

# PaCE Framework 101

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an overview  
TREES FL2024

# Agenda

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

# Legislation

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PWR Act, PaCE, CCRI, & CCPE

# Legislation

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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

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


# 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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## 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

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ISAC



ISBE



ISAC & ISBE

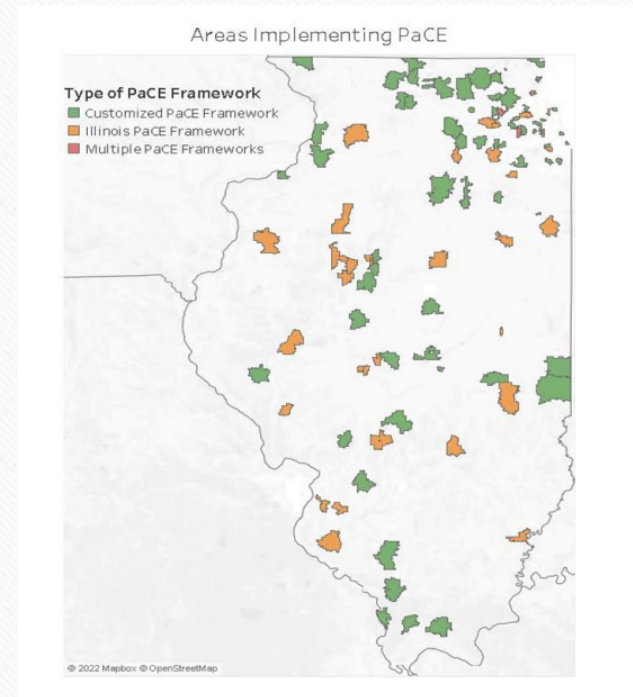
# PaCE Frameworks

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Middle School & High School

# PaCE across the state

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



# Framework's purpose

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- Tool to guide efforts
- Replicability
- Accountability
- Flexibility

# Middle School PaCE

- 3 categories
  - Aspiration
  - Self-Advocacy
  - Planning
- Across 6, 7, and 8<sup>th</sup> 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.



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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>

[Middle-School-Illinois-PaCE-Framework-07012023.pdf \(isac.org\)](https://www.isac.org/Middle-School-Illinois-PaCE-Framework-07012023.pdf)

# 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.

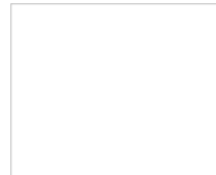


By the end of 9th grade	By the end of 10th grade	By the end of 11th grade	By the end of 12th grade
<p><b>A student should be supported to:</b></p> <ul style="list-style-type: none"> <li>complete a career cluster survey</li> <li>complete a career interest survey</li> <li>attend a PS options workshop</li> <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> <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 mock job interview</li> <li>create 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" course</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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# Customizing

- Across 9<sup>th</sup>-12<sup>th</sup> 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 \(isac.org\)](https://www.isac.org)



## 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.



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
<ul style="list-style-type: none"><li>• Career</li><li>• Postsecondary</li><li>• Financial Aid</li></ul>			
<div><div>Career Exploration and Development</div><div>Postsecondary Education Exploration, Preparation, and Selection</div><div>Financial Aid and Literacy</div></div>			

