

RAC-Mid-Atlantic

September 7, 2023

- [Esley] Hello, all. The meeting will come to order for the Regional Advisory Committee for the Mid-Atlantic Region. This meeting is open to members of the public, and will be recorded for the public record. Welcome, everyone, my name is Esley Newton, and I am with the U.S. Department of Education, in the Office of Elementary and Secondary Education, and I will be serving as the Designated Federal Official for the Mid-Atlantic RAC.

I will conduct roll call at this time, and will read names aloud, and ask members to come off of mute, and state "present." Please correct me if I mispronounce your name. I will do my best.

Amaya Garcia?

- [Amaya] Present.

- Thank you. Cassandra Johnson?

- [Cassandra] Present.

- Thank you. Deborah Lynam?

- [Deborah] Present.

- Thank you. Dr. Megan Gierka?

- [Dr. Gierka] Gerika, present.

- Thank you, Gierka. Thank you, Megan. Elizabeth Raff?

- [Elizabeth] Present.

- Heath Casanova?

- [Heath] Present.

- Jahsha Tabron?

- [Jahsha] Present.

- Lisa Pickett? Liz Cohen?

- [Liz] Present.
- Margarita Calderon?
- Nora Durant...or Durant?
- [Nora] Durant, present.
- Thank you, Nora. Rochanda Hiligh-Thomas?
- [Rochanda] Good morning. Rochanda Hiligh-Thomas, present.
- Thank you, Rochanda.
- Tamiaka Thomasson?
- [Tamiaka] Present.
- And Theodore Dwyer?
- [Theodore] Present.
- Great. Thank you all. Let's see here, just making sure that I have note of everyone here. We do have a quorum. All right, just a few housekeeping items before we get started. Just in terms of how members can engage in the RAC, just to be sure that we maintain order, and that everyone has an opportunity to engage in discussion, to comment or ask questions, please click the Raise Hand button, and wait for Chairperson Cohen to call on you.

To lower your hand, you would click the same Raise Hand button on the screen, and that should lower your hand as well. So without further ado, I'm going to go ahead and do some brief introductions. I will ask people to give your name, organization, the group you're representing, and your area of expertise.

I started with introductions. I will say that if you're wondering, I do live in Northern Virginia and am proud to be a Blue Hen, so I have lived pretty much in the Mid-Atlantic region my entire life. So happy to be with you all, and look forward to working with everyone the next couple of months. So I'm going to start by having our Liaisons and the Chairperson introduce themselves, and then I will proceed in the same order as roll call.

So Janice and Carol, can I start by having you introduce yourselves?

- [Janice] Sure, thank you. I'm Janice Anderson, I'm serving as a Liaison for your work. I live in Washington, D.C., and I've been here for a long time, so I'm a local as well.

- [Carol] Hi, everybody. I'm Carol Cohen, with Manhattan Strategy Group. I'm also serving as a Liaison for the Mid-Atlantic RAC. I have lived and worked in the Mid-Atlantic region for about the last 30 years, so I'm very pleased to be supporting this group.

- Great. Thank you. We are lucky to have two liaisons as part of our Mid-Atlantic RAC to help support us. So Liz Cohen, can I have you introduce yourself?

- Yep, I'm Liz Cohen, I'm an Assistant Professor at the Georgetown University McCourt School of Public Policy. I live in Maryland, I work in D.C., I have lived in D.C., Pennsylvania, and New Jersey, and so I've widely spent my adult life in the Mid-Atlantic.

- Thank you so much, Liz. I'm glad to have you serve as our Chairperson. All right, so I will go ahead and use the same process order that I used for roll call. All righty, Amaya Garcia...

- Hi, my name is Amaya Garcia. I work at New America, in Washington, DC. I've lived in Washington, DC for 20 years, and I'm excited to be on this committee.

- Great. Thank you. We're excited to have you. Cassandra Johnson.

- Good morning, everyone. I'm Cassie Johnson, I am a Regional Team Lead out of the Office of Comprehensive Support, which works in school and district improvement for the New Jersey Department of Education. I've been here for 9 years. I have lived in several states in the Northeast, but currently I am in southern Jersey. And I am very happy to be a part of the RAC.

Thank you.

- Thank you. Deborah Lynam.

- Hi, Deborah. I live in Southern New Jersey. I am a representative on the RAC for institutes of higher education, I guess. I'm with Rutgers University, and I currently work on the tiered systems of support in early reading project.

- Great. Welcome. Megan?

- Good morning, everybody. So excited to see some DC folks on here, because I spent a good chunk of my childhood where you all are. But currently reside in Harrisburg, Pennsylvania, and work at the AIM Institute for Learning and Research out of the Philadelphia area, where I develop course content, and lead a lot of key projects with reading researchers across the country. So excited to be here, and learn with and from all of you.

- Welcome. Elizabeth?

- Hi, everybody. I am the Elementary Learning Facilitator for the Penn Manor School District in Lancaster, Pennsylvania, and I support instruction across seven elementary buildings in my role. In addition to my time in the school district, I'm the 2022 Pennsylvania Teacher of the Year, and that's a two-year commitment to the state of Pennsylvania, supporting the work of teaching and learning across the Commonwealth. I'm really looking forward to getting to know each of you.

- Wonderful. What an honor. Congratulations. Heath?

- Good morning. I'm Heath Chazanov, Superintendent of the Woodbridge School District in Delaware. For those of you that know the Delaware beaches, we're nowhere near there, but you do speed through our district on the way there every Friday night. It's my 12th year as a superintendent, and I am representing Delaware superintendents, and I am also a Blue Hen.

- Good company, good company. Thank you, Heath.

- Yes.

- Jahsha?

- Good morning. I'm Jahsha Tabron, from Wilmington, Delaware. I'm a Hornet, but now I'm a Blue Hen occasionally, a couple days a week. I was the State Teacher of the Year for 2022, and I'm happy to be here, representing Wilmington, Delaware.

- Lovely, Jahsha. Wilmington was my home for about 20 years, so glad to have you. Lisa? She's not here, okay. Wasn't sure if she had joined, so I will go back through that. Liz, we already introduced...sorry, Liz already introduced herself. I'm sorry.

Margarita Calderon. I wonder if she joined yet? Okay. Nora?

- Hi. I'm Nora Durant, I'm a practicing educator in Wilmington, Delaware. I've been teaching in Pennsylvania and Delaware for 18 years, and I'm glad to be here. And it's exciting to be here with some Teachers of the Year.

- Happy to have you. Rochanda?

- Hi. I am from Washington, D.C., a native, and also remain here. I'm the mother of four children, ranked in now high school up through college, and I have a college graduate. I'm representing on the RAC as a parent, but I'm also the Executive Director of Advocates for Justice in Education, the parent training and information center here in D.C.

