

RAC- Northeast and Islands

September 8, 2023

- [Sarah] Welcome, everyone, to our calling this meeting to order. This is the RAC for Northeast and Islands. It is such an honor to have everyone here today, and we're really looking forward to spending time working on the different needs-sensing, and issues related to this region. I'm going to do a quick roll call.

So please, if you are here, RAC members, say "present." Karen Brown. Daniel Chuhta.

- [Daniel] Present.

- Danielle Colterman.

- [Danielle] Present.

- Lauren Goldenberg.

- [Lauren] Present.

- Welcome. Carolyn Kielma.

- [Carolyn] Yes, I'm here.

- Awesome. Ed Lambert.

- [Ed] Present.

- David Little. Charles Lloyd.

- [Dr. Lloyd] Yep, I'm here.

- Kevin McGowan.

- [Kevin] Present.

- Robert Powers. Kelvin Roldan.

- [Kelvin] Present.

- And Dr. Nelson Soto. Oh, sorry, I missed one after that. And last but definitely not least, Donna Thompson-Bennett.

- [Donna] Present.

- Wonderful. Well, welcome, everybody. So, I believe we have a quorum, so that's good. Let's take a couple of minutes to introduce yourselves really quickly, we only have a few minutes, the members, and your organization, and the stakeholders you represent.

Let's go through the list alphabetically, like I just did the roll call. Karen Brown... Okay, she must be... We'll check if she's in the outside room. Daniel Chuta?

- Good morning, everybody. I am the Deputy Commissioner for the Maine Department of Education.

- Wonderful. Welcome, Daniel. Danielle Colterman?

- Hello, everybody. I am a principal in Northern New York, at Brasher Falls Central School District.

- Wonderful. Lauren Goldenberg?

- Hi. I work in the research office at New York City Public Schools.

- Carolyn Kielma?

- Hi. Yes, I am the 2023 Connecticut Teacher of the Year, and I am a 6th-grade middle school teacher. I teach science at Bristol Arts and Innovation Magnet School.

- Great. Wonderful. Ed Lambert?

- Hi, my name is Ed Lambert. I'm the Executive Director of the Massachusetts Business Alliance for Education. We represent over 31,000 employers across Massachusetts, advocating for high-quality educational experiences for all students, and bringing the business voice to ED policy issues.

- That's great. Thank you. David Little? Dr. Charles Lloyd?

- Hi, everyone. Chuck Lloyd. I'm currently the president at White Mountains Community College in northern New Hampshire, and then October 1st I'll be the Vice-Chancellor of Community College System of New Hampshire.

- Impressive. Kevin McGowan?

- Hi, everybody. Kevin McGowan, Superintendent in the Brighton Central School District, upstate New York. A variety of leadership roles in our state organization, and the National Governing Board for AASA, and the AASA Superintendent of the Year 2023.

- Wonderful. Robert Powers? Okay. Kelvin Roldan?

- Hello, everyone. Kelvin Roldan, Deputy Commissioner for Systems Transformation in the state of Rhode Island. Hello.

- Dr. Nelson Soto?

- [Dr. Soto] Hi. Nelson Soto here at BC University, present.

- Excellent. And Donna Thompson-Bennett?

- Greetings, beautiful people. I am the parent of Ahmaud Bennett and Nyla Tucker Bennett, and one is in 2nd grade, and one is a junior in high school. I am here as a parent representative out of Connecticut, and I also, my other full-time job is as the Executive Director for the National Parent Leadership Institute.

- Well, I am honored. This is a great panel, so many great experiences. I'm a New Yorker, so I feel a deep affinity. I grew up in Queens. Lauren, the Chair, who we are very honored to work with, and I were discussing some New York-related shares, so that was wonderful. Anyway, I'm really looking forward to working with you guys in the coming weeks.

And we are going to kick off this meeting with some...I'm going to hand it over to my... Well, first I'll give you a little objectives, and then I'm going to hand it over to the Liaison for this group call, Adrian. So just some overall objectives for today, we're going to review educational data from each of the regions, and also some of the public comments received.

You'll hear about that later, discuss sort of your initial observations regarding critical education needs. And this is a great group, I can already tell, that's going to give us so much good information. And then kind of identify clear action

steps to be completed. You know, as we gather this information, you know, we all know that there are some critical needs around the country, and this region has definitely...we need to prioritize some of those needs, and talk about them today, so I'm really looking forward to that.

Next slide. Thank you. And again, kind of breaking down the activities, we're going to review the profiles, the needs-sensing exercise. Then we also have resources on SharePoint, and next steps. We're going to create a needs-sensing matrix, determine action plans, and then prepare for the second meeting.

So, stay tuned. So, I'm going to hand it over to my lovely colleague with MSG, Adrian. Do you want to say a quick hello? I don't know if you introduced yourself officially to the group.

- [Adrian] Yeah, thank you, Sarah. Hello, everyone. Good morning. My name is Adrian Larbi-Cherif, and I am a researcher at the Manhattan Strategy Group. And it is a pleasure for me to serve as the Regional Liaison for the Northeast and Islands region. Thank you all so much for taking time out of your busy schedules for this very important work.

I'm looking forward to getting to know you all in the coming weeks, and providing any logistical and technical assistance support in the needs-sensing activities. For this meeting, we are going to quickly review the information that was in the regional profiles, which can be found on SharePoint.

This will provide you with a chance to see what is happening across the individual states, but also give you a sense of any trends or patterns you may see within your region, along with any differences. As mentioned in the orientation meeting, we could not cover every topic area, but we wanted to give you a flavor for some of the more pressing issues facing our education system. We will scroll through the regional profile as I summarize what can be found in each section, and I encourage all of you to take some time to look through the data, if you haven't already.

So moving on, if we could share the screen... Thank you, Tara. So in this first section, the data corresponds to the regions, districts, and schools. Based on the most recent numbers reported from the National Center for Education Statistics, we have listed the number of operating districts, public schools, charter schools, and private schools for each jurisdiction in your region.

This is followed by the number of students enrolled in both traditional public schools, and charter schools, which is also disaggregated into pre-K through grade 8 enrollment, and grades 9 through 12 enrollment. The number of students reported to be enrolled in private schools is also included here. Next, we have included disaggregated data for 3 to 5-year-olds enrollment in public elementary, and secondary enrollment by race and ethnicity.

Digging a little deeper into the region's geography, we have provided disaggregated data that shows the number of students enrolled based on urbanicity by geographic region, such as city, suburban, town, and rural. In the third section, this is followed by information about specific populations, including English language learners, students eligible for a free or reduced-price lunch, and students qualifying for special education services.

We have also included data from the United States as a whole in these tables so that you can see how your region and jurisdictions compare to what is happening nationally. We then jump into graduation data, which includes the total adjusted cohort graduation rate, or ACGR, for four-year cohorts.

The disaggregated data are provided for students with disabilities, English learners, economically disadvantaged students, homeless students, foster care, and students enrolled in private schools. Adjusted cohort graduation rate information was also available by race and ethnicity, which is provided in this table.

Next we have student academic information. So to provide the best comparison data, we included results from the National Assessment of Educational Progress, also known as NAEP. This data corresponds to the 4th and 8th grade mathematics and reading results, and I believe this is from the most recent NAEP assessment.

