

## Illinois Postsecondary and Career Expectations (PaCE)

	By end of <b>FRESHMAN</b> year		By end of <b>SOPHOMORE</b> year		By end of <b>JUNIOR</b> year		By 12/31 of <b>SENIOR</b> year	
	<b>1. A student should have:</b>	<b>2. A student should know:</b>	<b>3. A student should have:</b>	<b>4. A student should know:</b>	<b>5. A student should have:</b>	<b>6. A student should know:</b>	<b>7. A student should have:</b>	<b>8. A student should know:</b>
<b>Career Exploration and Development</b>	a. Completed a career interest survey b. Completed an orientation to career clusters	a. His or her attainable career goal b. One or two career clusters (based on career interests) for focused course selection	a. Visited three workplaces aligned to career interests b. Completed an orientation course to a career cluster or cluster grouping c. Selected a career pathway (CP) within a career cluster of interest	a. The educational requirements, cost of education, expected entry level, and midpoint salary for occupations within her selected CP	a. Participated in a mock job interview b. Created a resume and personal statement c. Obtained a summer internship relating to his or her CP	a. The application deadline, test timing, cost, and preparation needed for any industry-based certification(s) relating to his or her CP	a. Identified a summer internship relating to his or her CP b. If applicable,- industry-based certification(s) relating to his or her CP c. Completed one or more team-based challenges or projects relating to his or her CP	a. How CP courses and experiences articulate to degree programs at PS options
<b>College Exploration, Preparation, and Selection</b>	c. Attended a PS options workshop d. Determined potential for AP course enrollments e. Met with a counselor to discuss PS and career plans	c. The relationship between high school coursework, attendance, and grades to PS plans d. The importance of community service and extracurricular activities to PS and career plans	d. Completed or enrolled in at least one early college credit opportunity e. Identified five adults to support him or her through the college and career selection process f. Met with a school counselor to ensure coursework is consistent with PS and career plans	b. The benefit of early college credit opportunities to PS access and completion c. The different types of PS credentials and institutions d. The general timing of college entrance exams and admissions applications	d. Determined readiness for college-level coursework in Math and ELA, and enrolled in either a “catch up” or “speed up” course e. Attended a college fair f. Visited at least 3 PS institutions g. Taken at least one college entrance exam h. Met with counselor to track progress	b. The entrance requirements, including app deadlines, for their expected PS program of study c. 3 – 5 match schools, one safety, and one reach school for his or her PS program of study d. The costs and negative impact of remediation at the PS level	d. Completed at least 3 admission applications to PS institutions e. Addressed (or be in the process of addressing) any remedial needs in ELA and math f. Met with a school counselor to ensure all steps in the PS admission process are completed on time	b. The relevance of PS 6-year graduation rates to an evaluation and comparison of PS options
<b>Financial Aid &amp; Literacy</b>	f. Completed a financial aid assessment with a family member	e. The general cost ranges of various PS options	g. Attended a college affordability workshop along with another adult family member	e. The difference between need-based, merit-based, and self-help PS financial aid programs	i. A listing of scholarships, including app deadlines, for which the student is eligible	e. The institutional financial aid deadlines for his or her PS options	g. Attended a FAFSA completion workshop h. Completed the FAFSA	c. The estimated cost of each PS option d. The affordability of each PS option’s cost in relation to expected entry-level career salary