I've been at AJE now for over almost 20 years, I've practiced education law with a specific focus on representing families, and navigating the special education systems here in D.C., and prior to that, general civil legal services with our local neighborhood legal services program.

- Thank you so much. Glad to have you. And Theodore...

- Ted Dwyer, I'm the Chief Accountability Officer for Pittsburgh Public Schools. And I'm representing LEAs, and I've got over 20 years of experience in research in schools and in districts.

- Great. Thank you, Ted. All right. So, now that we've gone through roll call and introductions, I'm going to go...

- I haven't had a chance to introduce myself yet.

- So, sorry.

- That's okay. I wasn't sure if I was the only one...I was looking to see if anybody else hadn't, but that's okay.

- I apologize.

- So, I'm Tamiaka Thomasson... No worries. No worries at all. There are a lot of people to get through. Tamiaka Thomason. I am a parent, but also an educator through training. I'm a Program Manager with Montgomery County Government, so I live in Silver Spring, Maryland.

So I may be wearing two hats on the committee, and I'm so happy to be here, and around such a plethora of knowledge and skill and education. So thank you for having me.

- Thank you. Thank you for serving. That was a good reminder, I just want to make sure in case other folks have joined, if I've missed anyone, if you haven't had a chance to introduce yourself, feel free to do so at this time, before I move through the meeting agenda for today. I'll just give it a minute. All right.

So next up, I will move through, review the meeting agenda for today. So, I believe we can go to the next slide. Great, thank you.

So, just an overview of today's meeting. These are the objectives. We are going to review educational data from each region, and public comments received. You all should have access to the Mid-Atlantic RAC folder on the Regional Advisory Committee SharePoint site. If you do not, please send me an email, and we can work to get you access. Objective number two, we're going to discuss initial observations regarding critical education needs of the region.

Objective three, work to identify clear action steps to be completed, to gather information on the critical education needs of the region, and how those needs can most effectively be addressed through technical assistance activities. All right, so now I'm going to turn things over to our liaisons, Janice and Carol, to walk through the regional data profiles that you all should have received and reviewed.

Thank you. Janice, are you there?

- Yeah, I am. Thank you. I needed to unmute myself.

Can you hear me now?

- We can. Thank you.

- All right. Thank you. My name is Janice Anderson. As we mentioned before, I'm here in a support role, a Liaison to work with the Department of Education representative, Esley Newton, and also the Chair of your group, and you all as well, to explore what information is available, and what the information says about critical education needs, as well as what you yourselves bring to this conversation from your perspectives.

So what we're going to do just quickly is scroll through what's called the regional profile. It's in the folder that you may have already accessed, but at least you will soon. It's a compilation of the best and most recent data available right now. And we will just say what's available, and highlight a few things that have already occurred to people as sort of reflection points for you.

Let me scroll down here... And I believe we're showing a screen, I don't have access to that, that shows the folders. Is that right, Carol?

- Yeah.

- You can see that the profile itself has information about various parts of this wonderful education endeavor, mostly in your region and oftentimes by state, but also occasionally there are the federal data and the national data that offer a reflection point.

This is the most recent information available, mostly from the National Center for Education Statistics, but also from a few other sources. You'll see that we show the number of operating districts, public schools, charter schools, and private schools for each area in your region, and followed by the number of students enrolled in traditional public schools and charter schools.

That's disaggregated into pre-K through 8, and 9 through 12. There's also a column, as you see, for the number of students enrolled in private schools. Lower or next in this compilation are disaggregated data for three to five-year-old students enrolled in public elementary schools by race and ethnicity.

And then following that, there will be information about the location of the schools, city, suburban, town, and rural. And once again, this is just a high-level landscape kind of representation. Following this, of course, we have information about special populations, English language learners, students eligible for free or reduced-price lunch, and students qualifying for special ed.

In these tables, we've also included data from the United States as a whole, and so you can see how the region and your jurisdiction compares to what happens nationally, as far as the education endeavor. Now we jump to what often people think of as sort of outputs or outcomes from education.

We have graduation data, the adjusted cohort graduation rate for four-year groups of students going through, and also information that's disaggregated for

students with disabilities, English language learners, the economically disadvantaged, the homeless, foster care, and private school students.

It's also available by race and ethnicity, and that's available as well. For the current academic information, the best thing available at the state level and the national level, we include here information from the National Assessment of Educational Progress, or NAEP, our nation's report card.

And you'll see that the information is shown for both 4th and 8th grade students, and also for math and reading. Associated with this, a little lower in the table we have portrayed non-academic data that are available, such as information on out-of-school suspensions and expulsions, and then another table about students who brought firearms to school, the numbers and the percentage of students who report being bullied, either on school property or electronically.

And again, we include national data here to use as a comparison. The next section is something of course that's very important to all of us, which is teacher information, looking at the workforce as far as teachers, with the number of public school teachers, and the ratio, and the teachers in private schools.

We have also compiled, as best we could, available data regarding teacher qualifications. This includes, of course, degree levels, years of experience. And recent data on qualifications was not exactly available, but we've got the most recent that we could find about percentage of teacher candidates who are enrolled in various places, and have completed a program, or are enrolled or completing alternative programs.

The alternative programs in particular are noted by whether it's based in an institute of higher education or not. These tables end with a large one comparing different financial resources and expenditures in each jurisdiction.

And again, there's a federal listing, as well as state ones. And of course, as most of you are familiar with, probably all of you, the expenditures are broken down into a total, the amounts spent on instruction and support services. More specifically, there's brief information about Title I spending, salaries, wages, and public benefits. Those are also included.

So for identifying priorities, of course, you'll be addressing the question, how can we identify the highest priority education needs of this region, and how

might those needs be addressed through technical assistance activities? Some questions that you might want to think about as you ponder that, as you work together in the next month or two, is how can we help?

How can we ensure that all students achieve academic excellence, and have access to effective instruction? How can we ensure that the students and communities have education resources they need to fully participate in their education? How can we ensure outstanding, well-paid, well-supported and diverse education workforce? And how can we support the well-being, of course, of students, teachers, and communities?

You will notice as you jump in that there are reflection questions overall, and then under various areas, and so it will be things to help you address your overall reaction.

Is it what you expected? If it's not what you expected, is there something that surprised you? What other data do you need to help you better understand needs and set priorities for your jurisdiction? And from your own personal expertise, are there other data available that you know of at the state level or that you have access to through another vehicle?

And once again, how can the needs assessment help you attain this data, and how can we help you bring it in for more discussion? One data point that is in the folders and will continue to be updated in the folders is responses we have received from the public.

