RAC-Pacific

September 7, 2023

- [Erin] The meeting will come to order for the Regional Advisory Committee for the Pacific Region. This meeting is open to members of the public, and will be recorded for the public record. I will now take roll for our RAC Pacific members. When I say your name, please come off mute and state "present." If I mispronounce your name, I apologize.

Please let me know how it is meant to be said. And if you are a RAC member and you cannot unmute, let us know by sending me an email so that we can get you on the panelist side of the recording. And with that, I'll take roll.

Marissa Baptista?

- [Marissa] Present.

- Jacqueline Che? Frankie Eliptico?

- This is Frankie.

- Kanchi Hosia?

- [Kanchi] Hi, I'm here. Present.

- Michael Ida? Christine Leiato?

- [Christine] Present.

- Roland Merar?

- [Roland] Present.

- John Darrell Nablo?

- [John] Present.

- Edna Noga? Mary Okada?

- [Mary] Present.

- Josephine Paolo? Winston Sakurai?

- [Winston] Present.

- Elizabeth Witaj?

- [Elizabeth] Present.

- Lisa Watkins Victorino? We have met a quorum, and we will be able to begin our meeting. In a moment, we'll go around and introduce ourselves.

But just to let you know, if you do need to make a comment or have a question, please feel free to use the Raise Hand feature, and we'll acknowledge you so that you can come off mute at that moment.

We're going to go in the same order that we were just in, you can go to the next slide, and we will have each of you give a brief introduction. And provide us with your name, the organization that you are with, or the stakeholder group that you're representing, and any areas of expertise that you might have.

And we'll begin with Marissa Baptista.

- Hello everyone. Good morning, or good afternoon. My name is Marissa Baptista. I am part of the parent stakeholder group, but I also sit on the Hawaii State PTSA board, and the Community Children's Council for the Department of Education in Hawaii. Happy to be here.

- Thank you. Jacqueline Che, have you been able to join us? Okay. Frankie Eliptico?

- Hi, everyone, again. My name is Frankie Eliptico. I am the Vice President for Administration and Advancement at the Northern Marianas College in the Commonwealth of the Northern Mariana Islands. I work in various capacities also for the Office of the Governor, including as the Acting Communications Officer.

Our organization partners with the K-12 system, the CNMI public school system, on a number of projects. So I can go on, but I'll keep it short for now.

- Thank you. Glad you're here. Kanchi Hosia?

- My name is Kanchi Hosia. I'm the Commissioner for the public school systems in the Republic of the Marshall Islands. As you all know, these are only

a SEA component, and these were one of the components under the Ministry of Education, Sports, and Training.

Okay.

- Thank you. And he is also our RAC Chairperson. Michael Ida? I see him here, but we can come back. Christine Leiato...

- Hello from American Samoa. I'm Christine Leiato. I head the Office of School Accountability and Improvement Systems. I'm also the data coordinator for the K-12 governance, and happy to be here.

- Happy you're here as well. Next is Roland Marar...

- Hi, my name is Roland Merar. I'm the Director of the School of Education at Northern Marianas College. I'm also here on behalf of the RELGC, the Regional Education Laboratory Governing Council. Thank you.

- Thank you. Next, John Darrell Nablo.

- Hello. My name is John Darrell Nablo. I'm a Teacher Training Coordinator at Pohnpei State Department of Education, Federated States of Micronesia. Thank you.

- Thank you. Edna Noga?

- Good morning. My name is Edna Noga, I'm with the American Samoa Telecommunications Department. My role here, I'm also a parent from the RAC from American Samoa. I'm excited to be here. Thank you.

- Welcome. Mary Okada?

- Good morning. My name is Mary Okada, President for the Guam Community College. And the Guam Community College provides career and technical education for the high schools here on Guam. I also serve as the Chair of the Guam Education Board.

- We're glad to have you here. Next is Josephine Paolo. We'll move on to Winston Sakurai.

- Aloha. Good afternoon. Winston Sakurai, I'm the Curriculum Innovation Branch Director for the Hawaii State Department of Education, also the

President of the Hawaii Association of Secondary School Principals, and a former State Board of Education member.

Mahalo for having me.

- Thank you for joining us. Elizabeth Switaj?

- I'm Elizabeth Switaj. I am the Vice President for Academic and Student Affairs at the College of the Marshall Islands, and I also serve as the Chair of the Marshall Islands Teacher Standards and Licensing Board. Thank you.

- And Lisa Watkins Victorino? And I know that Jacqueline Che...was able to come on, if you could introduce yourself? Tara, I don't...or Deb, I don't know if she has sound capability.

I'm not seeing a microphone next to her name.

So I see that she is in here, but I don't think she can unmute. If we're able to get your microphone working, or when we're able to do that, we'll give you a moment to introduce yourself as well.

But we see you here, and we're glad you're here.

- [Deb] I'll send a chat, and communicate that way.

- Thank you.

- You're welcome.

- All right. Making sure, is there anyone I missed? I don't believe so. With that, I'll introduce myself and our Liaison. My name is Erin Kelts, and I am your DFO, or Designated Federal Official for the Pacific RAC.

And I currently work with the Comprehensive Centers here in the office of elementary and secondary education, and work with a number of these areas and states, territories and states on their Comprehensive Centers projects.

Also on the call is Ashley Sheppard, and she is our Liaison, and I'll let her introduce herself.

- [Ashley] Thank you, Erin. Hi, everyone. My name is Ashley Sheppard. It's nice to meet you all. I'm glad to be here. I'm located in Maryland, so it's evening time here. I work for Education Northwest, and my primary role in

supporting you all today will be some technical assistance, and taking notes, and some facilitation as well.

