Implementing Illinois Postsecondary and Career Expectations Framework

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Agenda

1. Background of PaCE
2. Overview of PaCE
3. Implementation of PaCE in District 209
4. Resources
Background of PaCE

**May 30th, 2015:** HR 477 is adopted by IL House of Representatives. Establishes advisory committees addressing key areas of College and Career Readiness from P-20 Council

**Fall 2015- early 2016:** Advisory committees hold meetings to build consensus among key stakeholders. Their recommendations were made in **February 2016**

**May 2016:** As a result the Illinois House and Senate unanimously pass the Postsecondary and Workforce Readiness Act (HB 5729) which is made up of four components including postsecondary and career expectations

**July 29th, 2016:** Governor Rauner signs the bill into law and partners ISAC, ISBE, ICCB and IBHE in developing and establishing a system to ensure high school students are college and career ready.

**July 1st, 2017:** Deadline for partner agencies to adopt and recommend a framework that outlines Postsecondary and Career Expectations (PaCE)
Components of the Postsecondary Workforce Readiness (PWR) Act
Overview of PaCE Framework

ISBE, ICCB, IBHE, ISAC 7/1/2017

By end of 12th grade
By end of 11th grade
By end of 10th grade
By end of 9th grade
By end of 8th grade

• A student should be supported to...
• A student should know...
• A student should have...

Framework aligns with IL Social Science Learning Standards for Financial Literacy in grades 8-12 and IL Social Emotional Learning Standards grades 6-12
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.

<table>
<thead>
<tr>
<th>By the end of 8th grade</th>
<th>By the end of 9th grade</th>
<th>By the end of 10th grade</th>
<th>By the end of 11th grade</th>
<th>By the end of 12th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student should be supported to:</td>
<td>A student should be supported to:</td>
<td>A student should be supported to:</td>
<td>A student should be supported to:</td>
<td>A student should be supported to:</td>
</tr>
<tr>
<td>complete a career cluster survey</td>
<td>revisit career cluster interest survey and take a career interest survey</td>
<td>visit at least one workplace aligned with career interests</td>
<td>revisit the career survey</td>
<td>completed 3 or more admissions applications to PS institutions</td>
</tr>
<tr>
<td>attend a career exploration day</td>
<td>complete an orientation to career clusters</td>
<td>complete an orientation course to a particular career cluster or cluster grouping</td>
<td>participate in a mock job interview</td>
<td>met with a school counselor to ensure all steps in the PS admissions process are completed on time</td>
</tr>
<tr>
<td>complete a unit on education planning</td>
<td>attend a PS options workshop</td>
<td>begin determining eligibility for AP courses</td>
<td>create a resume and personal statement</td>
<td>attended a FAFSA completion workshop</td>
</tr>
<tr>
<td>be exposed to a financial literacy unit in a course or workshop</td>
<td>meet with a counselor to discuss coursework and PS/career plans using the ISBE College and Career Readiness Indicators</td>
<td>identify 2-3 adults to support the student through the PS and career selection process</td>
<td>identify an internship opportunity related to the CP</td>
<td>completed the FAFSA</td>
</tr>
<tr>
<td>A student should know:</td>
<td>begin determining eligibility for advanced placement (AP) courses</td>
<td>review coursework, and PS/career plans in relation to the ISBE College and Career Readiness Indicators (every year)</td>
<td>determine readiness for college-level coursework in math/ELA and enrollment in either “catch up” or “speed up” course</td>
<td>By the end of 12th grade a student should have:</td>
</tr>
<tr>
<td>the concept of career clusters of interest</td>
<td>outline a plan for community service and extracurricular activities related to PS plans</td>
<td>attend a PS affordability workshop with a family member</td>
<td>complete or enroll in at least one early college credit opportunity</td>
<td>address any remedial needs in math/ELA</td>
</tr>
<tr>
<td>relationship between community service/extracurricular activities and postsecondary (PS)/career goals</td>
<td>complete a financial aid assessment with a family member</td>
<td>attend a college fair</td>
<td>visit at least 3 PS institutions</td>
<td>obtain an internship opportunity related to the CP</td>
</tr>
<tr>
<td>A student should know:</td>
<td>A student should know:</td>
<td>A student should know:</td>
<td>A student should know:</td>
<td>if applicable, receive industry-based certification(s) related to the CP</td>
</tr>
<tr>
<td>one or two career clusters for further exploration and development</td>
<td>educational requirements, cost, expected entry level, and midpoint salary for occupations in selected CP</td>
<td>entrance requirements, including application deadlines, for expected PS programs of study</td>
<td>complete one or more team-based challenges or projects related to the CP</td>
<td></td>
</tr>
<tr>
<td>the relationship between HS coursework, attendance, and grades to PS plans</td>
<td>different types of PS credentials and institutions</td>
<td>3-5 match schools, one safety, one reach school for PS program of study</td>
<td>attend a financial aid award letter workshop</td>
<td></td>
</tr>
<tr>
<td>importance of community service and extracurricular activities to PS and career plans</td>
<td>general timing of PS entrance exams and applications</td>
<td>negative impact of remediation on PS goals</td>
<td>A student should know:</td>
<td></td>
</tr>
<tr>
<td>general cost ranges of various PS options</td>
<td>benefit of early college credit opportunities to PS access and completion</td>
<td>financial aid deadlines for chosen PS options</td>
<td>how CP courses and experiences articulate to degree programs at PS options</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>estimated cost of each PS option</td>
<td></td>
</tr>
</tbody>
</table>
PaCE Survey