Following this, there is non-academic data, such as information related to out-of-school suspensions and expulsions. Other non-academic data includes information about students who brought firearms to school, and percentage of students who reported being bullied, either on school property or online. Again, national data has been provided as a point of comparison.

We have two more sections. The penultimate section here that we're going to discuss is the regional profile on teacher information. So this includes information on public teachers and pupil-to-teacher ratios, as well as the

number of teachers in private schools. We also looked at available data regarding teacher qualifications in teacher preparation programs.

This includes degree levels and years of experience. And although recent data on qualifications was not available, more recent data was available about the percentage of teacher candidates who were enrolled and/or completed a teacher preparation program, including those who are enrolled in traditional programs, and those who are enrolled or completed alternative programs.

The alternative programs were also noted by whether the program was based in an institute of higher education or not. Last, the profiles end with a large table covering many financial resources of each jurisdiction, including federal, state, and local revenue sources and current expenditures.

Expenditures are provided by total expenditures, and further broken down by expenditures for instruction and support services. Brief information is also provided about Title I spending, and salaries, wages, and public benefits are also included.

Thank you, Tara. Next slide, please. So, I know that was a lot of information. We'll have some time to dig into that throughout today's presentation. The purpose of the RAC, the Regional Advisory Committee, is to identify priorities, educational priorities in your region that you all find to be most pertinent.

To do so, the RAC must address the question, how can we identify the highest priority education needs of this region, and how those needs may be addressed through technical assistance activities. So up on screen, there are more questions for consideration. So for instance, how to ensure that all students achieve academic excellence, and have access to effective instruction?

How to ensure all students and communities have educational resources they need to fully participate? How to ensure an outstanding, well-paid, well-supported, and diverse educator workforce is present? And how to support the well-being of students, teachers, and school communities? Thank you.

Next slide. Okay, so up here, presented on the screen, we have some overall reflection questions that we would like for you to consider. The regional profiles we have provided are to give you a sense of what is happening across your region. We know that you may have access to other datasets, or be aware of other areas of priority.

These regional profiles are to help aid your thinking, and we have presented on the screen some reflection questions to help you think about what the data means to you, how it resonates with your experiences, and who you're in touch with, and how it can be used to support needs assessments activities.

It's also important to consider what other information you would like to gather to help with these needs-sensing activities. At the beginning of the profile, there are a set of reflection questions to help you think about how to use the data provided, and what may still be missing. And prior to all of us jumping on the call there was some discussion and activity around those reflection questions.

So as it is up on the screen, the reflection questions that we would like for you all to consider in this meeting and in the coming month, what is the overall reaction to the data presented? Is it what you expected? If not, what surprised you? What other data would you like to have, or need to better understand the needs?

Are data available at the state level, or do you have access to other data? And how can the needs assessment help you attain this data? Next slide. Okay, thank you all so much. So, we're getting close to the discussion portion of the meeting. I just wanted to go over some of the public comments that we received, and then I will hand it over to Lauren to guide the discussion.

So...

- Thank you, and sorry. I think it's like a little bit of information overload. If it's okay with you, if we could review, like just kind of get these top level comments on the profile, and then go to the public comments, if that's okay. I don't know if others are feeling that as well. But it does say discussion, and review comments, and then maybe we could talk about the public...I mean review the profile, overall reflection, and then public comment.

Is that okay with you, Adrian and Sarah?

- Yeah, that's fine. Do you want to kick off the discussion, Lauren?

- Yeah, yeah. So I'm like you guys, a member of the Regional Advisory Committee. I represent a large urban district that happens to be New York City. I work in the research office, and I work with data all the time, as I'm sure you do in your roles, in various ways. So, why don't we start with this overall reflection question, kind of what's your overall reaction to the data?

And we don't have to delve into every question, but just a pulse check on where you feel...like, what you're thinking and feeling right now. Like, did you jot down any comments as Adrian was going through? If you had a chance to review it beforehand, maybe you have some kind of reaction on what's there, or perhaps what's missing. And just

[crosstalk]

- So, we have some hands raised, Lauren, if you want...

- Oh, great. Okay. I didn't see the order that people raised their hands, so on my screen, Daniel is the first one on the top, so why don't you start, and then we'll go from there. Daniel, and then Danielle.

- Thanks, Lauren. Also, Zoom, a handy little tip, keeps us in order as we raise our hand. So I just had a quick clarification question on one of the charts, just to get an understanding of the data. Maybe, Adrian, you can help with that. It's on the student enrollment information chart early in the document. And I was just hoping that you could clarify for me, as I was looking at the main line, the total was 173,000, but then the pre-K to 8 and the 9-12 combined don't add up to 173,000.

And they're also two different years apart, but I don't think we have that many people move in. So it's not really a reaction question, just a clarification question about the chart.

- I was just going to share...

- [crosstalk] - Oh, I apologize.

- Oh, sorry. Sorry. For which state? Which state is that? I can double check. I can double check that data. Thank you.

- Yeah, my...I'm in Maine. It just has the total enrollment less [crosstalk] than 9 through 12 enrollment, so...

- Okay, thank you. I will double check that, and make sure that that is correct.

- Thanks.

- Danielle.

- Thank you. I just wanted to share with the group that this week was opening first week of school for us, so it's been extremely busy, and when I received that data, it was certainly not at the top of my priority list. So I have not had a chance to review it in depth, and as we were scrolling through, that's not really the best way for me to process data. So, I just feel like I need time to look at the data.

- Thanks for that, Danielle. That's exactly... This reflection, this pause for reflection is to exactly say, like, where we're at, so thank you. Anybody else want to add anything, or pose any questions, clarifying or otherwise? Go ahead, Ed.

Oh, sorry, Donna, and then Ed.

- I had just shared that the data was basically what I expected, there were just a few surprises. Like, I was surprised at the number of districts in New Hampshire. And then it was a little confusing, because when it came to some of the demographic information, it didn't seem to have as much diversity, but then they seemed to have a large population of English language learners.

So, I just, it was just...it was a little confusing for me to understand where it seemed like there was minimal diversity, but then there seemed to be a higher number in terms of English language learners, so I'm thinking that there is definitely some race and ethnicity diversity there. And then the only other thing that I wanted to know in terms of the data, in terms of teachers in districts, I think something that we need to understand is diversity of the actual education staff in terms of meeting the needs of the learners in our region.

So, that was my wondering.

- Thank you, Donna. Ed?

- I want to echo what Donna just said about the diversification of the educator force, to the extent that data is available. And I would only ask, and again, I haven't had a chance really to kind of go through it, and saw it briefly. I thought there was a lot of the data that one would expect, and good data around both student achievement and demographics, etc., but I wonder if you could speak to how much of the data might reflect postgraduate outcomes, college, college outcomes, career outcomes.

A lot of what we're focused on is college and career readiness, the potential for redesigning high school, and some data around that, to the extent that it's collected. I know that in Massachusetts they have some of that data pretty readily available, particularly the labor market data, and whether or not we could tie that back to some of this work I think would be helpful.

So I don't know whether or not you gave any thought to take a look at that, or maybe it's in there, and I just haven't had a chance to comb through it.

- Adrian, do you have a response to that?

