

**Ohio Deans Compact Quarterly Meeting  
June 2-3, 2022**

**June 2, 2022**

**Participants in Attendance:**

See Appendix A.

**Agenda:**

1. Welcome, Overview & Introductions (Dr. Tachelle Banks, Compact Chairperson)
2. Update/Exchange with State Leaders
  - i. Ohio Department of Education (*Jo Hannah Ward, MEd, LPCC, Director, Office for Exceptional Children*)
  - ii. Ohio Department of Higher Education (*Krista Maxson, PhD, Associate Vice Chancellor for P-16 Initiatives*)
3. Closing the Achievement Gap: What School Districts and Institutions of Higher Education Can Do (Tyrone Howard, PhD, Professor of Education, University of California, Los Angeles (UCLA) School of Education and Information Studies (SEIS), and President-elect, American Educational Research Association (AERA))
4. Wrap-up

**Welcome & Introductions**

Dr. Tachelle Banks welcomed participants, invited members to introduce themselves, and reviewed the objectives for the meeting. She thanked the members for her time as the Compact Chair and introduced Mark Seals as the new chair effective July 1. Dr. Banks welcomed Compact members, partners, and Incentive Grant team members from IHEs across the state, who are working to develop inclusive educator preparation programs, develop model demonstration sites for diversifying the educator workforce, improve literacy instruction and outcomes for all children, and advance post-secondary outcomes for all children. In addition to these four goals, a new Compact RFA was released today to support a second round of funding focused on implementing post-secondary option programs to advance secondary graduation and/or post-secondary transition success for students with disabilities [Applications for New Postsecondary Outcomes Incentive Grants - June 2022 - <https://www.ohiodeanscompact.org/applications-for-new-postsecondary-outcomes-incentive-grants-june-2022>]. She also recognized Compact member Matt Geha, superintendent of Springfield Local Schools in NW Ohio for receiving the Martha Holden Jennings Foundation Outstanding Superintendent Performance Award of Excellence, one of only four leaders in the state to receive this award.

**New RFA, Jennifer Ottley**

- Two priorities with this RFA:
  - 1) Funding for six current grantees in the post-secondary options incentive grants, to continue the work that they have started.
  - 2) Builds off previously funded work on diversifying the educator workforce, designing comprehensive models to take into consideration the diversity of needs of learners with exceptionalities, including those from special populations, and how we can support them in graduating and transitioning towards next steps (armed forces, higher

education, career, apprenticeships and pre-apprenticeships). The final focus of the comprehensive models involves a focus on building and sustaining interagency collaboration and partnerships.

**Ohio Department of Education, Office for Exceptional Children Updates, Jo Hannah Ward (ODE)**  
[Johannah.ward@education.ohio.gov]

- Jo Hannah began by reviewing the 17 special education indicators, which have been grouped to match up to essential questions to guide districts' data analysis and interpretation, and then file a report card. In the chart she presented, red points out indicators that have compliance requirements set with them; the black items are still important and need to be considered, but do not have required items to report back to the agency.
- Jo Hannah then reviewed the newly released Phase 2 indicator targets: graduation, dropout, assessment participation and performance, school-age educational environments, preschool educational environments, and preschool outcomes. As a state, Ohio is very low (next to last) with respect to other states when it comes to percentage of students with disabilities who graduated with a regular high school diploma (2018-19). This is now a focus for the next State Systemic Improvement Plan. Targets have been set related to this goal for 5 years (2019-2026), with the aim of reaching 70% of students with disabilities graduating with a regular high school diploma by the 2025/26 academic year. Incentive grants have been set up to help move us towards this goal. A Theory of Action has been set in place to support this goal:
  - Family partnerships: Builds the capacity of school personnel to prepare, involve and empower families of secondary-transition age youth with disabilities in secondary transition planning including pathways for graduation with a regular diploma, so that more families of secondary transition age youth with disabilities will be involved, empowered and prepared to engage in the secondary transition planning process and make informed decisions that support their child's successful post-school outcomes.
  - School Personnel Capacity: Builds the capacity of school personnel to prepare, involve and empower families of secondary-transition age youth with disabilities in secondary transition planning including pathways for graduation with a regular diploma, so that each child will have equitable access to the program structures that allow them to maximize their potential.
  - Collaborative Structures: Coordinate partnerships with regional state support teams, educational service centers, institutions of high education, Ohio's Statewide Family Engagement Center, adult agency providers and workforce partners, so that districts will have access to high quality supports to meet the needs of school personnel, students, and families.
  - Multi-tiered System of Supports: Create an early warning tool, progress toward meeting graduation requirement reports and intervention inventory that includes attendance; and academic and behavior at the universal, targeted, and intensive level, so that school personnel will identify students with disabilities who are at-risk of not graduating and provide an intervention that best fits the student's needs.
  - Characteristics of Effective Schools: Promote the use of Special Education Profile, early warning and progress monitoring data within the Ohio Improvement Process to provide students with disabilities equitable access to the services and supports needed to meet their individual needs in the least restrictive environment. Through shared leadership,

school districts will use proven practices to ensure students with disabilities are on-track to graduate with a regular diploma as applicable to their individual needs.

- ODE will be starting to work with 8 partner districts in December, and 8 state support teams in education service centers. Jo Hannah will provide updates on their progress at the December meeting.
- Jo Hannah provided an update on Ohio's Whole Child Network, which was discussed earlier this year. It is a network of professionals dedicated to supporting children from early childhood to grade 12. Starting in February, there have been educators, school personnel, representatives from child-serving organizations and parents who come together monthly to learn from each other, share successes and best practices, and support each other in ensuring each child is healthy, safe, engaged, supported, and challenged. Together, the network members inspire schools and communities to create supportive and caring environments for children to learn, thrive, and achieve their greatest potential. For the first phase of the Network, 670 people applied and 150 Network members were accepted. These members participate in Best Practices Webinars, receive quarterly newsletters (which will start this fall), and participate in a Community of Practice, where they choose a problem of practice to focus on, receive PD and consult with one another, and work with content experts to discuss how to address the given problem within their school district. There are 10 webinars available right now, and the Association for Supervision and Curriculum Development (ASCD) will also be launching a Whole Child podcast. The department is partnering with ASCD to expand the network from 150 members to 450 members by June 2024.
- Update on the Tutoring Grants: there has been such a high interest and number of applications that timeline for review has been extended. They are working as quickly as possible to finalize the review process, at which point there will be communication with all applicants about next steps.
  - Questions: Stephanie Craig – Are conversations happening with those states who have high percentages? Answer: Amy Szymanski from ODE is leading OEC's work related to advancing postsecondary options and has been reaching out to other states to get ideas about tools and resources, and how they have organized their supports to districts for improving graduation outcomes.
  - Stephanie Craig: Is UDL an element of the logic plan that would be prior to the universal strategies of MTSS? Answer: There is a focus on UDL, but it has not been set up to be prior to the universal strategies of MTSS; Jo Hannah will share this idea with her team.

**Ohio Department of Higher Education, Krista Maxson, Associate Vice Chancellor, P-16 Initiatives**  
[kmaxson@highered.ohio.gov]

- Krista introduced participants to Hilary Swinning, the new Assistant Director for Educator Preparation [hswinning@highered.ohio.gov]
- She reported that 29 institutions have been awarded the full \$5.2 million Addressing Educator Shortages in Ohio grant. Kevin Holtsberry (Associate Director for Communication) is working with a few institutions to assist them in submitting their applications through the CCIP for approval, and those will hopefully be up and running by the fall; Krista will have an update to share at an upcoming meeting.
  - Addressing Educator Shortages in Ohio | Ohio Higher Ed  
<https://www.ohiohighered.org/educator-shortages> Update coming in the fall.
- Next, Krista brought up the House Bill 110 language around Computer Science, and the requirement that computer science and computational instruction be provided for all candidates in educator preparation programs that start this upcoming academic year (2022/23). She convened a

panel of expert computer scientists and educator preparation providers and highlighted four individuals who were particularly enthusiastic: Barry Wittman (Otterbein University), Melissa Goodall (Wright State University), James Kiper (Miami University), Todd Edwards (Miami University).

- Miami University has agreed to host the modules and make them available to interested parties, which should become available August 1, 2022. Each module is free and takes about two weeks to complete. They are currently in a Canvas shell but will be converted to Blackboard and other LMS systems in the future. Below is a link to the State Committee on Computer Science meeting that took place May 11<sup>th</sup>, where you can see some screenshots of what the modules look like. Presentation was made to state committee meeting in May. <https://ohiochannel.org/video/state-committee-on-computer-science-5-11-2022>
- Next, Krista shared about the State Leadership meeting with Educator Preparation Deans. The outgoing superintendent of public instruction met several times with education deans before he left ODE to identify important work that ODE and ODHE could address together. Two areas were identified: diversifying the educator profession (ODHE facilitating) and addressing teacher shortages (ODE facilitating). These conversations brought up how tightly linked these two topics are; by diversifying the educator profession, we will be addressing the teacher shortages. The two subgroups for the Diversifying Ed Profession have been meeting throughout the spring (Subgroup A is chaired by Lisa Lenhart (University of Akron); Subgroup B is chaired by Jason Lane (Miami University). Subgroup A has focused on diversifying higher education faculty, including developing networking opportunities for post-bacs and early career faculty who are underrepresented. Subgroup B has been talking about having regional meetings combining K12, 2-year and 4-year IHEs, and business advisory councils to think about how to increase diversity regionally. We know that it's common for students who graduate from a given school to go back and teach in that area, so focusing on regional needs would be one helpful way of tackling this problem. The regional meetings are likely starting this fall. The last meeting state leadership and education deans will be held on June 29<sup>th</sup>, after which Krista said they are hoping to publish a short report on what has been accomplished this year.
- The spring program review is underway, with submissions from 270 programs (over 18 institutions). Fall submissions are due October 15, 2022 – please meet with Krista if you plan to submit this fall ([EdPrep@highered.ohio.gov](mailto:EdPrep@highered.ohio.gov)). Finally, the spring submission date for 2023 is moving up to March 1, 2023 (all submissions will be the 1<sup>st</sup> of the month going forward).
- Krista finished up by mentioning that there is an Apprenticeship Work Group that involves ODE, ODHE, the Ohio Department of Job and Family Services (OJFS) Office of Workforce Development, two SUED representatives, and two OAPCTE representatives. This group is meeting to talk about how to implement apprenticeships in the state of Ohio.

