

## **RAC- Southeast**

**September 5, 2023**

- [Elizabeth] Hi, everyone, good afternoon. My name is Elizabeth Lembo. The meeting will come to order for the Regional Advisory Committee for the Southeast region. This meeting is open to members of the public and will be recorded for the public record. So to get started, we will do a roll call. I'm going to be reading names aloud. Please come off mute, and say present when your name is called.

Also, if I mispronounce your name, please don't hesitate to correct me, and I will make a note of it. All right, Dr. Orletta Rush?

- [Dr. Rush] Present.

- Thank you. Dr. Larry Collier? Yolanda Averett? Joanne Sweazey?

- [Joanne] I'm here.

- Thank you. Dr. Omar Riaz?

- [Dr. Riaz] Present.

- Thank you. Dr. Berta Rios? Rhonda Gedward?

- [Dr. Gedward] Present.

- Thank you. Shana White? Dr. Bronwyn Ragan-Martin? Anna Barrett-Smith?

- [Anna] Present.

- Thank you. Dr. Antonis Katsiyannis?

- [Dr. Katsiyannis] Present.

- Thank you. Dr. Lesley Thompson?

- [Dr. Thompson] Present.

- Thank you. And Dr. Kyle Wagner? Dr. Wagner?

- [Dr. Wagner] Yes, I'm sorry. I got unmuted.

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- No problem, no problem. I just wanted to make sure to get you present. Thanks so much, everyone. Much appreciated. All righty...

- I said it, like, three times.

- I totally understand. All right, so we're just going to, to get started, we're just going to do brief introductions. So what I will ask is, we'll go around and in the same order that we just did before, and I would love for folks to just give their names, the organization or stakeholder group that you're representing, and then any area of expertise that you'd like to share.

So we'll just do this for a few minutes, and so we will get started with Dr. Rush.

- Good afternoon, everyone. Greetings from Alabama. I am the Deputy Superintendent with Jefferson County School District, so I represent public school setting. We're the second largest school district in the state of Alabama, servicing over 35,000 students, with a total of 57 schools, one being a virtual school, and also one being a multi-handicap service.

So I have that public educational background. I also am an adjunct professor at Troy University. I teach in the education department as well for online services. So that is kind of my expertise, my skill. And I'm looking forward to the work that's going on.

This is my first time ever being a part of, but looking forward to it, and learning a lot.

- Thank you so much. Dr. Rush. We'll move over on to Dr. Larry Collier. Yolanda Averett. Joanne Sweazey?

Dr. Omar Riaz?

- Good afternoon, everyone...

- I'm here. I'm sorry, I was trying to unmute. Joanne Sweazey.

- No problem, Joanne. Thanks, Omar. We'll just get... Joanne, go ahead.

- My name is Joanne Sweazey. I am the Executive Director of the Hope Center for Autism in Martin County, Florida. We're a public charter school for students in pre-kindergarten through 8th grade, and then we also work on teen and

young adult programming, and mental health services, vocational services. There's a wide gamut.

Prior to this, I was a program specialist and behavior specialist for many years in our district.

- Thanks so much for sharing, Joanne. Thanks for being here. Dr. Riaz?

- Thank you, and good afternoon, everyone. I'm Omar Riaz, Assistant Superintendent for Assessment Research and Data Analysis within the Miami-Dade County Public School System here in Miami, Florida. We are the third largest district in the country, so I'm happy to be here, and to participate with everyone.

Thank you.

- Thanks so much. Dr. Rios?

- [Dr. Rios] Yes, good afternoon. I'm Berta Rios. I am the Interim Chancellor at Albizu University. I'm also the Chief Academic Officer for the institution. We're a professional school of psychology that also offers undergraduate programs, with an enrollment of 900 students, an HSI institution here in Doral, Florida, which is in Miami-Dade County.

- Thanks so much, Dr. Rios. All right, Rhonda Gedward?

- Hi, I am Dr. Rhonda Gedward. I am a retired educator, working part-time now as a mentor and coach for new teachers in the Atlanta Public School System. I am in Stone Mountain, Georgia, and I heard Troy University, that is one of my alums.

And I'm looking forward to working with the team, ready to learn. This is a new experience for me, so be grateful.

- Thank you so much, Dr. Gedward. Thank you for being here. Shana White? And I don't believe Dr. Bronwyn Ragan-Martin is here, but if so, Dr. Martin?

Okay. All right, Anna Barrett Smith?

- Hi. Greetings from Greenville, North Carolina. I am a parent, and have just rolled off of six years of service on the Pitt County Board of Education. Beyond

that, I don't have an education background, so this is a new experience for me as well, but I look forward to learning from all of you.

- Thank you so much, Ms. Smith, and thank you for being here. All right, Dr. Antonis Katsiyannis?

- Hi, everyone. Antonis Katsiyannis, Clemson University. My area of expertise is in special education legal and policy issues, and I have done most of my writing in that area, as well as on discriminatory discipline. And most recently, we published a textbook on social justice in public schools.

We have done also some work with gun violence, and historically, and so forth. Good to be here.

- Thank you so much, Dr. Katsiyannis. Much appreciated. Dr. Lesley Thompson?

- Hi there. I'm Lesley Thompson, I am from the beautiful Florida Keys, Monroe County, right next to Miami-Dade, so it's good to see them. I am the Exceptional Student Education Director for our county, and I'm also our Equity Officer.

- Thank you so much, Dr. Thompson. All right, Dr. Wagner?

- Kyle Wagner, President of Northeastern Technical College in Cheraw, South Carolina. A rural college, we really focus on the underserved and unprepared students in socio-economic situations. We have a high percentage of that in our service area, and we really focus on bringing attention to those groups, and what their needs are.

- Thank you so much, Dr. Wagner. All right, and I see a few folks from our committee are present, but they are attendees, so I'm just going to call a few more folks who have been moved over. So Dr. Collier?

- [Dr. Collier] Yes, this is Dr. Larry Collier. I'm a retired educator from Alabama. I served many years in the role of classroom teacher, assistant principal, principal, district level administrator before retiring in 2019, and I currently support Alabama A&M University in a role of recruiting minority men into the teaching profession. I'm excited about this opportunity today to share my expertise.

- Thank you so much, Dr. Collier, and thank you for being here. All right, let's see, Yolanda Averett?

- [Yolanda] Yes, I am so sorry. I do apologize. I have been waiting all this time, trying to unmute myself.

