



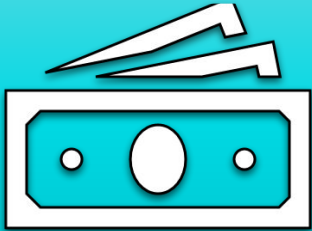
Beyond Cognitive Skills: Preparation through the Illinois PaCE Framework

Presented by: Ana Moya

About ISAC



“Providing Illinois students with information and assistance to help make education beyond high school accessible and affordable”



We administer scholarships and grants to students across the State of Illinois



We provide professional development offerings on navigating the financial aid process, resources and support for underrepresented students, and understanding student loan repayment/forgiveness programs



Agenda

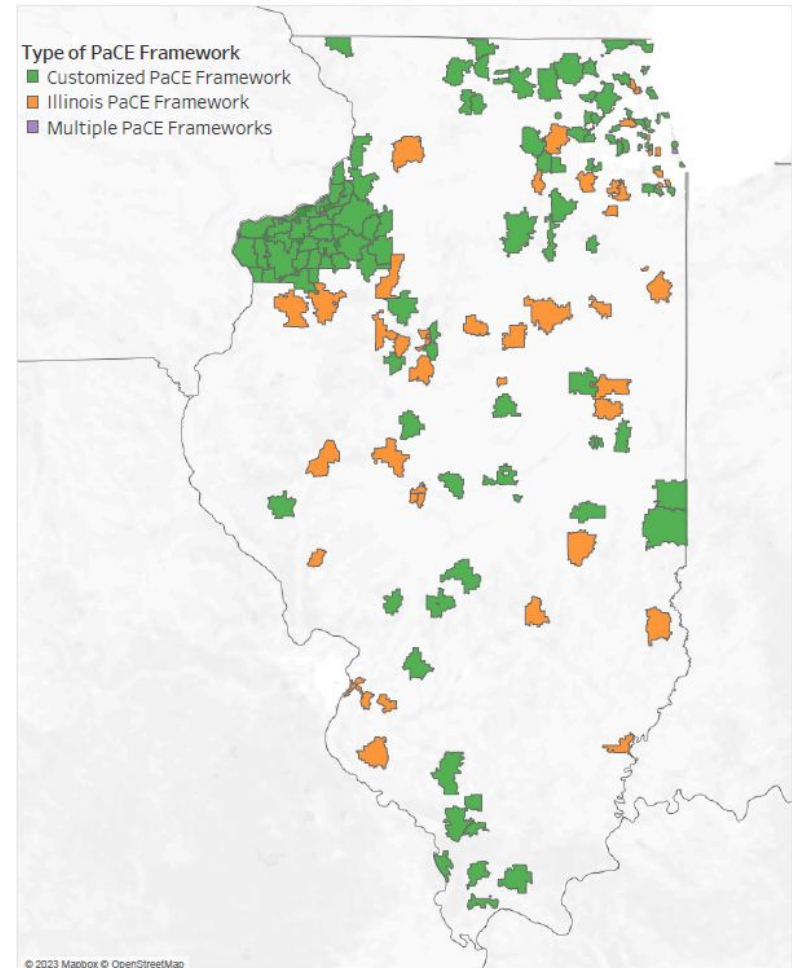
1. Background
2. Five Core Stages
3. Curriculum

Background

PaCE Frameworks Across the State

- ISAC has identified **148 schools and districts** who are implementing PaCE
 - 94 customized (26 w/ISAC)
 - 54 adopted Illinois PaCE
- We have created a repository of frameworks, available at www.isac.org/pace

PaCE Implementation by ZIP Code Spring 2023



Illinois PaCE Framework-HS



Illinois PaCE Postsecondary and Career Expectations

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



Components of the Illinois PaCE Framework

ISBE, ICCB, IBHE, ISAC

By the end of 12th grade

By the end of 11th grade

By the end of 10th grade

By the end of 9th grade

- A student should be supported to:
 - Action items or experiences
- A student should know:
 - Understand key concepts
- A student should have:
 - Completion of time-sensitive tasks



