RAC- West

September 8, 2023

- [Muhammad] Good afternoon. The meeting will come to order for the Regional Advisory Committee for the West region. This meeting is open to members of the public, and will be recorded for the public record. My name is Muhammad Kara, I'm the Designated federal Official for the Regional Advisory Committee for the West region. Right now, I will be conducting a roll call, so I ask all members to unmute themselves, say "present" when their name is called, and put themselves back on mute.

First on my list is Joseph Martin? Kelly McQuaid?

- [Kelly] Present.

- Thank you. And if I do mispronounce your name, please correct me. Next is Hortensia "Meg" Cota.

- [Meg] Present, and yeah, I go by Meg.

- Meg? Thank you. Next is Vanessa Marrero.

- [Vanessa] Present.

- Thank you. Next is Katherine Hayes.

- [Kathy H.] I'm here.

- Thank you. Next is Stephanie Davis? Next is Crystal Neymeyer? Next is Michele Darchuck?

- [Michele] Present.

- Thank you. Next is Tonia Holmes-Sutton?

- [Tonia] Present.

- Thank you. Next is Brandy Olson?

- [Brandy] Present.

- Okay. Next is Tiffany Stanley?

- [Tiffany] Present.

- Thank you. Next is Kathy Prather? Next is Alexa Cunningham? I see...I believe we saw her on the list. We can come back to that one.

And then, next is Gerry Petersen-Incorvaia.

- [Gerry] Yeah, I'm present.

- Awesome. Thank you for that. Okay...thanks so much. So in that, I will document that for our records, and moving forward, thank you all for putting yourselves back on mute. What we will do is if you would like to be acknowledged, please use the Raise Hand function that's provided by Zoom, and the chairing individual will call upon you, and we will operate in that function.

But next, I would like for everybody to go around and introduce themselves, your name, your organization or stakeholder organization, and your area of expertise. And we will go in that same exact order that I did roll call, and I'll just go through the list again, if you were here or not, or if there's new folks joining.

So first on my list again is Joseph Martin, if you're here? Okay. Next is Kelly McQuaid.

- Well, I'm with the Arizona Department of Education. I'm the Deputy Assistant Superintendent of the Title II Effective Teachers and Leaders Unit.

- Next is Meg.

- Hi. Good morning. I am from the University of Arizona. I direct the Masters of Educational Leadership, which is the principal and superintendent school preparation program. And I was a former teacher and administrator in K-12. Thank you.

- Thank you. Next is Vanessa.

- Hi. My name is Vanessa. I am the Executive Director of Parents and Public Schools, and I have, I don't know, 30 years of experience as an administrator, and I'm a parent of three kids. Thank you.

- Thank you. Next is Katherine Hayes.

- Apologies. My name is Kathy Hayes. I direct the Strategic Data and Evaluation branch for Los Angeles Unified School District, and I have the privilege of being the Chair of this group.

- Thank you. Next is Stephanie Davis.

- Good morning. I was representing principals for El Mirage Elementary School, and also continuing to work with school and district improvement specialists with WestEd.

- Thank you. Next on my list is Crystal. Okay, next is Michele.

- Good morning, everyone. Currently, I coach and train teachers for a couple of companies. I provide professional development workshops for teachers, and parents and families as well, whoever's in the classroom. I'm a doctoral candidate at the University of San Francisco, and I'm also a mom.

- Thank you. Next on the list is Tonia.

- Good morning. My name is Tonia Holmes-Sutton. I'm a National Board Certified teacher. I currently serve as the Executive Director for Teach Plus Nevada. I support teachers in policy advocacy, I also serve on the board of directors for National Board for Professional Teaching Standards, WestEd Board of Directors, the National Teachers Hall of Fame, and I am the chair of the Nevada State Charter School Authority Board, and a former classroom practitioner.

Thank you.

- Thank you. Next is Tiffany.

- I'm Tiffany Stanley. I am senior advisor at Western Governors University, so I work in the Office of the President, doing strategy, policy, communications work, and formerly a consumer of RAC TA and support at the State Board of Education in Utah.

- Thank you. Next on the list is Kathy Prather. We have two Kathys on our team today. I don't think she's on. Next on our list is Alexa Cunningham. Okay...

- [Dr. Cunningham] Yes, good afternoon. Alexa Cunningham. I work with the Utah School Superintendents Association, and the Utah School Boards Association, supporting superintendents and board members around the state of Utah, and also serve on the WestEd board.

- Thank you. And last but not least is Gerry.

- Hi, everybody. I'm Gerry Petersen-Incorvaia, and I work with the Glendale Elementary School District. I'm currently the Executive Director of Signature Programs, Student Services, and Risk Management. So I've been a principal, a teacher, and although I'm not a parent of children, I do have a little dog, so I'm excited to be part of this process.

- Thank you so much, and thank you, everybody. Is there anybody that...if I did not call on you, and you are present, please let me know? If not, I'm going to go on to the next slide.

- Hi. I wasn't called on yet. I'm Brandy Olson. I'm the Psychological Services Coordinator with the Washoe County School District, in Reno, Nevada. So I supervise school psychologists, have previous experience working as a school psychologist, and then have also previous experience being a special ed director in a rural district in Oregon.

- Thank you so much, Brandy. Apologies for skipping over you.

- That's all right.

- [Kathy P.] Hello. If you can hear me, this is Kathy Prather. I was having some technical issues logging on. My name is Kathy Prather. I'm the Superintendent and CEO of the Pima County JTED in Tucson, Arizona. JTED stands for Joint Technical Education School District. We're a public school district.

And I'm looking forward to this process. Thank you.

- Thank you. Thank you all so much for joining today, and introducing yourselves. We'll move on to the next slide, and go over today's objectives. So, we have three objectives for today's meeting, the first one being reviewing the educational data from each region, and public comments that were received. We'll discuss initial observations regarding critical education needs of the region, specifically the West Region.

And lastly, we'll identify clear action steps to be completed to gather information on critical education needs of the region, and how those needs can most effectively be addressed through technical assistance activities. From here, I'll ask Robert to kind of walk through the regional profile.

- [Robert] Thank you so much, Muhammad. Good morning, everybody. My name is Robert Bartolotta. It's a pleasure to serve as your Liaison for the West Region. I'm looking forward to getting to know you in the coming weeks, and providing any logistical and technical assistance and support you may need. For this meeting, I'm going to quickly review the information that was in the regional profiles with you. This will provide you a chance to see what is happening across the individual jurisdictions, but also give you a sense of any trends or patterns you may see within your region, along with any differences.