- No problem.

- But I'm Yolanda Averett. I'm from the state of Alabama. I work in federal programs with the State Department of Education. I've been doing that work for around 10 years, and I'm happy to be here.

- Thank you so much Ms. Averett. And Shana White? And my apologies, Shana, I see you were in attendees. But you should be able to unmute as a panelist now.

- [Shana] Yes, I can unmute now, whereas I couldn't before. I'm Shana V. White. I am a, I guess, retired 16-year veteran educator in metro Atlanta, Georgia. I currently work for the K-4 Center that's based out in Oakland, and my official title is Director of Computer Science Equity.

- Wonderful. Thanks so much, Shana. And looking at the attendees list, it does not appear that anyone else from our regional committee is in the incorrect group, but if you are unable to unmute or message in the chat, please send me an email, and I will get you moved into panelists. All right, so next we're just going to briefly go over the objectives for today's meeting.

So number one is we're looking to review educational data from each region, and public comments received. Objective two is we'll discuss initial observations regarding critical education needs of the region. And then third, today we will identify clear action steps to be completed to gather information on the critical education needs of the region, and how those needs can most effectively be addressed through technical assistance activities.

And I'm next going to turn it over to our Liaison.

- [Sally] Hi, my name is Sally Wade, and it's just my pleasure to serve as your liaison for the Southeast region. I'm looking forward to getting to know you in the coming weeks, and providing any logistical and technical assistance support you may need.

For this meeting I'm going to quickly review the information that was in the regional profiles with you, and this will provide you with a chance to see what is happening across the individual jurisdictions, and also give you a sense of any trends or patterns that you may see within your region, and along with any differences.

As mentioned in the orientation, we could not cover every topic and every area, but we want to give you a flavor for some of the more pressing issues facing our education system. So Tara is sharing a slide, and this is the comprehensive profile that some of you may already have looked at.

As you can see, it's divided into sections, so...okay, so as you can see, this first section is about the region's districts and schools.

And based on the most recent numbers reported in the National Center for Education Statistics website, we've listed the number of operating districts, public schools, charter schools, and private schools for each jurisdiction in your region. And there was a question that came up earlier about rural and urban, and we'll try to help figure that out. This is the student enrollment information.

It's followed by the number of students enrolled in both the traditional public schools and charter schools, which is also disaggregated into pre-K through grade 8 enrollment, and 9 to 12 enrollment. The number of students reported to be enrolled in private schools is also included, and we've also included the disaggregated data for 3 to 5-year-old enrollment, and public elementary 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 in public and charter schools by geographic region, such as city, suburban, town, and rural.

There was a question about this definition, and whether it's consistent across the states, and we will try to find the answer to that question. So this is followed by information about special populations, including English language learners, students eligible for free and reduced price lunch, and students qualifying for special education services.

We've also included data from the United States as a whole in these tables so that you can see how your region and jurisdictions compare with what is

happening nationally. Then we move to graduation data, which includes the total adjusted cohort graduation rate, or 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, which is provided to you.

Student academic information has also been provided, and to provide the best comparison data available, we included results from the National Assessment for Education Programs, or NAEP, also known as the nation's report card for 4th and 8th grade mathematics, and readings and results.

Non-academic data, such as information related to out-of-school suspensions and expulsions are next. Other non-academic data includes information about students who brought firearms to school, and the percent of students who reported being bullied, either in school property or electronically.

Again, national data has been included for comparison. The next section of the regional profile...here we go. The next section for 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 level...excuse me, degree levels, and years of experience. Although recent data on qualifications was not available, more recent data was available about the percentage of teacher candidates who were enrolled, or completed a teacher preparation program, including those 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. Brief information about Title I spending and salary, wages, and public benefits are also included. So the purpose of the RAC is to identify priorities, and to do so, the RAC must address the question that was stated earlier, 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 how can we identify these needs of your region? And how do those needs, how do you think they might best be addressed? So we have these things that we just thought would be thought-provoking to help you consider.

How to ensure that all students achieve academic excellence, and have access to effective instruction? How to ensure all students and communities have the educational resources they need to fully participate in their education? How to ensure an outstanding, well-paid, well-supported, and diverse educator workforce?

How to support the well-being of students, teachers, and school communities? Next slide, please. So what are your overall reactions to the data presented?

And is this what you expected, or was it 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? Are data available at the state level, or do you have access to this data through another vehicle?

And how can the needs assessment help you attain this data? We also want to go over the public comments. Next slide, please. So they were asked three questions in the public comments. We had nine public comments submitted in our Southeast region, and the respondents identified, eight of them identified as parents, and one as an education stakeholder.

And they were asked four questions. So the first question is what are one or two educational needs within your region that the RAC should prioritize? The second was, why do you believe these are educational priorities that your region should address?

The third was what information can the RACs collect about these priorities to better understand and address the needs? And the fourth was, please add any other comments about educational needs in the region, and how they can be addressed.

So overall themes in our public comments included special education, particularly dyslexia, literacy instruction, using data to monitor student progress, early childhood screening and preparation.



So now I'm going to turn it over to Dr. Riaz to lead the discussion.

- Thank you, Ms. Wade. And I move to begin the RAC meeting for the Southeast region.

- Approved. You can proceed.

- Okay, so thank you, Dr. Rios. So we'd like to begin by looking at some of the public comments first. So based on the profiles that have been provided and reviewed with us, are there any specific pieces of information that we would need to collect?

Or I should maybe start off with what's our overall reaction to the information that was provided, specifically regarding the public's interest in special education, literacy instruction, and data collection, and early childhood data collection processes and procedures? So again, I'm from Florida, I'm from Miami-Dade County, and I'd like to just chime in and say that the science of reading in Florida is something that has been of great interest within our district, particularly when you look at the demographics that we service.

Over the last couple of years, we've had a great influx of newcomer students, particularly here in the southeast region of Florida. So I'm wondering, is that something that any of the other committee members also address, and whether it's a point of interest within your particular areas?

Well, I would like to suggest that we have data from the nation's report card with proficiency rates. Having the number of items may not be as insightful, but if you have access to information about what percent of overall versus Native Americans, African American, Hispanic students, although these students with limited English proficiency may be more illuminating for our purposes.

