

Ohio Deans Compact Meeting
Quarterly Meeting Notes
March 24 – 25, 2022

In Attendance: See Appendix 1
March 24 - Day 1

Welcome and Overview

Dr. Mark Seals, Compact Vice Chairperson

Mark Seals welcomed participants and provided a brief overview of the day's agenda. He then commented on the effectiveness of the Deans Compact's ninth annual conference and the importance of seeing the national picture in regard to diversifying the education workforce as well as to see such evidence of the good work accomplished by grant team members in merging licensure programs, improving literacy instruction, and expanding inclusive services and programs for students with low incidence disabilities.

Update/Exchange with State Leaders

Ohio Department of Education: Jo Hannah Ward, MEd, LPCC, Director, Office for Exceptional Children

Ohio Department of Higher Education: Krista Maxson, PhD, Associate Vice Chancellor for P-16 Initiatives

Jo Hannah Ward expressed gratitude for the work done by the Deans Compact and said many professionals outside Ohio recognize this positive, statewide approach to changing education and building a stronger place for all Ohioans. She then updated participants on the following issues. **Special Education Profiles:** Twice a year, OEC releases Special Education Profiles telling districts where they stand in regard to quality indicators. In December 2021, OEC released profiles on required indicators. The second profile, which offers information that helps guide districts' improvement, will be released in May 2022. **Gifted Education:** A change in law governing federal funds for gifted education offers more guidance than in the past on how districts should use the funds. **Autism:** OEC and OCALI are working on an update of a document addressing misconceptions about autism; this work is an example of their joint effort on the InspirEd Virtual Learning Series for teachers, families, and others concerned with low-incidence disabilities. **Partnerships:** OEC also works closely with the Ohio Family Engagement Center, especially on the National Network of Partnership Schools (NNPS) partnership schools model. Their website includes a link for PD and identifies districts already partnering with OEC. Deans Compact members working with a partner school may find this list especially helpful. **COVID Relief Funds:** The majority (89%) of Ohio's federal COVID relief funds for education went directly to local school districts. Eight percent went to state activities; and five percent to administering the funds. Districts budgeted their funds primarily under Learning Loss (33%), but also for facility improvements, continuity of services, other educational activities, pandemic response, technology, and mental health. The state activities funding emphasizes accelerating

learning; partnerships; and directing funds to entities not already receiving federal COVID relief. Accelerating learning connects to such programs as the ESC extended learning grants; summer enrichment and afterschool programming; LearningAid Ohio (after school tutoring); literacy and math supports; and afterschool childhood enrichment. **Tools:** Jo Hannah Ward recommended participants who haven't yet used the Advancing Academic Excellence for All: Equity Gap Analysis Tool for evaluating components of equity at the school building and district level seek it out and familiarize themselves with it. She also recommended ODE's Human Capital Resource Center web site, which has resources with connectivity to the Deans Compact's DEW work.

Krista Maxson reported on current ODHE activities. **Metric Reporting System Report:** Information the IHEs need for their annual reports is posted on the web site. **House Bill 170, Computer Science Education:** Krista Maxson has been meeting with the panel of experts working on the preparation of modules to help implement the requirements of the law. She noted that computer science endorsement standards align to the enhanced Computer Science Teachers Association (CSTA) standards. **DEW:** Her office is meeting with deans of education and having discussions with state leadership including the chancellor and superintendent and they have agreed that two areas requiring intense effort are diversifying the education profession and addressing the teacher shortage. Diversifying the education profession was organized into two subgroups, Subgroup A, chaired by Lisa Lenhart, University of Akron, and Subgroup B, chaired by Jason Lane, Miami University. **Program Reviews:** There were 260 programs to review this spring, more than in all of last year; but one program has already been recommended for approval. She noted that Mary Murray's work has been incredibly helpful in getting review panels together; and ODHE is very close to getting through last spring's submissions. The fall submissions due date is October 15, 2022 and go to edprep@highered.ohio.gov. IHEs planning to submit should contact her office at that same email address.

