

Ohio Deans Compact Quarterly Meeting Notes December 14-15, 2023 (Virtual)

DAY 1: WELCOME, OVERVIEW, & INTRODUCTIONS, *Kathy Winterman, EdD, Compact Chairperson*

- Dr. Kathy Winterman welcomed participants, acknowledged first-time participants, and offered a moment of reflection over the past year.
- Dr. Winterman asked that participants place their full name and affiliation in the chat.
- Jessica Horowitz-Moore outlined the [Department of Education and Workforce](#) (DEW) and updated attendees on the newly appointed Director of DEW, Stephen Dackin. In addition, two Deputy Directors – one to oversee Education and the other to oversee Workforce Readiness – are in the process of being assigned.
- The DEW sets minimum operating standards, develops model curriculum, administers state assessments, oversees community schools scholarship and school choice work, distributes funding to districts and schools, and enforces special education laws—generally the same as previously.
- As of January first, the new State Superintendent (of the State Board of Education) is Paul Craft. The work of the State Board will focus on establishing requirements and qualifications for educator licensure and modeling professional conduct. The State Board also oversees teacher and school counselor evaluation, the Ohio Teacher of the Year recognition, and the Educator Standards Board.
- The new website for the [State Board of Education](#) was shared.
- DEW initiatives include [Read Ohio](#), High Dosage Tutoring, Ohio Math Plan, Attendance Task Force Recommendations, Student Wellness and Success Funding, and School Improvement.
- [Future Forward Ohio](#) priorities were outlined – Literacy, Accelerating Learning, Workforce Readiness, and Student Wellness.

UPDATE/EXCHANGE WITH STATE LEADERS

Ohio Department of Education, *Jo Hannah Ward, MEd, LPCC-S, Director, Office for Exceptional Children, Ohio Department of Education & Workforce*

Jo Hannah Ward reviewed key OEC updates and information.

- She overviewed the [State Personnel Development Grant](#), which focuses on professional development. This system includes State Support Teams and educators' efforts to use Ohio's collaborative leadership structures to influence and improve the education system.
- The [Writing Revolution](#) is one pillar that helps students graduate from high school and to prepare for their post-secondary education and careers. This year it focused professional development efforts on the Hochman Method. A total of 427 educators are

currently participating in two cohorts. The training aligns with Ohio's new literacy content standards.

- The Community of Practices (COPs) have the goal of retaining special educators and related service providers. Currently the focus is working on creating mentoring programs with multiple partnerships.
- The mission of the COPs is “mentoring magic, unleashing potential, empowering special education heroes, teamwork triumphs, network nirvana, thrive, grow, and shine.”
- The Ohio School Nurse Association and Ohio School Social Worker Association, as well as a few other organizations, are in the pipeline to be included as partners in the mentoring programs.
- The impact of the CoPs can be seen in the retention numbers.
- Ohio's State Systemic Improvement Plan, [Each Child on Track](#), has five theories of action (or components): (1) family partnerships, (2) school personnel capacity, (3) collaborative structure, (4) multi-tiered system of supports, and (5) leadership. Factors such as attendance and working on multi-system of supports are tracked and analyzed.
- The goal of *Each Child on Track* is to increase the proportion of students with Individualized Education Plans (IEPs) who graduate high school with a regular high school diploma.
- Two cohorts, totaling 251 educators, are currently participating. Cohort 3 will start in Spring 2024. Cohort 4 will start in Winter 2025.
- Success stories from *Each Child on Track* can be found at the [DEW website](#).
- The [Ohio Secondary Transition Plan](#) operates with a team from multiple agencies and state partners, guided by a steering committee. It is part of the [Ohio Employment First Transition Vision](#) work, and it sponsors a yearly national convention.
- The program's next learning series will take place in January and February 2024, focusing on including families as partners in the secondary transition planning process. The [website](#) provides additional information.
- The [Charting the Lifecourse Ambassador Initiative](#), was also described. It works with educators and parent mentors, and is a 12-week, 6-part training series.
- Gifted rules have been posted for [public comment](#); comments close on December 22, 2023.
- Meet and greets as well as tips and resources are available to connect with the Office for Exception Children's Supports and Monitoring Team about IDEA compliance. Sessions are geared towards special education educators.
- Finally, Director Ward share information about the March conference of the [Charting the Life Course Ohio Showcase](#).

