pennsylvania
DEPARTMENT OF EDUCATION

Every Student Succeeds Act

Pennsylvania Consolidated State Plan

September 26, 2022

Cover Page

Contact Information and Signatures	
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By signing this document, I assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304. Consistent with ESEA section8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.	
Authorized SEA Representative (Printed Name) Pedro A. Rivera Secretary Pennsylvania Department of Education	**Telephone:**
Signature of Authorized SEA Representative	**Date:** May 31, 2019
Governor (Printed Name) Tom Wolf	**Date SEA provided plan to the Governor under ESEA section 8540:** September 18, 2017
Signature of Governor	**Date:**

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Crosswalk between Pennsylvania Consolidated State Plan and USDE Revised State Template for Consolidated Plans

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

State Plan Requirements by Program	Statutory and Regulatory Requirements	Item(s) from Revised Template	Item(s) in Pennsylvania's Draft Plan (Alternate Template)	Page #
Eighth Grade Math Exception	1111(b)(2)(C); 34 CFR 200.5(b)	A.2.i-iii	3.A	28
Native Language Assessment	1111(b)(2)(F); 34 CFR 200.6(f)(2)(ii) and (f)(4)	A.3.i-iv	3.B	28
Statewide Accountability System and School Support and Improvement Activities				
• Subgroups	1111(c)(2)	A.4.i.a-d	4.1	37
• Minimum N-Size	1111(c)(3)	A.4.ii.a-e	4.1.A	38
• Establishment of Long-Term Goals	1111(c)(4)(A)	A.4.iii.a-c	1.A-C	7
• Indicators	1111(c)(4)(B)	A.4.iv.a-e	4.1.A	31
• Annual Meaningful Differentiation	1111(c)(4)(C)	A.4.v.a-c	4.2	44
• Identification of Schools	1111(c)(4)(2)(iii) and (D); 1111(d)(2)(C)-(D)	A.4.vi.a-g	4.2.A-B	48
• Annual Measurement of Achievement	1111(c)(4)(E)(iii)	A.4.vii		47
• Continued Support for School and LEA Improvement	1111(d)(3)	A.4.viii.a-f	4.3.A; 4.3.B; 4.3.C; 4.3.D	52

State Plan Requirements by Program	Statutory and Regulatory Requirements	Item(s) from Revised Template	Item(s) in Pennsylvania's Draft Plan (Alternate Template)	Page #
Disproportionate Rates of Access to Educators	1111(g)(1)(B)	A.5	5.3.B-C	71
How the SEA will award subgrants to local education agencies (LEAs) under the new Student Support and Academic Enrichment Program in Title IV, Part A of the ESEA	USDOE guidance issued March 13, 2017		6.27	102
School Conditions	1111(g)(1)(C)	A.6	6.2	100
School Transitions	1111(g)(1)(D)	A.7	6.1	82

Title 1, Part C: Education of Migratory Children

State Plan Requirements by Program	Statutory and Regulatory Requirements	Item(s) from Revised Template	Item(s) in Pennsylvania's Draft Plan (Alternate Template)	Page #
Supporting Needs of Migratory Children	1304(b)(1)	B.1.i-iv	6.2.B.1.ii-iii; vi	117
Promote Coordination of Services	1304(b)(3)	B.2	6.B.2	127
Use of Funds	1304(b)(4)	B.3	6.B.3	129

Title I, Part D: Prevention and Intervention Program for Children and Youth Who Are Neglected, Delinquent, or At-Risk

State Plan Requirements by Program	Statutory and Regulatory Requirements	Item(s) from Revised Template	Item(s) in Pennsylvania's Draft Plan (Alternate Template)	Page #
Transitions Between Correctional Facilities and Local Programs	1414(a)(1)(B)	C.1	6.2.C.i	131
Program Objectives and Outcomes	1414(a)(2)(A)	C.2	6.2.C.ii	132

Title II, Part A: Supporting Effective Instruction

State Plan Requirements by Program	Statutory and Regulatory Requirements	Item(s) from Revised Template	Item(s) in Pennsylvania's Draft Plan (Alternate Template)	Page #
Use of Funds	2101(d)(2)(A) and (D)	D.1	5.2.A	76
Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools	2101(d)(2)(E)	D.2	5.2.A	83
System of Certification and Licensing	2101(d)(2)(B)	D.3	5.1.A	69
Improving Skills of Educators	2101(d)(2)(J)	D.4	5.2.B	78
Data and Consultation	2101(d)(2)(K)	D.5	5.1	84
Teacher Preparation	2101(d)(2)(M)	D.6	5.1.B	71

Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement

State Plan Requirements by Program	Statutory and Regulatory Requirements	Item(s) from Revised Template	Item(s) in Pennsylvania's Draft Plan (Alternate Template)	Page #
Entrance and Exit Procedures	3113(b)(2)	E.1	6.2.D.i	133
SEA Support for English Learner Progress	3113(b)(6)	E.2.i-ii		134
Monitoring and Technical Assistance	3113(b)(8)	E.3.i-ii		135

Title IV, Part A: Student support and Academic Enrichment Grants

State Plan Requirements by Program	Statutory and Regulatory Requirements	Item(s) from Revised Template	Item(s) in Pennsylvania's Draft Plan (Alternate Template)	Page #
Use of Funds	4103(c)(2)(A)	F.1	6.1.A-E	85
Awarding Subgrants	4103(c)(2)(B)	F.2	6.1.F	116

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

State Plan Requirements by Program	Statutory and Regulatory Requirements	Item(s) from Revised Template	Item(s) in Pennsylvania's Draft Plan (Alternate Template)	Page #
Use of Funds	4203(a)(2)	G.1	6.2.E	136
Awarding Subgrants	4203(a)(4)	G.2	6.2.E.1	139

Title V, Part B, Subpart 2: Rural and Low-Income School program

State Plan Requirements by Program	Statutory and Regulatory Requirements	Item(s) from Revised Template	Item(s) in Pennsylvania's Draft Plan (Alternate Template)	Page #
Outcomes and Objectives	5223(b)(1)	H.1	6.2.F.i	141
Technical Assistance	5223(b)(3)	H.2	6.2.F.i	141

Education for Homeless Children and Youth Program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B

State Plan Requirements by Program	Statutory and Regulatory Requirements	Item(s) from Revised Template	Item(s) in Pennsylvania's Draft Plan (Alternate Template)	Page #
Student Identification	722(g)(1)(B)	1.1	6.2.G.i	141
Dispute Resolution	722(g)(1)(C)	1.2	6.2.G.iii	144
Support for School Personnel	722(g)(1)(D)	1.3	6.2.G.ii	143
Access to Services	722(g)(1)(F)(i)	1.4	6.2.G.v.1 and 2	146
Strategies to Address Other Problems	722(g)(1)(H)	1.5.i-v	6.2.G.vi	147
Policies to Remove Barriers	722(g)(1)(I)	1.6	6.2.G.vi	149
Assistance from Counselors	722(g)(1)(K)	1.7	6.2.G.ii	152
Equitable access to, and participation in, the programs included in the consolidated State plan	Section 427 of the General Education Provisions Act		Appendix E	162

Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and still wishes to receive funds under that program or programs, it must submit individual program plans that meet all statutory requirements with its consolidated State plan in a single submission.

x Check this box if the SEA has included **all** of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below for which the SEA is submitting an individual program State plan:

☐ Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies

☐ Title I, Part C: Education of Migratory Children

☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

☐ Title II, Part A: Supporting Effective Instruction

☐ Title III, Part A: Language Instruction for English Learners and Immigrant Students

☐ Title IV, Part A: Student Support and Academic Enrichment Grants

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

☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program

☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act): Education for Homeless Children and Youths Program

☒ Check this box if the State has developed an alternative template, consistent with the March 13 letter from Secretary DeVos to chief state school officers.

☒ Check this box if the SEA has included a Cover Sheet with its Consolidated State Plan.

☒ Check this box if the SEA has included a table of contents or guide that indicates where the SEA addressed each requirement within the U.S. Department of Education's Revised State Template for the Consolidated Plan, issued March 2017.

☒ Check this box if the SEA has worked through the Council of Chief State School Officers in developing its own template.

☒ Check this box if the SEA has included the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix D.

Introduction

Moving from No Child Left Behind to the Every Student Succeeds Act

On December 10, 2015, President Barack Obama signed the Every Student Succeeds Act (ESSA), which reauthorized the Elementary and Secondary Education Act (ESEA) of 1965. Developed and passed with strong, bipartisan agreement, ESSA replaced No Child Left Behind (NCLB) as the nation's main education law.

ESSA presents an historic opportunity to impact the course of education in Pennsylvania. The new federal law advances ESEA's promise of ensuring that all students – from pre-kindergarten to postsecondary, and especially low-income students, students of color, students with disabilities, English Learners, and other historically marginalized students – have access to a world-class education that prepares them for college, career, and life.

ESSA provides state education agencies with new flexibility – especially in designing systems to measure school and local education agency (LEA) performance – in determining how and when to deliver school improvement strategies. Pennsylvania welcomes this flexibility. It provides our state with the opportunity to accelerate important reforms that pre-date ESSA's enactment, continue transitioning education policy away from a strict focus on compliance, and toward the establishment of rigorous expectations for students, and collaboration and assistance for all schools to help them meet this standard.

ESSA requires that each state education agency develop and submit a State Plan that details how the state education agency (SEA) will implement the new requirements. As part of its commitment to ensuring that state policy is inclusive and representative of the needs and experiences of students, educators, and communities across the commonwealth, the Pennsylvania Department of Education (PDE) developed a stakeholder engagement process to draft framework recommendations for the development of Pennsylvania's ESSA State Plan. The Department sought input from parents and families, educators, community leaders, education advocates, researchers, experts, policymakers, and other individuals throughout this process.

Pennsylvania's Education Landscape

Since its founding by William Penn in 1681, Pennsylvania has valued the importance of education for securing individual happiness and collective prosperity. Pennsylvania's state constitution, signed in 1790, was among the first in the nation to establish a system of public education by providing children with the opportunity to learn regardless of the circumstances of their families.

Today, the commonwealth's K-12 education system serves more than 1.7 million students. Pennsylvania's 500 school districts range in size from approximately 200 students to more than 140,000 students. In addition to traditional public schools, more than 160 brick-and-mortar charter schools and 14 cyber charter schools are responsible for educating 135,000 students. Pennsylvania's 29 Intermediate Units (IUs) provide special education, professional development, and technical assistance services to school districts, charter schools, and private schools. Career and technical education programs are provided at 136 high schools and 84 career and technical centers, offering over 1,720 approved programs of study to more than 66,000 students. Pennsylvania is also home to nearly 300 postsecondary and higher education institutions including 14 community colleges, 14 state-owned institutions, and four state-related universities. In addition, there are eight private, state-aided institutions and 88 private colleges and universities. In the 2015-16 school year, these public and private institutions awarded more than 187,000 postsecondary credentials ranging from industry-recognized certifications to doctoral and professional degrees.

Pennsylvania's early learning landscape contributes to ready children, ready schools, ready families, and ready communities. The early learning system in Pennsylvania is a mixed delivery system designed to support children in reaching foundational skills prior to entry into the K-12 system, to engage families early in their child's education, to support an effective workforce with knowledge of child development and effective instructional skills for young children, to encourage school and community partnerships, and to support school age children in out-of-school time programming. Currently, 143,000 children are served in state-funded programs that include evidence-based home visiting, community-based family centers, high-quality childcare, Early Intervention, and pre-kindergarten programs.
Pennsylvania's educational system also encompasses a network of 604 state-supported public libraries and 29 District Library Centers, which provide resources, technology, and programs that support pre-K to 12 students, as well as adult learners, in all 67 counties.

The mission of PDE is to ensure that every learner has access to a world-class education system. Further, PDE seeks to establish a culture that is committed to improving opportunities throughout the commonwealth by ensuring that technical support, resources, and optimal learning environments are available for all students, whether children or adults. Each day, PDE works to create conditions to ensure that Pennsylvania learners will be prepared for meaningful engagement in postsecondary education, in workforce training, in career pathways, and as responsible, involved citizens.

Pennsylvania's Vision for Public Education

Historic Investments in Public Education. Well before ESSA was enacted, Pennsylvania was working to advance educational opportunity for all students. Since Governor Tom Wolf took office in January 2015, Pennsylvania has enacted historic increases in state investments in public pre-K to postsecondary education. Increases in state Basic Education Funding to K-12 districts have been driven out through a newly adopted funding formula that considers both student-based factors – including the number of children in the district who live in poverty, are English Learners, or who are enrolled in charter schools – as well as district-based factors, such as the wealth of the district, concentrated poverty, the district's current tax effort, and the ability of the district to raise revenue.

Expansion of High-Quality Early Childhood Education. Providing students with a strong foundation through high-quality prekindergarten programs is a proven path to achievement and a hallmark of Pennsylvania's commitment to education. Currently, 1,900 pre-K programs provide high-quality early childhood learning opportunities to approximately 78,000 children in Pennsylvania; however, high-quality care and education are still out of reach for too many of Pennsylvania's youngest learners and their families: 60 percent of income-eligible three- and four-year old children remain unserved. Pennsylvania will continue to work to increase funding for high-quality early childhood education until this need is met. Pennsylvania will also help local schools and districts take advantage of the increased flexibility in spending ESSA funds locally to expand early childhood education.
Future Ready PA Index. In addition to this focus on improving resources and fair funding, the Department has worked diligently to improve the public measures of school performance in preparing students for postsecondary success.

PDE engaged thousands of stakeholders across Pennsylvania who have challenged state leaders to develop a more comprehensive set of school performance measures. The result is the Future Ready PA Index, a public facing school progress report that recognizes that students – and the schools that serve them – are more than just results on standardized tests. The Future Ready PA Index focuses on all elements of the state's school accountability and improvement system. Over the past year, PDE facilitated 30 sessions, reaching more than 1,000 stakeholders to identify nearly two dozen research-based indicators of school performance. The Department plans to begin using the Future Ready PA Index as its school progress report in the fall of 2018 based on data from the 2017-18 school year. It will provide measures of school performance presented in a dashboard approach that:

- Emphasizes student growth measures that are less sensitive to out of school factors;
- Measures English language acquisition among English Learners, not simply performance on a test of grade-level English language arts (ELA) standards;
- Eliminates the unequal weighting of content areas from previous school report cards;

- Measures chronic absenteeism;
- Includes indicators of student success after graduation;
- Adds measures for student access to well-rounded and advanced course offerings, such as Advanced Placement (AP), International Baccalaureate (IB), dual and concurrent enrollment, and career and technical education (CTE) programs of study;
- Encourages local education agencies (LEAs) to include locally-selected reading assessments
- (grade 3) and math assessments (grade 7) as additional evidence of student progress;
- Incentivizes schools to offer career pathways that culminate with high-value, industry recognized credentials; and
- Recognizes schools for reducing the percent of students scoring at the Below Basic level.

The Future Ready PA Index aligns well with the transparency and school accountability requirements of ESSA, and will help foster a shared language for educators, parents, students, and community members regarding the multiple levers associated with improving student opportunities and outcomes.

Recognition of Importance of Career Ready Pathways to Success. Pennsylvania believes that as postsecondary success looks different for different students, different measures of readiness can look different too. To this end, the Department is working to include measures of career readiness in its systems of school and student accountability:

- The Future Ready PA Index includes new career ready indicators as measures of school performance including:
  - Career Readiness Indicator;
  - Attainment of Industry Credentials;
  - Access to Advanced Coursework; and
  - Postsecondary Transition.
- Pennsylvania has identified Career Ready Benchmarks as one of its ESSA School Quality and Student Success indicators.

Community Schools Initiative. As our schools focus on teaching and learning, educators know that we cannot decouple the success of schools from the needs of the community. As an evidence-based model,[1] the community school strategy utilizes the expertise of community partners to offer student-centered services and supports onsite at the school, focused on powerful learning, integrated health and social supports, and authentic family and community engagement.

The community school framework requires schools and partners to work together on data-driven planning, building relational trust, and sharing ownership for results with a focus on equity for all students. To support schools and communities in these efforts across the commonwealth, the Department will work with the PA Community Schools Coalition to identify and support best practice activities in professional development, advocacy, stakeholder engagement, governance, and communications. The state's role will also include the facilitation of effective coordination among state agencies and deployment of state health, nutrition, and other services.

STEM Initiatives. In 2016, PDE increased its focus on state level support for STEM education. The result has been the development of a statewide STEM network, bringing together existing efforts in schools and communities across the commonwealth in partnership with early learning, libraries, and higher education, as well as business and industry. Over the past year, the Department has conducted 30 STEM stakeholder sessions across Pennsylvania and has earned recognition for its efforts to improve cross sector and statewide collaboration in STEM education.

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[1] Oakes, J., Maier, A., & Daniel, J. (2017). Community Schools: An Evidence-Based Strategy for Equitable School Improvement. Boulder, CO: National Education Policy Center. Retrieved June 2, 2017 from http://nepc.colorado.edu/publication/equitable-community-schools

To advance grassroots cross sector support, PDE formed the Pennsylvania STEM Advisory Committee in November 2016. With more than 130 participants from across the commonwealth, the Pennsylvania STEM Advisory Committee focuses on advancing equity and generating a comprehensive and coherent strategy for STEM education in the commonwealth.

Investing in Great Leaders. Pennsylvania continues to deliver robust and rigorous programming and supports to train and assist both building and system leaders, and is working to include a sharper focus on equity and strengthen leadership in underserved communities. These strategies include the Pennsylvania Inspired Leadership Program, the Secretary's Superintendents' Academies, collaboration in a multi-state partnership to develop a master principal certification, and a network of principal mentors.

Promoting Postsecondary Education Access and Success. Recognizing that the majority of jobs in Pennsylvania will require some form of postsecondary education or training in the next decade,[2] the Department is also focused on promoting college access and completion initiatives. In November 2016, the Pennsylvania State Board of Education adopted Pennsylvania's first statewide postsecondary attainment goal: 60 percent of Pennsylvanians with a postsecondary degree or credential by 2025. PDE is working with national and state partners to promote promising practices around improving access through postsecondary guidance and increased rates of completion of the Free Application for Student Financial Aid (FAFSA), as well as the "15 to Finish" campaign to support on-time graduation for students as they move to and through college.

Pennsylvania's Approach to ESSA

This vision for public education in Pennsylvania informed PDE's approach to identifying opportunities under ESSA, engaging stakeholders, and ultimately developing its Consolidated State Plan. Throughout this work, PDE was also guided by the following goals:

Students are engaged, healthy, safe, and prepared to succeed in school, work, and life.

- A high-quality early childhood education provides a critical foundation for students' long-term success.
- All students deserve equitable access to well-rounded, rigorous, and personalized learning experiences that spark curiosity, build confidence, and help them prepare for meaningful postsecondary success.
- Students need to feel safe, respected, and have their social-emotional needs met so they can learn and grow.
- Recognizing that the overwhelming majority of jobs in the commonwealth will require some form of postsecondary education or training in the coming decade, Pennsylvania's students need adequate supports to promote early access to college-level coursework and opportunities to earn valuable postsecondary credentials.

Every school should have diverse, well-supported, and effective educators.

- Great schools need great teachers and leaders, and research clearly demonstrates that effective educators are the most important in-school factor on student achievement.[3]
- All schools deserve effective teachers and school leaders, including those that are historically challenging to staff, such as rural and urban schools, and schools with high concentrations of at-risk and marginalized students. This guiding principle also holds for specific certification and content areas, such as special education and English as a Second Language (ESL).
- Educator preparation, induction, and professional development programs should emphasize ongoing, continuous improvement as well as cultural competency and promoting equity to ensure that all students are able to learn in a safe and supportive environment.

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[2] Center for Education and the Workforce, Georgetown University

[3] McCaffrey, Lockwood, Koretz, & Hamilton, 2003; Rivkin, Hanushek, & Kain, 2000; Rowan, Correnti, & Miller, 2002; Wright, Horn, & Sanders, 1997.

- Educators who bring diverse backgrounds, perspectives, skills, and experiences to their work are better able to support and serve students and communities.

Schools are an integral part of communities.

- Students' experiences – or needs – do not begin and end at the schoolhouse door.
- Communities play an important role in ensuring students and families are connected to the services, resources, and supports they need to succeed in the classroom and beyond.
- State policy and resources should support evidence-based initiatives that bring together school and community resources to meet the needs of the whole child and address nonacademic barriers to academic achievement, such as the community schools model.

Underpinning these goals are several underlying values, including: advancing equity and success for all students throughout the pre-K through 12 and postsecondary continuum; maintaining local control and flexibility; investing in evidence-based strategies; and promoting transparency and meaningful engagement.

- ***Advancing Equity in the Pre-K to Postsecondary Continuum.*** First and foremost, Pennsylvania's efforts are informed by a commitment to equity, including the understanding, that in providing opportunity and resources to all students, some schools need more resources than others.[4] This commitment is advanced by Pennsylvania's new school funding formula that accounts for student-and district-level characteristics – such as mobility, poverty, and tax effort – in distributing new basic education funding. In its Consolidated State Plan, Pennsylvania has committed to ensuring that state and federal resources are directed to those schools with the greatest needs, including ensuring adequate attention to funding and resource gaps through a comprehensive needs assessment, publicly-available data reporting, and periodic resource review.

- ***Maintaining Local Control and Flexibility.*** Pennsylvania is a local control state, and PDE's Consolidated State Plan recognizes that the federal law provides greater autonomy and flexibility at both the state and local levels. As such, PDE prioritized strategies that promote flexibility for LEAs and ensure that decisions about how to use federal funds are driven first and foremost by students' needs, determined within a local context as appropriate.

- ***Investing in Evidence-based Strategies.*** ESSA places significant emphasis on evidence-based interventions and strategies, and requires that states, LEAs, and relevant partners identify activities, strategies, or interventions that demonstrate statistically significant effects on improving academic and other relevant outcomes.[5] PDE believes that decisions and initiatives that impact students, educators, and communities should be rooted in rigorous research and evidence, and aligned to Pennsylvania's academic standards.

- ***Promoting Transparency and Meaningful Engagement.*** In an effort to promote transparency and "Government That Works,"[6] PDE has engaged regularly with stakeholders to solicit feedback on how to improve pre-K to postsecondary education in the commonwealth. Since January 2015, PDE has engaged thousands of educators, parents, advocates, and leaders across the commonwealth to discuss the future of Pennsylvania's education system. During these discussions, a common theme was repeated again and again: education is key to ensuring a vibrant future not only for our students, but for the commonwealth as a whole. In addition, PDE is committed to

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[4] Blair Mann, "Equity and Equality Are Not Equal," The Education Trust, March 12, 2014, https://edtrust.org/the-equity-line/equity-and-equality-are-not-equal/

[5] ESSA prescribes four levels of evidence for use in interventions: strong evidence, moderate evidence, promising evidence, or demonstrates a rationale. See *Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments*, U.S. Department of Education, September 16, 2016, https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.

[6] "Government That Works" is one of the "three simple goals" that are the hallmark of Governor Tom Wolf's administration: Government That Works, Schools That Teach and Jobs That Pay.

fully meeting ESSA's requirements related to data reporting, including new provisions to elevate and cross-tabulate student subgroups and provide information regarding resources at both the LEA- and school building-levels.

The Department remains committed to meaningful engagement with stakeholders as Pennsylvania moves forward with ESSA implementation, including areas of accountability, interventions, and supports.

Pennsylvania's ESSA Consolidated State Plan confirms these commitments and provides a roadmap for public education in the commonwealth to serve today's students – and tomorrow's.

The plan also acknowledges that the commonwealth needs to make significant progress in addressing achievement and equity gaps. While Pennsylvania students have historically scored significantly above the national average in nationwide measures of student achievement, significant achievement gaps remain between low-income students and students of color and their white peers. Similar gaps are evident with respect to high school graduation rate. Across the commonwealth, nine in 10 white students graduated high school in four years, compared with only seven in 10 African American and Latino students.[7] In addition, more than 13,000 students were enrolled in 51 high schools that graduated fewer than two-thirds of their students in 2014-15, with these high schools disproportionately serving students of color and those living in poverty.[8]

Pennsylvania's ESSA Consolidated State Plan is a critical part of PDE's strategy to address these gaps, and to live up to the commonwealth's founding principles of opportunity for all.

[7] PA Department of Education, Cohort Graduation Rate, 2014-15 data.

[8] Calculated using 2014-15 Pennsylvania four-year cohort graduation data.

Section 1: Long-Term Goals

Instructions: Each SEA must provide baseline data (i.e., starting point data), measurements of interim progress, and long-term goals for academic achievement, graduation rates, and English language proficiency. For each goal, the SEA must describe how it established its long-term goals, including its State-determined timeline for attaining such goals, consistent with the requirements in section 1111(c)(2) of the ESEA. Each SEA must provide goals and measurements of interim progress for the all-students group and separately for each subgroup of students, consistent with the State's minimum number of students.

In the tables below, identify the baseline (data and year) and long-term goal (data and year). If the tables do not accommodate this information, an SEA may create a new table or text box(es) within this template. Each SEA must include measurements of interim progress for academic achievement, graduation rates, and English language proficiency in Appendix A.

A. Academic Achievement.

i. **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved academic achievement, including how the SEA established its State-determined timeline for attaining such goals.

In establishing long-term goals as required by ESSA, Pennsylvania reaffirms its commitment to fully closing achievement gaps over time through research-based policy initiatives and equitable resourcing. The Department believes that each student – regardless of race, economic circumstance, ability, or zip code – should be educated to the same high standards of achievement. As underscored by the Future Ready PA Index, this commitment extends beyond core subjects to include the learning conditions necessary for every student to realize a rigorous, well-rounded education. The Department will use a variety of measures to accurately and meaningfully demonstrate progress and outcomes toward this objective.

With respect to long-term goals for academic achievement in English language arts and mathematics, Pennsylvania aims to reduce, by half, the statewide percentage of non-proficient students on state assessments by the end of the 2032-33 school year. This timeline will allow academic planning and programming to support a cohort of students across the full span of their public education experience, from kindergarten through grade 12. Pennsylvania believes this timeline fosters a sense of urgency around the life prospects of its young people, while providing sufficient opportunity to reach ambitious goals.

Pennsylvania's long-term goals apply to all public schools and to each student group. Interim goals were established by dividing 2033 numeric goals by 16, representing the number of years from 2017-18 to 2032-33. Goal design was constructed through consultation with the state's Technical Advisory Committee, a 21-member stakeholder workgroup, and other education leaders and advocates. Achievement goals are ambitious in the context of statewide assessment results since ESSA's 2015 passage. Further, the goals are achievable based on Pennsylvania's interventions and supports.

Consistent with its approach to other elements in the Consolidated State Plan, Pennsylvania's establishment of long-term goals was informed by analyses of historical, aggregate level achievement and graduation rate data. These baseline data necessarily yield different long-term goals for different student groups; however, student groups with lower baseline performance will be expected to achieve at a faster rate. While the Department considered setting a uniform, aspirational goal for all student groups and schools, such an approach risks minimizing the cumulative impact of

decades of systemic inequity in the nation's public education system. In addition, this approach would likely impose additional mandates even in cases where schools make significant and sustained year over year improvement.

Through rigorous, common assessments and consistent performance levels, Pennsylvania's accountability system sets high standards and expectations for each child. The Consolidated State Plan provides Pennsylvania with an important opportunity to align this system of accountability with a broader set of strategies and resources to close – and ultimately, eliminate – historic achievement gaps among student groups.

ii. Provide the baseline and long-term goals in the table below.

Table 1.1: Academic Achievement Baseline and Long-Term Goals[9]

The table below shows combined goals for all Pennsylvania assessments: PSSA, Keystone Exams, and PASA.

Student Group	English Language Arts: Baseline Data 2015 Percent Proficient/Advanced	English Language Arts: Long-Term Goal 2033 Percent Proficient/Advanced	Mathematics: Baseline Data 2015 Percent Proficient/Advanced	Mathematics: Long-Term Goal 2033 Percent Proficient/Advanced
All Students	61.6	80.8	43.2	71.6
White	69.4	84.7	50.5	75.3
African-American/Black	35.9	68.0	17.1	58.6
Hispanic	40.0	70.0	22.7	61.4
Asian (not Hispanic)	77.9	89.0	68.4	84.2
American Indian or Alaskan Native	55.3	77.7	35.0	67.5
Multi-Racial (not Hispanic)	55.0	77.5	35.2	67.6
Hawaiian Native/ Pacific Islander	70.0	85.0	50.2	75.1
Students with Disabilities	25.3	62.7	17.2	58.6
English Learners	11.7	55.9	9.3	54.7
Economically Disadvantaged	43.9	72.0	25.7	62.9

[9] For each student group, the long-term goal is derived from: (100 percent - baseline percentage)/2 + baseline.

B. Graduation Rate.

i. **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved four-year adjusted cohort graduation rates, including how the SEA established its State-determined timeline for attaining such goals.

Consistent with the achievement goals outlined above, Pennsylvania aims to reduce, by half, the statewide percentage of non-graduating students as measured by both the four- and five-year adjusted cohort graduation rates (ACGR) by the end of the 2032-33 school year. This timeline will allow supports to follow a cohort of students across the full span of their public education experience. Pennsylvania believes this timeline promotes an appropriate sense of urgency, while providing sufficient opportunity to reach ambitious goals.

Pennsylvania's graduation rate goals are ambitious in the context of analyses of national, state, student group, LEA, and school level data. For the 2016-17 cohort, which reached the four-year graduation mark in 2019-20, Pennsylvania's four-year ACGR (87.4 percent) fell at the approximate mid-point nationally,[10] while the long-term goals would increase Pennsylvania's four-year ACGR to a nation-leading 92.4 percent. The goals are also achievable considering the approximately 4.2 percent increase in the state's four-year ACGR between 2010-11 and 2015-16.[11]

ii. Provide the baseline and long-term goals for the **four-year adjusted cohort graduation rate** in the table below.

Table 1.2: Four-Year Adjusted Cohort Graduation Rate Baseline and Long-Term Goal[12]

Student Group	Baseline (Data and Year) 2014-15	Long-Term Goal (Data and Year) 2032-33
All Students	84.8	92.4
White	89.3	94.7
African-American/Black	71.8	85.9
Hispanic	69.5	84.8
Asian (not Hispanic)	90.7	95.3
American Indian or Alaskan Native	76.2	88.1
Multi-Racial (not Hispanic)	76.4	88.2
Hawaiian Native/Pacific Islander	90.7	95.3
Students with Disabilities	71.5	85.8
English Learners	62.6	81.3
Economically Disadvantaged Students	75.9	88.0

[10] NCES Digest of Education Statistics (the five-year rate for this cohort is not available through NCES).
[11] PA Department of Education, Pennsylvania Cohort Graduation Rate.
[12] For each student group, the long-term goal is derived from: (100 percent - baseline percentage)/2 + baseline.

iii. If applicable, provide the baseline and long-term goals for each **extended-year cohort graduation rate(s)** and describe how the SEA established its ambitious long-term goals and measurements for such an extended-year rate or rates that are more rigorous as compared to the long-term goals and measurements of interim progress than the four-year adjusted cohort rate, including how the SEA established its State-determined timeline for attaining such goals.

Pennsylvania's goal-setting process, timeline for achieving long-term goals, and interim goal design are consistent for both the four- and five-year ACGRs. Building on a baseline of 87.1 percent, Pennsylvania will improve its five-year ACGR to 93.5 percent – a more rigorous goal than the 2033 four-year rate of 92.4 percent, and a more than 12 percent increase over the most recent, nationally-reported four-year ACGR (83 percent).[13]

Pennsylvania will report both four- and five-year graduation rates and combine the two rates for purposes of annual meaningful differentiation determinations. This approach underscores the state's belief that accountability decisions should consider the full efforts of a high school – including efforts to serve older, under-credited, and traditionally underserved students. Further, this approach accounts for the need to provide at least one additional year of instruction as appropriate for English Learners or students with IEPs. Pennsylvania believes – and stakeholder feedback reinforces – that an extended year cohort graduation rate is an established and rigorous approach to measuring outcomes for students who need extra time to achieve readiness for postsecondary success.

Table 1.3: Five-Year Adjusted Cohort Graduation Rate Baseline and Long-Term Goal[14]

Student Group	Baseline (Data and Year) 2014-15	Long-Term Goal (Data and Year) 2032-33
All Students	87.1	93.5
White	90.7	95.3
African-American/Black	76.5	88.2
Hispanic	74.2	87.1
Asian (not Hispanic)	92.1	96.1
American Indian or Alaskan Native	83.7	91.9
Multi-Racial (not Hispanic)	80.9	90.4
Hawaiian Native/Pacific Islander	84.2	96.4[15]
Students with Disabilities	75.7	87.9
English Learners	69.4	84.7
Economically Disadvantaged Students	79.7	89.9

[13] NCES, Public High School ACGR

[14] For each student group, the long-term goal is derived from: (100 percent - baseline percentage)/2 + baseline.

[15] Long-term goal and interim targets for the Hawaiian Native/Pacific Islander student group have been adjusted to account for population size and associated volatility. The 2014-15 five-year cohort was 80 students, 17 fewer than the 2014-15 four-year cohort. This 21 percent population shift contributed to a lower five-year baseline and corresponding goal than the four-year baseline and goal. To ensure a sufficiently rigorous target for Hawaiian Native/Pacific Islander students, Pennsylvania added 1.1 percentage points—the value associated with the increase in the four- to five-year ACGR at the All-Student group—to the four-year goal for the student group; this results in a revised five-year goal of 96.4 percent. Pennsylvania calculates the extended year ACGR in a manner consistent with Section 8101(23) of the ESEA.

English Language Proficiency.

iv. **Description.** Describe the State's uniform procedure, applied consistently to all English Learners in the State, to establish research-based student-level targets on which the goals and measurements of interim progress are based. The description must include:

1. How the State considers a student's English language proficiency level at the time of identification and, if applicable, any other student characteristics that the State takes into account (*i.e.*, time in language instruction programs, grade level, age, Native language proficiency level, or limited or interrupted formal education, if any).
2. The applicable timelines over which English Learners sharing particular characteristics would be expected to attain ELP within a State-determined maximum number of years and a rationale for that State-determined maximum number of years and a rationale for that State-determined maximum.
3. How the student-level targets expect all English Learners to make annual progress toward attaining English language proficiency within the applicable timelines.

Pennsylvania is a member of the WIDA Consortium, which includes 40 states, territories, and federal agencies and more than 200 international schools. Based at the University of Wisconsin-Madison, the consortium produces the English Language Development Standards (ELDS) and an annual English language proficiency assessment, the ACCESS for ELLs 2.0, which serves as Pennsylvania's English language proficiency assessment. In addition to maintaining the standards and assessment framework, the Wisconsin Center for Education Research (WCER), the research arm of the WIDA Consortium, conducts studies on behalf of member states and provides information and guidance on a wide range of topics related to English language instruction, assessment, accountability, program design, and data analysis. Pennsylvania consulted extensively with WCER, along with other technical and stakeholder groups, during the development of the English language components of its Consolidated State Plan.

Pennsylvania's engagement with WIDA extends beyond K-12 to include the Office of Child Development and Early Learning (OCDEL), which recently adopted WIDA Early Years to develop resources for providers working with Dual Language Learners (DLL).[16] As Pennsylvania recognizes the importance of aligning this work with K-3 settings, OCDEL is coordinating with the Department's Office of Elementary and Secondary Education as well as Head Start representatives to ensure alignment across all pre-K programming.

Research demonstrates that growth toward attaining English language proficiency is not linear and is based on both starting proficiency level and grade. Accordingly, Pennsylvania's approach to calculating individual targets for growth and expected proficiency will consider both entering proficiency level and grade of English Learners. To set targets, Pennsylvania engaged with WCER as well as stakeholders including educators in K-12 and postsecondary education; parent groups in Harrisburg, Philadelphia, and Pittsburgh; and Pennsylvania's Technical Advisory Committee. Based on these discussions, the

Department has determined that:

- English Learners attain proficiency when achieving an overall composite proficiency level score of 5.0 or higher on the ACCESS for ELLs; and

[16] "Dual language learner" is used in the early learning setting as young children, age 0-5, are developing language skills both in their home language and in English. For the purposes of the Pennsylvania Consolidated State Plan, "English Learner" will refer to children learning two (or more) languages at the same time, learning a second language while continuing to develop their first (or home) language, limited English proficient (LEP), bilingual, English language learners (ELL), English Learners, and children who speak a language other than English.

- The maximum number of years that English Learners should require to attain proficiency under normal circumstances is six years.

Individual time to attainment and growth targets are established as follows:

- The target year for attainment of English language proficiency for individual English Learners is based on starting proficiency level (i.e., first year ACCESS score). In other words, students at lower starting levels of proficiency are provided more time to attain proficiency than students exhibiting higher levels of proficiency.
- Interim growth targets are calculated based on the growth students must make in each of the years remaining before being expected to attain proficiency. This approach is implemented by taking the difference between the English Learner's current scaled score and the scaled score for a proficiency level of 5.0 for the target year of attainment and dividing that figure by the number of years the student has to attain proficiency. For example, a third grade English
- Learner who enrolled in kindergarten with an English proficiency level of 1.0 would have two years remaining to attain proficiency; the growth the student is expected to make in that year (third grade into fourth grade) is equal to their current scaled score from second grade subtracted from the scaled score associated with a proficiency level of 5.0 in sixth grade and divided by three. Targets are calculated each year, so the targets are neither static nor linear. Table 1.4, below, demonstrates the calculation method for determining interim growth targets.

Table 1.4: Methodology for Determining Interim Growth Targets for English Learners

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
>4.9 (attained)					
4.0 – 4.9	Year 1 SS subtracted from AT SS divided by 2	SS for 5.0 in the grade of attainment for the EL two years from baseline			
3.0 – 3.9	Year 1 SS subtracted from AT SS divided by 3	Year 2 SS subtracted from AT divided by 2	SS for 5.0 in the grade of attainment for the EL three years from baseline		
2.0 – 2.9	Year 1 SS subtracted from AT SS divided by 4	Year 2 SS subtracted from AT divided by 3	Year 3 SS subtracted from AT SS divided by 2	SS for 5.0 in the grade of attainment for the EL four years from baseline	
1.0 – 1.9	Year 1 SS subtracted from AT SS divided by 5	Year 2 SS subtracted from AT divided by 4	Year 3 SS subtracted from AT SS divided by 3	Year 4 SS subtracted from AT SS divided by 2	SS for 5.0 in the grade of attainment for the EL five years from baseline

**SS = Scaled Score*
***AT = Attainment Target*

Student-level targets require that all students make appropriate progress based on individual student initial year ACCESS proficiency level and grade-level scaled score. All targets are ambitious while reflecting language acquisition research and learning differences within the EL population.

In addition to data used for accountability purposes, the Department will report index scores that provide further information on the average *amount* of language acquisition that occurs for the entire English learner population within a school. These data may inform English learner program planning and generate additional evidence for exit criteria determinations. Index scores range from 0.00 to 1.10 with:

- 0.00 assigned to students who have not shown growth;
- 0.01 to 0.99 assigned to students who have made growth toward the target; and
- 1.00 to 1.10 assigned to students who have reached (1.00) or exceeded the target (1.01 to 1.09), with a maximum bonus for exceeding the target by 10 percent or more (1.10).

The following charts illustrate how the index scores for nonlinear annual growth targets and the on-time attainment of proficiency will be calculated. Table 1.5 summarizes the measurement approach for the years up to and including the year the student should attain English language proficiency. As explained above, a bonus of 10 percent (1.10) will be awarded to the English Learner's score when English language proficiency is achieved prior to the required year of attainment. Table 1.6 highlights the rules that apply if a student does not meet attainment within the designated timeframe.

For students who attain proficiency before or during the target year:

Table 1.5: Methodology for Calculating Index Scores for Growth of English Learners Before or During Target Year

Student Outcome

Year	No score/non-participating	Negative growth	Made growth from the previous year but did not achieve proficiency	Current scaled score is greater than the attainment scaled score
Before target attainment year	0	0	0.01 – 1.10 $\frac{\text{(current ss – previous ss)}}{\text{(interim target ss – previous ss)}}$	1.10
In target attainment year	0	0	0.01 – 0.99 $\frac{\text{(current ss – previous ss)}}{\text{(attainment target ss – previous ss)}}$	1.00 – 1.10 $\frac{\text{(current ss – previous ss)}}{\text{(attainment target ss – previous ss)}}$

**SS = Scaled Score*

For students who attain proficiency after the target year:

Table 1.6: Methodology for Calculating Index Scores for Growth of English Learners After Target Year

Student Outcome

Year	No score/non-participating	Negative growth	Achieved or exceeded grade-level attainment target scaled score
1 year late	0	0	.75
2 years late	0	0	.50
3 years late	0	0	.25

As noted above, index scores will in turn support the calculation of school level measures as follows: (sum of the student-level scores in a school)/ (the number of participants and non-participants) * 100. The possible range of school scores is 0 to 110.

Describe how the SEA established ambitious State-designed long-term goals and measurements of interim progress for increases in the percentage of all English Learners in the State making annual progress toward attaining English language proficiency based on 1.C.i. and provide the State-designed long-term goals and measurements of interim progress for English language proficiency.

Pennsylvania set interim and long-term goals for the percentage of English Learners statewide meeting individual growth and attainment targets based on an analysis of ACCESS for ELLs data from 2015-2016 to 2016-2017. The resulting data were used to establish baseline targets for English Learners in 2017-18 and then to determine long-term goals. The baseline for English Learners is 40.7 percent, the performance of all English Learners statewide in 2016-2017; the long-term goal (2030) is 70.3 percent, which represents an approximately 2.3 percent increase annually.

This increase is both ambitious and attainable based on analysis of student performance using existing data. Interim targets are detailed in Table 1.7 below. As noted above, the revised baseline and targets reflect analysis of additional data, not available at the time of Pennsylvania's initial State Plan submission, that reflect WIDA's 2015-16 standard-setting activity and the resulting impact on proficiency levels derived from scale scores.

Baseline and Long-Term Goals for EL Students

Table 1.7 Percent of EL Students Meeting Growth Targets

Year	Year #	Percent
2017-2018	Year 1	42.6
2018-2019	Year 2	44.5
2019-2020	Year 3	46.4
2020-2021	Year 4	48.3
2021-2022	Year 5	50.2
2022-2023	Year 6	52.1
2023-2024	Year 7	54
2024-2025	Year 8	55.9

Year	Year #	Percent
2025-2026	Year 9	57.7
2026-2027	Year 10	59.5
2027-2028	Year 11	61.3
2028-2029	Year 12	63.1
2029-2030	Year 13	64.9
2030-2031	Year 14	66.7
2031-2032	Year 15	68.5
2032-2033	Year 16	70.3

Section 2: Consultation and Performance Management

C. 2.1 Consultation.

***Instructions**: Each SEA must engage in timely and meaningful consultation with stakeholders in developing its consolidated State plan. The stakeholders must include the following individuals and entities and reflect the geographic diversity of the State:*

- *The Governor or appropriate officials from the Governor's office;*
- *Members of the State legislature;*
- *Members of the State board of education, if applicable;*
- *LEAs, including LEAs in rural areas;*
- *Representatives of Indian tribes located in the State;*
- *Teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and organizations representing such individuals;*
- *Charter school leaders, if applicable;*
- *Parents and families;*
- *Community-based organizations;*
- *Civil rights organizations, including those representing students with disabilities, English Learners, and other historically underserved students;*
- *Institutions of higher education (IHEs);*
- *Employers;*
- *Representatives of private school students;*
- *Early childhood educators and leaders; and*
- *The public.*

Each SEA must provide information that is:

1. Be in an understandable and uniform format;
2. Be, to the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and
3. Be, upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, 42 U.S.C. 12102, provided in an alternative format accessible to that parent.

A. Public Notice. Provide evidence that the SEA has provided public notice of the SEA's processes and procedures for developing and adopting its consolidated State plan.

Pennsylvania is committed to transparency and meaningful stakeholder engagement. Over the past 18 months, the Department has provided ongoing public notice of its processes and procedures in the development of Pennsylvania's Consolidated State Plan.

In April 2016, the Department established a dedicated Every Student Succeeds Act webpage, which serves as a central hub of information regarding Pennsylvania's efforts to plan and implement the new federal law. This webpage includes

resources, including data, research, and information shared with stakeholder workgroups related to assessment, accountability, educator preparation, and educator evaluation.

The Department has collected a database of stakeholders interested in the development of the Pennsylvania Consolidated State Plan. Stakeholder names, affiliations – if provided – and email addresses, are included in the database which is used to send out announcements of ESSA related events and activities. Stakeholder information was gathered at all ESSA presentations. The database contains contact information for interested stakeholders including: superintendents, principals, teachers, parents, education advocates, legislators, school board members, union leaders, higher education faculty and administrators, early childhood education professionals and advocates, school nurses, and community members.

Pennsylvania posted its draft plan for public comment on the Department's website on August 2, 2017. To facilitate access to the plan, the draft plan was posted in both English and Spanish. Notice of the publication for comment was sent to all individuals on the Department's ESSA database, all members of the General Assembly, and to education advocacy groups and other partners. Notice of the publication of the draft plan for comment was also publicized via a press release from the Department and messages on the Department's social media platforms, including Facebook and Twitter.

The Department also published a series of resources to help stakeholders and members of the public understand the draft plan published on August 2. These resources included Individual webpages describing key issues and themes,[17] as well as a PowerPoint presentation (in English and Spanish) presenting the highlights of the draft plan.

On August 10, the Deputy Secretary for the Office of Elementary and Secondary Education presented the ESSA PowerPoint presentation to more than 300 registered individuals from three targeted stakeholder groups:

- Webinar 1 – Chief academic officers of school districts, charter schools, career and technical centers and Intermediate Units;
- Webinar 2 – Members and staff of the Pennsylvania General Assembly; and
- Webinar 3 – ESSA stakeholders (drawn from Department's database list).

A recording of the third webinar was then posted on the Department's ESSA webpage.

The public was invited to comment on the commonwealth's draft Consolidated State Plan via an online survey that was posted on the PDE ESSA webpage in English and Spanish from August 2 through August 31. Individuals could submit open-ended text comments for each of the plan sections. Stakeholders could also submit public comment through the Department's dedicated ESSA email account at RAedESSA@pa.gov. Every public comment submitted was personally reviewed by a member of the Department's senior staff.

B. Outreach and Input. For the components of the consolidated State plan including Challenging Academic Assessments; Accountability, Support, and Improvement for Schools; Supporting Excellent Educators; and Supporting All Students, describe how the SEA:

[17] Resources included: Long-Term Goals; Stakeholder Engagement; Academic Assessments; Accountability, Support and School Improvement; Supporting Excellent Educators; Supporting All Students; Indicators; Reporting and Transparency; and ESSA Vocabulary and Resources.

