

RAC-Northwest

September 6, 2023

- [Bryan] Good afternoon and good morning, everybody. Thank you for joining today. The meeting for the Regional Advisory Committee for the Northwest Region will now come to order. As a reminder, this meeting is open to members of the public, and it will be recorded as a matter of the public record. To start off with today, we'll do a brief roll call, go through introductions. You can see the meeting agenda here.

And then we'll go through a handful of exercises, walking through the regional profiles, a need sensing exercise, review resources, and then determine our next steps and action plans as a result of this meeting. To start with, I'm going to do a roll call, and what I will do is state your last name. Please at that time unmute yourself, state "present," and then you can go back on mute. And if I mispronounce your name, please feel free to correct me.

I have a silent E in the beginning of my name, so I do understand. So again, just correct me, and we'll go through a roll call now. And I'm going to go in alphabetical order. Adams.

- [Renard] Present.

- Avery.

- [Dr. Avery] Here.

- Dill.

- Grizzaffi.

- [Michael] Here.

- Did I pronounce that right?

- Grizzaffi.

- Okay, I was pretty close. Thank you. Grubb.

- [Dr. Grubb] Present.

- Thank you. Jansen. Pitts.
- [Dr. Pitts] Present.
- Putaansuu.
- [Coleen] Here. And stunned that you got that right on the first try.
- Wow, thanks. I should get an award for that. Much appreciated. Ross.
- [Belinda] Here.
- All right. Thank you, everybody, and welcome again. So, for the Northwest RAC, we have met quorum and the meeting may now proceed. As a matter of record, and just as some housekeeping for this meeting, as we turn it over to various presenters, myself included, we will ask that you raise your hand to make a comment, if you're able to do that.

That is a little button at the bottom of your Zoom screen. Raise your hand, and then the RAC Chair will call on you at a time, when that time permits. It's just a matter of housekeeping. What I'll now do, I'm going to go again in alphabetical order, is just allow you to introduce yourself. So if you can just state your name, professional affiliation, and where you're from. I can start it off.

My name is Bryan Keohane, I work for the Federal Department of Education, I'm a Designated Federal Official. And if you're interested, I live right outside the D.C. area in Virginia, which is a nice comfortable 96 degrees today. And I will pass it over to our Chair, Renard Adams.

- Good morning, afternoon, everyone. I'm Renard Adams, I work for Portland Public Schools in Oregon. I am the Chief of Research Assessment and Accountability with the district.

- Thank you. Lisa Avery.

- Hello again. Lisa Avery, I'm the President of Linn-Benton Community College, which has many K-12 partnerships in Albany, Oregon.

- Thank you. Michael Grizzaffi.

- I am the Special Education Director for Stillwater and Sweetgrass Counties in Montana, so just the rural, nature type of deal. We provide SpED services kind of as a county grouping, rather than individual schools.

- Thank you. Steve Grubb.
- Good morning. I'm Steve Grubb, I'm the head of human resources in the Highline Public Schools, which is just south of Seattle.
- Thank you. Christine Pitts.
- Good morning, everyone, and afternoon. I'm Christine Pitts, and I currently serve as Senior Policy Fellow at the Center on Reinventing Public Education. And I have kiddos in the Portland public schools.
- Thank you. Coleen Putaansuu?
- Morning, I'm Coleen Putaansuu. I am the Lead Program Supervisor with Title II Part A at OSPI, which is Washington State Department of Education.
- Thank you. Belinda Ross.
- Hello, I'm Belinda Ross, and I'm an administrator in the Wilbur School District out in Central Washington, so it's kind of in that rural area out there.
- And I see we have another joinee. Joy, would you like to introduce yourself, state where you're from, and what you do?
- [Dr. Jansen] Yes. Hello, everybody. My name is Joy Jansen, and I am the Director of Services for Exceptional Children in Federal Rural Programs for the Lake Pend Oreille School District in Sandpoint, Idaho. We're in Northern Idaho. I'm a rural school.
- Thank you. And I'd also like to introduce, we have a couple of our contractor staff who are helping with our logistics. Just a big shout out and thank you to them. And Lymaris, if you'd like to introduce yourself, since you will be playing a key role for this group?
- [Lymaris] Sure. Thank you. My name is Lymaris Santana, and I'm with...I'm a consultant with Education Northwest in Portland, Oregon. I am first and foremost an educator. I am physically located in the state of Florida, and I'm serving in the capacity of Liaison for the committee.
- Thank you. All right, thanks, everybody. Much appreciated for that. It was a good opportunity to get to know each other over the next couple of weeks. I'll now go through the objectives for today's meeting. So we have a couple of

objectives, three. First, review the educational data from each region, and the public comments received.

