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

https://www.isac.org/pace/Illinois-PaCE-Symposium/
PaCE Support Request Form

• A request form must be submitted for any of the ISAC PaCE Support options
• Available online at isac.org/pace
• All PaCE support and training offerings are being held virtually

www.isac.org/pace/pace-request-form
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

https://www.isac.org/pace/pace-support-and-training.html
Building College & Career Readiness Through a Comprehensive Counseling Program

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

Sue Striedl
Learning Services Project Manager
sstriedl@Naperville203.org
@SStriedl
**Our Students**

- **16,546 Students**
- 16% Economic Disadvantage
- 11% Students with Disabilities
- 7% English Learners

**Who are we?**

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

**86%**

86% of graduates attend college.

**Our Schools**

- 23 Locations

<table>
<thead>
<tr>
<th>Early Childhood</th>
<th>Elementary</th>
<th>Junior High</th>
<th>High School</th>
<th>Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>14</td>
<td>5</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**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
   - SchooLinks 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.
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.
**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**
- 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**
- 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**
- is a comprehensive 6-12 plan which meets all students’ academic, social/emotional, and college & career needs
- values the importance of students' 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?

- Illinois PaCE (Postsecondary & Career Expectations Framework)
- ASCA Mindsets & Behaviors
- IL SEL Standards

Future Ready Selecting Standards
Naperville 203 Counseling Standards

NCUSD203 School Counseling Standards

User Friendly Standards

Skill Statements

Live With Support Implement
Year Long Counseling Curriculum

### College & Career Counseling Curriculum Overview

#### ASCA Behavior

<table>
<thead>
<tr>
<th>ASCA Behavior</th>
<th>9th grade</th>
<th>10th grade</th>
<th>11th grade</th>
<th>12th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>B-SMS-10: Demonstrate ability to manage elementary students’ transition to high school successfully</td>
<td>With support, implement strategies to transition to high school successfully</td>
<td>Independently implement strategies to manage new and changing situations</td>
<td>Analyze personal strategies to manage life changes and transitions</td>
<td>Formulate a plan to manage the personal changes that will occur as one moves to post high school choices</td>
</tr>
<tr>
<td>SEL Standard</td>
<td>9th grade</td>
<td>10th grade</td>
<td>11th grade</td>
<td>12th grade</td>
</tr>
<tr>
<td>1A.5b. Evaluate how negative attitudes influence others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1B.5b. Demonstrate ways to express empathy for others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1C.5b. Explain the application of communication and social skills in daily interactions with peers, teachers, and families</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Academic Behaviors - Grades 8-12

<table>
<thead>
<tr>
<th>ASCA Behavior</th>
<th>6th grade</th>
<th>7th grade</th>
<th>8th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>B-15: Demonstrate critical-thinking skills to make informed decisions</td>
<td>Compare multiple perspectives when making an informed decision</td>
<td>Gather evidence and consider multiple perspectives to make informed decisions</td>
<td>Utilize research skills to gather evidence and apply the decision making process to academic tasks</td>
</tr>
<tr>
<td>B-15-1: Demonstrate critical-thinking skills to make informed decisions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B-15-2: Demonstrate creativity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B-15-3: Use time-management, organizational &amp; study skills</td>
<td>Investigate and plan organizational, and study skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B-15-4: Apply media and technology skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B-15-5: Demonstrate ability to work independently</td>
<td>Utilize a variety of strategies to gather information regardless of use</td>
<td>Develop and practice new system to promote independent work</td>
<td></td>
</tr>
<tr>
<td>B-15-6: Apply self-motivation and self-direction to learning</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### College and Career Exploration & Preparation - Grades 9-12

