

# **STATE BOARD OF EDUCATION QUARTERLY WORKSHOP**

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JULY 22, 2021

# AGENDA

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- Welcome
- Center for Assessment
- TDOE Assessment Updates and Standard Setting
- BREAK
- School Counseling Standards
- State Board 2021-22 Master Plan Discussion
- Proposed Licensure Actions
- Final Discussion



# Addressing the Impact of the Pandemic on Student Achievement

Chris Domaleski and Will Lorié

Presentation to the Tennessee State Board of Education

July 22, 2021

# National Center for the Improvement of Educational Assessment (Center for Assessment)

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- The Center for Assessment is a Dover, NH based not-for-profit (501(c)(3)) organization that seeks to improve the educational achievement of students by promoting enhanced practices in educational assessment and accountability
- 13 professional associates; 35 current state engagements; 80+ projects
- Primary focus is to provide support for design, implementation, and validation of assessment and accountability systems
- We are committed to *open access* to ideas and innovation

# Dr. Chris Domaleski

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- At the Center since 2008, currently Associate Director
- Previously Associate Superintendent at the Georgia Department of Education
- Coordinates the Accountability Systems and Reporting (ASR) State Collaborative for the Council of Chief State School Officers (CCSSO)
- Serves on eleven state and one district Technical Advisory Committee
- Produced many publications on issues related to development and validation of school accountability systems

# Dr. Will Lorié

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- At the Center since 2019; Senior Associate
- Held senior- and director-level research positions at Pearson, Questar, ETS, and McGraw-Hill
- Serves on ELPA-21 and CAAELP (Alternate ELPA-21) Technical Advisory Committee
- Works with states, charter management organizations, and other organizations on assessment innovations and theories of action.

# Today's Presentation

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- *What are some promising practices for communicating assessment results in 2021?*
- *What are some analyses that may be useful to better understand the impact of learning disruptions on student achievement?*

# What are the challenges this year?



- Modified Test Content
- Deviation from Standard Administration Conditions



- Changes in OTL
- Changes in Test-Related Motivation



- Reduced Participation
- Group Differences in Participation Rates or any Test/Individual-level Conditions

**Individual Score Interpretation and Use**



# Implications for Reporting

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- We strongly advise against using state test results in 2021 for high-stakes purposes at the individual or summary level\*
- Summary results based on non-representative tested cannot be applied to the full population of students
- Longitudinal comparisons (trend and growth) are influenced by the degree to which data are complete and comparable
- Within-year comparability at multiple levels such as school, district, or student group are also influenced by the degree to which data are complete and comparable

# Public Reporting Recommendations (1)

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- Review current public reporting initiatives. If conditions do not support a given comparison, ***remove problematic features*** such as:
  - Data displays or tables that encourage longitudinal comparisons
  - Explicit comparisons within and across reporting levels (school, district, state)
- ***Add context and/or caveats*** to reports such as:
  - Presenting participation and enrollment rates in advance or with achievement results
  - Include explanations or notes about limits to interpretation (e.g., “not comparable to prior years”)

# Public Reporting Recommendations (2)

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- Consider *supplemental initiatives* to support appropriate interpretation and use, such as:
  - Support to accompany media release (e.g., media briefing)
  - User-specific guidance on appropriate interpretation and use
  - Parent/caregiver resources
  - Educator webinars
  - Reports of special studies

# Analyzing Assessment Data

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## Some Guiding Principles

- Higher-level analyses are more trustworthy than lower level
- Clarify who is missing (participation and enrollment) and provide insights about the likely implications
- Context matters – explore comparisons and interactions when conditions support (adequate participation/representation)
- Whenever possible, validate potential findings with multiple sources of evidence

# Key Questions

## Who?

- Which student groups (e.g. SWD, ED, EL)?
- Which academic groups (e.g. lower versus higher achieving)?
- Which schools and districts?

## What?

- What content areas?
- What domains?
- What conditions?

