evaluation will be shared at the end of this session



Agenda

1. Public Act 102-0917 Overview
2. Illinois PaCE Framework
3. Supports





Public Act 102-0917 Overview



Public Act 102-0917 Overview



- Signed into law on May 27, 2022, and became effective January 1, 2023
- Builds upon the Postsecondary & Workforce Readiness (PWR) Act focusing on two main components
- Illinois PaCE Framework (Illinois PaCE)
- College & Career Pathway Endorsements (CCPEs)
- Amends certain sections of the Illinois School Code, for public high schools and Chicago Public Schools (CPS)



Public Act 102-0917 – Education Agencies



No later than July 1, 2023

- The four state education agencies, with appropriate stakeholders, will adopt and publicize an update to the Illinois PaCE Framework that extends to 6th grade
 - The Illinois PaCE Framework currently is from 8 – 12 grade

No later than July 1, 2024:

- Illinois State Board of Education (ISBE) shall publish and maintain a current database, by region, of employer champions for work-based learning and career readiness programs
- ISBE shall publish and maintain an inventory of resources available to support school districts in implementing CCPEs



Public Act 102-0917 – Adopting PaCE for Chicago Public Schools



No later than July 1, 2024:

- CPS shall adopt and commence implementation of a PaCE Framework for grades 6-12 aligned to the framework adopted by the State agencies
- The CPS framework shall be available on a prominent location on the district's website





Public Act 102-0917 – Adopting and Implementing PaCE for School Districts

No later than July 1, 2025

- A school district (other than CPS) shall adopt and commence implementation of career exploration and career development activities in accordance with a PaCE Framework for grades 6 – 12
- A school district's framework shall be available in a prominent location on the district's website
- A school district (other than CPS) serving grades 9 – 12 must have elected to implement CCPEs or must have opted out of implementation



Public Act 102-0917 – Opting Out



- A school board may opt out of implementation **of all or part** of the requirements by considering the following:
 - School district's current systems for college and career readiness
 - School district's cost of implementation balanced against the potential benefits to students
 - Willingness and capacity of local businesses to partner with SD for successful implementation of pathways
 - Willingness of higher education institutions to partner with SD for successful implementation of pathways and the availability of dual credit opportunities under the Dual Credit Quality Act
 - Availability of a statewide database of participating local business partners for the purpose of career readiness and the accessibility of those partners to the school district
 - Availability of teachers meeting faculty credential standards for dual credit courses in the endorsement area
 - School district must report its board findings and decision to ISBE





Illinois PaCE Framework



2017-2023 Illinois PaCE Framework



Illinois 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.



By the end of 8th grade	By the end of 9th grade	By the end of 10th grade	By the end of 11th grade	By the end of 12th grade
<p>A student should be supported to:</p> <ul style="list-style-type: none"> complete a career cluster survey attend a career exploration day complete a unit on education planning be exposed to a financial literacy unit in a course or workshop <p>A student should know:</p> <ul style="list-style-type: none"> the concept of career clusters of interest relationship between community service/extracurricular activities and postsecondary (PS)/career goals 	<p>A student should be supported to:</p> <ul style="list-style-type: none"> revisit career cluster interest survey and take a career interest survey complete an orientation to career clusters attend a PS options workshop meet with a counselor to discuss coursework and PS/career plans using the ISBE College and Career Readiness Indicators begin determining eligibility for advanced placement (AP) courses outline a plan for community service and extracurricular activities related to PS plans complete a financial aid assessment with a family member <p>A student should know:</p> <ul style="list-style-type: none"> one or two career clusters for further exploration and development 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 	<p>A student should be supported to:</p> <ul style="list-style-type: none"> visit at least one workplace aligned with career interests complete an orientation course to a particular career cluster or cluster grouping select a career pathway (CP) within a career cluster of interest begin determining eligibility for AP courses identify 2-3 adults to support the student through the PS and career selection process review coursework, and PS/career plans in relation to the ISBE College and Career Readiness Indicators (every year) attend a PS affordability workshop with a family member <p>A student should know:</p> <ul style="list-style-type: none"> educational requirements, cost, expected entry level, and midpoint salary for occupations in selected CP 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 	<p>A student should be supported to:</p> <ul style="list-style-type: none"> revisit the career survey participate in a mock job interview create a resume and personal statement identify an internship opportunity related to the CP determine readiness for college-level coursework in math/ELA and enrollment in either "catch up" or "speed up" course complete or enroll in at least one early college credit opportunity attend a college fair visit at least 3 PS institutions take at least one college entrance exam <p>A student should know:</p> <ul style="list-style-type: none"> application deadlines, test timing, cost, and preparation for industry-based certification for CP career attributes related to career interests entrance requirements, including application deadlines, for expected PS 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 	<p>By 12/31 of 12th grade a student should have:</p> <ul style="list-style-type: none"> completed 3 or more admissions applications to PS institutions met with a school counselor to ensure all steps in the PS admissions process are completed on time attended a FAFSA completion workshop completed the FAFSA <p>By the end of 12th grade a student should be supported to:</p> <ul style="list-style-type: none"> address any remedial needs in math/ELA obtain an internship opportunity related to the CP if applicable, receive industry-based certification(s) related to the CP complete one or more team-based challenges or projects related to the CP attend a financial aid award letter workshop <p>A student should know:</p> <ul style="list-style-type: none"> how CP courses and experiences articulate to degree programs at PS options estimated cost of each PS option affordability of PS options in relation to expected entry-level career salary and anticipated debt terms and conditions of any scholarship or loan