Improving Literacy Achievement for Students with Significant Reading Difficulties

Sharon Vaughn, PhD, Executive Director, Meadows Center for Preventing Educational Risk and Manuel J Justiz Endowed Chair in Education, University of Texas at Austin

Sharon Vaughn opened by saying she is impressed with the Compact's work and invites participants to share their ideas with her. She then provided context for her talk by saying that two basic observations had long engaged her—the low impact of reading intervention beyond grade two on reading comprehension and the bi-directional relationship between anxiety and reading achievement. **Purpose of Research Presented:** Vaughn and her colleagues sought a way to weave strategies for anxiety management into reading instruction, especially in regard to activities known to be anxiety-producing, such as reading aloud. They designed and implemented a two-year study investigating the effects of reading intervention that includes anxiety management on the reading achievement of upper-elementary students with dyslexia or reading scores at least one and a half standard deviations below the mean. The research compared three practices: (1) reading and anxiety intervention combined, (2) reading intervention combined with math facts, and (3) the school's usual reading intervention. The students receiving each type of practice were in groups of three to six students each and received 80 30-minute sessions per year. **Experimental Intervention Components:** The experimental reading intervention components were the following:

- *Daily word study*: decoding skills (especially vowel patterns) and sight word recognition.
- *Fluency with text*: read-aloud practice with a model, e.g., teacher, audio tape, or peer.
- *Stretch text*: social studies and science passages above students' independent reading level. Instruction included a game-like activity, DIMS (Does it Make Sense?), in which students tried to spot a nonsensical word in a passage.
- *Academic vocabulary*: cross-curricular terminology of high utility, e.g., “compare,” “differentiate,” “respond.”
- *Anxiety Management*: the “Strong Students Toolbox,” helped students identify feelings of anxiety and use strategies, such as positive imagery, to cope with those feelings.

Sharon Vaughn asked participants to break into small groups and discuss the interventions they might find useful.

Report outs: Stephen Kroeger said an overarching theme in their group was to try to get such interventions integrated, not siloed. Leah Wasburn-Moses said their group liked the Strong Students Tool Kit and the stretch reading with its implications for content learning and background knowledge. Rachel Wakefield said their group liked the idea of varying teacher vocabulary through, e.g., using a new word for a day, and thought it would be good to have a team of teachers do that across subjects. Meg Reister said their group thought the anxiety-management important and talked about a school with a high percentage of students with emotional issues; each teacher checks in with an individual student to see how the student is doing throughout the day.

Following the report outs, Sharon Vaughn identified the results of her study to date. The treatment group receiving intervention in reading and anxiety management made greater progress in comprehension than either of the other two groups, and anxiety went down in that group. The group receiving all of the experimental interventions except anxiety-management (replaced by math practice) made more progress than the “business as usual” group. The research is probably going to receive funding for another five years, and Sharon Vaughn asked any participants (in partnership with a local school) who might want to be involved in the research to contact her.

*Vaughn, S., Grills, A. E.; Capin, P., Roberts, G., Fall, A., Daniel, J. (2021). Examining the effects of integrating anxiety management instruction within a reading intervention for upper elementary students with reading difficulties. *Journal of Learning Disabilities*. <https://doi.org/10.1177/00222194211053225>

Wrap-up

Mark Seals asked for additional comments or questions about the presentation and thanked the speaker. Jennifer Ottley said she sent a survey about the action forum and asked participants to complete it now if they could.

Adjourned: 5:00 p.m.

March 25, Day 2

Welcome and Overview

Mark Seals

Mark Seals commented briefly on the fruitful discussion on Day 1 and gave a quick overview of the agenda for Day 2. He reminded participants to sign in before joining the breakout room and, at the end of the meeting to complete the evaluation survey.

Committee Meetings

All

Committees met in break out rooms.

Committee & IG CoP Reports

Incentive Grant CoP: Dr. Jennifer Ottley, Facilitator; Dissemination Committee: Dr. Jim Gay, Chairperson; Impact Evaluation Committee: Dr. Barbara Hansen, Chairperson; Low Incidence Committee: Dr. Sally Brannan, Chairperson; Policy Committee: Deb Tully, Chairperson

Mark Seals, reporting on the Dissemination Committee discussion for chairperson, Jim Gay, said he was pleased that the annual conference received quite positive evaluations. Of the 251 attendees, about 40% responded to the survey. While this proportion generated enough data about the overall conference to generate reliable results indicating excellent quality and relevance, the data didn't do so regarding specific sessions because of the low number of responses per session. He has confidence in the positive results for the overall elements, e.g., the template and the opportunity to select from alternative sessions. The 10th annual conference will be in-person and thus offer alternatives such as poster sessions, student presentations, and dinner speakers. The committee also discussed the DEW action forum and possibilities for next year in terms of considering diversification within the context of the large number of teachers leaving their jobs. Mark Seals asked Mary Lou DiPillo to report on the discussion about a literacy action forum. She said the members talked about whether they should hold a literacy action forum and, if so, focus on what is happening across the nation and the state, e.g., inviting state leaders to give an overview of how Ohio's students are doing. She said they also like the idea of inviting the new set of grantees to talk about what they and their partners are doing. Too, because some IHEs have fully revised their courses now, graduates could tell how they've benefitted. Members would also like to be able to obtain and report student data from districts based on their science of reading curriculum.