## How much?

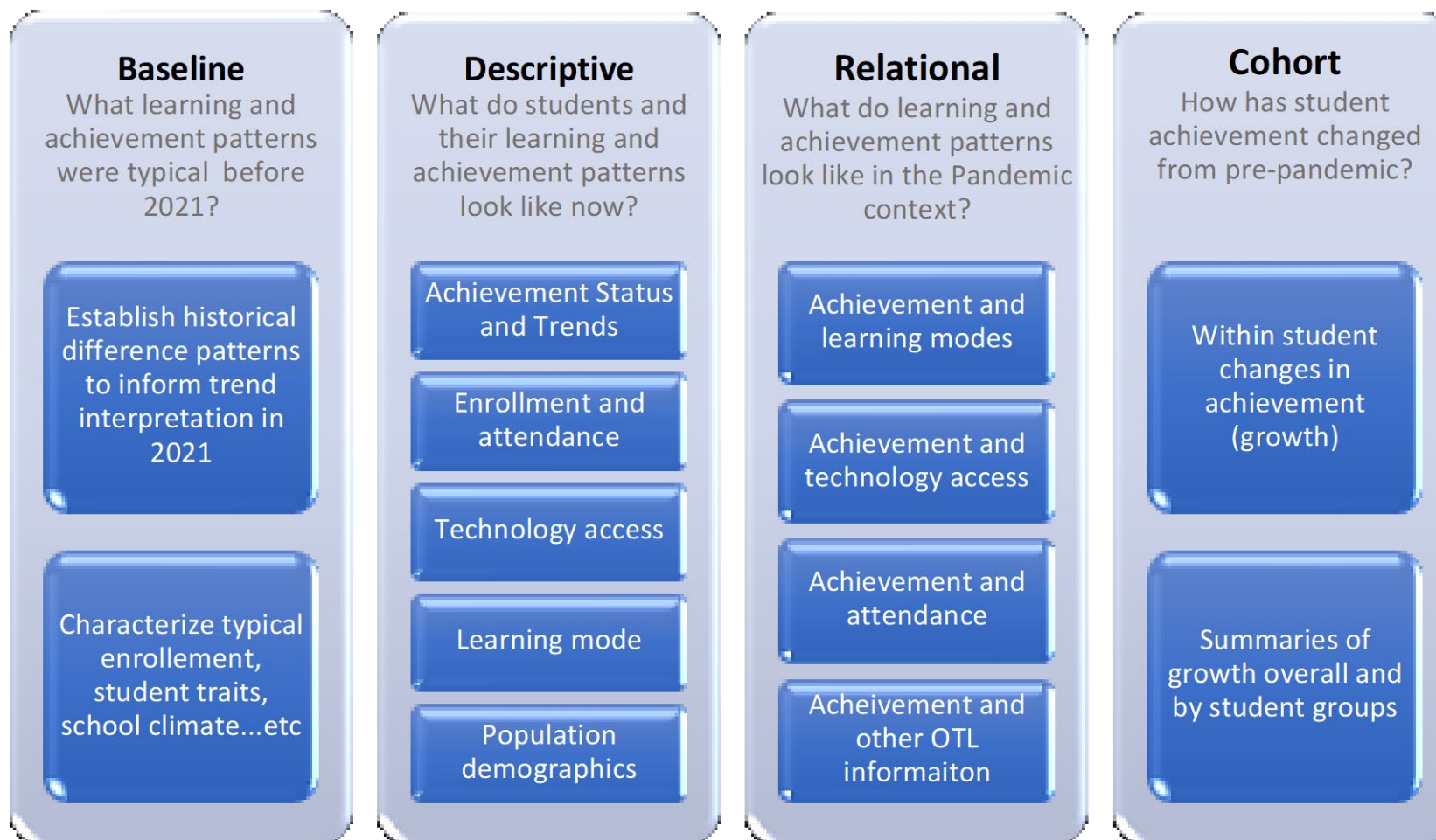
- What was the degree of impact (e.g. changes in percent proficient, mean scores, growth estimates)?
- To what degree do achievement patterns resemble past trends?

## What are implications for support?

- What supports are necessary?
- What are the highest priority areas to address?
- How can we monitor recovery?

Betebenner, B. & Wenning, R. (2021) *Understanding pandemic learning loss and learning recovery*. National Center for the Improvement of Educational Assessment.

# Potential Analyses



Boyer & Domaleski (2021). *Sensible Evaluation of the Pandemic’s Impact on Learning and Achievement*. Council of Chief State School Officers.

# Sample Analyses: Status

Status	
<b>Essential Questions</b>	<p>Which students participated in the state assessments in 2021 as a proportion of the underlying population? Did this proportion differ for select groups and conditions?</p> <p>How did students perform on state measures of academic achievement in 2021?</p> <p>How did performance differ for selected groups and conditions?</p>
<b>Potential analyses</b>	<ul style="list-style-type: none"><li>• Descriptive statistics showing performance (e.g., means and proficiency rates) and participation on state tests by district, school, and student groups.</li><li>• Selected comparisons of performance by available variables such as learning model.</li><li>• When rates of missing data are high, estimate range of performance (e.g. confidence intervals to reflect the range of plausible values).</li></ul>

# Sample Analyses: Progress

Progress	
<b>Essential Questions</b>	<p>For participating examinees, how did students progress on measures of academic achievement?</p> <p>How does student progress differ for selected groups and conditions?</p> <p>What is the estimated impact of missing data?</p>
<b>Potential analyses</b>	<ul style="list-style-type: none"> <li>• ‘Skip-year’ growth estimates: calculate growth in 2021 using 2019 priors</li> <li>• Compare growth rates pre and post pandemic by student group, district, school etc.</li> <li>• Account for missing data using methods such as Andrew Ho’s (2021) “Fair Trend” and “Equity Check”</li> </ul>

Ho, A. (2021). *Three test-score metrics that all states should report in the COVID-19 affected spring of 2021*



