

2019
COLLEGE CHANGES EVERYTHING[®]
CONFERENCE

July 18, 2019
Tinley Park, Illinois

Using State Policy to Drive a Uniform Framework for College and Career Readiness

Agenda

- PaCE Background and Overview
- Getting Started with PaCE
- PaCE Implementation Process
- PaCE Support Options

PACE BACKGROUND AND OVERVIEW

Background of PaCE

May 30th, 2015: HR 477 is adopted by IL House of Representatives. Establishes advisory committees addressing key areas of College and Career Readiness from P-20 Council

Fall 2015- early 2016: Advisory committees hold meetings to build consensus among key stakeholders. Their recommendations were made in **February 2016**

May 2016: As a result the Illinois House and Senate unanimously pass the Postsecondary and Workforce Readiness Act (HB 5729) which is made up of four components including PaCE

July 29th, 2016: Governor Rauner signs the bill into law and partners ISAC, ISBE, ICCB and IBHE in developing and establishing a system to ensure high school students are college and career ready

July 1st, 2017: Deadline for partner agencies to adopt and recommend a framework that outlines Postsecondary and Career Expectations (PaCE)

Components of the Postsecondary and Workforce Readiness (PWR) Act



Overview of the PaCE Framework

ISBE, ICCB, IBHE, ISAC
7/1/2017

By end of 12th grade

By end of 11th grade

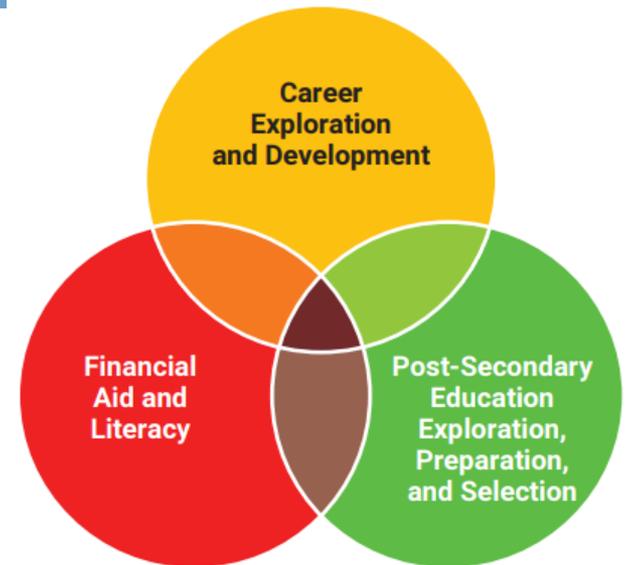
By end of 10th grade

By end of 9th grade

By end of 8th grade

- *A student should be supported to...*
- *A student should know...*
- *A student should have...*

Framework aligns with Illinois Social Science Learning Standards for Financial Literacy in grades 8-12 and Illinois Social Emotional Learning Standards grades 6-12



The Illinois PaCE Framework

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.