And I looked at the 2020 National Achievement reading data, and only 33% of 4th graders were at or above...were proficient in reading. And then that came down to 18% for Native Americans, 17% for African Americans, 21% for Hispanics, students

[inaudible] 11%, and ELLs 10%. So that is very powerful data, talking about academic achievement in particular. And we have similar information with 8th grade reading, as well as 4th and 8th grade in mathematics. And I think it's also at 12th grade as well, where they get that data.

So that may be something that would be interesting for us to dive in.

- This is Yolanda, from Alabama. When I looked in that folder, I noticed that there wasn't any comments from the state of Alabama. Where are the public comments placed so that people can make a comment? Or is there a reason why Alabama, they just chose not to comment?

Because I did see Georgia, and I think Georgia and Florida, but nothing...maybe I looked in the wrong place.

- [Tara] No, absolutely. Okay, so I can fill in here. The public comments was advertised in the Federal Registrar, and then last week when you received a notice from ED about next steps, that link was there for if you were comfortable disseminating to your networks and your community.

So it really has just been out there for a few days. Technically, everybody has up to two business days prior to one of these meetings starting. However, as of Friday, there weren't any comments, so anything that came in did come in over the weekend, and that's what we're sharing with you now. The public comments will be open, so we can share that link again with you, to be able to share with others, and we will continue to monitor that during the life of the committee, and keep you updated as different comments come in.

- Thank you, Tara. Dr. Rush, I see that your hand is raised.

- Yes, I wanted to just add to that. I noticed also, like Yolanda said, a limited amount of input from the state of Alabama. It was shared in just maybe some areas, and they have not had an opportunity to go in. However, I do think within the state of Alabama, there needs to be a focus on...we have brand new, two new laws that have been put into place that are kind of simultaneously, as the gentleman said earlier, about scientific reasoning with reading, but we have a literacy law that is by law, and then we have a numeracy law that has been added.

So I think that needs to be something that is looked at for the state of Alabama, because it's going to have a large impact on the proficiency rate when we're looking at the reading overall, because you have a proficiency rate that justifies proficiency, but you also have a rate that justifies promotion and retention when it comes to the state of Alabama, with the literacy law and with numeracy law.

- Thank you for sharing. Are there any other committee members that would like to provide some additional input on the need for additional data, particularly for early childhood literacy and/or mathematics?

- This is Rhonda Gedward, and I'm in the state of Georgia. And one thing that the state started, I think it began last year, is a push for all teachers to have the background in dyslexic, in teaching the students...screening all of the students.

That's the first thing that they started working on, is screening the students that may be dyslexic, and working on that. And as far as math, we have new math standards that's being implemented this school year. So it has yet to be determined how that's working out.

- Thank you for sharing. Dr. Wagner, I noticed you were going to...

- Yeah, I can't get my Raise Hand thing to work. For some reason, it's just gray, it won't let me click on it. I thought it was interesting that the... We broke down the number of students by school locality, but then we didn't break any of the data down by locality.

And I thought that was kind of interesting. Like students eligible for free or reduced lunches, they didn't break it down by the percentages for each of those states, based on the four locations of where the schools were located. I noticed that with the teacher demographics, and I thought that would be a real interesting thing to look at, was the longevity of rural communities versus town versus urban versus city.

I just thought the ethnic race breakdown, the 3K and 4K access by the localities would have been very interesting to see whenever it comes to proportionally within the states, and then the region itself.

I know in South Carolina where I'm at, it's a huge difference between those numbers when you look at rural communities of poverty versus the urban areas. I mean it's like...well, don't quote me, because I don't remember the last time I saw it, but the Charleston area, 68% of the population had degrees above a high school diploma.

In our region, we're rural, and it's less than 14%. The amount of vacancies for teachers are tremendous in the rural communities versus the urban areas. Education attainments, link phone service, all that is... I know for just South Carolina data, it's completely different looking at the four profiles, the four

localities, but yet none of the data was broke down that way, and I thought that was really interesting.

But I think it'd give a lot more insight, even racial breakdown and all that kind of stuff.

- Thank you for sharing. So you're suggesting a cross-section between a school locale, and some of the other components that were shared in the...

- Yeah, especially the important, but I think the really important ones, like the reduced...like poverty rates, that's also determined usually by the reduced-price lunch, the free or reduced lunch programs. Like, how many students in the cities, suburban, towns, and rural do the students qualify for free or reduced lunches, and is that a big factor?

Because that's a big factor on learning in the district. Access to the 2K and the 3K...I mean the 3K and 4K is huge between the two areas. Even the breakdown of private and public schools. In my region where my college is, there's only four private schools in the whole region, and...which really limits you if you want to send your child to something besides public education.

So I just know that the number would be quite a bit different if you looked at it from a lens of those four... I like the four breakdowns. I do like the four breakdowns, but I think it'd be interesting to see the data through those four breakdown lenses for each state, to see if there's commonality. Because to me, if there's commonality in rural areas across the whole six Southern region states, then that's a focus area that should be looked at regionally.

- Okay. Thank you for sharing. So far, we've discussed the need for additional data. Are there any other priorities that any of the committee members may have, or are interested in, based on the profiles that we've just reviewed?

- I would like to learn more about the education attainment, post-secondary attainment. Maybe a comparison, a very simple comparison by the region, by the areas, the states in our area, how many going into our location, and to what degrees...

It's basic census data.

- Yeah, I think that would be a good one too, is education attainment through the Southeast region would be a really good one. What's the number, 93%

chance that your child will go into higher education if you did? Could we flip that, and say 93% chance that if you didn't do higher education [inaudible 00:34:27.340]

- They won't go, yeah.

- I think that would be an interesting trend.

- So I think a question to follow up on that is how would we go about collecting that input? I'm sorry, collecting that data.

- Another interesting thing I think would be is mobility, the transfer of population among the...within the states, for the age group of education. I think that would be really interesting, percentages of students that are moving around in the southeast region, or totally out of the southeast region.

I think that would be a really interesting number to look at. Mobility in and out of the rural, suburban, urban, and within the states, and then the moving from state to state within the Southeast region.

And then, how many in the Southeast region are moving out or moving in of the education... I know in South Carolina, we're going to have an increase in students, is what they're predicting in South Carolina, where I know other states are predicting a 12% to 14% drop in school-age students.

So that would be really interesting to see that from the Southeast region, is the whole Southeast region seeing an increase in school-age population, where other regions in the United States might not?

- Yeah, that's a good point. In fact, some of the profiles, because it's based on the latest NCES information, so based on 2019, as I mentioned, at least here in Florida, we had a great influx of students this last school year. So that mobility rates would definitely be something that would make a lot of sense.

