

Pennsylvania Narrative Report 2014-15

Introduction

For Program Year (PY) 2014-15, the Division of Adult Education renewed both state and federally funded direct service grants. Division staff performed desk monitoring of and provided technical assistance to funded programs on an ongoing basis and conducted thorough, on-site program and fiscal monitoring of 19 agencies. Staff used a risk rubric to select the agencies that received an on-site monitoring visit.

State Leadership Funds

The Professional Development System

Pennsylvania's professional development system (PDS) emphasized program improvement based on data and high-quality research-based professional development opportunities that informed such program improvement. The system supported relevant job-embedded professional development that helped staff at funded programs assume the responsibility for implementation and evaluation of program improvement and professional development at their agencies.

The PDS used a process consultation model supported by content area experts, high-quality, research-based professional development opportunities, and technology and course management support. The goal remained that each funded adult education and family literacy program could implement and evaluate high-quality professional development at the agency level and that the professional development supported program improvement. The core of the PDS model was the Facilitation and Consultation Services project. Project staff consisted of the project supervisor/state consultant and four lead consultants. Each consultant worked directly with staff at assigned agencies, who were led by an agency professional development team that consisted of the administrator and an in-house professional development specialist. Lead consultants provided program improvement and professional development support and guidance, focusing on helping agencies support high quality job-embedded professional development. The lead consultants continued their practice of meeting with every agency individually and multiple times over the course of the year to assist them with program improvement and professional development activities.

This model emphasized developing the skills of the agency staff to use data to identify program improvement and professional development needs, use new knowledge in their work, and evaluate and document change. The Program Improvement/Professional Development data collection worksheet (PI/PD worksheet) is designed to capture all of the elements of program improvement implemented by agencies. In PY 2014-15, the PDS used the data from this worksheet to inform its work related to the needs, challenges and trends in agencies' job-embedded professional development. One challenge in PY 2014-15 was the new division requirement that all agencies establish a professional learning community (PLC) to support standards implementation. The lead consultants assisted programs by creating a PLC protocol and working with them on their implementation efforts throughout the year.

The Facilitation and Consultation Services project also included contracted teacher coaches in the content areas of workforce, math, reading, learning differences, English as a Second Language (ESL), and technology. These teacher coaches were effective teachers drawn from the field, recommended because of their content expertise, people skills and interest in developing coaching skills. In PY 2014-15, requests for coaching support increased and the role

of the coaches focused primarily on three areas: implementation of the College and Career Readiness Standards for Adult Education (CCRS), use of instructional technology, and establishing a PLC.

The Facilitation and Consultation Services project worked with the other projects in the PDS (described below) to provide seamless services to the local adult education and family literacy programs. Those projects were the federally-funded Course Management, Content Experts, and Communications projects and the state-funded projects, Tutors of Literacy in the Commonwealth and Family Literacy Consultation Project. The Management Information System project provided support to all projects with data collection, use, and analysis. Additionally, project staff consulted with the Workforce Development System Liaison Project on professional development matters related to career pathways and career awareness support.

The Course Management project played two key roles in the PDS: 1) management of formal professional development activities, and 2) technical assistance to staff of the division, PDS and local agencies to maximize the effective use of MyLearningPlan (MLP), a web-based professional development management system. The PI/PD worksheet was uploaded into MLP and the project used the data to make improvements in course offerings, develop targeted mailing lists, and ensure agency staff was enrolled in the proper courses. Project staff also produced reports from MLP for division and PDS staff to support ongoing monitoring and improvement of professional development services.

The Course Management project worked closely with content experts, online course instructors, and other facilitators of professional development activities to develop formal professional development activities, both online and face-to-face. Based on needs identified from the work of the lead consultants with local agencies, project staff also integrated existing professional development activities offered through World Education/ProLiteracy, LINCS, CASAS, and Wonderlic into the professional development catalogue. The project leader worked with the facilitators of those courses and content experts (described below) to develop appropriate follow-up activities to help participants implement course content into their work. In PY 2014-15, the project focused on supporting agencies as they began the work of implementing standards-based instruction. In addition to managing most of the content and logistics for the 2014 Summer Institute, the project created two face-to-face follow-up workshops and several on-demand webinars on the CCRS instructional shifts.

