

**RAC-Northwest Region**  
**Meeting #2**  
**October 13, 2023**

- [Bryan] Good morning, and good afternoon, everybody. My name is Bryan Keohane. I am the Designated Federal Official of the Comprehensive Centers Regional Advisory Committee for the Northwest Region. The meeting will come to order for the Regional Advisory Committee for the Northwest Region at 2:05 p.m. Eastern, 11:05 a.m. Pacific Time. As a reminder, this meeting is open to members of the public, and will be recorded as part of the public record.

At this point, I will now conduct a roll call. When I say your name, if you can simply unmute yourself, say "present," and then you may remute yourself, and I will proceed. We'll go ahead and get started. And this will be in alphabetical order, so hopefully that helps you. Renard Adams.

- [Renard] Present.

- Thank you. Lisa Avery. Okay. Kristi Dille.

- [Kristi] Present.

- Thank you. Michael Grizzaffi.

- [Michael] Present.

- Thank you. Stephen Grubb.

- [Dr. Grubb] Present.

- Thank you. Joy Jansen.

- [Joy] Present.

- Thank you. Welcome, Joy. Christine Pitts.

- [Dr. Pitts] Present.

- Thank you. Coleen Putaansuu.

- [Coleen] Present.

- Thank you. Belinda Ross.

- [Belinda] Present.

- Thank you. All right. By my count, we have eight of nine members present, which means we have met quorum, and the meeting may proceed, including all voting privileges permitted by the RAC committee. During this meeting, you'll notice a couple of functions in Zoom that we'll be using quite a bit.

Of course, you may use the chat function, but we'll also be using the Raise Hand function to take votes on the different priorities. So as a quick test, if everybody can just press that Raise Hand button right now so we can make sure it works, I'd appreciate it. Awesome. Cool. You may now lower all those hands. Keep lowering.

Thank you. Awesome. All right, thank you. Much appreciated. And the Chair, as we proceed with this meeting, the Chair will be acknowledging who may speak. So please, just if you want to speak, simply raise your hand, and the Chair will acknowledge you during the discussion portions of this meeting. All right.

Going through today's agenda, as we've already noticed, there's been a call to order and roll call, which we've just done. We'll review the meeting agenda, and the objectives, review the assessment report outline. This is a bulk report that you'll produce. We'll provide an overview of the needs-sensing activities, deliberate on the priorities and recommendations that have come out of the activities you've done since Meeting 1. We'll vote on those priorities, and then we'll discuss assessments, assignments, and timelines for activities that will occur after this meeting.

And lastly, we'll vote to establish subcommittees, and then adjourn. Next slide. All right, going through today's objectives, number one, we'll review additional input received from stakeholders, and public comments received. Objective two, based on the information received, we'll finalize assessment of the critical education needs of the Northwest region.

Objective three, we'll deliberate on the educational needs assessment for the Northwest region, excuse me, and we'll finalize recommendations to be included in the final report. And objective four, we'll establish subcommittees to complete that final report. Next slide.

- [Courtney] I think this is where I hop in, Bryan.

- It is. Thank you.

- Hello, everyone. My name is Courtney Leigh Beisel, and I'm filling in as your Liaison today, as your usual Liaison had a prior commitment. I'm excited to support you in today's discussion. As mentioned, you will determine subcommittee writing assignments at the end of today's meeting. These are questions you should have in the back of your mind as you go through the deliberation process today, as these are key questions that you'll be addressing as you write the final report.

So it starts off with why did the committee determine this is a priority for your region? And then how will you justify to the U.S. Department of Education that this should be a priority for your region. Once those priorities are established, what technical assistance support can the Department provide to address this priority in your region? Finally, in addition to the

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priorities and data you've collected, there may have been other concerns or issues that have come up that may not have quite risen to the level of a priority, but they're things that you think are important enough that the Department should be aware of and consider as they plan for the next five years and beyond.

You'll have the opportunity to include those types of issues within your report. Next slide, please. So let's quickly go over a high-level overview of what the assessment report outline looks like. The report will start with a general cover page and introduction. This will be followed by an executive summary. Then there will be an introduction, which will provide background information about the RAC itself, composition and background information about the intent and purpose of the report.

Beginning in Section IV, you will share what your committee was able to accomplish, and you'll provide an overview of the data you've collected. What methods and outreach did you use from your regional educational leadership? What comments did they provide? How did that impact the priorities in your region? And you'll also have the opportunity to include the public comments that have been available for anybody in your region to reflect upon the education issues that they feel are important.

Then you'll go into the summary of the findings in Section V, which will just be an overall summary and introduction to the priorities that you'll be voting on today. In Section VI, you'll write your RACs recommendations. The outline on the screen is just an example to give you an overall overview of the report structure. As you can see under the headings, you'll be discussing outcomes and findings from the data that you were able to collect over the past few weeks, what those needs look like, and then a recommendation for the technical assistance provided by the Department.

Next slide, please. You'll then have the opportunity to write to the other priorities that didn't quite rise to the level of a recommended priority but are issues the Department should be aware of and take into consideration over the next five years. This section will be followed by the conclusion, and an appendix that will include those details about the data collection that you worked on as a committee.

The goal of these reports is to be concise and compelling, being able to provide that justification for why your committee has determined these topics as priorities for your region, as well as the technical assistance needs the Department may be able to provide for your state. As you deliberate, please keep this report structure and goal in the back of your mind and think about which priorities you'd like to work on drafting for the final report.

We'll be voting on who will be taking a lead on those sections at the conclusion of this call. And so with that, I'm going to turn it over to your chairperson to lead the discussion, starting with the summary of what activities you were able to accomplish over the past few weeks, and then leading into your deliberation.

- Okay. Good morning, everyone. Good morning, or afternoon again. I'm sorry, it's morning for me, and I know it's a morning for a lot of us. I wanted to talk a little bit about the needs-

sensing activities that were completed, and information that we've continued to receive. In the SharePoint folder, there has been some uploads that I hope you had a chance to review.

Those included some additional public comments that I had a chance to review. Those also... And Bryan, I shouldn't be sharing these, right? I'm not sharing my screen now? Some additional public comments. We also got some Chief State School Officer input into the needs of the region. That came from a representative, actually, from Oregon, is the only one that I see in that Excel spreadsheet.