So I'm excited to get to know you all, and work together.

- So previously you saw the slide with our agenda on it. I'm going to go ahead now and review our objectives. We have three for today. Our first objective is to review the educational data from each region, and any public comments that we received.

Our second objective is to discuss initial observations regarding critical education needs of the region. And our third and final objective is to identify clear action steps to be completed to gather information on the critical education needs of the region, and how those needs can most effectively be addressed through technical assistance activity.

So first, we're going to walk through the regional data profiles that were in the SharePoint folders, and then we're going to conduct our needs-sensing exercise, and review the resources on the actual SharePoint, and then determine our next steps, which would be finalizing our needs-sensing matrix, determining the action plans, and assign people to tasks, and set timelines for those tasks, and prepare for our second meeting.

Please note that our second meeting is going to be pushed a little further back, as we heard many of your comments and feedback regarding the shortened timeline, and we want to honor that, and give enough time to the work, and so finalized dates will be forthcoming and published in the Federal Register in the near future. And with that, I'll let Ashley begin to move us through the regional profile that you had access to in the SharePoint drive.

- Awesome. Thank you, Erin. And I would like to just start this part of the conversation with just giving a bit of context about how these regional profiles were put together. The goal was to make sure that we use publicly accessible data and information, and provide similar data points and information to all of the RACs across the country.

And in doing so, we realized that there were some data points that either weren't collected or were collected in different ways within the Pacific region, and for that reason there are some data points that are missing. And so our hope is that we can identify the points that may be missing, and then find out if there are

different data points that we should be looking for, and then use that, and what we want to know, what we need to know to inform our needs-sensing process.

So I just wanted to give you all that context, so that as we're going through the profile, if you're wondering where the information is or, you know, why it's blank, that's part of the reason why, is because data is collected differently across the region. So the information that we collected looked at a couple of common different data points. And Terry, you can go ahead and scroll down, please.

So the first portion here is about the different types of schools, public schools, private schools, and charter schools within each area. And then we looked at student enrollment as well within those different types of school environments, public, private, and charter.

Then we looked at student enrollment by ethnicity, and we know that this is a data point that is collected a little bit differently in each of your areas. So we looked at 3 to 5-year-old enrollment, and then, you know, public and secondary as well, based on race and ethnicity.

And we also tried to look at the number of students enrolled by locale, so city, suburban, town, and rural. We also looked at English language learner enrollment. And I recognize I'm learning that some areas, the primary language is not English, and so for that purpose all students may be identified as English language learners, so that's one of those data points that we may look at a little bit differently for your region.

Also, we looked at students who are eligible to receive free or reduced lunch. Then we started looking at special education enrollment for students in preschool 3 to 5, and then the...excuse me, older age range as well, 5 through 21.

And then we looked at the graduation rate, the adjusted cohort graduation rate, and then we looked deeper at the ACGR to consider that data point by race and ethnicity as well. Thank you.

And then, here is where we looked at some standardized testing. And this is another area where standardized testing looks a little bit different across the different areas. And so we looked at academic achievement for 4th and 8th-grade reading and math, and then we looked at some non-academic factors

related to behavior, and in this case, suspension rates by gender, and by race or ethnicity.

And that's suspension data, as well as expulsion data. We also looked at the rate of students bringing firearms to school, as well as bullying that was reported, electronic cyberbullying as well.

And then, we also considered... Oh, I apologize, my speaker. We then looked at some teacher-level data around student-to-teacher ratio, qualifications, the number or percentage of teachers that have different years of education and experience within their teaching career.

And again, that's a similar data point. And then, we also looked at the amount of, the number of teachers completing different levels of education and certification, and then we also looked at some financial resources, and information about how budgets and resources are allocated within the regions.

Tara, did you get to the point of teacher shortages?

- [Tara] Yeah, we went over...we saw the teacher qualifications.

- No, the teacher shortages. I'm sorry.

- I think we went through everything.

- Okay. So we also looked at teacher shortages. And then, so those were like the data points that we collected, and one other source of data for us was collecting public comments, which you all received the most public comments out of all the RACS, at 71 comments total, and over those comments, we identified several themes. So what I'm going to do is Tara is going to scroll through so you can read some of the comments, and I'm just going to share kind of high level what some of the overall themes are that we see across the comments.

So one of the themes around...we asked the question, what are one to two educational needs within your region that the RAC should prioritize? And some of the most common themes were around CTE, teacher recruitment and retention, teacher quality. There was one comment that spoke to the fact that many teachers are leaving the teaching profession and workforce for higher-paying jobs, and so schools and districts are having to hire teachers that may not have an education background just because they don't have a large pool.

Equity, infrastructure, cultural aspects, again CTE, and then post-secondary preparedness. There were comments around preparing students for college and for the workforce, and post-secondary institutions.

And then, there were also some comments around family and community involvement. So, those are the high-level themes that came from the public comments. And these comments will be uploaded to the SharePoint as well, so you will have access to review them in the meantime.

So if you could go back to the PowerPoint for the reflection questions? So, having reviewed the regional profile, and seeing some of the public comments, our task right now is to consider these following questions. Our priorities are to ensure that all students have what they need to achieve academic excellence, and have access to effective instruction, and how can we do that?

How to ensure all students and communities have the educational resources they need to fully participate in their education? How to ensure an outstanding, well-paid, well-supported, and diverse educator workforce? And also to think about how to support the well-being of students, teachers, and school communities? So from your lens and your specific area, with these priorities in mind, and considering the data that is available or not available in the regional profile and public comments, you can go to the next slide...we need to think about what is your overall reaction to the data that was presented?