The Content Area Experts project contracted with experts in the areas of workforce education, ESL, adult learning differences, math, science, technology, and reading/writing to enable the PDS to offer content-rich professional development activities to agency staff. The content experts supported quality professional development in several ways during PY 2014-15. In addition to course facilitation as described above, content experts were involved in planning for the Summer Institute, held in August 2014, which included follow-up assignments and support. This year also saw the addition of a much needed Technology Content Expert. She provided instructional support to teacher coaches to increase knowledge of the use of technology in instruction and instructional design support to PDS instructors so they could create and deliver online courses more effectively.

The Communications project used available technology to support communication within the PDS and to share news and resources from the division and PDS with the field. The project continued to send out twice monthly newsletters to the field. The newsletter was disseminated via an email marketing program and reached many practitioners, including administrators, instructors, and volunteer tutors. The project updated the Pennsylvania Adult Education

Resources website, which houses information and resources from the various state leadership projects and the field of adult and family literacy education in general, to include new sections on the CCRS and the Workforce Innovation and Opportunity Act (WIOA). The WIOA section included a separate page for WIOA-related resources that workforce partners might find useful. This page was developed after a meeting with a workforce partner, and the link is now included in that association's website. In addition to providing links for WIOA information, the project created a one-sheet infographic for use when talking to partners about the services provided by adult education.

State-funded State Leadership Activities

In addition to the activities funded under WIA Title II Section 223, Pennsylvania has two state-funded projects supporting adult education and family literacy programs statewide: Tutors of Literacy in the Commonwealth (TLC) and the Family Literacy Consultation Project (FLCP). These programs are an integral part of the PDS and work collaboratively with the projects funded with federal state leadership dollars.

Throughout PY 2014-15, TLC staff worked with administrators and tutor coordinators from 43 adult education programs. TLC staff used current research to help agencies identify and address gaps in their tutoring component. TLC also helped programs collaborate and share resources to best utilize the time of all paid and unpaid adult education practitioners. TLC provided guidance to tutoring programs on tutor participation and created opportunities for networking and sharing throughout the state. By combining knowledge and resources, they were able to make the most of programs' training dollars. In response to identified needs of tutors, TLC offered fewer face-to-face tutor trainings during PY 2014-15, while enrollment in TLC's self-paced, CCRS-based online Basic Tutor Training course increased from eight attendees in PY 2012-13 to 67 in PY 2014-15. At the end of the 12-module training, tutors have designed their own kit of instructional materials to use while tutoring.

In PY 2014-15, the FLCP provided consultation services and professional development to 20 family literacy programs. The project used the process consultation model described above in its work on professional development related to parent education, interactive literacy activities, and early childhood education and assessment. The project aligned its services with those of the other PDS projects to ensure seamless services to agencies, while preserving the intensity and unique aspects of family literacy professional development. For example, to assist programs in making connections between whole-family learning and standards-based education, the FLCP developed a parent education tool that teachers could use to work more deeply with the Pennsylvania Early Learning Standards with parents. This paralleled some of the work teachers were already doing with the CCRS and other projects within the PDS. Another example is a resource developed in conjunction with TLC and the Workforce Development Project that connects the CCRS to activities and lessons that are aligned with Pennsylvania's K-12 Standards Aligned System.

