Beyond Cognitive Skills: Preparation through the Illinois PaCE Framework

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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

Awareness to Action: Promoting Equity in Education and Careers
Agenda

1. Background
2. Five Core Stages
3. Curriculum
Background
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](http://www.isac.org/pace)
Illinois PaCE Framework-HS

### Awareness to Action: Promoting Equity in Education and Careers

**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.

<table>
<thead>
<tr>
<th>By the end of 9th grade</th>
<th>By the end of 10th grade</th>
<th>By the end of 11th grade</th>
<th>By the end of 12th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A student should be supported to:</strong></td>
<td><strong>A student should be supported to:</strong></td>
<td><strong>A student should be supported to:</strong></td>
<td><strong>By the end of 12th grade a student should be supported to:</strong></td>
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<tr>
<td>complete a career cluster survey</td>
<td></td>
<td></td>
<td>complete at least two team based challenges</td>
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<tr>
<td>complete a career interest survey</td>
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<td></td>
<td>obtain an internship opportunity related to the CP if applicable</td>
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<tr>
<td>attend a PS options workshop</td>
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<td>if applicable, receive industry based certification(s) related to the CP</td>
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<td>select course work for PS/career plans aligned with the ISBE College and Career Readiness Indicators</td>
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<td>address any remedial needs in math/ELA</td>
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<td>enroll as appropriate in early college credit courses</td>
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<td>complete a financial aid offer workshop</td>
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<td>outline a plan for community service and extracurricular activities related to PS plans</td>
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<td>A student should know:</td>
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<tr>
<td>attend a basic financial aid presentation with a trusted adult</td>
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<td>how CP courses and experiences articulate to degree programs at PS options</td>
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<tr>
<td><strong>A student should know:</strong></td>
<td></td>
<td></td>
<td>estimated cost of chosen PS options</td>
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<tr>
<td>one or two careers for further exploration</td>
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<td></td>
<td>affordability of PS options in relation to expected entry-level career salary and anticipated debt</td>
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<tr>
<td>the relationship between HS coursework, attendance, and grades to PS plans</td>
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<td></td>
<td>terms and conditions of any scholarship or loan</td>
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<tr>
<td>importance of community service and extracurricular activities to PS and career plans</td>
<td></td>
<td></td>
<td>By 12/1 of 12th grade a student should have:</td>
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<tr>
<td>general cost ranges of various PS options</td>
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<td></td>
<td>completed 3 or more admissions applications to PS institutions</td>
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<tr>
<td><strong>A student should know:</strong></td>
<td></td>
<td></td>
<td>ensure all steps in the PS admissions process are completed on time</td>
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<tr>
<td>educational requirements, cost, expected entry level, and midpoint salary for occupations in selected CP</td>
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<td></td>
<td>attended a Financial Aid Application completion workshop</td>
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<tr>
<td>skills related to career interests</td>
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<td></td>
<td>completed a financial aid application</td>
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<td>different types of PS credentials and institutions</td>
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</tbody>
</table>
Components of the Illinois PaCE Framework

ISBE, ICCB, IBHE, ISAC

By the end of 9th grade

By the end of 10th grade

By the end of 11th grade

By the end of 12th 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:
- A student should be exposed to:
  - Information about and examples of a wide range of careers
  - Language that emphasizes individual skills, strengths, and assets
  - Practices that develop a growth mindset

By the end of 7th grade:
- A student should be supported to:
  - 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

By the end of 8th grade:
- A student should be supported to:
  - 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 mindset
  - Explore learning styles
  - Map a support network
  - Complete a unit on education planning

Awareness to Action: Promoting Equity in Education and Careers
Components of Middle School Framework

A student should be exposed to:
- Understand concepts

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

ISBE, ICCB, IBHE, ISAC

By the end of 6th grade
By the end of 7th grade
By the end of 8th grade

Awareness to Action: Promoting Equity in Education and Careers
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.
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

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.
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

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

Awareness to Action: Promoting Equity in Education and Careers
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

Aspiration
Self-Advocacy
Planning

Awareness to Action: Promoting Equity in Education and Careers
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

Awareness to Action: Promoting Equity in Education and Careers
## Student Development Workshops

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<tr>
<th>Icon</th>
<th>Category</th>
<th>Description</th>
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<tr>
<td>🚣</td>
<td><strong>Must Complete</strong></td>
<td>Then choose, one or more of the following:</td>
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<tr>
<td>🆓</td>
<td><strong>WRITING</strong></td>
<td>This content area is correlated to ELA standards and includes reflective writing, personal narrative, and comparative analysis.</td>
</tr>
<tr>
<td>🧠</td>
<td><strong>MAKING</strong></td>
<td>This content area is focused on tactile learning, including, art, craft, design and building. It can be incorporated into Maker Spaces.</td>
</tr>
<tr>
<td>📖</td>
<td><strong>READING</strong></td>
<td>This content area is correlated to ELA standards and includes fiction and non-fiction reading, reflection, reaction, and comparative analysis.</td>
</tr>
<tr>
<td>🗣️</td>
<td><strong>DISCUSSION</strong></td>
<td>This content area is focused on speaking and listening skills, primarily in interactive group settings, including project-based learning.</td>
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<tr>
<td>💻</td>
<td><strong>MEDIA</strong></td>
<td>This content area incorporates film, music, video, and online research.</td>
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<tr>
<td>🌍</td>
<td><strong>PRACTICAL</strong></td>
<td>This content area includes lessons correlated to math, science, social sciences, business and other areas for real world application.</td>
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**Awareness to Action: Promoting Equity in Education and Careers**
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 classmates’ 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

Awareness to Action: Promoting Equity in Education and Careers
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
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

[www.isac.org/pd]
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
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

Have questions? Email us at ISAC.FirstGen@illinois.gov

studentportal.isac.org/FirstGen
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