Using the PaCE Implementation Guide

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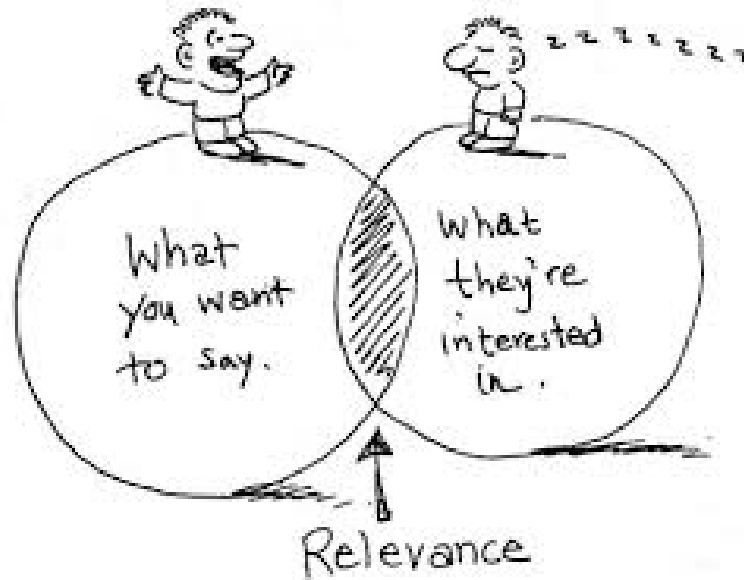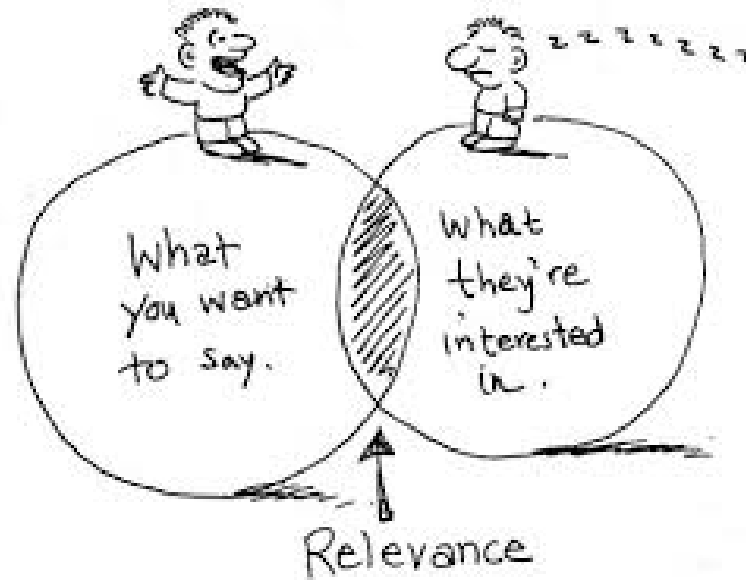
Career Exploration and Development

Financial Aid and Literacy

Post-Secondary Education Exploration, Preparation, and Selection

IllinoisPaCE SYMPOSIUM

https://www.isac.org/pace/documents/PaCE-Implement-Guide-Oct2021.pdf

Illinois Postsecondary & Career Expectations (PaCE) Implementation Guide

What are you hoping to learn?

What are you hoping to learn?

2:00

What are you hoping to learn?

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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?

