

Institutional Education Structure & Accountability Advisory Group Meeting

9 am – 12 pm
September 8, 2022
Zoom

Meeting Participants

Institutional Education (IE) Planning and Facilitation Team Members Present:

Ada Daniels (OSPI), Emmelia Wargacki (OSPI), Haley Lowe (DCYF), Mary Sprute Garland (DCYF), Elizabeth Thorkildsen (DCYF), Mary Kay Dugan (AIR), Simon Gonsoulin (AIR), Jasmine James (AIR), Heather Erwin (AIR), Shoshana Rabinovsky (AIR), Ronald Simpson-Bey (JLUSA) and Deanna Hoskins (JLUSA)

Advisory Group Members Present: Linda Drake (State Board of Education), Jinju Park (Governor's Office of the Education Ombuds), Sean Hadaller (Green Hill), Alice Coil (Office of Juvenile Justice), Carolyn Watkins (Principal of Oakridge), Karen Pillar (Team Child, Director of Policy and Advocacy), Tim Touhey (Principal of Green Hill), Jeff Allen (Director of Youth Services, ESD 114), Diana Cockrell (Health Care Authority), Barrett Daniels (Thurston County Juvenile Detention), Andrea Downs (Special Programs and Services Assistant Director), Seema Bahl (State Board of Education), Larry Gardner (Principal of Spokane Juvenile Detention), Roy Johnson (Okanogan) & Kristin Schutte (ESD 114),

Youth Advisory Group Members Present: Representatives from Echo Glen, Green Hill, Touchstone & Oakridge

Additional Participants Present: Dawn Rains (President of Treehouse), Felice Upton (DCYF), Ethan Moreno, Joshua Smith, Wellington Tarley, Lindsey Myatich (Dean of Students at Echo Glen), Megan Wargacki, Liza Hartlyn (OSPI), Daniel Lugo, Arielle Matthews & Annie Blackledge (OSPI)

Public Attendees Present: Jen Chong Jewell, Ari McLaren-Simpson, Arthur Longworth, Alice Palosaari, Mary Carskadon

Meeting Agenda

Time	Activity	Speaker/Facilitator
9:00 am – 9:15 pm	Welcome & Review of Meeting Agenda and Objectives	Mary Kay Dugan, AIR Facilitator
9:15 am – 9:30 am	Youth Engagement in HB 1295	Ronald Simpson-Bey, JustLeadership USA & Student Representatives
9:30 am – 10:15 am	Review of Draft Report & Advisory Group Comments	Mary Kay Dugan, AIR
10:15 am – 10:25 am	Break	
10:25 am – 11:25 am	Continued Review of Draft Report & Advisory Group Comments	Simon Gonsoulin, AIR
11:25 am – 11:30 am	Public Comment	Mary Kay Dugan, AIR
11:30 am – 11:40 am	Remarks by Representative Callan	Rep. Lisa Callan, 5th Legislative District Washington House of Representatives
11:40 am – 11:50 am	Closing Remarks by OSPI and DCYF	Ada Daniels, OSPI and Haley Lowe, DCYF
11:50 – 12:00 pm	Next Steps for HB 1295	Mary Kay Dugan, AIR

Meeting Notes

Welcome & Review of Meeting Agenda and Objectives

- Welcome
- Notice of Recording
- Review of Meeting Norms/Zoom Housekeeping
- Tribal Land Acknowledgement
- Review of Agenda

Youth Engagement in HB 1295

- Ronald Simpson-Bey, Just Leadership USA (JLUSA)
 - JLUSA is the only national criminal justice reform organization that was founded and operated by people who are directly impacted by the criminal legal system. Just Leadership is founded on the principle that those closest to the problem are closest to the solution, but furthest away from the resources, power, and opportunities to impact change in their communities. The JLUSA team has been meeting with students from Echo Glen, Green Hill, Touchstone, and Oakridge to solicit input on the recommendations for HB 1295. Ronald Introduced the student representatives.
 - Green Hill student
 - Every citizen in our society deserves a right to education. Education should be afforded to them as part of their release. HB 1295 will provide them with an equal opportunity to education. Believes that most education programs at Green Hill and other juvenile facilities are not adequately preparing them to re-enter society.
 - Dealing with a shortage of teachers
 - Need more money allocated to students, to build classrooms, and to hire teachers
 - We need more space, but we're excited about the House Bill
 - Come visit Green Hill and spend time in our shoes
 - Touchstone student
 - Investing in HB 1295 will provide juveniles with education and a path to success. I have seen and experienced the education here. We need updated computers and supplies. Speaking with other individuals, we need to create a better education centered around hiring more staff. We ask you to support HB 1295 and support our communities.
 - Oakridge student
 - Education is something we all value. We want to earn a better education to prepare for release. As a juvenile who has been incarcerated, engagement is needed.
 - Not having enough teachers to assist the students has created a

