

# A Brisk PaCE

**Ana Moya**

*Professional Development Specialists*



# Agenda

1. Public Act 102-0917 Overview
2. Illinois PaCE Framework
3. Supports

# Public Act 102-0917

## Overview

# Public Act 102-0917 Overview

- Signed into law on May 27, 2022, and became effective January 1, 2023
- Builds upon the Postsecondary & Workforce Readiness (PWR) Act focusing on two main components
- Illinois PaCE Framework (Illinois PaCE)
- College & Career Pathway Endorsements (CCPEs)
- Amends certain sections of the Illinois School Code, for public high schools and Chicago Public Schools (CPS)

# Public Act 102-0917 – Education Agencies

## **No later than July 1, 2023**

- The four state education agencies, with appropriate stakeholders, will adopt and publicize an update to the Illinois PaCE Framework that extends to 6th grade
  - The Illinois PaCE Framework currently is from 8 – 12 grade

## **No later than July 1, 2024:**

- Illinois State Board of Education (ISBE) shall publish and maintain a current database, by region, of employer champions for work-based learning and career readiness programs
- ISBE shall publish and maintain an inventory of resources available to support school districts in implementing CCPEs

# Public Act 102-0917 – Adopting PaCE for Chicago Public Schools

## **No later than July 1, 2024:**

- CPS shall adopt and commence implementation of a PaCE Framework for grades 6-12 aligned to the framework adopted by the State agencies
- The CPS framework shall be available on a prominent location on the district's website

# Public Act 102-0917 – Adopting and Implementing PaCE for School Districts

## **No later than July 1, 2025**

- A school district (other than CPS) shall adopt and commence implementation of career exploration and career development activities in accordance with a PaCE Framework for grades 6 – 12
- A school district's framework shall be available in a prominent location on the district's website
- A school district (other than CPS) serving grades 9 – 12 must have elected to implement CCPEs or must have opted out of implementation

# Public Act 102-0917 – Opting Out

- A school board may opt out of implementation **of all or part** of the requirements by considering the following:
  - School district's current systems for college and career readiness
  - School district's cost of implementation balanced against the potential benefits to students
  - Willingness and capacity of local businesses to partner with SD for successful implementation of pathways
  - Willingness of higher education institutions to partner with SD for successful implementation of pathways and the availability of dual credit opportunities under the Dual Credit Quality Act
  - Availability of a statewide database of participating local business partners for the purpose of career readiness and the accessibility of those partners to the school district
  - Availability of teachers meeting faculty credential standards for dual credit courses in the endorsement area
  - School district must report its board findings and decision to ISBE



# Illinois PaCE Framework

# 2017-2023 Illinois PaCE Framework

## Illinois PaCE Postsecondary and Career Expectations

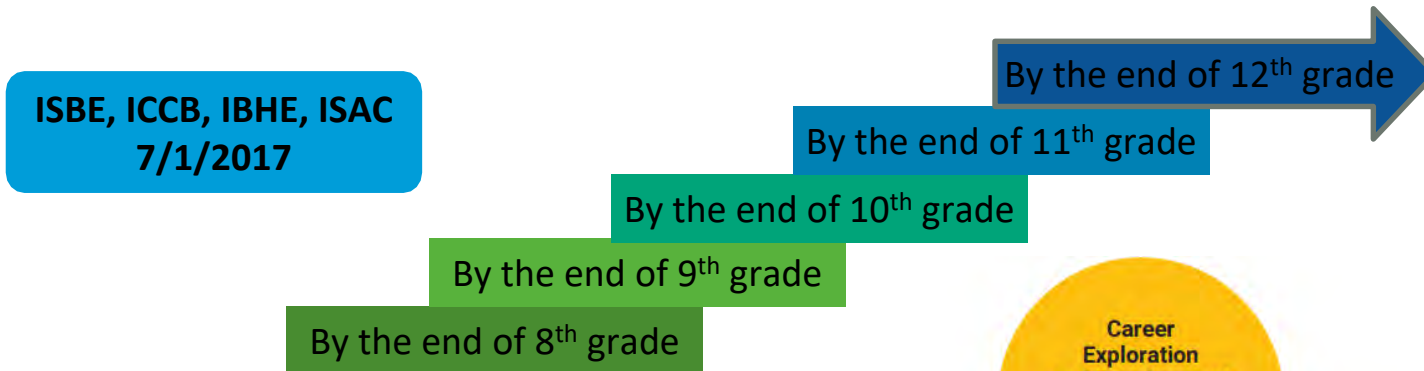
Each student should have an individualized learning plan to help make decisions about career and post-secondary (PS) education or training, to plan a course of study, and to make financial aid assessments with family members.