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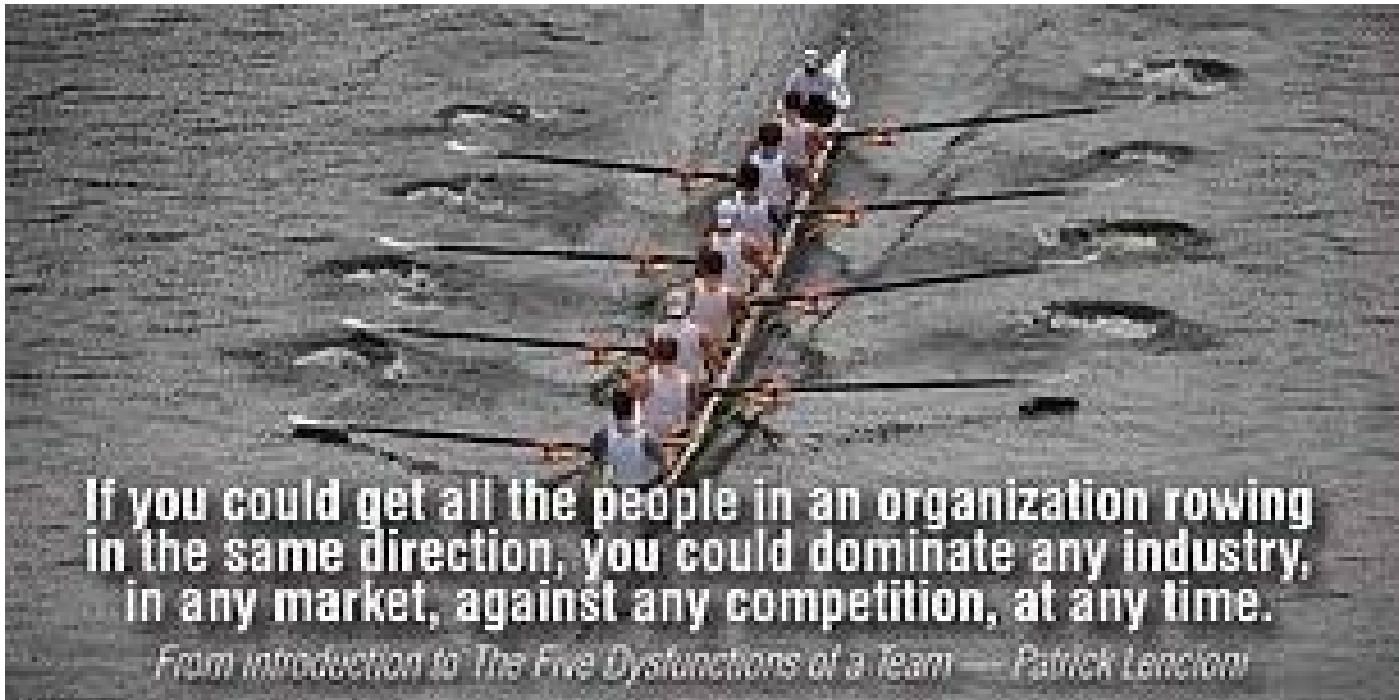
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Beginning the Process

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%
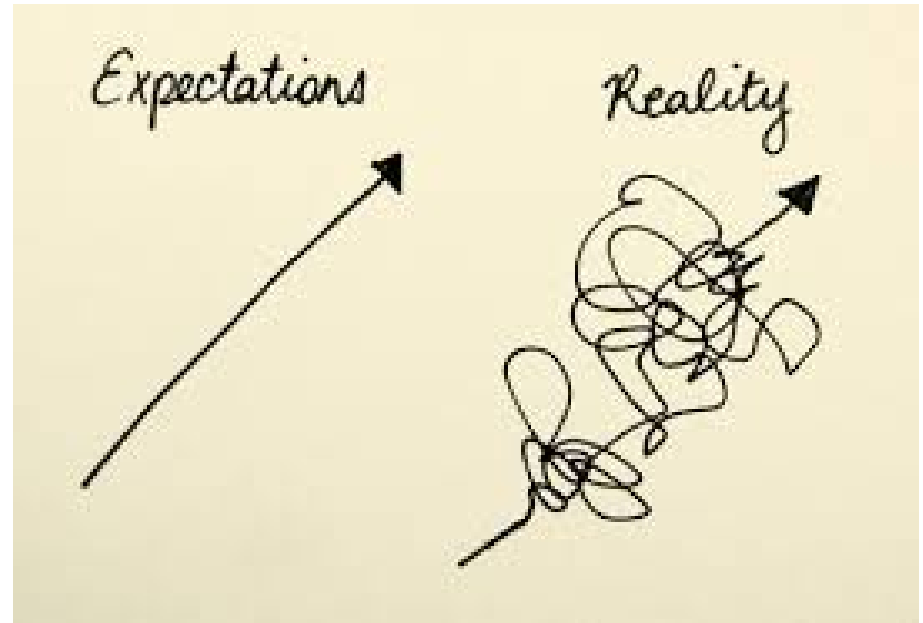
Law of Diffusion of Innovation   - E.M. Rogers (1962)

