RAC- Southwest

September 7, 2023

- [Rebekka] Hello, the meeting will come to order for the Regional Advisory Committee for the Southwest Region. My name is Bekka Meyer. I'm the Designated Federal Official from the U.S. Department of Education. I'd like to acknowledge that this meeting is open to members of the public, and will be recorded for the public record. I'm going to start with roll call.

So for the members of the committee, when I say your name, please come off mute, and respond with present. Margo DeLaune.

- [Margo] Present.

- Danielle Mitchell. Jen Nell...I'm sorry, Jane Nell Guyer Luster?

- [Jane Nell] Present.

- Elisa Begueria.

- [Elisa] Present.

- Richard Bowman? Stephanie Thompson?

- [Stephanie T.] Present.

- Anya Dozier Enos?

- [Anya] Present.

- Dudley Darrow?

- [Dudley] Present.

- Stephanie Hinton?

- [Stephanie H.] Present.

- Jennifer Chidsey?

- [Jen C.] Present.

- Nilam Agrawal? Dr. Sylvia Leal?

- [Nilam] Present. I'm present. Sorry. This is Nilam Agrawal.

- Oh, thank you.

- Thank you.

- Dr. Sylvia Leal?

- [Dr. Leal] Present.

- And Dr. Lesley Casarez?

- [Dr. Casarez] Present.

- And I think I saw we do have Richard Bowman. Is that correct?

- It's in the chat.

- Are you able to say... Is your audio working, Richard?

- [Richard] Yes, my audio is working. I'm here.

- Excellent. Thank you. I'm going to...

- [Danielle] And Danielle Mitchell is present.

- Oh, great. Thank you. Okay, with that, we do have full attendance, and we do have a quorum to continue the meeting, so thank you all. We are now going to do some brief introductions. So I will call your name, and if you could share your name, and the organization that you represent or that you're with, that would be great.

So we will start with Margo.

- I am Margo DeLaune. I am with the Department of Interior, the Bureau of Indian Education. And I am an enrolled Kiowa member, and also a member of the Citizen Band Potawatomi Tribe. Thank you.

- Thank you. Next on to Danielle Mitchell.

- Good afternoon, everyone. And I apologize for no camera. I am on a MiFi right now, so we can all understand those issues. Danielle Mitchell, with the Louisiana Department of Education. And I am, like many of you, kind of a jack

of all trades, wear many hats, but really focused on monitoring our ESSER funding, and our public reporting of our key performance indicators, and our ESSER spending.

- Thank you. And you're coming through loud and clear, even without having video.

- Thank you.

- Next up is Jane Nell.

- I apologize for the lighting. I've done everything I can, so I will go off after I've introduced myself. Jane Nell Luster, and I am president of my own company, Conlink LLC. I live in Louisiana, and as I understand it, I am a special government employee for this activity.

- Thank you. Next up is Elisa.

- Hey, good afternoon. I come from New Mexico, southeast New Mexico, and I am a school district superintendent in a small district in New Mexico.

- Thank you. Richard?

- Well, good afternoon. I am Richard Bowman, I am the Chief Information and Strategy Officer for the Albuquerque Public Schools, and I believe I am also a large district representative.

- Thank you. Stephanie Thompson?

- Hello. Stephanie Thompson, I am a school board member for Farmington Municipal Schools here in Farmington, New Mexico. I am also on the National School Board Association as an American Indian, Alaska Native Equity Council. Thank you.

- Thank you. Next on to Anya Dozier Enos. I think I pronounced it better this time than I did the first time.

- Good evening, everybody. My name is Anya Dozier Enos. I'm from Santa Clara Pueblo in New Mexico. I work at Santa Fe Indian School, which is an LEA, and our primary source of funding is through the Bureau of Indian Education.

It's a pleasure to be here.

- Thank you. Dudley.

- Hi, Dudley Darrow. I'm the superintendent of Enid Public Schools, in Enid, Oklahoma. We currently have about 7,600 students in our school district pre-K through 12.

- Thank you. Stephanie Hinton.

- Hi, I am Stephanie Hinton. I am the Director of Early Childhood for Oklahoma City Public Schools.

- Thank you. Jennifer, I think you go by Jen?

- Jen or Jennifer, either is fine. Hi, I'm Jen. I am the Associate Commissioner for Organizational Development at the Texas Education Agency, which is the SEA here in Texas. I, in that role, oversee our HR department, research and analysis, our alignment and delivery unit, which is our internal strategic plan performance management unit, and also the ESC strategy and support, which the education service centers, there's 20 of them in the state of Texas, it's our regional approach to serving such a large geography and population through the state education agency.

- Thank you. Nilam...

- Hi, everyone. My name is Nilam Agrawal, and I'm a parent representative from the great state of Texas. I'm a mother of two kids who are diagnosed with Usher syndrome, so they are deafblind, and my younger one also has dyslexia. I'm a graduate of Texas Partners in Policymaking, and I'm also a board member with the National Family Association for DeafBlind.

And I am very passionate about children's educational rights, and higher expectations from them. Thank you.

- Thank you. Sylvia...

- Hello, everyone. My name is Sylvia Leal, and I am currently right now the Senior Program Officer for the TLL Temple Foundation, based out of East Texas, Lufkin, Texas. But I also come with 34 years of educational experience in K-12. I also worked at the Regional Service Center, Jennifer, here in South Texas, and most recently had 10 years in higher education.

So I have a broad perspective of the educational pipeline, and I'm ready to learn, and offer whatever perspective I can offer. Thank you.

- Thank you. And Lesley.

- Hi, I'm Lesley Caserez. I'm also at a service center, Service Center 15 in San Angelo, Texas. I am the Education Specialist for Counseling and Mental Health. I've been here for a year, and prior to that I was at a university, as a Program Manager for counseling, and a professor there as well. So mostly mental health and counseling fields.

- Thank you. And thank you all for those introductions. Just as you have been doing, for the remainder of the meeting, keep engaging by coming off mute. Also, as the discussion gets going, you can use the Raise Your Hand feature when you have a comment and want to share. You can also use the chat at any point.

All right, I'm going to review the objectives for today's meeting. The first one is to review the educational data from each region, and the public comments that were received. The second objective is to discuss initial observations regarding the critical educational needs of the region. And objective three is to identify clear action steps to be completed in order to gather information on the critical education needs of the region, and how those needs can most effectively be addressed through technical assistance activities.

So again, in summary, we'll be looking at identifying the highest priority educational needs for the region during today's meeting. To do that, we will review the educational profile, conduct a need sensing exercise, and review the resources that are on the SharePoint space that will be our collaborative space. If you have had any issues accessing that space, please put that in the chat, and we can work to address that as soon as possible.

