



# STATE POLICY UPDATES FROM THE FIELD

PaCE & Transitional Instruction



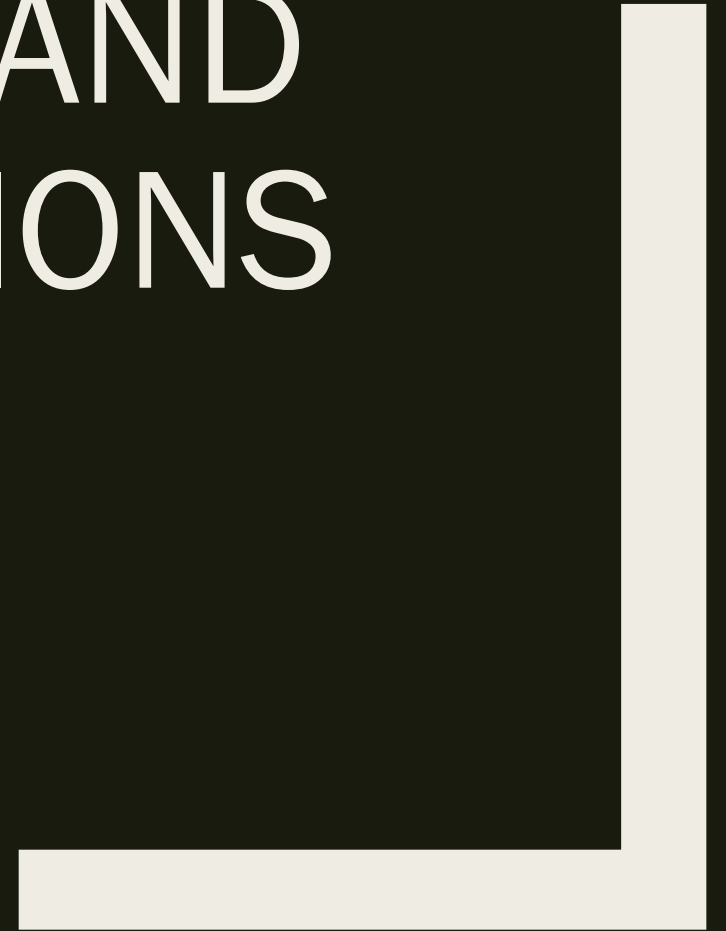


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POSTSECONDARY AND  
CAREER EXPECTATIONS  
FRAMEWORK  
(PaCE)



## 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 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><b>A student should be supported to:</b></p> <ul style="list-style-type: none"> <li>complete a career cluster survey</li> <li>attend a career exploration day</li> <li>complete a unit on education planning</li> <li>be exposed to a financial literacy unit in a course or workshop</li> </ul> <p><b>A student should know:</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> </ul>	<p><b>A student should be supported to:</b></p> <ul style="list-style-type: none"> <li>revisit career cluster interest survey and take a career interest survey</li> <li>complete an orientation to career clusters</li> <li>attend a PS options workshop</li> <li>meet with a counselor to discuss coursework and PS/career plans using the ISBE College and Career Readiness Indicators</li> <li>begin determining eligibility for advanced placement (AP) courses</li> <li>outline a plan for community service and extracurricular activities related to PS plans</li> <li>complete a financial aid assessment with a family member</li> </ul> <p><b>A student should know:</b></p> <ul style="list-style-type: none"> <li>one or two career clusters for further exploration and development</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>complete an orientation course to a particular career cluster or cluster grouping</li> <li>select a career pathway (CP) within a career cluster of interest</li> <li>begin determining eligibility for AP courses</li> <li>identify 2-3 adults to support the student through 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 PS affordability workshop 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>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 survey</li> <li>participate in a mock job interview</li> <li>create a resume and personal statement</li> <li>identify an internship opportunity related to the CP</li> <li>determine readiness for college-level coursework in math/ELA and enrollment in either "catch up" or "speed up" course</li> <li>complete or enroll in 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> </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>career attributes related to career interests</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 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>met 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> <p><b>By the end of 12th grade a student should be supported to:</b></p> <ul style="list-style-type: none"> <li>address any remedial needs in math/ELA</li> <li>obtain an internship opportunity related to the CP</li> <li>if applicable, receive industry-based certification(s) related to the CP</li> <li>complete one or more team-based challenges or projects related to the CP</li> <li>attend a financial aid award letter 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 each PS option</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>





