

RAC – Pacific Region
Meeting #3
November 16, 2023

- [Erin] This meeting is open to members of the public and will be recorded for the public record. Next slide. The meeting will come to order for the Regional Advisory Committee for the Pacific region. I will now take roll. When I state your name, please come off mute and state "present." Marissa Baptista?

Jacqueline Che? Frankie Eliptico? [Frankie] Present - Kanchi Hosia?

- Michael Ida?

- [Michael] Present. Christine Leiato?

- [Christine] Present.

- Roland Merar?

- [Roland] Present.

- John Darrell Nablo?

- [John] Present.

- Edna Noga? Dr. Mary Okada?

- [Dr. Okada] Present.

- Josephine Paolo? Winston Sakurai?

- Elizabeth Switaj?

- [Elizabeth] Present.

- Lisa Watkins Victorino?

- [Lisa] Present.

- We have nine members. Having achieved a quorum... You can go to the next slide. Sorry. Having achieved a quorum, we will now move forward with our agenda. To engage in the meeting, please do as you've done in the past. To

make a comment, please raise your hand, and wait for the chair to call on you, or you can engage using the chat feature.

For this meeting for the Pacific RAC, I've been designated to chair the meeting. Next slide.

- This slide outlines our agenda for today. Review recommended priorities identified in the draft report, review a data collection section of the report, and review each identified priority, and any emerging needs. Deliberate on the draft report, and then conduct a final vote to approve the report and submit to the Secretary of Education.

Next slide. During this meeting, subcommittee members will review the report of the assessment of the educational needs of the region, and subcommittees work. Subcommittee members will review the data collection section and the recommended priority section.

After sections are reviewed, the full committee can discuss the report, and propose specific changes, or accept the report as written. If changes are proposed, the committee will vote to accept the section with revisions. Finally, the full committee will conduct a final vote to approve the report and submit it to the Secretary of Education.

Next slide? Are we on seven? No, we're on seven. I'm sorry, you can go back one. I think I got out of order, I said it one too many times. There we go. The primary sources of data collection for the Pacific RAC consisted of a regional profile compiled by the United States Department of Education, data obtained from the RAC Public Comment Survey, and publicly accessible data from state or regional education or related websites, such as the Youth Risk Behavior Survey, and RIASAC, among others.

Additional sources of data collection included the outcomes of one-on-one interviews conducted with the chief officers of regional school systems or other stakeholders, an online survey distributed broadly to K-12 and post-secondary stakeholders and public comments.

Public comments were collected through an online survey instrument, which was distributed to targeted stakeholders. There were 128 public comments submitted for the Pacific Region. Respondents to the survey included administrators, chief state school officers, representatives of various school

agencies, members of the Regional Education Laboratories governing board, parents, teachers, and others.

Now we can go to the next slide. During Meeting 2, the committee voted to approve the following recommended priorities, science, technology, engineering, arts and mathematics, or STEAM, and career and technical education, CTE, the importance of having sufficient well-trained teachers to deliver effective teaching, the need to support specific populations, including special education and English language learners, and the importance of student well-being.

For each priority, the committee summarized the needs, and generated strategies to meet the needs through technical assistance. Next slide. RAC members were nominated to serve on a writing subcommittee to draft the report during Meeting 2, and their names and assignments are on this slide.

Now, subcommittee members will briefly review the data collection activity section, and the recommended priorities, including any identified emerging needs. Next slide. First, we'll hear about priority number one, CTE and STEAM workforce development from Mary.

- So the CTE and STEAM workforce development conducted a survey, and the results of the survey indicated that we needed students with more backgrounds in biology, chemistry, and physics so that they can enter careers that are involved in climate change, and also technology and engineering-related fields, in addition to medicine, allied health, etc.

One of the key components of the survey also identified discussing with local industries to identify what specifically their needs are for CTE and STEAM workforce development and finding qualified teachers for career pathways. One of the other areas indicated on the survey was to identify professional development that can help faculty keep current with industry practices.

The priority needs that were identified as a result of the survey indicated the lack of capacity, whether it be physical space or qualified faculty. Second was not having updated technology to support distance learning, identifying the high cost of CTE laboratories, including equipment to support CTE activities, determining students' career interest in both CTE and STEAM courses, and they identified the increase in out-migration that is causing the decline in current workforce in respective jurisdictions, and how to support that.

There were several recommendations that were provided. One is to initiate more remote learning opportunities for CTE courses from other jurisdictions, incorporate computer science and technology courses in K-12 core curriculum to ensure student success. Third was to develop career pathways from secondary into post-secondary education.

Fourth was to provide work experience and internships for students in these related fields, and to increase access to technology for all students. And finally, to develop a comprehensive assessment of economic development that supports the needs for CTE and STEAM courses that support workforce development in the Pacific region.