Beginning the Process
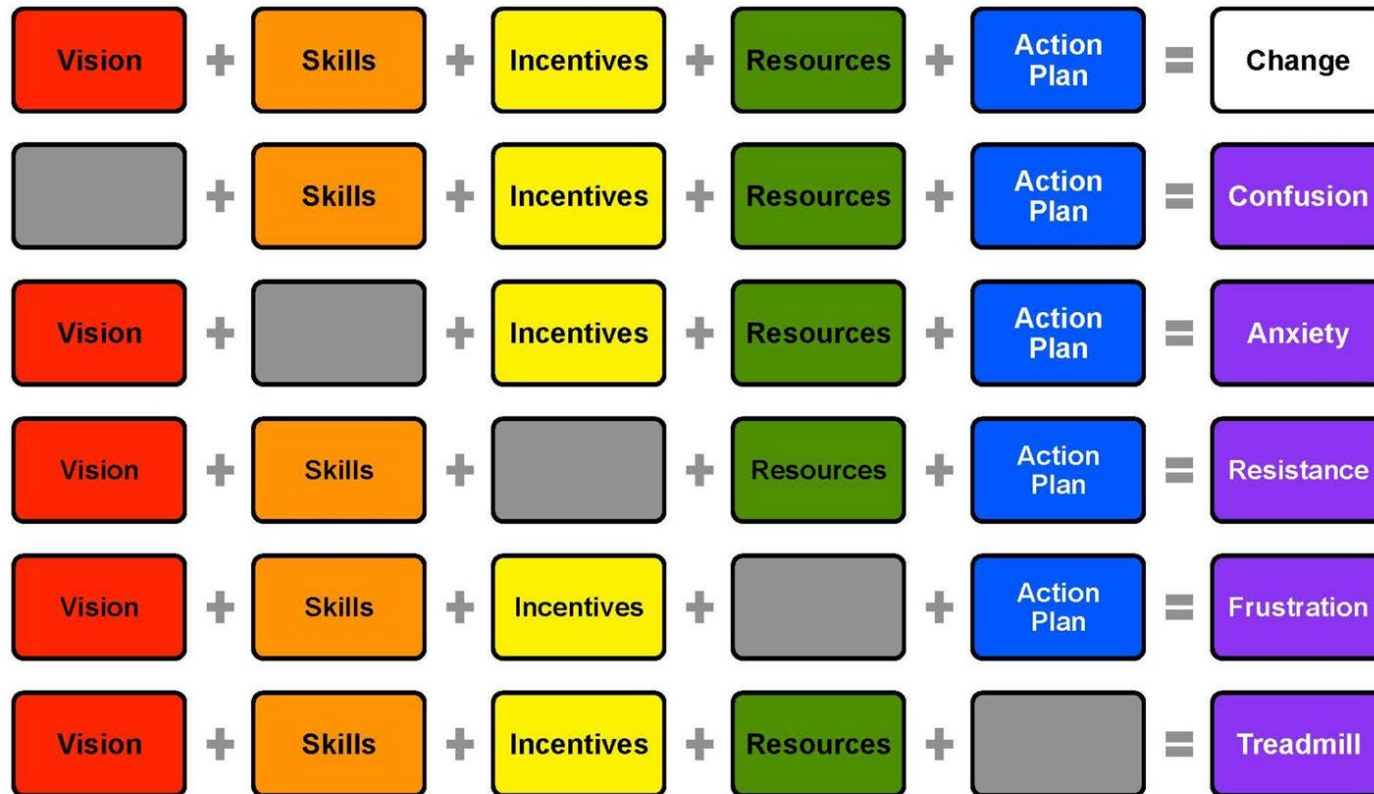

Managing Complex Change
(Ambrose, 1987)

Vision	+ Skills	+ Incentives	+ Resources	+ Action Plan	= Change
	+ Skills	+ Incentives	+ Resources	+ Action Plan	= Confusion
Vision	+	+ Incentives	+ Resources	+ Action Plan	= Anxiety
Vision	+ Skills	+	+ Resources	+ Action Plan	= Resistance
Vision	+ Skills	+ Incentives	+	+ Action Plan	= Frustration
Vision	+ Skills	+ Incentives	+ Resources	+	= Treadmill

Ambrose, D. (1987). *Managing Complex Change*. Pittsburgh, PA: The Enterprise Group, Ltd.

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

District Leadership -	Board and Superintendent align with "the why"
School Building Leadership -	IL Performance Standards
School Counselors -	American School Counselor Association School Counselor Professional Standards
Teachers -	IL Professional Teaching Standards
Students -	Lubelfeld, M., Polyak, N., & Caposey, P.J. (2018). *Student Voice: From Invisible to Invaluable*.
Parents/Families -	ISBE Family Engagement Framework
Community -	ISAC - On PaCE to Thrive: Guide to Cultivating Community Action for Postsecondary and Career Readiness

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

Take an inventory - Career Exploration and Development; Financial Aid and Literacy; Postsecondary education (For IL PaCE Framework and customized PaCE Framework)

Prioritize gaps - https://www.isac.org/pace/documents/Step2-Prioritize-Gaps-4.19.19.pdf

Action plan - https://www.isac.org/pace/documents/Step3-Action-Plan-4.19.19.pdf

PaCE framework template - https://www.isac.org/pace/documents/PaCE-framework-template.pdf?v3

On PaCE to Thrive - https://www.isac.org/pace/documents/Pace-Thrive-Community-Guide.pdf