1. Conducted outreach to and solicited input from the individuals and entities listed above, during the design and development of the SEA's plans to implement the programs that the SEA has indicated it will include in its consolidated State plan; and following the completion of its initial consolidated State plan by making the plan available for public comment for a period of not less than 30 days prior to submitting the consolidated State plan to the Department for review and approval.

The Department's ESSA stakeholder engagement strategy consisted of four phases:

- Phase One: PDE convened stakeholder workgroups comprised of teachers, charter school and district level administrators, advocates, civil rights leaders, former policymakers from both parties, and others to study key aspects of the law and develop framework recommendations;
    - PDE commissioned an independent study to examine the recommendations of the workgroups in the context of academic literature and other evidence;
- Phase Two: Held six dedicated town hall meetings across the commonwealth to gather additional stakeholder feedback;
- Phase Three: Participated in approximately 45 statewide conferences, professional association meetings, and convenings and other forums to reach more than 2,000 Pennsylvanians and present on the state's ESSA planning and early implementation; and
- Phase Four: Solicited and reviewed public comment for a 30-day period through an online survey and dedicated email account.

In addition, beginning in the spring of 2016 and throughout the planning and development of Pennsylvania's State Plan, the Department held regular meetings with members and staff of the General Assembly. These communications included testimony before two joint hearings of the Senate and House Education Committees,[18] as well as briefings with individual members and monthly, then semi-monthly, briefings with House and Senate education and leadership staff. PDE has made every effort to provide timely, meaningful, and transparent information to the legislature.

The Department also consulted with national nonpartisan policy and technical experts including American Institutes for Research, Council of Chief State School Officers, Education Commission of the States, and the Mid Atlantic Comprehensive Center@WestEd to solicit additional insight, feedback, and suggestions for specific plan components.

Phase One: In April 2016, the Department initiated phase one of its stakeholder engagement strategy, convening a group of more than 100 practitioners for two half-day sessions in the state capitol. At that time, ESSA was only four months old. The focus of these early sessions was on four key areas emerging in the new law and stakeholder workgroups were convened to focus on each area:

1. Assessments;
2. Accountability and school improvement;
3. Educator preparation; and
4. Educator evaluation.

By the conclusion of the final session on August 30, 2016, the four workgroups had collectively identified 13 consensus-based framework recommendations to present to the Department for consideration in the development of Pennsylvania's ESSA plan. These recommendations were summarized and placed in the context of relevant research by the American Institutes for Research (AIR) in a report released at the fourth and final Phase One stakeholder engagement event held on October 18.

[18] Joint Hearing of the Senate and House Education Committees, April 12, 2016, http://education.pasenategop.com/041216/; Joint Hearing of the Senate and House Education Committees, March 20, 2017, http://education.pasenategop.com/032017/

The stakeholder workgroup recommendations were as follows:

Assessments

1. PDE should reduce ESSA-required, statewide testing time for all students.
2. Pursuant to decreasing the time spent on ESSA-required, statewide assessments, PDE should conduct a study to determine the feasibility of administering assessments at multiple points in time to better inform instruction.
3. PDE should utilize a standards-aligned, state-required, multiple choice-only assessment to meet ESSA requirements. PDE should encourage local education agencies (LEAs) to utilize performance-based measures for students to demonstrate progress toward achievement of postsecondary goals.

Accountability

1. The accountability system should start with a student-centered approach which considers the whole student experience including academics, physical and cultural environment and supports.
2. The PA accountability system should be based on an array of indicators of student experiences and growth toward college and career readiness, appropriately selected and weighted to serve different purposes, including:
   A. Identifying schools for ESSA supports, intervention, and recognition;
   B. Timely reporting of meaningful information to schools, policymakers, and communities; and
   C. Setting statewide, school, and community goals and interim targets.
3. The Pennsylvania accountability system will enable system wide continuous and sustainable improvement by providing transparent, timely, and meaningful feedback to all stakeholders.
4. The interventions in Pennsylvania's accountability system are evidence-based and applied in ways that are flexible and responsive to varying needs of students, communities, and schools to support the growth of every child. Pennsylvania's system includes a framework for district differentiated recognition, accountability and assistance. The level of state response is dependent on the tier status of the LEA. The tiered system classifies schools and LEAs on multiple levels based on multiple measures. The level or tier indicates the amount and type of support/intervention needed to improve student outcomes.

Educator Preparation

1. The Department should promote and increase opportunities to recruit, retain, and ensure a diverse, talented, and supported educator workforce.
2. The Department will define effective teachers as those who strive to engage all students in learning, demonstrate instructional and subject matter competence, and continuously grow and improve.
3. The Department should promote and support collaborative infield, practical experiences as a crucial component of educator preparation.
4. The Department should promote and increase opportunities to recruit, retain, and support diverse and talented school leaders.[19]

[19] ESSA defines a "school leader" as a principal, assistant principal, or other individual who is an employee or officer of an elementary or secondary school, LEA, or other entity operating an elementary or secondary school, and who is responsible for the daily instructional leadership and managerial operations in the elementary or secondary school building.

Educator Evaluation

1. Revise the overall components of the professional evaluation systems to reflect the following provisions that support teacher quality and student achievement: 80 percent professional practice (observation) and 20 percent student measures (SPP or combination of SPP and other relevant data as identified in the LEA's comprehensive plan).
2. Ensure that LEAs implement Pennsylvania's educator evaluation system using a differentiated and collaborative process which promotes educator growth.

Pennsylvania's responses to these specific recommendations of the Phase One Stakeholder Workgroups are described below.

Phase Two: Phase Two of the Department's stakeholder engagement strategy began in November 2016 with the planning of six "Listening Tour" events advertised to and open to the public to inform and engage diverse stakeholders across the commonwealth. At these Listening Tours, PDE presented the developing State Plan, answered questions and took comments. Local legislators were invited and where possible, participated in the planning of events. The Department held its first Listening Tour event in Pittsburgh in collaboration with Allegheny County Community College, A+ Schools Pittsburgh, and the Urban League of Greater Pittsburgh.

Date	Event Location
December 2, 2016	Allegheny County Community College
December 8, 2016	Tom Ridge Environmental Center, Erie
December 9, 2016	Lock Haven University, Lock Haven
December 16, 2016	Community College of Philadelphia, Philadelphia
January 4, 2017	Bucks County Free Library, Quakertown
April 4, 2017	Career Technology Center of Lackawanna County, Scranton

The power point presentation used at these listening tour events is posted on the Department's ESSA website in both English and Spanish.

Beginning with the Erie event on December 8, the Department engaged event participants with a real-time online poll using the Poll Everywhere platform. This strategy enabled audience participants to respond in real time to poll questions using their smart phones. Following initial questions to elicit affinity and demographic information, the poll questions were aligned to the stakeholder workgroup recommendations and allowed respondents to choose one of the following responses:

- Strongly Agree
- Agree
- No Opinion
- Disagree
- Strongly Disagree

The poll questions were as follows:

Assessments

- Strategy 1: Reduce time required for statewide PSSA testing.
- Strategy 2: Test students at multiple times across the school year instead of only once.
- Strategy 3: Eliminate double testing for middle school Algebra I students.

Accountability – Measures

- Strategy 1: Increased weight on growth in test scores versus achievement.
- Strategy 2: Local options for additional assessments.
- Strategy 3: Career ready indicators and postsecondary engagement.
- Strategy 4: More holistic measures of student success.
- Strategy 5: Measures of both inputs (i.e., course offerings) and outcomes (achievement scores).

Accountability – Interventions

- Strategy 1: Interventions should be tailored to local context and school-based needs assessment.
- Strategy 2: Intervention for lowest performing schools to include both academic and holistic strategies.
- Strategy 3: Level of state intervention to be responsive to student progress over time.

Educator Preparation and Evaluation

- Strategy 1: Recruit and retain effective and diverse educator workforce.
- Strategy 2: Enhance educator preparation programs to provide more robust practical experiences.
- Strategy 3: Address shortages and high turnover of teachers and educators.

Phase Three: The third phase of stakeholder engagement started in November 2016 and focused on presentations and engagements with membership and advocacy organizations and groups of stakeholders – taking advantage of their existing schedules of meetings and gatherings. This strategy provided the opportunity to present and discuss key elements of Pennsylvania's proposed plan as it was being developed at 45 meetings and conferences of superintendents, teachers, curriculum coordinators, school board members, math teachers, federal program directors, parents, school librarians, the governor's Special Education Advisory Panel (SEAP), and the Title I State Parents Advisory Committee (SPAC).

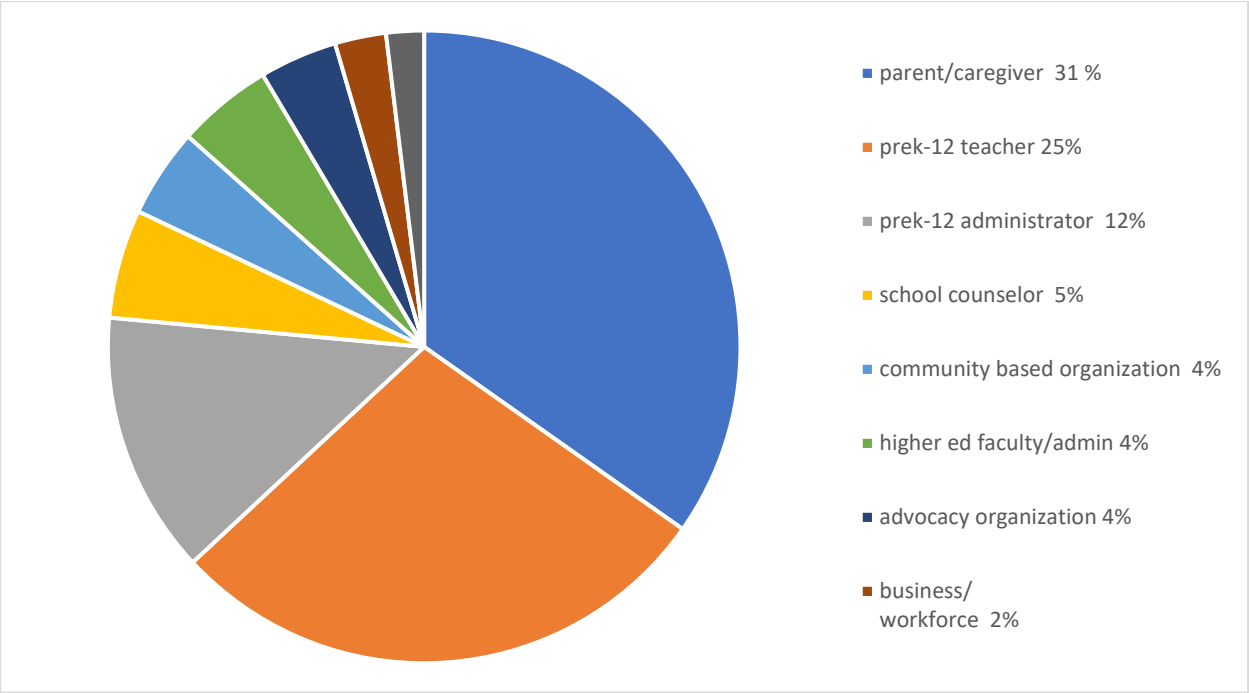
A schedule of Phase Three stakeholder engagement events and activities is included in the Appendix to this plan.

The Department also worked closely with a multi-state group of stakeholders convened by the Wallace Foundation to focus specifically on strategies to improve school leadership. The Pennsylvania group, called the ESSA Leadership Learning Community, met several times over the course of the 2016-17 academic year and will continue to meet in the 2017-18 school year. Pennsylvania participants include: members of the advocacy community (Urban League of Pittsburgh, A+ Schools); representatives of multiple institutions of higher education (University of Pittsburgh, Duquesne University); staff from School District of Philadelphia and Pittsburgh Public Schools; and national organizations (Wallace Foundation, Council of Chief State School Officers, Council of Great City Schools). These collaborative conversations specifically informed the development of strategies for school leadership in Pennsylvania's Consolidated State Plan.

The Department also partnered with the Pennsylvania PTA to present a webinar for parents and families on June 13, 2017; 53 persons registered.

Phase Four: The Department received a total of 445 comments during the 30-day public comment period from August 2 through August 31, 2017. Three hundred sixty-eight (368) individuals submitted comments through the online survey, and 46 organizations or organizational representatives and 31 individuals submitted written feedback and comments through the dedicated email account. Of the 346 survey respondents who identified their role/sector, almost one-third were parents/caregivers; 23 percent were prek-12 teachers. All comments were carefully reviewed, analyzed, and organized by theme.

Figure 2.1. Summary of Public Comments by Respondent Type



The majority of survey respondents (53 percent) identified as suburban residents; 30 percent identified as rural residents and 17 percent as urban residents.

Copies of all comments received through the online survey, via email and in writing are available for review on the Department's ESSA website.

1. Took into account the input obtained through consultation and public comment. The response must include both how the SEA addressed the concerns and issues raised through consultation and public comment and any changes the SEA made as a result of consultation and public comment for all components of the consolidated State plan.

Pennsylvania has carefully considered the comments obtained through its diverse stakeholder engagement strategies in the development of its final draft Consolidated State Plan. As described above, the Department designed a comprehensive approach to stakeholder engagement shortly after ESSA's enactment in December 2015, and has endeavored to meet both the letter and spirit of the law's requirements for meaningful consultation of stakeholders in the development of its Consolidated State Plan. Over the past 18 months, Department leaders and staff have met with thousands of educators, parents, families, students, advocates, policymakers, researchers, business/industry leaders, lawmakers and other stakeholders to ensure that its approach to ESSA planning and implementation is aligned with the needs of Pennsylvania's students, schools, and communities.

When considering stakeholder comment and recommendations for plan development, the Department is required to take into account a myriad of factors: requirements of federal and state statute and regulations; available resources; geographic diversity among LEAs; and the sometimes-competing rights of students, parents and families, teachers, and community members.

A summary of how stakeholder feedback and recommendations shaped the content of Pennsylvania's Consolidated State Plan is described below, including a summary of changes to the final draft plan based on public comments received in August 2017 (in italics).

- **Introduction**
  - A number of stakeholders expressed support and appreciation for the values and goals identified in the Introduction of Pennsylvania's Consolidated State Plan.
  - ***Updates to Introduction from August 2nd Draft Plan:***
    - *Added information describing higher education and early childhood education in Pennsylvania.*

- **Section 1: Long Term Goals**
  - During Phase Four of stakeholder engagement, Pennsylvania received feedback on its proposed long-term goals. Specifically, stakeholders questioned whether different long-term and interim goals for different subgroups for Academic Achievement and Graduation Rate was appropriate. Stakeholders also requested clarification regarding the proposed methodology for identifying long-term and interim growth targets for English Learners.
  - ***Updates to Section 1 from August 2nd Draft Plan:***
    - *Clarified long-term goal design; reiterated Pennsylvania's commitment to closing – and ultimately, eliminating – historic achievement gaps among student groups.*
    - *Updated Table 1.4, Methodology for Determining Interim Growth Targets for English Learners; and*
    - *Added long-term goals and measurements of interim progress for English Learners based on new data for 2016-17.*

- **Section 2: Consultation and Performance Management**
  - Pennsylvania's stakeholder engagement efforts garnered national recognition and overwhelmingly positive support expressed in public comments.
  - ***Updates to Section 2 from August 2nd Draft Plan:***
    - *Added description of Phase Four of stakeholder engagement activities; and*
    - *Added description and discussion of public comment.*

- **Section 3: Academic Assessments**
  - Numerous stakeholders, including members of the Assessment workgroup, called for a reduction in the amount of time spent on federally-mandated statewide assessments.
    - Pennsylvania will continue to use statewide assessments to meet state and federal requirements – and to ensure that all students are on track for success, regardless of their school or zip code.
    - On August 14, 2017, Governor Tom Wolf and Secretary of Education Pedro A. Rivera announced a significant reduction in standardized testing for grades 3 through 8. The change to the Pennsylvania System of School Assessment (PSSA) will reduce the length of the English language arts and mathematics tests by 20 percent beginning in the spring of 2018.
  - The Assessment workgroup also recommended that PDE conduct a study to consider the feasibility of administering statewide assessments at multiple points in time to better inform instruction.
    - During Phase Two of stakeholder engagement, Online Poll Everywhere survey results were mixed on this recommendation; 42 percent Strongly Agreed or Agreed but 43 percent Strongly Disagreed or Disagreed. Additional feedback from educators in the field was opposed to administering assessments at multiple points in time across the school year. Reasons cited included the disruption of preparing for and administering assessments and giving the Department additional control of scope and sequence of instruction.
    - For these reasons, Pennsylvania will not consider the development of assessments to be given at multiple points in time.
  - The Assessment workgroup also recommended that PDE should utilize a standards aligned, state-required multiple choice-only assessment to meet ESSA requirements. PDE should encourage LEAs to utilize performance-based measures for students to demonstrate progress toward achievement of postsecondary goals.
    - Pennsylvania must assess writing in the PSSAs because writing standards are part of the college and career ready standards. Additionally, it is difficult to assess higher-order thinking

skills through multiple-choice alone. For these reasons, Pennsylvania will not consider an assessment that is multiple choice only.
        - During Phase Two of stakeholder engagement, 66 percent of Poll Everywhere respondents strongly agreed or agreed that LEAs should be encouraged to utilize local options for additional assessments. Based in part on this recommendation, Pennsylvania has included an option for LEAs in the Future Ready PA Index to incorporate local assessments of reading proficiency in grade 3 and math proficiency in grade 7 as additional indicators of school success.
    - ***Updates to Section 3 from August 2nd Draft Plan:***
        - *Clarified explanation for why Pennsylvania is not choosing to exercise the exception for 8th grade Algebra I students who take the Algebra I Keystone Exam and also the 8th grade Math PSSA.*

- **Section 4: Accountability, School Improvement and Supports**
    - Stakeholder feedback and workgroup recommendations emphasized that an accountability system should start with a student-centered approach which considers the whole student experience including academics, physical and cultural environment, and supports.
    - Members of the Accountability workgroup also recommended that Pennsylvania's system should be based on an array of indicators of student experiences and growth toward college and career readiness, appropriately selected and weighted to serve various purposes (annual meaningful differentiation and identification of schools for supports and improvement, reporting, and setting goals and interim targets).
    - The workgroup also recommended that this system enable continuous and sustainable improvement by providing transparent, timely, and meaningful feedback to all stakeholders.
        - During Phase Two of stakeholder engagement, Poll Everywhere respondents strongly supported this recommendation with 87 percent Agreeing or Strongly Agreeing.
        - Public commenters also strongly supported using a broader set of measures to evaluate schools.
        - The Department has developed the Future Ready PA Index as the public facing progress report for all schools in the commonwealth, and has added a broad array of new indicators to expand the measures used for accountability beyond test performance. These measures include: grade 3 reading and grade 7 math indicators of success; progress towards English language proficiency for English Learners; chronic absenteeism; a career readiness benchmark; attainment of industry credentials; access to advanced coursework; and successful postsecondary transitions to education, training, the workforce, or the military.
        - The Future Ready PA Index will employ a dashboard model to provide meaningful information to schools, policymakers, and communities including students, parents and families, teachers, business leaders, and local taxpayers. The dashboard approach presents school-level indicators to ensure proper attention to each indicator; this approach moves away from the single summative score that aggregates different kinds of measures together that has been previously used in Pennsylvania. Public comment was broadly supportive of the dashboard approach with relatively few commenters voicing support for a summative score. Pennsylvania has carried this strategy through to the identification of ESSA accountability indicators and methodology for identifying schools in need of support and improvement.
        - Chronic absenteeism and a career readiness benchmark will be used to help identify schools that need improvement for purposes of federal accountability under ESSA. Pennsylvania's long term and interim goals for each ESSA academic indicator are described in this plan and the Future Ready PA Index will include the state average and state goal for each academic indicator in each school progress report.
    - The Accountability workgroup also recommended that the interventions in Pennsylvania's accountability system be evidence-based and applied in ways that are flexible and responsive to varying needs of students, communities, and schools to support the growth of every child. This recommendation contemplated a framework for district-differentiated recognition, accountability and assistance.
        - Interventions for schools identified for improvement under ESSA will be based on the needs assessments and improvement plans prepared by the school and its district/LEA, as required by ESSA. These assessments and improvement plans are subject to approval of the Department.

Pennsylvania will provide an inventory of evidence-based interventions that schools and districts/LEAs may consider in identifying and implementing improvement strategies. The Department will also work closely with each school identified for Comprehensive Support and Improvement, and its LEA, to ensure that improvement strategies are well aligned to the specific challenges identified in the needs assessment.

- The Department remains committed to meaningful engagement with stakeholders as Pennsylvania moves forward with ESSA implementation, including areas of accountability, interventions, and supports.

- ***Updates to Section 4 from August 2nd Draft Plan:***
  - *Revised description of Career Readiness Measure;*
  - *Added context and additional data tables concerning minimum N of 20;*
  - *Added additional data in the Appendix showing school and student exclusions at alternate minimum Ns of 15 and 30;*
  - *Added text indicating that cut points for achievement/growth plot in Step 1 of annual meaningful differentiation will be determined in the fall of 2018, based on 2016-17 and 2017-18 data;*
  - *Added language clarifying minimum exit criteria; and*
  - *Added language clarifying identification of Targeted Support and Improvement schools.*

- **Section 5: Supporting Excellent Educators**
  - During Phase One of stakeholder engagement, members of the Educator Preparation workgroup identified several recommendations related to preparing, recruiting, retaining, and supporting excellent teachers and school leaders who reflect the diversity of the commonwealth's students and communities.
  - Pennsylvania's current and proposed strategies to promote and increase opportunities to recruit, retain, and support diverse and talented teachers and school leaders were informed by stakeholder recommendations and are described in detail in Section 5 of this plan, Supporting Excellent Educators.
  - The Educator Evaluation workgroup also made recommendations for updating Pennsylvania's current system of evaluating teachers and principals, established through Act 82 of 2012.
    - Although concern was expressed in public comment that student test scores should not be tied to evaluation of teachers and principals, Pennsylvania state law (Act 82 of 2012) and regulation requires the use of assessment data as part of educator evaluations. The Department is ready to work with stakeholders, including members of the General Assembly, to evaluate possible refinements to Act 82; however, the Department does not include discussion of this issue in the proposed Consolidated State Plan since Pennsylvania does not intend to use federal funding to support educator evaluation and any changes to the current system would require changes in state law.
  - ***Updates to Section 5 from August 2nd Draft Plan:***
    - *Added language clarifying that ESSA provides increased flexibility for states and LEAs to leverage available Title II, Part A funding to support the recruitment, preparation, induction, and ongoing development of teachers, principals, and other education leaders, with a particular focus on meeting the needs of vulnerable students;*
    - *Added description of PDE initiatives to improve preparation of educators to teach in high need schools and communities; and*
    - *Added a description of the materials, supports and resources available to Pennsylvania educators through the online Standards Aligned System (SAS) Portal.*

- **Section 6: Supporting All Students**
  - The Department received positive feedback for its emphasis on well-rounded education and ensuring healthy, safe, and supportive environments for all students described in Section 6 of its Consolidated State Plan.
  - A number of public comments requested clarification regarding the definition of "well-rounded education" employed in Pennsylvania's implementation of the plan.

- Several commenters noted the importance of ensuring access to music, arts, and humanities courses to spark confidence and improve students' engagement and academic performance.
- ***Updates to Section 6 from August 2nd Draft Plan:***
  - *Clarified the meaning of well-rounded education opportunities and emphasized well-rounded opportunities as a priority especially for the use of Title IV, Part A funding;*
  - *Added text noting that the use of chronic absenteeism as an ESSA accountability indicator and in the Future Ready PA Index will emphasize the importance of student and parent/family engagement to improve attendance and learning outcomes;*
  - *Added descriptions of initiatives that support students and communities including the National School Lunch and Breakfast Programs and the role of public libraries;*
  - *Added language describing the Department's strategies to emphasize students reading on grade level by third grade;*
  - *Added description of the Department's Office of Safe Schools including the work of that office related to out-of-school suspensions, expulsions, and other disciplinary actions to identify and address disproportionate and exclusionary discipline practices;*
  - *Clarified language regarding the manner in which the Department will award Title IV, Part A, Subpart 1 funds; and*
  - *Added language describing the Department's support for LEAs regarding progress of English Learners; and how the Department monitors progress of English Learners in schools and LEAs.*

Finally, there were a number of public comments that raised issues that are outside the requirements of ESSA and beyond the scope of this plan. The Department has addressed these comments as appropriate on its ESSA Stakeholder Engagement webpage.

C. Governor's Consultation. Describe how the SEA consulted in a timely and meaningful manner with the Governor consistent with section 8540 of the ESEA, including whether officials from the SEA and the Governor's office met during the development of this plan and prior to the submission of this plan.

Governor Wolf has made education a top priority, securing historic increased investments in pre-K to 12 education over the past two years, and promoting policy changes that advance equity and personalized pathways to college and career readiness.

Since ESSA's enactment in December 2015, Secretary Rivera and other members of PDE's senior leadership team have engaged the governor and members of his administration in regular discussion related to ESSA planning. The Governor's Office also reviewed and approved drafts of Pennsylvania's ESSA Consolidated State Plan prior to its release for public comment on August 2, 2017, and prior to final submission on September 18, 2017.

Date SEA provided the plan to the Governor: 7/1/2017 Check one:

X The Governor signed this consolidated State plan.

☐ The Governor did not sign this consolidated State plan.

D. 2.2 System of Performance Management.

Instructions: In the text boxes below, each SEA must describe its system of performance management of SEA and LEA plans across all programs included in this consolidated State plan. The description of an SEA's system of performance management must include information on the SEA's review and approval of LEA plans, monitoring, continuous improvement, and technical assistance across the components of the consolidated State plan.

A. Review and Approval of LEA Plans**.** Describe the SEA's process for supporting the development, review, and approval of LEA plans in accordance with statutory and regulatory requirements. The description should include a discussion of how the SEA will determine if LEA activities align with: 1) the specific needs of the LEA, and 2) the SEA's consolidated State plan.

Pennsylvania uses an electronic eGrant system for the collection and approval of consolidated LEA plans. The template for the consolidated LEA plan has been updated to ensure LEAs have the opportunity to take advantage of the increased flexibility of Title IA, IIA and IV provided by ESSA. Within each section of the consolidated application, LEAs are required to set performance goals responsive to the needs of students and staff. The consolidated application narrative will be updated and aligned to Pennsylvania's Consolidated State Plan once it is approved by USDE. This alignment will provide LEAs with an opportunity to review and revise narratives and budgets and resubmit for review and approval.

B. Monitoring. Describe the SEA's plan to monitor SEA and LEA implementation of the included programs to ensure compliance with statutory and regulatory requirements. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.

Pennsylvania uses an online consolidated monitoring protocol to ensure LEA compliance with statutory and regulatory requirements. In addition to being monitored based on risk designations, LEAs are currently on a four-year monitoring cycle. Risk-based indicators include, but are not limited to: turnover in staff and management systems; allocation size; previous year program and fiscal findings; missed deadlines for fiscal and program reporting; and excessive program carryover requests. LEAs are monitored both on site and through desk reviews – both of which require the completion of a self assessment. Each year, LEAs are required to set program goals in their consolidated applications. At the end of the project period, Pennsylvania collects performance goal information. During on-site monitoring visits, LEAs are required to provide reviewers with data and evidence in support of progress being made on program goals.

C. Continuous Improvement. Describe the SEA's plan to continuously improve SEA and LEA plans and implementation. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.

The consolidated LEA plan narrative will be updated and aligned to PDE's approved Consolidated State Plan during the fall of 2018. The Pennsylvania Department of Education, through the Division of Federal Programs, will update its online eGrants system to include any changes required for approval of Pennsylvania's Consolidated State Plan, which will ensure alignment between the Consolidated State Plan and LEA plans.

During the 2017-18 school year, the Department's Division of Federal Programs will gather stakeholder feedback on the LEA application from interested stakeholders including the Title I Committee of Practitioners and the Pennsylvania Association of Federal Program Coordinators (PAFPC). In addition, the division will conduct a survey to assess the needs and practical experiences of LEAs in completing the application. This stakeholder feedback will assist the Division of Federal Programs in providing the most relevant and practical technical assistance for LEA personnel and develop the most appropriate revisions and updates to the eGrant system.

Currently, LEAs are required to set performance goals pertaining to student achievement and report on the progress being made on the goals. This performance data is embedded in each consolidated LEA plan. PDE holds several trainings each year on SMART[20] goal writing and reporting on measurable outcomes.

D. Differentiated Technical Assistance. Describe the SEA's plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies.

A robust schedule of technical assistance is offered to all LEAs annually through: workshops for LEA federal program coordinators (three per year at 10 different locations across the commonwealth); regional meetings in the fall and spring; and two annual conferences. The two annual conferences are directed to teachers and administrators; one conference focuses on compliance and the second conference features best practices with presentations by and for practitioners.

Beginning with the 2018-19 school year, the Division of Federal Programs will target technical assistance to LEAs based on risk assessment indicators. Risk assessment indicators include, but are not limited to, the following:

- The size of an LEA's Title I and II-A allocations;
- Previous year program and/or fiscal findings;
- Missing deadlines; and
- Turnover in leadership and financial management systems.

This focused technical assistance will ensure that LEAs that have been identified to be monitored based on identified risk factors will receive the appropriate technical assistance and will have access to the support they need to achieve compliance and implement best practices prior to their consolidated review.

[20] SMART goal writing refers to a strategy to identify goals that are specific, measurable, achievable, results-focused, and timebound. See, e.g., http://hrweb.mit.edu/performance-development/goal-setting-developmental-planning/smart-goals

Section 3: Academic Assessments

***Instructions**: As applicable, provide the information regarding a State's academic assessments in the text boxes below.*

A. Advanced **Mathematics Coursework.** Does the State: 1) administer end-of-course mathematics assessments to high school students in order to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA; and 2) use the exception for students in eighth grade to take such assessments under section 1111(b)(2)(C) of the ESEA?

☐ Yes. If yes, describe the SEA's strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school consistent with section 1111(b)(2)(C) and 34 C.F.R. § 200.5(b)(4).

✓No.

ESSA provides states with the ability to pursue a targeted exemption from the double-testing experienced by many 8th grade Algebra I students; however, the flexibility comes with two significant caveats. First, Pennsylvania would be required to develop – and the exempted 8th grade students would be required to take – an additional assessment at the high school level. In other words, Section 1111(b)(2)(C) would impose new costs on the commonwealth, without enabling a reduction in overall testing time. In addition, the law does not permit extension of this same flexibility to 6th and 7th grade Algebra I students.[21]

Pennsylvania, like the broader public, remains concerned about the testing pressures faced by middle grades students. Accordingly, the Department will monitor national developments in this area, and continue its partnership with the state's General Assembly, including around existing recommendations on the use of Keystone Exams in satisfying state high school graduation requirements.

B. Languages **other than English.** Describe how the SEA is complying with the requirements in section 1111(b)(2)(F) of the ESEA and 34 C.F.R. §200.6(f) in languages other than English.

i. Provide the SEA's definition for "languages other than English that are present to a significant extent in the participating student population," consistent with 34 C.F.R. §200.6(f)(4), and identify the specific languages that meet that definition.

Pennsylvania defines "languages other than English that are present to a significant extent in the participating student population" as languages spoken as a first or home language by one-half of one percent of the statewide public school enrollment; in 2016-17, this standard equated to roughly 9,000 students. Spanish is the only language that currently meets this criterion, with approximately 41,100 speakers statewide during the 2016-17 school year. The next most commonly spoken home languages are: 2. Arabic (approximately 3,200 speakers statewide), 3. Chinese/Mandarin (approximately 2,500), 4. Nepali (approximately 1,800), and 5. Vietnamese (approximately 1,200); grade level concentrations for these languages, as aggregated at the state level, range from 284 (Arabic, grade 3) to 54 (Vietnamese, grade 6).

Looking at all home languages, more than 60 percent of the state's English Learners reside in six of the state's 67 counties; this figure approaches nearly 65 percent when adding Allegheny County.[22] In recognition of the uneven geographic distribution of Pennsylvania's English Learner population, the Department will evaluate the reasonableness

[21] Every year, roughly 9,000 Algebra I Keystone Exams are administered to 6th and 7th grade students in Pennsylvania.

[22] Based on 2016-17 home language survey data.

of translation of assessment materials in instances where more than 2 percent of a county's combined public school enrollment speak a specific home language other than Spanish. Any materials translated based on this standard would be made available on a statewide basis.

Pennsylvania's assessment translation standard is derived from review of the SEA's prior submissions to the USDE; evaluation of assessment translation practices using the Office of Civil Rights' four-factors; and analysis of home language and other data sources at the state, grade span, and local levels.[23]

C. Identify any existing assessments in languages other than English and specify for which grades and content areas those assessments are available.

Pennsylvania provides accommodated assessments in English-Spanish side-by-side for the following:

- PSSA mathematics for students in grades three through eight;
- Algebra I Keystone end-of-course exam;
- PSSA science for students in grades four and eight; and
- Biology Keystone end-of-course exam.

D. Indicate the languages other than English identified in B.i. above for which yearly student academic assessments are not available and are needed.

Not applicable.

i. Describe how the SEA will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population by providing:

1. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 C.F.R. § 200.6(f)(4);

As noted above, Spanish is the only language that currently meets the definition of "languages other than English that are present to a significant extent." Pennsylvania monitors home language data on an annual basis and will develop plans for providing assessments and assessment materials in additional languages, as appropriate.

2. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English Learners; students, as appropriate; and other stakeholders; and

Language access has been a significant component of Pennsylvania's stakeholder engagement process. In establishing the initial set of stakeholder workgroups as described in Section 2, Department leadership specifically sought applicants with professional experience serving in culturally and linguistically diverse, as well as racially and ethnically diverse communities. In addition, the Department has communicated regularly with national content experts and leadership of

[23] Four peer reviewers of Pennsylvania's plan urged the SEA "to describe how it considered languages other than English that are spoken by distinct populations of English learners, including English learners who are migratory, English learners who were not born in the United States, and English learners who are Native Americans." Pennsylvania's analysis was inclusive of these considerations; indeed, the decision to base a second translation standard at the county level was partly in response to student transience in certain regions of the state. With respect to English learners who are Native Americans, fewer than 200 Pennsylvania students identify as Native American, and analysis of home language survey data suggests far fewer speak a tribal language at home.

the Pennsylvania Training and Technical Assistance Network (PaTTAN), which provides regional support to LEAs with special education and English Learner programming.

3. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

Not applicable.

Section 4: Accountability, Support, and Improvement for Schools

***Instructions**: Each SEA must describe its accountability, support, and improvement system consistent with section 1111(c) and (d) of the ESEA. Each SEA may include documentation (e.g., technical reports or supporting evidence) that demonstrates compliance with applicable statutory and regulatory requirements.*

E. 4.1 Accountability System.

A. Indicators.
Describe the measure(s) included in each of the Academic Achievement, Academic Progress, Graduation Rate, Progress in Achieving English Language Proficiency, and School Quality or Student Success indicators and how those measures meet the requirements described in section 1111(c)(4)(B) of the ESEA.

- The description for each indicator should include how it is valid, reliable, and comparable across all LEAs in the State.
- For the measures included within the indicators of Academic Progress and School Quality or Student Success measures, the description must also address how each measure within the indicators is supported by research that high performance or improvement on such measure is likely to increase student learning (e.g., grade point average, credit accumulation, performance in advanced coursework).
- For measures within indicators of School Quality or Student Success that are unique to high school, the description must address how research shows that high performance or improvement on the indicator is likely to increase graduation rates, postsecondary enrollment, persistence, completion, or career readiness.
- The descriptions for the Academic Progress and School Quality or Student Success indicators must include a demonstration of how each measure aids in the meaningful differentiation of schools by demonstrating varied results across schools in the State.

Pennsylvania welcomes the opportunity to accelerate its work to broaden conceptions of school performance to include increased attention to student success and learning conditions. Stakeholder feedback reinforces key tenets of Pennsylvania's framework for a revised school measurement system that emphasizes academic growth, evaluation of school climate through a robust chronic absenteeism measure, attention to both four- and extended-year graduation rates, and assessments of postsecondary readiness.

The Department believes that a more comprehensive approach to school performance measures can increase the fairness and validity of inferences concerning local education agency, school, and student group performance, and ensure that school improvement activities are appropriately designed, implemented, and evaluated.

In developing its accountability indicators, Pennsylvania was cognizant of the requirement that indicators support valid, reliable, and comparable inferences across local education agencies (LEAs). Pennsylvania has also been intentional in selecting indicators in accordance with the state's theory of action around school improvement – i.e., identifying a sufficient number of indicators to support more comprehensive evaluation of school performance while ensuring appropriate focus.

Pennsylvania's accountability indicators for annual meaningful differentiation[24] are detailed in Table 4.1, below.

Table 4.1: Accountability Indicators for Annual Meaningful Differentiation

Indicator Type	Measure(s)	Description
i. Academic achievement	Percent proficient and advanced, English Language Arts/Literature and Mathematics/Algebra I on PSSA/Keystone Exams/PASA	Achievement measures describe the academic performance of students on state assessments of content standards; more specifically, the percentage of students[25] scoring proficient or advanced on each of the following state assessments: • Pennsylvania System of School Assessment (PSSA) in grades 3-8; • End-of-course Keystone Exams; and • Pennsylvania Alternate System of Assessment (PASA). Pennsylvania's assessments are derived from rigorous and uniform statewide content standards, revised as recently as 2014, and designed around State Board of Education approved performance level descriptors. The assessments are informed by the Standards for Educational and Psychological Testing (as approved by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education) and regular consultation with technical and content experts, including Pennsylvania educators. Copies of the state's assessment technical manuals for PSSAs and for Keystone Exams are available for review.

[24] Note: All measures included in Pennsylvania's system for annual meaningful differentiation are also reported through the Future Ready PA Index, which also includes data on advanced coursework, industry certifications, and postsecondary outcomes. For more information regarding the Future Ready PA Index, please see the Department's website.

[25] Pennsylvania will satisfy requirements under ESEA section 1111(c)(4)(E)(ii) using the following calculation: Numerator: Number of students among students in the denominator who achieved proficient or advanced on the statewide assessment.

Denominator: 95 percent of students enrolled in the school on the last day of the respective testing window who are full academic year OR the number of test takers among students enrolled in the school on the last day of the respective testing window who are full academic year, whichever is higher.

Indicator Type	Measure(s)	Description
i. Academic achievement in public high schools	Average Growth Index	Growth measures rely on students' prior testing history in an effort to isolate school-level contributions to student learning. Calculations are derived from the Pennsylvania Value Added Assessment System, or PVAAS, which seeks to determine whether each group of students gains, maintains, or declines in overall academic performance. Pennsylvania utilizes PVAAS data for Keystone Exams in Literature and Algebra I in its system of annual meaningful differentiation. PVAAS methodologies and algorithms have been widely discussed in academic literature and the educational measurement community for over 15 years. Before using any assessment data in PVAAS modeling, rigorous data processing and analyses verify that the tests meet the following three criteria: 1. Sufficiently aligned to academic standards; 2. Reliable and valid for the intended purpose; and 3. Allow for sufficient variation in performance. After all analyses are completed and PVAAS growth measures are available, Pennsylvania verifies that LEAs, schools, and teachers serving both high- and low-achieving students can show both high- and low-growth. As an example, there are checks to ensure sufficient variation in scaled scores at both the top and bottom of the scales to differentiate student achievement.
ii. Academic progress in public elementary schools and secondary schools that are not high schools	Average Growth Index	As noted above, growth measures rely on students' prior testing history in an effort to isolate school-level contributions to student learning. Calculations are derived from the PVAAS, which seeks to determine whether each group of students gains, maintains, or declines in overall academic performance. Pennsylvania utilizes PVAAS data for Mathematics 4-8 and English/Language Arts 4-8 in its system of annual meaningful differentiation. PVAAS methodologies and algorithms have been widely discussed in academic literature and the educational measurement community for over 15 years. Before using any assessment data in PVAAS modeling, rigorous data processing and analyses verify that the tests meet the following three criteria: 1. Sufficiently aligned to academic standards; 2. Reliable and valid for the intended purpose; and 3. Allow for sufficient variation in performance. After all analyses are completed and PVAAS growth measures are available, Pennsylvania verifies that LEAs, schools, and teachers serving both high- and low-achieving students can show both high- and low-growth. As an example, there are checks to ensure sufficient variation in scaled scores at both the top and bottom of the scales to differentiate student achievement.

Indicator Type	Measure(s)	Description
iii. Graduation rate	Adjusted cohort graduation rate	The adjusted cohort graduation rate represents the percentage of students in a school who earn a high school diploma within four or five years. The value represented for the reported year is the graduation rate calculated for one year prior to the reported year due to availability of this data. Pennsylvania reports both four- and five-year graduation rates, and combines the two rates for annual meaningful differentiation determinations; see example calculation below for school with complete data for two years: *Numerator:* *Attributed number of students graduating with a high school diploma on or before the reporting year* *(Year 1 4-year graduates + Year 1 5-year graduates + Year 2 4-year graduates + Year 2 5-year graduates)* _____ *Denominator: Number of cohort students entering 9th grade four or five years prior to the reporting year.*
iv. Progress in achieving English language proficiency	Growth toward English proficiency—ACCESS for ELLs	Growth toward and attainment of English language proficiency provides student-specific progress measures which can be aggregated for accountability determinations as defined in Section 1. English Learners are expected to attain proficiency in English in up to six years depending on initial proficiency level; students with higher initial proficiency levels in English are expected to attain in fewer years than students with little or no initial proficiency. The growth calculation is based on a student's overall composite proficiency level score from the ACCESS for ELLs, Pennsylvania's annual English language proficiency assessment. Individual student growth targets are calculated each year using ACCESS for ELLs scaled scores and are based on the amount of growth made and the remaining growth required to attain proficiency by a student's target year. Schools are expected to meet increasing targets for students making adequate growth toward and attainment of proficiency.

Indicator Type	Measure(s)	Description
v. School quality or student success	Chronic absenteeism	Chronic absenteeism calculations are designed to incentivize programs and activities that support high rates of attendance for all students. Research indicates that there is a positive and statistically significant relationship between student attendance and academic achievement and other student outcomes (Hein et al., 2013; Chang and Romero, 2008; Allensworth et al., 2014; Balfanz et al., 2007). Chronic absenteeism will be calculated for all public schools based on the number of students who have missed more than 10 percent of school days across the academic year; this represents roughly 18 days in a 180-day school year. Enrollment of fewer than 90 days of school will exclude a student from that school's calculation as there has not been sufficient opportunity for the school to apply intervention strategies. A student is considered absent if they are not physically participating in instruction or instruction-related activities on school grounds or at an approved off-grounds location. Chronically absent students include students who are absent regardless of whether absences are excused or unexcused; whatever the reason for the absence, instructional hours are lost. Chronic absenteeism calculations will be derived from existing end-of-school year student membership data collections by the Department.[26] Analysis of these data shows significant variation in chronic absenteeism rates statewide, with a range of 97 percent to .5 percent; approximately 440 schools grapple with chronic absenteeism rates of 20 percent or higher.
v. School quality or student success	Career Standards Benchmark	Measurement of career standards engagement underscores the importance of a well-educated and skilled workforce for economic and civic health. No student should leave secondary education without a solid foundation in academic, technical, and social-emotional skills that positions them to achieve personal and professional success. The rapidly changing workplace and the demand for continuous learning and innovation on the part of the 21st century workers elevate the importance of highlighting, motivating, and rewarding schools for utilizing student career plans, portfolios, and career exploration and preparation activities with all students. The purpose of this indicator is to highlight how well schools help students explore career opportunities and develop career goals throughout their schooling. Current Pennsylvania regulation (22 Pa. Code Chapter 4) requires all LEAs to teach students in four content areas associated with Pennsylvania's Career Education and Work Academic Standards: Career Awareness and Preparation, Career Acquisition, Career Retention and Advancement, and Entrepreneurship.

[26] As these membership data serve as the basis for a variety of subsidy and accountability purposes, the Department engages in extensive data quality measures prior to finalizing calculations. These data quality activities cause the chronic absenteeism indicator to lag by one school year.

Indicator Type	Measure(s)	Description
		The skills Pennsylvania's students need to succeed in the workplace have been identified in the Career Education and Work (CEW) standards. The Career Standards Benchmark is calculated using all students enrolled in grades 5, 8, and 11 as the denominator, and the number of students in grades 5, 8, and 11 who demonstrate evidence that they have satisfied state-mandated CEW standards as the numerator. Calculations will be performed as follows: 1. The percentage of all students and all students for each student group who, by the end of grade 5, demonstrate engagement in career exploration and preparation aligned to the CEW standards, via PA CareerZone (https://www.pacareerzone.org/) or a locally designed career exploration and preparation program/curriculum. 2. The percentage of all students and all students for each student group who, by the end of grade 8, create an individualized career plan and participate in career preparation activities aligned to the CEW standards. 3. The percentage of all students and all students for each student group who, by the end of grade 11, implement their individualized career plan through ongoing development of a career portfolio and participation in career preparation activities aligned to the CEW standards. LEAs will report student-level data for the Career Standards Benchmark in the state's information management system. As with other data collections, school entities may upload student data for this indicator throughout the school year, up until the last collection period in June. The student-level data will reflect the following: • By the end of grade 5, the student has produced six or more pieces of evidence. Evidence shall be collected in a manner that validates that all four strands of the CEW standards have been meaningfully addressed. • By the end of grade 8, the student has a career portfolio containing the K-5 grade band evidence and an additional six pieces of evidence. Evidence shall be collected in a manner that validates that all four strands of the CEW standards have been meaningfully addressed. One of the pieces of evidence for the 6-8 grade band must be the student's individualized career plan. • By the end of grade 11, the student has a career portfolio containing both the K-5 and 6-8 grade band evidence, and an additional eight pieces of evidence collected in the 9-11 grade band that validates all four strands of the CEW standards have been meaningfully addressed. At least two of these pieces of evidence for the 9-11 grade band must demonstrate implementation of the student's individualized career plan. LEAs will be able to submit data regarding students' status for the Career Standards Benchmark throughout the school year until the final collection

Indicator Type	Measure(s)	Description
		window in June. By signing the assurances included with the Accuracy Certification Statement, provided during reporting, the school entity's chief academic officer verifies the accuracy of the data reported by the school entity, the successful completion of student evidence/artifacts, and the quality of the program. During statewide assessment monitoring and the evaluation of approved CTE programs, monitors will request documentation to verify the data reported. Documentation must include student portfolios and/or graded student artifacts resulting from classroom instruction and records of student data. Monitors may request to see lesson plans/curriculum, K-12 guidance plans, agendas from events aligned to CEW standards, scoring guides/rubrics, and/or other applicable evidence to support the reported data. When evaluating evidence provided by school entities, the Department reserves the right to request additional information and make determinations regarding the accuracy and quality of both the LEA's documentation of evidence as well as the programs and activities counted as evidence of students' successful attainment of career readiness benchmarks.