- problem for students who want a high school diploma and postsecondary education.
- Solution: There is a need for training so staff can help students with extra needs.
 - Caregivers involved in education is something that we would like to see.
 - Action- support HB 1295
- Echo Glen students
 - We deserve rehabilitation and a chance. We want to enter back into our communities. At Echo Glen, resources are low. They say the system is here to help us, but they are putting up barriers. I would like to see a change in funding for staff and training. Just because we are incarcerated, it doesn't mean we don't deserve education.
 - Education is needed for success. Education and rehabilitation are highly important to incarceration. Everyone deserves an education. As a resident at Echo Glen, being here has stopped me from finishing my diploma. I've also been treated poorly by staff. People who have graduated from Echo Glen are only able to enter cosmetology school. With a lack of teachers, there is a lack of education. We need more school supplies, trauma informed training, and more programs.
 - I would love to prove everyone wrong that doubted me. I believe in second chances and to be allowed to change. We have a lot of empty classrooms and none of them are filled. We need help with trauma training with staff. Air conditioning is also bad, and it gets hot. Can't have feminine hygiene products in the bathrooms.

Review of Draft Legislative Report & Advisory Group Comments

- Part 1. Collaborative Staff and Funding Model and System of Accountability (Recommendation 1-4) (Mary Kay Dugan, AIR). We will focus on the recommendations in the report in this meeting. I will begin with recommendations 1-4.
- **Recommendation 1** - OSPI and DCYF must collaborate to plan, implement, and monitor reforms.

- The recommendation is for a new staffing model/ infrastructure for HB 1295 that ensures dedicated staff to plan and implement HB 1295 reforms.
- For accountability, we want to make sure that there are dedicated staff.
- OSPI will be serving as the lead agency for Institutional Education with close partnership with staff from DCYF. We can't continue to have people working in silos. We need everyone to have a unified vision for the importance of centering students in education.
- Discussed the new collaborative staffing model for institutional education that includes a leadership team (director of education with two leads for implementation along with a DCYF lead) and two implementation teams (one for detention and JR, and the other for community facilities). These implementation teams are a direct reflection of what we heard about the differences in the types of facilities and are responsible for the planning, implementation, and monitoring of HB 1295 reforms. Staff from the facilities will be represented on these teams as will youth.
- Currently, students have very different experiences depending on where they are and that's what we want to keep in mind. We want to make sure that students have equitable access to all the opportunities regardless of where they

are located. But we also recognize there are unique aspects about each of these settings that mean that we need to continue to think through the details of what this plan looks like. That is why we are recommending an implementation plan be created within 90 days to work out these details for different sites across the state.

- We are also recommending that the institutional education facilities adopt the educational model that is recommended in recommendations 8-12. With local control this will ensure that students have high quality experiences in all sites.
- Also recommending a five-year implementation plan that will detail what things need to look like in each facility. This is important because this document only specifies some parameters for the reforms, the details need to be developed as part of this plan.
- Finally, you will note at the end of the document, a "Blueprint" for action. This is meant to take each of the 12 recommendations and demonstrate

what milestones we expect to be accomplished over the 5 years in the 5-year plan. The Blueprint shows what to expect in the first year, 2-3 years, and 3-5+ years. It is a way to track our success in implementing the reforms. The reforms are significant, so this plan demonstrates how they might be phased in.