Connecting the dots for PaCE, CCPE, and CCRI - https://www.isac.org/pace/documents/PaCE-Crosswalk.pdf

Developing Your Game Plan

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

<u>Support Options</u>
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

Email - isac.pace@illinois.gov

Developing Your Game Plan

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

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

Goals	Rationale/ Description	Tasks to be completed	Date to be completed	Completion date	Person(s) responsible	Outcome / Product

Following Your Game Plan

Benchmark:	Attend a financial aid award letter workshop		
☒ Financial Literacy	☐ Postsecondary		☐ Career
Who is involved and what is their role?	Counselor Jane Doe will organize the workshop, all counseling staff and ISACorps member will attend the workshops		
When will it take place?	10/1, 10/10, and 10/24 from 4-7 PM		
Where wil 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 to advertise, secure ISACorps assistance for each date.		

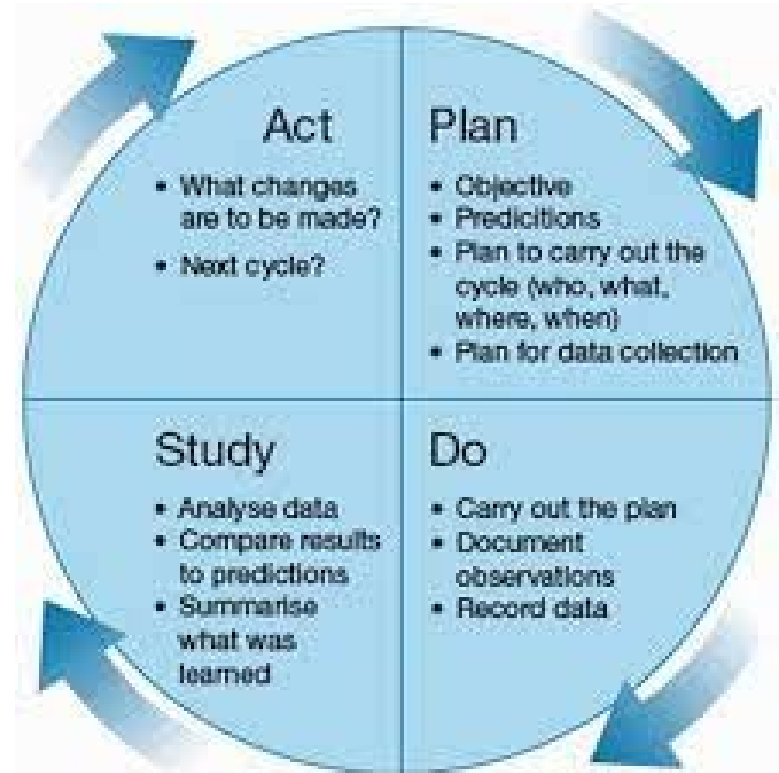| Goal	Rationale/ Description	Tasks to be completed	Date to be completed	Completion date	Person(s) responsible	Outcome / Product
Increase the number of attendees at the FAFSA completion workshop in the 2019-2020 school year by 10% when compared to the 2018-2019 school year.	The FAFSA document is an important 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.	Reserve the library for FAFSA completion workshop on 10.1.19, 10.10.19, and 10.24.19	5.21.19	5.20.19	Counseling Center Administrative Assistant	Reservation confirmation
		Invite ISACorps members to attend the FAFSA completion workshops	5.27.19	5.27.19	Lead Counselor	Invitation sent via email with an RSVP list of ISACorps members
		Create a student invite to be included in the announcements, school website, Twitter account, and Facebook account	9.2.19		School Counselors	Invite

Goals	Rationale/ Description	Tasks to be completed	Date to be completed	Completion date	Person(s) responsible	Outcome / Product
		Create a parent invite to be included on the school website, Twitter account, Facebook account, and the August and	9.3.19		School Counselors	
		Create and send a reminder email blast to senior parents/students about the upcoming FAFSA completion workshop	9.24.19, 10.3.19, and 10.17.19		School Counselors with Administrator support for distribution	Emails distributed to all parents and students of seniors
		Create a follow up survey for parents/students who attended the FAFSA completion workshop for ways to improve the workshop	10.2.19, 10.11.19, and 10.25.19		School Counselors	Survey results to be used for future planning

Goals	Rationale/ Description	Tasks to be completed	Date to be completed	Completion date	Person(s) responsible	Outcome / Product
		Create and distribute follow up survey for all senior parents/students to track the FAFSA completion workshop	11.5.19		School Counselors	Survey results to determine if the goal was achieved or not
		Review the survey results and plan for ways to improve FAFSA completion for the 2020-2021 school year.	11.29.19		School Counselors	Plan for implementation in the 2020-2021 school year

Following Your Game Plan

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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