# HBR Career Readiness Plan

Hinckley-Big Rock CUSD #429 defines career ready graduates as having the skills and motivation to pursue a self-directed goal, adapt to challenges along the way, and know the options to obtain their post-secondary career. It is our goal that all graduating seniors will have a defined plan and be career ready when they complete high school. This list of benchmark expectations will act as a guide for HBR staff, students, and parents as we plan and prepare for our students to be ready to go.

- ◆ skills and motivation to pursue a self-directed goal
- ◇ adapt to challenges along the way
- know the options to obtain their PS career

By the end of 5th grade	By the end of 8th grade	By the end of 9th grade	By the end of 10th grade
<p>A student should be supported to:</p> <ul style="list-style-type: none"> <li>◆ identify and set personal and academic goals</li> <li>◇ consistently apply the SEL (Grit/Growth/Goal Setting) in daily practices</li> <li>● gather information regarding training and education for jobs in field of choice</li> <li>◆ create an inventory of interests and possible careers</li> </ul> <p>A student should know:</p> <ul style="list-style-type: none"> <li>● the jobs and/or careers their parents hold</li> <li>◆ the learning behaviors consistent with successful students</li> </ul>	<p>A student should be supported to:</p> <ul style="list-style-type: none"> <li>◆ complete a career cluster survey</li> <li>● engage in annual career day</li> <li>● take part in a financial literacy exercise</li> <li>◆ attend a day with parent/guardian at work</li> </ul> <p>A student should know:</p> <ul style="list-style-type: none"> <li>◆ the concept of career clusters for further exploration</li> <li>◆ possible career clusters they are currently interested in</li> <li>◇ the relationship between the skills acquired in community service and extracurricular activities and postsecondary career goals</li> </ul>	<p>A student should be supported to:</p> <ul style="list-style-type: none"> <li>● revisit/update the career interest inventory</li> <li>● complete orientation to career clusters</li> <li>● attend a PS options workshop</li> <li>● complete 4 year plan with counselor</li> <li>● outline a plan for school and community engagement aligned with PS goals</li> </ul> <p>A student should know:</p> <ul style="list-style-type: none"> <li>● at least one career cluster for further exploration</li> <li>● the relationship between coursework, school and community engagement, and outcomes to PS goals</li> <li>◇ general cost ranges of various PS options</li> </ul>	<p>A student should be supported to:</p> <ul style="list-style-type: none"> <li>◆ complete orientation to a chosen CP</li> <li>◆ chose a CP related to a career cluster</li> <li>◆ identify 2-3 adults to support him/her through the PS planning/selection process</li> <li>● attend a PS financial workshop with an adult family member</li> </ul> <p>A student should know:</p> <ul style="list-style-type: none"> <li>● educational requirements, cost, entry level, and median salary for chosen CP</li> <li>● different types of PS credentials and institutions</li> <li>● general timing of exams and applications aligned with chosen CP</li> <li>● benefit of early college credit related to PS goals</li> </ul>

