PaCE Framework 101

an overview

TREES FL2024

Agenda

- Legislative Background
  - Crosswalks to similar items
- PaCE
  - Middle school & high school frameworks
  - Customizing vs Adopting IL PaCE
- Troubleshooting PaCE
- Resources

Legislation

PWR Act, PaCE, CCRI, & CCPE

Legislation

May 2016 Postsecondary Workforce Readiness (PWR) Act signed into law

July 2016 PWR takes effect

July 2017 PaCE Framework outlined

May 2022 Public Act 102-0917 signed into law, builds upon PWR, emphasis on PaCE and CCPE

July 2023 PaCE updated framework includes middle school grades

Nuance in the legislation

- Schools need to have a framework articulated by July 1, 2025
  - Can be Illinois PaCE
  - Can be locally developed PaCE
  - ISAC fully supports locally developed PaCE frameworks
- PWR Act is the source document for PaCE, CCRI, and CCPE

PWR Elements

- Postsecondary and Career Expectations (PaCE)
- Transitional Instruction
- College and Career Pathway Endorsements (CCPE)
- Competency-Based Education (CBE) pilot

PaCE, CCRI, CCPE Crosswalk

	PaCE Element	ISBE College & Career Readiness Indicator (CCRI)	CCPE
Career Exploration & Development	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
	Complete a career cluster survey (9th) / Complete a career interest survey (9th) / Participate in activities related to their career cluster of interest (10th)	✓ *Supports* baseline component: Identify a career area of interest by the end of 10th grade	✓ *Meets* career-focused instructional sequence 9th/10th grade component
	Select a career area of interest: Enroll in career pathway as available (10th)	✓ *Meets* baseline component: Identify a career area of interest by the end of 10th grade	✓ *Supports* individualized plan
	Complete an experience within the work-based learning continuum (11th)	✓ *Supports* meeting career ready indicator: Career development experience	✓ *Supports* meeting professional learning
	Obtain an internship opportunity related to the career pathway if applicable (12th)	✓ *Meets* career ready indicator: Career development experience	✓ *Meets* professional learning 11th/12th grade requirement: Career development experiences
	If applicable, receive industry-based certification(s) relating to the career pathway (12th)	✓ *Meets* career ready indicator: Industry credential	✓ *Supports* meeting career-focused instructional sequence
	Complete at least two team-based challenges (12th)	N/A	✓ *Meets* professional learning component: At least 2 team-based challenges with adult mentoring
Postsecondary Education Exploration, Preparation, and Selection	Address any remedial needs in math/ELA (12th)	✓ *Meets* academic ready indicators: Transitional ELA/math course completion	✓ *Meets* academic competencies: Ready for non-remedial coursework in reading and math by HS graduation
	Select coursework for postsecondary/career plans aligned with CCRI (9th)	✓ *Supports* overall planning and preparation to meet the CCRI	✓ *Supports* individualized plan
	Enroll as appropriate in early college credit courses (9th)	✓ *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 postsecondary plans (9th)	✓ *Supports* career ready indicator: 25 hours community service, co-curricular activities	✓ *Supports* individualized plan
	Review coursework and postsecondary/career plans in relation to CCRI: Every year	✓ *Supports* overall planning and preparation to meet the CCRI	N/A
	Determine readiness for college-level coursework in math/ ELA and enroll 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 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

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

PaCE-Crosswalk.pdf (isac.org)

Public Act 102-0917

- Builds upon PWR Act
- Emphasis on two elements;
  - PaCE Framework (Illinois PaCE)
  - College & Career Pathway Endorsements (CCPE)
- Sets July 1, 2025 as opt in/out deadline
  - Which PaCE Framework?
  - CCPE go/no go?

https://www.d300.org/HS-PaCE-Framework

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DISTRICT 300   ABOUT   ACADEMICS   SUPPORT SERVICES

Home > Academics > > High School Illinois PaCE Framework

High School Illinois PaCE Framework

The Illinois PaCE Framework was developed with extensive input gathered from stakeholders and subject matter experts to provide guidance to students, families, and educators on what types of experiences and information a student should have in order to make the most informed decisions about college and career planning, beginning in 8th grade and continuing through high school. The framework was recently extended by statute to begin in 6th grade. The framework is organized around three key areas:

- Career Exploration and Development
- Postsecondary Education Exploration, Preparation, and Selection
- Financial Aid and Literacy

It is recognized that high schools and communities provide a broad array of college and career readiness activities for students, but they are not always documented and/or connected to other initiatives within a school, district, or community. The intent of the PaCE Framework is for it to be an organizing tool to help acknowledge and connect areas of success and identify those that may need additional attention or resources.