• PaCE survey distributed by ISAC in May 2018; 109 high schools responded

Summary of Results

• 67% of respondents were aware of PaCE prior to receiving to receiving the survey; 31% had no prior knowledge of PaCE

• 69% of respondents reported that they are currently using a documented framework that identifies college/career goals for students
  • Only 9% of those respondents are using the PaCE framework

• 77% of respondents indicated that their school was interested in PaCE framework and about learning how to implement Pace AT their school
PROVISO TOWNSHIP HIGH SCHOOLS D209
GLOBAL READY: A Pathway to Student Achievement and Life Success
TRANSFORMING CLASSROOM LEARNING INTO REAL-WORLD EXPERIENCE!

Students will be able to identify:

What are my Career Goals

What is the P/S training needed to achieve my career choice

What are my options for financial support

Graduates will enter the workforce with knowledge and skills that will set them apart in this global economy.

All #ProvisoReady students will:

✓ Graduate with minimum of 2+ credits in a specific concentration
✓ Attain AP credit, and/or Dual credit, and/or related industry credentials
✓ Leave with a plan for the pursuit and attainment of a post-secondary credential
DEFINING THE NEED

- **Students are graduating without sustainable preparation for life and career success.** There is a need to develop systems and deliver programs that prepare students to pursue their career of choice and attain post-secondary goals through work-ready certifications and credentials.

- **HB 5729 four key components:**
  - Postsecondary and Career Expectations (PaCE),
  - competency-based graduation requirements,
  - 12th grade transitional courses, and
  - college and career pathway endorsements on the high school diploma

- School accountability measures under the **Every Student Succeeds Act (ESSA)** are being developed by Illinois State Board of Education (ISBE) and will include measures of career readiness.

- **Career readiness indicators** may include, workplace learning experience, industry credential, student attendance and community service.
THE D209 CAREER READINESS MODEL

**Six major activities:**

- Students will be able to **translate information gained through personal and career exploration into a postsecondary plan for attainment of a credential and entry into the world of work.**
- Students will **participate in career-focused activities to include inventories that assess aptitude and interest, a job site observation, a mock interview, and a job shadowing and/or internship experience.**
- Students will **select a postsecondary training opportunity that meets their financial and career goals**
- Students will **develop an individual career/learning plan to guide them through their goals.**
- Students will **explore academic and technical skills necessary for employability in a global economy.**
- Utilizing the freshman support and guided curriculum students will **master adaptive competencies.**
PHASES OF D209 CAREER READINESS PLAN