- I think that that's, yeah, a very valid comment, but I think that, like, when we were collecting some of this data, we were focusing more at the pre-K through 12 level, and I think that's very pertinent, to also think about what happens after a high school graduation.

So I can think more about that, and think about how we can provide some of that data. Thank you.

- [Tara] I'll jump in here, too. This is Tara Donahue. I'm also with MSG. And so the profiles were from the National Center for Education Statistics data tables that we were able to pull, and our goal was to get all the RACs very similar information, so you were working from the same baseline information as you come into this Meeting 1 to think about what your priorities are.

So this is really just a starting point, and talking about career tech and workforce development is not included in the data that we've looked at so far, but that's for your discussion today, to figure out what's missing, and what else you want to do, and what additional priorities you may have. And then we'll work with you to figure out where you need to find that data, and then analyze it. So, yes, if it's not there, that's perfectly fine, because we want you to have the discussion about what is priority for your particular region that may or may not have been covered previously

[crosstalk]

- Thank you, Tara. Thank you. Nelson?

- Hi. I was just a little concerned when I saw that the public comments are in English. I didn't know if there was going to be a chance to have that translated or not, especially for Puerto Rico. Otherwise, you're just going to have an elite

that's going to respond to that, and I don't think it's going to be a fair representation of the island.

- Thank you for that. Let's come back to that when we, the next... It's a very important point, and we'll address it, we'll have Adrian and U.S. Ed address that when we talk about public comments. Kevin...

- Thanks. Same thing in terms of what Danielle said, time just to review that. But I am curious in terms of doing a needs assessment, and thinking about, you know, what our region's needs are, and I don't see data regarding mental health supports for students, or access to a particular support programming that, you know, would be identified as supports that help kids be successful.

So in other words, we have financial resource data, we have socio-economic data, race data, enrollment data, but just access in the region to those types of programs, it would be helpful to know what that is before making recommendations around what the needs might be.

- Thanks, Kevin. I want to note that Kevin, Carolyn...and Kevin and Carolyn echo what Danielle said about a lot of information, and needing time to process. So that's why we have an hour-and-a-half-long meeting, so that we can process together. And Donna mentioned in the chat that the state of Connecticut has a dashboard for educator race and ethnicity demographics, which is great, and also workforce data and labor data is something that we're working hard on in New York City, so I echo that comment as well.

All right, thank you for participating in this, like, initial commenting. I think, Kevin, you still have your hand up. But I think you just forgot to put it down, or do you have another comment? You're good? Okay. All right, back to you, Adrian, for giving us the overview of the public comment.

Thank you, everybody.

- Yes, thank you. Thank you, Lauren, that was definitely important to pause there. So as of September 7th, 2023, the Northeast and Islands region has received 11 public comments, and I'll just go over some of the public comments, and then summarize them at the end. So respondents identified themselves as like, we had two educators who provided comments, one person from a local education agency or school district provided comments, and then

one other stakeholder, I don't know what that means, and then seven parents also provided comments.

So for public comment box 1, the public were asked to provide one or two educational needs within your region that the RAC should prioritize. A lot of these came out and focused on developing literacy. So, one comment was using approaches to teaching reading that align with the science of reading, and supporting educators and administrators with roadmaps and building knowledge, selecting evidence-based instructional materials such as the Reading League's curriculum evaluation guidelines, coaching, developing systems to support instructions held such as multi-tiered systems of support, and streamlining initiatives to ensure funding, PD time, and human capital are used efficiently.

Thank you. And Tara provided a link in the comments to the public comments, if you would like to follow along. The second one relating to this, educational needs are difficult to address because of social problems and inequities.

So this hints at, like, broader societal issues. Even if the majority of staff for the city school district work or live outside of the district, it is unrealistic to expect educational standards to be met until the drastic inequities and social disparities between the city and the surrounding areas are met. There's a stark difference in the composition of ethnic makeup in the city and surrounding districts.

Onto the next comment, someone commented that models for evaluation program for academic recovery and acceleration, such as acceleration academies, summer learning and tutoring. So, how to evaluate some of these programs that came in in the wake of COVID?

Another comment about ESSER-related evaluation strategies, and how to collect program implementation information, such as which information to use, which is incredibly pertinent given that access to ESSER funds is closing as of September 2024. In the interest of time, I'll jump to public comment 2.

This question posed to the commenters was, why do you believe these are the educational priorities that your region should address? The top comment here, while there are many factors that contribute to students' literacy outcomes, ensuring instruction and materials across grade levels and tiers of instruction or research space is something the schools can and must do to support positive literacy outcomes for students.

Next, there has been a cycle of failure. Educationally rigorous academic standards have been put in place, and evidence has shown with intensive support and upkeep, they are effective in helping close achievement gaps. However, after those gaps are closed, these intensive supports are pulled, and gaps widen, and the cycle repeats.

By addressing social problems, or significantly extending intensive support, it may help improve circumstances and outcomes. I think that's been an ever-present problem in education research. Once again, moving forward to public comment number three, that question, what information can the RAC collect about these priorities to better understand and address the needs?

Someone commented that there are all no-cost resources that have been grant-funded, that have been developed to support an understanding of reading research, what we can glean from it, and what we can glean from 50 years of learning about reading. I just lost it...

And then, sorry, after October 2nd, more resources will be available at no cost on the Reading League Compass, a new section of TRL's website, and we can find some of that information. Surely you have the means to analyze and determine if ongoing supports may be in fact better for and more fiscally beneficial for the districts most affected by the dysfunctional cycles, and then repeating these patterns that fail to serve our students.

Third, RACs can collect and create practice guides and tools for implementation data collection, provide training sessions and technical assistance to school districts to model best practices. And last, public comment number four, people were asked to provide any other comments about educational needs and how they could be addressed.

We had Carrie from the Reading League, thank you, Carrie, for your comments, she commented that, "I help facilitate conversations among state leaders and interest groups on this topic through my role at the National Nonprofit Organization, the Reading League. If I can ever be of support, please reach out to me at carrie@thereadingleague.org, and I can drop that in the comments."

Last comment [crosstalk]

- So, Adrian...yeah, okay. I was going to say, Adrian, I think we need to get to the discussion part. So, if there's anything high leverage that you think we...

Because we can scan that, because you're reading from the public comment. Maybe you can drop in the chat the document so everybody can access it. Or I can do that

[crosstalk]

- Yeah, it's been dropped in the comments. Thank you.

- Okay, great.

- So, the last comment I was going to say there was like, our students need life skills, and our communities need to be able to embrace the community and familial supports in order to improve our outcomes for the individuals, and our fellow countrypersons. And so just to highlight some of the themes really quickly, literacy was highlighted a number of times, which also makes me think about what people are noticing with regards to, like, mathematics instruction and achievement.

Parent and community engagement was highlighted, meeting the needs of special education students and English learners. Non-academic factors also were highlighted, such as social and emotional learning, and it was also mentioned earlier in this conversation, about data relating to those support services. And also, program evaluation came out as a key theme, which is pertinent in the wake of ESSER funding starting to wind down.

Thank you.

- Thanks, Adrian. So Adrian, you are on the agenda for leading the needs-sensing exercise, but perhaps before we launch into that we can do a little member checking, like we did for the profiles, so that people can respond.