Do most of your school districts or your stakeholder groups, do they keep data on mobility rates, I'm curious?

- It would be very limited. A lot of that data is housed maybe about a year after, so it would be very limited once that one year has passed. Because we do have to keep up with military moving in and out, things of that nature after that one year period, and a large percentage of that will fall under the counseling realm in the state of Alabama.

But after that first year, you'd probably be very limited with that information.

- I just wondered if it was increasing, then your cost per student, which is the last page, which I thought was really good, the cost per student for public elementary and secondary school by state and jurisdiction, if you're having an influx of...if you're seeing an influx of more people moving into the region, then that cost per student is going to go down.

- So, on the screen, we have a needs assessment matrix that allows us to summarize the ways of how we might collect additional data points based on the priorities that we've identified.

So going back to the mobility rates, one of the possibilities would be to ask our stakeholders to complete a survey that provides those general mobility rates, based on the most current school year, the previous school year.

- And when you say that, Dr. Riaz, are you thinking asking state departments of education, or who would be the appropriate survey recipient?

- That's a great question. I think that's a good question for the group. Is that something that each of our states would have the ability to report that? I don't know that in Florida, I don't know that we in Florida, at least for the state of Florida, that we publish mobility rates. I know that we do at our school district, at the district level, but not necessarily at the state.

Dr. Rush, you mentioned you do monitor mobility rates, but is that at the district level?

- It's at the district level. It wouldn't necessarily be at the state level.

- How I got my hands on it in South Carolina was the Commission on Higher Education.

- Okay.

- And they were looking at all that. So, I don't know if your state has a Commission on Higher Education, but that's where I got the data from. And it was great data. I mean, I can share it with you... but it talked about the percentage of increase, what's happened over the last 10 or 15 years, education attainment, all that kind of stuff.

It was great data. And I don't know if other states do it, but I know in South Carolina, they do it every year.

- I think in the state of Alabama, once COVID hit, we were kind of keeping up with the numbers, seeing if there was a decrease or increase of student enrollment. And I think here, Dr. Rush, if you can chime in, I think we were seeing a decrease. I don't know if it has increased this last school year.

But I would think the State Department of Education in each state may have that information to share with us. So I think we should probably start at the State Department of Education.

- And yes, you're correct, we did see a decrease. But the one that I'm, like I said, most familiar with is the one how we kept with the numbers within the district, but there may be something that's overall from the State Department that I'm not aware of.

- Well, perhaps we'll work on trying to draft some appropriate questions or something for a survey. I know there's a difference between decrease, increase, and mobility between districts, and as you were talking about.

But it is something we'll, at your pleasure, try to take a look at, and see if we can find what you're...to get the answers to what you're asking.

- Just out of curiosity, on the graduation information, do we...would it be feasible to have some data on what students are doing after graduation? Like, are they entering the workforce?

Are they going on to four-year institutions, two-year institutions? And then, once they finish the four-year and two-year institutions, are they entering into the workforce? Would that be interesting data to tie into this, is what are students doing with the education that they have been exposed to?

- I think that information is really powerful. I know we collect it, as a district. Again, it goes back to the question about whether we have that information at the state level, at each of our states' levels. Do we know if any of our other states collect that information at the state level?

- You do have it where it's submitted through the Career and Technical Education Department, where it's the pathways.



That would be your military, that would be your direct impact into the workforce. Each individual district does keep up with students that go on to secondary or higher ed education, whether it's two-year or four-year university. That's what I was referring to with that first year. I don't know how well it's kept up after that very first year of them graduating, coming back sophomore year, junior year, or senior year.

That would have to be where they would let the school know. And I'm not sure, but I know that very first year, you would be able to know which pathway they would be going.

- You know, the report cards at the school districts, you know, break them down that way in South Carolina.

- We recognize Dr. Antonis is raising his hand.

- Yeah, my question is, we're talking about mobility data, but I don't quite understand what is the connection with...

I mean, how do we tie that up with...are we trying to tie this up with performance data, with this new data? I mean, what are we trying to do with mobility? I understand mobility, but...and nice to know who comes here and goes out, so to speak, but what's the intent?

- Dr. Wagner, would you like to respond to that? I know you had brought up the question about mobility.

- Well, it'd be interesting to know, are we seeing an increase of students into our education system in the Southeast region, versus a decrease in that? And then from that, what's happening to... If we've seen a decrease, then we could look into, well, are they leaving with success, into the regions they're moving into, the mobility of moving to another region?

Or if they're moving in, are they coming in with English skills and math skills equal to what our current students have? Or are we spending a lot of resources in bringing them up to up to the levels that our current students are? That would be one big one, would be looking at that.

The other one is knowing the mobility around your state, do you have a disportion of students that are moving from urban areas to rural areas, or urban areas to city areas to suburban areas? You see a lot of stuff in the news about

that, especially post-COVID, and I was just wondering, are we seeing that in our school system, our education system, and how is that affecting our funding levels, and how is that affecting our teaching levels and those kind of things.

I know in our area, one of the hardest things is getting people to move to the area to teach, and to move in here and do teaching. So they would rather live in an urban area than a rural area, and so we have a hard time getting people to move into the region to take jobs.

- Yeah, and I could also add that, as I mentioned, we've had a lot of newcomer students. So those newcomer students that may have arrived in our schools after that first FTE, we would consider them as a student that's been mobile, because the schools often need additional resources for those students because the allocation wasn't there prior to before the child had enrolled.

So, I think we may look at it in both terms of academic needs, as well as resources that the schools might need. Sorry, Dr. Rush, were you going to say something?

- I was just going to say, is there specific data analysis with those public comments so we can kind of not kind of be all over the place, but have a streamlined way of what they're expecting?

Or are we going to add to it? That was where I was just a little confused. Do we need to add something additional, or just stick with what the public comments were coming from?

- No, we will continue to...

- Oh, sorry, Sally. Go ahead.

- You can go ahead, Tara.

- The public comments are just a starting point. It's up to this group to discuss where you think the priorities are. And Sally, feel free to add to that.

- We will collect them, and kind of summarize what the major point was so that if you aren't able or interested in reading the details of each public comment, particularly if numerous comments come in, we will look at trends, and summarize those. But it is the RAC making the decision, is the public input into your decision.

- Are we trying to have a certain number of focuses? Like, I noticed the theme of the comments that we have now, we have four of them. We have four from the discussion.