- **Recommendation 2** - Student outcomes and system performance measurement must be established and monitored to ensure there's some accountability for this work moving forward. OSPI and DCYF must establish measures of student success and system performance.
 - System performance relates to ensuring that implementation activities are on schedule and planned according to the written 5-year implementation plan and to also use the data on student outcomes for quality improvement efforts. Data will be used to inform data-driven decision making about the program to determine what changes may need to be made as the reforms are implemented.
 - Are these reforms helping us to move the needle on the student outcomes we want to see happen?
 - Are there areas where we need to make improvements?
- **Recommendation 3** - We're also working on a funding package that will be submitted along with this. Funding must be dedicated to fully implement HB 1295 recommendations. This includes funding basic education with a prototypical model. It will be imperative to meet the short-term needs as well as the longer needs as HB 1295 is fully implemented. In addition, the funding is needed to ensure the staffing for the reforms that are mentioned under recommendation 1 (leadership team) is in place. OSPI and DCYF are working on the funding packages now.
- **Recommendation 4** - Staff recruitment and professional development is required.
 - In this recommendation, we will ensure that staff across the facility have a unified vision and are co-trained on the policies and procedures. This includes both DCYF and OSPI staff. In addition, it dedicates resources to supporting teacher professional development in areas such as trauma informed care.
- (Graphic of Institutional Education Teams)
 - Again, the purpose of having a more formal structure is to ensure that we have staff that are dedicated to seeing this work through over the long term, and this delineates from the leadership team, which would be

- composed of dedicated staff from OSPI and DCYF.
- Institutional Education Leadership Team
- Institutional Education Implementation Team
- Quality Assurance Team
- Youth Engagement Specialists
- Working Groups
 - Funding Work Group
 - Data Accountability Work Group
 - Help support data requirements
 - Centralized Records & Special Education Work Group
 - Work with HB 1295 and coordinate on broader special education initiatives within Washington to ensure compliance
- (Graphic of Institutional Education Model)
 - OSPI, DCYF, and the schools are working together to center students in this work. Funding is going to help make sure that there will be successful planning and implementation, and monitoring for accountability.
 - Implementation teams will spend the first three years accomplishing the major reforms. After that they will provide technical assistance and monitor student outcomes.
- Funding
 - Funding package is being developed by both OSPI and DCYF now.
- Staff recruitment and professional development
 - Importance of additional staff as well as trained staff.
- Implementation and Monitoring Timeframe
 - A 5-year implementation plan should be developed within 90 days of hiring the leadership team.
 - We're recommending that monitoring occurs very frequently in the beginning to allow you to make changes for reforms that are not operating as planned. Also recommending that implementation teams be trained on a self-assessment tool. The self-assessment tool is one that allows the team to self-assess the reforms and to identify specific areas where modifications are needed.
- A Blueprint for Action – Institutional Education in Washington State. This is the start of a plan or guide for the implementation teams to use as they consider the

changes in their respective facilities.

- Questions/Comments
 - Comment – Thinking about how schools work and school districts and ESD layers, was there conversation about accountability for the different layers? How is that folded in to ensure that they are doing their part to make sure that the work outlined here moves fluidly back and forth?
 - We have been discussing this issue. We’re going to have to create guidance that that requires these reforms, so that there is accountability. We’ve been talking about what that model will look like. We’re figuring out how to best create statutes regarding the requirements for the districts to ensure they implement the reforms. It must be required that students receive these services in all facilities.
 - There is a dedicated implementation team to work with community schools. So, there’s some continuity between schools and OSPI.
 - Comment – I know we have really great educators and teachers currently in the system. Are there currently plans to do outreach to future teachers who may be interested in this process? What are you guys doing to bring in that culturally responsive next generation of teachers?
 - All of our students are marginalized. That is work that has to be done at the higher education level. This can be taken on by HB 1295 implementation teams. They’re always looking for those future teachers. At Echo Glen, we have been trying to reach out, but we’ve been unsuccessful. Please send any contacts you have over to those facilities.
 - Our partnerships with community-based organizations are incredibly important. We need people who have lived through this experience that have had success and are able to partner with our schools. We are working on this now and will continue to work with these organizations, not just when there’s grant funding or a special project, but that it’s built into the work that we do.
 - Comment – Beyond recruitment is retention. HB1295 will require a change in the institution. How do we show up and support our teachers? How do we retain these quality teachers? I want to make sure that we just go beyond recruiting and looking at the pipeline, but also looking and

supporting and retaining quality teachers.