What is there, and what is not there? And this is an opportunity you guys can drop comments in the chat, use the Raise Hand feature. This is a discussion, and I'll be taking notes. But these are the questions that we ask you to consider and think about, and it will inform the next phase of the conversation in a bit, about the needs-sensing work that needs to be done. So this is open dialogue for conversation.

Yes, Christine?

- Hi, thanks. Well, first and foremost, I really appreciate the data for American Samoa. It's the first time I've seen the data presented in this format. And I think I was just surprised that there's a number of the data we do have. So I'm just curious as to...

Well, the first question would be, is it requested of the states and territories to submit this data? Or do you all... Like, how is this collected? Because when I

went through it, a lot of... We have, like, most of the data here, but it's not reflected in this report.

- Thank you for that. We were pulling information from the National Center for Education Statistics websites and CES, so they were consistent across all the RACs, to give everybody a starting point or a baseline to start these discussions.

We have had conversations with, like, the Comprehensive Center leads for the area, and were given different websites and different reports. We still were not finding publicly available data that fit the way we were structuring this, so we would be welcome to accept whatever data files you have, or other reports that we have not come across yet, and to continue updating these.

This is also your communication hub, so this is the place for you to actually put in comments and questions on these documents yourself. So yes, for anything that you have that would fit here, or if you're even calling it something different, or looking at it differently, we want to be able to respect that, and get as much information as possible, you know, that aligns as closely as we can, knowing that there could be some differences.

- Okay, thank you much.

- Thank you.

- Frankie, you can go ahead.

- Thank you. I wanted to echo what Christine just mentioned. I think the CNMI also has some of the data. Although some of the data was on the sheet, on the folder that you shared, I think a lot of the CNMI data, as well as the other jurisdictions, were not there.

And I'm not sure if it's a...whether they were asked, or they're just not at the source at which you just referenced. Nonetheless, I know that we have that data, and our public school system would be able to provide at least most of it.

The other comment, though, that I wanted to make is regarding the public comments survey that was done. I know that we're working within a very aggressive timeline, and we didn't really have a lot of time to... I shared it to our campus community and campus stakeholders, administrators, instructors, students, but it was a very short time, and I think we would have gotten, of course, a lot more feedback from the CNMI had we had more time.

And I don't know if we will continue to...I mean continue to accept responses so we can put it in our local media, as well as local, you know, stakeholder groups, to share it among those who don't necessarily read the papers, or read email, our internal emails.

So, I know that we would have gotten basically a lot more feedback, and probably contributions to what are the top, you know, educational needs of the CNMI if we were given a few more days. Because that wasn't made particularly clear from the orientation meeting, that that was sort of an expectation of us, to help distribute that survey.

It was...I don't know if this is just me, it was more of a, hey, share this if you can, but otherwise here, it's publicly available. But it wasn't a do what you can to get as much input as you possibly can from the different stakeholders within your community.

I wasn't sure that that responsibility was mine, or if it was the Department of Education already distributing it to the different stakeholders. So what we did is just distributed it internally at the college, as well as to some students.

- Okay, thank you. Well, and thank you to everybody who was able to disseminate that. As Ashley said, we had 71 responses, which was far more than any other region, so whatever you were able to do was a tremendous help. But that actually will be open until 48 hours prior to Meeting 2, so that will remain open.

People will have the opportunity to continue to add comments, and you can continue to share with other groups that you think may have some perspectives that you would want to hear from. And we will continue to update. It is placed on SharePoint, and so we'll add a column to put the date on, and so, you know, like maybe twice a week or something, we will go in and continue to update those comments, and then you'll know which ones are new because we'll have the date for when they were entered.

So that will be open for a few more weeks, and we appreciate all your efforts. It has been publicly announced, though, with the link, and then we're just asking RAC committee members to share it through your social media networks, and other organizations that you belong to, and just appreciate all the work you're going to to collect that information, and we're hoping that it's really useful to you.

And also, that is just one data point that we want to be able to put into consideration as you figure out what other needs you have, or what other data you want to look at to determine what those regional priorities are.

- [inaudible] a few comments.

- Of course. Yes, please.

- Yeah, regarding the data, it's good to know that it looks like the same data that we've been collecting all this time, and it'll be easy to fill in the blanks, what the missing data is. As far as the reaction from the community, it's good to know that there's still time available to still gather the information.

But it's good to know what the publics are thinking, and what we need to do to ensure that children's education and well-being are taken care of. Thank you.

- Yes, Marissa, go ahead.

- Yeah, in terms of the overall reflection questions, the question on the data available, I will say that the data is not too shocking.

We do have this information available to us at through our DOE website. Now, it's not very user-friendly in terms of how to find the data, but the data is there if you know how to use the search function. So most of the data is readily available, and most folks, if they're interested, can find it on our state site.

- Thank you for that. So I think part of what I'm hearing is that most of this data is available, and so the next step for us would be to identify those sources, and fill in these profiles so that it is more complete.

I am wondering if there are data points that we did not consider, that you all think we should think about and consider as you think about prioritizing needs, and moving into the needs-sensing.

- [crosstalk] I'm sorry, go ahead.

- Mine is a quick one. That's a good question, and you know, after you asked that, there were some things that I'll probably submit through email with regard to the information, with regard to the data points.