1. Subgroups.

i. List the subgroups of students from each major and racial ethnic group in the State, and, as applicable, describe any additional subgroups of students used in the accountability system.

Consistent with existing Office of Civil Rights data collection standards, Pennsylvania will report student group performance for the following:

- All Students
- Economically Disadvantaged Students
- English Learners
- Race/ethnicity: African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native or Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White
- Students with Disabilities

In addition, beginning 2022, Pennsylvania will aggregate racial and ethnic student group data for any public school that is unable to report data for any racial or ethnic group **exhibiting achievement or graduation rates below the state average for the most recent measurement period.** This additional reporting speaks to Pennsylvania's equity commitments and the importance of ensuring that more racially and ethnically homogenous schools are included in school improvement discussions.

ii. If applicable, describe the statewide uniform procedure for including former children with disabilities in the children with disabilities subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA, including the number of years the State includes the results of former children with disabilities.

Pennsylvania does not report a separate student group for former children with disabilities. This decision reflects discussions with educators of children with disabilities, evaluation of assessment data for students with disabilities combined with data for former students with disabilities, and review of best practices nationally.

iii. If applicable, describe the statewide uniform procedure for including former English Learners in the English learner subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA, including the number of years the State includes the results of former English Learners.

For a student previously identified as an English Learner, and for not more than four years after the student ceases to be identified as an English Learner, Pennsylvania attributes the results of the assessments described in Section 1111(b)(2)(B)(v)(I) to the English Learner student group.

If applicable, choose one of the following options for recently arrived English Learners in the State:

☒ Applying the exception under ESEA section 1111(b)(3)(A)(i); or

☐ Applying the exception under ESEA section 1111(b)(3)(A)(ii); or

☐ Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.

1. Minimum Number of Students.

a) Provide the minimum number of students, for purposes of accountability, that the State determines are necessary to be included in each of the subgroups of students.

Pennsylvania's minimum n of 20 is a significant reduction from the state's previous reporting standards for federal accountability. This determination balances three important objectives: transparency in achievement and accountability data at the student group level, protections for student privacy, and the need for reasonable stability in measurement in high-stakes decision making. Pennsylvania's minimum n was informed by a series of discussions with the state's Technical Advisory Committee; engagement with education and other stakeholders including leaders of statewide education associations, civil rights organizations, and parent groups through more than 50 public presentations and other forums; and population analyses concerning the number and percentage of public schools and public school students statewide that would be included and excluded in accountability determinations at various proposed n-sizes. See appendix for data on school and student exclusions at minimum ns of 15, 20, and 30.

b) If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for purposes of accountability, provide that number.

Pennsylvania uses the same minimum n for both accountability and reporting purposes.

c) Describe how other components of the statewide accountability system, such as the State's uniform procedure for averaging data, interact with the minimum number of students to affect the statistical reliability and soundness of accountability data and to ensure the maximum inclusion of all students and each subgroup of students;

Annual meaningful differentiation determinations are informed by at least two years of data for each indicator; to report a specific indicator, a school must meet the minimum n for that indicator in at least two years. Measurement will be finalized through weighted student averages.

To ensure statistically reliable accountability data for the small number of schools that fall below the minimum n for the All Student group, Pennsylvania will aggregate data from up to three years to inform annual meaningful differentiation determinations. Any such determinations will require complete data for at least two accountability indicators.

d) Describe the strategies the State uses to protect the privacy of individual students for each purpose for which disaggregated data is required, including reporting under section 1111(h) of the ESEA and the statewide accountability system under section 1111I of the ESEA;

Access to Department data is governed by the agency's Student Data Access and Use Policy and is in full compliance with the Family Educational Rights and Privacy Act.

In general, Department program staff have access to reports with aggregate data. In the select instances where program staff are required to have access to individual-level data, student names and other personally identifying information are not provided. The Department uses industry best practices to protect student privacy when reporting data. By observing cell size protections, aggregate reports do not include statistics that would allow for the identification of an individual.

Student-level assessment results are provided to the district superintendent or charter school chief academic officer via a secure website.

e) Provide information regarding the number and percentage of all students and students in each subgroup described in 4.B.i above for whose results schools would not be held accountable under the State's system for annual meaningful differentiation of schools;

Tables 4.2, 4.3, 4.4, and 4.5, below, detail the number and percentage of students included and excluded in accountability determinations at the minimum n of 20; analyses were drawn from 2015-16 achievement (both English language arts and mathematics) and enrollment data and compared with 2014-15 data to ensure relative consistency.

Table 4.2: Student Group Inclusion Analysis

Minimum n = 20
Analysis Based on All Schools, 2015-16

ELA (Included Students n = 20)

Student Group Name	Possible Students	n	Pct.
All Student	912,636	912,553	100.0%
Asian (Not Hispanic)	28,416	24,296	85.5%
Black (Not Hispanic)	127,867	122,861	96.1%
Economically Disadvantaged	420,343	419,194	99.7%
English Learner - All Types	28,375	24,305	85.7%
Hispanic (Any Race)	87,191	81,307	93.3%
IEP	157,736	153,972	97.6%
Multi-Racial (Not Hispanic)	22,574	15,181	67.2%
NA or AK Native (Not Hispanic)	57	46	80.7%
Native HI or Other Pac (Not Hispanic)	39	NA	NA
White (Not Hispanic)	620,994	620,221	99.9%

Math (Included Students n = 20)

Student Group Name	Possible Students	n	Pct.
All Student	912,708	912,606	100.0%
Asian (Not Hispanic)	28,415	24,314	85.6%
Black (Not Hispanic)	127,938	122,939	96.1%
Economically Disadvantaged	420,367	419,218	99.7%
English Learner - All Types	28,356	24,291	85.7%
Hispanic (Any Race)	87,245	81,368	93.3%
IEP	157,750	153,984	97.6%
Multi-Racial (Not Hispanic)	22,590	15,176	67.2%
NA or AK Native (Not Hispanic)	58	47	81.0%
Native HI or Other Pac (Not Hispanic)	39	NULL	NA
White (Not Hispanic)	620,941	620,169	99.9%

Table 4.3: Student Group Exclusion Analysis

Minimum n = 20
Analysis Based on All Schools, 2015-16

ELA (Excluded Students n = 20)

Student Group Name	Possible Students	n	Pct.
All Student	912,636	83	0.0%
Asian (Not Hispanic)	28,416	4,120	14.5%
Black (Not Hispanic)	127,867	5,006	3.9%
Economically Disadvantaged	420,343	1,149	0.3%
English Learner - All Types	28,375	4,070	14.3%
Hispanic (Any Race)	87,191	5,884	6.7%
IEP	157,736	3,764	2.4%
Multi-Racial (Not Hispanic)	22,574	7,393	32.8%
NA or AK Native (Not Hispanic)	57	11	19.3%
Native HI or Other Pac (Not Hispanic)	39	39	100.0%
White (Not Hispanic)	620,994	773	0.1%

Math 9 (Excluded Students n = 20)

Student Group Name	Possible Students	n	Pct.
All Student	912,708	102	0.0%
Asian (Not Hispanic)	28,415	4,101	14.4%
Black (Not Hispanic)	127,938	4,999	3.9%
Economically Disadvantaged	420,367	1,149	0.3%
English Learner - All Types	28,356	4,065	14.3%
Hispanic (Any Race)	87,245	5,877	6.7%
IEP	157,750	3,766	2.4%
Multi-Racial (Not Hispanic)	22,590	7,414	32.8%
NA or AK Native (Not Hispanic)	58	11	19.0%
Native HI or Other Pac (Not Hispanic)	39	39	100.0%
White (Not Hispanic)	620,941	772	0.1%

Table 4.4: School Student Group Inclusion Analysis

Minimum n = 20
Analysis Based on All Schools, 2015-16

ELA (Included Schools n = 20)

Student Group Name	Possible Schools	n	Pct.
All Student	2819	2814	99.8%
Asian (Not Hispanic)	733	448	61.1%
Black (Not Hispanic)	1417	1069	75.4%
Economically Disadvantaged	2779	2704	97.3%
English Learner - All Types	708	432	61.0%
Hispanic (Any Race)	1280	877	68.5%
IEP	2699	2451	90.8%
Multi-Racial (Not Hispanic)	927	410	44.2%
NA or AK Native (Not Hispanic)	3	2	66.7%
Native HI or Other Pac (Not Hispanic)	3	0	0.0%
White (Not Hispanic)	2572	2520	98.0%

Math (Included Schools n = 20)

Student Group Name	Possible Schools	n	Pct.
All Student	2819	2813	99.8%
Asian (Not Hispanic)	733	449	61.3%
Black (Not Hispanic)	1418	1070	75.5%
Economically Disadvantaged	2779	2704	97.3%
English Learner - All Types	708	432	61.0%
Hispanic (Any Race)	1281	878	68.5%
IEP	2699	2451	90.8%
Multi-Racial (Not Hispanic)	927	409	44.1%
NA or AK Native (Not Hispanic)	3	2	66.7%
Native HI or Other Pac (Not Hispanic)	3	0	0.0%
White (Not Hispanic)	2572	2520	98.0%

Table 4.5: School Student Group Exclusion Analysis

Minimum n = 20
Analysis Based on All Schools, 2015-16

ELA (Excluded Schools n = 20)

Student Group Name	Possible Schools	n	Pct.
All Student	2819	5	0.2%
Asian (Not Hispanic)	733	285	38.9%
Black (Not Hispanic)	1417	348	24.6%
Economically Disadvantaged	2779	75	2.7%
English Learner - All Types	708	276	39.0%
Hispanic (Any Race)	1280	403	31.5%
IEP	2699	248	9.2%
Multi-Racial (Not Hispanic)	927	517	55.8%
NA or AK Native (Not Hispanic)	3	1	33.3%
Native HI or Other Pac (Not Hispanic)	3	3	100.0%
White (Not Hispanic)	2572	52	2.0%

Math (Excluded Schools n = 20)

Student Group Name	Possible Schools	n	Pct.
All Student	2819	6	0.2%
Asian (Not Hispanic)	733	284	38.7%
Black (Not Hispanic)	1418	348	24.5%
Economically Disadvantaged	2779	75	2.7%
English Learner - All Types	708	276	39.0%
Hispanic (Any Race)	1281	403	31.5%
IEP	2699	248	9.2%
Multi-Racial (Not Hispanic)	927	518	55.9%
NA or AK Native (Not Hispanic)	3	1	33.3%
Native HI or Other Pac (Not Hispanic)	3	3	100.0%
White (Not Hispanic)	2572	52	2.0%

f) If an SEA proposes a minimum number of students that exceeds 30, provide a justification that explains how a minimum number of students provided in 4.C above promotes sound, reliable accountability determinations, including data on the number and percentage of schools in the State that would not be held accountable in the system of annual meaningful differentiation under 34 C.F.R. § 200.18 for the results of students in each subgroup in 4.B.i above using the minimum number proposed by the State compared to the data on the number and percentage of schools in the State that would not be held accountable for the results of students in each subgroup if the minimum number of students is 30.

Not applicable.

2. Annual Meaningful Differentiation.
Describe the State's system for annual meaningful differentiation of all public schools in the State, including public charter schools, consistent with the requirements of section 1111(c)(4)(C) of the ESEA.

A more comprehensive approach to school performance measurement increases the fairness and validity of inferences concerning LEA, school, and student group performance, and ensure that school improvement activities are appropriately designed, implemented, and evaluated in relationship to specific, identified needs.[27] Pennsylvania received a substantial volume of public comment in support of its accountability plan, including from key education stakeholder groups and nationally-recognized policy experts and scholars in the fields of education reform, education measurement, and teacher quality.

The three-step system of annual meaningful differentiation described on the following pages will apply to all schools receiving funds under Title I, Part A, including charter schools, to designate schools for Comprehensive Support and Improvement (CSI); this same set of decision rules will apply to all schools for Additional Targeted Support and Improvement (A-TSI) designations. All schools will be evaluated on all available indicators. **To promote clarity, the following outline discusses annual meaningful differentiation in the context of CSI designation.**

- ***Step 1. Preliminary designation based on academic achievement and growth:*** ESSA requires significant attention to schools' academic performance in making accountability determinations. Pennsylvania believes this attention needs to fairly consider both achievement and progress, and that calculations should derive from multiple years of data to promote reliability and validity in annual meaningful differentiation.

  Pennsylvania will initially categorize schools as eligible for designation based on two factors: academic achievement and academic growth. The achievement measure will derive from a weighted average of the percentage of students scoring proficient or advanced on state assessments in English language arts and mathematics combined over at least two years and normed across assessment types. These same achievement data will inform the calculation of growth measures using the Pennsylvania Value-Added Assessment System (Average Growth Index); again, Pennsylvania will use a composite of at least two years of measures across subjects.

  To determine the subset of schools exhibiting both achievement and growth challenges, Pennsylvania will categorize the performance of schools with low rates of proficiency based on the level of evidence of academic growth for that same school; the lower a school's proficiency rate, the more evidence of academic growth is needed to exempt the school from further evaluation for CSI designation (see sample Figure 4.1).

[27] Cook-Harvey, C. M. & Stosich E. L. (2016). Redesigning School Accountability and Support: Progress in Pioneering States. Stanford, CA: Learning Policy Institute and Stanford Center for Opportunity Policy in Education.

Figure 4.1. Sample Proficiency-Growth Decision Table[28]

Percent Proficient/Advanced	Academic Growth				Result
20-30 and Growth of:		OR			**Eligible for CSI**
10-19.9 and Growth of:		OR	OR		**Eligible for CSI**
0-9.9 and Growth of:	1 Standard Error above 0	OR	OR	OR	**Eligible for CSI**

Pennsylvania's approach ensures that academic achievement and growth function as substantially weighted indicators in the overall accountability system, while allowing additional indicators, discussed below, to play a significant differentiating role for all schools, and in finalizing designations for CSI.

- ***Step 2. Final designation based on additional academic and non-academic indicators:*** To designate at least the lowest-performing 5 percent of all schools as required by Section 1111(c)(4)(D), Pennsylvania will examine the performance of schools prioritized in Step 1 on remaining accountability indicators as available based on school configuration and minimum n[29]:
    - **Substantially Weighted Indicators:** High school graduation rate and progress in moving English learners to proficiency; and
    - **School Quality/Student Success Indicators:** Chronic absenteeism and career standards benchmark.

  Schools prioritized in Step 1 that also fall in the bottom quartile of school performance[30] on either of the following will be designated for CSI:
    - **One or both substantially weighted indicators** (high school graduation rate and progress in moving English learners to proficiency); or
    - **Both school quality/student success indicators** (chronic absenteeism and career standards benchmark). Schools for which only one School Quality/Student Success indicator is available, and that fall in the bottom quartile of performance for that indicator, will also be identified for CSI.

This approach ensures that substantially weighted indicators are afforded additional emphasis in Step 2 of annual meaningful differentiation. Figure 4.2, below, provides examples of the interplay among Step 2 indicators for purposes of CSI designation.

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[28] **Dark Blue** is an indication that the Growth Measure is more than 2 standard errors above 0; there is significant evidence of exceeding the standard for PA Academic Growth. **Light Blue** is an indication that the Growth Measure is at least 1 but less than 2 standard errors above 0; there is moderate evidence of exceeding the standard for PA Academic Growth. **Green** is an indication that the Growth Measure is less than 1 standard error above 0 and no more than 1 standard error below 0; there is evidence of meeting the standard for PA Academic Growth. **Yellow** is an indication that the Growth Measure is more than 1 but no more than 2 standard errors below 0; there is moderate evidence of not meeting the standard for PA Academic Growth. **Red** is an indication that the Growth Measure is more than 2 standard errors below 0; there is significant evidence of not meeting the standard for PA Academic Growth. (Source: PVAAS Methodologies: Measuring Growth & Projecting Achievement (2018)).

[29] To promote clarity, this discussion is specific to CSI identification; however, all schools are evaluated on all available indicators for purposes of annual meaningful differentiation.

[30] If, at the completion of steps 1 and 2 of annual meaningful differentiation, more than 5 percent of schools have been identified for CSI, Pennsylvania will further differentiate school performance by adjusting the Step 2 cut point from the bottom quartile of schools to the bottom quintile or, if necessary, the bottom decile. Conversely, if, at the completion of steps 1 and 2, fewer than 5 percent of schools have been identified for CSI, Pennsylvania will raise the Step 2 cut point to the bottom third of schools. The state will consult with measurement experts, including its Technical Advisory Committee, in making such determinations.

Figure 4.2. Examples of Step 2 Indicators in Finalizing CSI Designation

School performs above cut point
School performs below cut point

School Example	Substantially Weighted Indicators		School Quality and Success Indicators		Result
Grades served; school characteristics	*ELP Progress*	*Graduation Rate*	*Chronic Absenteeism*	*Career Standards Benchmark*	
K-5; EL student group meets n-size		N.A.; not a high school			**Not CSI**
1-6; EL student group does not meet n-size	N.A.	N.A.			**CSI**
6-8; EL student group meets n-size		N.A.; not a high school			**CSI**
6-9; EL student group does not meet n-size	N.A.	N.A.			**Not CSI**
9-12; EL student group meets n-size					CSI
10-12; EL student group does not meet n-size	N.A.				Not CSI

- ***Step 3. Designation of additional high schools with low graduation rates:*** ESSA requires that states designate "all public high schools in the state failing to graduate one third or more of their students." Pennsylvania will designate any high schools, not already identified through steps 1 and 2, reporting a combined four- and five-year adjusted cohort graduation rate at or below 67 percent.

Describe the following information with respect to the State's system of annual meaningful differentiation:

a) The distinct and discrete levels of school performance, and how they are calculated, on each indicator in the statewide accountability system;

School performance measures, levels of performance, and calculation details are described in the description of indicators in Section 4.1 A.

b) The weighting of each indicator, including how certain indicators receive substantial weight individually and much greater weight in the aggregate,

Pennsylvania's approach ensures that indicators requiring greater weight comprise the entirety of the first step of annual meaningful differentiation, and two of four indicators utilized in the second step. Pennsylvania's approach further ensures that academic indicators with the widest applicability play especially significant roles in annual meaningful differentiation.

c) The summative determinations, including how they are calculated, that are provided to schools

Pennsylvania's system of annual meaningful differentiation builds on significant stakeholder feedback, including a strong desire to move away from systems that rely on aggregation of dissimilar measures to reach a single summative grade or

score.[31] Such aggregation can mask critical, indicator-level data, as well as information on the performance of individual student groups. As an example, research by The
Education Trust revealed a nearly 20-point gap in reading proficiency between white and African
American students among one state's "A" schools in 2014; in another state, the highest rated "distinguished" schools reported a nearly 30-point achievement gap in math.[32]

Consistent with ESSA requirements, Pennsylvania designates schools for CSI, A-TSI, and TSI, as well as schools exceeding federal accountability requirements. These summative determinations derive from the three-step process outlined above.

d) How the system for meaningful differentiation and the methodology for identifying schools will ensure that schools with low performance on substantially weighted indicators are more likely to be identified for comprehensive support and improvement or targeted support and improvement.

Pennsylvania's approach initially considers two dimensions of academic performance (achievement and growth) which function as substantially weighted indicators for purposes of annual meaningful differentiation. This approach ensures that no school will be exempt from designation based solely on the state's non-academic indicators.

e) **Participation Rate**. Describe how the State is factoring the requirement for 95 percent student participation in assessments into its system of annual meaningful differentiation of schools.

School-level participation rates are published within the state's annual public-facing school progress reports. Schools with participation rates below 95 percent will be required to develop and implement state-approved improvement plans and complete a school- or LEA-level assessment audit.

- **Data Procedures**. Describe the State's uniform procedure for averaging data, including combining data across school years, combining data across grades, or both, in a school, if applicable.

Annual meaningful differentiation determinations will be informed by at least two years of data for each indicator. Measurement will be finalized through weighted student averages.

To ensure statistically reliable accountability data for the small number of schools that fall below the minimum n at the All Student group, Pennsylvania aggregates data from up to three years to inform annual meaningful differentiation determinations. Any such determinations require complete data for at least two accountability indicators.

- **Including All Public Schools in a State's Accountability System**. If the States uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following specific types of schools, describe how they are included.

a) Schools in which no grade level is assessed under the State's academic assessment system (e.g., P-2 schools), although the State is not required to administer a standardized assessment to meet this requirement;

[31] American Institutes for Research (2016). The Every Student Succeeds Act in Pennsylvania: Recommendations from Stakeholder Work Groups and Associated Research.
[32] Ushomirsky, N., Williams, D., & Hall D. (2014). Making Sure All Children Matter: Getting School Accountability Signals Right. Washington, D.C.: The Education Trust.

Pennsylvania is committed to ensuring that all schools, regardless of grade configuration, are included in its accountability system. The overwhelming majority of schools statewide will receive annual meaningful differentiation determinations through the three-step system described earlier in Section 4 2. Schools in which no grade level is assessed would still be subject to the calculations in steps 2 and 3, provided the indicator is available for the school type and minimum n requirements are satisfied. As an example, a K-2 school would receive an annual meaningful differentiation determination based on progress in achieving English language proficiency and chronic absenteeism.

b) Schools with variant grade configurations (e.g., P-12 schools);

Schools with variant grade configurations will be subject to accountability determinations based on all available data. Any school with a grade 12 will be treated as a high school for purposes of CSI designation.

c) Small schools in which the total number of students who can be included in any indicator is less than the minimum number of students established by the State, consistent with a State's uniform procedures for averaging data, if applicable;

To ensure statistically reliable accountability data for the small number of schools that fall below the minimum n at the All Student group, Pennsylvania aggregates data from up to three years to inform annual meaningful differentiation determinations. Any such determinations require complete data for at least two accountability indicators.

d) Schools that are designed to serve special populations (e.g., students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities; students enrolled in State public schools for the deaf or blind; and recently arrived English Learners enrolled in public schools for newcomer students); and

Pennsylvania does not implement alternative accountability procedures for these schools.

e) Newly opened schools that do not have multiple years of data, consistent with a State's uniform procedure for averaging data, if applicable, for at least one indicator (e.g., a newly opened high school that has not yet graduated its first cohort for students).

In cases of newly opened schools, annual meaningful differentiation determinations will be applied once two years of data are available for at least two indicators.

F. 4.2 Identification of Schools.

A. Comprehensive Support and Improvement Schools. Describe:

1. The methodologies, including the timeline, by which the State identifies schools for comprehensive support and improvement under section 1111(c)(4)(D)(i) of the ESEA including: 1) lowest-performing schools; 2) schools with low high school graduation rates; and 3) schools with chronically low-performing subgroups.

Consistent with the provisions of ESSA that authorize the U.S. Department of Education to ensure an orderly transition to the new law, Pennsylvania designated CSI and A-TSI schools in Fall 2018 and TSI schools in Fall 2019. Subsequent accountability determinations were paused during the COVID-19 global pandemic and in accordance with waivers from the U.S. Department of Education. As accountability designations resume, Pennsylvania will implement the following cadence, consistent with USDE's February 2022 guidance:

- **Resuming 2022: Lowest-Performing Schools** – Pennsylvania's three-step approach for designating the lowest-performing five percent of Title I schools is set forth above.

- **Resuming 2022: Schools with Low High School Graduation Rates** – Pennsylvania reports both four- and five-year adjusted cohort graduation rates and combines the two rates for purposes of annual meaningful differentiation determinations, including CSI designation. Pennsylvania will designate any high school with a graduation rate at or below 67 percent.

- **Beginning 2026: Schools with Chronically Low-Performing Student Groups** – Title I schools designated for Additional Targeted Support and Improvement that fail to satisfy Pennsylvania's exit criteria over a four-year span will be designated for CSI.

2. The uniform statewide exit criteria for schools identified for comprehensive support and improvement established by the State, including the number of years over which schools are expected to meet such criteria, under section 1111(d)(3)(A)(i) of the ESEA.

At a minimum, to exit CSI status, schools will be required to demonstrate each of the following during the four-year span after designation:

1. Show continued improvement on at least the academic achievement indicator and, in the case of high schools, the adjusted cohort graduation rate, such that the school contributes to the state's progress toward both interim and long-term goals;
2. Show continued improvement on any school quality or student success indicator(s) for which the school was designated;
3. Submit an updated improvement plan that details LEA and school activities that focus on sustainability and continued improvement, including a focus on phase-out of school improvement funds and phased withdrawal of intensive supports; and
4. Participate in PDE-sponsored technical assistance activities throughout the duration of CSI status.

B. Targeted Support and Improvement Schools. Describe:

ESSA provides Pennsylvania with the chance to accelerate state-level work to disrupt the racial, ethnic, and economic disproportionality observed in learning conditions and student outcomes. In particular, ESSA's focus on student group performance in accountability determinations provides a mechanism to annually measure efforts to close state- and school-level achievement gaps.

ESSA establishes two accountability designations that derive from student group performance. Methodologies for these designations are described below.

1. The State's methodology for identifying any school with a "consistently underperforming" subgroup of students, including the definition and time period used by the State to determine consistent underperformance,

As outlined in Pennsylvania's initial ESSA Consolidated State Plan, Targeted Support and Improvement (TSI) designations function as an early warning system for at-risk student groups. TSI schools are designated annually based on evaluation of the most recent available data for each indicator, as well as two years of academic growth data. More specifically, TSI designation will occur for a school in which one or more student groups:

1. Exhibits achievement at or below an annually determined level within one standard deviation of the statewide average achievement rate. This annual cut score will be determined in consultation with the state's Technical Advisory Committee.
2. Shows risk for less than expected academic growth as described in CSI designation procedures. Specifically, the lower a school's proficiency rate, the more evidence of academic growth is needed to exempt the school from further evaluation for TSI designation.

3. Falls below statewide average performance on one or more substantially weighted academic or school quality/student success indicators.

As all of these performance levels are higher than thresholds for CSI or Additional Targeted Support and Improvement, TSI designation serves as a precursor for more intensive accountability cycles.

4. The State's methodology, including the timeline, for identifying schools with low-performing subgroups of students that must receive additional targeted support in accordance with section 1111(d)(2)(C) of the ESEA.

Additional Targeted Support and Improvement (A-TSI) schools will be designated when one or more student groups performs below the state's CSI thresholds for academic proficiency, academic growth, and one or more substantially weighted academic or school quality/student success indicators. Consistent with any waivers issued by the U.S. Department of Education, Pennsylvania will use as much evidence as is available from each three-year cycle in making these designations, including three years of data drawn from non-lagging indicators and two years of data for lagging indicators. These rules ensure alignment between CSI and A-TSI designation procedures.

5. The uniform exit criteria, established by the SEA, for schools participating under Title I, Part A with low-performing subgroups of students, including the number of years over which schools are expected to meet such criteria.

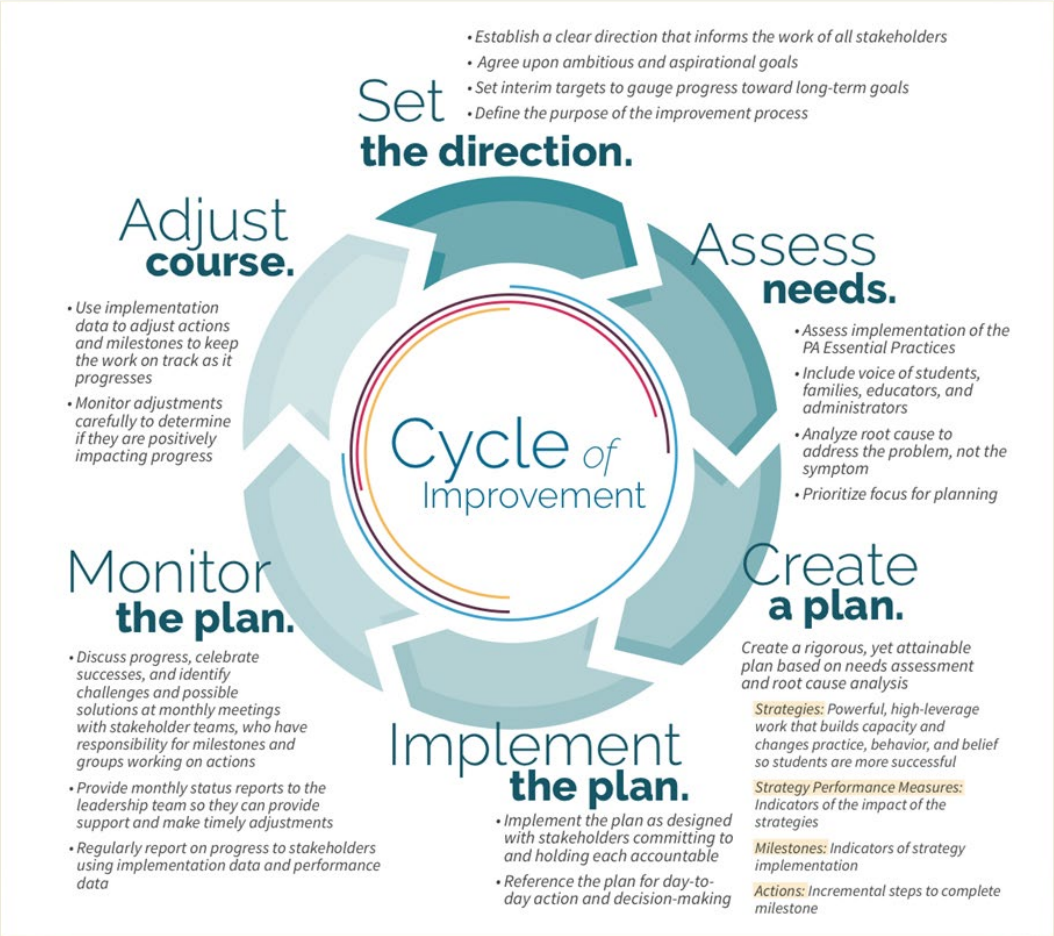
At a minimum, to exit A-TSI status, schools will be required to demonstrate each of the following during the four-year span after designation:

1. Show continued improvement on at least the academic achievement indicator and, in the case of high schools, the adjusted cohort graduation rate, such that the school contributes to the state's progress toward both interim and long-term goals;
2. Show continued improvement on any School Quality or Student Success indicator(s) for which the school was designated;
3. Submit an updated improvement plan that details LEA and school activities that focus on sustainability and continued improvement, including a focus on phase-out of school improvement funds and phased withdrawal of intensive supports; and
4. Participate in PDE-sponsored technical assistance activities throughout the duration of A-TSI status.

G. 4.3 State Support and Improvement for Low-performing Schools.

ESSA provides states new flexibility to address conditions, strategies, and investments to ensure equitable opportunities for all students, and strike the appropriate balance between holding schools accountable for improving and providing extra tools and resources. In an important shift from No Child Left Behind policies, Pennsylvania's approach to ESSA implementation emphasizes collaboration between state and local stakeholders to identify and address root causes for existing problems, to implement appropriate and evidence-based corrective actions, and to carefully monitor the pace of improvement. Pennsylvania's school improvement process is built on the improvement cycle depicted in the following figure.

Figure 4.3: The Improvement Cycle[33]



Drawing from decades of school improvement research[34], lessons from leading states (e.g., Kentucky,

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[33] Layland, A. & Corbett, J. (2017). Utilizing integrated resources to implement the school and district improvement cycle and supports: Guidance for schools, districts and state education agencies. Washington DC: The Council of Chief State School Officers.

[34] Annenberg Institute for School Reform at Brown University. (2002). School communities that work for results and equity. Retrieved from http://www.annenberginstitute.org/sites/default/files/product/283/files/Results.pdf.; Bryk, A.S., Sebring, P.B., Allensworth, E., Easton, J.Q., & Luppescu, S. (2010). Organizing schools for improvement: Lessons from Chicago. Chicago, IL: University of Chicago Press.; Le Floch, K., Garcia, A.N., & Barbour, C. (2016). Want to improve low performing schools? Focus on the adults. Washington, DC: Education Policy Center at American Institutes of Research. Retrieved from http://www.air.org/sites/default/files/downloads/report/School-Improvement-Brief-March-2016.pdf.; Player, D., Hitt, D.H., & Robinson, W. (2014). District readiness to support school turnaround: A user's guide to inform the work of state education agencies and districts. San Francisco, CA: WestEd. Retrieved from http://centeronschoolturnaround.org/wpcontent/uploads/2014/09/District_Readiness_to_Support_School_Turnaround.pdf.; Sebring, P.,B., Allensworth, E., Bryk, A.S., Easton, J.Q., Luppescu, S. (2006). The essential supports for school improvement. Consortium on Chicago School Research at the University of Chicago: Chicago, IL. Retrieved from https://consortium.uchicago.edu/sites/default/files/publications/EssentialSupports.pdf; Straus, C., & Miller, T. (2016). Strategies to improve low-performing schools under the Every Student Succeeds Act: How 3 districts found success using evidence-based practices. Washington, DC: Center for American Progress. Retrieved from https://cdn.americanprogress.org/wp-content/uploads/2016/03/01075517/NonCharterSchools-report.pdf.; The Center on School Turnaround. (2017). Four domains for rapid school improvement: A systems framework [The Center for School Turnaround at WestEd]. San Francisco, CA: WestEd. Retrieved from http://centeronschoolturnaround.org/wp-

Massachusetts, New York, Tennessee), and reflections on successes and challenges in Pennsylvania's earlier statewide system of support, Pennsylvania's school improvement efforts under the ESSA increase focus on the conditions and practices that are most critical for improved teaching and learning for all students. Specifically, Pennsylvania will enhance its statewide system of supports beginning with a more robust focus on essential conditions observed in schools that have shown significant and rapid gains in student achievement through:

- A school-wide community of practice through leadership, shared responsibility, and professional collaboration;
- Intentional practices for improving instruction;
- Student-specific academic, social, emotional, and behavioral supports to all students; and
- Evidence-based, job-embedded, and ongoing professional learning for all leadership and staff.

These essential conditions form the framework for all support and assistance efforts for LEAs with schools designated for support and Improvement, including but not limited to:

- The state-required LEA and school improvement plan requirements;
- Leadership coaching;
- On-site technical assistance;
- Professional learning communities;
- Guidance on use of school improvement funding;
- Annual monitoring of implementation and impact;
- Professional development; and
- LEA and school improvement partner development.

G. 4.3 State Support and Improvement for Low-performing Schools

A. School Improvement Resources. Describe how the SEA will meet its responsibilities, under section 1003 of the ESEA, including the process to award school improvement funds to LEAs and monitoring and evaluating the use of funds by LEAs.

A fair accountability system should provide schools and other affected entities with sufficient resources to meet the accountability expectations. From this vantage point, the Department believes it would be inappropriate to base school improvement resources on an exclusively competitive process; such a process has the potential to systematically disadvantage schools with significant need and limited capacity. Nor does a competitive process guarantee resource levels commensurate with the challenge of school improvement efforts. A 2011 Institute of Education Sciences study found that Pennsylvania's competitive awarding of School Improvement Grant funding nevertheless resulted in one of the nation's lowest per-pupil allocations.[35] A strictly formula-based process risks even greater dilution of funding and may weaken the implementation of reforms.

Given this tension, the Department proposes a hybrid approach consistent with the priority requirements outlined in Section 1003, whereby all Comprehensive Support and Improvement (CSI) schools will receive a formula-driven grant during the school year in which CSI identification is first made.[36] This distribution of resources will be based on the Title I, Part A formula, with additional weights applied for schools with a reportable English Learner student group, in recognition of the fact that these schools operate under an additional accountability indicator. A school will receive a second year of formula-driven funding, provided it submits timely and thorough reports to the Department concerning the use of

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content/uploads/2017/02/CST_Four-Domains-Framework-Final.pdf; The New Teacher Project. (2014). Greenhouse schools in Boston: School leadership practices across a high-performing charter sector. Brooklyn, NY: The New Teacher Project. Retrieved from https://tntp.org/assets/documents/TNTP_GreenhouseSchoolsinBoston_2015_Web.pdf.

[35] https://ies.ed.gov/ncee/pubs/20114019/pdf/20114019.pdf - see page 35

[36] Pennsylvania calculates high school graduation rate based on cohort enrollment at the beginning of 9th grade. Accordingly, allocations for schools designated for CSI based on graduation rate alone will receive a grant that is proportional to the school's enrollment in grades 9-12.

resources to initiate or accelerate one or more evidence-based strategies, as informed by the needs assessment process (see Section 4.3 B). Beyond this point, the Department will evaluate the benefits of a competitive funding approach.

This strategy will ensure that every CSI school can make appropriate, early-stage investments in improvement strategies, while providing additional resources to support especially intensive efforts. Whether formula or competitively driven, all awards will be coupled with rigorous monitoring and evaluation requirements.

Pennsylvania plans to reserve most school improvement resources for CSI schools in recognition of the acute academic and other challenges facing these schools. The Department will continue to evaluate options for reserving a portion of these funds for Additional Targeted Support and Improvement schools that may transition to CSI.

Pennsylvania recognizes that there will be some LEAs with a significant number of CSI schools with which LEAs may already be engaged in meaningful needs assessment and improvement activities. The Department will work closely with such schools and LEAs to align CSI needs assessments and improvement strategies as appropriate.

B. Technical Assistance Regarding Evidence-Based Interventions. Describe the technical assistance the SEA will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement, including how it will provide technical assistance to LEAs to ensure the effective implementation of evidence-based interventions and, if applicable, the list of State approved, evidence-based interventions for use in schools implementing comprehensive or targeted support and improvement.

Pennsylvania's technical assistance, interventions, and support are rooted in the belief that it is necessary to meet the academic and non-academic needs of students in order to promote their achievement and long-term success.

The Department will continue to invest in evidence-based strategies that provided a foundation for school improvement framework under NCLB and Pennsylvania's ESEA waiver.

Multi-Tiered Systems of Support (MTSS) and Positive Behavioral Interventions and Support (PBIS). Research shows that addressing non-academic barriers to academic success helps students learn, stay on track to graduation, and make a successful transition to postsecondary education and/or careers. Pennsylvania's system is built on two foundational frameworks: Multi-Tiered Systems of Support (MTSS), and Positive Behavioral Interventions and Support (PBIS).

MTSS practices include:

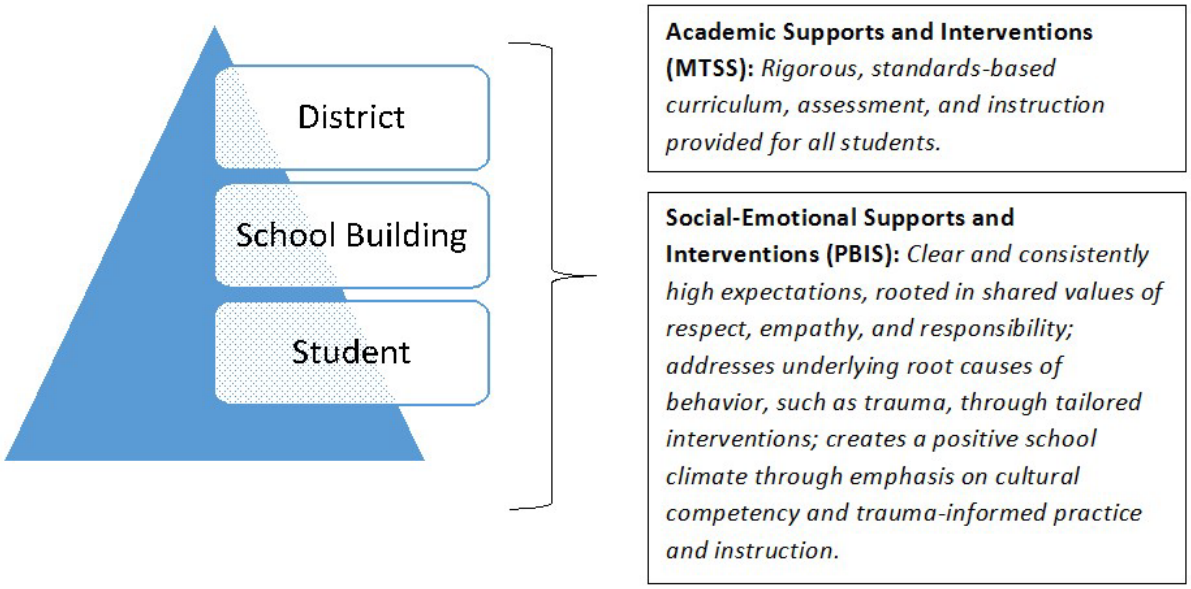
- Delivery of standards-based instruction and differentiated learning opportunities to meet the needs of all students;
- Aggregation and analysis of multiple data points to support informed decisions regarding curriculum, instruction, and assessment; and
- Implementation of a tiered system of support to differentiate programmatic interventions for all students.

PBIS is a proactive, data-informed approach to managing discipline that promotes appropriate student behavior and increased learning. The system is based upon a three-tiered framework. Tier one is a system of universal preventive practices and supports for all students across all school settings that emphasizes teaching and reinforcing expected student behaviors. Tier two provides targeted, small group interventions for students classified as "at-risk," who require additional support beyond that which is typically provided for all learners through tier one practices. Tier three provides

the most intensive level of interventions that are administered individually for students with the most significant behavioral/emotional support needs.

Using the MTSS and PBIS frameworks, Pennsylvania will provide technical assistance for LEAs and schools to provide student-, school-, and district-level interventions that address both academic and social-emotional barriers to success.

Figure 4.5: Pennsylvania's Approach to Technical Assistance Regarding Evidence-Based Interventions



During the 2017-18 school year, the Department will continue to provide professional development and technical assistance to approximately 50 school-based, interdisciplinary teams across the commonwealth. These teams will be required to utilize MTSS practices, which may be implemented across a system, which seek to address both student- and school-level academic, behavioral, and climate concerns within a recurring and systematic problem-solving process.

These efforts will ensure appropriate transitional supports for schools currently identified as Focus and Priority schools under Pennsylvania's NCLB waiver. Beginning in the 2018-19 school year – with the first round of annual meaningful differentiation and associated school identification – the Statewide System of Support will redeploy resources to all CSI schools, and provide transitional support and technical assistance to any former Focus or Priority School not identified for CSI.

High-quality Early Childhood Education. Recognizing the impact that access to high-quality early childhood education can have on a student's transition to early elementary grades and long-term academic achievement, the Office of Child Development and Early Learning (OCDEL) will also provide technical assistance and supports to low-performing elementary schools.[37] Research suggests that partnerships among K-12 schools, high-quality early learning providers, and families can positively impact both academic and non-academic student outcomes, engagement in school, family

[37] OCDEL has developed a pre-K to grade 3 (PK-3) logic model that includes focus on the following: Knowledge of Context, Family Engagement, Effective Learning Environments, Physical and Mental Health and Wellness, Leadership, Cross-sector Coordination, Responsive Relationships, and Evidence-driven Decision Making.

engagement, and the readiness of the school itself to receive young children.[38] Use of this model can assist low performing elementary schools in defining the school "readiness" needs of students, including: a student's cognitive and non-cognitive skills; the ability of teachers and schools to meet the needs of all children; the family's readiness to share information and advocate for their child; and the community's readiness to provide services to ensure positive learning environments. OCDEL has already developed tools and resources to support schools in the areas of transition, family engagement, and identifying school "readiness" needs. Four tools serve as the foundation for the support that will be offered: the Pennsylvania P3 model (a self-assessment tool), the Transition Toolkit, the Pennsylvania Partnerships for Learning Standards, and the Pennsylvania Kindergarten Entry Inventory (PA KEI). Training and technical assistance on use of these tools, as well as identifying high quality early learning programs, was made available schools beginning in the 2017-18 school year.

This model has been in practice in Pennsylvania through 50 Community Innovation Zones (CIZ) operating since 2015, working on a variety of pre-K to grade three (P3) projects including alignment of effective instructional practices; transition into formal schooling; and family engagement. All CIZ focus on the full P3 continuum and establish collaborative relationships between and among birth to age five programs, LEAs, and other community organizations. Each CIZ has a designated LEA to lead the work with emphasis on strategies that improve school performance and student outcomes. Funding for CIZ ended June 30, 2018, however, OCDEL is compiling and releasing a comprehensive manual of the strategies used by the CIZ. The manual will be available prior to June 30, 2018, and training and technical assistance in specific strategies will be available to CSI and TSI schools beginning in the 2018-19 school year. In addition, OCDEL has established an on-going P3 network comprised of the CIZs, Governor's Institutes teams, and locally supported community engagement groups. It is the hope of OCDEL that these networks will continue to work in local areas and are an opportunity for all LEAS to become informed and involved with P3 collaborative efforts.

Re-design Delivery of SEA-provided Supports. Research and lessons from leading states (e.g., Massachusetts and Tennessee) indicate that sustained improvements in student achievement require a systems approach focused on building capacity at the SEA, LEA, and school levels to implement core practices that foster sustained improvements in teaching and learning.[39] The Department will engage in a comprehensive needs assessment, facilitated by an external partner, which will focus on the Department's current mindset guiding delivery of Department supports and capacity to deliver on school improvement goals. In response to the needs assessment, the Department will develop and implement an SEA improvement plan focused on building the Department's capacity to support LEAs and schools.

C. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i) of the ESEA.

[38] Rosenkoetter, S., Schroeder, C., Rous, B., Hains, A., Shaw, J., & McCormick, K. (2009). A review of research in early childhood transition: Child and family studies. Technical Report #5. Lexington: University of Kentucky, Human Development Institute, National Early Childhood Transition Center. Available at http://www.ihdi.uky.edu/nectc/

[39] LiCalsi, C., Citkowicz, M., Friedman, L., & Brown, M. (2015). Evaluation of Massachusetts district and school turnaround assistance: Impact of school redesign grants. Chicago, IL: American Institutes for Research. Retrieved from http://www.air.org/sites/default/files/downloads/report/15-2687_SRG_Impact-Report_ed_FINAL.pdf; Rhim, L.M., & Redding, S. (Eds). (2014). The state role in turnaround: Emerging best practices. San Francisco, CA: WestEd; The Center on School Turnaround. (2017). Four domains for rapid school improvement: A systems framework [The Center for School Turnaround at WestEd]. San Francisco, CA: WestEd. Retrieved from http://centeronschoolturnaround.org/wphttp://centeronschoolturnaround.org/wp-content/uploads/2017/02/CST_Four-Domains-Framework-Final.pdfcontent/uploads/2017/02/CST_Four-Domains-Framework-Final.pdf

Given the well-documented limitations of pre-identified, prescriptive school reforms,[40] Pennsylvania believes that school reform strategies should be tailored to address specific challenges and local context. To ensure appropriate, focused and tailored supports for schools that fail to meet CSI exit criteria within four years of initial identification, Pennsylvania will take more rigorous actions to include the following strategies based on school needs:

- Where returning CSI schools are exhibiting especially acute challenges, require them to participate in a networked improvement community,41 utilizing an evidence-based framework for building the capacity of schools to achieve improvement goals;42
- Partner with returning CSI schools and their LEAs to identify an external partner with an evidence-based model for improving LEA and school performance in the identified priority areas;
- Require additional Department approvals of LEA- and building-level expenditures associated with ESSA;
- Require more frequent updates to the Department and to the school's community on progress towards interim and long-term goals; and
- Review and approve an amended comprehensive support and improvement plan that establishes specific interventions for the areas not showing improvement and that provide support for continuation of strategies showing success.