By the end of 8th grade	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>complete a career cluster survey</li> <li>attend a career exploration day</li> <li>complete a unit on education planning</li> <li>be exposed to a financial literacy unit in a course or workshop</li> </ul> <p><b>A student should know:</b></p> <ul style="list-style-type: none"> <li>the concept of career clusters of interest</li> <li>relationship between community service/extracurricular activities and postsecondary (PS)/career goals</li> </ul>	<p><b>A student should be supported to:</b></p> <ul style="list-style-type: none"> <li>revisit career cluster interest survey and take a career interest survey</li> <li>complete an orientation to career clusters</li> <li>attend a PS options workshop</li> <li>meet with a counselor to discuss coursework and PS/career plans using the ISBE College and Career Readiness Indicators</li> <li>begin determining eligibility for advanced placement (AP) courses</li> <li>outline a plan for community service and extracurricular activities related to PS plans</li> <li>complete a financial aid assessment with a family member</li> </ul> <p><b>A student should know:</b></p> <ul style="list-style-type: none"> <li>one or two career clusters for further exploration and development</li> <li>the relationship between HS coursework, attendance, and grades to PS plans</li> <li>importance of community service and extracurricular activities to PS and career plans</li> <li>general cost ranges of various PS options</li> </ul>	<p><b>A student should be supported to:</b></p> <ul style="list-style-type: none"> <li>visit at least one workplace aligned with career interests</li> <li>complete an orientation course to a particular career cluster or cluster grouping</li> <li>select a career pathway (CP) within a career cluster of interest</li> <li>begin determining eligibility for AP courses</li> <li>identify 2-3 adults to support the student through the PS and career selection process</li> <li>review coursework, and PS/career plans in relation to the ISBE College and Career Readiness Indicators (every year)</li> <li>attend a PS affordability workshop with a family member</li> </ul> <p><b>A student should know:</b></p> <ul style="list-style-type: none"> <li>educational requirements, cost, expected entry level, and midpoint salary for occupations in selected CP</li> <li>different types of PS credentials and institutions</li> <li>general timing of PS entrance exams and applications</li> <li>benefit of early college credit opportunities to PS access and completion</li> </ul>	<p><b>A student should be supported to:</b></p> <ul style="list-style-type: none"> <li>revisit the career survey</li> <li>participate in a mock job interview</li> <li>create a resume and personal statement</li> <li>identify an internship opportunity related to the CP</li> <li>determine readiness for college-level coursework in math/ELA and enrollment in either "catch up" or "speed up" course</li> <li>complete or enroll in at least one early college credit opportunity</li> <li>attend a college fair</li> <li>visit at least 3 PS institutions</li> <li>take at least one college entrance exam</li> </ul> <p><b>A student should know:</b></p> <ul style="list-style-type: none"> <li>application deadlines, test timing, cost, and preparation for industry-based certification for CP</li> <li>career attributes related to career interests</li> <li>entrance requirements, including application deadlines, for expected PS programs of study</li> <li>3-5 match schools, one safety, one reach school for PS program of study</li> <li>negative impact of remediation on PS goals</li> <li>financial aid deadlines for chosen PS options</li> </ul>	<p><b>By 12/31 of 12th grade a student should have:</b></p> <ul style="list-style-type: none"> <li>completed 3 or more admissions applications to PS institutions</li> <li>met with a school counselor to ensure all steps in the PS admissions process are completed on time</li> <li>attended a FAFSA completion workshop</li> <li>completed the FAFSA</li> </ul> <p><b>By the end of 12th grade a student should be supported to:</b></p> <ul style="list-style-type: none"> <li>address any remedial needs in math/ELA</li> <li>obtain an internship opportunity related to the CP</li> <li>if applicable, receive industry-based certification(s) related to the CP</li> <li>complete one or more team-based challenges or projects related to the CP</li> <li>attend a financial aid award letter workshop</li> </ul> <p><b>A student should know:</b></p> <ul style="list-style-type: none"> <li>how CP courses and experiences articulate to degree programs at PS options</li> <li>estimated cost of each PS option</li> <li>affordability of PS options in relation to expected entry-level career salary and anticipated debt</li> <li>terms and conditions of any scholarship or loan</li> </ul>




