

Pennsylvania ESSA Consolidated State Plan
January 12, 2018

PDE is currently facilitating several groups of districts in multi-year professional learning communities focused on data analysis and action research, curriculum development, and implementation of standards for English Learners. The Department will continue and expand these technical assistance initiatives over the coming school year and will specifically include the use of the new state system for calculating growth and attainment of English proficiency for English Learners. PDE also provides ad hoc, targeted technical assistance to LEAs as needed. All of these initiatives serve to assist districts in meeting the ambitious goals related to both attainment of English proficiency and academic achievement for English Learners set forth in this state plan.

vii. **Monitoring and Technical Assistance:** Describe:
How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and
The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

The Department currently monitors all Title III subgrantees either on a rotating basis for those LEAs that are consistently not identified as at-risk or as a result of a risk assessment. Trained monitors with EL backgrounds are assigned to LEAs in which Title III monitoring must take place. Previously, the Department used the Annual Measurable Achievement Objectives under Pennsylvania’s NCLB Waiver to determine risk level for LEAs, in addition to the size of their grant award. Beginning with the 2017-18 school year, the Department will implement a new monitoring element. As part of this protocol, PDE will consider outcomes based on state measures of interim progress towards Long Term Goals and attainment of English proficiency outlined in this plan. If these measures indicate that strategies employed by LEAs funded under Title III, Part A are not effective, then PDE may take a range of actions based on evaluation of the data. These actions can include, but are not limited to, providing targeted technical assistance, requiring that the LEA participate in a statewide professional learning community, requiring that the LEA develop a corrective action plan, and/or requiring program changes based on expert analysis and input.

In addition to ad hoc, on-site technical assistance, PDE provides educators with English Language supports through the Standards Aligned System (SAS) Portal, a comprehensive, researched-based, online resource to help educators support student achievement. The SAS Portal provides Pennsylvania’s English Language Development Standards (ELDS) in an indexed and searchable form for use in planning curriculum and instruction; instructional materials including links to outside resources; and virtual professional learning communities in which information and ideas can be exchanged among K-12 educators, higher education professionals, and PDE program staff. The SAS Portal also contains links to archived EL professional development webinars and workshop materials.

E. Title IV, Part B: 21st Century Community Learning Centers

Nearly 40,000 students across Pennsylvania participated in afterschool and out-of-school programs funded through the 21st Century Community Learning Centers (21st CCLC) Program in 2015-16. Program numbers for the 2016-17 school year will not be available until the late spring or early summer of 2018 following the completion of grantee reporting in both the state and federal reporting systems in December 2017 (the federal reporting system is called “21APR”). Based upon the numbers reported in 2015-16, and with the addition of a new cohort in October 2017, Pennsylvania expects to exceed the current number of students served and to increase the number of programming hours in its 21st CCLC programs. These programs provide important economic and community benefits by offering working

***Pennsylvania ESSA Consolidated State Plan
January 12, 2018***

parents and families the reassurance of safe, engaging learning spaces beyond the traditional school day.

An evaluation of Pennsylvania's 21st CCLC programs¹⁴⁰ found that students experience significant benefits from participating in afterschool and out-of-school programs, including:

- Improved grades in math and language arts/reading (32 percent);
- Improved academic performance in other areas, as evaluated by classroom teachers, such as homework completion and class participation (68 percent); and
- Recovery of 625 high school credits or courses earned through the 21st CCLC program.

Pennsylvania's 21st CCLC program is administered by PDE's Bureau of Curriculum, Assessment, and Instruction by the Chief of the Division of Student Services, assisted by the Student Services Supervisor. The program supervisor disseminates program updates, reporting requirements and state and federal program regulations and supervises the three professional-level staff that function as program officers assigned to specific grantees in geographic regions of the state. The program officers work with grantees on the day-to-day questions, concerns, conduct site visits, review and approve programmatic narrative and fiscal revisions, review annual evaluation documents, review quarterly equipment forms, and monitor program compliance.

Pennsylvania will use Title IV, Part B (21st CCLC) funds to support the continuum of students' pre-K to 12 education by providing equitable access to well-rounded education and enrichment activities, especially to students who attend low-performing schools, through high-quality afterschool and out-of-school programs.

Pennsylvania's 21st CCLC program provides enrichment activities in community learning centers during non-school hours, including tutorial and enrichment programs for a wide range of academic subjects¹⁴¹ during the afterschool hours, evenings, weekends, summer and holidays when school is not in session. Afterschool programs will utilize research or evidence-based practices to provide educationally enriching activities that will be an extension of the regular school day and enhance student academic performance, achievement, and postsecondary and workforce preparation. Programs also promote positive youth development. As required by ESSA, 21st CCLC programs may include the following additional areas:

- Youth development activities;
- Service learning;
- Nutrition and health education;
- Drug and violence prevention programs;
- Counseling programs;
- Arts and music;
- Physical fitness and wellness programs;
- Technology education programs;
- Financial literacy programs;
- Environmental literacy programs;

¹⁴⁰ [21st Century Community Learning Centers 2014-15 State Evaluation Report](#), Pennsylvania Department of Education, November 2016.

