

PLAN Pilot School Application Process

Questions and Answers (updated 11/2/23)

Eligibility

1. **Q.** The website states that “this opportunity is appropriate for schools and programs”. How is NYSED defining eligible programs for the purposes of this pilot?
 - A. By “program”, NYSED is referring only to programs offered by a BOCES *OR* approved private special education programs. If your application is not coming from a BOCES or approved private special education program, then the school must be the applicant (not a program within the school).
2. **Q.** Can a district apply as a whole?
 - A. No, see answer to [Q8](#).
3. **Q:** Can a BOCES apply?
 - A. Yes. An application from a BOCES should specify which of its programs would participate in the PLAN Pilot.
4. **Q.** [Our school] has been operating for 15+ years offering personalized learning, project-based learning, and internships to students in grades 9-12. We are interested in applying for the PLAN Pilot Program; however, the second bullet under “Who is Eligible Apply” leaves us wondering if we are eligible to apply: “At the time of application, is **not** already successfully implementing a system of performance-based learning and assessment that is available to all students enrolled in the school/program.” Could you please clarify what this bullet means? Are we eligible to apply?
 - A. **The eligibility requirements on NYSED’s website and the answer to this question have been updated as of 11/2/23.** Generally speaking, the current application process is for schools and programs that have either not yet begun implementing any performance-based learning and assessment (PBLA) practices or are in the early phases of implementing PBLA. (See [NYSED PLAN Pilot School Application Process Background and Considerations](#).)

A school that is successfully implementing one type of PBLA model may apply to participate in the pilot to begin implementing a different, complementary model. For example, if the school is already systematically implementing PBLA in its career and technical education (CTE) program and now wishes to implement PBLA in core subject areas, or vice versa (already systematically implementing PBLA in core subjects but now wishes to do so in CTE), they **may** apply for the pilot. **Important note:** When completing the Pilot School application, such schools should be sure to highly rank their interest in key features of the new type of PBLA model in question #26 and explain this intention clearly in the application narrative (see [PDF](#) of the application form), to make sure it is clear that they are not simply seeking to further develop the model already being successfully implemented.

Schools that are already successfully implementing a PBLA model **are encouraged** to participate in the PLAN Pilot as a *Mentor* School. See [Q25](#) for more information.

5. **Q.** Does eligibility include schools who may do PBLA, however, that the PBLA is not an approved initiative by the NYSED?
- A. It is not clear what is meant by “an approved initiative by the NYSED”. As noted in the answer to [Q11](#), New York schools and BOCES currently have flexibility to implement a variety of PBLA approaches (see NYSED’s [PBLA Fact Sheet](#)). See answer to [Q4](#) for more details regarding the options for PLAN participation by a school that is already implementing PBLA.

Application Forms and Submission Requirements

6. **Q.** We already submitted all of the required forms but subsequently realized we made an error that may disqualify our application. Can we resubmit?
- A. Yes, if you need to change the content of any of your application forms, please simply resubmit the relevant form and include all the correct content. To minimize the need for multiple submissions and any resulting confusion, we ask that you please thoroughly review this Q&A and all [application guidance](#) and carefully proofread all required forms prior to submitting your application materials.
7. **Q.** How can we have the LOI extended for schools who would like to put a letter in? Can you please confirm that the deadline has passed or let me know when the absolute deadline to express intent might be?
- A. As stated under “[What Forms Are Required to Apply](#),” Notices of Intent (NOI) were requested by Monday, October 2nd, *or ASAP thereafter*. If a school would like to submit an NOI, they should do so as soon as possible. NYSED does not intend to establish an “absolute deadline to express intent.”
8. **Q.** If we have multiple schools within our district who would like to apply to be PLAN Pilot schools, would each building need to submit a separate application or could the district supply one application for all interested schools?
- A. Separate applications must be submitted for each individual school in order to be considered. A single application may not be used for multiple schools. All application documents must specify which individual middle school or high school is the subject of each individual set of application materials.
9. **Q.** Do superintendents need to approve participation in the PLAN pilot?
- A. Yes, as explained in the commitment form instructions, if the application is for a district school or a BOCES program, superintendent approval is required. Note, however, that superintendent approval is not required for applications from charter schools or nonpublic schools.

