PACE

Programming the Acceleration of Computing & Equity

Congratulations! Your district has chosen to participate in the Programming the Acceleration of Computing and Equity (PACE) initiative. Below you'll find some helpful information about the PACE program model and the role of the District Stakeholder Council.

PACE Model

The PACE model is designed to invest multiple stakeholders with agency and accountability to successfully support adoption of computer science as an important component of middle school education. The approach provides equitable access to high quality, culturally responsive CS instruction and supports for all students enrolled in middle schools in participating districts. PACE represents a district-wide systems change model with an equity strategy that better prepares diverse students to succeed.

Key Features

The central features of this five-year project include:

- *Equitable access through districtwide adoption*: all 7th and 8th grade students will have access to substantial computer science instruction.
- *Curriculum scope, depth, and Professional Development*: training and support for participating teachers in the *CS Discoveries* curriculum provided from Code.org.
- *Enhanced teacher and school staff support* : a three-part continuous support system will be provided, including professional development, an Equity Methods course centered on teaching research-based strategies for equitable and inclusive teaching and learning, and an online teacher Professional Learning Community.
- *Inclusive stakeholder partnerships*: District Stakeholder Councils (DSCs) will receive support and build capacity to lead systemic change, champion computer science, and embed district efforts within the state's educational policy infrastructure.
- *Continuous improvement through data-based decision-making*: district staff and DSCs gather and use data to continually improve student interest and competence in computer science education and create CS pathways through high school.

PACE Outcomes

The PACE initiative is designed to achieve the following outcomes:

- Increase student achievement and interest in computer science
- Elevate the quality of middle school computer science teaching through training and support
- Enable more equitable participation and progression in computer science education by under-represented and high-need students
- Establish strong middle school computer science pathways for high school and Advanced Placement Computer Science
- Meet the demand for a workforce with foundational computer science skills and knowledge

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District Stakeholder Council

Goals

This representative and inclusive stakeholder group is the main support for systemic change in your district. This group will lead computer science efforts, engage in strategic planning, make recommendations to the Superintendent, align systems and structures to support development of a computer science pathway, and engage in continuous improvement to test change practices and readjust efforts when and if needed. The two overarching goals for the DSC are:

- to plan and manage implementation of an equity-based, rigorous, standards-aligned computer science pathway

- to develop local capacity to lead systems-informed continuous improvement efforts to plan, manage, and scale CS for all

Structure

DSCs are composed of 10-15 members representing a variety of district roles and perspectives.

- *Monthly meetings*: DSCs meet once a month with two members of the PACE DSC Technical Assistance team. Each meeting will last approximately 3 hours. These meetings are collaborative in nature, and structured so you have protected time to think and plan.
- *Cross-district sharing*: Your team will also have the opportunity to share questions, ideas, and strategies with other districts who are participating in the PACE project, sometimes at a monthly meeting, sometimes virtually, and once a year during a cross-district PACE summit.

DSC Year 1	DSC Year 2	DSC Year 3
Building an understanding of the CS curriculum Planning for implementation Developing equity strategies Aligning systems and structures	Implementing CS courses Engaging in data-based decision making Testing change practices for improvement	Implementing CS courses Engaging in data-based decision making Planning for scale