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

- PaCE
- Competency-Based Learning Systems
- College & Career Pathway Endorsements
- Transitional Math

School Districts
Postsecondary Institutions
Civic & Community Organizations
Employers
Overview of the PaCE Framework

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

By end of 9th grade
By end of 10th grade
By end of 11th grade
By end of 12th 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.

<table>
<thead>
<tr>
<th>By the end of 8th grade</th>
<th>By the end of 9th grade</th>
<th>By the end of 10th grade</th>
<th>By the end of 11th grade</th>
<th>By the end of 12th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student should be supported to:</td>
<td>A student should be supported to:</td>
<td>A student should be supported to:</td>
<td>A student should be supported to:</td>
<td>A student should be supported to:</td>
</tr>
<tr>
<td>- complete a career cluster survey</td>
<td>- revisit career cluster interest survey and take a career interest survey</td>
<td>- visit at least one workplace aligned with career interests</td>
<td>- revisit the career survey</td>
<td>- completed 3 or more admissions applications to PS institutions</td>
</tr>
<tr>
<td>- attend a career exploration day</td>
<td>- complete an orientation to career clusters</td>
<td>- complete an orientation course to a particular career cluster or group of</td>
<td>- participate in a mock job interview</td>
<td>- met with a school counselor to ensure all steps in the PS admissions process are completed on time</td>
</tr>
<tr>
<td>- complete a unit on education planning</td>
<td>- attend a PS options workshop</td>
<td>- select a career pathway (CP) within a career cluster of interest</td>
<td>- create a resume and personal statement</td>
<td>- attended a FAFSA completion workshop</td>
</tr>
<tr>
<td>- be exposed to a financial literacy unit in a course or workshop</td>
<td>- meet with a counselor to discuss coursework and PS/career plans using the ISBE College and Career Readiness Indicators</td>
<td>- begin determining eligibility for AP courses</td>
<td>- identify an internship opportunity related to the CP</td>
<td>- completed the FAFSA</td>
</tr>
<tr>
<td>A student should know:</td>
<td>- begin determining eligibility for advanced placement (AP) courses</td>
<td>- identify 2-3 adults to support the student through the PS and career selection process</td>
<td>- determine readiness for college-level coursework in math/ELA and enrollment in either &quot;catch up&quot; or &quot;speed up&quot; course</td>
<td>By the end of 12th grade a student should be supported to:</td>
</tr>
<tr>
<td>- the concept of career clusters of interest</td>
<td>- outline a plan for community service and extracurricular activities related to PS plans</td>
<td>- review coursework, and PS/career plans in relation to the ISBE College and Career Readiness Indicators (every year)</td>
<td>- complete or enroll in at least one early college credit opportunity</td>
<td>- address any remedial needs in math/ELA</td>
</tr>
<tr>
<td>- relationship between community service/extracurricular activities and postsecondary (PS)/career goals</td>
<td>- complete a financial aid assessment with a family member</td>
<td>- take at least one college entrance exam</td>
<td>- visit at least 3 PS institutions</td>
<td>- obtain an internship opportunity related to the CP</td>
</tr>
<tr>
<td>A student should know:</td>
<td>A student should know:</td>
<td>A student should know:</td>
<td>A student should know:</td>
<td>A student should know:</td>
</tr>
<tr>
<td>- one or two career clusters for further exploration and development</td>
<td>- educational requirements, cost, expected entry level, and midpoint salary for occupations in selected CP</td>
<td>- application deadlines, test timing, cost, and preparation for industry-based certification for CP</td>
<td>- if applicable, receive industry-based certification(s) related to the CP</td>
<td></td>
</tr>
<tr>
<td>- the relationship between HS coursework, attendance, and grades to PS plans</td>
<td>- different types of PS credentials and institutions</td>
<td>- career attributes related to career interests</td>
<td>- complete one or more team-based challenges or projects related to the CP</td>
<td></td>
</tr>
<tr>
<td>- importance of community service and extracurricular activities to PS and career plans</td>
<td>- general timing of PS entrance exams and applications</td>
<td>- entrance requirements, including application deadlines, for expected PS programs of study</td>
<td>- attend a financial aid award letter workshop</td>
<td></td>
</tr>
<tr>
<td>- general cost ranges of various PS options</td>
<td>- benefit of early college credit opportunities to PS access and completion</td>
<td>3-5 match schools, one safety, one reach school for PS program of study</td>
<td>A student should know:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- negative impact of remediation on PS goals</td>
<td>- how CP courses and experiences articulate to degree programs at PS options</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- estimated cost of each PS option</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- affordability of PS options in relation to expected entry-level career salary and anticipated debt</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- terms and conditions of any scholarship or loan</td>
</tr>
</tbody>
</table>