Ohio Department of Higher Education, Hilary Swinning, Assistant Director, Educator Preparation, Ohio Department of Higher Education (ODHE)

- Assistant Director of ODHE, Hilary Swinning, overviewed the Fall 2023 program review submissions. The Spring 2024 submission is due March 1st.
- Program Review Panels are in need of new members.
- [Ed Prep Program](#) Review Platform changes will be launched in early 2024.

- The updated literacy standards have been posted for [public comments](#), which were due December 20, 2023.
- The [Grow your Own Teacher Scholarship Program](#) link was shared.

Dr. Kathy Winterman introduced the keynote speaker.

DEVELOPING A STRONG TEACHER WORKFORCE TO ACHIEVE POSITIVE LEARNING OUTCOMES FOR ALL STUDENTS - *DaShaunda Patterson, PhD, Associate Dean for Faculty Development and Equity, and Co-Principal Investigator, Project NURTURE, College of Education & Human Development, Georgia State University*

- Dr. Patterson thanked the Deans Compact and CEEDAR for the invitation to participate in the presentation and outlined similarities between the Georgia program and the Ohio programs, such as their interdisciplinary work.
- The session agenda overview included introductions, a check-in question, trend analysis, an innovations overview, recommendations, and a question-and-answer session.
- Dr. Patterson conducted a more in-depth introduction of background and presented the “Word Cloud” visual of her important identities in life and how they reflect her values.
- Check-in question: In your opinion, what is the most important element of the school experience? Responses included:
 - A sense of belonging and connection that you build with other individuals.
 - Friends, relationships, engagements, connections, and a place you can thrive.
- All 50 states have laws that require attendance and access to education as a protected right of all children, so schools should be a positive place to be. Stakeholders in this effort include students, parents, teachers, administrators, and community partners.
- Schools should offer unity, safety, and togetherness. School was intended to be a place that was an equalizer.
- Education should be free and secondary and higher education should be available to every child, and children should be encouraged to advance to the highest level they can.
- Discipline should also be administered without violence.
- Education should teach children to know their own rights and prepare for their own future.
- The national view shows that teacher shortages are persistent for many reasons, including: testing policies for teacher licensure, inadequate financial aid for completing preparation, teacher burnout and workload issues, and growing retirements and resignations. All of them reduce the supply of teachers.
- Special education, TESOL, and computer science have the greatest teacher vacancies. Higher vacancy rates are evident in schools with high rates of subsidized meals.
- We need to strengthen efforts to support local school districts by creating an educator talent pool of highly effective educators, and we must explore multiple pathways to licensure in collaboration with education stakeholders.

- We must support educators in a way that is mutually beneficial with resources and pathways to enhance their credentials.
- Providers of education preparation need to examine their programs so their offerings are attractive to a new generation of educators. Programs serving working adults or first-generation students are important examples.
- Providers must collaborate within the state agencies to create useful, relevant, and actionable professional learning opportunities.
- A well-developed workforce of educators is critical to students' education. We must elevate the profession and have the most qualified people in the classroom.
- Dr. Patterson asked: What are some of the trends the participants are seeing in their state? Responses included:
 - People need more supports.
 - It's a struggle to attract teachers in more impoverished school districts (beyond student teaching).
 - Teacher licensure must pay attention to the concern of just getting teachers in the classroom vs getting a qualified teacher.
- Trends in Georgia include a slight increase in teachers and slight decrease in leaders. The demographic data show improved diversification of new teachers. There is also better diversification of the leadership.
- Georgia teacher experience levels show that about 4% of teachers have 1 year of experience or less, 38% have 1-10 years of experience, 33% have 11-20 years of experience, and 21% have 21-30 years of experience.
- Professionals who have been in the field for a long time need to provide mentorship to new educators, whereas new educators may need to provide mentorship on changes in education procedures and policies to the seasoned educators.
- The diversity of Georgia students is growing and so is the disparity with teacher diversity. This development does not mean the children are not getting a good education, but it is a fact that an educator workforce with a shared experience and demographic is valuable.
- Teachers getting certified through non-traditional teacher preparation programs are often employed in some capacity as teachers while in an education preparation program. This practice needs supports in place, and better accountability. Mentoring, too, would help.
- Recruitment strategies within Georgia included advertisement, sustainable funding and resources that were continuously available, and career pathways to teaching were provided in high schools.
- Innovations in Georgia that have worked well include induction for retention, incentives, and multiple pathways into the profession.
- Induction is systematic, meaning that it offers structured professional development: mentoring, feedback, and coaching support for teachers in their early years.
- This is most successful when systemized and coordinated. It increases the likelihood of retention in the field. It also creates a teacher leadership opportunity for experienced teachers.
- Alas, a 2019 statistic showed that 44% of teachers leave the profession within five years.