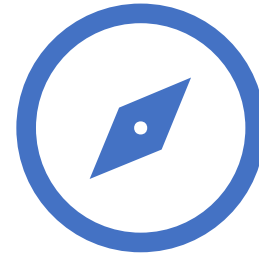
# Interpretation and Use

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## Focus on what not why

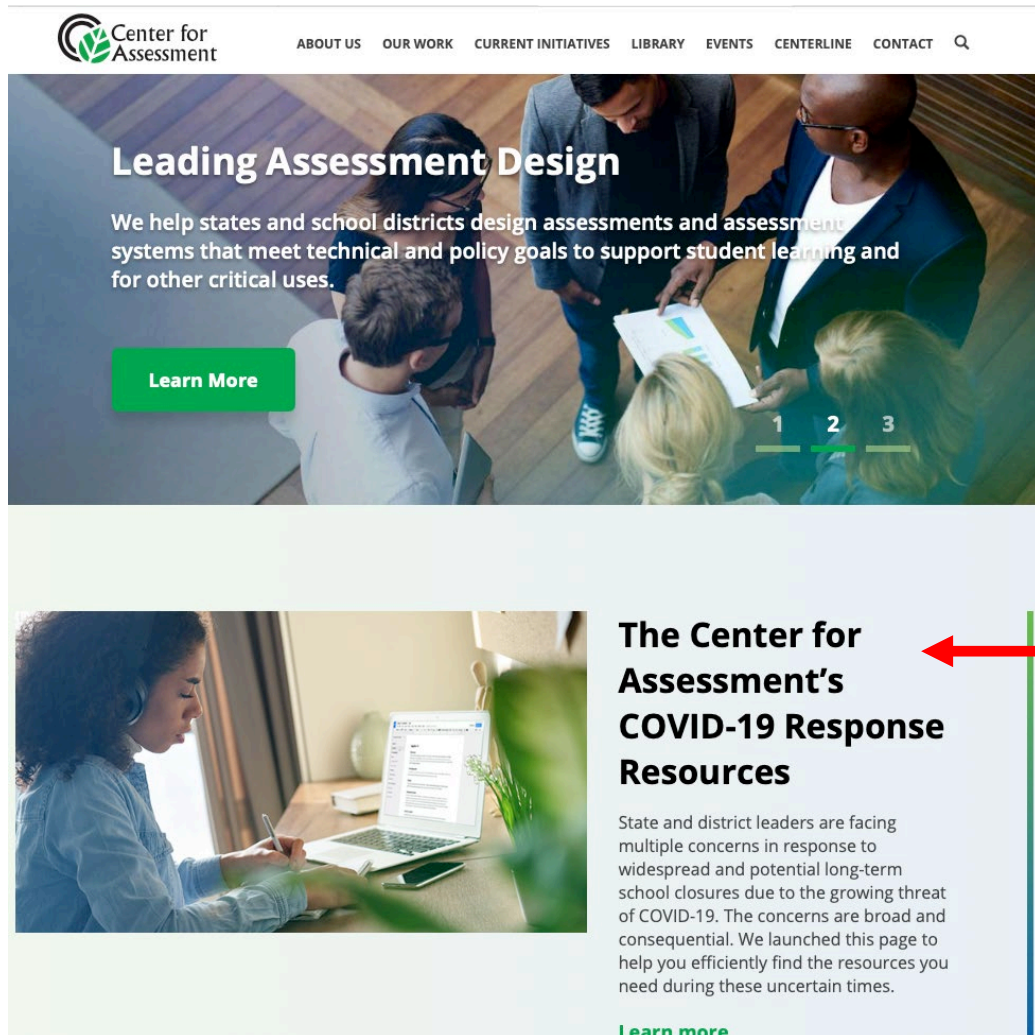
None of the analyses reviewed today are suitable to support causal claims



## Prioritize prospective over retrospective

Consider how the information can be used to inform supports moving forward

# Center Resources



The screenshot shows the Center for Assessment website. At the top left is the logo. To its right is a navigation menu with links: ABOUT US, OUR WORK, CURRENT INITIATIVES, LIBRARY, EVENTS, CENTERLINE, CONTACT, and a search icon. Below the navigation is a large banner for 'Leading Assessment Design' featuring a group of people in a meeting. The banner text reads: 'We help states and school districts design assessments and assessment systems that meet technical and policy goals to support student learning and for other critical uses.' A green 'Learn More' button is positioned on the left. Below the banner is a section titled 'The Center for Assessment's COVID-19 Response Resources' with a red arrow pointing to it from the right. This section includes a photo of a woman working on a laptop and a paragraph of text. At the bottom of this section is a 'Learn more' link.

**Leading Assessment Design**

We help states and school districts design assessments and assessment systems that meet technical and policy goals to support student learning and for other critical uses.

[Learn More](#)

**The Center for Assessment's COVID-19 Response Resources**

State and district leaders are facing multiple concerns in response to widespread and potential long-term school closures due to the growing threat of COVID-19. The concerns are broad and consequential. We launched this page to help you efficiently find the resources you need during these uncertain times.

[Learn more](#)

Numerous papers, blogs, and toolkits available on our website. [www.nciea.org](http://www.nciea.org)

'COVID-19 Response Resources' Page

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[www.nciea.org](http://www.nciea.org)



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**BEST** FOR  
**ALL**

We will set all students on a path to success.

**2020-21 Assessment Update**  
**Casey Haugner-Wrenn, AC Assessment**

State Board of Education Workshop | July 22, 2021



# BEST FOR ALL

We will set all students on a path to success.

## ACADEMICS

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ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE

## STUDENT READINESS

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TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS

## EDUCATORS

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TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL



# Agenda



- Impact of COVID & Flexibilities for Districts
- Spring Administration Review
- Look ahead to 2021-22
- Standard Setting Summary



# Assessment Update

Impact of COVID & Flexibilities for  
Districts



# Assessment Update: Impact of COVID

- Shortened time frames to show value with assessments
- Increased need for formative and diagnostic testing
- Requirement for more district flexibility in summative testing
- Uncertainty and variability around district instructional calendars and modes of instruction





# Assessment Update: 2020

## March

- Tornadoes
- Online Verification Test
- School Closures due to COVID
- Passage of HB2818/SB2672
- U.S. Dept. of Ed. Waiver
- Assessment Stop Work Order

All but 5 districts successfully participate, overwhelming response from field to return to online testing, particularly for high school EOC.

