



engage^{ny}

Our Students. Their Moment.

Overview of New York's Draft Every Student Succeeds Act (ESSA) Plan

Board of Regents Briefing

May 8, 2017

Commissioner's Introduction

Work Thus Far

- ✓ Engaged in ESSA professional development with national experts.
- ✓ Met regularly with Title I Committee of Practitioners.
- ✓ Established an ESSA Think Tank.
- ✓ Engaged with the Center for Assessment, Learning Policy Institute, EdFirst and Council of Chief State School Officers (CCSSO).

Work Thus Far

- ✓ Developed draft Characteristics of Highly Effective Schools, Guiding Principles, and High Concept Ideas.
- ✓ Posted an online survey to gather stakeholders' preferences on potential indicators of school quality and/or student success, which received over 2,400 responses.
- ✓ Held more than 120 fall and winter regional in-person meetings across the state in coordination with the state's 37 Boards of Cooperative Educational Services (BOCES) and the superintendents of the state's five largest City School Districts that more than 4,000 students, parents, teachers, school and district leaders, school board members, and other stakeholders attended.
- ✓ Opened an online survey to solicit additional individual feedback from meeting participants.
- ✓ Still to come....Public Hearings on the Draft ESSA Plan

ESSA State Plan Timeline – April 2017 – June 2017



Timeline for Submission of ESSA Plan to USDE in September 2017

Activity	Date
May 2017 Board of Regents Meeting – Staff will present draft plan	May 8, 2017
The Department will release plan and accept public comment on the draft plan.	May 9 – June 16, 2017
Public Hearings on Draft Plan.	May 11 – June 16, 2017
Submission of ESSA Assurances to USDE	June 2, 2017
July 2017 Board of Regents Meeting – Staff will present any changes to the draft plan based on public comment, and request permission to send revised draft state plan to Governor.	July 17 - 18, 2017
Application with Governor for 30 days.	July 19 – August 18, 2017
September 2017 Board of Regents Meeting – Staff will seek approval to submit final state plan to USDE.	September 11 - 12, 2017
Deadline to submit ESSA State Plan to USDE.	September 18, 2017

SED Section Leads

Accountability Measurements & Methodologies

- Ira Schwartz, Assistant Commissioner, Office of Accountability

Challenging Academic Standards & Assessments

- Carolyn Bulson, Supervisor in Educational Testing
- Ross Garmil, Associate in Educational Planning and Evaluation

Supporting All Students

- Maxine Meadows-Shuford, Director, Title I School and Community Services
- Jason Harmon, Supervisor, Title I School and Community Services

Supporting English Language Learners/Multilingual Learners

- Lissette Colon-Collins, Assistant Commissioner, Office of Bilingual Education and World Languages.
- Khin Mai Aung, Director of ELL Civil Rights and Policy

Supporting Excellent Educators

- Alexander Trikalinos, Program Manager

Supports & Improvements for Schools

- Stephen Earley, Director of School & District Review

Stakeholder Engagement

- Lisa Long

Project Coordination

- Alexandra Pressley

Thank You to All of the Thought Partners in Our Work!

We are indebted to the thousands of students, parents, teachers and other educators, schools and district leaders, school board members and community members who attended more than 120 meetings to share their thoughts on the plan, and to many thousands more who completed surveys to provide feedback.

We would especially like to acknowledge:

- ESSA Think Tank members, who represented over 100 stakeholder organizations across the state
- Title I Committee of Practitioners
- District Superintendents and the Superintendents of the Big 5 school districts who hosted the Regional ESSA meetings across the state
- The many national experts, particularly Linda Darling-Hammond and Scott Marion, for their guidance in development of the draft plan.

Vision, Mission, and Principles

Board of Regents' Mission

The mission of the New York State Board of Regents is to ensure that every child has equitable access to the highest quality educational opportunities, services and supports in schools that provide highly effective instruction aligned to the state's standards, as well as positive learning environments so that each child is prepared for success in college, career, and citizenship.

ESSA State Plan Development: Guiding Principles

- Provide access to a world-class curriculum aligned to state standards.
- Focus on reducing persistent achievement gaps.
- Support educator excellence and equity.
- Support efforts to improve the climate of all schools and support students' social-emotional well-being.
- Support student access to extra-curricular opportunities.

ESSA State Plan Development: Guiding Principles

- Promote a relationship of trust, cultural responsiveness, and respect between schools and families.
- Build an accountability system that is based upon multiple measures aligned to measures of college, career, and citizenship readiness.
- Use performance measures that incentivize all public schools to move all students to higher levels of achievement and attainment.
- Support school improvement using a differentiated and flexible support system.

ESSA Plan Theory of Action

If:

- ✓ We focus on what matters for student achievement and what effective schools do to enable achievement; and
- ✓ Schools, districts, and the state evaluate and develop plans to address needs and gaps; and
- ✓ Investments support school and educator capacity to implement these plans and best practices; and
- ✓ The state supports continuous evaluation and improvement, intervening with evidence-based approaches where needed;

Then substantial improvement in teaching and learning will occur and gaps in opportunity and achievement will be reduced.

New York's Plan Pursues Equity By:

- Reporting **per-pupil spending**
- Reporting and addressing inequalities in access to **qualified teachers** and **resources** for low-performing schools
- Conducting **resource allocation reviews** in districts with many identified schools.
- Supporting districts to **reduce socio-economic & racial/ethnic segregation** in schools.

New York's Plan Pursues Equity By:

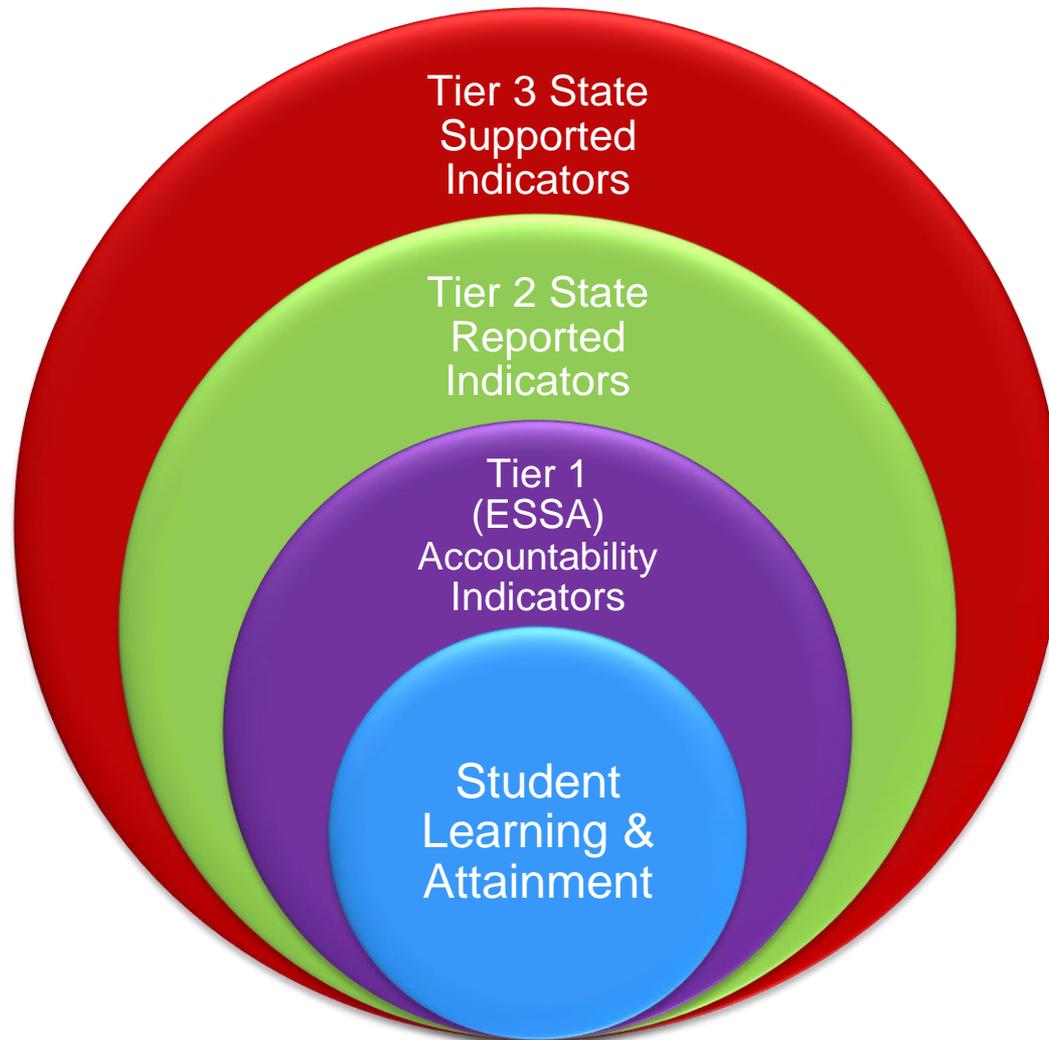
- Using **Universal Design for Learning** in assessments
- Improving the quality, equitable distribution, and diversity of the **workforce**
- Developing policies to **support homeless youth**, those in or exiting neglected or delinquent facilities
- Designing the **State accountability system** to help 1) reduce gaps in performance, 2) incentivize more equitable opportunities for high-quality coursework, 3) support students who need more than four years to meet graduation requirements.