<table>
<thead>
<tr>
<th>PWK: Act Behavior</th>
<th>9th grade</th>
<th>10th grade</th>
<th>11th grade</th>
<th>12th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage in career exploration</td>
<td>Analyze and select 5-12 career clusters for exploration, development, and preparation</td>
<td>Select a career pathway within an area of interest</td>
<td>Identify and connect career attributes linked to career interests</td>
<td>Engage in a variety of experiences related to one’s career pathway</td>
</tr>
<tr>
<td>Develop an individualized plan for making informed career decisions</td>
<td>Compare and contrast postsecondary educational &amp; training opportunities in relationship to one’s identified career pathway</td>
<td>Analyze and compare the education, training, and personal characteristics needed to achieve current career and educational plans</td>
<td>Synthesize information to articulate how career pathway courses and experiences articulate to degree programs at postsecondary options</td>
<td></td>
</tr>
<tr>
<td>Engage in college exploration and skill development</td>
<td>Summarize the relationship between high school courses, attendance, and grades to postsecondary plans</td>
<td>Investigate the educational requirements, cost, and expected salary for occupations in selected career pathway</td>
<td>Identify entrance requirements and application deadlines for postsecondary programs of study</td>
<td>Submit applications to postsecondary institutions</td>
</tr>
<tr>
<td>Develop and practice new system to promote independent work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify timing of college entrance exams and applications</td>
<td>Identify 3-5 match schools for postsecondary program of study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investigate the benefits of early college credit opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply financial literacy skills to make informed postsecondary decisions</td>
<td>Compare the costs associated with different postsecondary programs</td>
<td>Demonstrate how to make informed financial decisions by collecting, organizing, and analyzing data</td>
<td>Distinguish between financial aid and scholarship options</td>
<td>Apply financial literacy skills to make postsecondary decisions (e.g., complete financial aid application process and understand terms and conditions of scholarships and loans)</td>
</tr>
</tbody>
</table>
How do we provide services?

Direct Instruction
- Whole Group
- Individual

Experiences
- Self-Paced
- Outside of School Day
Lesson Template for exemplars

Maps & Templates

Naperville 203 Comprehensive Counseling Site
Learning through PLAY
### 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

<table>
<thead>
<tr>
<th>Trimester 1</th>
<th>Trimester 2</th>
<th>Trimester 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GRADE 6</strong></td>
<td><strong>COMING SOON</strong></td>
<td><strong>COMING SOON</strong></td>
</tr>
<tr>
<td><strong>GRADE 7</strong></td>
<td><strong>COMING SOON</strong></td>
<td></td>
</tr>
<tr>
<td><strong>GRADE 8</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PaCE: By the end of 8th grade, a student should be supported to attend a career exploration day.
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.
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)

**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**

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 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://isb.schoollinks.com](https://isb.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.
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 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

Illinois College & Career Readiness Indicators (CCRI)
Naperville 203 College and Career Readiness Indicator (April 2018)

Choosing the School:
1. GPA 3.0 (or above)
2. ACT Composite Score 23 or SAT Composite Score 980
3. At least one academic indicator in English, language arts, or mathematics during junior or senior year.
4. Three career readiness indicators during junior or senior year.
5. 95% attendance during junior and senior year.

College and Career Readiness:
1. GPA 2.4 (or above)
2. Participation in advanced high school curriculum (honors, AP, IB)
3. Either (i) college and Career Pathway Indemnity or (ii) participation in the Illinois College and Career Readiness Indicators for College and Career Readiness.

Academic Indicators:
- ELA
  - ELA Advanced Placement (AP) Exam (Scores of 3 or Higher)
  - Math AP Exam (Scores of 3 or Higher)
  - ELA AP Course (Grade of A, A-, B+, or C+)
  - Math AP Course (Grade of A, A-, B+, or C+)
  - Dual Credit English Course (Grade of A, A-, B+, or C+)
  - Dual Credit Math Course (Grade of A, A-, B+, or C+)
  - International Baccalaureate Diploma Program (Grade of A, A-, B+, or C+)
  - IB Math Course (Grade of A, A-, B+, or C+)
  - IB Exams (Scores of 4 or Higher)
  - Transition English (Grade of A, A-, B, or C+)
  - Transitional Math (Grade of A, A-, B, or C+)
  - Algebra II (Grade of A, A-, B, or C+)

- Math
  - Minimum ACT Subject Score of English: 18 and Reading: 22
  - Minimum SAT Subject Score of Math 520 and Math Course in Senior Year
  - Minimum SAT Subject Score of Reading-Based Reading: 540 and Math Course in Senior Year