Illinois PaCE Framework-MS



Illinois PaCE Postsecondary and Career Expectations

At the middle school and early high school level, the Illinois Postsecondary and Career Expectations (PaCE) Framework is designed to provide students with guided exploration of postsecondary planning and options in a manner that is consistent with adolescent development. Meaningful participation in post-secondary preparation programs requires that students perceive college and/or career as possible and probable. Too often, programs are designed to serve only students who already have a college-going or career-oriented identity. The developmental work in the middle school framework is intended to prepare students to more fully engage with the PaCE Framework throughout the critical high school years.



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



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Components of Middle School Framework

ISBE, ICCB, IBHE, ISAC



By the end of 8th grade

By the end of 7th grade

By the end of 6th grade

- A student should be exposed to:
 - Understand concepts
- A student should be supported to:
 - Action items or experiences



IL Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)

- ISAC was awarded a 7-year grant in late 2016
- ISAC and its program partners used a cohort model to provide direct services to approximately 30,500 students across 14 pairs of middle and high schools primarily located in rural communities throughout Illinois
- All middle schools are given the option to implement the GEAR UP Developmental Curriculum into 7th and 8th grade classes



Ready, Willing, and Able

- Savitz-Romer and Bouffard suggest an adolescent developmental approach to college readiness and success
- They discuss five core developmental stages that are crucial for students: Envisioning, Believing, Aiming, Organizing, and Connecting



Aspiration

ASPIRATION



Here the goal is to develop self-awareness and form an identity consistent with postsecondary success.



The ILGU domain of Identity includes the Ready, Willing, and Able (RWA) stages of Envisioning and Believing.

Planning

PLANNING



We want students to learn the skills necessary to develop and successfully execute a plan for the desired postsecondary outcome.



The ILGU domain of Planning includes the RWA stages of Aiming and Organizing.

Self-Advocacy

SELF-ADVOCACY



Ideally, students will develop the skills necessary to persist through challenges and to build a strong and supportive social network that can guide a student to and through postsecondary education and into a successful career.



The ILGU domain of Self-Advocacy includes the RWA stage of Connecting.

Five Core Stages

Five Core Stages

Envisioning

Believing

Aiming

Organizing

Connecting

Core Stage- Envisioning

- Adolescents as explorers
 - Goal is for the adolescent to form a coherent identity which will be made up of past and present experiences
 - Some identify as college goers' others are beginning to explore
 - Most college access programs target those who have a college going identity and they're a great opportunity for those who do not
- Committing to a college going identity
 - Identity status theory, four statuses: **Identity diffused, foreclosure, moratorium, identity achieves**
- Identity Dimensions and identity conflicts
 - Everyone has multiple dimensions to their identities, all of them influence behavior
- Trying on the role of college goer
 - To adopt a role identity, one must have opportunities to enact or to engage in activities that people in similar roles do

Core Stage - Envisioning Opportunities for Practice

- Make the unconscious conscious
- Lead Discussions about whether and why youth believe that people like them can and do go to college
- Identify exploratory opportunities so the youth can experience the role of a college-goer
- Review program or school policies that might undermine identity exploration
- Include activities to build strong ties and pride in the groups with which students might identify with

Core Stage- Believing

- Self-concepts for success
 - Self-Competence, how skilled people feel they are at certain things
 - Self-efficacy, how capable people feel in achieving goals
- Visions of the future
 - Knowers
 - Seekers
 - Dreamers
- Understanding the self in a social context
 - People's beliefs about themselves and their future possibilities are internal processes but they are strongly influenced by social contexts and experiences and the meaning that they make of it

Core Stage- Believing Opportunities for Practice

- Create opportunities for youth to assess their assets
- Provide opportunities for youth to build skills and then reflect on those skills
- Assist youth in transferring self-efficacy from one domain to another
- Set the stage for balanced goal setting
- Utilize tools that promote self-appraisal
- Be mindful of approaches that undermine the development of self-efficacy