Because I think there are some unique challenges that we here in the insular areas face, that folks on the continental U.S. don't necessarily...not that they

don't face them, but it may be different. It may be a different case. So it would be good to include those data points as part of the overall information that you present at the U.S.

Department of Education. So I'll reflect on that some more, and submit it via email. Thank you.

- Absolutely. Thank you for that. And that's why we're bringing you all together, because we recognize that there are unique challenges, and also I'm sure strengths as well for the insular areas. So please, definitely reflect on that, and share out. And I think, Edna, you were going to say something?

- Yes. So I connected, Christine and I just kind of went over our data for American Samoa, and we were actually curious to see what data our fellow Islander sisters and brothers shared with the DOE, just so we can compare as well, and see what else we might have missed that we may not be tracking right now.

And so I think for me, it's just looking over the reflection for the overall... I mean, we did... There wasn't that much data for American Samoa, but Christine and I are always looking at data in our everyday work, just because of what we do. And then just trying to see if before the next meeting, I think you shared in the beginning that we might postpone the next meeting, there'll be an opportunity for us just to kind of look at our other Pacific regions, the data that they present, just so we can, you know, learn, share, and maybe ask questions as well.

But yeah, for us, it's just curious to see what the overall... And even there was a question we had for the NAEP, the test. We have our own standard-based test that we offer here... You know, it just kind of brought up some questions, like maybe we need to consider measuring at a standard so we can compare how our students are doing in the Islands.

Because eventually we're pushing our kids to go to the States, to pursue whatever major, so there is a standard that we want to make sure when we send our kids out, that they're at least coming prepared and ready to conquer the world.

- I'm not sure who had their hand up first.

- You can go, Elizabeth. Thank you.

- All right. So I actually just had a comment on the data point regarding students eligible for free or reduced-price lunch. And I suppose that's being used as a proxy variable to show people who are living in poverty, but of course that's not really relevant to some of the islands here, because we don't have those programs. So, I think we need to consider what a different variable would be to get at that issue.

And I have a similar comment about English language learners, because as you observed, a lot of people would be classed...or in a lot of our jurisdictions, people would 100% be qualified as English language learners. But there are differences in terms of who speaks English within their family, there are differences in terms of, you know, who has access to English materials.

So I think that might be a little more relevant for some of our areas. I'm not exactly sure what that looks like in the data, but it is something for us to consider.

- Thank you for that. Marissa, you can share.

- Yeah, I have a couple of comments based on some comments from the other panelists. So piggybacking on what Edna was saying, the comment about...or maybe it was Dr. Switaj, about the free and reduced lunch. So Hawaii has a very large military community, and because of our cost of living, a lot of those military families fall below or at the poverty line.

And so it's really interesting in terms of looking at that data, and segmenting would they actually meet that threshold if they were in a state on the continent? So I think that's something we want to definitely keep in mind about that large military population in Hawaii. But also, so I moved to Hawaii about four years ago from Northern Virginia, so really close to D.C., and was shocked at the transient nature of people who live here.

Because there is such a large military population that's coming in every three to four years, the school, the dynamics within the school, the diversity within the school, just even the population changes. It fluctuates very...a lot, frequently. So I think that's something we also need to keep in mind as we're looking at the data. When we're looking at cohorts of data, those cohorts don't always include students that are not coming in for a specific time period, and so the data may be a little skewed there.

But also, actually this is what Edna was saying, in terms of the CTE piece of it, that was one of my main challenges or one of my thoughts when we moved here, was are my kids going to get an education similar to the education that they would get on the East Coast? And so looking at not only do we have...we're looking at, you know, the other islands that are near us, and sort of what their goals are or where they're performing with CTE.

It would also be interesting to see data from the other regions that have similar size populations, and see sort of what are their benchmarks for CTE? And maybe, you know, we're not... And so we not only look at where we're operating, but look and see if we can maybe raise the bar, and try to meet sort of where they're at as a goal, and where the DOE can support that.

- Awesome. So I'm actually going to jump to share my screen, and go over the needs-sensing matrix. Because a lot of what the comments that you all are raising, and the comments, the themes, the ideas will inform what work you all do in the next couple of weeks in terms of what data do you want to consider, where to find it, what stakeholder groups you hope to engage, and how you hope to do that, whether it's through surveys, focus groups, or soliciting further public comment.

And so if you give me just a second, I'm going to...I need screen sharing capability. Erin, or whomever sharing their screen, if you could...

- Yep, I just gave you co-host, so you can share.

- Awesome. Thank you.

- You're welcome. Okay, so can you all see my screen okay? Great. So this is our, and I'll maximize it for you, this is our needs-sensing matrix. So within the next couple of weeks, before our second meeting, the work that you all will do is identify, which we've already started to have this conversation, what data points do we need to consider, and who do you need to engage to find out that additional data so that you can, you know, you can adequately determine what these priorities are going to be for your region.

And there are a couple of ways that you can collect data. These are just some suggestions. If you have other ideas that may be more relevant for your region, please, you know, let me know, and I'll capture them. But you can do surveys, you could organize focus groups, and continue to collect public comments. So

what this next activity will be is what additional data do you need to collect, and whom do you need to talk to or engage with to get that data?

So I'll take notes here, and so you all can make sure that I'm capturing everything correctly, please jump in and let me know if I need to change something, but...

So Ashley, maybe it would be helpful if we paraphrased or summarized the most recent comments under kind of that area of focus or priority area.

And that way, we address the clustering or grouping of some of the concerns. I know Christine had asked that in the chat, and it will allow us to continue those conversations. So summarizing what was already kind of brought up, and then we can continue to go from there, as far as the additional things that kind of surface for our members.