So do we have to have a certain number, or do we want to just focus on that four, and add to as we receive more comments? Or look at the commonalities that are received?

- I don't think you're restricted to a certain number. However, you know, the goal is to choose priorities that you feel like are the highest priorities that could best be addressed through technical assistance.

- Okay.

- There were two other comments in the chat that I wanted to bring up. The first has to do with book bans on AP African American history. Ms. White, if you want to speak to that?

- I was just bringing up that some of the public comments brought that up numerous times. And I know that AP African American History has been banned in Florida, and then in Georgia, we had a teacher just recently get fired for reading a book from the Scholastic Book Fair. So I just saw a few comments about that throughout, and I was wondering how those would be typically addressed, since this kind of, like, nuance is prevalent in most Southeastern states.

- Well, our role as Liaisons, we really just report, collect and report the public comments. I guess your committee could choose to address whatever priorities you think are the highest and the best met through technical assistance.

- There was one other comment that reflects some of the comments that were made by the public, which is the outcomes for ESC. Dr. Thompson... Go ahead.

- Yes, the state does an LEA profile, a local education agency profile for every district in the state of Florida. And we do have post-school outcomes for all special needs students. We don't cover... It has basic general ed information, but it has somewhat detailed information for special needs students, if that's of help.

- Thank you. So I know we're scheduled for about another half hour or so, so do we want to start to, as a committee, start to focus on the priorities that we want to identify?

So I know we've spoken about literacy and math instruction, and we have been discussing mobility rates as well. Any other priorities that we want to consider to focus on? And I'm sorry, we also mentioned post-secondary attainment.

- Yeah, I'd like to suggest disciplinary disparities.

- Thank you. Do you want to expand on that?

- Well, again, we have seen data, particularly collected by OCR regarding suspensions, expulsions, and even data on seclusion restraints, corporal punishment. And we see, again, throughout minority groups, students with disabilities being disproportionately represented, and that has been consistently reported.

So that may be something that could be looked at in terms of what can technical assistance do to improve those outcomes, in the same manner with regard to performance data, whether reading, mathematics, etc., across the same subgroups.

And in fact, in my mind, even the overall rates are abysmal, to have 30% at the proficiency level is abysmal. Going back to No Child Left Behind, and what we're trying to...or hope to accomplish by 2013, '14, we haven't even come close.

In fact, we have been going backwards in light of COVID.

- So the suggestion is to look at the disparities across subgroups and ethnicities.

- And again, we do have promising practices with MTSS, whether PBIS or RTI, and all that can be attended to. And we have ample research that demonstrates that indeed those tiered approaches work, so maybe that's something that we can provide as a solution.

Yeah, there's a problem, here's a solution that has empirical support behind it.

- Thank you for sharing. Ms. Sweazey, you made a comment in the chat, and you have your hand raised?

- Yes. Well, I know since COVID, we've had significant problems with attendance and engagement from families, and consistency as far as student attendance goes, whether it's due to illness or other factors. And that, of course, is going to have a huge impact on student outcomes.

I don't know if that's seen everywhere, but I know that in my area, we've had a big problem with that.

- Yes, thank you for sharing. In Miami-Dade County, we've also struggled with particularly engagement post-COVID. So just to recap, Tara has listed our four points that we've been discussing, literacy and math instruction, post-secondary status, mobility, and disparities.

And we may be able to include attendance and engagement, along with behavior, if it's something that the group feels that it's a point that should be focused on.

- We cannot hear.

- So at this time, are there any other areas that the committee feels that we should consider as a priority for the Southeast region?

- Dr. Riaz, I noticed that Joanne Sweazey has her hand up.

- I believe that was from her previous...

- Okay.

- Yes, I already addressed it. Thank you.

- Fine.

- I going to...I just keep going back to one of the things that I felt they really didn't drill into, and that is the economic impact. You know, that families with economic impact issues, it didn't seem to give us...

If technical assistance is what we're looking at, economics is a big factor on technical access, whether it be broadband, computer access, any of that kind of stuff. But I didn't...

And a lot of these areas that were broke down didn't break it down by economic status. So I thought that...I don't know what you could do there, but to me, that technical assistance is some kind of technology assistance, and technology assistance is going to be dampered tremendously by economic status, and a child's access to technology.

I mean you can have a laptop loaner program in your school district, but if only 12% of your kids have access to internet at home, it doesn't do a lot for you. It didn't look at those kind of things.

So, I don't know if that's something you can drill into, I don't know if that's data you can get, but... And a lot of the things that, when I looked at some of the data and it told me that...like the one guy was talking about, where students with disciplinary actions and suspensions, it didn't break that down by economic status.

It didn't... You know, because that was one thing that is a huge factor in this. So I don't know if that's something we need to look at. But I know in the Southeast region, economics...and if you look at some of the data, it's alluding to it, but it's not addressing it.

And I don't know if that's something that needs to be addressed. Especially when you look at, like, the free and reduced school lunches, the numbers are pretty high. I think every state is above the national average. So if that's the status, then what does that look like in our schools? And how is that affecting these data points?

- Dr. Riaz, you're on mute.

- Sorry about that. I was going to mention, that's a good point. That's one of the questions that was included in NAEP, in the most recent assessment. So, that's data that may be available to us now through the NAEP database.

So there were questions about whether students had access to a mobile device, and we can also identify students who are free and reduced lunch through that mechanism. So I think we have discussed everything that was in the chat so far. Is there any other topic or reaction to data that we haven't discussed yet, that the committee would like to bring up?

- Perhaps a comment again about economics. Well, we do know, I mean, we do have research on that, that says that when it comes to special education eligibility, when it comes to performance, academic performance or behavioral issues, there's a link to socio-economic status, etc.

So in my mind, the question is what do you do about it? So what's next on that? And maybe that's the... I mean, we know, for example, that ELLs underachieve.

Well, what's next? So, what do we do about it? Or when it comes to African Americans being disproportionately excluded. Well, what do we do about it? What are mechanisms out there that can provide some solution to this? I mean, the link is already there, so whether we have the data, again, another set of data regarding socio-economic status, free lunch or reduced lunch, it may give us a little bit more insight, but we already know there's a link there.

So, am I wrong on this? I mean, are we trying to reestablish something, or are we trying to move forward in terms of solutions? So the question is whether we are just reporting, or also providing next steps, correct?

- I thought the intent was solutions. I mean, what the Department of Education can provide in terms of support to improve whatever outcome.