By the end of 8th grade	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"> complete a career cluster survey attend a career exploration day complete a unit on education planning be exposed to a financial literacy unit in a course or workshop <p>A student should know:</p> <ul style="list-style-type: none"> the concept of career clusters of interest relationship between community service/extracurricular activities and postsecondary (PS)/career goals 	<p>A student should be supported to:</p> <ul style="list-style-type: none"> revisit career cluster interest survey and take a career interest survey complete an orientation to career clusters attend a PS options workshop meet with a counselor to discuss coursework and PS/career plans using the ISBE College and Career Readiness Indicators begin determining eligibility for advanced placement (AP) courses outline a plan for community service and extracurricular activities related to PS plans complete a financial aid assessment with a family member <p>A student should know:</p> <ul style="list-style-type: none"> one or two career clusters for further exploration and development the relationship between HS coursework, attendance, and grades to PS plans importance of community service and extracurricular activities to PS and career plans general cost ranges of various PS options 	<p>A student should be supported to:</p> <ul style="list-style-type: none"> visit at least one workplace aligned with career interests complete an orientation course to a particular career cluster or cluster grouping select a career pathway (CP) within a career cluster of interest begin determining eligibility for AP courses identify 2-3 adults to support the student through the PS and career selection process review coursework, and PS/career plans in relation to the ISBE College and Career Readiness Indicators (every year) attend a PS affordability workshop with a family member <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 CP different types of PS credentials and institutions general timing of PS entrance exams and applications benefit of early college credit opportunities to PS access and completion 	<p>A student should be supported to:</p> <ul style="list-style-type: none"> revisit the career survey participate in a mock job interview create a resume and personal statement identify an internship opportunity related to the CP determine readiness for college-level coursework in math/ELA and enrollment in either "catch up" or "speed up" course complete or enroll in at least one early college credit opportunity attend a college fair visit at least 3 PS institutions take at least one college entrance exam <p>A student should know:</p> <ul style="list-style-type: none"> application deadlines, test timing, cost, and preparation for industry-based certification for CP career attributes related to career interests entrance requirements, including application deadlines, for expected PS programs of study 3-5 match schools, one safety, one reach school for PS program of study negative impact of remediation on PS goals financial aid deadlines for chosen PS options 	<p>By 12/31 of 12th grade a student should have:</p> <ul style="list-style-type: none"> completed 3 or more admissions applications to PS institutions met with a school counselor to ensure all steps in the PS admissions process are completed on time attended a FAFSA completion workshop completed the FAFSA <p>By the end of 12th grade a student should be supported to:</p> <ul style="list-style-type: none"> address any remedial needs in math/ELA obtain an internship opportunity related to the CP if applicable, receive industry-based certification(s) related to the CP complete one or more team-based challenges or projects related to the CP attend a financial aid award letter workshop <p>A student should know:</p> <ul style="list-style-type: none"> how CP courses and experiences articulate to degree programs at PS options estimated cost of each PS option affordability of PS options in relation to expected entry-level career salary and anticipated debt terms and conditions of any scholarship or loan



Making the Connection – PaCE/CCRI/CCPE

Although PaCE and CCRI came from separate legislation, they are mutually reinforcing

- Benchmarks on the Illinois PaCE framework align with CCRI as well as CCPE requirements

	PaCE Element ¹	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)
	Revisit career cluster survey and take a career interest survey (9th)	✔ Supports baseline component (Identify a career area of interest by the end of 10th grade)	✔ Meets Career-Focused Instructional Sequence 9th/10th grade component
	Complete an orientation to the career clusters (9th)		
	Complete an orientation course to a particular career cluster or cluster grouping (10th)		
	Select a career pathway (CP) within a career cluster of interest (10th)	✔ Meets baseline component (Identify a career area of interest by the end of 10th grade)	✔ Supports Individualized Plan
	Identify an internship opportunity related to CP (11th)	✔ Supports meeting Career Ready Indicator (Career Development Experience)	✔ Supports meeting Career Ready Indicator (Career Development Experience)
	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)
	Obtain an internship opportunity relating to CP (12th)	✔ Meets Career Ready Indicator (Career Development Experience)	✔ Meets Professional Learning 11th/12th grade requirement (career development experiences)
Post-Secondary Education Exploration, Preparation, and Selection	Complete one or more team-based challenges or projects relating to CP (12th)	N/A	✔ Meets Professional Learning component (At least 2 team-based challenges with adult mentoring)
	Meet with a counselor to discuss coursework and postsecondary (PS)/career plans with the ISBE CCRI (9th)	✔ Supports overall planning and preparation to meet the CCRI	✔ Supports Individualized Plan
	Begin determining eligibility for AP courses (9th & 10th)	✔ 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 PS plans (9th)	✔ Supports Career Ready Indicator (25 hours community service, co-curricular activities)	✔ Supports Individualized Plan
	Compare student cumulative GPA, academic, and career indicators to ISBE CCRI (every year)	✔ Supports overall planning and preparation to meet the CCRI	N/A
	Determine readiness for college-level coursework in Math/ELA and enrolled 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 or enroll in 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)

The Purpose of a Framework

- Serves as a tool to guide the college and career readiness efforts within a school
- Provides:
 - Sustainability
 - Accountability
 - Flexibility
- Frameworks can be scaled-up
 - School
 - District
 - Region

GETTING STARTED WITH PACE

Select a Framework

Decide whether to:

Adopt the Illinois PaCE Framework

or

Develop a customized PaCE framework

If Adopting the Illinois PaCE Framework

Review each benchmark on the Illinois PaCE framework and consider:

- The benchmarks that align with the CCRI
- Potential costs
- Available resources
- Partnerships within the community
- Administration support/approval
- The needs of your student population

A printable PDF of the Illinois PaCE Framework is available on isac.org/pace

If Developing a Customized Framework

Consider:

- Addressing CCRI
- Who should/needs to be involved in framework development
- Administration support approval
- Unique needs of the student population
- Available resources
- Partnerships within the community