Aimee Howley, reporting on the Impact Evaluation Committee for Barb Hansen, said they had an excellent conversation situated within the historical context Barb Hansen provided about what the committee has done over the years including their interaction with the community of practice. They discussed, too, ongoing evaluative studies the committee has undertaken and the wisdom gained from those studies. Currently, the committee is looking at impact on program approval and number of candidates; a two-round interview study they're doing will be completed and reported on at the June meeting. In regard to the proposed themed journal endeavor, the committee agreed the proposal is of the quality needed for submission to the journal. Two other topics discussed were orienting new grantees to help them make use of lessons gained over the years and the outline of content that Kristall Day has put together in regard to the approval process and other topics (See Appendix 2 for Impact Evaluation Committee meeting notes).

Sally Brannan reported for the Low Incidence Committee. She said they received updates from Doug Sturgeon and Karen Koehler regarding the TVI program, which has been in existence for six years now. They are recruiting for TVI, deaf/hard of hearing, and other low-incidence programs. They also announced new collaborations, such as with the Ohio School for Deaf and Blind and other IHEs. The committee then discussed phase three of the low incidence plan and how to increase services and programming.

Jennifer Ottley, reporting for the Community of Practice, said they reflected on Sharon Vaughn's presentation and how Ohio's educational technology programs are doing in literacy. They broke into small groups based on grant areas and then shared perspectives. Conversation included how they're modeling instruction and preparing candidates, such as in using terminology that assures everyone is on the same page. They agree that there is a need for use of a larger, more varied vocabulary to benefit students. Michelle Washington and Kayla Mack shared examples of how districts and communities are working together to promote postsecondary opportunities for students. Afterward, the committee opened the equity gap analysis tool so that all members have seen it and can take it back and share it. The grant teams talked about the opportunities schools have provided to identify successes in community and family partnerships, including one partnership where a superintendent decided to redo the entire district plan and make it a real community plan.

Deb Tully, reporting for the Policy Committee, said they discussed the fact that a lot of groups are doing DEW work and coordination is needed, e.g., through a crosswalk showing the initiatives and their connections and perhaps revealing redundancies and gaps. They discussed funding as a huge issue for sustainability. Members agreed DEW needs to be connected to the workforce shortage; and now that teaching is considered an apprenticeable profession by the federal government, Ohio schools could qualify for federal funds to create apprenticeships for teachers. However, this might require a change in Ohio law, which prohibits paying students for student teaching. The bulk of the committee's conversation was about meeting dyslexia requirements, for example, through connecting to the P20 collaborative. Members agreed that messaging around literacy includes working with the Dyslexia Committee and disseminating information through newsletters, committees they serve on, and the conference. The point was made that decision makers, such as principals and superintendents, must be informed in order to ensure a cooperative and collaborative effort. They talked, too, about structured literacy's meeting some resistance because of prior commitments to the balanced literacy approach and about higher education's role in PD related to the dyslexia law requirements, e.g., as educator preparation programs incorporate structured literacy, graduates will possess the skills in reading intervention shown to be effective with students with dyslexia or at risk for it. Members considered whether once the OAE test is aligned with the science of reading, anyone who passes the OAE test would be exempt from the mandated 18-hour dyslexia PD.

Mark Seals thanked the group for the reports and the committees for all the work they do. Deb Telfer announced that Ohio's Superintendent of Public Instruction has released an RFA for IHEs to submit proposals for tutoring in math and reading. The grant pool is \$20,000,000; funding ranges from \$150,000 to \$500,000. Grants are due on April 27, 2022. She asked

participants to share the news with their colleagues.