### **Closing The Achievement Gap: What School Districts and Institutions of Higher Education Can Do, “Equity & Excellence: An Essential Conversation”, Dr. Tyrone Howard**

➤ Detailed notes found at the end of the document: See Appendix B.

- Dr. Banks began by introducing Dr. Howard, a professor of education in the School of Education and Information Studies at UCLA. His research addresses issues tied to race, culture, access, and educational opportunity for minoritized student populations. Professor Howard is the author of several best-selling books including “Why Race and Culture Matters in Schools” and “All Students Must Thrive.” He is also the author of more than 100 peer-reviewed journal articles and other academic publications. He is a native of Compton, California, where he also served as a classroom

teacher. Professor Howard is a member of the National Academy of Education and has been listed by Education Week as one of the 30 most influential educational scholars in the nation on education practice policy and research. Dr. Howard directs the UCLA Pritzker Center for Strengthening Children and Families, and the UCLA Center for the Transformation of Schools. He will assume the Presidency of the American Educational Research Association in 2023.

- Dr. Howard's goal for this talk is to discuss how we can think about and how we can do work around equity in a different way, moving away from the existing, narrow notions of inclusion being played out in schools across the country, and thinking about what our roles as leaders should be. This includes leaders in Schools of Education, leaders in Colleges of Education, and leaders in K12 districts, all of whom have the responsibility and the mission to think about how we create more inclusive, caring, thoughtful, and humane schools. He discussed the difference between equity and equality: equality is the goal, and equity is the pathway to achieve true equality.
- Dr. Howard emphasized the importance of leading with the data, and using the data to guide conversations back to the most relevant points of comparison (i.e., do not let conversations drift away from race if the data we are looking at is specifically talking about racial disparities). The data shows us that teachers today are being prepared to teach in classrooms that no longer exist. By 2016/17, more non-White students were enrolled in K12 programs than White students; this has been true every year since. At the same time, the teaching profession is becoming more racially homogenous (predictions indicate up to 90% of teachers will be White by 2030; in 2018/19 35% of schools had zero teachers of color.). This racial disparity in staff is even more pronounced among administrators and principals, and even more so among teaching educators at IHEs. Anybody preparing to go into schools today needs to be comfortable discussing racial diversity, and leading folks across racial and ethnic diversity, to be prepared. If we aren't putting an intentional, explicit spotlight on these issues, our teachers and staff will be unprepared.
- The conversation ended with a spotlight on data surrounding racial disparity in literacy, enrollment in gifted and talented programs, and disciplinary action in Ohio. Dr. Howard concluded by saying that we have got to begin to have hard conversations driven by data, centered in empathy, focused on equity, thinking about opportunity, because, if we don't, we will continue to reproduce the same kinds of outcomes despite the fact that we say we want to do something different.

#### **Wrap-up, Mark Seals**

- The meeting will continue tomorrow morning at 8:15 am
- Starting with some committee meetings, then Committee & IG CoP reports, followed by another presentation from Dr. Howard.

Meeting adjourned at 11:00 am

Note: See Appendix C for link to video recording.

June 3, 2022

**Participants in Attendance (by name, title, affiliation):**

See Appendix A.

**Agenda:**

5. Welcome & Overview of schedule, *Mark Seals*
6. Committees Meet in Virtual Rooms, *Jennifer Ottley*
  - i. Incentive Grant Community of Practice, *Facilitated by Dr. Jennifer Ottley*
  - ii. Dissemination Committee, *Chaired by Dr. Jim Gay*
  - iii. Impact Evaluation Committee, *Chaired by Dr. Barb Hansen*
  - iv. Low Incidence Committee, *Chaired by Dr. Sally Brannan*
  - v. Policy Committee, *Chaired by Deb Tully*
7. Committee & IG CoP Reports, *Committee Chairpersons*
8. Closing the Achievement Gap: What School Districts and Institutions of Higher Education Can Do, *Tyrone Howard, PhD, Professor of Education, University of California, Los Angeles (UCLA) School of Education and Information Studies (SEIS), and President-elect, American Educational Research Association (AERA)*
9. Wrap-up
  - i. Next meeting **September 8-9, 2022 \*in person\***
  - ii. 2022/23 Meeting Schedule:
    1. Q1: September 8-9, 2022
    2. Q2: December 8-9, 2022 (virtual)
    3. Q3: March 9-10, 2023 (virtual)
    4. Q4: June 1-2, 2023 (virtual)
    5. 10<sup>th</sup> Annual Statewide Conference: January 25-27, 2023
  - iii. Meeting Evaluation

**Welcome & Overview of Schedule, Dr. Mark Seals**

Dr. Seals began by welcoming Dr. Rich VanVoorhis from YSU's School Psychology Program, and his colleague Dr. Kenneth Miller, as well as Dr. Carissa Schutzman (Director of the UC Evaluation Services Center). He also invited feedback on the meetings so that the Deans Compact can continue to improve the meetings going forward. Deb made a reminder about the new RFA posted on the Compact site for advancing post-secondary options for students with disabilities; reach out to Jennifer Ottley if you have questions.

**Committees Meet in Virtual Rooms**

Note: Detailed meeting notes are in Appendix D. Report out notes are included below.

- Incentive Grant Community of Practice, Facilitated by Dr. Jennifer Ottley
  - Two of the grant teams shared about the work in which they're engaged and how they are being very intentional about the collaborative efforts of their projects. First, the "I Educate Consortium," a 5 IHE partnership focused on diversifying the educator workforce, shared

their experiences in building and sustaining a collaborative team. They shared that they stayed a collaborative team because of their experience as a community of care, and their collective creation, which maintains their solidarity through sharing of the workload and resources. Working as a team gives everyone space to have their own specialty and build off each other's skillset, as well as offering emotional and psychological support for one another.

- Peggy Schauer (John Carroll University) spoke about the importance of identifying early champions of the work, both in our institutions and our communities, including both those with institutional knowledge and those who are decision makers or have access to decision makers. Always have your elevator speech ready because you never know when you'll have the opportunity to connect with someone about the work we're doing. This includes empowering our candidates to tell their story themselves, including to key decision makers, and to reinforce the importance of leadership, practicing listening, and showing interest in the community.
- Dissemination Committee, Chaired by Dr. Jim Gay
  - The Committee had three tasks to address today. First, they previewed the historical overview part one, and the policy video (part seven). The purpose of the preview was to brainstorm ideas from the Dissemination Committee for strategies to get the word out about the work of the Compact to IHEs and other partners across Ohio and nationally. Some ideas involve working with groups within Ohio, including the work of the Deans Compact in national-level conferences, various social media strategies, and engaging a marketer who would just focus on marketing the work of the Deans Compact. There was also some discussion about what can be done to ensure that people know that the Deans Compact does not just serve deans; perhaps a tagline that makes that clearer. The videos will go on the DC website in September, and screenshots and QR codes for the videos can be shared to include in various publications and conferences to make people aware of our work.
  - Next, the Committee went through possible speakers for the upcoming quarterly meetings and the conference in January. Some speakers were identified and a few other suggestions were added for consideration.
  - Third, possible action forums for 2022/23 were considered. The group would like to hold a second DEW Action Forum and possibly hold a statewide literacy action forum in collaboration with ODE.
- Impact Evaluation Committee, Chaired by Dr. Barb Hansen
  - The Impact Evaluation Committee reviewed some completed evaluation studies and a document that's being developed. The first report was a review of the process of the Incentive Grants, with those who are implementing their programs. The study included 10 institutions and the work they've done to establish and maintain the programs, the challenges they've faced, and the advantages of dual licensure for their candidates. Overall, it was a positive report. They touched briefly on the journal that will be dedicated to the diversification of the educator workforce, which is still on target for publication. Third was a report around the current and future direction of the Ohio Deans Compact. Dr. Carissa Schutzman (University of Cincinnati Evaluation Services Center) talked them through the findings of the focus groups and shared an infographic summary of the study. The Committee is making a recommendation that the findings of this study be shared at

the September meeting. Finally, Kristall Day shared a resource on blended program redesign for institutions who are interested in developing inclusive preparation programs.