## June - August

- Develop Checkpoints & Interims
- Launch Schoolnet Platform
- Negotiate Fall Testing options for ACT, WIDA ACCESS
- Award Development RFP to Pearson, contract transition

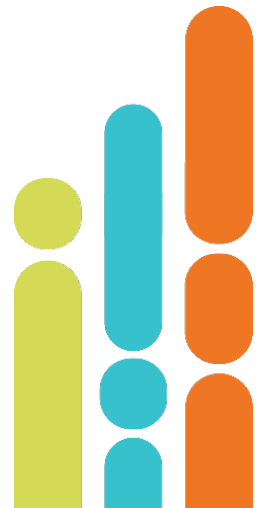
As we discussed last year, new item/form development contract was evaluated over summer, awarded to Pearson, and transition of all testing assets complete.

## April - May

- Halt of any preparations for spring
- Return of unused alternate testing materials
- Planning for formative begins

## Fall 2020

- Launch of Checkpoints, Interims
- October ACT Testing
- Fall EOC Testing (2 Windows)



# Assessment Update 2021

## January - February

- Release of second testing window results
- Preparations for Spring TCAP
- Launch of final Interims
- Launch of new formative “testlets”
- Additional Verification Test opportunities begin
- Passage of Learning Loss Legislation

Remaining districts participated in verification test. Additional districts opted to “re-verify” given new technology.

## June - August

- Support Summer pre- and post-tests
- Prepare Schoolnet for 2021-22
- Develop additional testlets
- Final reporting for TCAP results
- Committee meetings & standard setting

## March - June

- WIDA Testing
- MSAA Testing
- ACT Spring Testing
- TCAP Testing
- Creation of pre- and post-tests for summer programming
- Item reviews





# 2020-21 Formative Supports

## New Formative Assessment Tools

- *Start of Year Checkpoints*: Math, ELA, Grades 3-EOC
- *Mock Interims*: All tested subjects, grades
- *Item Bank*: Released TCAP items educators can use to create classroom assessments
- *Assessment Builder*: Educators can create/upload questions into Schoolnet for online testing and automatic scoring of classroom assessments
- *Summer Pre- and Post-Tests*: State adopted tests to measure students during summer learning loss bridge camps



**705,515** students  
in Schoolnet platform



**366,423** state assessments  
taken as of July 14

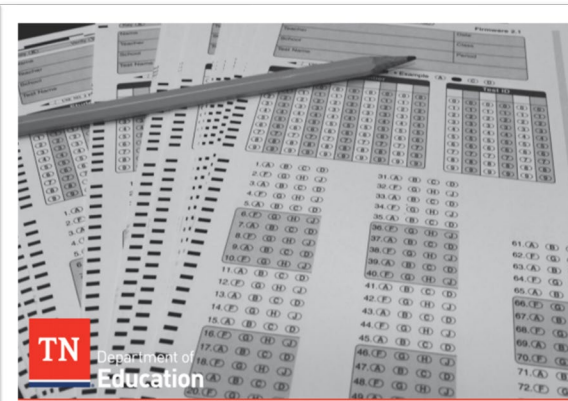
# Need for District Flexibility in Summative

- Expanded available use of off-site testing locations, flexibility of testing schedules, training proctors
- Issued guidance on use of Medical Exemptions for COVID-impacted students, including legal guidance
- Provided peer support and profiles of district solutions
- Expanded testing windows:
  - Fall: 2 windows provided, December and January
  - Spring: 4 windows provided, April 12 – June 10
  - Extended windows for WIDA, MSAA, offered additional dates for ACT
- Allowed student make-ups across windows
- Provided virtual trainings, meetings, and daily webinars
- Increased official communications to weekly



# District Support in Summative

- Guidance documents
- Sample communications and social media tools
- Profiles of district promising practices
- Toolkits and checklists to support maximizing participation



## 2021 Spring TCAP Assessment Support

Guidance to Support Student Participation

Tennessee Department of Education | March 2021

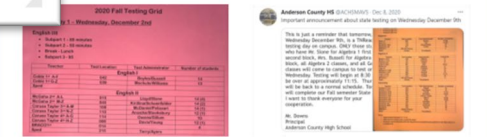
Area	Examples	Security, Accessibility, and Accommodations	Additional Ideas can be found in <a href="#">Spring Toolkit</a>
Staff and Schedules	Assessment schedules and build-level plans utilize the year to address needs or concerns of testers and families and accommodations are made, including off-hours. Building-level test administrators and proctors are deployed as off-site testing, increased rooms to account for time for sanitation and transitions, make-up opportunities for students, one-to-one/homeroom testing, or off-hours testing (if needed for social distancing or virtual students) and include solutions to training sufficient staff, maintaining test security, leveraging proctors and volunteers, testing/contract tracing staff as needed, providing sufficient PPE supplies, etc.	Security, Accessibility, and Accommodations	Additional ideas can be found in <a href="#">Spring Toolkit</a>
School Operational Needs	District promotes "all hands on deck" approach to supporting build-level needs by deploying district office staff to support schools to be responsive. Clear plans for how to transport, feed, and keep safe students who may be in school whose learning environment has been virtual or homebound. Enhanced cleaning/sanitation procedures for facilities with increased attendance.	Security, Accessibility, and Accommodations	Additional ideas can be found in <a href="#">Spring Toolkit</a>
Make-up Testing	Evidence district is maximizing make-up opportunities for students, including testing in spring (Fall EOC only), providing clear make-up expectations, dedicated space/staff to facilitate ongoing make-up plans for dealing with quarantined students during testing window, evidence fall window is used for make-up opportunities (until June 10).	Security, Accessibility, and Accommodations	Answers to FAQs about make-up exams found in <a href="#">Spring Toolkit</a>
Student Expectations and Engagement	District level, school level, and teacher level engagement plans ensure two-way communication with each child, especially those at risk for not participating, has been established, and individualized plans made. Updated attendance policies, grading policies, and/or school reward programs to encourage participation and best effort, such as creating incentives in the afternoons on testing days to encourage attendance. Individualized communication and engagement plans for students displaying patterns of chronic absenteeism are in place with joint commitments from school and family about attendance.	Security, Accessibility, and Accommodations	Answers to FAQs about make-up exams found in <a href="#">Spring Toolkit</a>