SY17 Research

SY18 9th Grade Implementation

SY19 8-10th Grade Implementation

SY20 8-11th Grade Implementation

SY21 8-12th Grade Complete Cycle

First Graduating Class
Strategic Milestones 2017-2018

1. Freshman Complete Career Interest Profiler and Strengths Explorer in Naviance
2. Commit to a career cluster and associated course concentration by December
3. Select and register for courses for 10th grade year that follow their ILP
4. Complete an Employability Skills Seminar (Pilot)
# D209 PaCE Framework

## Naviance Aligned PaCE Individualized Learning Plan

### SAMPLE - 12th Grade

<table>
<thead>
<tr>
<th>GRADE 12</th>
<th>PaCE Expectations</th>
<th>Naviance Alignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>By 12/31 of 12th grade a student should have:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed 3 or more admission applications to PS institutions</td>
<td>Student applies to at least 3 colleges</td>
<td>End of April</td>
<td></td>
</tr>
<tr>
<td>Met with a school counselor to ensure all steps in the PS admission process are completed on time</td>
<td>Task marked as complete by counselor when student meets with counselor to complete Senior Year Planning Meeting</td>
<td>End of November</td>
<td></td>
</tr>
<tr>
<td>Attended a FAFSA completion workshop</td>
<td>Student attends a FAFSA workshop and marks the task as complete</td>
<td>End of November</td>
<td></td>
</tr>
<tr>
<td>Completed the FAFSA</td>
<td>Task is marked complete by counselor</td>
<td>End of November</td>
<td></td>
</tr>
</tbody>
</table>

| By the end of 12th Grade a student should be supported to: | | | |
| Address any remedial needs in Math/ELA | Class meeting with counselors and teachers, individual meeting, if applicable. | Ongoing |
| Obtain an internship opportunity relating to CP | Students will be given the opportunity to apply for an internship, apprenticeship or work program. (Student adds comment) | Ongoing |
| If applicable, receive industry-based certification(s) relating to CP | Student uploads evidence of certification completion | End of May |
| Complete one or more team based challenges or projects relating to CP | Student completes a career pathway capstone through selected academy or IB program (TBD) | End of May |
| Attend a financial aid award letter workshop | Student uploads all award letters and provides copy to college and career counselor. | End of April |

| A student should know: | | | |
| How CP courses and experiences articulate to degree programs at PS options | Student attends a post-secondary financial planning workshop and marks task complete (1 task for 4 activities) | End of April |
| Estimated cost of each PS option | Student attends a post-secondary financial planning workshop and marks task complete | End of April |
| Affordability of PS options in relation to expected entry-level career salary and anticipated debt | Student attends a post-secondary financial planning workshop and marks task complete | End of April |
| Terms and conditions of any scholarship or loan | Student attends a post-secondary financial planning workshop and marks task complete | End of April |
Implementation of PaCE - Workshop

Step 1: Taking an Inventory
Step 2: Prioritizing Gaps
  - ISAC Resources Overview
  - PaCE Resource Guide
Step 3: Action Planning
Workshop Overview

Step 1: Take an Inventory
- What activities are we already doing that help to meet benchmarks in the framework?
- What areas are we missing and where can we expand current activities to better serve students?

Step 2: Plan Development: Prioritizing Gaps
- How do we prioritize filling the gaps and brainstorm possible activities to meet them?

Step 3: Plan Development: Action Planning
- How do we develop an action plan for the remainder of the school year and future years?
- How do we document the work we’re doing?
Step 1: Take an Inventory

Worksheets are broken down by category:
- Financial Literacy – Post-Secondary – Career

Indicate the degree to which the benchmark is currently being met:

- Open = no current activities to meet benchmark
  
  *Ex: Attend a financial aid award letter workshop (end of 12th grade)*

- Somewhat = benchmark being partially met by current activities, areas for improvement
  
  *Ex: General cost range of postsecondary options (end of 9th grade)*

- Fully = benchmark being met by current activities
  
  *Ex: Be exposed to a financial literacy unit in a course or workshop (end of 8th grade)*
### Step 1: Take an Inventory