The Workforce Development System Liaison Project

During PY 2014-15, the Workforce Development System Liaison project supported funded programs to build capacity to address the goals of WIA and function effectively as partners in Pennsylvania's workforce development system. The project also supported the development and implementation of pathways for students from adult basic education through transition services into local training opportunities. These pathways integrate contextual learning and workforce readiness opportunities; align basic skills curricula with the needs of local industry; lead to student transitions to postsecondary education and training; and increase employment outcomes. The technical assistance focused on several key aspects of the development and

implementation of successful locally relevant career pathways for adult learners: ongoing analysis of current labor market and workforce information to guide decision making; building and strengthening relationships among the stakeholders; and integrating career awareness and planning into adult education services. Nineteen agencies chose to receive action planning technical assistance from the project to support implementation of career pathways at their programs. The overwhelming number of action plans focused on partnerships and career awareness activities. Project staff reviewed the action plans to determine the need for additional resources, training and technical assistance, including the newly developed Sector Strategies Outline and a sector-focused webinar series. In addition, the project, with assistance from the ESL content expert, continued working on the Career Pathways ESL Working Group to meet program-identified concerns regarding integrating career awareness and career pathways work with low-level ESL learners and developing resources to support transitions for advanced ESL learners. The ESL Working Group designed and delivered a face-to-face workshop and a webinar series on including career exploration in ESL instruction.

Project staff also continued to support adult education coalitions through technical assistance, presentations, and partnership meetings. This ongoing coalition work, led by adult education providers, demonstrated the willingness to build, maintain, and strengthen workforce development partnership through communication, coordination and collaboration with Local Workforce Investment Boards and One-Stop centers.

With the passage of WIOA in July 2014, the project began looking for ways to support the division and agencies during the upcoming transition year. Staff from the project participated in the Pennsylvania Workforce Development Board WIOA workgroups. With technical assistance from the national leadership activity, Moving Pathways Forward, the project worked with division staff to develop WIOA partner mapping tools and tools to help identify each partner's goals.

Management Information System Support

The e-Data Tech Support project provides technical assistance, training, and support to the division, PDS and programs in the collection, reporting, use, and analysis of program data with the goals of ensuring accurate data and improving program services and student outcomes. In PY 2014-15, e-Data Tech Support provided training and technical assistance to programs in several ways. Training for e-Data v2, Pennsylvania's data reporting system, was provided face-to-face and online. Participants used the e-Data v2 training site, a mirrored version of the live site, to work in the system and develop a level of comfort with data entry. The project also provided technical assistance to programs by email and phone on topics ranging from data entry to the development of effective data collection and entry policy and procedures. Project staff produced monthly agency data check reports for division advisors, which were also sent to agency staff to alert them of potential data errors. As the year progressed, staff also assisted agencies with preparing data for the end of the program year.

To support both the division and agencies to conduct ongoing monitoring and use data for decision-making and program improvement, e-Data Tech Support continued to update the Access templates linked to the data reporting system. The templates contain many reports, including the National Reporting System (NRS) tables. Agency staff can produce reports for individual teachers and classes to use to evaluate the impact of program improvement and professional development activities. The project also provided training and technical assistance for creating additional reports. In addition, project staff produced reports upon request from the division to address questions from interested parties, such as other state agencies, legislators, and the field.

In PY 2014-15, the project continued to expand its technical assistance on the effective use of qualitative data. The project developed training to assist agencies in the selection of a data collection tool for their PI/PD plan. Project staff designed and delivered training to support agency professional development teams in selecting the data collection method that would be appropriate for their goals. Additionally, project staff designed four trainings to support the various methods of data collection.

System Integration

Staff members from all of the projects in the PDS worked with the division to plan and hold the Summer Institute, the largest face-to-face professional development opportunity during PY 2014-15 (257 attendees from all 59 funded agencies). All attendees at the Summer Institute attended a workshop on unpacking standards. Then, instructors went to sessions geared toward implementing standards-based instruction in a variety of settings (e.g., math standards in the ESL classroom, English Language Arts standards in the science classroom), while administrators attended a workshop on instructional leadership and how to create a PLC. All members of the PDS had a role to play. MIS staff members were the data collection instructors; course management provided logistics; content experts trained table coaches and led instructor topic sessions; and lead consultants designed and led the instructional leadership workshop.