For an application from a district school, the superintendent is required to sign the [District/Board Commitment Form](#). For district schools in New York City, this refers to the NYCDOE Schools Chancellor or their designee.

For an application from a BOCES program, the BOCES District Superintendent is required to sign the [School/BOCES Commitment Form](#).

Copies of the commitment forms can be found under "[What Forms are Required to Apply](#)."

- 10. Q.** Just for clarification is the application due date TBD? If not, can you kindly send me the link to the application or supporting documents.
- A.** No, the application timeline and all submission information and required forms are posted on our [Applying to Become a PLAN Pilot School](#) webpage. See information and forms under "What is the Application Timeline", "What Forms are Required to Apply", and "What is the Application Submission Process and Due Date".

Preparing to Apply

- 11. Q.** Should interested schools begin developing their own rubrics and assessments or should they wait for further guidance?
- A.** As part of the PLAN program, NYSED is encouraging school communities across the entire state—whether or not they are applying to join the pilot—to explore PBLA as a means of promoting students' deeper learning and higher-order thinking skills and to prepare them for college and the workplace. The selection and design of classroom assessments and rubrics is a local decision, and New York schools and BOCES currently have flexibility to implement a variety of PBLA approaches (see NYSED's [PBLA Fact Sheet](#)) on whatever timeline is practicable in their local context. Schools that are selected to participate in the PLAN Pilot will receive training and technical assistance to support Pilot School educators in developing rubrics and assessments. Besides developing rubrics and assessments, schools that want to ensure successful PBLA implementation can consider taking important preparatory actions such as:
- Developing a collaborative vision, accompanied by clear and consistent messaging about both the "why" and the "how" of the work, and grounded in a shared definition of what students should know and be able to do;
 - Informing the community about the program and cultivating the support of key stakeholders;
 - Committing to allocate the time and resources necessary to implement PBLA; and
 - Working with the district and/or board to ensure an aligned and supportive policy environment.

See presentation on NYSED's website entitled [NYSED PLAN Pilot School Application Process Background and Considerations](#).

Characteristics of Pilot Schools, Number of Pilot Schools, and Cohorts

- 12. Q.** Is there an ideal candidate school that NYSED has in mind? Small school? Large school? Single grade levels?

- A. No. NYSED will select a diverse range of schools—big and small; urban and rural; with different student demographics—representing diverse regions of the state. See selection considerations described on our [website](#).

13. Q. Is there a limit to the number of schools that can be accepted into the pilot?

- A. NYSED envisions selecting a total of approximately 40 schools—30 Pilot Schools and 10 Mentor Schools—to participate in the PLAN Pilot. [The current application process](#) is for schools interested in participating as a Pilot School. NYSED will also run a process in the coming months for schools that are already successfully implementing a PBLA system to apply to become a PLAN Mentor School. See [Q25](#) for more information on Mentor Schools.

14. Q. We are considering applying to be part of the PLAN Pilot Program; however, we are undergoing several initiatives and are not sure we'll have the time, capacity, and manpower to tackle this great opportunity. Will there be an opportunity to join a new cohort during the 24-25 School Year?

- A. NYSED currently envisions selecting a single cohort of schools in the Winter of 2023/24 to participate in the PLAN Pilot. At this time, there are no plans for future cohorts. (See timeline graphic at this [link](#).)

15. Q. Our school/district is very interested to pursue PBLA and to be a part of a cohort of PLAN Pilot schools. However, we have had a number of leadership changes over the past two years and may need another year to lay groundwork and be prepared to engage with the PLAN Pilot to the fullest possible extent. Will we have another opportunity to apply for next year and/or are there going to be additional cohorts of PLAN schools in the near future?

- A. See answer to [Q14](#).