As mentioned in the orientation, we cannot cover every topic area, but we want to give you a flavor of some of the more pressing issues facing our education system. So you can see the first section is about the region's districts and schools. Based on the most recent numbers reported on the National Center for Education Statistics, or NCES 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 traditional public schools and charter schools, which is also disaggregated to pre-K through grade 8 enrollment, and then 9 through 12 enrollment. The number of students reported to be enrolled in private schools is also included. Next, we have included 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 provide disaggregated data that shows the number of students enrolled in public and charter schools by geographic region such as city, suburban, town, and rural. This is followed by information about special populations, including English language learners, students eligible for free or reduced-price lunch, and students qualifying for special education services.

We have also included data from the United States as a whole in these tables, so you can see how your region and jurisdictions compare to what is happening

nationally. We then jumped into 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 language learners, economically disadvantaged, homeless-enrolled, foster care, and private school. ACGR information also is available by race and ethnicity, which is provided to you. Student academic information has also been provided.

To provide the best comparison data available, we include results from the National Assessment of Educational Programs, or NAEP, also known as the nation's report card for 4th and 8th-grade mathematics and reading results. Non-academic data such as information related to pre-school suspension and expulsions, are next. Other non-academic data includes information about students who brought firearms to school, the percentage of students who reported being bullied, either on school property or electronically.

Again, national data has been included as a comparison. Now, the next section of the regional profile focuses on teacher information. This includes the total number of public 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 included data levels...it included degree levels, and years of experience. Although recent data on qualifications was not available, more recent data was available about the percentage of TA candidates who were enrolled and/or completed a teacher preparation program, including those who enrolled in or completed traditional programs, and those who enrolled or completed alternative programs.

The alternative programs were also noted by whether the program was based in an institute of higher education or not.

- The profile ends with a large table, including 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 on Title I spending and salaries, wages, and political benefits are also included. Moving to slide seven, please?

Slide seven, please? Thank you. So...

...thank you. The purpose of the RAC is to identify priorities. To do so, the RAC must address the question, how can we address...or how can we identify the highest priority education needs of this region, and how those needs may be addressed through technical assistance activities? Questions that you might want to consider are bulleted here, such as 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 educational workforce? And how to support the well-being of students, teachers, and school communities? Next slide, please. Thank you.

The regional profiles are provided to you to give you a sense of what is happening across your regions. We know that you may have access to other datasets, or be aware of other areas of priority across your region. 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.

At the beginning of the profile, there are a set of questions to help you figure out how to use the data provided, and what still may be missing. These questions include what is your overall reaction to the data presented? Is it what you expected? If it is not what you expected, what surprised you? What other data do you need to help you better understand the needs of your jurisdiction or region?

Are the data available at the state level, or do you have access to this data through another vehicle? And then, how can the needs assessment help you attain this data? Next slide, please. So we've collected... As of September 7th, essentially last night, several public comments were submitted for the West Region respondents identified as educators, other educators, parents, and teachers.

Give me one second, and I will bring them up. So our first public comment focuses on what are one to two educational needs within your region that the RAC should prioritize?

As you can see here, we have a number of comments that have come in, and these comments are going to be available through the SharePoint site as well.

So we have [inaudible] funding for public schools, things that might need to be fixed, teacher shortages, training of administrators, how to communicate, administrators communicating effectively, mandates for testing, educator shortage, and antiquated models.

Dr. Holmes-Sutton has a hand raised...

- I was just curious as to whether or not we were supposed to be seeing what you were reading on the screen, because I do not see that information being projected, if you're sharing that, as you're sharing it.

- My error. Is this better?

- Thank you.

- Okay. Thank you.

- Robert, could you also zoom in as you're reading the bullet points? It might be helpful.

- Yeah, let me go a little further. All right. We have teacher salaries, literacy strategies, responsive programs, centered on solutions for students and families. Our next comment talks broadly about public education, and its role in society, tutors versus after-school programs, teachers in the classroom, the role of screen time, and several others.

So I'm just going to scroll slowly, so each of you has an opportunity to quickly skim through these. And these will be available to you through the SharePoint site. So across all of our comments, several themes came up, teacher recruitment and retention, social and emotional learning, student achievement decline, and grwoing gaps, and family and community involvement.

Now we'll open the meeting up for discussion. So please use the Raise Your Hand function in our chat feature if you'd like to share. We're going to be monitoring the chat, and getting to the questions as quickly as possible. And there are some questions on this slide... Dave, can you bring the slides back up, please? So, some questions for you to consider.

Is there a specific area of the profile you would like to review in detail? What do you believe are the top priorities facing your jurisdiction or region?

And what do you believe these are the top priorities...or why do you believe these are the top priorities facing your jurisdiction? What input would you like to hear from other stakeholders? And how will you collect that input? And we'll pass the discussion over to Muhammad for facilitation...or actually, no, to Kathy for facilitation.

- So sure, I'll take the ball from here. I'm really happy to see a lot of well-trained, well-experienced and powerful people in the room to help us do the homework that we've been assigned for this project. And so we've gotten a little bit of data from the public comments, and as a researcher, my PhD is in qualitative research, and I was trained as an anthropologist, so I kind of think of things a little more holistically than maybe some of the statisticians in the room might look at it.

But as I looked at those public comments, I was thinking, how do we make sense of this data in a way that the committee can say these are the most important items? Because we're hearing from constituents or colleagues or collaborators, I don't use the word stakeholder, but I use any other kind of word I can think of to mean people that we're working with, and people that we serve.

So do you guys have any ideas about how you think we go about collecting these data, and completing the stakeholder matrix template?

- Which I will show in just a second.

- And I know a lot of you have great ideas, you're just being polite. You don't want to be the first voice in the room. Thank you, Robert.

- No problem.

- So here we have the template, and we're going to get to decide as a group what approach we want to take to collect data from our different colleagues, shareholders, etc. And I also learned this morning, because I was writing to to Muhammad and Robert, there's no survey.

How are we supposed to do the survey if you don't give it to us? And they said, well, you have to decide If you want to do a survey. So it's not a given that we will do surveys. But we do need to collect data from the people that we serve and that we work with, and so my understanding is that we could use either a survey, or focus groups, or both. Is that correct, Muhammad?

Yes.

- That's correct.

- So one of my jobs with Los Angeles Unified is my office serves as the gatekeeper for all external research done in the district, and we get...and I'm sure you all that work at school districts get the same, we get many, many, many requests for people wanting to do research, graduate students, professors, people from private and public research institutions, and a lot of nonprofits as well.

And everybody wants to do a survey because they think it's quick and dirty, which just means a lot of them don't know really what it means to do a survey. So it's a very popular approach, and it's also kind of a...it's an approach that you have to think about very carefully. I see there are some comments in the chat. I thought I saw some comments in the chat.