We already had a very important comment about the public comment being in English only, and you know, maybe you could speak to that a little bit, and then we'll open it up for other reflections on the public comment process, and the public comment content. So, Adrian, do you have any...or does anybody from U.S.

Ed or Manhattan Strategy Group, can you say anything about the languages available? I mean, I really appreciate that comment. I can't remember who said it.

In New York City, we have nine official languages, and we translate all surveys, opportunities for public comment, and communications to families into our nine official languages. So if U.S. Ed does not have an opportunity, especially since our region includes Puerto Rico, to submit comment in other languages, that's something maybe that we can rectify.

- Yes, so and just in general, because I know this has come up in other meetings too, about the timeline for the public comments, they will be open up to 48 hours prior to Meeting 2. So this is a living document, so we will be providing you with the comments that come in over the course of the next few weeks.

They are on the SharePoint folders. I see some people are not able to access the link, so we will figure that out, and get you access. Yes, we will work on translating the services, making Spanish the number 1 priority to make sure that everybody from the Puerto Rico region is able to access it as soon as possible.

And if you have other requests for the translation services, just if you could pop us an email, and we will figure that out. That would be very helpful. Thank you.

- So meaning other suggestions for languages? Because I can give you the nine New York City Public Schools official languages, if that would be helpful.

- Yeah, go ahead and share that with us, and we'll figure out what is feasible, and what we can do with that. I do appreciate the comment, because we do want to include as many stakeholder groups as possible, and do not want to leave anybody out. So we will, like I said, rectify that, and make sure that we are representing as many people as possible.

And yes, public comments, we are still collecting them.

- Yeah, so a couple of points about that. So somebody asked, just to go to a previous comment, are we able to tell what state the public comments come, or is it just from the region?

- They are asked to input what state they are. It's a drop-down menu. So yes, we can pull that for you, too.

- So I would suggest, it seems like people filled it out, like the person...like Carrie from the Reading League, it would be helpful, I think, to see it more as a table, because it's the same person going across, and they're referring to their

previous comment, because there's four fields. So, that's a suggestion for formatting, to make it easier, and to put in the state.

So other comments, I mean, I have a lot of ideas, but as the Chair, I don't want to monopolize. I want to invite you, please raise your hands, and I'll call on you in order, any other additional reflections on public comment? Now, while you're thinking about that, I will say I drafted an email to my research colleagues in different national groups to encourage them to disseminate, for them and their colleagues to give public comment.

So if working on some boilerplate communications that you can then tailor for your networks would be useful, let us know.

- Okay, Nelson, you first, and then Carolyn.

- Thank you. I need help with structure here, because I'm a little all over the place, the way how these public comments are going. Based on the first meeting, I thought we were going to have boilerplate communications. So again, I want to go back and truly understand, are we sending this on the behalf of... What is the process?

I'm not clear where we're going with these public comments, and how we're going to disseminate... Because I don't want to, for example, send it out on me on Albizu letterhead, where I work. So, I need a little bit more structure here. And somebody also asked, are we still collecting public comments, etc? So maybe somebody from MSG or U.S.

Ed can share with RAC members a little bit more about the public comment process, and our role as members in disseminating that opportunity.

- Sure. Okay, so yes, the public comment process will be open up to 48 hours before Meeting 2. So that will be ongoing. We will be collecting the data a couple times a week, and we'll get a table then together, you know, and we'll probably just export it then to Excel, if that's the best way, so you can see across the fields, and do it that way.

As far as the communication, I believe you received, when the link to the public comments came out late last week, there was some information in there about how to present this to your stakeholder groups. If there are specific groups that you want to collect information from, and would like some help with redrafting

how you want that communication to look, yes, we can definitely assist you with that.

- I just want to piggyback on what Tara said. I will send you guys, following the meeting the link again. I know there's been so much correspondence, so hopefully that will help. I know people are getting access to SharePoint. We're going to get everyone squared away.

I shouldn't make promises, but we're going to do it. But yeah, I'll send you... And there's also some suggested language, if you want to share it with various stakeholder groups. So I will get all of that to you after the meeting, and hopefully that will help, Dr. Soto, and so we can create some more structure to this for you. And I'm sorry, Carolyn, that I interrupted the line, if you were next.

- Yeah, Carolyn is next, and then Donna.

- Yeah, I think I just echo the same thing that Dr. Soto was saying. I just, I'm not sure how I should be disseminating these public comments. Like, I have the link to make a public comment, but I don't think I'm supposed to be the one making the comment, and I'm not sure, do I give that to my superintendent? Do I have them disseminate it? But it shouldn't just be my district who is getting this ability to make public comments, and I'm not sure...do I give it to my Commissioner of Education at the state level?

I'm not sure who my stakeholders should be. Should it just be my entire state? And how to go about that? And also, I'm frustrated that I can't see the comments that are coming in. I know that we're working on the links, but that link that I clicked up there said I don't have access. So, I'm wondering if it can be put in the same place as the rest of the data? Can we put it in the SharePoint folder so I can get to it?

- It is in the SharePoint folder, Carolyn. It's...

- Where is that?

- I'll tell you, because I just found it myself.

- Thank you.

- Yes. So, it takes a while. Like, there's a folder structure, and it takes a while to understand. It's under Folder 5, Needs-Sensing Materials, and then there's

Folder 4, Public Comments, and then there's another folder called Data Files, and then there's another folder called Data. So it's a little bit buried.

- Yeah. Okay, I got it.

- So, that's where it is.

- Could you repeat that...could you repeat that one more time for me, that lineage there?

- Sure, sure. And I'll see if I can...no, I can't copy it. It's Needs-Sensing materials...

- Okay.

- ...Public comments...

- Okay.

- ...Data files, and then Data, and it's in that folder.

- Perfect.

- And Adrian pointed out that actually, in our PowerPoint, this is a teaser, we're going to go over the structure of the folders. And maybe we want to reorganize that a little bit. But this is good. I know we want to create a kind of structure, and get some of your initial thinking, so stay tuned. We'll go through it again, in case you'd like to hear some of the good tips that Lauren gave us.

- Yeah. So I mean, I have the advantage of Sarah, and having a pre-meeting with Sarah and Adrian so I could understand what my role as Chair would be, so I have a little jumpstart on you guys. So we're going to move now into the needs-sensing exercise that one of our colleagues put up on the screen, and I think that this is related to the public comment discussion.

It's what Carolyn said, like how are we supposed to get...and Carolyn and Nelson and others, how are we supposed to get public comments from people? So public comment is one avenue for people to give their...to contribute their ideas about what the needs are in the region.

What I understand our role, as Regional Advisory Committee members, it's to do this kind of needs-sensing exercise, and decide what additional data we might need. That additional data then will be supported by our colleagues in

U.S. Department of Education, and Manhattan Strategy Group, in collecting this additional data.

We have a short timeframe, but so that we're going to move towards this quickly. It's what stakeholder groups do we need to get feedback from, or more information about needs-sensing? What are the areas of focus and priority? And then, what types of data can we collect? So public comment is one kind of data, and then they can assist us also in some kind of surveying, and focus groups.

So if we, as a group, decide that we need state commissioners of education, and assistant commissioners of education to weigh in, maybe there's a focus group opportunity to speak across states. If it's a different stakeholder group, like superintendents in our various regions, maybe that is a needs-sensing survey, and our colleagues can help us devise the survey, and then we can help disseminate it, and they can help us analyze it.