Schools/districts can develop a customized framework on their own *or* request an ISAC PaCE Framework Development Workshop to facilitate the process available at isac.org/pace

Establish a Framework Development Team

- Members on the PaCE Framework Development team will have a say on what it included on the framework
 - The framework developed will reflect the input and consensus of the framework development team
- Consensus should be reached among the team regarding:
 - Which benchmarks to include on the framework
 - Which grade levels each benchmark should be assigned

Best Practices for Developing a Customized Framework

- Include representation from administration on the framework development team
 - Administration approval often required to adopt new programming
- Format your framework in an easy-to-read, aesthetically appealing way
- Request an ISAC Framework Development Workshop to facilitate the framework development process
- Once completed, seek administration approval (if not already included in development process)
- Circulate framework among staff, students, parents and the community

Create an Implementation Team

- Implementing PaCE requires collaboration across a range of professionals within the school, district, and community
- PaCE implementation team should be composed of members working within each of the three domains
- Involving a variety of school/district/community partners on the implementation team ensures:
 1. The unique needs of the specific student population are being addressed
 2. All available school/district/community resources are identified and considered
 3. Students are exposed to college and career readiness concepts by various staff members working in different capacities

The Role of the Implementation Team

- The Implementation Team will be responsible for taking action to implement the benchmarks on their framework
- The team should work collaboratively to continually assess, address, and implement programming that aligns with their framework
- An implementation team members role includes:
 - Continually assessing the effectiveness of the college and career readiness work being done within the school
 - Brainstorming and providing input about ways to improve or expand on current programs and offerings
 - Planning, organizing, and implementing new programming
 - Being committed to the implementation process and ongoing collaboration with the team

Potential Implementation Team Members

- The effectiveness of PaCE implementation depends on the team involved
- Potential team members include but are not limited to:
 - Counseling staff
 - School administration
 - Teachers
 - Community college partners
 - 4 year college/university partners
 - ISACorps representative
 - Local business partners

Implementation Team Best Practices

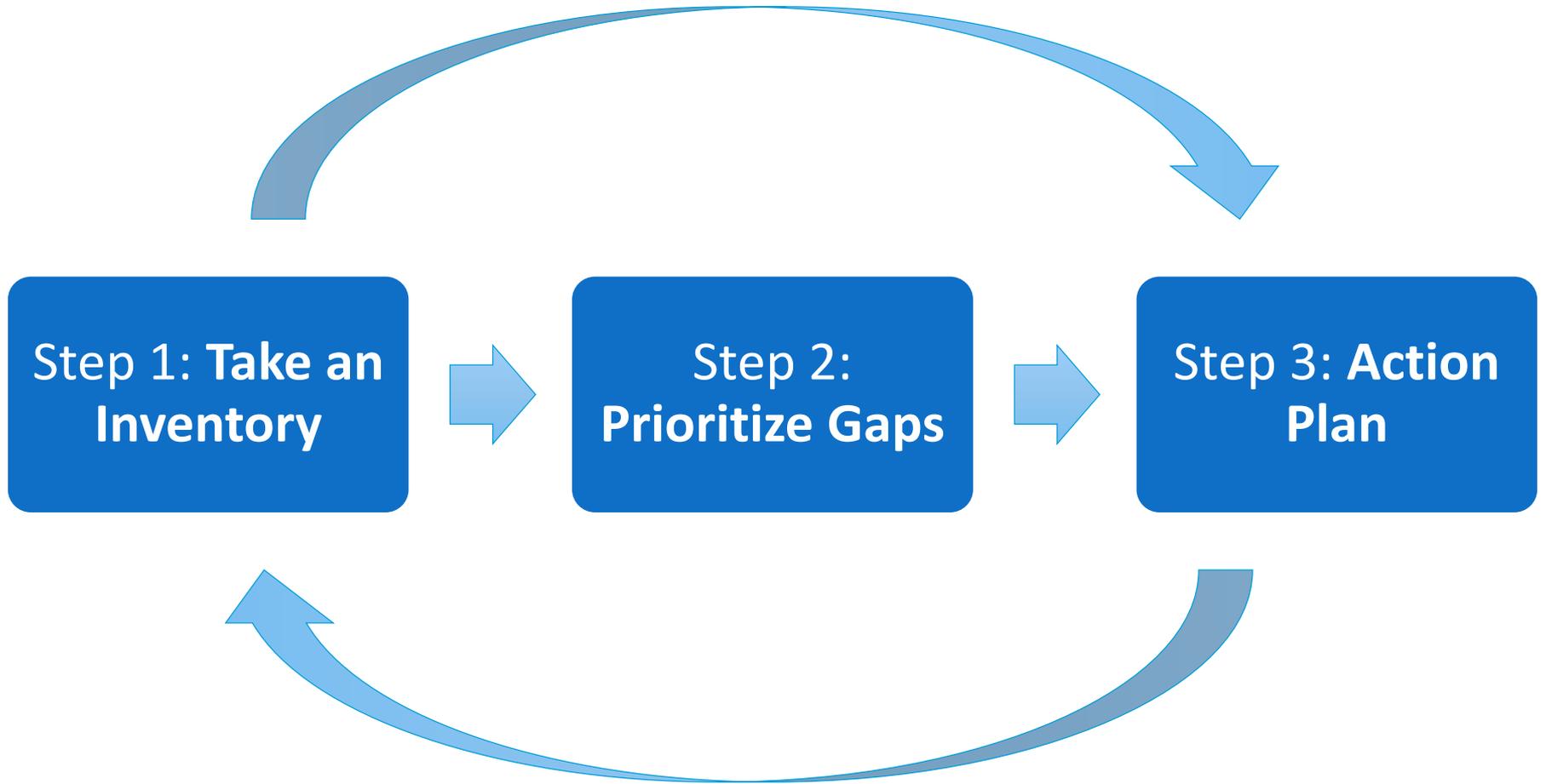
- Make sure all team members have an understanding of PaCE prior to joining the implementation team
 - Have potential members view the ISAC PaCE Overview presentation
- Members should be committed to ongoing collaboration and participation regarding PaCE implementation
- Have regularly scheduled meetings
- Include people with various roles and different access to students
- Allow every member of the implementation team to share input and have a say in the team's decision making