We will also be determining next steps in terms of finalizing a need-sensing matrix, determining an action plan, and assigning people to tasks, and setting a timeline for that. And all of this is to prepare for our second meeting, and I know you've received some communication about that.

We are looking to move that back to allow more time in between meetings. So all of that being said, I am going to turn it over to our Liaison for this region.

This is Jennifer Himmel, and she's going to talk about the data for the Southwest Region.

- [Jen H.] Great, yeah. So hi, good morning, or for many of us, maybe good afternoon. So my name is Jen, Jen Himmel, and it's a pleasure to serve as your liaison for the Southwest Region. I'm looking forward to getting to know you in the coming weeks, and also providing the logistical and technical assistance support that you're going to need. For this meeting, I'm going to first 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 individual jurisdictions, and also give you a sense of any trends, patterns you may see within your region, along with any differences.

As mentioned in the orientation, we could not cover every topic area, but we wanted to give you a flavor for some of the more pressing issues facing our education system. So we'll be scrolling through the regional profile as I summarize what can be found in each section. All right, great. So you all can see that on the screen there.

So moving forward, you can see that in the first section, that is about the region's districts and schools. So based on the most recent numbers reported on the National Center for Education Statistics, or otherwise known as NCES, a website, we have listed the number of operating districts, public schools, charter schools, and private schools for each jurisdiction in your region.

This is followed by the number of students enrolled in both the traditional public schools and charter schools, which is also disaggregated into pre-K through grade 8 enrollment, and 9 through 12 enrollment. So the number of students reported to be enrolled in private schools is also included there. We've also included disaggregated data for the 3 to 5-year-old enrollment, and public elementary and secondary enrollment by race and ethnicity.

Digging a little deeper into the region's geography, we've also provided some disaggregated data that shows the number of students enrolled in public and charter schools by geographic region, such as city, suburban, town, and rural. We can now...

- Jen?

- Yes?

- One question. There's a request to increase the size of the document. Is that possible?

- Definitely. Yep, we can do that.

- Okay.

- Let's see, how does that look? A little bit larger, or okay? Thumbs up?

- Thank you.

- That's good.

- All right, great. And just a note that, and we can discuss this further during the discussion, but I think a few of you did notice, or have a question about where Bureau of Indian Education Schools fall into the number of schools there, and that is not included in a few of these. So for example, if we go back up to, like, Oklahoma for example, it's perhaps not...your Bureau of Indian Schools may not be...in fact, I know they're not, in that total public school enrollment.

That's a separate line on NCES, in that table. And so we definitely have that data, or those tables linked so you can go in and see, but it's just a complete Bureau of Indian Education Schools. It's not disaggregated or broken out by the states. So, that may be something that we want to discuss a little bit later, for those of you who are impacted in your regions with that data.

- Sure. And I can also add that we have, the Bureau has 183 schools, located in 23 different states. So we have some Bureau-operated schools, which are directly under the auspices of BIE, but most of our schools are Tribally-controlled schools, so they are residing in sovereign nations, and so we don't have...

While they receive their funding through BIE, they are like local control school, school-states, to something equivalent. So if you are in a local control state, where schools do have local control, it's pretty similar with TCS schools. We really can't tell them what curriculum to use, or what assessments to use, so they're pretty independent.

- Great. Thank you for that point of information and clarification so we can keep that in our minds as we move forward with that. All right, so let's see here... Before I digress, I think we were at, let's see here...All right, so did we...

We talked a little bit about...yeah, so we've got disaggregated data for 3 to 5, and then, yes, then we go by geographic region.

So then, that's followed by information about special populations, including English language learners, students who are eligible for free or reduced-price lunch, and students qualifying for special education services. We've also included data from the U.S. as a whole, so that you can see how your region and your jurisdictions compare to what's happening nationally.

Then we jump to the graduation data, which is the...yep, adjusted...there we go, adjusted cohort graduation rate, or the ACGR. That's for four-year cohorts. Disaggregated data are also provided for students with disabilities, English learners, economically disadvantaged, homeless-enrolled, foster care, and private school.

ACGR information was also available by race and ethnicity, which is here provided to you. Student academic information has also been provided. To provide the best comparison data available, we included results from the National Assessment of Educational Progress, or the NAEP, also also known as the nation's report card, and that's for 4th and 8th grade mathematics and reading.

Then with non-academic data, such as information related to out-of-school suspensions, expulsions, that's next. Other non-academic data includes information about students who brought firearms to schools, and then the percentage of students who reported being bullied, either on school property or electronically. And again, we have national data there included as a comparison.

All right, so the next section of the profile is going to focus on teacher information. All right, and so looking at that, that includes the total number of public school teachers, and the pupil-to-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, 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 and/or they've completed a teacher preparation program. And that includes those who enrolled in or

completed traditional programs, as well as 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 that covers many financial resources of each jurisdiction, including federal, state, and local revenue sources, as well as in current expenditures. Current expenditures were divided by total instruction and support services.

Brief information about Title I spending, and salaries, wages, and public benefits are also included. All right. So that would bring us next to identifying priorities.

And the purpose of the RAC is to identify priorities, so to do so, the RAC must address the question, how can we identify the highest priority education needs of this region, and how those needs may be addressed through technical assistance activities?

So, the questions that you may... Yep?

- Sorry, Jen. Really quickly, were there public comments for this region?

- There were. So we are going to get to that in a couple...in two slides.

- Okay, great.

- Yeah. Yep, yep, definitely. So questions that we'll all consider are bulleted here. So that's 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, and how to support the wellbeing of students, teachers, and school communities.

So those will be our identifying priorities. If there are no questions at this point, we can move on to the next slide, which is our overall reflection questions. So the regional profiles are provided to give you a sense of what is happening across your regions. We know that you may have access to other data sets, or be aware of other areas of priority across your regions.

So to aid your thinking, each section of the regional profile includes reflection questions to help you think about what the data means to you, and how it can be

used to support your needs assessment, and/or what other information do you need. So at the beginning of the profile, there are a set of questions to help you think about how to use the data provided, and what may still be missing. These questions include, what is the overall reaction to the data presented?

Is it what you expected? And 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? Are the 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? All right, and so that would bring us to a section on public comments. And so we do have that available, and that's also saved for everyone in the SharePoint folder. I see a hand.

Is that Nilam?

- Yes, this is me. And you know, I'm sorry to interject right now, Jen, so I just wanted to bring these questions in your perspective, while we go over the presentation. Because yesterday I was spending time on the drive that was shared with us, and I could not find any Texas-specific. I'm from Texas, so, you know, I started looking into data from there, and for many of the key indicators there, it was not available.