Comments? Questions?



Tier 1 Indicators and Plan for Tier 2

Overview of Proposed State Accountability & Reporting System



Potential Tier I Indicators Used for Federal Accountability

(Based on 2017-18 School Year Results)

Greater Weight

Academic Performance (Measured by Performance Index)

Elementary/Middle and High School ELA & Math
Elementary/Middle and High School Science (performance-based assessment)
High School Social Studies (emphasis on civics & democracy)

English Language Proficiency Gains

Growth and Progress

Individual student growth (Grade 4-8 ELA and math)
School Progress:
-- ELA and Math (separate measure)
-- Science, Social Studies; Grad Rates; Absenteeism; College, Career and Civic Readiness (included as part of measure)

Graduation Rates – 4, 5, 6 year (equally weighted)

Chronic Absenteeism

College, Career, & Civic Readiness

(Diploma type + college and career coursework, industry credentials, biliteracy, civic engagement)

Potential Tier II Indicators

State-Reported: Used for Diagnosis and Improvement (Some could move to Tier I, when ready, if appropriate)

Opportunity to Learn Indicators:

Curriculum access (STEM, arts, music, PE, social studies, early learning)
Resource access (\$, qualified & experienced teachers, staffing ratios, etc.)
Teacher turnover / attendance
Safe, adequate, clean facilities

School safety (Incidence rates; also sense of safety when surveys are available)

Teacher Learning Opportunities (e.g., access to professional development)

High school readiness indicator / Secondary school on-track indicator

Suspension rates (out of school)

Student Attendance

Potential Tier III Indicators (State-Supported Measures/Tools that LEAs can Use. Some could become Tier 1 or 2 Indicators)

School Climate Surveys (student, teacher, parent) – pilots currently underway – When ready, could become Tier 1 or 2 indicator

Measures of Student Integration - The extent to which students of different groups (by race/ethnicity, SES, EL status, and students with disabilities) are in schools and classrooms together relative to their presence in the district as a whole.

Measures of teaching conditions, PD access & quality

Measures of parent / community involvement & engagement

Performance assessment tools (tasks, rubrics)

Challenging Academic Standards and Assessments – Big Picture

Challenging Academic Standards

- New York's Next Generation English Language Arts and Mathematics Learning Standards revised with educators
- Next Generation Science Standards adopted, effective 2017

Aligned Assessments

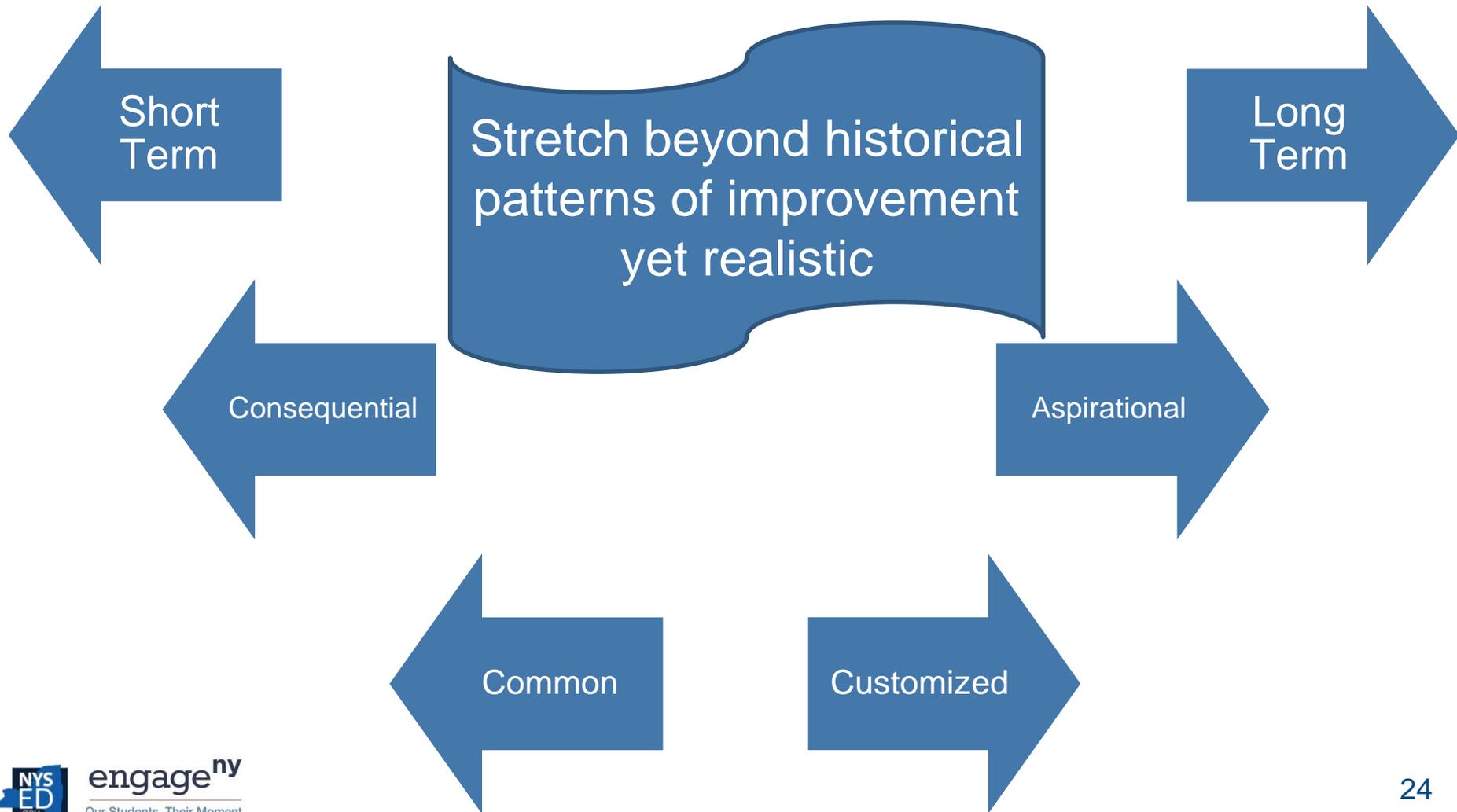
- New standards will guide Next Generation Assessments
- Current/future test items developed & reviewed by teachers
- Offered in multiple languages representing 85% of ELLs
- Goals include:
 - accurate information, including for ELL/MLL students
 - reduced testing time
 - new approaches; applying for innovative assessment pilot

Comments? Questions?

