

The State of the Illinois Postsecondary and Career Expectations (PaCE) Framework

*Accelerating Equitable Success: The 2023 Success Network Conference
March 8, 2023*



Agenda

1. Legislative Updates
2. PaCE Resources and Support
3. Naperville 203 PaCE Implementation
 - Jill Hlavacek & Sue Striedl



Legislative Update

Public Act 102-0917 Overview

- Builds upon the Postsecondary & Workforce Readiness (PWR) Act focusing on two main components
 - Illinois PaCE Framework (Illinois PaCE)
 - College & Career Pathway Endorsements (CCPEs)
- Signed into law on May 27, 2022, and became effective January 1, 2023
- 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:**
 - Chicago Public Schools (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 & 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 – Offering CCPEs

- CPS must have elected to implement CCPEs for:
 - Class of 2026 – offer at least one endorsement area
 - Class of 2028 – offer at least two endorsement areas
 - Class of 2030 – offer at least three endorsement areas if the district has a 22-23 enrollment of more than 350 students
- School districts, other than CPS, must have elected to implement CCPEs for:
 - Class of 2027 – offer at least one endorsement area
 - Class of 2029 – offer at least two endorsement areas
 - Class of 2031 – offer at least three endorsement areas if the district has a 22-23 enrollment of more than 350 students

Public Act 102-0917 – Opting Out By School Board Action

- 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 the school district for successful implementation of pathways
 - Willingness of higher ed institutions to partner with the school district 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

PaCE Support & Resources

PaCE Symposium



- Second annual PaCE Symposium on April 20, 2023
- Attendees will hear from presenters across the state on:
 - How to strengthen postsecondary readiness efforts at their schools and districts
 - Why the PaCE Framework guides a school's college and readiness efforts
 - The school's implementation process and their efforts to implement PaCE

PaCE Support Request Form

- A request form must be submitted for any of the ISAC PaCE Support options
- Available online at [isac.org/pace](https://www.isac.org/pace)
- All PaCE support and training offerings are being held virtually

PaCE Support Request

To request Postsecondary and Career Expectations (PaCE) support, return a completed PaCE Support Request Form no more than six (6) months and no less than four (4) weeks prior to the event. At this time, all support options are being held virtually until further notice.



PaCE Support Request Form

Event Name: *

Is this request for virtual or in-person support? *

- Virtual
 In-Person

Event Contact *

First Last

Title *

School/Organization *

School/Organization Address

Street Address *

City *

State *

Zip Code *

Email *

Phone Number *

 - -


####

Implementation Support Options


- We offer in-person and virtual support options for schools/districts to learn and understand how to implement a PaCE Framework
- This includes:
 - PaCE Overview
 - PaCE Framework Development Workshop
 - Implementation Support meetings
 - PaCE Implementation Leader Training



Jill Hlavacek
Director of Innovation & Learning
jhlavacek@naperville203.org

 @JillHlavacek

Sue Striedl
Learning Services Project Manager
ssriedl@Naperville203.org

 @SStriedl

Building College & Career Readiness Through a Comprehensive Counseling Program



OUR STUDENTS

16,546
STUDENTS

16% ECONOMIC DISADVANTAGE
11% STUDENTS WITH DISABILITIES
7% ENGLISH LEARNERS



61% White
18% Asian
11% Hispanic
5% Black
5% Two or More

86%

86% of graduates attend college.

Our Schools



Early Childhood: 1
Elementary: 14
Junior High: 5
High School: 2
- 23 Locations - Connections: 1



2,587 Total Staff
1,386 Full-time Certified Staff
82% Master's Degree or Higher

{ 9th Largest District in Illinois }

32 sq. miles- Serving Naperville, Bolingbrook, Lisle & Woodridge



Our Strategy

1

→ **Comprehensive Counseling Program**

- ◆ 6-12 Curriculum
- ◆ College Applications

2

→ **Career Pathways of Study with Diploma Endorsements**

- ◆ Programming
- ◆ Early College Credit
- ◆ Work-Based Learning

3

→ **Data Systems & Support**

- ◆ SchoolLinks Implementation
- ◆ CCRI

Paradigm Shift & Change Management Process

Components of the Work

Comprehensive Counseling Curriculum

Individual Learning Plan (ILP)

Pathway Development

Workplace Learning Experiences

College Credit Opportunities



[The 4-Year Plan](#)

Comprehensive Counseling

Year 1

- Developed vision, mission & beliefs
- Identified standards for students to master
- Presented curriculum framework to BOE
- Implemented professional learning on why & what of comprehensive counseling program and standards

Year 2

- Implemented curriculum
- Implemented advisory councils
- Implemented annual agreements at each site
- Identified and piloted individual learning plan tool
- Delivered ongoing professional learning

Year 3

- Implement new ILP system & practices
- Implement curriculum
- Develop and implement process for feedback, review and revision
- Deliver ongoing professional learning
- Monitor student growth
- Implement department restructure



Comprehensive Counseling Curriculum

College & Career Curriculum promotes student **academic**, **social emotional**, and **postsecondary preparation** through utilization of tools, resources, and best practices. The ongoing curriculum spans 6-12th grade and includes goal setting, planning, and developing an individual learning plan for each student. Student plans are updated annually and reflect progressions of learning and personal experiences.

