

Olympia Middle School



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 the developmental state of each student.



By the end of 6th grade

A student should be supported to:

- Gather the basics of college
- Learn the common college myths
- Determine fees related to college
- Reflect on interests, favorite school subjects, and future choices
- Explore individual strengths, skills, and assets
- Understand the concept of a growth mindset
- Recognize people who can be their support system

By the end of 7th grade

A student should be supported to:

- Understand a brief overview of career clusters
- Learn about the local career center and high school courses available
- Participate in college and career activities that increase their knowledge
- Discover how careers are connected to their interests
- Complete the career interest profiler in Naviance
- Identify learning styles and determine which style fits them best

By the end of 8th grade

A student should be supported to:

- Take the career cluster finder in Naviance
- Explore career interests
- Attend the BACC career expo
- Participate in the Agriculture Expo
- Learn about benefits of early college credit opportunities
- Hear about benefits of internships
- Receive information about the local career centers high school courses
- Explore colleges in Naviance
- Select coursework for postsecondary and career plans aligned with the ISBE College and Career Readiness Indicators
- Articulate traits that make them unique
- Understand the connection between interest, career, and job satisfaction
- Demonstrate a growth mindset
- Learn about success, risk, and failure

A student should be exposed to:

- financial literacy and understand basics of budgeting
- postsecondary options (college, military, trades, workforce)



Aspiration



Planning



Self-Advocacy



Olympia High School

By the end of 9th grade

A student should be supported to:

- Complete the Career Profiler in Naviance
- Complete an orientation to career clusters
- Research labor market in career clusters
- Attend career exploration events
- Be exposed to employability skills
- Select coursework for PS/career plans aligned with the ISBE College & Career Readiness Indicators (CCRIs)
- Enroll as appropriate in early college credit and advanced placement courses
- Explore community service & extracurricular activities related to PS plans
- Take the PSAT 8/9
- Outline the general cost ranges of various PS options
- Understand that taking the right courses in high school can reduce the cost of college

A student should know:

- how personality attributes relate to careers
- educational requirements, cost, expected entry level, & midpoint salary for occupations in interested career cluster
- importance of community service and extracurricular activities to PS and career plans

By the end of 10th grade

A student should be supported to:

- Participate in activities related to their career cluster of interest such as sports, clubs, electives, & career speakers
- Select a career area of interest in Naviance & enroll in career pathway as available
- Attend a career exploration day
- Explore opportunities along the Work Based Learning Continuum such as internships, service learning, paid work, on-the-job training & apprenticeships
- Connect & build relationships with 2-3 adults to support PS & career selection process
- Review course work & PS/career plans in relation to the ISBE CCRIs (every year)
- Take the PSAT/NMSQT and/or PSAT 10
- Attend a basic financial aid presentation with a family member

By the end of 11th grade

A student should be supported to:

- Revisit the career interest survey
- Refine potential career list
- Complete a career experience related to interested career pathway such as internship, service learning, paid work, on-the-job training & apprenticeships (Work Based Learning Continuum)
- Determine readiness for college-level coursework in math/ELA and enrollment in either "catch up" or "speed up" course
- Attend a college fair and/or a college visit
- Visit at least 3 PS institutions
- Speak with college, trade, military or apprenticeship representatives
- Take at least one college entrance exam (SAT w/essay)
- Complete a postsecondary plan workshop
- Review course work & PS/career plans in relation to the ISBE CCRIs (every year)

A student should know:

- the different types of PS credentials and institutions

By the end of 12th grade

A student should be supported to:

- Participate in a mock job interview
- Create a resume
- Learn professional etiquette
- Obtain an internship opportunity related to the career pathway
- If applicable, receive industry-base certification(s) related to career pathway
- Complete all steps in the PS admission process on time
- Address any remedial needs in math/ELA
- Visit at least 3 PS institutions
- Review course work & PS/career plans in relation to the ISBE CCRIs (every year)
- Prepare a budget
- Understand pay stubs, W-2's, and income taxes
- Complete a unit on employee benefits & retirement planning
- Complete a financial aid award letter workshop
- Understand affordability of PS options in relation to expected entry-level career salary & anticipated debt

A student should know:

- The terms and conditions of any scholarship or loan
- Estimated cost of each PS option

By 12/31, a student should have:

- Attended a FAFSA completion workshop
- Completed and understood the FAFSA
- Meet with a school counselor to ensure all steps in the PS admissions process are completed on time
- Completed 3 or more admissions applications to PS institutions

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.