We have a compilation as of yesterday, comments we received from 20 members of the public in this region. They identified themselves as four administrators, two educators, other education stakeholders, that was two, five parents, and seven teachers. And we'll upload this into the SharePoint file, and of course it will be growing.

And so 48 hours before Meeting 2, which is yet to be scheduled, it's going to be later, we'll have those in there, we'll be monitoring them, and adding them to the document. With those comments, we will also add what date they came in. So I'm just going to review briefly the responses we've gotten so far.

As you might guess, when the public filled out the forms online, the members of the public, they were asked four questions, one or two educational needs, that was the first question, and they responded, as you might guess, reading

achievement, math, teacher preparation, retention, attracting teachers and keeping them in hard-to-fill teaching assignments, special ed, science, and math in particular.

We had a couple of comments about redesigning the education model for public schools, feeling that technical assistance would be appropriate for that. And also, special emphasis on the importance from a few of the public members about preparing teachers better to be trained in the science of reading, to improve reading instruction, in that comment.

We also received, of course, an array of comments about science and math education, evidence-based methods to do the teaching, various ways to support educators, like increasing salaries, removing political agendas, supporting free public education, creating pathways perhaps to assist the teachers in moving through as they want their own education setting.

And a particular point on trying to address inequity in school funding, especially now that people are recovering from the pandemic, and the effect that that had on schooling and families. So you'll see when you go in and look at the folders that there are specific comments on these topics and others.

This is just a high-level summary that will be treated as another data point for you all to contemplate. We also want to note that the comprehensive centers, and also later on the regional education laboratories do, as the first step in their work, consult with the public, and leaders and various groups in education.

So you all will be identifying priorities for the Secretary of Education in the publication of notices, but then those groups that are funded will follow on your footsteps, so to speak, to enhance that. The public comments also had three other questions about why they think some of the areas of their interest are occurring, and also what they think...and this is probably, comment three, of particular interest to you, what kind of information the members of the public think you all should be looking at as you make your recommendations.

Now we're going to open up the meeting for discussion, for you all to offer your suggestions and your observations. We'll be monitoring the chat, and getting questions.

Our chair, your chair, Liz Cohen, will be calling on you. And we, in this case Carol will show her screen, and be taking notes to capture as best we can the high-level points that you raise. So, I'm going to turn this over to Liz Cohen.

- Thanks. We have one question, "Is there a deadline for public comment on this, and what is that deadline?"

- I'm not the person to address that directly, but I'm pretty sure there is. And I'm...

- So I can try to take that. So the public comment period will be open, so it's open right now, but it will be open until 48 hours prior to the RAC second meeting, which we are working to schedule that, since we pushed it back to a later date. So there is an additional opportunity, you know, for the committee to get more detailed feedback, if desired.

So, I hope that answers that.

- So I would say, then, it looks like we'll have about...it looks like about a month remaining.

- Yes.

- We have another question in the chat, "Does the report disaggregate teachers in the Mid-Atlantic states by race and ethnicity?"

- That is not shown yet in the tables. If people feel that's something that should be made available, we can put that on the list, fuller elaboration of the picture that the RAC would like.

- Does anyone have thoughts they want to share on some of these other questions, like what else might we want to look at? Thumbs up, thumbs down on what we've got?

Elizabeth...

- I think based off of that teacher discussion we just started to have about additional data that is needed, I know that anecdotally, and I'm sure that there is raw data based off of the amount of teachers that have left the workforce over the last few years, and I know that we have data here at our disposal that is wonderful, although I know it's hard to get as up-to-date data as possible, I do think that it would be helpful for us to see how many teachers have been

leaving the workforce over the last couple of years, and then specifically the reasons behind that, and also why are teachers...what types of supports are teachers needing to stay in the field.

I know through the Pennsylvania Department of Education, we're trying to attract, prepare, and retain, but what does that look like across our region? And is that a needed focus area for additional data? So, I would love to try to encourage that as a focus point for our committee as well.

- Yeah, I would also think along those lines, that the other piece of information that would be instructive is around how many future teachers are in pipelines right now. So for our teacher prep programs in our region, we're putting aside sort of alternate pathways and sort of traditional EPPs, where typically, most people we can expect to likely teach close by-ish regionally perhaps.

It would just be nice to know, like, what the enrollment trends are in those programs, as well as... That's a good point. Amaya points out that a lot of states have publicly available teacher workforce reports. So, we can try to look for those as well. I just wonder if there is, like, any data on the EPP side of things? And also to know if any districts...Amaya might know, because I know you're a grow-your-own person, like have grow-your-own teacher efforts underway?

And Ted makes the point about not all teachers are certified. So when we're referring to the number of teachers in this data, Janice and Carol, are those only certified teachers, or are they anyone who's hired as a teacher in a public or charter school, regardless of certification?

- This is Jan. I honestly don't know which certification levels are included in which tables. The data came from various sources. My guess is practicing teachers, for example, where we show them maybe are under some sort of emergency...could be under some sort of emergency certification.

And so, you know, it's a definition question, what's certified, what's not. But we can look at the table and elaborate better, perhaps, in the footnotes who's included, and make that a little clearer.

- Heath, I see your question. I know that at this point, when we're looking at these regional profiles, my understanding is there will also be some state-specific profiles. And so, do we know that when we... It seems like, to bring together Heath's question with what we're talking about, like when we get to

that more state-specific data, will we be able to see things like elementary and secondary teachers?

I think that's going to be an issue across the board, is that the kind of high-level regional data, while useful for framing, is it going to be particularly instructive for need sensing, because that ends up being so local? Other people can jump in.

So just to clarify right now... Oh, great. Let me just finish my thought, Cassandra, and then I'll call on you. Which is that, so if you see the matrix, like, we're spending the next 30 minutes or so trying to complete this matrix to help us think about how we want to spend our next time between now and our Meeting 2, what kind of information either we can be trying to collect, or we can ask our Liaisons to help us think about.

So I'm happy to continue talking about the teacher workforce stuff, because I definitely think that's really important. Also, I just want to say that I think we can...I want to make sure that we also are open to other areas of data and information that are going to be important to this effort. Cassandra...

- Thank you. I think another important area of focus particularly for the Northeast and Mid-Atlantic states and region is looking at resources for newcomers, and overall bilingual education, and coupling that with the teacher workforce pathways for teachers to be certified in bilingual education, and attracting multilingual talent.

- Yeah. I was thinking, Cassandra, tell me if this would kind of resonate with what you're thinking, that like, it also seems to me that we want to look at enrollment data, along with teacher workforce needs so that we can identify where we see student populations growing or shrinking, to help think about what future needs are going to be.