- OSPI has proposed added funding for teacher retention. Not only hire these teachers but make sure that they fit in. Be very culturally responsive to their needs, to retain them. It was a part of the funding OSPI received earlier at Echo Glen.
- Comment – Cooperation and Collaboration between DCYF and OSPI. Works good outside of institutional settings, more specifically with foster youth. DCYF is not identifying to itself who the foster youth are inside their facilities. Will DCYF start identifying who the foster youth are so their distinct educational needs are met?
 - DCYF is working on a pilot with Treehouse to create some identification and to close that gap. The plan should be put into action very soon.
- Comment – One of the recommendations was for a salary study. What is being done with the results?
 - The salary survey provides a benchmark for what is a competitive salary for the positions. The results of the salary survey may be used to justify the funding needed to hire qualified teachers.
- Comment – Similar question to Jeff. When talking about accountability, what does that actually mean and what does that look like? There's competition for positions at Echo Glen. How do we tell the story that there are students who are engaged and ready to learn? How do we tell all these benefits of working for the schools? Do you get a five percent increase in pay compared to other teachers to be in a facility, and like, what are those things? What are those tangible things? And how do we also embed the training that is important to be of service in these environments? Is there trauma-informed care training?
 - Implementation team will include leadership staff, education staff, and youth who will have clearly defined responsibilities. These are details that need to be worked out by the implementation teams in their 5-year implementation plan. They will be held accountable for these reforms.
- We want to ensure that students have equitable access to education no matter what facility they go into and make sure that students are at the center of the work we do.
- I hear your comments and take them seriously. We hear you. We're

going to do something about it and we're going to make a difference.
Hold us accountable.

Continued Review of Draft Legislative Report & Advisory Group

- Part 2. Meeting Complex Student Needs and Improving Outcomes
(Review of recommendations 5-12) (Simon Gonsoulin, AIR)
 - How we look at improving outcomes for youth and the outcomes for the programs as well. These recommendations focus on the learning environment for students.
- **Recommendation 5** – The institutional education instructional program must meet the complex needs of students.
 - Mastery-based Learning, a Multi-Tiered System of Supports (MTSS) framework, Individual Comprehensive Education Plans (ICEP), English Language Learners (ELL) supports, and partnership engagement to support both enrichment activities and opportunities for student engagement with postsecondary education and training, and enrichment activities.
 - Develop a written plan for enrichment activities, for postsecondary education
 - Monitor educational environment to ensure that it's conducive to the educational process
- Comment– As we make that recommendation (5), is this a 3–5-year window?
 - Don't treat everything in this list as things that will happen immediately. What does this need to look like over what period of time for each type of facility? This is for the implementation teams to ascertain.
 - Recommendation is to develop a written plan and determine what it will look like across all three settings. No timeframe. That's something you'll write as part of the implementation plan. That's a decision we all make as an implementation team.
- Comment– Concerned about how we can move to that model without significant staffing changes. Even if we're increasing teaching staff, we need to be mindful about

what is the ask on their certificate. And can they find those people without increasing to a staffing model, because you're not going to have a teacher who's endorsed in foreign language and teacher who's endorsed in ELA and social

studies, and even some of those dual endorsements. What is that balance?

- Again, implementation will need to be carefully considered over a five-year period of time.
- Comment – Supportive but also don't want to be overwhelming. This is a lot to put into five years. I just want to make sure how to keep day-to-day reasonable. Just want to be clear about staffing commitment.
- We've talked about these things, and we recognize that these are things that need to happen. You're going to need reinforcement training. You're going to need people who are going to have to do some on-the-job training who are actually in the classroom, working with the teachers as they're implementing some of those new initiatives. Planning can be adjusted in year 1 and other adjustments will need to be made as the plan is implemented. Monitoring occurs in Year 2 and is a part of the positive aspect of this plan.
- We recognize this is a really big system transformation. We were asked to think big and bold and focus on what students need. We have put it all in here to ensure that this will happen, and this may look like a pilot to begin doing some of this and then rolling it out over time. Transformation takes time, need to begin.
- Comment – The State Board has been working over the past several years on Mastery- Based Learning. This launched our large grant program, and we are overseeing 20 schools who hope to implement Mastery-Based Learning with the help of expert professional learning providers. We will be working with Ada and Haley to add reference to SBE's current and future MBL work in the report. <https://www.sbe.wa.gov/our-work/mastery-based-learning>. We can draw on this for HB 1295.
- Comment – Recommends developing an endorsement for institutional education for teachers.
 - Partner with the Professional Education Standards Board
 - Teachers with this certification would then enable us to have a broader credit availability for students.
- **Recommendation 6** – Special education services and support must be implemented to ensure compliance with state and federal statutes.
 - Pertains to services and supports that need to be implemented to meet the needs of youth.