We'll also discuss any initial observations regarding the critical education needs of the Northwest region. And hopefully, we'll also identify clear action steps to be completed to gather information on those critical education needs, and then how those needs can most effectively be addressed through the technical assistance activities.

So, a relatively ambitious agenda. We have a process that hopefully will help facilitate that. And at this point, I will now turn it over to the Liaison.

- Thank you again. So again, I am Lymaris Santana, and it's a pleasure to serve as your liaison for the Northwest region. And I'm looking forward to getting to know you all, really, in the coming weeks, and providing any logistical and technical assistance and support that you may need. For this meeting specifically, I'm going to quickly start by reviewing the information that was in the regional profiles.

This will provide you with a chance to see what is happening across the individual jurisdictions, but it also will give you a sense of any trends or patterns that you may see within your region, along with any differences that can be noted. As mentioned in the orientation, we could not cover every topic area, but we wanted to give you a sense of some of the more pressing issues facing our education system as a start. We will be sharing in the screen today, Tara will be sharing the profiles onscreen, but you can also follow along with the regional profiles found on the SharePoint site that you should have received.

You can see the first section, and I'll wait...thank you so much, Tara. So you'll notice that the first section is going to be about the region's districts and schools. And based on the most recent numbers reported on the National Center for Education Statistics website, we have listed the number of operating districts, public schools, charter schools, and private schools for each jurisdiction in your region.

This is going to be followed by the number of students who are enrolled in both traditional public schools, as well as charter schools, which is also desegregated into pre-K through grade 8 enrollment, and then 9 through 12 enrollment. The number of students reported to be enrolled in private schools is also included in

the report. Next, we have included disaggregated data for 3 through 5-year-olds enrollment in public elementary secondary enrollment by race and ethnicity.

Digging a little deeper into the region's geography, we provided disaggregated data that shows the number of students who are enrolled in public and charter schools by geographic region, such as city, suburban, town, and rural. This is followed by information about special populations, which include English language learners, students who are eligible for free or reduced-price lunch, and students who qualify for special education services.

We have also included data from the United States as a whole in the tables, so you can see how your region and jurisdictions compare to what is happening now nationally. We then jump into graduation data, which includes the total adjusted cohort graduation rate, also known as the ACGR, for four-year cohorts. Disaggregated data are provided for students with disabilities, English learners, economically disadvantaged, homeless-enrolled, foster care, and private school.

ACGR information also was available by race ethnicity, and that's also provided to you in the report for your review.

- Student academic information has also been provided, and to provide the best comparison available, we included results from the National Assessment of Educational Progress, or NAEP, also known as the nation's report card for 4th and 8th grade mathematics and reading. Non-academic data, such as information related to out-of-school suspensions and expulsions, are next. Our non-academic data includes information about students who brought firearms to school, and the percent of students who reported being bullied, either on school property or electronically.

Again, national data has been included as a comparison.

- The next section of the regional profile focuses on teacher information. This includes the total number of public teachers, and the pupil-teacher ratio, as well as the number of teachers in private schools. We also looked at available data regarding teacher qualifications. This includes degree levels, and years of experience. Now, the recent data on qualifications was not available.

More recent data was available about the percentage of teacher candidates who were enrolled, or who completed a teacher preparation program, including those

who enrolled in or completed traditional programs, and those who 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.

The profile ends with a large table covering many financial resources of each jurisdiction, including federal, state, and local revenue sources, and current expenditures. Current expenditures were divided by total, instruction, and support services. Here's brief information about Title I spending and salaries, wages, and public benefits as well. Thank you.

So the purpose of the RAC, as a reminder is to identify priorities. So to do so, the RAC must address the questions, some very important questions, which is how can we identify the highest priority education needs of this region, and how those needs may be addressed through technical assistance activities. So we want to consider a few questions today, and they're listed for you to see on the screen. And those are, how to ensure that all students achieve academic excellence, and have access to effective instruction?

How to ensure that all students and communities have the educational resources that they need to fully participate in their education? How to ensure an outstanding, well-paid, well-supported and diverse educator workforce? And finally, how to support the well-being of students, teachers, and school communities? Next slide, please.

So, the original profiles that are provided here to you give you a sense of what is happening across the regions, and we know that you may have access to other data sets or be aware of other data or priority across your region. So, this is not the only data set available. To aid your thinking, each section of the regional profile includes reflection questions that would help you think about what the data means to you and also how it can be used to support your needs assessment, and what other information you may need to do this.

At the beginning of the profile, you'll notice there is a set of questions to help you think about how to use the data and what still may be missing. So these questions include what is your overall reaction to the data that has been presented? Is it what you expected? If it was not what you expected, what surprised you?