Designing student learning around **careers**, **postsecondary** options, **financial literacy** as it impacts goals. Supporting students with social emotional skill building & ensuring **academic preparation**.



College, Career, Life Ready in Naperville 203

Naperville 203 graduates are prepared to navigate and compete in the ever changing global economy. Students gain a competitive advantage by having well developed postsecondary plans and a diverse set of skills to help prepare for academic and career success. Students understand postsecondary options and the importance of continued education. Students graduate prepared for postsecondary endeavors by engaging in academic readiness coursework, college & career preparation activities, experiential learning, and social emotional wellness and life-ready skills.



Academic Readiness: Students demonstrate competency in core academics and are eligible to transition into postsecondary credit bearing coursework with proficiency in academic reporting indicators.



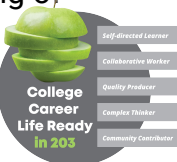
College and Career Readiness: Students engage in diversified coursework and authentic learning opportunities to develop knowledge and skills necessary for postsecondary and career success.



Workplace Readiness: Students develop college, career, and life skills; learning beyond the classroom in settings that require independence, mentorship, and career exploration. Students develop college, career, and employability skills through workplace experiences.



Wellness & Life Readiness: Students have opportunities to develop resilience through activities, leadership, and collaboration throughout their educational experiences; building social emotional competence and understanding of wellness for life.



COMPREHENSIVE SCHOOL COUNSELING PROGRAM

NAPERVILLE SCHOOL DISTRICT 203

VISION

Every student will acquire the knowledge and skills necessary to achieve personal growth and postsecondary success.

MISSION

Comprehensive counseling services in Naperville 203 provide students with preventative and responsive services that promote academic, social emotional, and college & career skill development in order to advance and empower students to achieve postsecondary success.

1

ALL STUDENTS

belief statement
#1

- will develop self-advocacy skills and utilize resources within the school community in order to transition into adulthood
- will have the ability to grow in the areas of academic, social/emotional and career readiness
- will have access to the tools they need to achieve balance in their definition of success

2

ALL COUNSELORS

belief statement
#2

- lead, advocate and collaborate to create equitable access and opportunities for every student in the academic, social/emotional and college & career domains
- participate in relevant professional development that promotes individual and departmental growth within the counseling profession
- understand that students have unique ethnic, cultural, racial, academic, and sexual differences that need to be considered in their delivery of service



3

THE COUNSELING PROGRAM

belief statement
#3

- is a comprehensive 6-12 plan which meets all students' academic, social/emotional, and college & career needs
- values the importance of student's social/emotional well-being as well as their academic growth
- is goal-oriented, data driven, and adaptable to meet the needs of our diverse student population

Comprehensive Counseling

Year 1

- Developed vision, mission & beliefs
- Identified standards for students to master
- Presented curriculum framework to BOE
- Implemented professional learning on why & what of comprehensive counseling program and standards

Year 2

- Implemented curriculum
- Implemented advisory councils
- Implemented annual agreements at each site
- Identified and piloted individual learning plan tool
- Delivered ongoing professional learning

Year 3

- Implement new ILP system & practices
- Implement curriculum
- Develop and implement process for feedback, review and revision
- Deliver ongoing professional learning
- Monitor student growth
- Implement department restructure

What makes THIS work important for STUDENTS?



Future Ready
Selecting Standards



Naperville 2023 Counseling Standards

Building Consensus



Standards

User
Friendly

Live With
Support
Implement

Skill

Statements

NCUSD203 School Counseling Standards

ASCA Models

- M1:** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
M2: Self-confidence in the ability to succeed
M3: Sense of belonging in the school environment
M4: Understanding that postsecondary education and lifelong learning are necessary for long term career success
M5: Belief in using abilities to their fullest to achieve high-quality results and outcomes
M6: Positive attitude toward work and learning

