RAC-Mid-Atlantic Region
Meeting #2
October 17, 2023

- [Esley] Good afternoon, everyone. Welcome. I'm going to call to order the Mid-Atlantic Regional Advisory Committee. Meeting 2 has come to order. Welcome, everyone. My name is Esley Newton, and I am with the U.S. Department of Education, in the Office of Elementary and Secondary Education.

I am the Designated Federal Official for the Mid-Atlantic RAC. I just want to mention that this meeting is open to members of the public, and will be recorded and on public record. Next slide, please. So at this time, I will conduct roll call. Let's see here...

I will read names aloud, and ask members to unmute and state "present." Just real quick, just a few housekeeping items. If you all recall from Meeting 1, just in order to maintain order and ensure that everyone has an opportunity to engage in discussion, you can use the chat to make a comment.

You can also use the Raise Hand button. That's something that we will rely on heavily today, as we will be voting on our priorities, and also forming our subcommittees for the report writing. So please, you can, you know, use the Raise the Hand button icon, and wait for Chairperson Cohen to call on you.

In order to lower your hand, you will just click on that same Raise Hand button right on the screen to lower it. So we will be relying on that heavily today. So I will move forward with roll call. All righty, like I said, if you can unmute, and just state "present" once I call your name, that would be greatly appreciated.

I have Amaya Garcia?

- [Amaya] Present.

- Thank you. Cassandra Johnson?

- [Cassandra] Present.

- Thank you. Deborah Lynam?

- [Deborah] Present.

- Welcome. Dr. Megan Gierka?

- [Dr. Gierka] Present.

- Elizabeth Raff?

- [Elizabeth] Present.

- Jahsha Tabron? Liz Cohen?

- [Liz] Present.

- Nora Durant?

- [Nora] Present.

- Rochanda Hiligh-Thomas?

- [Rochanda] I'm sorry, did you hear me?

- I did not. I can hear you now, though.

- I feel there's a delay. Present. Sorry about that.

- Okay, great. Recorded. Thank you. Tamieka Thomasson?

- [Tamieka] Present.

- Wonderful. And Theodore Dwyer?

- [Theodore] Present.

- Thank you. At this time, I just want to make sure that I haven't missed anyone. If I did, please come off of mute, and let me know. All right, just give me just a few seconds here. I just want to double-check the other, the public side, and see if we have anyone there. Let's see...

All righty, I think we are good. I just want to mention that we do have a quorum. Okay, just going to provide just a high-level overview of the agenda items for today. So we've done our call to order and roll call, we will review the meeting agenda and objectives.

Big things for today are that we're going to review the assessment report outline, which you all will be working on over the next few weeks. We will provide an overview of the needs-sensing activities that were conducted since our last meeting, and you all will have an opportunity to deliberate on priorities and recommendations. We will be voting on those priorities, discussing the assessment assignments, and our timeline moving forward, and then we will be voting to establish subcommittees for the report writing, and then we will, of course, adjourn our meeting.

Meeting objectives for today, the first one is we will review additional input received from stakeholder comments received. Objective number two, based on information received, we will finalize the assessment of the critical educational needs of the region.

Objective number three, we will deliberate on the education needs assessment for finalizing recommendations to be included in the final report. And then the last thing that we will do is establish our subcommittee/subcommittees to complete the final report. Alrighty, so at this time I will turn things over to our Liaison, Janice Anderson.

- Good afternoon and thank you all for being here. You all worked really hard during the first public meeting, and there's been a lot of activity since that meeting, and so now we're here to advance the work further. I want us all to keep four guideposts in our mind as our chair, Liz Cohen, leads us through a discussion of the priorities.

We will be determining why a certain thing was named as a priority, how it should be justified based on needs assessment data that you have, and some additional data that was collected by four of our members. You'll be thinking also about what would technical assistance support look like under this particular priority?

And are there other issues or education priorities the Department should know about, and the Department should think about, like, for the next five years and beyond? Those are to keep in mind as you all discuss how you're feeling about the priorities. Next slide?

And this is just to give us all a sense of what this is all going to become. This is a report to the Secretary of Education. There will be of course a cover page, an executive summary, introduction about this process, and how it was legislated, and how it has unfolded, something about the data collection, and the summaries of findings, and this is you guys' findings, an overall summary, and then priority by priority.

You will have recommendations about each of the three priorities that you established earlier, and anything else that comes out of this meeting, although probably it will be the three. And so those will be the sections that you will all be writing. And is there one more slide here, Anne? There we go.

As you can see, this lays out the priorities you guys established originally, and then you'll speak to what an effective technical assistance response would be for those priorities. And once again, if something else came up in your deliberations, or in some of the data that the public...data from the public comments, or our four extra data collections, that would be in Section F.

Then of course, there's a conclusion, and an appendix. It's a typical kind of report outline, but we thought it would help for the discussion for folks to have that in mind. Now, this is where our Chair is going to facilitate our conversation, and you guys will speak to the needs-sensing that was done, and the priorities, and I will bow out.

This is Liz Cohen.

- Hello. Hi, everyone. I hope you're doing well. So okay, first of all, I want to thank everyone for reading the various emails that have been sent, looking at the materials that have been posted in the SharePoint. And I am sure that many of you have had good conversations with folks in your orbit about the priorities that we had identified on a preliminary basis in our previous meeting.

And I especially want to thank the four members who went ahead and conducted either a focus group, or a survey. And if you haven't seen it, all of the materials and information that they collected is on the SharePoint site. And so we had...I think, Amaya did a survey, and then Nora, Elizabeth, and Megan did focus groups.

Some combination, but those four people went the extra mile, have gotten the gold star, and I think importantly, got a lot of great information for us to use. So I think I kind of went through, and I think what was really affirming about in particular the information from those four people, in addition to some of the other materials we have, if you haven't had a chance to delve into everything, there's some information from the governor's office from Delaware, and from New Jersey, again posted on the SharePoint.

And then there's also these public comments that are available, which seem to primarily be from educators and parents, which is great. My read is that there seems to be some consensus that the priorities we identified in our first meeting kind of meet the moment, right, that there seemed to be a consensus in the focus groups and surveys, and some of the other materials that we have a growing population of English learners in the Mid-Atlantic region, and that paying particular attention to how we support those students, the kinds of data that we provide, or are provided, depending on where you are kind of in the ecosystem, the kind of guidance and best practices that is going to be useful for schools and districts in supporting teachers and families for whom English is not their first language, there seems to be some consensus that that is going to be a priority, or is a priority for our region.

There was a lot of great information on I think what is the biggest issue, which is the workforce piece, of both sort of growing and strengthening the teacher workforce. Some of the themes that came out of the needs-sensing activities include... Sorry, I'm just reading my notes I took earlier today.

Okay, so better information on pathways to become a teacher, is there an opportunity, and I could think about there being some TA possibilities here around regional teacher licenses, so it would make it easier for teachers to move in and out, you know, pursuing different job opportunities. And you could see in our region, like, we know that between Delaware and New Jersey and Pennsylvania, I mean, all of our states, right, like, there's a lot of opportunities.