While there's a lot of headlines, and some places have fewer students, but particularly Ted or Heath, I think, was saying about [inaudible 00:34:46.443] that they know they need more content teachers for secondary. And I know like in D.C., actually, the population of kids enrolled in public school for high school has been growing over the last now seven or eight years. Brief dip during COVID, but it's back above where it was, you know, eight, nine years ago.

So I'm wondering if thinking about some kind of chart that would both show sort of enrollment trends at different grade levels, along with teacher workforce would help identify kind of where we're going to need to focus efforts.

Elizabeth... This is another idea based off of looking at our profile. I do think that when we look at that non-academic information, and we had a lot of information in terms of suspensions, expulsions, all those types of things, bullying, and that was from 2017, 2018, I know in in my field of the work in our classroom, we're seeing a lot of uptick of mental health challenges in the classrooms that we're dealing with.

And so I would love to be able to provide and be able to see updated information, and maybe that's through our specific states, updated information on behavior needs, and the supports that are needed to tackle some of those challenges that we're seeing.

- Great. Just before I get to Ted and Deborah, just Cassandra, did you have a follow-up? Your hand was up, but now it's down, and I want to make sure that you get to finish your earlier thought.

- No, that was it. Thank you.

- Okay, great. Ted, you're up.

- So, I have two things. I put something in the chat, specifically like, how are we supporting teachers once they get into the classroom? We evaluate teachers based on how their students are doing, but the state tests by and large don't provide information back to the teacher that actually tells them what the student needs.

So, what is in place to support teachers? Not just training, because there's a presumption that they magically understand the state standards that the students are going to be tested on, and those are going to roll up to the NAEP so that we get the information reflected in the NAEP.

But what kind of supports do we have in place for them? Another thing is enrollment trends with data, especially as it relates to the EL. I think that's something super important, because we've got a lot that... I mean, that's the only way the United States is going to grow. If you look at the census data that's out there, we're flat for growth, and we don't have increases in population.

Our population growth comes from immigrants. So, what are we doing to support immigrants coming into our schools? What are we doing to support our EL students to put them into a position where they can be productive members of our society? And school safety, what are we doing, and what's in place to make sure that we're not putting kids into...or criminalizing kids?

I see a lot of policies that are written at the state level and at the federal level that will position student behavior in a criminal frame instead of in the frame of what a child does. What are the processes in place to make sure that we're not criminalizing kids, or adultifying them or anything like that for school safety?

And how is that being supported through policies and the research that's going on? I've got a whole bunch of other stuff, but I think those were the important ones.

- Thanks, Ted. That's a great start. And I see you're getting some support, and...since I see the typing in the [inaudible] I would also say along with that, like, one thing that does seem to be missing to me is the regional profile doesn't include any...or at least I didn't see it. Maybe it did. Like the McKinney-Vento data on homelessness, there's a lot of overlap between students experiencing housing instability, and all sorts of mental health and behavioral issues in schools.

And I want to make sure that we're attuned to that, both because students experiencing homelessness have specific rights, but also because when we know that about them, then it's actually, you know, surprisingly easier to support them, if we know what's going on. Deborah...

- Thank you. So one piece that was really interesting to me, looking at the data, was that there was such limited information given on academic performance, you know? Just having access to NAEP data doesn't really tell us very much about what's happening in each state. I understand the difficulties with making comparisons, because states have different statewide assessments, but I think it would be important to have access to that data easily, like so at least an ability to see that state data disaggregated out based on their own statewide assessments.

And then I would really be interested to understand how states are approaching the systems-level work that would support student academic achievement. So

understanding where each state is in terms of like a MTSS model or an RTI model, if there are any special teacher training approaches happening...

I just feel like that would be important to kind of look at that work in comparison to statewide trends for academic performance.

- Great. Thank you. Tamieka?

- Thank you. I was also thinking, when we were talking about teacher prep, I'm concerned about the limited teacher preparation for supporting children who may have needs, right? Not so much just special needs, but who are experiencing homelessness, who may have mental health within themselves and/or their families, kind of what does that teacher prep look like?

So is it just about the A, B, Cs and 1, 2, 3s, or are teacher prep programs looking at the whole child and how to support them? Because I do feel, from a parent and an educator piece, that that's where we're losing a lot of our teachers, is that they don't have the supports they need. They weren't taught, right? They weren't trained how to support these children who may bring in these behaviors that are challenging, and impact the classroom.

And so really, kind of what are teacher prep programs doing to be able to support those teachers best coming into the classroom?

- Thank you. Megan?

- Hi, everybody. I love this discussion, and I love how we're looking at it from so many different perspectives. I want to echo Deborah's sentiments about looking a little bit more in that academic performance piece. As someone who taught 1st grade virtually during COVID, I can tell you reading intervention is no easy feat over Zoom, and I'm very curious as to academic performance before and after the pandemic. And I think it would be really beneficial, since I live in a local control state in Pennsylvania, to see a little bit more of that district-level data, if it's possible to pull that type of data to see academic trends and performances specifically in regards to early literacy and early numeracy.

- Yeah, I'll just add, because I've been thinking a little bit about this too, so a few things. One is I think that as we get down more into the state and district level, that will be helpful in identifying different local trends within our region, but I also want to push us to look at, you know, what are some...are there places within our region that are reporting on data differently than other places?

And like, how could we make that more uniform? So, one thing I'm thinking about, like the District of Columbia, for example, like, does actually a pretty good job of reporting in the last few years, and really trying to up their game on making public data around post-secondary enrollment, persistence, and completion. Although, it's really bad when you look at the data, but then if we have the data, we can work on it, right?

So, I'd be curious. I'm most familiar with the D.C. data at this moment, and I don't know whether the other states here, Maryland, Delaware, Pennsylvania, New Jersey, like, is that common? Are we all looking at the same kinds of data when we're thinking about the kinds of decisions we're making in our state? It feels like if we're going to, you know, be a region, and for this purpose, like it could be a way to also learn about what are states doing that other states might think about emulating?

I'd also want to understand are there any new policies, like around the reading piece, right? Are there states here who have...or districts within states who have adopted new kinds of reading instruction? You know, I'm thinking there's been so much legislation around science of reading in the last few years, so what are big policy shifts that have happened? And then, what are the training that teachers are getting on these new policy shifts? One of the things that we know is often a challenge is that if someone adopts a new way of teaching that's great and evidence-based, but then we tell teachers here's six hours of training, now go do this thing, so what's the teacher training to support the policies?

And then the third piece for me is what are the big, sort of I guess the big ticket items that states...that our region has been using their COVID ESSER funds for that are going to end, that are like, top of mind for how do we keep this going? So whether that's continuing to pay staff, or some kind of tutoring program, or whatever it is that seems to be going well and is important, seems to mean a more short-term immediate need is that our districts and states are going to be facing is what do we do when we're done with this money that we've been doing all these things?