What other data do you need to help you better understand the needs in your jurisdiction or region? And are the data available at the state level, or do you

have access to this data through another vehicle? How can the needs assessments help you attain this data? Okay, next slide, please. So before we open it up, we'll have a discussion, but before we open it up for discussion, we did receive eight public comments for the Northwest region as of yesterday, September 5th.

These comments came from a number of members of the community that identified themselves as five of them parents, one educator, one SEA member, and one member from the business community. The comments, the full document is uploaded into the SharePoint file, but I will share some of the highlights with you, and then some of the common themes.

The public comments form has four specific questions, which I'll quickly review before those responses. So question number one was, what are one to two educational needs within your region that the RAC should prioritize? Some of the answers included training for schools at all levels not just screening for dyslexia, but appropriate specific interventions specific to dyslexia.

Another comment talked about graduates having to read at the 12th-grade level, professional development in science and reading, not just instruction but implementation, increased equity for historically underserved groups, increased security, recruiting and retaining special education teachers and multilingual educators, mental health support for both educators and students, support for math and science, education around the practical and efficient application of artificial intelligence, increasing and improving the pool of qualified teachers, and improving teachers as well as students' access to technology.

For public comment question number two, why do you believe these are the educational priorities that your region should address, some of the responses were, often students with dyslexia fall through the cracks, or are labeled with something different. We lag behind 30 other states who have already implemented online instruction with legislation, and who received additional funding for tech advancement.

We are entering a new era of life post-COVID. Our children are not learning the skills they need to be successful. There is a shortage in the state of special education teachers. Our children's health should be a priority. And focusing on teacher well-being brings new ideas and approaches to teaching, along with the passion that will transfer into developing better students.

Public comment question number three, what information can the RACs collect about these priorities to better understand and address the needs? Number one, the first comment says learn everything that you can about dyslexia, again referring to dyslexia. Use state and district reports to evaluate progress and district performance, and break it down by demographics.

Examine how grow-your-own programs or collaboration between districts and teacher preparation programs work. Examine evaluation of graduation numbers in specific majors, and do an analysis of teacher pay. Finally, the question number four, please add any comments about educational needs in the region, and how they could be addressed. And in addition to more, you know, a few more comments noted about teacher retention, there was one comment on STEM, and how it is important to give students an advantage.

So generally, the overall themes included literacy, math, science, qualified teachers, equity and access, mental health services, special education, school safety, and workforce preparation. So with that, we'll open the meeting up for discussion. As a reminder, please use the Raise Your Hand function or the chat feature, if you would like to share, and we'll be monitoring the chat, and getting to the questions as quickly as we can.

There are some questions on the slide to help you get started, but please feel free to bring up any additional comments or questions, including whether it's a specific area of the profile that you would like to review in detail, what you believe are the top priorities facing your own jurisdiction or region, why do you believe these are the top priorities, what input would you like to hear from other stakeholders, and finally, how would you collect that input?

Thank you. And now I pass it on to Renard.

- Thank you. So I now call the discussion to order, and want to invite fellow RAC members to raise their hands, and add any comments, or to talk about any particular area of the profile we'd like to review.

I see Lisa, Dr. Avery, has her hand up.

- Yes, thank you.

And I appreciate the data review. I was trying to follow along, and I kept up with you on lots of it, and a couple of overall comments. One, I note that Oregon and it looks like Alaska both seem to fall out from the other states in the

region in terms of performance numbers, with Washington typically a little bit in a little bit of a better situation around something like just looking at the academic achievement averages in comparison.

So that's interesting to note, given that there are not huge demographic differences between the states. And so, I'm wondering what can be learned from the states that are doing well in some of those areas? And then secondly, in the public comments that you were summarizing, and I noted too in reviewing the public comments that were submitted, some of them related to dyslexia and other sort of special needs, but there isn't a lot that we see in the data set about kind of services and teacher preparation for that.

So, I don't know how we can dig into that a little bit more, but I do know that the teacher workforce seems like it's an issue both in the data and anecdotally, from what we're hearing in our jurisdiction as well. So, with that, I will re-mute myself, Chair Adams. Thank you.

- Appreciate that. Would anyone else like to offer any general comments? Or if you'd like us to go back and review a particular piece of the data or regional profile, we can do that. If you'd like to share what you believe might be top priorities facing your region or jurisdiction, that would also be great.

Dr. Grubb...