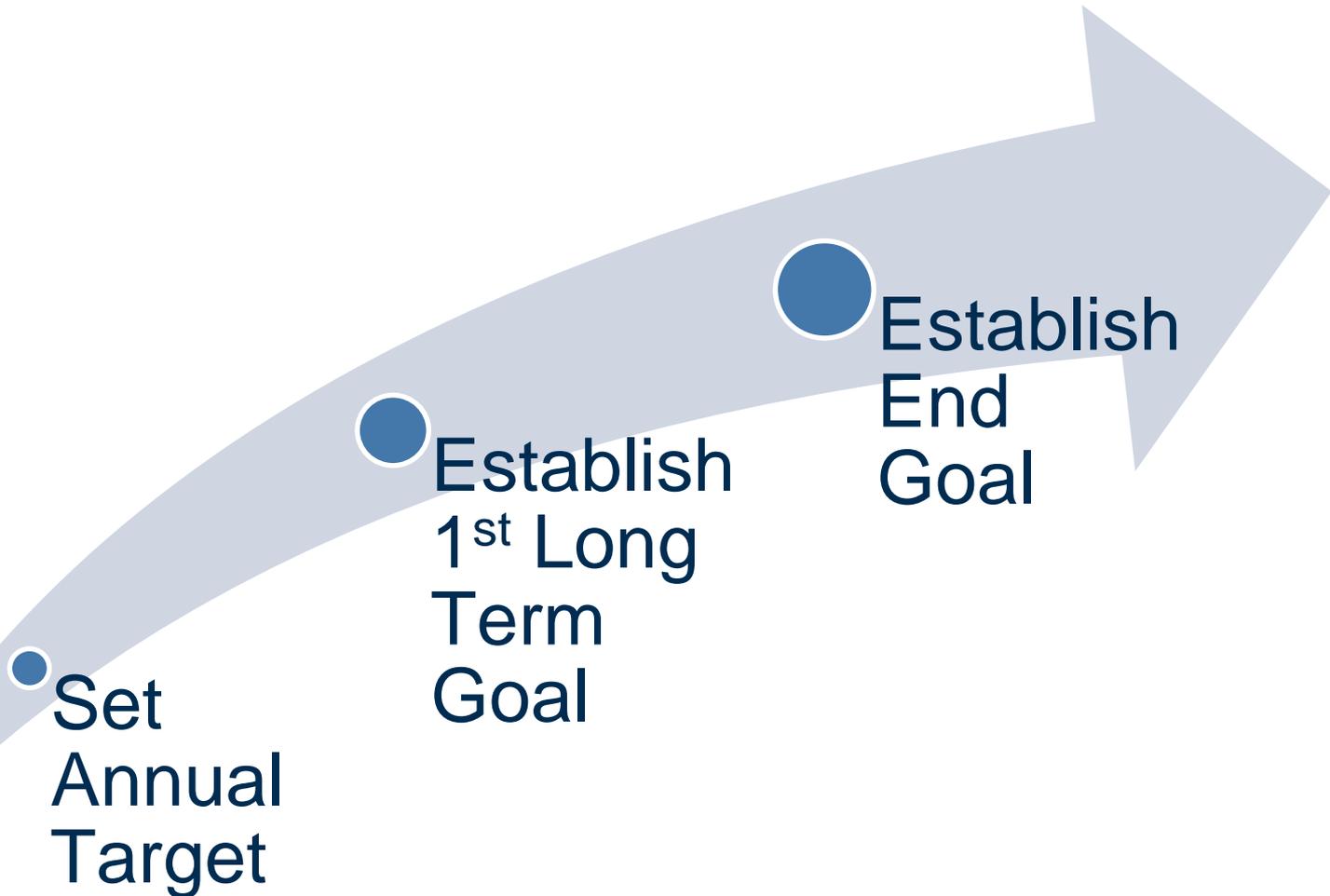


**Methods for
Establishing Goals
and the SED
Recommended
Approach**

Tradeoffs When Setting Goals



Goal Setting Process



Long Term Goals & Measures of Interim Progress (MIP)

Calculated for

- the whole state
- each group

Calculate the long-term goal for each group

Based on long term goals and gap closing target

Calculate MIP for each group

Repeat long-term calculation each year

Allows long-term goals to reflect progress

Goals for Achievement

Student Achievement Level	Points Earned
1	0
2	100
3	200
4	250



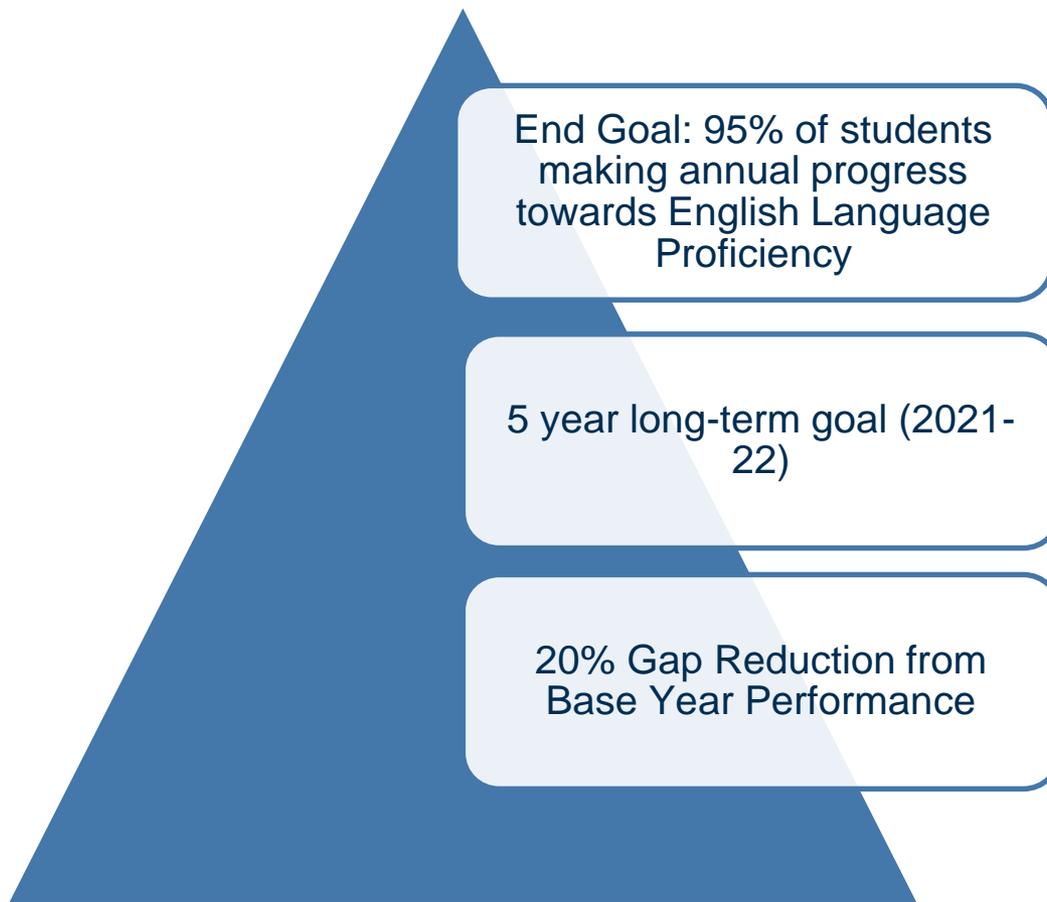
Graduation Rate

20%
toward 5
year goal

5 years
(2021-
2022)