- Okay. Did you want me to put the themes that came from the public comments, as well as from the conversation that we're having here?

- Since we haven't had a lot of time to digest the public comment side, I'll defer to the committee. But I'm wondering if we begin with what some of the themes were so far as the discussion went, which was the CTE piece, English learners, and looking at the impact of poverty or free and reduced lunch, that kind of benchmark that was in some of the data, and wondering if we can get that.

But committee members, really, this is your opportunity to group them the way that you believe and feel that they should come up for you, and then Ashley will walk us through what that looks like for needs-sensing. So that...

Because in your comments thus far, you have given really robust feedback and ideas, and connective kind of tissue between your locations, even though they're not in the exact same spots or exact same data points, but I'm hearing some themes.

- Thank you for that, Erin. And I want to acknowledge one of the other comments that I believe Edna mentioned was what opportunities are there to see what data is collected across the islands, and how that's reported to the DOE, to see if there are additional data points that you could individually consider, as well as looking at the national testing standards, and whether or not there is opportunity to align your current testing with national testing standards.

Besides what you see here, are there additional... What other focus areas or priorities are you thinking you might need to find out more information about? Sure, Mary.

- So I think one of the areas of focus, or priority area is in teacher shortages maybe across the region.

But just identifying teacher shortages is just one component, but I think it's in what specific specialties. Because we know that there's a national trend regarding special education teachers, and so even though we say teacher shortages, but what areas specifically are we talking about? So that might be...

You know, even though we have a general topic, getting into the details of it might be important across the, you know, across the region as well.

- Thank you for that. And that came up in the public comments as well, so thank you for that. Michael?

- [Mike] Yeah, hi, Mike Ida from Honolulu, Hawaii. Dovetailing on that, in addition to teacher shortages, I'm wondering if there's a way to collect information about teacher retention, which I think is a slightly different issue, but an important one as well.

- Okay. Edna?

- I think a big one that we're seeing here too, is we talk a lot about, like, STEAM field, and science, technology, engineering, arts, and math, but also corresponding to the workforce development, especially with the whole thing about broadband, with the bill, just the laws...

Especially in the Pacific region, there's so much money that's coming down here regarding, you know, broadband infrastructure, just all of that. So, how do we make sure there's a connection with, like, education, what's happening in the classroom, to what's actually happening career path-wise?

Okay. Mary?

- If I can just add one more thing? You know, when we talk about the funding that's available, there's been a significant influx of funding because of the COVID-19, and in some of our jurisdictions, so for example Guam recently had a major typhoon, so the funding components associated with this are one-time

opportunities for things to happen, for training to occur, for equipment to be purchased and all of that.

And so I think part of it has to do with what funding is available, but what funding is available going forward? Because we're going to reach a fiscal cliff soon. Now that the federal funds associated with the ARP, with, you know, all the different components that are available, it's at what point, you know, are we going to be able to...

I mean, yes, we're going to be able to provide all of this training because of funding that's made available, but what about, you know, sustaining all the initiatives that have been provided as a result of the influx of funding?

- Great. Thank you for that. Any other themes, important data points, things to consider? Because I think what's important for us to do now is to identify the additional information that you want to consider, and then figure out what's the best way to engage your different stakeholder groups to find this data and information, and that's going to be part of the next step.

So, so far we've talked about CTE, and then also how we connect what's happening in the classroom to what's happening in the community in terms of, and the example was around broadband infrastructure and workforce development, English language learners, free and reduced-price lunch, students who are eligible for that, and identifying if there are other ways to measure student income or need.

Yes, Roland, you have your hand up. Roland, if you want to share, you can come off mute.

- Yes, I'm sorry. Sorry, it was a technical issue.

- It's okay.

- Yeah, some of the public comments talks about indigenous learning culture, how can we involve a culture into the classroom or in schools? That is one concern. The other one is, this is regarding to teacher certification or qualified teachers in the classroom, I saw it on the data, but in FSM, allowing FSM in Marshalls, I don't think they have that requirement.

So I think that's something that we have to address, how can we improve on that? Except because CNMI in Guam, they have teacher certification before

they start teaching. And the last one is regarding distance education. In CNMI, there's three islands, there's Tinian, Rota, and also Saipan.

And during the pandemic, this was experienced during the pandemic until now, that we have students from different islands, but due to the federal policy under the WASC accreditation, we cannot offer a certain island online courses or virtual courses beyond 50% and 49% of that, that was the regulation.

So that is something that we need to see how can we change that to accommodate those students who cannot be able to fly into the main islands [inaudible] to be able to access education? Thank you.

- Thank you. I think Dr. Elizabeth, you had your hand up first.

- Yeah, so I did just want to make a correction that the Marshall Islands does have requirements for teacher certification in place. It might be lower than what you would see in the mainland U.S., but it is present. And then I also wanted to mention that I saw in the public comments the question of nutrition and health came up in several different ways throughout the public comments, whether food is available, whether it's enough, whether there are traditional ways of preparing foods, and then maybe some of the health outcomes that happen from non-nutritious diets.

- Thank you for that. John?

- Yeah, thank you. I would like to reiterate that [inaudible] has also teacher certification, and we have certified teachers across our state. And it's not also big, but we do have teacher certification in [inaudible].

Thank you. Thank you, John. Okay, so we have quite a list now of considerations that we'll need to plan out some additional information gathering and needs-sensing around.