- Low Incidence Committee, Chaired by Dr. Sally Brannan
  - The Committee meeting started by celebrating four individuals who completed the two-year Intervener Certificate Program at Shawnee State University: Sarah Taylor and Crystal Campbell (Pioneer Center in Ross County), Linda Sharp (Logan Hocking Middle School), and Amy Johnson (Westfall Local Schools). The Intervener Program is recruiting for a third cohort and finalizing membership for a dedicated cohort for personnel from the Ohio State School for the Blind and the Ohio School for the Deaf.
  - Karen Koehler reported that they are ready to start cohort six of the Teacher of the Visually Impaired (TVI) Consortium Program. Doug Sturgeon shared that the Teacher of the Deaf/Hard of Hearing (D/HoH) Consortium program is ready to start cohort three; Cohort two is getting ready to graduate and apply for jobs; employment opportunities for these graduates are still more prevalent in the city than in the rural districts.
  - Deb Telfer shared a preview of the Deans Compact work history of the Low Incidence Committee, which will be available on the new website. Then, Jamie Clifton (WordFarmers Associates) shared the initial findings from the evaluation data for the Intervener Certificate Program, which will be released as a formal report in the early fall.
  - Finally, Rich VanVoorhis and Kenneth Miller (YSU, School Psychology Program) gave a presentation on how they have been working with school psychologist candidates to prepare them to better work and support families who have children and youth with low incidence disabilities. Their research might be available as videos for everyone to watch and share about school psychologists working with individuals who have low incidence disabilities, and in particular helping their families become resilient.
- Policy Committee, Chaired by Deb Tully
  - The meeting began by reviewing the Policy Committee video that is part of the Ohio Deans Compact video history series. The Committee members enjoyed the video and thought it was a good representation of what the Policy Committee has accomplished; they suggest that the whole series should be posted and shared for all members to view.
  - Next, the Committee discussed the goal of increasing member diversity in the Compact. The bylaws were reviewed to determine if changes might be needed to support a more diverse membership. One suggestion was to modify the membership section to indicate that the Compact prioritizes a diverse membership to ensure that there are diverse perspectives that come through in our meetings. Specifically, adding a number three under the membership section, stating that the Compact prioritizes and encourages the appointment of members to support a diversity of representation and perspective (and renumber what remains in that section). Because of the individual situations that dictate who can be appointed, they did not feel that they could use stronger wording, but the goal is to make clear that diverse membership was encouraged.
  - Finally, the group discussed how to revise the RFA to reflect the goal of the grant being to create blended programs as opposed to dual programs. "Dual programs" give the impression that general education and special education are separate programs that can be put together to create a dual license. This is not in keeping with the goal of the RFA, which is to truly blend the knowledge and skills so that any one teacher can teach any child. Furthermore, completing both programs simultaneously cannot be done in four years, meaning that IHEs might not be interested in participating at all because the

challenge appears too great. First, the committee suggests that the term “dual license” is dropped and replaced with “blended license.” Also, no new programs can be over 126 hours to be accepted and approved by the ODHE. This can result in a program that satisfies the standards but goes over that number of hours; this hour requirement needs to be stated in the RFA. It would also be helpful for the ODHE to make clear what is required to be considered a blended program, so that IHEs don’t submit two programs put together that are not truly blended. It was suggested that having the Compact assign a mentor or coach to help IHEs design the blended program. The RFA could also ask for a description of the process used to create the program, for more clarity as to what went on in the making of this new program.

- Looking to the future work of the Compact, the priority should be on moving forward in developing a single blended license. Guidance from ODE is needed to identify the best options. Second, we need to create a program for already-licensed teachers to gain additional credentials to serve students with disabilities (similarly to the gifted endorsement). Finally, creating standards for a blended program that IHEs can use in their design process would help them with the more seamless combination. This is easier to do with PK5 licenses, while middle childhood and adolescent to young adult licensure might need even more support. It is recommended that the Compact continue to advocate for blended licenses and help districts understand the application and use of these licenses – coordinating with the Ohio Council for Exceptional Children (Ohio CEC) might be one avenue to support newly licensed teachers in teaching and supporting students with disabilities in their classroom.
- Finally, the Committee acknowledged Richard Welsch’s contributions to the Committee and the Compact as a whole, as he is retiring and this is his final meeting. Chairperson Deb Tully also announced her retirement at the end of the summer, so this is also her final meeting. The Policy Committee will be seeking a new chair.

### **Closing the Achievement Gap: What School Districts and Institutions of Higher Education Can Do, “Equity & Excellence: An Essential Conversation”, Dr. Tyrone Howard**

➤ Detailed notes found at the end of the document: See Appendix B.

- Dr. Howard began by highlighting some resources relating to the lecture from the first day, and then went on to discuss the impacts of the COVID-19 pandemic on the preexisting equity issues in education that he talked about on day 1 of the meeting. This lecture emphasized the importance of addressing issues of mental health, particularly at a time when mental health struggles have soared for K12 students, their families, and educators. Marginalized populations are particularly at risk for death by suicide, including boys, LGBTQ+ students, and Black and LatinX students; these risks are even higher for students with intersecting identities (e.g., a Black queer student). Staying silent around issues tied to mental health will make us complicit in the perpetuation of these issues facing many young people today. Furthermore, we need to address the mental health of our teachers to address teacher shortages and teacher retention, particularly for teachers of color. Ways we can work on this include teaching teachers and leaders about ACEs and the impact these have on their students’ ability to learn and providing resources for educators relating to supporting the mental health of their students, their communities, and themselves. Instead of asking what’s wrong with your student, ask what may be happening with that student. He strongly recommended the use of [onedegree.org](https://onedegree.org) as a resource for educators at all levels. Finally, he discussed the crucial

importance of developing leadership teams dedicated to transformation in schools, and how we can train and support these leadership teams. He concluded with the following recommendations:

- **We need:**
  - **New frames of reference which explain inequity and inequality,**
  - **Movement away from narrow deficit notions of Students of Color and those from low-income backgrounds,**
  - **Allow data to inform and lead our discussions and strategies,**
  - **Radically rethink teacher education,**
  - **Engage in sustained courageous conversations,**
  - **Robust literacy strategies,**
  - **Transform school discipline approaches,**
  - **Prioritize student mental health and educator well-being.**
- The conversation ended with comments and recommendations by Dr. Howard in response to Krista's request for feedback to the plans being implemented this fall to address educator shortages and diversification of the education profession.

#### **Wrap-up, Mark Seals**

- Mark reiterated that he will compile a list of resources from Dr. Howard's lectures for anyone who is interested; please reach out to him. He then reminded attendees to complete the evaluation at the end of the meeting and reviewed the 2022/23 meeting schedule.
- **Next meeting: September 8 - 9, 2022 – in person!**

Meeting adjourned at 12pm

### **Appendix A: Participants in Attendance**

#### **Day 1**

1. Tachelle Banks, Cleveland State University, Compact Chairperson
2. Jennifer Ottley, UC SDI Center
3. Susan Stearns, BGSU
4. Kelly Mettler, Ohio University
5. Sloan Storie, UC SDI Center
6. Jon Breiner, UC
7. Deb Tully, OFT
8. Pam Epler, Youngstown State University
9. Leigh Anne Prugh, Xavier University
10. Krista Maxson, Ohio Department of Higher Education
11. Sally Brannan, Wittenberg University
12. Karel Oxley, OLAC
13. Vince Laverick, Lourdes University
14. Mark Seals, BGSU
15. Daria DeNoia, Ohio Education Association
16. Doug Sturgeon, Shawnee State University
17. Kimberly Christensen, Bowling Green State University
18. Kelli Smith, Shawnee State University

19. Marcquis Parham, Ohio University
20. Nicole Luthy, Ohio State University
21. Brian Rider, Marietta College
22. Katharine Delavan, Lake Erie College
23. Jena Hinds, Lourdes University
24. Elena Andrei, Cleveland State University
25. Stephanie Craig, Marietta College
26. Emilio Duran, BGSU
27. Ginny McCormack, Ohio Dominican University
28. Jenny Denyer, University of Toledo
29. David Brobeck, UC SDI Center
30. Katie Krammer, Lake Erie College
31. Christa Agiro, Wright State University
32. Jason Abbitt, Miami University
33. Meg Reister, Franciscan University of Steubenville
34. Jo Hannah Ward, Ohio Department of Education
35. Susan Kushner Benson, University of Akron
36. Gayle Trollinger, Bluffton University
37. Mary-Kate Sableski, University of Dayton
38. James McLeskey, University of Florida, CEEDAR Center
39. Richard Welsch, University of Toledo
40. Kristall Day, Ohio Dominican University
41. Earl Focht, ODE-OEC
42. Krista Maxson, Ohio Department of Higher Education
43. Jennifer Bambrick, Walsh University
44. Barb Hansen, Muskingum University
45. Hilary Swinning, Ohio Department of Higher Education
46. Kathy Winterman, Xavier University
47. Laura Saylor, Mount St. Joseph University
48. Tyrone Howard, University of California, Los Angeles (UCLA), School of Education and Information Studies (SEIS), and President-elect, American Educational Research Association (AERA)
49. Stanley Dudek, Technical Support, WordFarmers Associates
50. Aimee Howley, WordFarmers Associates
51. Jenna Kotler, Notetaker, WordFarmers Associates
52. Deb Telfer, UC SDI Center
53. Carissa Schutzman, UC ESC
54. Doug Sturgeon, Shawnee State University
55. Karen Koehler, Shawnee State University

## Day 2

1. Tachelle Banks, Compact Chairperson
2. Jennifer Ottley, UC SDI Center
3. Susan Stearns, BGSU
4. Kelly Mettler, Ohio University
5. Kenneth Miller, Youngstown State University
6. Sloan Storie, UC SDI Center