And we also had some...I read an uploaded Oregon regional, an updated regional profile uploaded for our region.

I hope everyone had a chance to look at that, in terms of establishing the case for different needs in different areas for our priorities. And finally, we had some surveys, and the data from some surveys that were uploaded into the needs-sensing materials folder.

These included 2021 student behavioral health survey services evaluation report, a case PD needs survey with an infographic, a case state of the special education professional survey report, a state performance annual plan annual performance report for part B, a PSC annual report, and the youth risk behavior survey results from 2020-2021.

Additionally, what occurred is a survey was sent out based on our needs-sensing matrix, and the topics that were identified as potential priorities. A survey was sent out by Lamaris to all RAC members for the Northwest region, asking you to rank those priorities in a particular order, and we have those results.

I'm just going to quickly name those priorities. Priority one for us is teacher recruitment and retention. Priority two, the second-ranked priority, was supporting specific populations, examples being our multilingual students, and our students with disabilities.

Priority three was licensing and reciprocity, which includes alternative programs. Priority four was student mental health, excuse me, student mental and emotional health. Priority five was school climate, and that includes factors such as attendance, engagement, self-advocacy, and I know some places use instruments where they can pick up on student belonging, and other things that go into student climate.

So those are the priorities we'll be talking about in the next session. And I wanted to just open up for any conversation from any of them, a quick discussion from any of the members around any of the needs-sensing activities, or feedback around that, if there is any.

Belinda... You're on mute, Belinda.

- Thank you. Sorry. As I was looking at those priorities and going through the little worksheet in preparation for today, I was struck by just how much priority one kind of supports priority two, priority two supports priority one, priority three kind of also...those together. So it's really interesting how many of those priorities we listed there really kind of meld together.

- Thank you for that. I would agree that, you know, all of us that work in education, and are a part of an educational system know it's an ecosystem, and so it really can be hard to tease out individual aspects in and of themselves, and separate them, and so I also appreciated the interconnectedness of the priorities that we established, or that we are recommending.

And so without any further ado, I don't know, Bryan, who's my timekeeper here, but we're going to discuss our top five priorities one at a time. And I will invite, as I bring up a priority, I'll invite panel discussion on why this issue should be a priority, or not, and what technical assistance is needed to support the priority.

And we have timekeepers and notekeepers to help us with this. Excuse me just one second. I'm working with multiple screens here... All right, our first priority for the next 9 minutes and 30 seconds, we'll talk about teacher recruitment and retention. So I'd ask our RAC panel here to please raise your hand to be recognized if you'd like to discuss why or why not this needs to be a priority.

And again, knowing that our verbal participation here will help with the writing of the actual report. Belinda?

- I noted that a lot of the public comments kind of brought up this thing about teacher retention, and it was both kind of the educational stakeholders, and the parents.

It was a theme common in a lot of those comments.

- Anyone else? Thank you, Belinda. Oh, I see you, Coleen. Thank you. Your hand is blending with your background again.

It's all right.

- I'll see what I can do about changing the background. When I was filling out this row, I focused on the cause...more of the effect of this, and that the shortage is causing our districts to fill positions with untrained individuals. Washington is now at the point where we have an emergency substitute teacher certificate that only requires a background check and a fingerprint check, and that person can be in the classroom all 180 days of the school year.

And districts are...we have too many districts who are relying on emergency subs simply to get through the day in the school year.

- Thank you for that, Coleen. And that's actually happening this year as well?

- Absolutely.

- Okay. That's critical information. I remember we had a similar situation here in Portland, but it was really for the 2021-2022 school year, and we haven't had to rely on those. We still have lots of subs, but we haven't had to rely on that, those emergency substitute teacher process in quite some time.

Kristi, I see your hand.

- I would love to piggyback on Coleen. I think it's in the interest and welfare of our students, because as Coleen alluded to, and you as well, we have very unqualified individuals who have good intentions in our schools and in our classrooms, and it's creating extensive...what's the word I want to use? It's not helping in the behaviors that we're seeing that have risen this year in particular.

I'm a North Clackamas. And so I think that classroom management is something, and the skill sets that qualified teachers have, and teachers have experienced. So the recruitment piece is really, actually, in my opinion, more important, because I feel like our teachers are burnt out, and we're losing a lot of strong teachers within all our districts in the state of Oregon, and I don't know if that's unique outside of Oregon.

And so I think that recruitment piece is actually more important, how can we support the strong teachers that we have to stay in these positions, to better support our students? Because I can tell you as someone who fills gaps every day, the people that are coming into my building are not qualified.

- Thank you for that perspective and that input, Kristi. I really appreciate it. Anyone else on teacher recruitment and retention? Kristi, is that a new hand up, or your same hand?

Okay, Kristi put her hand down. And I think I can see by our comments, and I appreciate this, that we really addressed question one and question two.

Bryan, would it be appropriate to, with our time to also address question three for ideas how this might be addressed through technical assistance?

- Sorry, checking my notes, and looking at the screen simultaneously. Yeah, I think we can...we can [crosstalk] that now.

- Sure. Please raise your hand, while we have a few minutes left here with this priority, if you have ideas about how this may be addressed through technical assistance activities. Belinda...

- I was actually thinking about this particularly for teacher retention, a lot of districts lack the ability to have a lot of professional development or learning coaches. They're just too small for that kind of thing. And so, teachers end up getting just a real slapdash, one-and-done type of professional development for a lot of their career, which doesn't serve them well in getting those meaningful deep skills.

And it just occurred to me that maybe there is some way that the technical assistance could be provided in helping districts design and implement kind of comprehensive year-long PDs designed around whatever their priorities are, and also could help with maybe knowing what's good PD, and what's bad PD.

So that was one of my ideas.

- Thank you. Christine, and then I'll call on Stephen next. Sorry, I didn't see the order in which the hands went up.

- It's okay. Thank you so much, Renard. So I think what's most important about technical assistance around teacher recruitment specifically is that we drive any kind of service or infrastructure we build to solve this with local context. We know that a lot of the teacher workforce needs are extremely diverse, depending on a community.