So let me pause there to see if you have any questions, before we move on into the actual needs-sensing exercise. Donna, you had had your hand up before, and I'm sorry that I forgot to call on you. But I don't know if you want to go back to what you wanted to say, or if you have a new thing that you wanted to say?

I just want to make space for that.

- Lauren, I think it goes to what you're saying in terms of the way we can collect data. It was related to public comment, but I am interested in learning about the focus group possibility. What I wanted to share and confess to my fellow committee members is that I wasn't sure either how we were supposed to do this, but then I just said I'm going to err on the side of we need to have some comments by this meeting.

So we did like, you know, a post via our Facebook, I think our Twitter, and also we did like a MailChimp, and Dr. Soto, we did it in English and Spanish because we know of, you know, the makeup of a lot of the parents that we work with. So I don't know who was the right thing, but that's what we did. We did a social media post.

And because I'm a parent rep, I centered it around parents, saying, you know, you want to have say in your child's education? The U.S. Department of Education is seeking public comment. And then, we also said that it was a focus for the Northeast and Islands, but because our work is national, we said no

matter what region you're from, there'll be an opportunity for you to check off. So we might have contributed also to other public comments.

I mean, it's not a whole lot here. I'm hoping those parents came from our promotion. But I wasn't sure what to do, but we just did it. And we didn't make it fancy, but I can give you that, I think. I can probably... Or you go to our National Parent Leadership Institute Facebook page, you'll see how we promoted it. And we gave the September 6th date first, because we know we'd have the second opportunity to repost, and we're going to give the September or whatever date two days before our meeting as the due date for those comments.

- Thank you.

- That's awesome. Thank you. So Donna, if you can email Sarah and Adrian, they'll be collecting. And I'm going to do the same. I had already emailed them, to make sure I did the same thing of my networks of fellow research directors both in the Council for Great City Schools, and in another national network that I'm in.

Because it's not only about our region, it's public comment for all regions. And I pasted in the language that we used as an example. Again, it's not me as an individual, it's not me representing my organization. As somebody said, you don't want to put it on the letterhead. It's like here, I'm sharing...I'm serving as a member, there's an opportunity for public comment. So let's move into the needs-sensing.

So parents are definitely one stakeholder group. Let me just take just a moment to think about, I don't know whether it's... So I'm kind of conflicted with how this is set up, to be honest, to my fellow members. Sometimes I feel like locking us into a stakeholder group, it's not thinking about those big issues that we named a little bit in the data that we saw or didn't see, and in the public comments, like the themes, Adrian did some theming for us, and so there are some themes.

So, maybe we start with our...some kind of big buckets of things that we think we need to investigate more, and then we think about stakeholders. Is that okay with...? I see Adrian nodding, but I don't have everybody on the screen because there's screen sharing.

If you could stop screen sharing for one second so that I can see members, the people who are on camera? Does that sound right, to kind of... Yeah, if you could just give me a thumbs up or a thumbs down? Okay, I'm seeing a preponderance of thumbs up, so I'm going to go in that direction.

- So Lauren, to kick it off, a member direct messaged me I think by accident, but that's fine, to say that one of the topics they believe is a priority to kick it off is educational shortages, sort of educator shortages, you know, like the major issues around the country. I don't think anyone here will disagree.

So I thought we could put that on our list.

- So, let's save that. So if we can go to the actual...if somebody can share the screen of the actual document where they're taking notes for us, that would be good. So if you...okay, so area of priority. So we're going to start filling out areas of priority. So teacher shortages is there as an example, so there's educator shortages.

So that's something that I was thinking of as well. There's a bigger bucket of maybe educator workforce, and part of educator workforce is educator shortages, and I think we also talked about, somebody mentioned, diversifying the educator workforce. So there's how do we encourage teachers of color to teach, and retain them in teaching?

There's schools that are hard to staff, and there's shortages in particular areas. I know in our city, we have big shortages right now in bilingual education and special education. So anybody, I'm going to mute myself, please raise your hand, and say whether there are other topics in the educator workforce that you want to name.

Oh, and it's not only teachers. I also want to talk about diversifying the central office, and you know, the district offices, and state departments of education, which is something that I think we should think about developing our education professionals.

- Lauren, would it be appropriate to talk about compensation on one end, and also, you know, as the profession, but also funding for workforce pipeline on the front end? Is that appropriate in this [crosstalk]

- I don't know. Do you think that that's more of a... I mean, it's like a fuzzy thing. Is that more of a finance thing, or compensation is part of it? And then

you're talking about pipeline issues, and we have representatives here in higher education, so...I don't know. What do you think?

- Well, I'm one of those in higher education. That's why I ask is, you know, we're number 50 out of 50 states for funding higher education in New Hampshire. So some of the folks that are not going into the teaching profession, number one, we do not have the funding to do so, and number two, don't see the compensation on the back end to be able to pay back student loans, so aren't necessarily going into the field. So there's also the guidance and advising side of that, but funding and compensation more broadly I think is impacting the shortage.

- Okay, let's put it in. And then I see Kelvin has his hand up, and then Nelson.

- Hi, so thank you. Sarah, actually it was me who sent you the note, so thank you for sharing it. So yes, definitely educator shortages, and particularly in hard to staff areas. I know that we here in Rhode Island are experiencing significant shortages in pre-K special education, which I know is not part of the core necessarily that has multiple agencies both at the state level and federal government, but that is definitely a major area of need, as well as the typical hard to staff areas, you know?

And we're certainly experiencing shortages in math, for example. Thank you.

- Thanks, Kelvin. Nelson? Nelson, I think you had had your hand up, but I think you put it down.

- Oh, I'm here. My internet went out for a second there. I just wanted to bring up retention and talent development, so the idea of not just to get them in at the door, but how do we just let them stay, and they see that there's career opportunities within the teaching profession?

- I apologize, I'm responding without raising my hand. I think with that, you know, when we focus... I know there was funding available, and like, there was loan repayment or cancellation for people that were in certain areas in the past. And I think sometimes that is discouraging for other educators, and you know, they see that, but they're still battling.

So I know there are certain areas that we have shortages more than others, but if we're talking about funding and compensation, I think that does have to be a broader scope.

- Thank you, Danielle. And I want to note that Donna put some things in the chat. And Donna, I think I'm going to...this "authentically partnering with parents and families," I think we'll put that into a different bucket, because it's very big, and has many components. And I know you're an expert at it, so maybe we'll make that the next thing that we talk about.

Except that, so maybe safety and well-being, also part of educator development and workforce development? And then for, you know, students, it seems to be like that's a separate theme as well, the mental health and all of that. And again, I'm sorry, my focus is on K-12 education, and I'm sorry, I should be more inclusive because we're talking...I mean, pre-K to 12, but we're talking about also higher ed.

So let's move to authentic family engagement or empowerment. Maybe Donna, I can call on you to kick us off on that, and then others can chime in.

- Thanks, Lauren. I put it as a thing of workforce development, because we often expect teachers to partner with family, particularly parent leaders, in making sure a child is successful on their learning journey.

But as a part of their education, and becoming teachers and being certified, is it a part of development? Is it an ongoing part of the professional development classes that they receive? Because it shouldn't be assumed that just automatically, that people can do that, and to know how to do it authentically. So that's why I put it that the workforce development should include the how-to discussions on being able to engage authentically with parents.