Schools are strongly encouraged to test as early as feasibly possible, given their instructional calendars. Districts should reserve the latter weeks of their chosen window to ensure make-up tests can be scheduled for students who may have been impacted by illness or quarantine. With the expanded testing windows, districts should have more than enough time to schedule student make-up exams, on an individual basis, for any student who was unable to test during the first week(s) of the original window due to illness or quarantine. Students who are unable to return to instruction because of a documented medical condition may qualify for a medical exemption. Districts should consider the following as they develop their make-up testing procedures:

- Designate a district conference room, computer lab, administrative office, or classroom to complete student make-up exams. Dedicating a space throughout the remainder of the available testing time to maximize flexibility for families to bring their students in to test outside of the normal testing schedule.
- Delay make-up testing dates until the end of the semester, rather than stopping at the end of the district's chosen window. Even if schools have completed the bulk of their testing in their chosen window, districts are able to test students all the way to June 10 to maximize participation of students who were unable to participate in the normal window.
- Ensure all make-up tests taken by students have the sub-parts of the exam taken in sequential order.

### Anderson County, Scheduling & Communications

Before Fall 2020 end of course testing, Anderson County High School made the difficult decision to return to in-person testing to protect students and staff from the spread of COVID-19. Despite this challenge, district and building leaders designed an in-person testing schedule that **split classes by student last name and utilized multiple rooms per course to maximize social distancing**, keeping less than 15 students in a room. They also **subjected (all subparts) on the same day** to speed completion of tests and minimize disruption to their schedule while minimizing the number of students in the building. **Transportation and meals were provided** for students who were testing, encouraging participation and addressing family needs, while non-testing students participated in virtual coursework through their Google Classroom accounts. Ben Downs, ACHS Principal, took daily updates, including posting testing schedules and reminders. As a result of their efforts, Anderson County achieved a **92% participation rate** in Fall EOC testing.



# Assessment Update

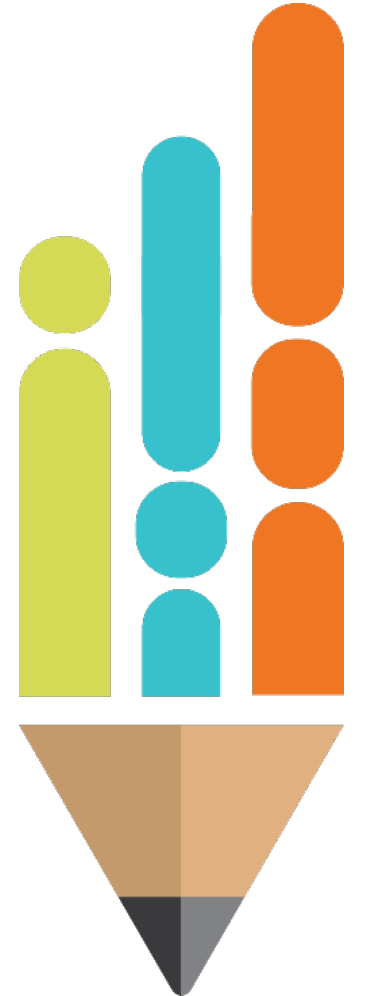
## Spring Administration Review



# Spring 2021 TCAP Testing: By the Numbers



- **689,414** essays hand scored  
**1,923,639** answer documents scanned
- **44,553** boxes shipped to districts to fulfill  
**3,634** orders
- **1,950,372** tests taken by **749,453** unique students\*
- **0** tips submitted to anonymous test security tip-line



# Spring 2021 TCAP Testing

## Successes

- Districts took advantage of flexibilities offered by department.
  - Testing windows, make-up exams
  - Off-site testing
- Districts set clear participation rate goals and strategies.
  - Increased communications with parents
  - Clear goals and tactics, customized by school and community
  - Positivity, joy, and celebrations surrounded testing activities
- Administration vendor was flexible and accommodating.
  - Increased raw score files
  - Wave shipments and processing
  - Expanded hand scoring timeline
  - Earlier delivery of raw scores to support summer programming decisions





# Spring 2021 TCAP Testing

## Challenges

- Testing students in virtual instruction
- Staffing impacts of COVID-related quarantine, sickness, or no-volunteer policies
- Shipping partners and delays
  - Impacted both ACT (FedEx) and TCAP (UPS, XPO)
  - Increased materials orders to address increased social distancing groups
- “Wave” approach lessons learned
  - Difficult to prioritize receipts at warehouse for scanning, scoring
  - Data flow in platforms between windows
  - Increased quality control for results files