Draft of Illinois PaCE Framework-HS

Illinois 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.



By the end of 9th grade	By the end of 10th grade	By the end of 11th grade	By the end of 12th grade
<p>A student should be supported to:</p> <ul style="list-style-type: none"> complete a career cluster survey complete a career interest survey attend a PS options workshop select course work for PS/career plans aligned with the ISBE College and Career Readiness Indicators enroll as appropriate in early college credit courses outline a plan for community service and extracurricular activities related to PS plans attend a basic financial aid presentation with a trusted adult <p>A student should know:</p> <ul style="list-style-type: none"> 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 	<p>A student should be supported to:</p> <ul style="list-style-type: none"> visit at least one workplace aligned with career interests participate in activities related to their career cluster of interest select a career area of interest: enroll in career pathway (CP) as available explore opportunities along the Work Based Learning Continuum. 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 College and Career Readiness Indicators (every year) <p>A student should know:</p> <ul style="list-style-type: none"> attend a basic financial aid presentation with a family member educational requirements, cost, expected entry level, and midpoint salary for occupations in selected CP skills related to career interests 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 	<p>A student should be supported to:</p> <ul style="list-style-type: none"> revisit the career interest survey participate in a career fair create a resume and personal statement complete an experience within the Work Based Learning Continuum. determine readiness for college-level coursework in math/ELA and enrollment in either "catch up" or "speed up" complete at least one early college credit opportunity attend a college fair visit at least 3 PS institutions take at least one college entrance exam complete a Postsecondary Plan Workshop <p>A student should know:</p> <ul style="list-style-type: none"> application deadlines, test timing, cost, and preparation for industry-based certification for CP entrance requirements, including application deadlines, for expected PS 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 	<p>By the end of 12th grade a student should be supported to:</p> <ul style="list-style-type: none"> complete at least two team based challenges. obtain an internship opportunity related to the CP if applicable if applicable, receive industry-based certification(s) related to the CP address any remedial needs in math/ELA complete a financial aid offer workshop <p>A student should know:</p> <ul style="list-style-type: none"> 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 <p>By 12/31 of 12th grade a student should have:</p> <ul style="list-style-type: none"> completed 3 or more admissions applications to PS institutions ensure all steps in the PS admissions process are completed on time attended a Financial Aid Application completion workshop completed a financial aid application