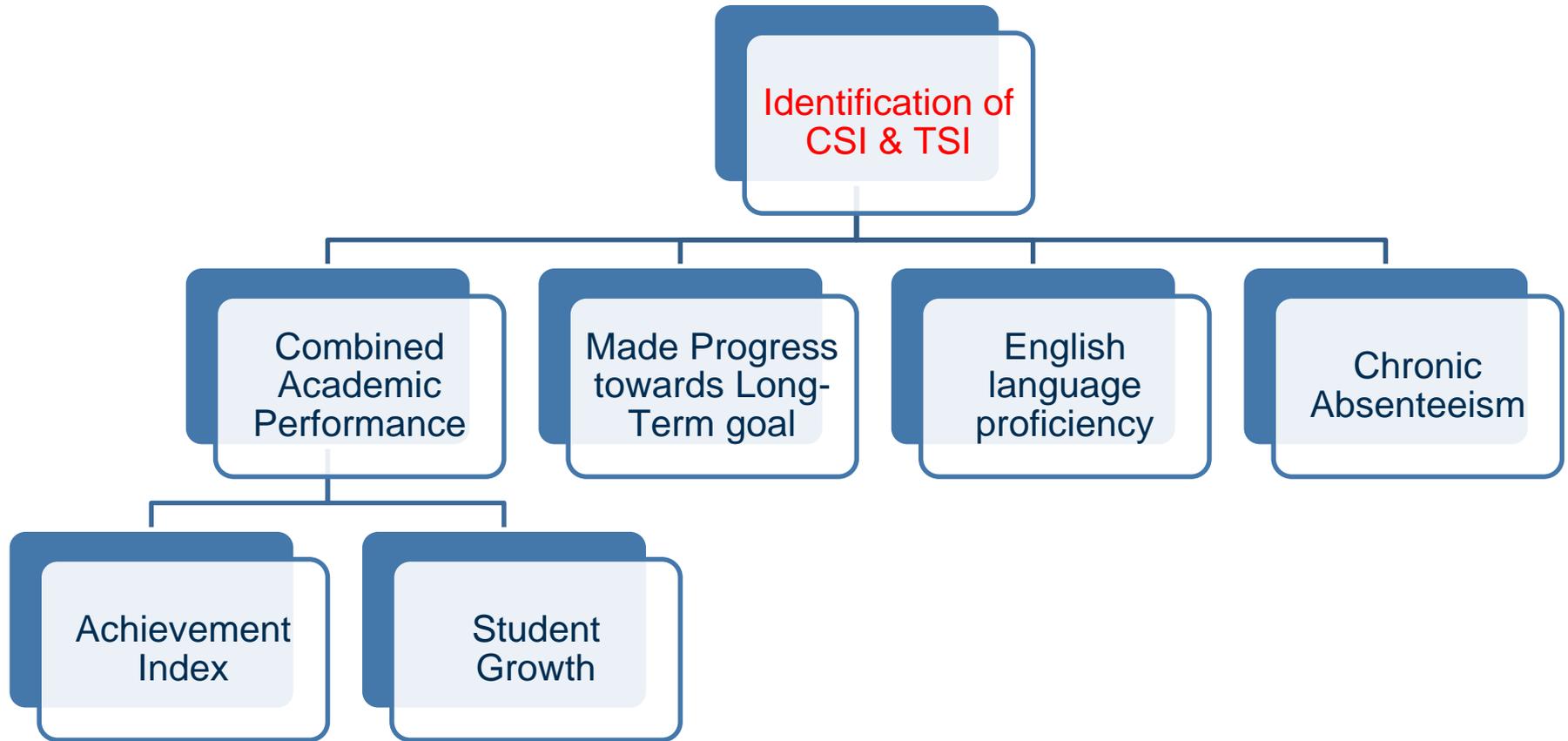
95% 4-yr
grad rate

English Language Proficiency

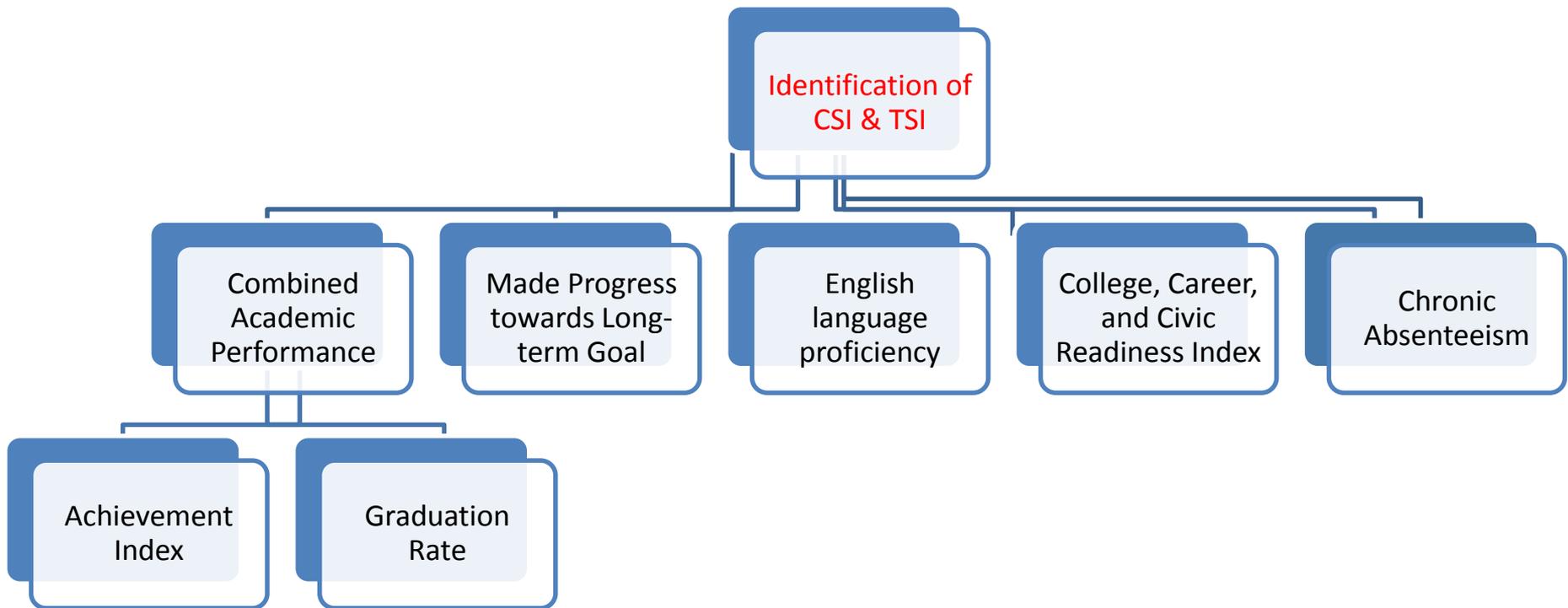


**Establishing
Indicator
Performance Levels**

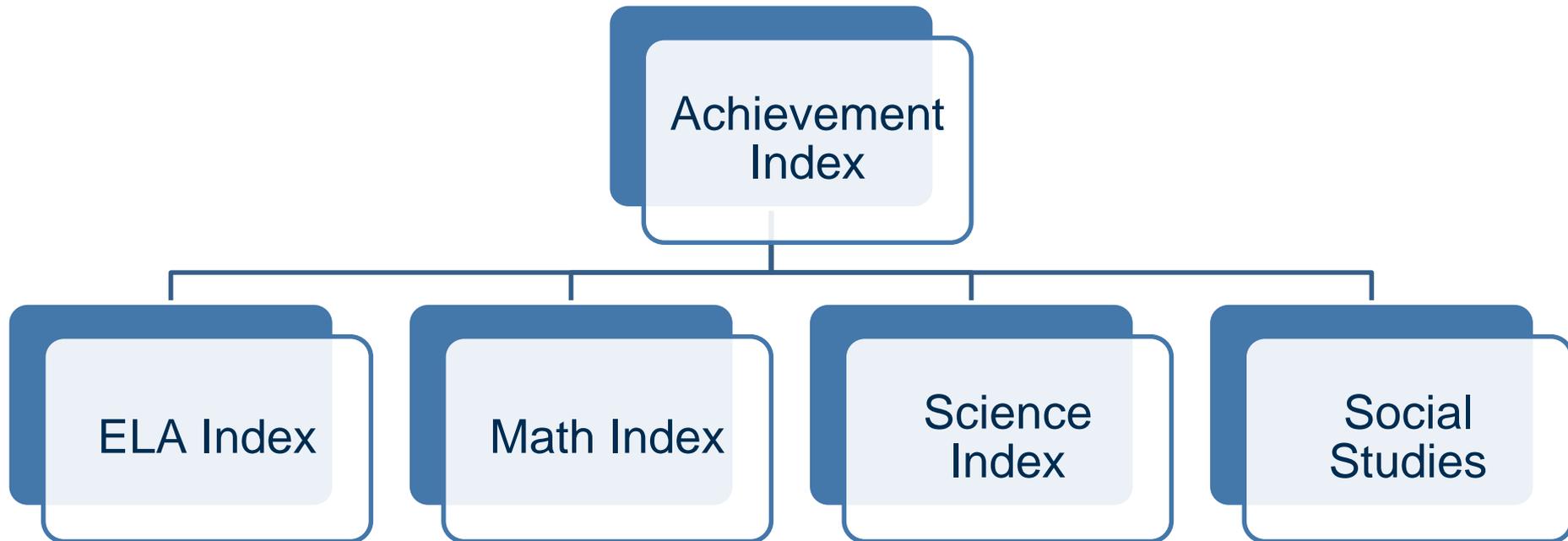
Proposed Indicators: Elementary/Middle School