So as we think about these different data points, different information that we need to collect, what I'm going to do is ask that you all think about what is going to be the best way to collect this information, and who should we be engaging to collect it? And you can drop in the chat if there are specific people, or websites or organizations or groups that you could engage, educators, of course, who do you think are the best folks to gather this information, and what would be the best way to collect it?

That would be helpful for you to synthesize, and inform the priorities that you need to identify. Would it be helpful to start from the top, and then I can just move it that way? Okay.

So the first one is around data collection, and this was specifically around looking at what data is collected across the islands in the region to identify if there are common things that everyone should be collecting, and if there are additional data points that you could collect and report out to DOE. I'm going to venture to say I don't know that it would be a focus group, but maybe rather a...we could create a document in the SharePoint that you could look at the different data points?

Is that something that might be helpful?

- Yeah, I think that would... Sorry, I forgot to raise my hand.

- Yeah, please. That's okay. I was going to say, I think if we did have that sheet, we could all go in, based on what we know are the testing, our standardized tests, like we have the SBA in Hawaii, and also the focus, what grades, and sort of look at those measures, and then the other islands and locations can do the same, and so we can see how they're aligning.

- Okay. All right, so we can do that. CTE, looking at programs that are available, participation, preparation of staff, and for students. So there's lots of different things within CTE that you all could consider.

- Well, in terms of CTE, the information that might be available is to find out who the state agency is for career and technical education in each of the jurisdictions.

Many of the states have access or direct access to Carl Perkins funding, and so the information would be included in the state plan. So I mean, that's where the information could be, you know, could be found.

- Mary, that's a really important point as well. Because as RACs, we're required to seek that input from our governors or chiefs, and REL governing boards, and we can support that outreach.

But I think that's a really important point, especially for some of the data that we've noted would be helpful for us to continue, and kind of solidify the needs-sensing, and the priorities.

- So in terms of the CTE representative on the REL, the individual that represents CTE for my jurisdiction is actually one of my deans. So, that information is provided through the REL. Okay, so for CTE, that would be the best person or group of people to contact for further information?

- Or the state agent for each of the jurisdictions. Because the state agency is not necessarily...

So for Guam, for example, the state agency for CareerTechEd is actually under the community college, and that's not necessarily the same in other jurisdictions. It might be at the at the K-12 level or at the governor's level, so it just depends on where it's situated.

- Okay, so the state agency for each jurisdiction, the CTE representative for the REL, and then I also see in the chat the CTE division. And in terms of the type of or the engagement approach for these different individuals or entities, do you think that a survey to them would be the best way to collect the information you need, or a focus group?

- Yes, a survey would be important, because when they develop the state plan for career and technical education, it identifies the areas, or the occupational areas that they're going to be focusing on in terms of the funding for the given year, and then what they're doing to sustain the programs that already exist.

So I would see it in the state plan.

- Okay. Any other thoughts about CTE in terms of...or I'm sorry, about data collection in terms of CTE?

Or do you all want to move on to... We have about 30 minutes, and we also want to talk about some resources, as well, at the end. Marissa?

- So, I just have a clarifying question. If the expectation is based on the profile that you shared, we're actually only going to focus on certain areas within the profile? And then we're going back to pull additional data to sort of beef up those areas, and then figure out what outreach we can perform to get community feedback on each of those areas, of ways to improve?

Is that kind of the expectation going forward?

- So I would say, and Tara or Erin, feel free to jump in as well, yes and no. So I think the first thing that we need to do is identify a way to complete the profile

in a more comprehensive way so you have a more full picture of the data. But also, given your unique context, what data points do you need to consider that does not exist in the current regional profile, that is relevant to your communities that you do need to consider in terms of identifying your priorities?

Because the data that's available right now might not help you identify what is needed in your area. So I think it's both, and the addition of what's not present in the profile that you need to consider. And that can be captured through this needs-sensing process, as well as the public comment, and things like that.

Is that helpful? Edna?

- Actually, you may have shared this earlier, but can you remind what the timeline is for this, and that way... I'm just thinking, you know, Christine and I will meet after, just there have been comments that's already been shared, if there's a way for us to capture the ones, just from American Samoa.

Just for us, what's the next steps, as we have different groups that we'd like to reach out to just to get more information?

- So, I believe that your next scheduled meeting will be early October. We don't have a...and Erin, feel free to jump in. I don't know that we have a firm date, but it will be early October. So, you'll have the next several weeks to collect your data, and start to synthesize and identify some...you know, identify the information and themes that you're seeing.

- And Ashley and your Chair and I will all work to debrief what you land on or decide on, or as close as we get to that today, and then support you with correspondence on if we need additional information to determine what we would move forward on as next steps.

It's really important, because everything is part of the public record, that when you're corresponding, to include me on the correspondence so that we have that in the record, to keep track of that.

And we want it to be a committee piece of work, a body of work that we're working on collectively, so that's really important too, as we focus on and make decisions for what, as a collective, we can say are things that are necessary or really important to us, as the Pacific RAC.

So that's kind of two things in one there. And so we will reach out to you if there are things we need clarified, and that will build off of the next steps, and corresponding to you through the SharePoint, and leaving comments on things on those documents, and building our collective understanding, and clarifying our work through that.

And that will really be our collaborative tool for working through this information and this decision-making and report writing process. I hope that clarifies a little bit, because I think the timeline is important, and part of that is hearing the concern around how tight it was, so at ED, it was important to us to give you, as a committee, time to really work through what that looks like.

And especially for your committee, to be able to get that additional information, get that additional data. And so that'll be part of our next steps, so you will be hearing from us as kind of your leadership group, but know that it's really important to us that we have your thoughts and minds and considerations on anything we're kind of moving forward.