Draft 4.6.2023



Draft of Illinois PaCE Framework-MS



Illinois PaCE Postsecondary and Career Expectations

At the middle school and early high school level, the Illinois Postsecondary and Career Expectations (PaCE) Framework is designed to provide students with guided exploration of postsecondary planning and options in a manner that is consistent with adolescent development. Meaningful participation in post-secondary preparation programs requires that students perceive college and/or career as possible and probable. Too often, programs are designed to serve only students who already have a college-going or career-oriented identity. 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	By the end of 7th grade	By the end of 8th grade
<p>A student should be exposed to:</p> <ul style="list-style-type: none"> information about and examples of a wide range of careers language that emphasizes individual skills, strengths, and assets practices that develop a growth mindset <p>A student should be supported to:</p> <ul style="list-style-type: none"> explore their interests practice their strengths develop their confidence in their abilities 	<p>A student should be supported to:</p> <ul style="list-style-type: none"> engage in guided self-reflection articulate aspirations 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 	<p>A student should be supported to:</p> <ul style="list-style-type: none"> explore barriers to aspirations articulate personal strengths identify sources of motivation explore career interests develop an educational plan for at least one career interest compare possible financial futures complete a career cluster survey attend a career exploration day demonstrate a growth mind set explore learning styles map a support network complete a unit on education planning <p>A student should be exposed to:</p> <ul style="list-style-type: none"> the concept of career clusters of interest relationship between community service/extracurricular activities and postsecondary (PS)/career goals be exposed to a financial literacy unit in a course or workshop



Draft 4.6.2023



New Domains



Illinois PaCE Postsecondary and Career Expectations

At the middle school and early high school level, the Illinois Postsecondary and Career Expectations (PaCE) Framework is designed to provide students with guided exploration of postsecondary planning and options in a manner that is consistent with adolescent development. Meaningful participation in post-secondary preparation programs requires that students perceive college and/or career as possible and probable. Too often, programs are designed to serve only students who already have a college-going or career-oriented identity. 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.



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6th Grade



Illinois PaCE Postsecondary and Career Expectations

At the middle school and early high school level, the Illinois Postsecondary and Career Expectations (PaCE) Framework is designed to provide students with guided exploration of postsecondary planning and options in a manner that is consistent with adolescent development. Meaningful participation in post-secondary preparation programs requires that students perceive college and/or career as possible and probable. Too often, programs are designed to serve only students who already have a college-going or career-oriented identity. 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:

- information about and examples of a wide range of careers
- language that emphasizes individual skills, strengths, and assets
- practices that develop a growth mindset

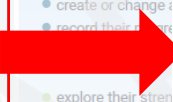
A student should be supported to:

- explore their interests
- practice their strengths
- develop their confidence in their abilities

By the end of 7th grade

A student should:

- engage in guided exploration
- articulate aspirational goals
- envision a positive future
- explore their habits and interests
- create or change their habits
- record their learning
- explore their strengths and interests
- effectively ask for help
- understand a growth mindset



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:

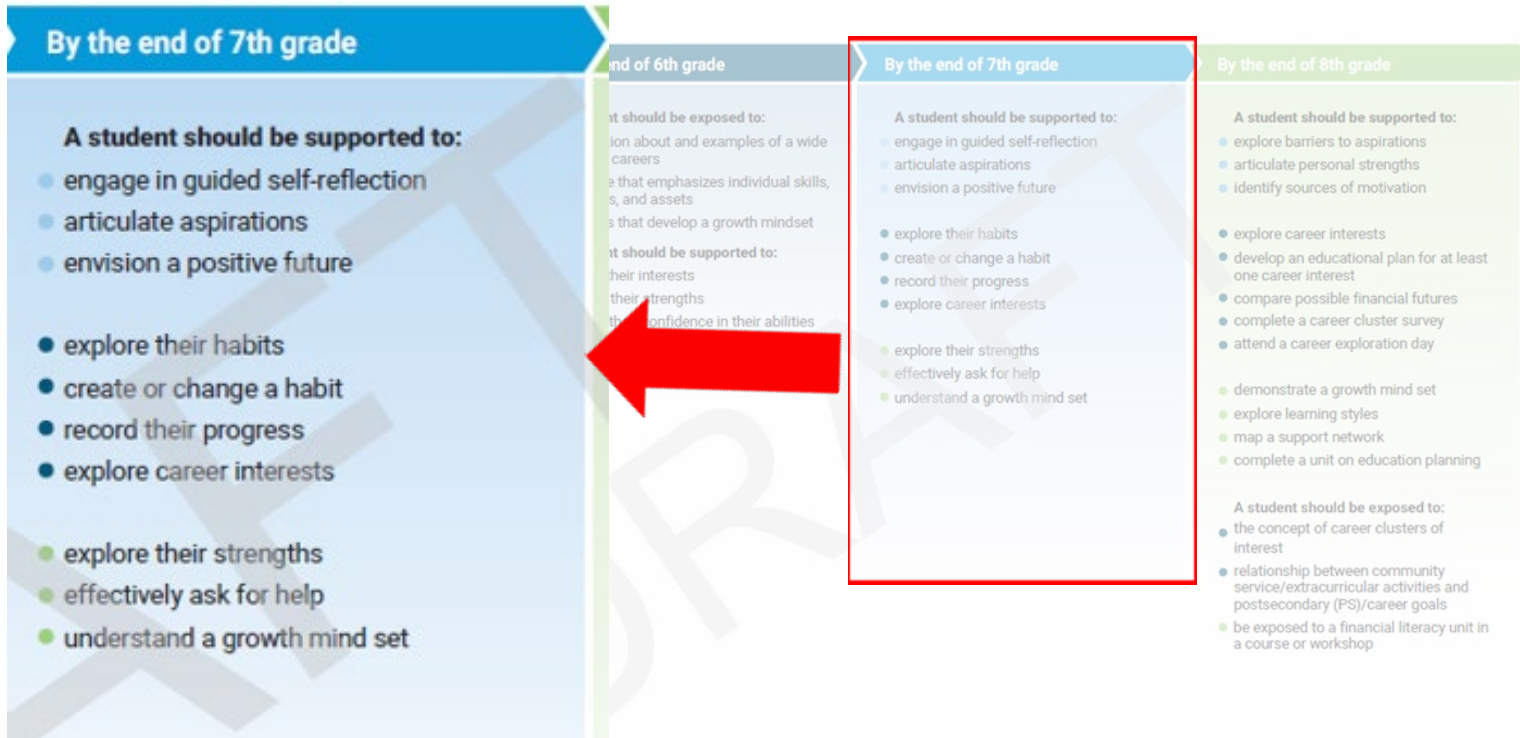
- explore their interests
- practice their strengths
- develop their confidence in their abilities



Draft 4.6.2023



7th Grade



Draft 4.6.2023



8th Grade



Illinois PaCE Framework and Career Expectations

At the middle school level, the Illinois Postsecondary Expectations (PaCE) Framework is designed to provide students with a postsecondary planning manner that is consistent with development. Meaningful post-secondary preparation that students perceive as possible and probable programs are designed for students who already have a career-oriented identity. Work in the middle school is intended to prepare students to engage with the PaCE Framework at the critical high school level.



By the end of 8th grade

- A student should be supported to:**
- explore barriers to aspirations
 - articulate personal strengths
 - identify sources of motivation
- A student should be supported to:**
- explore career interests
 - develop an educational plan for at least one career interest
 - compare possible financial futures
 - complete a career cluster survey
 - attend a career exploration day
- A student should be supported to:**
- demonstrate a growth mind set
 - explore learning styles
 - map a support network
 - complete a unit on education planning
- A student should be exposed to:**
- the concept of career clusters of interest
 - relationship between community service/extracurricular activities and postsecondary (PS)/career goals
 - be exposed to a financial literacy unit in a course or workshop

By the end of 7th grade

- A student should be supported to:**
- engage in guided self-reflection on their aspirations and a positive future
 - identify their habits and how to change a habit and their progress
 - explore career interests
 - demonstrate a growth mind set