- Georgia State University has the Induction Support Program, which offers mentor-led professional learning, small-group professional learning communities, individualized mentoring, and online resources. Individualized induction programming was the most effective for the Georgia State candidates.
- The Georgia Teacher/Provider Retention Program is intended to retain teachers and district directors of special education. The grant-funded program provides Mixed Reality Simulation to support practice for new special education teachers, building leaders, and district leaders in a safe environment with constructive feedback for professional growth and inclusive practice.
- Monetary incentives in Georgia include teacher recruitment and retention bonuses, as well as bonuses to those who make an early commitment to a district. Year-long experience for student teachers also helps create a more holistic story of the district.
- Advanced degrees in the teaching field receive a stepped pay increase in Georgia. Some districts have created partnerships that help fund these advanced degrees.
- Georgia also has multiple pathways into the education profession including:
 - The Teacher Residency Program is a year-long student teaching experience that pairs a candidate with a qualified mentor teacher. There is a service obligation to the district and the student will become embedded in the professional learning community. This program has created higher retention levels.
 - The Paraprofessionals to Teachers Pathway is an extension of the Teacher Residency Program, which retains and prepares invested community members. This program supports preparation in a job-embedded context. Formerly, paraprofessionals could not use their current location as a teaching experience location.
 - Registered Apprenticeships, although not yet fully adopted in Georgia, will provide employed training with low preparation cost. This system is sustainable, moreover, because it does not rely on funding cycles.
- Dr. Patterson reflected on participant comments and answered questions regarding the presentation.
- The Learning Policy Institute (2020) recommendations that recruitment and retention include supporting high-quality teacher residency programs via increases in state and federal funding; providing novice teachers with mentoring, support, and other professional learning opportunities; and supporting principal training at the state and local levels because principals have such a strong influence on teacher retention.
- We need to invest in public education stakeholders and structures at each level.
- We need to have preparation in trauma informed-care and community care.
- We must focus on stakeholder wellness and mental health.
- We need to create strategic partnerships and be aware of changing needs to make the system function.
- We need to create a new narrative that centers people's values and the importance of teaching to their community and to society as our rationale for recruitment.
- Dr. Patterson thanked participants and Dr. Winterman adjourned the meeting with reflections and reminders regarding Day 2.

DAY 2:

WELCOME & OVERVIEW OF SCHEDULE: *Kathy Winterman, EdD, Compact Chairperson*

- Dr. Winterman welcomed participants and updated Compact bylaw changes, which include:
 - Shifting from an individual to an institutional membership model by inviting all deans of four-year institutions of higher education with education preparation programs to join the Compact or designate an IHE representative, eliminating the need for two-year terms.
 - Broaden the P-12 association representation within the Compact by referencing standing committees such as the Policy Committee and Toward a Representative Educator Workforce (TREW) Committee, both of which were established after the last bylaw update.
 - Making updates to agency names that have changed.
- Bylaws will be posted on the Compact's website.

COMMITTEES & IG CoP REPORTS, *Committee Chairpersons & CoP Facilitators*
Committees return to the main room for final presentations

Dr. Linda Blanton, EdD, Liaison, [CEEDAR Center](#) was introduced.

- CEEDAR works in 22 states and is a national technical assistance support center.
- CEEDAR priorities within the current cycle include: improving ed prep capacity; tracking and evaluating the impact of policy on the ability to attract, prepare, and sustain teachers and leaders and to change policy; and improving the long-term sustainability of CEEDAR's work.
- New CEEDAR resources on the website include: an inclusive leadership professional development package, an update to the innovation configuration for inclusive principal leadership, new curriculum enhancement modules, high-leverage practice resources, and state pages with additional resources.