¹⁴¹ Subjects include, but are not limited to, English language instruction; reading/language arts; writing; science, technology, engineering, and mathematics (STEM); foreign languages; civics and government; economics; history; geography; computer science; music and arts; career and technical education (CTE); and health and physical education.

Pennsylvania ESSA Consolidated State Plan
January 12, 2018

- Mathematics and science; and/or
- Career and technical, internship, or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students.

In addition to these eligible uses articulated through ESSA, PDE has established the following state priorities for 21st CCLC funding for 2017-2020:

- STEM/STEAM education;
- Workforce, career readiness, and college readiness;
- Planning for transitional career and technical education services;
- High school credit recovery; and
- Underserved geographic locations.

In Pennsylvania, use of 21st CCLC afterschool grant funds will also be prioritized to meet the needs of historically underserved students, including: minority students, English Learners, children with disabilities, low-income and other students who are typically underrepresented, including, but not limited to homeless, refugee, and migrant students. For English language learners, translators will be available as part of the afterschool program to translate materials into their native language. Programs will also provide services to students who have been truant, suspended, or expelled to allow them the opportunity to improve academic achievement.

Integrating Technology and Promoting Digital Literacy. Through the use of 21st CCLC afterschool funds, grantees will allocate between 5 and 8 percent of their annually-awarded program funds to the purchase of technology equipment and hand-held devices to improve student academic achievement and increase digital literacy and enhance effective use of technology through application in afterschool STEM education and other academic enrichment programs. Through the afterschool use of equipment, students will improve digital, electronic, and visual expression and increase academic achievement. This includes programs that build STEM skills, while fostering innovations in learning through the support of non-traditional STEM education teaching methods.

Promoting Parent and Family Engagement. By offering and providing the families of high-poverty students who attend low-performing schools the opportunity to regularly participate in afterschool programs for active and meaningful engagement in their children’s education as well as additional opportunities which include ongoing, sustained opportunities for parents to participate in literacy and related educational development – such as graduate education courses, computer technology, financial literacy and parenting skills programs – the Department will promote parental involvement and further develop family literacy building strategies while advancing the educational development of generations of Pennsylvania’s students and their families.

Pennsylvania will reserve 93 percent of the awarded amount to the state for each fiscal year for 21st CCLC grant awards to eligible entities under Section 4204.

PDE will use not more than 5 percent of the amount made available to the state under subsection (b) to support external technical assistance contractors to provide capacity building, training, and technical assistance under this part, and for the external state evaluator to conduct a comprehensive, external evaluation of 21st CCLC programs in Pennsylvania.

***Pennsylvania ESSA Consolidated State Plan
January 12, 2018***

PDE budgets and tracks expenditures that qualify under the 5 percent maximum to cover allowable costs. PDE uses up to 5 percent of funds to support the subcontracted monitoring of grantees by external contractors for the following activities:

- Support data collection, evaluation and accountability activities;
- Provide delivery of technical assistance and capacity building services;
- Conduct a comprehensive independent evaluation of the effectiveness of programs and services; and
- Provide training to organizations eligible to receive grant awards.

Capacity-building and training opportunities are disseminated to grantees via an email database at PDE based upon the contacts provided by grantees, and information is posted on a publicly available website. Professional development opportunities are also posted on [PDE's website](#). Notifications are shared with other state agencies, the Pennsylvania Statewide Afterschool Development Network (PSAYDN), and the Department's subcontracting partners, who share training opportunities through their own distribution lists.

Technical assistance is provided to 21st CCLC grantees on an ongoing basis through email, phone calls, webinars, and site visits. Each grantee receives a site visit from an external technical assistance contractor when newly funded and prior to a full site monitoring visit conducted by external PDE contract monitors. If a grantee receives a corrective action plan or other programmatic concerns arise, technical assistance is provided and coordinated between PDE's contractor for technical assistance and training, the Center for Schools and Communities, and PDE. There is a technical assistance plan on file for every grantee and plans are updated throughout the year. Additionally, PDE's sub-contracting partner for technical assistance and training, and Pennsylvania's statewide evaluator, Allegheny Intermediate Unit, both provide technical assistance and outreach efforts to applicants and grantees throughout the year and participate in monthly team technical assistance meeting with the PDE 21st CCLC program staff.

Per ESSA, PDE has developed a list of external technical assistance providers for 21st CCLC grantees using the management procedures of the Commonwealth General Services; this list will be published on PDE's website.¹⁴²

PDE developed an external organization statement of work and an external organization profile application and has implemented a statewide opportunity for nonprofit organizations in Pennsylvania to submit an external organization profile application to be vetted. The application will be included on a list of prescreened eligible providers with specific expertise in one or more of the following resource areas pertaining to afterschool programming:

- Quality programming and allowable activities;
- Youth development and empowerment;
- Human relationships and development;
- Health, wellness, safety, and nutrition;
- Literacy education;
- Cultural competency and inclusion;
- Parent and community engagement;

¹⁴² ESSA requires that states provide a list of "prescreened" external organizations that can provide technical assistance for 21st CCLC programs, and make this list available to eligible entities.