# Components of the Current Illinois PaCE Framework



- **A student should be supported to:**
- **A student should know:**
- **A student should have:**



# Illinois PaCE Framework-HS



**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	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>complete a career cluster survey</li> <li>complete a career interest survey</li> <li>attend a PS options workshop</li> <li>select course work for PS/career plans aligned with the ISBE College and Career Readiness Indicators</li> <li>enroll as appropriate in early college credit courses</li> <li>outline a plan for community service and extracurricular activities related to PS plans</li> <li>attend a basic financial aid presentation with a trusted adult</li> </ul> <p><b>A student should know:</b></p> <ul style="list-style-type: none"> <li>one or two careers for further exploration</li> <li>the relationship between HS coursework, attendance, and grades to PS plans</li> <li>importance of community service and extracurricular activities to PS and career plans</li> <li>general cost ranges of various PS options</li> </ul>	<p><b>A student should be supported to:</b></p> <ul style="list-style-type: none"> <li>visit at least one workplace aligned with career interests</li> <li>participate in activities related to their career cluster of interest</li> <li>select a career area of interest; enroll in career pathway (CP) as available</li> <li>explore opportunities along the Work Based Learning Continuum.</li> <li>connect and build relationships with 2-3 adults to support the PS and career selection process</li> <li>review coursework, and PS/career plans in relation to the ISBE College and Career Readiness Indicators (every year)</li> </ul> <p><b>A student should know:</b></p> <ul style="list-style-type: none"> <li>attend a basic financial aid presentation with a family member</li> </ul> <p><b>A student should know:</b></p> <ul style="list-style-type: none"> <li>educational requirements, cost, expected entry level, and midpoint salary for occupations in selected CP</li> <li>skills related to career interests</li> <li>different types of PS credentials and institutions</li> <li>general timing of PS entrance exams and applications</li> <li>benefit of early college credit opportunities to PS access and completion</li> </ul>	<p><b>A student should be supported to:</b></p> <ul style="list-style-type: none"> <li>revisit the career interest survey</li> <li>participate in a resume and personal statement</li> <li>complete an experience within the Work Based Learning Continuum.</li> <li>determine readiness for college-level coursework in math/ELA and enrollment in either "catch up" or "speed up"</li> <li>complete at least one early college credit opportunity</li> <li>attend a college fair</li> <li>visit at least 3 PS institutions</li> <li>take at least one college entrance exam</li> <li>complete a Postsecondary Plan Workshop</li> </ul> <p><b>A student should know:</b></p> <ul style="list-style-type: none"> <li>application deadlines, test timing, cost, and preparation for industry-based certification for CP</li> <li>entrance requirements, including application deadlines, for expected PS programs of study</li> <li>3-5 match schools, one safety, one reach school for PS program of study</li> <li>negative impact of remediation on PS goals</li> <li>financial aid deadlines for chosen PS options</li> </ul>	<p><b>By the end of 12th grade a student should be supported to:</b></p> <ul style="list-style-type: none"> <li>complete at least two team based challenges.</li> <li>obtain an internship opportunity related to the CP if applicable</li> <li>if applicable, receive industry-based certification(s) related to the CP</li> <li>address any remedial needs in math/ELA</li> <li>complete a financial aid offer workshop</li> </ul> <p><b>A student should know:</b></p> <ul style="list-style-type: none"> <li>how CP courses and experiences articulate to degree programs at PS options</li> <li>estimated cost of chosen PS options</li> <li>affordability of PS options in relation to expected entry-level career salary and anticipated debt</li> <li>terms and conditions of any scholarship or loan</li> </ul> <p><b>By 12/31 of 12th grade a student should have:</b></p> <ul style="list-style-type: none"> <li>completed 3 or more admissions applications to PS institutions</li> <li>ensure all steps in the PS admissions process are completed on time</li> <li>attended a Financial Aid Application completion workshop</li> <li>completed a financial aid application</li> </ul>



