

**RAC – Northwest Region**  
**Meeting #3**  
**November 16, 2023**

- [Dr. Keohane] Good morning and good afternoon. Greetings and welcome. As a reminder, this meeting is open to members of the public and will be recorded as a matter of the public record. The meeting will come to order now for the Regional Advisory Committee for the Northwest region. Reminder, this is meeting number 3. I'll now conduct a roll call of present and not present members.

So when I say your name, please unmute yourself, say present, and then remute yourself. And I will go in alphabetical order if that is of any help. Renard Adams. Lisa Avery. Christy Dale.

Michael Grizzaffi.

- [Dr. Grizzafi] Present.

- Thank you. Steve Grubb.

- [Dr. Grubb] Present.

- Thank you. Joy Jansen.

- [Dr. Jansen] Present.

- Thank you. Christine Pitts.

- [Dr. Pitts] Present.

- Thank you. Colleen Pritanzou [SP]. And Belinda Ross.

- [Dr. Ross] Sorry about that. Present.

- Thank you. All right. We have met quorum, so the meeting may proceed and may proceed with all corresponding privileges including voting privileges. Another reminder, much like our previous meetings, just in order to engage with one another in this meeting, please raise your hand and wait to be recognized, and I will, in my role as DFO, as you know, our Chairperson

Renard Adams is unable to attend today, so as the designated federal official, I will be the one to help facilitate today's meeting, and I will lean into each of you for your expertise and your contributions to our activities and our report writing.

Quick agenda, we did our roll call. We've gone through our review of the meeting agenda and objectives, reviewed the recommended priorities, reviewed the draft report that you helped obviously create as...in individual pieces and now we'll look at it as a whole. We'll deliberate over that report draft, and then we'll vote to approve it with any corresponding recommendations.

And lastly, we will adjourn. Next slide. Today's meeting objectives will review the report draft and recommended priorities. Objective 2, the full committee will deliberate and comment on that draft, at least the full committee present today as determined by quorum. And Objective 3, we will vote on the approval of the report to be submitted to the secretary. Leading up to the previous meeting, as you know, during Meetings 1 and 2, Meeting 1, we reviewed state profiles and then we deliberated over the various needs in our communities, each bringing our respective expertise to that.

After Meeting 1, we conducted additional need-sensing activities, including reviewing those additional profiles, going through public comments, and also reaching out to stakeholders with whom we are familiar and have relationships in our region. Largely, that determined our activities after Meeting 1. And then Meeting 2, we solidified that and established a writing subcommittee. I won't go into too much detail here.

I will allow the writing subcommittee to elaborate further on their respective contributions because it elaborates far better than I could in these different sections. Next slide. I like the animation. Thank you. All right, going through as a reminder for our recommended priorities for the Northwest region. Priority 1, Recruitment and Retention.

Priority 2, Supporting Specific Student Populations. Priority 3, Teacher Certification and Reciprocity. Primary 4, Student Mental and Emotional Health, and Priority 5, School Climate. These were the five top needs as determined by the committee between Meetings 1 and 2. And I also just know because it was emphasized by the committee as well as in the report, that there were a lot of

interrelationships between these different priorities and it was felt that they were important because they played into one another.

And each were important as part of a continuum of priorities, so just want to make that acknowledgement because that was important to the committee. Next slide. At Meeting 2, as you all know, most of you here at least, we established a writing subcommittee.

Those members are identified on the slide. I'll read it out as a matter of public record. But we had five committee, excuse me, four committee members that were on the writing subcommittee, each one of them took respective responsibility for a different section in those priorities. I'm just acknowledging here Recruitment and Retention was covered by Dr. Grubb. Supporting Specific Student Population was covered by Dr. Jansen.

Teacher Certification and Reciprocity was also developed by Dr. Grubb. Student Mental and Emotional Health was developed by Dr. Ross, and School Climate also Dr. Ross. Thank you all for your contributions. And next slide.

At this time, I'll now lean into our committee members, those who took responsibility for separate sections, if they want to very briefly outline their thinking and the process that they used to develop their writing of those specific priorities. Oh, I'm sorry.

- This is Steve Grubb, and I drafted the Recruitment and Retention section. And it was important, I think, to all of us to really make sure ideas were reflected in the input provided in multiple ways.

I would just kind of foreground some of the comments from the public. Recruiting and retaining special education teachers, multilingual teachers was identified as a key priority. Interest in making the job more appealing to increase and improve the pool of qualified teachers was a key quote, and again, others members of the public doubling down on the "shortage of special education teachers" as well as licensure challenges.

The recommendations were really in the areas of improving access to timely data around the educator shortage. The support around comprehensive human capital management systems, strategies, and tools around total rewards, and increasing the perception that education careers are purposeful, meaningful, and connected.

And that's the last recommendation related to really increasing the promotion of the profession. And those recommendations are supported by some of the current best thinking in the field. Those references are in an appendix.

- Thank you, Dr. Grubb. If you don't mind, actually, can you also do Teacher Certification and Reciprocity because these two are particularly complimentary?