The collaboration and coordination of services among the various federal and state-funded state leadership projects strengthened the efforts of adult education and family literacy providers to integrate data-driven program improvement and professional development, as well as to begin evaluating the impact of that work on program services and student outcomes. As a team, the system worked to coordinate methods of documentation, data collection, and service delivery to ensure that programs receive collaborative, seamless support that ultimately benefits learners. Progress was made to create a truly integrated professional development system that supports high-quality, job-embedded professional development with the ultimate goal of improving student outcomes.

In order to assess the effectiveness of these activities, the facilitation and consultation project contracted with Drennon & Associates to conduct a three-year evaluation of all aspects of the PDS. The Year Two evaluation (conducted in PY 2013-14) identified two main areas of weakness: lack of effective protocols for teacher learning communities and lack of skill in collecting and analyzing data. To address these weaknesses, the PDS worked on PLC protocols and additional qualitative data support by MIS during PY 2014-15. PY 2014-15 also marked the third and final year of the evaluation. The Year Three evaluation focused on how formal learning opportunities within the PDS (primarily online courses) support and advance the state's broader goals. The evaluator interviewed stakeholders, including program administrators, in-house professional development specialists, teachers, case managers, and tutor coordinators and provided a formal report in September 2015 with findings and recommendations that have helped guide the work of the PDS in PY 2015-16.

Performance Data Analyses

Overall, the performance of Pennsylvania's adult education and family literacy providers plateaued in PY 2014-15 after several years of steady improvement. The state achieved six of its 15 state performance targets. It matched or exceeded the target in only four of 11 Educational Functioning Levels (EFL) and two of the four Follow-up Core Outcome Measures. Nevertheless, the state set or matched top performance marks in five of the 15 performance categories. Three consistent areas of success are improvement with ESL EFL outcomes,

improvement with employment outcomes, and the substantial enrollment increase in the Distance Learning Program (from 232 in PY 2011-12 to 515 in PY 2014-15).

In PY 2014-15, through desk and onsite monitoring, division staff determined that significant assessment irregularities and violations of state assessment policy occurred at two agencies. At the first agency, program staff did not use the TABE locator for students in classes at the one-stop centers. Instead, they administered the A level test to all students. Analysis of BEST Plus results at the second agency showed that none of the assessment results in PY 2014-15 could be considered valid. A large number of students who scored at High Intermediate or Advanced ESL at the end of PY 2013-14 scored at Beginning Literacy ESL or Low Beginning ESL when they were retested four months later at the beginning of PY 2014-15. Then, when those students were post-tested at the end of PY 2014-15, they again scored at the High Intermediate or Advanced ESL levels. Other students gained multiple EFLs after less than 30 hours of instruction. The division invalidated the related assessments at both agencies. For reporting purposes, the adults have been reported as enrolled in the EFL established by the invalidated pre-test. Approximately 175 post-tests, along with any demonstrated gains, have been removed from the data reported. In addition, both programs were cited for failure to comply with assessment policy and were required to have staff retrained and to implement actions to ensure compliant administration of assessments.

Adult education programs faced several challenges that impacted outcomes in PY 2014-15. Programs needed to adjust teaching strategies, lessons, and materials to better prepare students to pass the new GED[®] test. In addition, programs continued to lose veteran instructional and support staff. This includes a high turnover rate in leadership positions. Since 2007, approximately 78 percent of the program administrators in the field have either retired or moved on to other positions.

As described in the state leadership section above, the focus of the PDS, as well as the work of the division, is program improvement with the goal of improved student outcomes. Adult education programs are expected to review program and performance data on an ongoing basis and to base program improvement and professional development on that data.

The adult education programs continue to work on transitioning exit-level ESL students into adult basic and secondary classes and advance more students into postsecondary education/training. The programs are also completing the unpacking of the CCRS and evaluating resources for alignment with the CCRS to improve lesson plans during the WIOA transition period.