What could it mean if we developed more of a regional approach to an educator workforce? I thought that was really interesting. There was some talk about technical assistance for restructuring teacher roles, like what are the ways that, again, as a region across our states, we can think about building in leadership opportunities for teachers that aren't just moving into an AP or principal kind of role?

And so, what are the ways to kind of scaffold support as districts might consider different pieces of that? There were some ideas around some of the data that people suggested we might want to have as a region include, what do we know about what happens to teachers who come from different kinds of pathways, or different educator prep programs?

And how might that information help us understand which programs we should be building up? Are there ways to look at pay disparity by zip code or county? You could think about other layers of that, so that we can also think about where, as a region, like, are we being equally competitive?

And then also, that would help the districts who might want to incentivize. There were a few different mentions throughout the needs-sensing activities of, like, specific needs for rural districts within our region, and how we might want to think about supporting rural schools and districts. Then the third priority that we had identified, I'm going to...

Sorry, I'm just going to pause for a second and say I'm just giving kind of an overview here, and then we're going to go and talk about each of these priorities overall. I just am going to guess that maybe not everybody got to read through all the documents, so I just wanted to give you a little taste of what's there, but you can see for yourself. And for public people, this will, at some point, all be publicly available. So our third priority that we had identified was a little bit around, like, how do we help students' academic needs?

I'm going to propose, based on the needs-sensing activities that you all did, as well as the interviews with the executives from Delaware and New Jersey, that we could consider narrowing the academic focus to literacy because that seemed to come out both in the public comments from the teachers, as well as from the executives, as well as the needs-sensing within academics, as sort of the highest priority area that people are interested in, making sure that schools and teachers are leveraging, you know, what we really understand about the science of reading, and that teachers, you know, are given appropriate professional development, and schools are using curricular materials that make sense, and that we're really kind of laser-focused on increasing literacy, particularly in our younger students.

That is something that...that's not exactly how we had framed it. We were much broader about sort of academic stuff is important. But that's my read of some of the material that came out of the needs-sensing. So that's kind of my big overview of these two bullets, the reviewing. I'm just checking, I don't see anything in the chat.

Like, I just want to make sure, does anyone who participated in any of these activities, like, did I miss anything, or misstate anything, or does anyone have any questions at this time? I just want to say, because I want to make sure, like, everyone who did a needs-sensing activity, like, first of all, above and beyond.

I do want to say, I think it's really cool, I don't know if any of the other RACs did this, but Elizabeth actually convened a focus group of the Teachers of the Year from the states in our RAC. And I just think that's extra awesome, so thank you so much for doing that. And so valuable to not only get that kind of educator feedback, but that really regional view that comes from having all those people come together.

I just thought that was... I just wanted to give it a little shout out. Okay, so I think that...okay, great. We're moving on. Can you guys tell I've never done this before? Okay, so now we're going to deliberate on priorities and recommendations, and this is just where we discuss. So I mean, I really do want to open it up, because I would like to stop talking now to you guys to say, like, so we had our three priorities...

Okay, priority one. I actually was going to start with this anyways, because it was our third priority the last time, but I am proposing that we narrow it into the literacy piece. And I don't know how you guys think about that. What do you think?

Theodore... Or do you go by Ted?

- Yes, both. I like the idea of focusing on literacy, but given the scores that students have in math, and that there's so much struggle in math, I don't think it's appropriate to ignore it. Math is a huge problem across the entire nation, not just this region, and by not even including it, that could create a problem, and also send a message about whether or not we value math.

And students struggle with math. They struggle with math, they struggle with reading, and I think that both are important. I think that science is important, too. But I mean, it gets to a point where, like, where are the focuses, and what should the focus be? I don't think we should take math off the table.

- Okay, great point. I mean, of course, anyone else feel free to jump in, raise your hand. I guess I'll ask you, Ted, that... Okay, let's say we want to signal that we care about both reading and math, which clearly let the record state we all do.

How would you think about trying to identify that priority area in a way that would allow us to signal to the Department the kinds of support and recommendations that we need to provide? Which would be something a little bit more specific, probably, than we're worried about reading.

- I'll let Cassandra speak. She's got her hand up.

- Oh, yeah. That's a sophisticated move right there.

- Thanks, Ted. I don't necessarily have an answer for that at the national level. But I just wanted to kind of second what Ted was saying, that in digging into this most recent set of data from state testing, math is, for lack of a better word right now at the end of the day, abysmal.

Where there has been a lot of growth and high points for the schools that I work with in ELA, math is just...it's stooping people, it seems, across my region, so across the schools that I work with in [inaudible]. So I'd like to second that. As far as how we narrow down supports for

[inaudible] academic focus, and asking the U.S. Department, I'm not exactly sure [inaudible] specific to ELA and math, I would ask for them.

- Okay. Thank you. Elizabeth?

- You're welcome.

- I agree that both are essential. As a teacher, I do see that there is a relationship between reading and math, so that if we are putting our emphasis and support into literacy, and being able to understand words, and to be able to read accurately, that that also improves math. Normally when you have a low reader, you have a low math student as well. So I do think that there is a possibility to prioritize literacy to support the rest of the content areas.

But I also think that there's an area to consider how can we support families in numeracy understanding, and kind of building that bridge between family engagement and family learning. Because I think that's a huge disconnect that we're seeing in the classroom, is that students who might not have that support at home are having that big disconnect of number sense.

And so I think that that could be an avenue, if we wanted to support math, that family engagement piece for technical assistance might be a way towards a solution.

- That is super interesting. Thank you for that. Amaya?

- Yeah, the one thing I wanted to share is that I think it's...the literacy thing, so many states are acting on science of reading right now, and we don't have a similar, like, national push around, like, this is how we should teach math, right? There are lots of different ways that are used, and so I think that's why it makes it a little more complicated to really try to distill what we might want to do around that area.

And I think that's also part of why we saw so much about reading, because people are just hearing about the science of reading kind of all the time. But I do know that there are, you know, some philanthropic groups that are really focusing on math right now as well, and so I

think it is an opportunity to try to think about how you kind of create this cross-connection between what's happening with the science of reading, and what maybe could be happening with math, that we just aren't really seeing yet at sort of like, the national level.

- Great. Thank you, Amaya. Deborah?

- This is just an idea in terms of how we could frame this priority. Maybe the framing could be around surfacing the research basis in early literacy and math skill development, and then prioritize evidence-based practices, both in helping schools identify them, helping them bring in the training that's needed to support their use, and then also long-term implementation.

So I'm just suggesting maybe it get framed a little bit more around research and evidence-based practices, and then we highlight in these areas math and literacy.

- I love that. I'm one person. But to me, I think that makes a lot of sense, both in sort of narrowing, actionable, and also, like, could potentially be powerful. It's like it would create an opportunity for our region and our state to really say, like, we all agree on certain principles, and then, you know, you can think about high-quality instructional materials, and all the things that flow from that.