Proposed Indicators: High School



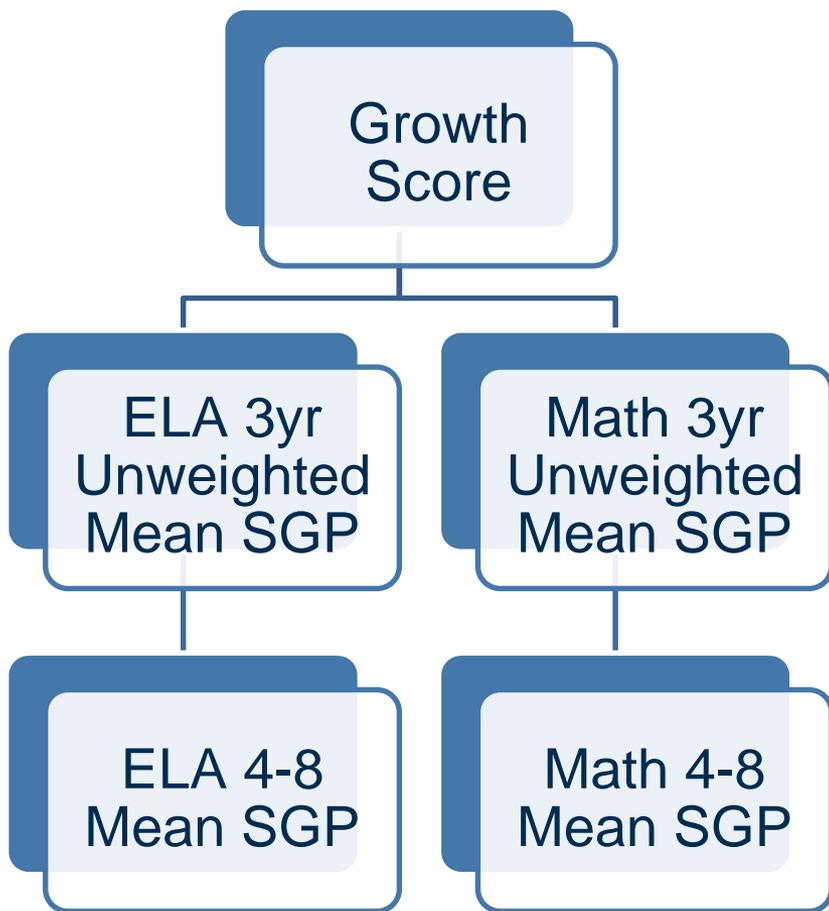
Achievement



Achievement

School Average Rating on Achievement Index	School/Subgroup Achievement Level
10th Percentile or Less	1
10.1 to 50th Percentile	2
50.1 to 75th Percentile	3
Greater than 75th Percentile	4

Growth

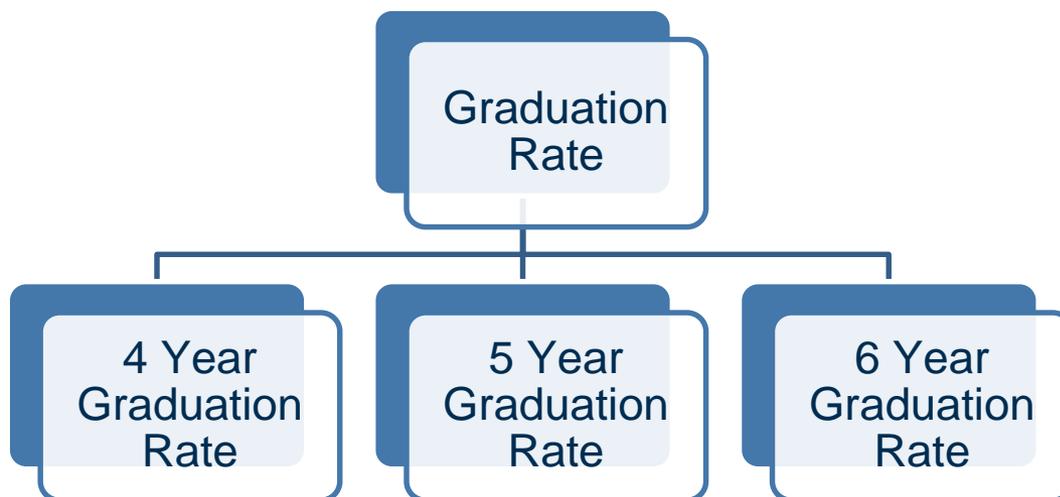


Rank on 3 Year SGP	Group Growth Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Combining “status” and “progress”

- For all indicators other than achievement and growth, we establish the performance level by looking at the current performance against state goals (“status”) and the movement against measures of interim progress (progress), also known as “MIPs”
- Further, for those schools/subgroups that are far behind, we propose a “safe harbor” provision where they will be rewarded for substantial progress

Graduation Rate



	Did Not Meet Long-Term Goal	Met Long-Term Goal	Exceeded Long-Term Goal
Did not meet MIP	1	3	3
Met lower MIP	2	3	4
Met higher MIP	3	4	4

Graduation Rate

- **End Goal:** 95% of students graduate from high school
- **Long-Term Goal:** Gap between aspirational goal and current performance is reduced by 20% over next five years
 - Based on State Data
 - Based on Group Data
- **Measures of Interim Progress:** Reduce the gap by 4% over the baseline each year (i.e., not 4 percentage points)
 - Based on State Data
 - Based on Group Data

	Did Not Meet Long-Term Goal	Met Long-Term Goal	Exceeded Long-Term Goal
Did not meet MIP	1	3	3
Met lower MIP	2	3	4
Met higher MIP	3	4	4

English Language Proficiency

Initial ELP	Year 2	Year 3	Year 4	Year 5
Entering	1.25	1	1	0.75
Emerging	1.25	1	0.75	-
Transitioning	1	1	-	-
Expanding	1	-	-	-

- **End Goal:** 95% of students make progress towards ELP
- **Long-Term Goal:** Gap reduced by 20% over next five years
- **Measures of Interim Progress:** Reduce the gap by 4% each year

	Did Not Meet Long-Term Goal	Met Long-Term Goal	Exceeded Long-Term Goal
Did not meet MIP	1	3	3
Met lower MIP	2	3	4
Met higher MIP	3	4	4

Other Indicators: Chronic Absenteeism, High School Success Index, and ELA and Math Progress towards standard

	Did Not Meet Standard	Met Long-Term Standard	Exceeded Long-Term Standard
Did not meet Target	1	3	3
Met lower Target	2	3	4
Met higher Target	3	4	4