- They really are, but we've decided to keep them separate in part because there were so many comments around teacher certification and reciprocity as I think something especially responsive to the work of comprehensive centers.

You know, right now, states and a few regions have focused on teacher certification and reciprocity, but the recommendations are really around how could the support of the comprehensive centers help unify the many and disparate approaches to certification reciprocity that create the multiple different systems?

And the recommendations included a number of concrete examples, where there's some kind of light posts, if you will, lighthouses within the country that are making progress with that, and those are listed.

- Thank you.

- Thank you.

- Dr. Jansen, would you like to go into Supporting Specific Student Populations?

- Yes, absolutely, Bryan.

- Thank you.

- So, to piggyback on what Dr. Grubb was saying, looking at all the information that was provided throughout the weeks of gathering needs-sensing data, I looked for patterns, and within looking at those patterns, there were six elements that came out. And for some other reason, the numbering is off in the report, but I know that it's a draft, so we can change that.

Those six elements were instruction and professional learning, staff shortages, qualifications, recruitment and retention, graduation in rural districts, and

funding. And what I did is I broke down the section and wrote about each of those. You can see that in the document.

And I just demonstrated and provided specific examples of the information that was provided. A lot of it was actually public comment that I used as well as, so looking both at the qualitative and quantitative data. The other element I did point out at the very beginning is I talked about making, and I think this is extremely important, is that when we look at supporting these specific student populations, particularly when we're looking at special education and English language learners, these are federally mandated, and requirements.

And so there, when we look at that recruitment, and retention, and staff shortages, regardless if we can find those individuals, we still need to meet the mandatory laws, the federal laws.

So I made note of that. There was one short part of gifted and talented, but there wasn't a lot of data and there wasn't a lot of public comment. For recommendations, the recommendations are bridged to those six factors, the patterns that were demonstrated. And really the federal government looking, and opening, and guiding, and monitoring conversations of outcomes between LEAs, and colleges, and universities, licensing boards.

And then helping us face those costly contracting of specialists and therapists so we are able to staff and meet the needs of our students with specific needs.

- Thank you, Dr. Jansen. And at this time, now pass it over to Dr. Ross for the final two priorities.

- Thank you, Bryan. So in writing my section of the report, I relied on a lot of the comments that we had and discussions we had during the two meetings. And what I did was then went back and looked for kind of more specific foundational information to ground what we were coming up as our findings.

So using some of the materials that we had put into our area for looking at more information, like the Idaho Youth Risk Behavior Survey or the Washington Healthy Youth Surveys. We saw that the area of student mental health and emotional health was a high priority because it intersected so much with the other priorities listed and it further strengthened the need for more teachers, counselors, and social services in the schools.

And that, you know, there's a lot of teachers reporting struggling with dealing with these types of incidences of students having emotional and behavioral concerns in their classrooms. And that is really affecting not just those specific students, but the classroom as a whole, and the teachers themselves and their retention, or even wanting to come into the profession.

So our recommendations were to implement the solutions for Priority 1 with the teacher Recruitment and Retention, but also for existing teachers, coming up with some technical assistance to provide some understanding on trauma-informed practices and how to create effective classrooms when teaching and supporting students with these more extreme needs.

And we're hoping that this kind of assistance would create more effective classrooms and reduce that feeling of hopelessness and ineffectiveness that teachers are reporting as a major reason for leaving the profession. We also think it would be really important to consolidate and disaggregate the data on student mental health and wellness to all levels of education, local, county, state, regional, national.

And again, this seems like something that the comprehensive centers would be very well positioned to do. On school climate, we had lots of public comments and lots of comments on the panel about how many students are struggling to go back to in-person learning since the shutdowns of 2020.

And that has really been borne out in the data. Last year, only 67% of Washington students were actually onto having a full-time attendance and only 62% of Oregon was. We noted that these absentee rates correlate to lower graduation rates, and they also affect negatively the learning of other students in the classroom as it puts a lot of stress on teachers in trying to adjust instructional pacing of the classrooms.

Our recommendations for the student climate were to provide some technical assistance in creating high-quality communications to foster partnerships between schools and families. Communication, better communication is almost always a first step in creating good interventions for climate. But that's something that's really hard for a lot of schools to do.

They just do not have the manpower or the resources behind to do that. And kind of alongside that type of idea is a recommendation to create and maintain an up-to-date clearing house of resources, local and regional, that schools could

tap into when looking for assistance, and helping bring out a kind of a streamlined set of best-chance options that schools could start using to work with this important area.

Thanks.

- Thank you, Dr. Ross. All right, thanks, everybody, for those summaries. Much appreciated and helps bring all the committee members onto the same understanding. At this time, I'll now open the floor for members to ask one another for any clarifying questions or propose specific changes that address the accuracy of the committee's findings and the recommendations in the report.

As a note, this does not relate to preferences for writing style, grammar, or formatting. That's already addressed in the report, so this is only limited to clarifications or accuracy. And starting there, we'll actually visit a spot that Joy just indicated, that the numbering sequence in her priorities was off and she'd like to make that correction.