- It was a great data display, as was just mentioned, and I know sometimes, you know, great data just then generates more data questions. But I'm thinking about some of the workforce needs that were identified, especially around special education, and I am wondering if there might be an ability to get a better picture of teacher certification reciprocity among the states as a way to maybe better understand the teacher workforce, the mobility of the workforce, and policy solutions around teacher certification and reciprocity that might help, that might aid, especially in the Northwest region, which in many cases I like to believe are a better place to work than maybe some other parts of the country, and in many cases do pay higher salaries than other parts of the country.

So, looking to policy solutions around the educator shortage through teacher reciprocity certification.

- Thank you so much. What's top of mind for someone else?

- I think my hand's blending in with my background, so I'll go ahead and hop in, if you don't mind.

- Sure. I don't.

- When I was looking at the data, I was hoping for a little more of the so, what...to be handed to us on the silver platter, to be honest, rather than these isolated data sets. So I think opportunity gaps would be a good example, where I was hoping to see here's the student population race and ethnicity, here's the teacher population race and ethnicity, and then when it comes to test scores, like, what is that, so, what?

We can see nationally different research saying that if students have a teacher that looked like them, the effect that has on test scores and college entrance, and I was hoping for more of that to be laid out. And then, I guess the only other point I have at this time is I sent this out to my colleagues in the region, and I know that Oregon responded, and I could hear that in the public comment results that were shared with us.

Another state just wrote back to me directly, and said, yeah, we are having a similar issue, in that the crisis mode really in the region, I don't think I'm speaking only for our state, is recruiting and retaining special education teachers, and as well as our multilingual teachers.

- Thank you so much for that. I think...I believe Dr. Jansen was next.

- I think Stephen has had his hand up before me. I don't know if he's already gone. Has Stephen gone?

- He did go. Stephen, can you put your hand down for us?

- Sorry, I just didn't want a butt in line. To piggyback on what was just said, I will say nationally there is a crisis, and particularly in this region, in rural regions, for specialists. So we're talking speech-language pathologists, we're talking about occupational therapists, school psychologists, school counselors.

The mental health crisis that the Northwest Idaho is experiencing for school-based mental health is incredible, and so it's just when we talk about the field of I will say special services in general, it is...we are in crisis.

We do not have enough staff to meet the needs of our students. The other issue that is occurring in relation to that is the public sector. And the public sector,
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what is happening is they are driving prices up. And so we have individuals coming out of SLP programs, occupational therapist programs, school site programs, and specific private sector businesses are hiring them at a very high rate, and then...which we are then not able to compete with, and then they come to us to...for instance, we pay about \$85 an hour for an SLP.

In a rural school district, that's a huge amount of money, like that's over \$100,000 for a specialist, when an incoming specialist with no experience is, what, \$46,000, depending on what state you're in. So when you look at the crisis that we're having, it's pretty significant, and where it's hitting, it's hitting the...and we know, like in Idaho, special education is not funded to the degree it should be, as it is in other states.

Like Washington right next door, the funding is much, much higher in a competition. But in terms of private sector, it hits our special education budgets, and then that moves into our general fund. And for rural districts, that's devastating. So...

- Thank you for sharing that. I appreciate your perspective. Dr. Pitts was next. Good to see you.

- Thank you, Chair Adams, and to my fellow RAC members here. I would double-click on all of the comments that have already been provided, and especially the public comments. I think, you know, we have a pretty strong sense of what we need to focus on. What I wanted to bring up is the how.

One of the things that I think in the Northwest that we typically do is to plug the new interventions into our old governance systems, and I'm hoping that as we think about, you know, technical assistance and supports for SEAs and school districts, that we can reconsider the processes that we've used in the past, and how we can pivot and change those.

One specific example is around the teacher reciprocity topic that was brought up already. You know, there's a coalition of about 10 or more states who are already making reciprocal licensure and certification across state boundaries possible, and this is something that, you know, our region could step into as well, and become a part of.

So I think what I'm...to put a fine point on it, I'm hoping that our states in the Northwest region will lean into some of the other regional efforts that are

happening, and learn from those practices, learn from the research and evidence coming out of those efforts, and then try and change some of the approaches that we've taken in the past to

[inaudible 00:28:40.185] Thank you.

- Thank you, Dr. Pitts. Belinda Ross, I believe you're next.

- Okay, thank you.

- Thank you for being patient.

- Yeah, great comments everybody's having. I just had two kind of thoughts to add to it. In thinking about the graduation data that we have, it seems like it's been really simplified into a picture of a more traditional kind of high school type of scenario for graduation, and so many of these states, including Washington, have really changed a lot of how they're doing high school now, with the colleges coming in with the Running Starts, and all the different alternative programs going on, and it would be really interesting to know more about what's going on with states, and how that's helping or affecting the students with their graduation.