So yes, I mean, in South Carolina, you're going to fix the 95 corridor. Economics are economics. I mean, that's going to be a challenge no matter how you cut it. And you have students that are underachieving, you don't have the ability to attract teachers, etc., etc.

So, but my question is again, are we going back and saying, hey, this is the problem, we have known this is the problem, and stop there? Or are we going... In terms of this particular group's charge, what's going to happen next? Maybe Liz can help us out with this.

I think solutions should be the focus, as opposed to reestablishing problems.

- Thanks, Dr. Katsyannis. I would just echo what Tara Donahue put in the chat, the goal is to determine priorities that the Department of Ed can support via our technical assistance programs.

- Ms. Barrett Smith, you have your hand raised.

- Thank you. I just want to clarify, and certainly you-all are a much more seasoned bunch in education as a whole than I am as a parent. But just to clarify that we are working on things that need to be prioritized by the Department of Education. And so it would seem to me that some of these issues that are coming up are going to have to be dealt with more at the state level than at the national level.

And so I think just as we're going through, in terms of teacher retention, teacher recruitment, things like that, at least from my experience on our board of



education, you know, so much of that is dependent on what's going on, in my case, at the state level, in North Carolina, and it's going to look very different, the per pupil expenditures.

Yes, there's a national component to it as well, but I think we just, in order to meet the objective here, make sure that we're talking about things that actually can be impacted in a meaningful way via the Department of Education, versus via the state level. I want to make sure I'm understanding that that's...

I mean, I think I understand that to be our objective. But some of the things I think are going to require impact at the state level as well.

- Thank you for sharing that. And I think that goes in line with what Dr. Collier mentioned in the chat, the impact on districts regarding teacher shortages. Dr.

Collier, is there anything else that you would like to add regarding your comment?

- Right. We're hearing, you know, across the country that many districts are struggling with hiring teachers because there's no...we can't fill vacancies because there's a shortage, no matter what area you're in, whether you're rural, city, suburban, urban, or what have you. And so it's a big problem across I know the state of Alabama, and I've seen reports nationally where it still exists.

And then, when you dig a little deeper, when you disaggregate the data, you start looking at who are the classroom teachers, and we know that 80% of our teachers are White females, and then there's a very limited number of Black males in the teaching profession, more specifically less than 2%. And so, that's why I'm in an area now where I'm trying to recruit to retain more minority men into the teaching profession, because we know they also can have an impact on student learning and teaching as well.

So teacher shortage is the umbrella that I'm talking from and speaking from, where this major concern exists in the state of Alabama. And I've heard superintendents, assistant superintendents across the state talk about how they can't fill positions. As they started school this year, there were openings, there were vacancies that could not be filled, and you're putting sometimes unqualified people in these roles to carry out teaching and learning.

So that's going to impact the bottom line, which is academic performance of our students.

- Thank you for sharing that. And that's one data element that we don't necessarily have in the profiles. We don't have data regarding teacher vacancies, and I think that's a fluid data element that's not as easy to procure.

- I'll also just jump in really quickly, just to remind the group that going back to the meeting objectives, we may identify some needs that are very real, but maybe can't be addressed through the Department of Ed at the federal level's technical assistance.

But that could still be something you have noted in the RAC report along the lines of, you know, we found this need, however, determined that it is not the highest priority for support from the Department. So just wanted to put that reminder in, that, you know, it can still be cited in the report.

- So looking at what we have that is listed, could we, with those top four, and then still looking at the attendance engagement and the teacher shortage, we may not be able to necessarily give some data to that.

I do think we could, that is something that we're responsible for keeping at each state level. But just being putting those in as the also looking to see these are direct impact as well on all of those things that we have listed those for. The disparity with suspension and expulsion, and the academic achievement, I'm not sure about mobility, someone will have to kind of help me with that one a little bit.

But looking at the post-secondary status, and looking at the literacy and math, those will have direct impacts with the attendance and engagement since COVID. And then the teacher shortage, those will have a direct impact on those. So kind of looking at those from a lens of these are our priorities that we want to be able to get more information on, but then also, these are some direct impacts that directly impact these areas, whether they're going in whatever subgroup they would go in.

So the overarching could be the attendance, engagement, teacher shortages, but looking at those other four areas as the fluent area of things that the Department could actually give some impact to.

- So as a committee, if we decide to go that route, the next step would be to determine those priorities that we might need additional data for, to be able to make that recommendation within the report.

So again, just as a summary, the suggestion is to focus on those four priorities, but also include teacher retention, and attendance and engagement.

- I think that's a good start.

- And even with the academic needs, we may be able to encumber some of the other things that we discussed just to capture everyone's, you know, input looking at the ESE component for students, and also maybe even looking at some of the things when it comes to the African-American history, the things that's all in the academic realm.

So that all can kind of fit in there, so you can kind of get a hodgepodge of everything. I don't know.

- So someone in the chat asked for us to restate the four priorities. The four priorities are, number one, literacy and math instruction, number two, post-secondary status, number three, mobility, student mobility, and then number four, any disparities that might exist for students among suspensions, expulsions, academic achievement. So those disparities would be among ethnicities and subgroups.

And then in addition to that, we also spoke about attendance and engagement, and then teacher shortages, and recruitment and retention when it comes to...state-level recruitment and retention.

- May I ask a question? I'm looking on the Southeast region profile, and it has information as it relates to teacher shortage.

Is this something, a piece of data that we're going to use here as well? It's information about districts and schools within our district...I mean in our states. So it seems like we have some of the information that we were just talking about, graduation information, student academic information, student non-academic information, teacher information, teacher qualification, teacher shortage.

Will we use this information to help us move along?

- Yes, you absolutely can.

- Or is this something... Okay.

- Yep, that was a starting point, and those were taken from national data. We did those for each of the regions, so you all were starting from the same place, and had the same kind of baseline information. So now you can kind of take that and run with it, to see what are other priorities you have, and what other information do you need. And this leads us to the needs assessment matrix here, which is thinking about now that you've looked at between four and six different priorities, is what I'm hearing, what additional information do you need?

Is it just looking at state data files, or is it talking to other stakeholder groups? So the next step now is to determine how will you get that missing data? And is it reaching out to different folks? If it is just going to your state education agency, you know, who knows that person that can get you those data files that may not be publicly available?