# 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



## 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.



## Ottawa High School

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>Understand that taking the right courses in high school can reduce the cost of college</li> <li>Complete a career cluster survey</li> <li>Attend a career exploration day</li> <li>Complete an orientation to career clusters</li> <li>Create a resume and personal statement</li> <li>Identify 2-3 adults to support the student through the PS and career selection process</li> <li>Complete a unit on education planning</li> <li>Show evidence of postsecondary plan</li> </ul> <p><b>A student should know:</b></p> <ul style="list-style-type: none"> <li>How salary impacts standard of living</li> <li>The concept of career clusters of interest</li> <li>One or two career clusters for further exploration and development</li> <li>The different types of PS credentials and institutions</li> <li>The relationship between high school coursework, attendance, and grades to PS plans</li> <li>Meet with a counselor to discuss coursework and PS/career plans using ISBE College and Career Readiness Indicators (CCRIs)</li> <li>Meet with a school counselor to track progress and/or revise PS plans</li> </ul>	<p><b>A student should be supported to:</b></p> <ul style="list-style-type: none"> <li>Explore the opportunity costs of PS choices</li> <li>Revisit career cluster interest survey and take a career interest survey</li> <li>Compare and contrast personal strengths and weaknesses with career choice</li> <li>Attend a workshop on employer expectations and employability skills</li> <li>Understand the job application process and terms</li> <li>Develop public speaking skills</li> <li>Be aware of youth employment opportunities while in high school</li> <li>Attend a PS options workshop</li> <li>Identify two related PS paths and/or college majors strongly correlated with assessment results</li> <li>Review coursework, and PS/career plans in relation to the ISBE CCRIs (every year)</li> <li>Meet with a school counselor to track progress and/or revise PS plans</li> </ul> <p><b>A student should know:</b></p> <ul style="list-style-type: none"> <li>The affordability of PS options in relation to expected entry-level career salary and anticipated debt</li> <li>Know career attributes related to career interests</li> <li>Educational requirements, cost, expected entry level, and midpoint salary for occupations in selected career clusters</li> <li>The general timing of PS entrance exams and applications</li> </ul>	<p><b>A student should be supported to:</b></p> <ul style="list-style-type: none"> <li>Prepare a budget</li> <li>Learn about debt and credit scores</li> <li>Create a plan and timeline for financial aid process</li> <li>Understand pay stubs, W-2s, and income taxes</li> <li>Be exposed to a financial literacy unit in a course or workshop</li> <li>Complete an elective course to explore career interests</li> <li>Interview a professional who is working in desired field</li> <li>Participate in a job shadowing opportunity</li> <li>Visit at least one workplace aligned with career interests</li> <li>Outline a plan for high school courses to prevent remediation at the college level</li> <li>Complete a college fit/match inventory</li> <li>Attend a college fair</li> <li>Take at least one college entrance exam</li> <li>Meet with a school counselor to track progress and/or revise PS plans</li> </ul> <p><b>A student should know:</b></p> <ul style="list-style-type: none"> <li>Financial aid deadlines for chosen PS options</li> <li>Where to find scholarship opportunities</li> <li>General cost ranges of various PS institutions</li> <li>How career pathways courses and experiences articulates to degree programs at PS options</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> </ul>	<p><b>A student should be supported to:</b></p> <ul style="list-style-type: none"> <li>Attend a financial aid award letter workshop</li> <li>Outline a plan to pay for college</li> <li>Attend a PS affordability workshop with a family member</li> <li>Participate in mock job interview</li> <li>Visit at least 3 PS institutions</li> <li>Meet with a school counselor to track progress and/or revise PS plans</li> <li>Secure letters of recommendation for college and scholarship applications</li> </ul> <p><b>A student should know:</b></p> <ul style="list-style-type: none"> <li>The difference between need-based, merit-based, and self-help student financial aid programs</li> <li>Participate in mock job interview</li> <li>Visit at least 3 PS institutions</li> </ul> <p><b>By 12/31, a student should have:</b></p> <ul style="list-style-type: none"> <li>Complete 3 or more admissions applications to PS institutions</li> <li>Meet 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>
Career Exploration and Development	Postsecondary Education Exploration, Preparation, and Selection	Financial Aid and Literacy	

# Troubleshooting PaCE

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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 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.