7. Deb Tully, OFT
8. Leigh Anne Prugh, Xavier University
9. Sally Brannan, Wittenberg University
10. Karel Oxley, OLAC
11. Vince Laverick, Lourdes University
12. Mark Seals, BGSU
13. Daria DeNoia, Ohio Education Association
14. Kimberly Christensen, Bowling Green State University
15. Kelli Smith, Shawnee State University
16. Brian Rider, Marietta College
17. Katharine Delavan, Lake Erie College
18. Jena Hinds, Lourdes University
19. Elena Andrei, Cleveland State
20. Stephanie Craig, Marietta College
21. Emilio Duran, BGSU
22. David Brobeck, UC SDI Center
23. Katie Krammer, Lake Erie College
24. Christa Agiro, Wright State University
25. Meg Reister, Franciscan University of Steubenville
26. Jo Hannah Ward, Ohio Department of Education
27. Susan Kushner Benson, University of Akron
28. Mary-Kate Sableski, University of Dayton
29. James McLeskey, University of Florida, CEEDAR Center
30. Richard Welsch, University of Toledo
31. Kristall Day, Ohio Dominican University
32. Amy Queen, Shawnee State University
33. Jessica Grubaugh, Mount Vernon Nazarene University
34. Kathy Winterman, Xavier University
35. Tyrone Howard, University of California, Los Angeles (UCLA), School of Education and Information Studies (SEIS), and President-elect, American Educational Research Association (AERA)
36. Leah Wasburn-Moses, Miami University
37. Peggy Schauer, JCU
38. Carissa Schutzman, UC Evaluation Services Center
39. Shawna Benson, OCALI
40. Dawn Shinew, BGSU
41. Areej Ahmed, UC SDI Center
42. Christine Croyle, OCALI Outreach Center for Deafness and Blindness
43. Mary Heather Munger, University of Findlay
44. Mary Murray, BGSU
45. Krista Maxson, Ohio Department of Higher Education
46. Jim Chapple, Notre Dame College
47. Jim Gay, OLAC
48. Stanley Dudek, Technical Support, WordFarmers Associates
49. Aimee Howley WordFarmers Associates
50. Jenna Kotler, Notetaker, WordFarmers Associates
51. Deb Telfer, UC SDI Center
52. Dottie Erb, Marietta College

## Appendix B Detailed Lecture Notes

### Day 1

- Dr. Howard started by thanking educators for all they have done between March 2020 and the current moment. He also paid respect to recent shootings in Uvalde and Buffalo. He discussed the relevance of “A Talk to Teachers” by James Baldwin: “Let’s begin by saying that we are living through a very dangerous time. Everyone in this room is in one way or another aware of that. We are in a revolutionary situation, no matter how unpopular that word has become in this country...” Are we as teachers prepared to “go for broke” – think about schools and opportunities differently, think about the status quo and how it serves all our students. We as leaders have to begin to think about doing something different during these unique times. We need think think about how we can make a fundamental shift in the actions we are taking to support schools.
- How to have difficult, sustained conversations about the severity of the moment we are facing right now? As leaders, we need to start and sustain these conversations. What does it mean to move from “safe spaces” to “brave spaces”? Safe space: ultimate goal is to provide support. Downside: sometimes we ‘play too nice’, don’t ask hard questions and push the envelope. Brave spaces encourage dialogue. In brave spaces we need to recognize difference while holding each person accountable to do the work of sharing experiences and coming to new understandings. This is often times uncomfortable, uneasy, challenging. Ultimately, brave spaces become the catalyst for collaborative action
- A nice framework for leaders can be found in Glenn Singleton’s work “Courageous Conversations” (2005):
  1. Stay engaged! Don’t disengage even if you’re uncomfortable, disagree, or don’t understand. In many ways, to disengage is a privilege. Folks who are part of these minoritized groups don’t have the option to disengage because these topics impact them throughout their daily lives.
  2. Be prepared to experience discomfort! The discomfort is sometimes what we need to be more reflective, thoughtful. If we can’t do it as leaders, imagine what it must be like for students who are uncomfortable due to ESL, poverty, racism, special needs, etc. who can’t escape their discomfort.
  3. Be prepared to speak your truth! The truth doesn’t exist on a hierarchy, it exists on a continuum. The more we begin to learn, hear and listen to other people’s truths the more we start to create the kind of empathetic and equitable schools that we want to achieve.
  4. Expect and accept non closure! These are challenging topics, there are no easy solutions, we won’t be able to come to a quick conclusion in a single conversation. The depth and breadth of these conversations require ongoing engagement.
  5. [added by Dr Howard] Let your data lead the talk – data is at our fingertips and drives what we do. Using data from our own schools, departments, contexts can be used as a way to start a conversation. When data can be upsetting to some people, we can use the data to guide the conversation back to challenging topics.

- Framing matters- just prior to COVID, the 4-year high school graduation data from the US Dept of Ed was released saying that high school graduation was at an all-time high. But details behind those headlines matter. Disparities existed between and within groups resulting from deep-seeded inequities that have always existed in education.
  - Chat: comment on what surprises you, doesn't surprise you, jumps out at you, among these subgroups. Comments: Gender inequity (girls outperform boys in every group, racial, SES, geography) – this is a reversal in data over the last 30 years, likely a direct result of the intentional focus around gender equity and gender access (e.g. girls in STEM). Now, what is happening for boys? Racial/ethnic disparities: We know that there are discrepancies by race/ethnicity, but why? What can we do? African American students are lowest of any subgroups, Native American & Latino are among the lowest. African American males are the only subgroup nationally to have <70% graduation rate – even lower in some contexts (e.g., Buffalo <50%).
- The three fastest-growing groups of students in the US are Latino, Asian-America, and mixed race. What does this mean for us? The issues of members of these groups are no longer insignificant demographically. In the 70s, 80% of students were white; “minority students” were literally the minority (20%). By 2016/17 in K12 population, enrolled more non-White students than White students (7 years earlier than predicted). This has been true every year since then. Anybody preparing to go into schools today needs to be comfortable discussing racial diversity, leading across racial and ethnic diversity, to be prepared. It has been predicted that by 2030 the largest subgroup will be LatinX [45%; total: 30% White/70% non-White]. White students are now in the statistical minority – will be happening in all parts of America. Are we preparing our teachers and leaders to work in diverse settings? If we aren't putting an intentional, explicit spotlight on these issues our teachers and staff will be unprepared. This data is often upsetting to a lot of people – how do we consider the fact that folks don't want to acknowledge or talk about this data as we think about our jobs as educators?
  - Discussion on what we make of this data.
- While our student population is becoming more diverse, our teaching population is becoming *less* diverse. Overwhelming majority is monolingual, White, middle class (100%), women. 2018/19 35% of schools had ZERO teachers of color. Teachers often want to teach in a district like the one they've grown up with, resulting in teachers in urban areas who are not necessarily happy or motivated to be there. Even more racial homogeneity happens among administrators & principals because these leaders come out of the teaching population. How much are we talking to our students about who we, as educators, are serving? Teacher educators are even more homogenous still. How can we prepare teachers when our teaching educators look like the teaching population and not the K12 student population? We need to be proactive and thoughtful about recruiting candidates of color, bringing in teacher educators, faculty, administrators of color into IHEs who are interested and have experiences relevant to our students, both at the hiring level and at the systematic level (encouraging undergraduates, graduate students, etc.)
  - Comments in chat related to retention of BIPOC students at elementary level to prevent issues like the OAE as a barrier to BIPOC teaching candidates in Ohio.
- Be mindful of “White Fragility” (Robin Diangelo): A state in which even a minimum amount of racial stress becomes intolerable and uncomfortable, triggering a range of defensive moves. Many White people are infrequently challenged and have less of a tolerance for race-based stress, leading them to become defensive, guilty, hostile or fearful when confronted. People might try to refocus the conversation on to class, gender, or other categories they are more comfortable talking about; we need to continue to refocus on race as a relevant issue. Ask ourselves: what can I do to make

our work more inclusive (numerically and with respect to structural diversity – hiring practices, curriculum, mentorship, pathways to promotion, etc.)

- What do we mean by equity? Equality doesn't mean equity. Equality: Everyone is at the same level. Equity: "In order to get everyone to the same level, you have to first look and see if they have what they need to get there." Equality is the goal, equity is the pathway. Roadblocks to equity: are we comfortable providing more time, attention, resources and supports to some groups compared to others? This is what we need to be committed to equity: structural supports of those that have historically been disadvantaged. For example, the Black UCLA Bruins (students) submitted a list of demands to leadership in response to the George Floyd murder and related protests. These demands included more representation in the curriculum, more financial support for Black students, appointing a Dean specific to equity issues, and recruiting more Black faculty. One might say, we can't do that for Black students and not for students from other groups. Equity says, when we look at the status quo for Black students in the community, providing these supports will help progress Black students towards equality. An issue of "fairness"? Fair implies equality, not equity.
  - What happens at huge events (1000s of people) and you have to go to the restroom? Long lines! Long lines are disproportionately in women's bathrooms (on average) – is this equality or equity? Equality says let's give everyone the same thing and they make of it what they will. Analogy for restrooms: lady's line would not be as long if women got in there and went faster and tried harder. The men can do it, so you can too. The issue is not the women, it's the facilities! The needs of women in a restroom are not the same as the needs of men. Maybe the equitable approach would be 3x more ladies' rooms than men's rooms. Is this fair/equal? No! But it's more equitable. The ultimate goal for equality would be gender neutral restrooms that everyone can access. Everyone would benefit – it is not a zero-sum game. Can we apply this analogy to our students? The idea that students should be working harder, having more grit, pulling themselves up by their bootstraps, this is not the problem; the structures and systems that serve these students are the problem.
- "Street Data" by Shane Safir and Jamila Dugan – Considering approaches to equity
- Who are the most disenfranchise, overlooked, and underserved students? These conversations are *data-driven*, focused on root cause analysis and meaningful interventions. *Focus is on systems change*. NOT focused on deficit-based policies and practices (blaming students, families and certain communities, "what's wrong" with them such that those students will never achieve desirable outcomes).
- In the current moment (tied to COVID), kids are very far behind in school (data driven conversation). This is particularly true for students with disabilities, poor kids, students of color, and other groups that were already behind. What can we say about the structural causes? What do today's teachers need? (publication by Howard & Milner, 2021). Focus of teacher preparation programs is generally on subject matter knowledge, which is important. They also offer pedagogical content knowledge (pre-service candidates have skills related to child development, designing assessments, etc.). But what is missing is social-political and historical knowledge. So many of the gaps and areas of exclusion are rooted in this knowledge.
- Using the example of the gap between Black and White students, we need to understand the legacy of racism in the USA. Educating our pre-service teachers by assigning readings such as *Racial Formation & Structural Racism* (Omi & Winant) so that they can understand the history of racism and racial inequities. The US has only seen the last 55 years without legalized sanctioned slavery or Jim Crow. This history is recent and necessary to understand.