Ohio's Commitment to Raise Literacy Achievement on Behalf of All Learners

Melissa Weber-Mayer, PhD, Director, Office of Approaches to Teaching and Professional Learning

Sherine Tambyraja, PhD, Dyslexia Administrator, Ohio Department of Education

Melissa Weber-Mayer thanked Deb Tully for the excellent segue, as the Office of Approaches to Teaching and Professional Learning is right now in the process of getting an updated OAE Foundations of Reading exam approved. In her talk, Melissa Weber-Mayer highlighted how much Ohio has accomplished toward addressing reading difficulties within the past four years in part due to the Deans Compact. Her presentation identified the many initiatives to raise literacy achievement in Ohio and how higher education is involved in them. State Level: The effort starts with Ohio's Each Child our Future and the literacy activities referred to in Strategy 9 but flows through other strategies, such as Principal Support, and within the four Learning Domains and the statewide plan's three Core Principles— equity, partnerships, and quality schools. Progress is reflected in the literacy improvement initiative for preschool through third grade and the federal dollars Ohio was able to secure partly because of work grounded in the systemic improvement plan and efforts such as the state literacy network, the third-grade reading guarantee, and the model demonstration dyslexia grant. **National Participation:** She mentioned Ohio's participation in the six-state Barksdale consortium and in the Hunt Institute. She said, too, that Ohio is one of only three model demonstration grants with university partners across the country. The US Department of Education is interested in Ohio because of the collaboration between the state and higher education. Mark Seals commented that, in his opinion, Ohio leads the nation in collaborating across universities on such issues. Melissa Weber-Mayer agreed and went on to say that when Deans Compact participants click on the link for the new tutoring grant program, they will see opportunity for a collaborative group. Jo Hannah Ward added that the grant program is open to any IHE if the IHE collaborates with an educational technology program that is not offering one of the tutoring programs. **PARTNERS Project:** Mount St. Joseph University and University of Cincinnati's PARTNERS (Promoting Achievement in Reading through Needs-Driven Education) project aims to improve outcomes for students with dyslexia or at risk for it by building a robust multi-tiered system of support focusing on PreK-1 and improving teacher's effectiveness in identifying, intervening, supporting, and monitoring progress. The project features a collaborative problem-solving process, considering both building level and individual child level. All three sites (urban, rural, and private schools) are implementing universal screening preschool through first grade, establishing a building literacy team that meets monthly, and strengthening tier 1 and tier 2. Formative data include teachers' reactions to PD, screening outputs, and implementation fidelity. Summative data include students' rates of improvement and surveys of teacher, caregivers, and students.

Sherine Tambyraja told participants that in her role as Dyslexia Administrator, she wants to help bridge research and policy related to dyslexia. She provided an overview of Ohio's dyslexia law. **Statutes:** Of the four statutes, two (3319.077 and 3319.079) are about building teacher knowledge through professional development; one (3323.25) establishes the Ohio

Dyslexia Committee and calls for a guidebook; and a fourth (3323.251) requires Tier 1 and 2 screening, risk identification, progress monitoring; parent notification, and a multidisciplinary team. **PD/Certification:** The ODE will develop and make available a free evidence-based course to meet the PD requirements. The course will be available in late fall 2022 to be used to meet the first year of the staggered timelines for PD for general and special educators. In regard to the multi-sensory structured literacy certification program, the law specifies that beginning in the 2022/2023 school year, each district shall establish a process for K-3 teachers, and determine which teachers and how many will have this certification. **Dyslexia Guidebook:** The Ohio Dyslexia Committee's Dyslexia Guidebook has four sections: best practice, methods for screening, methods for intervention and remediation, certification in multisensory structured literacy instruction. The committee has tried to make it user friendly by including an executive summary, district decision points, supporting resources, student vignettes, and a glossary. **Screening:** Dyslexia screening requirements go into effect with the 2022-2023 school year when all K-3 students will be given universal screening. Parent or teachers requests for screening of individual students up through grade six will be met as well. After that year, only kindergarten students receive universal screening, but screening will still be done on parent request for grades one through six. Parents or guardians of students identified as being at risk must be notified of that result, the child's progress monitored every two weeks for up to six weeks; and if the child makes no progress, parents are to be notified and the student administered a tier 2 screening, which is of greater depth and is individually administered. For universal screeners, schools are required to select from a list of screeners. For tier two screening, they can choose the screening instrument. **Structured Literacy:** Sherine Tambyraja described structured literacy as an explicit, systematic, and cumulative approach to teaching accurate, fluent decoding and spelling. In that it emphasizes phonology, phonemic awareness, sound symbol association; and syllable instruction, it directly addresses skill deficits associated with dyslexia.

Wrap Up and Next Steps

Mark Seals

In concluding the meeting, Mark Seals challenged the Ohio Deans Compact to address the negative rhetoric that is affecting teacher recruitment. Otherwise, he said, the Compact's work on inclusiveness, equity, DEW, and literacy cannot realize its potential. He then noted the proposed schedule for upcoming meetings and reminded participants to look for the evaluation link in the chat box and complete the survey.