## Step 1: Take an Inventory

**Key**  
**AP** Advanced Placement  
**CCR** 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:
<input type="checkbox"/> select course work for PS/career plans aligned with the ISBE College and Career Readiness Indicators <input type="checkbox"/> enroll as appropriate in early college credit courses <input type="checkbox"/> outline a plan for community service and extracurricular activities related to PS plans <input type="checkbox"/> attend a PS options workshop	<input type="checkbox"/> connect and build relationships with 2-3 adults to support the PS and career selection process <input type="checkbox"/> review coursework, and PS/career plans in relation to the ISBE College and Career Readiness Indicators (every year)	<input type="checkbox"/> complete 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"/> complete a Postsecondary Plan Workshop <input type="checkbox"/> determine readiness for college-level coursework in math/ELA and enrollment in either "catch up" or "speed up" course	<input type="checkbox"/> address any remedial needs in math/ELA
students should know:	students should know:	students should know:	students should know:
<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 plans	<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, including application deadlines, for expected PS programs of study <input type="checkbox"/> 3-5 match schools, one safety, one reach school for PS program of study <input type="checkbox"/> negative impact of remediation on PS goals	N/A
			students should have:
			<input type="checkbox"/> completed 3 or more admissions applications to PS institutions <input type="checkbox"/> ensure all steps in the PS admissions process are completed on time

# PaCE development team

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

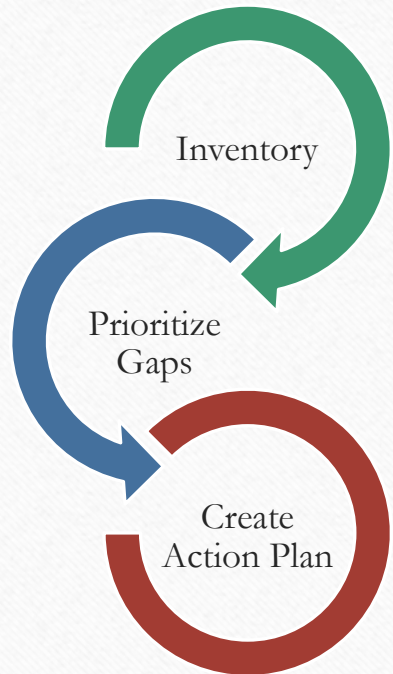
# PaCE implementation team

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- 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

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

# PaCE Resources

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

## PaCE Student Checklist

### 9TH GRADE



#### Career

- Complete a career cluster survey and a career interest survey
- Explore career clusters by going to: [studentportal.isac.org](http://studentportal.isac.org) > **College Resources** > **9. Worksheet** > **Careers, Wages, and Trends** >
- Research one or two careers (you might be interested in based on your survey results):
  - What education is needed?
  - What skills are needed?
  - Consider talking to someone in that career(s) about their favorite and least favorite part of their job, as well as how much education is needed to have their job



#### Money

- Plan to attend a presentation on college financial aid with an adult family member. You can seek one out by asking your counselor if your school offers a financial aid presentation. If not, you can find one near you: [studentportal.isac.org](http://studentportal.isac.org) > **Toolbox** > **Event Calendar** >
- Research on your own to find out how much it would cost to attend an:
  - In-state 4-year public college/university
  - In-state 4-year private college/university
  - Out-of-state 4-year public college/university
  - Out-of-state 4-year private college/university
  - Local community colleges
  - Trade, vocational, and technical colleges
- To compare colleges and degree programs by cost you can visit: [studentportal.isac.org](http://studentportal.isac.org) > **College Resources** > **College Scorecard** >



#### College

- Make an appointment to meet with your counselor to talk about what classes you need to take to prepare for college
- Talk to your school counselor or teacher about how your school grades and attendance can affect your future plans for the after high school
- Attend a postsecondary options workshop, course, or presentation
- Talk to your counselor about Advanced Placement (AP), Dual Credit, and Dual Enrollment classes, when it will be possible to enroll in these classes, and what requirements they may have
- Talk to your school counselor or teacher about why it is important to get involved in community service and extracurricular activities and how it can affect your future college plans
- Locally different community services and extracurricular activity opportunities related to postsecondary and career interest

