

High School Transformation: Connecting the Dots for PaCE, CCPE and CCRI

Background

In 2016, the Postsecondary and Workforce Readiness (PWR) Act¹ was signed into law. The 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 (ESSA) State Plan and included a College and Career Readiness Indicator (CCRI) in the School Quality Framework. This document lays out the key areas of alignment between these frameworks and is intended to help practitioners understand the connections across the three areas as they implement them.

A new approach to College/Postsecondary and Career Readiness

These three 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 is moving 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 of 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:

- 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.
- 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.

¹ For more detailed information on the PWR Act and its component parts, please visit www.pwract.org



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

¹ The primary focus of this crosswalk are the elements within PaCE pertaining to activities/experiences a student should be supported to do.

PaCE Element ¹	ISBE College & Career Readiness Indicator (CCRI)	CCPE
Visit at least one workplace aligned to career interests (10th)	Supports baseline component (Identify a career area of interest by the end of 10th grade)	Meets Professional Learning 9th/10th grade requirement (At least 2 career exploration activities)
Revisit career cluster survey and take a career interest survey (9th)	Supports baseline component (Identify a career area of interest by the end of 10th grade)	Meets Career-Focused Instructional Sequence 9th/10th grade component
Complete an orientation course to a particular career cluster or cluster grouping (10th)	Meets baseline component (Identify a career area of interest (10th)	Supports Individualized Plan
Select a career pathway (CP) within a career cluster of interest (10th)	Supports meeting Career Ready Indicator (Career Development Experience)	Supports meeting Career Ready Indicator (Career Development Experience)
Identify an internship opportunity related to CP (11th)	Meets Career Ready Indicator (Career Development Experience)	Meets Career Ready Indicator (Career Development Experience)
Obtain an internship opportunity related to CP (12th)	Meets Career Ready Indicator (Career Development Experience)	Meets Professional Learning 11th/12th grade requirement (career development experiences)
Complete one or more team-based challenges or projects relating to CP (12th)	N/A	Meets Professional Learning component (At least 2 team-based challenges with adult mentoring)
Meet with a counselor to discuss coursework and postsecondary (PS)/career plans with the ISBE CCRI (9th)	Supports overall planning and preparation to meet the CCRI	Supports Individualized Plan
Begin determining eligibility for AP courses (9th & 10th)	Supports Academic Indicator (ELA/Math AP Courses/Exams); Supports Career Ready Indicator (Dual Credit Career Pathway Course)	Supports Career-Focused Instructional Sequence 11th/12th grade components (Early College Credit)
Outline a plan for community service and extracurricular activities related to PS plans (9th)	Supports Career Ready Indicator (25 hours community service, co-curricular activities)	Supports Individualized Plan
Compare student cumulative GPA, academic, and career indicators to ISBE CCRI (every year)	Supports overall planning and preparation to meet the CCRI	N/A
Determine readiness for college-level coursework in Math/ELA and enrolled in either "catch-up" or "speed up" course (11th)	Meets Academic Ready Indicators (Transitional ELA/Math Course Completion)	Meets Academic Competencies (Ready for non-remedial coursework in reading and math by HS graduation)
Complete or enroll in at least one early college credit opportunity (11th)	Meets Academic Indicator (ELA/Math AP Courses/Exams); Supports Career Ready Indicator (Dual Credit Career Pathway Course)	Meets Career-Focused Instructional Sequence 11th/12th grade components (Early College Credit)

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

A student should be supported to:

- 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

A student should know:

- the concept of career clusters of interest
- relationship between community service/extracurricular activities and postsecondary (PS)/career goals



By the end of 9th grade

A student should be supported to:

- 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

A student should know:

- 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

By the end of 10th grade

A student should be supported to:

- 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

A student should know:

- 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

By the end of 11th grade

A student should be supported to:

- 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

A student should know:

- 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

By the end of 12th grade

By 12/31 of 12th grade a student should have:

- 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

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

- 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

A student should know:

- 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