"I'm wondering if we should identify a focus priority area prior to deciding the type of data collection tool?" Well, I believe that because we're representing different groups, we are going to have several priority areas, and you know, I've got the folks from the Department of Education to say, no, Kathy, you got it wrong, and I'm sure they're happy to do so if I get it wrong.

But so what you're saying is for every focus or priority area, we would have a different data collection strategy? Is that what you're saying? I think it was Brandy that said that?

- Yeah, I'm just wondering if... Sorry, I'm struggling with my video. I'm just wondering if it would make sense to define our different focus areas or priorities, and then align our data collection tool to make sure that those two things are connected, versus trying to first define our data collection tool, and then go backwards to our focus areas.

- Okay. I mean, I don't have a problem with that, other than the fact that I'm assuming that I can't send five different surveys out to the folks I work with. We represent different groups, so for example I'm thinking about as a research director, I'm not only going to send...or have a focus group or send a survey to research directors, I'm going to actually send it to everybody I know in the district.

And since I've been in the district for 23 years, I know a lot of people. Because I think we need to hear from everybody, and their foci are going to be different, depending on where they sit, you know, in their jobs. So, let's just start by identifying an area of focus, and I'm going to look to you guys for that. Excuse me, you all for that, and I'm not going to identify it for us.

I need to hear from somebody who wants to raise their hand, and tell us what is an area of focus that particularly moves them, touches them, keeps them awake at night, if you will.

- Kathy, it looks like we have a couple hands raised, one of them being Meg, and then another individual, Vanessa, as well. So I'm not sure if you can see that on your end, but there are some hands raised.

- Yes, I can see Vanessa's hand, and I can... So if you don't mind just calling on them, Muhammad?Because I can't see the hand raise.

- Sure. Meg, why don't you go ahead?

- Hi, Kathy. I just actually had a question about the document that was shared with the public comments. I guess where... Were those all the comments that we received? Or were there more, or just [crosstalk] some clarity on that?

But if you're asking me what my passion is about, a priority, teacher retention and recruitment, and I'll just tell you why. Like, I mean, as a principal, you know, it's very difficult to do anything if you don't have people in the building. I worked for ADE, the Arizona Department of Ed, with school improvement, and also it doesn't matter how much professional development and grant money you throw at something, if the people aren't there, then you can't really do anything.

So anyway, that's it. Thank you.

- Okay, I do believe that the public comments are those that we had received as of yesterday. So, that's everything that we've received as of yesterday. And the public comments are just open to anybody, and they aren't necessarily identifying themselves, so...

- So we don't have a lot of data so far.

- So far. But we're just starting our data collection, so I'm not concerned about that.

- [Tara] Hi, this is Tara from MSG, if I could just jump in here, too? I'll be working with Rob, who's your Liaison, to support this work that you're doing. So just to clarify, first of all, yes, public comments will remain open up to 48 hours prior to your second meeting. So we'll be monitoring that, and updating a file in SharePoint so that you can see what everybody is asking about, or what their interests are across your region for over the next three weeks or so.

And also, you have a great discussion started, and the point is to start determining what you think some of those priority areas may be, and then what data you need to help you fill in any gaps you might have. So we're here to support you in developing that content area for surveys, for focus groups. You also could set up additional public comments.

If there's a particular stakeholder group, for example, if you want to just focus on family involvement across your states, looking at your state's parental organizations, you might just want to do a public comment forum for that, you know, so they could fill that out on their own time. You might want to consider grabbing the presidents or executive directors of those organizations to come together to do a focus group.

So this is the beginning of the discussion, as Katherine just said, that we're just starting this, but it's to help you figure out what data are still missing, that will help you determine what those priorities are. So I hope that that clarifies everything a little bit more. And just know now it's just kind of a brainstorming, what do we need, and we'll help you figure out and strategize on how we're going to make...how to collect that data.

- So here's a question I have. If everybody in the room has an idea about what we need, so, if there's 10 of us, we have 10 ideas about what's the most important thing, we need to bring them together and come up with about how many priority areas would you think would be ideal, Tara?

- I don't want to give you a number to shoot for. I think maybe now just have a discussion, get things on the table, and then kind of figure out, given that you have three, four weeks to really compile everything, what seems feasible? Who are those groups that you can reach out to in that amount of time to get more additional data?

Like you say, I mean, 10 is probably going to be stretching everybody a little bit thin, so you can... You know, we'll put the needs-sensing matrix together,

and you know, today you might still end up with 10 ideas, and we can come back, and Rob and Muhammad and yourself, and you know, kind of refine that, and then send it out to the group for final feedback before finalization.

- And no, Stephanie, I'm not suggesting focus groups are more effective than a survey, because they're actually...you come up with different kinds of data.

- It looks like we have three other...we have three hand raises as well. I think, Vanessa, you want to go ahead and unmute yourself?

- Yes, sure. Thank you. I am interested in parent-caregiver partnership. So I think that is also critical to the work. So I think Tara just read my mind, exactly what Tara said is what I'm interested in doing. I don't know that I've read the public comments thoroughly enough to see what are some of the themes that are surfacing, but I'm sure that any of that anecdotal data would be coded so that we could have, like, a really great method in how we look at that.

And I think that's important, is to have that method so that we can see, like, what are people saying in public comment? But I just met with 40 organizations across the state of California just now, and parent partnership, caregiver partnership, that was like, the biggest thing on the table. Thank you.

- Thank you. Next, Muhammad?

- Kelly...

- Okay, so I was looking at the public comments, and then, you know, Katherine, you're completely right, because I'm looking at it from a more of a quantitative, because that's the data I have access to. Other than some anecdotal conversations out at schools, we get a lot of professional development training in my unit, for supervisors and principals, and for principal leaders, and we're about to create for teacher leaders.

But when I was looking at the public comments, and it said too many districts, such as Clark County School District have placed more emphasis on teacher recruitment, and not enough on retaining, the data that we have agrees that our issue, at least in Arizona, is not on recruitment. We've got a nice high number of participants in different...

[inaudible] higher education, and quite a few of those are even getting their certificates, but not all of them are making it into the classroom. And some of

those that are making it into the classroom, the biggest turnaround we have are those 4 years or less in the profession, so we've got about 18% who drop out, appear to drop out because they're no longer listed in our application as being a teacher, and 5% are switching and jumping around.

So, we've got some data. I can get a hold of what's publicly available, and what's...that might be aligned to some of these comments that would be useful. I, for instance, saw another comment about teachers aren't in the classrooms educating teachers. That was public comment number two. I know that the Arizona School Personnel Administration Association collects data, for instance, on positions that go unfilled, so how many unfilled.

We don't at ADE. But they collect that, and their survey just closed today, so that might be a survey that, you know, we can get a hold of, and I'm not sure how fast they turn those around. But in looking at what kind of data we're collecting, you know, seven survey responses right now isn't a lot, but I think it could guide us, to some degree.