## PaCE Student Checklist

### 10TH GRADE



#### Career

- Get in contact with someone who works in a career you are interested in and ask if you can visit or take a tour of where they work. When you visit their workplace, think about whether you could see yourself there in the future, and ask the employees what skills they look for when considering applicants
- Explore career clusters by going to: [studentportal.isac.org](http://studentportal.isac.org) > **College Resources** > **9. Worksheet** > **Careers, Wages, and Trends** >
- Of the careers you researched and are interested in, pick 4 favorite and identify what steps you can take to help you get there
- If your school offers College and Career Pathway Endorsements, ask your counselor what options they have and enroll in a College and Career Pathway Endorsement based on your career interests
- For your top career choice, research what jobs people start out in, how much they make a year, and how much education is needed for the entry level job vs. higher level job
- Seek and participate in career days, career guest speaker presentations, workshops, activities as offered by the high school



#### Money

- Plan to attend a presentation on college financial aid with an adult family member. You can seek one out by asking your counselor if your school offers a financial aid presentation. If not, you can find one near you: [studentportal.isac.org](http://studentportal.isac.org) > **Toolbox** > **Event Calendar** >
- Figure out what your current GPA is, the GPA requirement for your college of interest, and what you need to be (be sure to do this every year)
- Research the differences in programs offered in associate's, bachelor's, master's, and doctorate's degrees. Also, research the differences between a community college vs. 4-year university/college vs. trade school
- Research what exams (example: SAT or ACT) you need to take to be accepted into college, when and where you can take them, how much it costs to take them, and how you can prepare for them
- Talk to your counselor about Advanced Placement (AP), Dual Credit, and Dual Enrollment classes, when it will be possible for you to enroll in these classes, and what requirements they may have. Ask your counselor how you can benefit in college from taking these classes



#### College

- Look on the college websites to check what their priority deadline is for filing a FAFSA or Alternative Application
- If you are a student interested in a trade/vocational/technical program, be sure to look up application deadlines, cost, whether or not the school accepts financial aid, etc
- Look on the college websites to check what their priority deadline is for filing a FAFSA or Alternative Application
- If you are a student interested in a trade/vocational/technical program, be sure to look up application deadlines, cost, whether or not the school accepts financial aid, etc
- Look on the college websites to check what their priority deadline is for filing a FAFSA or Alternative Application
- If you are a student interested in a trade/vocational/technical program, be sure to look up application deadlines, cost, whether or not the school accepts financial aid, etc

## PaCE Student Checklist

### 11TH GRADE



#### Career

- Revisit and revise the career interest survey you took in 9th grade. To complete a career interest survey visit: [studentportal.isac.org](http://studentportal.isac.org) > **College Resources** > **9. Worksheet** > **Careers, Wages, and Trends** >
- To get a job, employers will want to interview you. To prepare for this, see if a teacher, counselor, mentor would be willing to do a mock interview with you
- Create a resume and have it reviewed by a teacher, counselor, or mentor. To get help in building a resume visit: [studentportal.isac.org](http://studentportal.isac.org) > **College Resources** > **9. Worksheet** > **Work Not Center** >
- In addition, create a personal statement for your college applications. Ask a teacher, counselor, or mentor to review and provide you with feedback on your personal statement
- Continue to seek and participate in attending and gather information on how much it costs to attend, what scholarship opportunities they offer, and/or certificate programs they offer, and any other opportunities they offer
- Research the colleges you are interested in and find out the following information: application deadline, application fee, application requirements, and program of study if you were to attend
- Determine what colleges you will be applying to next year. You want to have one safety, three match, and one reach college. Research the terms safety, match, and reach college if you haven't heard them before