For all schools that fail to exit CSI status after four years of initial identification, school improvement plans will be revised and will provide detailed SEA, LEA, and school-level strategies to ensure shared responsibility and adequate provision of technical resources. Pennsylvania has significant, existing legislative authority to support this work, including the ability to appoint recovery officers and require submission of recovery plans in academically and financially challenged school districts (Act 141 of 2012). Chief recovery officers have broad discretion with respect to district finance, operations, and staffing, and may close and reconstitute schools, cancel and renegotiate contracts, and direct the locally-elected school board to implement needed reforms.

In addition to state-led recovery efforts, Pennsylvania will permit individual districts to propose a more rigorous, locally-developed plan for interventions in returning CSI schools. This aspect of our plan recognizes that the challenges facing a struggling school cannot be disentangled from community and LEA factors such as district leadership, recurring resources, and resource allocation. Locally-developed plans must be approved by the Department.

D. Periodic Resource Review. Describe how the SEA will periodically review, identify, and, to the extent practicable, address any identified inequities in resources to ensure sufficient support for school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement consistent with the requirements in section 1111(d)(3)(A)(ii) of the ESEA.

During the school improvement monitoring process, Pennsylvania will review and assess – and LEAs will have the opportunity to identify – specific resource needs. This information will be reviewed by Department staff prior to awarding school improvement funding to ensure adequate attention to potential inequities or funding gaps, and such reviews will remain a feature of regular reporting and monitoring. To ensure appropriate attention to LEAs serving higher numbers or percentages of schools identified for CSI or A-TSI, the Department will commission an annual priority needs survey through its Division of Federal Programs.

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[40] The most rigorous study to date, "found no evidence that School Improvement Grant-funded models (which emphasized wholesale staffing changes, school closure, and charter school conversion) affected student outcomes." https://ies.ed.gov/ncee/pubs/20174013/pdf/20174013.pdf

[41] A "networked improvement community" is an issue based community of practice that includes all schools identified for improvement that need to address the same issue in their improvement plans. For more information on this practice, see, e.g., http://www.nasbe.org/policy-update/state-role-in-incubating-school-improvement-networks/

[42] Bryk, A.S., Gomez, L.M., Grunow, A., & LeMahieu, P.G. (2015). Learning to improve: How America's schools can get better at getting better. Cambridge, MA: Harvard Education Press.

Section 5: Supporting Excellent Educators

Pennsylvania's Current Educator Workforce

ESSA requirements in the areas of teacher equity and effectiveness can provide an opportunity for a statewide discussion about teacher shortages, supports for our existing teacher preparation programs, and rigorous and effective alternate routes to certification. The federal law provides increased flexibility for states and LEAs to leverage available Title II, Part A funding to support the recruitment, preparation, induction, and ongoing development of teachers, principals, and other education leaders, with a particular focus on meeting the needs of vulnerable students. Improved data quality and stronger partnerships between LEAs and preparing institutions and programs are vital to all three goals.

Pennsylvania's educator workforce is comprised of more than 147,000 teachers, principals, superintendents, and other school leaders, as well as approximately 72,000 paraprofessionals and other support staff. As of 2017, Pennsylvania has 131 educator preparation program providers offering 3,236 undergraduate and post-baccalaureate programs.[43] The commonwealth's certification requirements are recognized as among the most rigorous and comprehensive in the nation,[44] as evidenced by the state's participation in the National Association of State Directors of Teacher Education and Certification, some of the nation's highest passing score requirements on subject area tests, and rigorous GPA and student teaching requirements.

Despite these strengths, Pennsylvania, like other states,[45] is facing a steep decline in the number of qualified teaching candidates, particularly in rural and urban school districts and for hard-to-staff areas like special education, English language instruction, and STEM.[46] Since 1996, the number of undergraduate education majors in Pennsylvania has declined by 55 percent, while the number of newly certified teachers (Instructional I) has dropped by 63 percent since 2010.[48]

In addition to a declining supply of new classroom educators, many Pennsylvania districts also see high turnover rates among school and district leaders. In 2015-16, nearly one in every five schools in Pennsylvania experienced principal turnover. And between 2009-10 and 2015-16, nearly 30 percent of Pennsylvania school districts (140) employed three[47] or more different superintendents; three of these districts employed five superintendents, and 24 employed four.[48]
Of equal concern to the supply and retention of qualified teachers and school leaders is the lack of diversity within Pennsylvania's educator workforce. Research suggests that educator diversity can play an important part in closing achievement gaps and improving school climate. For example, a recent study by Vanderbilt University linked teachers'

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[43] Based on 2014-2015 data. Of these 122 program providers, 91 are traditional, 30 are alternative, IHE-based, and one is alternative, not IHE-based. See Pennsylvania's profile on Title II, Higher Education Act, U.S. Department of Education, https://title2.ed.gov/Public/Report/StateHome.aspx

[44] *Pennsylvania Certification*, PDE, http://www.education.pa.gov/Teachers%20-%20Administrators/Certifications/Pennsylvania%20Certification/Pages/default.aspx

[45] Motoko Rich, "Teacher Shortages Spur a Nationwide Hiring Scramble (Credentials Optional)," New York Times, August 9, 2015, https://www.nytimes.com/2015/08/10/us/teacher-shortages-spur-a-nationwide-hiring-scramble-credentials-optional.html?_r=0.

[46] As part of its annual report to the U.S. Department of Education, PDE identified 33 school districts, 15 IUs, and 26 charter schools in Pennsylvania currently experiencing teacher shortages. See *Teacher Shortage Areas (TSA) Nationwide Listing for -1991 through 2016-2017*, U.S. Department of Education, August 2016, https://www2.ed.gov/about/offices/list/ope/pol/tsa.html#list.

[47] Data Source: PA Department of Education, PA Information Management System (PIMS) data

[48] PDE data

race with odds of African American students being labeled as gifted,[49] and research from Johns Hopkins University exploring the prevalence and impact of implicit bias found that race biases teachers' expectations for students of color.[50] Nationally, only 18 percent of teachers are persons of color;[51] in Pennsylvania, the figure is just 4 percent, compared with 29 percent of the state's public school enrollment.[52] Since 1996, the enrollment of African American students in Pennsylvania postsecondary education majors has decreased by 60 percent. This trend carries into bachelor's degree production in education. The number of graduates has decreased by 39 percent since 2000. The decrease in diverse graduates is even higher: African American graduates in education have decreased by 71 percent since 2000, and in 2014, there were only 29 African American male graduates in Pennsylvania and 20 Latino male graduates. These declines create significant challenges for schools trying to diversify their staffs.

Given the current reality in the supply of new and diverse educators in Pennsylvania, it is vital for PDE to develop and promote teacher preparation pipelines that ensure that the most talented and diverse students enter the teaching profession.

While recruitment is an essential first step, retention, support, and development of educators are equally important strategies for meeting the educational needs of all students. To that end, the Department will leverage Title II, Part A funding to support current and future educators at multiple points through their careers to ensure that they have the skills and tools needed to support student achievement and advance equity. Proposed fund usage will expand teacher and principal residency programs, which provide clinical experience and intensive supports, and support initiatives that improve coherence between educators' pre-service experience, induction, and future professional learning.

The Department also encourages LEAs to review non-regulatory guidance published by the U.S. Department of Education regarding eligible uses of Title II, Part A funding in the development of their own plans and program strategies.[53]

Investing in the Success of Pennsylvania Educators: Preparation, Induction, Mentoring, and Professional Development

PDE has invested significant resources to provide high-quality, evidence-based induction, mentoring, and professional development supports to educators throughout their careers that will improve both student- and school-level outcomes. Using the *Nine Building Blocks for a World-Class Education System* framework developed by the National Center for Education and the Economy (NCEE) (see Figure 5.1), PDE has developed a common framework for school and district leadership to ensure continuous improvement and a focus on meeting the needs of Pennsylvania's diverse students, schools, and communities.

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[49] J. Grissom and C. Redding, "Discretion and Disproportionality: Explaining the Underrepresentation of High-Achieving Students of Color in Gifted Programs," *American Educational Research Associatio*n (AERA) Open, January 2016, https://news.vanderbilt.edu/files/Grissom_AERAOpen_GiftedStudents1.pdf.

[50] S. Gershenson et al., "Who believes in me? The effect of student-teacher demographic match on teacher expectations," *Economics of Education Review*, vol. 52, June 2016, 209-224.

[51] *The State of Racial Diversity in the Educator Workforce*, Office of Planning, Evaluation and Policy Development, U.S. Department of Education, July 2016, https://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf.

[52] Boser, Ulrich. (2014). Teacher Diversity Revisited. The Center for American Progress, Washington, D.C.

[53] *Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Leading*, U.S. Department of Education, September 27, 2016, https://www2.ed.gov/policy/elsec/leg/essa/essatitleiipartaguidance.pdf.

Figure 5.1: Nine Building Blocks for a World-Class Education System

1. Provide strong supports for children and their families before students arrive at school.
2. Provide more resources for at-risk students.
3. Develop world-class, highly coherent instructional systems.
4. Create clear gateways for students through the system, set to global standards, with no dead ends.
5. Assure an abundant supply of highly qualified teachers.
6. Redesign schools to be places in which teachers will be treated as professionals, with incentives and support to continuously improve their professional practice and the performance of their students.
7. Create an effective system of career and technical education and training.
8. Create a leadership development system that develops leaders at all levels to manage such systems effectively.
9. Institute a governance system that has the authority and legitimacy to develop coherent, powerful policies and is capable of implementing them at scale.

With this framework as a base, PDE has worked to develop courses and tools that focus on themes of equity, data-driven instruction and decision-making, cultural competency, and trauma-informed instruction.

H. 5.1 Educator Development, Retention, and Advancement.

Instructions: Consistent with sections 2101 and 2102 of the ESEA, if an SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.

A. Certification and Licensure Systems. Does the SEA intend to use Title II, Part A funds or funds from other included programs for certifying and licensing teachers and principals or other school leaders?
☑ Yes. If yes, provide a description of the systems for certification and licensure below.

PDE is committed to providing all students in the commonwealth with access to effective educators who continuously grow and improve their professional competency and practice.

The Department's Bureau of School Leadership and Teacher Quality is responsible for certifying educators in Pennsylvania. The Teacher Information Management System (TIMS), launched in 2011, is the portal through which educators apply for and submit evidence required for certification. In 2016, more than 28,000 applications were processed through TIMS. A complete overview of the certification and licensure structure in Pennsylvania is available on PDE's website.[54]

While TIMS provides educators and the Department with a streamlined system for submitting, processing, and approving teacher certifications; there is currently no streamlined one-stop shop to connect credentialed educators with open positions in the commonwealth. Depending on the availability of funds, Pennsylvania intends to use Title II, Part A funds to expand the current functionality of TIMS to create a statewide educator clearinghouse. The clearinghouse would provide a venue to match credentialed teachers with openings in the commonwealth, improve efficiency of human resource operations among LEA's statewide, and enhance the commonwealth's understanding of present and future workforce demands, pre-K to 12.

[54] *Certifications*, PA Department of Education, http://www.education.pa.gov/Teachers%20-%20Administrators/Certifications/Pages/default.aspx

ESSA Stakeholder Feedback and Workgroup Recommendations

During Phase One of ESSA stakeholder engagement in 2016, the Educator Preparation workgroup convened by PDE defined an effective educator as: "one who engages all students in learning, demonstrates instructional and subject matter competence, and continuously grows and improves his/her own professional competency and practice."[55] This workgroup also developed the recommendations to improve educator preparation through state-led efforts to:

- Promote and increase opportunities to recruit, retain, and ensure a diverse, talented, and supported educator workforce.
- Promote and support collaborative in-field, practical experiences as a crucial component of educator preparation.
- Promote and increase opportunities to recruit, retain, and support diverse and talented school leaders.

The Department considered these stakeholder recommendations, as well as available evidence and research, in identify current and proposed initiatives that would help meet the workforce demands and the educational needs of Pennsylvania's diverse learners.

Current Initiatives to Support Effective School and District Leaders in Pennsylvania

- ***Preparing Principals for Early Learning (Eligible Partnership Grants).*** Pennsylvania is currently funding three Eligible Partnership Grants using Title II, Part A funds with a focus on helping principals close achievement gaps in their buildings and provide an emphasis on early learning.[56] PDE's Office of Postsecondary and Higher Education (OPHE) and Office of Child Development and Early Learning (OCDEL) worked collaboratively to incentivize high-quality partnerships between institutions of higher education and LEAs. The grants help principals improve their knowledge and practices by:

    i. Using research-based strategies that recognize the importance of pre-K to 4 early learning;
    ii. Supporting children when they start school so that early achievement gaps are recognized and addressed immediately;
    iii. Developing comprehensive, developmentally-appropriate skills, knowledge, and dispositions that are fundamental to student success in grades pre-K to 4; and
    iv. Ensuring children are reading on grade level by third grade, a critical milestone for ensuring long-term academic success.

These efforts are aligned with the definition of "professional development" under ESSA, which contemplates sustained, evidence-based activities that can include early childhood education program providers and school staff to improve transitions for young learners to elementary school.[57]

Proposed New Initiatives under ESSA

- ***Educator Clearinghouse to Connect Teachers with Opportunities.*** As mentioned previously, Pennsylvania – like other states – faces emerging and chronic teacher shortages, particularly in hard-to-staff areas. Currently there is no streamlined one-stop shop to connect credentialed educators with open positions in the commonwealth. Depending on the availability of funds, Pennsylvania intends to use Title II, Part A funds to expand the current functionality of TIMS to create an educator clearinghouse, which would provide an online

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[55] The Every Student Succeeds Act in Pennsylvania: Recommendations From Stakeholder Work Groups and Associated Research, http://www.education.pa.gov/Documents/K-12/ESSA/Stakeholder/10-18-16/AIR%20Report.pdf

[56] The Department awarded more than $3 million from the Eligible Partnership Grants Program in January 2017 to LaSalle University's Early Learning Principal Instructional Coaching Program: Building Bridges to Enhance Early Learning; Shippensburg University's Learning to Lead program; and Temple University's Early Grades Instructional Leader program.

[57] See definition of "professional development" in ESSA section 8101(42).

venue to match self-identified credentialed teachers interested in employment opportunities with real-time data on openings by certification provided by LEAs across the commonwealth. The clearinghouse would improve efficiency for both teachers, school districts, and pre-K programs, and also provide data for the commonwealth to better understand the workforce demands in the pre-K to 12 workplace.

B. **Educator Preparation Program Strategies.** *Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's strategies to improve educator preparation programs consistent with section 2101(d)(2)(M) of the ESEA, particularly for educators of low-income and minority students?*
If yes, provide a description of the strategies to improve educator preparation programs below.
X Yes.

Current Initiatives to Improve Educator Preparation in Pennsylvania

Preparing Educators to Serve in High-Need Schools and Communities: PDE currently has two grant competitions that promote partnerships between LEAs and educator preparation program providers that focus on improving educators' ability to serve low-income and minority students in schools with significant resource challenges (high-poverty schools with teacher shortages).

- Supported through Title II, Part A funding, the Eligible Partnership Postsecondary Grant for High Quality Principals focuses on enhancing instruction in schools through added focus in preparation programs in early grades to improve student achievement in later years. Grants are awarded to institutions of higher education which have program approval to prepare principals in partnership with a high-need LEA (as defined by ESEA). The grants were awarded in November 2016 and run through September 2018.
- The Department also recently created a grant competition to create alternative postbaccalaureate certification pathways created under a federal Troops to Teachers grant for at least 50 veterans to teach in critical shortage areas in high-need schools. The grants will run from September 2017 until May 2018.

Identifying Teacher Shortages and Underserved Communities: Each year, the Department's Bureau of School Leadership and Teacher Quality reports teacher shortage areas to the U.S. Department of Education. The report includes subject areas and LEAs experiencing shortages, including those in urban, suburban, and rural areas. Certification candidates teaching in underserved, low-income communities are eligible for scholarships to help complete coursework and reduce student loans through the federal TEACH Grant.[58] In addition, the Department is also working to build innovative and sustainable career oriented pathways for current early childhood education professionals to earn industry-recognized credentials[59] and gain skills and knowledge needed to help all young children learn and develop. These efforts are supported by federal Race to the Top Early Learning Challenge funds, and were developed in partnership between PDE's Offices of Child Development and Early Learning, and Postsecondary and Higher Education.

Supporting English Learners and Students with Disabilities: PDE requires that teacher education programs include a minimum of nine credits, or 270 hours, or an equivalent combination, that focuses on accommodations and adaptations for students with disabilities provided in an inclusive setting. Within the content of these credits/hours,

[58] Students must be enrolled in a TEACH Grant-eligible program that leads to a bachelor's degree or higher in a high-need field. Students who agree to serve as a full-time teacher in a high-need field in an elementary or secondary school that serves students from low-income families are eligible to receive up to $4,000 annually. Participating institutions have the authority to determine which of its programs meet the requirements to be TEACH Grant-eligible.
[59] These credentials include a credit-bearing Child Development Associate certificate; an associate's degree; a bachelor's degree; and/or a Pennsylvania ECE PreK-4 instructional certificate.

instruction in literacy and cognitive skills development for students with disabilities is required. At least three additional credits, or 90 additional hours, or an equivalent combination, must address the instructional needs of English learners.[60]

Identifying Opportunities Informed by Research and Stakeholder Feedback

Members of Pennsylvania's Educator Preparation stakeholder workgroup identified promoting collaborative in-field, practical experiences as a crucial component of educator preparation, and encouraged the Department to consider supporting these types of initiatives through Title II, Part A of ESSA. The workgroup explicitly discussed leveraging available funds to support high-quality, clinical experiences – such as residency programs – to improve the readiness of novice teachers and principals, with a particular emphasis on supporting educators serving in schools and communities with significant needs.

Figure 5.2. Key Characteristics of Teacher Residency Programs[61]

- Strong partnerships between school districts and universities;
- High-ability candidates/residents to meet specific district hiring needs, especially in fields where there are shortages;
- A full year of clinical practice teaching alongside an expert mentor teacher;
- Relevant coursework that is tightly integrated with clinical practice;
- Expert mentor teachers recruited and trained to co-teach with residents;
- Cohorts of residents in "teaching schools" that model good practices with diverse learners and are designed to help novice residents learn to teach;
- Ongoing mentoring and support for graduates; and
- Financial support for residents in exchange for committing to teach in the sponsoring district for a minimum number of years.

National studies of teacher residency programs have suggested that such a model is associated with significantly improved retention rates.[62] Emerging evidence suggests that clinical residency programs can provide a resource to address educator shortages in certification shortage areas and provide a pathway to attract and retain talented teaching candidates by offering future educators an opportunity to receive mentorship and gain experience alongside experienced educators.

Proposed New Initiatives under ESSA to Support Educator Preparation

- **Teacher and** Principal **Clinical Residency Programs**. Recognizing the importance of clinical experience in helping new teachers and principals – and, by extension, their students – succeed, PDE plans to utilize Title II, Part A funding, including the 3 percent set-aside of LEA grants for supporting principals and school leaders, which is 2.85 percent of the SEA's total Title II, Part A allocation),[63] to support rigorous, Department-approved teacher and leader clinical residency programs through a competitive grant program. This will leverage partnerships between districts and educator preparation programs. These programs would embed at least one

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[60] Pa. Code §49.13(4)(i); Guidance is provided in the Accommodations & Adaptions for Diverse Learners Guidelines, 2008.

[61] Source: R. Guha, M.E. Hyler, and L. Darling-Hammond, *The Teacher Residency: An Innovative Model for Preparing Teachers*, Learning Policy Institute, 2016, https://learningpolicyinstitute.org/sites/default/files/product-files/Teacher_Residency_Innovative_Model_Preparing_Teachers_REPORT.pdf

[62] R. Guha, M.E. Hyler, and L. Darling-Hammond, *The Teacher Residency: An Innovative Model for Preparing Teachers*, Learning Policy Institute, 2016, https://learningpolicyinstitute.org/sites/default/files/product-files/Teacher_Residency_Innovative_Model_Preparing_Teachers_REPORT.pdf

[63] Based on Pennsylvania's current Title II, Part A allocation, this set-aside would amount to approximately $2.36 million. [66] X. Zhang, "Building Future Teachers for Pennsylvania through K-16 Partnerships," REL Mid-Atlantic, December 2016, prepared for the Pennsylvania Department of Education (limited circulation document).

year of clinical experience within preparation programs, and would emphasize a residency model in which preparing educators are living and working in the communities and schools where they are learning and serving. Priority consideration will be given to communities that have reported chronic, multiple shortage areas.

At the state level, Pennsylvania previously used Title II, Part A funding to support a year-long clinical pilot for a STEM-focused teacher preparation program. The clinical model prepared student teachers, or "residents," alongside more experienced cooperating teachers within high need schools. Results from this pilot suggest that the student teachers/residents felt prepared to teach, and their classroom mentors and site directors reported that participants were more prepared to teach than traditional student teachers with shorter field work experiences.[66] Teacher mentors also reported that their teacher residents excelled in building relationships with students, showing students the real-world application of abstract concepts, trying new instructional strategies, and incorporating technology in the classroom.[64]

C. **Educator Growth and Development Systems.** *Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's systems of professional growth and improvement for educators that addresses: 1) induction; 2) development, consistent with the definition of professional development in section 8002(42) of the ESEA; 3) compensation; and 4) advancement for teachers, principals, and other school leaders.*
This may also include how the SEA will work with LEAs in the State to develop or implement systems of professional growth and improvement, consistent with section 2102(b)(2)(B) of the ESEA; or State or local educator evaluation and support systems consistent with section 2101(c)(4)(B)(ii) of the ESEA?
☒ Yes. If yes, provide a description of the educator growth and development systems.

Pennsylvania plans to use a portion of its Title II, Part A funding to advance an array of educator growth and development systems. As noted above, the state's proposed investments are guided by the fact that educator and school leader turnover – which occur at higher rates in schools with large numbers of historically-underserved students – is a chief obstacle in ensuring equitable access to excellent educators. Pennsylvania believes, and research indicates, that leadership capacity is vital to creating the work and learning conditions that can reduce turnover rates, and protect substantial, early-career investments in preparation, induction, and mentoring. Three key initiatives – designed to build leadership capacity at the classroom, building, and district levels – are detailed below.

Current Initiatives to Support Effective School and District Leaders in Pennsylvania

Leadership matters. Next to classroom teachers, principals have the greatest impact on student achievement, and that impact is amplified in schools with the greatest needs.[65] School leaders set the context and create the conditions for ensuring effective instruction and creating a positive school climate. Research suggests that principals' effectiveness improves over time[66] and that the intensity of professional development and supports can lead to greater principal effectiveness.[67]

- ***PA Inspired Leadership (PIL) Program.*** To support new principals and work to ensure that all schools have great leaders, Pennsylvania provides evidence-based induction to new principals and assistant principals. This induction is provided through the Pennsylvania Inspired Leadership (PIL) Program and focuses on foundational concepts of school leadership and equity. All new school and system leaders are required by statute to participate in a two-year program focused on core competencies aligned with NCEE's *Nine Building Blocks for a*

[64] Ibid.
[65] K. Leithwood et al., *Review of Research: How Leadership Influences Student Learning*, Wallace Foundation, 2004, http://www.wallacefoundation.org/knowledge-center/Documents/How-Leadership-Influences-Student-Learning.pdf.
[66] D. Clark, P. Martorell, and J. Rockoff, "School Principals and School Performance. Working Paper 38," *National Center for Analysis of Longitudinal Data in Education Research, The Urban Institute*, 2009, https://eric.ed.gov/?id=ED509693.
[67] Clark, Martorell, and Rockoff, 2009.

World-Class Education System and Pennsylvania's Framework for Leadership. After new principals and assistant principals have completed the PIL induction coursework, school and system leaders can access evidence-based professional development opportunities that are tailored to their specific interests and needs.

- ***Differentiated Supports for Principals (National SEED Project).*** Recognizing the important role that principals play in promoting student and school success, the Department continues to work to develop new, research-based professional development opportunities that help prepare principals to effectively serve their students, schools, and communities.

  Pennsylvania is one of only three states (Pennsylvania, Mississippi, Kentucky) collaborating with the National Institute for School Leadership (NISL) to create a national credentialing system for principals as part of a National Supporting Effective Educator Development (SEED) grant. The program, launched in 2015, is currently in its first cohort of 79 principals from 43 school districts (30 urban, five suburban, and eight rural). Through this rigorous program, Pennsylvania will pilot a system to certify individuals as master and lead principals. Pennsylvania and NISL are hopeful that this certification system can serve as a model for a national certification system for master and lead principals. In addition to creating value for their own schools and districts, certified master and lead principals will be available to serve as robust mentors for new principals. This program builds on the foundation of the PIL Program, and aims to create a common language and set of leadership competencies that apply throughout the school, district and community leadership continuum.

- ***Secretary's Superintendents' Academy.*** PDE is addressing the challenge of high turnover among superintendents, particularly those serving high-need communities, through the Pennsylvania Superintendents' Academy. Launched in May 2016, the Superintendents' Academy was designed to engage superintendents in the work of improving achievement where significant numbers of students – in both urban and rural areas – face the challenges of poverty. Academy participants translate their learning into meaningful changes for their districts and communities through Action Learning Projects. Action Learning Projects are designed to be implemented in the home districts of the participating superintendents. More than 80 superintendents from 25 rural, 11 suburban, and 45 urban school districts across the commonwealth are participating in the first cohort of the Academy; an additional 32 superintendents are expected to participate in the second cohort, to be launched in the 2017-18 school year.

Proposed New Initiatives under ESSA to Support Effective School and District Leaders in Pennsylvania

- ***Supporting Teacher Leaders.*** Support and development of Pennsylvania's workforce is vital to ensure that every learner has access to a world-class education system that academically prepares students to succeed as productive citizens. In conjunction with stakeholders across the commonwealth, PDE plans to develop teacher leader standards to build and implement teacher leader models. Leveraging Title II, Part A funding, PDE plans to support innovative teacher leader models and resources aligned to district goals and educator learning needs.

- ***Building Principal Capacity.*** Principals and other school leaders will play a vital role in helping Pennsylvania realize the new responsibilities and opportunities to advance equity and ensure academic and postsecondary success for all students contemplated under ESSA. To ensure that education leaders are supported in this important endeavor, Pennsylvania has engaged with the Wallace Foundation, Pittsburgh Public Schools, the School District of Philadelphia, the Urban League of Greater Pittsburgh, higher education partners, and advocacy groups to identify research-based strategies to support the educator leader pipeline under ESSA.

  To develop current principals, assistant principals, and aspiring principals, PDE will offer grants to encourage innovative partnerships between educator preparation programs and LEAs to provide targeted learning opportunities for current principals to improve school-based outcomes. To support aspiring school leaders, PDE will offer grants to support similar programming for assistant principals.

  In recognition of emerging evidence on the role of principal supervisors, Pennsylvania plans to use available Title II, Part A funding to implement a statewide principal coaching model. Research from the Wallace

Foundation suggests that principal supervisors can positively affect student results by helping principals grow as instructional leaders.[68] With training and support, principal supervisors can assess and evaluate leadership practices and identify professional learning opportunities, which lead to improvements in the quality of teaching, learning, and achievement. Additionally, principal supervisors can ensure that principals' work and vision aligns with district goals, and that principals are effectively supported to ensure the success of school leaders, schools, and students.

I. 5.2 Support for Educators.

Instructions: Consistent with sections 2101 and 2102 of the ESEA, if the SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.

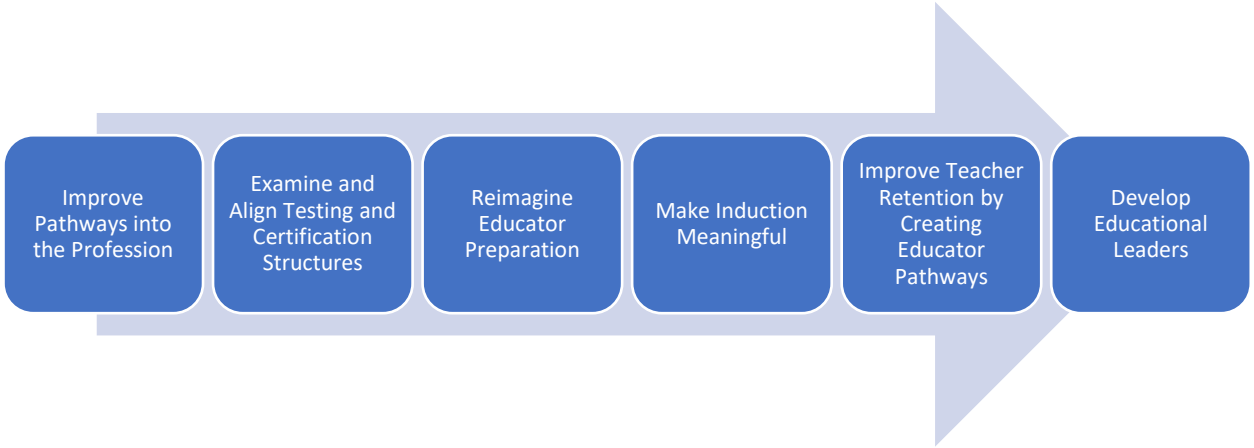
A. Resources to Support State-level Strategies. Describe how the SEA will use Title II, Part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support State-level strategies designed to:

i. Increase student achievement consistent with the challenging State academic standards;
ii. Improve the quality and effectiveness of teachers, principals, and other school leaders;
iii. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
iv. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

PDE's mission is to ensure that every learner has access to a world-class education that academically prepares children and adults to succeed as productive citizens. To meet this goal, educators must be prepared to teach children from diverse ethnic and racial backgrounds, who are more likely than ever to be socioeconomically disadvantaged and have diverse learning needs. Changing conditions in
Pennsylvania require thoughtful consideration of pathways that lead into education as a profession, an examination of testing and certification requirements, and intentional design of professional development that provides a wide range of support and opportunities for ongoing development of teachers and leaders. Pennsylvania's plan for supporting excellent educators was informed through the engagement of educators and representatives from a diverse group of stakeholders including a stakeholder workgroup focused on educator preparation.

[68] K. Leithwood et al., *Review of Research: How Leadership Influences Student Learning*, Wallace Foundation, 2004, http://www.wallacefoundation.org/knowledge-center/Documents/How-Leadership-Influences-Student-Learning.pdf

Figure 5.3. Supporting Excellent Educators in Pennsylvania



To meet the current and long-term educator workforce needs of the commonwealth, the Department will leverage available Title II, Part A funds to establish or expand multiple and supported pathways into teaching from K-12 schools, the military, and Pennsylvania's current educator workforce.

Current Initiatives to Support Educators in PA

- ***Ensuring Equitable Access to Effective Educators.*** In September 2015, Pennsylvania's State Plan for Ensuring Equitable Access to Excellent Educators for All Students (Educator Equity Plan) was approved by the U.S. Department of Education. As detailed in Section 5.3 (Educator Equity), Pennsylvania has identified several equity gaps, including root causes, that prevent all students from accessing excellent educators and is committed to working with stakeholders to develop more accurate and meaningful definitions of educator effectiveness as well as enhance data collection systems.

- ***Troops to Teachers***. Through a $400,000 federal grant managed by the Defense Activity for Nontraditional Education Support (DANTES), Pennsylvania is implementing a statewide Troops to Teachers program to support veterans transitioning from military service into the educator workforce. Through this initiative, Pennsylvania will implement a statewide network of multiple teacher preparation programs in partnership with the commonwealth's neediest schools. The aim is to implement one or more alternative pathways to Pennsylvania certification that enables veterans who already hold at least a bachelor's degree, to complete critical, specially-designed education courses and immediate opportunities to practice those knowledge and skills as part of the pathway to Pennsylvania teacher certification.

- ***Standards Aligned System (SAS) Portal.*** The online SAS portal is designed to organize and deliver educational content carefully aligned to the Pennsylvania Core Standards and provide educators with integrated classroom tools to enhance their teaching effectiveness. The SAS portal also provides Pennsylvania educators with leading edge networking technologies that create opportunities to communicate and collaborate with peers across the commonwealth. The SAS portal provides specific resources in six areas: Standards; Assessments; Curriculum Framework; Instruction; Materials and Resources; and Safe and Supportive Schools. The SAS portal is free and open to the public, and users who choose to register can gain access to additional SAS tools to communicate, create, and store curricular content and evaluate student performance.

Proposed New Initiatives under ESSA to Support Educators in PA

- ***K-12 Educator Pipeline.*** To begin to develop a pipeline of talented and diverse educators into Pennsylvania's educator workforce, Pennsylvania plans to implement a statewide teacher recruitment initiative to encourage high school students to consider teaching as a profession. Through seed grants, PDE would provide technical assistance to support secondary schools implementing curriculum which encourages exploration of teaching as

a career. The Department would also support the development of teaching academy magnet high schools across the commonwealth to proactively promote the long-term development of a diverse and talented educator workforce for Pennsylvania.

- ***Paraprofessionals Pathway Program.*** In addition to engaging students in the K-12 system to participate in career pathways to the teaching profession, the Department plans to use available Title II, Part A funding to help another potential untapped supply of teachers: paraprofessionals currently working in schools. Research suggests that this population is more likely to be diverse and multilingual than classroom teachers.[69] Additional evidence suggests that paraprofessionals can have a positive influence on student outcomes, including student test scores in reading and minority student test scores in math and that paraprofessional can also help reduce rates of absenteeism.[70] In light of this research, PDE would use available federal funding to encourage partnership between educator preparation programs and school districts to develop pathways into the classroom for paraprofessionals.

B. Skills to Address Specific Learning Needs. Describe how the SEA will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students, consistent with section 2101(d)(2)(J) of the ESEA.

ESSA's definition of "professional development" includes activities that provide educators, including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators, with knowledge and skills to help students succeed in a challenging, well-rounded education.[71] This includes strategies that are designed to give teachers and instructional staff the tools and skills to provide instruction and supports to English Learners, students with disabilities, gifted and talented students, and students with low literacy levels.

Utilizing the Multi-Tiered Systems of Support (MTSS) model, which provides a continuum of tailored supports to assist students at all levels, PDE will work with LEAs to provide comprehensive, on-site technical assistance and support to ensure that students with specific learning needs, such as students with disabilities, English Learners, gifted and talented students, and students with low literacy levels have their learning needs met. Specifically, PDE will provide support to help LEAs and schools analyze data to identify gaps and create responsive interventions. The Department would then monitor ongoing progress through both achievement and growth data to ensure that interventions are yielding intended outcomes. MTSS is an evidence-based model that provides literacy interventions in addition to grade level core instruction and provides for enrichment opportunities for gifted students.

In addition, the Department is working to embed culturally responsive and trauma-informed concepts and competencies within professional development programs and resources available for Pennsylvania educators. Implementation of these resources began in the 2018-19 school year and is expected to reach at least 2,000 educators and administrators each year.

Finally, as referenced previously, Pennsylvania requires that all preparing teachers undergo a minimum of nine credits, or 270 hours, or an equivalent combination, that focuses on accommodations and adaptations for students with disabilities provided in an inclusive setting. Within the content of these credits/hours, instruction in literacy and cognitive

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[69] Conor P. Williams, Amaya Garcia, Kaylan Connally, Shayna Cook, and Kim Dancy, Multilingual Paraprofessionals: An Untapped Resource for Supporting American Pluralism (Washington, D.C.: New America, June 2016), https://na-production.s3.amazonaws.com/documents/DLLWH_ParasBrief6.1.pdf.

[70] Charles T. Clotfelter, Steven W. Hemelt, and Helen F. Ladd, Teaching Assistants and Nonteaching Staff: Do They Improve Student Outcomes? CALDER working paper 169 (Washington, D.C.: National Center for Analysis of Longitudinal Data in Education Research, October 2016), http://www.caldercenter.org/sites/default/files/WP%20169.pdf

[71] See full definition of "professional development" in ESSA section 8101(43).

skills development for students with disabilities is required. At least three additional credits, or 90 additional hours, or an equivalent combination, must address the instructional needs of English Learners.[72]

J. 5.3 Educator Equity.

Disproportionate Rates of Access to Educators *(ESEA section 1111(g)(1)(B)):* Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA will use to evaluate and publicly report the progress of the State educational agency with respect to such description.[73]

Recognizing the significant impact that educators have on student outcomes, Pennsylvania is committed to ensuring that all students – including students living in poverty and students of color – are taught by excellent teachers in schools led by effective principals and school leaders who create conditions for success. State leaders are acutely aware that low-income and minority students in Title I schools are nearly twice as likely as their peers to be served by inexperienced teachers, and minority students in Title I buildings are also disproportionately served – more than twice as much as their peers – by out-of field teachers. Pennsylvania believes that public reporting in this area is vital for ensuring shared accountability between the state leaders who hold responsibility for policy levers to expand and diversify educator pipelines, and the local leaders who manage efforts to ensure equitable access at scale.

This work reaffirms the requirements under the Elementary and Secondary Education Act in which state education agencies are required to describe steps taken "to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers, and the measures that the [SEA] will use to evaluate and publicly report the progress of the [SEA] with respect to such steps."[74] Under ESSA, equity requirements remain largely the same; however, ESSA eliminates the "highly qualified teacher" requirements of No Child Left Behind, and requires that states

ensure that low-income students and students of color enrolled in Title I schools are not taught disproportionately by inexperienced, ineffective, or out-of-field teachers.

In response to these changes under ESSA, Pennsylvania brought together a group of stakeholders – including current and former educators, administrators, advocates, and policymakers – in the summer and fall of 2016 to develop recommendations related to educator preparation and evaluation provisions under the new federal law. The Educator Preparation workgroup developed the following recommendation for defining "effective teachers" under ESSA: Teachers who strive to engage all students in learning, demonstrate instructional and subject matter competence, and continuously grow and improve.

Pennsylvania's Approach to Measuring Rates of Ineffective, Inexperienced, and Out of Field Educators

Consistent with commitments in the Department's January 2018 approved Consolidated State Plan, Pennsylvania convened regional stakeholder forums during the spring of 2018 to gather additional input on potential metrics to meet ESSA's educator equity reporting requirements. Additionally, the Department commissioned the American Institutes for Research (AIR) to pair stakeholder feedback with relevant policy analysis and research. AIR prepared a report summarizing the findings of the stakeholder sessions and identifying five broad measures that were consistently cited by

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[72] 22 Pa. Code §49.13(4)(i); Guidance is provided in the Accommodations & Adaptions for Diverse Learners Guidelines, 2008.
[73] Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a state to develop or implement a teacher, principal, or other school leader evaluation system.
[74] ESEA Section 1111(b)(8)(C)

stakeholder participants as possible and desirable elements in operationalizing a definition of an effective – or, conversely, an ineffective – teacher:

1. Student Growth
2. Observation of Professional Practice
3. Learning Environment
4. Professional Development
5. College and Career Readiness/On Track Measures

Next, the Department evaluated each of these broad measurement categories in the context of three additional filters:

1. Can the measurement be responsibly implemented with existing or future data collections (i.e., is the measure quantifiable)?
2. Is the measurement applicable to all educators, regardless of certification area and teaching assignment?
3. Is the measurement supported by relevant research (i.e., is the measurement associated with Pennsylvania's goals around equity and student outcomes)?

Based on these considerations, Pennsylvania has identified the following data elements to inform annual issuance of building-level educator equity reports:

Educator Effectiveness

Pennsylvania will implement building level effectiveness reports using measures that align with recommendations from the Department's stakeholder engagement, are drawn from existing and well validated reporting instruments approved by the Department, and reflect rigorous research (Gallagher, 2004; Kimball, White, Milanowski, & Borman, 2004; Milanowski, 2004):

- Student Growth Measure
- Observation Data – Related to Classroom Environment
- Observation Data – Related to Instruction
- Observation Data – Related to Professional Responsibility

These measures comprise the majority of the data elements undergirding the state's educator evaluation system and the entirety of the data elements that are applicable to all educators, regardless of teaching assignment. Accordingly, Pennsylvania's effectiveness measures underscore our commitment to evaluating equitable access beyond traditional core subjects. It is important to note that aggregate, building-level data on rates of effective and ineffective educators are separate and distinct from the educator-level evaluation determinations derived from state law (Act 82 of 2018).

Educator Experience

Pennsylvania's measure of "inexperience" is an educator with fewer than three full school years of teaching experience. This metric is a more rigorous standard than the single year of experience established in the state's 2015 Educator Equity Plan and recognizes the research base indicating gains in educator effectiveness during the first few years of teaching.

Teaching In-Field

Finally, Pennsylvania's educator equity reporting will account for rates of educators who:

- Have not completed an approved teacher preparation program;
- Are teaching without an approved, valid teaching certificate;
- Are teaching a subject or grade level that is outside the scope of their valid teaching certificate; or
- Are teaching on a lapsed certificate because they failed to convert an Instructional I certificate to an Instructional II.

Equity Gaps Identified in State Educator Equity Plan

As part of its Educator Equity Plan, approved by the U.S. Department of Education in 2015, Pennsylvania identified equity gaps based on available data and stakeholder feedback. Overall, students in poor and high minority schools are more likely to be served by unqualified, inexperienced, or out-of-field teachers, principals, and support staff (such as school nurses and guidance counselors). Inconsistent leadership and high turnover rates also plague many schools and districts, creating capacity and momentum challenges. In addition, fewer students are enrolling in educator preparation programs in Pennsylvania, and those who do graduate from these programs are often not prepared for their new roles – especially new teachers and principals serving in culturally diverse and/or high-poverty communities. Pennsylvania also has significant financial inequities, in its system of school funding with one of the largest gaps of any state in the country in per-child spending between the commonwealth's poorest and wealthiest districts. Finally, Pennsylvania is disadvantaged by a lack of data regarding educator equity, preventing state and local leaders from gaining a real-time, clear, actionable picture of priority regions, educator pipeline issues, and quality/impact of programs.

Root Causes of Pennsylvania's Equity Gaps & Strategies for Improvement. Pennsylvania's Educator Equity Plan identifies several root causes that exacerbate the equity gaps identified above.

1. ***Limited pool of effective, diverse candidates to fill vacancies:*** In order to provide every student with access to effective teachers, the pool of effective, diverse candidates must expand. Pennsylvania, like many states, faces teacher shortages that are worse in low-income districts. Of particular concern is the limited pool available to fill critical vacancies, especially in subject areas like math and science, as well as in special education. To address this issue, the Department is working with partners to identify opportunities to significantly enhance the quality and diversity of the commonwealth's educator pipeline. PDE is exploring how alternate pathways can serve as sources for diverse teacher candidates, as well as "grow your own" models, among other strategies.

2. ***Achievement gaps for historically marginalized subgroups:*** Low-income students and students of color face visible and invisible barriers that can impede academic success, and these dynamics can have a significant impact on equity. In May 2016, PDE launched the Pennsylvania Superintendents' Academy, through which approximately 90 superintendents from across the state engage in a two-year intensive professional development experience focused on establishing systems to address the needs of students in poverty. A second cohort of the academy is forming now to start in September 2017.

3. ***Lack of high-quality professional development opportunities that support continuous improvement:*** PDE is also exploring opportunities to improve the quality and accessibility of professional development opportunities focused on effective learning and school administration, including:

    a. Identifying opportunities to leverage federal funding to support high-quality professional development for educators and paraprofessionals;
    b. Providing ongoing professional development opportunities that address cultural sensitivities, research-based teaching strategies, and celebrating successes;
    c. Identifying ways to improve the quality of existing professional development tools and resources, such as the Professional Development Center on PDE's Standards Aligned System (SAS) portal, as well as hybrid learning opportunities provided through the PIL Program; and
    d. Developing effective strategies for supporting and retaining teachers (school climate and safety, effective coaching, budgeting best practices).

4. ***New teachers and principals not prepared to perform effectively in low-income and/or culturally diverse schools:*** The Department is working to provide educator preparation programs with data on the performance of their graduates in the field. The hope is that teacher prep programs will use this data to examine and refine educational delivery. PDE also funded four student teacher pilot programs to assess opportunities to more effectively leverage preservice experiences.

5. ***Fiscal inequity:*** As mentioned previously, there is a wide disparity in per-student spending between the poorest and wealthiest school districts in Pennsylvania. On June 2, 2016, Governor Wolf signed House Bill 1552 into

law, establishing a fair, equitable formula for allocating new state funds to Pennsylvania schools. The new Basic Education Funding (BEF) Formula accounts for district-based factors – such as wealth, tax effort, and ability to raise revenue – along with student-based factors, including:

a. Number of children in the district who live in poverty;
b. Number of children enrolled in charter schools; and
c. Number of children who are English language learners.

6. ***Incomplete, missing, inadequate, and/or inaccessible data:*** Finally, the Department is working to collect data from districts and Intermediate Units (IUs) on teacher vacancies and specific teacher staffing issues, so the state can more accurately assess workforce needs. Additional analysis of retirements and teacher departure are critical to understanding the skills gap schools are facing.

Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools *(ESEA section 2101(d)(2)(E))*: If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose. (USDE template, page 17)

Proposed Initiatives to Promote Equitable Access to Excellent Educators

To the extent that funds are available, Pennsylvania will use Title II, Part A or other funds to support activities related to ensuring equitable access to effective educators for all students, including:

- Expanding QSL-ID to additional Focus and Priority schools in the transition year 2017-18 and to CSI schools identified thereafter to have access to improved recruitment and hiring processes, screening tools and selection processes, processes for projecting vacancies and professional development for managers and others involved in the hiring of school principals for all schools.
- Coordinating ongoing meetings between Pennsylvania's approved traditional and nontraditional teacher and principal preparation programs and human resource personnel in Pennsylvania LEAs to better align Pennsylvania's supply of teachers and principals with local school needs.
- Assisting Pennsylvania's poorest and highest minority schools in developing "grow your own" educator programs.
- Implementing pilot projects to improve mentoring and induction programs to better meet the needs of teachers and other school staff.
- Convening teacher preparation programs and LEAs to identify and share effective strategies for supporting and retaining teachers who are teaching in Pennsylvania's poorest and highest minority schools.
- Promoting effective strategies for nurturing a safe, positive school climate that is conducive for teaching and learning.
- Convening facilitated workgroups to review and revise Pennsylvania's secondary certification program guidelines.