And the reality is there's a lot of diversity and there's a lot of cultural competency that is necessary in order to do that effectively. So I don't know how we do all of that, you know, as a region, but I think it's important that we at least make space for consideration.

- Yeah, and I want to add, to bring in other themes that Adrian mentioned in the public comment, it's...you used the word "cultural competency" to do that, and you know, if we're talking about students with disabilities, students with dyslexia, that has to do with the reading, and English learners who come from a variety of backgrounds, that's super important for our new immigrants, asylum seekers, etc.

Okay, we're going to continue. We have about 15 minutes to continue with this needs-sensing, and I want to get to also stakeholder groups. So we've named now...I think we need to name mental health supports, which I think has been brought up several times in various ways.

Let me just look at my access to mental health supports, and that is for pre-K to 12, plus the workforce that is in education. And let's continue naming some things. Literacy.

Literacy, I view literacy as a civil right. People are talking about the science of reading, dyslexia, etc. I think that that is...I don't know if others feel that that's a need? We have a new initiative called NYC Reads in New York City. I'm going to pause for a second to see if literacy...maybe literacy and math, academics, is a topic that we could do some needs-sensing on.

Danielle...

- Thank you. I think literacy is certainly an area that would be a good focus. I think there's a big shift going on in that specific area in the field of education. But I feel like if our students are not at baseline and primed for learning, then it doesn't matter what type of instruction that they are participating in. So I really feel like, you know, the mental health supports for students and staff really would take precedence here.

I don't know if we're considering a lot of areas, but I would consider that, I just feel like I need to speak, I guess, very openly and honestly, because I feel like that is a major priority that is a roadblock to a lot of the other goals that we have in this field. The other big one that I'm sure is tied to that is student behavior, and like, parenting supports. You know, I think sometimes we don't have healthy boundaries and expectations at home.

And I think it's honoring the home culture, and letting them know that, you know, these might be the rules at home, but when you're at school, sometimes the rules are a little different, you know? We're not cussing in school. So I feel like those are some big pieces that I see in our region, so I definitely wanted to voice that concern.

- Okay. So, and let me refocus us on this is about what should be the priorities for technical assistance. So what I'm hearing from you is the State Departments of Education need to do more around these mental health behaviors, and home,

home-school connections. Kind of restating it, is that accurate, would you say, Danielle?

- I think that's a very general statement. I don't know that it's as comprehensive as I'd like it to be. It's such a complex matter, that I feel like it's really hard to hammer it down that simply.

- Because what we're talking... So just again, we're the Regional Advisory Committee that's doing needs-sensing for our region, around technical assistance priorities. So mental health supports writ large, and all these things that we're talking about sound like it's a priority for our region, and I could see in the chat that affirms that as well. One thing that you didn't mention, Danielle, that I know we think about a lot in our district is chronic absenteeism, which is like a flip side to to what you're talking about.

And I'm wondering whether my colleagues outside of large urban districts in the region... Or maybe it's not so much of an issue for higher ed, if chronic absenteeism, having toolkits around what are the positive things that schools and districts should be doing, that would, I think, be a real need for us as a region. Thoughts?

Okay, I see some agreement. And then for...I want to go back to something that I think I missed in the educator workforce development, but also the academics. I appreciate what you said, Danielle, about we can't get to the academics if students aren't ready to learn, and then others have said also staff need that support as well.

But in terms of the spectrum of pre-K through higher ed, and literacy in particular, and educator development, I think there needs to be more alignment, and maybe there's something to be done with technical assistance between schools of education, and alternate certification programs, and the science of reading, like evidence-based instruction.

That's my two cents of... I think if this is a pre-K through higher ed, I see our teaching candidates come not prepared with the knowledge that they need in STEM and literacy. Nobody has any feelings about that but me?

- No, I agree, Lauren. I agree with that. I think it's so important. Lauren, there was one thing that I wanted to just go back to.

We put, when we talked about family engagement, we put empowerment. I would pause on that, because part of the challenge of authentic partnership is the mindset of we actually give, or we...yeah, give power to people. The power already resides within, and you know, we tap into it.

And so I think if we could just, you know, frame that as, you know, family engagement, you know, as partnering...

- So you prefer "authentic family engagement and partnership?"

- That's it. Right. Because as partners, they're decision makers, all of that, and they're using their power, they're exercising their power. They're advocates.

- I'm going to bring that back to my district if I have an opportunity, because our...the division that handles that shifted to empowerment, and I appreciate what you're saying about it. All right, so it is 12:04, and I want to do a quick pulse check. Are there any important topics that haven't been mentioned?

I have a few, but I'm going to make space for you guys... Because I saw some things in the data that I have questions about. So, now's the time to get it out on the table.

- I saw that Robert had his hand raised.

- Thank you for that. Robert, hi.

- Hi. Thank you. And thank you, Lauren, for leading. Something that I just wanted to add to your point about other things we might have seen in the data, and it didn't come from the limited survey information per se, but maybe something around access to high-quality early childcare and education, because I think there's some wraparound with some of these themes that are already emerging on the sheet.

For example, you know, like literacy, and supports that go along with mental health and intervention services. So I did see in the data that there's an issue in a lot of areas in our region around access to high-quality early childhood education, and also it, you know, ties in with the teacher shortage issue for sure.

- Thank you, Robert. I'm going to... Kelvin has a question, and I want to, before we go to Carolyn and Nelson, I'm going to read Kelvin's question out loud, and ask my U.S. Ed and MSG colleagues to comment. "Will there be an opportunity

to add to the potential list after the meeting? I'd like to do some additional needs-sensing with my colleagues."

Sarah and Adrian?

- Yes, you can add some additional comments. This is a living document, so we're going to create lots of space, you know, in the timeframe we have to get inside information from you guys, from your colleagues, stakeholders, you know? Yes.

So, this is... Don't despair if you have a brilliant idea later in the day, you may add to these documents. So does that help? Everyone good?

- Yes. Thank you. Carolyn...

- Yes, two things. I am not sure who's taking notes, but just to follow Donna's comment, can we remove that empowerment from there? I fully agree with Donna on that one. It's perfect the way it says "partnership and engagement for..." yeah. I'm like, over here trying to scroll on my screen on your- [crosstalk]

- Adrian, do you...

You guys are fast talkers. I'm a New Yorker, I'm a fast talker too. So Adrian, you are welcome to tell people to slow down and repeat themselves.

- Thank you.

- Since you are incredibly graciously helping... But also feel free, Carolyn, to go into a document if you see, like if the language is a little...you know what I mean?

- I don't want to step on anybody's toes, yeah. Thank you.

- You too, Donna. Donna, you've got some really good wordsmithing, I can tell, your social media presence... Yeah, so we'll add to that. But thank you, Adrian and Carolyn, for noticing.

- Carolyn, did you want to add something?

- Yes, I'm sorry. And then also, in kind of what Danielle was saying, I echo what she's saying, and I also wanted to say that part of the mental health supports are...not necessarily mental health supports, but other supports

students need before they can learn is the feeling of safety, but also the feeling of full bellies.

