

# High School Transformation

## A Crosswalk of PaCE, CCPE, and CCRI



### Background

The 2016 Postsecondary and Workforce Readiness (PWR) Act included multiple policy frameworks, such as the Postsecondary and Career Expectations (PaCE) framework and the College and Career Pathway Endorsement (CCPE) framework. Throughout 2016–17, the Illinois State Board of Education (ISBE) developed the Illinois Every Student Succeeds Act State (ESSA) Plan, which included a College and Career Readiness Indicator (CCRI) in the school quality framework. As part of Public Act 102-0917, the Illinois Student Assistance Commission, Illinois State Board of Education, Illinois Board of Higher Education, Illinois Community College Board, and other stakeholders met to update the PaCE framework. The updates were presented to each of the agencies' boards and commissions and approved as of July 1, 2023.

This document lays out the key areas of alignment between the frameworks to help practitioners understand the connections as they implement PaCE, CCPE, and CCRI.

### A New Approach

The PaCE, CCPE, and CCRI frameworks signal a new approach to college/postsecondary and career readiness that is grounded in a philosophy of college and career pathways. Undergirding all three frameworks is the notion that no single measure can convey an individual's preparedness for what comes after high school. Under this philosophy, the State has moved toward an approach that sees academic preparation as going hand-in-hand with career exploration and preparation for all students as they

move through their secondary careers. The PaCE framework provides a helpful organizing frame for this understanding, focusing on three primary areas of importance: career exploration and development; financial aid and literacy; and postsecondary education, exploration, preparation and selection. Both the CCRI and CCPE align to this overarching vision. For example, if a student were to complete all the activities outlined in PaCE, they would ostensibly meet the CCRI threshold, and the requirements to receive a CCPE on their high school diploma.

This approach to college and career readiness includes two major elements:

- 1. Academic Readiness:** At their core, these three frameworks embrace the idea that students should complete their secondary education ready for credit-bearing college coursework (i.e., requiring no English or math remediation in college), and having earned some early college credit via Advanced Placement or dual credit coursework.
- 2. Postsecondary and Career Exploration and Preparation:** Both the PWR Act and the State's ESSA plan emphasize the importance of a range of experiences and activities that support students to prepare for and make decisions about what comes after completing their secondary credential.
  - *Connecting Secondary to Postsecondary:* Students should know why it is important to learn and do the things expected of them in their high school career. These frameworks center on planning for and connecting secondary coursework and experiences

to postsecondary and career planning and preparation.

- *Exposure, Exploration, & Preparation:* Students should be empowered to make informed decisions about what comes after high school based on their interests and skills. This includes exposure to career clusters, as well as participating in activities along a continuum of work-based learning that support exploration and preparation.
- *Financial Aid Implications:* Students should know what their financial aid options are and how to access them, no matter what their postsecondary pathway entails.

### Why Is This Important?

Ultimately, the goal of this approach to college/postsecondary and career readiness is to better prepare young people for what comes after high school, both in terms of making an informed choice, as well as being adequately prepared to enter directly into whatever their choice of postsecondary pathway might be. Students who have met the CCRI, by engaging in activities and learning that are promoted in the PaCE framework, will be both more knowledgeable about and prepared for life after high school. In this way, they will be able to advance along their career pathway of choice more efficiently.



For more details on the PWR Act and its component parts, visit [pwract.org](https://pwract.org).

	PaCE Element	ISBE College & Career Readiness Indicator (CCRI)	CCPE
Career Exploration & Development	Visit at least one workplace aligned to career interests (10th)	☑ <b>Supports</b> baseline component: Identify a career area of interest by the end of 10th grade	☑ <b>Meets</b> professional learning 9th/10th grade requirement: At least 2 career exploration activities
	Complete a career cluster survey (9th) Complete a career interest survey (9th) Participate in activities related to their career cluster of interest (10th)	☑ <b>Supports</b> baseline component: Identify a career area of interest by the end of 10th grade	☑ <b>Meets</b> career-focused instructional sequence 9th/10th grade component
	Select a career area of interest: Enroll in career pathway as available (10th)	☑ <b>Meets</b> baseline component: Identify a career area of interest by the end of 10th grade	☑ <b>Supports</b> individualized plan
	Complete an experience within the work-based learning continuum (11th)	☑ <b>Supports</b> meeting career ready indicator: Career development experience	☑ <b>Supports</b> meeting professional learning
	Obtain an internship opportunity related to the career pathway if applicable (12th)	☑ <b>Meets</b> career ready indicator: Career development experience	☑ <b>Meets</b> professional learning 11th/12th grade requirement: Career development experiences
	If applicable, receive industry-based certification(s) relating to the career pathway (12th)	☑ <b>Meets</b> career ready indicator: Industry credential	☑ <b>Supports</b> meeting career-focused instructional sequence
	Complete at least two team-based challenges (12th)	N/A	☑ <b>Meets</b> professional learning component: At least 2 team-based challenges with adult mentoring
Postsecondary Education Exploration, Preparation, and Selection	Address any remedial needs in math/ELA (12th)	☑ <b>Meets</b> academic ready indicators: Transitional ELA/math course completion	☑ <b>Meets</b> academic competencies: Ready for non-remedial coursework in reading and math by HS graduation
	Select coursework for postsecondary/career plans aligned with CCRI (9th)	☑ <b>Supports</b> overall planning and preparation to meet the CCRI	☑ <b>Supports</b> individualized plan
	Enroll as appropriate in early college credit courses (9th)	☑ <b>Supports</b> academic indicator: ELA/math AP courses/exams ☑ <b>Supports</b> career ready indicator: Dual credit career pathway course	☑ <b>Supports</b> career-focused instructional sequence 11th/12th grade components: Early college credit
	Outline a plan for community service and extracurricular activities related to postsecondary plans (9th)	☑ <b>Supports</b> career ready indicator: 25 hours community service, co-curricular activities	☑ <b>Supports</b> individualized plan
	Review coursework and postsecondary/career plans in relation to CCRI: Every year	☑ <b>Supports</b> overall planning and preparation to meet the CCRI	N/A
	Determine readiness for college-level coursework in math/ ELA and enroll in either "catch-up" or "speed up" course (11th)	☑ <b>Meets</b> academic ready indicators: Transitional ELA/math course completion	☑ <b>Meets</b> academic competencies: Ready for non-remedial coursework in reading and math by HS graduation
	Complete at least one early college credit opportunity (11th)	☑ <b>Meets</b> academic indicator: ELA/math AP courses/exams ☑ <b>Supports</b> career ready indicator: Dual credit career pathway course	☑ <b>Meets</b> career-focused instructional sequence 11th/12th grade components: Early college credit

PaCE framework's elements for financial aid and literacy support some elements of the CCPE but do not meet requirements for either CCPE or CCRI

☑ signifies that the component supports the CCRI and the CCPE but does not meet all the requirements

☑ signifies that the component meets the requirements of the CCRI and CCPE



## 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

**A student should be supported to:**

- 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

**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:**

- 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)
- 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 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

#### By the end of 11th grade

**A student should be supported to:**

- revisit the career interest survey
- participate in a mock job interview
- 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" course
- 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

**A student should know:**

- 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

#### By the end of 12th grade

**By the end of 12th grade a student should be supported to:**

- 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

**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 of 12th grade a student should have:**

- 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