By the end of 8th grade

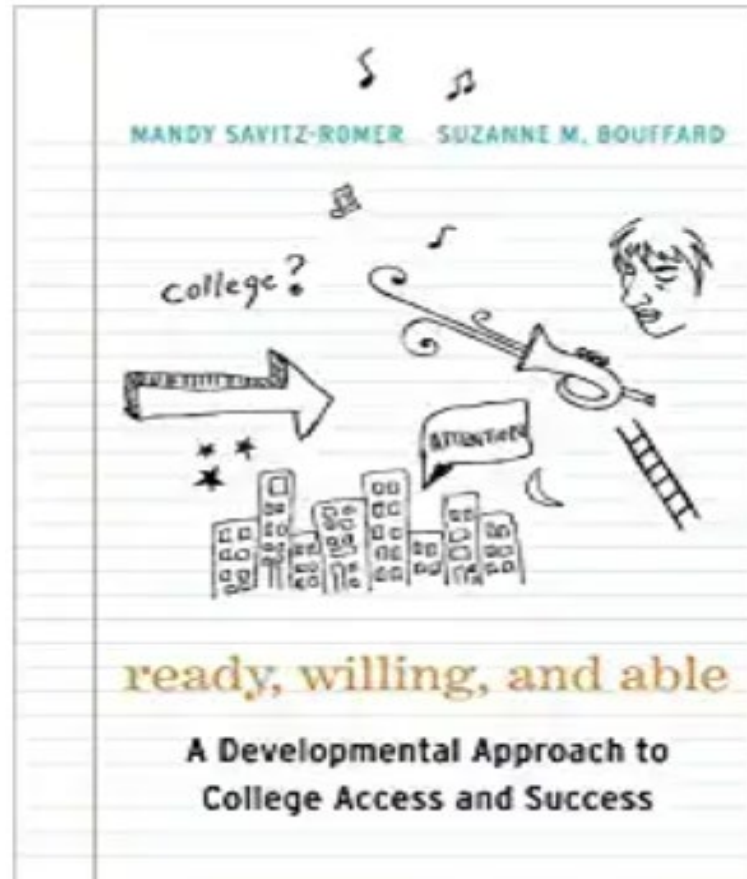
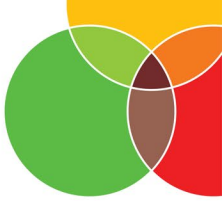
- A student should be supported to:**
- explore barriers to aspirations
 - articulate personal strengths
 - identify sources of motivation
- A student should be supported to:**
- explore career interests
 - develop an educational plan for at least one career interest
 - compare possible financial futures
 - complete a career cluster survey
 - attend a career exploration day
- A student should be supported to:**
- demonstrate a growth mind set
 - explore learning styles
 - map a support network
 - complete a unit on education planning
- A student should be exposed to:**
- the concept of career clusters of interest
 - relationship between community service/extracurricular activities and postsecondary (PS)/career goals
 - be exposed to a financial literacy unit in a course or workshop

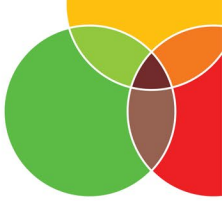


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Ready Willing and Able





Supports



PaCE Framework Development Workshop



- Facilitated process of customizing a PaCE Framework
 - Only for schools/districts customizing a framework
- 2-3-hour timeframe
- Framework Development Team is required to schedule a workshop
- Workshop outcomes:
 - Copy of customized PaCE framework formatted to match the Illinois PaCE Framework
 - Customized PaCE implementation worksheets
 - Continued ISAC Support





PaCE Implementation Support

- Series of three, one-hour meetings with ISAC and the school/district implementation team
- Work with the implementation team to understand and complete the Take an Inventory, Prioritize Gaps, and Action Plan worksheets
- Upon completion of the meetings, the school/district implementation team will be equipped to implement their framework (Illinois PaCE or customized)



PaCE Implementation Leader Training



- While implementing PaCE is a team effort, having a team leader helps to keep the PaCE implementation efforts on track
 - Leaders serve as liaisons between ISAC and the implementation team
 - PaCE Implementation Leader Training provides:
 - An in depth understanding of all the steps involved in the PaCE implementation process
 - Best practices for implementation
 - Knowledge of PaCE resources that help support the PaCE benchmarks



We're Ready to Work With You



**If you have any questions reach
out to our Professional
Development staff at
isac.pace@illinois.gov!**



Continuing Education (CE) credits and Professional Development (PD) hours

- In order to receive full credit for participation attendees must have attended at least 75% of the symposium
- An ISBE evaluation and ISAC evaluation must be completed by **4:30pm Monday, May 15, 2023**



<https://www.surveymonkey.com/r/ILPaCE>



Thank You!