So to me, that makes a lot of sense. Megan?

- Yeah, I actually had a very similar thought as you and Deborah, so I really love that that's the direction we're going in. Evidence-based practice is evidence-based practice, without even delineating it to a specific subject area. I think right now, the Department has a lot through the IES practice guides that are released every year. We have a lot of that foundational research, and we know what works.

It's really just that translation piece. So maybe this priority further framed could be that translation of evidence-based practices into the types of schools that we see.

- I also think, not to preview another future discussion around the workforce stuff, but to me, it also leaves the possibility to think about, like, how could TA from the Department support the idea of thinking about professional development opportunities for teachers that are aligned to these evidence-based, that could then be effective for teachers across state and district lines?

Which seems like it could be interesting. Nora, I know you're an educator. Can I call on you for your thoughts?

- Sure. I mean, all of this makes sense to me. I think that... I was just making myself familiar just now with IES practice guides, because I've been teaching for 18 years, and I've never looked at that resource before. So anything that's going to bring research-based practices around math to teachers in my area would be welcome.

I know, like everyone else has said, we're hearing a lot, and teachers are getting a lot of information and training in the science of reading. I know I am this year; my colleagues are. So if we were seeing something similar happening in math, that would be phenomenal for students and families.

- Ted, does this feel like it meets kind of what you were thinking about, the idea of being able to embrace both reading and math through this priority? Would this make sense from your perspective?

- Yes, it does. Just to me, math is just another language, just like English, so we should treat it like that. But yes, I do believe that this gets to the...they're both related, and at the younger grade, that the foundational work in one area will support foundational work in the other.

So foundational work in reading will support the foundational work in math. But yes, I believe so.

- Great.

- Nora has her hand up.

- [crosstalk] - No, go ahead.

- I just wanted to mention also I'm hearing people talking about family engagement, and I feel like I've worked at schools that did a great job with that, I've worked at schools that struggle with that. And if we're looking at that too, could we look at best practices for schools to engage families in learning about these best practices, these research-based practices that we're trying to push out to teachers?

A lot of it's new for teachers, and if it's new for us, it's new for families, and we need to find really effective ways to get that information out there to families.

- Amaya?

- I also want to add that there are implications for English learners for a lot of this. There have been debates about the appropriateness of the science of reading strategies for English learners, and the kinds of things that it does and doesn't prioritize. And so I think it would be great to have some technical assistance that's actually focused on the integration of special populations with some of these strategies and issues, because that is something that a lot of school districts, I think, struggle with.

- Deborah?

- I just wanted to add another detail to the comment that was just made. I think perhaps there could be an emphasis on the language literacy connection so that we can emphasize how understanding how language is structured, and how for our students that may be translanguaging, how we can capitalize on their oral language backgrounds, and bring that

into the classroom, whether that be in a bilingual setting, or in, you know, moving into a second language for English.

- Yeah. Megan?

- Just to piggyback off the comment about if this applies to English learners, the U.S. Department of Ed, through the IES, did publish a report basically synthesizing that what works in structured literacy also works with ELLs, with some adjustments. So I can put that in the chat, it's called the National Literacy Panel for Language Minority.

- Great. I will say, and I was [inaudible], I mentioned this during the [inaudible] bulletin we're all talking about, [inaudible] like, I mean, this is sort of an aside, but for my day job that's not this thing, I'm doing some work on tutoring right now, and I was just in Ector County, Texas, which is Odessa, Midland, like West Texas. Anyways, and they're using this...they're using a chat-based tutoring approach with their middle and high school students.

But one of the things that's been really great about it for them, and I watched students do this, is that it's math tutoring, but they're able to have tutors for students in their native language. So 77% of that district speaks Spanish, but so whether it's Spanish, but they also get students from Thailand, and from some other places in the district, and like, they're sort of leveraging...

I mean, they're paying for it right now with their ESSER dollars, which is going to end. But anyways, it's just like a way to say that I think there are a lot of, you know, new and emerging technologies and resources out there for, like, supporting...the idea of, like, supporting math instruction in native language, like, so it doesn't have to be all day long that the kid is trying to do both these things was really neat to get to see in person. Which I did last week, and it was really great, and I'd love to see that implemented locally.

Any other comments on this priority? Or I think we can...

Should we move to the next priority?

- Liz, I'm not sure if it would be best. I know that, you know...

- Do the voting now?

- That's what I'm thinking.

- Yeah, that's why I was like I forgot [inaudible] I got all confused. See? I told you I was going to screw this up.

- You're doing great.

- Okay, so pause, we're still on this priority. Okay, so the official committee action is...hold on. Sorry, I'm looking at my other screen, where they told me what I'm supposed to say,

which is that we're going to vote on this priority, and it's going to go like this. I'm going to call for a vote, I'm going to say, members, as I call the vote, please use the Raise Hand function.

So I'm going to announce the thing we're voting for. If you want to vote for it, raise your hand. Not your actual hand, the yellow or skin-tone color hand of your preference. And then our wonderful Anne, who is Anne - Tech Support on the screen, is going to take a screenshot so your vote will be captured for all posterity. Okay, so here, I'm reading my line.

Members, as I call the vote, please use the Raise Hand function so we can accurately call the vote, and take a screenshot. I call a vote for the Mid-Atlantic RAC to include academic support for students, prioritizing evidence-based research for literacy and math as a priority.

- I'm sorry, Liz, are you calling names first, and then we raise our hands?

- No you just raise your hand.

- Do you have to do a roll call? Okay.

- [inaudible] yeah.

- Oh, wait, I'm counting the votes. One, two, three, four, five, six, seven, eight, nine, ten. [crosstalk]

- Keep your hands raised, yes. Anne will be taking a screenshot.

- [Anne] Screenshot taken.

- Great. Okay, the academic needs of students, focusing on evidence-based practices for reading and math is a priority determined by the RAC. Go, team. We did it.

We did one. How do I lower my hand? Oh, now I've lowered it. Okay, it's going to go much better for the next one, because now we all know what to do. Okay, hold on. Before we go to the next ones, so after this meeting, just to...right, what's going to happen is that we have to write a report about these priorities, and trying to think about how to translate this into what the Department might be able to do to support our region in these efforts.

So in order to do that, we are going to form subcommittees. We can form as many subcommittees as we want, but the point of the subcommittees is for the people on the subcommittees, and you can meet as many times as you would like, subcommittees can have five or fewer people on them, and then to do the thing that the subcommittee was designed to do.

So, we... Sorry, I'm reading the thing. Okay, I'm going to ask if anyone would like to self-nominate or nominate yourself to be on a committee to write the section about this evidence-based practices section of our report.

- And Liz, for what it's worth, we can wait to do that, if you prefer, after we've discussed the priorities, and voted on those. I defer to you, but we could wait.