Proposed Initiatives to Improve Diversity of Pennsylvania's Educator Workforce

In addition to these initiatives, the Department is also exploring opportunities to improve the diversity of Pennsylvania's educator workforce. Data from the Center for American Progress suggest that Pennsylvania struggles to attract diverse educators. According to its most recent study, 96 percent of educators in Pennsylvania are white, compared to the national average of 86 percent.[75] To support districts in recruiting, hiring, and retaining educators who reflect the racial, ethnic, and linguistic diversity of their students, Pennsylvania will support diversity focused initiatives like the Black Male Educator Convening Fellowship – a Pennsylvania program which seeks to inspire men of color to enter teaching and provides participants with peer support and guidance. To the extent that funding is available, Pennsylvania will seek to

[75] Boser, Ulrich. (2014). Teacher Diversity Revisited. The Center for American Progress, Washington, D.C.

implement a statewide network to support the recruitment, retention and development of diverse educators through a competitive grant program to support state partners to meet the educator needs of the commonwealth, including promoting educator diversity.

Data and Consultation *(ESEA section 2101(d)(2)(K))*: Describe how the State will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.

PDE will continue to design, develop, and scale educator recruitment, preparation, certification, and development systems that are informed by both data as well as stakeholder input. The Department also remains committed to continual stakeholder engagement as way to ensure that opportunities to improve educator evaluation and educator preparation under ESSA are routinely provided to identify sustainable, informed approaches to improve implementation and sustained efforts.

As such, the Department will continue to use data and stakeholder input – including feedback from teachers, principals, other school leaders, paraprofessionals (including organizations that represent those individuals), specialized instructional support personnel, charter school leaders, parents and families, community partners, and other organizations and partners – to inform use of Title II, Part A.

Stakeholder and data-driven decision-making, informed by rigorous measures of efficacy, are a hallmark of the Wolf Administration's commitment to "Government That Works," and help ensure that interventions, technical assistance, and supports are shaped by unique local needs and opportunities.

Section 6: Supporting All Students

K. 6.1 Well-Rounded and Supportive Education for Students.

***Instructions**: When addressing the State's strategies below, each SEA must describe how it will use Title IV, Part A funds and funds from other included programs, consistent with allowable uses of fund provided under those programs, to support State-level strategies and LEA use of funds. The strategies and uses of funds must be designed to ensure that all children have a significant opportunity to meet challenging State academic standards and career and technical standards, as applicable, and attain, at a minimum, a regular high school diploma.*

The descriptions that an SEA provides must include how, when developing its State strategies, the SEA considered the academic and non-academic needs of the following specific subgroups of students:

- Low-income students;
- Lowest-achieving students;
- English Learners;
- Children with disabilities;
- Children and youth in foster care;
- Migratory children, including preschool migratory children and migratory children who have dropped out of school;
- Homeless children and youths;
- Neglected, delinquent, and at-risk students identified under Title I, Part D of the ESEA, including students in juvenile justice facilities;
- Immigrant children and youth;
- Students in LEAs eligible for grants under the Rural and Low-Income School program under section 5221 of the ESEA; and
- American Indian and Alaska Native students.

A. The State's strategies and how it will support LEAs to support the continuum of a student's education from preschool through grade 12, including transitions from early childhood education to elementary school, elementary school to middle school, middle school to high school, and high school to post-secondary education and careers, in order to support appropriate promotion practices and decrease the risk of students dropping out; and

Pennsylvania's public education system serves more than 1.7 million students in early childhood and K12 education who live and learn in diverse communities. Whether in rural, urban, or suburban settings, public schools must provide each student with a high-quality education that helps them prepare for meaningful engagement in postsecondary education, workforce training, career pathways, and as responsible, involved community members.

Pennsylvania has developed a number of resources and initiatives focused on promoting smooth transitions during critical points in a student's pre-K to postsecondary education and career – such as the transition from early childhood to elementary school, middle to high school, and high school to postsecondary. The Department has also invested in programs that enhance the capacity of LEAs and schools to identify and assist at-risk students through academic, social, behavioral, emotional, and other interventions and supports. Finally, PDE has developed resources and technical assistance to help promote a safe, inclusive, and positive school climate.

Pennsylvania believes that all students deserve equitable access to a well-rounded, rigorous, and personalized education that sparks curiosity, builds confidence, and helps them prepare for long-term success.

As part of its broader efforts to promote equitable access to a high-quality, well-rounded education for all students in Pennsylvania, the Department intends to prioritize existing state and federal funding sources, such as Title IV, Part A, Title I, Part A, Title IV, Part B (21st Century Community Learning Centers), and Title IV, Part F funds (Promise Neighborhoods and Full-Service Community School Programs), to support the following four priorities:

1. **Ensuring Well-Rounded, Rigorous, and Personalized Learning Experiences for All Students**
    a. Increasing Participation in Advanced Coursework for All Students
    b. Promoting Equitable Access to STEM Education
    c. Supporting Meaningful College and Career Pathways

2. **Addressing the Needs of Students through School-based Supports and Community Partnerships**

3. **Promoting Successful Transitions in Early Childhood through Postsecondary Education**

4. **Promoting Positive School Climate and Social-Emotional Learning**

PDE will support and encourage LEAs receiving Title IV, Part A and other federal funding to consider these priorities – as well as the overarching priority of meeting the academic and non-academic needs of all students – when identifying needs and deploying both state and federal resources. In particular, Pennsylvania believes it is important to ensure that programs are meeting the needs of all students, including: English Learners; students with disabilities; students living in poverty; immigrant children and youth; students experiencing homelessness; children and youth in foster care; migrant students; neglected, delinquent, and adjudicated youth; and other historically underserved students. Title IV, Part A funding can be used to support a number of initiatives that promote well-rounded education and student well-being. LEAs receiving more than $30,000 in Title IV, Part A funding must ensure that funds are used for activities that support well-rounded educational opportunities, safe and healthy students, and effective use of technology. The Department also encourages LEAs to consult guidance issued by the U.S. Department of Education regarding the use of Title IV, Part A funds.

1. **Ensuring Well-Rounded, Rigorous, and Personalized Learning Experiences for All Students.**
   As part of its mission to ensure that every student has access to a world-class education, the Department is committed to using available resources – including federal funding – to support holistic and personalized learning experiences for all students. ESSA replaces the federally-defined "core subjects" established under previous iterations of the law with a "well-rounded education." Pennsylvania will prioritize the use of Title IV, Part A, and other federal funding, to enhance equitable access to a well-rounded education that includes career and technical education (CTE); English, reading, and language arts; health and physical education; science, technology, engineering, and mathematics (STEM), including computer science; music and the arts; social studies (history, economics geography, civics and government); and world languages. The Department will continue to work with stakeholders to identify opportunities to meet this goal.

In addition, Pennsylvania's proposed use of chronic absenteeism as an accountability indicator under both the Future Ready PA Index and for purposes of annual meaningful differentiation under ESSA will emphasize the importance of student and parent/family engagement to improve attendance and learning outcomes. Research suggests that students are more likely to attend school when they perceive their education to be meaningful and relevant; have positive

relationships with teachers and other students; and were provided appropriate supports.[76] In addition, the Department recognizes the importance of promoting engagement of students and their families early in their formal educational experiences to build positive, meaningful relationships and promote attendance in early grades.

Increasing Participation in Advanced Coursework for All Students – As part of Governor Wolf's broader vision for supporting "Schools That Teach" across the commonwealth, PDE works to ensure that a student's zip code and family circumstance do not dictate their ability to access a well-rounded, rigorous education that prepares them for future success. Advanced coursework, such as dual enrollment, Advanced Placement (AP), and International Baccalaureate (IB), can not only provide an accelerated pathway to a postsecondary degree but also serve as a key strategy to help historically underserved students graduate from high school ready for college and careers. Each year, more than 100,000 secondary students at Pennsylvania's public high schools, charter schools, and career and technology centers enroll in courses of rigor. In 2016-17, one in four students in PDE-approved CTE programs earned at least one industry recognized credential in high-skill, high-demand sectors; these students earned more than 33,500 industry-recognized credentials. Nearly 102,000 secondary students in Pennsylvania (19 percent of total public secondary school students) enrolled in at least one core content course of rigor in the 2016-17 school year.[77]

While it is encouraging that so many students are taking advantage of these early postsecondary opportunities, that number means that eight in 10 public high school students did not participate in advanced coursework. Equally troubling is that only 10 percent of all economically-disadvantaged students and less than 13 percent of students of color enroll in these courses.

- ***Goal:*** Recognizing the impact that advanced coursework, such as dual enrollment, AP and IB courses, can have on the success of students' transition from high school to postsecondary education, Governor Wolf established a goal to increase the number of Advanced Placement tests given in high schools by 46 percent by 2020;[78] the Department will work to expand the number of students enrolled in at least one advanced rigor course – including AP, IB, and dual enrollment courses – each year, and will specifically aim to reduce current gaps. Improving access to postsecondary-level coursework in high school is also important to achieve Pennsylvania's recently-established statewide postsecondary attainment goal: 60 percent of Pennsylvanians with a postsecondary degree or credential by 2025.

As part of ESSA and state-led initiatives, PDE is exploring ways to better support students, educators, and schools by ensuring equitable access to the most rigorous coursework available.

PDE has engaged diverse stakeholders in initial discussions regarding the role advanced coursework can play in helping Pennsylvania's students graduate college and career ready. As part of the Future Ready PA Index, PDE would continue to include measures of access to advanced coursework – such as dual enrollment and AP/IB courses – within Pennsylvania's public facing school progress reports. Launched in fall 2018, the Future Ready PA Index provides data on the number of high school students participating in advanced coursework, as well as the number of students earning industry recognized credentials. By elevating these measures – and by disaggregating data by student group (race/ethnicity, economically disadvantaged, English learners, students with

[76] Clement, Gwynne, & Younkin, 2001; Wagstaff, Combs, & Jarvis, 2000.

[77] In 2015-16, public high schools reported 97,119 secondary students enrolled in at least one core content course of rigor in English language arts, mathematics, science, and social studies: 81,565 students (84 percent) enrolled in at least one Advanced Placement course; 20,163 students (21 percent) enrolled in at least one dual credit course; and 2,770 students (3 percent) enrolled in an International Baccalaureate Programme course. Note: Students are counted once per course type (AP, IB, dual credit), regardless of the number of courses they may have taken in each type.

[78] Governor's Goals: Schools That Teach https://goals.governor.pa.gov/

disabilities) – the Department hopes to help LEAs identify gaps and opportunities to improve equitable access to advanced coursework. This data will also help LEAs use available federal and state funding, including Title IV, Part A dollars, to improve access to and outcomes in advanced coursework for all students.

- ***Strategies:*** Looking ahead, PDE will use this data on access to and performance in high rigor courses to engage educators, administrators, families, business and industry, policymakers, and community members in its efforts to close the gap and improve access to and performance in advanced coursework. Specifically, PDE will identify districts which need extra support in providing access to high-rigor coursework using data from College Board and the U.S. Department of Education Office for Civil Rights (OCR) data collection, as well as the Pennsylvania Information Management System (PIMS). In addition, PDE will highlight best practices from LEAs and schools that have improved enrollment and achievement in advanced coursework for low-income and minority students. Once identified, PDE will convene these stakeholders that are demonstrating success, along with business/industry and philanthropic partners, to identify strategies that will:

    - Significantly increase advanced coursework offerings at identified high-need districts;
    - Significantly improve low-income and minority student representation in advanced coursework; and
    - Increase postsecondary enrollment rates, especially for students of color, in identified, high-need school districts.

  LEAs may use Title IV, Part A funds, as well as other federal funds, to provide advanced courses, including AP, IB, dual or concurrent enrollment programs or early college high schools, including providing additional services to students who have been identified as low achieving or at-risk. LEAs may also use federal funds, including local Title II funds, for professional development for educators to obtain skills and credentials needed to teach as part of a dual/concurrent enrollment program, as well as to improve schools' identification of gifted and talented students to enroll in college-level coursework.

Promoting Equitable Access to STEM (Science, Technology, Engineering, Math) Education – National and regional data suggest that Pennsylvania needs to have a STEM-ready workforce to compete in the global economy. It is estimated that by 2020 employers will have need an additional 1.6 million workers skilled in STEM.[79] In Pennsylvania, there will be approximately 300,000 jobs that require STEM skills or content knowledge by 2018;[80] over the next 10 years, 71 percent of new jobs will require computer science skills.[81] These projected opportunities – coupled with an existing 21,000 unfilled computer science and software development jobs – and anticipated retirements from the engineering field – make the imperative for ensuring pathways for equitable access to STEM experiences even more urgent.

As demonstrated in Figure 6.1., below, the number of current and projected job openings in computer science and IT dwarfs the number of graduates from postsecondary Computer Science programs. In 2014, Pennsylvania had just 2,820 graduates from postsecondary Computer Science programs – only one in five were women.[82]

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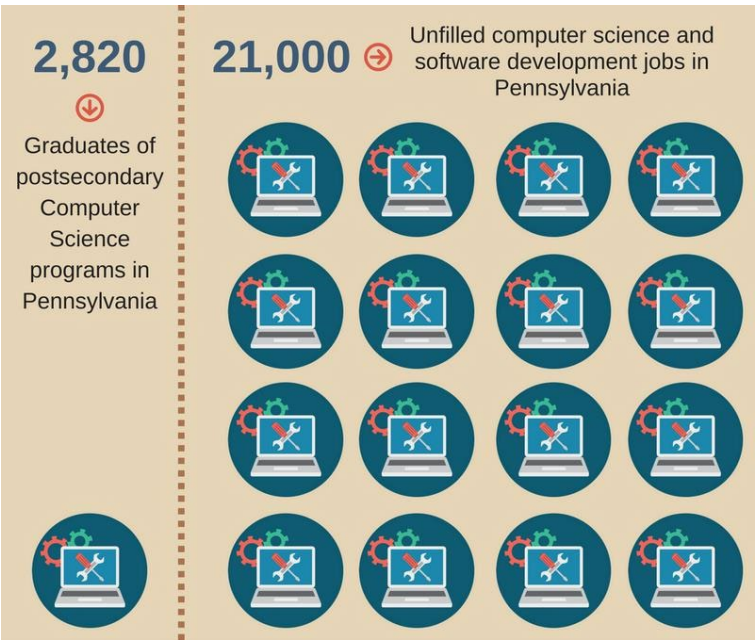
[79] U.S. Department of Education and American Institute for Research. STEM Leaders Workshop Report: "STEM 2026" [83] [84]
[80] The Alliance for Science & Technology Research in America: *Pennsylvania Federal R&D and STEM Jobs Report 2013*
[81] Code.org state facts; *K-12 Computer Science Education in Pennsylvania.*
[82] Support K-12 CS Education in Pennsylvania. Code.org https://code.org/advocacy/state-facts/PA.pdf; Code.org Pennsylvania fact sheet https://code.org/advocacy/state-facts/PA.pdf.

Figure 6.1. Number of Projected Computer Science and IT Jobs vs. Graduates



While opportunities in STEM abound, not all students have had access to meaningful, high-quality STEM education or the prosperous long-term pathways they promise.

- According to a recent national report from Change the Equation, there are significant disparities in access to hands-on science activities between students in high-poverty elementary and middle schools compared with their peers in wealthier schools.[83]
- If people of color were fully represented in the computer science workforce there would be approximately 570,000 more computer scientists.[84]
- Students who take a computer science course in high school are six times more likely to pursue a computer science major, and women are 10 times more likely.[85]
- Only 1,559 high school students in Pennsylvania took the AP Computer Science exam in 2015; of those students, only 16 percent were female, only 36 students (2.3 percent) were Hispanic/Latino, and only 58 students (3.7 percent) were African American.[86]
- According to a recent ACT STEM Survey, 40 percent of Pennsylvania students display STEM college/career readiness, but only 10 percent of African American students show STEM college/career readiness.[87]

Over the past 18 months, PDE has increased its focus on state level support for STEM education, conducting more than 30 STEM stakeholder sessions across the commonwealth. As a result of those efforts, Pennsylvania now has a statewide STEM network, bringing together existing efforts in schools and communities across the commonwealth, in partnership with early learning, libraries, and higher education, as well as business and industry. Pennsylvania has also earned national recognition for its efforts to improve cross-sector and statewide collaboration in STEM education.

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[83] *Ending the Double Disadvantage: Ensuring STEM Opportunities in Our Poorest Schools*, Change the Equation, July 2017, http://changetheequation.org/ending-double-disadvantage.

[84] Change the Equation analysis of Economic Modeling Specialist International. August 2015.

[85] Ibid.

[86] https://code.org/advocacy/state-facts/PA.pdf

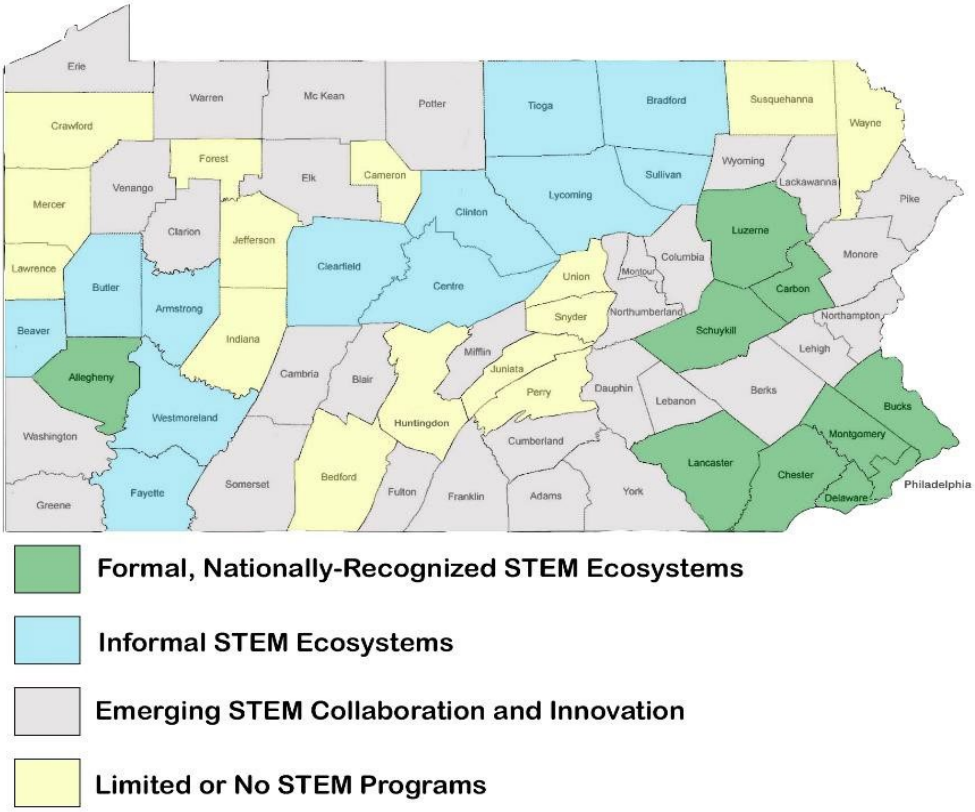
[87] *The Condition of STEM 2016 | Pennsylvania*, ACT.

To advance the grassroots cross sector support, PDE formed the Pennsylvania STEM Coalition in November 2016. The Coalition leverages the experience and expertise of more than 130 members representing the early childhood through postsecondary education continuum, as well as leaders from business and industry, workforce development, youth development and community-based organizations, and state and local policymakers. Coalition members are charged with supporting the Department's vision of advancing equity and generating a coherent system of supports for STEM education in the commonwealth. As a critical first step in their work, the cross-sector Coalition recommended a statewide definition of STEM education for Pennsylvania, as well as belief and vision statements to guide the Department's work.[88]

STEM education is an integrated, interdisciplinary, and student-centered approach to learning that encourages curiosity, creativity, artistic expression, collaboration, communication, problem solving, critical thinking and design thinking.

These state-led initiatives are aligned with existing and emerging locally led, nationally recognized STEM initiatives across the commonwealth ranging from individual school and district-level programs to more comprehensive regional "STEM ecosystems."

Figure 6.2. The State of STEM Education in Pennsylvania



[88] STEM (science, technology, engineering and mathematics) is an integrated, interdisciplinary, and student-centered approach to learning that encourages curiosity, creativity, artistic expression, collaboration, communication, problem solving, critical thinking and design thinking. All students will learn to apply STEM concepts and habits of mind through inquiry and authentic project based learning that connects school (early childhood through postsecondary) with needs and opportunities in the community, or presented by business and industry leaders, resulting in a STEM fluent and STEM skilled citizenry for the future of Pennsylvania.

Pennsylvania has five of the nation's 54 STEM ecosystems formally recognized by the STEM Funders Network, making the commonwealth second only to California as a national STEM Leader.[89] STEM ecosystems, which are communities of practice that integrate resources from business, industry, philanthropic organizations, traditional education networks, afterschool providers, museums, public libraries, and others to provide STEM experiences for all students.[90] Pennsylvania has been recognized as a national leader in STEM education for the collaboration between the state's STEM ecosystems and larger educational systems. The five formally recognized STEM ecosystems by the national STEM Funders Network include:

- Philadelphia STEM Ecosystem;
- Lancaster County STEM Alliance;
- Schuylkill/Carbon/Luzerne Region Ecosystem;
- Pittsburgh Area STEM Ecosystem; and
- PA SEED[91] (Bucks, Chester, Delaware, and Montgomery Counties) STEM Ecosystem

In addition to the five nationally-recognized STEM Ecosystems, Pennsylvania has four nonformal STEM communities of practice operating across the state.[92] These communities of practices are providing opportunities for the traditional education community to share best practices in STEM education, leverage scarce resources, tap into local business and industry partners and collaborate with regional post-secondary partners with the goal of engaging all students in STEM education, from cradle to college.

Together, these nine STEM communities of practice – along with other LEAs, IUs, and communities working to advance innovation and opportunity for students in STEM – are working in collaboration with the Pennsylvania STEM Coalition to curate and share high quality STEM practices with a particular focus on equitable access to STEM opportunities for all students, especially English learners, students with disabilities, girls, and students of color.

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[89] STEM Funders Network | STEM Ecosystems Interactive National Map

[90] STEM Ecosystems are a national community of practice with expert coaching and support from leaders including superintendents, scientists, industry and others. Nearly 40 communities across the United States participate and have demonstrated cross-sector collaborations to deliver rigorous, effective pre-K to 16 instruction in STEM learning.

[91] PA SEED stands for Pennsylvania STEM Experiences for Equity and Diversity. This is a Department of Education lead effort to bring four intermediate units (Bucks, Chester, Delaware, and Montgomery County IUs) together as one large community of practice focused on equitable access to STEM education for all students.

[92] These communities include: ABC CREATE (a STEM partnership forged within Butler, Westmoreland, Allegheny, and Armstrong counties); Beaver County Innovation and Learning Consortium; Southwest Aquaponics Consortium; and a collaboration among BLaST Intermediate Unit 17, Central Intermediate Unit 10, and the Center for Science and the Schools at Penn State University.

Figure 6.3. Examples of STEM Education, Innovation, and Equity in Pennsylvania

Partnering with Public Libraries to Provide Community Based STEM Education Opportunities

School-based STEM programs are enhanced through public library STEM programs such as TechniGals Summer Camp, TechTubs, special needs toy libraries, and hotspots for low-income residents that are available to students after school and during the summer. Nearly half of Pennsylvania's libraries offer STEM-related programs, equipment, or services. Even more of Pennsylvania's public libraries offer STEM experiences to pre-K through elementary students with 94 percent of libraries providing elementary-age STEM learning and 72 percent of public libraries offering opportunities for pre-K children. Redesigned public library spaces deliver even greater STEM options. Currently, 11 percent of Pennsylvania's public libraries feature maker spaces.

Using Afterschool Experiences to Spark Interest and Build STEM Skills

Informal STEM learning experiences are also taking root in after school programs and at non-traditional learning environments including neighborhood centers, Boys and Girls Clubs, YMCAs and other programs. These programs provide additional opportunities for historically underserved students, including girls, to access STEM learning experiences. The flexibility in the informal and after school setting provides low risk opportunities for students to build their STEM identities, confidence and foundational STEM skills.

According to a 2016 study from PEAR Institute and IMMAP which surveyed children enrolled in after school STEM programs in 11 states:

- 73 percent of students surveyed reported having a more positive STEM identity;
- 80 percent reported a deeper understanding of STEM careers; and
- 72 percent reported an increase in perseverance and critical thinking skills.[93]

Many of the afterschool experiences for students leverage STEM opportunities like the Governor's STEM Competition, BotsIQ, K-Nex Challenge, the Computer Fair, Girls Who Code, and other programs that help students develop 21st century skills including design thinking, communication, computational thinking, collaboration, perseverance, and critical thinking, enabling students to apply their STEM knowledge and skills in a real-world setting. Continuing to provide these opportunities will help ensure entry points for students who historically have not had the opportunity to engage in STEM.

ESSA funding, including Title IV, Part A funds, can be used by LEAs to improve access to high-quality, well-rounded education opportunities, including STEM education. LEAs can also use funding to improve access to 21st century technology and the educational opportunities that make those tools relevant. Pennsylvania will prioritize the use of available federal and state resources to identify models that can advance equity and innovation – with a focus on programs that improve opportunity and outcomes for historically underserved and underrepresented students.

[93] The PEAR Institute: Partnerships in Education and Resilience, Harvard University and IMMAP: Institute for Measurement, Methodology, Analysis & Policy, Texas Tech University 2016. See, http://stemreadyamerica.org/wp-content/uploads/2017/02/AfterschoolSTEMEvaluation_Overview_Final.pdf

Figure 6.4. Putting the "T" in STEM: Integrating Technology and Education

Meeting District IT Needs by Creating Tech Pathways for Students: Beaver Area School District
Beaver Area School District's S-TAP Initiative empowers students from middle school through high school to build their communication, critical thinking, analytical and inquiry skills by collaborating to manage the school districts technology department.[94] Students are involved in every aspect of the technology department's work scope from 1:1 iPad rollout programs, hardware upgrades and fixes, community outreach, and call center management. Students can graduate the S-TAP program with business and industry credentials like Apple Certifications.

Technology Apprenticeship Program at Penn Manor School District
Penn Manor is another Pennsylvania school district that is providing innovative STEM learning opportunities for students through a focus on technology. The school district offers technology apprenticeship program that embeds students alongside district technology leaders to manage a 1:1 initiative that was recognized as a leader in open source educational materials for student's grades 7-12[95]. The Student Technology Team was highlighted in the film "The Power of Open in Education." [96]

- ***Strategies:*** Moving forward, the Department will continue to encourage LEAs to use available resources to increase equitable access to high-quality STEM experiences, including leveraging Title IV, Part A, and other federal and state funding, as available and appropriate, to support evidence-based, high-quality STEM education programs.
    - The Pennsylvania STEM Coalition will increase from 130 to 300 committed cross sector stakeholders, helping to connect STEM education efforts and ideas across the commonwealth, from early childhood to career, focusing on advancing equity and access to all communities.
    - Pennsylvania will double the number of Ecosystems / Communities of Practice across the state with a focusing on cross-sector partnerships that prepare educators and students for an economy of the future.
    - Pennsylvania will be national leader in equitable access to STEM education through its focus on Multi-Tiered Systems of Support (MTSS).

- ***Goals:*** As STEM Education continues to be a priority in the commonwealth and across the nation it will be imperative that educators and communities become STEM fluent. To help meet the growing demands of a STEM workforce, the Pennsylvania STEM Coalition will continue to coalesce around the Governor's goals[97], PDE vision, and STEM priorities. Some benchmarks for the future are:
    - Each year, beginning in 2017-18, Pennsylvania will provide professional learning for at least 800 K-5 educators in computer science through partnerships with Code.org, Delaware County Intermediate Unit, and Allegheny Intermediate Unit.[98] These educators serve an estimated 16,000 students.
    - Over the next five years, Pennsylvania will diversify and increase the number of educators trained to provide computer science education with certifications in the following areas:
        - 7th-12th Grade Computer Science;
        - 4th-8th Grade Concentration in Computer Science; and
        - K-3rd Grade Concentration in Computer Science.
    - Over the next five years, Pennsylvania will diversify and increase the number of educators trained to provide high quality STEM education through the:
        - STEM Endorsement; and
        - Development of a K-12 STEM certification.

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[94] Beaver Area School District S-TAP Initiative overview and blog.
[95] Penn Manor School District Technology and STEM.
[96] Penn Manor Student Technology Team recognized in the film "The Power of Open in Education"
[97] Schools that Teach, Jobs that Pay, and Government that Works.
[98] Code.org educator resources to help K-12 educators integrate computer science education into classroom experiences for all students.

- All 29 Intermediate Units will have at least one STEM Point of Contact (POC) trained in the Carnegie Pathway of Excellence,[99] MTSS, Inquiry/Project Based Learning, and Code.org's suite of computer science resources helping to advance equity and access to STEM education.
    - Year 1: 29 LEAs engaging in Carnegie STEM Pathway of Excellence;
    - Year 2: 60 LEAs engaging in the Carnegie STEM Pathway of Excellence; and
    - Year 3: 100 LEAs engaging in the Carnegie STEM Pathway of Excellence.

Supporting Meaningful College and Career Pathways – PDE is committed to ensuring that all students throughout pre-K to postsecondary education have access to high-quality learning opportunities to explore and identify interests, build skills, and identify and explore careers that align with their interests and skills that will help them succeed in a connected, knowledge based, global economy.[100]

LEAs may use Title IV, Part A, and other federal funds, such as Title I, Part A and Title II, Part A, to support college and career exploration and advising, including hiring school counselors and other support staff to help all students, and especially underrepresented students, have the information and tools they need to gain awareness of college and career pathways and make informed decisions regarding their postsecondary future.

Research suggests that the demand for education and training to fill high- and middle-skill jobs of the future in Pennsylvania will continue to increase. According to the Center for Education and the Workforce at Georgetown University, 63 percent of jobs in Pennsylvania will require a postsecondary credential by 2025.[101] In addition, the overwhelming majority of STEM jobs in Pennsylvania (91 percent) will require some form of postsecondary education and training.

Currently, only 41 percent of Pennsylvanians have a postsecondary degree or other industry valued credentials, and there are more than 1.4 million adults in the commonwealth who have earned at least 20 postsecondary credits but haven't earned a degree or credential. Research suggests that these individuals are more likely to experience financial hardship due to student loan debt and lower earnings than those who have student debt but have earned a credential.[102]

To help Pennsylvania meet the challenge of competing in a rapidly changing, global economy, in November 2016, the Pennsylvania State Board of Education approved a motion to support the adoption of a statewide postsecondary attainment goal for the commonwealth: 60 percent of Pennsylvanians with a postsecondary degree or credential by 2025.

Table 6.5. Levels of Education Needed for 2025 Pennsylvania Workforce

Level of Education	Percent of Current Pennsylvania Residents	Percent of Residents Needed for 2025 Pennsylvania Workforce
Certificate/Associate's Degree	12%	33%
Bachelor's Degree	20%	22%
Master's Degree or Higher	12%	11%

[99] http://www.carnegiesciencecenter.org/stemcenter/carnegie-stem-excellence-pathway/

[100] Pennsylvania has in place Career Education and Work Standards, which identify what students should know and be able to do at grades 3, 5, 8, and 11 in four specific areas: career awareness and preparation; career acquisition (getting a job); career retention and advancement; and entrepreneurship. In addition, Pennsylvania regulation (Chapter 339) requires school districts to develop and implement career/occupational exploration plans for students in grades K-12 that are aligned with the state's Career Education and Work Standards.

[101] A.P. Carnevale, N. Smith, and J. Strohl, *Recovery: Job Growth and Education Requirements Through 2020,* Georgetown University, Center on Education and the Workforce, June 2013.

[102] B. Miller, "The Relationship Between Student Debt and College Completion," Center for American Progress, June 26, 2015, https://www.americanprogress.org/issues/education/news/2015/06/26/116019/the-relationship-between-student-debt-and-college-completion/

To address this skills gap and ensure the commonwealth's economic competitiveness in a global economy, Pennsylvania has identified the following goals, opportunities, and initiatives to support meaningful college and career pathways for all.

K-12 Guidance Plans. The Department continues to support school districts as they develop and implement K-12 guidance plans, as required by Pennsylvania regulations (Chapter 339). In 201617, the Department held 49 trainings for 169 school districts and 13 career and technical centers to provide support in developing and implementing robustk-12 guidance plans.

The PA Career Standards website serves as a resource hub for students, parents, teachers, counselors, career coaches, and postsecondary institutions. The site includes materials designed to:

- Guide students and parents/families regarding careers and postsecondary pathways tied to Pennsylvania's High Priority Occupations, and disseminate information regarding career options, financial aid, and postsecondary options;
- Gather and disseminate promising practices on college and career guidance and counseling programs, including postsecondary education and career awareness/exploration activities, training counselors to effectively use labor market information to assist students with postsecondary education and career choices; and
- Promoting financial literacy and awareness of financial aid.

Students can also explore career interests, possibilities, and pathways through the Department's web-based career exploration tool, www.pacareerzone.org. Using a Holland Assessment, students can receive individualized feedback on job categories, interest clusters, and work personality environments, and then create a portfolio, printable resume, and explore budgeting and personal finance.

Figure 6.6. College and Career Pathways in Action in Pennsylvania

Creating a Comprehensive K-12 Counseling Program: Lebanon School District
As part of their Chapter 339 requirements, Lebanon School District created a comprehensive K-12 counseling plan and corresponding initiatives to support students through key exploration, planning, and transition points throughout their K-12 education. The school district established a K-12 Counseling Program Advisory Council comprised of students, parents and families, educators, business/industry and community partners, and postsecondary institutions that convene twice per year to review programming efforts and make recommendations regarding student and community needs.

Graduating High School with a Diploma and Associate's Degree
Pennsylvania Highlands Community College "Associate in High School Program" allows students at partner school districts to simultaneously earn a high school diploma and an associate degree while attending high school. Through the college's Accelerated College Education program, students enroll in up to 29 dual enrollment credits at their high schools at a reduced tuition rate, and complete an additional 31 credits either online or at the college campus at full tuition. In 2016-2017, a total of 23 students from six rural school districts in western Pennsylvania (Clearfield Area, Blacklick Valley, Greater Johnstown, Mount Union, Penn Manor, and United) graduated from the program. Beginning 2017-18, students at Tyrone and Southern Huntingdon School Districts will also be able to participate. The "Associate in the High School Program" accelerates post-secondary degree completion, allows students to enter the workforce sooner, and provides significant cost savings to students and their families.

Helping CTE Students be College and Career Ready: Pennsylvania College of Technology, Lycoming CTC & East Lycoming School District
To help ensure that students enrolled in CTE programs are ready to pursue the postsecondary education necessary to advance their careers, PDE supported efforts by the Pennsylvania College of Technology, in partnership with Lycoming CTC and East Lycoming School District, to create postsecondary advising and college-level course taking opportunities for CTE students with the goal of reducing the need for remediation. Through this pilot program, 32 Hughesville High

School students who are enrolled at Lycoming CTC took a placement exam to identify their readiness for college-level coursework. Staff and faculty from the high school met with counterparts at the Pennsylvania College of Technology to update and revise curriculum. During the 2017-18 school year, CTE students will take the revised college-level algebra course and can earn up to six college credits if they score well on the placement exam.

School counselors are a critical part of Pennsylvania's vision to help all students translate their interests and aspirations into tangible college and career plans and choices. However, many school counselors are stretched thin, juggling several responsibilities and significant case loads, and are often isolated in their work. Recognizing these challenges, the Department has teamed up with local, state, and national partners as part of the Reach Higher initiative, launched by former First Lady Michelle Obama in 2015. The Reach Higher initiative aims to help ensure that all students understand what is needed to enroll and complete postsecondary education, whether through a professional training program, a community college, or a four-year college or university. As part of these efforts, Pennsylvania will deploy a number of resources related to college and career advising and guided pathways in the 2017-18 school year and beyond. (For more information regarding Pennsylvania's college access and completion initiatives, please see page 90.)

- ***Strategy:*** PDE will strongly encourage LEAs to leverage federal funding under ESSA – in conjunction with state and local resources – to improve access to high-quality advising and guided pathways for all students, including hiring college and career counselors.

Expanding Opportunities for Students through Cross-Sector Collaboration and Partnerships. Over the 18 months, Pennsylvania has made significant progress in elevating career readiness as a core aspect of the education landscape through initiatives including the New Skills for Youth Phase One grant, which brought together leaders from state agencies, K-12 and postsecondary education, as well as business and industry, to identify innovative career pathways programs and develop systems to scale those programs across the commonwealth. PDE's Bureau of Career and Technical Education developed a Work-Based Learning Toolkit, which highlights recommended strategies and considerations for LEAs looking to start or expand work-based learning programs for students, including ways to collaborate with business and industry and other community-based partners. The Department is also working with the Pennsylvania Department of Labor & Industry to develop an Apprenticeship Toolkit that will identify strategies for CTCs to combine on-the-job training with classroom instruction.

As part of Pennsylvania's Phase One planning grant from New Skills for Youth, PDE led a cross agency, cross-sector team comprised of state leadership in K-12 and postsecondary education, workforce, and economic development to identify, coordinate, and scale career pathways systems and career readiness initiatives at the local and state levels. These partners included the PA Departments of Labor and Industry (L&I), Community and Economic Development (DCED), and Agriculture; Team Pennsylvania Foundation; the Pennsylvania System of Higher Education (PASSHE); the Pennsylvania Commission for Community Colleges; the Pennsylvania Chamber of Business and Industry; the Pennsylvania Workforce Development Board; the Pennsylvania Association of Career and Technical Administrators; the Pennsylvania School Boards Association; and the Pennsylvania Association of Intermediate Units (PAIU).

- ***Strategy:*** Looking ahead, Pennsylvania plans to continue this work into the 2017-18 school year by reviewing data on current career pathways programs in place across the commonwealth and dedicating additional human capital within the agency to provide support and assistance for LEAs looking to implement or expand programs in their schools and communities.

PDE has encouraged LEAs to consider Educator in the Workplace opportunities for Act 48 professional development credit.[103] Educator in the Workplace provides a hands-on opportunity for educators to spend time at a place of business to learn firsthand how their academic subject area connects with the skills, knowledge and competencies needed in the

[103] PDE correspondence to all LEAs, superintendents, IU executive directors, and Act 48/45 Providers re: *Educator in the Workplace* Program, February 1, 2017.

workplace. This program has enabled teachers, counselors, and administrators from local school districts and career and technology centers to partner with participating local workplaces to connect classroom learning with relevant business practices, helping to better prepare students for college and careers in the 21st century.

As part of Pennsylvania's efforts under the federal Perkins Act and Workforce Innovation and Opportunity Act (WIOA), PDE's Office of Elementary and Secondary Education, Bureau of Career and Technical Education (BCTE), has worked with other agency staff and cross-sector partners to promote meaningful work-based learning experiences for all students, including low-income and disadvantaged individuals with significant or multiple barriers to employment, such as youth with disabilities, English learners, out-of-school youth, pregnant and parenting students, runaway youth, and other at-risk populations. In 2015-16, approximately 14,000 CTE students participated in registered apprenticeships, internships, co-op experiences, job exploration, Ag Experience, School Sponsored Enterprise, and/or work-based learning opportunities. In January 2017, the Department published a Work-Based Learning Toolkit to highlight promising programs in Pennsylvania and resources from national partners to advance meaningful, equitable work based learning experiences for K-12 students, including internships, mentoring, and other supports.

The Department also established the PA Pathways Innovation Network (PA PIN), which supports the development and implementation of career and STEM pathways for school districts, Career and Technical Centers (CTCs), postsecondary institutions, employers, workforce/economic development providers, and/or regional partnerships. PA PIN currently includes over 260 individuals representing CTCs, public/private schools, intermediate units, postsecondary institutions, workforce development agencies, and nonprofit organizations.

To help meet Pennsylvania's statewide postsecondary attainment goal – which is tied to long-term workforce needs – PDE is collaborating with national and state partners, including Complete College America and Pennsylvania's publicly supported institutions of higher education, to identify and implement strategies to improve college completion rates in Pennsylvania. As mentioned previously, PDE will engage high school and college campus counselors to better understand their needs and help them connect to technical assistance, research, and best practices to improve guidance services to students as they consider their postsecondary plans. PDE has also identified a list of statewide and regional industry-recognized credentials that are tied to Pennsylvania's High Priority Occupations in partnership with the Pennsylvania Department of Labor and Industry (L&I).[104]

Finally, the Department has also included career ready benchmarks and other indicators of career readiness in the Future Ready PA Index and in the state's ESSA accountability indicators. These measures were developed with significant stakeholder input from state and local representatives from business, industry, and workforce development, as well as stakeholders from K-12 and higher education.

- ***Strategy:*** Looking ahead, PDE will continue to collaborate with national, state, and local partners to ensure that Pennsylvania's implementation of ESSA promotes opportunities for all students to explore and plan for the possibilities of 21st century careers and experiences through meaningful college and career pathways, high-quality STEM education, and targeted supports. PDE will also convene a cross-sector group of stakeholders as part of its efforts to achieve Pennsylvania's postsecondary attainment goal to identify interim benchmark goals for postsecondary enrollment, persistence, and completion. PDE will also continue to develop and publish guidance in partnership with cross-sector stakeholders during the 2017-18 school year as ESSA implementation is underway in Pennsylvania.

- ***Goals:*** Pennsylvania will track the following benchmarks to ensure progress toward meeting the goal of promoting college and career readiness for all students:

[104] http://www.education.pa.gov/Documents/K-12/Career and Technical Education/Teacher Resources/Industry-Rec Certs for CTE Programs/Industry-Rec Certs for CTE Programs.pdf

- Increase the number of students graduating from high school in four years from 84.8 percent to 92.4 percent by 2029-30;
- Increase the percentage of Pennsylvanians with a postsecondary degree or credential from 43.8 percent to 60 percent by 2025;
- All districts establish and implementing Chapter 339 K-12 Comprehensive Counseling Plans by the end of the 2020-21 school year;
- Annually increase the number of students achieving success in college and career readiness activities, including career exploration, career portfolios, work based learning, internships, and other initiatives, as measured by the Future Ready PA Index;
- Annually increase the number of high school students earning industry recognized credentials and postsecondary credits, as measured by the Future Ready PA Index;
- Annually increase the number of visits to PDE's online career exploration and career pathways resources, including PA Career Zone and PA Career Education and Work Standards website;
- Increase annual enrollment in PDE-approved CTE programs by 5 percent by 2020.

2. Addressing the Needs of Students through School-based Supports and Community Partnerships.

Students bring their whole selves to the classroom; they don't drop off hunger, health challenges, and safety concerns at the schoolhouse door. Research suggests that teachers can't deliver effective instruction, and students can't meet their full potential, when issues like hunger, health, and safety are unaddressed.

Community schools seek to mitigate the impact of poverty on academic performance by meeting the needs of students and families through locally-driven partnerships. Community schools create vibrant, safe and welcoming environments where students are challenged and supported to achieve their maximum potential. [105]

Community schools require a full-time staff person to assess needs of students, staff, and families; to assess resources available in the community; and to strategically connect and coordinate them for positive outcomes. Resources span basic needs such as food, clothing, physical and behavioral health supports to academic resources such as tutoring, mentoring, after school enrichment and skill building programs. [106] Community schools can also be a community hub to provide access to social service resources to support parents, job training and parent education, as well as before and after school childcare.

Pennsylvania has been recognized by national organizations – including the Council of Chief State School Officers (CCSSO) and Coalition for Community Schools – as a national leader in the community schools movement. In October 2016, the Department convened a PA Community Schools State Network to identify opportunities for the agency to support a community schools agenda in Pennsylvania, including more effective coordination and deployment of state health, nutrition, and other services.

State-level Strategies for Supporting Community Schools through ESSA. The Department strongly encourages LEAs to consider using Title IV, Part A and funds from other programs, such as Title I, Part A, Title IV, Part B (21st Century Community Learning Centers), and Title IV, Part F funds (Promise Neighborhoods and Full-Service Community School Programs), to develop and implement the Community Schools Framework. During the 2017-18 school year, PDE will offer guidance and technical assistance to LEAs and local communities to help identify ways federal and state resources can be leveraged to improve services and supports for students and families.

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[105] Community Schools: A Whole-Child Framework for School Improvement, IEL and Coalition for Community Schools, April 2017.
[106] D. Jenkins and M. Duffy, *Community Schools in Practice: Research on Implementation and Impact*, Research for Action, January 2016, http://8rri53pm0cs22jk3vvqna1ub-wpengine.netdna-ssl.com/wp-content/uploads/2016/01/RFA-PACER-Brief-Community-Schools-in-Practice-January-2016-v2.pdf

- ***School Community Specific.*** PDE will provide technical assistance to support communities in planning, development, and scaling up of system partnerships that are specific to each local school community as identified and requested. Technical assistance will be provided in the form of: planning sessions that include environmental scans; facilitating key systemic partner discussions; collection and/or review of relevant data across systems; and linkages to available best practice sites across the state and nation; and support in initiating an environmental scan to determine how to best develop a scale up plan to utilize the full service community school model. This will include a specific focus on student level data and impact related to social, emotional, physical, civic, and cognitive functioning. (See Figure 6.4, below, for examples of community schools in practice across Pennsylvania.)

- ***State Level Specific.*** It is not the task of the state level administration to own a community school's agenda – PDE's job is to support a community school's agenda. PDE is working with a group of key stakeholder leaders representing Pennsylvania's best practices in Community Schools to support establishment of the PA State Coalition for Community Schools. The coalition will be focused on the following areas of community school development across the state: professional development; advocacy and policy; stakeholder engagement and governance; and communications. The state's role in supporting the coalition include identifying opportunities for the agency to support a community school's agenda in Pennsylvania, such as more effective coordination and deployment of state health, nutrition, and other services; laying a foundation of adequate, equitable, and predictable school funding; and moving away from a culture of strict, one-size-fits-all accountability and towards a system of meaningful statewide supports.

A current example highlights the unique role of state agencies in supporting successful state level cross sector collaboration.[107] The Pennsylvania Department of Human Services (DHS) committed $1.5 million to leverage and connect schools to the large array of health-related services that are available for children in Philadelphia. The funding will be directed to four elementary schools in an area identified by DHS as a "Health Enterprise Zone" to address health disparities in that community. PDE and DHS collaborated to develop this solution to serve both the education and health goals in the community.

Figure 6.7. Community Schools in Pennsylvania – Local Examples of Leadership

The following site-based examples highlight three communities within Pennsylvania engaged in community school work over the last 20 years. Each community illustrates a different niche of expertise.