And I think when we look at the national data, or even the state-level data, it can be, like, really confusing, and sometimes misleading about how we actually need to invest in hiring and retaining more teachers.

So as much as we can pull from the specific data in a single school district, or maybe a region within a state, I think it's very, very helpful. And then also, selecting as much qualitative information as we can as well from our teacher workforce, just to understand more about retaining them.

- Thank you, Christine, so much. Stephen...

- Hi. Yeah, I appreciate what Christine just shared about local context. I was just on a regional meeting within the Puget Sound area of HR directors, and you know, I'm thinking of a director I just talked to in a district of 2,300 students, you know, who would like to put together a comprehensive human capital strategy to address these needs.

But the reality is the scale of many of our districts, you know, Oregon and Washington are similar, and I think the Northwest is similar in that we have hundreds of districts, usually with several, you know, concentrated in the urban areas, Portland, Seattle, but then many rural districts that are not resourced or organized in a way that would allow them to do the planning necessary to put together a comprehensive human capital strategy for their district, or within their region, if they were to come together and work together on it.

And I think technical assistance from the DOE would be significant in enabling them to...providing the tools, resources, and strategies, and kind of the vision to do so.

- Thank you. I see Joy, I see your hand, and then I'll come to Kristi.

- Thank you. I just want to mention so many of...with this issue that we have, with I'll say lack of staff, and then being able to recruit. I'm from a very rural area in northern Idaho. We have many individuals that are going through non-traditional routes to receive their certifications, and I think it's very, very important that we have a solid understanding of what these programs are, and what their framework is, because they're not unified in what they are...I'll say teaching, instructing individuals, and it's problematic.

So I think there has to be, I think there needs to be some direction around what these non-traditional routes look like. Because I don't know... I will say from where I sit in my role as a district leader, we are preparing a lot of the teachers that we get from these non-traditional routes. They have their degree, but they are not prepared to be in the classroom.

And I do not mean that disrespectfully, but that is just the reality.



- Thank you for that. Kristi, you'll have the last word on this priority.

- Joy, I thank you for saying that. And I also appreciate that PD was brought up, but I think something that's really important is teacher collaboration, and lesson planning. I have found success in our building allowing our grade-level teams to meet, and we've created that space, and we're seeing a lot of advances of teachers being able to collaborate with one another, you know, look at and examine data together.

And so I think if that was integrated across the board, I think that would create more success, and allude to what is good PD and a good use of time, and how can we collaborate, and how can, you know, experienced teachers be allowed the time to collaborate with other teachers, especially grade-level teams, to be able to support that process, and better support the school environment and learning.

- Thank you so much, Kristi. Okay, team, we are going to... Thank you for all of that robust conversation and discussion and feedback. We're going to continue with our priorities. Our next priority is priority two, supporting specific populations, including multilingual learners, students with disabilities, etc.

- Renard, this is Bryan. Sorry to interrupt you. Before you proceed, can you just call a vote for each of the priorities as we proceed?

- Ah, I sure can. I wasn't sure if that was supposed to come after each, or after all of them. Okay. Members, as I call the vote, please use the Raise Hand function so we can accurately call the vote, and take a screenshot for the record. I call a vote for the Northwest RAC to include priority one, teacher recruitment and retention as a priority.

All in favor, please raise your hand. Please leave your hands raised so we can get a screenshot taken.

- [Anne] Screenshot taken.

- Thank you so much. And thank you for that course correction, Bryan. I appreciate it. Okay. So now we'll talk about priority two, supporting specific populations. And again, same three questions. Let's start with the two that flow together I think most coherently, as we did with the first priority, why or why not should this be a priority, and why?

What's our evidence? I'll call on people as they raise their hands, as we did before. Joy...

- Thank you. As the director of services for exceptional children for our local district and federal programs, and in the North, and particularly in Idaho, this is a huge priority for us, and as well as I'll say in a rural school district.

Our certification program, first of all, it's federally mandated, our students must be served, who are eligible for services, or students with disabilities. And what we are seeing, and I can share just as this is just not a Northwest issue but a national issue, is that our people



personnel certifications, our school psychologist programs, our SLP programs, our PTs, our OT programs, their cohorts are tiny.

And for instance, like for physical therapy, physical therapists now must get a doctorate actually to work in the field. And it is... So these programs, they have we'll say frameworks around them.

I don't want to call them hindrances. But in terms of us and programs accepting students, graduating students, and then these students moving into the educational system. There's also, we'll say with that piece, a funding issue. These individuals can go out into private practice, or actually, they are recruited by private organizations, then schools are required to, to meet their need, contract with.

And the contracting is exorbitant amount of money. And for some districts, small rural school districts, it could be their entire special education budget. So I see this as a huge priority for us, in terms of required federally mandated services, and we just don't have the personnel to do them.

And if we do have them, then it's a lot of money.

- Thank you so much, Joy. I appreciate that. Michael?

- I'm looking at this off the fact that a lot of times students are going to be supported by multiple people in the building, like including teachers, and with having a wide variety of a population in any given classroom, it kind of makes it difficult a lot of times to really get to know, like, every language, every disability, you know, every category for somebody to actually get kind of trained on what to do.

Even though they're trying to do their best, but needing kind of help with, well, how do I get the information on what is the best way to interact with this person? Because nobody's going to be able to get every possible certification. So...well this could go, I guess, to the technical assistance, but needing resources too, to have that priority on how do I actually work with these kind of students?

Because which students you have is going to be very dependent on which district that... You can go one district over and have an entirely different demographic of students.

- Thank you so much, Michael. Christine?

- Yeah, there's a couple reasons why I think this needs to be a priority. First is that during the pandemic, I think our special populations of students really kind of disappeared from critical instructional needs, because they were sometimes not able to log on, or faced a lot of barriers to actually receiving instruction.

And we're still playing catch up. Like in the field, we're still having a hard time really refining the way and building capacity in the ways that we support them. Because, and this is

my second point, is that serving these special populations of students intersects with the challenges we're seeing with the teacher workforce.

A lot of these students are served by the exact specializations that we cannot hire right now. And I would also say that serving these students intersects with so many other important challenges, like high-quality instructional materials, training and coaching for teachers, as well as things like, you know, the science of reading, and science-backed teaching.