Financial Aid and Literacy Benchmarks

<table>
<thead>
<tr>
<th>End of 8th grade</th>
<th>End of 9th grade</th>
<th>End of 10th grade</th>
<th>End of 11th grade</th>
<th>End of 12th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Should be supported to:</strong></td>
<td><strong>Should be supported to:</strong></td>
<td><strong>Should be supported to:</strong></td>
<td><strong>Should be supported to:</strong></td>
<td><strong>Should be supported to:</strong></td>
</tr>
<tr>
<td>○ Be exposed to a financial literacy unit in a course or workshop</td>
<td>○ Complete a financial aid assessment with a family member</td>
<td>○ Attend a PS affordability workshop with adult family member</td>
<td>N/A</td>
<td>○ Attend a financial aid award letter workshop</td>
</tr>
<tr>
<td><strong>Should know:</strong></td>
<td><strong>Should know:</strong></td>
<td><strong>Should know:</strong></td>
<td><strong>Should know:</strong></td>
<td><strong>Should know:</strong></td>
</tr>
<tr>
<td>N/A</td>
<td>○ General cost range of various PS options</td>
<td>N/A</td>
<td>○ Financial aid deadlines for chosen PS options</td>
<td>○ Estimated cost of each PS option</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>○ Affordability of PS options relating to anticipated debt/income ratio</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>○ Terms and conditions of any scholarships/loans</td>
</tr>
</tbody>
</table>

By 12/31 of 12th grade a student should have:
○ Attended a FAFSA completion workshop
○ Completed the FAFSA
Prioritizing Gaps

Things to consider when prioritizing how gaps will be addressed:

• How **urgent** is it that the benchmark be met?
  • *Ex: Start with Senior year and work backwards*

• How **easy or difficult** will the activities be to implement into the school schedule/calendar?
  • *Ex: Is this something brand new or can we incorporate the benchmark into an event or activity we already have planned?*

**Begin Step 2:** Enter chosen Priority Number into the provided boxes and transfer them over to the Prioritizing Gaps worksheet
### Step 1: Take an Inventory

**Financial Aid and Literacy Benchmarks**

<table>
<thead>
<tr>
<th>End of 8\textsuperscript{th} grade</th>
<th>End of 9\textsuperscript{th} grade</th>
<th>End of 10\textsuperscript{th} grade</th>
<th>End of 11\textsuperscript{th} grade</th>
<th>End of 12\textsuperscript{th} grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Should be supported to:</strong></td>
<td><strong>Should be supported to:</strong></td>
<td><strong>Should be supported to:</strong></td>
<td><strong>Should be supported to:</strong></td>
<td><strong>Should be supported to:</strong></td>
</tr>
<tr>
<td>● Be exposed to a financial literacy unit in a course or workshop 11</td>
<td>● Complete a financial aid assessment with a family member 5</td>
<td>● Attend a PS affordability workshop with adult family member 4</td>
<td>● Financial aid deadlines for chosen PS options 10</td>
<td>● Attend a financial aid award letter workshop 2</td>
</tr>
<tr>
<td><strong>Should know:</strong></td>
<td><strong>Should know:</strong></td>
<td><strong>Should know:</strong></td>
<td><strong>Should know:</strong></td>
<td><strong>Should know:</strong></td>
</tr>
<tr>
<td>N/A</td>
<td>General cost range of various PS options 7</td>
<td>N/A</td>
<td>Estimated cost of each PS option 8</td>
<td>Affordability of PS options relating to anticipated debt/income ratio 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Terms and conditions of any scholarships/loans 6</td>
<td>By 12/31 of 12\textsuperscript{th} grade a student should have:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>● Attended a FAFSA completion workshop 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>● Completed the FAFSA 3</td>
</tr>
</tbody>
</table>

- □ = no current activities to meet benchmark
- ➡ = benchmark being partially met by current activities, areas for improvement
- ● = benchmark being met by current activities
## Step 2: Prioritize Gaps