How many quit the district, and how many kind of quit the profession? I at least have a little bit of quantitative on that, to throw a couple of things into the mix. That's all I've got.

- Okay, go ahead, Muhammad. You had another...the next one?

- Sure. Tonia, you're next.

- I appreciate you, and please pardon me as I'm still in process, and thinking, so my apologies for any lack of articulation on my part. I was seeking clarification. Perhaps I'm a bit confused. When we're asking about priority areas, I thought that would be what we were doing through the needs-sensing, and that that would actually come from the individuals that we were engaging through the public.

I also perhaps made some assumptions about how we would collect that data, and how we would get that information. I thought that we would be utilizing survey, focus groups, and public comment, knowing that people engage differently, and those who engage with the survey might not necessarily be available to be part of a focus group, or not take the opportunity to do public comment.

And acknowledging certainly that we would gather different data from each of those, I think certainly that each has an effectiveness. And I've had an opportunity most recently to be able to engage with some of that, particularly survey during pandemic, of educators and administrators to identify priorities specifically here in Southern Nevada, and within Clark County.

Are we choosing amongst the ways in which we will gather this information? And perhaps, Katherine, I'm directing that to you, as you mentioned that we would make a determination as to which we wanted to utilize.

- We do have that option. And I don't know if we have the luxury of being completely open-ended in our queries to any of our groups, our constituent groups. Like, what do we vote...what's the most important issue in education? Like, I'm throwing out... I mean, I look at the data, and what don't the data tell us? The data we have, what it tells me is California's got the most people in education, and the greatest numbers of schools.

It jumps out and tells me, oh, look at graduation rates, they're all in the 80%. And yet I know in my district it's a little meaningless, because you graduate... You know, people were given credits during pandemic, because what else could you do? You're going to fail them because they don't come to school, because they can't? So now we have a bunch of graduates running around who do not have the skills that a diploma is supposed to represent.

To me, that's a very large issue. Teacher retention, people... You know, there seems to be a lack of respect for teachers in our culture. And they aren't paid well, and they often are not considered to be... You know, I often say to people, how many people in this room want their child to grow up to be a teacher?

And a lot of professionals do not raise their hand. So I think we have a larger issue than just teacher retention, it's really attracting the best and the brightest to the field. So, you know, these are heavy questions that could really take a whole, long, long time. And while I've got the floor, I'll just say one more thing. I really think we need to look at chronic absenteeism from primary school to pre-K, all the way through. Because in our district, it's a major problem.

And I would be very surprised if I heard somebody from a different district say, oh, no, we don't have that problem at all.

- So, my apologies again. I thought that we were inquiring of the public to identify priorities, and my recollection was that we were not bringing our individual perspective, but serving as representatives to seek out those perspectives from our communities. And I don't disagree about the priorities that are being discussed, but I was under the assumption that we were not gathering together to speak specifically about what we believed our perspective on the educational priorities were, but that we were looking at how we were going to gather this information, and then look at the themes that arose from those inquiries through survey, focus groups, and public comment.

- I don't know if we have the time to be... I'll just say, I don't know if we have the time to be that open-ended. And how would you collect, you know, a census or something of people's priorities in a survey? Because you're already directing their thinking by the way you ask a question in a survey question. So, they would all be open-ended questions?

- I'm not certain. But I feel like we're directing their perspectives if we prioritize ourselves, as a group, which areas we're going to attend to.

- Well, let's see if we can get a few more areas on the table, and then, you know, we'll look to our leaders in the Department of Education to tell us which direction they want to go. Right now, we only have three priorities on the table, and there's a lot more... I mean, we've been invited to be a part of this because we bring...we have something to say. We're not only researchers.

- Absolutely. And yet, I think that three priorities to the table might be limiting.

- [crosstalk] conversation. Go ahead.

- I had mentioned the public versus charter. When you look at that data, that's pretty significant for our state, in Arizona here, as well as the teacher...it falls under retention and recruitment. So I'm wondering, because I'm trying to get a grasp on what this process would look like if there were, you know, a handful of items that appeared in the data in the public comments, and then we narrowed those down, and then it was like there were people under each of those categories that explored it through the surveys and focus groups, is that our ultimate goal to get data?

- So, if I understand... Let me rephrase, and see if I understood you correctly, because I'm not sure I did. That we would look to the public comments for

ideas about what's important to the public, based on the data that they give us, based on what they tell us.

And so far, we have whatever they've told us up until yesterday. And then with that, we build out our data collection instruments so we can then look at other groups to see what they have to say about those topics?

- Well, we have multiple pieces of data already. We have the national data, we have our West profile, and we have public comments. So looking in there, there are some themes that are between both of them that we could develop. And it appears like one of the themes is the teacher retention and recruitment.

- What other things do you see in the public comment?

- Falling under that same thing is the private versus...the charter versus public education in Arizona. That's a huge... When you look at the data, the percentage is completely imbalanced from the other states.

It's 23% in Arizona, but 12.5% in the other states. So I know in speaking, if I'm helping to represent public comment, and speak to my colleagues as principals, that is a key area that I've already spoken to them about that they're having difficulties with, and would like explored more. So for that, that's just an example.

- Mm-hmm. Well, I mean, for example, here's one, a comment. "Public education is important in a well-functioning society, and I fear it is being taken away from us." I can interpret that comment in a lot of ways. Like, what are they saying? Are they saying that charter schools are not public schools? Are they saying...are they weighing in on the conversation about parents should be able to decide what the curriculum is?

What does that comment tell me? And I'm not sure where to go with that comment. So I guess I'm looking for, as we look through it... You know, if this was my data set, and my only data set, I would look for themes. I would look for repetition, what, you know, the largest number of people are saying, and I would look for some good examples of what they mean by that. But I wouldn't take...

Like, that comment, I wouldn't know what to do with it. I wouldn't know how to interpret it, because it's very vague. I don't know what the commenter is afraid of. There's another hand up, and I think it's Tina, right? Or Tara...

- [crosstalk] yeah, sorry. So, those are excellent questions, and you're all getting exactly what this is supposed to be at. The public comments and the data we provided for you is just the starting point of a baseline to help you start thinking about the issues that you want to investigate further. So, I think that just reiterates some of the points that are being made. The teacher recruitment, retention, and preparation, I mean, that might be something that I'm hearing people are concerned with, so then you'd be thinking about, well, who do we need to talk to to get more information about what the problem is?

Is it looking at more disaggregated numbers? How do we get those numbers? Is it through our state education databases? Do we need to talk to people at teacher prep institutes? I think something was brought up about the graduation rates. Okay, we have 80% graduation rate, but what does that mean? So, do we need to talk to workforce?