- Sure. Well, let's maybe do that, because that way, you know, I wouldn't want you to feel like you've overcommitted, and then you realize that your true love lies in writing the EL section. And that way also, if we do it all together at the end, if you don't self-nominate, I can nominate you. That'll be great, we can distribute all the work effectively. Okay.

So we have voted on the priority, and now we're going to move to our next priority. Yeah? Okay, great. Priority two, English learners. So as I mentioned, that came up in a couple of the different focus groups or surveys that, you know, multiple localities, or if not full states within our region feel like we have growing population of English learners, and that it would behoove us to pay particular attention to them, both in terms of what are the expectations for teachers, what are the expectations for schools in terms of native language assistance.

There was a great point that was raised in one of these activities around...you know, which I think goes right to our sort of math discussion we were just having, right? Like, of ensuring that we're not putting students in services simply because their home language is not English, and making sure, you know, that we're...

The schools are sort of, you know, not shepherding students into a particular pipeline because they speak another language, and making sure that kids are getting to learn based on where they actually are. There are some specific issues. I think one of the issues that came up, I think maybe Amaya, this might have been in your survey, and I'm sure you have thoughts on this because I know this is an area of expertise for you, is that idea of what I wrote down as sub-subgroups, like the need to further disaggregate the data that we look at at a district and school level for our English learners, so that we're understanding how long have students been considered an English learner?

Do we know if they're newcomers to the country? Both so we can understand whether we're appropriately really serving those students effectively with the services, but also because they might need different things. If you're a newcomer to the country, you're going to need different kinds of supports, likely, at the moment, then someone maybe who has either been here their whole lives or been here for a longer period of time.

And I think some support around that seems like it could be of interest. But now I will call on people. So Deborah...

- I'm curious if there was feedback coming in about supporting bilingual program, the growth of bilingual programs across our region?

- There were a few comments about that. I know... I mean, I can share, and I'm again sure Amaya knows more about this maybe than me, I mean, I know in D.C. that there are some concerns right now around bilingual programs that due to... In particular within D.C. public

schools, that there are some bilingual programs where due to gentrification, there seem to be shifts in the populations that are able to access those programs.

That's my diplomatic way of putting that. But so it came up a little bit. I don't know if others have thoughts. Megan and Amaya, you both have your hands raised, so Megan, and then Amaya.

- Sure. I don't want to... This is kind of like, the last part in this, but I just want to note, I've been reading a lot about U.S. Department of Ed resources, and I think a big area in this piece is there's a ton of research the U.S. Department of Ed already funded on this, it's just the translation aspect of it. So like Project Lay was just published, and I haven't seen it translated well into schools.

So I think that would be a really great way to disseminate what we already know works for English learners.

- Okay. Amaya?

- Well, there's a lot I could say, but I'm not going to say all of it. But I think that that is a huge issue, is that we do have a really strong research base that goes beyond what the Department of Education has done, that shows what's effective for English learners, but it's not translated, and it's not, like, brought down into the classroom level in a very effective way.

And so I think that what happens is you end up with these sorts of outdated models of English language development that aren't fully supporting the assets that English learners bring to the classroom, and that are kind of stuck in these patterns or systems of teaching that are not as effective as some other models. And so I think that there's a lot of room for improvement on making sure that teachers and schools and school leaders have access to the kinds of strategies that do seem to be effective, based on, like, many years of research.

And I want to point out that Maryland and D.C. are among the top 10 states with the lowest graduation rates for English learners, and I think it's pretty surprising that we still are struggling this much with a population that's been here for a while. The other big issue is that we do have, because of different sort of motives, we do have an emerging population of migrants here in D.C.

who are being bused here from other states, and so they require an additional level of support. They need housing, they need all kinds of assistance, and school districts are not necessarily equipped to kind of meet all of those needs, unless they sort of already have systems in place, and that could vary a lot, and so I think that's another big concern that we have.

And the other is that English learners are often marginalized in policy development. And so curriculum may be purchased, or things may be adopted, and English learners are sort of an

afterthought, and at the end, you have to think about, well, how do English learners actually fit into this? And so I think anything that we can do to try to emphasize the need to really consider the needs of English learners up front, to make sure that they're fully integrated into whatever kinds of plans or initiatives districts are planning, I think is really important.

And the one thing I'll say about the bilingual program issue is that, so Delaware has a lot of bilingual programs, they've invested a lot into language immersion, and it's like a state-wide strategy. I think Maryland has not done a lot, and a lot of the programs that they have are one-way immersion programs, which means that they're primarily made up of speakers, native speakers of English, so they're not really designed for English learners.

In D.C. it's a little bit more mixed. Pennsylvania, I don't think has a lot of bilingual programming to offer, and New Jersey is a little bit better. And so I think that thinking through also what the needs are, if you're going to really offer a lot of bilingual services, thinking about what kinds of needs...what kinds of things need to be in place in order to make that a reality I think is really important to consider as well.

Because while bilingual programs are sort of ideal, and what we would all want, it's not necessarily actionable in every kind of context. And so we also need to pay attention to any kind of research-based model that we know works, whether or not it's bilingual.

- Thank you. See, I knew you knew more than anyone else about this, so good job, Amaya. Thank you. In terms of... I think our rationale for why this is a priority is that this is a significant and growing population in our region, and I think as Amaya just pointed out, one that has been historically and continues to be underserved, and where students are...I guess I'll use the word underperforming, but due to systemic issues, not due to student issues.

I'm just trying to be clear about that. Any other rationale anyone wants to add from the why? Oh, Ted...

- It was for the technical assistance, I think that that last part that's already been offered is super important, like framing it so that schools can actually use it, or teachers can actually use it. So translating all of the stuff that's been done into something that's actionable, because it's good work, it's just academic work, and teachers don't have the time to break it into something that's going to be applicable.

- And it would be great to have that even distilled within our region, of like, who is doing this well, right? And how can we learn locally or regionally from the places that are are reaching this population, and educating this population with success?

No need to reinvent the wheel if there's someone, you know, down the road... I mean, everyone's off of 95 at some point, right? Maybe not so much in parts of Pennsylvania, but we'll pretend. You guys are close enough. Other thoughts on the technical assistance piece?

- I just want to reemphasize actually, Liz, what you said about data, and I think that there is a need for technical assistance around the kinds of data disaggregation that can be done to better understand the population of English learners.

- Deborah?

- I think it could be important here just to put a notation here that we would want to be sure that we are aligning this priority with the top priority about evidence-based practices, so that it doesn't come across as the English learners are a secondary thought Like, making it more about a united effort, with an additional focus on a population that may have been historically underserved.

- Yeah, I was thinking that too, of like... Which the third priority that we're going to talk about next, right, around workforce and teacher professional development. But like, how do you use thinking about... How do you use, like, opportunities for PD and resources for supporting English learners, but to actually create, ideally, right, a culture where all educators have the tools and resources that they need to support all the students that come into their classroom, regardless of where they are, and move them all forward?