Lancaster – Building Systemic Grassroots Partnerships and Structures
The School District of Lancaster serves as the intermediary for the community school work over the last 15 years centered in the City of Lancaster. The work occurring in this community serves as a national model of systemic level partnership that engages county children and youth agencies, juvenile probation, mental and behavioral health, city government, United Way Collective Impact, and law enforcement in its results-based, accountability-driven work. Lancaster has invested more than $13 million annually in community partner-driven services and supports, and student academic growth data indicates positive results in the district's five full-service community schools. Lancaster's work in implementing school-based mental health services that are responsive to real time data regarding student and family need specific to mental and behavioral health needs has been recognized nationally. This includes on-site mental health services for students and families, as well as targeted training and professional development for school and community members specific to prevention and intervention through programs such as Youth Mental Health First Aid.

Lehigh Valley – Leveraging National Leadership to Promote Community-wide Collective Impact Community school work in the Lehigh Valley is led by the United Way of the Greater Lehigh Valley. This initiative incorporates and promotes community schools as a collective impact strategy to improve educational outcomes for students through

[107] Governor Wolf Announces Pilot Program to Connect Community Schools to Health-Related Services in Philadelphia, http://www.media.pa.gov/Pages/education-Details.aspx?newsid=318

strong community partnerships with higher education (Lehigh University), corporate (Just Born), and national partnerships (Communities In Schools). United Way of Greater Lehigh Valley has used the Campaign for Grade Level Reading and early childhood education as the fulcrums for its community school work across several school districts in the Lehigh Valley. This work has shaped the national agenda for United Way's engagement in community schools and collective impact across the nation and has also served as a local resource for other Pennsylvania communities looking to scale up their community school work.

Philadelphia – University-Assisted Model and City-wide Community Schools
Philadelphia's community school work through the Netter Center at the University of Pennsylvania has long been viewed as a national best practice in the university-assisted model of community school operations. It capitalizes on a mutually beneficial partnership between the university and local schools in Southwest and West Philadelphia through provision of human, capital, and academic resources. Each of the four schools served (Comegys, Lee, Sayre, and West Philadelphia) has a Netter Center onsite coordinator to plan and facilitate services and supports. The Netter Center's partnership has also leveraged strategic business partnerships with entities including Comcast and has been the host site for the National Community Schools Conference.

To expand and enhance the work started by the Netter Center, the Philadelphia Mayor's Office of Education is investing $21 million dollars generated through the recently enacted city-wide sugary beverages tax to expand the number of full-service community schools in Philadelphia. The primary focus of the Mayor's efforts are ensuring a framework of pre-K through postsecondary supports that meet the basic needs of students, provide needed health services, and remove barriers that may be preventing students' academic growth and school success in the targeted neighborhoods in the City of Philadelphia. The infusion of beverage tax resources has allowed a swift implementation plan including identification and start-up in nine schools.

- ***Goal:*** Increase the number of community schools implementing high-quality programs aligned with nationally-established *Community School Standards*.[108]

Other Initiatives to Support Students and Communities

School Breakfast and Nutrition Programs: To help students perform their best, Pennsylvania offers a number of school nutrition programs to help improve student access to healthy meals. The Department is responsible for administering the National School Lunch Program, School Breakfast Program, Child and Adult Care Food Program, and Summer Food Service Program. In the 2015-2016 school year, over 170 million lunches were served through the National School Lunch Program and 64.7 million breakfasts were served through the School Breakfast Program in Pennsylvania.

The state recognized an increase of over 8 percent in the number of breakfast meals served from the prior year. In large part, this increase can be attributed to aggressive outreach by the Department to increase the number of schools which participate in the Community Eligibility Provision (CEP), making both breakfast and lunch free to all students attending these schools. In 2016-2017, 861 schools participated in CEP, representing 71 percent of eligible schools, reaching over 430,000 students.

[108] *Community School Standards*, Institute for Educational Leadership (IEL) and Coalition for Community Schools, 2017, http://www.communityschools.org/assets/1/Page/Community-School%20Standards-Updatesd2017.pdf.

PDE provides resources to schools through a variety of competitive grants. In the 2016-17 school year, the Department awarded the following grants:

- 227 Fresh Fruit and Vegetable Program Grants;
- 28 Farm to School mini-grants;
- 46 Equipment grants; and
- 55 Smarter Lunchroom mini-grants.

As part of his administration's Blueprint for a Hunger-Free PA, Governor Tom Wolf has added his own commitment to the importance of students having access to school breakfast by committing $2 million in his 2017-18 budget for school breakfast expansion.

Pennsylvania's commitment to nutrition does not end at the school meal service. Nutrition across the continuum is a priority for PDE. Schools and organizations are encouraged to ensure students have access to meals when school is not in session. In the 2015-16 school year, over 7.5 million suppers were served and nearly 4 million summer meals and snacks were served through the Child and Adult Care Food Program and Summer Meals Program, respectively. The Summer Meal Program increased by nearly 200 sites from 2016 to 2017.

Public Libraries and the Summer Slide: Pennsylvania's public libraries play a vital role in the summer when schools are closed and children need safe places to go in the community. The annual summer reading programs at libraries provide students with an opportunity to practice reading skills and grow their personal interests by offering fun, educational information and activities. Research shows that students who participate in public library summer reading program scored higher on reading achievement tests at the beginning of the next school year than those students who did not participate.[109]

Public library summer programs are evolving to engage reluctant readers – oftentimes boys – more effectively. Youth service librarians in Pennsylvania are being trained to enhance their traditional summer reading programs by offering complementary hands-on, inquiry-based learning experiences such as STEM, maker and multi-media programs at the library. These experiences are then linked to library reading materials that will encourage children to keep reading and learning through the summer months.

Family Place Libraries™ and Community Partnerships: Pennsylvania leads the nation in the number of Family Place Libraries™ with 109 designated Family Place Libraries™ in 34 counties. Similar to Pennsylvania's community schools initiative, the national Family Place Library™ program calls for public librarians to build coalitions with social, health and educational agencies in the community to help pre-K children enter school ready to learn. With specially-trained staff, equipment, and resources, Family Place Libraries™ provide developmentally-appropriate early learning environments for very young children, their parents and caregivers. Program components include welcoming spaces, cooperative programming and coalition-building, and access to resources, developmentally-appropriate programs, and trained staff.

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[109] Roman, Susan, Deborah T. Carran, and Carole D. Fiore. The Dominican Study: Public Library Summer Reading Programs Close the Reading Gap. (Dominican University, River Forest, IL, June 2010) http://www.oregon.gov/osl/LD/youthsvcs/srp.certificates/dominicanstudy.pdf

3. Promoting Successful Transitions in Early Childhood through Postsecondary Education.

Early Childhood to Elementary School – High-quality early learning services and programs provide a strong foundation for future learning, and can assist in preparing children and families for the transition into formal schooling. Coordination and collaboration between the state's early learning service and program providers and LEAs is vital to ensure a focus on "readiness" to learn for all students.

Pennsylvania early learning landscape is comprised of a mixed delivery system to support children in reaching foundational skills prior to entry into the K-12 system, and supporting school age children in before and after school programming. These include evidence-based home visiting, Pennsylvania's Quality Rating and Improvement System (QRIS) for child care, called Keystone STARS, Early Intervention, and pre-kindergarten programs. Regulation and guidelines for each program type require early learning providers to partner with LEAs to support children and families as children transition into formal schooling.

Promoting Successful Transitions from Pre-K to Kindergarten: The Office of Child Development and Early Learning (OCDEL), in partnership with other PDE offices, has worked to promote pre-K to grade 3 alignment in multiple ways.

Through federal Race to the Top-Early Learning Challenge funding, OCDEL has developed a comprehensive set of Early Learning Standards, aligned with 3rd grade academic standards, to promote common expectations, and focus on effective, and developmentally-appropriate, instructional strategies for children birth through grade 2. Resources aligned with these standards are provided in several ways, including incorporation in PDE's Standards Aligned System (SAS). In addition, OCDEL has partnered with 50 Community Innovation Zones and over 60 Governor's Institute teams to provide professional development, and funding for targeted efforts to promote successful partnerships among early learning providers, community agencies, and schools. The focus of these efforts is to understand effective transition strategies and best practices which will sustain the positive outcomes achieved in quality early learning settings.

In addition, OCDEL, in partnership with other PDE offices, has worked to promote pre-K to grade 3 alignment through effective use and sharing of data. Through federal grants, Pennsylvania has created a data/IT "bridge" between the state's early learning data system (PELICAN) and its K-12 data system (PIMS). These new data linkages are used to better understand the experiences and outcomes of children in pre-K as they prepare to enter formal schooling in kindergarten. OCDEL has also partnered with PDE's Office of Postsecondary and Higher Education to promote principal preparation focused on early child development and closing the achievement gap in pre-K to grade 4. These efforts are aligned with the definition of "professional development" under ESSA, which contemplates sustained, evidence based activities that can include early childhood education program providers and school staff to improve transitions for young learners to elementary school.[110]

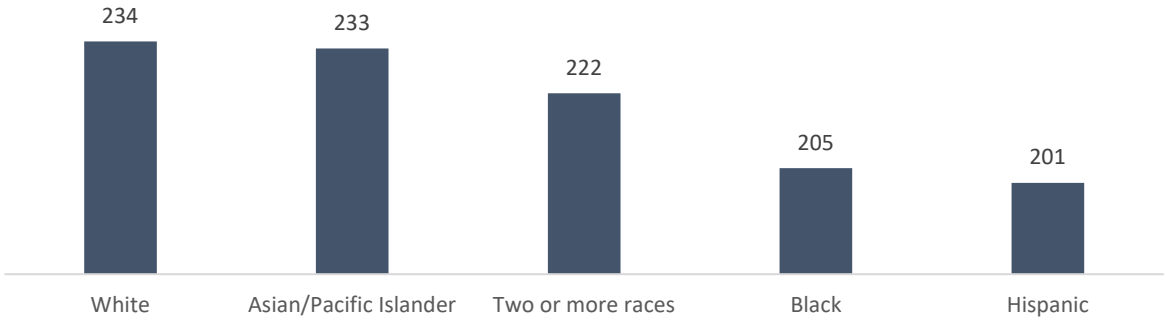
- ***Goal:*** Reach 182 future principals serving an estimated 35,000 students through the early learning-focused educator preparation programs supported by PDE.

- ***Promoting Early Literacy and On-track Grade 3 Reading:*** The importance of early literacy and future academic success is well-documented. Recognizing Pennsylvania's significant reading achievement gaps between students living in poverty and their peers, the Department will emphasize reading on grade level by third grade as part of its public-facing school performance reports as well as through technical assistance and supports provided to LEAs. While Pennsylvania has historically scored significantly above average in national

[110] See definition of "professional development" in ESSA section 8101(42).

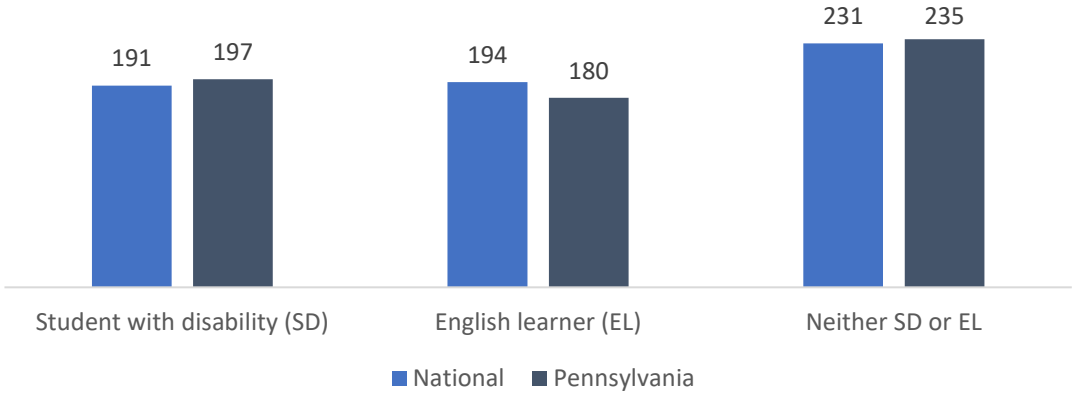
measures of student achievement, the commonwealth also has some of the most significant reading achievement gaps between low-income students and students of color and their white, more affluent peers among states.

Figure 6.8. 2015 Pennsylvania Grade 4 Reading Scores by Race/Ethnicity (NAEP)



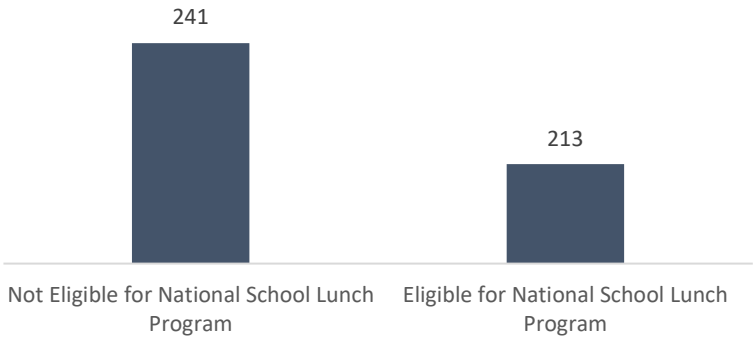
Similar gaps are seen between students with disabilities and English Learners and their peers. As shown in Figure 6.6, below, Pennsylvania outperforms national averages in the NAEP Grade 4 Reading Assessment for students with disabilities, but lags in performance for English Learners.

Figure 6.9. Grade 4 Reading Achievement Levels of Students with Disabilities and English Learners



Finally, significant gaps also exist in reading achievement levels between low-income students and their peers in Pennsylvania. As shown in Figure 6.7, below, students who are eligible for the National School Lunch Program scored 28 points lower on average than peers who were not eligible for the program on the NAEP grade 4 reading assessment in 2015.

Figure 6.10. Grade 4 Reading Achievement by Socioeconomic Status in Pennsylvania (2015)



- ***Strategies:*** Recognizing these significant reading achievement gaps, the Department will emphasize reading on grade level by third grade as part of its public-facing school performance reports as well as through technical assistance and supports provided to LEAs. Multiple offices within the agency – including the Offices of Child Development, Elementary and Secondary Education, Postsecondary and Higher Education, and Commonwealth Libraries – have also identified promoting early literacy as a key priority for their work, and are committed to leveraging available resources to advance success for the commonwealth's youngest learners.

  In addition, the Department will invite schools and LEAs to report locally selected assessments of reading in grade 3 as an additional indicator of student progress as part of the Future Ready PA Index. This measure will help identify and address literacy gaps and incentivize evidence based programs, including high-quality early childhood education and care with LEAs.

- ***Goal:*** By 2022-23 school year, at least 80 percent of students in grade 3 will be proficient in English language arts and reading, as measured by the PSSAs and locally selected assessments included in the Future Ready PA Index.

Elementary School to Middle School – Studies suggest that the transition from elementary to middle school can be a particularly challenging time for students, fraught with environmental, social, psychological, and physical changes that can be overwhelming to students and make staying on track difficult – especially so for students who are also facing the barriers of poverty, trauma, and other challenges.[111] Recognizing the importance of ensuring that middle school students receive the supports they need, the Department has developed the PA Early Warning System (EWS), which uses attendance, behavior, and course grade data to help schools identify middle school students at risk of dropping out before graduating high school. The Early Warning System is based on research from Dr. Robert Balfanz at the Everyone Graduates Center at Johns Hopkins University.[112]

- ***Strategy:*** Pennsylvania will also elevate chronic absenteeism, a measure of student engagement, in its public-facing school progress report – the Future Ready PA Index – as well as one of the ESSA School Quality and Student Success indicators in Pennsylvania's proposed federal accountability plan.

- ***Goal:*** Pennsylvania will reduce the rate of chronic absenteeism for all students and each subgroup annually.

Middle School to High School – The move from middle school to high school is a significant time for schools to help students stay on track for success in high school and, ultimately, college and careers, by providing supports targeted to

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[111] C. D. Gilewski and M. L. Nunn, "Transitioning Young Adolescents from Elementary to Middle School: Research Summary," Association for Middle Level Education.

[112] See, e.g., Balfanz, Robert; Fox, Joanna Hornig; Bruce, Mary; and Bridgeland, John M., On Track for success, November 2011.

the transition between middle and high school. There are a number of existing initiatives already in place in Pennsylvania to provide supports and assistance for middle school students as they navigate this important transition to high school.

Career Exploration Activities. Students who have identified educational pathways aligned to their interests are likely to be more engaged in school and prepared to make a successful transition to high school. Pennsylvania's Career Education and Work Standards provide for middle school students to have identified career opportunities aligned to their personal interests; explored relevant education pathways to prepare for careers; and created a personalized career plan including career goals, pathways and training and education requirements. Pennsylvania regulations (Chapter 339) require LEAs to have developed k-12 guidance plans for all students to assist them in developing necessary skills and competencies.

- ***Goal:*** All elementary, middle, and high school students will participate in career readiness activities by the 2022-23 school year.

Supporting Successful Secondary Transitions for Students with Disabilities. As part of accountability requirements under the Individuals with Disabilities Education Act (IDEA) of 2004, Part B State Performance Plans, PaTTAN and Intermediate Unit transition consultants provide sustained professional development for targeted LEAs that addresses the development of effective secondary transition programming for students with disabilities, including:

- Coordinating student, family, and agency involvement;
- Implementation of activities and services for students age 14-21; and
- Writing coordinated, measurable, annual individualized education program (IEP) goals that will reasonably enable students ages 14 and above to meet their postsecondary outcomes.

The professional development provided by PaTTAN and IU transition consultants also addresses how secondary transition planning affects graduation and dropout rates for students with disabilities.

- ***Goal:*** PDE's Bureau of Special Education has identified a long-term vision of decreasing dropout rates, reducing suspensions and expulsion rates, and improving transition services for students with disabilities. Short-term goals include the following:
    - Provide an early warning system at the middle school level that allows for the analysis of readily available and highly predictive student academic and engagement data; such as, absenteeism, course failure, GPA, credits, and discipline.
    - Facilitate systems-level data team analysis meetings, develop action plans, and provide coaching around evidence-based interventions.
    - Implement three evidence-based interventions that will be provided to middle schools (i.e. Check and Connect, Strategic Instructional Model, and Secondary Transition Model).
    - Engage stakeholders from the community-at-large that support effective secondary transition planning.

- ***Strategies:*** To help meet these goals, Pennsylvania will employ the following strategies:
    - 87 middle school building teams will utilize an early warning system (EWS) to implement action plans for students at-risk of dropping out of school.
    - 522 school personnel (teachers and specialists) will have the knowledge and skills to implement one or more of the identified interventions with fidelity.
    - 116 instructional coaches will have the knowledge and skills to facilitate systems level data team meetings, support the development and implementation of action plans, and provide coaching around the identified interventions.
    - 174 administrators will have the knowledge and skills to support systems-level change.
    - 25 resources for parents will be developed in English and Spanish, through a collaborative partnership with the Parent Network.

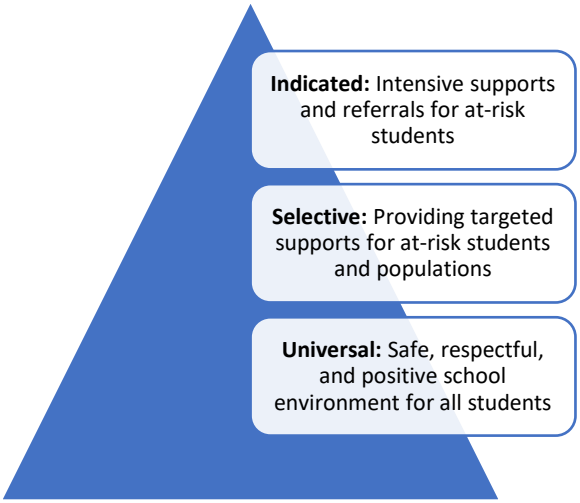
- 3 postsecondary education partners will collaborate in the creation of professional development resources that prepare pre-service teachers to better analyze critical data that impacts graduation and dropout rates.

The above numbers are project measures that will be statistically tracked and analyzed annually. In addition to direct outreach to schools, IUs will receive extensive training to create a cascading, capacity building model for sustainability and scale-up to all schools across the commonwealth.

Ensuring Progress through Positive School Climate and Evidence-based Supports. The Department provides technical assistance and supports to schools and LEAs for implementation of environmental and individual supports and interventions through the Positive Behavior
Interventions and Supports (PBIS) and Student Assistance Program (SAP) models. Taken together, these programs create a system of continuous care and ensure that the classroom, school, district, and community level resources and supports are in place to help students stay on track.

In partnership with PaTTAN and SAP agency partners,[113] the Department has begun to explore opportunities to promote alignment between PBIS practices and SAP at the school and district levels. By increasing continuity between these programs, Pennsylvania will create a common language around how to create a positive school environment that supports all students and helps keep students on track to graduate.

Figure 6.11. Levels Support and Interventions



- ***Goal:*** As part of its existing state efforts and ESSA implementation, PDE has established a goal of increasing the number of LEAs implementing MTSS and PBIS with fidelity by 25 annually, beginning with the 2018-19 school year.

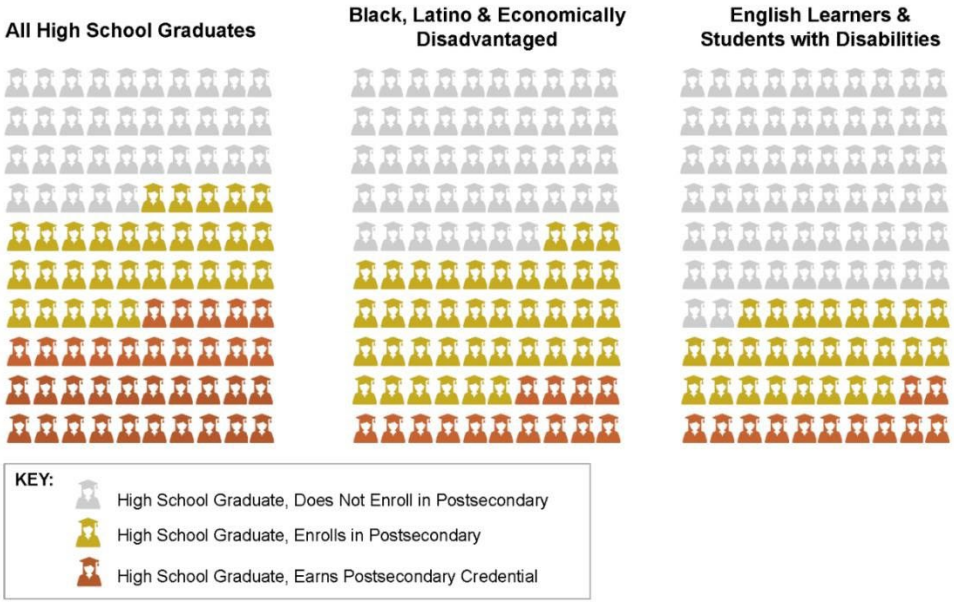
High School to Postsecondary Education and Careers – Graduating from high school is a critical milestone for students, and is a minimum requirement for most current and projected employment opportunities.[114] Although earning a high school diploma is imperative, research suggests that individuals with postsecondary education and training are less

[113] SAP is administered by PDE's Office for Safe Schools in partnership with the PA Department of Drug and Alcohol Programs (DDAP) and the PA Department of Human Services (DHS) Office of Mental Health and Substance Abuse Services.
[114] A.P. Carnevale, N. Smith, and J. Strohl, *Recovery: Job Growth and Education Requirements through 2020*, Georgetown University Center on Education and the Workforce, June 2013, https://cew.georgetown.edu/wp-content/uploads/2014/11/Recovery2020.FR .Web .pdf.

vulnerable to layoffs, such as those experienced during the Great Recession. Individuals with greater educational attainment are also more likely to earn higher wages.[115] While Pennsylvania's high school graduation rate is among the best in the nation and has increased over the past several years, significant disparities persist: in 2014-15, nine in 10 white students graduated high school in four years, compared with only seven in 10 black and Latino students. These graduation gaps mean that a high school diploma – a prerequisite for pursuing the postsecondary education and training that research suggests will be necessary for the vast majority of good paying, sustainable jobs in Pennsylvania, including STEM occupations[116] – is still an uncertainty for too many Pennsylvania students.

For those that do graduate high school, the path to completing a postsecondary credential or degree – necessary for the vast majority of good paying, family-sustaining jobs – is often fraught with challenges.
Research suggests that underrepresented populations take on more debt, have higher time-to-degree levels, and lower completion rates than their peers.[117] Data from the National Student Clearinghouse (NSC) shows that, in Pennsylvania, nearly six in 10 high school graduates go on to postsecondary education within 16 months of graduation. However, only three of those six students – 50 percent - ultimately complete their degree or credential within six years. The figures for college enrollment and completion are even lower for Pennsylvania's low-income students, students of color, English Learners, and students with disabilities (see Figure 6.10, below).

Figure 6.12. Pennsylvania High School Graduates' College Pathways[118]



Pennsylvania is working to change these numbers by engaging state and national partners in statewide college access and completion initiatives.

- ***College Completion Initiatives:*** As a member of the Complete College America (CCA) Alliance of States, Pennsylvania is committed to significantly increasing the number of students successfully earning degrees and

[115] *Recovery*, Georgetown University Center on Education and the Workforce, June 2013.
[116] Ibid.
[117] A. Flores, *How Public Universities Can Promote Access and Success for All Students,* Center for American Progress (September 2014), https://www.americanprogress.org/issues/education/reports/2014/09/09/96689/how-public-universities-can-promote-access-and-success-for-all-students/
[118] Data Source: National Student Clearinghouse (NSC), Pennsylvania 2010 cohort data.

credentials with value, and to closing attainment gaps for traditionally underrepresented populations. Pennsylvania is one of five states selected to participate in CCA's "15 to Finish" Campaign. CCA will provide campuses with customized materials, technical assistance and a customized video. The focus of the campaign is to get students to take 15 credits per semester, or 30 credits per year, to increase the number of students completing degrees.

  - ***Strategy:*** Implement a statewide "15 to Finish" campaign to reduce time-to-degree and increase degree completion for Pennsylvania students.

- ***Engaging School Counselors to Improve Postsecondary Success:*** Studies show school counselors make a significant contribution to the college enrollment and destinations of high school students, especially students from low socioeconomic backgrounds. Recognizing this critical role school counselors have on student success, the Department has partnered with PHEAA, public and private postsecondary institutions, and the Pennsylvania School Counselors Association to identify opportunities for K-12 school counselors across the state to connect and explore data, resources and information for school counselors on postsecondary access, FAFSA completion and "Apply PA," a statewide college application campaign.

  - ***Strategies:*** Provide school counselors professional development opportunities and resources to support students with postsecondary planning, access, and success. Partner with PHEAA to provide high schools with FAFSA completion data for their students.

- ***Improving Access through Statewide College Application Campaign:*** Since 2014 the Pennsylvania College Advising Corps has been holding college application events in partner high schools as part of the American College Application Campaign (ACAC), a national effort to increase the number of first-generation and low-income students pursuing a college degree or other higher education credential. The primary purpose of the campaign is to help high school seniors navigate the complex college admissions process and ensure they apply to at least one postsecondary institution. The effort occurs during the school day and targets students who might not otherwise apply to college. As part of these events, schools hold workshops on college applications, financial aid, scholarships and more. In 2016 a total of 1,500 seniors from 24 high schools submitted college applications as a result of the College Application Campaign. In November 2017, the Department is scaling the Pennsylvania College Application Campaign (Apply PA) statewide and encouraging all high schools to host events aimed at increasing college access for under-represented students.

  - ***Goal:*** Increase annually the number of high schools and students participating in the Pennsylvania College Application Campaign.

Figure 6.13. Improving Postsecondary Access for All Students: Pennsylvania Initiatives

Supporting Low-Income, First-Generation College-Bound Students
In 2016-2017, 25 high schools from 14 underserved counties across the commonwealth (Adams, Blair, Bucks, Centre, Chester, Dauphin, Delaware, Franklin, Huntingdon, Lancaster, Luzerne, Montgomery, Philadelphia, and York) partnered with the Pennsylvania College Advising Corps (PCAC) for services and resources to assist students with postsecondary and career planning. A branch of the national College Advising Corps, PCAC places recent college graduates as full-time advisers in the partner schools. The advisers work alongside school counseling staff to assist students and their families with completing college applications, financial aid forms, essays, and letters of recommendation, as well as assist with scholarship and financial aid opportunities. In 2017, PCAC advisers plan to meet individually with approximately 3,000 students and in groups with an additional 4,000 students.

Increasing Postsecondary Access through FAFSA Completion: School District of Philadelphia
Philadelphia was one of 22 cities selected to receive a $55,000 grant to increase FAFSA Completion. Launched in October 2016 at the School District of Philadelphia, the FAFSA Completion Campaign focused on the early release of the FAFSA and the importance of completing the FAFSA as the first step in financing a postsecondary education. FAFSA coaches were deployed to 21 high schools with 2015 FAFSA completion rates below the district average of 53 percent and where the school principal and counselor requested assistance. Each target school was assigned a lead FAFSA Coach who was responsible for connecting school leadership to activities that ensure all seniors received support. Since the start of the project, nearly 70 FAFSA volunteers were trained. Each high school also was provided a toolkit that included promotional materials and incentives to help encourage students to sign up for the text helpline and to complete the FAFSA. If successful, the initiative will be expanded as a component of the Pennsylvania College Application Campaign.

- ***Strategy:*** A key component to helping students transition successfully to postsecondary is knowing where students go after graduation and how well they are prepared for college and career. Using data from the National Student Clearinghouse and the state's longitudinal education data system, the Department is developing feedback reports to share postsecondary enrollment data, including information on in-state and out-of-state enrollment and institution type, disaggregated by student subgroups. These feedback reports will ensure that educators across the state have the context needed to make informed educational improvements and assess local efforts aimed at increasing postsecondary access and success.

- ***Goal:*** Share NSC data and resulting analysis publicly to inform K-12 and postsecondary transition efforts.

4. **Promoting Positive School Climate and Social-Emotional Learning.** Pennsylvania's schools should be safe havens where all students – regardless of their race, color, religion, ancestry, gender, gender expression or identity, sexual orientation, national origin, or ability – feel safe, respected, and welcomed. Research suggests that a positive school climate is associated with students' academic achievement, engagement, and social skills development.[119] Numerous research studies have looked at the relationship between discrimination, academic performance, and psychological and physical wellbeing.[120] Unpacking implicit bias and promoting cultural competency is critical to ensuring that students can perform their best in the classroom.[121] For these reasons, Pennsylvania believes that a

[119] A. Thapa, et al., School Climate Research Summary, National School Climate Center, August 2012.

[120] E.C. Carter, "The Consequences of Discrimination in the Classroom," *Applied Social Psychology,* March 20, 2013, http://www.personal.psu.edu/bfr3/blogs/asp/2013/03/the-consequences-of-discrimination-in-the-classroom.html.

[121] Hua-Yu Sebastian Cherng, "If They Think I Can: Teacher Bias and Youth of Color Expectations and Achievement," Social Science Research, vol. 66, August 2017, http://www.sciencedirect.com/science/article/pii/S0049089X16307098 .

positive school climate is an essential foundation for academic achievement.[122] The Department has implemented a number of initiatives to help ensure all students feel safe, respected, and valued in school.

- PDE's Office of Safe Schools has developed tools and resources, including a no-cost, customizable Pennsylvania School Climate Survey, to help measure, and thereby improve, student engagement, safety, and school climate.[123]
    - ***Goal:*** Pennsylvania will increase the number of school districts using the PA School Climate Survey by 200 percent in the next four years. PDE will also work with state and local partners to double the number of schools participating in the biannual PAYS survey by the 2021-22 school year.

- In 2016, the Department launched the PA School Climate Leadership Initiative, in partnership with the PA Association of Intermediate Units (PAIU) and the National School Climate Center (NSCC); participating schools receive training and technical assistance from a designated School Climate Regional Coordinator housed at each of Pennsylvania's 29 IUs.
    - ***Goal:*** Reach at least 1,500 educators and administrators through the PA School Climate Leadership Initiative each year.

- In April 2017, the Department released the Pennsylvania Equity and Inclusion Toolkit, developed in collaboration with other state agencies, organizations, and partners, which focused on strategies and actions that schools can take to address bias and discrimination in a proactive and effective manner.
    - ***Strategy:*** PDE will update the Equity and Inclusion Toolkit as needed, informed by stakeholder input and feedback.

- The Department is embedding culturally responsive and trauma-informed concepts and competencies within professional development programs and resources available for educators throughout the commonwealth.[124]
    - ***Goal:*** Implementation of new professional development programs and resources for the 2018-19 school year; reach at least 2,000 educators and administrators in first year of implementation and annually.

- The Department has implemented several diverse strategies and resources to support schools and LEAs in preventing and addressing peer-to-peer harassment and violence, including bullying, sexual assault, dating violence, stalking, and hazing through grants, awareness campaigns, technical assistance, model policies, and other supports. These include a Bullying Prevention Toolkit, and a Bullying Prevention Consultation Line that will take messages 24 hours/day, seven days/per week and return calls promptly.
    - ***Goal:*** Increase reach of programming through the Safe Schools Office and initiatives like It's On Us PA, which addresses sexual violence and harassment in K-12 schools and on college campuses, by 10 percent annually.

- Schools play an important role in promoting protective factors and positive emotional development for children, and are the site for mental health services in seven out of 10 cases of children who receive such services.[125] In collaboration with state and local partners, Pennsylvania has worked to expand access to school-based behavioral and mental health services, which can leverage the Multi-Tiered Systems of Support (MTSS) framework and School Wide Positive Behavior Interventions and Supports (SWPBIS) approach.
    - ***Goal:*** Increase the number of LEAs implementing MTSS and PBIS with fidelity annually.

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[122] See *National School Climate Standards: Benchmarks to Promote Effective Teaching, Learning and Comprehensive School Improvement*, National School Climate Council, National School Climate Center, http://www.schoolclimate.org/climate/documents/school-climate-standards.pdf.
[123] See School Climate, PDE Office of Safe Schools.
[124] See Section 5 (Supporting Effective Instruction) for more information about Pennsylvania's efforts to prepare, develop, and retain effective educators.
[125] *Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide Positive Behavior Support*, ed. S. Barrett, L. Eber, and M. Weist, U.S. Department of Education, Office of Special Education Programs (OSEP), http://www.pbis.org/common/cms/files/pbisresources/Final-Monograph.pdf.

- State resources support $2.6 million in competitive grant funding for LEAs and schools through the Department's Office for Safe Schools to develop and implement initiatives aimed at improving school climate, violence prevention, crisis intervention, and promoting social/emotional wellness.[126]
    - ***Goal:*** Assuming available annual state appropriations, increase the number of grants to LEAs focused on evidence-based, comprehensive violence prevention and school climate initiatives.

- Pennsylvania is also one of eight states participating in the Collaborating States Initiative, led by the Collaborative for Academic, Social, and Emotional Learning. Through this work, Pennsylvania will develop a roadmap for schools and districts which are looking to embed social-emotional competencies within their curriculum, instruction, professional development, and school climate initiatives. The Department has also worked to make resources related to social-emotional learning available through Pennsylvania's Standards Aligned System (SAS) Portal.
    - ***Strategy:*** Pennsylvania will develop and implement resources and supports for educators as part of its work through the CASEL initiative, including a Career Ready Skills Toolkit. Tools and materials will be available beginning in the 2017-18 school year.

B. The State's strategies and how it will support LEAs to provide equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English Learners, children with disabilities, or low-income students are underrepresented. Such subjects could include English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health or physical education.

ESSA replaces the NCLB term "core subjects" with 17 subject areas that comprise a "well-rounded education," and requires states and LEAs to ensure that all students have access to a rich array of educational opportunities. Pennsylvania will prioritize the use of Title IV, Part A, and other federal funding, to enhance equitable access to a well-rounded education that includes career and technical education (CTE); English, reading, and language arts; health and physical education; science, technology, engineering, and mathematics (STEM), including computer science; music and the arts; social studies (history, economics geography, civics and government); and world languages. The Department will support LEAs' in their efforts to ensure that all students have access to opportunities to participate in the arts and music, and other disciplines that spark joy and creativity, and connect students' talents and interests with opportunities to serve the needs of their communities. The Department will also continue to work with stakeholders to identify opportunities to meet this goal through the implementation of ESSA.

A commitment to equity will drive the Department's efforts in this and other areas of ESSA implementation. In partnership with stakeholders, the Department will identify opportunities to ensure that all students, regardless of zip code, ability, or background, can meaningfully participate in learning opportunities that engage, excite, and prepare them for the jobs and responsibilities of the world ahead. In particular, Pennsylvania will continue to advance work that is focused on improving access to opportunity and success for historically underrepresented and nontraditional students in areas like CTE and STEM.

- The Department's Bureau of Career and Technical Education in the Office of Elementary and Secondary Education provides technical assistance and resources for training and activities that support enrollment and preparation of students for nontraditional fields.[127]

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[126] Safe Schools Targeted Grants, PA Department of Education

[127] Nontraditional field refers to occupations that have traditionally been filled by one gender. Additional information about Nontraditional Occupations and CTE programs is available on the Department's Career and Technical Education – Perkins webpage.

- Through the 21st Century Community Learning Center (21st CCLC) grant program, grantees may use funding to support well-rounded education activities as well as programs that support a healthy and active lifestyle, including health, physical, and nutritional education and activity programs. Grantees can also use funding to support programs that improve parent and family engagement, as well as enhance students' career readiness and STEM skills, among other eligible uses.[128]

A. If an SEA intends to use Title IV, Part A funds or funds from other included programs for the activities that follow, the description must address how the State strategies below support the State-level strategies in 6.1.A and B.

C. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to improve school conditions for student learning, including activities that create safe, healthy, and affirming school environments inclusive of all students to reduce:

i. Incidents of bullying and harassment;
ii. The overuse of discipline practices that remove students from the classroom; and
iii. The use of aversive behavioral interventions that compromise student health and safety?

☐ Yes. If yes, provide a description below.

☐ No.

As referenced in Section 6.1.A, the Department believes that a positive school climate is essential for student learning and success. The Department's Office for Safe Schools is committed to assisting LEAs and schools, including but not limited to LEAs with Title I schools, with their efforts to create and maintain safe and supportive learning environments. Through professional development opportunities, webinars, grant funding, regional school climate support, and technical assistance, the Department is supporting local efforts to prevent and address violence, harassment, and bullying behavior. PDE will prioritize Title IV, Par A funding, as available, to invest in strategies to help LEAs, including but not limited to LEAs with Title I schools, foster safe, healthy, inclusive, and affirming school environments for all students, including:

- Proactively evaluating and improving school climate, including through the use of school climate surveys, and implementing new or expanded policies (see p. 91-93 for more information on the Department's proposed strategies for "Promoting Positive School Climate and Social-Emotional Learning");
- Using data collected annually from school entities that provide information regarding out-of school suspensions, expulsions, and other disciplinary actions to identify and address disproportionate and exclusionary discipline practices;
- Reducing incidents of violence, harassment and bullying, especially incidents tied to bias and discrimination on the basis of race, ethnicity, sexual orientation, gender, gender identity or expression, religion, ancestry, national origin, or disability; and
- Investing in technical assistance and supports for LEAs to identify disproportionate and exclusionary discipline practices and create conditions for students to remain in school.[129]

PDE is also working to embed concepts of equity, culturally responsive instruction, and trauma-informed discipline and response into its professional development offerings. Finally, Pennsylvania's inclusion of chronic absenteeism as one of the state's accountability indicators for annual meaningful differentiation under ESSA will be defined to include both excused and unexcused absences, such as those that result from out-of-school suspensions or expulsions.

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[128] For more information about Pennsylvania's 21st CCLC grant program guidelines, please see the Department's 21st Century Community Learning Centers Grant webpage.

[129] Note: As part of Title I, Part A, ESSA requires that Title I District Plans address the process through which the district will 1) reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline; and 2) reduce incidences of bullying and harassment.

The Department will support LEAs, including but not limited to LEAs with Title I schools, to prioritize use of available funding, including Title IV, Part A funding, to promote inclusive, safe, and supportive learning environments for all students. Through these efforts, PDE hopes to establish a common framework of practice that helps all classroom teachers, principals and other school and LEA leaders effectively meet the diverse needs of students and communities.

D. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to effectively use technology to improve the academic achievement and digital literacy of all students?

x Yes. If yes, provide a description below.

☐ No.

PDE believes that meaningful access to cutting-edge technology is a prerequisite for success in today's classroom and in a 21st century economy. Pennsylvania's economy will be driven by STEM skills, including computer science, coding, and software development. These skills require technology and tools to make instruction meaningful. To that end, PDE will encourage LEAs to use their Title II, Part A funding, and other appropriate funding sources, to expand access to technology for all students.

In addition to classroom experiences, Pennsylvania's pre-K to 12 infrastructure is bolstered by classroom, school, and public libraries that are able to enrich learning by integrating the full range of technology with traditional print resources. School library and media centers serve as launch pads for student-initiated inquiry by providing personalized digital literacy instruction and inspiring increased interest in reading. Today's teacher-librarians help to strengthen classroom teacher effectiveness through lesson planning assistance, discovery of new classroom materials, and value-added expertise designed to maximize digital tools and resources. Collaboration among classroom teachers and librarians helps to shape a dynamic 21st century learning environment and cutting-edge methods for encouraging curiosity and closing the achievement gap. A 2012 study of Pennsylvania public school students conducted by Colorado-based RSL Research concluded that access to a full-time certified school librarian yields higher scores on the PSSA Reading and Writing Tests compared with students who did not have such access. This result of the PA School Library Project held true regardless of students' socio-economic, racial, ethnic, or disability status.[130]

E. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to engage parents, families, and communities?

x Yes. If yes, provide a description below.

☐ No.

Research suggests that parents and families have a significant influence on students' academic achievement; however, low-income, limited-English proficient, and parents/families of color often face multiple barriers to meaningful engagement and equal partnership in their child's education.

The Department recognizes the importance of promoting engagement of students and their families throughout their education to build positive, meaningful relationships and promote improved attendance and academic outcomes. Through Title IV, Part A funds and other available resources, as well as policy and programmatic efforts, the Department is working to elevate parent and family engagement at multiple levels.

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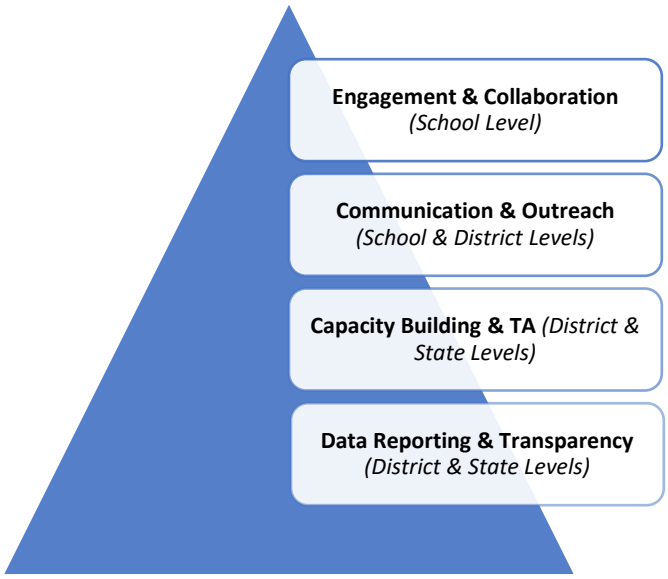
[130] Lance, Keith Curry, and Bill Schwarz. *How Pennsylvania School Libraries Pay Off: Investments in Student Achievement and Academic Standards. PA School Library Project.* HSLC, Oct. 2012. Web. 1 June 2013. http://paschoollibraryproject.org/research

Figure 6.14. Levels of Parent and Family Engagement



As described in Section 2, the Department worked collaboratively with the Pennsylvania PTA, the Title I State Parents Advisory Committee and other parent/family groups to solicit input regarding Pennsylvania's proposed ESSA State Plan. Looking ahead, the Department will continue to provide technical assistance and support to LEAs regarding ways to meaningfully engage parents and families, including those with barriers, such as poverty or language.

F. Awarding Subgrants (ESEA section 4103(c)(2)(B)): Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 2105(a)(2).

The Department will award Title IV, Part A, Subpart 1 funds to LEAs pursuant to the requirements under section 4105(a) of ESEA based on their relative share of Title I, Part A funds from the preceding fiscal year. The process will follow the requirements of section 4105(a)(2):

- Identify LEAs with an initial allocation of less than $10,000.
- Determine the amount of funds needed to raise the initial allocations of those LEAs to the $10,000 minimum.
- Ratably reduce the initial allocation of the remaining LEAs by the amount needed to complete the previous step.

The Title IV, Part A grant funds will be added to PDE's 2017-18 consolidated application, which also includes Titles I-A, I-D, II-A and III subprojects. This consolidated application process encourages coordination among various federal programs. Upon approval of the consolidated applications, the Title IV, Part A funds will be expended during FY 2017. The Department recognizes that there is significant interest in the limited allocation of Title IV, Part A funds. In response, the Department may utilize a portion of funds for state-level activities to identify opportunities for collaboration among LEAs with common interests that may provide for economies of scale in program design and maintenance.

L. 6.2 Program-Specific Requirements.

A. Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies

i. Describe the process and criteria that the SEA will use to waive the 40 percent schoolwide poverty threshold under section 1114(a)(1)(B) of the ESEA that an LEA submits on behalf of a school, including how the SEA will ensure that the schoolwide program will best serve the needs of the lowest-achieving students in the school.

PDE's Division of Federal Programs developed an "intent to apply" form for all LEAs that have schools which intend to implement a schoolwide plan in 2017-18. If the school has less than 40 percent low-income students, the school is required to complete an additional narrative. The intent to apply forms will be collected prior to the end of June 2017 to ensure schoolwide plans will be implemented at the start of the 2017-18 school year with all ESSA updates. PDE's Division of Federal Programs requires all schools implementing a schoolwide plan to use a school-level template through PDE's online comprehensive planning tool. The schoolwide plan narrative outlines how the program will best serve the needs of students in the school, with an emphasis on those students most at risk of not meeting state standards. It also addresses other school reform efforts, such as improving school climate and coordination with other federal, state, and local services, resources and programs.

B. Title I, Part C: Education of Migratory Children.

1. ***Supporting Needs of Migratory Children*** *(ESEA section 1304(b)(1)): Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:*

i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;

The goal of the Pennsylvania Migrant Education Program (PA-MEP) is to ensure that all migratory children[131] achieve challenging academic standards and graduate with a high school diploma (or complete a Commonwealth Secondary Diploma/high school equivalency), and, upon graduation, are prepared for postsecondary success.

A total of 5,158 children and youth were enrolled in PA-MEP for at least one day from September 1, 2015 through August 30, 2016, which is an increase of 74 students from the prior year. School age children make up the largest group at 71 percent, followed by 18 percent who were younger than school age (birth to age six, not yet enrolled in K-12 school), and 11 percent who were out-of-school youth.