Academic Development Standards/Benchmarks	Career Development Standards/Benchmarks	Social & Emotional Development Standards/Benchmarks
<p>ISCA.A.1 Students will acquire the attitudes, knowledge and skills that contribute to effective learning in schools and across the lifespan.</p> <ul style="list-style-type: none"> B-1-1: Demonstrate critical thinking skills to make informed decisions B-1-2: Demonstrate creativity B-1-3: Use time-management, organizational and study skills B-1-5: Apply media and technology skills B-1-8: Gather evidence and consider multiple perspectives to make informed decisions B-1-10: Participate in enrichment and extracurricular activities B-SM5-2: Demonstrate ability to work independently 	<p>Career Exploration and Development ISCA.CD.A Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p> <ul style="list-style-type: none"> Identify and explore potentially satisfying occupations. Develop effective strategies to realize career goals. <p>ISCA.CD.B Students will employ strategies to achieve future career goals with success and satisfaction.</p> <p>ISCA.CD.C Students will understand the relationship between personal qualities, education, training and the world of work.</p> <ul style="list-style-type: none"> Develop an individualized learning plan to make career decisions. 	<p>SEL.1.C Demonstrate skills related to achieving personal and academic goals.</p> <p>1C.4a. Identify strategies to make use of resources and overcome obstacles to achieve goals.</p> <p>1C.5a. Set a post-secondary goal with action steps, timelines, and criteria for evaluating achievement.</p> <ul style="list-style-type: none"> B-SM3-2: Demonstrate self-discipline and self-control B-SM3-4: Demonstrate ability to delay immediate gratification for long-term rewards B-SM3-6: Demonstrate ability to overcome barriers to learning B-SM3-7: Demonstrate effective coping skills when faced with a problem. B-SM3-10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.
<p>ISCA.A.2 Students will complete school with the academic preparation essential to choose from a wide-range of substantial postsecondary options, including college.</p> <ul style="list-style-type: none"> B-1-4: Apply self-motivation and self-direction to learning B-1-6: Get high standards of quality B-1-7: Identify long- and short-term academic, career and social/emotional goals B-1-8: Actively engage in challenging coursework B-S1-3: Demonstrate advocacy skills and ability to assert self, when necessary 	<p>College Exploration, Preparation and Selection</p> <ul style="list-style-type: none"> Create education plan and map course of study Evaluate post-secondary pathway option in relation to personal skills and career goals Develop an individualized plan for post-secondary goals Understand post-secondary admission process, procedures, and timeline for accessing education/training Understand relationship between post-secondary plans and extracurricular/service activities. 	<p>SEL.2.C. Use communication and social skills to interact effectively with others.</p> <p>2C.4a. Evaluate the effects of requesting support from and providing support to others.</p> <p>2C.5a. Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families.</p> <ul style="list-style-type: none"> B-S1-1: Use effective oral and written communication and listening skills B-S1-2: Create positive and supportive relationships with other students B-S1-3: Create relationships with adults that support success. B-S1-4: Demonstrate empathy B-S1-6: Use effective collaboration and cooperation skills. B-S1-7: Use leadership and teamwork skills to work effectively in diverse teams
<p>ISCA.A.3 Students will understand the relationship of academics to the world of work, and to life at home in the community.</p> <ul style="list-style-type: none"> B-SM5-5: Demonstrate perseverance to achieve long- and short-term goals B-SM5-8: Demonstrate ability to balance school, home and community activities. 	<p>Financial Aid and Literacy</p> <ul style="list-style-type: none"> Apply financial literacy skills to make post-secondary decisions. Understand the financial impact of post-secondary plans in relation to career goals Develop knowledge and skills to complete financial aid application process for post-secondary education/training Understand terms and conditions related to scholarships and post-secondary loans. 	<p>SEL.5.B: Apply decision-making skills to deal responsibly with daily academic and social situations.</p> <p>3B.4a. Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions.</p> <p>3B.5a. Analyze how present decision-making affects college and career choices.</p> <ul style="list-style-type: none"> B-SM1-1: Demonstrate ability to assume responsibility B-SM1-5: Demonstrate personal responsibility B-S1-5: Demonstrate ethical decision-making and social responsibility B-S1-9: Demonstrate social maturity and behaviors appropriate to the situation

Counseling Curriculum

NCUSD203 Comprehensive School Counseling Curriculum

Social Emotional Learning - Grades 9-12				
ASCA Behavior	9th grade	10th grade	11th grade	12th grade
B-SMS-10: Demonstrate ability to manage transitions and ability to adapt to changing situations & responsibilities	With support, implement strategies to transition to high school successfully	Independently implement strategies to manage new and changing situations	Analyze personal strategies to manage life changes and transitions	Formulate a plan to manage the personal changes that will occur as one moves to post high school choices
SEL Standard	9th grade	10th grade	11th grade	12th grade

1A.5b. Evaluate how expressing more positive attitudes influences others	1A.4b. more p
1C.5b. Monitor progress toward achieving a goal, and evaluate one's performance against criteria	1C.4b. obstac
2A.5b. Demonstrate ways to express empathy for others	2A.4b. undersp
2C.5a. Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families	2C.4a. request

NCUSD203 Comprehensive School Counseling Curriculum

Academic Behaviors - Grades 6-8			
ASCA Behavior	6th grade	7th grade	8th grade
B-LS-1: Demonstrate critical-thinking skills to make informed decisions	Compare multiple perspectives when making an informed decision	Gather evidence and consider multiple perspectives to make informed decisions	Utilize research skills to gather evidence and apply the decision making process to academic tasks
B-LS-9: Gather evidence and consider multiple perspectives to make informed decisions			

B-LS-2: Demonstrate creativity	Explore your talent generate ideas
B-LS-3: Use time-management, organizational & study skills	Investigate and practice organizational, and
B-LS-5: Apply media and technology skills	Utilizes a variety of gather information regarding postsec
B-SMS-3: Demonstrate ability to work independently	Develop and practice system to promote
B-LS-4: Apply self-motivation and self-direction to learning	