And when we were looking at identifying priorities, I think the number one consideration was how to ensure that all students achieve academic excellence, and have access to effective instructions, and for that we also have to do a benchmark and baseline study. When we do not have access to those data, how do we reflect on it effectively? Second is that when we were going over the NAEP data, it was for overall students, but we know there's a huge gap in the performance of students who are being served under IDA.

So I would like to see those data around literacy scores for students who are being served under IDA to understand what is this gap, and deliberate on why this gap exists.

- Okay, so to...and I'll get to Margo's, so to just recap, so with the NAEP data, you want the state-specific, as well as drilled down to students with special needs, English learners...

- Yes. Yes. And also, ideally I would like to see the literacy scores on all 13 categories of disabilities. Because it's a huge concern that I keep hearing from parents, and I think if we want to have some meaningful report done here, we have to go down, drill down to the basic level of the data, and understand even within the different student segment, which student segment are struggling the most? And what do we need to do to ensure that they have effective access to instructional opportunities?

- Yes. So I know that data...well, I'm going to...I have not looked at NAEP, at the individual disability level yet, but I will look there. So, we will definitely... This is part of the information that we're gathering, so this sort of data that you need, for example for the NAEP, which is nationally available, we are capturing it, and we'll put it in that need sensing document that we'll address at the end.

- Thank you, Jen. And just on NAEP, you know, even at the state level, because every school, like for Texas, we have Texas Academy Performance Report, where we have literacy scores. So why do we not have access to that specific drilled-down disability categories and literacy scores when we have it for general education population?

- Okay. Yep, we have that noted. Thank you.

- Thank you.

- Yep. Let's see here, I forget who had their hand up first. Let's see here, it was Margo?

- Sure. I was just going to say pick anybody, but...and I wouldn't be offended if someone else had comments first. But I was just going to say that I would like to see, as just mentioned, some subgroup category information such as was mentioned previously, to help kind of get a better overall view of the information.

And then the benchmark comment also previously made, I agree that it would probably be helpful to have something for that, to see what the effective teaching was. I think this was a category. Because I couldn't, from what was provided, I wasn't really quite sure what we could look at to see what would show, you know, effective teaching in some of those classes, other than the assessment scores.

You can kind of make a correlation there, but that's just an assumption, too, if you don't have that information. So, that's the only thing I wanted to mention.

- Okay, so we've got effective teaching data, if that's available outside of performance data, which like as we mentioned, is not a direct, yeah, correlation between that. Okay. Great. And Elisa?

- Yes, just a quick comment. It is my understanding that students with disabilities or English language learners do not take NAEP. So when we're talking about disaggregated data, you know, I want everybody to think about that. So, that's my understanding.

- They do samples. They do sample students with disabilities, and English learners. So, it's not... the NAEP is not every single child, but...yeah.

- No, I... So it's 4rth grade and 8th grade, but it was my understanding that the students with disabilities, or English language learners do not take NAEP.

- They do have data on those subgroups.

- Okay.

- So we can definitely provide that.

- Okay.

- I don't know how... My question to myself is how it drills down through each disability type, you know, ADHD versus dyslexia versus, you know, deafblind. But we definitely have that captured,and can [crosstalk] and we'll get back to y'all.

- Okay.

- All right, other questions before we move on? So we're taking notes, we got this all?

- I'm just going to jump right in. This is Stephanie. So, the data that you shared earlier, is that the data that's coming from NAEP? Or is it data collected from state education departments, a collaboration of all that coming together? Is that how the profile information was shared?

- It depends on which data you're referring to. So for example, for student performance, yes, that is NAEP. So that's where we're getting that information

from. If we're talking about number of schools, number of students, that would be NCS via, like, Common Core data set. So it depends on what area we're looking at.

- Yeah, and I'll jump in here, too. So what we were trying to do with the profiles was look at the national data that would be comparable across all states and all jurisdictions to the extent that we could as sort of a baseline to get all the RACs thinking about and talking about the same sets of data. I see there are several questions about the Texas data. So for whatever reason, Texas did not supply that data to NCES for the years that we were looking at.

So that's why, when it says "not available," when we pulled the table, there were asterisks under the Texas line, and then it said that that information was not available. So when we get into this needs assessment matrix, and we continue this conversation about what else do you need, like Jen said, we're listing these, and we'll help you find that information. As far as the disaggregation, some of that may be available more at the state level, or you may have contacts where you know that you can pull more specialized information, but we just wanted everybody across all 10 RACs to have access to some general information to spur this conversation.

So hopefully that addresses the conversations, and gets our rationale for presenting it the way that we presented it to you to kick off these conversations.

- Okay. And so one more thing I'd like to add about this is, you know, the biggest issue around getting enough teachers and effective instructions, which culturally are socially irrelevant for underserved population, is to include poor, rural, and Native students.

- All right, thank you. All right, so let's see... Oh, sorry. Go ahead.

- And I understand this is probably for the need sensing, but just in case my internet fails and I drop off, I did want to ask about broadband internet access, if that data can be provided, as well as possible mental health, particularly students suffering from loss, if that's data that might be provided.

And mental health support providers, of course, the data on teachers, but I wonder if there's also data on mental health providers for schools.

- Mm-hmm, mm-hmm. Yep, thank you. Sylvia?

- Yeah, when I was looking at the data for NAEP, I'm coming back to NAEP on that issue, I also have questions about why there was not available, but you had addressed that for some of the other areas. For NAEP, I wanted to know what percent of the student population for the state took NAEP, and how that compares across other states. So I think that's relevant in understanding the outcomes, and what we're comparing and talking about.

So [crosstalk 00:30:27.548]

- Mm-hmm. All right, got it.

- Thank you.

- Yeah. Jane?

- There we go. When I looked in the folders for Arkansas, Louisiana, Oklahoma, and New Mexico, I did not find anything. Now I don't know, maybe that's a problem that I'm having on my end for some reason with the SharePoint. I see the Texas documents, but I did not see anything for those other states.

- Tara, do we have an update on the organization of the folders, and that information?

- Yeah. For today's meeting, we wanted you to look across the region without getting so pinned down with just one region, so...and actually, the information that you'll see in those individual profiles is pretty much what's in the regional one that you're looking at. It's just displayed a little bit differently because it's only one jurisdiction. So be looking for that in the next coming days.

But to kick off the RAC meeting, we wanted everybody to see, and look for those patterns or trends or regional issues.

- Thank you. I appreciate that.

- Sure. And there is a note that somebody did start uploading data, so we'll talk about process for that, and we are more than willing to share whatever additional information you have, you know? Send it to Jen so we can kind of just access it, and then figure out where it belongs on the folders, and then we'll get a message out to everybody to let everybody know when something has been uploaded, and what that looks like.