Proposed Schedule of Upcoming Deans Compact Quarterly Meetings

- September 8-9, 2022
- December 8-9, 2022
- March 9-10, 2023
- June 1-2, 2023

Tenth Annual Statewide Conference (with OCTEO): January 25 – 27, 2023

APPENDIX 1

Deans Compact Quarterly Meeting Participants

Participants in Attendance on Day 1, March 24, 2022

Jason Abbitt, Miami University; Julie Kugler-Ackley, Xavier University; Christa Agiro, Wright State University; Areej Ahmed, Ohio University; Fatai Alabi, Lourdes University; Kathy Amburgey, Portsmouth City Schools; Maria Bailey, Toledo Public Schools; Shawna Benson, OCALI; Cynthia Bertelsen, Bowling Green State University; Connie Bowman, University of Dayton; Sally Brannan, Wittenberg University; Jane Bogan, Wilmington College; David Brobeck, Walsh University; Kimberly Christensen, Bowling Green State University; Stephanie Craig, Marietta College; Christine Croyle, OCALI; George Csanyi, North Central Ohio Service Center, Kristall Day, Ohio Dominican university; Katherine Delavan, Lake Erie College; Daria DeNoia, Center for Continuous Improvement, ODE; Jenny Denyer, University of Toledo; Mary Lou DiPillo, Youngstown State University; Michelle Elia, State Support Team, Region 5; Dottie Erb, Marietta College; Julie Francis, Ohio University; J. Freiss, OASSA President; Jessica Grubaugh, Mount Vernon Nazarene University; Barb Hansen, Muskingum University; Aimee Howley, WordFarmers Associates; Debbie Jackson, Cleveland State University; Katie Krammer, Lake Erie College; Karen Koehler, Shawnee State University; Stephen Kroeger, University of Cincinnati; Vince Laverick, Lourdes University; David Leitch, Cedarville University; Nicole Luthy, Ohio State University; James McLeskey, University of Florida; Paul Madden, Shawnee State University; Krista Maxson, ODHE; Kelly Mettler, Ohio University; Michele Moore, State Support Team, Region 5; Mary Murray, Bowling Green State University; Jennifer Ottley, Systems Development and Improvement Center, University of Cincinnati; Alexandra Pavlik, Systems Development & Improvement Center, University of Cincinnati; Megan Reister, Franciscan University of Steubenville; Mary Kate Sableski, University of Dayton; Rebecca Schneider, University of Toledo; Mark Seals, Bowling Green State University; Jihye Shin, University of Cincinnati; Dawn Marie Shinew, Bowling Green State University; Sheila Smith, OCALI; Susan Marie Stearns, Bowling Green State University; Sloan Storie, University of Cincinnati; Doug Sturgeon, Shawnee State University; Sherine Tambyraja, Dyslexia Administrator, ODE; Deborah Telfer, , Systems Development and Improvement Center, University of Cincinnati; Deb Tully, Ohio Federation of Teachers; AFT; Rachel Wakefield, State Support Team, Region 6; Jo Hannah Ward, Office for Exceptional Children, ODE; Leah Wasburn-Moses, Miami University; Richard Welsch, University of Toledo; Kathy Winterman, Xavier University;

Participants in Attendance Day 2, March 25, 2024

Jason Abbitt; Wendy Adams; Christa Agiro; Areej Ahmed; Maria Bailey; Shawna Benson; Cynthia Bertelsen; Jane Bogan, Wilmington College; Sally Brannan; David Brobeck; Stephanie

