



Step 1: Take an Inventory

Postsecondary Education Exploration, Preparation, and Selection Benchmarks

Instructions: Using the Illinois PaCE Framework, take an inventory to assess what is currently being done within the school or district. To get started, use the **Degree of Completion Scale** to report the percentage of students currently meeting each benchmark. Enter the corresponding number in the box next to each benchmark.

Key		Degree of Completion Scale	
AP	Advanced Placement	1	Less than 25% of students
CCRI	College/Career Readiness Indicators	2	26-50% of students
ELA	English Language Arts	3	51-75% of students
HS	High School	4	76-99% of students
ISBE	Illinois State Board of Education	5	100% of students
PS	Postsecondary		

By end of 8 th grade	By end of 9 th grade	By end of 10 th grade	By end of 11 th grade	By end of 12 th grade
students should be supported to:	students should be supported to:	students should be supported to:	students should be supported to:	students should be supported to:
<input type="checkbox"/> complete a unit on education planning	<input type="checkbox"/> attend a PS options workshop <input type="checkbox"/> meet with a counselor to discuss coursework and PS/career plans using ISBE CCRI <input type="checkbox"/> begin determining eligibility for AP courses <input type="checkbox"/> outline a plan for community service and extracurricular activities	<input type="checkbox"/> begin determining eligibility for AP courses <input type="checkbox"/> begin determining eligibility for AP courses <input type="checkbox"/> identify 2-3 adults to support them through the PS/career selection process	<input type="checkbox"/> determine readiness for college-level coursework in math/ELA and enroll in "catch up/speed up" course <input type="checkbox"/> complete/enroll in at least one early college credit opportunity <input type="checkbox"/> attend a college fair <input type="checkbox"/> visit at least 3 PS institutions <input type="checkbox"/> take at least one college entrance exam	<input type="checkbox"/> address any remedial needs in math/ELA students should have: <input type="checkbox"/> completed 3 or more admissions application to PS institutions <input type="checkbox"/> met with a school counselor to ensure all steps in the PS admissions process are completed on time
students should know:	students should know:	students should know:	students should know:	students should know:
<input type="checkbox"/> relationship between community service/extracurricular activities and PS/career goals	<input type="checkbox"/> the relationship between HS coursework, attendance, and grades to PS plans <input type="checkbox"/> importance of community service and extracurricular activities to PS and career goals	<input type="checkbox"/> different types of PS credentials and institutions <input type="checkbox"/> general timing of PS entrance exams and applications <input type="checkbox"/> benefit of early college credit opportunities to PS access and completion	<input type="checkbox"/> entrance requirements and application deadlines for expected PS program of study <input type="checkbox"/> 3-4 match schools, one safety, one reach school for PS program of study <input type="checkbox"/> negative impact of remediation on PS goals	N/A