- There are a number of works that should be required for pre-service teachers and leaders, such as Joel Springs “Deculturization and the Struggle for Equality”, to make the connection between historical disadvantage and contemporary discrepancies and gaps in outcomes. Other relevant books include Carter G. Woodson, “The Mis-Education of the Negro”, and Angela Valenzuela’s “Subtractive Schooling”. We need to teach our students to understand root causes in order to begin to explain contemporary realities.
- Dr Gloria Ladson-Billings, “Our focus on the achievement gap is akin to a focus on the budget deficit, but what is actually happening to African American and Latina/o students is really more like the national debt. We do not have an achievement gap; we have an education debt.” Without knowledge and understanding of the root causes of this debt, including a host of social, historical, political and economic disadvantages that still plague certain communities to this day, we are going to use interventions that are going to be misguided and uninformed.
  - Resources include Ladson-Billings 2006 Presidential Address, and Ruch Milner’s book “Start Where You Are But Don’t Stay There” (discussion of opportunity gaps)
- Racism = Race + Power; We need to help our students think more critically about how issues of race are related to power; racism is a system of advantage based on race, where the group in power has opportunities, access, and advantages that are denied to other groups. Ask yourself the fundamental question, “how does the history of exclusion and segregation shape the way that opportunities provided for the student that I am serving”
  - Question raised about Proposition 13, which dismantled much of the funding in 1976. California is the most diverse state in the country, are they setting a good example for the rest of us? Answer: Not at all; formerly one of the top 5 states when it came to per pupil funding, now 41<sup>st</sup> in the country. Driven by property tax arrangement that leads to schools in affluent areas taking in the lion’s share of funding. They are being given the same assessments, applying for the same slots at universities and colleges, etc. even though their inputs and opportunities are so unequal.
  - Question: Is there a particular funding model that you have seen that is the most equitable to all children? Answer: Yes, Massachusetts and New Jersey. New Jersey state legislators have passed legislation that has a much more equitable funding stream distribution, whereby a certain percentage of property taxes in affluent areas are redirected to neediest schools. This helps to close the gap in terms of fundings streams. In addition to having high per pupil expenditures, they had a narrower gap between the affluent and less affluent schools. However, this type of legislature has often received pushback because of the feelings that you’re taking what’s *mine* and giving it to someone else. In Massachusetts they have a more racially and economically segregated school district, but they have been able to allocate certain funds beyond Title I and Title IV funding that has helped to raise the floor on the minimum number of dollars spent per year per pupil. Also, impact of COVID nationally, there has been an influx of dollars, but these are temporary funding programs, so as they dry up in the next year or two the COVID-related challenges will still be there but the resources will not be; so this will also need to be addressed.
  - Question: What are the top three ways to encourage children of color to want to be teachers? Answer: Challenging because students have the perspective of, why would I go into a profession that did not support me or was actively harmful to me? Also, lots of students of color are first generation college graduates. Many families put exceptional levels of pressure on first graduates to take on a prestigious “sexy” appealing career, like a doctor or engineer. How can we re-package the teaching profession to talk to individuals of color about the social impact teachers have in the fight for social change? We need to put

in place financial incentives, loan forgiveness programs, and start to get creative about how to recruit folks of color into the profession. Having more educators of color will be beneficial to *all students*. We are not moving in the right direction if we are seeing racial diversity increase nationally and diversity of teachers is not moving in the same direction. St Louis Missouri “Grow Your Own Program” – they start identifying students in the 8<sup>th</sup> grade, if you go all the way to 12<sup>th</sup> grade and you’re in good standing, if you admitted into the University of Missouri Kansas City’s Teacher Prep Program, they will give you a full four-year scholarship that then requires you to teach for at least a minimum of four years. This was done in partnership with private funders who put up the funding to find students from “urban core Kansas City”, and they have seen some good results so far, because the appeal is no debt. This is a good example of a creative, local, Grow Your Own type program. The other big issue is the fact that the standardized testing mechanisms are so challenging for students of color. So even if they are interested, they might not be passing the currently required exams and assessments at the same rate as White students. We have a small number of candidates of color, then they have to pay for entrance exams, licensure exams, and other assessments, and then they don’t pass and have to pay again, takes time, causes a huge drop-off from an already small candidate pool. Dr Howard is currently involved with a proposal for an alternate pathway where instead of taking the assessment you could take a subset of courses on the back-end so that prospective teachers can still be equipped to earn their teacher certification even if they aren’t good test-takers.

- This led to a conversation about what kind of grants and funding opportunities are available to support some opportunity gaps in Ohio and elsewhere, how to get creative about finding revenue streams for these programs, and a discussion of who benefits from the high-stakes tests we currently employ (e.g. multi-billion dollar industry related to SAT, ACT, GRE, MCAT, etc. test and prep-programs related to those tests).
- The most important factor affecting student learning is the teacher – so how do we make sure we are having highly-trained highly-qualified teachers in every classroom, particularly in rural and urban communities that have greater disadvantage and are harder to staff. COVID has contributed to a huge exodus of teachers, in particular in rural and urban communities, and with teachers of color. This led to a prediction that by 2030 the teaching profession will be 90% White.
- Today’s teachers are being prepared to teach in classrooms that no longer exist. In the UCLA program, Dr Howard believes they spend too much time in the university and not enough time in K12 schools. In California they also don’t pay exemplary teachers to be mentors; how can we compensate them?
- The literacy challenge in Ohio! Only 43% of students are reading at proficient levels, and only 15% of Black students and 22% of Hispanic students are reaching that goal. Frequently, it’s the most inexperienced and under-qualified teachers who are placed in primary grades, but this can result in children missing out on fundamental building blocks tied to literacy. What can we do by grade 2 to increase literacy proficiency at the early ages in order to reduce the many risk factors that result from being behind on literacy.
  - “Reading wars” have done a number on some of the most vulnerable students. Lucy Calkins just recently recognized that, as a literacy expert, she had been minimizing the importance of phonics in favor of a “whole language” approach for immersing kids into rich literature. This perspective has harmed poor students, English language learners, and children of color. The science has been clear for decades that effective early reading interventions must build reading skills in five important areas by providing instruction that is

both engaging and motivating. There are 5 key skills required for early reading: phonemic awareness + phonics + fluency (relates to identifying words and accurately and fluently), then vocabulary & comprehension strategies (relates to constructing meaning once words are identified). Phonemic instruction goes a long way towards helping young learners become proficient readers. Moving towards how do we start to credential early childhood educators in such a way that they are equipped with knowledge, skills, strategies and resources around literacy development and cognitive development. The addition of phonemic awareness should not be in lieu of exposing kids to rich literature, but literature exposure should happen in addition to phonemic awareness.

- This will have significant impact on language learners throughout K12 – how do we support older students who are ESL? Everyone at all levels needs to have some understanding of how to help young students to become more literacy proficient.
- Comment: Kareem Weaver has worked on a coalition of African-American educators to work on literacy problem in Oakland, CA. Similar things have been happening in LA, addressing the racial ramifications of low literacy proficiency. There are resources, interventions, programs in place for ESL/bilingual students that are not accessible for African American students who are first-language English. There was a time that Black students had lower literacy proficiency than even bilingual learners, thought to be a result of access to these resources.
- This disengagement with reading is also related to the content that students are being exposed to, and the type of literature they have access to. University of Wisconsin-Madison publishes a report every three years about the diversity in children’s literature and textbooks across the country. In 2020 they reported the majority was about White individuals (50%), then animals/other (27%), and then families and communities of color. So even for the students who have good foundational literacy skills, there is a lack of interest in reading because what they are reading is not respective of who they are. In educator prep programs we have to teach our candidates to think about culturally responsive pedagogy and culturally responsive literature.
  - Rudine Sims Bishop talked about designing curriculum that’s windows, mirrors, and sliding glass doors: mirrors to affirm who they are, windows to see and learn about realities different from theirs, and sliding glass doors where they can enter new worlds and new realities based on the power of literacy.
  - We need to focus on exposing children to culturally responsive, phonetically sound literacy programs.
- We also have to work with school districts around the types of disciplinary styles used in schools, and how they disproportionately harm kids of color. Data from US department of Education shows that suspension rates for preschool children are uneven and unacceptable across the US. What is the goal of a suspension at the preschool level? What do we need to do to prepare our early childhood educators and those who lead early childhood centers to ameliorate this?
  - Black toddlers represent 15% of preschool enrollment in the US but **52%** of students suspended once and 58 of students suspended more than once. What explains this huge disparity? How are suspensions teaching children socioemotional development skills?
  - Early childhood educators say that biting/fighting/kicking (“aggressive behaviors”) is something that we cannot tolerate in pre-school. This is a normal part of emotional development for three- and four-year-olds. Black children are held to a higher standard, and “adultified” even as toddlers in a way that children of other backgrounds are not.
  - There is a real cost to missing valuable instructional opportunities where core literacy foundational pieces are put in place when kids are missing multiple days on end. There is

also a socioeconomic cost for parents because sending kids home at this age requires parents to pay for costly childcare or stay home from their jobs. This cost is more burdensome for single parents and parents that are impoverished. There is also the cost of these students not having guidance and instruction on learning pro-social behaviors at an age-appropriate stage.