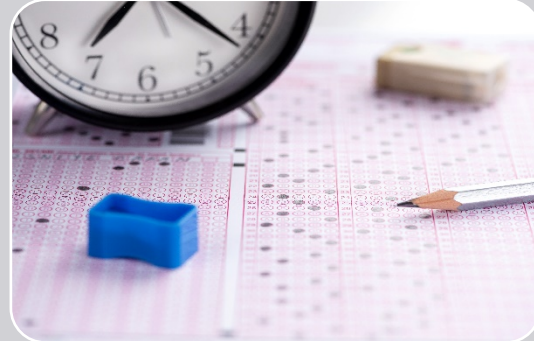


# Assessment Update

A Look Ahead



# A Look Ahead: Assessment in 2021-22



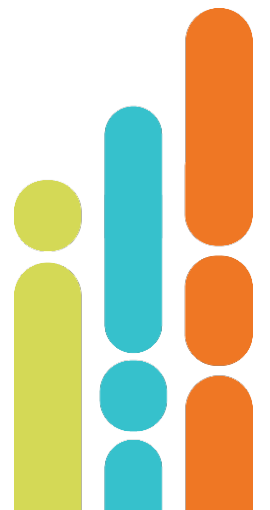
## Increased Formative Options

- Larger item bank
- More "testlets"
- District support opportunities
- Measurement of summer programs