COMMITTEE & IG CoP REPORTS

- **Dissemination Committee – Dr. Jim Gay:**
 - The focus was on the annual conference in March.
 - Marketing surrounding the Deans Compact was overviewed including *The Connector* newsletter.
 - The preliminary schedule of the conference was reviewed including breakout and presentation session suggestions.
 - A suggestion was made for the website to make more prominent the breakout sessions and presenters.
 - Getting in touch with Incentive Grant recipients to hear the stories of the successes and trials would be beneficial.
- **Toward a Representative Educator Workforce (TREW) Committee – Marcquis Parham** presented on:
 - Conversations around how to develop and foster sustainable partnerships.
 - Need to continue to provide approaches that increase cultural confidence and create environments for the learners.
 - Highlights included the Centerville partnership with partners at Central State, which provides early exposure and early stipends.
 - Developing focus groups with student teachers to assist in having shared experiences, student advisory boards, connecting with the alumni base, celebrating wins, and sharing stories (all are important).
 - Education is the great equalizer and must move forward, sharing the positive.
- **Policy Committee – Dr. Jessica Grubaugh:** the presentation included:
 - P20 Collaboration to help address teacher shortages including current trends and how the Compact can help support this work for both recruitment and retention.
 - Compact support to help advertise and promote grant activities.
 - Current practices in higher ed and ed prep programs: how they can expose students to different types of school settings.
 - The benefits of grants to help pay student teachers and interns.
 - Need for data on reasons why college students don't choose education as a major specifically in Ohio: so work and recruitment can be targeted.
 - An update on legislative changes over the past year, including the resident educator program. The pre-service teacher permit is on track for launching Fall 2024. Licensure Grade Band rules will be posted for comment within the next few weeks.
 - Discussion of framing Compact policy statements around preparing educators to work with and support all students, particularly around special education and new grade bands.
- **Impact Evaluation Committee – Dr. Barb Hansen:**
 - The discussion started with introductions and how long members had been in the educational field.
 - The Guide for Inclusive Preparation Program Design (Kristall Day) is now on the new Compact website.

- A large portion of this segment was spent listening to a presentation by Becky Hornberger and J. Schwartz about the initial findings from a study of inclusive instructional leadership in Ohio Principal Preparation programs. They have collected demographic information about the programs and are looking towards a comprehensive overview.
- Need for a further understanding of inclusiveness (discussed within the group).
- **Low Incidence Committee – Dr. Sally Brannan:** the presentation included:
 - Discussion of the continuing work of the Teachers of Deaf and Hard of Hearing (ToD) and Teachers of the Visually Impaired (TVI) consortia. Recruiting is going well; all cohort groups are graduating; and new cohorts are beginning.
 - Drs. Richard VanVoorhis and Kenneth Miller provided an update on the Ohio Family Resilience Project at Youngstown State University. A practitioners' guide that pairs with the modules was presented; it will be reviewed by the committee.
 - Dr. Christina Carnahan, Director of the Intellectual and Developmental Disabilities Education Center at University of Cincinnati, presented updates on post-secondary transitional options and employment for students with intellectual and developmental disabilities (IDD). The national landscape is changing on national STEM projects for students with IDD. That change opens additional employment and vocational options for these students. Discussion of challenges around funding for programs ensued. The University of Cincinnati is developing a program of apprenticeship in engineering and science.
 - Dr. Brannan shared that consideration is being given to expanding the focus of the Committee to address additional critical shortage areas and relevant issues (e.g., youth with IDD).
- **Incentive Grant CoP – Dr. Jennifer Ottley:**
 - This Fall, they have worked on transformational partnerships to continue fostering collaboration and ensuring long-term, positive change.
 - Multiple success stories were recounted.
 - The work proceeds slowly because it takes time to hear from stakeholders and to use the information thoughtfully.
 - One group discussed how their grant team members are actively listening to students to give them a voice.
 - Supporting wellness of faculty, students, teacher candidates, and teachers is important.
 - Discussion included key points of Dr. Patterson's presentation applied to the ongoing work at partner institutions. Getting to know the district partners and using their current structures is crucial in fostering mentorship between novice and seasoned educators.
 - Faculty that are teaching literacy courses may need to be trained in the Science of Reading. A good way to help is to have experts from different partnerships teach courses to candidates as they go into clinical experiences.