(https://www.isac.org/pace/index.html)

To download the High School Illinois PaCE Framework as a PDF, click here.

HR 681

ISAC

ISBE

ISAC & ISBE

PaCE Frameworks

Middle School & High School

PaCE across the state

- 233 schools and districts implementing PaCE
- 173 customized frameworks
- 60 Illinois PaCE framework

Areas Implementing PaCE

Type of PaCE Framework
- Customized PaCE Framework
- Illinois PaCE Framework
- Multiple PaCE Frameworks

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Local Board WIOA Update (illinoisworknet.com)
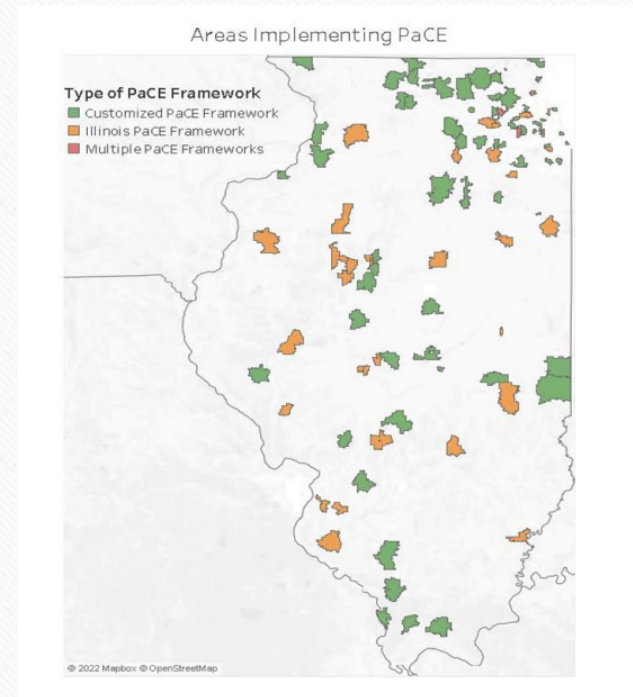
Framework's purpose

- Tool to guide efforts
- Replicability
- Accountability
- Flexibility

Middle School PaCE

- 3 categories
  - Aspiration
  - Self-Advocacy
  - Planning
- Across 6, 7, and 8th grades

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.

Aspiration · Self-Advocacy · Planning

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 be supported to:
- engage in guided self-reflection
- articulate aspirations
- envision a positive future
- explore their habits
- create or change a habit
- record their progress
- explore career interests
- explore their strengths
- effectively ask for help
- understand a growth mind set

By the end of 8th grade

A student should be supported to:
- 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
- attend a career exploration day
- 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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Middle-School-Illinois-PaCE-Framework-07012023.pdf (isac.org)

High School PaCE

- 3 categories
  - Career Exploration & Development
  - Financial Aid & Literacy
  - Post-secondary Education, Exploration, Preparation, and Selection

- 3 types of learning/doing
  - Action items
  - Understandings
  - Milestones/time-sensitive tasks