So while this seems like a very specific area, I actually think it's so expansive because it hits on all of the other priorities that we are hearing about as well.

- Thank you so much, Christine. Belinda?

- Yeah, just kind of adding on to what Christine just said, I think you can look at the graduation rates also, and the Northwest particularly is doing worse than the rest of the U.S. in terms of these specific populations graduating on time.

There's only one exception of that. Montana actually is doing really good with students with disabilities. The nation's at 71% graduating on time, and Montana's up there at 75%. But across all the rest of the boards, we are lower than the rest of the United States for these students with specific populations graduating, and it's obviously also lower than just the general for all students.

So that is kind of one of my evidences. And then kind of piggybacking again on some of these technical assistances, I would just again say that because of the size of so many of these districts, they just cannot provide the training and instruction needed to help teachers know what to do to support these populations.

And so again, thinking about those professional development, and those designing of programs, like we talked about for priority one, I think it could totally fit here, too.

- Thank you, Belinda. Now let's try to have our focus, our conversation focus on technical assistance activities that can support working with, and the success of our special populations of students.

Coleen?

- I missed...I changed my background. I think you can see my hand.

- Yes.

- Third time is a charm. I actually wanted to chime in on the rationale, and I want to say one thing there I'd like to add in.

- As I was looking at this row in preparation for this meeting, I of course was looking at the Washington State specific report card, and without a doubt, we have our multilingual and our students with disabilities having an opportunity gap, as opposed to students who are English speakers and without disabilities.

And to connect that to our priority one, our multilingual students and our students with disability are both more likely to be taught by an unqualified educator. Thank you so much. I appreciate that feedback as well, and that new sharing.

Anybody else have technical assistance ideas? One second... I see Joy's hand is up again. Come on down, you're the next contestant.

- Thank you. I'm just going to go... I agree with everything that's been said, and I believe it is very related to our priority number one that we discussed. And it goes also, I'm going to talk about teacher certification, those certification alternate programs. A lot of the teachers that we have to hire on alt route, as we call it, go through those nontraditional programs because we cannot hire teachers, special education teachers within a rural area.

And so again, making sure that those programs are preparing our teachers to teach these specialized programs. Because I would agree with, I think with what Coleen said, it is true that if we bring a teacher in, they are the most unprepared for these...and we're working with the most specialized students, particularly our students who have significant cognitive and intellectual disabilities, and multiple disabilities.

Thank you, Joy. Does anyone else have any particular feedback for this priority? Christine...

- Okay, one more thought just popped into my head. So there is some complicated myths about how you teach reading to multilingual students, and I really think that this is worth additional technical assistance capacity to support our state departments.

We're seeing at a national level where I'm working right now, I'm hearing a lot of concern from state chiefs and different state leaders that, you know, they just can't implement the science of reading or foundational early literacy instruction because it doesn't coincide with what we know our English learners need in order to learn English literacy.

And I think there's a lot of different research out there, and it's confusing for state leaders. So as much as we can have assistance, and holding space for, like, exploring the data, understanding what we actually need, I think it would be extremely helpful to make sure that we have the best instruction possible for our multilingual learners.

- Thank you, Christine. Kristi, you'll have the last word.

- I just wanted to add that I think prioritizing data collection that is unbiased, and also family engagement by including families, and understanding better the types of learning. I think a lot of times we don't take the time to actually understand the perspective of the student, and the cultures that they're coming from.

But also, I know that a lot of schools are still not implementing MTSS, the multi-tiered systems of support that we've seen a lot of success in our multilingual and students with disability. But I think that family engagement component is missing, because I think it allows us a better understanding of how children learned in other countries, when they come into the United States and into our school system, for better integration.

And there's a lot of resources when you have that solid family engagement. Thank you so much. Our time is just about up for this one, so I'm going to call for a vote. Again, please use the Raise Hand feature.

I call for a vote for the Northwest region, for the Northwest RAC to include supporting specific populations as a priority. All in favor, please raise your hand. Please do keep them raised so we can take a screenshot.

- Screenshot taken.

- Thank you all. You can lower your hands now. Our third priority, and this one's also connected to priorities one and two, licensing and reciprocity, including the alt programs that Joy's been speaking so eloquently about, why or why not should this be a priority?

I feel like I should just let Joy take this one away. Kristi, is your hand up for this priority, or is that a leftover from our vote? Thank you, I was just trying to make sure. I appreciate you. Joy...

- I guess I will just reiterate everything I said for one and two. It's huge for Idaho. And it is in all the feedback that I got from our stakeholders, even our teachers, that our alternative teaching certifications do not prepare our teachers, and they were very, very vocal about it.

So I think it is a huge priority, particularly for rural areas.

- I am wondering, Joy, while you're off mute, are you... When you say alternate prep programs, I'm familiar, and I'm wondering, is it the kind of...are the programs you're experiencing the kind where I take like a course over the summer, and then I start teaching in the fall, and I'm taking courses all throughout?

Or is it something different? I'm just wondering if we might have an opportunity to describe exactly the kind of program framework that you're finding to be problematic. Unless it's all of them, and then I think we can leave it [crosstalk]

- So these are programs where an individual who already has a bachelor's degree, it does not matter what the bachelor's degree is. For instance in Idaho, it's the ABCTE program, and that they then are able to move into a program such as becoming a special education teacher. They do go through courses over the years, but there's a lack...

And even the teachers will say they're not ready to come into the classroom. And so there's been conversations in Idaho about it, but I think it's something we really need to consider at a larger level, how... Because it is a need. We do need these alternative programs.

I do believe they're necessary. I just think there needs to be maybe more guidance, or you know, they're looked at. Because it is, like I said in the data I collected, that it is something that it is a need, it is a concern.

- Thank you for that clarification. I really appreciate it, and I think the DOE will appreciate it as well. Does anyone else have any feedback around licensing, reciprocity, and alternative programs? Belinda...

- Yeah, I was just going to say, I was talking to a teacher a couple months ago, and I was stunned to realize that when she entered the classroom, she had gotten her certification through the alternative programs. She had not interacted in a classroom, or with a cohort of teachers in any way before she stepped into that classroom.