#### Money

- Look on the college websites to check what their priority deadline is for filing a FAFSA or Alternative Application
- If you are a student interested in a trade/vocational/technical program, be sure to look up application deadlines, cost, whether or not the school accepts financial aid, etc
- Look on the college websites to check what their priority deadline is for filing a FAFSA or Alternative Application
- If you are a student interested in a trade/vocational/technical program, be sure to look up application deadlines, cost, whether or not the school accepts financial aid, etc
- Look on the college websites to check what their priority deadline is for filing a FAFSA or Alternative Application
- If you are a student interested in a trade/vocational/technical program, be sure to look up application deadlines, cost, whether or not the school accepts financial aid, etc



#### College

- Identify what level of math and English courses you need to take so you don't have to start college with classes that don't count as credit toward your degree. If you are in remedial courses, sign up for transitional course senior year
- Talk to your counselor about Advanced Placement (AP), Dual Credit, and Dual Enrollment classes you can take during your junior or senior year
- Make arrangements to take the SAT or ACT exam. Consider taking a practice test beforehand. Fill out a waiver if applicable
- Take an in-person or virtual tour of at least three colleges you are interested in attending. See if your high school has any trips available for students to visit nearby campuses
- If there is a college fair near you or at your school, attend it
- Talk to a college recruiter from the college(s) you are interested in or attend career days, career guest speaker presentations, workshops, activities as offered by the high school
- Continue to seek and participate in attending and gather information on how much it costs to attend, what scholarship opportunities they offer, and/or certificate programs they offer, and any other opportunities they offer
- Research the colleges you are interested in and find out the following information: application deadline, application fee, application requirements, and program of study if you were to attend
- Determine what colleges you will be applying to next year. You want to have one safety, three match, and one reach college. Research the terms safety, match, and reach college if you haven't heard them before

## PaCE Student Checklist

### 12TH GRADE



#### Career

- Talk to your counselor to see if you need to take any additional Math/ELA classes to graduate and be accepted into college
- Take advantage of an internship/ job shadow opportunity or summer job to get experience in the field you are interested in. Find an internship or summer job by visiting: [studentportal.isac.org](http://studentportal.isac.org) > **Toolbox** > **Internship and Summer Jobs** >
- If your school awards industry-based certifications, research the process and requirements to be awarded a certificate related to your career pathway
- Complete a project or activity with a group of friends focused on everyone's career pathway. To explore your career pathway visit: [bigfuture.collegeboard.org/](http://bigfuture.collegeboard.org/) > **Explore Careers**
- Talk to your counselor about how a dual-credit class, AP class, internship, or summer job could help you decide what program of study you'd like to pursue in college



#### Money

- Complete your Free Application for Federal Student Aid (FAFSA) or Alternative Application as soon as possible after 10th grade
- To help you complete one of these applications, you can attend a financial aid application completion workshop with your parents/guardians, or a trusted adult. See if your school is hosting a financial aid application completion workshop. If not, you can find a financial aid workshop near you, visit: [studentportal.isac.org](http://studentportal.isac.org) > **Toolbox** > **Event Calendar** >
- Once you start receiving your financial aid offers from schools, attend a financial aid offer letter workshop, sit down with your school counselor or SACAPS member, or use the online award comparison tool at: [studentportal.isac.org](http://studentportal.isac.org) > **Toolbox** > **Event Calendar** >
- Use the Illinois Worksheet Center and College Scorecard tool under the College Resources tab at: [studentportal.isac.org](http://studentportal.isac.org) to find out the average entry-level salary and anticipated date of different postsecondary options
- Research the difference between federal government loans and private loans. Research their terms, conditions, and repayment options. In addition, research the requirements to keep and/or renew any scholarships received



#### College

- Be sure to address any remedial needs in Math or English or language arts. Take a transitional class if available and needed
- Apply to at least 3 postsecondary institutions
- Meet with your counselor/teacher and mentor to ensure all the steps in the postsecondary process is complete. Ask for application waivers if needed and applicable

# Student Checklists by grade

[PaCE Resource Materials \(isac.org\)](http://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 \(isac.org\)](https://isac.org)



# What questions do you have for us?

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