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
A student should be supported to:	**A student should be supported to:**	**A student should be supported to:**	**By the end of 12th grade a student should be supported to:**
• complete a career cluster survey	• visit at least one workplace aligned with career interests	• revisit the career interest survey	• complete at least two team based challenges.
• complete a career interest survey	• participate in activities related to their career cluster of interest	• participate in a mock job interview	• obtain an internship opportunity related to the CP if applicable
• attend a PS options workshop	• select a career area of interest: enroll in career pathway (CP) as available	• create a resume and personal statement	• if applicable, receive industry-based certification(s) related to the CP
• select course work for PS/career plans aligned with the ISBE College and Career Readiness Indicators	• explore opportunities along the Work Based Learning Continuum.	• complete an experience within the Work Based Learning Continuum.	• address any remedial needs in math/ELA
• enroll as appropriate in early college credit courses	• connect and build relationships with 2-3 adults to support the PS and career selection process	• determine readiness for college-level coursework in math/ELA and enrollment in either "catch up" or "speed up" course	• complete a financial aid offer workshop
• outline a plan for community service and extracurricular activities related to PS plans	• review coursework, and PS/career plans in relation to the ISBE College and Career Readiness Indicators (every year)	• complete at least one early college credit opportunity	**A student should know:**
• attend a basic financial aid presentation with a trusted adult	• attend a basic financial aid presentation with a family member	• attend a college fair	• how CP courses and experiences articulate to degree programs at PS options
A student should know:		• visit at least 3 PS institutions	• estimated cost of chosen PS options
• one or two careers for further exploration	**A student should know:**	• take at least one college entrance exam	• affordability of PS options in relation to expected entry-level career salary and anticipated debt
• the relationship between HS coursework, attendance, and grades to PS plans	• educational requirements, cost, expected entry level, and midpoint salary for occupations in selected CP	• complete a Postsecondary Plan Workshop	• terms and conditions of any scholarship or loan
• importance of community service and extracurricular activities to PS and career plans	• skills related to career interests	**A student should know:**	**By 12/31 of 12th grade a student should have:**
• general cost ranges of various PS options	• different types of PS credentials and institutions	• application deadlines, test timing, cost, and preparation for industry-based certification for CP	• completed 3 or more admissions applications to PS institutions
	• general timing of PS entrance exams and applications	• entrance requirements, including application deadlines, for expected PS programs of study	• ensure all steps in the PS admissions process are completed on time
	• benefit of early college credit opportunities to PS access and completion	• 3-5 match schools, one safety, one reach school for PS program of study	• attended a Financial Aid Application completion workshop
		• negative impact of remediation on PS goals	• completed a financial aid application
		• financial aid deadlines for chosen PS options	

Career Exploration and Development

Financial Aid and Literacy

Post-Secondary Education Exploration, Preparation, and Selection

ISAC Illinois Student Assistance Commission

Illinois State Board of Education

ICCB Illinois Community College Board

IBHE Illinois Board of Higher Education

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[High-School-Illinois-PaCE-Framework-07012023.pdf (isac.org)](isac.org)

Customizing

- Across 9th-12th grades
- Same three categories:
  - Career
  - Postsecondary
  - Financial Aid/Literacy
- Can create benchmarks that align with your institution's goals, strategic plan, and culture
- PaCE Framework High School (isac.org)
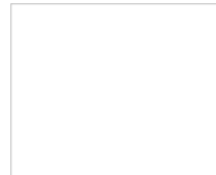
School/Organization Name

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

- Career
- Postsecondary
- Financial Aid

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.

ISAC
Illinois Student Assistance Commission

Career Exploration and Development | Postsecondary Education Exploration, Preparation, and Selection | Financial Aid and Literacy

Customized Sample, Ottawa High School

- Financial Aid & Literacy:
  - Understand that taking the right courses in high school can reduce the cost of college
  - How salary impacts standard of living

- Postsecondary Education, Exploration, Preparation, & Selection
  - Outline a plan of high school courses to prevent remediation at the college level

Ottawa 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.