I'm muted. Thank you, Tara. All right, would it be okay to go through the public comments at this point? That is also available to you all on SharePoint, but we can do a little summary here of the number, and kind of some themes that emerge from that.

And then as you all have time, you can go back in, and really read those ideas. But let me just give you, like, a general overview here of what y'all received for the Southwest. All right, so we have 15, I believe. Yeah, 15 public comments, so 4 were administrators, 1 was a chief executive officer, 1 was an educator, 6 were parents, and then 2 were teachers.

So you know, we're looking at what are one to two educational needs within your region that the RAC should prioritize, and so from a thematic level summary, we're looking at teacher recruitment and retention, so some of the data or the questions y'all already have about the data are resonating, obviously, with your public.

Teacher shortages is also another area that was identified from the public comments. Again, also that resonates with some of the information you all were just requesting, is students with special needs, and that includes students who are deaf and blind. Dyslexia was also mentioned specifically within the public comments. The public who responded to that query also is looking at access and equity, they're looking at funding issues and the differences between rural and urban districts.

So that also, again, kind of echoes information that was just shared. And then we're also noticing thematically that English learners, and teachers who are qualified to support them is also an area of concern for the Southwest region. So we encourage you all to go in there, and dig into the comments. But that's like a macro-level overview of what's going on there.

All right, so going back to our overall agenda here, so that was looking at public comments, that would bring us next to our discussion.

So what we're going to do at this point, and you all have already started doing this, so that's great, use the Raise Your Hand function and/or the chat feature if you want to share. So we'll be monitoring the chat, getting the questions as quickly as possible. There are some questions on the slide to help get us started, but please feel free to bring up additional comments or questions.

Things to consider include, is there a specific area of the profile you want to review in detail? What do you believe are the top priorities facing your jurisdiction region? Why do you believe these are the top priorities facing your jurisdiction? What input would you like to hear from the other stakeholders? And how will you collect that input? And also, at this point, we'll be assisting you all in completing the need sensing matrix, and so our Chairperson will help with that.

But I will, if we're...whenever we're ready for that, I can bring that document up for us to look at.

- Thanks, Jen.

- Yeah.

- And Stephanie, as Chairperson, if you would like to call on people, and lead this part of the discussion, we have one hand raised right now.

- Okay.

- Stephanie Thompson, not the other Stephanie.

- Thank you, Rebekka. So one hand raised. Margo.

- So on the top priorities, I'm going to speak actually from the perspective of Bureau schools located in New Mexico. We don't have any in Texas, and we have a couple in Oklahoma. But in New Mexico, some of the top priorities for those schools would be two of the areas that were mentioned previously, and that is loss of some of the community members due to the COVID.

So we have some community...you know, it's community-related as well, issues, mental health issues, social issues. There was a lot of elders that passed away, so a lot of cultural information is no longer available. Let's see, then the other priorities, I think, for our Bureau schools are aligning curriculum with standards.

I hate to say this, but a lot of our Bureau schools aren't really using a curriculum. They're using a lot of programs, but that's not the same as actually having a curriculum that's aligned with the standards. We do have BIE standards, and those are throughout the school so that each grade knows what every other teacher is doing, and where your students should be at, you know, in certain points of the year.

So that's a top priority for the Bureau, because we've been working with schools on that particular issue. The other issue we had was we used a lot of COVID money, the ARRA money, for broadband width because our schools are so remotely located in some areas they didn't have the broadband to be able to provide, you know, the internet type of instruction during COVID.

So we really worked with our schools in getting their infrastructure set up so they would be able to handle that in case they needed to again. So that was another issue in the area. And then, of course, the teachers. We always have a hard time getting teachers, and keeping them in some of those areas, particularly those in remote areas.

We just can't get teachers out there sometimes. And now in New Mexico, we're having to compete with salaries. Our federal salary range was lower than what New Mexico's current teacher salaries were, so we were losing teachers because of that. So I think, I'm sure other states, like, you know, you hear where they're having trouble keeping teachers, especially special ed teachers, we were having a really hard time getting those special ed teachers.

So I think those would be the four top areas, for coming from a BIE perspective, from those schools in New Mexico.

- Thank you, Margo, for sharing that. You know, I myself don't really know a lot about BIE, but definitely that is a part of the education system that I'd really like to learn more about, so I do appreciate you sharing that with us here. Is there anyone else who would like to share?

I don't see anyone else with their hand raised. So let me reach out to Stephanie, Stephanie Hinton?

- I think Jennifer had her hand raised.

- Oh, okay.

- Yeah, I just put it up at the end. You didn't miss me, Stephanie. I put it up at the very end of when you were speaking. I just wanted to chime in as well on the comment that Margo made, that in Texas, I would say statewide, from my perspective at the SEA, teacher shortage and retention is an issue. It plays out very differently in the state in different regions, and as well, there's just a big difference between the rural and the larger districts.

Pretty much every one of the 20 ESCs has some very rural LEAs, even if they are located in a place that's typically known as Texas urban. So we have, you know, 1,209 school districts in Texas. The scale is some of their issue. So just to call that out, as just sort of a seconding that comment as well. And then I did want to...I'm trying to sort this out.

There was a missing data question. If it's a missing data question about different populations that are represented, I think that has to do with numbers of reporting. I'd have to check into it. I don't know what this data source is, compared to what we typically report. But there is an NCES issue with Texas data in that when we collect from our PEIMS system data from all the LEAs, we had lag a little bit from meeting the federal deadlines.

And so we're working on that over, like, a four-year fix, but because we report the data to them late, they refuse to update it. And so actually, that data exists. If it's about graduation rates and some other things. I can check into that, if that's what's missing. I just... There was a question about why is Texas' data missing.

So it depends on what it is, but in terms of explaining why it's missing, I just wanted to make that comment as well. We have some issues with NCES in Texas.

- Thank you, Jennifer, for sharing that. I know I had pointed to, mentioned Stephanie. Stephanie, I don't know if you wanted to say anything? If you don't...

- Yeah. I would just say, kind of echo the conversation that we got from public comment, even though it was not that many folks that responded, but I would say in Oklahoma, you know, teacher retention is a huge issue right now, and finding highly qualified teachers who want to be in classrooms.

And obviously, we have great teachers who are showing up every single day, but we do have, you know, vacancies. We even have a lot of emergency certifications, and we have this new thing where you can adjunct. And while the adjunct doesn't require you to have a bachelor's degree, you can't necessarily adjunct in every single area, but it does allow principals to hire folks that are not...not only are not certified, but they don't have a bachelor's degree.

So going back to the teaching profession, is this really actually a profession, you know, that we have folks that are educated and know what they're doing in

the classroom, if anybody can do it, right? And so looking at that, I think that has been a huge struggle in our region. And then also...

