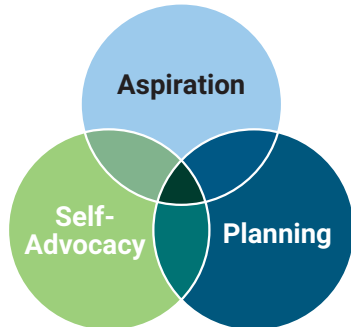


# Waukegan Middle School



## 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 adolescent development. Meaningful participation in postsecondary 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
- Engage in guided self-reflection
- Envision a positive future
- Learn about and practice SMART goals
- Explore their strengths
- Map a support network
- Develop confidence in their abilities

### By the end of 7th grade

#### A student should be supported to:

- Engage in guided self-reflection
- Articulate aspirations
- Explore their executive functioning skills
- Create or change a habit
- Record their progress through SMART goals
- Explore career interests
- Practice their strengths
- Effectively ask for help
- Understand a growth mindset
- Explore learning styles

### By the end of 8th grade

#### A student should be exposed to:

- The concept of career clusters of interest
- The relationship between community service/extracurricular activities and PS/career goals

#### A student should be supported to:

- Engage in guided self-reflection
- 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
- Record their progress through SMART goals
- Attend a career exploration day, activity, or presentation
- Demonstrate a growth mindset
- Complete a unit on education planning



Aspiration



Planning



Self-Advocacy



# Waukegan High School

## 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.

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><b>A student should be supported to:</b></p> <ul style="list-style-type: none"> <li>• Understand that taking the right courses in high school can reduce the cost of college</li> <li>• Attend a PS options workshop, presentation, activity</li> <li>• Select coursework for PS/career plans aligned with ISBE College and Career Readiness Indicators (CCRIs)</li> <li>• Address any remedial needs in math/ELA</li> <li>• Complete a career cluster/interest survey</li> <li>• Be aware of youth employment opportunities</li> <li>• Select a career area of interest: enroll in a career pathway as available</li> <li>• Attend a career exploration day, activity, or presentation</li> </ul> <p><b>A student should know:</b></p> <ul style="list-style-type: none"> <li>• General cost ranges of various PS options</li> <li>• How to find scholarship opportunities</li> <li>• Different types of PS credentials and institutions</li> <li>• Benefit of early college credit opportunities to PS access and completion</li> <li>• Importance of community service and extracurricular activities to PS/career plans</li> <li>• Negative impact of remediation on PS goals</li> <li>• The relationship between high school coursework, attendance, and grades to PS plans</li> <li>• One or two careers for further exploration</li> <li>• Skills related to career interests</li> <li>• Educational requirements, costs, expected entry-level and midpoint salary, for occupations in career area of interest</li> </ul>	<p><b>A student should be supported to:</b></p> <ul style="list-style-type: none"> <li>• Explore the opportunity costs of PS choices</li> <li>• Complete a thorough scholarship search and application process</li> <li>• Research internships and/or apprenticeships that offer scholarships or opportunities to earn money</li> <li>• Learn about financial wellness</li> <li>• Complete a college fit/match inventory</li> <li>• Attend a college fair</li> <li>• Enroll as appropriate in early college credit classes</li> <li>• Create a resume</li> <li>• Participate in activities related to career cluster of interest</li> <li>• Visit at least one workplace aligned with career interests</li> <li>• Participate in a mock job interview</li> <li>• Understand the job application process for desired fields</li> <li>• Participate in an opportunity to develop public speaking skills</li> </ul> <p><b>A student should know:</b></p> <ul style="list-style-type: none"> <li>• The affordability of PS options in relation to expected entry-level career salary and anticipated debt</li> <li>• General test timing of PS entrance exams and applications</li> <li>• How career pathway courses and experiences articulate to degree programs at PS options</li> </ul>	<p><b>A student should be supported to:</b></p> <ul style="list-style-type: none"> <li>• Understand the timeline of the financial aid process</li> <li>• Attend a basic financial aid presentation with a trusted adult/family member</li> <li>• Meet with a college admissions representative</li> <li>• Visit at least 3 PS institutions</li> <li>• Connect and build relationships with 2-3 adults to support the PS and career selection process</li> <li>• Secure letters of recommendation for college and scholarship applications</li> <li>• Obtain an internship opportunity related to career area of interest</li> <li>• Interview a professional who is working a desired field</li> <li>• Create a personal statement</li> </ul> <p><b>A student should know:</b></p> <ul style="list-style-type: none"> <li>• Financial deadlines for chosen PS options</li> <li>• The difference between need-based, merit-based, and self-help financial aid</li> <li>• Entrance requirements, including application deadlines, for expected PS programs of study</li> <li>• Application deadlines, test timing, cost, and preparation for industry-based certification</li> </ul>	<p><b>A student should be supported to:</b></p> <ul style="list-style-type: none"> <li>• Create a plan for college using available financial resources</li> <li>• Understand the student loan process and available loan options</li> <li>• Complete a financial aid offer workshop</li> <li>• Understand college transitional program opportunities</li> <li>• Participate in a job shadowing opportunity</li> </ul> <p><b>By 12/31, a student should have:</b></p> <ul style="list-style-type: none"> <li>• Attend a financial aid application completion workshop</li> <li>• Complete a financial aid application</li> <li>• Complete 3 or more admission applications to PS institutions</li> <li>• Ensure all steps in the PS process are completed on time</li> </ul>
Career Exploration and Development	Postsecondary Education Exploration, Preparation, and Selection	Financial Aid and Literacy	