Craig; Kimberly Christensen; Christine Croyle; George Csanyi; Mary Ann Davis, Youngstown State University; Kristall Day; Katharine Delavan; Kathy Demers, Buckeye Association of School Administrators; Daria DeNoia; Jenny Denyer; Mary Lou DiPillo; Bryan Drost, Rocky River City Schools; Dottie Erb; Julie Francis; Barb Hansen; Emily Herman; Aimee Howley; Kristen Italiano, Youngstown State University; Debbie Jackson; Charles Kemp, Shawnee State University; Karen Koehler, Shawnee State University; Katie Krammer, Lake Erie College; Stephen Kroeger; Julie Kugler-Ackley, Tom Lasley, University of Dayton; Jordyn Lee, Lourdes University; David Leitch; Vincent Laverick, Lourdes University; Nicole Luthy; James McLeskey, CEEDAR Center; **K. Mchugh**; Kayla Mack, ODE; Krista Maxson; Kelli Mettler; Michele Moore; Mary Murray; Jennifer Ottley; Peter Paul, Ohio State University; Alexandra Pavlik; Leigh Ann Prugh, Xavier University; Megan Reister; Brian Rider, Marietta College; Mary Kate Sableski; Peggy Schauer; Rebecca Schneider; Stephanie Scott, University of Rio Grande; Mark Seals; Dawn Marie Shinew; Sheila Smith; Susan Stearns; Sloan Storie; Doug Sturgeon, Shawnee State University; Sandi Summerfield, Central State University; Amy Syzmanski, State Support Team, Region 1; Sherine Tambyraja; Deb Telfer; Deb Tully; Rachel Wakefield; Jo Hannah Ward; Michelle Washington, ODE; Melissa Weber-Mayrer, ODE; Richard Welsch; Kathy Winterman; Tori Zascavage, Xavier University.

APPENDIX 2

IE Committee Notes

March 25, 2022

Members in Attendance: Maria Bailey (MB), Jane Bogan (JB), Kristall Day (KD), Barbara Hansen (BH), Aimee Howley (AH)

Members Absent: Susie Kushner Benson, Donna Breault, Sue Corbin, Amy Farley, Wendy Grove, Tanya Judd, Kathie Maynard, Paul Madden, Kathy Winterman

Discussion:

Introduction and Welcome

Committee Chair, Barbara Hansen convened the meeting, arranged for handouts to be placed in the Zoom chat box, and welcomed the group.

Discussion and Actions:

The following issues were discussed. Note that action items are boldfaced.

- Historical context of the work of the committee. BH situated the discussion of items on the agenda in the context of the committee's overall work. She discussed the work on blended and merged programs, inclusive education (especially the edited book), and high-leverage inclusive instructional practices (HLIPs). She also discussed the committee's collaboration with the Community of Practice.

- AH discussed the study of impact of Ohio's IHE implementation of IG Priority 1 awards focusing on inclusive teacher preparation leading to dual licensure. She contrasted the current study with earlier studies, talking about the earlier focus on processes and faculty knowledge and the current focus on impact on program decisions. Subsequent work, AH noted, might focus on the use of HLIPs by program graduates or the impact of graduates on their students' performance. AH indicated that the study will be completed by the end of the academic year, with a draft report shared for discussion by the IE Committee at the June 2022 Deans Compact meeting.
- AH discussed the study of implementation of DEW strategies among IG awardees. She explained that it is a qualitative study based on interviews with recipients of the awards at both levels of funding (i.e., planning-level funding and implementation-level funding). Data will come from two rounds of interviews, and a report will be shared for discussion by the IE Committee at the June 2022 Deans Compact meeting.
- AH discussed the guest edited journal issue on diversifying the educator workforce: She shared the proposal, which, when approved, will be sent to the journal, *Multicultural Teaching and Learning*. Tachelle Banks is the journal editor. AH explained that the proposal provided an overview to the journal issue as a whole and brief abstracts about each article and each author. All the article abstracts came from Deans Compact members who responded to the call for manuscript proposals. Two other articles will be: (1) an introductory essay from the issue editors, Jamie Clifton and Jesse Tumblin and (2) a discussant-type article based on an interview with Eric Duncan. AH explained that the role of the Duncan interview will be to put the Ohio work described in the issue into the national conversation on diversifying the educator workforce. Duncan has agreed to provide the interview and to work with Jamie and Jesse to finalize an article based on it. **AH explained that without a quorum at the meeting of March 25, 2022, approval for the proposal would be sought via a Qualtrics survey sent to all committee members.** Various questions from committee members allowed AH to clarify details about the process of soliciting proposals and working with the journal to (1) accept or deny the proposal and (2) the determine the article development, review, and publication process.
- BH began a conversation on orienting new grantees.
- KD walked through the proposal, talking about resources and questions she will use in talking with Krista Maxson about approval processes and other related topics. Committee members also suggested additional resources. Then KD talked about the outline, which she had developed in collaboration with Jennifer Ottley. KD has already sent the outline to James McLeskey and Aimee Howley for preliminary feedback. **After today's committee meeting, she will begin drafting the guide.** It will be completed in time to share with Policy Committee in June. The anticipated final completion date is at the end of summer. Committee members discussed the proposal, which they strongly supported. They noted that the guidebook could be shared nationally, not just in-state.