But I think that starts in the university level too, because our universities are not graduating enough applicants for the vacancies that we have across the state. And then special education, I would agree with that. You know, one of the things that we've really been working on is how do we provide inclusive practices from the beginning with our students, rather than starting with self-contained classroom, starting with a blended learning program so that the students and the parents are having these experiences where they are in an environment where they're with typically or normatively developing peers and learning from them in...and learning with them in tandem, rather than separated, and then finding opportunities to bring them together.

And I think this is a real issue that school districts across the nation need to start looking into, because we start out early keeping our special education...labeling, and keeping kiddos on an IEP special education, and separate from their peers, and so what does that look like, and how can we do better?

- Thank you, Stephanie, for sharing that perspective. I'm glad you mentioned the topics around IEPs. One of the things that I've seen in the area is, you know, parents are not really familiar on how to look at their child's IEP, or even how to advocate with that informatio, so thank you for bringing that up.

Next hand raise, I believe is Nilam.

- Ye. Hi, Stephanie. And I agree with some of the observations and comments that we have received, and the things that have been discussed here. As a parent, I wanted to further elaborate about the challenges in the state of Texas, because in the state of Texas, special education continues to be a place, and not a range of services and programs.

And it reflects in the way the students are treated, and the families are treated. Even when the parents are aware of what the IEP should look like, you know, presumed competence is not a luxury that is given to the students. And more often than not, when the IEP team and the ARP committee is coming together, there is always a predetermination of what will happen.

And this reflects into the data, because once you start opening the Texas Academy Performance Report, you will see that 42.5% of the students are

identified under intellectual disability. And we know that in the state of Texas, for the PEIMS purposes, they club together SLD, traumatic brain injury, and intellectual disability together.

But when we start looking at specific information for each of the categories, we will see that there is a disproportionate amount of children who are getting identified with intellectual disability, and at some point we have to start thinking why there's a huge deficit and gap. And more often than not, it is because these children are not supported with high achieving IEP goals, and their IEP goals are not implemented when they're in elementary school level.

Which leads to the next point, which is under-identification of disability in the state of Texas. And we are aware that Texas was under investigation by the U.S. Department of Education for that, and this is a continuous practice. So, parents are not supported. There is a set amount of services and programs that the district comes with for the children, and they do not want to support them academically.

They only want them to get functional skills. So these are some real challenges that our families are facing in the state of Texas. Dyslexia, it was mentioned in the public comment, and dyslexia is not given to children with other comorbidity. So if you have a child who is deaf, you have a child who is deafblind, you have a child with autism, even if they have a classic case of dyslexia, the school district will not help them, and not give them programming services.

- Thank you for sharing that. That just adds another layer of perspective in what you originally shared earlier, and thank you for sharing that. Next hand raise, I believe, is Jan Luster?

- Hi, this is Jane Nell.

- Jane, I'm sorry.

- No, that's okay. In looking at the data on the profiles, and from some research articles that are out there, if you look at the out-of-school suspensions, the expulsions, the firearms, and the bullying, the area of discipline and violence go together.

Also though, it's a piece of developmentally appropriate responses to these things. And so I think that's an issue across the region, when I look at the

numbers. The other piece is also based on a research study recently has to do with student attendance and chronic absenteeism, which then also fits in with how students perform on any of the testing that's done.

And so, I think those are needs for an examination across our region. Thank you.

- Thank you for sharing that. Next would be Dr. Sylvia Leal?

- Sylvia's fine. I just wanted to reiterate and echo a little bit of what Jennifer has already shared about teacher shortages, but I wanted to give the rural perspective. Where I live in East Texas, we work, our foundation works with 22 counties in deep East Texas.

Eighty-two percent of those counties have less than...excuse me, districts, 82% of those school districts have less than 1,000 students kinder through 12th grade. That means that they have lower funding rates, lower amounts of school funding coming in, and that makes it very difficult for them to compete with large school districts for teachers.

So we do have a teacher shortage across the entire state, but it becomes more prevalent in small rural areas that don't have the sufficient funding to compete with the larger school districts, so I wanted to bring that perspective as well. And I was also surprised by the data that you provided. I shouldn't be surprised, but I was.

The over-representation of alternative certification teachers that we have certified in the state of Texas is really significantly higher than the other states represented for teachers that are being certified outside of higher education programs. And I just wanted to share that that, I think, is something to look at and to consider for our state.

The other thing, while I still have the opportunity, just very quick, that I think is important to us is reading and early literacy, and getting the proper training in teachers that we have. And I know our state is working very hard on this, so I appreciate that, but I want to point out to our colleagues here from the Southwest that I think it's critical, it's significant, and that we should be looking at that more closely probably nationally, about how we can support a better preparation of teachers that are prepared to teach early literacy in the early

grades so that we have a higher number of students that are reading on grade level by the end of 3rd and 4th grade.

Thank you.

- Thank you for sharing that, Sylvia. Next hand raised is Elisa.

- Yes. So a little bit going with what Sylvia was saying, you know, small districts in New Mexico are facing some inequities with funding, right, when you compare it to large districts, and it is really difficult to afford, you know, like a bilingual teacher or a social worker. So I think that that should be taken into consideration, right, the difference.

And I know they're reviewing the funding formula, but it is totally inequitable right now. And how are we really serving our English language learners when we cannot hire a bilingual teacher, right? I mean, that is just why the scores are the way they are, because they're not receiving the support that they need.

And just a comment, I mean, I just really think that we need to consider changing the English language learner label and for something a little bit more positive, like bilingual emergent, or something that it is positive, instead of like, negative connotation. I think that we need to... One of the concerns that we have in the Southwest is also leadership development, and how are we growing our leaders.

We know that a leader in a school makes a whole impact, and what programs are we having in place to support our leaders?

- Thank you. Thank you for sharing that. Is there anyone else who wants to provide perspective, provide a comment?

- Stephanie, I just put my hand up at the last minute there again. It's Jennifer.

- Okay. Sure.

- I just, I put this in the chat, but just with regard to Texas, we do a, like, every two years legislative session, we just finished the one, and there's some new laws in place related to curriculum, but we also have a special session open that is not finished yet that will relate to teacher pay. So, that is not done yet. That can make some changes in what's coming in Texas too, related to teacher.

And a third thing I would say is that in addition to teacher shortages, we have a problem with like, just leadership skills. So superintendents, principals, like, leadership at all levels of the pipeline, not just with teachers, and that's, you know, obviously related, I think.

- Thank you for sharing that.

- Oh, thank you. Yeah, sorry, my hand.

- Is there anyone else who wants to share?

