



By the end of Kindergarten

A student should be supported to:

- Be aware of workers in their community
- Share their thoughts about what they want to be when they grow up

A student should know:

- What is money
- What are needs versus wants

By the end of 3rd grade

A student should be supported to:

- Understand how cost influences spending

A student should know:

- How to manage money
- How to allocate weekly allowance

By the end of 6th grade

A student should be supported to:

- Explore their interests
- Explore incomes of different careers

A student should know:

- How to compare and prioritize needs and wants
- Information and examples of wide range of careers

By the end of 1st grade

A student should be supported to:

- Share their thoughts about what they want to be when they grow up
- Identify and describe what makes them unique

A student should know:

- How do they get money

By the end of 4th grade

A student should be supported to:

- Be aware of the education needed for different career options
- Participate in an activity that would provide exposure to possible career pathway
- Recognize that many skills are transferable from one occupation to another

A student should know:

- What is supply and demand
- What are producers and consumers

By the end of 7th grade

A student should be supported to:

- Understand a budget and the salary needed to meet basic needs
- Explore their strengths
- Identify sources of information
- Identify one trusted adult the student can go to in time of need and success

A student should know:

- The benefits of financial responsibility and the costs of financial irresponsibility
- How to analyze situations to determine if they represent financially responsible decisions

By the end of 2nd grade

A student should be supported to:

- Create a career family tree
- Be exposed to and reflect on several careers
- Share their thoughts about what they want to be when they grow up
- Reflect on what makes them unique and different

A student should know:

- About saving and spending

By the end of 5th grade

A student should be supported to:

- Create career goals

A student should know:

- The different methods of payment (e.g., cash, credit, debit)
- How to set long and short term goals for savings
- Practices that develop a growth mindset

By the end of 8th grade

A student should be supported to:

- Be exposed to language that emphasizes individual skills, strengths, and assets
- Explore career interests
- Select one career pathway endorsement they would like to earn on their high school diploma
- Estimate the cost of a two-year and four-year college education
- Demonstrate a growth mindset to envision a positive future

A student should know:

- How high school dual credit classes can save them time and money
- How to develop an education plan for at least one career interest
- The relationship between high school coursework, attendance, and grades to postsecondary plans

K-12 Postsecondary and Career Expectations (PaCE) Framework: Encourage, Engage, Equip, Empower, and Employ



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>A student should be supported to:</p> <ul style="list-style-type: none"> Revisit career cluster interest survey Select a career pathway within a career cluster of interest and take a career interest survey Visit at least one workplace aligned with career interests Be aware of youth employment Develop public speaking skills opportunities while in high school Complete a financial aid assessment with a family member Attend a postsecondary options workshop Attend a college fair Complete a college fit/match inventory Complete or enroll in at least one early college credit opportunity Review coursework, and postsecondary/career plans in relation to the ISBE College and Career Readiness Indicators (CCRIs) <p>A student should know:</p> <ul style="list-style-type: none"> One or two career clusters for further exploration and development Own learning style and how it relates to career interests General cost ranges of various postsecondary institutions The different types of postsecondary credentials and institutions 	<p>A student should be supported to:</p> <ul style="list-style-type: none"> Explore internships and apprenticeships for scholarships and money opportunities Attend a postsecondary affordability workshop with a family member Identify two related postsecondary paths and/or college majors strongly correlated with assessment results Outline a plan for high school courses to prevent remediation at the college level Meet with a counselor to discuss coursework and postsecondary/career plans using ISBE CCRIs <p>A student should know:</p> <ul style="list-style-type: none"> Educational requirements, cost, expected entry level, and midpoint salary for occupations in selected career clusters Career attributes related to career interests How career pathways courses and experiences articulate to degree programs at postsecondary options Where to find scholarship opportunities The affordability of postsecondary options in relation to expected entry-level career salary and anticipated debt 	<p>A student should be supported to:</p> <ul style="list-style-type: none"> Participate in a job shadowing opportunity Complete an elective course to explore career interests Participate in mock job interview Create a resume and personal statement Identify an internship opportunity related to career pathways Create a plan and timeline for financial aid process Learn about debt and credit scores Outline a plan to pay for college Visit at least 3 postsecondary institutions Determine readiness for college-level coursework in math/ELA and enrollment in either "catch up" or "speed up" course Meet with a counselor to discuss coursework and postsecondary/career plans using ISBE CCRIs Take at least one college entrance exam <p>A student should know:</p> <ul style="list-style-type: none"> Financial aid deadlines for chosen postsecondary options The difference between need-based, merit-based, and self-help student financial aid programs 3-5 match schools, one safety, one reach school for postsecondary program of study The general timing of postsecondary entrance exams and applications 	<p>By 12/31, a student should have:</p> <ul style="list-style-type: none"> Completed the FAFSA Attended a FAFSA completion workshop Completed 3 or more admissions applications to postsecondary institutions Met with a school counselor to ensure all steps in the postsecondary admissions process are completed on time <p>A student should be supported to:</p> <ul style="list-style-type: none"> Obtain an internship opportunity related to the career pathways If applicable, receive industry-based certification(s) related to the career pathways Secure letters of recommendation for college and scholarship applications Understand the college placement process Meet with a counselor to discuss coursework and postsecondary/career plans using ISBE CCRIs <p>A student should know:</p> <ul style="list-style-type: none"> The terms and conditions of any scholarship or loan Estimated cost of each postsecondary option
Career Exploration and Development	Postsecondary Education Exploration, Preparation, and Selection	Financial Aid and Literacy	