Models and Pilot Networks

16. Q. Will schools that are selected be grouped together with like-size schools or similar pilot initiative programs?

- A. Pilot Schools will be formed into networks and matched with a Mentor School and a PLAN Technical Assistance Center (PLAN TAC) to implement evidence-based approaches to PBLA, through a matching process that NYSED will manage. When completing the Pilot School application, schools need to rank their interest in key features of PBLA models (see question #26 in the [PDF](#) of the application form), and this ranking will be used in the matching process.

17. Q. We are an International Baccalaureate Diploma Programme school and have about 60 total students enrolled as full IB Diploma students. Some of these students are from area schools who attend via a BOCES Cooperative Service program. Originally, you had the IB Diploma Programme listed on your website as an example of PBLA, but I do not see it there now. Can we apply as an IB School as our way to implement PBLA?

- A. This question raises several issues. First, the PLAN Pilot School application is not collecting information on the applicant's interest in specific networks or organizations that represent successful, evidence-based models of PBLA. Rather, in the application form, interested schools

and programs are prompted to rank their interest in key features of diverse PBLA models. See answer to [Q16](#) for an explanation of how school networks will be formed.

Second, it sounds as though your school might already be successfully implementing a PBLA system. **Please read the answer to [Q4](#) for more information on whether your school might be better suited to applying to become a Mentor School (see also [Q25](#)).**

18. If admitted as a pilot school, could our program be considered as a pilot school under the mentorship of INPS [Internationals Network of Public Schools] or an NYCDOE INPS school?

A. There is no guarantee that a Pilot School applicant will be matched with a Mentor School from a particular model, for two reasons.

First, the Mentor School application process is not yet underway, and NYSED cannot guarantee that any schools from the Internationals Network—or any other specific model—will apply or be selected.

Second, the PLAN Pilot School application is not collecting information on the applicant’s interest in specific networks or organizations that represent successful, evidence-based models of PBLA. Rather, in the application form, interested schools and programs are prompted to rank their interest in key features of diverse PBLA models. See answer to [Q16](#) for an explanation of how school networks will be formed.

19. Do these schools essentially become a [\[New York Performance Standards\] Consortium](#) school by going through this process?

A. No. The New York Performance Standards Consortium is a private organization.

20. Q. Our high school has a project-based learning program. Can we apply to the PLAN Pilot as a way to expand our high school program into our middle school?

A. Middle schools and high schools are eligible to apply for the PLAN Pilot, as stated under [Who is Eligible to Apply](#). However, if your intent is solely to expand your existing high school program into your middle school, participation in the PLAN Pilot might not be well aligned with your objectives. First, as explained in the answer to [Q6](#), each school must apply individually. Second, it is important to understand that Pilot Schools will be formed into networks and matched with Mentor Schools and TACs to implement evidence-based approaches to PBLA, through a matching process that NYSED will manage. See answer to [Q16](#) for an explanation of how school networks will be formed. **Finally, if your high school is already successfully implementing a PBLA system, please read the answer to [Q4](#) for more information.**

21. Q. Considering the “vision for PBLA implementation”, the PLAN Pilot allows for collaboration with a network. What are the network expectations (ex. number of meetings per year, in person/virtual)?

A. The exact structure of network activities will vary, depending on the characteristics of each Pilot School community—their context, existing strengths, and goals. NYSED envisions that many activities will be co-created between PLAN TACs and Pilot as well as Mentor Schools, to best align with the needs and assets of the diverse school communities participating.

NYSED envisions that Pilot Network activities will include:

- Professional Learning Communities in each Pilot School, to encourage educators to sustainably collaborate within their own school community to implement PBLA approaches as a means of improving student learning;
- assessment literacy training for each Pilot School’s educational community;
- learning opportunities provided by Mentor Schools to educators in their Pilot Network (see [Q25](#)); and
- Communities of Practice that engage in the Plan-Do-Study-Act Cycle, to continuously improve implementation at the Pilot School and Pilot Network levels.

22. Q. Will the awardees of RFP #23-018 be made public before applications for schools are due? If this is not the original plan, but it is possible, I think it could be helpful to some schools in making their decision about whether or not to apply!