## Consistent & Quality Summative Testing

- Fall EOC
- Spring TCAP
- Faster reporting

## Transition back to Online Administration for High School Students

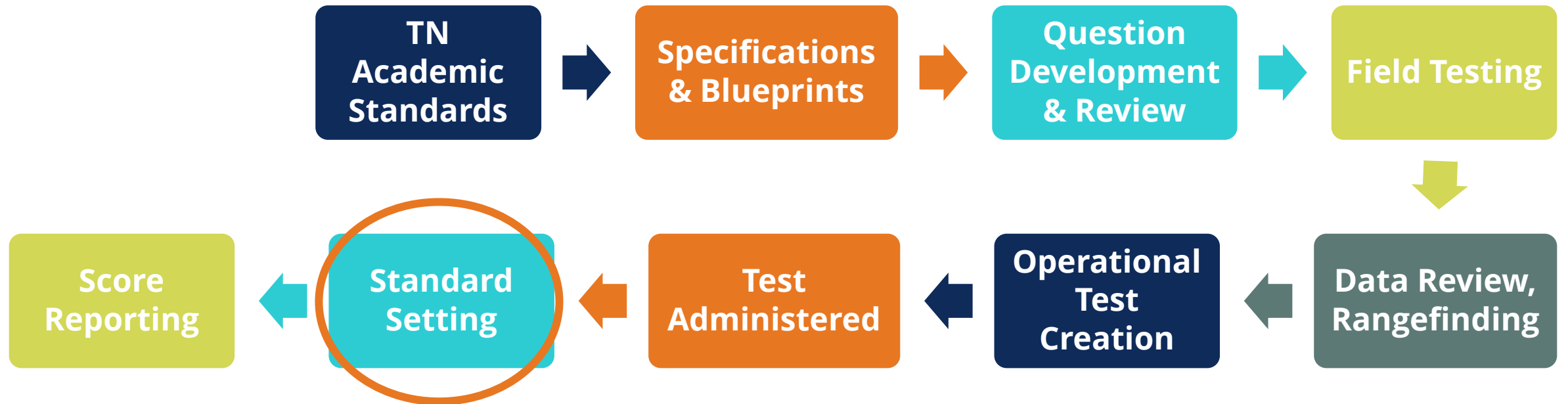


# Standard Setting Update

Recommended Cut Scores for  
Science, Social Studies



# Assessment Life Cycle: 3 Year Process

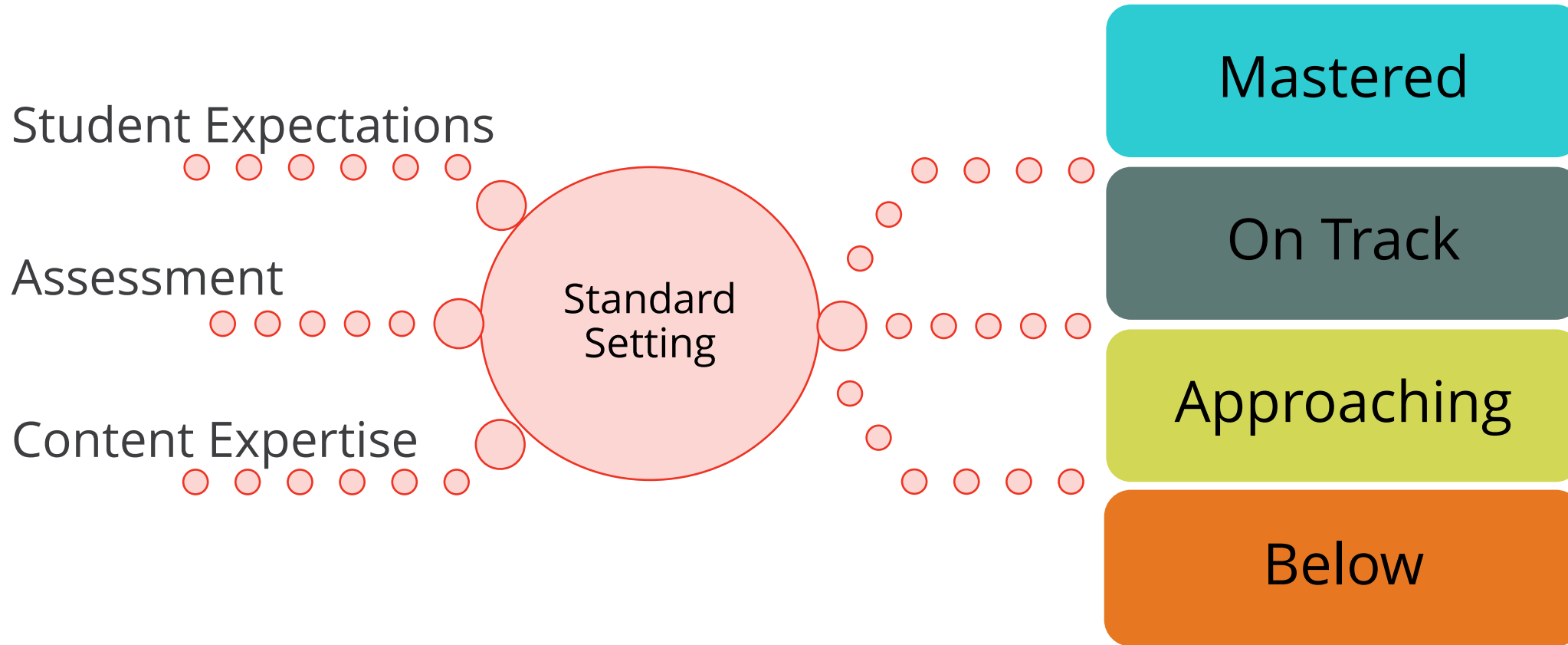


# What is Standard Setting?

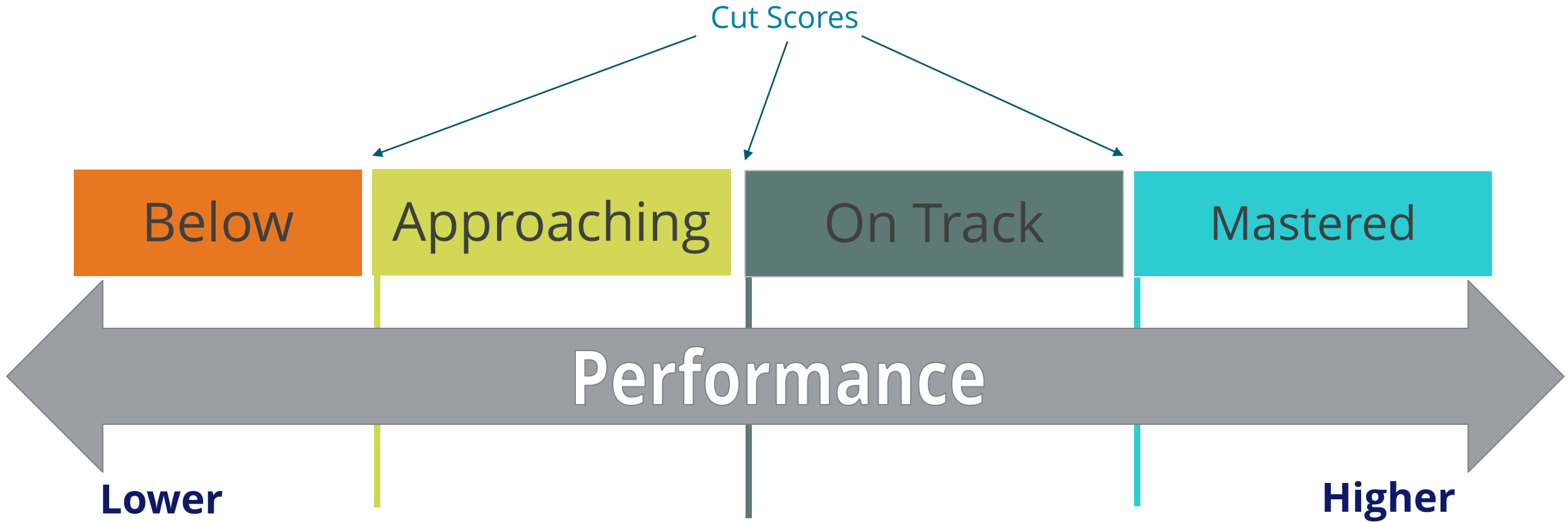
- “Standard setting is the methodology used to **define levels of achievement** or proficiency and the **cut scores** corresponding to those levels.
- A cut score is simply the score that serves to classify the students whose score is below the cut score into one level and the students whose score is at or above the cut score into the next and higher level.”



# What is Standard Setting?



# What is Standard Setting?





# Why do a Standard Setting?



**Revised TCAP Science and Social Studies exams were in place starting in 2019-20, which require standard setting to determine performance levels.**

## **Revised Science Standards**

- Grades 3-8 and Biology, including Alternate exams
- Adopted by State Board in October 2016 for implementation during 2018-19 school year

## **Revised Social Studies Standards**

- Grades 6-8 and U.S. History
- Reviewed and revised in 2019
- Test design was adapted to remove constructed response item and align to revised standards

# Standard Setting Summary



## **Standard Setting Educator Committees Held in November**

- Conducted virtually (utilizing proprietary Pearson platform)
- Included educators from across Tennessee, diversity of backgrounds, years of experience, school characteristics
- Reviewed Fall and Spring assessment questions in comparison to standards and policy level descriptors (PLDs)
- Utilized Extended Modified Yes/No Angoff method (Davis & Moyer, 2015) instead of Bookmark methodology

## **Vertical Articulation and Alternate Committees Held in July**

- Reconvened sub-set of original educators to confirm recommended scores considering more information
- Alternate committee utilized Modified Angoff with student profiles
- Recommended raw score and scale score cuts are on agenda for your approval tomorrow

# Questions?

Casey Haugner-Wrenn  
Assistant Commissioner, Assessment  
615-290-2864  
[Casey.Haugner@tn.gov](mailto:Casey.Haugner@tn.gov)



**BREAK**

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# BEST FOR ALL

We will set all students on a path to success.