Do we need to talk to employers? Do we need to talk to institutes of higher education to find out what implications does this have for the future? And just keep in mind, too, that these recommendations are being made to have the Department be able to provide technical assistance to you in these areas. So, you know, what kind of technical assistance would this lead to?

And so those are the stakeholders and the audiences to be considering as you put this together, so I hope that sheds a little bit more light, and kind of integrates all the comments and questions together.

- So I have a question, and that is we're not meeting again until October 5th, so we have to come away from this with a decision about what it is we're doing exactly, and we're not going to have an opportunity to get together and talk about what we've found, or what we think is interesting, or where we're going with it. Is that correct?

- We will be using SharePoint to collaborate on, but that will be... We'll have documents there, and you'll be able to respond to any document that's already there, with comments, changes, questions. But yes, that will be the primary method of communication, will be written. Yes, that's correct, that Meeting 2 will be the next time to come together face-to-face.

- And it will pretty much be a done deal by that point. The data will be in, and we'll start talking about what we found.

- Yes. Mm-hmm.

- So, this is a very important meeting. Stephanie, your hand is still up. Does that mean you wanted to talk more, or you just didn't take it down? Okay, thanks.

- Vanessa?

- Thank you. I thought that in order... I mean, yes, we could read the actual text, and make an assumption about what it indicates, but for the anecdotal or the qualitative data, wouldn't it be coded so we can see what are the top themes that are coming up?

- Well, who's doing the coding?

- Well, yeah, that's my question. Because I... Is that what the Manhattan Strategy Group would help us do? Or are we...

- Yes. Yep, that's what we do.

- Oh, okay.

- The technical assistance comes in there, logistical assistance for setting up the focus group. You know, you don't have the equipment necessary, we would help you establish that, or get, you know, a Teams meeting set up, a Zoom meeting set up to help be part of that meeting. You know, we're not... We're going to step back, we won't facilitate or, you know, try to get the questions for you, but any support you need, and then with the data and the interpretations, yes, that will come down to...

We'll work together with you, and collaborate with you on coding, interpreting, and then writing that final report.

- Okay, that makes sense. That makes sense. Thank you.

- Yeah, absolutely.

- And will you aggregate the focus groups across the West, or by constituent groups to come up with findings?

- Yeah, I mean, whatever that research question is, if there's multiple groups that are looking at one topic, yeah, we'll be working with the coding, and then the aggregating, and looking for those themes across the regions. Which

ultimately, you know, it would help to get to that final priority that you would be recommending for the West.

- So, you know, we've heard some great comments from a few people, but not from everybody. So, let's hear from some of the folks that haven't said anything yet. Even if, you know, you don't agree with the way we're going or something, let's hear from you so we have your voice as well.

- Michele?

- I'm mostly wondering, you know, if we're reaching out to folks, especially like parents, for example, right, who might not always know what's available to them, I'm wondering if we can use social media to recruit folks to participate? I know that there were public comments gathered, but I'm not 100% sure how that was gathered. Was it...

From what I remember, I think it was listed on the U.S. Department of Education website, but how many parents and families are actually accessing that, right? So I do think that maybe we should make these platforms more accessible to folks. And thinking about teacher retention and recruitment, how many principals that are, you know, in the field right now are we getting data from specifically, right?

Or are we just getting data from district leaders? Are we just getting, you know, very broad data, or are we really getting rich data? So I think that's where I'm at, and I'd really like to see the methodology of how we're collecting this data so that we know for sure if, you know, the recommendations that we're gathering from what data we have are even meaningful.

Or is this something, you know, that was only accessible to a select few folks, and because they just so happened to know someone. So, that's kind of where I'm at.

- Well, I think that it's on us to get the word out. I mean, I've sent that blurb out to just about everybody I know, and I'll continue doing it, because that is going to be a very rich yet... I mean, it's going to be rich, yet limited. There's limitations to all of our methodology. We're not going to...

I mean, we're going to probably have small response rates on our surveys. We're not really generalizing from these data because we're really... And a focus group is never meant to do anything that generate ideas. And so I think

that's what the feds want... And I say feds with all due respect. I also call people the Beltway Bandits with all due respect. So, you know, it's just we're coming up with ideas that have emerged from our research, and I worry about privileging, because parents, their voice is not heard, and the ones we hear from are the ones that are the most empowered either through education, or income, o r something else to have their voice heard, and so the people we need to hear from the most are the ones we don't hear from.

Nobody has mentioned the opportunity gap, and you know if... To me, that's like the most important thing. I mean, I tell my colleagues, if we had one research agenda in LAUSD, it should be what are we doing for the students who we're not serving well? How are we closing the opportunity gap?

Because if we don't do that, we're not really functioning very well as public... If we're only educating the kids who are going to do well... I mean, we just did a tutoring study, and we found out that the kids who most benefited from tutoring were the ones who were doing well in school anyway. So, what does that tell us?

We're not meeting the needs of our... You know, it's public education, it's supposed to be for everybody. But I digress. Come on, who else can we hear from? We have... Should I call on you, like school?

- I was just, if I may, Katherine, I really appreciate what you're saying, which is one of the reasons why I mentioned the parent partnership. Wondering about language accessibility? For example, if a focus group was to take place, you know, in Spanish as a main language, whoever is transcribing, would that person, you know, be using either Autobot, or some other tool?

Because I think some of these opportunities that you're mentioning will require different accessible tools to get the information down. But really excited about the potential there. And I totally agree with you about political capital, social capital, parents that really know how to access that.

So how do we, like, delineate a bit more? It's kind of like what Michele was saying, you know, how do you really kind of focus in there so you get...you know? Because if you're talking even to all the executive directors and parent organizations, these are people with a lot of social political capital, right? So the idea is like, how do you get to these other populations, you know, that are "in the trenches?"

And then do we...you know, logistically speaking, which could be done through an email, how do we set that session up, right, so that it could be successful with those populations?

- Right. No, it's a very important question. [crosstalk]

- So, I'm just going to go back to my... I have an idea, I'm pitching it. Since we're on a tight timeline, and we only have a half an hour already today, somebody took it upon themselves, thankfully, to go through the public comment and make those themes, which were teacher recruitment and retention, SEL, achievement data and the gaps, family community involvement.

All of us have mentioned those same four themes, they're also addressed in the data. So, is it possible to see if we have a consensus on those four areas, and can then divvy the work up based on that, and perhaps create subcommittees from that? And for example, like if I did teacher retention, the groups could be a good cross-section. Like I might have a parent, whichever committee I'm on, and I might be the admin on that committee, and then we could decide between us how to do the focus group and the surveys and our...you know, make sure we're being ethical, and trying to reach out to a diverse cross-section of each of those.