It's like, a different mindset than how are we helping this one population on the side. And I think that the more we can move in that kind of direction, the better it would be. Ted?

- I just wanted to hitch on to the comments about data disaggregation. I think we need to be very purposeful about that, and make sure that it's clear how that links to the data that's already being collected, and how that can be leveraged, instead of creating a separate process for collecting data.

And like, not implying that we should collect information like immigrant status or things like that, because that's illegal. So we need to be very purposeful about what it is that the expectation is, and how that's being...how that can be disaggregated, and what's the best way to do that.

And how it can be leveraged with the work that is coming from this, or the work that's being translated into something that's useful at the school level.

- Yeah, I think that's great. I mean, one thing for me that I would think about is like...or what jumped into my head based on what everyone is saying, is this idea of, like, what is the research based on what we think the amount of time is? Like, if a student comes to the U.S., a student enters a school, and I don't care whether they just came to the U.S., or just walked into a school for the first time, wherever they are, and they don't speak any English, like, what is the reasonable amount of time, like from an evidence-base, right, where you think, like, oh, they should then be able to have sort of mastery, literacy in accessing things?

And then back map against that to say, like, are we actually serving... Like, how do you have accountability based on what the research suggests is the timeframe in which you think you can advance students? Did someone else have a hand up, maybe?

- I think Nora did. I think she's had her hand up for a while.

- Nora did. Sorry, Nora.

- No, it's okay. I just wanted to mention, as a person who's worked in a dual-language program for eight years, just teachers in my school at least, I think we don't have a lot of... There's not a lot of time to find out what's going on in the other bilingual...the other dual-language programs in our city and in our state. There are some state-funded professional development opportunities for us, but really, it usually feels like we're all by ourselves.

And there's another dual-language program in my same district, there's just very little collaboration and time to unpack best practices. So just more time getting us together as a group, and look at ways that we can support the English language learners, the multilingual learners at our schools and our buildings.

- Thank you. Tamieka, I'm glad to see you're out of the car. Don't know if you have any thoughts either on this, or even on the previous one? Just because I want to make sure that we're including your thoughts.

- No, I appreciate that. I've been listening, and kind of thinking through. So when I pull it together, then I'll share. Thank you.

- Thank you. All right... Oh, Deborah.

- It looks like... Yep.

- A little bit of a side note. Would there be any value in coming up with common terminology that would be useful? I know in this area, there's English learners, English language learners, English as a second language, maybe older, multi-language learners. Could we ask for some type of regional approach to kind of a common language, or is that too much with, you know, each state needing to then implement?

- I think it sounds like a great thing to put in our report as a request for technical assistance.

- Ted?

- I agree. Especially since if they're second language learners, English language learners, EL students, they're transitional, and they'll move around more than typical students will. So a state line is not something that's going to keep someone from moving, and some districts are very close to state lines, and we have a lot of transitionary students.

- Yeah. Okay...Deborah, did you have another comment? Or is your hand... Okay, good. All right, I think we should, for time purposes, I don't... I mean, if anyone has anything else on this now, otherwise I think...feel free to say no.

Otherwise, I think we'll move to vote on the priority. Great. Okay. Members, as I call the vote, please use the Raise Hand function so we can accurately call the vote and take a screenshot. I call for a vote for the Mid-Atlantic RAC to include support for English learners and English learners, I don't know, like for support for English learner teachers?

I don't know how we want to phrase that exactly, English learners, as a priority. Anyone wants to put in any alternate phrasing in the chat, and then I'll just say that. Oh, okay, keep your hands raised. One, two, three, four, five, six, seven, eight, nine, ten.

Okay, supporting English learners is a...is a priority. Great. Thank you, Anne. Supporting English learners is a priority determined by the RAC. Go, team. Okay, now, just one small, small priority, supporting our educator workforce.

This is definitely the priority that we have the most needs-sensing material on, and it's very wide-ranging. And I look forward to hearing all of your thoughts on both why this should be a priority, and also, importantly, how we might address this through technical assistance.

Nora?

- Okay. So why should this be a priority? I'm sorry, my brain slipped out for a second. Was my hand up? Is that why you called on me?

- It was.

- It was up because we were voting.

- Oh, it was still up from the vote.

- Lowering my hand. Sorry.

- I was like, Nora is so excited. She is ready...

- But this is an area dear to my heart, so I'll have a lot to say about this.

- Okay. Elizabeth...

- So we know this is a priority because there has been a mass exodus of teachers over the last couple of years. I think we have plenty of data to prove that and show that. And we also have a lot of data to show the amount of students enrolling in teacher preparation programs has plummeted as well over the last couple of years.

And so we are facing an issue of retention and recruitment, and I think that a lot of the discussions that I heard through my conversations with my focus group were three specific

areas. One was recognizing diversifying the teacher workforce is essential, but there were definitely some conversations that we know that that might be a long plan, and that that might not come to fruition right away.

And so in the meantime, making sure that we're equipping our teachers with culturally-relevant practices to support the students that are in front of them. And that was a common theme in terms of retention. And I think also a common theme of our other two priorities that we have in our meeting so far is coming back to anchoring it in professional learning, and what does professional development look like for our teachers, in order to retain our teachers, and to support them through the various changes that they have?

And so what does that look like? And I think that another theme that we have, a common thread is these research-based practices. So if we think about what are research-based practices for professional learning for educators, like, how can we anchor our support for teachers in adult learning theory, and support them through the best ways that we can? And another thing that I heard in our other two priorities that could connect to this as well, is this idea of seeing the models of what is working with other school districts, or other areas, and leverage that.

And so how can we gain insight from each other without reinventing the wheel? And so the final piece that I heard a lot in terms of recruitment was recognizing what's working in terms of grow-your-own programs, what are the alternative pathways, and also lessening the burden of how to become a teacher. I like what you said about, Liz, earlier, about certification flexibility within our region, thinking about it as a regional approach, but also what are the barriers that are currently existing for our students who are going into teaching programs in terms of removing basic exams, certain other...you know, hindering...there's other options that we could take away those barriers, so that we could recruit more teachers into the workforce.

Those are kind of my big takeaways from my focus group. Sorry, I don't know if that was everything for that first question.

- Great. Thank you so much. Amaya?

- All right, this is the other half of what I do at work, is thinking about teachers. I just kind of want to build on this recruitment idea. And I think right now is actually an exciting time in teacher preparation, because states and districts are trying new approaches like grow-your-own, there's so much momentum around strategies like educator-registered apprenticeship. We've had alternative routes for a long time, but they look very different.

It's not just Teach for America, there's lots of different ways. And so I think really trying to consider the ways that we're building on-ramps into the profession is really important, and expanding our conception of who is a teacher, and who can be a teacher, I think, is also really important. It's not just an undergraduate student anymore, but there's career-changers,

there's paraprofessionals, there's parents, there's a lot of people in the community who maybe have been interested in becoming a teacher but have faced those barriers.