So that's kind of the next step in this process of figuring out who do you need to talk to, and what that area of focus will be. If we jump to the next slide, here's an example of what that might look like for teacher preparation programs. You can see, so you know, the stakeholder group might be teacher preparation institutions, because you're focusing on teacher shortages.

So you might want to talk to, you know, leaders of the teacher education department across five of your institutes of higher education. And then, you know, you kind of figure out, and this is where we would support you, figuring out the best way to capture that information. We can help you reach out to those folks, we'll help you set up the technology or the platform, the venue to be able to collect data from them, and then work with you on analyzing what that output would be.

So that was just one example of what you might consider, you know, if teacher shortages related to a teacher prep institution was one of your priorities. So like I said, it sounds like you have definitely determined at least four, if not up to six different priorities, so the next step is figuring out what information is missing, and how will you collect that information?

And then MSG, Sally will be your main contact for figuring out exactly how to disseminate your communication to potential stakeholders, and gather that data. So I think the first step, maybe, is to agree on the priorities by taking a vote, if you want to focus on all four, if you want to focus on those additional two.

- So should we make a motion to start with the four priorities, and then consider the additional two? Is that...would that be the appropriate way to move forward?

- Yes.

- So my question is, how is the mobility data as a priority? I mean, there's no control when students move from one state or one place to another. It may be economic, it may be whatever reasons. I mean, I think that's a supportive kind of data point because it has an effect let's say if you have an influx of EL students in South Carolina who speak Spanish, I mean, that may be a challenge for our districts, etc.

But I cannot see that as being a priority in itself. It may be a data point for achievement, literacy, whatever might be the case.

- Maybe a tactic would be to vote for each separately, and... Would that solve that problem?

- Yes, I think that makes sense. Okay, so do we want to start by voting on the first one, literacy and math instruction? So if you agree to focus on literacy and math, if you wouldn't mind raising your hand.

- If your hand raise function is not working, please feel free to put a note in the chat for literacy and math, or a come off of mute. Thank you. Okay, so, I think we have a majority with literacy and math.

Okay, so the second one that we're voting on then is on post-secondary status as a priority.

So if you agree as using post-secondary status as a priority, if you would please raise your hand. Or indicate so in the chat. Okay, so I think that's a consensus.

We have...it's a yes to post-secondary status.

So if we want to lower our hands again, and then we'll vote for mobility. So if you wish to focus on mobility, if you would please raise your hand, or indicate in the chat. Okay, so it seems the group is...we did not reach consensus with mobility.

We didn't receive a majority.

So we'll move on to the next one, which is disparities, suspensions, expulsions, and academic achievement. So if that is an area that you would like to focus on as a priority, please raise your hand, or do so in the chat. Okay, so I believe that is a majority, with the disparities among suspensions, expulsions, and academic achievement.

And then we have those two other questions that were posed. The first one is teacher shortages. So if you agree to teacher shortages, if you would please raise your hand.

So I believe that we've also added teacher shortages. And I'm sorry, I can't read my notes, the sixth one, if someone could remind me?

- Attendance and engagement. Attendance and engagement.

- Okay. So the last topic was attendance and engagement, particularly with a focus on post-COVID. If you would please raise your hand, or do so in the chat. Okay, so we've reached a majority with attendance and engagement as well. So, thank you all for voting.

So just to recap, the priorities that we selected are literacy and math instruction, post-secondary status, disparities among suspensions, expulsions, and academic achievement, teacher shortages, and attendance and engagement. So I think our next step is to determine how we will collect the data for these priorities that we've identified.

So maybe it's a good idea to go in the same order we did with the rest when we voted, so starting with literacy and math, I guess quickly, the discussion would be how do we obtain...what additional data do we need to collect to determine the impact of literacy and math instruction?

- Personally, I think it would be your state testing. So your testing results, your...more or less your summative assessments for the states will give you that proficiency ranking.

- No, that's the nation's report card, so that...it already exists there, so we already have that information.

- That's correct.

- And that is also given to us by a subgroup, which is very important to have.

- The only stipulation is that it's really only at 4th and 8th grade, not necessarily at the early childhood, as we had discussed. But I think that is probably still a strong indicator of those prerequisite skills that students might need to get to 4th grade.

If the committee's okay...

- But don't we have also 12th grade in there? I cannot recall. I know definitely 4th and 8th, but I think we also have 12th grade, don't we? [crosstalk 01:25:41.947]

- I think maybe it's only 4th and 8th.

- Fourth and 8th, okay.

- Yeah, it's 4th and 8th.

- Regarding post-secondary status, is that something that your individual states might have information? I think we briefly discussed this.

- I was talking about college attendance, what percent of the population goes to college, two-year, four-year, etc. Because some of that data may be part of the, again, the National Center for Education Statistics. Or Conditions for Education as well, actually.

- I believe National Clearinghouse also has some information, but I'm not sure that every state participates in that. And then, data regarding suspensions and expulsions, and disparities amongst academic achievement. I think...

- Yeah, that would be from the OCR data collection. And that's actually given to us by district level, state, and national estimation. So...

- Okay.

- I can...

- Data regarding teacher shortages. I think that one's going to be a little bit more difficult to obtain, that's accurate. Dr.

Rush, you have your hand raised?

- No, I'm sorry. I was saying goodbye to my secretary.



- All right. And Dr. Collier, you have your hand raised as well. Maybe that was from before.

- Yeah, that was from before.

- Okay. So, it sounds like we may need some support for identifying data, how we might need to obtain that, our teacher shortage data.

- Yeah, the National Association for Teacher...whatever, had a report in 2022 I think, so I put a link in the chat. So, that will give us some more sense.

- Thank you.

- And then finally, attendance and engagement. That may also be available through our individual states. Definitely attendance.

I'm not sure how we would define engagement, and what data elements we'd use to determine whether a student is engaged. Okay, so I believe at this point we've identified five priorities, and we've discussed how we might obtain data for the five priorities.

- So do we want to proceed with talking about the way we communicate in the SharePoint files?

- Yes, I think that would be appropriate.

- Okay. Next slide, please.

- So, you all should have received access to the SharePoint files last week, and this will be our key communication hub. We're leaving the files as Word documents on SharePoint sites so you can insert comments and questions into the documents.

Since you will only be meeting twice, this will be the best way to facilitate continued discussions between Meeting 1 and 2. We will be reviewing the comments, and putting together a synthesized version of the end results to help prepare you for Meeting 2. We also will continue to finalize and update various documents over the next couple of days.