- Stephanie, this is Nilam again, and I'm so sorry I have so many comments to make. When we are looking at disciplinary issues, it is a common known fact that many of the children who have disciplinary issues have unidentified dyslexia and SLD, especially because when we look into the prison data research, it shows that almost 80% to 90% of them have unidentified SLD.

So I wanted to understand how much of that disciplinary issues that we see in the students is caused because of unidentified needs. Thank you.

- Thank you. Jennifer, did you have your hand raised? No? Anyone else wants to share anything?

- I just want to add to just to add on to Dr. Leal's comments about literacy. We, our district has done a lot towards helping teachers learn how to teach kids to read, but you know, we can talk about graduation rates all day long, but the reality is we graduate kids across the nation who have a 2nd-grade reading level.

And so, what are we doing to ensure...and feelings get involved in this a lot. So how do we get to the point where our teachers have learned, because I'm even talking about traditionally certified teachers, have learned the how to teach reading, and are taking that to the classroom, and taking away practices that we know are not evidence-based practices?

And I'm so glad you brought that up, Dr. Leal, because we are really looking into this, struggling with this, having these conversations around this in my district as well, and across our state, because there are just practices that this is how we've always done it, but there's not really a connection to the research.

And so I do think that that's a big issue across the nation, so we know it's a big issue in our region.

- Thank you, Stephanie, for sharing that. One of the things that I'd like to bring up, that I don't think anybody had mentioned this, is, you know, providing those alternative pathways for students in career technical matters.

I mean, not everybody is going to go to a traditional college or university, nor will they, you know, join the military. But providing that equitable education for students that want to go down a vocational path, or you know, that is a terminology that was used prior, you know, and now we're talking CTE, you know?

And you know, some of that may require us to take a look at graduation requirements. What does that look like, to ensure that when we talk about academic excellence for all students, it is all students that we have to consider.

- I'd like to share a little perspective on that, Stephanie, if that's okay?

- Yes.

- You know, again coming from the rural perspective, many people may think that we're very remote, and far from higher education opportunities, which is true. Some of our school districts are very small, and have to travel anywhere from 60 to 90 miles to the closest higher education organization or institution.

And for our low-income students, which is also very prevalent in...or not very prevalent, but very significant in some of our rural counties here in deep East Texas, it becomes very difficult to expect that they would somehow matriculate on their own from their small little town to higher ed.

So I think a perspective that needs to be considered is that we need to bring higher ed into the K-12 system, into early college opportunities, giving our students the opportunities not only to seek a four-year but a two-year technical degree that is high wage, and in high demand in our area. So we have recently done a very significant labor market report to show that there are hundreds, if not thousands of jobs available in our area that require post-secondary skill development, either at the technical level or the academic level.

For example, we're in the petrochemical area in southeast Texas, so high demand for high-skilled welders that can earn a significant amount of money, that can be a livable wage job for a family, over $50,000. We are training, and trying to help our young people get those credentials from public...from the higher ed institution, not necessarily just public ed technical career, but get a

post-secondary certification in that area of technical career so that they are work-ready at the end of 12th grade.

We also have a demand for teachers, as I mentioned before. We need to help our students get that level of preparation. At least the lower division courses needed for teaching while they're still in high school. So, I think there's a lot of opportunity to rethink how higher ed can be brought into our school system, specifically in small, remote areas, that can help increase the opportunity for students to earn a livable wage job.

And there's plenty of jobs that are available if we can get our students the credentials and the training they need to acquire those jobs.

- Thank you for sharing that. Does anyone else want to provide a comment or a perspective that we would like to add to the matrix here, that we have gathered?

- This is Nilam again, and I was wondering if there is a way for us to think about ways to expand the scope of CTE? I know for the post-secondary transition, and I'm strictly going to confine the scope of my discussion to students with disabilities, but while we have so many options under the CDE Centers, students with disabilities sometimes struggle to find equitable opportunities even within the CDE Centers.

So how do we ensure there is a partnership between Texas Workforce Commission, or post-secondary transition plans, synchronized with the CDE Centers offering to ensure that our children with disabilities have better earning potential when they graduate from the high school, should they not want to go into college.

- Thank you. Thank you for sharing that. Does anyone else want to provide a comment?

- So, and please feel free to jump in, folks, this is a beginning sense of our matrix. We've got a lot of areas.

Some of these will fall into the area of data to collect, and some might just be priorities that are going to help guide our thinking. We could, at this point, let's see here, it's 3:05, I'm looking at our agenda and timing...would it make sense to look at some of the stakeholder groups, and start to think about types of data to collect for some of these areas?

Or is there another thing that we should focus on with our time? So that's a question maybe more for our DFO and others.

- Well, I think I defer to the committee members. I think there's a lot of really great information here for priorities, but it would be a good idea to maybe maybe pick some focus areas, and then to your point, Jen, think about what other data is missing or needed for the different topics that have been discussed.

- Okay. So for focus areas, we've got broadband access, teacher retention, teacher...so we've got teacher preparation, the issues related to that, retaining teachers once they are within these jurisdictions, as well as hiring teachers due to, you know, other issues like pay, locale, things of that nature, social-emotional impacts, social emotional...

how that impacts learning, and also the number of providers, perhaps, within different jurisdictions. We also have a note on Bureau of Indian Education Schools, the loss of community elders, and perhaps the impact that has on student learning, and other factors at the school level.

The NAEP data that's disaggregated for different student populations, that is, and perhaps...that type of data we have, so it's just a matter of getting it to you all at that point.

And then the rates of inclusion for students with disabilities, we'll have to look and see what is available there related to students with disabilities, because that seems to be a big focus area as well. So we've got teacher preparation, students with disabilities, and under that umbrella, we have maybe perhaps parent knowledge of and involvement with identification, and the development of the IEP, rates of inclusion, the different sort of relationships that might exist with regards to the IEP goals, and the type of intellectual..or the type of disability the student might have.

That's under that umbrella, identification issues for different types of disabilities. I think our next bucket would be maybe discipline, absenteeism. So looking at data related to that. Let's see here...

Sylvia?

- I forgot to unmute. I was thinking, as you were just calling out some of the areas that we've already been discussing, I wonder if we could put some of these under larger umbrellas? For example, I was thinking about early literacy

as a whole, and then the pieces that go with that would be teacher preparation for that, including could be teacher pay and preparation for that.

But it also could be instruction not only for the general population, but for special ed and ELL learners, or bilingual emergent learners, all under early literacy. Anyway, that was just an idea that came to my mind, and I wanted to share that.

- Thank you. Yeah, definitely. We are...I'm writing this down as possible ways. Feel free to jump in, if other folks want to echo that, or have something to build on there.

- I was going to say, or it could be even reversed, with the teachers, and then the subcategories as your early literacy, and then other additional subcategories. So it could go either way.