## ROE #35

### 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 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
<ul style="list-style-type: none"> <li>Memorize basic profile information (legal name, address, phone numbers, etc.)</li> <li>Attend career exploration events</li> <li>Be exposed to employability skills</li> <li>Participate in resume building skills</li> <li>Read a paystub</li> <li>Research postsecondary and tuition options</li> <li>Understand opportunities to earn postsecondary credit in high school</li> <li>Understand relationship between grades and attendance in postsecondary choices</li> <li>Understand criteria to get into college of choice</li> </ul>	<ul style="list-style-type: none"> <li>Understand career clusters and related careers</li> <li>Compare and contrast strengths and weaknesses with career choice</li> <li>Research career and labor market information and opportunities</li> <li>Complete career cluster inventory</li> <li>Participate in resume building opportunities</li> <li>Research career prerequisites and opportunities to learn</li> <li>Understand debt</li> <li>Understand criteria to apply for scholarships</li> <li>Create a mock budget</li> </ul>	<ul style="list-style-type: none"> <li>Identify a career pathway</li> <li>Understand business communication (resume, email, etc.)</li> <li>Attend a career exploration opportunity</li> <li>Participate in mock interview process</li> <li>Understand the job application process and terms</li> <li>Learn professional etiquette</li> <li>Write a resume</li> <li>Participate in resume building opportunities</li> <li>Research career prerequisites and opportunities to learn</li> <li>Set goals for saving</li> <li>Understand different banking relationships</li> <li>Analyze cost effectiveness of career and lifestyle choices</li> <li>Work a summer and/or part-time job</li> <li>Select related high school courses to postsecondary plan</li> </ul>	<ul style="list-style-type: none"> <li>Complete a job shadowing experience</li> <li>Revisit career clusters</li> <li>Ensure coursework aligns with postsecondary option</li> <li>Visit one or more workplace</li> <li>Participate in resume building opportunities</li> <li>Research career prerequisites and opportunities to learn</li> <li>Understand real cost of postsecondary options</li> <li>Research and understand different types of financial aid</li> <li>Speak with recruiters, college representatives and trade representatives</li> <li>Take at least one college entrance exam</li> <li>Attend a college fair</li> <li>Identify postsecondary plans related to interests</li> </ul>	<ul style="list-style-type: none"> <li>Explore internship opportunities</li> <li>Participate in resume building opportunities</li> <li>Research career prerequisites and opportunities to learn</li> <li>Educate parents on financial responsibility</li> <li>Complete most tax and insurance forms</li> <li>Apply for grants or scholarships available</li> <li>Compare and contrast award letters</li> <li>Complete and understand FAFSA</li> <li>Plan at least two college visits (related to postsecondary options)</li> <li>Complete community service opportunities</li> <li>Earn postsecondary credit</li> <li>Complete and submit college applications</li> <li>Connect with a mentor</li> <li>Identify postsecondary options related to interests</li> </ul>



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



## Step 1: Take an Inventory

### Financial Aid and Literacy 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.

Key		Degree of Completion Scale	
FAFSA	Free Application for Federal Student Aid	1	Less than 25% of students
PS	Postsecondary	2	26-50% of students
		3	51-75% of students
		4	76-99% of students
		5	100% of students

By end of 8 <sup>th</sup> grade	By end of 9 <sup>th</sup> grade	By end of 10 <sup>th</sup> grade	By end of 11 <sup>th</sup> grade	By end of 12 <sup>th</sup> grade
students should be supported to:	students should be supported to:	students should be supported to:	students should be supported to:	students should be supported to:
<input type="checkbox"/> be exposed to a financial literacy unit in a course or workshop	<input type="checkbox"/> complete a financial aid assessment with a family member	<input type="checkbox"/> attend a PS affordability workshop with a family member	N/A	<input type="checkbox"/> attend a financial aid award letter workshop
				students should have:
				<input type="checkbox"/> attended a FAFSA completion workshop
				<input type="checkbox"/> completed a FAFSA
students should know:	students should know:	students should know:	students should know:	students should know:
N/A	<input type="checkbox"/> general cost ranges of various PS options	N/A	<input type="checkbox"/> financial aid deadlines for chosen PS options	<input type="checkbox"/> estimated cost of each PS option
				<input type="checkbox"/> affordability of PS options in relation to expected entry-level career and anticipated debt
				<input type="checkbox"/> terms and conditions of any scholarship or loan



## Step 1: Take an Inventory

### Postsecondary Education Exploration, Preparation, and Selection 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.