I'm not really sure how we would gather that information, but that would be something, I think, that could be very useful to us, particularly thinking about some of those public comments, probably more coming from like the business side, and some of those other ones. My second thoughts were about the teacher data. You know, we've got this 2019 teacher data, and just a few years ago that would have seemed very up to date, to have something that was six years old.

But you know, so much has been happening in the last few years. I know that in my area, I've noticed just tremendous amounts of turnover and changes, and I'm wondering if there's any way we can get data that reflects kind of the current situation, just to see how much it has changed from 2019. Because I suspect it has quite a bit, looking at some of those surveys nationally and regionally, you know, teachers, asking them how long they're staying in the schools, who's retiring, who's moving on to a different job.

Thank you.

- Thank you so much. Michael. Michael?

- Okay, so for Montana, we're working with some of the similar things already spoken about. We struggle with a lot of the specialist positions, too, like psychologists, counselors for mental health, occupational therapists, SLPs as well. A large part isn't just the funding. That's part of it, but it's just going all the way down the pipeline, to even having programs in colleges that actually can support people earning those degrees, and making it affordable, and kind of all the way down the line to recruiting people to even go into those positions.

Also, we have teacher reciprocity things too coming from out of state and coming to Montana, it's like only 20% of licenses are good essentially, too. So that's kind of a big issue too, on recruiting and retaining for us too, is actually trying to make sure the people actually have the licenses required.

- Thank you so much. Okay, it looks like we're shifting a little bit here, Bryan, to our needs assessment matrix.

- Some of the questions that we...the guiding questions that we had, two of the questions included what input would you like to hear from other stakeholders, and all of the great comments that you included.

And I know some of you already considered not sure how to collect that data, but this is the time to think about it maybe, and brainstorm ways in which we could collect useful data. So, what input would you like to hear from other stakeholders? And also, how would you collect that input? So the needs assessments matrix, it's a tool to help us in that process. I will be taking notes in the matrix itself as you discuss, but you know, the example that you see here, some of the examples are types of data that can be collected, it could be online surveys, could be focus groups, it could be, as we saw, public comments, which is only one way in which we already started collecting some of that stakeholder data.

And again, it is an open discussion, so as you discuss, I'll take some notes in it, and when we finalize the document or the tool, we'll be sharing this in the SharePoint. So, I'll pass it back on to Renard.

- Okay, thank you. So one of the things I always find helpful when I think about stakeholders is to think about who's not in the conversation, as well as who do we know we can reach, and who are the voices that we have a harder time reaching. And I wonder, you know, which stakeholder groups would we like to hear from?

And I invite any of the RAC members to please raise your hand, and talk a little bit about that. Even, I think, understanding some engagement challenges might be helpful as we think about how to reach various groups of stakeholders.

I know for me, I've been in Oregon for just about two years, and so I'm still feeling out, building a network of people that are local to Oregon, right? I've got a network of other chief accountability officers across the country, but that's not been helpful when I've been trying to think about how do I reach out to stakeholders here in the Northwest region.

So, who might be some groups we'd want to target some outreach toward?

- My hand's still blending in.

- It is, Coleen. I just noticed that, as soon as you said something.

- I'll just jump right in.

- Go right ahead.

- I'm going to put into the chat the NASDTEC, the National Association of State Directors for Teacher Education and Certification, and this link specifically is going to go to the interstate agreement. I hear us talking about reciprocity issues, so I thought that might be helpful both as a stakeholder group to reach out to, and just kind of an FYI of how that process works.

- Thank you. Would you see us providing a survey to NASDTEC, or would it be something else in your mind?

- I think there is one director of certification for each state in our region, and I don't think it would be that hard to reach out to them. I am happy to do that. I don't know if somebody else does that.

I only reached out to the Title II directors in other states, and that wasn't a heavy lift at all.

- Thank you.

- I'm going to add interviews under focus groups. And then again, we'll finalize the document, and make a better plan.

- Thank you. Christine...

- Yes. Thank you, Renard. So I think, you know, in Oregon specifically, we have a fairly strong coalition of racially and culturally affirming organizations, and I think including them in this work, specifically some type of qualitative data collection, interviews and focus groups with them would be very helpful.

During the pandemic, we saw them showing up in really valuable ways in terms of how we were able to connect with and respond to student and family needs, and I just think they are a critical voice to be included in any recovery efforts that we have moving forward. And I just want to throw out one caveat is that we typically focus in Oregon specifically on those groups that are on the I-5 corridor, and I would suggest that we make sure we're including any of the rural communities, as well as the eastern part of our state in our work.

- Could you repeat? You said groups...I heard groups, but didn't hear the first part of your sentence.

- Oh, any kind of racially or culturally affirming [crosstalk] organizations, yes.