The Role of the PaCE Implementation Leader

- The PaCE Implementation Leader should guide their school/district team through the implementation process
- A PaCE implementation Leader's role includes:
 - Contributing as an implementation team member
 - Facilitating meetings and discussion among the implementation team
 - The liaison between ISAC and the implementation team

PACE IMPLEMENTATION PROCESS

The PaCE Implementation Process



Step 1: Take an Inventory

- Take an inventory to assess what is currently being done within your school or district to meet each benchmark on your framework (IL PaCE or customized)
- Identify areas of strengths and areas in need of additional support
- When taking an inventory have the implementation team consider:
 - What benchmarks are currently being met?
 - How well/effectively are benchmarks being met?
 - What benchmarks are not currently being met?

PaCE Implementation Worksheets

Step 1: Take an Inventory



Step 1: Take an Inventory

Financial Aid and Literacy Benchmarks				
<p>Instructions: Using the Illinois PaCE Framework, take an inventory to assess what is currently being done within the school or district. To get started, use the Degree of Completion Scale to report the percentage of students currently meeting each benchmark. Enter the corresponding number in the box next to each benchmark.</p>			Key	
			FAFSA PS	Free Application for Federal Student Aid Postsecondary
			Degree of Completion Scale	
			1	Less than 25% of students
			2	26-50% of students
			3	51-75% of students
			4	76-99% of students
			5	100% of students
By end of 8 th grade	By end of 9 th grade	By end of 10 th grade	By end of 11 th grade	By end of 12 th grade
<p>students should be supported to:</p> <input type="checkbox"/> be exposed to a financial literacy unit in a course or workshop	<p>students should be supported to:</p> <input type="checkbox"/> complete a financial aid assessment with a family member	<p>students should be supported to:</p> <input type="checkbox"/> attend a PS affordability workshop with a family member	<p>students should be supported to:</p> <p>N/A</p>	<p>students should be supported to:</p> <input type="checkbox"/> attend a financial aid award letter workshop
				<p>students should have:</p> <input type="checkbox"/> attended a FAFSA completion workshop <input type="checkbox"/> completed a FAFSA
<p>students should know:</p> <p>N/A</p>	<p>students should know:</p> <input type="checkbox"/> general cost ranges of various PS options	<p>students should know:</p> <p>N/A</p>	<p>students should know:</p> <input type="checkbox"/> financial aid deadlines for chosen PS options	<p>students should know:</p> <input type="checkbox"/> estimated cost of each PS option <input type="checkbox"/> affordability of PS options in relation to expected entry-level career and anticipated debt <input type="checkbox"/> terms and conditions of any scholarship or loan