- Implicit bias impacts people in all disciplines, including preschool teachers. William Gillians's work on bias has shown that teachers begin to hold Black, Brown and poor kids to a standard they don't hold other kids to. Data has shown that teachers watch Black children more closely for behavioral problems than they do white children, but when asked the teachers thought they were watching the boys more than the girls.
- The racial disparity in discipline data gets worse as students stay in school longer. Data from Columbus City School District in 2019 (US Department of Education, Office of Civil Rights data). This district is about 54% Black, 23% White, and 11% Hispanic. Looking at discipline data shows that Black kids are severely over-represented in suspension data (72% Black students) and who is expelled (75% Black).
- The data shows huge disproportionality in the opposite direction for which kids are getting enrolled in gifted and talented programs (severe underrepresentation of students who are Black and overrepresentation of students that are White). What assessment tools are we using for entry to gifted and talented programs? What do white parents know about the system that Black parents don't, about how to get their kids into gifted and talented programs? This is a huge opportunity gap!
- In Cincinnati City Schools (2018/19), even larger racial disparity in suspension data: almost 2/3 of students are Black, almost 90% of students who were given out-of-school suspensions were Black, and only 16% of students registered in gifted and talented programs were Black. By contrast, White students make up 1/4 of the general enrollment, but almost 70% of the gifted and talented participants. Same pattern in Westerville City as well. Delaware has been under a consent decree from the US Department of Education because their data are so out of line in terms of suspension and expulsion for kids of color, but the data throughout the country is very similar to what is reported in Delaware.
- The "solution" that's being applied in Delaware, California, and across the country is that out-of-school suspensions are down, but in-school-suspensions have gone up. With this, racial gaps have gotten worse across the country. This can be upsetting for some teachers and educational leaders. **Start with the data** – these are not numbers we believe based on our opinions, this is the objective data reported by the schools. Universities should be tracking this data and leading with the data as they work with schools and districts in their area to improve these numbers.
- Are we "making this issue about race"? Aren't suspensions related to drugs, weapons, and fighting? The data says **no** – the top 3 reasons for suspending students in the US is for disrespect, defiance, and insubordination. This is very subjective, and extremely likely to be impacted by implicit bias. We need to talk with pre-service teachers about developing relationships with students, but we also need to talk to principals, since they are the ones doing the suspending. Principals and school leaders have the power to participate in the perpetuation of this racism. For example, for students who have 10 missed days in a row, they are then suspended for 3 days. How is this driven by data, centered in empathy, focused on equity, and thinking about opportunity?
- In order to work on dismantling bias, we have to teach about it, be able to identifying it in ourselves, and teach our pre-service teachers how to identify it in themselves.

## Day 2

### *Detailed notes from Dr. Howard's Lecture*

- Dr. Howard began by highlighting some resources relating to the lecture from the first day. These include:
  - “Prioritizing Educator Diversity” A report from the Center for the Transformation of Schools (UCLA) relating to how to utilize state dollars to focus on diversifying our educator workforce. The overwhelming majority of students of color who pursue post-secondary education do so at two-year colleges, but there are no intentional pathways between community colleges teacher prep programs and universities to guide students of color towards teaching as a career. In California, counties also have significant oversight and funding around how to develop clear guidance for LEAs on how to develop funding streams. In order to increase diversity in our teaching ranks, IHEs need to work with our States and our counties, and collaborate with our districts and LEAs to do this work.
  - “Suspending Our Future” (Wood, Harris, Howard), a comprehensive report on school suspensions. This document lists different strategies, practices, recommendations, and policy implications that can be essential to moving away from school suspensions and keeping kids engaged. These include rewriting education codes around school discipline, and providing ongoing support and training for teachers who don't know how to cultivate relationships with students that we know can reduce the likelihood of student referral for suspension. This is actually the second of two reports, the first one “Get Out” focuses on statewide policies that would eliminate suspension from preschools. Strategies presented in that report include engaging social workers for young people in the foster care system before any type of suspension is used by the school, and steps to help school leaders think about issues surrounding punishment and discipline of young people.
- Dr. Howard went on to discuss the equity issue and achievement gap as it relates to the impacts of COVID-19. We are starting to see troubling data from the US Surgeon General relating to the socioemotional well-being of our students in the last two years. Mental health experts are attributing the levels of youth stress, depression, anxiety, aggression, and violence that we are seeing now to the impacts of the COVID-19 pandemic. However, by and large, teacher prep programs do not have a large focus on students' mental health and socioemotional wellbeing. Just as we have an ambivalence around discussing race, we have a similar ambivalence around talking about mental health.
  - In order for us to move towards changing systems to support our most adverse student populations, we need to have difficult sustained conversations about mental health. This is particularly true in response to the pandemic. As a society, we are often taught not to acknowledge mental health, meaning we are not equipped with tools, skills, and resources to address mental health. We need to think strategically and systematically about how our teacher prep and leadership programs are taking an intentional focus around mental health and student well-being.
  - The current discourse has been routed in the idea that there has been significant learning loss among students. The focus of the conversations has been related to how to make up

for the learning loss and close the gaps that have gotten wider during the course of the pandemic. However, we will not address the learning loss if we do not prioritize student mental health. When students suffer from anxiety, depression, and grief, the data is very clear that their ability to learn is severely compromised.

- What are the supports we are putting in place to help our students begin to remove that stigma associated with mental health? We need to remove the perception of mental health challenges as a sign of weakness or something inadequate about the person who is struggling. As leaders, we need to initiate conversations and bring in experts to talk about the signs of mental health challenges, and resources available to respond to mental health needs of ourselves and our students.
- One way to start doing this work is to talk to pre-service teachers about Adverse Childhood Experiences (ACEs – Felitti et al., 1998). [A related resource is called “Urban ACEs”, which includes other issues like poverty, racism, gender exclusion, homophobia, etc. that we may not consider.] Many of the students in their program were not familiar with this work, so Dr Howard and the other faculty ensured that all students read about ACEs, which has changed the ways that service candidates enter into their classrooms. ACEs happen to individuals of all communities, across race, social classes, SES, and urbanity.
  - For example, physical/emotional/sexual abuse and physical/emotional neglect are the two primary reasons that children end up in child protective services (CPS). In these cases, educators are the primary reporters to CPS. During the course of the pandemic, there was a ~60% decrease in referrals to CPS. At first glance this might look like a good thing, but really the decrease reflects students not being in the presence of teachers, resulting in a decrease of reporting. There was actually an estimated **50% increase** in cases of abuse and neglect during the pandemic, likely as a result of both opportunity (kids spending more time at home) and the impact of pandemic-related stressors on the adults and caregivers (adults with unhealthy coping skills might take these stressors out on their children). Relatedly, there was an increase in substance abuse, an increase in parental separation and divorce, and an increase in domestic abuse across the country. We are now seeing the manifestations of this huge increase in ACEs on students in schools.
  - It’s crucial that educators learn how to support and educate the increasing number of students who have experienced these ACEs. In particular, we must train educators on how ACEs impact young people’s behaviors, and how we must not resort to punitive measures in response to those behaviors. Behavior is often the language many youths use when they are in need of help, and we need a framework to help educators recognize these signs.
    - Resource: “The Deepest Well” Nadine Burkey Harris; “Trauma-Sensitive Schools” (Susan Craig)
  - This has got to be more than a one-time discussion in a classroom, but something we talk about across the board. There is a report from the CDC that discussed the surge in death by suicide for youths of all backgrounds during the pandemic, in particular boys ages 10-24. Girls and boys have suicidal ideations at similar rate, but boys are more likely to die by suicide. This is thought to be a result of the messages we as a society send to boys, where we don’t give boys the permission to feel (often termed ‘toxic masculinity’, i.e. “boys don’t cry” “man up” “be tough”). This is a dangerous message that we as educators need to counteract, particularly at this time of high stress and trauma. We need to guide boys to identify and express sadness, anger, and all feelings in productive ways, instead of

through destructive behaviors. We need to permit all children to feel and express the full range of human emotions. Because girls have more permission and experience identifying and expressing a full range of emotions, they are better positioned to reach out for help when they are having suicidal ideations. Furthermore, boys are more likely to die by suicide even when boys and girls attempt suicide at similar rates. This means that they tend to take more violent steps to self-harm which more frequently results in death. We need to give our teachers and principals the skills to be able to support our boys, and to engage about toxic masculinity and gender dynamics in our society.

- The next largest group of youths with surging rates of death by suicide are LGBTQ+ youth. In fact, they are predicted to soon overtake boys to become the largest group of young people who are dying by suicide. A report of over 7,000 students speaks to the level of homophobia and transphobia that exists in our schools and classrooms. Discussions of gender identity that are happening in schools are deeply troubling. Students are coming to their educators and expressing the fact that their gender identity is not being affirmed, and we are continuing to put students in narrow boxes in terms of their gender identities. LGBTQ+ youth are among the most marginalized student group, because in addition to the adversity they face at school, they may also be living in a home situation that is unsupportive. Throughout this pandemic, these students have lost the sense of community and support they may have been getting through peers, friends, educators, and members of their school who did provide support. We need to talk about training our teachers and leaders to ensure that they are safe and brave spaces to support our LGBTQ+ community members. **Staying silent around issues tied to mental health will make us complicit in the perpetuation of these issues facing many young people today.**
  - Resource: “Gay Straight Lesbian Education Network” (GSLEN) report, the largest database in the USA around the experiences of LGBTQ+ youth.
- Black & LatinX students are the groups with the 3<sup>rd</sup> and 4<sup>th</sup> highest rates of death by suicide. The data tells us that issues of mental health are cultural taboos in Black and - LatinX cultures. Deep-seeded religious beliefs among these communities may also play a role in Black and LatinX families not seeking out therapy. As educators, we need to talk about mental health and what it means in communities of color, the importance of therapy, and increasing diversity in the folks who provide mental health support (therapists and counselors of color). Having a mental health provider who can understand and relate to the cultural, racial, and ethnic norms and experiences is so valuable to making these supports feel accessible and helpful to members of historically marginalized communities.
- The **intersectionality** of these issues further exasperates these ACEs: Black and Brown LGBTQ+ youths are at even higher risk.
- Educators do not have to be social workers, but we do have to be mindful of the issues our students might be facing in their lives that they bring into our classrooms. We struggle to have sufficient mental health supports within our schools (e.g. 2 social workers in a school of 2400 students). This means that the work these professionals are trained to handle now falls on educators and school leaders, who aren't given specific training in these areas. There is a knowledge gap, where we don't know where to go for certain types of information.
  - Critical resource: [onedegree.org](https://onedegree.org)
    - National database that gives you a host of different resources that exist within various counties, cities, and jurisdictions across the country. These

include financial resources, employment training opportunities, housing resources, health resources including mental health supports, for both parents and students from many backgrounds (e.g., immigrant families).