That concludes my report.

- Thank you so much, Mary. Next, we'll hear from Michael regarding priority number two, qualified teacher shortages.

- Hi. Good afternoon, everyone. Michael Ida, classroom teacher, Hawaii State Department of Education. So our data came primarily from perception data that was collected through the survey, plus some statistical data primarily from the Hawaii State Department of Education. And we found that recruitment and retention are perennial and persistent issues across the region, that are exacerbated by our unique circumstances.

We found in particular that there are shortages in specific areas such as special education and STEAM, as well as in some of the outlying island communities that are separated from population centers. To address those needs, our technical recommendations are pretty expansive, and they cover everything from addressing things like our higher cost of living, and adjusting salaries accordingly, to using distance learning creatively, to having better data collection in our region.

And that concludes my report. Thank you.

- Thank you, Michael. Now, Lisa will review priority number three, student health and wellness.

- Yes, aloha. So for our student health and wellness, the data primarily came from two sources, and that was the RAC survey. So we did the qualitative analysis of our section throughout the RAC comments, as well as the Youth Behavior Risk Survey.

So what we did was take the common themes, and then try to see what data was available to provide some either context or support, and we primarily used the Youth Behavior Risk Survey for that.

We were able to get just primarily the physical and mental health, you know, some physical and mental health indicators. And so our priority needs are enhancing the physical health of students through better nutrition and increased physical activity, addressing the mental health of students through increased resources for programs, services, and counselors, and then utilizing cultural perspectives within a region to support students' learning, curriculum development assessment, and overall well-being, and then tackling the issues related to deteriorating aging and unsanitary infrastructure.

Some of our recommendations are for technical assistance, that we thought could be done with technical assistance are supporting the design and implementation of cross-regional studies to identify and assess the policies, programs, practices, challenges, and resiliencies regarding nutrition and physical and mental health, facilitating the design and implementation of a cross-regional study to assess the state of indigenous perspectives and approaches to learning, curriculum development assessments, and overall student well-being.

And then assisting in the development of SMART goal initiatives that could address the infrastructure needs that have been identified by the regions. And so those were the highlights of our section.

- Thank you, Mary. Or Mary, not...Lisa. Sorry. I'm seeing too many names on my sheet. Finally, Frankie will review priority number four, career and college readiness.

- Good morning. So the data for priority number four came from many of the data that was cited by the other groups, or the other priority groups, including the regional profiles collected by the U.S. Department of Education, public comments collected through an online survey instrument.

The same public comments were also reviewed from the online survey that was distributed, that were more targeted to specific target groups. We also did one-to-one, looked at results from one-to-one interviews conducted by RAC members. And we also weaned and gained a lot of information from discussion during the RAC meetings, and from other RAC members across the Pacific.

Many themes emerged from these data, including that career and college readiness of students when transitioning from junior high to high school, or high school to post-secondary education continues to be a challenge in all the Pacific Island jurisdictions. Priority needs around college and career readiness include an increase in technical assistance, and resources that provide meaningful and impactful initiatives that bolster Pacific students' college and career readiness.

Further research into how culture, tradition, and elements impact Pacific students' college and career readiness, assistance in inventorying and assessing the college and career readiness initiatives that have been implemented in the past to determine which were effective, and which did not have any impact, or had minimal impact. And a recognition of the unique challenges that states and insular areas in the Pacific face in implementing college and career readiness programs initiated by the U.S.

Department of Education that may be continental-U.S. centered. And finally, increase...another theme that emerged was an increase in funding needed to support school systems, including higher education, that assist them in facing disproportionate increases in costs or expenses, including the ability to offer teachers and instructors competitive wages.

And the technical assistance and recommendations that we had come up with include the following, initiatives that bolster college and career readiness of students so they are prepared for jobs of the future, and more specifically, Pacific jurisdictions need to launch or expand current initiatives that expand students' academic and technical knowledge, and their employability skills, initiatives that strengthen alignment between K-12 school systems and post-secondary institutions, and business and industry.

We also need technical assistance that helps encourage initiatives that help build and expand work-based learning and career pathways. We also need technical assistance that supports the study...to study the factors that most strengthen and most diminish the college and career readiness of Pacific students, inclusive of cultural and traditional factors.

And finally, the RAC recommends technical assistance that supports initiatives that explore strategies to expand post-secondary pipelines from elementary and

junior high levels, all the way through college or career and technical school. Thank you. That concludes our priority four presentation.

- Thank you, Frankie. Next slide, please. And now the committee members have the opportunity to ask any clarifying questions or propose specific changes to address the accuracy of the committee findings, and the recommendations of the draft report.