NCUSD203 Comprehensive School Counseling Curriculum

College and Career Exploration & Preparation - Grades 9-12				
PWR- Act Behavior	9th grade	10th grade	11th grade	12th grade
Engage in career exploration and development to create an individualized plan for making informed postsecondary decisions	Analyze and select 1-2 career clusters for exploration and development	Select a career pathway within an area of interest Compare and contrast postsecondary credentials and institutions in relationship to one's identified career pathway	Identify and connect career attributes related to career interests Analyze and compare the education, training, and personal characteristics needed to achieve current career and educational plans	Engage in a variety of experiences related to one's career pathway Synthesize information to articulate how career pathway courses and experiences articulate to degree programs at postsecondary options
Engage in college exploration and skill development to create an individualized plan for postsecondary education/training	Summarize the relationship between high school courses, attendance, grades to postsecondary plans	Investigate the educational requirements, cost, and expected salaries for occupations in selected career pathway Identify timing of college entrance exams and applications Investigate the benefits of early college credit opportunities to postsecondary access and completion	Identify entrance requirements and application deadlines for postsecondary programs of study Identify 3-5 match schools for postsecondary program of study	Submit applications to postsecondary institutions
Apply financial literacy skills to make informed postsecondary decisions	Compare the costs associated with different postsecondary programs	Demonstrate how to make informed financial decisions by collecting information, planning, and budgeting	Distinguish between financial aid and scholarship deadlines for chosen postsecondary options	Apply financial literacy skills to make postsecondary decisions (i.e. complete financial aid application process and understand terms and conditions of scholarships and loans)

Year Long Counseling Curriculum

Illinois PaCE: Postsecondary and Career Expectations

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	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>A student should be supported to:</p> <ul style="list-style-type: none"> complete a career cluster survey attend a career exploration day complete a unit on education planning <p>Be exposed to a finance literacy unit in a course or workshop</p> <p>A student should know:</p> <ul style="list-style-type: none"> the concept of career clusters for further exploration possible career clusters of interest relationship between community service/ extracurricular activities and postsecondary (PS)/career goals 	<p>A student should be supported to:</p> <ul style="list-style-type: none"> visit a 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 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 financial aid assessment with a family member <p>A student should know:</p> <ul style="list-style-type: none"> 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 	<p>A student should be supported to:</p> <ul style="list-style-type: none"> 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 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 <p>A student should know:</p> <ul style="list-style-type: none"> 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 	<p>A student should be supported to:</p> <ul style="list-style-type: none"> meet 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 <p>By the end of 12th grade a student should be supported to:</p> <ul style="list-style-type: none"> 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 <p>A student should know:</p> <ul style="list-style-type: none"> 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 	



Naperville Counseling Curriculum

Individual Learning Plan (ILP)

6th Grade Student Goal: *Students will be exposed to various postsecondary opportunities to connect personal interest, talents, and employability skills.*

Essential Standards:

- ★ Develop and practice a self-management system to promote academic success
- ★ Investigate career and educational information resources to understand occupations and career clusters
- ★ Identify a variety of life transitions
- ★ Set a short-term goal; and with support, make a plan for achieving the short-term goal

Curricular Units:

- Being the Best Student I Can Be
- Exploring the Skills I Bring to a Team
- Investigating My Future

10th Grade Student Goal: *Students will select a postsecondary pathway with 1-2 career goals, grounded in personal assessment of interests and strengths with understanding of career clusters and employment trends.*

Essential Standards:

- ★ Evaluate progress and demonstrate perseverance towards achieving postsecondary goals
- ★ Select a career pathway within an area of interest
- ★ Compare and contrast postsecondary credentials and institutions in relationship to one's identified career pathway
- ★ Revise individualized learning plan as it relates to evolving and/or new interests, strengths, and areas of growth
- ★ Independently implement strategies to manage new and changing situations

Curricular Units:

- Reviewing Career Pathways and Selecting My Fit
- Course Planning for Rigor and Postsecondary Preparation
- Gathering Information and Comparing Postsecondary Options
- Evaluating Choices and My Postsecondary Plan

How do we provide services?

Direct Instruction


Experiences

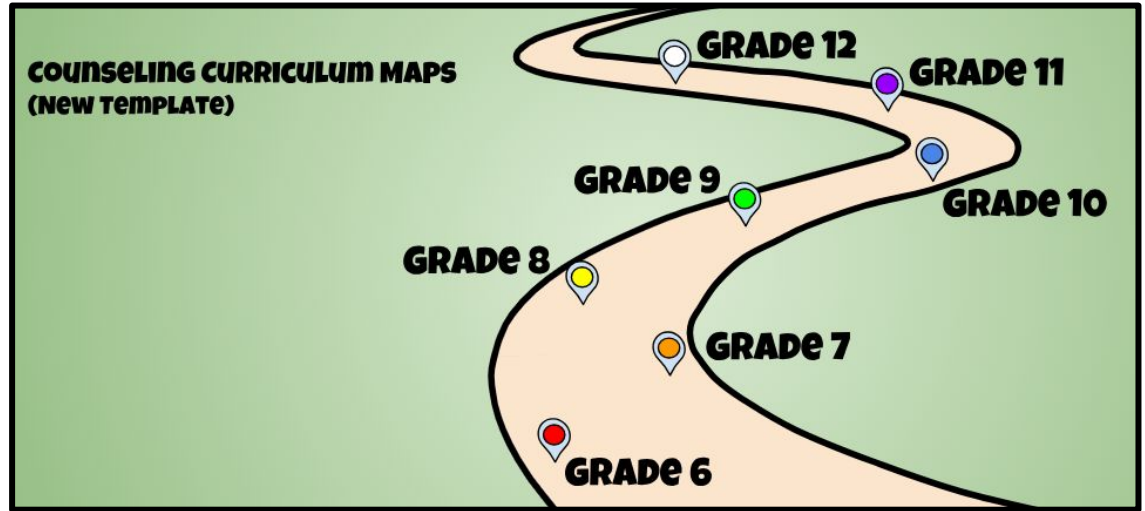


Unit 1: Be the Best Student			Unit 2: Team Member Contributor			Unit 3: Investigate My Future		
								