Other areas of program improvement include:

- Increase in the number of managed enrollment classes;
- Agency refinement of the orientation process;
- Improvement of student barrier and transition support services;
- Development of professional learning communities in each agency;
- Ongoing technical assistance to new administrators from division staff;
- PDS courses for new administrators and staff members;
- Increase in the use of data for decision making; and
- Technical assistance for professional development from the PDS's lead consultants.

Family literacy continued to be an important part of the services offered. During PY 2014-15, state Act 143 funds enabled 20 agencies to operate programs to provide family literacy services

in 31 of 67 counties. These programs provided services to 766 families, including 778 NRS-eligible adults and 896 children. The family literacy programs provided a full range of services that resulted in overall educational level gains of 49 percent.

Distance learning continues to be an alternative instructional delivery method for students facing barriers to attending face-to-face services. Agencies use distance learning to support students' persistence when situations arise that could potentially interrupt their participation and to offer blended learning to increase the intensity of instruction.

The division contracts with Tuscarora Intermediate Unit 11 to administer the Distance Learning Project (DLP), which provides distance instruction for students and technical assistance to referral agencies. Distance learners participated in adult basic education, GED® test preparation, and English language instruction. DLP offered classes using subject-specific managed enrollment classes. Students completed online lessons as well as projects that allowed them to customize and create their own learning experiences. ESL students used an online curriculum and also participated in webinars with a teacher and other students to practice their speaking and listening skills with others. While a majority of distance learning students participated in online classes, a print-based option was available for students who do not have regular access to the Internet. Referral agencies administered the necessary standardized assessments and provided additional educational and support services as needed.

Several factors have led to the steady increase in distance learning enrollment numbers. The division emphasizes agencies' distance learning participation in monitoring visits and meetings. DLP staff also communicates regularly with staff from referral agencies and provides ongoing professional development. Finally, the implementation of the secure, online application system allows potential students, as well as current adult education students, to easily enroll in the program.

Integration with Other Programs

Pennsylvania's adult education programs have been successful in partnership development and creating student transitions to community colleges and other postsecondary institutions. For example, one program developed the Adult Learner Program in conjunction with the local university branch campus. This program was specifically designed to build adult education students' basic skills in order to place out of developmental coursework and at the same time introduce adults to the realities and rigor of the postsecondary experience.

In areas where few postsecondary options exist, adult education providers continued to strengthen their partnerships with employers. At the request of one local manufacturer, an adult education program worked with the One-Stop operator and staff and the manufacturer's human resources staff to identify and document a career ladder for entry and advancement in the company. The adult education program was the linchpin guaranteeing the success of this project in formally creating this career pathway.

Community partnerships were another area of success in PY 2014-15. For example, one adult education agency had a comprehensive case management approach that utilized partners to provide key aspects of service, helping students overcome barriers. Referrals to community and workforce development partners allowed students to build academic and workplace skills while addressing other critical needs. Local employers provided additional funding to support these services.

Twenty-six adult education providers submitted 604 career pathways reports on students they were able to track; 57 percent of the students with the goal of entering postsecondary education achieved that goal, an increase from last year. Health care continued to be the most commonly identified sector of study, with hospitality and manufacturing following as popular choices. All students in career pathways programming reported a High Priority Occupation focus, although 52 students changed career choice after they explored their initial choice, underscoring the importance of career exploration. The reports also showed that, of the 146 students who transitioned to postsecondary education, fewer were able to access financial support than in past years. Fewer individual training accounts were awarded; however, some students accessed assistance through loans and grants. Apprenticeships are also gaining traction as a viable alternative for students. Adult education agencies continue to provide referrals to One-Stop centers more than to any other partner.