Cassandra...

- I have a follow-up question for Megan. Not necessarily a question, but just thought partnering. I know for our local districts, we work with them in school

improvement, and we look at benchmark data around early literacy because we have state-level data that starts at 3rd grade.

What kinds of data would you collect for the early literacy in the absence of state testing data, from your perspective?

- I love thought partnering, so great question. And I love the work that you do, because similarly in Pennsylvania, we used you a lot to help us make a lot of great changes in districts. Right now, I'm more curious on universal screening data that is attached to national norms. So state-specific data can be important in some ways, but it can be flawed in a lot of other ways, when you get down to the metrics.

I'm more curious about that universal screening data that has indicators for early literacy and numeracy to measure success based on those national norms, just to kind of give us a pulse on where that district or where that state is in regards to other students. As a military child who bopped around and moved a lot, I think those types of assessments are very important because you go from one local control district to another local control district, and you might be getting a very different message on your academic performance there.

One might think it's great, one might think it's not so great.

- Ted, did you want to share out loud some of your thoughts around assessments? It seems like maybe one of the things you're saying is that it might be useful to catalog what are the assessments in use? Is that what you're trying to say? Or do you want to share what you're thinking, Ted?

- What are the assessments in use, and also, I think it goes to Dr. Gierka....did I say that right? Okay.

- You'll note I called her by her first name to get around it, but there you go.

- Okay. So the types of assessments that are used, the computer adaptive assessments that are providing the diagnostic information, and some of those do have national norms that they're tied to. So I know there are some vendors who do that, and I know that a computer adaptive assessment, if it's a computer adaptive assessment, is going to give a student data that should be linked to whatever the norming of the test is.

So that test can be normed on a national level and a state level, you'll have information that provides you...that provides a teacher diagnostic information for a student, and nationally normed or state normed information as well. And I reference that PA actually paid for computer adaptive assessment for any district to use. They call it the CDT, but there are other vendors who I won't name, who actually have that type of test that goes all the way down to the kindergarten level.

So... CDT is in 3rd grade, yes. It does not go down to kindergarten, like other tests. So we end up using the DIBELS assessment, and using that to lead up into what we're doing with the CDT.

And CDT can actually be pushed down into 2nd grade, and be used in the 2nd grade, so that it gives teachers some information. But I'm trying to figure out how to give teachers information to help them, but I think that part of that is also we get so focused on the state assessments or the national assessments that we ignore and just presume that there is support at the lower levels that is useful both across the nation, and within districts, that teachers understand and have access to.

And that goes to teacher training and teacher support. Like, do they understand how to use the information that they're being given? And because of the way our national testing programs are built, we can't give the teachers the level of information that's actually available from those tests, but you can get them from a computer adaptive assessment, like what they built down in Florida, and got rid of the state assessment, or what PA has provided in the CDT.

So I think that if we're going to support teachers, and support making sure that kids get what they need, then we need to look at what it is that we're giving to the teachers, and not just, oh, you're trained so you can magically do these things. If I were a teacher, and I walked into a classroom, and I was expected to know all kinds of things that I didn't get trained on, I'd be very frustrated, and I probably wouldn't stay for more than three or four years.

Which is what we see in the newer teachers who are coming in. They don't stay for that long, they leave. And the older teachers who have been here for a really long time, they don't have the training on how to use the new stuff that's coming out either, and there's no process or approach to doing that. And that's not just

in my district, that's across the nation, because I have friends in other states who are having the same problem.

- Yep.

- So I'm not sure if I answered your question, so let me know if I did.

- It's an open discussion. Before we get back to Cassandra, I just want to also throw out that part of the goal here with the stakeholder matrix sample is also thinking about who are all the different stakeholders that we should be trying to think about getting information from about these and other data, and I think there's definitely more that we haven't yet discussed.

Sort of the two that come to my mind, but I'd love to hear your guys' thoughts on these and others, would be parents. And then also, I think like the local business community, like I think when we think about high school, and we want to think about training, like, what are the jobs locally or regionally that we are preparing students for?

And you know, how do local industry and business leaders...A, do they think we're doing a good enough job of preparing students for the jobs that they have? And also, like, what are the other skills and training that are going to be needed in order for students to be prepared to get those jobs? But Cassandra, let's go to you.

- Yeah, so there's a lot of conversation about training teachers to look at data, and to perform assessments, and read that data, but I'd also venture to say that administration may need additional help in understanding not only the reports, but how to form processes and systems around sharing that data, and using that data effectively in closing the achievement gap, and actually putting it into instructional systems.

Because it's easier said than done, and I think there is a lack of community amongst administrators to be able to even say what do I now do with this information that the state and the district and the nation is sending down to me?

What do I do with this within my organization? I think that training is desperately needed. And not because the administrators don't want it, or because they know everything, but just because it's just a lot. And by happenstance, I think it would be helpful to just be able to offer that on a wide scale.

- Thank you. Amaya? Amaya, did we lose you?

- I didn't unmute, sorry. In addition to, like, business leaders, I actually think it'd be interesting to engage with, like, state workforce boards or workforce agencies, so we have a lot of initiatives happening around apprenticeship for youth, career technical and education, so what kinds of careers are kids actually being prepared for?

And it's not necessarily going to happen through college, right, you know? And so I think it'd be interesting to kind of bridge that, because a lot of times education kind of works in a silo, and we don't look across the sort of workforce, and really, we should be kind of thinking together about the different kinds of pathways that exist for students once they exit high school.

- One topic also that hasn't come up is listed as a potential stakeholder group on the need sensing matrix document though, is around adult education. I mean, clearly most of us, we're focused on K-12, but I would be curious to hear, like, what people see as the potential...either what we could learn, or what insights, sort of the folks working on adult education in communities might have.

I'll say not out of our region, but separately I'm doing some research right now in Texas, and I've been talking to the folks in this district in Texas, and they've been saying that, like, one of their...really what they're using as a motivating factor to rethink a lot of their literacy work is the fact that they actually know that their adult literacy is, the heavily Latino district in West Texas is, like, 36% literacy rate among adults.

So they're trying to think about, like, how do they build literacy skills in kids while also offering opportunities for adults to build literacy? And I'm just wondering, is that something that we feel in our mid-Atlantic region that is something that should be incorporated into how we're need sensing? Amaya...

- Yeah, I would agree with that. And I think here in D.C., we actually have some really interesting adult education charter schools, including two-generation approaches that work to provide parents with training, but also have really robust early childhood programs. And so, thinking sort of this like...

And I think adult ed is like a pathway to, like, a broader continuum, and kind of a more holistic approach to understanding and thinking about education. So, I think that's a great idea.

