



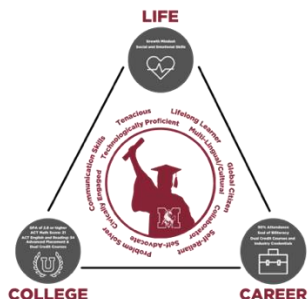
## J. Sterling Morton High School D201 PaCE Framework

### District 201 Post-Secondary and Career Expectations (PaCE)

Each student should have an individualized 4-year learning plan to help make decisions on careers and post-secondary education or training, plan a course of study, and make financial aid assessments with family members.



### Portrait of a Morton Graduate



By the end of 9th grade:	By the end of 10th grade:	By the end of 11th grade:	By the end of 12th grade:
<b>A student should be supported to:</b> <ul style="list-style-type: none"> <li>Complete a career cluster survey</li> <li>Attend a post-secondary (PS) options workshop or event</li> <li>Take the Pre-ACT</li> <li>Connect and build relationships with 2-3 adults to support the PS and career selection process</li> <li>Meet with counselor to develop a 4-year academic plan related to career interest and review graduation credit requirements</li> <li>Begin reviewing pathways for Advance Placement/Dual Credit/Dual Enrollment/Certification courses</li> <li>Outline a plan for community service and extracurricular activities related to post-secondary career interests</li> <li>Attend an elective fair</li> <li>Understand that taking the right courses in high school can reduce the cost of college</li> </ul>	<b>A student should be supported to:</b> <ul style="list-style-type: none"> <li>Complete career interest survey</li> <li>Identify a career area of interest: enroll in career pathway courses</li> <li>Take the Pre-ACT</li> <li>Participate in activities/PS workshop related to career cluster of interest</li> <li>Review and update 4-year plan</li> <li>Address credit deficiencies related to graduation requirements</li> <li>Continue to build relationships with adults to support the PS and career selection process</li> <li>Revisit pathways for Advance Placement/Dual Credit/Dual Enrollment/Certification courses</li> <li>Explore one workplace experience aligned with career interests</li> <li>Explore opportunities along the Work Based Learning Continuum.</li> <li>Attend a Portrait of a Morton Graduate Resource Fair</li> </ul>	<b>A student should be supported to:</b> <ul style="list-style-type: none"> <li>Revisit career interests</li> <li>Take the ACT</li> <li>Review and update four-year plan</li> <li>Address credit deficiencies related to graduation requirements</li> <li>Develop a post-secondary plan that aligns with career interests and PS education and/or training</li> <li>Complete an experience within the Work Based Learning Continuum</li> <li>Complete at least one early college credit opportunity</li> <li>Attend a college fair</li> <li>Visit at least three PS institutions</li> <li>Create a resume</li> <li>Explore PS financial aid planning</li> </ul>	<b>By December 31 of 12th grade a student should be supported to:</b> <ul style="list-style-type: none"> <li>Review and update post-secondary plan that aligns with career interests and PS education and/or training</li> <li>Meet with a school counselor to ensure all steps in the PS admission process are completed on time</li> <li>Completed three or more admission applications to post-secondary institutions</li> <li>Address credit deficiencies related to graduation requirements</li> <li>Attend a financial aid workshop</li> <li>Complete a financial aid offer workshop</li> </ul> <b>By the end of 12th grade a student should be supported to:</b> <ul style="list-style-type: none"> <li>Obtain an internship opportunity related to the career pathway if applicable</li> <li>If applicable, receive industry-based certification(s) related to the career pathway</li> <li>Complete a financial aid application, if needed</li> </ul>
<b>A student should know:</b> <ul style="list-style-type: none"> <li>Educational requirements, cost, salary, and skills related to career interests</li> <li>On track status in relationship to credits/ enroll in credit recovery as needed</li> <li>The relationship between high school coursework, attendance, and grades to post-secondary plans</li> <li>Importance of community service and extracurricular activities to PS and career plans</li> </ul>	<b>A student should know:</b> <ul style="list-style-type: none"> <li>Educational requirements, cost, salary, and skills related to career interests</li> <li>On track status in relationship to credits/ enroll in credit recovery as needed</li> <li>The relationship between high school coursework, attendance, and grades to post-secondary plans</li> <li>Different types of PS credentials and institutions</li> <li>Benefit of early college credit opportunities to PS access and completion</li> <li>General cost ranges of various PS options</li> </ul>	<b>A student should know:</b> <ul style="list-style-type: none"> <li>On track status in relationship to credits/ enroll in credit recovery as needed</li> <li>The relationship between coursework, attendance, and grades to post-secondary plans and negative impact of remediation on postsecondary goals</li> <li>Application deadlines, test timing, cost, and preparation for industry-based certification for career pathway</li> <li>Entrance requirements, including application deadlines, for expected PS programs of study</li> <li>3-5 match schools, one safety and one reach school for post-secondary program of study</li> <li>Financial aid options for chosen PS options</li> </ul>	<b>A student should know:</b> <ul style="list-style-type: none"> <li>On track status in relationship to credits/ enroll in credit recovery as needed</li> <li>How career pathway courses and experiences articulate to degree programs and PS options</li> <li>Estimated cost of chosen PS options</li> <li>Financial aid deadlines for chosen PS options</li> <li>Affordability of PS options in relation to expected entry-level career salary and anticipated debt</li> <li>Terms and conditions of any scholarship or loan</li> </ul>
By the end of 9 <sup>th</sup> grade, students begin to align their academic, career, and extracurricular activities with the <b>Portrait of a Morton Graduate</b> , setting the foundation for <b>career, college, and life</b> readiness.	By the end of 10 <sup>th</sup> grade, students deepen their career exploration through surveys, workplace experiences, and connections with adults, while refining their post-secondary goals and reviewing their 4-year academic plan.	By the end of 11 <sup>th</sup> grade, students strengthen their career and college readiness through work-based learning, early college credit, and college visits, while developing the self-awareness and decision-making skills central to being life-ready.	By the end of 12 <sup>th</sup> grade, students complete essential steps such as post-secondary applications, financial aid and workshops, ensuring they are <b>career</b> -ready with real-world experience, <b>college</b> -ready with clear pathways for higher education, and <b>life</b> -ready with the financial literacy and planning skills to navigate their future.