Adult education representatives involved directly with provision of WIA Title II services served on many of Pennsylvania's 22 Local Workforce Investment Boards (LWIBs). These representatives, along with other Title II providers, participated in the LWIBs' committee structure responsible for policy and procedure development. Providers regularly reported to LWIBs on adult education programs, partnerships, and successes of students, particularly attainment of credentials, employment, and transition to postsecondary education and training. Adult education programs co-located in One-Stop centers provided a range of services, including GED[®] test preparation, basic skills instruction, preparation for postsecondary entrance exams, career awareness, case management, support for distance education, and subject-specific workshops and clinics. Services were available through classroom instruction, one-on-one tutoring, and/or drop-in centers. A two-way referral process at the One-Stop centers allowed students to access many workforce development services for which they met eligibility requirements. Providers estimated spending \$1.27 million on agreements and services at the One-Stop centers in PY 2014-15.

English Literacy/Civics (EL/Civics) Program

In PY 2014-15, 16 EL/Civics grants provided funding to 27 agencies. These 16 grants provided services in 10 of the local workforce investment areas that were determined to have the greatest need for EL/Civics services. Grant amounts ranged from \$28,116 to \$393,338. Most agencies received an increase in EL/Civics funding this program year that was earmarked as support for direct service staff to engage in PLCs with the focus of improving EL/Civics instruction. The programs served 2,353 students, of whom 2,133 received at least 12 hours of EL/Civics instruction. Forty-six percent of students completed one or more educational functioning levels. Programs also tracked the students' success in achieving the secondary outcomes related to civics education: achieve U.S. citizenship skills (75 percent), register to vote (70 percent), vote for the first time (44 percent), and increase involvement in the community (67 percent). Each of these goals increased in attainment rates from last year.

In addition to data submitted in e-Data v2, EL/Civics programs submit narrative final reports, which include examples of student outcomes related to the required secondary goals. According to these reports, a total of 89 students were in the process of applying for citizenship, while another 139 obtained their U.S. citizenship during the program year. Student participation in civics-related activities was diverse. Students reported increased levels of involvement in their children's school and extra-curricular activities by volunteering to read to library groups and help out at Girl Scout events. Civics instruction also enhanced students' workplace skills and, in turn, made them more employable. Students reported that as a result of attending classes they were sometimes given increased job responsibilities and even additional hours. One student, who

had been working at two part-time, minimum wage jobs, was hired as a full-time receptionist at a primarily English-speaking company. EL/Civics students continued to increase transitions to postsecondary education and training programs.

In PY 2014-15, programs reported a surge of political awareness in their students. In addition to the usual letter writing campaigns, students from several programs visited public officials, including one group who visited and questioned the new governor of Pennsylvania at his office in the state capital. Another group arranged a meeting with the local police captain to discuss a series of crimes targeting immigrant communities.

Students across the state volunteered in a variety of ways, including at hospitals, schools, food drives, and libraries. Students in one program cooked meals for the volunteer firefighters in their neighborhood. Another program piloted a volunteer program that helped engage all of its students in community service in a variety of ways, including work with food banks, environmental groups, and homeless organizations.

In PY 2013-14, the division began requiring each agency to have at least one instructor complete the OCTAE/USCIS EL/Civics online course. In PY 2014-15, 14 additional instructors completed the course. Agencies used information learned in this course to tailor their curricula to better align with the intent of EL/Civics funding. Led by content expert Susan Finn Miller, these instructors met to share information learned in the course and to craft lessons and curricula together as part of a PLC. According to instructors, the lesson planning format was the most useful piece of process information that they learned in the course. Additionally, the trained instructors are now functioning as instructional leaders at their agencies, increasing individual agency capacity to lead their own professional development efforts.