Chronic Absenteeism

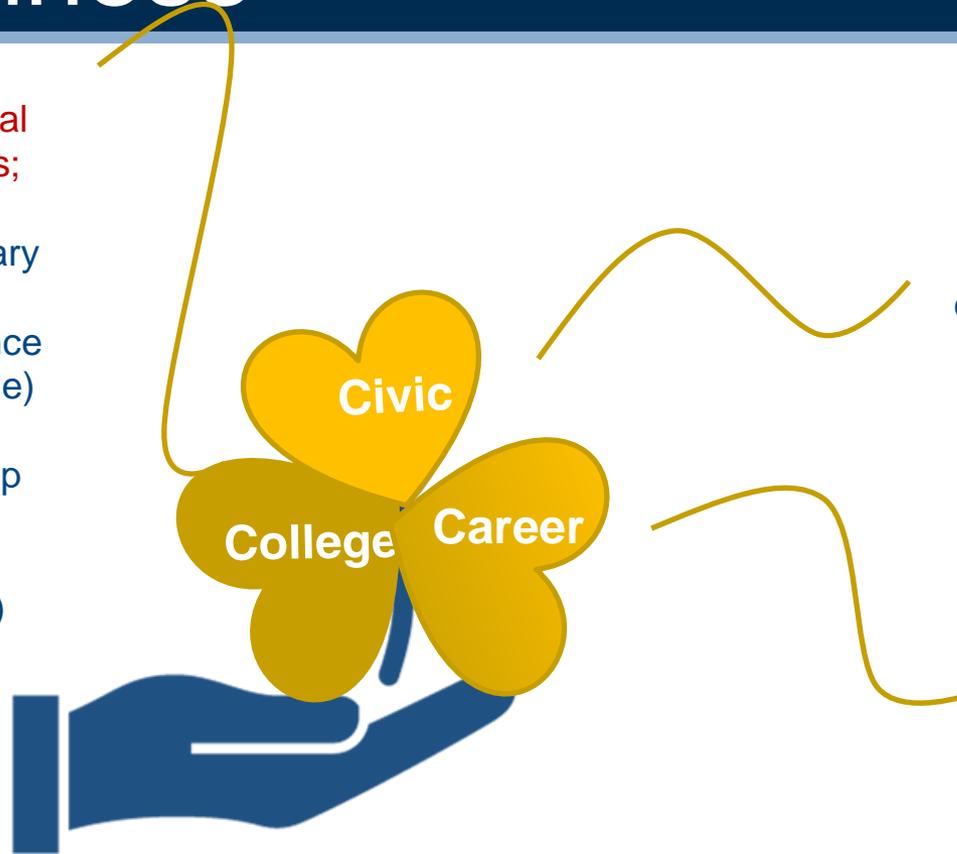
- Definition: % of students who are chronically absent
- Chronically absent: Excused and unexcused absences equaling 10% or more of enrolled school days

College, Career & Civic Readiness

1. AP / IB/ Dual Credit courses;

2. Postsecondary enrollment/ persistence (once data are reliable)

3. College prep coursework completion (if data allow)



4. State Seal of Civic Engagement [via Community Service, civic engagement project, or other], if adopted by BOR

5. CTE Pathway completion;

6. Industry-recognized credentials

7. State Seal of Biliteracy

8. Successful Completion of Coursework for Graduation

9. High School Diploma Type (high school equivalency, Local, Regents, Regents w/ Advanced Designation)

Note: Indicators in Red will be used beginning with 2017-18 School Year. Indicators in Blue will be used when approved and ready.

College, Career, and Civic Readiness Index

CCCR
Index=
Average
Points
Earned

Readiness Measure	Points
<ul style="list-style-type: none"> • Regents Diploma with Advanced Designation • Regents Diploma with CTE Endorsement • Regents Diploma with Seal of Biliteracy • Regents Diploma and score of 3 or higher on an AP exam • Regents Diploma and score of 4 or higher on IB exam • Regents Diploma and the issuance of college credit earned through a dual enrollment course from an accredited college or university • Regents Diploma and the passage of nationally certified CTE examination 	200
<ul style="list-style-type: none"> ▪ Regents Diploma and high school credit earned through participation in an AP, IB, or dual enrollment course ▪ Regents Diploma with CDOS endorsement 	150
<ul style="list-style-type: none"> ▪ Regents or Local Diploma 	100
<ul style="list-style-type: none"> ▪ High School Equivalency Diploma 	50
<ul style="list-style-type: none"> ▪ No High School or High School Equivalency Diploma 	0

Comments? Questions?

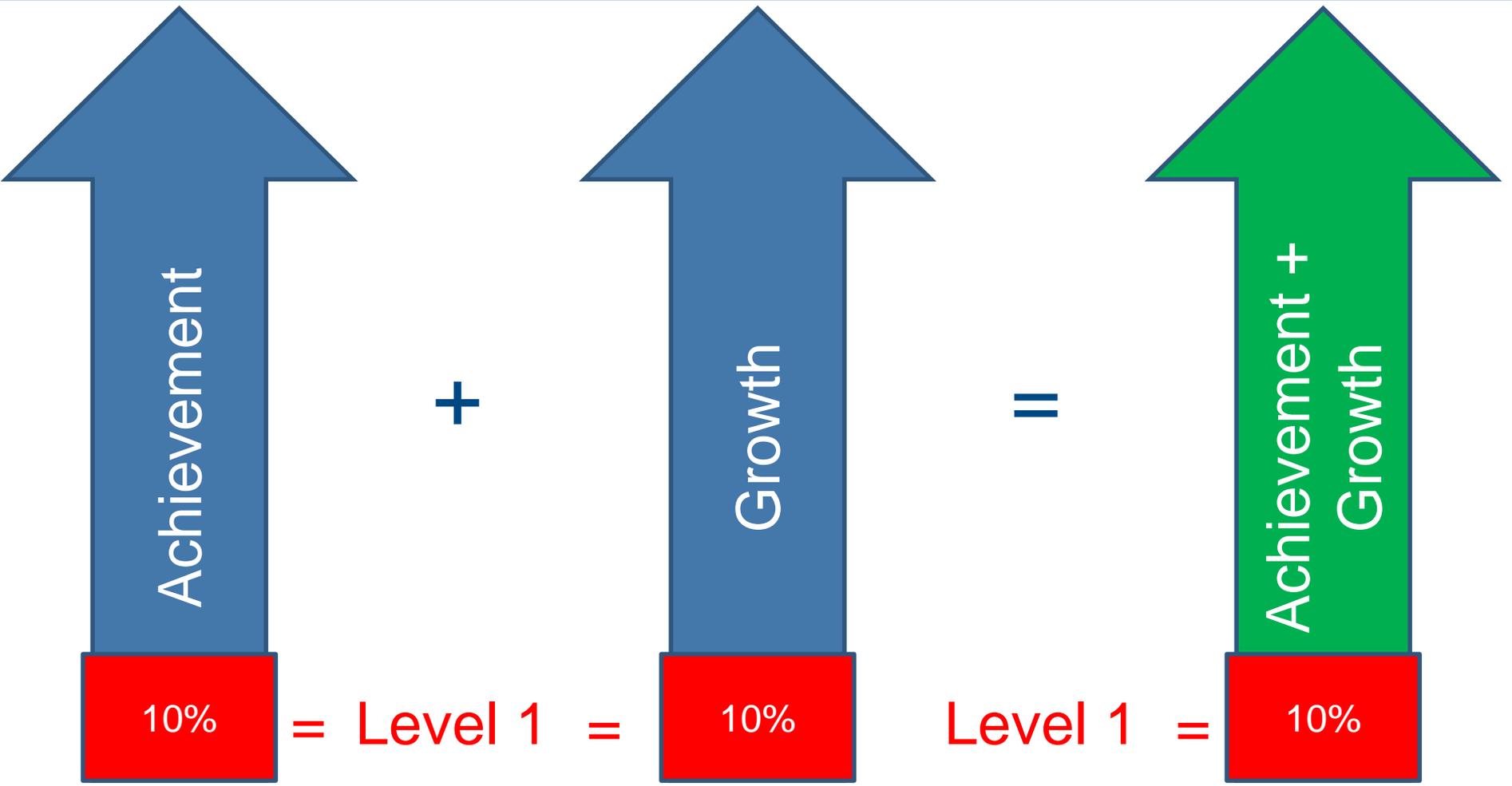


**Rules and Procedures
for Identifying CSI
Schools**

Identification of Comprehensive Support and Intervention Schools (CSI)