<p>of Completion Scale</p> <p>Less than 25% of students</p> <p>25% of students</p> <p>51-75% of students</p> <p>76-99% of students</p> <p>100% of students</p>	<p>Completion Scale</p> <p>Less than 25% of students</p> <p>25% of students</p> <p>51-75% of students</p> <p>76-99% of students</p> <p>100% of students</p>
<p>of 12th grade</p> <p>ould be supported to:</p> <p>y remedial needs in</p>	<p>12th grade</p> <p>upported to:</p> <p>related to the CP</p>
<p>should have:</p> <p>3 or more admissions to PS institutions</p> <p>school counselor to steps in the PS process are completed</p>	<p>industry-based id to the CP</p> <p>re team-based is related to the</p>
<p>should know:</p>	<p>id know:</p> <p>experiences programs at PS</p>

Instructions for using the *Take an Inventory* worksheet

Preparation:

- Use the *Take an Inventory* worksheets that correspond to your framework:
 - Illinois PaCE Framework – Illinois PaCE *Take an Inventory* worksheets
 - Customized Framework – Customizable *Take an Inventory* worksheets

Completion:

- Indicate the current degree of completion for each benchmark on the framework using the key provided:
 - 1 – Less than 25% of students
 - 2 – 26-50% of students
 - 3 – 51-75% of students
 - 4 – 76-99% of students
 - 5 – 100% of students
- Complete this step for all three domain specific worksheets

Best Practices for Taking an Inventory

- Have each member on the implementation team individually complete the *Take an Inventory* worksheets
- Discuss and compare the degree of completion each member indicated on their worksheets
- Create a final set of worksheets that reflect the consensus of the entire group
 - Everyone on the implementation team should agree on the degree of completion listed for each benchmark
- Encourage members to share why they rated each benchmark as they did
 - Allows team members to share their perspectives and insights about what is currently happening in the school/district
 - May reveal knowledge about current activities that others on the team are unaware of

Step 2: Prioritize Gaps

- Prioritize how to fill gaps identified after taking an inventory

For each benchmark:

- Document any activities that are currently being done to meet the benchmark
- Brainstorm potential activities to improve or expand what is currently being done

PaCE Implementation Worksheet

Step 2: Prioritize Gaps

Step 2: Prioritize Gaps

Instructions: Identify which of your benchmarks should be addressed first, and list them on this worksheet in that order. For every benchmark, document current activities taking place; then, brainstorm and document potential activities to improve the degree of completion.

Benchmark: Attend a financial aid award letter workshop		
<input checked="" type="checkbox"/> Financial Literacy	<input type="checkbox"/> Postsecondary	<input type="checkbox"/> Career
Current Activities	Current Partners	
After school award letter workshop hosted in school library during spring semester	Counselor Jane Doe	
Potential Activities	Potential Partners	
Offer multiple award letter workshops during spring semester, schedule and advertise workshop dates before winter break	Counseling staff and ISACorps member	

Instructions for Using the *Prioritize Gaps Worksheet*

Preparation:

- Start by identifying which benchmarks should be addressed first, list benchmarks on the worksheet in the order they will be addressed

Completion:

For every benchmark...

- Document current activities
- Brainstorm and document potential activities to improve the degree of completion

Best Practices for Prioritizing Gaps

- Not all benchmarks will require both the current and potential activities sections to be completed
 - Benchmarks that are being fully met may only need to document current activities
 - Benchmarks that are not being met will only need to document potential activities, if no current programming exists
- The implementation team will need to collaboratively determine which benchmarks need be addressed first
 - There are multiple ways to prioritize so the implementation team will need to decide on the approach they will take
- Prioritizing gaps can be a long process
 - Consider breaking this process up into segments
- Encourage collaboration and discussion
- Consider resources and partnerships when brainstorming potential activities

Step 3: Action Plan

- Develop an action plan for implementing the current and potential activities involved with each benchmark
 - Address: the who, where, what, when, and how involved with implementing each benchmark
 - Solidify the logistics involved with implementation
- Ensures that the activities agreed upon in step 2 are actually put into action

PaCE Implementation Worksheet

Step 3: Action Plan

Step 3: Action Plan

Instructions: Transfer benchmarks from the *Prioritize Gaps* worksheet. Then, develop an action plan for all activities involved with each benchmark. Provide logistical information needed for implementation of each benchmark and any relevant additional information in the blank spaces provided.