- I hadn't thought about it like that, but that's not a bad idea. You said SEL. SEL is not there as a potential area of focus, and yet it is all over the literature [crosstalk]

- It is mentioned in multiple public comments, and then it does relate, in my opinion and based on conversations with my colleagues, the behavior increases and things like that are relative to SEL, so maybe that's a good spot to put it.

- No, no, I'm just saying it hadn't been mentioned by the group, not by the public comments.

- Oh, yeah.

- No, I agree. I think SEL is... We would be dangerous if we didn't talk about it. It would be dangerous if we didn't talk about SEL, because then people would think, oh, they don't even know what's really... They don't have their finger on the pulse of public education today. So we have one, two, three, four, five right now different topics. Is there anything else that is a burning topic for anybody else in the room?

I've got 16 people in the chat. Has anybody been looking at the chat to see if...? Let's see...

- Yes.

- You could probably even narrow down, because I know I'm the one that proposed public versus charter, but I truly think that could fall under the teacher retention, which would bring it to four major themes. And based on the size of the committee, that might be a great starting point, the four major themes that everyone's mentioned.

- And why would teacher retention... why would public versus charter fall under teacher retention? How would that work? I mean, what is that...

- We're getting, for example in our district, we're getting a lot of teachers pulled from our public schools, from the district schools to the charter schools. So part of the retention problem is that, is teachers leaving to teach in private or charter schools. So that could be a line under that.

- It could be, but it could be included. But you know, I think there's a lot...the issue is deeper than that. I mean, we pay more than anybody else in the state probably, so charter teachers come to us. People don't go to charters to make less money, and have to work harder in our district. But because, you know, this whole idea about our charter schools, do they represent public education?

Do people think of charter schools as public education? Why do people... I mean, I tell my colleagues, look, if they're going to charter schools, it's because they're not getting what they need from us, so we need to address that. I mean, parents are going to look for what they think is best for their kids, and they're not being totally flim-flammed by the charter industry to, like, steal the children.

And we're very... You know, for us, it's like ADA is king, right? If we don't have those bodies, we're not making our nut, and we cannot really function well. And kids are leaving in droves, and we don't know where they're going. They're not all going to charter schools, they're leaving the city because it's too expensive to live in California or Los Angeles.

But it's not just about teacher retention. So I would advocate that if we're going to look at charter schools, we look at it more deeply than just through the lens of keeping teachers.

- Kathy, I had a question. This is Meg. Well, actually, it's a question for the group. Have you all seen trends in alternate modalities of instruction, meaning like, virtual instruction? Like I have a, you know, a student that I'm working with right now who is a kindergarten fully online teacher, so that's something new, you know?

With the pandemic, we had to, like, kind of immediately crisis move into an online platform, but I know that there are some children and families that are preferring that to remain online. I mean, we see that with remote workers also. So, I don't know if that's something we should include, or if that falls under, like, charter, like, options with different instructions?

So, it's more a question for the group.

- Could it be a school choice theme? That broadens it yeah. I think it's better, instead of calling it virtual instruction, call it school choice.

In fact, that could include, you know, how families decide where they're going to send their kids to school. Are they going to keep them at home, and do a virtual academy, are they going to send them to a charter school, are they going to send them to their neighborhood school down the block? Stephanie agrees with Michele about the four areas, presented by Stephanie as school choice...

So then that, if we take the school choice, then we can get rid of the public versus charter versus private conversation, because it's covered under that.

Yeah. Okay. So, we have one, two, three, four, five, six right now.

- Okay, so looking at the time, and there's a couple of questions have come in about just being clear on next steps and what will happen, to clarify one other thing, there...we have a contact list in the SharePoint site that includes the subcommittee names, due to FOIA requirements and just being a public meeting, we are only including names of committee members, and not emails.

So we cannot do subcommittees, but what we can do is people have an interest or the topic area that works for you. If you're interested in leading that or being part of those conversations, that will happen with Rob and Muhammad coming up, in order to figure out who it is you want to contact, and what kind of data you're going to collect from them.

If you could put in the chat what area you want to work on, that would be helpful. Because the next steps is we will take this matrix, clean it up, and then develop an action plan that will have people assigned to certain areas. And then we'll be working with you to get those contact lists created, get the communication out there, and do the actual data collection.

Rather, that is, setting up a smartsheet form with different questions, if it's developing focus group questions, or doing surveys for your group. And I see people typing that in, so thank you.

- So there's six categories, and about ten of us, so people can take two. And you know, I can...you can put me on any of them, where there's a need. I do have one question. Where...

Like, the quantitative approach would only be used, I think, in terms of how we analyze the surveys. What other kind of quantitative data would address these areas? Because we already know from the quantitative data, you know, about the gaps. We know about graduation rates.

We don't know what it means, you know, to have graduated these days, but we know what the graduation rates. What does the quantitative data tell us to address these kinds of issues? Or do they just point us out to maybe a gap in the data, a lacuna where the data aren't telling us what we need to know, and we can ask for more stats on those topics?

- Yeah, I think that's one possibility. If you're looking at different opportunity gaps, you know, what data sets are necessary. And like, we've been pulling them from the publicly available data sets, so all the regions are starting from the same place, with having what's being reported to NCES for everybody.

We know that the state level, district level, you're going to have more detailed information, and some of that may be public, some may not be. So through your resources, and the people that you know, are there, you know, reports hidden out there that you might be able to pull up? And we're also happy to upload anything that you can find, that you think would be useful to your group to the SharePoint site, so everybody has access to that same material.

We're asking that you send it to Rob, and we're developing a system to let you know when something's been uploaded so that you'll have that information. So that's why, because you guys are so well connected in various states, are part of

many different associations, you might have different ideas about what's available to you, or know of specific things that other people aren't going to know.

So, you know, that's the different types of resources we can share. And then still, if you're not getting what you need, I can help dig further to say, is there a dataset out there that looks at gaps between subgroups? You know, we can dig deeper into NAEP, using their data explorer to look at how different subgroups throughout the states did.

So there's just different possibilities, just as a group, you need to kind of figure out then where you want to focus your efforts in the next three weeks, and we'll work with you to find what those gaps are, and answer the questions that we can answer. And then, you know, for gaps that still remain, and questions that are still out there, those might become your priority areas, or get written into the report as recommendations of areas that still need to be investigated further.

- So what what are the next steps? We've got this, on the public comments we have four themes identified, we have six priority areas that we've talked about...

- Katherine?

- Yes...

- I'm sorry to interrupt you.

- No...

- I wanted to just surface this real quick, especially related to absenteeism, that... And I know that in California we face this, but I'm sure that in other states, as they're getting state-certified data fished up, that there are sometimes coding issues happening at the site level, and so students are counted incorrectly, and that has created a lot of confusion in terms of the actual percentage.