Type of Schools	Description	Timeline for ID	Initial Year
Lowest Performing	Lowest 5% of Schools	At least once every 3 years	2018-2019
Low Graduation Rates	All public high schools in the state with graduation rates lower than 67%	At least once every 3 years	2018-2019
Chronically Low-Performing Subgroup(s)	Any school previously identified for targeted support for a low-performing subgroup and did not improve during the state-determined number of years	At least once every 3 years	State determined

CSI Schools – Elementary and Middle (Determined once every three years)

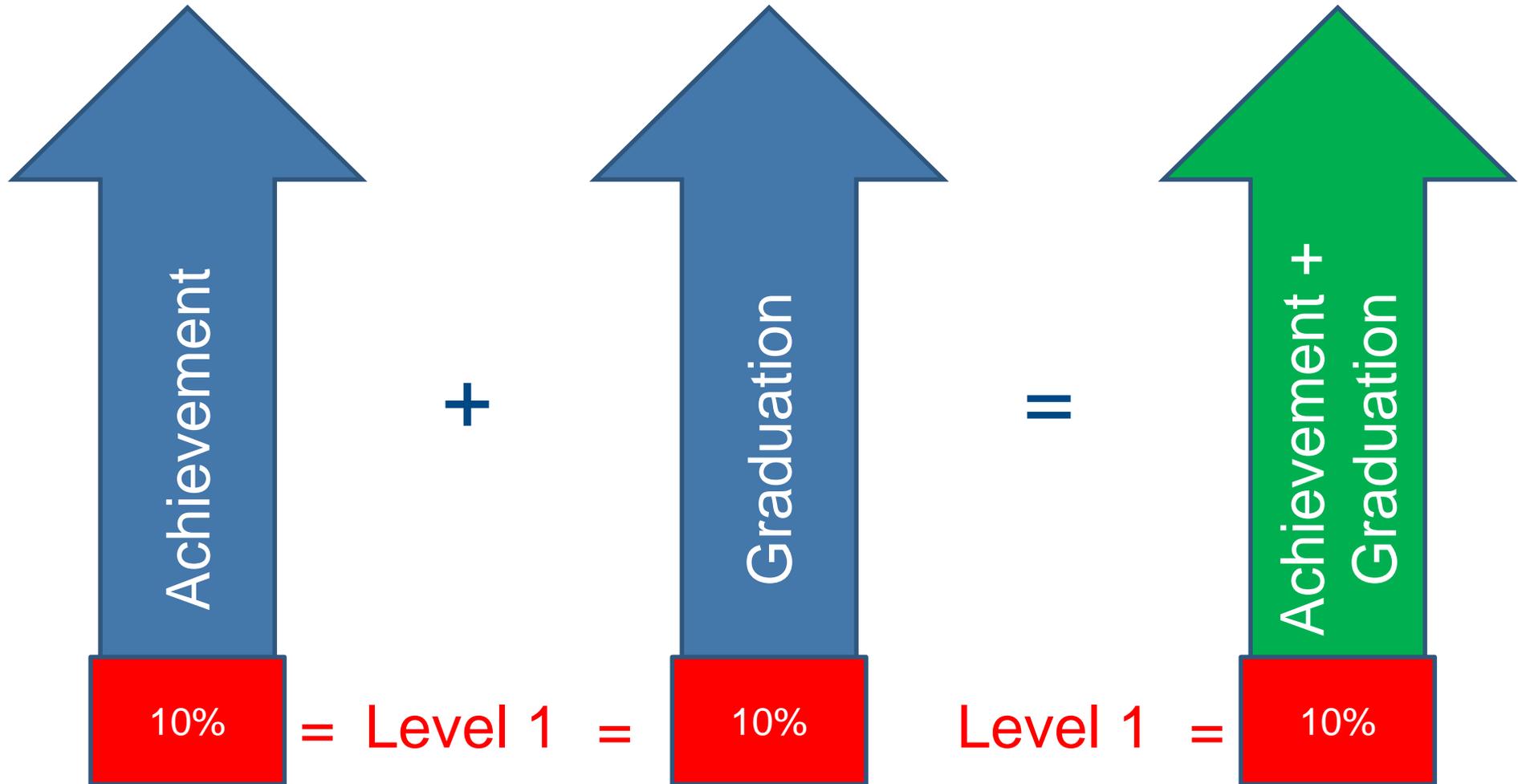


Comprehensive Support and Intervention Schools – Proposed Identification Rules for Elementary/Middle Schools

Look at performance on the other indicators. High performance on the other indicators may result in the school not being identified.

	Achievement	Growth	Combined Achievement + Growth, lowest 10% of schools	Progress	ELP	Chronic Absenteeism
CSI	1	1	1	Automatically Identified		
CSI	1		1	Any other Level 1		
CSI		1	1	Two of three indicators = Level 1		

CSI Schools – High Schools



Comprehensive Support and Intervention Schools – Proposed Identification Rules for High Schools

Select all of the schools with a classification of 1 on the combined index and a classification of 1 on either Achievement or Graduation. Look at the other indicators. High performance on the other indicators may result in the school not being identified

	Achievement	Graduation	Combined	Progress	ELP	College, Career, and Civic Readiness Index	Chronic Absenteeism
CSI	1	1	1	Automatically Identified			
CSI		1	1	Any other Level 1			
CSI	1		1	Two of four indicators = Level 1			

**Rules and Procedures
for Identifying
Targeted Supporting
and intervention (TSI)
Schools**

Targeted Support and Intervention Schools

Type of Schools	Description	Timeline for ID	Initial Year
Consistently Underperforming Subgroup(s)	Any school with one or more consistently underperforming subgroups	Annually	2019-2020
Low Performing Subgroup	Any school with a subgroup performing below the threshold for the all students group for the lowest 5%. These schools must receive additional targeted support under the law.	At least once every 3 years	2018-2019

Proposed Methodology to Identify Targeted Support and Intervention Schools (TSI)

- Every three years, New York will identify the lowest-performing five percent of schools for the following subgroups: English Language Learners/Multilingual Learners, low-income, racial/ethnic subgroups, and students with disabilities.
- The same methodology used to identify schools for CSI will be applied on a subgroup level to identify TSI schools.
- Those Targeted schools whose subgroups do not improve after three years will be identified for additional Targeted support.

Comments? Questions?



Plan for Improving Schools

Supports & Improvements for Schools – Overall Approach

- State's role: Help schools identify and implement the **specific solutions** needed to address their specific challenges.
- **Support schools differently** based on their needs and the extent of gains over time.
- **Provide more support and oversight** to those with greatest needs.

Supports & Improvements for Schools – Big Picture

Key elements

- Comprehensive Needs Assessment
- Annual plan based on the results
- School-specific solutions supported by professional development networks, state technical assistance, and evidence-based interventions
- Additional support with requirements for those not making gains.

Supporting Schools to Improve: How will the State Support Identified Schools

Supporting the Comprehensive Needs Assessment process

Supporting the development and implementation of school-wide plans based on the results

Supporting the implementation of Evidence-based Interventions and Improvement Strategies

Providing training to districts on supporting their schools

Providing data to inform plans and call attention to inequities

Connecting schools and districts with other schools, districts, and professionals

Allocating and monitoring school improvement funds

Providing additional support and oversight for schools not making progress

Supports & Improvements for Schools – Improving Teaching, Learning, & Equity

New York's plan will support equity and improvement in teaching and learning by:

- Developing a system that promotes best practices while also allowing schools to identify the most appropriate solutions
- Looking at school systems, resources, and data as part of the Needs Assessment process and resource allocation reviews
- Offering professional development resources and networks
- Requiring that schools provide Professional Development based on the annual improvement plan.
- Offering options for parent voice to be heard in decision making.
- Restricting transfers to CSI schools to teachers rated Effective or Highly Effective
- Developing progressive expectations for districts to support school leaders of schools struggling to make gains.