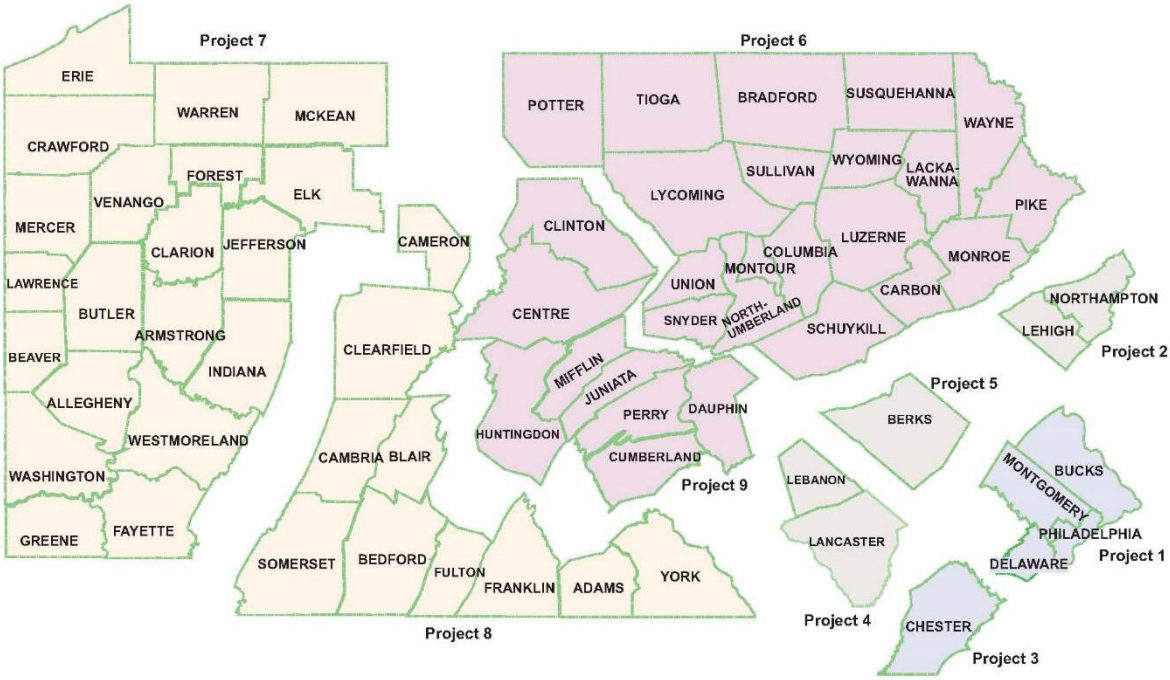
Most of the PA-MEP population are individuals who have self-identified as Hispanic (73 percent of 5,158 children/youth). Spanish was identified as the most common home language (70 percent), followed by Nepali (12 percent), English (4 percent), or another language (14 percent).

The PA-MEP state administered and locally operated in nine project areas and four regions throughout the commonwealth. Each project area has a project manager to oversee operations and reporting responsibilities (all

[131] Under ESSA, "migratory child" is defined as a child or youth who made a qualifying move in the preceding 36 months: (a) as a migratory agricultural worker or migratory fisher; or (b) with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher.

managers oversee more than one project area). Each project manager supervises staff responsible for program implementation, including student support specialists, data specialists, and recruiters. The project managers report to the PA-MEP director at PDE.

Figure 6.15. Pennsylvania Migrant Education Counties Map

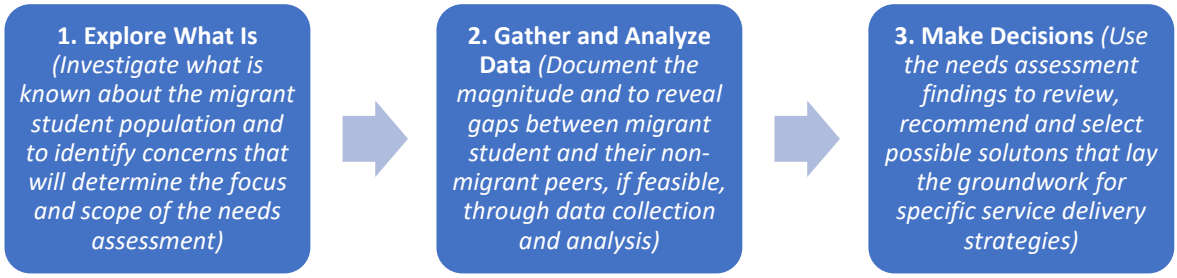


Comprehensive Needs Assessment and Service Delivery Plans. The planning process that identifies the unique educational needs of migratory children and guides service delivery is Pennsylvania's Comprehensive Needs Assessment (CNA) and Service Delivery Plan. By federal mandate, the PA-MEP goes through a process every three to five years to review and improve its Service Delivery Plan. The Service Delivery Plan outlines PA-MEP's strategies for:

- Meeting the unique educational needs of migratory children on a statewide basis;
- MEP integration with other federal programs authorized by the ESEA;
- Measurable MEP outcomes and how they will contribute to the achievement of Pennsylvania's performance targets;
- Services the MEP will provide on a statewide basis, and, the effectiveness of such services and service delivery/integration.

The Comprehensive Needs Assessment process has three phases.

Figure 6.16. Phases of the PA-MEP Comprehensive Needs Assessment



The Service Delivery Plan outlines performance goals to be met at the end of a five-year period, and guides the delivery of services in the following focus areas: reading, school readiness, mathematics, high school graduation, parent/family involvement, out-of-school youth, dropouts, and health. The most recent CNA was completed in 2013. The PA-MEP is currently in the final stages of developing its updated, revised Service Delivery Plan, which is expected to be complete by fall 2017.

Pa-MEP held several stakeholder engagement meetings to inform development of the new Service Delivery Plan including two meetings in Chester and Erie counties in the summer of 2016. The purpose of these meetings was to give service providers and key stakeholders an opportunity to discuss shared challenges and solutions and to plan for increased collaboration. The specific focus was to optimize access to services for the migrant pre-K students, three to five years old.

During the process of reviewing and revising the Comprehensive Needs Assessment and Service Delivery Plan, the PA-MEP convened three groups: a Needs Assessment Committee; a Parent Stakeholder Committee; and a Service Delivery Plan Committee.

The Needs Assessment Committee included PA-MEP staff who work with Out-of-School Youth (dropouts) and parents. The objectives of this committee were to:

- Review the Migrant Education Program (MEP) continuous improvement cycle;
- Identify group concerns about migrant students and families;
- Propose updates to the Comprehensive Needs Assessment;
- Review findings from the Summer Parent/Out-of-School Youth Survey; and
- Identify existing and needed data to validate priority concerns.

The Parent Stakeholder Committee was made up of Parent Advisory Council (PAC) officers. The statewide PAC is composed of representatives from each area and is a vital component of the PA-MEP. The questions addressed by this committee included:

- What are the highest priority needs for migrant children?
- What other needs for migrant children and families should the Migrant Education Program consider?
- What might the Migrant Education Program do to address those needs?
- What have been the most helpful strategies to help migrant children achieve success in mathematics?

The Service Delivery Plan Committee consisted of PA-MEP staff and outside experts with knowledge of research and best practices in content areas, migrant education, and state and local program administration. The committee objectives were to:

- Review the Migrant Education Program (MEP) continuous improvement cycle;
- Identify group concerns about migrant students and families; and
- Propose updates to the Service Delivery Plan (SDP).

PA-MEP also discussed changes to the Migrant Education Program under ESSA at the Migrant Education/English as a Second Language Conference in March 2017 and at the PAC conference in June 2017.

In addition to the periodic review and revision of the Comprehensive Needs Assessment and Service Delivery Plan, another strategy used by the PA-MEP to address the unique educational needs of migratory children is with each student's individual needs assessment. Each student support specialist, the staff that directly serve migrant students, performs a needs assessment within 10 business days of the student being assigned to their caseload. All needs assessments are updated as often as changes happen and a new one is developed by September 30 of each school year.

Each individual student's needs assessment is captured electronically via the migrant data system, MIS2000, and uploaded, when appropriate, into the migrant national database: Migrant Education Student Information eXchange (MSIX). The needs assessment is also a place to identify and document service delivery to address those needs (see Figure 6.7, below). Migrant Service Time is recorded for each service type, as is the level of service delivery (Migrant, Partnership or Other). The service delivery side also shows whether the service is done in regular term or summer and the manner of service delivery (In-Home, Migrant Campus/Extended Day, Other Campus/Extended Day). Since the PA-MEP is a supplemental program, migrant student support staff provide supplemental instruction only and not instruction provided as part of the student's regular schedule. The service delivery also has other components respective to different programs.

Table 6.17: Service Delivery by Type

Program	Components
Instructional Programs	• English as a Second Language (ESL) • Reading • Mathematics • Other instruction • Credit accrual • 21st Century Community Learning Centers participation • Social-emotional support • Title I programs
Preschool Programs	• Head Start • Pre-K Counts • Early Intervention
Out-of-School Youth and Dropouts	• Life skills • Technology • Distance learning • Education materials • High School Equivalency Program (HEP)
Support Programs	• Student and/or family support • Counseling • College and career preparation (postsecondary and career information, college visits)
Health Programs	• Health, dental, vision, and/or mental health referrals • Health translation services • Wellness education

After being identified and recruited as an eligible migratory child, a needs assessment is completed to inform service delivery that appropriately meets their unique educational needs. The PA-MEP connects students to comparable services in their schools and communities. If no services are available, or the child needs further assistance, the PA-MEP provides the following services directly:

- Tutoring and other academic supports;
- Afterschool and extended hours, including weekend programs;
- Summer programs;
- In-home programs;
- Health and social support services;
- Parent and family engagement;
- Advocacy;
- Language arts; and
- Enrichment programs.

PA-MEP's summer programs were recognized with the Summer Learning Association's Excellence of Summer Learning Award in 2011. These award-winning programs provide support in basic subjects, including STEM and arts education. The focus is experiential learning and is different from the regular school year. These programs avoid the summer slide, are a good bridge to the next grade and ensure that students are fed nutritious meals in the summer time. Summer programs are often the result of local partnerships, including: 4H Extensions, public libraries, Girls and Boys Scouts, local and regional food banks, and other community-based organizations.

PA-MEP conducts an annual evaluation to review program implementation and results of all services provided to address the unique needs of migrant students. This evaluation is conducted by an experienced, independent contractor. In analyzing the program's implementation and outcomes, evaluators examine extracts from MIS2000, student results on state academic and English language acquisition assessments, student data from the KRC, monitoring reports, and project area data. Evaluators collected data from state and local sources and then analyzed data overall for the state, for each project area, and by student category, English fluency, and/or Priority for Service status, as applicable. The evaluation of PA-MEP programs is intended to provide program results and information that PDE and local program staff can use to make informed decisions about program changes, improvement, and implementation.

Evaluators focus on the following question: "What needs did children and youth exhibit at their earliest needs assessment and to what extent did they receive services to address those needs during the program year?" Some needs elements are examined for their status at the beginning of the program year or the start of a student's enrollment before any services or support were provided during the program year (usually academic-related needs), while others reflect whether a student met certain conditions at any point in the year to determine the prevalence of that condition in the population. For example, reading needs are examined during the first needs assessment to determine if a student had an initial reading need identified and then received related services over the course of the year. Needs records are also reviewed to determine if a student experienced homelessness at any point during the year. In some cases, evaluators took into consideration staff comments and needs element value changes to determine a student's status. Students may receive new or updated needs assessments when new information becomes available or when students move or change category. For some elements, both initial and later needs results are considered for need elements.

As mentioned earlier, the needs assessment is a critical piece in the operation of the PA-MEP as it provides the background necessary to determine what programming and services should be delivered. Needs data are used on a larger scale to develop the Service Delivery Plan as part of the Comprehensive Needs Assessment process. The Service Delivery Plan guides the work of the program at the state and project area levels and provides a framework for review and evaluation. All programs, special initiatives, services, and decisions should support the statewide Service Delivery Plan, which in turn supports improved student outcomes. The following figure illustrates how these elements are connected.

Figure 6.18 Student Outcomes Logic Model

Figure 6.19 State Outcomes Logic Model

Identifying Needs of Migrant Students in Pre-K. To identify and address the needs of the youngest students, the student support specialist determines whether students are enrolled in pre-K and meeting school readiness targets established through the Kindergarten Readiness Checklist (KRC). The KRC is aligned to Pennsylvania's Early Learning Standards, and has both parent/family and staff observation components. The parent/family section includes an evaluation of language, reading, and writing skills, including within the context of a child's home language. Other skill areas are evaluated through both a parent/family and staff observation, including social and emotional readiness, health and safety help, mathematical thinking as well as expression and physical development. They are looked at both by the parent and staff observation. The KRC is administered up to three times per year: initial, end-of-school year, and end-of-summer. Once completed, the KRC data is sent to the program evaluators and included in the annual evaluation report.

Helping Migrant Students Stay on Track to Graduation. The needs of students in grades 8-12 are identified and addressed by looking at pre-service questions and culminating activities of the Diploma Project. The goal of the Diploma Project is to identifying effective strategies for decreasing the likelihood of migrant students dropping out of high school and increasing the rate at which they graduate and pursue postsecondary opportunities. The toolkit is divided into five units: 1) Goal Setting (Self Assessment and Self-Advocacy) 2) High School Credits and Courses 3) Assessments 4) English Language Proficiency 5) Preparing and Paying for Postsecondary Education. Though not the original intent of the Diploma Project, Unit 1 - Goal Setting (Self-Assessment and Self-Advocacy) has been used with dropouts and out-of-school youth. Progress in the Diploma Project are captured in the needs assessment, where student support specialist select (unit by unit) whether students and families have been assessed, instructed, successfully completed, tested out, or had completed and tested out on a previous year.

As explained in more detail below, migratory children are connected to the full range of services available via local, state, and federal education programs.

ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;

Joint planning is done seamlessly within the Pennsylvania Department of Education. The PA-MEP program is housed in the department's Division of Student Services that also oversees 21st Century Community Learning Centers, Homeless, Teen Pregnancy and Refugee Education. Collaboration and coordination with these programs is second nature. In fact, many Migrant grantees participate in at least one additional program. In many cases, local 21st Century programs prioritize services for migrant students, and there are some grants written specifically to address migratory children. Many migrant students are also refugees, so the Refugee School Impact Grant also overlaps both populations. The Education for Homeless Youth program identifies students as migrant and vice versa.

Ensuring Progress to English Language Proficiency for Migrant Students. Most migratory children are also English learners. The English as a Second Language (ESL) Advisor is invited to the monthly meetings with regional directors, to give updates. A good example of joint planning is the conference that brings together ESL and migrant educators, among others. Furthermore, Migrant staff is often invited to participate in ESL trainings and many of the summer staff for the PA-MEP programs are certified ESL teachers.

Interagency Collaboration and Supports. The PA-MEP works closely with the Office of Child Development and Early Learning (OCDEL) which has a dual report to both PDE and Department of Human Services. OCDEL was instrumental in providing feedback on the Kindergarten Readiness Checklist for migrant children and providing coordination across the commonwealth for services to migrant preschoolers.

PA-MEP also works closely with the department offices of Special Education, Food and Nutrition Federal Program, and Post-Secondary and Higher Education. An excellent example of collaboration with higher education is PA-MEP's relationship with the College Assistance Migrant Program (CAMP), housed at one of PA-MEP's project areas, Millersville University. This program provides financial and educational resources to students, who have been migratory children at

some point in their lives, in their first year of college. The relationship program helps the student make the transition to college and helps the college retain the student.

As explained in more detail below, PA-MEP staff works collaboratively with many partners. During the 2015-16 program year LEAs reported having 567 partners across the state. Partner types varied, though the largest numbers of partners were community organizations, businesses, and school districts or other LEAs. Partners contributed in various ways, with those most frequently indicated being services for students, parents, or families; facilities or space; and goods and services.

PA-MEP evaluates joint planning through collection of monthly reports from the LEAs. The purpose of the monthly project area reports is for project areas to report on various implementation elements and provide information to the state PA-MEP office that is needed for compliance and program planning. Monthly reports cover information that is not or could not be collected or examined in other ways. One of the components of the reports is partnerships. These are updated monthly and an annual report sent to the program evaluator.

Partnerships are in place to address the needs of preschool migratory children. In addition to working with OCDEL, as mentioned above, LEAs also work forge their own partnerships with preschool providers and agencies primarily to ensure enrollment (see more detail below). Other partners include agencies that provide training or curricula, libraries, religious organizations, resettlement agencies, agencies for special needs children and non-migrant in-home providers.

There are several adult education providers that we partner with that work with students that have dropped out and/or out-of-school youth, most prominently with providers that provide HSED or pre-HSED courses. Other partners include institutions of higher education, community health networks, community food banks, local employers, refugee resettlement agencies, other government agencies, libraries, faith-based organizations/churches and other community-based organizations.

iii. The integration of services available under Title I, Part C with services provided by those other programs; and

The PA-MEP is a supplemental program; therefore, students are to be enrolled in services provided with other federal, state or local funds, before using MEP funds. Once needs are identified, efforts are made to enroll student first in comparable district, preschool programs, adult education or other community programs for afterschool or other support. Every effort is made to ensure these services are provided by other funding sources, prior to spending MEP funds. If no programs are available or the student is in need of further assistance, in-home or migrant-funded services are provided. Staff ensures that students are receiving services reflective of their identified needs.

LEAs have developed a long list of support agencies that are present in the communities where the migrant children reside and serve as a clearinghouse to direct and support the children and families in accessing these available services. Partnerships include faith based organizations, social service agencies, school entities, refugee resettlement agencies, healthcare providers, postsecondary institutions, as well as state/federal agencies and programs that exist to benefit any child in need and mitigate any circumstances that may impede migrant children from participating or benefitting from these.

The student support specialist staff is a liaison between parents and schools, supporting parents to make sure they are aware of their rights and responsibilities. These staff provide advocacy and support to ensure students receive services, if needed, including English as a Second Language and Special Education. They also ensure that students advance and are placed at a grade appropriate level and that they are on-track to graduation. The SEA trains staff and keeps them informed on these subjects through PA-MEP/ESL annual conference and other migrant-sponsored or other suggested training and webinars.

For preschool students, the PA-MEP makes sure they are enrolled in preschool programs such as Head Start, Migrant Head Start, Keystone STARS, Pre-K Counts or other school district or private programs. If students are not enrolled in these programs (barriers include transportation and waiting lists, among other factors), the student support specialist provides in-home instruction.

For dropouts/out-of-school youth, every effort is made to reengage the youth in public school or in a High School Equivalency Diploma (HSED) program in their community. There are a number of barriers to achieving these including work schedules, language proficiency and educational level. Many youth prefer to learn things that fill the most immediate needs, such as life skill lessons. The youth are overwhelmingly interested in taking ESL classes. If connecting the youth to these services is not possible, or if the youth needs further assistance, the student support specialist provides in-home or group lessons.

iv. Measurable program objectives and outcomes.

Each year, Pennsylvania's evaluation report presents findings related to the achievement of or progress toward Service Delivery Plan goals (MPOs) and Government Performance and Results Act (GPRA) annual measurable objectives (AMOs). These measures and indicators inform the PA-MEP of the progress of the implementation, improvement, and outcome expectations.

Table 6.20. Measurable Performance Objectives from Pennsylvania's *Service Delivery Plan*[132]

Area	Measurable Performance Objectives
1. Reading	**Objective 1A:** By the end of 2016-17, 50 percent of migrant Priority for Service students will make gains on the reading PSSA. **Objective 1B:** By the end of 2016-17, 80 percent of migrant students in grades K-6 will maintain or improve their scoring category on the summer DIBELS assessment. **Objective 1C:** By the end of 2016-17, 90 percent of migrant students identified as below proficient in reading will participate in data-informed supplemental instructional reading programs.
2. School Readiness	**Objective 2A:** By the end of 2016-17, 60 percent of migrant children ages 3-5 will participate in preschool programming. **Objective 2B:** By the end of 2016-17, 90 percent of migrant children expected to enter kindergarten the following fall will demonstrate mastery on the Kindergarten Readiness Checklist.
3. Mathematics	**Objective 3A:** By the end of 2016-17, 50 percent of migrant Priority for Service students will make gains on the math PSSA. **Objective 3B:** By the end of 2016-17, migrant students will make gains on the summer Quick Math Assessment.

[132] Note: The PA-MEP is currently updating these MPOs as part of the recurring Comprehensive Needs Assessment and Service Delivery Plan process. New MPOs will be released by June 30, 2017.

Area	Measurable Performance Objectives
4. High School Graduation	**Graduation Objective 4A:** By the end of 2016-17, 80 percent of migrant students in grades 8-12 who participate in the Diploma Project will receive instruction and/or complete at least one Toolkit unit. **Graduation Objective 4B:** By the end of 2016-17, 60 percent of migrant students in grades 8-12 will demonstrate knowledge of high school graduation requirements. **Graduation Objective 4C:** By the end of 2016-17, 60 percent of migrant students in grades 8-12 will demonstrate knowledge of postsecondary planning and options.
5. Parent/Family Involvement	**Objective 5A:** By the end of 2016-17, 80 percent of migrant students in grades 8-12 whose parents participate in the Diploma Project will have their parents will receive instruction and/or complete at least one Toolkit unit. **Objective 5B:** By the end of 2016-17, 50 percent of migrant parents with children in grades 8-12 will demonstrate knowledge of graduation requirements. **Objective 5C:** By the end of 2016-17, 30 percent of migrant parents with children in grades 8-12 will demonstrate knowledge of postsecondary planning and options.
6. Out-of-School Youth	**Objective 6:** By the end of 2016-17, 25 percent of out-of-school youth who express an interest will attend educational opportunities.
7. Health	**Objective 7A:** By the end of 2016-17, 50 percent of out-of-school youth will report that they know where to obtain primary care services. **Objective 7B:** By the end of 2016-17, 40 percent of migrant parents and 50 percent of out-of-school youth will report that language and cultural barriers impede their access to health care**.**

Figure 6.21. Government Performance and Results Act Performance Measures[133]

- The percentage of PA-MEP students (grades 3-8) proficient or higher on their state's reading/language arts achievement test.
- The percentage of PA-MEP students (grades 3-8) proficient of higher on their state's mathematics achievement test.
- The percentage of PA-MEP students who entered 11th grade and had received full credit for Algebra I or a higher math class.
- The percentage of PA-MEP students who were enrolled in grades 7-12, who graduated or were promoted to the next grade.

[133] The Office of Migrant Education (OME) at the United States Department of Education recently established recommended performance measures for MEP under the Government Performance and Results Act (GPRA). Please note that a target has not been provided by OME, rather state education agencies are asked to report the results. The PA-MEP evaluation reviews these data and maps PA-MEP's progress for these measures.

2. **Promote Coordination of Services** (ESEA section 1304(b)(3)): Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

Training, Technical Assistance, and Collaboration. The PA-MEP works diligently towards promoting interstate and intrastate coordination of services for migratory children. The PA-MEP state office is located at PDE, and each grantee has a Project Manager (regional director). The state office holds meetings with the Project Managers/regional directors on a monthly basis throughout the year, except during the summer months, to keep them informed, provide support, and make decisions regarding program implementation to ensure the unique educational needs of migratory children are met.

All LEAs are monitored yearly. The monitoring includes interviews, review of documents and site visits. The monitoring exit interview goes over results of the monitoring and a technical assistance plan is developed. Program Officers meet with Project Managers on a monthly basis to see progress towards the areas needing improvement The Project Managers submit monthly reports of program activities and professional development. During the summer, technical assistance is provided via onsite visits to summer programs. The summer programs are evaluated using a checklist based on the work of the National Summer Learning Association. A report is prepared with highlights and recommendations.

In addition, each program area (data specialist, student support, parent coordinators and recruiters) receive trainings three times a year, either virtually or in-person.[134] Furthermore, all full-time staff are required to attend the annual MEP/ESL conference. These trainings and events help facilitate effective inter- and intra-agency communications, resource sharing, and the cross-pollination of best and promising practices, ultimately helping to increase the effectiveness of state- and local-level MEP initiatives.

Data Sharing and Intra-/Interstate Collaboration. The full utilization of the MSIX (national database of migrant student data) is a great example of interstate coordination. Pennsylvania has been an early adopter of this system and will continue to consistently utilize MSIX to its fullest potential according to federal regulations to promote coordination. The staff enters information to the PDE migrant database (MIS200), which populates that data onto MSIX. PDE and LEAs continue to utilize new and existing relationships with other states and LEAs to further enhance coordination. The MSIX system has a notification feature that is used to communicate with other states when migrant students are moving, which makes it easier to find student records needed enroll in school, such as assessments, course information, and grades.

The PA-MEP collaborates with other states for the identification and recruitment of migratory children. For example, Pennsylvania's recruitment coordinator collaborates with New York's recruiter coordinator due to movement between the two states. Pennsylvania has a presence and shares PA-MEP's practices at the National Identification and Recruitment Forum and the National Association of State Directors of Migrant Education (NASDME) Conference. These conferences are an excellent networking opportunity to enhance interstate collaboration and coordination. Staff participate in workshop sessions that help enhance the outreach efforts for identification and recruitment of migrant families; maximize compliance to the MEP non-regulatory guidance and Service Delivery Plan; and renew the energy and commitment to engaging and supporting migrant families. A group of states have also formed a "Think Tank" where PA-MEP collaborates with different states to post questions and concerns, seek clarification, and share documents and professional development.

[134] Note: Due to overlapping functions, some of these trainings are combined.

Coordination for recruitment is done throughout the state, as well. At local level, recruiters search for and identify migrant students in a variety of ways – from school and employer referrals to flyers in laundromats and ethnic stores. Migrant parents and agencies that work with them are also a great referral source. Recruitment can occur in a variety of places (rural, urban or suburban) and each present its own challenges. Collaboration with members of the community is essential in identifying and recruiting migrant children/youth. When possible, referral forms are included with the school registration or job application materials. Recruiters then follow up on the leads and conduct an interview.

At the state level, we coordinate with state and federal agencies to obtain information that will help the LEAs identify and recruit migratory children. We work with the PA Department of Agriculture to obtain seasonal labor camps lists and licensing information, the US Agricultural Census Bureau for trends on crops, and the US Department of Labor Employment and Training Administration for H2A Lists. We also coordinate with the PA Agricultural Extension and the PA Farm Bureau for information on agricultural trends and to stay abreast of events and regional training. One of our best partners is Keystone Migrant Health. Our recruitment coordinators go along with them to farms when they are conducting their services. Finally, we participate in the annual PA Farm Show and Mid-Atlantic Food & Vegetable Convention to bring awareness to the program.

For the past three years, Pennsylvania's MEP State Director has been appointed by the Office of Migrant Education (OME) at the U.S. Department of Education to represent the mid-Atlantic region states on the MEP Coordination Workgroup. The Coordination Workgroup helps OME to take advantage of the benefits of interstate and intrastate coordination services to migrant children, and helps improve the services provided to migratory children and their families in the region.

Another example of interstate coordination is participation in two consortia grants. Section 1308 of Title I, Part C, allows for states to work together in consortia agreements. These are three-year agreements where states work together to create products that can be used with the migrant population. The Consortium Incentive Grant program provides financial incentives to state educational agencies to participate in consortia that improve the interstate or intrastate coordination of migrant education programs by addressing key needs of migratory children who have their education interrupted. There are currently four consortia focusing on out-of-school youth, literacy, identification and recruitment, and school readiness. PA-MEP is currently participating in two of these consortia: Graduation and Outcomes for Success for Out-of-School Youth, and Preschool Initiative, serving as the lead state for the latter consortia.

- The ***Graduation and Outcomes for Success for Out-of-School Youth Consortium*** will address a key national objective to provide services established on scientifically-based research to improve the educational attainment of out-of-school migratory youth whose education is interrupted. Graduation and Outcomes for Success for Out-of-School Youth's goals include:
    - Participating out-of-school youth will increase their content achievement and other outcomes as specified in their needs-driven learning plan;
    - Staff participating in professional development and learning will increase their skills and ability to deliver targeted instruction and services to out-of-school youth; and
    - State processes, procedures, and materials to better serve out-of-school youth will be developed, vetted, and adopted by consortium states.

- The ***Preschool Initiative Consortium*** will provide evidence-based services to improve the school readiness of preschool-aged migratory children and to strengthen the involvement of migratory parents in the education of migratory students whose education has been interrupted. The consortium's primary goals are:
    - Expand the capacity of state and local MEPs to serve migrant pre-school children;

- Ensure that more services are provided to migrant three- to five-year-old children, and that these children will demonstrate substantial and measurable educational gains[135]; and
- Disseminate evidence-based and promising practices developed by the Preschool Initiative Consortium to the national MEP community and other stakeholders.

3. **Use of Funds** (ESEA section 1304(b)(4)): Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.

The PA-MEP is funded through a federal formula-driven allocation for the state and each regional project area based on child count, academic indicators, and mobility factors. The PA-MEP serves children from birth through age 21, as well as their families, who face a number of potential obstacles to educational success – such as poverty, high mobility, language barriers, cultural adjustment, and limited access to health care. To address these challenges, the PA-MEP provides a wide range of services, including:

- Supplemental and enrichment learning opportunities;
- In-home support services;
- Language and cultural support;
- Preschool services;
- Student leadership programs;
- Postsecondary enrollment support;
- Student advocacy; and
- Efforts to increase parent/family involvement.

As mentioned earlier, every migratory child, identified as such in Pennsylvania, has an individual Needs Assessment (NA). The initial needs assessment is completed within 10 business days of the student being assigned to their caseloads. All needs assessments are updated as often as changes happen and a new one created by September 30 of each school year. Priority for Service (PFS) determinations are made using the criteria that follows:

Based on ESSA, PFS is an indication for students who have made a qualifying move within the previous 1-year period from when the NA is initiated AND are failing OR most at risk of failing to meet state's challenging academic standards – OR have dropped out of school. *In addition, Office of Migrant Education (OME) guidance indicates that states may also align PFS criteria with their Comprehensive Needs Assessment (CNA) and Service Delivery Plan measures and indicators.*

Pennsylvania's procedure for defining detailed and measurable Priority for Service for migrant students in PA under ESSA is set forth below. These criteria are in effect for any individual Needs Assessment that is initiated on or after July 1, 2017. This includes all new Needs Assessments for the 2017-18 year:

For all students, the first criterion is that they have a QAD (Qualifying Arrival Date) within 1 year of having a needs assessment initiated to be known as Year since QAD (YSQ).

[135] Sixty-six percent of preschool migratory children expected to enter kindergarten the following fall participate in preschool programs; the remaining children receive in-home visits from PA-MEP. The reasons for non-enrollment are often a lack of programs in the area, no open slots, or other external factors keeping children from participating. The Measurable Performance Objective is that at least 90 percent of migratory children achieve school readiness before attending kindergarten. The results of the Kindergarten Readiness Checklist show that only 80 percent of migratory children who are expected to enter kindergarten, perform at mastery. Service time could be the issue. Migrant in-home and center-based programs during the school year and summer are of high quality, however the time with child is limited due to staff time and workload.

K-12 Priority for Service - In addition to meeting the YSQ criterion above, to be considered Priority for Service, a K-12 student must meet at least one of the following that indicates failing or at risk of failing to meet challenging state academic standards:

1) The child is recorded as being below Proficient or Advanced on the statewide PSSA/PASA testing, Keystone Exam, or some other rigorous standard exam approved by PDE. Other nonstandard determination of not being math or reading proficient, such as non-standard tests, grades or teacher observation will not in itself qualify the student for PFS status.
2) A grade 08-12 student is indicated as not being on track for graduation based on determination of a Transcript, Counselor determination, MSIX or state PIMS database.
3) A student is not proficient in English OR is not in the age appropriate grade OR is flagged as being Special Education. Analysis of state assessment data for CNA and external evaluation show that when assessment results are disaggregated by English Language Proficiency, migrant students Not Proficient in English perform much poorer than their English Proficient migrant peers.

Preschool PFS - School Readiness has been identified in our CNA as one of our top and focused priorities in PA. As such if a preschool child meets any of the following criteria in addition to being YSQ they are determined to qualify as PFS:

1) The student is at least 3 years old, not currently enrolled in an approved academically rigorous preschool program (or had not been enrolled in such program for at least 3 of the previous 12 months) AND is not fluent in English OR the Home Language is not English.
2) The student is at least 3 years old and has a documented suspected developmental delay.
3) The student is expected to start kindergarten in upcoming school year and is not meeting generally accepted school readiness targets.

Out-of-School Youth PFS - Graduating high school or obtaining the equivalent GED/HSED (High School Equivalency Diploma) is also an identified CNA priority, therefore an Out-of-School Youth who is YSQ AND:

1) NOT fluent in English AND enrolled in, interested in, or attending an Adult Basic Education/GED/HSED program OR;
2) NOT fluent in English AND enrolled in OR shows interest in or attending ESL courses would be considered PFS;
3) An OSY who demonstrates interest in returning to school would also be considered PFS; and
4) Any student who is listed as Grade DO (Drop Out).

Pennsylvania's CNA indicates that achieving high school graduation or GED/HSED is a priority and a student who shows interest in improving their educational status should have equal access to achieving a diploma or GED /HSED regardless of school enrollment status.

When these students are identified, resources are prioritized to provide supports and supplemental services that can enhance academic growth. The systems that are in place for data collection in the commonwealth allows for automatic calculation of the priority for service (PFS) designation; coding to support the accuracy of services provided to all PFS students and ongoing data collection, inclusive of assessments to support the success of interventions and services. MIS 2000 (PA's data recording system) data collection permits frequent updates and access in determining which students are PFS in addition to the more subjective, but equally important, anecdotal information provided by the field staff. School districts and early childhood providers are also provided with this information, as appropriate, to ensure that PFS MEP students are indeed prioritized for any supplemental services and required services by a LEA or provider agency.

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

ii. Describe the SEA's plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

PDE works in partnership with the Pennsylvania Department of Human Services, Bureau of Juvenile Justice Services, and other state agencies to provide developmentally-appropriate education and support services for all youth during their time in a correctional facility, as well as transition supports to follow them back into their community and local educational programs.

Currently, educational services are provided through agreements between PDE and local IUs. Instructional education is provided 180 days each year, and offers a highly structured, small classroom environment designed to provide individual attention. Educational programs are designed to meet the needs of each student. The staff work together to develop a comprehensive education plan, and an Individual Program of Instruction for every student who enters the correctional facility. Each facility and school promotes the acquisition of independent living skills, employability skills, career and technical training, and postsecondary education.

The facility and school also promote the acquisition of a high school diploma whenever possible or, if not possible, acquisition of a Commonwealth Secondary Diploma or high school equivalency credential. Youth who have already earned their high school diploma may be enrolled and participate in school, provided that appropriate programs and space are available and that the youth's participation is determined appropriate by the facility's treatment team. Academic programming is aligned to maximize the possibility for the credits that are earned in the facility to be transferred back to a youth's school district of residence.

Each facility and school establish a joint Program Effectiveness Committee. This committee develops a plan which includes program specific outcomes. These outcome measures provide for a timely transfer of academic records to the receiving school district at the time of release. These records are to be sent to the receiving school district at the time of or prior to the date of release. PDE or another agency conduct follow-up with youth at agreed-upon intervals after their release from the facility to determine and monitor their academic status. Moving forward, PDE will work to build partnerships to provide support to youth in furthering their academic goals and career development.

The Pennsylvania Academic and Career/Technical Training Alliance (PACTT) has been recognized as an essential component in Pennsylvania's Juvenile Justice System Enhancement Strategy. The project strives to ensure that delinquent youth receive appropriate academic, and career and technical training opportunities through committed partnerships with residential, community-based and post-placement providers across the juvenile justice community.

iii. Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the program in improving the academic, career, and technical skills of children in the program, including the knowledge and skills needed to earn a regular high school diploma and make a successful transition to postsecondary education, career and technical education, or employment.

iv. **Program Objectives and Outcomes** *(ESEA section 1414(a)(2)(A))*: Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D programs in improving the academic, career, and technical skills of children in the program.

The overarching objective of these programs in Pennsylvania is to provide an educational experience for neglected and delinquent youth that is academically sound and focused on ensuring postsecondary success. Additional objectives and outcomes include the following:

- Creating a statewide committee to develop and oversee systemic procedures. Systemic procedures will include identification of key stakeholders and points of contact to meet with individual students at least quarterly. An additional goal of this committee will be to develop a process for the continuous evaluation and identification of best-practice programs related to youth in, and transitioning from, correctional facilities back to their home schools and community.
- Developing a tracking system that is shared by all agencies, local programs, and school entities to ensure proper follow-up and placement of youth as they return to their home schools and communities. This goal is development of a secure data system that is user-friendly and accessible for all key stakeholders.
- Developing and facilitating professional development for individuals who work with neglected and delinquent youth. These programs will help staff learn best practices and strategies for working with this most vulnerable population.
- Creating a system for re-entry of youth back into their home schools and communities that ensures recognition of credits earned and other accomplishments made in their placements including academic achievement, career development credentials, soft skills, and treatment.

D. Title III, Part A: Language Instruction for English Learners and Immigrant Students.

v. Describe the SEA's standardized entrance and exit procedures for English Learners consistent with section 3113(b)(2) of the ESEA. These procedures must include valid and reliable, objective criteria that are applied consistently across the State. At a minimum, the standardized exit criteria must:

1. Include a score of proficient on the State's annual English language proficiency assessment;
2. Be the same criteria used for exiting students from the English learner subgroup for Title I reporting and accountability purposes; and
3. Not include performance on an academic content assessment.

Entrance Criteria: LEAs in Pennsylvania must utilize a standard home language survey and parent interview to determine which newly enrolling students have a primary home language other than English. For students whose primary home language is not English, an academic records review must be completed to determine if there is evidence of English language proficiency. If no such evidence is found, then the students are screened using one of the WIDA screening tools. The cut scores for identification as an English Learner are listed in the table below.

PDE proposes the following entrance criteria as part of a standardized process:

Table 6.22. Entrance Criteria for English Learners

Grade Level	Screener	Criteria for identification as an English Learner
Kindergarten	KW-APT	Raw score for oral language of **19 or lower** OR **Between 20-24** inclusive AND reading and writing score of **11 or lower**
Kindergarten	K MODEL	1st semester K: Assess all 4 domains Oral language composite below **5.0** (Use literacy scores for instructional plans) 2nd semester K: Assess all 4 domains Overall composite proficiency level below **5.0** AND Literacy Composite below **4.3**
1-12	WIDA Screener	Overall composite proficiency level below **5.0**
1-12	MODEL Screener	Overall composite proficiency level below **5.0**

All students who may be English Learners are assessed for such status within 30 days of enrollment in a school in Pennsylvania.

Exit Criteria: To qualify for reclassification from active English Learner status to status as a former English Learner, a student must demonstrate the ability to access challenging academic content and interact with other students and teachers both academically and socially in an English language setting. This may be demonstrated by performance on the annual English language proficiency assessment,
ACCESS for ELLs, and gathered by teachers using standardized language use inventories developed by CCSSO. Taken together, the ACCESS for ELLs and the language use inventory produce a single score. If that score exceeds the state-defined threshold, then the student is eligible to be reclassified.

Two language use inventories must be completed. An ESL teacher must complete one of the inventories when possible. The other inventory may be completed by a single content teacher or a team of teachers. In cases in which an ESL teacher cannot complete an inventory (e.g., opt-out students who are not seen by an ESL teacher), both inventories may be completed by content teachers or teams of teachers. If only one teacher can accurately complete the inventory (e.g., elementary classes in which the classroom teacher is ESL certified and provides both content and language instruction and there is no other teacher), one inventory may be completed and the single score is multiplied by two. Each language use inventory produces a single score and the sum of the two inventory scores is added to the ACCESS for ELLs points assigned to determine if the student meets the minimum threshold for reclassification.

The following tables display the points possible from the ACCESS for ELLs and the language use inventories:

Figure 6.23: Language Use Inventories

ACCESS PL Score	4.4-4.6	4.7-4.9	5.0-5.2	>5.2
Points Assigned	3.6	4.5	5.8	8.4

	Language Use Inventories	ESL Teacher			Content Teacher		
		Low	Moderate	High	Low	Moderate	High
Rubric 1	Interaction	0	0.3	0.5	0	0.3	0.5
	Listening	0	0.3	0.5	0	0.3	0.5
	Speaking	0	0.3	0.5	0	0.3	0.5
	Reading	0	0.3	0.5	0	0.3	0.5
Rubric 2	Writing: Cohesion	0	0.2	0.3	0	0.2	0.3
	Writing: Word/Phrase	0	0.2	0.3	0	0.2	0.3
	Writing: Grammar/Sentences	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Narrative	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Report & Essays	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Arguments	0	0.2	0.3	0	0.2	0.3

Total possible from both inventories: 7.6

The identification and reclassification criteria are based on research conducted by WIDA on behalf of the state, considerable input from K-12 and higher education professionals, other state agencies, the Pennsylvania Technical Advisory Committee, and various parent and advocacy groups.

When this reclassification score is equal to or above the cutoff, then a student should be reclassified.
The LEA must have compelling evidence to suggest that a student should remain identified as an English Learner when their score exceeds the cutoff, and this evidence must be documented along with the ACCESS for ELLs score report and language use inventory forms.

vi. **SEA Support for English Learner Progress** (ESEA section 3113(b)(6)):
Describe how the SEA will assist eligible entities in meeting: i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and ii. The challenging State academic standards.

PDE will provide each LEA with calculations of interim progress and attainment of English proficiency as well as academic achievement for their English Learners along with a detailed explanation of those calculations and how to interpret the results. The Department also will conduct, record, and archive professional development activities to assist LEAs and schools in understanding the calculations as well as how to evaluate the results and use them to make program enhancement determinations.

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

An evaluation of Pennsylvania's 21st CCLC programs[136] 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.

[136] 21st Century Community Learning Centers 2014-15 State Evaluation Report, Pennsylvania Department of Education, November 2016.

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 subjects[137] 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;
- 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.

[137] 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.

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.

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.[138]

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;
- 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).

[138] 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.

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.

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.

F. Title V, Part B, Subpart 2: Rural and Low-Income School Program.

i. Provide the SEA's specific measurable program objectives and outcomes related to activities under the Rural and Low-Income School Program, if applicable.

Objectives and outcomes related to Title V, Part B, Subpart 2: Rural and Low-Income School Program (RLIS), Section 5221 shall be aligned with PDE's measurable long-term goals as stated in Section 1.

LEAs may use Title V, Part B funds to provide students, staff, and families assistance in obtaining measurable goals and objectives which shall align with Pennsylvania's long-term measurable goals. PDE shall prioritize the allowable use of funds as described in the RLIS application. Grant funds awarded to LEAs under this subpart can be used for several activities, including those authorized under Title I, Part A; Title II, Part A; Title III; Title IV, Part A; and parent/family engagement activities.

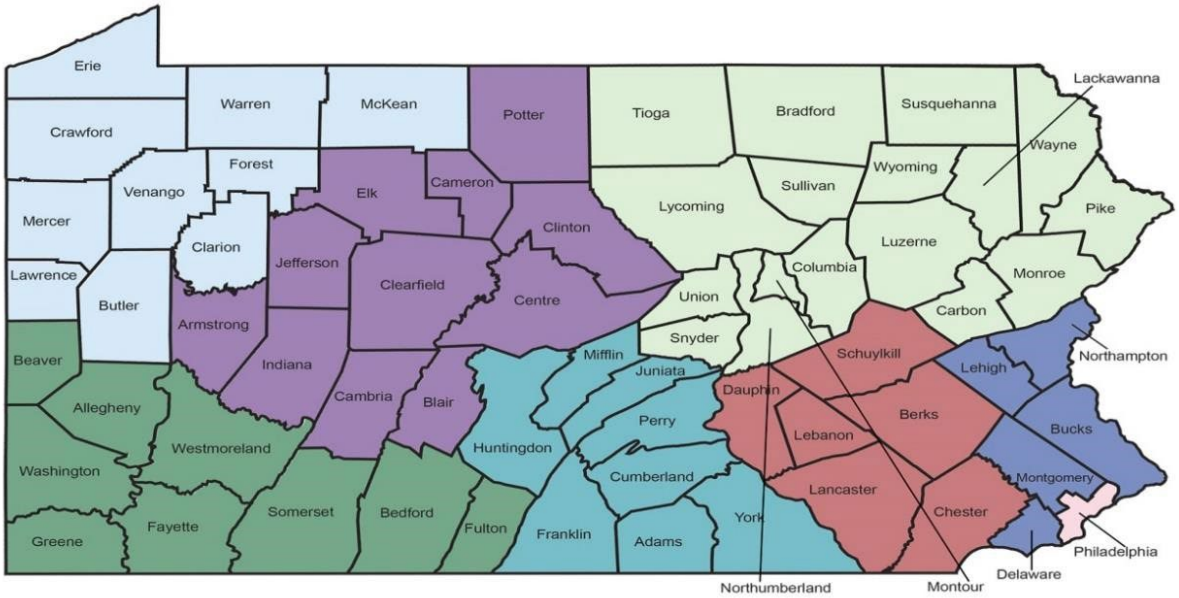
PDE's aim is to increase the number of LEAs that exercise flexibility under Title V, Part B with the allowable use of funds. PDE shall continue to provide comprehensive technical support to LEAs which may promote LEAs' flexibility within the allowable use of funds. The consolidated LEA plan will be updated to include an opportunity for grantees to align RLIS goals and objectives with Title I, Part A; Title II, Part A; Title III, Part A; and Title IV, Part A. Examples of technical assistance include, but are not limited to: an annual webinar for RLIS grant recipients, support with submitting the grant application, and updates on RLIS grants at the annual conference of PDE's Division of Federal Programs and various workshops held throughout each program year. Additionally, Division of Federal Program staff responsible for the RLIS grant communicate frequently with grantees via email to provide customized technical assistance and to relay general updates and requirement information to all recipients of the RLIS grant.

G. McKinney-Vento Act.

ii. Consistent with section 722(g)(1)(B) of the McKinney-Vento Act, describe the procedures the SEA will use to identify homeless children and youths in the State and assess their needs.

The Pennsylvania Education for Children and Youth Experiencing Homelessness (ECYEH) Program is structured to ensure that every student identified as experiencing homelessness has an opportunity to receive the support and services they need to succeed in the classroom and beyond. Pennsylvania is divided into eight regions, each with a regional coordinator.

Figure 6.24. Pennsylvania ECYEH Regions



Eight regional coordinators and their site coordinators provide outreach, training, and technical assistance to LEAs and work to link children, youth, families, and LEAs to additional services or resources for individuals experiencing homelessness. ECYEH program regional and site coordinators:

- Help increase program awareness among various stakeholder groups, as well as to members of the public;
- Facilitate accurate and prompt identification of students experiencing homelessness; and
- Ensure compliance with all McKinney-Vento Act requirements.