And is it really the root cause, is it an absence, or is it, you know, something else? So I'm just mentioning that as a factor, because I know that that's coming up a lot [crosstalk]

- Well, my group just did a study on chronic absenteeism, and I mean, it was just a little exploratory study. They interviewed the attendance counselors at the

school, which, you know, admittedly is a very unique group, but their perception was the kids are missing school for a number of reasons.

Mental health was a big one, physical health was a big one, and then just being disillusioned with school. And you know, I believe, especially as we get into the high school, middle and high school kids are choosing not to come. They're choosing not to come to school for a reason. And in our case, I don't think it's a data issue, I think it's an actual, you know, crisis issue.

And we're trying to address it as a district. And you know, I don't know how I feel about incentives to get kids to come to school, but...

- Yeah, I don't think it's the only issue, but I definitely think, especially from a technical assistance aspect, that that is something... I mean, I remember when I was district director, getting, you know, CTE data and things, always principals, and just the coding was just off, and us having to kind of send it back. So, you know, I just think that's something to think about as we look at the root causes in terms of infrastructure, the organization's data infrastructure.

- If I can add, Kelly, I know you've had your hand up, if you want to unmute yourself?

- So, I've got a delay between when I click and when it unclicks. So when you're thinking about the process of we have some information that we think might be helpful, we've got internal data on surveys that we've done, so I can get that survey data to give to you.

Like, we've talked to the teachers who've left the field with a 30% response rate, and they've told us, you know, why they left. it wasn't necessarily the reasons we thought, but some of them were. That data then we would send to, as a process to Tara, or to someone else to upload that? And then, is that data publicly available?

Like, whatever gets dropped here, is that publicly available?

- I didn't realize I was on mute. It should be publicly available data that you can share with other people. So you have that report, and you can send it to Rob. He's your Liaison, so he'll be your... he and Muhammad are your primary connections for this work.

So, you know, they'll just review, see if there's any questions, and then post it, and then we'll let people know when things have been posted. Like I said, we'll have a document up on SharePoint that people can put their comments and questions in, since that will be your primary mode of communication. And we'll, you know, look at that in... Because we know people are getting bombarded with emails, too, so we're trying to find the balance between moving things onto SharePoint, and letting you know when things are updated, so you know, kind of like one of those weekly digest things, that, you know, maybe a couple times a week we'll do a digest of, you know, here are new comments, or new things that have been posted on your SharePoint site.

More information on that will be coming out next week, because now, you're our last meeting, so we're taking everybody's feedback, and again just, you know, fine-tuning the process to make it as smooth as possible for everybody, knowing there's a lot to be done in the next few weeks.

- Thank you.

- So is there any kind of commitment we need to make as a group, like... Because, you know, things are...our plates are full, and things can fall through the cracks. So are we committing to, like, check in to the SharePoint twice a week, to contribute once a week? Is there some kind of a commitment we need to make as a group so we know that we don't come upon October, and we're looking at each other, and like, oh, man, we don't have enough information?

Which I find that hard to believe, because I'm sure everybody's going to be super diligent about it, and we're probably going to have too much information. But just in case, I'm wondering what the expectation is so that we can meet our deliverables.

- That's a great question, and I'll turn it over to Muhammad and Rob, because I believe the three of you will be having to debrief to kind of finalize these documents, and get the next steps, and then send that on to your committee for approval and agreement. But...

- Okay.

- Robert and Muhammad, please step in on what your process is for this particular...for the West region.

- Thank you, Tara. Yeah, Kathy, we will all three meet, and work...or update and finalize the needs-sensing matrix, and then also the work plan. And then, once we three work on that, we'll send it to the rest of the committee, who can also provide input, and then we will kind of start that process. If you need some type of data collection method, MSG will be able to help provide support there logistically, and help create those and use those softwares and platforms.

I know we have less than 15 minutes until this meeting is over, and I know there's been some chat, there's been a lot of chat in selecting what folks want to work on. I would just recommend maybe, Kathy, if you want to go through and read off the priorities that you all have worked on together, and have selected together, and identify who is interested in working those, and the committee can either confirm, or the individual within the committee can confirm or respond or change their idea.

Because, you know, this is going to be what's going to be used for the bulk of the work, so we want to make sure this is the most accurate and comprehensive before we end our meeting today.

- All right, so I can't...I'm not a very good multitasker. So I downloaded the chat, I can read it, but I can't read it now and share this discussion.

- Sure.

- So if you could make it [crosstalk]

- Could you enhance the image just a little bit more?

- And scroll down so that we can see. We have the...POCs, and then we have the names of everybody. Is everybody's name up here somewhere? Is there anybody who's been left out? Okay. So, maybe...

- Brandy Olson may not be listed here.

- Thank you. Yeah, so instructional modalities do fall under school choice.

- And then from the chat, I'm seeing...I think Michele said that she wanted to be with teacher retention.

- [crosstalk] they go together, because she's going to work with that. Stephanie and Meg are both going to work on school choice, yeah. Teacher retention...

We've got three people for teacher retention. That's good. Oh, actually, Tiffany, you would want to join also with teacher retention.

Is that correct? Or the... You know what? You also said the opportunity gap. So let's put you with the opportunity gap, and maybe Gerry, if we don't have anybody else on SEL, I don't know if we're going to be able to do SEL if nobody wants to do it.

- All right, Kathy, can you state the names, those two names again, and where they're going to be assigned to?

- Okay, so Stephanie and Meg are under school choice. And you can erase the Meg, anything about virtual instruction modalities, because that's going to be covered. Okay. And then we only have one parent caregiver, and that's Vanessa, at this point. Tonia, Kelly and Kathy P.

are doing teacher retention, and Tiffany was also interested in teacher retention, but she said the opportunity gap, so I'd like her to stay in opportunity gap. Yeah. Enrollment data, Michele, I don't know what to... Are you thinking about with respect to absenteeism?

- No, I said that we could be looking at enrollment data for school choice. But I think somebody thought I was putting that as an additional category or theme, but I was actually interested in teacher retention.

- Okay. Wow, that's a very popular one. So, are you okay about that, Tiffany? Because you also were interested in teacher retention, and the opportunity gap, and I said, good, you're in the opportunity gap. Is that okay with you?

- Yeah, that's fine. With my affiliation with Western Governors University, and higher education, I wondered about the teacher recruitment retention piece, if that would make the most sense. But opportunity gap, I think there's some relevance there too, and things that we could...

- And it absolutely spills over into teacher.

- Yeah.

- How are our students being represented by the teachers who teach them? Do the teachers [inaudible] understand our students' realities. Absolutely.

- Mm-hmm.

- So, Gerry, I'm going to keep you then, I guess, with SEL, because I think it is important.

- Sounds good.

