

APPROVED
JUNE 13, 2017

Item #VI-5
June 13, 2017

**PROPOSED ADOPTION OF THE POSTSECONDARY AND CAREER
EXPECTATIONS (PaCE) FRAMEWORK**

Submitted for: Approval

Summary: This agenda item presents a recommendation to adopt the Postsecondary and Career Expectations (PaCE) framework pursuant to the requirements of the Postsecondary and Workforce Readiness Act established by Public Act 99-0674.

Action Requested: That the Illinois Board of Higher Education adopt the Postsecondary and Career Expectations (PaCE) framework.

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

**PROPOSED ADOPTION OF THE POSTSECONDARY AND CAREER
EXPECTATIONS (PaCE) FRAMEWORK**

This agenda item presents a recommendation to adopt the Postsecondary and Career Expectations (PaCE) framework.

Background

In the Spring of 2015, HR 477, a resolution calling for the agencies participating in the Illinois Pathways Interagency Committee, which included the State Board of Education, Community College Board, Board of Higher Education, Student Assistance Commission, Department of Commerce and Economic Opportunity, and Department of Employment Security, to study methods to better prepare high school graduates for success in college and/or career, was adopted. That resolution led to the formation of four advisory committees focused on distinct strategy areas for improving student outcomes. More than 120 stakeholders participated in the study and consensus building work and recommendations were presented to the Illinois P-20 Council. The College and Career Readiness Committee of the P-20 Council adopted the recommendations. In 2016, HB5729, which incorporated the work of the HR477 committees and stakeholder feedback, was introduced. The bill was passed and in July of 2016, Public Act 99-0674 established the Postsecondary and Workforce Readiness Act.

The Education & Career Development Planning committee, established as part of HR477, gathered extensive input from stakeholders and subject matter experts and used it to establish a framework for benchmarking college and career readiness for students in grades eight through 12. The framework, the Postsecondary and Career Expectations, or Illinois PaCE (see Appendix A), is intended to provide guidance to students, families, educators, administrators, and community-based organizations on what types of experiences and information a student should have in order to have the most opportunities and make the most informed decisions about college and career plans during their life after high school. The framework addresses three content areas, (i) career exploration and development, (ii) college exploration, preparation, and selection, and (iii) financial literacy and financing postsecondary education. The benchmarks describe what students need to know, how students need to be supported, and provides guidance for state agencies in targeting resources.

Implementation

The Postsecondary and Workforce Readiness Act (PWR) indicates that education agencies must jointly adopt the Illinois PaCE or similar framework by July 1, 2017. While adoption must take place by July 1, 2017, the legislation imposes no mandate on the implementation of the framework. The expectation is not that PaCE creates new barriers for students and schools, but rather that it serves as an organizing tool for planning – for families, for schools, and for state agencies.

Recommendation

That the Board approve the adoption of the Postsecondary and Career Expectations (PaCE) framework pursuant to the requirements of the Postsecondary and Workforce Readiness Act established by Public Act 99-0674.

The Illinois Board of Higher Education hereby adopts the Postsecondary and Career Expectations framework pursuant to the requirements of the Postsecondary and Workforce Readiness Act established by Public Act 99-0674.

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

By the end of 8th grade

A student should be supported to:

- complete a career cluster survey
- attend a career exploration day
- complete a unit on education planning
- Be exposed to a finance literacy unit in a course or workshop

A student should know:

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

By the end of 9th grade

A student should be supported to:

- revisit career cluster survey and take a career interest survey
- complete an orientation to career clusters
- attend a PS options workshop
- meet with a counselor to discuss coursework and PS/career plans with the ISBE College and Career Readiness Framework
- begin determining eligibility for AP courses
- outline a plan for community service and extracurricular activities related to PS plans
- complete a financial aid assessment with a family member

A student should know:

- one or two career clusters for further exploration and development
- the relationship between HS coursework, attendance, and grades to PS plans
- importance of community service and extracurricular activities to PS and career plans
- general cost ranges of various PS options

By the end of 10th grade

A student should be supported to:

- visit at least one workplace aligned to career interests
- complete an orientation course to a particular career cluster or cluster grouping
- select a career pathway (CP) within a career cluster of interest
- begin determining eligibility for AP courses
- identify 2-3 adults to support him/her through the PS and career selection process
- compare current cumulative GPA, academic, and career indicators to ISBE College and Career Readiness Framework (every year)
- attend a PS affordability workshop with an adult family member

A student should know:

- educational requirements, cost, expected entry level, and midpoint salary for occupations in selected CP
- different types of PS credentials and institutions
- general timing of PS entrance exams and apps
- benefit of early college credit opportunities to PS access and completion

By the end of 11th grade

A student should be supported to:

- revisit the career survey
- participate in a mock job interview
- create a resume and personal statement
- identify an internship opportunity related to CP
- determine readiness for college-level coursework in Math/ELA and enrolled in either "catch up" or "speed up" course
- complete or enroll in at least one early college credit opportunity
- attend a college fair
- visit at least 3 PS institutions
- take at least one college entrance exam

A student should know:

- app deadlines, test timing, cost, and prep for industry-based certification for CP
- career attributes related to career interests
- entrance requirements, including app deadlines, for expected PS program of study
- 3-5 match schools, one safety, and one reach school for PS program of study
- negative impact of remediation on PS goals
- financial aid deadlines for chosen PS options

By the end of 12th grade

By 12/31 of 12th grade

A student should have:

- completed 3 or more admission applications to PS institutions
- met with a school counselor to ensure all steps in the PS admission process are completed on time
- attended a FAFSA completion workshop
- completed the FAFSA

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

- address any remedial needs in Math/ELA
- obtain an internship opportunity relating to CP
- if applicable, receive industry-based certification(s) relating to CP
- complete one or more team-based challenges or projects relating to CP
- attend a financial aid award letter workshop

A student should know:

- how CP courses and experiences articulate to degree programs at PS options
- estimated cost of each PS option
- affordability of PS options in relation to expected entry-level career salary and anticipated debt
- terms and conditions of any scholarship or loan