It had all been online, and it had all been reading and writing papers for her preparation. And so putting somebody like that then into a dynamic environment of a classroom, you're just hoping that they are really an amazing natural person for teaching, and that just doesn't seem very fair.

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

- Yeah, I think to piggyback on that, I think that's were, for districts, the burden... Well, maybe I shouldn't use the word burden. But we are then preparing those teachers. And that's where that PD is necessary, our professional learning communities come into play, but ultimately, the districts are molding and preparing these individuals for the classroom, and putting a lot of time and energy into these individuals because we want to retain them.

And I'm not saying that's a bad thing, but it is just the reality of what is happening in education today to retain teachers. The other thing, the reciprocity. I mean, I will just say, I think I would love to see more conversation around that.

I think to go back to priority two and to priority one, I know somebody mentioned before, I'm sorry, I can't remember who said all of these are connected, interconnected, I absolutely agree. I think if we had reciprocity within licensure, I think we would not see as much shortage in some of our areas.

You know, I'll be honest, like, I live in Idaho, my family's in North Carolina. I've always looked at going back to North Carolina. But as a director, and being an administrator, to go back to North Carolina, I have to take three credit courses, and I don't want to do that, you know? And then I'd have to take two more, or three more exams. And so the reciprocity I think is a huge thing to consider for education.

I think we have so many red tapes from state to state, not allowing movement to occur for teachers and administrators.

- Thank you, Joy. I appreciate and feel that, having recently moved to Oregon. In the past two years, I had to take some additional coursework to transfer my administrator license, so I feel that.

Let's talk about technical assistance that might be needed for this priority. How might we address it through technical assistance? I'm going to raise my own hand really quickly and just say, in my experience in my previous district, teachers going through the alternate

preparation program weren't paid at the same level as teachers who traditionally had their certification.

And so I think there might be a factor of funding, additional funds that I know all school districts could use to do things like PD, and just day-to-day operations. But something that allows us to really support our educators who are going through these teacher prep programs, which can be stressful to take, in my experience, to take courses while you're actually working, and have all those teaching responsibilities.

Stephen...

- Oh, thank you. Yeah, I would just say I think this priority is, in fact, a strategy associated with priority one, recruitment and retention, especially recruitment, and I can see a lot of these suggestions subsumed under overall recruiting strategies.

So that's just one thought. I think the other one around teacher reciprocity and credentialing, I think we all know that credentialing is costly, that it...many would say it largely serves the interests of a dominant culture, and effectively creates barriers to access to the teachers that we need.

So I think technical assistance would, you know, acknowledge the complexities surrounding the threat to established interests and gatekeepers, thinking of our universities around certification, and also beliefs around what constitutes legitimate forms of knowledge and legitimate forms of pedagogy.

So I think technical assistance in that space is critical if we're going to go down this road. The third would just be, the third idea of technical assistance is that this, to be effective, I think it would require kind of federal convening around, you know, states that put these standards in place.

And we know that, you know, the Northwest in general has higher credentialing standards, or more rigorous or more fill-in-the-blank, more difficult to achieve, and there are other states, particularly in the South, that require very little. And if we were to create reciprocity across regions, significant work would need to be done, and that's going to take some technical support to figure out.

- Thank you, Stephen. Michael?

- Sorry. Yeah, for the technical assistance on the teacher preparation programs, one of the things to consider is the programs can vary widely on kind of what they cover. So a lot of times it would be very individual, like what exactly is this person that they didn't get? Did they not get teaching methods?

Did they not get classroom time? And what kind of actually would be normal behaviors to see from students? And having available, like, training things available through the districts, that they could use to gain these kind of skills that they didn't get through the teacher prep

programs. Because these skills can be, like I said, different on what they're missing, depending on which teacher prep program that they went through.

Or maybe they got them all. It all just depends. I know as part of the state licensure, and I think in the second part, one thing we do have is a lot of times states do try to have those extra credits to meet the needs of the state. So you do have states that might require a three-credit class in Native American Studies because you will be teaching plenty of Native Americans in that state, where other states don't.

Another state, like, you will have a full, you know, class credits on ELL because...English language learners, because you for sure will have plenty of English language learners in this state, whereas another state may not. I do know that in a sense, teachers teaching in a state would need to know these things to properly support these students, but I know it's also one of those things that could prevent licensure from moving over.

So having kind of assistance on how could we better prepare the teachers to be meeting the needs of the students in that state, but still being able to get licensure.

- Thank you. Christine, I'm coming to you, and then Joy, and then Kristi. Christine...

- I just wanted to quickly double-click and support the comment that I think this could be subsumed underneath priority one. I don't know if that's an option or not, but trying to make this as efficient as possible for any kind of technical assistance support might be important.

- Thank you, Christine. Joy?

- So I'm going to go to the people personnels, and comment on, for instance, our school psychologists, our therapists, our occupational therapists, our PTs in terms of licensure, and looking at what is needed for many of these, they need advanced degrees. And from what I've heard, and feedback I'm getting from directors, just not in the state of Idaho, but other places, is can we look at this?

Again, I'll go back to a physical therapist. Their programs now are doctoral programs. Does an educational PT really need a doctoral degree? So us looking at that and reviewing that, I mean, what are the specifics of licensure that our specialists really need?

And then that sort of moves to then that, I think, that credentialing certification that we see then working with higher educational institutions in those pieces so that we can fill those positions.

- Thank you, Joy. Kristi?

- I wanted to piggyback on what Michael said in regard to teacher prep programs. And also, I think we should be looking at mentorship programs. Because it's proven fact within the first five years, 44% of new teachers quit. And I think if there was an opportunity with some of our seasoned teachers, or even, you know, funding for TOSAs, which we're all going to talk about funding over and over again, to be able to support a mentorship program, to where



there's experienced teachers in the classroom, certainly, especially in that first year to support new teachers, I think that would be helpful.

- Belinda. Thank you, Kristi.

- Yeah, I was just going to add on the whole certification part of this, if there was some way we could have, like, a certification health center? Because you know, they're so confusing... Like we've already mentioned about if somebody wants to transfer to a different state, or they wonder if whatever, their bachelor's or whatever they have, how much that's going to get them into getting certified...