- Okay. Let's see here, other thoughts?

- And then you could have categories such as students, and then your subcategory is social-emotional discipline. Or if you have something else that might fit the students under the main category, then you could do that as well. Funding formula kind of seems off by itself. But again, you could also put that under teachers, and put bilingual teachers, funding formula.

- Okay, I'm making notes of that. Other thoughts? We also are looking at, in addition to early literacy, CTE and graduation opportunities, post-secondary, that might be like dual enrollment as well, equitable opportunities for that.

- But I do agree with Sylvia, that maybe making big overall categories, and then putting subcategories under there might work best.

- Okay. All right, so your stakeholders, if we're thinking about where... Some of this information does exist, and it's on, like, federal databases, for example, like the NAEP, some of this we may have to think about how to get, and that might involve talking to different stakeholder groups.

So just as a way to get people thinking, you know, potential stakeholders could be schools with whom you support, you work with, teachers, administrators. We did have a bucket there about as well as teacher preparation, also preparation of administrators, leader preparation, so that's something to think

about. Members of your regional educational laboratory governing board could also be a source of data for us.

Parents, we did have some parents obviously already submit comments, but that could be something that the team wants to think about more broadly. Since we are looking at CTE, dual enrollment, post-secondary opportunities, adult education programs, for those of us who work with those groups, that could be a source of data, as well as businesses.

I know we were looking at, like, high wage as well as high demand careers, so that could be another source for us, if we're thinking about how to bring that data into this piece. Librarians, local educational agencies, and SEAs as well. So those are some potential stakeholder groups to think about.

So at this point...

- But I was going to say there's some reporting also under IDEA, parent surveys, for example. States have to do parent surveys, and those surveys are not similar, but they do gather basic information, I think similar information. And then also, some of the reporting through either the CSPR or EdFacts reporting might be able to provide additional information in certain categories.

I don't know if it'd be relevant or not with everything, but I know for certain under IDEA, that parent surveys and the determination levels that the states have to do every year may provide some information.

- Mm-hmm, mm-hmm. Thank you. Nilam, or Stephanie?

- Jen, this is Nilam here. Because we were talking about the shortage of the teachers, one shortage that families of children with disabilities have experienced is the lack of qualified personnel for their children, especially when we are talking about for deaf students, access to an interpreter or CART services, or for deafblind students having access to a qualified intervener.

Not every school district are willing to provide that, and sometimes even if they're willing to provide that, they are not able to hire the right person.

- Okay, thank you.

- Thank you.

- This is Stephanie here. So one of the other things I was thinking about when it came to stakeholders, and this is just put out there, would be sort of like the non-profit organizations that work closely with the education systems. The other thing that I could think about would be like a Boys and Girls Club, where the kids are going to after school programs where any of those sort of leverage some of the things that students and our community need in the areas.

- Mm-hmm, thank you. All right... What else?

- I was just going to say that's true, because some of those 21st century grants for afterschool programs involve community organizations. So they work with the schools, but they also have to share...or gather data, and report it every year as well from the...to the state, for the state, to U.S. Ed. So they might be able to, some of those grants might be able to provide the information.

- All right, I'm also going to make a note that the Civil Rights Data Collection could help. I don't know that they've released the most recent, but there is information there about chronic absenteeism and discipline that we could look at.

Other thoughts on the area of focus, as well as the type of data that you still need?

- Sorry, I was just going to ask, I thought we... Are we going to conduct... I'm a little confused. Is there a survey that's going to go out, that we're going to share to different stakeholders?

Or... I'm confused here.

- If you need that. So obviously, we have, you know, tight turnaround, but if, from this area of focus, priority area of discussion, you decide as a group that you would like to do a survey, that is something that we could help with. So we could help disseminate it, or create it with your input, you know help you get the link for it to disseminate, things like that.

- And then I also thought from the orientation meeting that we were going to get some kind of a paragraph or something that we could use to send out the link to the public forum. So I was waiting for that, so maybe I misunderstood. But I could have easily shared that with school districts and stakeholders.

- Tara or Rebekka, is there any information on that? It's closed, right, the public comments at this point?

- No, actually the public comments will be open up to 48 hours prior to Meeting 2.

- Okay.

- And we will be monitoring that probably a couple times a week. It'll go into SharePoint. The public comments are there now, in the Need Sensing folder, under Public Comments. I will add a column there to put the date in, so that you will see what the new comments are from, you know, the last time that you have looked and reviewed it. As far as the email with the link to it, that should have been received last week.

So if you didn't get that, I think that's a question for Bekka, to make sure that that gets forwarded to you, so you can disseminate to your networks. So we appreciate everybody who did that, and look forward to collecting more.

- Thank you.

- Yes, thank you.

- Great. Thank you, Tara. All right...all right, 3:18, okay. I'm trying to...I'm looking at our time. We still have to go over some resources, and how to find information, but I think we still have time to continue to figure out how to synthesize this information, and have some next steps.

Nilam, did I see that you had...?

- Yes, I had, and then I was feeling a little shy because I feel like I've been asking so much. I really appreciate the opportunity to have a survey designed, and I think from a parent's perspective, it will really help the parents to know what exactly is happening for children with disabilities, in regards to their college readiness scores and their literacy scores, when we are measuring their reading scores, math, science, and I think we do measure the social studies.

So if we can design a survey, and we can send it out to all the stakeholders, it will help us to collect that data early on, and maybe ask why do they think there is so much difference in the academic performance of students being served under IDA?

- Okay.

- Thank you.

- Yes, yes. Great. What else, what else? Just adding that here... For our teacher preparation and thinking about...I guess maybe teacher preparation, teacher quality, I know that was a concern at some point, is the implementation of...and one case being, research-based literacy skills, or literacy teaching.

Do folks have thoughts on the type of data that they already have access to, or that they would like to receive or acquire?

- Do the states already evaluate their teachers? That's what I don't know. Some states do, and some some states have a system in place? So, I don't know about...

- New Mexico...New Mexico does, Margo.

- Okay. So that, getting that information might, if they can share it, might be good.

- Mm-hmm.

- Texas does not evaluate at the state level, but there's some...I think there's some data. There's a program here called TIA, which is Teacher Incentive Allotment, and there might be some districts that have participated in that long enough to have data that can be used. I'm not sure. We'll check on that.

- This is Stephanie here. What about BIE schools? Do they have something in place for their teachers?

- If they do, it would be specifically with that particular school, so that... It's like, not data collected as a whole through BIE, because I know BIE itself does not have a teacher evaluation system.

- Yeah. And I just remember too, you also distinguish between BIE and Tribally-owned schools too, so that could be different.

- Right. Yes, definitely.

- Okay, thank you.