### Financial Aid and Literacy Benchmarks

1. Attend a FAFSA workshop

<table>
<thead>
<tr>
<th><strong>Current</strong> Activities: Details</th>
<th><strong>Current Partners:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>3 evening FAFSA workshops in October: set dates at initial meeting with ISACorps in August, attendance is low</td>
<td>ISACorps, local library, community college</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Potential</strong> Activities: Details</th>
<th><strong>Potential Partners:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Daytime FAFSA workshops: seniors report to computer lab</td>
<td>ISACorps, English/other teachers?, community college</td>
</tr>
<tr>
<td>Set dates early: planning meeting in spring</td>
<td>Counseling team, ISACorps</td>
</tr>
<tr>
<td>Send parent reminders: postal mail, all call</td>
<td>Administration</td>
</tr>
</tbody>
</table>
ISAC Resources

Post-Secondary

Financial Literacy

Career Exploration

www.studentportal.isac.org
Welcome to the ISAC Student Portal

COLLEGE PLANNING MADE EASY.

Planning for college can seem pretty overwhelming, but it's a lot easier with the right tools just a click away. And it's even better when those tools are free! Use the ISAC Student Portal to help you choose a college, learn about careers, find scholarships, simplify the financial aid process, learn how to budget your money, and much more. You can even connect with one of our ISACorps counselors for one-on-one help or to find a workshop in your area!

www.studentportal.isac.org
2016 College Changes Everything® Month
Together, ISAC and our partners statewide conducted ...

1,300 Outreach Events
42,000 ATTENDED including

646 FAFSA Workshops
162 Financial Aid Presentations

American College Application Campaign

109 High Schools
250 College Application Workshops
95 Illinois cities and towns
FAFSA Data

Principal signs up school

- Visit isac.org and click on “GAP Access” at top of page

Principal designates authorized users

For questions, contact:

Mary Lewis

- Mary.Lewis@illinois.gov

www.isac.org/gap-access
ISAC Publications

Order Printed Materials at no cost

- The Financial Aid Process
- A Guide to ISAC programs and Services
- What’s needed for FAFSA postcard
- Student Portal Postcard

www.isac.org/ordermaterials/order-materials.html
Toolbox

- Financial Aid Game
- Internships and Summer Jobs
- College Checklist
- Event Calendar
- Financial Aid Comparison Worksheet
- Illinois National Guard Grant (ING) Status
- MAP Estimator

www.studentportal.isac.org/toolbox
ISACorps

Recent College Graduates
Near-Peer Mentoring
- One-on-one assistance for students and their families
- College and career exploration
- College and scholarship applications
- Completing the FAFSA

Presentations and Workshops
- The Financial Aid Process
- FAFSA Completion Workshops
- College Preparation Workshops

Contact Your ISACorps Member
- studentportal.isac.org/ISACorps
- Abel Montoya – Abel.Montoya@ISAC.Illinois.gov

www.studentportal.isac.org/isacorps
PaCE Resource Guide

- Specific resources from our partners to assist with meeting benchmarks
- Framework is not a mandate – nothing in the resource guide is required, just meant to assist with implementation
- All ISAC partner resources from IL WorkNet and College Greenlight require student account to access
  - Includes additional resources from College Board, FSA, Econ IL
- ISACorps presentations/activities included in some grade levels
  - Mix of classroom and parent/evening presentations
Step 3: Action Planning

- Develop school/community wide goals and an implementation timeline
- Document and track progress
- Tailor PaCE framework to what works best at your school and create your own guiding document

<table>
<thead>
<tr>
<th>Benchmark: Action Item:</th>
<th>Grade Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals for: Fall 20______</td>
<td>Spring 20______</td>
</tr>
<tr>
<td>Who is involved and what is their role?</td>
<td></td>
</tr>
<tr>
<td>When and where will it take place?</td>
<td></td>
</tr>
</tbody>
</table>
www.isac.org/pace
Thank you.

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Jacqueline.Moreno@Illinois.gov
arayburn@pths209.org