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# Illinois PaCE Framework-MS



## Illinois PaCE 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 post-secondary 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	By the end of 7th grade	By the end of 8th grade
<p><b>A student should be exposed to:</b></p> <ul style="list-style-type: none"> <li>information about and examples of a wide range of careers</li> <li>language that emphasizes individual skills, strengths, and assets</li> <li>practices that develop a growth mindset</li> </ul> <p><b>A student should be supported to:</b></p> <ul style="list-style-type: none"> <li>explore their interests</li> <li>practice their strengths</li> <li>develop their confidence in their abilities</li> </ul>	<p><b>A student should be supported to:</b></p> <ul style="list-style-type: none"> <li>engage in guided self-reflection</li> <li>articulate aspirations</li> <li>envision a positive future</li> <li>explore their habits</li> <li>create or change a habit</li> <li>record their progress</li> <li>explore career interests</li> <li>explore their strengths</li> <li>effectively ask for help</li> <li>understand a growth mind set</li> </ul>	<p><b>A student should be supported to:</b></p> <ul style="list-style-type: none"> <li>explore barriers to aspirations</li> <li>articulate personal strengths</li> <li>identify sources of motivation</li> <li>explore career interests</li> <li>develop an educational plan for at least one career interest</li> <li>compare possible financial futures</li> <li>complete a career cluster survey</li> <li>attend a career exploration day</li> <li>demonstrate a growth mind set</li> <li>explore learning styles</li> <li>map a support network</li> <li>complete a unit on education planning</li> </ul> <p><b>A student should be exposed to:</b></p> <ul style="list-style-type: none"> <li>the concept of career clusters of interest</li> <li>relationship between community service/extracurricular activities and postsecondary (PS)/career goals</li> <li>be exposed to a financial literacy unit in a course or workshop</li> </ul>



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# Components of Middle School Framework



By the end of 8<sup>th</sup> grade

By the end of 7<sup>th</sup> grade

By the end of 6<sup>th</sup> grade

- **A student should be supported to:**
- **A student should be exposed to**



# New Domains



## Illinois PaCE 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 post-secondary 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	By the end of 7th grade	By the end of 8th grade
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# 6<sup>th</sup> Grade



## Illinois PaCE 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 post-secondary 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

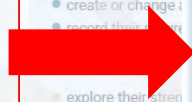
**A student should be supported to:**

- explore their interests
- practice their strengths
- develop their confidence in their abilities

**By the end of 7th grade**

**A student should**

- engage in guided exploration
- articulate aspirational goals
- envision a positive future
- explore their habits and interests
- create or change their habits
- research their interests
- explore their strengths and interests
- effectively ask for help
- understand a growth mindset



**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
- practice their strengths
- develop their confidence in their abilities