Key		Degree of Completion Scale	
AP	Advanced Placement	1	Less than 25% of students
CCRI	College/Career Readiness Indicators	2	26-50% of students
ELA	English Language Arts	3	51-75% of students
HS	High School	4	76-99% of students
ISBE	Illinois State Board of Education	5	100% of students
PS	Postsecondary		

By end of 8 <sup>th</sup> grade	By end of 9 <sup>th</sup> grade	By end of 10 <sup>th</sup> grade	By end of 11 <sup>th</sup> grade	By end of 12 <sup>th</sup> grade
students should be supported to:	students should be supported to:	students should be supported to:	students should be supported to:	students should be supported to:
<input type="checkbox"/> complete a unit on education planning	<input type="checkbox"/> attend a PS options workshop  <input type="checkbox"/> meet with a counselor to discuss coursework and PS/career plans using ISBE CCRI  <input type="checkbox"/> begin determining eligibility for AP courses  <input type="checkbox"/> outline a plan for community service and extracurricular activities	<input type="checkbox"/> begin determining eligibility for AP courses  <input type="checkbox"/> begin determining eligibility for AP courses  <input type="checkbox"/> identify 2-3 adults to support them through the PS/career selection process	<input type="checkbox"/> determine readiness for college-level coursework in math/ELA and enroll in "catch up/speed up" course  <input type="checkbox"/> complete/enroll in 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"/> address any remedial needs in math/ELA  <b>students should have:</b> <input type="checkbox"/> completed 3 or more admissions application to PS institutions  <input type="checkbox"/> met with a school counselor to ensure all steps in the PS admissions process are completed on time
students should know:	students should know:	students should know:	students should know:	students should know:
<input type="checkbox"/> relationship between community service/extracurricular activities and PS/career goals	<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 goals	<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 and application deadlines for expected PS program of study  <input type="checkbox"/> 3-4 match schools, one safety, one reach school for PS program of study  <input type="checkbox"/> negative impact of remediation on PS goals	N/A





# Step 1: Take an Inventory

## Career Exploration and Development 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.

Key		Degree of Completion Scale	
CP	Career Pathway	1	Less than 25% of students
PS	Postsecondary	2	26-50% of students
		3	51-75% of students
		4	76-99% of students
		5	100% of students

By end of 8 <sup>th</sup> grade	By end of 9 <sup>th</sup> grade	By end of 10 <sup>th</sup> grade	By end of 11 <sup>th</sup> grade	By end of 12 <sup>th</sup> grade
students should be supported to:	students should be supported to:	students should be supported to:	students should be supported to:	students should be supported to:
<input type="checkbox"/> complete a career cluster survey <input type="checkbox"/> attend a career exploration day	<input type="checkbox"/> revisit career cluster interest survey and take a career interest survey <input type="checkbox"/> complete an orientation to career clusters	<input type="checkbox"/> visit at least one workplace aligned with career interests <input type="checkbox"/> complete an orientation course to a particular career cluster or cluster grouping <input type="checkbox"/> select a CP within a career cluster of interest	<input type="checkbox"/> revisit the career survey <input type="checkbox"/> participate in a mock job interview <input type="checkbox"/> create a resume and personal statement <input type="checkbox"/> identify an internship opportunity related to the CP	<input type="checkbox"/> obtain an internship related to the CP <input type="checkbox"/> if applicable, receive industry-based certification(s) related to the CP <input type="checkbox"/> complete one or more team-based challenges or projects related to the CP
				<b>students should have:</b> N/A
students should know:	students should know:	students should know:	students should know:	students should know:
<input type="checkbox"/> the concept of career clusters of interest	<input type="checkbox"/> one or two career clusters for further exploration and development	<input type="checkbox"/> educational requirements, cost, expected entry level, and midpoint salary for occupations in selected CP	<input type="checkbox"/> application deadlines, test timing, cost, and preparation for industry-based certification for CP <input type="checkbox"/> career attributes related to the career interests	<input type="checkbox"/> how CP courses and experiences articulate to degree programs at PS options

## Step 2: Prioritize Gaps

**Instructions:** Identify which of your benchmarks should be addressed first, and list them on this worksheet in that order. For every benchmark, document current activities taking place; then, brainstorm and document potential activities to improve the degree of completion.