But you try to call a certification office for any state, and it's just a nightmare. I wonder if there's any way to compile kind of a crosswalk, if you will, of what states require, or how things can fit in so that somebody could go, and go to that place, or talk to somebody in a technical assistance center

[inaudible 00:54:50.805] here's what I have, you know, where does that get me? Or how hard would this be to get certified in whatever state?

- Thank you, Belinda. We have a minute left, so we've had the last word, Belinda had the last word on this priority. Now I'm going to call the vote for this priority. I call a vote for the Northwest RAC to include reciprocity licensing and alternative programs as a priority.

All in favor, please show by raising your hand. Please keep your hands raised so we can take a screenshot.

- Screenshot taken.

- Thank you. And you may lower your hands. All right, our next priority, priority four. Thanks for hanging in there with me, team, student mental and emotional health. Why should this be a priority?

Christine already has her hand raised.

- Sorry. My middle schooler just walked in because there's no school in Portland today. So this, I think, is one of the most pressing issues among all the ones that we are hearing about in our state, because it is the livelihood of our students, and also our future communities.

I think there are a lot of intersecting variables when it comes to student mental and emotional health and well-being, including technology, peer-to-peer relationships, teacher-student relationships, human capital issues, like we already discussed regarding counselors and other social services.

And while it was an issue before the pandemic, I think school closures, and kiddos being away from schools really exacerbated it. In addition, I think that this issue intersects with the special populations who we were talking about earlier, and really requires just a very explicit focus on how mental health and well-being is impacting different groups of students in our communities.

- Thank you, Christine. Who's next? Joy?

- I don't have any specific research to cite. I can find it. But I think we all are aware in education, that a student does not learn if they are not well, and that can be whether they have some sort of medical diagnosis, physical diagnosis... And so when I think of emotional health, I think it's all built into a wellness element.

But the bottom line is that if a student doesn't feel well, they're not going to learn. They're not going to be present, period. So I think it's...I agree, it's a huge, huge priority.

- Kristi? Thank you so much, Joy.

- I think we're seeing not only the student and mental health, you know, the emotional needs, but I think that's leading to more and more big behavioral incidences within our classrooms, that has an impact on all students.

And our teachers are not able or have the qualifications to deal with a lot of the mental and emotional needs of our students. And as it was mentioned before, we all know that if our emotional needs and mental needs are not being met, we're not able to learn, we're not in a position to learn.

- Thank you so much, Kristi. Belinda...

- Looking back at the Northwest profiles, I was just so caught by the reports of the percentage of students who were saying that they were bullied, and they had been bullied electronically, and bullied on school property. And it's 19% for the United States, but Alaska, Idaho, and Montana also were reporting it, and they were up at 23%, 25%, and 21%.

And we all know that, obviously, that's a lot of children walking around who are being affected by bullying, but it's also a lot of children who are feeling...having emotional, mental health issues that are also doing the bullying. So definitely a high priority still.

- Thank you, Belinda. Kristi?

- Sorry, I did not lower my hand.

- Oh, okay. And I looked away, so I thought it was a new hand raise from you. No worries. So what do we think about technical assistance for this, for student mental and emotional health? Coleen?

- I always wait too long. I wanted to speak to the rationale again.

- That's okay. [crosstalk]

- Somehow I missed that those are together.

- I was always bad with wait time, as a teacher. So no, no worries. It's partly me. Go right ahead.

- So thanks to whichever of my RAC colleagues put the Washington's healthy youth survey into our materials, that's what I looked like when determining the rationale for this priority, and the numbers were frightening. If you're looking at the number of students who reported having seriously considered suicide in the past year, that's 15.6% of our middle schoolers, and nearly a fifth of our high schoolers.

Those numbers are shocking to me. The ones who reported extended periods of sadness and hopelessness, that's a third of middle schoolers, and almost 40% of our high schoolers.

These are crisis-level numbers.

- Yeah, those are sobering numbers for sure. Do we have any thoughts about needed technical assistance?

- Oh, sorry, I didn't raise my hand.

- It's all good, Christine.

- Okay. One thing is that we need data to understand how to step in accurately, and that data needs to be collected in...like, over time, so that we can adapt and change course. And I'll say it again, the data should definitely be local. So statewide data is always helpful, but most importantly, if we can have school district or regional, like county data, I think it would be really helpful to refine services.

- Thank you, Christine. Joy?

- I think there's a lower undertone. It is happening, but I would say more on the post-secondary level. It is happening, I know, on the K-12 level. But just the element of teaching more about trauma-informed practices, having those discussions about what mental health is in those pre-service classroom teachers, that they are being exposed to these elements and these conversations.

And the reason I share that, the importance of that is because a lot of our teachers, it is one of the reasons they're leaving the field, and there is vicarious trauma that is happening. And so we're seeing not only, yes, the mental health of our children, but it also is having a negative impact on the mental health of our, you know, our staff, all of our staff.

So I think that's important.

- Thank you so much. Kristi...

- I just want to say thank you to Joy for bringing that up and give you a solid example of just this year alone, I've lost five paraeducators, and two teachers in one building. And so that speaks to the impact of the behavioral and the mental state that our students are facing here in Oregon.

And I think that there is some data available, but I think that in my opinion, this almost needs to be a priority, the highest priority, because in order to retain the teachers that we have, we

have to better support our students, and find the qualified individuals that are able to meet these needs, because we are not able to do that. And as someone that's been in education for 30 years, I find myself not being able, for the first time in the last couple of years, to support my students, and help them in ways that they need, or help their families.

- Thank you, Kristi. Michael? You're on mute, Michael.

- Yeah, I was saying I hit the hand button instead of the mute button again. I do know that for data, we do have the youth risk behavior survey that has been taken through high schoolers since 1991. So we do have a lot of long-term data on teenagers from a variety of, you know, risk behaviors, and it is kind of updated over years, too, when we have newer things that didn't exist before as well.

So we do have a lot of data on this as well that is kind of very helpful. I know it's got national and statewide, and sometimes district, if they're large districts, so that obviously, nothing could be individually identified to a specific student. So it wouldn't work necessarily in the rural, on identifying specific districts. But I think more importantly for the technical assistance, though, is most educational staff aren't necessarily trained on how to do...what do we do with students that have certain needs?