Core Stage- Aiming

- Motivation is a cyclical process that involves:
 - The kinds of goals students set, the reasons they set them, and the actions they take to achieve them
- Understanding how motivation can impact goal setting
 - *Intrinsically* motivated: completing a task for its inherent enjoyment: the task is its own reward
 - (i.e., completing house chores as a form of exercise)
 - *Extrinsically* motivated: completing a task for an external reward: this alone won't result in college success
 - (i.e., completing house chores for an extra allowance)

Core Stage - Aiming Opportunities for Practice

- When presenting the benefits of college, strike a balance between intrinsic and extrinsic rewards
 - Use extrinsic motivators sparingly and emphasize the intrinsic benefits of higher education
- Build on youths' interests and passions to tap into intrinsic motivation for college
 - Help students find and develop interests and passions
- Stress the value of effort and de-emphasize the role of innate ability in determining success
 - You can improve by applying more effort

Core Stage – Organizing

- Skills for turning vision into action
 - **Ability to focus attention:** staying on task
 - **Plan and overcome obstacles:** realistic about challenges and identify strategies for overcoming them before they materialize
 - **Delay gratification:** exerting control over impulses that could derail you
 - **Solve complex problems:** break up large goals into subgoals to help organize desired behaviors
 - **Self-reflect and regulate feelings:** evaluate the outcome of your decision to make any revisions in the future
- Having focus and planning skills help students' complete applications, manage deadlines, and make better choices
 - (I.e., study for a final or hang out with friends)

Core Stage - Organizing Opportunities for Practice

- Teach self-reflection skills
 - How to plan ahead, manage time, evaluate decisions, and reflect on the outcomes of their decisions
- Provide strategies to help youth minimize distractions
 - Maintaining focus to keep the eye on the prize
- Teach youth to become adept at developing alternative plans
 - Establish goal-setting workshops and assist with identifying potential barriers and develop strategies for overcoming them

Core Stage – Connecting

- Peers play a central role in the lives of students, influencing a wide range of decisions and behaviors
 - **Peers as mirrors:** Youth come to define themselves partially through the groups they are members in
 - **Peers as companions:** Youth are more likely to go to college if their friends are also going
 - **Peers as regulators:** Peers can provide a form of other regulation by establishing norms for college-going and setting the habits necessary for persistence and success
- The multiple facets of family support

Core Stage – Connecting Opportunities for Practice

- Ask youth about their friends' aspirations and plans
- Create structures for peer-oriented and peer-directed college planning
- Facilitate peer study groups and group projects
- Include activities that capitalize on specific cultural identities that support college-going
- Create opportunities to build networks among youth bound for the same colleges or types of programs
- Ensure that programs based on an intentional cohort model include explicit programming to leverage peer resources

Curriculum Overview

Curriculum Objectives

MIDDLE GRADES STUDENT DEVELOPMENTAL OBJECTIVES

ILGU is designed to provide students with guided exploration of relevant topics in a manner that is consistent with the developmental stage of each student.

This developmental work is intended to prepare students to more fully engage with the content areas of Illinois PaCE: Career Exploration, Postsecondary Preparation and Financial Literacy

7th Grade Curriculum



ENGAGE IN GUIDED SELF-REFLECTION
ARTICULATE ASPIRATIONS
ENVISION A POSITIVE FUTURE



EXPLORE THEIR HABITS
CREATE OR CHANGE A HABIT
RECORD THEIR PROGRESS
EXPLORE CAREER INTERESTS



EXPLORE THEIR STRENGTHS
EFFECTIVELY ASK FOR HELP
UNDERSTAND A GROWTH MINDSET



8th Grade Curriculum



EXPLORE BARRIERS TO ASPIRATIONS
ARTICULATE PERSONAL STRENGTHS
IDENTIFY SOURCES OF MOTIVATION










EXPLORE CAREER INTERESTS
DEVELOP AN EDUCATIONAL PLAN FOR AT
LEAST ONE CAREER INTEREST
COMPARE POSSIBLE FINANCIAL FUTURES
COMPLETE A CAREER CLUSTER SURVEY
ATTEND A CAREER EXPLORATION DAY