- Thank you for that, Erin. So understanding the timeline is absolutely important, because right now we're talking about the work that will need to get done, and so now that you have a little bit better understanding of how much time you have to do that, we can continue to flesh out what are the most appropriate forms of data collection, to get a more holistic view on these different points that you've identified.

So, was there anything else related to CTE that anyone wanted to raise before we move on to the next data points? And if not, definitely feel free to drop it in the chat, if something comes up. But in thinking about English language learners, and how that's measured, and whether or not that's appropriate, that's...

...and Erin or Tara, feel free to let me know if I'm incorrect. But if that's a data point that's not important to your region, it's okay to not focus on collecting that point.

The purpose of our time is to really think about what is important to you all, what do you need to know to serve your students and families and educators. So if there's a point that maybe isn't collected, but it also isn't relevant for your communities, I think it's okay to say that that's not a priority for you all. Edna, were you going to share?

- I feel like I've spoken a lot, so I just wanted to give others an opportunity.

- It's okay. It's okay. I'm talking a lot, too.

- Those Pacific Islanders, they're like, shh. I think for ELL, just working in the system in the States, it was such a key point for them to capture that. But I think we need to still capture that, but the part that echoes to me, before I left Seattle, they were able to get a biliteracy credit...

Because a lot of our kids that's coming out of our school system here, they're bilingual, and so how can we take advantage of our home language and have it apply, you know, just to capture that data as our primary language? And then that's, you know, that's some things that I know that they're moving up in the States, to capture the home language.

We kind of don't really... I guess for me, just speaking, it's so natural here, but it's an asset that we need to take advantage of and mark for our students. So I think we need to capture the ELL data as how the States does it, but we also want to make sure we get what we need for our students, so then that way when they go to the States, there's pride in they do have another language, and it's a strength.

And so, you know, everyone's trying to do dual language, but we're popping dual language babies out of the Pacific Island. I mean, excuse my language, but you know.

- No, I think that's important. And I had a wondering if anyone is aware of that data, as far as language proficiency for those students who are bilingual?

Is that captured anywhere, in any of our areas? And I think that's what you were saying, Edna, is there a way for us to, beyond English language learners, capture that? But I heard you say kind of a second part too, and I want to make sure it's captured, is that if that is the actuality for some of our students when they leave our schools, do they have a distinction giving them credit for that skill of being bilingual?

- And if Christine can add on, it's... Here in American Samoa, I don't see that happening, but I know before I left Washington State, kids, they actually had a Somm 1 test, a test that gave the different levels, level one, two, three, four, depending on which one the students passed for like, Somali, Spanish.

And I was happy to see they had the Somm 1 language as one of the standards. So I was just curious, like you know what? We don't think about that back home, but it's definitely...it's something we need to consider. I thought this would be a great opportunity to bring it up here.

We have students...yeah.

- And Michael put in the chat, if you want to speak to that a little bit, feel free. But he put in there Hawaii's Seal of Biliteracy, and the information around that.

- Yeah, so we do have an official...we do have our K-12 official Seal of Biliteracy for when kids graduate, they can demonstrate proficiency in two languages. They have that for kids.

- All righty, so I've been taking some notes about looking into, you know, potentially finding information about biliteracy, and how to...at least how to track that information, and I definitely appreciate you elevating that as a strength and an asset that your students hold, and you know, should be acknowledged for and take pride in.

And is there anything else to consider? Is that something that we can just... Do you think you all can do some background research in, and might not need a community engagement component? Or is that something that you think a survey or a focus group or something would be appropriate?

I'll go with just some background research for now, and if you guys change your mind, that's okay. So one of the next things was around free and reduced-price lunch, and it was noted that typically in the mainland States, that's a way to track or monitor socioeconomic status or financial need, and that that's not necessarily an applicable measure, as that program's not available in some of your islands.

And so what might be a more appropriate measure, if that data point is important for you all to consider?

- Ashley, you know, from the CNMI, I think I just need to kind of regroup with the other RAC members from the CNMI, and kind of take a deep dive and probably go through the sheets or the document ourselves, and we'll have much more to say, and much more feedback from then.

- Okay. So I'm wondering, and Erin or Tara, please feel free to jump in, I get the sense that because you all need to collect a little bit more data to complete the profile, to have a more complete picture, and also consider some of the public comments, and the themes that are coming out of those public comments, it may be helpful to focus our time on that as an immediate next step, and then think about what additional needs-sensing work should happen.

Just because I know you all...I think it's common across the region that some additional data needs to be compiled and considered before the next step of needs-sensing can be considered. What is the sense of that? Or do you want to continue to try to complete the needs-sensing matrix?

- Well, I think this is a great start on the needs-sensing matrix. I mean, you've already covered a lot of topics, and sort of have a plan going forward.

So I think the next step then will be for Ashley, Erin, and your Chair to meet, and kind of review what was said, clean this up a little bit, and then determine what those next steps are, and send it out for the group to look for that. And you've seen the different areas, yeah, you want to connect with other folks in your regions, which is perfectly fine.

And as we said, we're happy to continue to upload data. It can be different reports that may or may not even relate to those topics. Like I saw family involvement pop up in the chat, I saw community involvement, early childhood, so there's definitely things that might be of interest that you have information for, or there might be stakeholder groups that you could survey or have a call with, do a focus group.

So I will work on kind of making those suggestions, and then sending it out for the group for next steps. Erin, does that sound reasonable to you, and what should happen next?