- What's been recommended as an action plan is to develop a plan of special education instruction by inclusive screening and assessment.
- Makes sure that needs are met, and statutes are met. Will take some time to look at what you're doing now and what needs to be done to move forward. There is a special education position that is recommended who is on the implementation team so they can provide oversight across all settings of institutional education.
- Also implement special education monitoring.
- **Recommendation 7** – Standardized student orientation assessment.
 - How students are oriented to school and what is offered in terms of education/programming options.
 - What supports and services are needed for youth to be successful.
 - Goal of HB 1295 – If the youth need this, then it needs to be implemented.
Can

no longer say "We can't offer that because we're a juvenile facility."

- Comment – Would not do orientation at some detention facilities because they're typically short-term facilities. It's kind of nuanced.
 - Yes, JR facilities will look very different from detention centers. How do we implement a standardized orientation across facilities?
- **Recommendation 8** – Student transition services must ensure a "warm hand-off" through transition planning and set students up for success after release.
 - The recommendation includes expanding the number of education advocates and supports a revamped referral model.
 - Where are kids falling through the cracks?
 - The focus is to make sure that educational advocates are identifying what's the reality out there as far as assessing kids' needs as they transition out of the facility.
 - Want to make sure there is a re-entry plan. Education needs to be integrated into re-entry plan.
 - Look at pre-release programming. How can we help acclimatize that student back into the community and their homes?
- Comment – Is there any possibility of considering our young people in taking some ownership in developing their plans? They know what they want. Is there a measure to consider their own mapping of what they define as best outcome or

success?

- Recommendation 11 is to engage youth in their education and transition planning. Youth are team members.
- We're really thinking about who needs to be in this partnership at the various stages of student's experience from entry to exit. It's youth and teachers. How do we engage others (such as caregivers and families) as well?
- Student – Consistency piece. As long as you have everyone engaged and it's consistent, then this will go well and be very effective.
- **Recommendation 9**
 - A unified records system will make the student's transition easier for the receiving school.
 - We are recommending that we develop a statewide institutional education student information system.
- Comment – We can be as perfect as possible. If we send a request during July, we're not seeing things come in until August because the facilities shut down. Need someone to check those inboxes. Needs to be statewide.
 - It's a little trickier than just us fixing it. It may take legislation passed for this to happen.
- **Recommendation 10**
 - Institutional Education must engage students' family/caregivers
 - What can we as a school district do to ensure engagement of family/caregivers?
 - Could do surveys, interviews, focus groups, etc. Find ways to engage family/caregivers more.
- **Recommendation 11**
 - Institutional education must engage youth in their education and transition planning, as well as the implementation of E2SHB 1295 reforms.
 - How often are you going to collect information from youth? Monthly, daily, as needed?
 - Could do surveys, interviews, focus groups, etc. Again, the goal is to engage youth in their education.

- **Recommendation 12**
 - Safety and security policies must be reviewed
 - Make sure they are fair and not overly punitive.
 - (Graphic: Washington's Institutional Education Student-Centered Design)
Review of student-centered movement through the system:
 - Assessment and Orientation
 - IE Programming
 - Transition Support
 - Student engagement is across all three stages. There is duplication in the graphic because everything is connected. The graphic shows how recommendations 5-12 would be implemented across the students' experience in IE.

Questions

- Comment – Curious if the conversation surrounded the upcoming increased community supported (EHM) students - How will education access that matches needs be addressed/accessed?
 - Each student will leave with a Career and Academic Plan and will be connected with an education advocate and other resources prior to leaving the facility. DCYF is working to improve the referral process for education advocates and making sure each student is offered the opportunity to opt into the services offered.
 - See: https://www.dcyf.wa.gov/sites/default/files/pubs/JR_0043.pdf
- Comment – Didn't see a specific involvement for students for afterwards. How can students share their experiences about the policies afterwards?
 - Student will be integrated as part of the implementation teams discussed earlier. There are several student advisory groups going on right now and we will connect them to this work.
- Comment – Reiterate about youth involvement. They are deeply included in the process of planning and implementation.
 - Students will both be involved in their own education plans as well as have an advisory role as part of the HB 1295 implementation teams.
- Comment – If anyone has questions about my comment. The State Board has been working for the past several years. This launched our large grant program, and we are

overseeing 20 schools who hope to implement mastery-based learning with the help of expert professional learning providers. We have a state definition of mastery-based learning.

