

High School Transformation

A Crosswalk of PaCE, CCPE, and CCRI



Background

The 2016 Postsecondary and Workforce Readiness (PWR) Act included multiple policy frameworks, such as the Postsecondary and Career Expectations (PaCE) framework and the College and Career Pathway Endorsement (CCPE) framework. Throughout 2016–17, the Illinois State Board of Education (ISBE) developed the Illinois Every Student Succeeds Act State (ESSA) Plan, which included a College and Career Readiness Indicator (CCRI) in the school quality framework. As part of Public Act 102-0917, the Illinois Student Assistance Commission, Illinois State Board of Education, Illinois Board of Higher Education, Illinois Community College Board, and other stakeholders met to update the PaCE framework. The updates were presented to each of the agencies' boards and commissions and approved as of July 1, 2023.

This document lays out the key areas of alignment among the frameworks to help practitioners understand the connections as they implement PaCE, CCPE, and CCRI.

A New Approach

The PaCE, CCPE, and CCRI frameworks signal a new approach to college/postsecondary and career readiness that is grounded in a philosophy of college and career pathways. Undergirding all three frameworks is the notion that no single measure can convey an individual's preparedness for what comes after high school. Under this philosophy, the State has moved toward an approach that sees academic preparation as going hand-in-hand with career exploration and preparation for all students as they

move through their secondary careers. The PaCE framework provides a helpful organizing frame for this understanding, focusing on three primary areas of importance: career exploration and development; financial aid and literacy; and postsecondary education, exploration, preparation, and selection. Both the CCRI and CCPE align with this overarching vision. For example, if a student were to complete all the activities outlined in PaCE, they would ostensibly meet the CCRI threshold and the requirements to receive a CCPE on their high school diploma.

This approach to college and career readiness includes two major elements:

- 1. Academic Readiness:** At their core, these three frameworks embrace the idea that students should complete their secondary education ready for credit-bearing college coursework (i.e., requiring no English or math remediation in college) and having earned some early college credit via Advanced Placement or dual credit coursework.
- 2. Postsecondary and Career Exploration and Preparation:** Both the PWR Act and the State's ESSA plan emphasize the importance of a range of experiences and activities that support students to prepare for and make decisions about what comes after completing their secondary credential.
 - *Connecting Secondary to Postsecondary:* Students should know why it is important to learn and do the things expected of them in their high school careers. These frameworks center on planning for and connecting secondary coursework and experiences

to postsecondary and career planning and preparation.

- *Exposure, Exploration, & Preparation:* Students should be empowered to make informed decisions about what comes after high school based on their interests and skills. This includes exposure to career clusters and participating in activities along a continuum of work-based learning that supports exploration and preparation.
- *Financial Aid Implications:* Students should know their financial aid options and how to access them, no matter what their postsecondary pathway entails.

Why Is This Important?

Ultimately, this approach to college/postsecondary and career readiness aims to better prepare young people for what comes after high school, both in terms of making an informed choice and being adequately prepared to enter directly into whatever their choice of a postsecondary pathway might be. Students who have met the CCRI by engaging in activities and learning that the PaCE framework promotes will be more knowledgeable about and prepared for life after high school. In this way, they can advance along their career pathway of choice more efficiently.



For more details on the PWR Act and its component parts, visit pwract.org.

	PaCE Element	ISBE College & Career Readiness Indicator (CCRI)	CCPE
Career Exploration & Development	Visit at least one workplace aligned to career interests (10th)	☑ Supports baseline component: Identify a career area of interest by the end of 10th grade	☑ Meets professional learning 9th/10th grade requirement: At least 2 career exploration activities
	Complete a career cluster survey (9th) Complete a career interest survey (9th) Participate in activities related to their career cluster of interest (10th)	☑ Supports baseline component: Identify a career area of interest by the end of 10th grade	☑ Meets career-focused instructional sequence 9th/10th grade component
	Select a career area of interest: Enroll in career pathway as available (10th)	☑ Meets baseline component: Identify a career area of interest by the end of 10th grade	☑ Supports individualized plan
	Complete an experience within the work-based learning continuum (11th)	☑ Supports meeting career ready indicator: Career development experience	☑ Supports meeting professional learning
	Obtain an internship opportunity related to the career pathway if applicable (12th)	☑ Meets career ready indicator: Career development experience	☑ Meets professional learning 11th/12th grade requirement: Career development experiences
	If applicable, receive industry-based certification(s) relating to the career pathway (12th)	☑ Meets career ready indicator: Industry credential	☑ Supports meeting career-focused instructional sequence
	Complete at least two team-based challenges (12th)	N/A	☑ Meets professional learning component: At least 2 team-based challenges with adult mentoring
Postsecondary Education Exploration, Preparation, and Selection	Address any remedial needs in math/ELA (12th)	☑ Meets academic ready indicators: Transitional ELA/math course completion	☑ Meets academic competencies: Ready for non-remedial coursework in reading and math by HS graduation
	Select coursework for postsecondary/career plans aligned with CCRI (9th)	☑ Supports overall planning and preparation to meet the CCRI	☑ Supports individualized plan
	Enroll as appropriate in early college credit courses (9th)	☑ Supports academic indicator: ELA/math AP courses/exams ☑ Supports career ready indicator: Dual credit career pathway course	☑ Supports career-focused instructional sequence 11th/12th grade components: Early college credit
	Outline a plan for community service and extracurricular activities related to postsecondary plans (9th)	☑ Supports career ready indicator: 25 hours community service, co-curricular activities	☑ Supports individualized plan
	Review coursework and postsecondary/career plans in relation to CCRI: Every year	☑ Supports overall planning and preparation to meet the CCRI	N/A
	Determine readiness for college-level coursework in math/ ELA and enroll in either "catch-up" or "speed up" course (11th)	☑ Meets academic ready indicators: Transitional ELA/math course completion	☑ Meets academic competencies: Ready for non-remedial coursework in reading and math by HS graduation
	Complete at least one early college credit opportunity (11th)	☑ Meets academic indicator: ELA/math AP courses/exams ☑ Supports career ready indicator: Dual credit career pathway course	☑ Meets career-focused instructional sequence 11th/12th grade components: Early college credit

PaCE framework's elements for financial aid and literacy support some elements of the CCPE but do not meet requirements for either CCPE or CCRI

☑ signifies that the component supports the CCRI and the CCPE but does not meet all the requirements

☑ signifies that the component meets the requirements of the CCRI and CCPE