So if we can pull up the report, that would be appreciated. Thank you. And Joy, if you don't mind, I'm going to ask you if you can just identify the proper numbering sequence that you prefer to have there, and then once you do that and if the edits are made on the screen, we will vote as a committee to accept or, alternatively, reject the edits made so that we all understand the changes that were made.

- So it's really weird because I'm looking at yours and it says the right numbers and on mine it says, it goes 1, 6, 7, 8, 9, 10. I have no idea how. Oh, I'm on page... That's probably why. I'm on a different page.

I'm actually on page 12, maybe. Maybe I'm looking at...maybe I printed number 15.

- Joy, I see the same thing.

- Oh, okay. So it's, yeah, if you go to page 13. Maybe it's the way I printed off on my copy.

- Is that in the Recommendations section?

- I don't know.

- This is Priority number 5, Recommendation section, page 13.

- It's in Priority 2.
- That's what...right. So that would be page 7. That's where we started. And it begins here.
- Okay, no, 1, 2. Now what's the next... Scroll to the next one. Well, no, that one is right.
- Right.
- That's the weird thing. So, when I print it out and I print out and I look at page 13, the way it prints for me it actually, it shows 6, 7, 8, 9, and 10. I have no idea why.
- And it moved Priority 2 to page 13?
- Well, that's just how it prints out, so I don't know, I'm not understanding why it's coming out like this. That's just the strangest thing, because everything else is fine. And then I had one other thing to add. I'll have to pull it up and see why it's...

Do you see that number change, Belinda, on page 13? Did it...?

- Yeah. No, I'm tracking, right, with Joy on what they gave us yesterday that we... I printed out yesterday's thing and what that has just has... But definitely the screen is correct. Right. It's correct. I don't know what, but my draft I printed off as well.

Okay, I think we're good. Sorry, guys.

- [Allison] I'll just say, this is Allison from MSG. I'll just say that, you know, this is a Word version. So maybe depending on what you have on your computer it may open differently, but they all will be, you know, reviewed, final, and they will be saved as a PDF so that those types of issues won't be a problem when we submit it to the secretary and publish online.
- Okay. Perfect. Well, it looks right on the screen, so... And then the only other change, Bryan... Oh, Bryan, may I ask for another change?
- Yep. You may proceed.
- In the Recommendations under my section on number 2, I left out the licensing board. So if...it should say monitoring conversation outcomes between



LEAs, college/universities, and licensing boards because specialists and therapists are licensed under, yeah, like, PTs, OTs, SLPs actually have, yeah, licensing boards.

Okay. Thank you.

- Is that correct? That's...

- Yes. That works. Thank you, guys.

- Thanks, Dr. Jansen. Thank you. All right, so, just to briefly summarize some of the changes you just made at this time, we determined that the numbering sequence was just simply due to a likely read issue with the draft of the report before it is finalized. However, the screen reflects the accurate version, so no changes are needed and no vote is necessary. That said, moving to the brief couple of words that Dr.

Jansen just requested to be added, are we all in agreement that this is an acceptable change to the report? You may raise your hands to indicate aye. You can just keep them up for a moment.

- [Man] The screenshot has been taken.

- Thank you.

The edits have been accepted by a majority of the RAC. All right, are there any further questions or clarifications about their...? You may all lower your hands. Okay, hearing nothing further, the report seems to be acceptable by a majority of the committee.

So we'll now move to a vote on the report. Members, as I call the vote, please, again, use the raise hand function so we can accurately call the vote, take a screenshot for the record. At this time, I now call for a vote for the Northwest Regional Advisory Committee to approve the report as has been shared to be submitted to the Secretary of Education. Those in favor, please raise your hand to indicate aye.

- The screenshot has been taken.

- Thank you. The report has been accepted by the RAC and may proceed forward. I now want to thank all of you for your participation in the RAC. If

there's any questions or comments at this time, please feel free to raise your hand and I'll do my best to address them.

Dr. Grubb?

- Yes. When will the report be published and available?

- I'll defer to my colleagues who are helping on our contractor side to helping assist to draft the final report.

- Hi, this is Allison from MSG. Okay, so we're working, you know, after this, we'll finalize everything, PDF everything and send it to the department. And then the department will send it to the secretary. I'm not sure on the timing of that, but after that, that's when it will be on the website.

- Thanks, Allison. Dr. Grubb, does that answer your question? I'd be happy later to make sure that you all respectively get a copy of the report and are notified when it's made publicly available too.

Any further questions? Okay. Hearing none, again, I want to thank you all for your significant contributions and time over the last couple of months. It's been honestly a pleasure working with all of you, appreciate everything and I look forward to seeing where this develops into the future.

Thank you for all your contributions. I now move to adjourn the meeting for the Region Advisory Committee for the Northwest Region. Do I have a second?

- I second.

- Thank you. All those in favor, aye. And you can...

- Aye.

- ...unmute.

- Aye.

- Aye.

- Aye.

- Aye.

- All right, majority has concluded the meeting is adjourned effective 16 November, Thursday, 2023 at time 12:28 p.m. Eastern. Meeting adjourned.