- Megan, thank you for that resource in the chat, the Barber-Busch Foundation for Family Literacy or something like that I think is their full name, is an excellent resource in trying to think about this. Ted...

- I think we also need to be clear how we're defining basic literacy skills, or adult literacy. I know that's a point of contention among some researchers. So, how is it defined, how are people reporting it, and how are we actually collecting it? And is it available that we can look at in a way that is going to be useful?

Because I know WHO, the World Health Organization defined it differently than other locations as well [crosstalk]

- Great. Yeah, defining our data sources, always important, and us researchers appreciate your attention to detail there. Tamiaka?

- I wanted to bring just a thought too in terms of actually early education, so kind of pre-k. So I know within Maryland we have our Blueprint, which is bringing in as much pre-K spaces and slots available in Maryland so that the...you know, the education span now, it would be kind of pre-K to 12.

And so being mindful of what does that mean for education, and these pre-K3 and 4 classrooms. I think it's 4 right now, but I think it's looking to go up to 3 as well. And kind of how to support that transition into the school system? Because most school systems are set for K to 12, and pre-K is a little bit different. And also being mindful of...well, at least for me as a parent, as an educator and a play advocate, kind of not pushing down those academics to pre-K, and allowing those three and four-year-olds to play and learn as they should be doing.

So being mindful about that too, kind of four states that are looking at that expansion of pre-K into schools, how that impacts child educator and programming.

- Totally. There's people involved in this field... I mean, there was a study that came out in the last year or two about a pre-K program in Tennessee that looked really bad, like the results were terrible, and nothing stayed, but there's a Kathy Pasak-something, she has a hyphenated name, she's actually in Pennsylvania, she's a researcher, but she wrote a great piece about how, like, her understanding of why she thinks that that particular program didn't work

was because it was overly academic, and involved a lot of sitting still, and that it really matters when we think about what's included in these pre-K programs.

And so, I think that's a really important point, Tamioka. Jahsha?

- Hi. I heard earlier that there was discussion about teacher training, and policies to support new teachers and veteran teachers. But beyond that, how is that monitored? And I'm wondering if there is a way to monitor what the support looks like after a program has been put in place within a school.

How do we follow up to see if that program is effective? How do we follow up to see if teachers need more support implementing those programs? And how do we measure if that's working? And I think that we've had a lot of programs that have been great, but they've been introduced, and our teachers have been trained once, and then there's no follow-up or support with that. The other thing that I thought might be interesting to add as a data point is in areas where the funding is referendum-based, does that impact data?

Does that impact programming? How does that impact our success rate?

- Mm-hmm. Thank you.

- Excuse me, this is Carol Cohen. I missed that last point about referenda. Where... Could you expand on that, please?

- Yeah. So normally, most states that I've worked in don't have to go out and ask the community for operating money, like permission to raise taxes. But in some states where that's necessary, that significantly impacts programs that we can then bring in, that we know would be effective with our students.

- Gotcha. Thank you. Also, I want to add, if what I'm typing here doesn't reflect what you're saying, or if I'm missing something, please just let me know.

- I want to make sure that we're really allowing everybody who's participating to kind of chime in on whether what we've talked about so far is sort of resonating. And that's a really nice way of saying I'm about to call on the folks who haven't actually said anything yet.

Rochanda, I thought maybe I could pick on you, just as someone who is here as a parent representative, but someone who's clearly deeply been involved in sort of advocacy and justice work around kids and education. I'd love to hear if there's anything you think we've missed, or should be added?

- Yeah, thanks. I agree with a lot, especially with the teacher supports and training. One of the things that I was reminded of even this morning from my 9th-grader, about how excited she is about one particular world history class, and the difference that it makes when you have well-trained, well-supported teachers in the classroom to student's learning, and their ability to thrive.

So much so that she's saying I'm definitely doing honors in that class, side note. But I wanted to just, you know... I do think that that's very important. Early education, also very important, but also tied to that because of the work that I do, and our belief that if we are able to truly support our children who are most in need, everyone will thrive. And those are children with...I mean students with disabilities in schools, and also thinking about early intervention.

A part of the teacher training that was referenced that I think that is important, I heard about dual, bilingual, Cassandra mentioned that, but equally so how general education teachers learn that they don't have to do something separate to know about special education or differences in learning amongst the students, that teachers need to be provided with the skills to do that, as a majority of the students are in inclusive settings, not in separated and segregated settings, and that's the ideal required by the law.

And so, I think that it would be important to ensure that teachers are also trained on how to interact and engage with different learners, also even in identifying students who may need those additional special education supports, as well as focusing more on...how do I say, universal design.

So, those are my thoughts.

- Thank you. Those are great thoughts. Thank you for sharing. Keith, you've shared a lot in the chat, but I'm going to call on you now, because as someone who, as you shared, has been a superintendent for 12 years, I'd love to hear more about, I don't know, how do you think about stakeholders? Who are the stakeholders that make the most noise for you, who create the most value for you, who you wish you heard more from?

And how should we be incorporating that kind of perspective, as we try to think about who to get more information from?

- Yeah, so we're a rural area in Western Sussex, so the group that I'd like to hear more from is certainly our parents. We don't have an active parent group in

Western Sussex. And there are times I think our system would be better off if there was more pushback in that area. I'd like to hear less from legislators, but that's a different topic.

Because that seems to be where all the changes in Delaware occur, is at the Dover level, the state level. So, you know, I'm a 32-year practitioner, I'm listening to everything that's being said, and it all makes sense. I don't really have anything to add. I've got the list up right now, and I'm watching you guys type this out. But I'm also, you know, I'm practical in nature, and I'm trying to figure out where we're going next, and how we're going to tackle all this in the next month.

So, that's kind of what's going through my head right now.

- Well, one thing that strikes me from what you just said is that I think that it's important we acknowledge as a region, I think...and I will admit to this bias, like, I often think about this region as a place that's primarily urban and suburban. And I think it's important that we acknowledge where we do have rural communities and rural school districts that might be thinking about resources differently, and that we make sure that we're incorporating that kind of data into this.

Does that sound right, Keith?

- Yeah, absolutely. There's even in Delaware, the second-smallest state in the country, there are such differences between north and south in terms of resources, and the way schools are run. We see that. We're small enough... The meeting I had before was with the 19 school superintendents in Delaware, and so you can see it and hear it at the conversations monthly, that even, you know, the district's in Wilmington say, I can't do that, Heath.

I just can't do that. It wouldn't work for me. It might work in a more rural setting.

- Thank you. Nora, I know you're also in Delaware, and another one of our wonderful educator representatives. You know, what do you want to add, that we haven't talked about? Or what do you agree with, or disagree with?