And so I think it's a really good opportunity to think about removing those barriers, and really finding high retention pathways too, and not just thinking about can we get them in, but we also need to think about how we can help them stay in the profession.

- Thank you. Cassie?

- I have a few points to make. I'm not exactly sure where they fit in these questions. Reasons for needing this to be a priority, or why this is a priority is because, yes, there has been a mass exodus, and there are fewer teachers in classrooms, but the actual effects of that, the lower teacher force is that it's having an effect on academics.

It's having an effect on the English language learner, because when kids go to school and they have a substitute in the classroom, they're not necessarily taking it seriously. The substitutes do not know the standards, they don't delve into the curriculum to know anchor standards or prerequisites, and where the standards are going, and so instruction really suffers, and therefore achievement really suffers.

So I don't know if that's the rationale or actual reason for it being a focus, but it is critical, especially in the work that I do. And then, ideas for how this priority may be addressed. I know in New Jersey, our Office of Recruitment, Preparation and Certification is doing a trainer coaching series with REL Mid-Atlantic already on teacher diversity, and so we are going to go through a whole series, different offices within the Department of Education going through a series with them on teacher recruitment and educator diversity.

So there's that. And then we do have, of course, a few alternate route programs within our state. And we're also waiving certification costs, fees, I think until September of 2024.

- Great. I just, I wanted to add that from the various needs-sensing materials, actually from the governor's office in New Jersey, I thought it was interesting because they kind of said that they're less concerned about sort of teacher shortages right now, but they're very concerned about the future, and about what enrollment looks like not just in EPPs in New Jersey, but generally what the enrollment in higher education looks like in New Jersey, and the ways that they're anticipating that affecting the future teacher workforce.

So I do think that's a rationale, and to me, that's like, the kind of data that we need to be looking at to really understand what those labor market needs are going to be. And then the other piece I wanted to mention that also was mentioned in a different need needs-sensing piece was around that it's not just about teachers, that we also need to be thinking about recruitment and retention for paraprofessionals, both because we're having fewer of those, and because they play an important role in supporting teachers.

So as we want to retain the teachers that we have, we want to make sure we have all of the support staff that teachers need in order to be able to really do their job. So it's not just the one position of educator that we're focused on, but really thinking broadly about the whole ecosystem of who we want and need working in schools. And I thought those were important points that I saw in some of the materials. Nora?

- Hi. I just wanted to mention, as we're using these new pipelines, and removing barriers to get educators into the classroom in different ways, I want to consider how we can assist schools, and continue to provide assistance for those teachers who have usually pretty limited training as they're coming in. A lot of times that falls on the existing teachers in those buildings, the burden falls on them, and that is another ingredient for the burnout recipe for teachers.

Especially at high-need schools, with higher levels of turnover, like mine, those teachers that are coming in new, with limited training, might need different kinds of professional development, so schools should be supporting them with differentiated professional developments, so we're not all getting retrained if we don't necessarily need it.

And also, I'm not sure what kind of exit interviews are being conducted...I'm sorry for the background noise...at schools and districts, when teachers are leaving, and specifically when teachers are leaving high-needs or Title I schools, whatever we want to say. It doesn't sound like a lot of information is being gathered about why teachers are leaving classrooms. Or at least what's the qualitative data?

What are we finding out is the reason people are leaving? I know for a lot of the teachers I spoke to, just the additional overwhelming tasks that are falling on teachers every year, it seems, are one of the reasons why teachers are considering getting out.

- I think definitely that's an area for TA. And it also just reminds me of what Ted said earlier, about making sure that as we think about trying to collect more data, that we do it in a way that's not burdensome on the people already collecting lots of data, so how do we work that into existing systems? Deborah?

- One point to add to the why this should be a priority, I think adding something in about our students are currently missing out on the opportunity to benefit from a culturally diverse workforce, I think that would be good. And then maybe related to the beginning of the teacher pipeline, is there anything that we could do to support our institutes of higher ed, our teacher prep programs?

Is there technical assistance that could go out to professors, particularly relating to our priorities one and two, so evidence-based practices, and supports and resources for English learners? I'm thinking, like, I know that we've collected a lot of information on, you know, big scale ideas, but I would be particularly interested to know how teachers in our area who've already participated in their teacher prep programs, like what worked, what was

superfluous, not necessarily relevant to what they ended up doing in a classroom, and then maybe what was missing?

And then using that to think about professional development for our teacher educators in higher ed.

- Yep. Thank you. Elizabeth?

- I agree with what Deborah just said. I also wanted just to echo some of the things that Nora was talking about, too. And if we can consider the diverse needs of our teachers, how can we leverage teacher leadership opportunities to support teachers? And also, perhaps thinking about jobs that are outside of the classroom. I think we mentioned earlier in our meeting, that is not specifically into an administrative role.

So coaching opportunities, what would that model look like to support teachers on the ground level? And then I also, in the focus group that I...the report that I typed up, I also had a member of our focus group provide a lot of wonderful data resources in terms of we don't have all the exit interviews, but we definitely have a couple of really great research articles that are not regional-specific, they're nationwide-specific from the Economic Policy Institute in terms of, like, why teachers are leaving the classroom over the last couple of years.

So that's definitely a resource that we can dig into a little bit more.

- Thank you. Ted?

- Oh, where to start. So one of the things...and I've been looking for where it is, but I can't find it. In one of the comments, someone was saying something about a whole bunch of misinformation being out there, and teachers having to pick between what is available, and what they don't know, what is an accurate reflection of best practices.

I think they said something about the teaching of reading...no, what is it, the science of reading, like, being co-opted, and people using it, and it not being the same across the different groups that are using it. So I don't know how to address that, but it seems like that being able to get that information to the teachers is important, and being...setting up a process to do that, and I'm not sure what that looks like.

So a culturally diverse workforce, what resources are available for diverse students who want to become teachers, and what are the supports in place for them? When you've got 9% of the teaching...the graduate teachers coming out of schools who are African American, you can't have a diverse workforce because you can't hire them, everybody else is hiring them.

It's a major problem. So not just we need it, everybody agrees we need it, because kids need to see teachers like them, like, what is available, and what processes have worked in other places, and how can they be implemented regionally? Supporting existing teachers with information on how to implement best practices, like, what actionable things can they do?

Not just, hey, here's this great research, read it. It goes right along with the EL stuff, like, how do we turn that into something that a teacher can use? Looking at the certifications across states, and seeing if more alignment can be provided. Because while New Jersey may not be worried about teachers, and not having enough teachers, I'm absolutely worried about it, because we don't have enough teachers, and we need them.

We've talked about teachers, and we've talked about supports for teachers, but support comes from both directions. So what kind of information can we provide to principals so they can support the teachers? And not just the principals, but for larger districts, the district leadership, and the boards of those districts, so that there is a clear understanding on how to support that teacher so they can teach the kids, and get them through the system, and make sure that the kids are getting what they need.