This is an opportunity to verify the accuracy of the report with respect to the committee's findings and recommendations, and any proposed revisions should address that. Edits should be limited to the accuracy of the report contents. Edits related to writing style, grammar, or formatting will not be taken at this time. And I wanted to put and correct something I said in the beginning, but it's from our report, I noted it to Ashley already, but in our introduction paragraph outlining our priorities, there was a priority listed as focusing on special education and English language learner achievement, and our college readiness wasn't listed in our introduction paragraph.

So Ashley knows about that, and it'll get corrected, and be listed correctly. But I see Lisa's hand, so I'll call on Lisa.

- Yeah, so just in that first...I don't know what page the data collection is on. So, you know, we have the Youth Risk Behavior Survey listed, but I don't know what the RIASEC is, so if someone could put that in there so that we have the readers know what that stands for? Because I don't know.

- Spelling out that specific acronym?

- Yeah. Yeah.

- Yeah.

- Yeah. And then I'm wondering if we would have the opportunity, or if we could add... So after listening to Michael and Frankie, I realized that one of the things for us as well really should be about data, the collection of data.

Because the data we have is really for physical and mental health, but all of the other categories that came out of the RAC comments didn't...we don't have that kind of data, right? So the cultural resiliency, we don't really have a lot of good data on that, some of the other...what were things?

Like the basic educational needs, some of the impacts, safe learning environments... There's just things that we don't have a lot of information on. So I'm just wondering, can we just add that in? Or is that something that can go in the conclusion, that, you know, across the priorities there are recognized data collection gaps, or...

- I wonder if anyone has ideas on that, or if that thinking could be part of what is in the technical assistance without...when we talk about data collection as part of something that might be helpful for future recommendations?

But I'll defer to the team. Okay. And then my last... I've already sort of sent the... It's regarding the accuracy of the tables, and the data in the tables that are in the appendix. And so I'm working with Ashley on correcting the ones for Hawaii.

- Yes. So I did receive the correct numbers, and I will share that with Allison to double-check, and make sure that the numbers are updated and accurate.

- Thank you.

- No problem. Thank you.

- Anyone else have any other accuracy, or findings, or recommendations, or proposed revisions that you've noticed that we need to take up?

Okay. Seeing... Oh, Mary. I see your hand.

- Not in the content of the report, just on the supporting documentation, the whole financial section regarding Guam is missing. Just wondering if there might be some opportunity to up that to include Guam? It's in the very back. It has to do with the financials.

- [Allison] This is Allison from MSG. So these are the regional profiles that I believe you all used as research, that were compiled earlier. I can go back and see if data was missing, but my understanding is that was the data available at the time.

But I can always double-check.

- Okay. That's the only question. Thank you.

- We had a question in the chat as well. Updated profiles that we used in our needs-sensing, is that... I just want to make sure I'm referring to the right updated profiles, but I believe that's what Christine is referring to, if those could be added to the report from the...

That was part of our needs-sensing activity.

- Again, I think so. You know, these profiles were done a while back, so I don't see why we couldn't make the corrections. But I will double-check, you know, with the Department just to confirm.

- Sounds good. Christine, I see your hand...

- Thank you. I just wanted to clarify. In the beginning, when the regional...like what you're sharing right now, the profiles, and we had asked that if we could update, this is just to clarify, and all of us went in and we updated our profiles, those are the ones that I'm referring to, that were on the SharePoint.

- Mm-hmm.

- Yeah. And then, there was also a question if we could use, like, the latest data that we had access to, and so that's what American Samoa did. So that's what I was asking, if those could be, the individual updates that we all address could be added to the report. Thank you.

- Mm-hmm. And I guess that goes to a broader question and maybe Allison, you can answer that for me, for everyone, is the additional work that was done during needs-sensing, and that data, where that lives moving forward so that they know kind of where all of those pieces end up?

- Yes, so I didn't know there was additional data. So these are the regional profiles that were kind of in SharePoint. If there's other data that wasn't put into the regional profile, we would have to go back and add it in. So that's what I would have to check.

- I think in general, I think all of the... I think what I'm referring to is all of the committees did their needs-sensing activities, and where is all of the product of their needs-sensing activities that they did? Where does that live, once the report...

- All of that should be in SharePoint that you all have access to. I think everything that you all put should be in there.

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- Okay.
- And so, this report, you know, all of the notes, the agenda, I think, from the other meetings, all of that information is in that SharePoint that you all can access.
- Great. Roland?
- This refers to the financial report. Also not only Guam, but also Micronesia, if there's data, please put it in there, because based on the technical recommendation of the teacher retention, and we also address the financial impact on each region.

Thank you.

- All right, anyone else?
- I have a quick question about citations. I just realized that we, you know, put in our information from, like, the YRBS, and so I'm wondering how the citation should be done?