- I mean, what's on the top of my mind is teacher retention. And I'm in a school that has a lot of retention issues, and it also impacts seasoned or veteran teachers, whatever you want to call us, because we end up at schools like mine

pulling a lot more weight, doing a lot more informal training, and it's just a morale drain.

Obviously, the bigger problem is the impact it has on students. And I'm a parent, too, and I've seen the impact on my own child. So I'm interested in data related to support for teachers, and...you know. I also heard someone talk about finding out who are the teachers, like more disaggregated data on who comprises the teaching force in our region.

- Thank you. Is there anyone else who hasn't yet contributed, that I didn't just call on like it's a classroom? If so, jump in. If not, I'm just going to say, so we have something like six to nine minutes left for this part of the brainstorm, and I think all of this is really valuable. I think we can also all agree that in the three to four weeks between now and our next meeting, like, we're not going to make a...be able to find out all the things we want to know about all of these things.

So what I was hoping we could sort of quickly do is perhaps, Carol, since I think we're looking at your screen, if you could maybe sort of slowly scroll down the document, I'll kind of call out the categories, and then what I'd really like to do is have each of you just drop into the chat what you think are the one or two highest priority areas that we've identified.

It doesn't mean this is what we're going to focus on, but I think it might help us think about perhaps starting to identify some priorities. So... And then, Nora, that's a great point, but we can think next about kind of what the next steps are.

But our general categories, okay, so we have adult education, adult literacy, what does that mean? We have a teacher workforce off there, around... So I both...let's separate these. There's sort of teacher workforce data around who's in, who's forthcoming. Also, teacher supports around training, perhaps for current teachers.

We have bilingual/English learner resources, we also have sort of general, special populations, which can include special ed, pre-K. We have non-academic support, so that's our mental health, behavioral... I think we could probably, maybe school safety kind of is related to that, homelessness, the sort of policy areas that, you know, influence...affect both students' ability to learn, but also teachers' ability to teach.

We have academic performance. There several people talked about the need for perhaps more or deeper data on kind of where students are at. We have, you know, how states and districts are using their ESSER funds. We have early literacy pre-K, again sort of a special population in early childhood. How are we thinking about building out quality pre-K programs in our region?

Perhaps this is related to the academic piece, we have assessments...we have a lot. We've essentially covered almost all of K-12 education policy. So, okay, Deborah, thank you for being the first to play my fun game of pick one or two things that if you got to pick...

Okay, I didn't even get to them at all, CTE, rural areas...we've got lots of things. So it seems like we have sort of both, like, what are more data that we could collect, and also big areas that might be kind of the focus of the report that we're going to ultimately submit to Secretary Cardona in November on sort of like, what our perspective is on what the most important needs are for our region.

So again, take a minute or two, think about it. You're not tied to any of this, but just like, what's your gut? What's your gut on the one or two things that you're either most curious about, you think are most important from where you sit for the Mid-Atlantic?

- I'm just going to say just a couple things. You guys, these are just such a great start, such a great productive first meeting, Liz.

Thank you for your expert facilitation, Carol and Janice. I will just say here that the chat, we'll be able to print that out and share that with folks. So I've been taking notes, but I can't keep up, but just keep it coming. And I think this is a great first step for us to kind of narrow down, and think about, you know, MSG, Manhattan Strategy Group, you know, so Carol and Janice will be helping us think about what are some next steps in terms of data collection efforts, how we can kind of fill in these gaps.

So they are there for our support, we just have to figure out, you know, what is it that we want to focus on, and I think this is a great first step, so thank you. So as we're thinking about this, I mean, the last sort of piece of this, which I think perhaps Nora or someone else mentioned in the chat, is sort of what...

And I'm not also totally clear on this, like how much of this is us brainstorming versus support from MSG and others? So Janice and Carol and Esley feel free to jump in as sort of how do we think about what the next steps are in terms of both gathering this information. I would say that I believe that if any of us on here have access to any of this, for instance I think Amaya, you had referenced the idea of some materials you've seen, right?

Like, do we add those to the SharePoint? Like, sort of what's the process for sharing whatever information might be readily available? And then to the extent that we think we have the bandwidth and capacity in the next four weeks or so to try to, you know, even sort of any kind of informal focus groups or things like that, like sort of what...

How should we be thinking about this, Esley and team, and so that we can sort of spend these last 15 minutes trying to walk out of here with a clear understanding of kind of what we should be doing in the coming weeks.

- So thank you for that, Liz. I can start, and Carol and Janice, please feel free to chime in. So all of the resources that you all have provided, where we might be able to dig into and find some additional data, we welcome that.

If there's anything else that comes to mind, please send those data sets to Carol and Janice. They will get that posted and uploaded on our SharePoint site. I know that in the coming days, the end of this week, early next week, I know that Manhattan Manhattan Strategy Group is planning on posting the state-level data as well, just for reference. You know, I appreciate digging into that, and then trying to think broader across the board what we might be able to do as a region.

In the coming days also, this particular need sensing matrix, as well as the action plan piece, I know that Janice is going to be talking about that in a few minutes. I'm looking at our time here... So, she'll be talking about that. But one thing that we are going to do is we are going to have a debrief on Monday where Liz, myself, the liaisons, Janice and Carol are really going to try to put all of this together, view our notes, and then we'll share that back out to the team.

Janice, anything to add?

- No, I think that's a good summary of what's going to happen, and when. You all have identified very rich resources that you know about, so please contribute them. And also, as Esley mentioned, we'll be populating those state folders in the SharePoint folder, with other information that we have.

And it'll be useful to get the team, especially the leadership, Esley and Liz and Carol and I are supporters to get that sort of brain trust together Monday, and figure out what next. And as I understand from Esley's comments, that will be added to the SharePoint folder, and you guys will be notified that it's there, or sort of like stay tuned, I think.

Does that capture it, Esley?

- It does. Sorry, I couldn't get to my unmute button. But yes, that does capture everything, Janice. Thank you.

- Cassandra had a question... Okay, hold on, I've got to just stop myself here. Every time I say your name, I've said it either...sometimes I say Cassandra, and sometimes I said it Cassandra, and I'm literally switching back and forth because I don't know which one it is. So, which one is it?

- It depends on who in my family you ask, so you're [crosstalk 01:14:59.080]

- Really? But I'm asking you.

- Yeah. My mom called me Cassandra, but I make it easier, and I say Cassie. But I don't know why my...it's not on my Zoom.

- Okay. Well, I'm going to then call you Cassie, and then I can stop pronouncing your name differently, and feeling like 50% of the time I'm accidentally insulting you.

- Oh, no, you're good.