Aug-Sept	Oct-Dec	Fall-Winter	Nov-Jan	Jan-Feb	Jan-Feb	March-April	March-April	March-May

Naperville 203 Comprehensive Counseling Site

Lesson Template for exemplars

Counseling Curriculum		
Lesson Title		
Grade		
Timeframe		
Minutes		
Learning Targets	<ul style="list-style-type: none"> • • • 	
Preparation & Materials	<ul style="list-style-type: none"> • • • 	
Process	<ol style="list-style-type: none"> 1. (xx minutes) Add Description 2. (xx minutes) Add Description 3. (xx minutes) Add Description 	
Assessment		



Maps & Templates

Learning through PLAY





Getting to the Curriculum Site & Reading the Curriculum Map



Implementation Expectations for 2019-2020

1. All counselors implement the approved ILP tool (SchoolLinks) with students.
 - Each student in Grades 6-10 creates an ILP within SchoolLinks.
 - Students in Grades 8-11 plan, select, and register for courses within SchoolLinks.
2. All counselors implement the approved curriculum from D203 curriculum maps.
 - Each counselor delivers whole group lessons with students in Grades 6-10.
 - Each counselor delivers individual student course counseling sessions with students in Grades 6-10.
3. All counselors analyze Grades 6-10 ABC (Attendance, Behavior, Course Grades) Report student data and use these data to inform service delivery.
 - Each Grades 9-12 counselor reviews data on a monthly basis.
 - Each Grades 6-8 counselor reviews data mid-trimester and at the end of each trimester.

Curriculum Overview Trimester 1



Curriculum Overview Trimester 2



Curriculum Overview Trimester 3



Launch & Learn

PaCE: By the end of 8th grade, a student should be supported to attend a career exploration day.



**Career
Motive-8**

**CAREER
MOTIVE**
Naperville 2023
Community School District 203



Career Motive-8
Naperville 203 8th Grade Career Exploration Day

Friday, October 21, 2022 at Naperville Yard
Morning Session: 8:45 - 11:00 a.m.
Afternoon Session: 11:45 - 2:00 p.m.

Explore → Engage ← Motivate



PaCE: By the end of 11th grade, a student should know application deadlines, test timing, cost, and preparation for industry-based certification for CP AND 3-5 match schools, one safety, one reach school for PS program of study.

Junior Resources

Timeline for Junior and Senior Year

Check out [this timeline](#) for junior and senior year to make sure you're staying on track for your postsecondary plans.

Using SchoolLinks

Log in to your SchoolLinks account [here](#).

Do a [college search in SchoolLinks](#) and check out the [scattergrams](#) to determine if a college is an academic reach, target, or likely option. Favorite colleges you like by clicking the heart!

Revisit your career assessments and explore the Career Center.

Postsecondary Options & NCompass

[NCompass](#) is our comprehensive postsecondary planning guide. Navigate to [NCompass](#) to continue your research on all postsecondary options.



College Exploration

Look above to do a college search in SchoolLinks or try one of these [other tools](#) to search for a school.

Standardized Testing

All juniors will take the State SAT on April 13th, which is a graduation requirement.

Career and College Planning

Class of 2024
Winter Edition

PaCE: By the end of 10th grade, a student should be supported to review coursework, and PS/career plans in relation to the ISBE College and Career Readiness Indicators (every year).

Unit 2: Reviewing Career Pathways (CP) and Course Planning for Rigor

Learning Standards

B-LS-8 Complete rigorous core and elective coursework aligned to postsecondary goals, ensuring readiness for college credit bearing courses

PWR-Act PaCE Investigate the benefits of early college credit opportunities to postsecondary access and completion

Unit 2 Lesson 1: Whole Group Lesson - Learning Targets

- Students will understand the relationship between rigorous high school coursework and college credit bearing courses.
- Students will investigate the benefits of early college credit opportunities to college access and completion.
- Students will make connections from their 10th grade coursework to their postsecondary goals.
- Students will understand graduation requirements and minimum college admission requirements

Use the [Exemplar Lesson](#) (Course Selection Planning)

Learning Standards

B-SMS-3 Demonstrate independent work

B-SMS-5 Evaluate progress and demonstrate perseverance towards achieving postsecondary goals

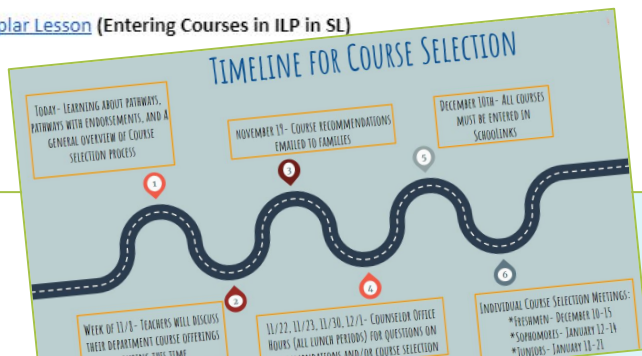
B-LS-4 Demonstrate self-motivation and self-direction for learning

B-LS-8 Complete rigorous and elective coursework aligned to postsecondary goals, ensuring readiness for college bearing courses.