And safety, and the mental health of teachers, like, what kind of supports are available out there for mental health supports? Like, everybody knows that kids have struggled a lot since the pandemic, but I think we've ignored the adults, and we continue to ignore the adults because we expect the adults to be adults, and carry on, but there's not been a lot of information shared about that.

And I know that in the REL, there was a presentation about principals, and how to support principals, but like, getting that information out so that there's more understanding of how to support teachers, and how to provide the mental health supports that are appropriate.

And there was a whole bunch of other stuff in the comments. Like, one was specific to making sure that we disaggregate or clearly separate the difference between urban, suburban, and rural districts because they have different needs, and different populations, and different workforces.

So don't just act like teachers, and the issues with the teacher workforce training and all the rest of it are not unique to different groups, and sometimes there'll be commonalities, and sometimes there'll be differences. I think I'll stop there, because it's just a deep well.

- Okay.

- Can I piggyback a little bit off of what Ted was saying, kind of going into that urban, suburban, rural? And additionally, when we were talking about the teacher prep programs, I know in our first discussion that came up in terms of, like, what is being taught, right? To those teachers who are going into these teacher prep programs, are they coming out with what they need now, right?

Versus, you know, when I went to school in '99...like, are they being taught from the same book, right, just a different version? Because things are so different now, right? So I think that's a part of what we need to... And I don't know how we would find out, because I don't

think we go to all teacher prep programs, but just is there, like, a consensus of what's important for the educator, for the student, for the family now?

And of course it's going to change every year, every, you know, few years. But are those who are coming out of these teacher prep programs prepared for what it looks like in the classroom, versus kind of just what's in the book, and you know, kind of what does that process look like? And along those lines of the urban, suburban and rural, right, each... There are core foundation educational practices, and best practices and principles.

But when you go into these different groups of the urban, suburban, and rural, how does it change, right? How do you change as an educator? What does your practice have to look like differently, right, if you're in this, versus this, versus that? And then, but how do we keep to what we should be teaching children, right, kind of no matter what?

So I do think that teacher prep piece is very...is really important. And I think along with that, in terms of the different pathways to education, I do feel that understanding the need of how to help to get educators into the field, but I worry. So one is...I'm participating in the panel as a parent, but I'm also an educator by training, and I worry sometimes about the people that we get as those who...I'll use "claim" lightly in terms of wanting to be educators, or that anybody thinks that anybody can be a teacher, an educator.

And so being mindful of when we bring people in, making sure that they are the people that we want to be educators, and be in the field, and be the professionals that we know educators are, versus kind of whoever comes in, right? So not that we want to, like, knock people away, but I think we have to be very careful to ensure that those who are coming into education are those who we want to be in education, to grow them, right, grow on our own, to be the best they can be, and give us their best work, versus, you know, you're breathing, you want to be an educator?

Let's get enrolled, right? And so I think we have an opportunity, and we have a profession that we need to keep professional in those that we want in the field, because we are literally, right, we're teaching the future, and so we want to make sure that those who are saying they want to do this really want to do this, and that we are careful and mindful of those selections in that process.

- Thank you so much. Any other comments on this priority? All right, I think we should move to vote on this since we have, just as a time check, we have about 14 minutes left, and we still have some important things to cover.

So here we go, I'm going to call the vote. Please use the Raise Hand function so we can accurately do it and take a screenshot. I call for a vote for the Mid-Atlantic Region to include educator preparation and professional development as a priority.

Ten. Educator preparation and professional development is a priority, determined by the RAC. And do we have a screenshot?

- Yes, screenshot taken.

- Great. So great work on that, everybody. Before we move into our sort of the really important thing that we absolutely have to do before you can go, which is decide who's going to do what work. I just want to give a minute or two briefly to make sure that if there's anything else, like, I don't know that we'll want to take on a whole other priority, or that we have even time to really discuss it, but I just want to make sure that, you know, we are a diverse group of people, with a lot of different views and experience...

We narrowed down pretty quickly on these three priorities, and it seemed to make sense, given all the other information, but there are many other directions we could have gone. So I just wanted to give an opportunity, if anyone feels like the issue that they believe is a priority for this region hasn't...you know, hasn't gotten the airtime, I wanted to offer that airtime.

Megan, do you have something, or is that still from the vote? Okay. No? Great. Okay. If you change your mind, just, you know, let us know. But okay, so now we're going to go into this subcommittee part.

So I mean, I think it makes sense to have three subcommittees, one for each area. We can have more than one per area. If, for some reason, everybody wants to work on an area, we can't have more than five people on a subcommittee. So I think what makes sense is that I'm going to open the nominations for a subcommittee for each area, and then we'll allow you to nominate yourself.

If nobody nominates themselves for a committee, you all know I'm going to call on you, so just you should really nominate yourself for something. Great. So do I have any nominations for the committee on evidence-based practices to support academic success? Megan.

Is there something official I'm supposed to say here? Oh, yeah. Okay, Megan, you're supposed to say, "I self..." and... Okay, I'm going to call on your names, and you're supposed to say that you self-nominate yourself, and then I'm going to ask for a second, because this is official parliamentary bureaucracy.

It's very fun. I have a whole script. Okay, Megan...

- I self-nominate.

- I second.

- Great. Oh, good job, I didn't even have to say it. That's so great. Okay, Deborah... Oh, wait. Hold on a second. And then...

Well, now I guess you're on the committee. Okay, Deborah...

- I self-nominate.

- And I second.

- Anyone second? [crosstalk] oh, Megan's going to second. We're all in this together. I love it. Okay, Rochanda...

- I self-nominate.

- Second.

- Oh, okay. So we have three people so far for the committee on evidence-based practices to support academic success. I feel really good about that name. I've been workshopping it in my head. Let's go on to the second one. And don't feel like... If you, by the end of this, realize that like, your heart's desire lies with evidence-based practices for academic success, don't worry, we can make room for you.

Okay, do I have any nominations for the committee on supporting English learners in the Mid-Atlantic region? Amaya...

- I self-nominate.

- Second.

- I second.

- Oh, Ted wins by a nose. Anyone want to join Amaya? All right, we'll see what happens in the next one. And don't worry, Amaya, we won't leave you alone. Because I think we just said, guys, that we weren't going to leave English learners alone in their own category on the side.

So I feel like... Oh, Megan...

- I'll join Amaya. She seems awesome.

- Okay. So she's going to self-nominate herself to be on a second committee. Listen, not everyone can have a doctor in front of their name, folks. This is why. Megan's willing to work harder than the rest of us, I guess. Do I have a second?

- Second.

- Great. Congratulations. Okay, and let's go, do I have any nominations for the committee on educator preparation and professional development?

- I self-nominate.

- Do I have a second for Nora?

- Second.

- Second.

- Okay...

- I self-nominate.

- I'm sorry, second.

- Thank you, Ted. Tamieka?

- I self-nominate. T-A-M...

- Ted, you've got a second for me?