DEVELOPING A STRONG TEACHER WORKFORCE TO ACHIEVE POSITIVE LEARNING OUTCOMES FOR ALL STUDENTS (Continued) - DaShaunda Patterson, PhD, Associate

Dean for Faculty Development and Equity, and Co-Principal Investigator, Project NURTURE, College of Education & Human Development, Georgia State University

- Dr. Patterson reconvened the discussion, creating a space for contemplation on refining our purpose—"why"—and articulating the reasons that should inspire others to join the teaching profession.
 - Check-in question: What are the standout features or "hidden gems" of your learning environments? For instance:
 - The city's infrastructure affords access to industry, school districts, and legislative bodies due to the proximity of our facilities.
 - Smaller districts allow for more agile implementation of programmatic changes.
 - A robust network of alumni and a diverse array of faculty and field experiences enrich our environment.
- It's common to describe Pre-K to 12th grade (P-12) spaces by their deficiencies or challenges, overlooking the existing positives.
- Recognizing and leveraging assets is crucial in workforce development, fostering a sense of agency and belonging for students and professionals alike.
- A lack of resources often prompts requests for additional support, inadvertently shifting the focus to what's missing rather than to the existing strengths.
- The "funds of knowledge" approach enables us to view people—parents, educators, etc.—through the lens of their inherent strengths, countering a deficit-based narrative.
- While acknowledging challenges, barriers, and needs is necessary, dwelling on them is not; we must progress towards crafting solutions, highlighting strengths, and sharing pertinent and beneficial information.
- This approach broadens the definition of "expert" to potentially include community members who contribute to our understanding of a particular place or educational setting.
- Cultural capital—social assets that improve the likelihood of success or effective navigation through different spaces—should be recognized and bolstered.
- Notable scholars in this field include Dr. Asa G. Hilliard III and Dr. Gholdy Muhammad.
- Consider what aspects of our environments could entice others to join us.
- It is essential to honor the humanity of those we serve by enhancing and celebrating their dignity.
- Often, the rush to "fix" the educational space blinds us to the inherent genius and brilliance within our students.
- Educators must do more than impart skills; they must empower students to understand, acknowledge, and take pride in their identities, fostering environments ripe with joy and potential for excellence.
- Positively representing our educational spaces is key to creating genuine, attractive environments for prospective teachers.
- The Atlanta SMART Academy (ASA), a tuition-free charter school, exemplifies this ethos. Founded to address a gap in nurturing children for high school readiness, ASA's mission integrates science, math, and the arts to shape students into innovative problem-solvers.
- Solutionists are defined as students capable of generating a multitude of research-driven solutions to real-world issues.

- Educational and community settings often first confront what's lacking. A shift in focus towards fostering a culture of genius and joy is essential for children to thrive. By envisioning a future for students, ASA becomes a compelling choice for educators and parents.
- Participants were encouraged to articulate their "why"—the rationale behind their engagement with stakeholders and the educational infrastructure. They were asked to consider trauma-informed and community care practices within their settings, systemic changes for overall success, stakeholder wellness, and existing strategic partnerships.
 - It is these reasons for engagement, not the shortcomings, that should be accentuated.
 - A school demonstrated how it addressed after-school enrichment through strategic partnerships, illustrating a logistical solution.
 - Participants shared various institutional assets, including:
 - Unique district benefits like salary negotiation highlight the advantages of teaching careers.
 - Parent partnerships, valued through initiatives like "parent academies," enhance district appeal and clarify decision-making processes.
 - Incorporating parents' perspectives as a cornerstone of institutional operations.
 - The provision of self-care spaces for staff underscores the prioritization of their well-being.
 - One institution's framework aimed at fostering positive interactions between students and educators.
 - Engaging in dialogues, documenting positive outcomes, and involving parents through initiatives like the "Heroes of the Household" website.
 - Active involvement of parents, particularly those with prior negative educational experiences.
 - Capitol University's advantageous location for forming partnerships, with ongoing efforts to reevaluate and collaborate with various entities.
 - The importance of adapting to changing contexts and needs, using stakeholder feedback, metrics, and data to continually reassess the appeal of schools to educators.
- The parting thoughts were "Go fast alone or go far together" and "bring worthy individuals to meaningful work."
- A session for questions and answers concluded the event.

REGULAR BUSINESS: *Facilitation by Kathy Winterman, EdD, Compact Chair*

Ohio Connections Update:

Ohio Association of Colleges for Teacher Education (OACTE), Dr. Mary Heather Munger

- Mary Heather Munger announced that OACTE is currently in its election period, with ballots due today.
- Will Schwartz, the new legislative liaison has been hired and his latest update was added to the chat.
- Efforts are underway to connect with organizations that share common legislative goals to unify and strengthen our collective voice.