- Supporting a family/student involves 1) the need to recognize the importance of mental health; b) taking the step to seek help for mental health; c) finding access to appropriate providers and resources. One struggle that many communities are facing is that, once you are able to get a child or a family to agree to access mental health supports, there is such limited access to these resources that waitlists can be months long – this does not help a family who is in crisis and a child who needs intervention immediately.
- **Instead of asking what is wrong with this student, ask what may have happened to that student.** We have to put “Maslow before Bloom” – students’ basic needs must be met before you can get to Bloom’s taxonomy. We need to prepare professionals who walk into classrooms to understand that essential needs, such as food insecurity, housing insecurity, mental health, and physical and emotional safety needs, might not have been met.
- Question/comment: There are already so many requirements (content requirements, state requirements, licensure requirements) that there’s not room to fit these complex conversations into a teacher ed program. How to address this concern? Dr. Howard: This is too important for us to marginalize.
- Challenge: The pre-service teachers are coming to us with their mental health problems, before they are even able to address child’s mental health concerns. This becomes cyclical; how do we prepare our students? Dr. Howard: There are layers to this, and this is part of the challenge – report from the Youth Department of Education found that **62%** of school alumni felt that they were not prepared to cope with their classroom realities (the survey item was “schools of education do not prepare their graduates to cope with classroom reality”). This is not because of lack of understanding related to content, curriculum design, etc. It’s a direct result of not knowing how to contend with external factors that students are bringing into the classroom. Kids are not well, many educators and pre-service teachers are not well, and many of us at IHEs are not well! Mental health feels like a very daunting topic to approach, particularly when we don’t have skills or experience handling these conversations. What supports do we have within our departments for ourselves and our colleagues? We need to address our own mental health as we start to have these conversations within the context of our courses and programs. There are more students asking to be seen by campus psychological services than ever before, leading to long wait times and challenges getting to everyone’s needs.
- Comment: Trauma doesn’t stop at 12<sup>th</sup> grade. We have to model strategies for building relationships, talking about the importance, and be willing to build those relationships with our students. If we don’t model it we will never get to the point where our students will embrace it, try it out, and value it. Dr. Howard: Even as adults we have been socialized to think that therapy is a bad thing, or a sign of weakness. We have to normalize that getting help is a sign of strength, and talking about your mental health is not a bad thing. Mental health difficulties are a form of invisible disability; it might result in behaviors that seem problematic to individuals who don’t understand what’s going on because we haven’t shared about our mental health difficulties.
- Comment: Have our students take the ACEs inventory (without sharing scores) because as young adults they are just as vulnerable to the psychological and physiological impacts of these stressors as the students they are going to teach. Dr. Howard: Yes, the impact of ACEs is lifelong, and continues to present challenges as we get older. He does this too,

and many students are blown away at how high their ACEs scores were; this speaks to how we are socialized to normalize our trauma. “Hurt people hurt people” – if we don’t help our candidates deal with some of their challenges they will walk into classrooms with students who have their own challenges and can do significant harm by engaging with students in very triggering ways that will make the situation much worse. This could potentially be covered in an Ed Psych course, but generally this focuses on cognitive development; this needs to be a deeper, more intentional conversation around the complexities, the depth and breadth of how we see mental health issues play out across our societies, and the stigmatization of mental health issues. Not talking about these issues perpetuates the struggles and stigmatization, just the way that avoiding conversations about race allows racism to percolate.

- What we need: A new paradigm on teacher education! We need to think about holistic teacher preparation, including how we think about families and engage communities, to adequately prepare teachers for the classrooms they will be walking into. This includes racism, mental health, family trauma, community trauma, and intergenerational trauma. The goal is NOT to center this as an issue for poor urban and rural communities; these issues cut across all socioeconomic groups. A new paradigm will better prepare teachers for *all learners*
- NEA report from May 2022 reported that teachers are burned out and all leaving the field at levels we have not seen in a generation. This warrants our attention! The data also told us that teachers of color are leaving at a higher rate than White teachers are, further exacerbating the issues of diversity and equity in our schools. The numbers of teachers leaving right now is larger than the number of new teachers entering. This is an equity issue: whenever there are teacher shortages, these tend to be greatest in the areas of highest need (rural and urban communities). At Dr Howard’s program they have seen about a 20% decrease in number of applications in the past two years. How do we recruit new teachers and adequately prepare them so that they stay, and even provide support for others in the profession? How do we make them feel valued and supported so that they stay? Comment: Similar number at Ohio University in regards to teacher enrollment across all demographics.
- Education Week survey from 2022 found a 40-year low with regards to teacher satisfaction. Only 12% of teachers said that they are very satisfied with their jobs; even for those staying in the profession a large number are not happy, satisfied, or supported. “If our cups are empty we cannot give to the students that we serve.” These challenges will require us to think differently and act differently.
  - Dr. Howard’s program is contemplating an alumni program where they bring back their alumni to create communities of support for folks in the profession to talk and meet with colleagues who can relate, affirm, and offer support for their challenges. We could also go to schools in our communities and hold sessions there to ask essential questions about how folks are doing. We have to be mindful about our principal preparation programs because today’s leaders need to be doing the same things for their staff: providing encouragement, support, check-ins, and appreciation. There is a connection between current staff being satisfied and encouraging new recruitment.
- Part of this work requires us to think about leadership, because this is a big part of how we transform schools. The way we think about teacher preparation is also vital when we think about leadership preparation. Sean Reardon (2017, Stanford University) found that the schools that have turned around and closed gaps, consistently have strong leadership teams. Not just a single leader, but a collective leadership model. He and his team looked at 250 “turn around schools”

across the US, and identified the essential characteristics of these schools that were made up of 90% low-income students of color but showed at least a 25-50% increase in terms of outcomes. They found that a core piece of this success was the leadership team. Specifically, transformative leaders were equity-minded, operated by building trusting relationships (leaders and families, leaders and communities, leaders and the central office), frequently celebrated the team's accomplishments, were clear and vocal about stating their core values on a regular basis, were intentional about raising expectations and altering norms, and importantly were able to distribute power (i.e., delegation).

- The most effective leaders were not the individuals who tried to do it alone, but rather those who built strong leadership teams around them. They were able to identify what they did and didn't know, and sought out people around them who could support their goals. Importantly, this study found that, on average, the most transformative leaders (i.e., principals) had been in their jobs for 8.5 years. This tells us that leaders need time to develop, put their plan in place, and be able to grow into the work. However, it's not uncommon to find a "revolving door" of principals, in particular with the most challenging school populations. Leaders need the time and support to build up their capacity and build a culture (get the right people out and bring the right people in).
- Ibram Kendi (2019) talks about how, what is often times lack in the leadership framework, is how to integrate diversity and anti-racist approaches into our leadership programs (how to lead across differences). He presents three categories for the types of beliefs people have: Segregationist ("permanently inferior"), Assimilationist ("temporarily inferior"), or Anti-Racist/Abolitionist ("never inferior"). This is important at the K12 level, but also at our university level, we have to take an anti-racist stance within our departments, our schools of education, and our respective programs.
  - At the university level we have to think about frameworks that allow us to think across the board about how we think about our training, engaging in community needs assessment for the communities we are serving (both where the university is located and where our students are being placed), engage in multidisciplinary cross-system training (talking to folks from education, as well as social welfare, medicine and public policy), and examining our own policies, procedures and ideas, including asking our students of color about how they experience our programs. Our alumni will become our biggest ambassadors for greater diversity in the field.
  - How do we do this? Support our faculty of color; these faculty members often overlooked and under-cited, and face a "diversity tax" – taking on the efforts of having hard conversations about diversity, teacher diversity classes, panels and workshops. With gender equity, it's usually women who raise questions about gender equity and representation of women in leadership positions; it is meaningful when the men in the departments notice and take these issues on. Similarly, White faculty need to take on these questions and the work required when it comes to diversity, inclusion, and representation of faculty from marginalized groups.
    - This can include doing an inventory of who were the last 10 departmental hires, and how diverse have they been? Who have been our deans and department chairs over the past 5 years? What has our missions and

faculty promotion rates been over the past 5-10 years? This will give a good sign of our commitment to diversity.