- Okay, racially and culturally... And how do we see... Would this be also focus groups, interviews...? Or how do you see this outreach?

- Yeah, I think focus groups and interviews with these organizations would be helpful. And in addition, they may have their own data collection that they've been doing over the last few years that we could pull from to understand, you know, more of the equity-related issues for

[inaudible] Thank you.

- Thank you. Belinda...

- Yeah, I just wanted to piggyback on what Christine just said. I think this is a really good spot to be going on, and I'm thinking about do we have much representation from Alaska or... I know we have one from Idaho, but what about Montana? I'm thinking about some of the places that we were pulling up earlier that maybe had some lower performing, and what is our representation to be getting to those people?

- May I clarify, are you asking if there's representation in our group, or if we...

- No, I'm just... Well, I know that we kind of represent them here too, but I'm just thinking about, we were talking about these connections of these

associations, and we have a lot that come to mind for Washington and Oregon, particularly.

And I'm just wondering how we can then kind of reach into some of those same types of groups in Alaska and other states, Montana.

- This is Joy. May I answer that?

- Yes, please, Joy.

- So I'm very involved in...we have IASA, our administrator association, and then I've also reached out to our state level in terms of documentation. Over the last couple years, we've done a lot of data collecting for different...through the different districts.

So if that's sort of what you're talking about, Belinda, there is that information in Idaho from different organizations and associations. The other thing, as a director of special education, we have an administrator, we have CASE, and so they would be...and CASE is represented nationally, and so that would be another organization that we could actually tap into.

And I'm very involved with CASE as well, so I would be more than welcome to help in any ways. And I believe we do have a Montana...I think you asked if we have a Montana rep, and I believe that was Michael? Maybe I'm wrong. Michael, are you from Montana?

- Yes, I'm from Montana. That's why I raised my hand, but I was kind of waiting my turn or whatever too. So, we have CASE as well, and MCASE, for Montana CASE. Same with, like, Council for Exceptional Children, we have School Administrators of Montana...I'm kind of part of all those as well, so...

- Are there specific acronyms that I should be using, that are easily recognizable? CASE, is that C-A-S-E?

- Correct. And then the Council for Exceptional Children is CEC. That's national, with state divisions, too.

- Michael, would you recommend with CASE and the Council that we try to do focus groups, or do online surveys, or something else?

- I know probably for more input would be online surveys, but maybe some of the leadership would be willing to do, like, a focus group interview.

- Thank you.
- So... May I speak?
- Joy, go ahead.
- So, Phyllis Wolfe is the Executive Director of CASE, and so I could reach out to her, and we could maybe do a regional survey within our region, or do a focus group, if that's something that you would like me to help with. So...
- Thank you so much for offering that. And I appreciate how just courteous and gracious everyone is being to everyone else. I'm being a bad teacher, with my recognition of hands.
- Is there any other specific focus or priority areas that we think organizations such as [inaudible] CASE or CEC can help with, that you would like me to add to the matrix?
- This is Bryan. I just want to acknowledge that Dr. Grubb has had his hand up, and also dropped a comment in the chat that we should record as well.
- Thank you. Thank you, Stephen, Dr. Grubb, go right ahead. I didn't see your hand.
- No problem, and I'll try to figure out the lower-hand button as well here. But no, just I was going to mention the Washington Association of School Personnel Administrators, and Oregon has a similar, Oregon Association of School Personnel Administrators, both active affiliates with the national organization with a similar acronym. And I am not aware of similar affiliates in Idaho, Montana, or Alaska.

Active members in each of those states within the national group, but they don't have, to my knowledge, an organized state association for kind of the HR directors, which is what that group really represents.

- Thank you so much. Joy, your hand is still up. Did you have something else to add? No? Okay.
- Sorry. I took it down. I was just wondering with all of our states, we have all of these different organizations, if it would maybe be beneficial for us to put some document together that we could all add our stuff into it? Because just

like Washington, Idaho has an Association for Administrators and Superintendents and so on and so forth, which all would be great focus groups.

So I don't know if that would...I know we have this document, but each of us, they're all called different things, and I just didn't know if that would be beneficial to be able to, you know, let us do all of that information for you to put all those things, and maybe contact information.

Because it sounds like we're all very active in all those organizations. Just an idea.

- This is Bryan. I'm happy to step in here just for clarification, if it is of any help. Thank you all for these great comments, and this effort at identifying possible alignments within your region.

One of the next steps that will come out of for this particular group, when we think of our priorities, is sort of a working document that you will all have the opportunity to weigh in on, and that will be shared with you for additional comment. And I think this is something that we'll want to make sure that as a comment and as a specific next step and effort, that we clearly identify what that effort is, and how we can execute it. So just I want to say thank you, and that there will be space to put together this particular step as a next step, action step, after this meeting.