Regional staff provide ongoing training to LEAs and community agencies to ensure that appropriate personnel are properly trained on methods and strategies to identify children and youth experiencing homelessness. Regional staff will hold at least two meetings in each county in each school year to review proper identification procedures. In addition, regions will share tools and best practices to be used in school districts to address the identification of homeless students. These tools include sample residency questionnaires, intake forms, and other materials. Posters (printed in English and Spanish) are also posted in commonly-frequented areas, such as laundromats, food pantries, and clothing donation centers.

Outreach procedures will include the following:

- Communication and contact with regional shelters and bridge housing programs to learn of children requiring assistance;
- Participation in homeless shelter activities and programming, including outreach to those experiencing homelessness within the local community (for example, shelter visits, outreach to food pantries/banks, etc.); and
- Strengthening community partnerships with regional Head Start agencies to identify and assist children experiencing homelessness.

With assistance from an external technical assistance agency, regions will also host regional trainings for personnel from LEAs and social service agencies. The regions will also utilize technology to offer creative solutions to LEAs and social service agencies that are not able to participate in on-site activities.

In addition, emphasis will be placed on training LEA liaisons to assist unaccompanied youth with securing independent student status on the Free Application for Federal Student Aid (FAFSA), as well as applying for relevant need- and merit-based scholarships for postsecondary training and education.

Regions will assess the needs of their students by having students or families complete intake forms, conducting in-person interviews, ascertaining if the student has special needs, and making home visits to the student's/family's current residence.

iii. Describe the SEA's programs for school personnel (including liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Act, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youths, including such children and youths who are runaway and homeless youths.

The Office of the State Coordinator, housed at PDE, will continue to administer ongoing educational trainings to school personnel, increasing the number and scope of trainings as necessary. Regions will provide at least two meetings in each county throughout the school year to educate liaisons on the rights and services for homeless youth, including runaway and unaccompanied homeless youth. These trainings include generalized education (cornerstones of McKinney-Vento, school staff reporting responsibility, any changes or adaptations to the program per legislation, etc.), as well as more specialized trainings geared towards specific school staff populations, such as school nurses, guidance counselors, etc. The regional office provides regional trainings to all LEAs to heighten awareness and continue to improve identification of and assistance for children and youth experiencing homelessness, including runaway and unaccompanied homeless youth.

During these trainings, the regional office ensures LEAs have adequate resources and materials (informational posters, brochures, and technical assistance contact information) to be successful in providing appropriate services and supports to students experiencing homelessness, including runaway and unaccompanied homeless youth. Throughout the trainings, the regional office will provide technical assistance to LEAs to ensure that updated policies and procedures are designed and implemented.

PDE will meet with new LEA liaisons to help implement appropriate reporting and identifying procedures. Schools are provided with updates and changes to federal law on an ongoing basis; regional staff is readily available for consult and assistance and maintains close communication with school district staff. PDE also provides on-site trainings as requested, including attending annual all-staff in-services, job-alike trainings, and orientation for new liaisons. Schools reporting "zero" students are targeted for additional trainings and services.[139]

PDE also published a revised Basic Education Circular (BEC) in December 2016 that reflected the updated requirements under McKinney-Vento, as amended by ESSA. A copy of the BEC is available on PDE's website.[140]

iv. Describe the SEA's procedures to ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved.

[139] Schools may overlook students who are doubled up (living in residential housing with a friend or family member) or may not identify signs in the changes to student's attendance or behavior as being indicators of homelessness.

[140] PDE website

ECYEH has developed the following procedures to govern the resolution of disputes regarding enrollment, school selection, homeless status and complaints of non-compliance with legal requirements pertaining to the education for homeless children and youths:

Level	Procedure
Level 1 – A dispute may be raised with a LEA.[141]	If a dispute arises over school selection or enrollment, the child or youth involved must immediately be admitted to the school in which they are seeking enrollment, pending resolution of the dispute 42 U.S.C. §11432(g)(3)(E)(i). ECYEH recommends that the parent, guardian, or unaccompanied youth who initiates the dispute contact the LEA liaison for individuals experiencing homelessness as soon as possible after receiving notice of the dispute. If the person initiating the dispute does not contact the LEA liaison directly, the LEA shall be responsible for contacting the LEA liaison regarding the dispute as soon as possible and referring the family or youth involved to the liaison. The LEA liaison shall ensure that the child or youth is immediately enrolled, explain the dispute resolution process to families and help them to use it 42 U.S.C. §11432(g)(3)(E)(iii). The LEA shall issue a written disposition of the dispute within 20 business days after the LEA liaison is notified of the dispute. The disposition shall be provided to the parent, guardian or unaccompanied youth and shall explain the basis for the decision and advise the parent, guardian or youth of the right to appeal. 42 U.S.C. §11432(g)(3)(E)(i).
Level 2 – A complaint may be filed with a McKinney-Vento coordinator. [142]	If the parent, guardian, or unaccompanied youth is dissatisfied with the LEA's disposition of a dispute or would like to raise any issue of McKinney-Vento Act noncompliance, they may file a complaint or appeal with a McKinney-Vento site or regional coordinator or with the state coordinator. In lieu of filing an appeal with a McKinney-Vento coordinator, a parent, guardian, or unaccompanied youth may elect to appeal the LEA decision directly to a court of competent jurisdiction. Participation in the appeal procedure is not required prior to taking legal action. A regional or site coordinator with whom a complaint or appeal is filed must notify the state coordinator immediately. Upon being notified, the state coordinator will review the complaint or appeal and assign it to a site or regional coordinator for disposition. The coordinator to whom the appeal is assigned may contact, interview and accept documentation from any individual or LEA involved, and shall issue a written disposition within 20 business days after the complaint or appeal has been assigned. The disposition shall be provided to the LEA and the parent, guardian or unaccompanied youth involved. The child or youth shall continue to be

[141] The LEA should use and maintain copies of PDE's "Notice of Procedural Safeguards" form (see attached) which ensures that all LEAs (a) inform families of the basis of their decision regarding enrollment or school selection; (b) notifies families of their right to remain in their school of choice pending resolution of the dispute and (c) explains the procedures for challenging the decision of the LEA.

[142] The parent, guardian, or unaccompanied youth may file a complaint with the McKinney-Vento site, regional or state coordinator on the ECYEH complaint form. However, the use of the attached form is not mandatory. Any dispute raised by a homeless family or youth concerning school enrollment or any other right under the McKinney-Vento Act whether received via telephone, letter, or any mode of communication shall be treated as a complaint.

Level	Procedure
	enrolled in the school in which he or she is seeking enrollment until the complaint or appeal is resolved or until a disposition from a McKinney-Vento coordinator is received. The state coordinator may assist in the mediation of disputes directly and may also invite those involved to have the dispute mediated at any time in the process through the Dispute Resolution Program operated by the Commonwealth Office of General Counsel (OGC). The OGC Dispute Resolution Program is a voluntary informal process through which a trained mediator assists in reaching a mutually acceptable resolution. Participating in mediation is not a waiver of the right to file a lawsuit nor is participation in mediation required prior to taking legal action.

The regional office follows a regimented procedure to resolve disputes regarding the educational placement of children and youth experiencing homelessness. All relevant information is gathered from the family and the school district, as well as any other relevant personnel (agency staff, etc.). This information is reviewed thoroughly, assessing McKinney-Vento eligibility, the stability and well-being of the child, and any other relevant issues. More than 30,000 students are served yearly in Pennsylvania's Education of Children and Youth Experiencing Homeless (ECYEH) program.

Taking these factors into account, the regional office makes a recommendation and promptly communicates the information to PDE. The Department has an explicit duty to respond to dispute inquiries. Districts have the right to deny enrollment but must follow appropriate dispute resolution procedures, including provision of a form/letter indicating the date by which the parent/student must respond. If the case enters the formal dispute phase, it is transferred to the state coordinator for resolution. The regional coordinator will send all information gathered during the investigative process to the state coordinator, who will make a final determination within 20 days of receipt of the dispute. If the disputing party disagrees with the decision determined by the state coordinator, they may seek additional resolution to their dispute in the courts. LEA staff will ensure the child can attend school and access resources during the dispute process, pending final resolution of the dispute and all appeals.

v. Describe the SEA's procedures to ensure that that youths described in section 725(2) of the McKinney-Vento Act and youths separated from the public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths described in this paragraph from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies.

Youth Separated from Public School. To ensure that homeless youth who are separated from public schools are identified and accorded equal access, without barriers to full or partial credit, outreach by LEA homeless education liaisons is a critical element in training at the local, regional, and state levels. Outreach procedures are included in the monitoring of LEA McKinney-Vento programs, and access to afterschool and out-of-school programs, summer school, and tutoring has been developed for credit recovery for students separated from public school.

***Removing Barriers to Credit for Coursework*.** Regional and local liaisons will assist homeless youth in acquiring records from their previous school as necessary. Regional offices will work diligently to reconnect students with their school of origin, when possible, which greatly reduces the possibility of losing credits for coursework. Regional offices will focus efforts on training local liaisons and providing adequate resources and support to aid in the removal of these barriers, ensuring that liaisons are aware of all aspects of these duties. This effort will include regional coordinators establishing plans with their local LEAs on the acceptance and crediting of partial coursework. The local school district

homeless liaison is also educated in this matter and serves as the key contact for school districts, IUs, comprehensive career and technical centers (CTCs), and brick-and-mortar and cyber charter schools.

vi. Describe the SEA's procedures to ensure that homeless children and youths:

1. Have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;
2. Who meet the relevant eligibility criteria, do not face barriers to accessing academic and extracurricular activities; and
3. Who meet the relevant eligibility criteria, are able to participate in Federal, State, and local nutrition programs.

Public Preschool Access. The Office of the State Coordinator for Homeless Education collaborates and coordinates with the PDE's Office of Child Development and Early Learning programs, as well as other federally and locally funded preschool programs- Head Start and Early Head Start, Title I-A preschools, and other contracted community agency preschool programs. Homeless children will be afforded access to public preschool programs in Pennsylvania by providing training to local liaisons, school staff, shelter employees, public librarians, and other community partners on what schools and intermediate units offer preschool; how they can apply; and what qualifies students under McKinney-Vento. Informational posters will be placed in various areas in the community.

Whenever possible, age-appropriate children experiencing homelessness are placed in a Head Start program. If it is determined that a younger student should be in a public pre-K classroom, and this classroom exists in a district, that student will be provided this placement. Head Start and other preschool program staff are included in state, regional and local trainings and meetings to encourage and facilitate cross-system collaboration. Collaboration on the statewide level within and among various state departments occurs as needed. This collaboration includes the PA Department of Human Services (DHS) and the Office of Child Development and Early Learning (OCDEL) in the PA Department of Education (PDE). ECYEH regional and site coordinators participate in Local Interagency Coordinating Councils and other groups focused on ensuring appropriate educational opportunities for younger children. Information can also be accessed on PDE's website.

Access to Academic and Extracurricular Activities. Academic and extracurricular activities can be facilitated by providing transportation, offering tutoring services, and assisting with required uniforms. Facilitating admissions to magnet school and charter school programs can be accomplished by regional coordinators requesting that schools reserve slots for eligible McKinney-Vento students, or place them on priority waiting lists if no slots are available after the school year has begun. Regional offices will work diligently to reconnect students with their school of origin, when possible, which greatly reduces the possibility of losing credits for coursework. Regional offices will focus efforts on training local liaisons and providing adequate resources and support to aid in the removal of these barriers, ensuring that liaisons are aware of all aspects of these duties. LEAs coordinate efforts within the LEA and with other agencies (as needed) to provide homeless students access to the following services/programs:

- Extracurricular activities;
- High-rigor coursework, including AP, IB, and dual enrollment;
- Online educational opportunities;
- Career and technical education;
- Gifted and talented education;
- Extended day/year (summer) programs including 21st Century, and
- Unique admissions programs (e.g., magnet schools, early college).

During LEA monitoring, if an LEA is found to be in violation of procedures for removing such barriers, the LEA is required to create a compliance plan with action steps and timelines toward removing barriers thereby providing full access to all academic or extracurricular activities. PDE will follow up with such LEAs to ensure fidelity of implementation.

vii. Describe the SEA's strategies to address problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays and retention, consistent with sections 722(g)(1)(H) and (I) of the McKinney-Vento Act.

Local liaisons will work with the school of origin to acquire health records for McKinney-Vento students; local liaisons will also school and community health professionals to help McKinney-Vento students receive any additional immunizations that may be required.

i. residency requirements;

Local liaisons and regional coordinators will acquire documentation from the school of origin. If they are unable to acquire necessary proof of residency, and, after an investigation, conclude that they are eligible for McKinney-Vento services, urban districts will provide a standard enrollment form for families experiencing homelessness. Other LEAs create a form for their schools in consultation with guidance from the SEA. Lack of specific residency paperwork will not be a barrier to enrollment.[143] The regional and site staff review the specific LEA policies which guide their work with students experiencing homelessness and offer advice or guidance in updating policies and practices that could act as barriers to school enrollment. The regional staff provides examples of exemplary school district homeless policy statements on their regional websites as a reference tool for LEAs updating their policies and practices.

ii. lack of birth certificates, school records, or other documentation;

Regional coordinators and local liaisons will work with the school of origin and the local vital statistics office to obtain birth certificates and school records. School enrollment for students experiencing homelessness is nearly immediate – the regional office uses a verification form to document the homeless status of the student/family to ensure there are no delays in enrollment. The Basic Education Circular (BEC) referred to above addresses issues related to documentation for children experiencing homelessness and states that "liaisons are required to assist children and youths who do not have documentation of immunizations or medical records to obtain necessary immunizations or necessary medical documentation" and that "the selected school shall immediately enroll the child or youth in school, even if the child or youth lacks records normally required for enrollment, such as previous academic records, medical records, proof of residency or other documentation." Regional and site staff conduct ongoing training and awareness efforts with LEAs and providers in their respective regions.

iii. guardianship issues; or uniform or dress code requirements.

Regional coordinators and local liaisons will gather information from parents, guardians, county children and youth personnel, and DHS personnel. Until guardianship is clarified, McKinney-Vento students are eligible to remain at their current school until guardianship has been settled. PDE's BEC on Homeless Education addresses all aspects of mandates of the law with regard to children who are not under the supervision of their parent, but with a guardian.[144]

Pennsylvania mandates that the board of school directors of a school district in which there is located an agency, supervised or licensed shelter, group home, maternity home, residence, facility, orphanage or other institution for care or training of children or adolescents, shall admit to the district's public schools school-aged children who are living at or

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[143] PDE's updated Basic Education Circular 42 U.S.C. § 11431 Education for Homeless Youth includes language from new legislation from McKinney-Vento reauthorization is distributed to school districts and provider agency personnel, which explain that for enrollment purposes students experiencing homelessness, do not need to prove residency. The annual *Back to School letter* includes the Basic Education Circular as an attachment.

[144] http://www.education.pa.gov/K-12/Homeless%20Education/Pages/default.aspx

assigned to the facility or institution and who are residents of the district or another district in Pennsylvania.[145] Further, the definition of "supervised or licensed shelters" includes those facilities which provide temporary shelter for a specified, limited period of time. Therefore, children in temporary shelters and children who "lack a fixed, regular, adequate night time residence" – homeless children – are entitled to free school privileges from either the school district in which their person or the shelter is located or the school district of origin.

Homeless students who may reside in hotels, motels, cars, tents, or are temporarily doubled-up with a resident family due to lack of housing are presently unable to establish "homes" on a permanent basis are not required to prove residency regarding school enrollment and must be enrolled without delay in the district where they are presently residing or continue their education in the district of prior attendance.

In terms of school uniform requirements, the ECYEH regional and site coordinators will work with school districts to obtain the uniforms either from the school districts at no cost or will use McKinney-Vento funds or donations to purchase them, if possible, depending on availability of funding. Some regional or site staff also solicit donations that can meet the students' needs for uniforms or appropriate school attire. Uniforms are an allowable use of McKinney-Vento funds; regional coordinators and local liaisons may purchase necessary clothing and uniforms for school attendance. Uniform vouchers can be provided to parents or unaccompanied youth. Items will be acquired as soon as possible; students identified as McKinney-Vento students will have this requirement waived until uniforms can be obtained.

Removal of Barriers, Including Fines and Fees. The SEA will ensure that regional coordinators and their staff train LEAs on McKinney-Vento guidelines that limit barriers to academic and extracurricular activities. LEAs cannot refuse participation in any extracurricular activities for students; strategies will be utilized to eliminate barriers. Such strategies would include, but are not limited to, the following:

- Utilizing Title I part A funds (to waive fees, purchase uniforms or equipment, etc.);
- Carpooling with parents/guardians and other students to different activities; and
- School districts providing vans when appropriate.

These funds will also be utilized to contract tutoring services for students who are struggling academically. SEA staff work with local LEAs to ensure that school/district policies and procedures do not create barriers for children and youth experiencing homelessness. The SEA works with local school districts to remove all fees, fines, and absence reports once a student has been identified as homeless. The SEA shares sample exemplary policy statements with schools/LEAs, and reviews existing policies to offer suggestions for policy revisions to ensure they do not pose barriers for these students. Finally, the Department works to review and revise, as necessary, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools statewide.

[145] Ibid.

Consolidated State Plan Assurances
Instructions: Each SEA submitting a consolidated State plan must review the assurances below and demonstrate agreement by selecting the boxes provided.

X **Coordination.** The SEA must assure that it coordinated its plans for administering the included programs, other programs authorized under the ESEA, as amended by the ESSA, and the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act, the Carl D. Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the Head Start Act, the Child Care and Development Block Grant Act of 1990, the Education Sciences Reform Act of 2002, the Education Technical Assistance Act of 2002, the National Assessment of Educational Progress Authorization Act, and the Adult Education and Family Literacy Act.

X **Challenging academic standards and academic assessments.** The SEA must assure that the State will meet the standards and assessments requirements of sections 1111(b)(1)(A)-(F) and 1111(b)(2) of the ESEA and applicable regulations.

X **State support and improvement for low performing schools.** The SEA must assure that it will approve, monitor, and periodically review LEA comprehensive support and improvement plans consistent with requirements in section 1111(d)(1)(B)(v) and (vi) of the ESEA.

X **Participation by private school children and teachers.** The SEA must assure that it will meet the requirements of sections 1117 and 8501 of the ESEA regarding the participation of private school children and teachers.

X **Appropriate identification of children with disabilities.** The SEA must assure that it has policies and procedures in effect regarding the appropriate identification of children with disabilities consistent with the child find and evaluation requirements in section 612(a)(3) and (a)(7) of the IDEA, respectively.

X **Ensuring equitable access to Federal programs.** The SEA must assure that, consistent with section 427 of the General Education Provisions Act (GEPA), it described the steps the SEA will take to ensure equitable access to and participation in the included programs for students, teachers and other program beneficiaries with special needs as addressed in sections described below (e.g., 4.3 State Support and Improvement for Low-performing Schools, 5.3 Educator Equity).

Additional Information Required for Submission

1. **SEA Support for English Learner Progress** *(ESEA section 3113(b)(6))*: Describe how the SEA will assist eligible entities in meeting:

   i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and
   ii. The challenging State academic standards.

PDE has a strong commitment to ensuring that all schools meet their obligations related to the education of English Learners. In addition to all ongoing monitoring activities required for Title III subgrantees, as well as any such monitoring activities in response to requests by parents, advocacy groups, teachers, and other stakeholders, PDE reviews language instruction educational program descriptions submitted by districts each year and continues to support districts that were labeled as in need of improvement under the previous Title III accountability framework.

To improve and expand its support activities as the ESSA Consolidated State Plan is implemented, PDE is adding a third ESL/Bilingual Education Specialist to its Bureau of Curriculum, Instruction, and Assessment. Addition of this staff will increase capacity for monitoring the outcomes of the new English language proficiency indicator proposed for ESSA school accountability in this plan, and allow for greater coordination of support efforts for CSI/TSI schools with the Office of School Improvement and other offices in the Department. The new English language proficiency indicator proposed for school accountability will also bolster these efforts by producing valid and accurate information that will prevent false positives to the greatest extent possible, thereby maximizing the efficiency of the expanded staff and allowing for more targeted and tailored support where and when it is needed.

2. **Awarding Subgrants** *(ESEA section 4103(c)(2)(B))*: Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

The Department will award Title IV, Part A, Subpart 1 funds to LEAs pursuant to the requirements under section 4105(a) of ESEA based on their relative share of Title I, Part A funds from the preceding fiscal year. The process will follow the requirements of section 4105(a)(2):

- Identify LEAs with an initial allocation of less than $10,000.
- Determine the amount of funds needed to raise the initial allocations of those LEAs to the $10,000 minimum.
- Ratably reduce the initial allocation of the remaining LEAs by the amount needed to complete the previous step.

The Title IV Part A grant funds will be added to PDE's 2017-18 consolidated application, which also includes Titles IA, ID, IIA and III subprojects. This consolidated application process encourages coordination among various federal programs. Upon approval of the consolidated applications, the Title IV Part funds will be expended during FY 17.

The Department recognizes that there is significant interest in the limited allocation of Title IV funds. In response, the Department may utilize a portion of funds for state-level activities to identify opportunities for collaboration among LEAs with common interests that may provide for economies of scale in program design and maintenance.

3. **Assistance from Counselors** *(722(g)(1)(K))*: A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

The SEA coordinator and regional coordinators will continue to provide educational trainings to school counselors and homeless liaisons on the requirements to be met to assist the homeless children in their schools to advise such youths, prepare and improve the readiness of such youths to graduate from high school and pursue postsecondary education and training and/or to enter the workforce. Regions will provide at least two meetings for each of their assigned school districts throughout the school year to educate counselors and homeless liaisons on the rights and services for homeless youth. These trainings include generalized education (cornerstones of McKinney-Vento, school staff reporting responsibility, any changes/adaptations to the program per legislation, etc.) as well as more specialized trainings geared toward the specific needs of guidance counselors.

The SEA coordinator and the regional coordinators will continue to support homeless liaisons to ensure they are prepared to assist homeless students with career awareness activities and provide individualized information and counseling to them regarding college and postsecondary readiness, including the college application and financial aid process, and other appropriate supports. School guidance counselors will be trained to assist homeless unaccompanied youth with the completion of the FAFSA application. Additionally, the regional office will continue to provide region-wide trainings to all LEAs, to assist with heightening awareness of the specific needs of homeless youth, and continuing to improve identification and assistance to children and youth experiencing homelessness. Schools are regularly provided with updates and information on changes to McKinney-Vento requirements and regional coordinators are readily available to consult and provide support to school district staff.

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E	GEPA

Appendix: Measurements of interim progress

Instructions: Each SEA must include the measurements of interim progress for academic achievement, graduation rates, and English language proficiency consistent with the long-term goals described in Section 1 for all students and separately for each subgroup of students (except that measurements of interim progress for English language proficiency must only be described for English Learners), consistent with the State's minimum number of students. For academic achievement and graduation rates, the State's measurements of interim progress require greater rates of improvement for subgroups of students that are lower-achieving or graduating at lower rates, respectively.

A. Academic Achievement

Measures of Interim Progress – English Language Arts

Student Group	Baseline Data	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
All Students	61.6	62.9	64.2	65.5	66.7	67.9	69.1	70.3	71.5	72.7	73.9	75.1	76.3	77.5	78.7	79.9	81.1
2 or More Races	55	56.4	57.8	59.2	60.6	62	63.4	64.8	66.2	67.6	69	70.4	71.8	73.2	74.5	75.8	77.1
American Indian or Alaska Native	55.3	56.7	58.1	59.5	60.9	62.3	63.7	65.1	66.5	67.9	69.3	70.7	72.1	73.5	74.8	76.1	77.4
Asian	77.9	78.7	79.5	80.3	81.1	81.9	82.6	83.3	84	84.7	85.4	86.1	86.8	87.5	88.2	88.9	89.6
Black or African American	35.9	38	40.1	42.2	44.3	46.4	48.4	50.4	52.4	54.4	56.4	58.4	60.4	62.4	64.4	66.4	68.4
Economically Disadvantaged	43.9	45.7	47.5	49.3	51.1	52.9	54.7	56.5	58.3	60.1	61.9	63.7	65.5	67.3	69	70.7	72.5
English Learners	11.7	14.5	17.3	20.1	22.9	25.7	28.5	31.3	34.1	36.9	39.7	42.4	45.1	47.8	50.5	53.1	55.9
Hawaiian Native or Other Pacific Islander	70	71	72	73	74	75	76	77	78	79	80	81	81.9	82.8	83.7	84.6	85.6
Hispanic	40	41.9	43.8	45.7	47.6	49.5	51.4	53.3	55.2	57.1	59	60.8	62.6	64.4	66.2	68	69.9
Students with Disabilities	25.3	27.7	30.1	32.5	34.9	37.3	39.7	42.1	44.5	46.8	49.1	51.4	53.7	56	58.3	60.6	63
White	69.4	70.4	71.4	72.4	73.4	74.4	75.4	76.4	77.4	78.4	79.4	80.4	81.3	82.2	83.1	84	85

Measures of Interim Progress - Mathematics

Student Group	Baseline Data	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
All Students	43.2	45	46.8	48.6	50.4	52.2	54	55.8	57.6	59.4	61.2	63	64.8	66.6	68.4	70.1	71.8
2 or More Races	35.2	37.3	39.4	41.5	43.6	45.7	47.7	49.7	51.7	53.7	55.7	57.7	59.7	61.7	63.7	65.7	67.7
American Indian or Alaska Native	35	37.1	39.2	41.3	43.4	45.5	47.5	49.5	51.5	53.5	55.5	57.5	59.5	61.5	63.5	65.5	67.5
Asian	68.4	69.4	70.4	71.4	72.4	73.4	74.4	75.4	76.4	77.4	78.4	79.4	80.4	81.3	82.2	83.1	84
Black or African American	17.1	19.7	22.3	24.9	27.5	30.1	32.7	35.3	37.9	40.5	43.1	45.7	48.3	50.9	53.5	56.1	58.7
Economically Disadvantaged	25.7	28.1	30.5	32.9	35.3	37.7	40.1	42.4	44.7	47	49.3	51.6	53.9	56.3	58.7	61.1	63.4
English Learners	9.3	12.2	15.1	18	20.9	23.8	26.7	29.6	32.4	35.2	38	40.8	43.6	46.4	49.2	52	54.8
Hawaiian Native or Other Pacific Islander	50.2	51.8	53.4	55	56.6	58.2	59.8	61.4	62.9	64.4	65.9	67.4	68.9	70.4	71.9	73.4	74.9
Hispanic	22.7	25.2	27.7	30.2	32.7	35.2	37.7	40.1	42.5	44.9	47.3	49.7	52.1	54.5	56.9	59.3	61.7
Students with Disabilities	17.2	19.8	22.4	25	27.6	30.2	32.8	35.4	38	40.6	43.2	45.8	48.4	51	53.6	56.2	58.8
White	50.5	52.1	53.7	55.3	56.9	58.5	60.1	61.7	63.2	64.7	66.2	67.7	69.2	70.7	72.2	73.7	75.2

B. Graduation Rates

Measures of Interim Progress – Four-Year Cohort Graduation Rate

Student Group	Baseline Data	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
All Students	84.8	85.3	85.8	86.3	86.8	87.3	87.8	88.3	88.8	89.3	89.8	90.3	90.7	91.1	91.5	91.9	92.4
2 or More Races	76.5	77.3	78.1	78.9	79.7	80.5	81.2	81.9	82.6	83.3	84	84.7	85.4	86.1	86.8	87.5	88.2
American Indian or Alaska Native	76.4	77.2	78	78.8	79.6	80.4	81.1	81.8	82.5	83.2	83.9	84.6	85.3	86	86.7	87.4	88.1
Asian	90.7	91	91.3	91.6	91.9	92.2	92.5	92.8	93.1	93.4	93.7	94	94.3	94.6	94.8	95	95.3
Black or African American	71.8	72.7	73.6	74.5	75.4	76.3	77.2	78.1	79	79.9	80.8	81.7	82.6	83.5	84.3	85.1	85.9
Economically Disadvantaged	75.9	76.7	77.5	78.3	79.1	79.9	80.7	81.5	82.3	83.1	83.8	84.5	85.2	85.9	86.6	87.3	88
English Learners	62.6	63.9	65.1	66.3	67.5	68.7	69.9	71.1	72.3	73.5	74.6	75.7	76.8	77.9	79	80.1	81.3
Hawaiian Native or Other Pacific Islander	90.7	91	91.3	91.6	91.9	92.2	92.5	92.8	93.1	93.4	93.7	94	94.3	94.6	94.8	95	95.3
Hispanic	69.5	70.5	71.5	72.5	73.5	74.5	75.5	76.5	77.5	78.4	79.3	80.2	81.1	82	82.9	83.8	84.8
Students with Disabilities	71.5	72.4	73.3	74.2	75.1	76	76.9	77.8	78.7	79.6	80.5	81.4	82.3	83.2	84.1	84.9	85.8
White	89.3	89.7	90.1	90.5	90.9	91.3	91.7	92	92.3	92.6	92.9	93.2	93.5	93.8	94.1	94.4	94.7

Measures of Interim Progress – Five-Year Cohort Graduation Rate

Student Group	Baseline Data	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
All Students	87.1	87.5	87.9	88.3	88.7	89.1	89.5	89.9	90.3	90.7	91.1	91.5	91.9	92.3	92.7	93.1	93.5
2 or More Races	80.9	81.5	82.1	82.7	83.3	83.9	84.5	85.1	85.7	86.3	86.9	87.5	88.1	88.7	89.3	89.9	90.4
American Indian or Alaska Native	83.7	84.3	84.9	85.4	85.9	86.4	86.9	87.4	87.9	88.4	88.9	89.4	89.9	90.4	90.9	91.4	91.9
Asian	92.1	92.4	92.7	93	93.3	93.6	93.9	94.2	94.5	94.7	94.9	95.1	95.3	95.5	95.7	95.9	96.1
Black or African American	76.5	77.3	78.1	78.9	79.7	80.5	81.2	81.9	82.6	83.3	84	84.7	85.4	86.1	86.8	87.5	88.2
Economically Disadvantaged	79.7	80.4	81.1	81.8	82.5	83.2	83.9	84.5	85.1	85.7	86.3	86.9	87.5	88.1	88.7	89.3	89.9
English Learners	69.4	70.4	71.4	72.4	73.4	74.4	75.4	76.4	77.4	78.3	79.2	80.1	81	81.9	82.8	83.7	84.7
Hawaiian Native or Other Pacific Islander	84.2	85	85.8	86.6	87.4	88.2	89	89.8	90.6	91.4	92.1	92.8	93.5	94.2	94.9	95.6	96.4
Hispanic	74.2	75.1	75.9	76.7	77.5	78.3	79.1	79.9	80.7	81.5	82.3	83.1	83.9	84.7	85.5	86.3	87.1
Students with Disabilities	75.7	76.5	77.3	78.1	78.9	79.7	80.5	81.3	82.1	82.9	83.6	84.3	85	85.7	86.4	87.1	87.9
White	90.7	91	91.3	91.6	91.9	92.2	92.5	92.8	93.1	93.4	93.7	94	94.3	94.6	94.8	95	95.3

C. Schedule of Phase Three Stakeholder Engagement Events and Activities

Date	Organization	Location
November 2, 2016	Central Susquehanna Advisory Council	Hershey
December 2, 2016	PA State Education Association (PSEA) House of Delegates	Pittsburgh
December 5-6, 2016	PDE Standards Aligned System (SAS) Institute	Hershey
December 6, 2016	Charter School Leaders	Harrisburg
December 16, 2016	Pennsylvania Association of Intermediate Units (PAIU) Curriculum Coordinators	Conference call
January 12, 2017	Senior Staff at School District of Philadelphia	Philadelphia
January 20, 2017	Bucks County Intermediate Unit	Conference call
January 26, 2017	Meeting of Statewide Education Associations	Harrisburg
February 2, 2017	Philadelphia Education Fund First Compact meeting	Philadelphia
February 9, 2017	Math Consortium	Messiah College
February 2, 2017	PA State Interagency Coordinating Council (SICC)	Harrisburg
February 2, 2017	PA Early Learning Council	Harrisburg
March 3, 2017	Philadelphia Federation of Teachers Education Conference	Philadelphia
March 8, 2017	Superintendents' Academy, NW Region	Clarion
March 8, 2017	Governor's Special Education Advisory Panel	Hershey
March 9, 2017	Superintendents' Academy, SW Region	Homestead
March 14-15, 2017	PDE Data Summit	Hershey
March 14, 2017	Superintendents' Academy, Central Region	Enola
March 17, 2017	Superintendents' Academy, SE Region	Reading
March 23, 2017	PAIU Curriculum Coordinators	State College
March 23-24, 2017	PA Association of School Business Officials	Pittsburgh
March 29-30, 2017	PA Association of School Administrators	Camp Hill
March 30, 2017	PA Association of School Librarians	Hershey
April 6, 2017	Shippensburg University	Shippensburg
April 7, 2017	Public Citizens for Children and Youth (PCCY) and Philadelphia education advocacy groups	Philadelphia
April 13, 2017	Education Law Center Panel	Philadelphia
April 20, 2017	Allegheny Intermediate Unit	via Zoom
April 20, 2017	Montgomery County Intermediate Unit	Hershey

Date	Organization	Location
April 21, 2017	PA Association of School Administrators Board of Governors	Harrisburg
April 24, 2017	PA School Boards Association	Harrisburg
May 1, 2017	PA Commission on Asian Pacific American Affairs	Harrisburg
May 4, 2017	Intermediate Unit 5	via Zoom
May 24, 2017	Meeting of Statewide Education Associations	Harrisburg
June 8, 2017	Parents and Community meeting, School District of Philadelphia	Philadelphia
June 15, 2017	Staff of Pa State Educators Association	Harrisburg
June 27, 2017	Graduate Education Class, Lehigh University	Via Zoom
July 10, 2017	Panel at National Principals Association conference	Philadelphia
July 12, 2017	Title I State Parent Advisory Council Conference	Seven Springs
July 12, 2017	Committee on Teacher and School Leader Effectiveness, State Board of Education	Harrisburg
July 13, 2017	Central Pennsylvania education advocacy groups	Harrisburg
July 13, 2017	Southeastern Pennsylvania education advocacy groups	Philadelphia
August 15, 2017	Southwestern Pennsylvania education advocacy groups	Pittsburgh
August 18, 2017	Staff of School District of Philadelphia	Philadelphia
August 22, 2017	Representatives of Governor's Commission on Asian and Pacific American Affairs	Harrisburg
August 24, 2017	Agora Cyber Charter Conference	State College

D. N-size Analysis – Student and School Exclusions

ELA		Included_Students N = 20		Included_Students N = 15		Included_Students N = 30	
Student_Group_Name	Possible_Students	N	Pct.	N	Pct.	N	Pct.
All Student	912,636	912,553	100.0%	912,624	100.0%	912,372	100.0%
Asian (Not Hispanic)	28,416	24,296	85.5%	26,558	93.5%	20,714	72.9%
Black (Not Hispanic)	127,867	122,861	96.1%	125,492	98.1%	117,650	92.0%
Economically Disadvantaged	420,343	419,194	99.7%	419,950	99.9%	415,600	98.9%
ELL - All Types	28,375	24,305	85.7%	26,703	94.1%	20,855	73.5%
Hispanic (Any Race)	87,191	81,307	93.3%	84,585	97.0%	75,943	87.1%
IEP	157,736	153,972	97.6%	156,504	99.2%	143,215	90.8%
Multi-Racial (Not Hispanic)	22,574	15,181	67.2%	19,054	84.4%	10,235	45.3%
NA or AK Native (Not Hispanic)	57	46	80.7%	46	80.7%	NA	NA
Native HI or Other Pac (Not Hispanic)	39	NA	NA	16	41.0%	NA	NA
White (Not Hispanic)	620,994	620,221	99.9%	620,711	100.0%	618,857	99.7%

Math		Included_Students N = 20		Included_Students N = 15		Included_Students N = 30	
Student_Group_Name	Possible_Students	N	Pct.	N	Pct.	N	Pct.
All Student	912,708	912,606	100.0%	912,696	100.0%	912,446	100.0%
Asian (Not Hispanic)	28,415	24,314	85.6%	26,556	93.5%	20,712	72.9%
Black (Not Hispanic)	127,938	122,939	96.1%	125,550	98.1%	117,702	92.0%
Economically Disadvantaged	420,367	419,218	99.7%	419,974	99.9%	415,594	98.9%
ELL - All Types	28,356	24,291	85.7%	26,687	94.1%	20,841	73.5%
Hispanic (Any Race)	87,245	81,368	93.3%	84,654	97.0%	76,010	87.1%
IEP	157,750	153,984	97.6%	156,520	99.2%	143,223	90.8%
Multi-Racial (Not Hispanic)	22,590	15,176	67.2%	19,071	84.4%	10,245	45.4%
NA or AK Native (Not Hispanic)	58	47	81.0%	47	81.0%	NA	NA
Native HI or Other Pac (Not Hispanic)	39	NULL	NA	16	41.0%	NA	NA
White (Not Hispanic)	620,941	620,169	99.9%	620,657	100.0%	618,779	99.7%

ELA		Excluded_Students N = 20		Excluded_Students N = 15		Excluded_Students N = 30	
Student_Group_Name	Possible_Students	N	Pct.	N	Pct.	N	Pct.
All Student	912,636	83	0.0%	12	0.0%	264	0.0%
Asian (Not Hispanic)	28,416	4,120	14.5%	1,858	6.5%	7,702	27.1%
Black (Not Hispanic)	127,867	5,006	3.9%	2,375	1.9%	10,217	8.0%
Economically Disadvantaged	420,343	1,149	0.3%	393	0.1%	4,743	1.1%
ELL - All Types	28,375	4,070	14.3%	1,672	5.9%	7,520	26.5%
Hispanic (Any Race)	87,191	5,884	6.7%	2,606	3.0%	11,248	12.9%
IEP	157,736	3,764	2.4%	1,232	0.8%	14,521	9.2%
Multi-Racial (Not Hispanic)	22,574	7,393	32.8%	3,520	15.6%	12,339	54.7%
NA or AK Native (Not Hispanic)	57	11	19.3%	11	19.3%	57	100.0%
Native HI or Other Pac (Not Hispanic)	39	39	100.0%	23	59.0%	39	100.0%
White (Not Hispanic)	620,994	773	0.1%	283	0.0%	2,137	0.3%

Math		Excluded_Students N = 20		Excluded_Students N = 15		Excluded_Students N = 30	
Student_Group_Name	Possible_Students	N	Pct.	N	Pct.	N	Pct.
All Student	912,708	102	0.0%	12	0.0%	262	0.0%
Asian (Not Hispanic)	28,415	4,101	14.4%	1,859	6.5%	7,703	27.1%
Black (Not Hispanic)	127,938	4,999	3.9%	2,388	1.9%	10,236	8.0%
Economically Disadvantaged	420,367	1,149	0.3%	393	0.1%	4,773	1.1%
ELL - All Types	28,356	4,065	14.3%	1,669	5.9%	7,515	26.5%
Hispanic (Any Race)	87,245	5,877	6.7%	2,591	3.0%	11,235	12.9%
IEP	157,750	3,766	2.4%	1,230	0.8%	14,527	9.2%
Multi-Racial (Not Hispanic)	22,590	7,414	32.8%	3,519	15.6%	12,345	54.6%
NA or AK Native (Not Hispanic)	58	11	19.0%	11	19.0%	58	100.0%
Native HI or Other Pac (Not Hispanic)	39	39	100.0%	23	59.0%	39	100.0%
White (Not Hispanic)	620,941	772	0.1%	284	0.0%	2,162	0.3%

ELA		Included_Schools N = 20		Included_Schools N = 15		Included_Schools N = 30	
Student_Group_Name	Possible_Schools	N	Pct.	N	Pct.	N	Pct.
All Student	2819	2814	99.8%	2818	100.0%	2807	99.6%
Asian (Not Hispanic)	733	448	61.1%	582	79.4%	298	40.7%
Black (Not Hispanic)	1417	1069	75.4%	1226	86.5%	852	60.1%
Economically Disadvantaged	2779	2704	97.3%	2748	98.9%	2558	92.0%
ELL - All Types	708	432	61.0%	574	81.1%	288	40.7%
Hispanic (Any Race)	1280	877	68.5%	1070	83.6%	653	51.0%
IEP	2699	2451	90.8%	2600	96.3%	2012	74.5%
Multi-Racial (Not Hispanic)	927	410	44.2%	642	69.3%	200	21.6%
NA or AK Native (Not Hispanic)	3	2	66.7%	2	66.7%	0	0.0%
Native HI or Other Pac (Not Hispanic)	3	0	0.0%	1	33.3%	0	0.0%
White (Not Hispanic)	2572	2520	98.0%	2549	99.1%	2463	95.8%

Math		Included_Schools N = 20		Included_Schools N = 15		Included_Schools N = 30	
Student_Group_Name	Possible_Schools	N	Pct.	N	Pct.	N	Pct.
All Student	2819	2813	99.8%	2818	100.0%	2807	99.6%
Asian (Not Hispanic)	733	449	61.3%	582	79.4%	298	40.7%
Black (Not Hispanic)	1418	1070	75.5%	1226	86.5%	852	60.1%
Economically Disadvantaged	2779	2704	97.3%	2748	98.9%	2557	92.0%
ELL - All Types	708	432	61.0%	574	81.1%	288	40.7%
Hispanic (Any Race)	1281	878	68.5%	1072	83.7%	654	51.1%
IEP	2699	2451	90.8%	2600	96.3%	2012	74.5%
Multi-Racial (Not Hispanic)	927	409	44.1%	642	69.3%	200	21.6%
NA or AK Native (Not Hispanic)	3	2	66.7%	2	66.7%	0	0.0%
Native HI or Other Pac (Not Hispanic)	3	0	0.0%	1	33.3%	0	0.0%
White (Not Hispanic)	2572	2520	98.0%	2549	99.1%	2462	95.7%

ELA		Excluded_Schools N = 20		Excluded_Schools N = 15		Excluded_Schools N = 30	
Student_Group_Name	Possible_Schools	N	Pct.	N	Pct.	N	Pct.
All Student	2819	5	0.2%	1	0.0%	12	0.4%
Asian (Not Hispanic)	733	285	38.9%	151	20.6%	435	59.3%
Black (Not Hispanic)	1417	348	24.6%	191	13.5%	565	39.9%
Economically Disadvantaged	2779	75	2.7%	31	1.1%	221	8.0%
ELL - All Types	708	276	39.0%	134	18.9%	420	59.3%
Hispanic (Any Race)	1280	403	31.5%	210	16.4%	627	49.0%
IEP	2699	248	9.2%	99	3.7%	687	25.5%
Multi-Racial (Not Hispanic)	927	517	55.8%	285	30.7%	727	78.4%
NA or AK Native (Not Hispanic)	3	1	33.3%	1	33.3%	3	100.0%
Native HI or Other Pac (Not Hispanic)	3	3	100.0%	2	66.7%	3	100.0%
White (Not Hispanic)	2572	52	2.0%	23	0.9%	109	4.2%

Math		Excluded_Schools N = 20		Excluded_Schools N = 15		Excluded_Schools N = 30	
Student_Group_Name	Possible_Schools	N	Pct.	N	Pct.	N	Pct.
All Student	2819	6	0.2%	1	0.0%	12	0.4%
Asian (Not Hispanic)	733	284	38.7%	151	20.6%	435	59.3%
Black (Not Hispanic)	1418	348	24.5%	192	13.5%	566	39.9%
Economically Disadvantaged	2779	75	2.7%	31	1.1%	222	8.0%
ELL - All Types	708	276	39.0%	134	18.9%	420	59.3%
Hispanic (Any Race)	1281	403	31.5%	209	16.3%	627	48.9%
IEP	2699	248	9.2%	99	3.7%	687	25.5%
Multi-Racial (Not Hispanic)	927	518	55.9%	285	30.7%	727	78.4%
NA or AK Native (Not Hispanic)	3	1	33.3%	1	33.3%	3	100.0%
Native HI or Other Pac (Not Hispanic)	3	3	100.0%	2	66.7%	3	100.0%
White (Not Hispanic)	2572	52	2.0%	23	0.9%	110	4.3%

E. General Education Provisions Act, Section 427

The Pennsylvania Department of Education (PDE) adheres to section 427 of the General Education Provisions Act (GEPA). PDE ensures equal access and participation to all persons regardless of their gender, race, color, national origin, age, or disability in its education programs, services, and/or activities. PDE will enforce all federal and state laws/regulations designed to ensure equitable access to all program beneficiaries and to overcome barriers to equitable participation. Steps taken to ensure equitable access and to eliminate access barriers based on gender, race, national origin, color, disability, and age include, but are not limited to:

- Providing accessible instructional materials, which are specialized formats of core instructional materials, from national, state, and local sources; including the National Instructional Materials Access Center (NIMAC), Bookshare, Learning Ally, and American Printing House for the Blind.
- Providing instructional materials to blind persons or other persons with print disabilities in a timely manner, including specialized formats such as Braille, Audio, enlarged print, and Electronic Text as well as require publishers to submit National Instructional Materials Accessibility Standard (NIMAS) compliant source files to the NIMAC repository.
- Utilizing key features of Universal Design for Learning (UDL) as a planning tool that seeks to infuse typical barrier-laden curricula with multiple, flexible strategies and tools; UDL assumes that there are opportunities for access and engagement for all learners.
- Providing professional development opportunities with the goal of empowering LEAs in culturally responsive practices, including personalized learning environments, positive approaches to discipline, welcoming school environments, and collaboration with outside agencies and school communities to support all students.
- Providing an equity toolkit based upon prevention, response, and recovery – aimed at helping to address and eliminate bias, discrimination, and harassment and promote equity and inclusion in schools.
- Offering interpreting services for language and communication needs, including: translation, transliteration, and cued speech.
- Utilizing a broad range of assistive technology which includes a variety of tools that range from no-to-low-to-high tech options.
- Providing reasonable accommodations for state assessment based on disability.
- Utilizing technologies to convey content of program and curricular materials.
- Providing professional develop activities in accordance with the American with Disabilities Act (ADA), the Rehabilitation Act of 504, and Individuals with Disabilities Education act (IDEA) to educational resource agencies and local educational agencies on an ongoing basis.
- Posting informational materials on the PDE website, which comply with ADA requirements.
- Providing individualized resources designed to support diverse students to be college, career, and community ready, including integrated employment experiences, access to STEM related curricula, and enrollment in Career and Technical Centers (CTC).
- Hiring, recruiting, and involving individuals from diverse social and ethnic minority groups, to the greatest extent possible – in particular those in underserved geographical regions across the Commonwealth.
- Providing a Title IX Coordinator at PDE.