Unit 2 Lesson 2: Self-Paced - Learning Targets

- Students will make connections from their 10th grade coursework to their postsecondary goals.
- Students will understand graduation requirements and minimum college admission requirements

Use the [Exemplar Lesson](#) (Entering Courses in ILP in SL)



Making Your 4-Year Course Plan...

...**SchoolLinks** **Course Plan Instructions**

Naperville 203
Community High School District

Part of being college & career ready is having a purposeful plan of courses to support postsecondary goals. Naperville 203 students create these plans within the SchoolLinks platform. These plans are reviewed and updated annually and used to create the student course schedule at each high school. Below is a step-by-step guide to assist students in this process. Please review the Overview section of the [Naperville CUSD 203 High School Program Planning Guide](#) before beginning and as needed, contact your counselor for questions or assistance.

Creating 4-Year Plans (Using Course Planner) as a Student

1. Log in to SchoolLinks: <https://app.schoollinks.com>
2. On the left navigation menu, click on "School" , and then select the Course Planner option.
3. Select the **Complete Plan >** button. The window should show your next year's high school and your graduation plan. On the Welcome page, select the **Let's go →** button at the bottom of the page to continue.
Tip: If you can't see the blue "Let's go" button, you may need to decrease your Zoom.

Comprehensive Counseling

Year 1

- Developed vision, mission & beliefs
- Identified standards for students to master
- Presented curriculum framework to BOE
- Implemented professional learning on why & what of comprehensive counseling program and standards

Year 2

- Implemented curriculum
- Implemented advisory councils
- Implemented annual agreements at each site
- Identified and piloted individual learning plan tool
- Delivered ongoing professional learning

Year 3

- Implement new ILP system & practices
- Implement curriculum
- Develop and implement process for feedback, review and revision
- Deliver ongoing professional learning
- Monitor student growth
- Implement department restructure

The question young people are considering for themselves is not,

“What do you want to be when you grow up?”

Instead it is...

“WHAT DO YOU WANT
YOUR LIFE TO BE LIKE
IN THE FUTURE?”



-Jobs For The Future



Give it a Try!



Data Systems & Support

State Goal: 90% or more of graduating students will be ready for College & Career by 2032

- Encompasses wide range of experiences both **academic & career** indicators
- Earn Distinguished Scholar or College & Career Ready Distinctions
- CCR pathway will include diploma endorsement opportunities available
- All data reported annually
- **6.25%** of a high school total accountability score

Distinguished Scholar

1. GPA: 3.75/4.0
2. 95% attendance junior and senior year
3. ACT Composite Score: 30 or SAT Composite Score: 1400
4. One academic indicator in ELA and Math
5. Three career ready indicators

College and Career Ready

1. GPA: 2.8/4.0
2. 95% attendance junior and senior year
3. **EITHER**
 - a) College and Career Pathway Endorsement; **OR**
 - b) All of the following:
 - i. One academic indicator in ELA and Math
 - ii. Career area of interest
 - iii. Three career ready indicators

How did we go from this?

ISBE College and Career Readiness Indicator (April 2018)

Distinguished Scholar

- GPA: 3.75/4.0
- ACT Composite Score: 30 or SAT Composite Score: 1400
- At least one academic indicator in each English language arts (ELA) and mathematics during junior or senior year (Algebra II at any time)
- Three career readiness indicators during junior or senior year
- 95% attendance junior and senior year

College and Career Readiness

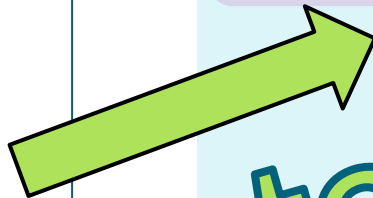
- GPA: 2.8/4.0
- 95% attendance in high school junior and senior year
- EITHER**
 - College and Career Pathway Endorsement under Postsecondary and Workforce Readiness Act; OR
 - All of the following:
 - One academic indicator in each of ELA and math during junior or senior year (or Algebra II at any time)
 - Identify a career area of interest by the end of the sophomore year
 - Three career readiness indicators during junior or senior year

Academic Indicators	
ELA	MATH
ELA Advanced Placement (AP) Exam (Score of 3 or Higher)	Math AP Exam (Score of 3 or Higher)
ELA AP Course (Grade of A, B, or C)	Math AP Course (Grade of A, B, or C)
Dual Credit English Course (Grade of A, B, or C)	Dual Credit Math Course (Grade of A, B, or C)
International Baccalaureate (IB) ELA Course (Grade of A, B, or C)	IB Math Course (Grade of A, B, or C)
IB Exam (Score of 4 or Higher)	IB Exam (Score of 4 or Higher)
Transitional English (Grade of A, B, or C)	Transitional Math (Grade of A, B, or C)
	Algebra II (Grade of A, B, or C)
Minimum ACT Subject Scores of English: 18 and Reading: 22	Minimum ACT Subject Score of Math: 22 and Math Course in Senior Year
Minimum SAT Subject Score of Evidence-Based Reading and Writing: 540	Minimum SAT Subject Score of Math: 540 and Math Course in Senior Year