Benchmark:	
<input type="checkbox"/> Financial Literacy	<input type="checkbox"/> Postsecondary <input type="checkbox"/> Career
Current Activities	Current Partners
Potential Activities	Potential Partners

Benchmark:	
<input type="checkbox"/> Financial Literacy	<input type="checkbox"/> Postsecondary <input type="checkbox"/> Career
Current Activities	Current Partners
Potential Activities	Potential Partners

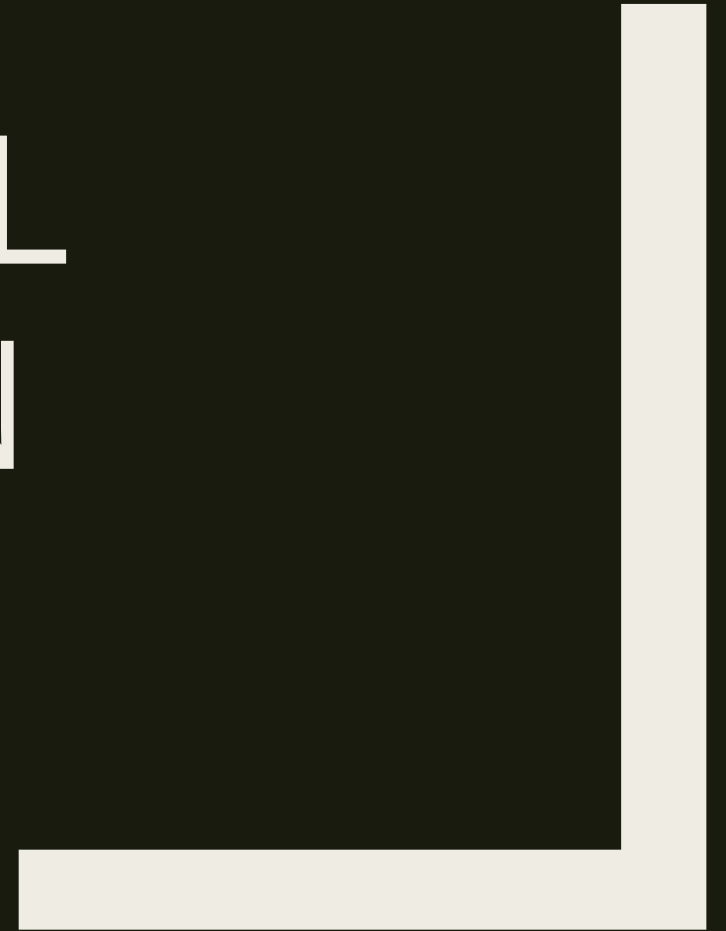
## Step 3: Action Plan

**Instructions:** Transfer benchmarks from the *Prioritize Gaps* worksheet. Then, develop an action plan for all activities involved with each benchmark. Provide logistical information needed for implementation of each benchmark and any relevant additional information in the blank spaces provided.