- A.** Contracts are still subject to approval. Tentative awardees for [RFP #23-018, Performance-Based Learning and Assessment Networks Professional Learning Providers](#), are:
- Rensselaer, Columbia, and Greene Board of Cooperative Educational Services dba Questar III BOCES (Focus Area A); and
 - Modern Learner Media LLC (Focus Areas B and C).

Roles and Responsibilities

23. Q. What is the intended role of the PLAN Transition Leader?

- A.** The PLAN Transition Leader will serve as the Pilot School’s single point of contact for all matters related to participation in the PLAN Pilot. This includes being the single point of contact for Mentor Schools, peer Pilot Schools, PLAN TACs, PLAN researchers/evaluators, and NYSED project staff.

24. Q. Who will lead staff development and training at the teacher/instructional level? The building administrator, the PLAN Pilot Coordinator, or someone from the Mentor School team?

- A.** Through a [Request for Proposals \(RFP\) process](#), NYSED is establishing PLAN TACs which will have primary responsibility for providing technical assistance and professional learning to PLAN Pilot Schools and Networks, to support their transition to implementing PBLA. Each TAC will consult with its assigned Pilot Schools to assess their project-related strengths and needs, and will provide training and professional learning to teachers, instructional leaders, and staff in Pilot Schools. This includes training for Pilot School instructional leaders in designing and implementing PBLA professional learning experiences and opportunities in their schools. NYSED envisions that Mentor Schools will provide supports such as school intervisitations, faculty exchanges, modeling of PBLA practices, peer coaching and mentoring, and collaboratively addressing problems of practice.

PLAN Mentor Schools

25. Q. I am inquiring about PLAN Mentor Schools. I see on the PLAN Pilot page that the application process for Mentor Schools is forthcoming. In the meantime, is there information available about what that process might look like and what the role of a Mentor School will be? Questions are arising from buildings who have already implemented some level PBA systems and are questioning their eligibility to be a pilot school.

A. **The Pilot School eligibility requirements on NYSED’s website have been updated as of 11/2/23.**

“Mentor Schools” will be exemplars that have successfully implemented an evidence-based PBLA model aligned with the Pilot Network’s focus area. See [RFP #23-018 for PLAN Professional Learning Providers](#) for a description of the focus areas. Mentor Schools will serve as models for replication and adaptation, help to transfer knowledge, and provide on-the-ground support. Teachers and leaders from Pilot Schools will be able to engage in professional learning experiences with Mentor Schools and see first-hand the instructional shifts that they will need to make in their own schools and classrooms.

In the coming months, NYSED will release an application and conduct a selection process to identify approximately 10 Mentor Schools that will be matched with Pilot Schools to establish Pilot Networks, which will come together to engage in intensive training, professional development, and peer-to-peer learning and support.

26. Q. If admitted as a mentor school, what would the responsibilities of the school and the district be in order to be a mentor school?

A. Please note that the current application process is only for Pilot Schools; the application for Mentor Schools will be released separately in the coming months. Do not submit a Pilot School application if you are actually seeking to be a Mentor School. For information regarding Mentor School responsibilities, see [Q25](#). Specifics regarding district commitments with respect to Mentor Schools and how those might differ from the [District/Board Commitments for Pilot Schools](#) have not yet been determined.

Assessment Requirements

27. Q. Considering the “vision for PBLA implementation”, the PLAN Pilot allows for collaboration with a network. In your network, as you work to design, develop, and implement assessments, do you have to administer the same assessments?

A. The assessment approach will depend on the evidence-based PBLA model being implemented and the priorities of each Pilot School community. For example, some evidence-based PBLA models utilize common summative assessments across schools, and some utilize common rubrics to evaluate formative and/or summative assessment tasks that incorporate a significant degree of student initiative and choice.

28. Q. Does implementing PBLA mean during the year or as a culminating assessment? [Our school] implements PBLA during the year, yet students still take Regents Exams.