**Daneshia Ward | SBE Workshop**

CCTE | July 2021



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# Agenda

- Introduction
- School Counseling across Tennessee
- School Counselor Advisory Council
- School Counselor Regional Roundtables



# Introduction

## Danesha Ward

**Division:** College, Career & Technical Education

**Role:** Coordinator of College & Career Advising

### Key Initiatives:

- Career Awareness, Exploration and Advising
- ACT Prep for Students and Educators
- School Counselor Professional Development
- K-12 School Counseling Standards, Policy and Licensure
- Collaboration with Statewide Advising Programs

**Experience:** Former high school counselor, college counselor, and academic counselor in community college setting

**Education:** B.S. Psychology, University of Memphis; M.S. School Counseling, University of Memphis; Johns Hopkins University Ed.D. (in progress)





# School Counseling Across the State

## ▪ **Implementation of School Counseling Standards:**

- Overall, counselors can implement the School Counseling standards and spend 80% of their time in direct service to students, however, some districts are still requiring counselors to engage in responsibilities out of the realm of counseling such as:
  - Testing coordination
  - Substitute Teaching
  - Data Entry and Record Keeping

## ▪ **Recommendations from the Field:**

- Educate administrators on the role and responsibilities of school counselors.
- Ensure that school level administrators are aware of the resources that school counselors can provide to students.
- Inform administrators of school counseling policies and standards.



# School Counseling Across the State

## ▪ Four-Year Plans: Implementation and Use

- Four-year plans are being completed in 8<sup>th</sup> grade in most districts and updated either once or twice per year until the student enters 12<sup>th</sup> grade.
- The actual *use* of these plans is minimal.
- Student advising is not as in-depth as counselors would like.
  - Barrier: **TIME**

## ▪ Recommendations from the field:

- Start earlier: Plans are usually not completed until the spring semester of 8<sup>th</sup> grade. Building student's knowledge base for high school course planning in 6<sup>th</sup> and 7<sup>th</sup> grade would be beneficial.
- Train faculty in course planning/advising so that all teachers and counselors can engage in conversations regarding academic advisement.



# School Counseling Across the State

## ▪ Counselor Preparation and EPP Standards

– Many of the larger districts are providing their school counselors with professional development and in-services throughout the year.

- Some smaller districts are not able to provide school counselor-specific PD, as they may not have a school counseling supervisor, or a supervisor that has been a school counselor.

## ▪ Recommendations from the field:

– Counselor educators from institutions in Tennessee have stated that the EPP standards do need updating.

- Current EPP standards only require that programs are aligned to ASCA Counselor Competencies or CACREP standards.
- ASCA has standards for [School Counselor Preparation Programs](#) that encompass not only the Counselor Competencies, but the ASCA National Model, Ethical Standards, and Mindsets and Behaviors.



# School Counselor Initiatives from TDOE



# Collaboration with Student and Family Supports

- The school counselor's role not only encompasses **academic development and college and career readiness**, but also focuses on **providing support** to students.
- The Coordinator of College and Career Advising collaborates and works closely with Kristi Steel, Director of Mental Health, (Student and Family Supports Division) to ensure that each domain (academic, college/career, and personal/social) of the school counseling model is addressed.
- The Director of Mental Health is also instrumental in participating in the School Counselor Advisory Council.



# School Counselor Advisory Council

- **Feedback for TDOE Initiatives:**
  - School Counseling Policy and Standards
  - College and Career Milestones
  - Career Exploration Course Standards
- **Engagement with Other Agencies/Divisions/Offices**
  - Student and Family Supports
  - TN Dept. of Labor
  - TN Dept. of Mental Health
  - CTE
  - Family Resource Centers
  - Coordinated School Health
- **Regional Professional Development**
  - Presenting on a topic of their choice/expertise
  - Virtual or In-Person



# School Counselor Regional Roundtables

- Beginning in September 2021, TDOE will implement regional trainings for all school counselors.
  - Topics will include:
    - Student Supports
    - Career Exploration
    - College Advising
- Other Trainings Available to School Counselors include:
  - [Supporting Students Who Experience Trauma](#)
  - [Everyone Plays a Role – Connecting Systems of Support](#)
  - [Shifting Our Lens-Strategies for Building Relationships for ALL student champions](#)



# Thank You





# 2021-22 STATE BOARD MASTER PLAN

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AMY OWEN, DIRECTOR OF POLICY AND RESEARCH

ALI GAFFEY, INTERIM DIRECTOR OF CHARTER SCHOOLS

# 2020-21 MASTER PLAN

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- Culmination of extensive strategic planning process to set five-year goals for 2020-25.
- Each year of Master Plan advances work toward five-year goals.
- 2020-21 Master Plan included multiple action steps on data collection and research to inform policy work moving forward.

# 2021-22 MASTER PLAN

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- Incorporates action steps based on information gathered in 2020-21 to move toward policy changes.
- Emphasizes need for ongoing data collection and analysis of new and revised programs created in special session legislation to address challenges created or exacerbated by the pandemic.
- Recognizes need for stakeholder engagement to develop, refine, and implement policies over time.

# DISCUSSION

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- Member feedback, comments, and/or directions to staff for carrying out the 2021-22 Master Plan.

# PROPOSED LICENSURE ACTIONS

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TODD MADISON, STAFF ATTORNEY