- And so having one person per topic area, Muhammad, is that an issue? Or do we... Because we have some popular topic areas, and some equally [crosstalk] but not so popular topic areas, such as parent, SEL, absenteeism.

- Sure. I will defer to you all in the committee. If you all believe that one person is appropriate, then I'm all on board. I always say a pair is always better, but I will defer to you all, and the workload that you all want to put forth.

- [crosstalk] she said, "That would be great, Michele." So, Michele D. is going up to parent-caregiver, and leaving teacher retention.

- Kathy, this is Lexi. You can put me wherever you need me.

- Oh, thank you. So, you don't have a... Which one do you like best out of SEL, absenteeism, and the opportunity gap?

- My top two choices would be absenteeism, and then opportunity gap, but I can...if I need to support SEL too, I'm happy to do that.

- Okay. Well, take the one you want, because I'm going to pick up...

- Opportunity. Opportunity.

- All right. Great. That's my favorite, but I'm not going to take it, I'm going to go where I'm needed. Okay, so then we just need... Does anybody else want to help with absenteeism? How about SEL?

- I said I can double up and work with Gerry on SEL.

- Who's that?

- That's me, Stephanie.

- Okay, Stephanie, SEL. And Kelly's going to help with absenteeism. And I'm going to...I'll probably be hopping into any group, but I will work on, I guess... And we were doing research on absenteeism, and the district has a big push on i-Attend is, you know, the new thing.

I guess I'm back to opportunity gap, is what my preferred is. But I am going to feel like I'm going to have a part in every group. Because that's what you get to do when you're the Chair.

- Well, I thank you guys. I mean, this is a...we still have some time for last, you know, pearls of wisdom from the group. But we've got six topics, people, you know, teams are working on everything, that's great. So, I was going to ask about the focus groups.

They're all going to be on Zoom, right? Is that correct? And you need to have the recording so that you can do the transcript. I'm just wondering about some of the disenfranchised families for whom Zoom is a little bit of a foreign phenomenon.

- Sure. What I can say is we can put a pin in that, and us three, myself, the Liaison, and you can work out some of the logistics with MSG, and seeing what tools we have at our disposal that way. That way, we can kind of address those issues or those needs.

- Great.

- Okay, so I have one last question. In the contact information, I don't have contact information for anybody. So, are we contacting each other to get together to do this, or should we just create a shared document in which we type our information into it?

- So I will step in again. Folks cannot share each other's information email-wise due to FOIA, which is the Freedom of Information Act. So what we're going to use is the SharePoint folder, and what we'll have is we can create documents within the shared drive, and that way folks can either make comments, or edits, or communicate that way.

But emails will not be used. And if folks do feel comfortable with the needs-sensing matrix, I was going to ask Robert to kind of quickly go through the SharePoint folders, and provide just a quick overview of where things are, and where we all will be working collaboratively, or you all will be working collaboratively together. But I wanted to just make sure folks feel comfortable and good with the needs-sensing matrix.

Kathy, myself, and Robert will get together and finalize it, and we will send it out for comments throughout the whole committee. But if folks feel

comfortable, I was going to ask Robert to move on to the SharePoint folders within the five minutes that we have.

- Sure.

- All right, let me make sure that I'm sharing the proper screen here. So, you all should have received access to SharePoint files last week. Like Muhammad mentioned, this will be our key communication hub. We are leaving the files as Word documents in the SharePoint site 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 any team discussion between Meetings 1 and 2. We will be reviewing comments, and putting together a synthesized version of the end results to help prepare you for Meeting 2. We'll also continue to finalize and upload various documents over the next couple of days. We wanted to hear...your initial discussions to make sure everyone was on the same page before getting too far ahead.

[inaudible] On this slide, you can see the list of folders you have access to. These include information about the orientation profiles, Meetings 1 and 2, the needs-sensing materials, the report, and other resources. Next slide, please. For the orientation meeting, you have access to the agenda, the presentation slides and recording, along with the full transcript and summary. Next slide.

The ethics primers that were shared during the ethics training are also available, and on the next slide, we'll talk about the profiles, the profiles for which you already have the regional profile. The National Disaggregated folder includes data that was 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. Next slide. This will be similar to the Orientation folder, with agendas, presentation slides, and recordings, once they're available.

Next slide. This is the Needs-Sensing folder. This is the folder where most of the work will be completed, the completed needs-sensing matrix will live here.

And then on the next slide, we talk about the folders related to surveys, focus groups, and public comments, and additional guidance is provided for each of these potential activities.

For example, communication documents, including 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 pull from will be in the Instruments folder. Right now, we're focused on general questions, focusing on the overall priorities. If you want to include an additional stakeholder group, or focus on a specific area, you know, I will help you create the content for that instrument.

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

Next slide. And once you've collected 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. The report template draft and final report will be saved here. And then on the next slide, we talk about the Resource folder, which will include the contact information for the DFO and 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 liaisons review, they may also be included and shared with other RACs so everyone has access to the same materials and resources.

And back to you, Muhammad.

- Thank you, Robert. Just some final remarks from on my side. Like I stated, Kathy, Robert, and myself will get together and finalize the needs-sensing matrix. We'll work on the action plan, and send it for the rest of the committee. Again, we'll be using SharePoint as the main source of collaboration and communication.

I will be sending you all follow-up emails, probably end of today as well, and one thing I wanted to note is that the committee is working on moving the second RAC meeting to a later date. So details regarding a new date will be shared in the Federal Register, and I will also share that with you all.

Like I said in some of the reminders, once that has been updated, you all can register for Meeting 2. We will, again, send you a copy of the completed needs-sensing matrix, and the action plan with the responsibilities outlined, so everybody is clear, and knows exactly what they are responsible for. I know we're right at time, and if there are...I want to just open up the floor for a minute to see if there's any last-minute questions.

But I'm just going to hold it, if there are any questions. Yes, Vanessa?

- Yeah, so I'm assuming when you email, there would be a focus group protocol, and all that would be, you know, shared over email, correct? Or the research questions that are being asked?

- So...sure. We'll put all of that information into the SharePoint so everybody can have that, all the committee can have access to it, and can make edits and see it that way. Email communication-wise will mostly come from me, so anything logistic-wise and stuff like that will definitely come from me.

But all RAC-related materials and work will be in the SharePoint folder. Anybody else?

- I just think I want to say thank you to a great group. I really appreciate your comments, and I think we're going to come up with a very useful report.

- Awesome. And with that, I'm going to adjourn the meeting by saying I move to adjourn the meeting for the Regional Advisory Committee for the West Region. All those in favor, please take yourself off mute, and say, "aye."

- Aye.

- Thank you. So the meeting is adjourned on September 8th, 2023, at 3:32 p.m. Thank you so much, everyone.