Benchmark: Attend a financial aid award letter workshop	
<input checked="" type="checkbox"/> Financial Literacy <input type="checkbox"/> Postsecondary <input type="checkbox"/> Career	
Who is involved and what is their role?	Counselor Jane Doe will organize the workshops, all counseling staff and ISACoprs member will attend the workshops
When will it take place?	3/18, 4/16, and 5/10 from 4-7 PM
Where will it take place?	All workshops will be held in the school library
Action items:	Reserve space in the library, reach out to administration to setup an all-call and email blast, secure ISACorps assistance for each date

Instructions for Using the *Action Plan Worksheet*

Preparation:

- Transfer benchmarks from the *Prioritize Gaps* worksheet into the *Action Plan* worksheet

Completion:

- Provide logistical information involved with implementing each benchmark
- Include pertinent information for each field in the table

Best Practices for Action Planning

- Spread out the work among the multiple members of the implementation team
 - Implementing PaCE is a collective effort
- Be specific
 - The more logistical information included the easier it will be to move forward with implementing the activity
- Create a realistic timeline for implementation
 - PaCE implementation is not immediate, it is a process that will take time
 - Strategically plan the timeline for implementing each benchmark
- Allow members of the implementation team to decide which activities they want to help with or take the lead on

Continuous Re-evaluation

- PaCE implementation is an ongoing process
- The implementation team should meet regularly to assess progress
- Steps 1-3 of the implementation process should be re-evaluated on an ongoing basis and modified or repeated as necessary
- Continual re-evaluation ensures that the benchmarks are being effectively implemented within the school/district

PACE SUPPORT OPTIONS

PaCE Implementation Leader Training

- A PaCE Implementation Leader serves as the leader of the implementation team
 - While implementing PaCE is a team effort, having a team leader helps to keep the PaCE implementation efforts on track within the school/district
- PaCE Implementation Leader Training provides:
 - An in depth understanding of all of the steps involved in the PaCE implementation process
 - Best practices for implementation
 - Knowledge of PaCE resource and support
- PaCE implementation team leaders serve as the liaison between ISAC and the implementation team
- PaCE Implementation Leader Training is not required but highly recommended

PaCE Support Request Form

- A request form must be submitted for either of the ISAC PaCE Support options
- Available online at isac.org/pace
- Submit requests to isac.pace@illinois.gov



PaCE Support Request Form

To request Postsecondary and Career Expectations (PaCE) support, return a completed PaCE Request Form no more than six (6) months and no less than three (3) weeks prior to the event. Submit your completed PaCE Request Form to:

Division of College Access and Outreach
Illinois Student Assistance Commission
FAX: 847-831-8508
E-mail: isac.pace@illinois.gov

SECTION I – Logistics

Organization: _____

Event Location: _____

Street Address	Building/Room Number
City	State Zip Code

Event Contact: _____

First Name	Last Name
Title	School/Organization
()	
Area Code & Phone Number & Extension	Email Address (required)

SECTION II – Event Details

Support Options: *Select One*

PaCE Overview (1-2hrs) - This session provides an overview of the Postsecondary Workforce Readiness (PWR) Act legislation, an in-depth explanation of the PaCE framework, the steps involved with creating and implementing your own school/district specific PaCE aligned framework, as well as PaCE support and resources available through ISAC (available in person or via webinar)

PaCE Framework Workshop (3+ hrs) - This workshop takes a school/district team through the creation of their own PaCE aligned framework. During the workshop, an ISAC facilitator will lead a discussion with the school/district team in order to build consensus and develop their own framework. Upon completion of the workshop, the school/district team will receive a formatted version of their framework from ISAC as a follow up. A school/district team is required in order to schedule a workshop.

Event Date: _____ Start Time: _____ a.m. End Time: _____ a.m.
MM/DD/YYYY p.m. p.m.

Anticipated Number of Attendees: Under 10 10-20 20-30 30-40 Other

Audience (select all that apply):

Counselors Principals Administrators
 Teachers Superintendents Other: _____

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PaCE Support Options

PaCE Overview

- 1-2 hour timeframe
- Available in person or via webinar depending on the request

PaCE Framework Development

- 2-3 hour workshop
- Pre-workshop tasks:
 - Framework development team established
 - Online benchmark survey
- Workshop outcomes:
 - Customized framework
 - Customized step 1-3 worksheets

Thank you!

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For PaCE support inquiries,
contact us at isac.pace@Illinois.gov