- A.** The PLAN Pilot is not only about using performance-based assessments (whether during the school year or at the end of the year). Rather, it is about shifting instructional practices and improving school culture in a way that better prepares all students for college, career, and civic success. Secondly, as noted in the answer to [Q27](#), the assessment approach—including whether there is a culminating performance-based assessment—will depend on the evidence-based PBLA model being implemented and the priorities of each Pilot School community. See also [Q29](#).
- 29. Q.** Can the school maintain Regents exams in all subjects, while also implementing the PLAN Pilot for a subject that does not have Regents exams?
- A.** Yes, such an approach would be permissible for a school to describe as their implementation vision in their application. As we have said, PLAN is not about getting rid of the Regents exams; rather, it is about implementing high-quality instructional practices that promote deeper learning and using multiple measures to provide a picture of students’ mastery of learning standards. As indicated in question #25 in the [application form PDF](#) as well as in the [guidance](#) labeled “Vision for PBLA Implementation” in Section D, “School Transition Planning”, NYSED envisions that Pilot Schools may begin implementation in selected subject areas.
- 30. Q.** I wonder do you plan to make sure that the tests are normed and comparable?
- A.** Technical considerations depend on an assessment’s purpose and how it will be used. Teachers in Pilot Schools will receive training in designing, administering, and scoring performance assessments and establishing inter-rater reliability. If a Pilot School hopes to use an assessment to contribute evidence to an important decision (e.g., successful completion of the course), it would be important to implement moderation processes to calibrate scores and enhance comparability. (See [Lyons and Evans, 2017](#).) NYSED does not envision that assessments would need to be normed for PLAN Pilot purposes; indeed, generally speaking, standards-based assessments of student learning and achievement are never normed.
- 31. Q.** Will schools that are selected for the PLAN Pilot be allowed any flexibility in working with students on Regents Examinations or other NYSED required courses such as government and economics? We're planning to integrate the PLAN pilot into these classes, but concerns have been raised over the pilot program interfering with other preexisting state requirements.
- A.** It is important to understand that, pursuant to New York State’s Approved Plan under the federal Every Student Succeeds Act (ESSA), New York schools are required to administer Regents exams (or NYSED-Approved Regents Examination Alternatives) in ELA, math, and science to students in high school grades for school and district accountability purposes, and there is no provision for releasing schools from those testing requirements. However, the regulations stating that students must take certain courses and pass certain Regents exams for high school graduation are established by the NYS Board of Regents, not ESSA.
- NYSED is committed to fostering a supportive policy environment, within the limits of the Department’s discretion. This includes proposing pilot regulations to the NYS Board of Regents that will provide schools participating in the PLAN Pilot with flexibilities designed to support a multiple measures approach. However, the content of such proposal has not been determined, and the Department cannot get ahead of the Board of Regents to speculate what those regulations will ultimately provide.