Secondary School Credentials and Equivalencies

Per 22 PA Code 4.72, the Pennsylvania Department of Education (PDE) is authorized to award the Commonwealth Secondary School Diploma to residents who are 18 years of age or older, are not enrolled in secondary school, and do not possess a secondary school diploma who meet one of the two following criteria: 1) present “evidence of full matriculation and the satisfactory completion of a minimum of 1 full year or 30 semester hours of study at an accredited institution of postsecondary education” or 2) earn “a passing score as determined by the Department on the high school level tests.” Individuals between 16 and 18 may qualify for high school equivalency testing under court order or at the written request of an employer who requires a high school equivalency credential for employment, an official of a postsecondary institution that accepts applicants on the basis of high school equivalency test scores, a military recruiting officer or the director of a state institution on behalf of residents. However, the Commonwealth Secondary School Diploma is not issued until the individual’s 18th birthday, unless otherwise recommended by his/her school district. During the period of this report, Pennsylvania used the 2014 GED[®] test as the approved high school equivalency test. From January 1, 2014-December 31, 2015, PDE also had a process in place to combine eligible 2002 Series GED[®] test scores with passing 2014 GED[®] test scores to award the Commonwealth Secondary School Diploma.

Adult Education Standards

Pennsylvania has adopted the CCRS as its adult education content standards. These standards are fully aligned with Pennsylvania’s K-12 standards, the PA Core. The division has a three-year implementation plan for the CCRS that closely follows the Standards-in-Action (SIA) process. In

PY 2014-15, agency teams focused on understanding the standards through the unpacking process. During PY 2015-16, teams will focus on lesson revision and resource alignment, following with a focus on the quality of student assignments and the observation/program evaluation process in PY 2016-17. By the end of PY 2016-17, the state wants to ensure that adult education students in all components, including ESL and tutoring, will receive standards-based instruction. The tutoring support project has already aligned much of its training with the CCRS-SIA model. Once OCTAE publishes the CCR-aligned English Language Proficiency Standards in the fall of 2016, Pennsylvania will begin training agencies on their use.

The process of implementing the standards statewide began with a team attending the CCRS Implementation Institute in Washington, DC, in June 2014. The PDS then used the SIA process and the materials from the DC institute to create a two-day Summer Institute in August 2014 that introduced the instructional shifts and started the process of understanding the standards by unpacking, creating activities, and aligning resources. The division required each funded agency to send a team comprised of the administrator, the in-house professional development specialist, and at least two teachers to the institute. Participants completed hands-on activities related to the instructional shifts and the unpacking process. Each agency left the institute with an outline of its annual PI/PD worksheet as well as a plan for starting an in-house PLC to work with the standards. Agencies spent PY 2014-15 working on the unpacking process and are now beginning to align resources.

During the spring of 2015, a statewide team, comprised of staff from three pilot agencies, attended a three-day workshop lead by StandardsWorks. The focus was on lesson revision, alignment of resources, and completing the lesson study process. The pilot agency work formed the basis for the 2015 Summer Institute, at which teams from each funded program learned the processes and were charged with returning to their agencies to build capacity to complete this work. Meanwhile, the three pilot agencies attended another workshop and are currently piloting the work that the rest of the state will focus on in PY 2016-17. These pilot teams are leading the work in Pennsylvania by using information gleaned during their pilots to inform statewide rollout of the standards-based initiative. Additionally, the members of the pilot teams are training leaders at other agencies to expand this work statewide.

Our plans involve the continued support of all elements of the PDS, including lead consultants, teacher coaches, state staff, and agency teams. The PDS will support agencies through a variety of consultants who assist programs with goal setting and writing action plans. As described above, over the past few years agencies have been creating internal support structures for managing their own job-embedded professional development efforts. Policy requires that teachers spend at least 20 percent of their time as professional development and preparatory time. Agencies are also required to have an in-house professional development specialist that works closely with agency staff to align and support staff professional development needs and help with implementation of new knowledge and skills. To assist with these efforts, agencies were granted additional money in PY 2014-15 to support in-house PLCs and their work with the standards. Through policy and the support provided by the PDS, Pennsylvania has significantly enhanced capacity to implement the standards.