We wanted to hear your initial discussions, and make sure everyone, you know, everyone was on the same page before getting too far ahead. But we'll quickly

review what the SharePoint contains. So on this slide, you can see how the folders are saved, and the ones you have access to.

And these include information about the orientation meeting, the profiles, and we will be adding Meeting 1 and 2, the need sensing materials, the report, and other resources. Next slide, please.

The agenda and the presentation, there will be recordings of this meeting, a transcript, and meeting summary. Next slide, please. I'm sorry, if we could go back? That's the orientation meeting.

It is all there, the recording, the agenda, and the presentation, and the transcript of the summary for the orientation. In my haste, I forgot to say that. So, next slide, please. The agenda, the ethics primer, all the information on the ethics piece is also there.

Next slide, please. For the profiles, you already have the regional profile. The National Disaggregated folder includes data that were disaggregated at the federal level.

You may have access to disaggregated data at the state level, but we wanted to give you an overview of what the national data shows for English learners, mental health, and teachers of color. 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 state will be covered.

Okay, next slide, please. The Meeting 1 and 2 will look similar to the Orientation folder in that we will have agendas and the slides and the recordings, once they are available.

Next slide, please. This is where most of the work will be completed, and that's the need sensing materials. And this is where the need sensing matrix will live, and where there's these ideas that you came up with. We will be looking into those, and we appreciate your links and all that you've given us already.

Next folder, please. Or next... So in the need sensing materials, the folders related to surveys, focus groups, and public comments, additional guidance is provided for each of these potential activities. For example, communication documents include outreach templates to stakeholders will be under the Communication Documents folder.

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, focused on overall priorities, but if you want to include an additional stakeholder group or focus on a specific area, I will help you create content for that instrument.

Once the data are collected, all information will be stored in the data file. Next slide, please. These are the Need Sensing Material file. Within the Communications Documents folder, there is a subfolder for communication materials. Communication documents, including outreach template to stakeholders will be under the Communication Document folder.

This is also where you will track all stakeholders that you communicate with, and how you communicate with them. Next slide, please. So once you've collected the data, this is where you will save the files. We will also include any analysis conducted, as well as a summary of the data to prepare for the report.

Next slide, please. And this is the report. This folder is all about the final report. The report template, draft, and final report will be saved here. And the last slide, please.

- This is the resources folder. The resource folder includes the contact information for the DFO, and the Liaison, myself, 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 that you find helpful.

As the Liaisons review, these may also be included and shared with other RACs, so that everyone has access to the same materials and resources. So when we find something that we've discussed in our RAC that another regional RAC needs or would be interested in, we will put it here, and we will also share from others to our regional advisory groups so that we can benefit from the work of all the regional advisory groups.

So now I'm going to hand it over to Liz.

- Thank you so much, Sally, and thanks, everyone, for staying a couple more minutes. So as it says here, for making requests of our DFO and Liaison, to email your DFO, which is myself, and Sally, as our liaison, with questions or

comments, and then we'll be collaborating with RAC members on all shared documents.

And this is necessary for purposes of our Freedom of Information Act, so that is the purpose for all of those emails. And so, I'm going to turn it back to Sally for our next steps in our action plan.

- So our next steps seem to be to collect this additional information that you talked about, right? And I will put that into action plans, such as the task of post-secondary status. It seems to be that we need to look at the National Center for Educational Statistics and the National Clearinghouse.

Omar, is that something that you want me as the Liaison to do? Is it something that a person on the RAC should do? How do you want to handle this? What's your preference?

- I think we may just need to see what's available first. Is that something that we can piecemeal, and several of us can look at the individual state level to try to determine if that's available at the state? I know we have that available for the district, I'm just not sure if it's available at the state level.

- Yeah, I think the next step will be a debrief with Sally, Omar, and Liz to kind of go through the needssensing matrix and the next steps action plans, and then they'll post that for feedback to the rest of the committee before finalizing.

- Okay.

- So I think...

- Is there anything else that we need to cover?

- I think there's just one more slide for the reminders, and then Liz will adjourn everybody.

- Okay, so just as a reminder, the SharePoint folders that we went over is the primary communication point. And that's where we upload documents, we track and we monitor the contact with stakeholders, and we share data, and share comments and reflections.

And the reason, again, one of the reasons for using the SharePoint is the Freedom of Information Act compliance that we want to be sure and have correctly complied with. We would like to remind you to register for Meeting 2,

because...and that as follow-up, you'll receive a copy of the completed need sensing matrix...excuse me, need sensing matrix.

And you'll receive a copy of the completed action plan, with responsibilities outlined.

- Thanks so much, Sally. And thank you, Omar, for facilitating today. Before I adjourn, I just wanted to...I see Michele. Dr. Daley, you have your hand raised? If there was any other notes?

- [Dr. Daley] Yes. Thank you, Liz. I actually joined the meeting late, so I'm not sure if you were able to convey the message in regards to the time that was extended between Meeting 1 and 2. And if you did, then I won't have to repeat that information.

- I was just about to share. But you can go ahead.

- Okay. Thank you, Liz. So, we heard your concerns. There were a lot of concerns from members in regards to the constraint of time to conduct the need sensing between Meeting 1 and 2, so we're working on extending that time possibly until sometime in October, or next month. The details regarding those new dates will be shared in the Federal Register.

So I just wanted to inform you that you'll have a couple more weeks added to your need sensing activity time. And then, the report will be due sometime in November. So we're really working hard to extend that time for you, so you can have sufficient time to have some really meaningful need sensing that will be a part of the recommendations for your report. So thank you, Liz, for providing me the opportunity to state that information, and I'll turn it back over to you.

- Thanks so much, Michelle. And I just wanted to give space, if there were any other questions or comments, before I adjourn the meeting. I see two folks still have hand raised, but I'm not sure of that's from prior comments or questions. Dr. Katsiyannis?

- I'm sorry?

- Sorry, I saw your hand was still raised. I just wanted to double check before adjourning.

- Oh, I'm sorry.

- No, no problem.

- Yeah, it's... I'm sorry.

- No, you're totally fine. I just wanted to check before adjourning. All righty. Well, thank you all for joining today. So I'm now moving to adjourn the meeting for the Regional Advisory Committee meeting for the Southeast region, and I'd ask that all committee members concur by stating aye.

- Aye.

- All right, this meeting is adjourned at 5:45 p.m. Eastern time, and I thank you all very much for joining today. Appreciate it.