- 32. Q.** If a student is pursuing an education that is more individualized and centered around their own interests, will they have to complete the other NYS graduation requirements? For example, completing the fine arts requirement, or the specified four years of social studies classes that prescribe two years for world history, one for US history, and a half-year each for economics and government courses?
- A.** See answer to [Q31](#).
- 33. Q.** Will schools in the pilot be released from some or all Regents Exams requirements? I'd like to know anything I can about the expectations related to possibly juggling dual assessment systems that are not necessarily pedagogically aligned.
- A.** See answer to [Q31](#).
- 34. Q.** One of the key factors that was discussed on our School Readiness Team was the fact that many schools would be reluctant to 'add one more thing' to their plate. If PBLA is to be implemented in a true fashion, where performance-based tasks are at the center of student learning, many schools felt that the other NYS graduation requirements should be removed. Will students have to take and pass the NYS Regents exams for graduation in addition to the PBLA requirements/activities?
- A.** See answer to [Q31](#).
- 35. Q.** I was wondering how/if participating in this pilot would relate to Regents [exams] or any exemptions?
- A.** See answer to [Q31](#).
- 36. Q.** If a school is selected to be a part of the PLAN Pilot, will they be exempt from the Regents for whichever subject areas they are including in the plan for PBLAs? Or will the school need to have students participate in the PBLAs and traditional Regents exams during the pilot?
- A.** See answer to [Q31](#).
- 37. Q.** I would like to know if the PBLA can be used to replace one of the mandatory Regents exams, ELA, Math, SS, Science, for graduation?
- A.** See answer to [Q31](#).
- 38. Q.** If a school selects a subject that ends in a Regents exam (ex. Earth Science), are students expected to sit for the Regents exam in addition to completing the newly designed Performance Assessment?
- A.** See answer to [Q31](#).
- 39. Q.** If admitted as either a pilot or mentor school, would a Regents [exam] waiver and using Performance Based [Portfolio/Project] Assessment be used as a viable alternative to some/all Regents exams this school year, or would that be something that would be explored/explored in future school years?
- A.** First, please note that the current application process is only for Pilot Schools; the application for Mentor Schools will be released in the coming months. Regarding Regents exam requirements, see answer to [Q31](#). Finally, regarding the implementation timeline, see answer to [Q46](#).
- 40. Q.** What if anything does this mean for current standardized testing that is happening at schools (i.e., Regents testing)?
- A.** The PLAN Pilot is looking at how performance-based assessment approaches can be implemented in a diverse range of schools in a way that purposefully fosters high-quality instructional opportunities, provides authentic measures of deeper learning, and better prepares students for

college and the workplace. Within a system that includes multiple assessment measures, each type of assessment has a valuable role to play, and different types of assessments work together to provide a picture of students' mastery of learning standards. As explained in NYSED's [PBLA Fact Sheet](#), New York's statewide assessment strategy values each type of assessment, from the classroom to the state level, and how they can add evidence to answer questions about student learning. Local assessments should support instruction and enable appropriate supports and learning opportunities to be provided to students, while state assessments such as the Regents exams provide critical evidence of students' access to opportunities to learn across the state. Because performance-based assessments require students to construct a response or perform an open-ended task, they are an important tool for measuring higher-order thinking and skills, such as the ability to apply knowledge and use reasoning to solve realistic problems, evaluate the reliability of sources of information, and synthesize and analyze information to draw conclusions.

Other Requirements

- 41. Q.** What type of technology or other tech-based programs should be in place and/or expected of the participating schools/districts?
- A.** NYSED has not set forth any technology or other tech-based program requirements for participation in the PLAN Pilot.

Funding

- 42. Q.** Considering "anticipated needs", would schools receive money to support professional learning?
- A.** Under the current funding for this program, selected Pilot Schools will not receive direct monetary support from NYSED. For more information, see answer to [Q43](#).
- 43. Q.** Does NYSED anticipate additional funding to happen down the road? I see that the narrative asks for school/program's anticipated needs and am receiving inquiries about whether there are resources to support these needs.
- A.** The grant funding NYSED has received to date for the PLAN program is primarily dedicated to professional learning via PLAN TACs. PLAN TACs will provide Pilot School leaders with training in modifying school budgets and resource allocations to support PBLA. NYSED intends to work with Pilot Schools to identify additional resource needs and envisions assisting them in identifying and applying for short-term grant funding to support local implementation, as well as providing guidance and support in adjusting their budgets to phase out short-term funding and shift to sustainable sources for long-term implementation.
- NYSED and the Regents Research Fund continue to seek additional potential funding sources to support the PLAN program, including the needs of participating schools.
- 44. Q.** Before applying for this program, we would like to know if additional funding will be provided for implementation. If so, how much would our school receive?

- A. See answer to questions [Q42](#) and [Q43](#).