- So we go through just, like, the regular federal personnel evaluation system, so it's the same for everyone, and not specifically just for teachers.

- All right, for your thinking on career, technical education, post-secondary education, dual enrollment pathways, or I guess data related to that, is that something that...do you have some needs there?

Do you need surveys created? Can we look at existing databases, whether it be at the federal or at the state level?

- I know that Texas, and Jennifer, you might want to check into this, I know Texas, we collect all of that data. It was just not reported in this report that you have, but we collect all of that data, about CTE, and post-secondary preparation, how many students are taking dual credit programming, the distribution of what type of students are taking it, in terms of disaggregated data.

All of that is already being collected at the state level for Texas.

- Okay.

- Am I right, Jennifer?

- There is.

- Mm-hmm.

- Richard?

- So I'm not quite sure where this goes, but it would be helpful sometimes to have technical assistance to evaluate the effect, for LEAs to evaluate the effectiveness of some of their programs. Sometimes we work on things, but we don't actually know that they are that effective, and it would be helpful to have, like, an outside group sometimes come in and help us with that.

- Okay.

- Sorry, and let me clarify that. So the evaluation is important, but also, like, sometimes advice or kind of best practices on how to set up some of these programs across different LEAs, in different areas.

- So our data then, if we're thinking about the goals of this group, it would be... Why can't I find...there we go. So it would be more about how do we collect

information about where your LEAs, SEAs might be struggling so that the regional Comprehensive Centers, you know, can address...can provide that technical assistance that you're talking about, right?

- Yeah. So maybe this is not exactly the right spot to put it, but that's the general idea.

- Okay.

- Like, I think, like, we need help with that.

- Yeah. And is there anything that you can think of that, off the top of your head, that would help...that we could help you collect so that we could begin to put those, you know, the Comprehensive Centers could put that technical assistance in place?

- You know what would be really awesome would be a...like a list of similar districts, based on, like, student characteristics, maybe size, maybe demographics... That would be helpful.

- Okay. Thank you. All right, so we've got a question about RELs, regarding evaluation. Okay.

So we could go, we could definitely look at the RELs to see what reports already exist, because that is certainly something that they've done on some of these areas. All right, I'm just going to make a note. All right, what else? Thank you.

All right, thanks, everyone, for dropping links into the chat. We will save all of that, and peruse, and I know you all will as well. Perhaps we should look at the resources, and how we're going to be collecting information from you, as well as sharing information with you, and then we can see kind of what our action steps at this point are.

Does that work for the group? Cool. All right, I'm going to go ahead and stop sharing, and we can pull that PowerPoint back up. Thank you. All right, so SharePoint, that's how we're going to be working together as a group. So you'll see that you have access to SharePoint files.

That should have happened last week, so this will be our key communication hub. We're leaving the files as Word documents so that you can insert your comments and your questions. I think that's important to note, because that's

really going to be the way that we can collaborate moving forward, outside of the couple of meetings that we do have. So you'll be meeting twice, so that's going to help you facilitate this discussion.

We will be reviewing the comments, and we'll be putting together a synthesized version of the end results to help you prepare for Meeting 2. We will also continue to finalize and upload various documents over the next couple of days. So again, thank you for those who are putting links in the chat. That sort of information we will be able to load up to SharePoint for you. We wanted to hear your initial discussion, and make sure everyone was on the same page before we get too far ahead, but we will quickly review what SharePoint contains.

So on this slide, you can see those are the folders that you have access to. These include information about the orientation, profiles, Meetings 1 and 2, the need sensing materials, the report, and other resources. So, those are our resources. Orientation, for the orientation meeting, you have access to the agenda, the presentation slides, and the recording, along with the full transcript and summary, so you can go back and look at those.

In addition, on the next slide, we have agenda and presentation, so that's where the ethics primers that were shared during the training, that's where those live. For the profiles, so you already have the regional profile. The National Disaggregated folder also includes data that was disaggregated at the federal level.

So you may have access to the disaggregated data at the state level, but we wanted to give you an overview of what the national data is showing. That's also for English learners, mental health, and teachers of color. After today's meeting, we will also post profiles for each individual jurisdiction, and that will include the information included in the regional profiles that we just looked at, but displayed maybe in a little different way, since it's only one state that will be covered.

So that will be there as well. Then for Meetings 1 and 2, this will be very similar to the Orientation folder. So there you will see the agendas, the slides, recordings, and once they are available, will all be saved here. And then we also have a Needs Sensing Materials folder. This is where most of the work will be completed.

The completed needs sensing matrix that we just started to work on will be living here. And then, so in moving forward about other materials that we're going to need, so for the folders related to maybe surveys that we create, focus groups that you want to hold, or the public comments, for example, that's going to be living in this folder.

So communication documents, outreach templates, if you want to reach out to stakeholders, will be under the Communications Documents folder. Checklists that provide guidance for surveys, focus groups, public comments are in the second folder. Sample instruments that you can pull from will be in the Instruments folder. And so right now, we're focused on more general questions, 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.

And once the data is collected, all information will be stored in the data file. Within the Communications Documents folder, there's a subfolder for Communication Materials. Communication documents, including the outreach templates to your stakeholders, will be under the Communications Document folder, and this is also where you will track all stakeholders that you communicate with, and how you communicate with them.

Once you've collected data, this is where you will save the files, here in the data files. We will also include any analysis conducted, as well as a summary of the data to prepare for the reports. And speaking of the report, so the report template, the draft, and the final report will be saved here. And then the Resource folder, this will include the contact information for the DFO, the Liaison, and the list of the RAC members.

This is also where we will continue to share resources with you all. Our team has started a list, and we will encourage you to add resources that you find helpful. And as I review, these may also be included and shared with other RACs, so everyone has access to the same materials and resources. So at this point, I will transition it over to the DFO, to Rebekka. Thank you, Jen, and thank you, all of you.

One thing to just call your attention to in that Resource folder, there is a document that does show a comparison of the RELs and the Comp Centers, and so that might just prove helpful to think about the end point in terms of what the

Comp Centers can provide, and also how they vary from the RELs. I see that some of you have to leave.

That is no problem. Thank you again for your participation. As mentioned, we are working on moving the second meeting back, and so stay tuned for more information as to when that will be. Jen Himmel and Stephanie Thompson and I will be meeting later today too, to just recap what we need to do, and you'll be getting communications about that.

So at this time, I think everything right there on the reminders we have covered, and at this time I'd like to move to adjourn the meeting for the Regional Advisory Committee for the Southwest Region. If you are in agreement with that, please come off mute and say aye.

- Aye.

- Thank you. So the meeting is adjourned at about 3:32 Eastern time, on September 7th. Again, thank you all, and we will be meeting again, and we will be in touch.