So I really feel like we should have lunch for all. I really think that that's something that needs to be addressed. Some students, it's their only meal that they get for the day, their only healthy meal that they get for the day is our lunch that we provide, and I know that not all states and districts are giving free lunch programs, and I think that that's something that is really important.

I know many states do have universal free breakfast and lunch, but I think that as a nation, we all should.

- Thank you, Carolyn. And that's, yeah, and that's part of technical assistance can be helping districts and states figure out how to do it. Like we have a way, and lots of times other urban districts tap us, like how do we figure it out? And Maine does also, which is amazing.

So quickly, I want to mention enrollment. I'm surprised that that didn't come up. We've had a huge drop in enrollment. Maybe they're coming to your states in the region, or in the state... Maybe they're leaving New York City, and going to your states and districts.

- So Lauren, when you say enrollment, what do you mean by that?

- Drop in enrollment in many large urban districts. That might be an urban thing, and I know we have a lot of rural states. And I want to also recognize that Nelson put in a comment, and Nelson, you can go directly into the document, or Adrian, if you can add, there's kind of literacy in math, including technology and digital literacy.

And maybe virtual learning as well. The genie's out of the box, as we know through COVID. All right, so now, with our time, I mean, maybe some other things are finance... And we also heard evaluation, and finance, and maybe like return on investment, or linking spending to outcomes more tightly.

There could be great... I would welcome technical assistance on that in my role in my district. We work with the finance office, but our finances are not always tied to our outcomes. So in the next... Time check, it's 12:10, Sarah and Adrian, do we have five more minutes to wrap up the needs-sensing, and...

Or do I have more time?

- I'm going to go with five more minutes.
- Okay.
- Adrian, timekeeper Michelle, am I keeping us on track? My colleague Michelle volunteered.
- Before I...
- We're good.
- Okay, so five minutes. I'm going to let Robert have a comment, and then I'm going to move us to wrap up this section.
- Yeah, thank you. So, I was just wondering if folks would be amenable to maybe adapting that a little bit to enrollment changes or enrollment shifts? And the reason I say that is here in Massachusetts, our migrant population is up 80% in one year. And I know that we've been struggling in a lot of districts to understand how to best support our students who are new arrivals to our state, particularly those who are new arrivals to the country as well.

So, you know, I would love to maybe like ,look at some stakeholder information around, you know, how we can provide technical assistance around enrollment shifts, and particular, you know, demographics of students that may be new to a community, that we don't have the capacity to adequately serve.

- Thank you, Robert. I love that. And I hope, Adrian, enrollment shifts instead of, in our case, enrollment drops. And as you know, if you...I don't know what the news is by you, but in New York City, we have, like, 20,000 students who are asylum seekers this year. So even though we have a long history of having new immigrants, this is, you know, like an unprecedented thing.

And in terms of technical assistance, in the Comprehensive Centers they do address migrant. They have in the past had toolkits to address things like this, so this is a great comment. So now we're going to shift for a moment to wrap up, to which stakeholder groups are highest priority to get input from, not how, focus groups or surveys, because we don't really have time to process that.

But let's brainstorm, if everybody can, so that we get everybody's input, what are your priorities for stakeholder groups from your perspective in this region? And everybody put in the chat, list the stakeholder groups, and our colleagues will capture that and put it into our notes.

Chuck, you sent me a direct message. So, if you...I could copy and paste, or you can send it to the group, host and panelists.

- That was an accident. Sorry, I'm sending it to everyone.

- Yeah, no problem. I just wanted to let you know.

- My apologies.

- Really, it's no problem. Ed, can you say more about...not say, can you write more about how to access these business leaders?

Like, "business leaders" is very large, and unfamiliar to me and maybe to others in the education. Well, not unfamiliar... But if you could say more about the how to access stakeholders in the region, the business leaders, is there a group to access them, that would be helpful, I think.

- Yeah, I can do that in the chat. But I mean, I really...I mean, there are a number of organizations in industry sectors who, A, want to support schools with work-based learning opportunities, but also want to work with schools to ensure not only a strengthened, but a diverse talent pipeline for the future in ways that, you know, support future student success.

So there are a number of organizations that work through us and others to do that.

- If you can, as a follow-up to the meeting, put those into this document, which I think our U.S. Ed, or Manhattan Strategy Group colleagues will be sending out links to this document, or other key documents...

Because I think that the key for us in moving quickly, because you know that we have to do this super quick, so we're going to have some asynchronous work between now and the next meeting to develop some of this outreach. And to the extent that we can access, like, I think somebody on the call has a leadership position in the superintendents' organizations, and I know each state has them, so that's like a way to, if we develop a survey, and we want to get a wide range of superintendents because we have such diverse districts in our region, we can do that.

And that's the kind of thing that I'm thinking of, consortium, consortia for different kinds, like early childhood, and parent groups, we have the parent leader here, stuff like that. Okay, so it's 12:16, and I'm going to say thank you to

everybody for your engagement, and also your patience with this kind of ill-structured ask of us.

Because I think that we generated a lot of good ideas, and I'm going to look to our leaders to help us figure out what the next steps are.

- So Adrian, are you going to walk us through?

- Yeah.

Can you walk to the next slide, please? Thank you. So as we were talking about earlier in this meeting, and Lauren was pointing out where some of the resources are, you all should have received access to SharePoint files last week. If you have not, please let us know. This will be our key communication and resource hub.

We are leaving the files as Word documents on the SharePoint site, so you can insert comments and questions into the documents. And if it stays on the browser version of SharePoint, it should update live and in real time, kind of like with Google Documents. So since we will only be meeting twice, this will be our best way to facilitate continued discussion between Meeting 1 and 2.

We will be reviewing the comments, and putting together a synthesized version of the end results to help you prepare for meeting 2, so we will have more follow-up following this meeting. Here at this hub, we will also continue to finalize and upload various documents over the next couple of days. Thank you all for these initial discussions.

We wanted to make sure that everyone is on the same page before getting too far ahead. So, we'll quickly review what the SharePoint site contains. So as you can see on this first slide here, it's an overview of the folder structure. There are seven folders. We will provide a...

Sorry, can you go to the next slide, please, before I get ahead of myself? Thank you. So for the orientation meeting, you should have access to the agenda, the slides, the recording, and a full transcript and summary. Next slide, please. As you can see, like within the agenda and presentation, there are some of the ethics primers that were reviewed in that first orientation meeting.

Next slide, please. And so in Folder 2, we have the profile data. You have already accessed the regional profile, and we started to talk through that a little

bit today, in today's meeting. The National Disaggregated folder includes data that was disaggregated at the federal level. You may have access to more data at the state level, but we wanted to give you an overview of what the national data is just in case you want to use that as a point of comparison.

After today's meeting, we will also post profiles for each individual jurisdiction, which will include all the information included in the regional profiles, but displayed a little bit differently since only one jurisdiction will be covered. Next slide.

And so at that top level of the folder system, there's folders for Meeting 1 and Meeting 2, and here you can find resources for the agenda, the slides, recordings and transcripts. And in Folder 5, at that top level, there is an overview of the needs-sensing materials.

This is where most of the work will be completed. The completed needs-sensing matrix will live here, and we'll follow up more on that post-meeting. Next slide, please.