- Yes, I think that sounds,,, I know that feeling we need a little more data is definitely valid, but the work you all have already put into this is significant. So we will, as we move forward and debrief, we will come up with a way, as Tara described, to kind of compile some of those additional pieces, and also make you aware of when things become available in the SharePoint so that you know what has been uploaded, and what you can then review.

So what we will do moving forward is capture additional pieces that maybe were put in the chat, and also be able to provide you with a cleaned up needs-sensing document that you'll be able to also comment on in the SharePoint, and be able to see what your colleagues are also saying so that you can kind of elevate some of those things that you're seeing, or your data is in agreeance with, and/or bring up new things you may not have noticed in the past.

And so with that, does anyone else have anything for the good of the group? All right. Hearing none, we will move forward with adjourning our meeting today.

And so what I need from you as a group is I'm moving to adjourn the meeting for the Regional Advisory Committee for the Pacific... Oh, Ashley, you just pulled that up, and I totally forgot.

Just kidding, I take it all back.

- It's okay, I was just sending you a private message. So before we let you go, there are...we just want to review, you all should have received an invitation to access the SharePoint. And within that SharePoint, you're going to find a plethora of folders and subfolders with information about the orientation, and your specific island profiles, as well as the larger, more comprehensive regional profile.

So these are the high-level folders that are in the SharePoint. You can go to the next slide. Yes, Roland, you have your hand up?

- Maybe after you, then I'll ask my question.

- Okay. No problem. So for the orientation meeting, you'll be able to find the agenda, the presentation PowerPoint, the recording, as well as a transcript of the meeting summary. Next slide. You'll be able to find the...

So this is what the information, when you open that folder for the agenda and presentation, these, you will see PDFs of each of these things. Next slide. For the profiles, these are the different folders that you will see, that have different data points collected within it.

So, next slide. And then for this meeting and for Meeting 2, they will also have a similar folder to Orientation, where you'll be able to access the agenda, a recording of the meeting, as well as a transcript and summary. Next slide.

And then for the needs-sensing work, you'll be able to access the needs-sensing matrix, and as you complete that needs-sensing matrix and think about what type of data collection methods you hope to employ, you will... so such as surveys, focus groups, and public comments, you'll be able to store that information in these folders.

Next slide. Within each of these folders for surveys, focus groups, and public comments, there are additional subfolders where you'll be able to store communication documents. There will be some things that are already uploaded there in terms of guidance and best practices, instruments, and also the data files that you collect.

Next slide. Same thing for the communication documents. So any communication materials that need to go out, as well as tracking of these activities will be stored in these files. And then for data files, this is where you will collect the data, and then do analysis and summarize your findings.

And then...excuse me, the last, I believe one of the last folders is for the report. So once you complete all of your needs-sensing, and we have our final meeting where we've discussed and identified what the top priorities are going to be, all of that information will be put into a final report.

And so this folder is where there will be a report template, a draft of the report, and then a final version of that report. And then the Resource folder is where you're going to be able to find contact information for your DFO, for myself, and the RAC member names, and then additional resources. So there will be websites, and different profiles for you to review as well.

And Erin, I believe this is you?

- Yes. Now we are able to move forward with adjourning our meeting. So I move to adjourn the meeting... Well, no, there was one more question. I'm sorry.

- Yeah, I think Roland...

- Yes, yes. Thank you, Erin. We are still kind of new on this, so I was just asking if we, once we start doing this ancillary, if we have a question, can we be able to reach out to you guys, or...

- Yeah.

- And then arrange for a virtual meeting, or anything else?

- Absolutely. So please, if you need any support, whether that's technical, accessing something, or if it's you want to talk through some of those ideas, or how you're going about some of the work, you are more than welcome to reach out and let us know what you need, and we're more than happy to support you.

What's on the screen now is the next steps and action plan, which is something that we will do collaboratively, most likely through our SharePoint. So be on the lookout for requests to look at some of those things, and look at some of those pieces for the work that we're looking at, and the needs-sensing we just did.

Could you go back one slide? These are some of our important reminders, is that to know that SharePoint is our primary communication point, Just as we've mentioned a few times, we want to track and monitor all of that. The data that we have, we want to share those comments and reflections, and that's the collective singular way that we can do that, and house it all in a single spot.

The next important thing is when you do get the link to our new meeting date, register for that second meeting so that you're able to, just as we've done today, meet and collectively work on this report, and begin drafting those pieces. Ashley, your Chair, and I will work on the agenda for that second meeting, so we'll be working on kind of what we need to focus on.

Also, you'll receive a copy of the completed needs-sensing matrix, and you'll receive a copy of an action plan, with the responsibilities outlined. We may have some additional steps in there to garner some feedback from you all, but know that those things will be forthcoming. Mary, your hand is up?

- I do have a question. So if, on the information that was provided on the Pacific profiles, it's showing information for fall 2021, if more recent data is available, for fall 2022, is that something that we should consider?

Or are we leaving it at the fall 21 data?

- That data was the most recently available in the NCES data table. So if you have more recent data that will inform your needs-sensing, I've heard a lot of discussions about what the financial situation is going to look moving forward, that's perfectly acceptable to put a note in the profile, or upload another report that can go into the resource folder, so everybody can take a look at that.

- Okay. Thank you.

- Mm-hmm.

- Any other questions? That was very helpful, Mary. I appreciate you pointing that out. Okay, now I'm going to see if third time's the charm. I move to adjourn our meeting for the Regional Advisory Committee, for the Pacific Region.

If you agree, please come off mute, and state "aye."

- Aye.

- Thank you. The meeting is adjourned.