There's a few staff positions that would be, but most are not. But most would be willing, if we have some type of technical assistance available on, like, what to know for signs and risks, and who could we refer to, or kind of even just some basics like this type of thing so that we can all, as educational staff, help support students, that we would be able to kind of realize that some of these things are going on, and at least guide these students into the correct direction would be very helpful.

- Thank you, Michael. To this one, I'd like to actually add that I think whatever data we obtain has to look at the different identities that students bring to their lived experiences. We use the panorama successful school survey as a climate measure here in PPS, and it is astounding how differently students respond to things like safety and bullying when we look at their race, or whether they are queer, or whether they speak a different language, and those numbers have often been startling, right?

If things look not so great in the aggregate, and then when we look below the surface, it looks even worse. So I just wonder how much of our data really looks at the intersection of our students' lived identities, and how we might turn that into targeted technical assistance, you know, based on how could the Department create targeted technical assistance modules that school districts can then use based on the demographics in their district?

Stephen?

- I just so appreciate that. And you know, the technical assistance that disaggregates across multiple lines of difference or identities is important, and if it comes from the federal level, the assistance, perhaps it could do so in a way that kind of cuts through some of the culture war distraction.

I know that at least in our region, efforts around social-emotional learning, instruction on race and identity then plays out differently in the boardroom than it does in the classroom, and we're just, at least as a reader of "Ed Week," it seems that's not unique to us.

So I think anything that would help us depoliticize this space, and really center on getting effective, impactful support to students is what this is all about.

- Thank you, Stephen. You had the last word, because we ran a little over on this priority, which I think speaks to how important we all believe it to be. So I'll now call for the vote for the Northwest RAC to include student behavioral and emotional health as a priority.

All in favor, please raise your hand, and leave them raised until we hear that the screenshot has been taken.

- Screenshot taken.

- Thank you so much, everyone. Our last priority, school climate, which is related, I believe, so much to teacher retention, student emotional and behavioral well-being.

Christine, you've got your hand up...

- It's a leftover from the vote.

- Gotcha. No worries. Anyone like to share why this should be a priority? Joy?

- I'll just share from my experience since COVID. To piggyback on mental health, we see more and more kids who are struggling to make that change to come back to in-person learning. Anxiety is a huge issue for a lot of our students. And truancy, you know?

They're not coming to school. So, you know, our district, and I know others in the state of Idaho that I represent, we're looking at that, and why, you know, and how do we reconnect with our students? And looking at that student-teacher relationship, that one trusted adult, making sure they have felt safety, intellectual safety, and those elements within the school.

But that school climate is huge after COVID, I would say.

- Thank you. Anyone else? Kristi?

- I think absenteeism is one of the biggest barriers for students in a lot of our low socio-economic communities in particular, for a variety of reasons, whether that's clothes, food, transportation. But I think to piggyback on that, that leads to some of those needs to have experienced people in the classroom, because the mental health is because a child has missed so much school that they feel ill-prepared to be able to learn because they've missed a lot of those skills.

But also I'm finding that there's no follow-through. Like even within my own district, we try to as a building reach out to those families, and connect through family engagement, but a lot of times there's no... And I don't want anything to ever be punitive by any means, but I think

we need to find a way to better engage our families, and help support them in that process, and understand why attendance is important, rather than making it punitive.

But in my experience, especially post-COVID, there's really no... And again, I don't want this to be a punitive thing, but there's no accountability for attendance with parents. And what does that look like, and how can we create knowledge so parents understand the importance of that?

Because I think the importance of school in general, especially in my opinion in the state of Oregon, it's just school doesn't seem important. It's not a priority.

- Thank you so much. Let's talk about, since there aren't as many hands, I know we're all getting a little fatigued, Zoom fatigue, there are not as many hands, let's talk about possible technical assistance for this.

What could that look like? Belinda...

- Well, I was just taking my idea from the public comment that the Chief State School Officer for Oregon sent in. And she was talking about wanting responsive and high-quality communication efforts that build support for education and facilitate collaboration between schools and community. So any technical assistance that could kind of really help foster that quality communication, I think, could be a huge game changer.

And again, I think that is something that's very hard for most school districts to do, because their size does not allow them to have personnel who can really specialize in good communication, or know what that is, even, to parents and community.

- Thank you so much. Michael...

- Yeah, okay. To add on to Belinda's also, with having this good communication, educational staff will need to know, like, who could we work with in partnership, and kind of good ways to go about doing that, to do these other things for students.

Like we know they need transportation or clothing or food or whatever, but who do we actually use to help with this, for example, or other things type of deal. But who do we communicate, how do we communicate this so that we actually provide for the needs of the student as a group? Because no one group really can provide everything.

- Thank you, Michael. Joy...

- I think technical service, I think it would go on here. I'm going to say it anyways. I mean, with the mental health crisis, we have a crisis in finding school-based mental health practitioners, you know?

We don't have the staff to support our students who have these high mental health and emotional needs. And so I say, you know, it goes back to maybe licensing for school counselors, school social workers, some of us can't afford school social workers.

So looking at how, you know, some states have sort of cohorts for rural districts, but looking at different ways of being able to support that mental health. And I move it into school culture and school climate, because they become a part of the school, and they become a part of that climate to be able to support those students.

- Thank you so much. Anyone else for the good of the order? Okay, hearing none, I'm going to call for our vote. I call for a vote for the Northwest RAC to include school climate as a priority.

All those in favor, please show by raising your hand, and keeping your hand raised until we hear that the screenshot has been taken.

- Screenshot taken.

- Thank you. Thank you so much.

So now... Oh, excuse me. Something happened to my Zoom screen. Forgive me. So now we need to...I need to pull my hand down. All right, so now I need to call for a vote to establish a subcommittee to write and summarize our findings into an assessment report.

Do I have a motion to call for the creation of a subcommittee to establish our findings report?

- I move [crosstalk]

- I make a motion.

- I make a motion that we do a subcommittee to do our assessment.

- Okay. Thank you. Do I have a second?

- I will second it, Michael.