Or if that's just something that just gets added toward the end, in a reference section or something? It was only for that, for the YRBS

[crosstalk]

- Yes...
- Yes, we did not yet format the references.
- Oh, okay.
- We just didn't have time.
- Okay.
- So that's one of our notes, our final notes, to go back and format them properly.
- Okay. Anyone else? Lisa, did you think of something else?
- Yeah, sorry.
- It's okay.

- So...

- That's why we do this.

- So on this slide, you know, it says if the edits are suggested by the committee members, right, we would vote, still vote, but that's really dependent upon whether or not we know that the data is going to be updated. And I'm wondering if...

Because I had gone in as well and made changes for the most recent data, and I hear that others had done the same thing. And so if we are able to ensure that whichever was the latest information that was shared? So even if the years are variable across tables, as long as the year is cited for a particular table, then will we be able to make sure that our data is really reflective of the most recent information, you know?

Unless everybody has different years. But I'm suspecting that whatever is the sort of minimum year that everyone has information for could be used in the table.

- So Danielle has a note in the chat, if there is more recent data that needs to be updated, if you could put the file name, and possibly the link to that data file in the chat?

That way, we can make sure that we're using what you all consider to be the most recent data.

- Yep. I'm looking for it right now, but I know Ashley probably can do that faster than I can.

- Yeah, I'm pulling it up from SharePoint. I think one of the challenges is that many of the regional profiles weren't complete in their first iteration.

And so we created a supplemental document where we identified the missing data, and then members added either links to reports, or they added the actual updated data. So I think the discrepancy is that the data didn't make its way from that compiled document into the updated regional profiles, so I think that's where there was a discrepancy.

But I have the document where folks shared the newer, or the updated data and resources.

- Mm-hmm. Can you share that with us in the chat?
- Yes, I'm [crosstalk]
- The link?
- Yeah.
- Thanks, Ashley. Okay, anything else? Okay, I don't see any of those, any hands raised, or any...

Let me double-check the comments in the chat.

I don't see any in there either. So members, what we'll do now is we will vote on those changes, which include the ones we just discussed, and then getting that data...included in our final report.

And I guess if there's guidance from...anyone else in ED, or anyone at MSG based off of Lisa's question depending upon the changes.

And we found the document we're all referencing, and we all know and use, so will that be something we're able to reflect in our report, are those changes? And if so, let's first talk about the edits themselves, so adding to the actual report itself.

So those changes, as far...that we've discussed, let's go ahead and vote on that, and do so by using your Raise Hand feature, your Raise Hand function so we can accurately call the vote, and take a screenshot for the record.

So I call for a vote for the Pacific RAC to accept the proposed edits for the report as revised during this meeting. While I'm counting, please keep your hands up, while we take a screenshot for the record.

- [Tech] The screenshot has been taken.
- The edits for the report for the Pacific Region have been approved. Danielle or Esley, do you have any clarification on the data part?
- Yeah, so I think if this is a technical correction, to make sure that the data have been updated with the latest data that were provided in the file on the SharePoint, that's a correction that can be made to the report, certainly.

- Thank you. Perfect. Okay, just wanted to make sure, so everyone feels comfortable with the final vote for accepting the report. So now that we've deliberated and reviewed, we are able to vote on the final drafted report. And so members, just as we have before, we're going to call for a vote, and use the Raise Hand feature, the Raise Hand function so we can accurately call the vote and take a screenshot for the record.

Okay? I call for a vote for the Pacific RAC to approve the report to be submitted to the Secretary of Education.

- The screenshot has been taken.

- The report has been accepted by the RAC. The changes will be implemented, and the report will be submitted to the Department. The committee will be terminated by the Secretary after submission of its report to the Secretary.

The committee may be reconvened at the discretion of the Secretary. Are there any questions before we move to adjourn our meeting? No questions? Wow.

I just don't want to...

- I have a quick question.

- Oh, go ahead, Frankie.

- This is not really a question, but... Or maybe it is a question, but maybe also a comment on how future RAC convenings can be...how feedback can be collected to improve future RAC convenings with regard to timelines, and more time to be given to stakeholders to give and provide input.

So I just wanted to see if there was some sort of assessment or feedback component of this particular RAC convening to inform future RAC meetings?

- Thank you for the question, Frankie, and we would be happy to take your feedback if you'd like to send that to the Designated Federal Official.

- Thank you.

- Anyone else have a question? Well, I want to thank you all for your time, and thoughtful work that you put into this process and report writing.

I know that Ashley and I really enjoyed working with all of you and have learned so much from you. I just wanted to be able to say that, while you were

all on here and could hear it. Next slide. Oh, that's... There isn't...I just added that.

I move to adjourn the meeting for the Regional Advisory Committee for the Pacific Region. Please concur by stating aye.

- Aye.

- The meeting is adjourned at 6:40 p.m. Eastern time, November 16, 2023.