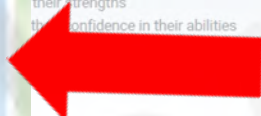


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# 7<sup>th</sup> Grade

By the end of 7th grade	By the end of 6th grade	By the end of 7th grade	By the end of 8th grade
<p><b>A student should be supported to:</b></p> <ul style="list-style-type: none"> <li>engage in guided self-reflection</li> <li>articulate aspirations</li> <li>envision a positive future</li> </ul> <ul style="list-style-type: none"> <li>explore their habits</li> <li>create or change a habit</li> <li>record their progress</li> <li>explore career interests</li> </ul> <ul style="list-style-type: none"> <li>explore their strengths</li> <li>effectively ask for help</li> <li>understand a growth mind set</li> </ul>	<p>A student should be exposed to:</p> <ul style="list-style-type: none"> <li>information about and examples of a wide range of careers</li> <li>information that emphasizes individual skills, interests, and assets</li> <li>information that develop a growth mindset</li> </ul> <p>A student should be supported to:</p> <ul style="list-style-type: none"> <li>explore their interests</li> <li>explore their strengths</li> <li>develop confidence in their abilities</li> </ul>	<p><b>A student should be supported to:</b></p> <ul style="list-style-type: none"> <li>engage in guided self-reflection</li> <li>articulate aspirations</li> <li>envision a positive future</li> </ul> <ul style="list-style-type: none"> <li>explore their habits</li> <li>create or change a habit</li> <li>record their progress</li> <li>explore career interests</li> </ul> <ul style="list-style-type: none"> <li>explore their strengths</li> <li>effectively ask for help</li> <li>understand a growth mind set</li> </ul>	<p><b>A student should be supported to:</b></p> <ul style="list-style-type: none"> <li>explore barriers to aspirations</li> <li>articulate personal strengths</li> <li>identify sources of motivation</li> </ul> <ul style="list-style-type: none"> <li>explore career interests</li> <li>develop an educational plan for at least one career interest</li> <li>compare possible financial futures</li> <li>complete a career cluster survey</li> <li>attend a career exploration day</li> </ul> <ul style="list-style-type: none"> <li>demonstrate a growth mind set</li> <li>explore learning styles</li> <li>map a support network</li> <li>complete a unit on education planning</li> </ul> <p><b>A student should be exposed to:</b></p> <ul style="list-style-type: none"> <li>the concept of career clusters of interest</li> <li>relationship between community service/extracurricular activities and postsecondary (PS)/career goals</li> <li>be exposed to a financial literacy unit in a course or workshop</li> </ul>



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# 8<sup>th</sup> Grade



## Illinois PaCE and Career Expectations

At the middle school level, the Illinois Postsecondary Expectations (PaCE) Framework is designed to provide students with the information and skills they need to prepare for postsecondary education and career. The framework is designed to provide students with the information and skills they need to prepare for postsecondary education and career. The framework is designed to provide students with the information and skills they need to prepare for postsecondary education and career.

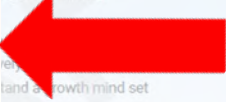


### By the end of 8th grade

- A student should be supported to:**
- explore barriers to aspirations
  - articulate personal strengths
  - identify sources of motivation
- A student should be supported to:**
- explore career interests
  - develop an educational plan for at least one career interest
  - compare possible financial futures
  - complete a career cluster survey
  - attend a career exploration day
- A student should be supported to:**
- demonstrate a growth mind set
  - explore learning styles
  - map a support network
  - complete a unit on education planning
- A student should be exposed to:**
- the concept of career clusters of interest
  - relationship between community service/extracurricular activities and postsecondary (PS)/career goals
  - be exposed to a financial literacy unit in a course or workshop

### By the end of 7th grade

- A student should be supported to:**
- explore barriers to aspirations
  - articulate personal strengths
  - identify sources of motivation
- A student should be supported to:**
- explore career interests
  - develop an educational plan for at least one career interest
  - compare possible financial futures
  - complete a career cluster survey
  - attend a career exploration day
- A student should be supported to:**
- demonstrate a growth mind set
  - explore learning styles
  - map a support network
  - complete a unit on education planning
- A student should be exposed to:**
- the concept of career clusters of interest
  - relationship between community service/extracurricular activities and postsecondary (PS)/career goals
  - be exposed to a financial literacy unit in a course or workshop