ISAC
Illinois Student Assistance Commission

By the end of 9th grade	By the end of 10th grade	By the end of 11th grade	By the end of 12th grade
A student should be supported to: • Understand that taking the right courses in high school can reduce the cost of college • Complete a career cluster survey • Attend a career exploration day • Complete an orientation to career clusters • Create a resume and personal statement • Identify 2-3 adults to support the student through the PS and career selection process • Complete a unit on education planning • Show evidence of postsecondary plan **A student should know:** • How salary impacts standard of living • The concept of career clusters of interest • One or two career clusters for further exploration and development • The different types of PS credentials and institutions • The relationship between high school coursework, attendance, and grades to PS plans • Meet with a counselor to discuss coursework and PS/career plans using ISBE College and Career Readiness Indicators (CCRIs) • Meet with a school counselor to track progress and/or revise PS plans	**A student should be supported to:** • Explore the opportunity costs of PS choices • Revisit career cluster interest survey and take a career interest survey • Compare and contrast personal strengths and weaknesses with career choice • Attend a workshop on employer expectations and employability skills • Understand the job application process and terms • Develop public speaking skills • Be aware of youth employment opportunities while in high school • Attend a PS options workshop • Identify two related PS paths and/or college majors strongly correlated with assessment results • Review coursework, and PS/career plans in relation to the ISBE CCRIs (every year) • Meet with a school counselor to track progress and/or revise PS plans **A student should know:** • The affordability of PS options in relation to expected entry-level career salary and anticipated debt • Know career attributes related to career interests • Educational requirements, cost, expected entry level, and midpoint salary for occupations in selected career clusters • The general timing of PS entrance exams and applications	**A student should be supported to:** • Prepare a budget • Learn about debt and credit scores • Create a plan and timeline for financial aid process • Understand pay stubs, W-2s, and income taxes • Be exposed to a financial literacy unit in a course or workshop • Complete an elective course to explore career interests • Interview a professional who is working in desired field • Participate in a job shadowing opportunity • Visit at least one workplace aligned with career interests • Outline a plan for high school courses to prevent remediation at the college level • Complete a college fit/match inventory • Attend a college fair • Take at least one college entrance exam • Meet with a school counselor to track progress and/or revise PS plans **A student should know:** • Financial aid deadlines for chosen PS options • Where to find scholarship opportunities • General cost ranges of various PS institutions • How career pathways courses and experiences articulates to degree programs at PS options • 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	**A student should be supported to:** • Attend a financial aid award letter workshop • Outline a plan to pay for college • Attend a PS affordability workshop with a family member • Participate in mock job interview • Visit at least 3 PS institutions • Meet with a school counselor to track progress and/or revise PS plans • Secure letters of recommendation for college and scholarship applications **A student should know:** • The difference between need-based, merit-based, and self-help student financial aid programs • Participate in mock job interview • Visit at least 3 PS institutions **By 12/31, a student should have:** • Complete 3 or more admissions applications to PS institutions • Meet 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

Career Exploration and Development | Postsecondary Education Exploration, Preparation, and Selection | Financial Aid and Literacy

OTTAWA-FRMWRK.pdf (isac.org)

Troubleshooting PaCE

Using PaCE as a data generator

Inventory for implementation

- Review each benchmark
- Admin support
- Resources
- Alignment with other initiatives
- Student population
- Partnerships in community
- Costs

Illinois PaCE

Post-Secondary Benchmarks

Instructions: Using the Illinois PaCE Framework, take an inventory to assess what s 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.

ISAC Illinois Student Assistance Commission

Step 1: Take an Inventory

Key
AP Advanced Placement
CCRI College/Career Readiness Indicators
ELA English Language Arts
HS High School
ISBE Illinois State Board
PS Postsecondary

Degree of Completion Scale
1 Less than 25% of students
2 26-50% of students
3 51-75% of students
4 76-99% of students
5 100% of students

By the end of 9th grade	By the end of 10th grade	By the end of 11th grade	By the end of 12th grade
students should be supported to:	**students should be supported to:**	**students should be supported to:**	**students should be supported to:**
☐ select course work for PS/career plans aligned with the ISBE College and Career Readiness Indicators	☐ connect and build relationships with 2-3 adults to support the PS and career selection process	☐ complete at least one early college credit opportunity	☐ address any remedial needs in math/ELA
☐ enroll as appropriate in early college credit courses	☐ review coursework, and PS/career plans in relation to the ISBE College and Career Readiness Indicators (every year)	☐ attend a college fair	
☐ outline a plan for community service and extracurricular activities related to PS plans		☐ visit at least 3 PS institutions	
		☐ take at least one college entrance exam	
☐ attend a PS options workshop		☐ complete a Postsecondary Plan Workshop	**students should know:**
		☐ determine readiness for college-level coursework in math/ELA and enrollment in either "catch up" or "speed up" course	N/A
students should know:	**students should know:**	**students should know:**	**students should have:**
☐ the relationship between HS coursework, attendance, and grades to PS plans	☐ different types of PS credentials and institutions	☐ entrance requirements, including application deadlines, for expected PS programs of study	☐ completed 3 or more admissions applications to PS institutions
☐ importance of community service and extracurricular activities to PS and career plans	☐ general timing of PS entrance exams and applications	☐ 3-5 match schools, one safety, one reach school for PS program of study	☐ ensure all steps in the PS admissions process are completed on time
	☐ benefit of early college credit opportunities to PS access and completion	☐ negative impact of remediation on PS goals	