PLAN Timeline, Activities, Goals, Data, and Evaluation

- 45. Q.** How long is the pilot program and what happens after the pilot?
- A. The PLAN Program is funded by a federal grant until the Fall of 2026. The purpose of the pilot component is to collect necessary evidence on how schools can successfully—and equitably—transition to performance-driven systems of teaching and learning that utilize multiple measures, in pursuit of the program’s larger goals. See [FAQ](#) on “What are the goals of the PLAN program?” for additional detail. During pilot implementation, an external evaluation of the PLAN Pilot will be conducted to identify key drivers of change at the school and district levels. Based on the findings and recommendations generated from the Pilot’s research component, NYSED will develop systems of support, policies, guidance tools, and resources to enable PLAN to be sustained and to support schools across NYS to transition to PBLA. See timeline graphic at this [link](#). Additional details on the program’s goals are described on pages 39-44 of NYSED’s [federal grant proposal](#).
- 46. Q.** Will there be ongoing collaboration/virtual meetings for all districts? Or will ongoing work be exclusively with the mentor school and partner schools?
- A. NYSED is encouraging continued engagement of all interested districts, schools, and educators across the state in professional learning experiences to build statewide foundational knowledge of PBLA. See the FAQ entitled “Besides participating as a Pilot School, what are other ways interested schools and educators can engage in this work?” at this [link](#).
- 47. Q.** Since this is a multi-year pilot, when is the first implementation of PBLA’s expected? End of 23-24 school year? 24-25 school year?
- A. NYSED envisions that participating Pilot Schools will be prepared to begin implementation of PBLA practices by the end of the 2024-25 school year (the “Initial Implementation Phase”). See timeline graphic at this [link](#).
- 48. Q.** Our school is interested in the PLAN Pilot. I know the end goal is to transition into Performance Based Learning Assessments. If accepted into the pilot program, when would we be expected or able to make the transition from current Regents assessments to PBLAs?
- A. See answer to [Q46](#) regarding the anticipated timeline for implementation of PBLA practices in Pilot Schools. See answer to [Q28](#) regarding assessment requirements and what PBLA implementation will entail for Pilot Schools. See answer to [Q31](#) regarding Regents assessments.
- 49. Q.** The FAQs mentioned alignment of PLAN's work to graduation measures. My question is about the timeline for implementation of PBATs as an alternative to the Regents exams. When will participating schools be able to use PBATs as a graduation measure in lieu of Regents [exams]? During expanded and scaling implementation, will the participating schools be able to have students complete a PBAT in lieu of one or more assessments for courses in which they have shifted their approach?

- A. See answer to [Q31](#) regarding Regents exams. If this question is about the implementation timeline for NYSED’s Graduation Measures initiative, see information on that initiative on NYSED’s [website](#).
- 50. Q.** What data (both qualitative and quantitative) will be collected throughout the pilot? Who will this data be collected by? Who will it be used by? What will it be used for?
- A. Data utilized in studying the pilot will be a combination of the [data that NYSED already routinely collects from schools](#) and data that will be collected by both NYSED and its research partners specifically for the pilot. The pilot study will culminate with a report in 2027. See answer to [Q50](#) for additional information regarding the PLAN Pilot’s research component.
- 51. Q.** How will NYSED measure the success of the Pilot program?
- A. As depicted in multiple PowerPoint presentations posted in the [PLAN Pilot Video Gallery](#), the research design for the PLAN Pilot focuses on the following questions: Under what conditions can promising PBLA approaches be adapted and implemented in a diverse range of schools? And, in transitioning schools to a PBLA-driven system of instruction, what supports and other factors appear most important to ensure positive student outcomes? NYSED’s funded CGSA proposal explains that, in seeking to determine whether PBLA is being implemented successfully in Pilot Schools, the research team will look for increases in stakeholder awareness, understanding of and support for PBLA; changes in professional practices—leadership and instructional—that are supportive of PBLA; and evidence of increases in student skills and competencies associated with readiness for postsecondary success. NYSED will continue to seek input from the PLAN Pilot’s Advisors and collaborate with its research partners on the specifics of the research and evaluation plan for upcoming phases of the project.
- 52. Q.** It's my understanding that this pilot will run until 2027? Is that an accurate understanding? Are there plans to continue support beyond 2027?
- A. See answer to [Q45](#) regarding timeline and how NYSED envisions sustaining and expanding the work following the Pilot.