- Thank you, Bryan. Any other thoughts for the need-sensing exercise? Dr.

Avery?

- Yes, and I'm speaking I guess here both as a parent, and an education professional. I do just wish there were ways that we could obtain more generalizable parent participation data from parents, and parents who are not the PTA president or the school's biggest critic, but that big group of parents in between.

I have had a new freshman start at school this week, and there were some tears, and been in line with a lot of parents, and listening to both praise and grumbling, and just thinking about all of those folks who might not be served as well by our schools, and some who are doing quite well and would like a chance to articulate that.

And whether it's a survey, you know, they're articulating it somewhere out there, probably on social media, and I don't know where we can capture it. But I do just think, again, a pretty representative group of parents would be great, particularly if it's parents of kids who are diverse, and/or have special educational needs. I think we're really missing their voices when we only survey other education professionals, even though those data are important as well.

Thanks. Thank you so much.

- So, I added parents to all three. Again, there may be another way to elicit that input, and elevate their voices, so we can, you know, think about it. As we think about other ways to gather that information, we can add it to the matrix as well.

- All right, anything else for the good of the need sensing matrix?

- This is Bryan, just another comment.

Are there other groups, or...are there other groups we should be looking at to reach out to?

Or alternately, are there other data sets that are missing, that we feel like we need more information on?

- There was some earlier conversation, after we finished reviewing the regional data, about some additional data sets.

I don't know if people would mind repeating themselves, so we could capture it here in writing, but that would be great. I see Christine, and then Joy.

- Hi. Yes, I think having local interim assessment data is extremely helpful. You know, obviously I love NAEP as the nation's report card, but it really masks a lot of the nuanced needs, and specifically having those data disaggregated by as many subgroups as possible.

Another data set to collect from at the local level, if it's being collected by state or LEAs, would be any kind of school climate information. So beyond just bullying, but students' feelings of engagement, those proxies for attendance.

We know attendance has been a real struggle across the country, but knowing that climate, the student self-advocacy, some of those other measures can be

really helpful in telling that story, and understanding how to best show up to support kids with some feelings. Thank you.

- Thank you. Joy...

- Thank you. I absolutely agree with that. I think I was going to say, to piggyback on that with climate surveys, is students, I think their voice is very, very important. So doing some way, some how, and maybe that's through climate or cultural surveys, those engagement surveys, but having a student voice in this data I think is extremely important.

- Thank you for that. I think we sometimes forget, and overlook our biggest customer, right, and consumer of our work and our supports. Michael...

- Yeah, I was going to mention two. One was like the students, older students, so that's good. That was just mentioned. But the other one I thought is the, like, professors, or those involved with the college prep programs, involved in all these education careers, because they affect on, like, what they need for accreditation, and what they can provide on stuff kind of effects what we're going to have for education professionals in the future.

And actually including those voices on what kind of they need as well to be able to have these programs up and running and working. I see Dr. Grubb, your hand is still up. I'm not sure if you have a new comment?

And Christine, your hand is also up. And Joy. So, I'm just going to go in that order. Dr. Grubb?

- Yeah, no, please ignore mine. I can't quite figure out how to get that down. My apologies.

- Okay. No worries. Any other data sets that we're interested in having at our disposal? Joy... You're muted.

- Sorry. I know we have parents on the list. In Idaho, we have what's called IPUL, Idaho Parents Unlimited, and it's actually funded through the U.S. Department of Education. So I don't know if that's a national sort of association for parents, but that would be a specific organization.

Each state has one. I don't know if it's the same, but in Idaho it's called IPUL. Like Washington most likely has one... So, those would be specific groups that we could actually target for parent input.

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- Is it I-P-O-L?

- I-P-U-L.

- Thank you.

- Yeah. Belinda...

- Yes, I'm wondering about if there's any way that we could get with some of the different tribes, and I know lots of times in their governance, they have somebody who's kind of in the education, or is the liaison for parents working with schools, but it might be beneficial to find out a little bit more from those about their issues, and things that they'd like to see.

And again, thinking especially about helping them to reach up into Alaska and some of those other areas where there's going to be a lot of Tribal affiliation, I would assume.

- Thank you. Joy, I see your hand is back up?

- Yes. A data set I think that would be really interesting to look at specifically state by state is the mental health, the different elements of it. In Idaho, we call it the Department of Health and Welfare. Each state, of course, is maybe different. But they do...they've done surveys and so on and so forth, so having that data available.

And then, I don't know how far we're getting down sort of into our community setting, our ELAs, but I know that hospitals particularly, they just do a needs assessment. So maybe for some of us who are local, tapping into some of those local community needs assessments as well.