PaCE development team

- Necessary if customizing your framework
- Consensus on benchmarks and grade levels where it lives
- Cross-disciplinary team
  - Counselors
  - Administrators
  - Teachers

PaCE implementation team

- For all types of PaCE (custom or IL PaCE)
- Collaboration across school, district, community
- Address and implement programing
- Evaluate effectiveness
- Disaggregate data to ensure equity

PaCE implementation process

Inventory

Prioritize
Gaps
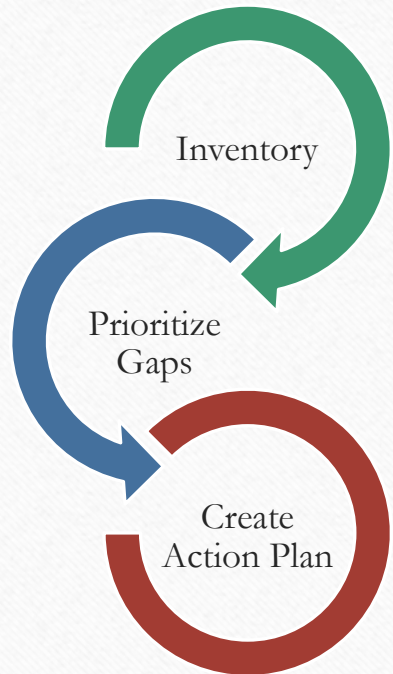
Create
Action Plan

- Inventory
  - Currently done/working
  - Strengths/weaknesses
  - Benchmarks met/not
- Prioritize Gaps
  - Where happening?
  - Resources/strategies to address
- Create Action Plan
  - Implementing activities

PaCE Resource Materials (isac.org)

PaCE Resources

- PaCE Implementation Guide
  - [PaCE-Implement-Guide-Oct2021.pdf (isac.org)](#)
- ISAC professional development webinar listings:
  - [Professional Development Offerings (isac.org)](#)

Student Checklists by grade

PaCE Resource Materials (isac.org)

SECTION II – Event Details

Support Options (Select One):
A more detailed description of these options is at the bottom of this page. *

○ ● PaCE Overview (1 hr.) – This session provides an overview of the Postsecondary Workforce Readiness (PWR) Act & in-depth explanation of PaCE Framework.

○ PaCE Framework Development Workshop (2–3 hrs.) – This workshop takes a school/district team through the creation of their own PaCE aligned framework.

○ Implementation Support (1 hr.) – These sessions take a school/district team through the implementation of a PaCE Framework.

○ PaCE Consultation (15 mins.) – Not sure what your team needs? Request a short consultation with ISAC to prioritize your next steps.

PaCE Overview (1 hr.) – This session provides an overview of the Postsecondary Workforce Readiness (PWR) Act, an in-depth explanation of the PaCE Framework, the steps involved with creating and implementing your own school/district specific PaCE aligned Framework, as well as PaCE support and resources available through ISAC.

PaCE Framework Development Workshop (2-3 hrs.) – This workshop takes a school/district team through the creation of their own PaCE aligned framework. During the workshop, an ISAC facilitator will lead a discussion with the school/district team in order to build consensus and develop their own framework. Upon completion of the workshop, the school/district team will receive a formatted version of their framework from ISAC as a follow up. A school/district team is required in order to schedule a workshop.

Implementation Support (1 hr.) – These sessions take a school/district team through the implementation of a PaCE Framework. During this series of three, one-hour meetings, an ISAC Staff member will meet with the implementation team to go over the three steps of the implementation process along with guiding them through the completion of the implementation worksheets and help answer any questions they may have. Upon completion of the implementation support, the implementation team will be equipped to implement their PaCE Framework. Only the initial meeting date needs to be included on the request form. The second and third meeting dates can be determined upon completion of the first meeting.

PaCE Training

PaCE Support Request (isac.org)

What questions do you have for us?

Brian Gordon

Brian.gordon@jjc.edu

Patty Zuccarello

pattyzuccarello@gmail.com