Career Readiness Indicators
<ul style="list-style-type: none"> Career Development Experience Industry Credential Military Service or an ASVAB Score of 31 or Higher Dual Credit Career Pathway Course (College Credit Earned) Completion of Program of Study Attaining and Maintaining Consistent Employment for a Minimum of 12 Months Consecutive Summer Employment 25 Hours of Community Service Two or More Organized Co-curricular Activities

The screenshot shows a dashboard for 842 students. The table lists the following students:

Student Name	Grade	Last Login	Learning Tasks	To Do Tasks Missed	Assigned Tags
Junior, Maya	12th	14 minutes ago	4	0	Captain, AP, Honors, Advisory 2nd, Best, Advisory 4th
Kerwien, Scott	12th	3 days ago	3	3	Honors, Advisory 2nd, Best, Advisory 4th
King, Ashlee	8th	10 days ago	0	1	Honors
Abel, John	8th	11 days ago	0	3	Honors
Peak, Catherine	8th	11 days ago	1	3	Honors
Simon, Sonja	8th	11 days ago	0	3	Honors
Simmons, Shirley	8th	17 days ago	0	2	Honors
London, Brad	8th	17 days ago	3	3	Honors, Test Tag



to THIS!!!

Implementation Expectations

Year 1 Expectations:

- Counselors implement SchooLinks with Grade 6-11 students
 - Student initiate ILP within SchooLinks to include course planning
- Counselors implement SchooLinks with students aligned to curriculum maps

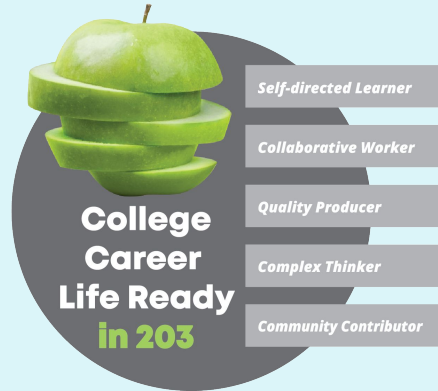


Year 2 Expectations:

- Counselors implement SchooLinks with Grade 6-12 students
 - Student initiate ILP within SchooLinks to include course planning & postsecondary application process
- Counselors implement SchooLinks with students aligned to curriculum maps

Date	Topic
March 1	Introduction to Curriculum Maps & ILP with SchoolLinks
May -Aug	Online Certification Course Opens (<i>Career203 Brick Available</i>)
Aug 13	Comprehensive Training for SchoolLinks (<i>Online Certification Course Complete</i>)
Aug 13	SchoolLinks Lead Counselors - Introduction & Expectations (<i>Career203 Brick Available</i>)
Aug - Sept	Communication to Classroom Teachers by Individual Buildings
Aug - Sept	Building Based Trainings
Sep	Student Training & Communication for SchoolLinks by Individual Buildings
Sep 30	SchoolLinks LIVE with 6-10th Grade Students
Oct 10/11	Buildings Based Training/Communications for Parents
Nov 4	Course Planning & Scheduling Training (<i>SchoolLinks Replaces Current System</i>)
Dec	Students, Parents, & Teachers Understand Course Planning & Selection Process
March	Year 2 Planning & Prep - Grades 11-12 & Staff Join SchoolLinks

Implementation Timeline



Intended Audience: 6-12 SchoolLinks Lead Counselors (*One counselor per JHS & Two counselors per HS*)

Timeline: August 2020 - June 2021

Compensation: \$1000

Outcomes:

- Demonstrate a high level of understanding of the SchoolLinks platform
- Serve as a leader for the implementation of SchoolLinks
- Develop communication plans and processes for implementation
- Support building staff and students with implementation

Learning Experiences:

- Attend bi-weekly webinars
- Serve as a point of contact for peers in regards to SchoolLinks questions
- Complete SchoolLinks trainings and share knowledge with building staff
- Assist in the development of parent and student communication plans and processes
- Provide continuous communication to buildings on new SchoolLinks features and/or updates
- Attend SchoolLinks Implementation meetings as needed
- Provide continuous communication to PSAC and SchoolLinks on user feedback
- Deliver staff trainings within buildings, institute days, PLCs, as needed
- Support SchoolLinks implementation as part of the leadership team

**SchoolLinks
Champions**



SchoolLinks in Naperville 2023

- ❑ Total student logins **tripled** in 4 years with **55,000+** this year
- ❑ **96%** of students completed onboarding
- ❑ **87%** of seniors have set up **at least one college application**
- ❑ **11,000+** applications managed last year & **24,000+** application materials sent so far this year, including **7,635+** teacher recommendations
- ❑ **95%** of students grades 8-11 started **course planning**
- ❑ **77%** of 10th graders have **selected a career pathway**
- ❑ **Eleven** experience types tracked through experience tracker
- ❑ **25,000+** graduates in the **alumni database**



Here goes something...
Just Start!



Looking Ahead...

- X Growth of Pathways with Dual Credit
- X Work-Based Learning & Partnership Engagement
- X Junior High “Electives” & Programs (course book)
- X Competency Based Models
- X Elementary SEL with Career Education



- X Just Start! (*The work is HUGE & never DONE*)
- X Engage Stakeholders
- X Take Time to DEFINE your “WHY” & KEEP Focused! (*purpose & outcomes*)
- X Group Work into Areas & Phases (*What is low hanging fruit?*)
- X Build your Learning & Support Network (*Include your team*)
- X Don't Forget Supports & Systems
- X Communicate & Celebrate!