- Also, develop a strategic plan to bring in and retain more underrepresented minority students, rather than wait for diverse applicants to come to us. How do we form a viable strategic plan using our metrics and timelines to begin to make sure that we are putting financial support into outreach efforts to bring more diversity into our programs? Where are we going to recruit – reaching out to churches, mosques, and other community-based organizations within our communities to talk about why we want students from these communities within our respective institutions.
- The majority of the diversity seen at colleges and universities comes from the staff, including custodial teams, landscape teams, support staff, and other community members at the lowest levels of the pay scale. We need to advocate, support, and humanize these workers who are often working just at, slightly above, or even below a livable wage. For example, being intentional about showing support when staff strike for better working conditions.
  - Resource: “Transforming Teach Education for Social Justice” (Eva Zygmunt and Patricia Clark) – about community-informed teacher education
    - Communities need to be an integral part of how we do teacher education
- **What we need:**
  - **New frames of reference which explain inequity and inequality,**
  - **Movement away from narrow and deficit notions of Students of Color and, those from low-income backgrounds,**
  - **Allow data to inform and lead our discussions and strategies,**
  - **Radically rethink teacher education,**
  - **Engage in sustained courageous conversations,**
  - **Robust literacy strategies,**
  - **Transform school discipline approaches,**
  - **Prioritize student mental health and educator well-being.**
- Bayard Rustin: “We need, in every community, a group of angelic troublemakers.”
- Comment: We are fortunate to be in a state where there are many different groups and initiatives working towards diversifying the profession and addressing the educator shortage issue. In March, \$5.2 million was released to be shared among 29 institutions. These ed prep deans have been meeting with state leadership, the chancellor, and the state superintendent, and they chose addressing educator shortages and diversifying the profession as the two areas of focus for this year. Requesting input from Dr Howard on the plans they are implementing this fall. 1) to create a state post-bac post-doc program to recruit and hire diverse faculty and establish a network of support for early career underrepresented faculty. What should we consider going forward? Dr. Howard: When there are a higher number of faculty of color in programs, they tend to have a higher number of diverse students. We have to be intentional about how we look at our own faculty as a way to attract faculty from those backgrounds. Paraprofessionals are one of the most diverse groups of people in our schools, but rarely do they get talked to about getting credentials. Many already have college degrees, but are not being guided towards

pursuing 4-year degrees, credentials, and certifications. Another important connection is community colleges – many have early childhood education credentialing and certification, which is where many of our underrepresented groups are. Universities should be taking a proactive role in connecting with community colleges, particularly the departments of early childhood outreach, because that can be a pipeline into our programs. There also needs to be a focus on “grow your own” programs within our communities. How do we get public/private partnerships to put resources towards loan forgiveness programs to get first generation students of color into our profession. Finally, we have to rethink our credentialing requirements because so many of our candidates of color are being weeded out because of the requirements in place that are required to become credentialed certified. We have to do a lot of things at the same time.

- Follow-up comment: 2) Working on developing regional councils to address the pipeline, that will include 2-yr, 4-yr, K12, local business advisories, non-profits, access networks in the different regions. Are there specific people we might be missing that we should be considering? Should we do them all at once? What will have the biggest impact? Dr. Howard: We need to listen and learn from the models that are working. What are other places doing? In California there are small urban towns with a higher number of folks of color, primarily by planting their roots in the communities, talking about the power of teaching, getting supports in place, and being strategic about sustaining it. We sometimes put the focus on the front end (recruitment) but less so on the retention piece. We need to focus on *both* recruitment into the field and support and retention, or else we are not going to succeed. Educators of color want support and they don't want to be tokenized as the disciplinary person, the language person, the enforcer, etc. We need to stop tokenizing our educators of color and focus just as much on retention within the profession as on recruitment.

### **Appendix C Video Recordings**

#### **Day 1**

[https://www.youtube.com/watch?v=m-aiw0m\\_NjM](https://www.youtube.com/watch?v=m-aiw0m_NjM)

#### **Day 2**

[https://www.youtube.com/watch?v=o79Pt1bC9OM&ab\\_channel=WordFarmersAssociates](https://www.youtube.com/watch?v=o79Pt1bC9OM&ab_channel=WordFarmersAssociates)

### **Appendix D Detailed Minutes (as submitted by Committee chairs)**

Ohio Deans Compact  
Policy Committee  
June 3, 2022  
Meeting Notes

In Attendance: Deborah Tully, Dottie Erb, Jessica Grubaugh, Krista Maxson, Tom McGee, Mary Murray, Dawn Shiness, Jo Hannah Ward, Richard Welsch, Jennifer Kotler

The meeting began by reviewing the Policy Committee video that is part of the Ohio Deans Compact Video History Series. The Committee members enjoyed the video and thought it was a good representation of what the Policy Committee does and has accomplished. We think it would be a good idea to post the whole series and let our members know where they can view the series.

With the goal of increasing member diversity, the committee reviewed the by-laws to determine if changes are needed to support a more diverse membership. One suggestion was to modify the membership section that indicates the Compact prioritizes a diverse membership.

Priority to ensure diverse perspectives and representation occurs. The suggestion as to how to do it would be to add a number 3 under membership that states the Compact prioritizes and encourages the appointment of members that support diversity of representation and perspectives. Then renumber what remains.

The third issue with addressed has to do with how to revise the RFA to reflect that the goal of the grant is to create blended programs as opposed to dual programs. Dual programs create the impression that gen ed and special ed are separate programs that get put together for a dual license.

One of the first suggestions is to drop the use of the term dual license and begin using the term blended license. Using dual leads people to believe you have to complete both programs simultaneously. This cannot be done in four years and can mean that IHEs would not want to tackle getting it done. Further, the license needs to be called blended as opposed to dual.

Another issue that needs to be addressed is that no new programs over 126 hours can be accepted by the ODHE. This can result in the creation of a program that satisfies the standards required but going over the number of hours and after all the work is done, it could not be approved by the ODHE because of the 126 hours limit for new programs. It needs to be stated in the RFA that programs must meet the hour requirement. It would be helpful for the ODHE to make clear what is required to be considered a blended program so that IHEs do not submit two programs put together as opposed to blending them.

A way to support institutions in accomplishing this would be for the Compact to assign a mentor or coach to help design the blended program. This could be a member who attends compact meetings or a designee of the Compact. Further the RFA can ask for a description of the process used to create the program.

Looking to the future work of the Compact is will be to help advance the idea of one blended license for teachers so all teachers have the training and confidence to teach any student that is on their roster. Having two licenses creates the opposite impression. What we are doing now with the grants is a beginning step toward that goal. Given that students with disabilities need to have special instruction designed by a qualified person, the goal is to make sure all teachers are that qualified person. Currently the state says that qualified person is an IS or someone delivering related services. While the IDEA permits a more flexibility, Ohio does not so we also need to get some legal guidance on how to proceed.

Further, we need to address how to create a program for current teachers to have credentials to serve student with disabilities much like there is a gifted endorsement.

It could be helpful to create standards for blended programs that IHEs can use to design their programs. Crosswalks help to do this, but there needs to be a seamless combination. This is easier to do with PK-5 licenses as adding content in the upper-level licenses creates an added issue.

The bottom line it is recommended the Compact continue to advocate for blended licenses and help districts understand the application and use of the license. To do this we can coordinate with the Ohio Council for Exceptional Children. Working with the CEC we should also find ways to support newly licensed teachers in dealing with students with disabilities in their classrooms.

Finally, the committee acknowledged Richard Welsch's service on the Compact and in the Policy Committee as he is retiring and this will be his last meeting. Richard has been a valuable member who makes significant contributions to the success of our committee and the Compact as a whole.

Also, Chair Deb Tully also announced that she will be retiring at the end of the summer and this will also be her last meeting.



## OHIO DEANS COMPACT ON EXCEPTIONAL CHILDREN DISSEMINATION COMMITTEE

JUNE 3, 2022

### AGENDA

1. **Welcome & Overview Members** – Dr. Jim Gay, Chairperson
2. **Preview of Ohio Deans Compact Video History Series: *Historical Overview: Part 1 (Establishment & Purpose)***  
  
<https://padlet.com/aimeehowley/toph634gbnypz0c1/wish/2107268413>
3. **Speakers for 2022-23 Quarterly Meetings & Conference (see handout)**
4. **Possible Action Forums for 2022-23**
  - *Literacy (featuring work of the P20 Literacy Collaborative, IHE-district grant teams, and related efforts)*
  - *Diversifying the Educator Workforce (DEW)*
5. **Other/Next Steps**
  - Next Committee Meeting: **September 9, 2022**

### COMMITTEE MEMBERS:

Jim Gay (Chair), David Brobeck, Jim Chapple, Daria DeNoia, Mary Lou DiPillo, Earl Focht, David Leitch, Mary Heather Munger, Karel Oxley, Laura Saylor, Mark Seals, Melissa Weber-Mayrer, Carrie Wysocki

### COMMITTEE NOTES

**Preview of Ohio Deans Compact Video History Series** (additional strategies should we consider to share information about the purpose and work of the compact)

- Videos are well-done. Thank you!
- OLAC's outreach effort was mentioned. If the budget allows, consider a marketing person to help share information about the work of the Compact.
- Use a QR code or a screen shot, share these when presenting at conferences in Ohio (SUED, OCTEO, OAPCTE) *note: re-introduce our group to SUED*
- Share information when presenting at national conferences
- Connect with national groups like CEC & the TED subgroup associated with CEC, ASCD and others.

- There was discussion about letting organizations know the Deans Compact is not just for Deans. The Compact is an inclusive organization.
- Use social media: Twitter, Instagram, TikTok, Geofencing.

### **Suggestions for Compact Speakers (Quarterly and Conference)**

- Lynn Gangone *with* Jackie Rodrigues (VP @ AACTE) as keynotes for Conference
- Nada Ahmed
- Gislaine Ngounou
- Ruth Simmons
- Other suggestions not on the list: Kareem Weaver (Fulcrum Project) & Mark Lamont Hall (Temple)

### **Possible Action Forums for 2022-23**

***This topic generated a good deal of discussion. The DEW work needs to continue. This work is important and should continue as stand-alone work. The same goes for the literacy work. For both of these areas, assessment should be a topic that is addressed within each context.***

***The group also noted that the number of young people going into education is an issue, as is retaining teachers new to the field. If we do anything here, it should not be presented in a way that takes away from keeping DEW work front and center.***