- OACTE is looking forward to its partnership with the Deans Compact to work on the upcoming Compact-OCTEO conference.

Ohio Association of Private Colleges for Teacher Education (OAPCTE), *Dr. Tanya Judd*

- OAPCTE is contributing to legislative liaison work with OACTE and SUED.
- Dr. Judd asked groups to complete the survey describing their programs. She noted that the survey did not include language about dual-program or grade-banded special education programming. They have asked for this to be clarified.

State University Education Deans (SUED)

- No representative was present to speak on SUED's behalf.

Buckeye Association of School Administrators, *Kathy Demers*

- BASA continues to partner with the Deans Compact in promoting events through weekly communications including the quarterly meetings and the statewide conference.
- BASA recently hosted the "So You Want to be a Superintendent" professional development session with 70 people in attendance.
- Upcoming events include the January 17-18 OALSS Conference, which is open to all school districts. The 19th annual Women in Leadership conference is March 7-8 and is open to all female educators in Ohio.

Ohio Council of Professors of Educational Administration (OCPEA), *Dr. Kathy Winterman*

- The Spring conference is April 19th at Ohio Dominican.

Ohio Association of Elementary School Administrators (OAESA), *Dr. Becky Hornberger and Felecia Evans* and Ohio Association of Secondary School Administrators (OASSA), *Joe Friess* (note: *Dr. Friess was unable to attend*)

- OAESA introduced new member Felecia Evans who is the President Elect and a new member of the Compact.
- OAESA has completed Fall Zone meetings and conducted four regional *Get on the Bus* tours with the principals, visiting three different school sites to learn from colleagues.
- OAESA launched the Beginning Administrators Mentorship Program. This year they were able to increase support and training and receive national-level mentorship. Participants can now be mentored for two years through the program.
- Felecia Evans shared some of the experiences of the mentees within the Beginning Administrators Mentorship Program, which currently has six mentees within the program. Feedback within this group has been positive.
- Recruiting for the program next year will begin soon; over 200 new principals have been participating this year.
- The annual Women in Leadership Conference is January 30-31; a virtual Second-in-Command Institute will be held in February; a Building Culture conference will be held in March; a Preparing to Lead Conference will be held in March, and the Centennial

Celebration will be held from June 17-18. Additional information can be found on the [website](#).

- The group is heavily engaged with the legislature to (1) follow legislation as it moves through the system and (2) promote legislation that helps educators within the state and raise any issues that may be found within the legislation.

Ohio Education Association:

- No representative was present to speak on OEA's behalf.

Ohio Federation of Teachers:

- No representative was present to speak on OFT's behalf.

Ohio Leadership Advisory Council (OLAC), *Mike Trego and Dr. Jim Gay*

- OLAC placed a link in the chat to professional learning opportunities.
- The upcoming PBIS showcase is January 31, 2024, and is a free virtual event.
- The professional learning series are all updated and accessible from professional learning and webinar links on the OLAC website.
- A focus on data was captured in the Fall within the professional learning links.
- Additional upcoming presentations were outlined including presentations on literacy, assessment tools, family engagement, leading the little ones, facilitators' training, and three keys to maximizing impact.

CHAIR WRAP-UP/OTHER/NEXT STEPS

- Dr. Winterman reminded participants to check on the useful information in the chat.
- The next meeting will take place March 13-15, 2024 (11th annual statewide conference, OCLC Conference Center). A preconference event will be held on March 12, focused on the mental health needs of students and educators.
- Participants were encouraged to register for the conference and submit concurrent session proposals soon.
- The Meeting Evaluation survey was shared.
- Ohio Deans Compact and P20 Literacy Collaborative 2023-2024 Meeting Schedule:
IN-PERSON TIMES: Day 1 (3:15 – 8:00 pm) Day 2 (8:00 am – 1:00 pm)
VIRTUAL TIMES: Day 1 (3:15 – 6:00 pm) Day 2 (8:00 am – 12:00 pm)
 - Quarter 3: March 13-15, 2024, IN-PERSON
 - 11th Annual Statewide Conference w/OCTEO: March 13-15, 2024, IN-PERSON
 - Quarter 4: June 13-14, 2024, VIRTUAL
 - 2024 P20 Literacy Collaborative meets virtually from 9:15 am – 12:15 pm on December 14, 2023, March 28, 2024, and June 13, 2024