- I second.

- Great. Cassie?

- I self-nominate.

- And I second.

- [crosstalk] - Okay. Great. I'm going to self-nominate myself onto the English learners one, since that one got the least people. I saved myself for last for this reason. Does anyone second me?

- Second.

- Second.

- Second.

- Second. Or fifth.

- Okay. So I'm going to now call for a vote to approve all of these subcommittee assignments. I nominate Megan, Deborah, Rochanda to be on our subcommittee for priority one. Amaya, Megan, and myself subcommittee for priority two. Nora, Elizabeth...

Wait, Ted, you're not on any of these lists, Ted.

- I know. That's why I have my hand up.

- Okay, Ted. I'm calling on you.

- Yeah, you know, I want to do all of these things, but I can't. So I'll self-nominate for English learners, because they need some love.

- I'll second that.

- Second.

- Okay. Back to calling my vote, and Ted on priority two. And subcommittee for priority three, Nora, Elizabeth, Tamieka, and Cassandra. Is there anybody we have missed who is not on a committee? Oh, I know why. I missed you the first time, Ted, because I was counting the numbers, and I forgot that Megan went for two. Okay, members, please use the...

Okay, wait. I nominate everyone that I just read to lead the things I said on behalf of the Mid-Atlantic RAC. Members, use the Raise Hand chat function if you approve these nominations. Okay, one, two, three, four, five, six, seven, eight, nine, ten. Everybody on here who I've already read your name are approved to lead the writing of the report in their designated priorities.

Anne, did you have to take a screenshot of this one, too?

- I got a screenshot. Thank you.

- Okay. Okay...so Esley, what do I need to do now?

- So, we have some next steps, just in terms of kind of what's next in terms of the subcommittees, and we also have some information in regard to timeline. So here we go, we see the slide here.

We've reviewed the accepted priorities. I know that we have notes on this that will go out to folks. Let's see here...just a few things here, just in terms of Janice's role. She will support with writing the assessment and will help kind of one-voice the final production of the report that will be submitted.

Janice, I don't know if you have anything that you want to add, just in terms of your role for the members?

- No, that's a fine statement. Liz, as you know, is overseeing this, and pushing it, and we'll work closely with her, and on you guys' behalf to make it look like a report from a group, a fine RAC, not a bunch of individuals. So I want to say I'm not doing this with a magic wand by myself.

- Thank you, Janice. And I believe we have another slide that kind of outlines kind of more of the timeline? Here we go. You want to talk a little bit about this with the group?

- Are you talking to Janice, or me?

- You can see that this still is moving right along. As you know, this gets submitted to the Secretary before Thanksgiving, on the 17th, and so the steps move back from that. We can provide support to you guys through Doodle polls and all to schedule when you want to talk

with each other about, you know, the subcommittees about the writing, but this is what...this recommends how the output unfolds.

- What's the preferred way for the subcommittees...does it matter, for the subcommittees to communicate with each other, so that they can figure out when and how they want to meet? Are there protocols around that we need to know?

- Just a couple of things. So, you know, now that we have the three subcommittees established, you know, it's really about... I will be present at all of these, and it's all about what times and dates work for you all. I think in terms of frequency, we will have a better idea after we all meet in terms of, you know, how often subcommittees want to meet and so forth.

So I know that Janice will be sending something out. I think the Doodle poll is what we said would probably work best. I'm trying to think if there's anything else here.

- I think one thing that I skipped in our process is like, I think maybe I'm supposed to nominate, like, a subcommittee chairperson, which I don't know if I was really supposed to or not. But I'd like to do that, because I think that I'd like there to be a kind of clear idea of who's sort of leading at least the Doodle polling and all of that. So given the previous list of the committees, I'm going to go ahead and nominate Megan to be the chair for priority one, and Amaya to be the chair for priority two, and Nora to be the chair for priority three.

Each of the three of you, could you either assent or dissent vocally?

- All good.

- Yes.

- I second the nomination, then. There you go.

- I accept. I accept.

- Thank you.

- So I definitely think that's great, so we have these leads, so thanks for thinking of that, Liz. I think that's going to be super helpful. But in terms of kind of coordinating the meeting times and the schedules that the subcommittees will meet, Janice will kind of take the lead there, and get all of those set up for you all. Like I said, I'll be in attendance as well at all of these meetings, and I am...I will work with your schedules.

Because we have about two-and-a-half-weeks or so, I think, to really...about two weeks or so to get this moving. So I will work with your schedules, and when you're available. So you can see what...

- Can we just say to stay tuned for a Doodle poll request from Courtney, who was the note taker? She has volunteered to do the mechanics of it, and then I'll be involved as well. But I wanted you to recognize that email when it arrives.

- So you can see here, you know, based on the timeline that we're really striving to have the subcommittee submit draft assessment to the Liaison November 3rd, and then we are working to schedule Meeting 3. Thank you all for, you know, posting your availability on the Doodle poll.

We are working to solidify those dates, and we'll be in touch shortly. So those are being scheduled between November 14th and the 16th. Final reports, we're looking at those being submitted to...the assessment being submitted to the Secretary November 17th. So like I said, Janice and Courtney will be in touch very soon so we can get these meetings scheduled, because we know time is ticking.

So just really appreciate you all, and your commitment to the work, and just some really great productive discussion today. So...

- Can I just confirm that the notes from today, which I think are going to give a massive leg up in getting the report actually written, I assume will be available in the SharePoint? And perhaps once those subcommittee meetings are scheduled, Janice, if...I guess it's Courtney or whomever on your team kind of has those...

If we could just make sure, like, a link to where those are in the SharePoint gets included in whatever email, that would be really helpful. [crosstalk] That way, none of the subcommittees should feel like they're starting from scratch. And I think, as Danielle put in the chat, if the expectation is sort of two to three pages per priority, I think that that's...we're well on our way, based on the notes and ideas you all generated today.

And really appreciate you showing up to this late afternoon meeting with, you know, just really thoughtful ideas, and constructive feedback that you've been gathering over the past few weeks, along with all the things you've gathered through your various illustrious careers in education, and around, whether you're here as a parent, an educator, or a school leader, and we all really appreciate it.

- Thank you, all. And thank you, Liz, for your facilitation, and being our Chair. So like I said, just a really great meeting, and just greatly appreciative of all of your time and commitment to the work. I guess we should move to adjourn this meeting. So are there any final questions or comments before we do so?

Okay, I'm not seeing any hands raised, nothing in the chat. Okay. If nothing else, I move to adjourn the meeting for the Regional Advisory Committee meeting for the Mid-Atlantic Region. Could committee members please concur by stating "aye?" You can come off mute.

- [multiple speakers] Aye.

- Thanks, everyone.

- All right, I think that was everyone. So this meeting is adjourned on October 17th, at 5:33 p.m. Take care, everyone, and we will be in touch soon. Have a good evening.

- Thank you, all. Take good care.

- Thank you.

- Thank you.