- Thank you so much. Does anyone else have anything else to add to our list of data elements that we'd like to see?

Okay, I think I'm turning it back over to Lymaris.

- Thank you.

And I'm going to stop sharing, so that Bryan can reshare the slides. Okay. Thank you so much. Okay, so as we said before, you should all have received access to the SharePoint files last week, and some materials were added also earlier this week.

This will be our key communication hub. We're leaving the files as Word documents on the SharePoint, so you can insert comments and questions directly into the documents for communication with each other. And since you will only be meeting twice, this will be the best way to facilitate the discussion, and continue discussions between Meeting 1 and Meeting 2.

We will be reviewing the comments, and putting together a synthesized version of the end results to help prepare you for Meeting 2, and we'll also continue to finalize and upload various documents over the next couple of days. And that's going to include the matrix that we were working on, and an action plan at the end of this meeting.

We wanted to hear your initial discussions, and make sure everyone was on the same page before getting too far ahead. But we'll quickly review what the SharePoint contains so far, what resources are available for you. So on this slide, you can see the list of folders that you have access to. They include information about the orientation, profiles, Meetings 1 and 2, need sensing materials, the report, and some additional resources.

Next slide, please. So for the orientation meeting, you have access to the agenda, the presentation slides, and the recording, along with the full transcript and summary. For the agenda and presentation folder, we placed the ethics primers that were shared during the ethics training. And for the profiles, you already have the regional profiles that we shared earlier in this call.

The National Disaggregated folder includes data that was disaggregated at the federal level, and you may have access to disaggregated data at the state level. But we wanted to give you an overview of what that national data shows for English learners, mental health, and teachers of color. After today's meeting, we'll also post profiles for each individual jurisdiction, which will include all the information included in the regional profiles where we had, you know, combined them, but it will be displayed a little bit different, since there will be only one state covered per report.

For Meetings 1 and 2, it's going to be a little similar to the Orientation folder, which will have the agendas, the presentation slides, recordings, once they become available, including today's recording. And your Need Sensing Materials folder is where most of the work will be completed.

So the completed need sensing matrix, once it's completed, will live here in this folder. So, what materials will be here? For the folders related to surveys, focus groups, and public comments, additional guidance is provided for each of these potential activities. For example, communication documents, including any outreach templates to stakeholders will be under the communications documents.

Checklists that provide guidance for surveys, focus groups, and public comments are in the second folder. Sample instruments that you can pull from will be in the Instruments folder. And right now we're focused on general questions and overall priorities, but if you want to include an additional stakeholder group, or focus on a specific area, I can help you create content for that instrument, or the team can help you create content for that instrument.

And once the data is collected, all information will be stored in the data file. The data file, once you have collected the data, this is where you will save each file. We will include any analysis that is conducted, as well as a summary of the data to prepare for the report. And that brings us to the report template draft, and the final report, which will be saved in this folder.

The last folder is the Resource, and the Resource folder includes the contact information for the DFO, Bryan, the Liaison, which is myself, and the list of RAC members. This is also where we will continue sharing the documents, and our team has already started a list, but we encourage you to add any resources that you find helpful.

This is where we are sharing documents with each other. As we review, there may also be included...we can include other documents to share with other RAC members, so everyone has access to the same type of materials and resources, RAC members in other areas, in other regions. And with that, I'm going to transfer over to Bryan.

Thank you.

- Thank you, Lymaris. I appreciate very, very much everybody's comments today, and thoughts, and worth noting, your civility and courtesy to one another. Really appreciate it, and thank you so, so much. [inaudible] all of us will be in the SharePoint. You will have ability to comment, enter your thoughts, enter your feedback, enter additional steps. And what we'll try to do is come up with some priorities for the region, and then identify some clear next

action steps in the next week or so that we can follow up prior to the next meeting, and that will help, obviously, inform the report that we'll produce out of this RAC.

Also worth noting before we adjourn today, that we have proposed a revised time for Meeting 2. This is not established yet, but just note that we are working to adjust this time. We heard from you during your orientation session that you wanted a little bit more time between the two meetings, so we're happy to oblige and indulge in that, and give it to you.

So you'll hear from us about that revised time, and it will also be published in the Federal Register. But you'll hear through our channels here, too. So with that, I move to adjourn the meeting for the Northwest Regional Advisory Committee. Do I have a second? And all you have to do is say "second."

- I second. Second.

- I second.

- Thank you. Do I have a concurrence of aye or nay?

- Aye.

- You all make it incredibly easy. Thank you so much for your participation today. We will again follow up with that next meeting, and Meeting 1 for the Northwest region is now adjourned.