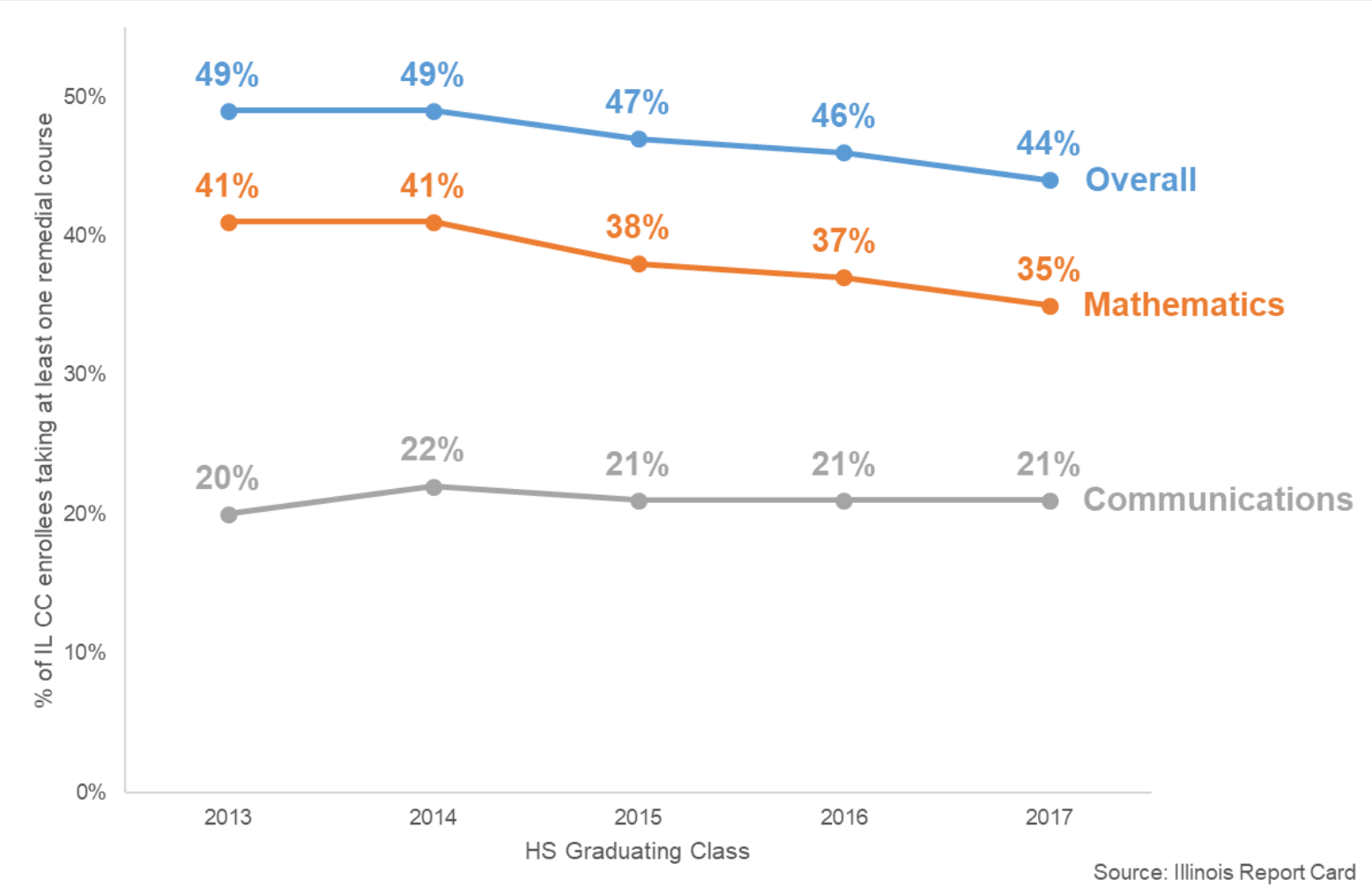
<b>Benchmark:</b>	
<input type="checkbox"/> Financial Literacy <input type="checkbox"/> Postsecondary <input type="checkbox"/> Career	
Who is involved and what is their role?	
When will it take place?	
Where will it take place?	
Action items:	