DEMONSTRATE A GROWTH MIND SET
EXPLORE LEARNING STYLES
MAP A SUPPORT NETWORK
COMPLETE A UNIT ON EDUCATION
PLANNING



Student Development Workshops

	Must Complete Then choose, one or more of the following:
	WRITING This content area is correlated to ELA standards and includes reflective writing, personal narrative, and comparative analysis.
	MAKING This content area is focused on tactile learning, including, art, craft, design and building. It can be incorporated into Maker Spaces.
	READING This content area is correlated to ELA standards and includes fiction and non-fiction reading, reflection, reaction, and comparative analysis.
	DISCUSSION This content area is focused on speaking and listening skills, primarily in interactive group settings, including project-based learning.
	MEDIA This content area incorporates film, music, video, and online research.
	PRACTICAL This content area includes lessons correlated to math, science, social sciences, business and other areas for real world application.

Activity Facilitator Guide

7th Grade: IDENTITY PIE CHART FACILITATOR GUIDE Identity Pie Chart Anchor and Supplemental Lessons

Lesson Summary: *People use the word identity all the time, but the idea of identity is complicated. Who are you? What makes you who you are? How much of this? How much of that? Some parts of our identity are decided by circumstances we don't control. Identity Pie Chart is intended to help students discover themselves and how their sense of self is important to who they are. The anchor lesson must be done first. The discussion, making and reading lessons can be done in any order. The practical and writing lesson must be done after the media lesson.*

Anchor Lesson

Students will watch the "How Do You Identify Yourself?" video and then create a list of things that are most important in making them who they are today.

Discussion Lesson

Students will play the game "Two Truths and a Lie" and will explore both their own and their classmate's characteristics and identity.

Reading Lesson

Students will read articles that will help them understand identity and provide examples of people their age exploring their own identity

Making Lesson

Students will create an identity portrait that will help them understand their visible and invisible characteristics within their self-identity.

Media Lesson

Students will watch the movie "Sing".



Practical Lesson

Students will identify visible and invisible characteristics from characters in the movie "Sing".



Writing Lesson

Students will answer questions that are intended for the students to reflect about their own identity and how it fits into the movie.

What is needed to facilitate the lesson?

Key:

- Printed Worksheets



- Pen or Pencil



- Crafting Supplies



- Internet Connection



- Projector



- Laptop or Computer Lab



Resources

NEW! FAFSA Simplification Webpage

- ISAC has developed a new webpage to help professionals know the top changes coming to the 2024-25 FAFSA
- Includes FAQ section to help you discuss information with students and families

Frequently Asked Questions (FAQ) – As of 9/26/2023

Click on the plus (+) sign next to each question to view the answer.

+ Q1: When will the 2024-25 FAFSA become available?

+ Q2: What is the Student Aid Index (SAI)?

+ Q3: What is a Federal Student Aid (FSA) ID?

+ Q4: Who needs an FSA ID?

+ Q5: Who is considered a parent, for purposes of the FAFSA? Who is reported on the FAFSA?

+ Q6: How many questions will be on the 2024-25 FAFSA?

+ Q7: My family owns a business or an investment farm. Do I need to report it on the FAFSA?

+ Q8: Can I still use the IRS Data Retrieval Tool to import my tax information from the Internal Revenue Service (IRS) to the FAFSA?

+ Q9: How do I know if I am eligible for a Pell grant?

The FAFSA® Communication Toolkit from ISAC

- **NEW** resource guide to assist practitioners in communication with families and best practices regarding the changes to this year's financial aid applications
- Utilize the guide's examples to connect with stakeholders:
 - Emails to families in English and Spanish
 - Email to volunteers
 - Robocall script in English and Spanish
 - Flyers
 - Social media posts in English and Spanish

Sample Student Flyer – Workshop Date

FREE \$\$\$

We will be hosting a **FREE** workshop to help you complete a FAFSA® or Alternative App on [DATE] at [TIME] in [LOCATION]!