Okay, thank you. And so for the folders related to surveys, focus groups, and public comments, additional guidance is provided for each of these potential activities. And we've also discussed maybe throughout this meeting how to share the links for accessing public comments. Within these folders, you can also find communication documents, including outreach templates to stakeholders under the Communication Documents folder.

A checklist will also be provided for guidance for surveys, focus groups, and public comments. Sample instruments will also be provided that you can pull from, that will be in the Instruments folder, Folder 3 here. Right now we're focused on general questions, focused on overall priorities, but if you want to include an additional stakeholder group, or focus on a specific area, the Liaison or myself can help you create content for that instrument.

Once the data is collected, all information will be stored in the data file. I see Donna has a question, "So will these groups be transferred to our shared notes?"

Yes, we will share that information later. Thank you.

- I have a question.

- Yes.

- In your Public Comments folder, you said under the communication documents, I don't see any content there. Or is it just not there yet? That's what I've been questioning this entire time. Under Communication Materials, there's nothing there. The folder is empty.

- Tara, can you speak to that?

- Yep. Public comments is under the needs-sensing materials. There is a Public Comment overarching folder, and they're under Data.

- But I think Nelson was asking, there's nothing under Communications. So can you... Some of us, like Donna and myself, we created some communications in advance of this to try to generate some public comment, and I think what Nelson is saying, can there be some boilerplate communication text to borrow from? Nelson, if I understood you correctly.

- Well, I'm also saying that at the beginning, there was a statement that there was documents already prepared, I just don't know where it's at. I don't see it in any of these folders.

- When you say documents, do you mean...

- I was told there was communication documents already prepared at the beginning of this meeting. It's not in the Communication Documents folder.

- We don't have the, we're... We need to know what it is that you want to communicate first, and then we will be putting that language together for you. So if you decide you're doing a survey for...

- I'm confused. I think I'm trying to understand from the beginning... Let me be very clear. I'm not speaking French here. At the beginning of this meeting, we were told that for public comments, that you had already documents and templates set up for public comments that we could borrow. And I'm asking, where is that?

I'm looking at the Communication Documents folder, it's not there.

- For the public comments, there was actually an email that you should have received last week that gave direction on that. We can pull that, what those instructions were, and get that into that folder today.

- Okay. Yeah, because I think what's happening is, if you're pointing to SharePoint as the main communication storage unit, and then if we're also emailing on the side, I'm getting lost. So I apologize if it was there.
- No, not... Totally understandable. And that came in a separate email after the orientation meeting, and once the link was available, just to be able to get that shared as quickly as possible over the Labor Day weekend. So we know that wasn't ideal timing, but that's what we ended up with. So yes, that email, and if you have other information, it sounds like some of you have already kind of created messaging to go to specific stakeholder groups to do that commenting, so if you would share that with Sarah, you know, we can compile anything that is specific to a stakeholder group, and get that uploaded.
- Okay. Thank you.
- So, Dr. Soto, I'm going to make sure that there are documents in different folders, and I'm going to email it to you, just so we have it all in one place. Also, I do think we need to address your Spanish language issue, so let me work on that a little bit with Tara.
- Yeah. Okay, thank you.
- But these are very fair... I think there's so many emails going around, and SharePoint links and stuff, so let's...we'll do our best to clean it all up. And we appreciate you being really flexible with some of these loose ends, that's how I'm going to use that term.
- No worries.
- Yeah, and we will...
- Thank you for your patience. It's been all going really fast, if you haven't picked up on that, so we appreciate it [crosstalk]
- Yeah, no worries.
- And if you see something, or need something, please reach out to us, and we will respond as quickly as we can.
- Sure. Thank you.
- Because we want to make this process as easy as possible for you.

- Yeah, no worries. Thank you.

- Mm-hmm.

- Thank you. And I believe Robert just dropped in the copy that was in that email in the chat. Okay, so slide 22...okay, so we're on slide 22. Thank you.

So once you have... Actually, can you...okay, we just talked about slide 21. Sorry. So for slide 22, once you've collected data, this is the folder system where you can house that data. We also include any analysis conducted, as well as a summary of the data to prepare for the report.

Next slide, please. And then, so first at the top level, this folder will be where we house the report template, the drafts, and the final report. And also, the top level of that final folder, the Resource folder, the Resource folder includes contact information for the DFO and Liaison, and the list of RAC members.

This is also where we will continue to share resources. Our team has started a list, and we encourage you to add resources to this folder that you find helpful. As the Liaisons review, these might also be included with other RACs, so everyone has access to the same materials and resources.

Okay, thank you. And that was just a brief overview of what we have housed in the SharePoint system.

- Okay. Thank you, Adrian. Are there any quick questions? We have a few more minutes.

- I think I have a...not a question, but as on the agenda, the official agenda, next steps, action plans. So asynchronously, we're going to need to "finalize," and I say "finalize" because to the best of our ability, this needs-sensing matrix and the stakeholder groups, and then the next step is the action plans, which are how we're going to get information, and that's, and we're going...

So again, we know... And I feel you, all of you, because I'm in the same boat as you, with the many emails. Like I said, I have a little half-step, some of you who were on earlier, I'm a half step ahead of other members because I was able to meet with Sarah and Adrian prior to this meeting.

So, we will be in touch via email about... Maybe what we'll do is we'll even kind of draft, based on our conversation, some potential next steps, and then share it, and then asynchronously, you guys can weigh in. Meanwhile, I

encourage you to share the public comment link with your networks. And I'm going to pass it back over to Sarah and Adrian to close us out.

- Okay. I have 30 seconds... Oh, Carolyn...go. You have 30 seconds. I'm trying to end on time, go.

- I'm sorry, I just want [crosstalk 01:27:52.200]

- No, no, no, we can go over a few minutes. It's fine.

- I would be remiss if I didn't mention that this is such an important job, and the fact that there's no compensation, and like most things in education, I'm expected to take my time and energy to put in something that I'm not getting paid for when I have 92 students that I have to learn and provide mental health strategies for at the beginning of a school year, I just want to...I can't not say that. Just like everything in education, I'm expected to do all this on my own, for nothing.

- Yeah. Well, thank you. We appreciate you beyond words. Easy to say, right? But yes, we understand you're so busy, and this is a crazy time of year as well, right? Everyone's starting school... And so you're getting many gratitude from the Department of Ed, and MSG, and all of us.

So thank you, because your input is so valuable, and it really affects some of the major decisions we're making. So do know it's valuable, and we really appreciate it, so we want to thank you over and over again. I'm sending it out, Carolyn, very many thank yous. But on that note, I know we're at time, and...

I feel like you need a gavel, Lauren, to end, like to... Because I have to officially end. So I just wanted to do one last... And many of you have gotten an email about our second meeting, and we will send you all of the registration and the links to that on October 6th, I believe. But we'll get that finalized, because we are putting that in the Federal Register as well, for public participation.

So thank you to everyone, and have a great weekend, and I move to adjourn the meeting for the Regional Advisory Committee for the Northeast and Islands, and I need the group to say "aye."

- Or a second.

- A second? Second...

- Chuck seconds. Chuck has been on these before. Yes, an aye...

- Aye.

- So I accept all of your ayes, and we officially adjourning your meeting, this meeting. And have a wonderful weekend, and please keep emailing us, we'll get all this worked out. And again, thank you for your time. It's very, very appreciated.