Supporting Excellent Educators – Title II A

To Ensure New York will:
Equitable Access to Effective Teachers	<ul style="list-style-type: none"> ▪ Support school districts, BOCES, institutions of higher education, and other preparatory program providers to develop comprehensive systems of educator support that address five common challenge areas: 1) preparation; 2) recruitment and hiring; 3) professional development and growth; 4) retention of effective educators; and 5) extending the reach of the most effective educators to the most high-need students ▪ Work with program providers to support initiatives that identify and recruit promising candidates into education preparatory programs
Well-Prepared Teachers From Preparation Programs	<ul style="list-style-type: none"> ▪ Enhance clinical practice requirements for aspiring teachers and leaders ▪ Expand programs that provide greater opportunities for candidates to apply in authentic settings the knowledge and skills they've acquired ▪ Create tools and other resources that will facilitate feedback loops between preparatory programs and the districts that employ their graduates
Seamless Certification Pathways	<ul style="list-style-type: none"> ▪ Work with stakeholders to determine what, if any, revisions are necessary to existing certification pathways/requirements that will promote increased numbers of qualified candidates, particularly in emerging fields and hard-to-staff subject areas

Supporting Excellent Educators – Title II A

To Ensure New York will:
Support for Educators New to the Field	<ul style="list-style-type: none"> ▪ Work with stakeholders to examine whether revisions are necessary to the current first-year mentoring requirement ▪ Encourage districts and BOCES to develop mentoring programs that provide educators with differentiated supports that will provide new teachers and school leaders with what they need to succeed ▪ Develop and encourage districts/BOCES to adopt induction models that provide a menu of differentiated supports to educators during the first three years of their careers that are tailored to what they need to succeed
Support for School Leaders	<ul style="list-style-type: none"> ▪ Use Title IIA funds available to states to develop programs focused on promoting effective educational leadership and that address emerging needs. Focus areas and support systems will be developed collaboratively based on needs identified by a broad range of stakeholders ▪ Engage with stakeholders to provide better professional learning and support for current school building leaders and aspiring principals, such as revisions to the state’s leadership standards, preparatory program and licensure frameworks, and mentoring requirements

Supporting Excellent Educators – Title II A

Title II, Part A funds will support improvements in teaching and learning and increases in educational equity by:

- ✓ Leveraging partnerships between institutions of higher education and other preparatory programs and public schools
- ✓ Examining existing pathways to certification for both teachers and school leaders
- ✓ Expanding the supports that are provided to novice and early careers educators
- ✓ Assisting LEAs in creating comprehensive systems of professional learning and support for all educators
- ✓ Assisting LEAs in creating career ladders and other opportunities for advancement in the profession

Comments? Questions?



English Language & Multilingual Learners – Title III

New York will seek to improve teaching and learning as well as educator effectiveness by:

- Setting challenging but attainable goals for ELLs/MLLs' development of English language.
- Exempting recently arrived ELLs/MLLs from the English language arts assessment in their first year of enrollment, and using their second year English language arts score only to set a baseline for future growth.
- Using New York's Transition Matrix to measure ELLs/MLLs' attainment of English language proficiency. The Matrix will inform teaching and learning and increase educator effectiveness.

How will New York Measure Progress towards English Language Proficiency?

- New York selected a “Transition Matrix” model, for incorporating ELLs/MLLs’ attainment of English language proficiency into state accountability determinations.
- “Points” are awarded based on a student’s growth over administrations of the NYSESLAT, and whether that student meets the expectations of growth based on his or her initial level of English proficiency.

Growth to Target FIVE Years Total (Non-Linear)				
Initial ELP	Year 2	Year 3	Year 4	Year 5
Entering	1.25	1	1	0.75
Emerging	1.25	1	0.75	
Transitioning	1	1		
Expanding	1			

Quartiles

- Quartiles refers to dividing a performance level into 4 levels:
 - The first/lowest quartile is 0 to 0.24
 - The second quartile is 0.25 to 0.49
 - The third quartile is 0.50 to 0.74
 - The fourth quartile is 0.75 to 0.99



One performance level

Example: Meeting the Target

- A student is in the lowest quartile of *Entering* in the first year. The second year, the student is Emerging in the second quartile. The student has grown 1.25 levels.
- Since the target for an Entering student is to grow 1.25 performance levels by the second year, the student has met the target.



English Language & Multilingual Learners – Title III

To Ensure New York will:
Equitable and Reliable Accountability	Exempt recently arrived ELLs/MLLs in the first year of enrollment from the state English language arts assessment. Such students will take the test in the second year to set a baseline by which to measure growth as well as achievement in the third year and beyond
Sufficient Time to Learn English	Expect ELLs/MLLs to become English proficient in three to five years, with factors such as level of English proficiency at entry into New York State schools determining the number of years within which an ELL/MLL is expected to become proficient in English

Other ESSA Sections:

- Title III- Supporting ELLs/MLLs
- Title II A – Supporting Excellent Educators
- McKinney-Vento, Homeless, Neglected or Delinquent, 21st Century Program, Migrant Education – Supporting All Students
- Challenging Academic Standards & Assessments

Supporting All Students

New York envisions that its plans for supporting all students will support improvement in teaching and learning and increases in educational equity by:

- Using new fiscal transparency reports.
- Ensuring that all students – regardless of the school they attend – have access to enriched curriculum and education experiences
- Strengthening the links between the State Migrant Education Program (MEP) and home, as well as between home and schools
- Directing resources and providing targeted and evidence-based supplemental academic interventions and support for all eligible migratory children; and giving priority to those in-school migratory children who have been identified for Priority for Services (PFS)
- Ensuring that students who complete academic programs while in a neglected or delinquent facility receive appropriate credit as part of their pathway to graduation.
- Ensuring successful return to school of students who have been in neglected or delinquent facilities.
- Developing state and local policies and procedures to ensure that homeless youth are provided equal access to appropriate educational supports, services, and opportunities as their peers.

Supporting All Students

To Ensure ...

... New York will:

Learning for All Students

Support districts in creating conditions that maximize student learning, especially for traditionally marginalized youth including youth of color, LGBTQ youth and youth with disabilities, through activities, policies, and strategies that reduce bullying, harassment, and the overuse of punitive and exclusionary responses to student misbehavior while promoting positive disciplinary practices, improving school climate, and providing students with social-emotional support

Safety for All Students

Work with districts to build positive school climates based on inclusive, equitable school cultures that recognize student diversity

Strong Home-School Partnerships

Promote state, district, and school-level strategies for effectively engaging parents and family members in their student's education

Robust School-Community Partnerships

Require schools and districts to collaborate with relevant community partners that work in the school or work with the students the school serves in a community-based setting, such as afterschool or health providers when conducting a comprehensive needs assessment and creating plans based from such assessments

Supporting All Students

To Ensure New York will:
Development of Digital Literacy Skills	Promote equitable access for all students to effective school library programs, which includes information fluency instruction and digital literacy instruction delivered by state-certified school librarians
Access to a Well-Rounded Education	Allow Title I schools that meet alternative criteria to implement a Schoolwide program, even if their poverty rates are below 40 percent
Support for Migratory Students	Provide targeted academic programs and support services to those students so that they receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet
Support for Neglected or Delinquent Students	Work closely with the New York State Office of Children and Family Services, the New York State Department of Corrections and Community Supervision, and other agencies as appropriate to create formal transition plan templates to be used for each student
Support for Youth in Foster Care and Homeless Youth	Develop and/or update policies, procedures, and guidance related to transportation, disputes, and continuous enrollment practices

Comments? Questions?