Don't miss out on your opportunity to be considered for free money to pay for college.

Funds are limited, so mark your calendar!

Professional Development from ISAC

- **Free** in-person and virtual trainings for school counselors, college and career staff, college-access professionals, and more
- Trainings include:
 - FAFSA Line-by-Line
 - Working with Special Student Populations
 - Monthly Webinars
 - Financial Aid Certification Series

Professional Development Request

To request Professional Development training, complete and submit the Professional Development Request Form below no more than six (6) months and no less than four (4) weeks prior to the event.

For questions or training inquiries, contact the Professional Development Team at isac.outreachtraining@illinois.gov.

At this time, all trainings are being held virtually until further notice due to COVID-19.

Professional Development Request Form

Event Name: *

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

Virtual

In-Person

Event Contact * Title *

First Last

School/Organization *

School/Organization Address

Street Address *

City * State * Zip Code *

Email * Phone Number *

 - -

####

SECTION II - Event Details

Support Options (Select One):

A more detailed description of these options is at the bottom of this page. *

Financial Aid Application Completion Initiative

- High schools can track the FAFSA, Alternative Application, and Opt-out waiver completion in Gift Assistance Program (GAP) Access
- Use the ISAC roster for compliance for the FAFSA Graduation Requirement

www.isac.org/home/fafsa/index.html

The screenshot shows the ISAC FAFSA Completion interface for 'Some High School-12345'. The page is titled 'FAFSA Completion: Details Graduation Year 2021'. It features a 'School Summary' section with contact information for John Smith, Principal, and Walter Smith, Contact. Below this is a table of student records with columns for 'Select', 'Opt Out Waiver', 'Last Name', 'First Name', 'MI', 'DOB', 'FAFSA Status', 'Initial FAFSA Received Date', and 'MAP Elig @1st Choice College'. The first row is highlighted with a red box, showing a student with 'K' as MI, '07/24/2003' as DOB, 'Filed, has EFC' as FAFSA Status, and '10/09/2020' as Initial FAFSA Received Date. The 'Excel Report' button at the bottom right is also highlighted with a red box.

Select	Opt Out Waiver	Last Name	First Name	MI	DOB	FAFSA Status	Initial FAFSA Received Date	MAP Elig @1st Choice College
<input type="checkbox"/>	<input type="checkbox"/>			K	07/24/2003	Filed, has EFC	10/09/2020	N
<input type="checkbox"/>	<input type="checkbox"/>			A	02/17/2003			N
<input type="checkbox"/>	<input type="checkbox"/>				04/26/2003	No FAFSA Filed		
<input type="checkbox"/>	<input type="checkbox"/>			T	06/12/2003	Filed, has EFC	01/31/2021	
<input type="checkbox"/>	<input type="checkbox"/>			P	11/03/2002	Filed, has EFC	10/03/2020	
<input type="checkbox"/>	<input type="checkbox"/>			E	03/06/2003	Filed, has EFC	10/10/2020	
<input type="checkbox"/>	<input type="checkbox"/>				08/31/2003	Filed, has EFC	10/03/2020	
<input type="checkbox"/>	<input type="checkbox"/>			G	06/15/2003	Filed, has EFC	11/08/2020	N
<input type="checkbox"/>	<input type="checkbox"/>				02/01/2003	Filed, has EFC	10/24/2020	

First Generation Scholars Network

- To join the **First Generation Scholars Network (FGSN)**, students can click the **JOIN NOW!** button on the Student Portal
- Joining allows students to:
 - Connect with an FGSN mentor
 - Find an FGSN program on campus
 - Join “check-in” events with other first-generation students
- Services are **free!**

Join the Network

Ready to join?

You can join using our online form

JOIN NOW!

Have questions? Email us at

ISAC.FirstGen@illinois.gov

Thank You!

Questions? Contact the Professional Development team at isac.PaCE@illinois.gov!

Sign up for ISAC's e-messaging service to receive the latest news and updates at www.isac.org/emessaging