- Comment – My question is whether there has been special consideration for dual- system youth, youth who are both in JR and in foster care? Has that intersectionality been a part of these discussions?
 - Yes. We have been working cross-agency to coordinate. It's critical that we leverage the support of these other agencies given the populations.
- Comment – There are other youth where there isn't a clearly identified guardian for them. For recommendation 10, there needs to be something explicit detailing who will be the support person to help foster students engage. Also in recommendation 12, language needs to be amended to support the law that everyone must be educated. Even if there're moments where students need to be removed from the environment, education is still being provided.
 - Recommendation #12 also reflects what DCYF should ensure happens for students too - education is the students' right and it's the law
- Comment – Was looking at the blueprint.
 - 12-month calendar for schools. Need to put together a funding model for a 12- month program. As we present to the legislature a funding model, we should also model a 12-month program.
 - Yes, and consider looking at pay scale, a 12-month program would increase teacher salaries. Better pay would help with retention.
- Comment – How much of the desired outcome is within the control of the future Institutional Education department of OSPI or this committee and work groups? If we're discussing outcomes that will require changes to other programs, laws, or agencies, or any requirement that would shift districts away from local control to state standards (such as credit transfers, standardized record-keeping between districts, prompt transfers of records, inadequacy in facilities, and changes to teacher certification), we should consider the feasibility and the timelines.
 - With partners across the state, this will be an important part to remove barriers, incentivize change, increase accountability, to make way for changes to happen. May require changes in law/statute.

- Comment – Conceptually, you’re going from abstract desires to concrete plans. Really understanding the details moving forward is going to be critical.
- Yes, OSPI and DCYF are on every implementation team to determine how everyone can support one another. The details will be in the 5-year implementation plan.
- We are sitting in this tension right now. In addition to statute and law, we need to change attitudes and beliefs. It’s easier to create a new culture than to change a culture. We have a lot of work to do.
- Comment – What is the leadership team going to look like? Is there going to be three separate subgroups – for JR facilities, group homes?
 - Currently, from the graphic, we would have two teams, one focused on detention and Jr and the other on community facilities. However, it is important
 - to note that within the JR/detention workgroup, we would expect that the plans and details will look different.

Remarks by Representative Lisa Callan

- My deep thanks to each one of you. Thank you for supporting this work on HB 1295. This is going to be a transformation. Our state agencies want this, and they’ve been looking for pathways to do it. Very excited about the report coming out, all of your work, and to see the champions that will partner with me. You all are the change agents, and you all are pushing this forward. Lives will be better, not just down the road, but tomorrow.

Public Comment

- Youth-centered accountability is needed for this work to be truly impactful and successful. They lead, we follow. (Noted in Zoom chat.)

Closing Remarks by OSPI and DCYF

- OSPI – This work on HB 1295 has been the most amazing part of my experience in education. Special thanks to Emmelia Wargacki for her collaboration and passion. To the students, we not only hear you. I promise that something will happen. We’re going to do something. We are going to hold ourselves accountable for the work that we do and maintain partnerships. Youth, we are going to make sure that you are a part of the development and a

part of the plan. Without your time, effort, and passion, we could not have made this possible. We hope that you continue to move forward with us.

- DCYF – Gratitude to our students. We have been doing this work for you. We see you and we hear you. Thank you to Rep. Callan for showing up and being a voice for educators and students. This work is personal, professional, and political. This matters to families as much as it matters to educators. This work empowers the young people in our care. We are fixing a broken system. We are doing good work and we are righting a wrong. The plan is laid, and we must figure out how to make this happen. To the students, we hear you and we believe you and we are hard at work to improve outcomes for you. The work has only just begun.

Next Steps for HB 1295

- Submit written comments on draft report to Jasmine James at jjames@air.org by September 20.
- Student Advisory Group members will provide comments on the draft report.
- Funding package will be included.
- Agency reviews of the report will be conducted in October.
- Submission of the final Legislative report will occur by November 1, 2022.
- Notes and slides from this meeting will be distributed.