- Had a great question about like, should she be thinking about developing a survey to gather information from stakeholders she knows? I think the answer to that is that's certainly something we can think about. I would also definitely encourage folks to send around the link to the public comment, because that is also a way to readily allow as many people as possible to just share their overall thoughts.

But perhaps there's more. I don't know. I don't know if I know the answers. I've never done this before. Esley, what should we be doing?

- No, I think that's right. That kind of goes to my point earlier that I made about the public comment period being open several days before our second meeting, but that is definitely an opportunity where if we find out that we might want some more detailed information, we can use that avenue. Just in terms of survey development or focus groups, the liaisons can help us, you know, kind of structure those protocols and the surveys and so forth.

So we do have support from them as well, if that's something that we decide that we want to do as a group.

- Yeah, and I would just say, I mean, also, like, I'm happy to...like, if you have questions in advance like, you want to...I'm happy to look at anything. I do a lot of survey work generally, so I'm happy to be helpful. Tamieka...

- Hi. I just had a question specifically about the public comment link. Is it our responsibility to share, or are there others also sharing that link for public comments? Like, is it posted somewhere else? Like, how else is that link being shared for public comment?

- So I know the public comment has been put in the chat. To answer your question, Tamieka, that has been shared broadly by avenues at the Department. I know that committee members are also sharing, whether it's through their social media kind of networks, whether or not it's a blurb or a post, or something that you want to share with your, you know, different internal kind of connections and so forth, that's definitely something that we encourage you all to share broadly.

So, absolutely.

- Yeah, I'll just say I saw someone I think from maybe the Appalachian committee, like, put it on Twitter and some other things. I've not done that, so I'm slacking as your chairperson here, but I did note that someone else did, and I thought, oh, I could do that, except I try to never say anything on Twitter. But that's one idea, if that's a thing you do. I might do it on LinkedIn. And then, I've been sort of thinking about some just different networks or folks I know, like at DCPS or at the SEA here, or in Montgomery County, because that's where I actually live, like Tamieka.

Anyways, so I think it's just kind of send it around. All right, I'm looking at our time here. I think we're ready, Janice, to just quickly walk through the SharePoint files. That might be helpful for folks because there's a ton of resources here.

- Okay, this is just a snapshot of the architecture in the SharePoint folder. And perhaps some of you have already visited this, but we want to make sure that you have a feel for it, you know, what's available. Feel free to of course access it, and add things to the folders.

That's the way you guys will share information, and that's the material we'll draw on. You'll see there's something there for public comments will go in and it's just an orderly kind of setup. If you have questions, or you want to know where something is, Liz or Esley are good sources on how to find things, or where to put things.

But this exists as a resource. And I'm going to pull it up here again. You'll see, yeah, you'll see, I was going to say, this is history here that you guys attended the orientation meeting, and you'll see there are materials in the various folders that reflect in an official way what happened at that meeting.

And the next slide includes this meeting. Oh, that's still the orientation, yeah, and the ethics primer, and the agenda, since there were two sessions for that.

And then, the next slide... Here, of course, are the profiles, and you'll see that there are blank folders there, sample jurisdiction, sample jurisdiction. That's if data come in that specifically talk about a district or something special that's, you know, like another area besides the state, those would be there, and of course the labels will be updated.

And here we have the two official meetings. For each one, of course, there'll be the agenda, and a recording of it when it becomes available, and a transcript, and then a meeting summary. So both meetings will be fully documented on what happened, and a little bit of what was the result. Here are the needs sensing materials.

There some guidance about how to do these sorts of things. Although, you know, a lot of you have expertise, and Liz mentioned she does this kind of work a lot. So there will be instruments there, and also notes taken from what has happened in an official way.

And this, of course, is the Public Comments folder, so that's where you can go and see what members of the public have submitted on their own. And then, that's specific about the need sensing materials, and then the next slide has more detail about the subfolders.

And of course we'll be tracking everything. The federal government requires that, and they'll be doing it as well. So that kind of documentation will be available to keep track, and report on how this is all unfolding. Now, to help the production of a report, there will be a template.

And the idea of the template is to make sure that across the regions, the Secretary of Education receives input that's appropriate for each region, but also is comparable across regions, you know, it's easy to accumulate and draw on.

And so there'll be a template and a draft as this work unfolds, and then the final report. Which I think right now is scheduled for November, but Esley will update us on the new dates. And here for resources, there's contact information, of course, and then other resources that you just may need.

And if there's something else you need, Esley is your point of contact, and of course copy Liz on things. But Esley, as our Designated Federal Official has the overview and the power when it comes to the SharePoint folder. So, here's just a general sense of how to proceed next.

When you have questions or suggestions, reach out to Esley, and copy the Liaison, because you'll be working with her and with Liz to make things unfold in an orderly way. And then, access the folders for shared materials. As you recognize from your briefings, this is not a time for one-offs and off-the-record kind of conversations.

These are the official ways for us to share information and thoughts. And here are the reminders again. And once we find out when the new Meeting 2 is, and that has to be published in the Federal Register, we will receive information about how to register, and then that will generate the links and all.

You're going to get a copy of things, and once the need sensing matrix turns into an action plan, of course you'll have a copy of that. Looking at our time, Janice, thank you so much for that information. We have a couple of minutes, so as Janice had stated, I'll be in touch with revised Meeting 2 dates.

Just in terms of next steps, you know, as I had said previously, we will be debriefing on Monday, so you can look for information coming your way. Everything from the meeting chat can be saved, and we'll be sharing that out for everyone to reference as well.

And we'll also be, you know, adding things to the SharePoint in the coming days as well. So we encourage you, please provide us with additional data that we might want to tap into, we can get that uploaded to SharePoint. So please send an email to Janice, Carol, you can copy me on that, and also Liz, and we'll quickly notify you when new things become available.

Let's see here... We can also take what you all have put in the meeting chat as just a first kind of stab at being able to kind of narrow down a lot of what kind of came up in this meeting. So I just want to thank you all again for such a productive meeting. I second what Liz said, this group is just...I'm really looking forward to working with everyone over the next month.

You guys are a powerhouse. I couldn't ask for a better first meeting, and just appreciate you all, and your engagement, and all your thoughts and perspectives being shared. Liz, before I close things out, or anyone else, any final comments?

- Thank you to everyone for showing up, being willing to work and discuss. And you know, still a tight timeline, even if we have a little bit more time than we had originally been told, and I look forward to being in touch with you all over the next month.

- Great. Thank you all for your service. So with that being said, I move to adjourn the meeting for the Regional Advisory Committee meeting for the Mid-Atlantic region. I'm going to ask committee members to concur by stating aye. You can come off of mute.

- Aye.

- This meeting is adjourned on September 7, 2023, at 12:30 p.m. Thank you all, talk to you soon.