Pennsylvania ESSA Consolidated State Plan
January 12, 2018

- Program management and administration;
- Sustainability planning;
- Workforce development/career college readiness; and
- Implementing quality programming.

Three separate solicitations for the opportunity for external organizations or providers to submit applications were posted on eMarketplace with applications due in May, June, and July of 2017. The May solicitation did not yield any applicants. The June solicitation yielded one applicant that has been approved by PDE. The Department is in the process of notifying the applicant and will post the approved external organization to the PDE 21st CCLC website by the end of July 2017. Applications for the July solicitation on eMarketplace were due on July 20, 2017. Additional applications that are received and approved will be posted on the PDE 21st CCLC website.

Additionally, PDE will budget and track expenditures that qualify under the 2 percent maximum of the amount made available to the state under subsection (b) for the following activities:

- Covering the administrative costs of carrying out its responsibilities under Title IV, Part B;
- Establishing and implementing a rigorous peer review process for subgrant applications described in Section 4204(b) (including consultation with the governor and other state agencies responsible for administering youth development programs and adult learning activities); and
- Awarding of funds to eligible entities (in consultation with the governor and other state agencies responsible for administering youth development programs and adult learning activities).

4. **Awarding Subgrants** (*ESEA section 4203(a) (4)*): Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.

PDE has developed a highly competitive application and peer review process that ensures that 21st CCLC awards are made through an open and fair grant award process by which peer reviewers are selected through an application process based upon personal recommendation, a professional resume, the peer reviewer applicant's comprehensive expertise in providing academic enrichment and youth development, their knowledge of the 21st CCLC program and their experience in providing related services to Pennsylvania's children.

Notice of funding availability is disseminated through: publication in the *Pennsylvania Bulletin*, the official legal publication of the Commonwealth of Pennsylvania; PDE's website; direct notification of all local educational agencies through Penn*LINK; and email to interested parties who have contacted PDE in the previous two years.

The Department hosts a one-day pre-grant writing workshop for applicants and grantees to review information about the goals and priorities of the 21st CCLC program, application procedures, evaluation criteria and technical assistance and resource information about high quality programming.

Pennsylvania ESSA Consolidated State Plan
January 12, 2018

It is the intent of Pennsylvania's 21st CCLC grant program to fund projects that have the greatest probability for successful implementation; therefore, all applications undergo a competitive review process at the state level to determine the order of applicants to be awarded. Each application will be read and scored independently by three reviewers and the three scores for that application will be normalized through a statistical z-score analysis. No reviewer will be allowed to judge a proposal submitted by an institution with which the reviewer has an affiliation. Proposals will be evaluated based upon the quality and commitment demonstrated in the application and reviewers will assign point values to specific narrative sections.

Reviewers evaluate the likelihood that the proposed 21st CCLC application will help participating students to meet the challenging state and local academic standards and whether the 21st Century applicant has prior experience. Points are awarded in accordance with application responses to the questions and review forms submitted as part of the application.

All programs must be implemented through a partnership that includes at least one local educational agency receiving funds under Title I, Part A and at least one nonprofit agency, city or county government agency, faith-based organization, institution of higher education, Indian tribe or tribal organization, or for-profit corporation with a demonstrated record of success in designing and implementing before school, afterschool, summer learning, or expanded learning time activities. All applicants must target students in schools identified for improvement under the No Child Left Behind waiver (during the transition year of 2017-18) or ESSA (beginning in 2018-19).

The number of awards and the award amounts will be based on the final award notification from the U.S. Department of Education and the number of quality proposals received. Eligible applicants selected to receive 21st CCLC grant funds will be funded for a maximum of three consecutive years. Following the initial award, subsequent award years will be contingent upon: (1) availability of funding from the Specific Funding Authority; (2) satisfactory performance by the grantee as evaluated by the Department; and (3) compliance with all grant requirements and conditions set forth within the *Request for Applications and Guidance* document and *21st Century Community Learning Centers Grant Application and Paper Instructions*, for which funding was provided.

Written notification of grant award decisions is sent via email to the individual identified as the primary contact by the applicant agency on the contact information form submitted with the paper application. An official award notification letter is also sent that will include the following: the federal award identification; recipient name and entity identifier; the federal identification number; the date of the federal award; the period of the award including the start and end dates; the amount of funds awarded; the name of the agency awarding the funds and contact information; the CFDA number and name of the pass-through agency; notification that the grant is neither a research or development grant; and the amount of the approved restricted indirect cost rate. PDE utilizes two separate letters, one for applicants selected for funding with an approved restricted indirect cost rate and another letter for those without an approved restricted indirect cost rate.

Under section 76.401 of EDGAR, PDE provides an opportunity for a hearing if the applicant alleges that the "[d] approval or failure to approve the application or project" violates a federal statute or regulation.