- Thank you, Michael. All right. Now with that said, we'll take a vote. All those in favor of forming a subcommittee to write our assessment report, please do so by raising your hand. Please leave your hand up until we hear that the screenshot has been taken.

- Screenshot taken.

- Thank you, Anne. Okay. So now we need to get to the work of who will actually be on the subcommittee. I will ask if anyone wants to self-nominate to join as a member of the writing subcommittee.

If you would, you can raise your hand, I'll call on you, you can say that, "I self-nominate to participate as a member of the subcommittee," and join the writing subcommittee. Stephen?

- I'll self-nominate to assist with the writing of the report.

- Do I have a second for Stephen?



- Second.

- Thank you. Bryan, at this point, do I vote, or do I continue to get nominations? This is where I got confused.

- You can continue to get nominations. Just as a matter of order and rules, we can also have subcommittees for each of the priorities individually, or subcommittees as a whole to write the report. And as a note for anybody who wants to volunteer to write the whole report, if we establish one subcommittee, the one subcommittee must be less than quorum for the RAC.

So in that instance, it would have to be less than five people. If there were one subcommittee, that one subcommittee would have to be less than five people, because if we hit quorum, then it qualifies as a meeting, according to FACA guidelines, and it triggers all of those. So just a note, as you're volunteering.

- Got you. Got it. Belinda, I see your hand.

- I self-nominate to be part of the writing committee.

- Okay. And do we have a second for Belinda?

- Second. This is Steve.

- Thank you. Joy, I see your hand...

- I self-nominate to be part of the writing committee.

- Thank you. And I will second. Can I second, Joy, there? Am I allowed to do that? Kristi, I see your hand.

- I self-nominate to be a part of the writing subcommittee.

- Okay. Is there a second for Kristi?

- I'll second. This is Joy.

- Thank you, Joy. Let me ask the people who have self-nominated, is it your belief that the four of you could write the entire report? Or do we need subcommittees of the subcommittee?

- I see Belinda laughing like I am. I'll be honest with you, I don't know... I think I would have to say how the detail of it, and what that really entails. But right now, I will say where we are in workload and everything, and also perspective, I think that's important, that the subcommittees have multiple individuals, so it's just not a one unilateral...

I don't know how everybody, if anybody else feels that way, but...

- Sure. I will share that my understanding is our Liaison, Lamaris, will help with the writing of the report. And it needs to be really concise. So we likely have more notes right now, that are longer than the final length of the report would need to be, is my understanding.

Because we need to be really concise and terse with our language. Bryan, is that correct?

- Put differently, yes, that's [inaudible].

- Belinda?

- Yeah, I read the last one from 2016, and I'm assuming that there's quite a bit of technical assistance around the data, the graphs, and that kind of stuff. Is that correct?

- Yeah.

- So what I'm hearing is that in the absence of a concern around creating subcommittees, we could have subcommittees to the subcommittee, that our subcommittee believes that they could do this with the appropriate support from our Liaison, Lamaris.

I see some nods, some kind of nods...I'll take it. Okay. So now we'll take a vote on the establishment of the individuals on the subcommittee. I nominate Stephen Grubb, Belinda Ross, Joy Jansen, and Kristi Dille to write the report for the Northwest RAC.

Members, please use the Raise Hand chat function if you approve of these nominations to write the report, once part of the subcommittee. Please leave your hand up until we hear that a screenshot has been taken.

- Screenshot taken.

- Thank you. We have the votes, and Stephen, Belinda, Joy, and Kristi are approved to lead the writing of the report for the Northwest RAC.

Okay. Thank you so much. I really appreciate you all self-nominating and volunteering. As someone who's often voluntold, I appreciate volunteers. All right.

So the subcommittee assignments are the following, to review those accepted priorities. You can make a request that different committee members lead different writing, different priority sections. You'll have to meet to determine how to complete that needs assessment writing. And, and I thought this was important, we can include if there are additional educational issues that are not considered or not voted as a part of our priority, but we think the Department should consider them, we can include those in the report.

Lamaris, of course, our Liaison will support the writing of the assessment, and she will go through at the very end, and make sure that the writing all sounds like one voice. Bryan, are you taking this one, or am I taking this one? I think it's mine.

So here's our timeline. Between now and November 2nd, we'll need the subcommittee to meet to draft the assessment report. On November 3rd, that report should be submitted to

Lamaris, our Liaison. By the 13th Lamaris will release the assessment report to the full committee for our review.

And then we are in the process, Bryan is in the process of gathering our input to schedule our full committee meeting to vote on the full report. The estimated dates of that are sometime between November 14th and 16th. And then on the 17th of November, we will, or I guess Bryan will submit our report to Secretary Cardona's office.

Are there any final questions or comments? I know we're a little over time now. Bryan... Oh, Kristi. I'm sorry, I didn't see your hand.

- No, that's okay. I'm just, I'm assuming that our Liaison will help support in setting up the time for the subcommittee to meet. Is that something... Or we have to take the lead on that?

- Hi, Kristi. Yes, I was just about to actually respond to that. I'll say that we will follow up with the identified subcommittee, and set up meetings to outline expectations, and help facilitate the discussions and the work product that will result from it. When we do that, there are certain parameters to have to be met, like I will have to be on the call. I will defer to whatever works for you all.

So just know that I'll be present for them, and you'll get some follow-up after this meeting for how to proceed.

- Thank you.

- Bryan, I think we're on for you to adjourn us.

- Okay. Well, thank you, everybody. Really appreciate the great conversation today, your contributions to this process, your patience with us in dealing with it. Just know it's really, really appreciated, especially on a Friday afternoon/Friday morning.

So with that, I motion to conclude the Northwest Regional Advisory Committee meeting. Do I have a second?

- I'll second.

- Thank you. All those in favor, raise your hands one last time. All right, thank you. I think we have a majority. So time is 3:33 p.m. Eastern time on Friday 13, October. The meeting for the Northwest...

Meeting 2, excuse me, for the Northwest RAC meeting is now concluded. Thank you, everybody.

- Have a great weekend, everyone. Appreciate you.

- Thank you, guys. Have a great weekend.

- Have a great weekend.

- Thank you.