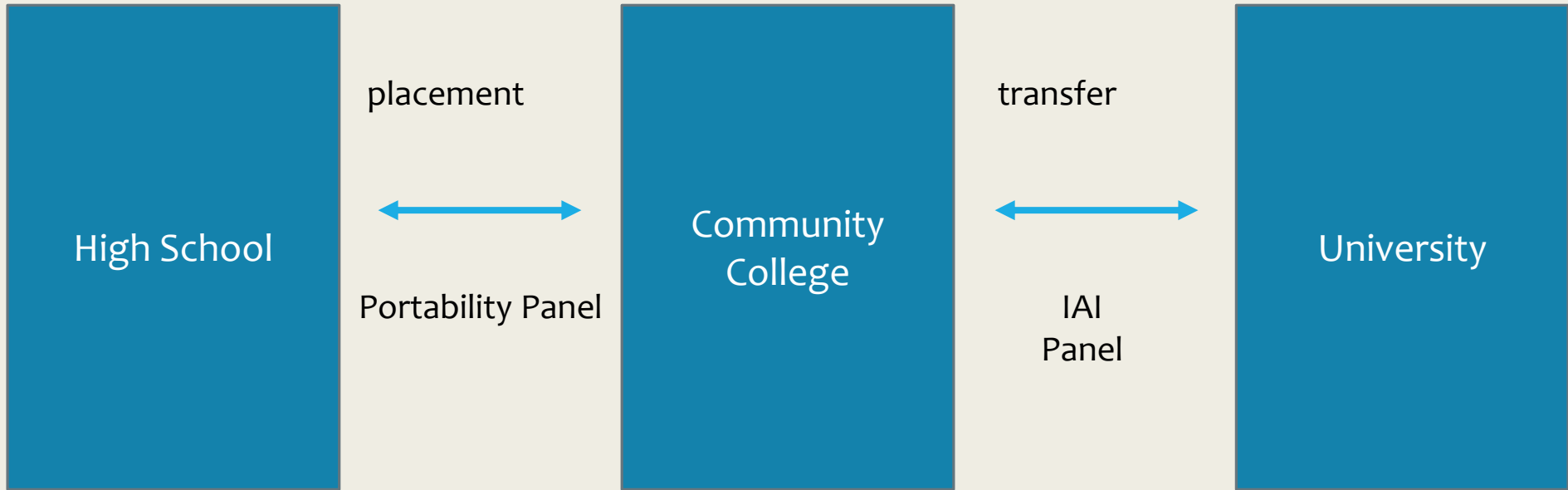
<b>Benchmark:</b>	
<input type="checkbox"/> Financial Literacy <input type="checkbox"/> Postsecondary <input type="checkbox"/> Career	
Who is involved and what is their role?	
When will it take place?	
Where will it take place?	
Action items:	

# TRANSITIONAL INSTRUCTION



# Statewide Remediation Rates





# PWR Act Provision on Transitional English

(110 ILCS 148/70)

Sec. 70. Reading and communication transitional competencies. Subject to the availability of public or private resources for its administration, ISBE, ICCB, and IBHE shall jointly establish a statewide panel to recommend competencies for reading and communication aligned to applicable learning standards adopted by ISBE that, if attained by a student, lead to student placement into appropriate community college GECC communications courses. The statewide panel shall recommend strategies to embed the reading and communications developmental competencies in appropriate high school coursework.

# ICCB – English Pilot Grant Award

The purpose of this grant is to:

- identify, create, support or expand transitional English instructional models and curriculum development
- support partnerships with high school, including Local Advisory Panels (LAPs), as Transitional English course competencies and models are developed
- identify scalable and sustainable models for Transitional English courses
- support access to regional training opportunities.



# Resources - PaCE

- [www.isac.org/pace](http://www.isac.org/pace)
- [Illinois PaCE Framework](#)
- Adapted PaCE Frameworks
  - [\*Hinckley-Big Rock Career Readiness Plan\*](#)
  - [\*ROE #35\*](#)
- PaCE Support Options
  - [\*Financial Aid and Literacy Benchmarks\*](#)
  - [\*Postsecondary Education Exploration, Preparation, and Selection Benchmarks\*](#)
  - [\*Career Exploration and Development Benchmarks\*](#)
  - [\*Prioritize Gaps\*](#)
  - [\*Action Plan\*](#)

# Resources – Transitional Instruction

- Transitional Math
  - [Transitional Math Website](#)
    - [Portability](#)
  - [Transitional Math Competencies and Policies document](#)
- Transitional English
  - [English Pilot Grand Award Recipients](#)
- Model Partnership Agreement
  - [Dual Credit ICCB site](#)
  - [Model Partnership Agreement and Associated Exhibits](#)
  - [Model Partnership Agreement FAQ Document](#)