---

**ISAC #F3766 05/18 (CN X 05/18) Printed by authority of the State of Illinois**

---

**GOAL 2025 COLLEGE CHANGES EVERYTHING**
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

<table>
<thead>
<tr>
<th>PaCE Element</th>
<th>ISBE College &amp; Career Readiness Indicator (CCRI)</th>
<th>CCPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visit at least one workplace aligned to career interests (10th)</td>
<td>• Supports baseline component (Identify a career area of interest by the end of 10th grade)</td>
<td>• Meets Professional Learning 9th/10th grade requirement</td>
</tr>
<tr>
<td>Complete an orientation to the career clusters (9th)</td>
<td>• Supports baseline component (Identify a career area of interest by the end of 10th grade)</td>
<td>• Meets Career-Focused Instructional Sequence 9th/10th grade component</td>
</tr>
<tr>
<td>Complete an orientation course to a particular career cluster or cluster grouping (10th)</td>
<td>• Supports meeting Career Ready Indicator (Career Development Experience)</td>
<td>• Supports meeting Career Ready Indicator (Career Development Experience)</td>
</tr>
<tr>
<td>Select a career pathway (CP) within a career cluster of interest (10th)</td>
<td>• Meets baseline component (Identify a career area of interest by the end of 10th grade)</td>
<td>• Supports Individualized Plan</td>
</tr>
<tr>
<td>Identify an internship opportunity related to CP (10th)</td>
<td>• Supports meeting Career Ready Indicator (Career Development Experience)</td>
<td>• Supports meeting Career Ready Indicator (Career Development Experience)</td>
</tr>
<tr>
<td>Address any remedial needs in ELA/CP (12th)</td>
<td>• Meets Academic Ready Indicators (Transitional ELA/Math Course Completion)</td>
<td>• Meets Academic Competencies (Ready for non-remedial coursework in reading and math by HS graduation)</td>
</tr>
<tr>
<td>Obtain an internship opportunity relating to CP (12th)</td>
<td>• Meets Career Ready Indicator (Career Development Experience)</td>
<td>• Meets Professional Learning 11th/12th grade requirement</td>
</tr>
<tr>
<td>Complete one or more transcript-based challenges or projects relating to CP (12th)</td>
<td>N/A</td>
<td>• Meets Professional Learning component (at least 2 transcript-based challenges with adult mentoring)</td>
</tr>
<tr>
<td>Meet with a counselor to discuss coursework and post-secondary (PS) plans with the ISBE (9th)</td>
<td>• Supports overall planning and preparation to meet the CCRI</td>
<td>• Supports Individualized Plan</td>
</tr>
<tr>
<td>Begin determining eligibility for AP courses (9th &amp; 10th)</td>
<td>• Supports Academic Indicator (ELA/Math AP Courses/Exams), Supports Career Ready Indicator (Dual Credit Career Pathway Course)</td>
<td>• Supports Career-Focused Instructional Sequence 11th/12th grade components (Early College Credit)</td>
</tr>
<tr>
<td>Outline a plan for community service and extracurricular activities related to IS plans (9th)</td>
<td>• Supports Career Ready Indicator (25 hours community service, co-curricular activities)</td>
<td>• Supports Individualized Plan</td>
</tr>
<tr>
<td>Compare student cumulative GPA, academic, and career indicators to ISBE (every year)</td>
<td>• Supports overall planning and preparation to meet the CCRI</td>
<td>N/A</td>
</tr>
<tr>
<td>Determine readiness for college-level coursework in Math/ELA and enroll in either “catch-up” or “speed-up” course (10th)</td>
<td>• Meets Academic Ready Indicators (Transitional ELA/Math Course Completion)</td>
<td>• Meets Academic Competencies (Ready for non-remedial coursework in reading and math by HS graduation)</td>
</tr>
<tr>
<td>Complete or enroll in at least one early college credit opportunity (10th)</td>
<td>• Meets Academic Indicator (ELA/Math AP Courses/Exams), Supports Career Ready Indicator (Dual Credit Career Pathway Course)</td>
<td>• Meets Career-Focused Instructional Sequence 11th/12th grade components (Early College Credit)</td>
</tr>
</tbody>
</table>
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 programing 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

Step 2: Prioritize Gaps

Step 3: Action Plan
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

### Financial Aid and Literacy Benchmarks

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.

<table>
<thead>
<tr>
<th>By end of 8th grade</th>
<th>By end of 9th grade</th>
<th>By end of 10th grade</th>
<th>By end of 11th grade</th>
<th>By end of 12th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>students should be supported to:</td>
<td>students should be supported to:</td>
<td>students should be supported to:</td>
<td>students should be supported to:</td>
<td>students should be supported to:</td>
</tr>
<tr>
<td>be exposed to a financial literacy unit in a course or workshop</td>
<td>complete a financial aid assessment with a family member</td>
<td>attend a PS affordability workshop with a family member</td>
<td>N/A</td>
<td>attend a financial aid appeal letter workshop</td>
</tr>
<tr>
<td>students should know:</td>
<td>students should know:</td>
<td>students should know:</td>
<td>students should know:</td>
<td>students should know:</td>
</tr>
<tr>
<td>N/A</td>
<td>general cost ranges of various PS options</td>
<td>N/A</td>
<td>financial aid deadlines for chosen PS options</td>
<td>estimated cost of each PS option</td>
</tr>
</tbody>
</table>

Key:
- PFA: Free Application for Federal Student Aid
- PS: 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

If completion scale is 1, 2, or 3, students should have:
- attended a FAFSA completion workshop
- competed a FAFSA
- 3 or more admissions to PS institutions related to the CP

If completion scale is 4 or 5, students should have:
- industry-based training related to the CP
- team-based training related to the CP

If completion scale is 1 or 2, students should know:
- experiences, programs at PS
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
## 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.

<table>
<thead>
<tr>
<th>Benchmark:</th>
<th>Attend a financial aid award letter workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Activities</strong></td>
<td></td>
</tr>
<tr>
<td>After school award letter workshop hosted in school library during spring semester</td>
<td></td>
</tr>
<tr>
<td><strong>Potential Activities</strong></td>
<td></td>
</tr>
<tr>
<td>Offer multiple award letter workshops during spring semester, schedule and advertise workshop dates before winter break</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Financial Literacy</th>
<th>Postsecondary</th>
<th>Career</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current Partners</th>
<th>Potential Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor Jane Doe</td>
<td>Counseling staff and ISACorps member</td>
</tr>
</tbody>
</table>
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
## 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.

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

Sara Espinosa
Manager, Outreach and Professional Development
Sara.Espinosa@Illinois.gov

Kalene Heaton
Professional Development Specialist
Kalene.Heaton@Illinois.gov

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