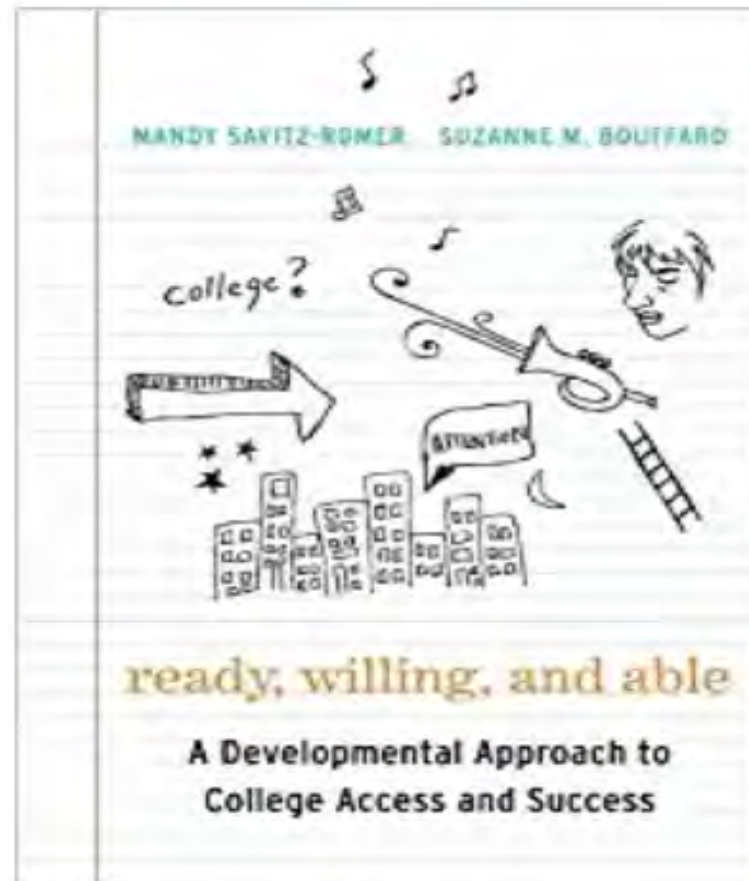
### By the end of 8th grade

- A student should be supported to:**
- explore barriers to aspirations
  - articulate personal strengths
  - identify sources of motivation
- A student should be supported to:**
- explore career interests
  - develop an educational plan for at least one career interest
  - compare possible financial futures
  - complete a career cluster survey
  - attend a career exploration day
- A student should be supported to:**
- demonstrate a growth mind set
  - explore learning styles
  - map a support network
  - complete a unit on education planning
- A student should be exposed to:**
- the concept of career clusters of interest
  - relationship between community service/extracurricular activities and postsecondary (PS)/career goals
  - be exposed to a financial literacy unit in a course or workshop



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# Ready Willing and Able



# Supports

# PaCE Framework Development Workshop

- Facilitated process of customizing a PaCE Framework
  - Only for schools/districts customizing a framework
- 2-3-hour timeframe
- Framework Development Team is required to schedule a workshop
- Workshop outcomes:
  - Copy of customized PaCE framework formatted to match the Illinois PaCE Framework
  - Customized PaCE implementation worksheets
  - Continued ISAC Support

# PaCE Implementation Support

- Series of three, one-hour meetings with ISAC and the school/district implementation team
- Work with the implementation team to understand and complete the Take an Inventory, Prioritize Gaps, and Action Plan worksheets
- Upon completion of the meetings, the school/district implementation team will be equipped to implement their framework (Illinois PaCE or customized)

# PaCE Implementation Leader Training

- While implementing PaCE is a team effort, having a team leader helps to keep the PaCE implementation efforts on track
  - Leaders serve as liaisons between ISAC and the implementation team
  - PaCE Implementation Leader Training provides:
    - An in depth understanding of all the steps involved in the PaCE implementation process
    - Best practices for implementation
    - Knowledge of PaCE resources that help support the PaCE benchmarks

We're Ready to Work With You

**If you have any questions reach  
out to our Professional  
Development staff at  
[isac.pace@illinois.gov](mailto:isac.pace@illinois.gov)!**



**Thank You!**