Career Readiness Indicators:
- College Development Experience
- College Class Schedule
- Military Service: an MDQ, BS Score of 51 or Higher
- Dual Credit College Pathway Course (College Credit Earned)
- Completion of Program of Study
- Attending and Maintaining Continuous Employment for a Minimum of 12 Months
- Continuous Summer Employment
- 25 Hours of Community Service
- 25 Hours of Community Service for Activities

![Dashboard Image](image-url)
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
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 1</td>
<td>Introduction to Curriculum Maps &amp; ILP with SchooLinks</td>
</tr>
<tr>
<td>May - Aug</td>
<td>Online Certification Course Opens (Career203 Brick Available)</td>
</tr>
<tr>
<td>Aug 13</td>
<td>Comprehensive Training for SchooLinks (Online Certification Course Complete)</td>
</tr>
<tr>
<td>Aug 13</td>
<td>SchooLinks Lead Counselors - Introduction &amp; Expectations (Career203 Brick Available)</td>
</tr>
<tr>
<td>Aug - Sept</td>
<td>Communication to Classroom Teachers by Individual Buildings</td>
</tr>
<tr>
<td>Aug - Sept</td>
<td>Building Based Trainings</td>
</tr>
<tr>
<td>Sep</td>
<td>Student Training &amp; Communication for SchooLinks by Individual Buildings</td>
</tr>
<tr>
<td>Sep 30</td>
<td>SchooLinks <strong>LIVE</strong> with 6-10th Grade Students</td>
</tr>
<tr>
<td>Oct 10/11</td>
<td>Buildings Based Training/Communications for Parents</td>
</tr>
<tr>
<td>Nov 4</td>
<td>Course Planning &amp; Scheduling Training (SchooLinks Replaces Current System)</td>
</tr>
<tr>
<td>Dec</td>
<td>Students, Parents, &amp; Teachers Understand Course Planning &amp; Selection Process</td>
</tr>
<tr>
<td>March</td>
<td>Year 2 Planning &amp; Prep - Grades 11-12 &amp; Staff Join SchooLinks</td>
</tr>
</tbody>
</table>
**Career203 SchoolLinks Counselor Champion**

Series of PL Experiences for ILP Building Leader

**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
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!

College • Career • Life Ready
Self-Directed Learner
Collaborative Worker
Complex Thinker
Community Contributor
Quality Producer
in 203
Looking Ahead...

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

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

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.

### PROFESSIONAL LEARNING

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>At least 2 career exploration activities or 1 intensive experience</td>
</tr>
<tr>
<td>10th</td>
<td>60 cumulative hours of paid or credit supervised career development experience with a professional skills assessment</td>
</tr>
<tr>
<td>11th</td>
<td>At least 2 team-based challenges with adult mentoring</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Orientation / Introduction</th>
<th>Skill Development</th>
<th>Capstone / Advanced Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10th</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11th</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12th</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### ACADEMIC READINESS

Transitional Math/Transitionl 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.

**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 career exploration activities OR 1 intensive experience
- 60 hours career development experience
- 2 team-based challenges
- 2 years of secondary coursework or equivalent competencies
- 6 hours early college credit
Naperville Diploma Endorsements

All Endorsements Require:

🎓 An individualized plan (ILP)
orum
🎓 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)

<table>
<thead>
<tr>
<th>HUMAN &amp; PUBLIC SERVICES</th>
<th>Education &amp; Training: Teaching/Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFORMATION &amp; TECHNOLOGY</td>
<td>Network Systems/Information Support &amp; Services</td>
</tr>
<tr>
<td></td>
<td>Programming &amp; Software Development</td>
</tr>
<tr>
<td>AGRICULTURE FOOD &amp; NATURAL RESOURCES</td>
<td>Plant Systems</td>
</tr>
<tr>
<td></td>
<td>Animal Systems</td>
</tr>
<tr>
<td>FINANCE &amp; BUSINESS SERVICES</td>
<td>Business Management &amp; Administration - Entrepreneurship</td>
</tr>
</tbody>
</table>

*Class of 2023
High School Course Planning Guide Redesign: Course Audit Begins

Career Pathways High School Program Planning Guide

Career Focused Coursework
# 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