Using the PaCE Implementation Guide

Dr. Travis McGuire - tmcguire@hbr429.org
What are you hoping to learn?
What are you hoping to learn?
What are you hoping to learn?
Beginning the Process

Define/Refine your why

He who has a why can . . . bear almost any how. ~ Frederick Nietzsche

• What is your educational mission statement?
• What is your educational vision statement?
• Looking at these two statements, how is postsecondary and career readiness referenced or reinforced?
• What does the quantitative data related to your students’ readiness say? (Consider data from your Illinois Report Card, such as 9th grade on track, early college coursework, graduation rate, postsecondary enrollment, and community college remediation)
• Why do you feel that postsecondary and career readiness is important?
• What is your definition of postsecondary and career readiness?
Time to Reflect

What are your personal postsecondary and career expectations for your students?
Are these in line with the expectations of your school/district?
What are your personal postsecondary and career expectations for your students?
Beginning the Process

Define/Refine your why

If you could get all the people in an organization rowing in the same direction, you could dominate any industry, in any market, against any competition, at any time.

From introduction to The Five Dysfunctions of a Team — Patrick Lencioni
Are these in line with the expectations of your school/district?
Beginning the Process

The change process

- Innovators: 2.5%
- Early adopters: 13.5%
- Early majority: 34%
- Late majority: 34%
- Laggards: 1%

Beginning the Process

Managing Complex Change
(Ambrose, 1987)

Vision + Skills + Incentives + Resources + Action Plan = Change

Vision + Skills + Incentives + Resources + Action Plan = Confusion

Vision + Skills + Incentives + Resources + Action Plan = Anxiety

Vision + Skills + Incentives + Resources + Action Plan = Resistance

Vision + Skills + Incentives + Resources + Action Plan = Frustration

Vision + Skills + Incentives + Resources = Treadmill

Identifying Your Teams

If you want to go fast, go alone.
If you want to go far, go together.

-African Proverb-
# Building Educational Stakeholder Understanding

## 7 groups and resources

<table>
<thead>
<tr>
<th>Group</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Leadership</td>
<td>Board and Superintendent align with “the why”</td>
</tr>
<tr>
<td>School Building Leadership</td>
<td>IL Performance Standards</td>
</tr>
<tr>
<td>School Counselors</td>
<td>American School Counselor Association School Counselor Professional Standards</td>
</tr>
<tr>
<td>Teachers</td>
<td>IL Professional Teaching Standards</td>
</tr>
<tr>
<td>Parents/Families</td>
<td>ISBE Family Engagement Framework</td>
</tr>
<tr>
<td>Community</td>
<td>ISAC - On PaCE to Thrive: Guide to Cultivating Community Action for Postsecondary and Career Readiness</td>
</tr>
</tbody>
</table>
Building Educational Stakeholder Understanding

Suggestions

Take the team(s) through the Identifying the Why questions

Be prepared for objections/questions
## Developing Your Game Plan

ISAC recommended process and resources

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Resource Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>PaCE framework template</td>
<td></td>
<td><a href="https://www.isac.org/pace/documents/Pace-Thrive-Community-Guide.pdf">https://www.isac.org/pace/documents/Pace-Thrive-Community-Guide.pdf</a></td>
</tr>
<tr>
<td>On PaCE to Thrive</td>
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<td><a href="https://www.isac.org/pace/documents/PaCE-Crosswalk.pdf">https://www.isac.org/pace/documents/PaCE-Crosswalk.pdf</a></td>
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<tr>
<td>Connecting the dots for PaCE, CCPE, and CCRI</td>
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</table>
Developing Your Game Plan

Options for working with ISAC - $\leq 6$ months and $\geq 4$ weeks

Support Options
PaCE Overview (1 hour)

PaCE Framework Development Workshop (2-3 hours)

Implementation Support (1 hour)

PaCE Support Request Form -
[https://www.isac.org/pace/pace-request-form.html](https://www.isac.org/pace/pace-request-form.html)

Email - [isac.pace@illinois.gov](mailto:isac.pace@illinois.gov)
Developing Your Game Plan

Options for working with ISAC - \(\leq 6 \text{ months} \text{ and } \geq 4 \text{ weeks}\)

Training Options
PaCE Implementation Leader Training (2 hours)

Registration details, including dates and locations, are available online on the PaCE Calendar -
https://www.isac.org/pace/Webinars/index.html#PILT
## Following Your Game Plan

Goals and reflection

<table>
<thead>
<tr>
<th>Goals</th>
<th>Rationale/Description</th>
<th>Tasks to be completed</th>
<th>Date to be completed</th>
<th>Completion date</th>
<th>Person(s) responsible</th>
<th>Outcome / Product</th>
</tr>
</thead>
</table>


## Following Your Game Plan

### Attend a financial aid award letter workshop

<table>
<thead>
<tr>
<th>Benchmark:</th>
<th>Attend a financial aid award letter workshop</th>
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<tbody>
<tr>
<td><strong>X</strong> Financial Literacy</td>
<td>Postsecondary</td>
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<tr>
<td>Who is involved and what is their role?</td>
<td>Counselor Jane Doe will organize the workshop, all counseling staff and ISACorps member will attend the workshops</td>
</tr>
<tr>
<td>When will it take place?</td>
<td>10/1, 10/10, and 10/24 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 to advertise, secure ISACorps assistance for each date.</td>
</tr>
<tr>
<td>Goal</td>
<td>Rationale/Description</td>
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<td>----------------------------------------------------------------------</td>
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<tr>
<td>Increase the number of attendees at the FAFSA completion workshop in the 2019-2020 school year by 10% when compared to the 2018-2019 school year.</td>
<td>The FAFSA document is an important part of considering options for post-secondary training that is aligned with an individual's career goal. The improved attendance at FAFSA completion workshops at Abraham Lincoln High School should result in a higher number of students completing the FAFSA when the application is first opened for completion in October.</td>
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Following Your Game Plan

**THE WHY**

**STAY THE COURSE**

- **Act**
  - What changes are to be made?
  - Next cycle?

- **Plan**
  - Objective
  - Predictions
  - Plan to carry out the cycle (who, what, where, when)
  - Plan for data collection

- **Study**
  - Analyse data
  - Compare results to predictions
  - Summarise what was learned

- **Do**
  - Carry out the plan
  - Document observations
  - Record data
Thank You
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