Lessons Learned...



Thank
You!



Critical Success Factors

- ★ Naperville 203 will offer programs of study with diploma endorsements for career pathways in all 7 state defined areas involving all departments
- ★ Students have access to early college credit course offerings across all high school department areas with junior high exploratory alignment
- ★ All students graduates with a post-secondary plan that includes an understanding of return-on-investment
- ★ Students engage in at least 2 co-curricular activities during their school experience
- ★ Students will identify at least two adult mentors who support their growth and development
- ★ Work-Based Learning opportunities will be available for student who want to participate

2

Career Pathways

Programs of study aligned to specific **career cluster areas** with embedded **early college credit** and authentic **work-based learning**. Students can earn diploma endorsements in specific pathway areas.

FINANCE & BUSINESS SERVICES

HEALTH SCIENCES & TECHNOLOGY

AGRICULTURE FOOD & NATURAL RESOURCES

ARTS & COMMUNICATIONS

INFORMATION TECHNOLOGY

MANUFACTURING, ENGINEERING, TECHNOLOGY & TRADES

HUMAN & PUBLIC SERVICES

*Illinois
Endorsement
Diploma Areas*



College and Career Pathway Endorsement Framework



INDIVIDUAL PLAN

Each student completing an endorsement must have an individualized plan, which includes college planning linked to early understanding of career goals, financial aid, resume, and personal statement.

Counseling Curriculum



PROFESSIONAL LEARNING

Awareness, exploration, and preparation activities that provide opportunities for students to interact with adults in their workplace

9th	10th	11th	12th
At least 2 career exploration activities or 1 intensive experience		60 cumulative hours of paid or credit supervised career development experience with a professional skills assessment	
At least 2 team-based challenges with adult mentoring			

Through these experiences, a student gains essential employability and technical competencies in their identified sector.

CAREER-FOCUSED INSTRUCTIONAL SEQUENCE

Two years of secondary coursework, or equivalent competencies, that articulate to a postsecondary credential with labor market value. Must include at least 6 hours of early college credit.

9th	10th	11th	12th
Orientation / Introduction			
	Skill Development		
			Capstone / Advanced Courses

ACADEMIC READINESS Transitional Math/Transitional English

Ready for non-remedial coursework in reading and math by high school graduation through criteria defined by district and local community college

Pathway Diploma Endorsement Framework

PROFESSIONAL LEARNING

Awareness, exploration, and preparation activities that provide opportunities for students to interact with adults in their workplace

9th

10th

11th

12th

At least 2 career exploration activities or 1 intensive experience

60 cumulative hours of paid or credit supervised career development experience with a professional skills assessment

At least 2 team-based challenges with adult mentoring

↑
Through these experiences, a student gains essential employability and technical competencies in their identified sector.
↓

- ❑ 2 career exploration activities OR 1 intensive experience

- ❑ 60 hours career development experience

- ❑ 2 team-based challenges

CAREER-FOCUSED INSTRUCTIONAL SEQUENCE

Two years of secondary coursework, or equivalent competencies, that articulate to a postsecondary credential with labor market value. Must include at least 6 hours of early college credit.

9th

10th

11th

12th

Orientation / Introduction

Skill Development







Capstone / Advanced Courses





- ❑ 2 years of secondary coursework or equivalent competencies

- ❑ 6 hours early college credit

Naperville Diploma Endorsements

All Endorsements Require:

-  An individualized plan (ILP)
-  At least 2 career exploration activities or 1 intensive experience
-  At least 2 team-based challenges with adult mentoring
-  At least **60 hours** of paid or credit supervised career development experience with a professional skills assessment
-  At least 2 years of career-focused coursework with at least 6 hours of early college credit
-  Academic success in reading and math (*readiness for college-level coursework*)

	Education & Training: Teaching/Training
	Network Systems/Information Support & Services Programming & Software Development
	Plant Systems Animal Systems
	Business Management & Administration - Entrepreneurship

**Class of 2023*

High School Leadership CCR ... Systems in Place

Building Leadership & Communication

- Develop processes to support creation & launch of pathways (data, reporting, marketing)
- Provide programs of study & diploma endorsements for career pathways in all 7 state defined areas

Counseling

- Collaborate to support, understand, promote, manage completion of endorsements, fostering college, career & life readiness
- Ensure ALL students will graduate with a post-secondary plan & an understanding of the return-on-investment

Curriculum & Programming

- Develop robust & relevant career pathways that prepare students for: career & college focus, foster development of life skills, create links between school & work, are meaningful & progressive, offer up-to-date & modern curriculum

Work-Based Learning

- Make available work-based learning opportunities for ALL students who want to participate with systemization of processes to support & invite (**Students completing pathway endorsements will record 60 hours of WBL during their high school tenure*)

Early College Credit & Credentials

- Add additional dual credit courses to menu of offerings with “certified” dual credit staff
- Increase opportunities for students to earn industry credentials

Logistics & Documentation

- Technology, systems, and resources are aligned to support preparation of ALL students for college AND career